

Promising Practices

Promotional Package



HUMANE
CANADA.
ANIMAUX
CANADA.



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INTRODUCTION

The following package is designed for organizations to use to raise awareness and increase public awareness of the program created from the Promising Practices Framework. The materials included in this package are built to support educational programming that incorporates Humane Canada's Promising Practices Framework for the purposes of building allies within the community, with a particular focus on boys and young men, with the goal of preventing gender-based violence (GBV). Ideally these materials will be utilized to recruit participants for the organization's educational program. See glossary for terms and definitions (Appendix B).



The goal of our program is to utilize the Promising Practices Framework to engage participants in an innovative program to become allies to prevent gender-based violence through humane education. This framework supports participants in learning age-appropriate concepts, including the following:

HEALTHY CONCEPTS OF GENDER

ADDRESSING HUMAN AND ANIMAL VIOLENCE

RESPECTING BOUNDARIES

LIVING WELL TOGETHER

TAKING EMPOWERED ACTION

BUILDING CONFIDENCE IN THEMSELVES

The goal of this program is to **change attitudes and behaviours to create a safer future and community for all.**



RAISING AWARENESS

ABOUT YOUR EDUCATIONAL PROGRAM & GBV WITHIN COMMUNITY

Initiating discussions on gender-based violence (GBV) can be particularly challenging in communities where awareness and educational efforts on the issue are not yet in place. In these communities, we recommend collaboration with other GBV services and allied organizations to collectively raise awareness regarding the need to end GBV while also recruiting participants for the educational program your organization is launching. If your organization is focusing your program on GBV, it is best practice to build these collaborative relationships with GBV services and organizations. Your program may be focusing on education regarding living better together as humans and animals to prevent violence, which may have a more indirect conversation regarding GBV, and may not require collaboration with organizations working directly in GBV services. We encourage building collaborative relationships as they can further the reach of your program and offer additional resources and knowledge.

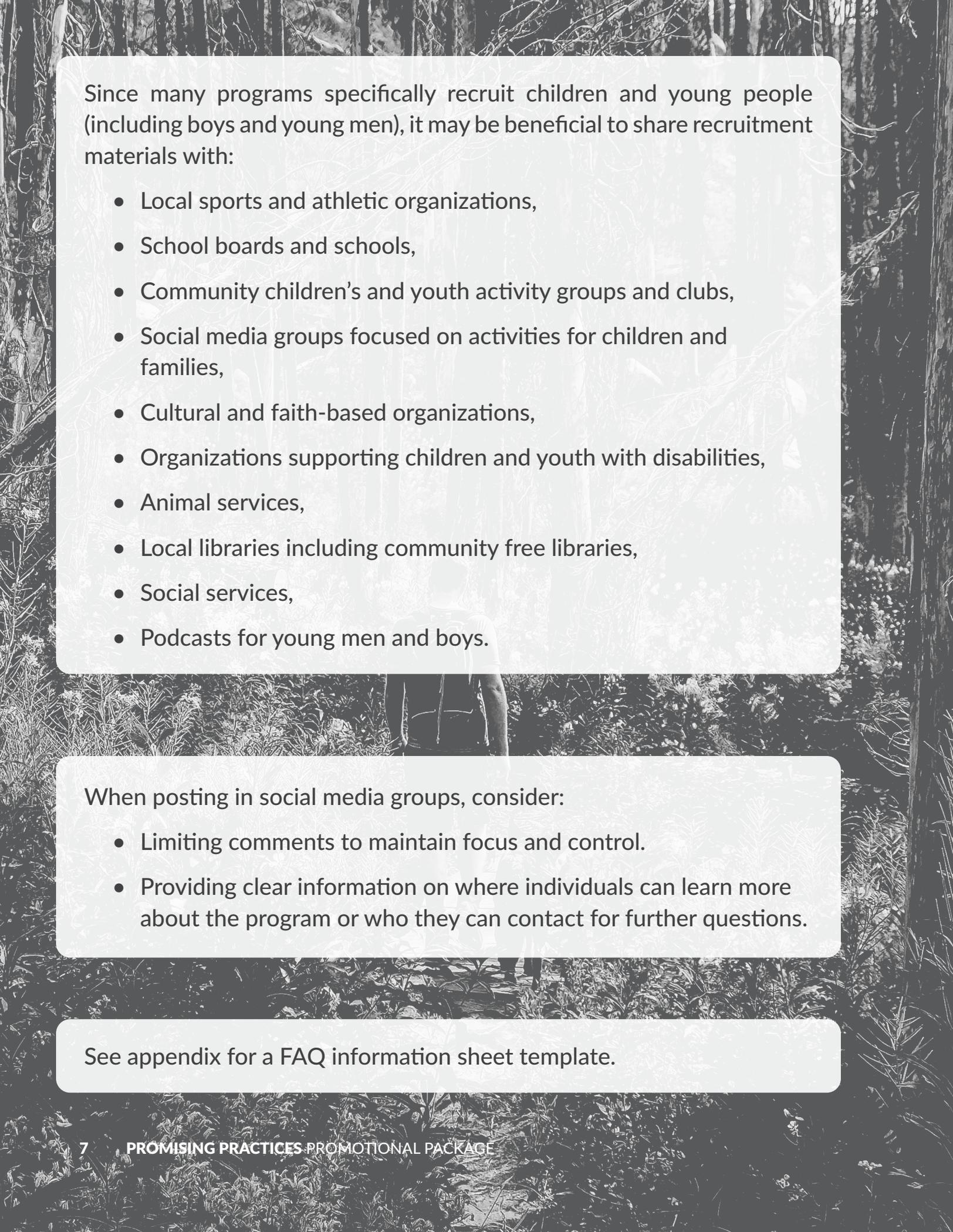
Although you know your community best, it may be helpful to consult with interest holders within your community to determine the best ways to uplift and promote your educational program and recruit participants. Doing a focus group, survey, or another means of informal feedback can offer an opportunity to adjust and shift your promotional materials and language to appeal to the members of your community.

When creating promotional and recruitment materials it is essential to highlight the strengths and positive outcomes of your educational program. While the ultimate goal is to prevent gender-based violence, the program focuses on sharing knowledge and building skills that empower participants to become more engaged community members, fostering a safe and inclusive environment for everyone. Emphasizing the program’s solution-focused approach – preventing violence through the development of prosocial skills and values – reinforces that it is a positive call to action for the community.

It is important to be transparent that addressing the root causes of violence will be a part of your program, presented in an age-appropriate manner to help participants distinguish between healthy and unhealthy interactions and relationships with people and animals. Some community members may have questions, and providing opportunities to address these – through a FAQ information sheet, a community recruitment session, or one-on-one discussions – can encourage their enthusiastic participation in the program. When recruiting partners, consider seeking support from community members or interest holders who are already aware of gender-based violence (GBV) and align with the program’s goal of building allyship and preventing GBV. This can involve:

- Asking colleagues and community members to share recruitment materials with individuals and families interested in the program.
- Disseminating recruitment information to the general public and through social media platforms.



A person is seen from behind, walking on a dirt path through a dense forest. The path is surrounded by tall grasses and various plants. The background shows a thick line of trees with bare branches, suggesting a late autumn or winter setting. The lighting is soft and natural, filtering through the trees.

Since many programs specifically recruit children and young people (including boys and young men), it may be beneficial to share recruitment materials with:

- Local sports and athletic organizations,
- School boards and schools,
- Community children’s and youth activity groups and clubs,
- Social media groups focused on activities for children and families,
- Cultural and faith-based organizations,
- Organizations supporting children and youth with disabilities,
- Animal services,
- Local libraries including community free libraries,
- Social services,
- Podcasts for young men and boys.

When posting in social media groups, consider:

- Limiting comments to maintain focus and control.
- Providing clear information on where individuals can learn more about the program or who they can contact for further questions.

See appendix for a FAQ information sheet template.

ENGAGING SAFELY

When creating promotional materials for your program, you should consider that there may be survivors within your audience. Similar to incorporating a plan for sensitive disclosures and after care into your program, incorporating resources for relevant support into your promotional materials can offer support to those in your community who may be experiencing violence or are on their healing journey. This could include adding information for crisis lines like Kids Help Phone to your promotional materials and/or captions or could include collaborating with an organization that offers support to survivors. Additionally, when creating promotional material, it is important to be conscious of survivors' experiences and thoughtfully select wording and imagery.



NAMING YOUR PROGRAM

Determining a name for your program can be a helpful tool in recruiting participants. A great author, William Shakespeare once asked What's in a name?, and to that we say, a lot. The name for your program should be catchy, easy to remember, and a brief way to refer to the program and provide some understanding of the content. Potential ideas for names are listed below.

If you already have an established program and are integrating the Promising Practices Framework into it, this section may not apply to you.

A program with a name already recognized by the community likely has built trust regarding its content. For recruitment purposes, it may be beneficial to retain your program's existing name while communicating that new content will be introduced through an updated program description. You may also want to ask your community to help you determine a name as a way to build community engagement.



PROGRAM NAME IDEAS

ALLIES FOR CHANGE

STAND UP, SPEAK OUT

VOICES TO END VIOLENCE

PATH TO RESPECT FOR ALL

PARTNERS IN PREVENTION

THE BRAVE HEART PROJECT

RESPECT HEROS

KINDNESS CREW

THE GENTLE STRENGTH INITIATIVE

CHILDREN FOR LIVING WELL TOGETHER

TRUE FRIENDS TO ALL, TRUE STRENGTH TO CREATE CHANGE

THE POWER OF ALLYSHIP PROGRAM

THE RESPECT SQUAD

- AN EDUCATIONAL PROGRAM FOR PREVENTING GBV

- A PROGRAM TO PREVENT GBV

- COMPASSION FOR ALL SPECIES

- CREATING A VIOLENCE FREE COMMUNITY

- CREATING SAFE HAVENS FOR PEOPLE AND ANIMALS

- FOSTERING EMPATHY FOR ANIMALS AND PEOPLE

DETERMINING A PROGRAM DESCRIPTION

The program description may be helpful to share on recruitment posters, in social media posts (either in the image or description), in emails and newsletters, as well as any other ways your organization plans to recruit for participants. The program description is a great way to invite parents or participants to sign up for the program through briefly explaining what the program intends to teach and the overall outcomes of the program.

FORMULA FOR A GREAT PROGRAM DESCRIPTION

1. Introduce the overall goal or rationale for the program and who can participate.
2. Briefly explain the content of the program.
3. Highlight the outcomes for participating in the program.

Encourage readers to take action by providing clear and simple steps to sign up for the program. An example for this could be for parents:

We invite children from ages 9-12 to join the Kindness Crew to help create a violence-free future. This program discusses how to build a future free from violence through understanding respect, healthy relationships and ideas of gender, learning how to live well together, ways to empower action, and developing confidence. Children who participate will learn ways that they can make their communities safe for everyone and the actions they can take to be kindness heroes! If you are interested in signing up your child for this program or have additional questions, please complete this form.

An example for this could be for youth to sign themselves up:

Calling youth (9-12) to join the Kindness Crew!

Learn how to engage with animals and humans in a way with fosters respect, empathy, and compassion.

Sign up here: Insert form link

Then in the post image could be something like “We want to create a violence-free future! Join us.”

We encourage you to utilize forms as a method of signing up participants as well as gathering contact information for individuals who have questions. This limits that ability of individuals to contact staff as a safety measure and provides staff the opportunity to evaluate the information before engaging with the individual.

It is also important to highlight that this program is free, and part of Humane Canada’s Promising Practices Project funded by Women and Gender Equality Canada (WAGE). This offers potential participants the opportunity to learn more about the Promising Practices Framework which may answer some of the questions they have. This information can be included in the program description or separately on recruitment material or in social media captions.



RECRUIT WITH YOUNG MEN, BOYS & MALE IDENTIFYING PEOPLE

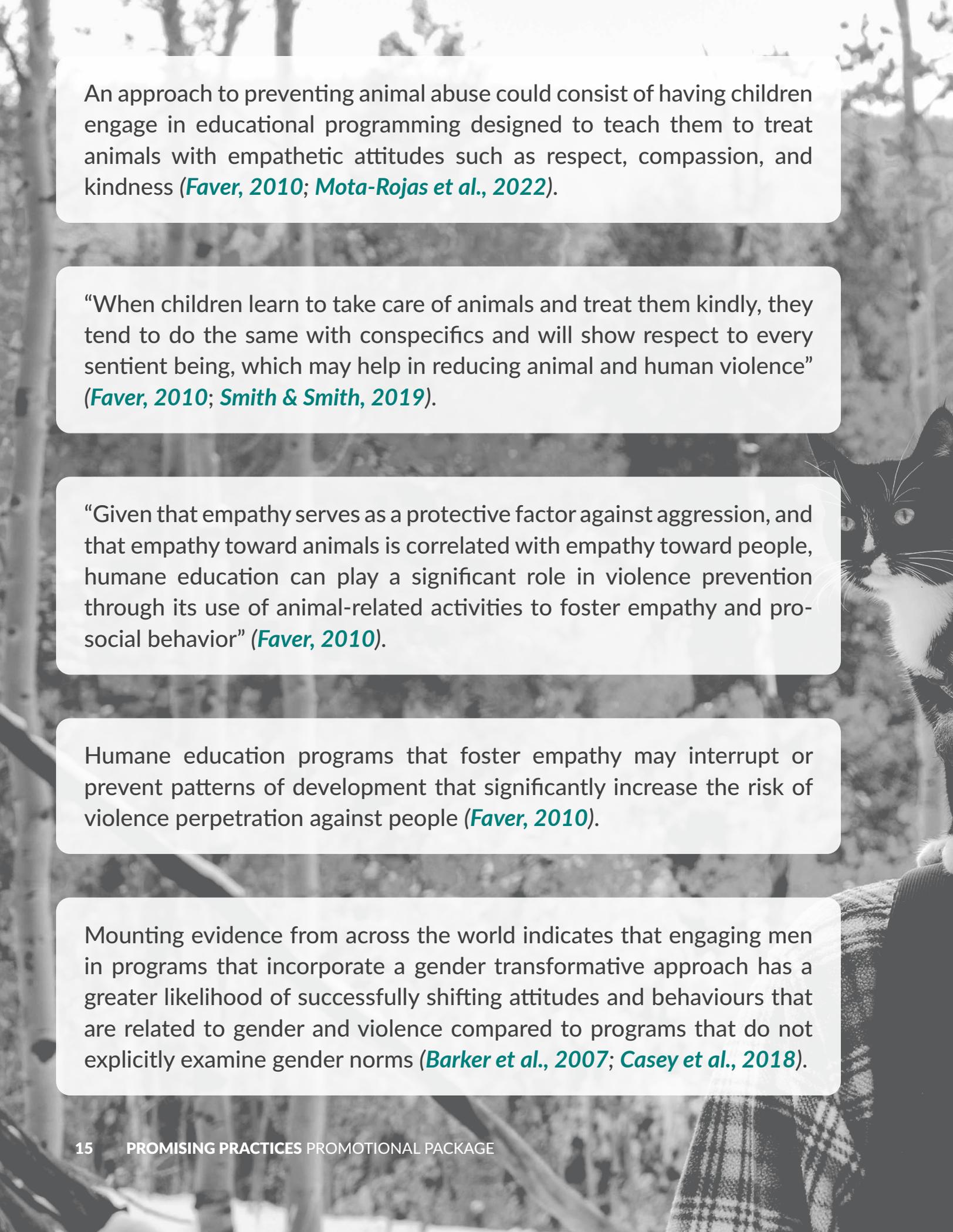
As this project is focused on engaging young men and boys, we do encourage programs to incorporate methods of recruiting men and boys in their promotional plan. Some programs may wish to limit enrollment in their program to male-identifying individuals and other programs may wish to keep enrollment open to all genders while including specific recruitment strategies for male-identifying participants.

Strategies for recruiting young men and boys could include partnering with organizations already engaging this audience to share recruitment materials. These organizations may include local sports and athletic groups, youth activities, clubs like Scouts Canada, or other groups focused on engaging boys and young men. Additionally, consider sharing recruitment materials in community spaces frequented by this audience. Engaging community champions who work with boys and young men can also be valuable. These champions can share materials within their networks and help emphasize the goals of the Promising Practices Framework in fostering meaningful engagement. It may also be helpful to share materials with family counselling, youth counselling, and mental health service organizations as they may be working with individuals who would be interested in a program like this or supporting parents who may wish to enroll their children in a program like this.

RESEARCH POINTS FOR POTENTIAL POSTS

It may be helpful to include knowledge gathered through the research that was foundational to the Promising Practices Project in your recruitment materials. Below we have included brief sentences summarizing what had been found in research regarding either humane education or engaging boys and men in GBV education. You may wish to incorporate one or more of these research points in your recruitment and promotional materials.





An approach to preventing animal abuse could consist of having children engage in educational programming designed to teach them to treat animals with empathetic attitudes such as respect, compassion, and kindness ([Faver, 2010](#); [Mota-Rojas et al., 2022](#)).

“When children learn to take care of animals and treat them kindly, they tend to do the same with conspecifics and will show respect to every sentient being, which may help in reducing animal and human violence” ([Faver, 2010](#); [Smith & Smith, 2019](#)).

“Given that empathy serves as a protective factor against aggression, and that empathy toward animals is correlated with empathy toward people, humane education can play a significant role in violence prevention through its use of animal-related activities to foster empathy and pro-social behavior” ([Faver, 2010](#)).

Humane education programs that foster empathy may interrupt or prevent patterns of development that significantly increase the risk of violence perpetration against people ([Faver, 2010](#)).

Mounting evidence from across the world indicates that engaging men in programs that incorporate a gender transformative approach has a greater likelihood of successfully shifting attitudes and behaviours that are related to gender and violence compared to programs that do not explicitly examine gender norms ([Barker et al., 2007](#); [Casey et al., 2018](#)).



“Healthy masculinities encompass a diverse and positive range of behaviors, attitudes, and traits that best reflect values of selflessness, openness, kindness, supportiveness, authenticity, vulnerability while also promoting respect, equality and emotional wellbeing” ([The Learning Network & White Ribbon, 2024](#)).

They provide an alternative definition to patriarchal masculinities by accepting traits that support healthy relationships, personal growth, and greater social inclusivity while rejecting stereotypes that suppress vulnerability ([The Learning Network & White Ribbon, 2024](#)).

Men and boys who embrace traits and norms stemming from healthy masculinities are able to foster deeper connections and more equitable relationships by supporting and promoting broader expressions of gender that move beyond a binary lens ([The Learning Network & White Ribbon, 2024](#)).

The positive impacts of healthy masculinities can improve mental health outcomes and quality of life for men and boys, their families, and their communities. These masculinities help men and boys to fully develop their “physical, emotional, intellectual, and spiritual needs” which is beneficial to them as individuals and to the people with whom they have relationships, and these positive impacts reverberate across the larger community and society ([The Learning Network & White Ribbon, 2024](#)).

You can also access more information in the [Promising Practices Research Summary](#).

HASHTAGS

Incorporating hashtags in your social media posts for recruitment can be helpful in finding the right audience. You may want to include hashtags for your specific community or geographical region, as well as utilizing hashtags associated with your organization and programming and the Humane Canada hashtag. Other hashtag ideas are listed below:

#PromisingPracticesProject

#EngagingMenAndBoys

#GBVPrevention

#AlliesForChange

#MenAsAllies

#BoysForBetter

#StrongerTogether

#GoodGuysStandUp

#MenForEquality

#VoicesForRespect

#PromisingPracticesforEndingGBV

#HumaneEducation

#ViolencePrevention

#StandUpForRespect

#RiseAboveViolence

#LeadWithRespect

#CourageToAct

#RiseAboveViolence

#AlliesInAction

#EndGenderViolence

#KindnessIsStrength

#RespectStartsWithUs

#BeTheChange

#MenForRespect

#EndViolenceTogether

#BoysAgainstViolence



PHOTOS

Photos should represent the potential participants of your program including diverse ages, body types, races, and gender identities, as well as the diversity of animals interacting with the potential participants. It is important to also think of animal welfare when selecting photos and select photos in which animals are in comfortable, natural positioning and appear to be in good health. Images can be found on Canva as well as on Unsplash. *Maddie's Fund* also offers a photo library with images of pets and people. Images have been created for your use on various platforms and the links to these can be found below.

ANIMAL IMAGE RECOMMENDATIONS



Do not include animals bred for features that may cause them to suffer. For example, flat face features can cause breathing difficulties, as well as eye and skin issues, while very long backs can cause back problems. Or animals who have experienced painful human actions such as pigs with their ears notched.



Give preference to mixed breeds and animals wearing identification (animals with collars and name tags/ID tags).



Do not use images of animals wearing clothing or costumes.



When using images to highlight the human-animal bond, prioritize diverse imagery that keeps the focal point on the animal and promotes safe handling.



Do not include images of animals who have been provoked to induce a particular behaviour.



Do not include animals who appear in distress for the sake of the photo or are exhibiting behaviours suggestive of stress (e.g. cats with dilated pupils, dogs lip licking or yawning, rabbits in freeze mode, animals in defensive position, open mouth breathing or in unnatural positions).



Children hugging animals, especially dogs (for safety reasons).



Groups of animals where at least one animal is clearly stressed by the interaction.



Animals posed with objects that perpetuate improper stereotypes (e.g. mice with cheese, rabbits with carrots, cats drinking milk – these foods are not good for their digestive systems).



Animals being improperly handled (e.g. held without proper support, forced into unnatural poses).

CANVA TEMPLATES

We have included some image templates on Canva for you to utilize. We ask that you select **make a copy** of the image/file and then edit to ensure that the templates remain templates for everyone.

MEN/YOUNG MEN TEMPLATE



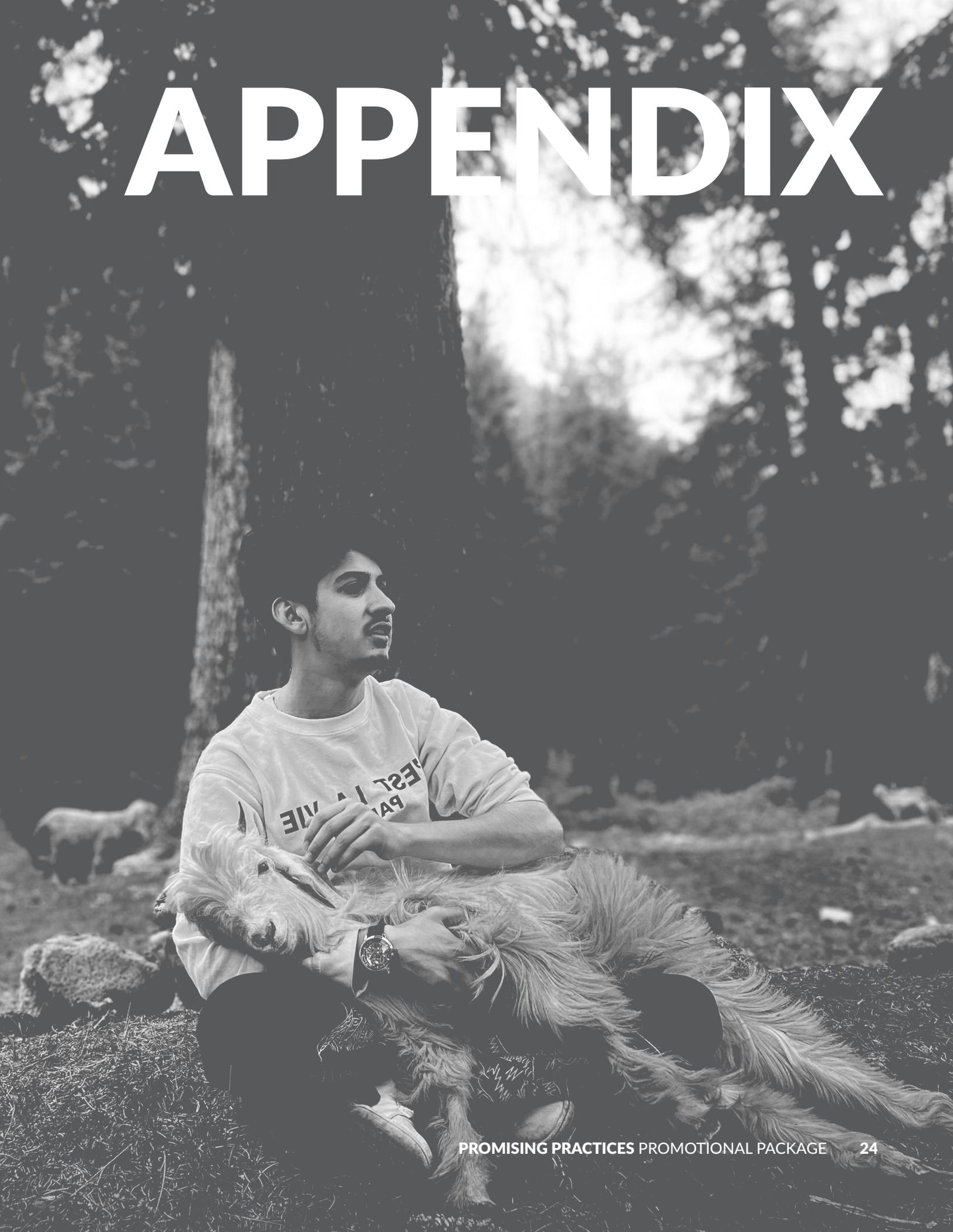
www.canva.com/design/DAGW8a3U4lw/qvpyRLkO1gCzS2P5j7jKZg/edit

BOYS/CHILDREN TEMPLATE



<https://www.canva.com/design/DAGW8f-JHRA/8sV-MTT1uDOj696dtoLLWw/edit>

APPENDIX



FREQUENTLY ASKED QUESTIONS TEMPLATE

WHAT IS THE GOAL OF THE PROGRAM?

The goal of our program is to utilize the Promising Practices Framework to engage participants in an innovative program to become allies to prevent gender-based violence through humane education. This framework supports participants in learning age-appropriate concepts, including the following:

- Healthy concepts of gender
- Addressing human and animal violence
- Respecting boundaries
- Living well together
- Taking empowered action
- Building confidence in themselves

The goal of this program is to change attitudes and behaviours to create a safer future and community for all.

WHAT IS THE RESEARCH THAT LED TO THIS PROGRAM?

To learn more about the research behind this initiative, please visit www.actproject.thinkific.com/pages/promising-practices-homepage. This webpage offers a summary of research that led to the development of the Promising Practices Framework which can be also accessed on the website. You can also learn more about Humane Canada's Promising Practices Project, funded by Women & Gender Equality Canada (WAGE) by visiting www.humanecanada.ca/en/promisingpractices.

WHO CAN I CONTACT IF I HAVE MORE QUESTIONS?

Please email the team at the email addresses below!

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claire@humanecanada.ca

Garett Grittner

garett@humanecanada.ca

General Inquiries

info@humanecanada.ca



PROMISING PRACTICES PROJECT GLOSSARY

PROJECT SPECIFIC TERMS

ACCESSIBILITY

The quality of being reachable and easily understood; programs designed and created with accessibility in mind are inclusive for all individuals, in which individuals with differing abilities can utilize and participate effectively and equitably.

ACCOMPLICE¹

Individuals taking action to support survivors. **Note:** this may hold a specific meaning in criminal justice circles and “ally” may be the better word utilized in some circumstances.

ACCOUNTABILITY

The responsibility of individuals or organizations to explain, justify, and take ownership of their actions, decisions, and outcomes. This involves being answerable for the results of one’s behavior or performance and being willing to accept the consequences of those actions.

ACT

Awareness, Collaboration, Tools

ACRM

Adaptive Collaborative Response Model

ADVOCACY

The act of supporting, uplifting, or championing a cause, policy, idea, or group of people with the goal of creating positive change or addressing a specific issue.

AFTER CARE

The support provided after completion of a program to ensure ongoing progress towards program goals.

AGGRESSORS¹

The individual identified by the survivor who demonstrates aggressive, and/or violent, and/or abusive behaviour.

ALLY²

Individuals taking actions to support survivors.

ANIMALS

Encompasses companion, service, and farmed animals.

ALLYSHIP

The act of supporting marginalized groups or individuals.

ANIMAL COLONIALISM⁷

Deeply intertwined with the interlocking forces of settler colonialism; involves the devaluation and assault of Indigenous animals to disrupt non-anthropocentric Indigenous knowledge systems. Demystifies sacredness embedded in Native worldviews by severing the connection between nonhuman animals and the sacred.

ANIMAL JUSTICE

The ethical and legal principles that advocate for the fair treatment, protection, and rights of animals, while promoting the recognition of animals as sentient beings with inherent value, and advocates for their protection through laws, policies, and societal changes.

ANIMAL MALTREATMENT

Actions or neglect that cause physical or psychological harm to animals.

ANIMAL PROTECTION

Enforcement of animal care and welfare standards for animals.

ANIMAL SENTIENCE¹³

For an animal to be sentient means that they can experience pain and pleasure, and that these experiences matter and have importance to them.

ANTHROPOMORPHISM

The attribution of human characteristics, emotions, or behaviours to non-human entities.

ANTI-OPPRESSIVE EDUCATION

An approach to teaching and learning that actively challenges and seeks to dismantle systems of oppression, such as racism, sexism, homophobia, classism, and ableism, within educational settings. It emphasizes creating inclusive, equitable, and socially just learning environments where all students, regardless of their background or identity, feel valued and respected.

AWARENESS

Creating attention, engagement, and generating opportunities for individuals, organizations, and the general public to learn about an important issue, challenge, or community need.

AWARENESS

Creating attention, engagement, and generating opportunities for individuals, organizations, and the general public to learn about an important issue, challenge, or community need.

BEST PRACTICE

A method, technique, or process that is considered the most effective and efficient way to achieve a desired outcome based on experience, research, or expert consensus.

BIPOC

Black, Indigenous, and People of Colour

BOARDING PROGRAM

A program for companion animals and/or larger animals where the animals stay in a facility and receive care, some of these programs are at a cost.

BODY LANGUAGE

The non-verbal signals and cues that people or animals use to communicate their feelings, thoughts, or intentions through gestures, facial expressions, posture, eye contact, and other physical movements.

BOUNDARIES

Physical, mental, or emotional limits set to protect well-being.

BURNOUT

The experience of mental, emotional and/or physical exhaustion due to work or related stress.

BYSTANDER INTERVENTION

Taking action to prevent or respond to a situation where someone may be at risk of harm, such as witnessing bullying, harassment, or violence. It involves individuals stepping in, either directly or indirectly, to intervene in a way that can support the person in need and help prevent further harm.

CLVC

Canadian Violence Link Coalition

COERCIVE CONTROL

Utilizing harm or threats of harm (particularly in the case of towards animals) to control a survivor of gender-based violence.

COLONIALISM⁹

A process of attempted or actual imposition of policies, systems, institutions, cultures, and more, by settler governments with the purpose of continuing the occupation of Indigenous territories and control over Indigenous people, communities, and Nations.

COLONIZATION⁹

The process by which Europeans inflicted cultural violence and invaded and occupied Indigenous national territories. Also includes practices that target specific aspects of culture as a way to justify direct or structural violence.

COLLABORATION

Working together with other organizations, sectors, individuals, and communities for a common goal.

COLLABORATIVE CARE

Support services working together to offer a wraparound support.

COLLECTIVE CONSTRUCT

A concept, belief, or idea that is developed and shared by a group of people, rather than being an individual perspective. It emerges from the collective understanding, experiences, or social interactions of a community, culture, or society. Collective constructs shape how people perceive and interpret the world, influencing group behavior, norms, values, and expectations.

COMPANION ANIMALS

Animals viewed as companions and members of the family unit.

COMPASSIONATE ACTION

An action taken with the intention of alleviating the suffering or hardship of others, driven by empathy, kindness, and a desire to help. It involves recognizing the pain or difficulty someone is experiencing and responding with care, understanding, and a willingness to support or comfort them.

COMPASSION FATIGUE

The emotional exhaustion and indifference associated with working in helping professions.

CONFIDENTIALITY

Ensuring the privacy for survivors and their information.

CONFIDENT SELF EXPRESSION

The ability to communicate one's thoughts, feelings, values, and identity openly and assertively, without fear or hesitation. It involves being true to oneself and expressing one's ideas, needs, and emotions clearly and respectfully, while also being comfortable with one's own voice and perspective. Confident self-expression is rooted in self-awareness and self-acceptance, allowing individuals to present themselves authentically and stand firm in their beliefs or desires, even in the face of challenges or opposition.

CONFLICT RESOLUTION

The process of resolving a disagreement or dispute between two or more parties in a constructive and peaceful manner. It involves addressing the underlying issues, communicating effectively, and finding mutually acceptable solutions that satisfy the needs or concerns of all involved.

CONSENT

The voluntary, informed, and explicit agreement or permission given by an individual for something to happen or for someone to do something. It involves clear communication and mutual understanding, where the person giving consent fully understands the implications of their decision and is not coerced, manipulated, or under duress.

CONTEXT

The circumstances, background, or setting in which something occurs, which helps to clarify its meaning or significance. It can refer to the environment, conditions, or situation that surround an event, statement, or idea, and it is crucial for understanding its full meaning.

CO-SHELTERING

Programs that shelter both humans and their animals within the same building and space of the emergency crisis shelter or second stage housing.

CRITICAL SELF THOUGHT

The process of reflecting on and evaluating one's own thoughts, behaviors, beliefs, and experiences in a thoughtful and often analytical way. It involves examining oneself with a critical lens, questioning assumptions, and being open to recognizing both strengths and areas for improvement.

CULTURAL BOUNDARIES

The social, psychological, or symbolic limits that separate different cultural groups or define the distinct practices, beliefs, and values of a particular culture.

CULTURAL NORMS

The shared expectations, behaviors, values, and rules that guide how individuals within a particular culture are expected to behave. These norms shape the way people interact with each other, make decisions, and conduct themselves in various social contexts.

CULTURAL SENSITIVITY

The awareness, understanding, and respect for the differences and similarities in cultural practices, values, and beliefs among diverse groups of people. It involves recognizing and appreciating the unique perspectives that people from different cultural backgrounds bring to interactions and avoiding actions or words that could be offensive or inappropriate.

CULTURAL VIOLENCE⁴

Widespread attitudes or beliefs used to justify directed or structural violence such as prejudices or stereotypes that exist in society which is then internalized by individuals.

CYCLE OF VIOLENCE

A recurring pattern of abusive behavior in relationships, often seen in situations of domestic violence, but applicable to other forms of abuse as well. This cycle typically involves a predictable sequence of stages: tension building, incident of abuse, reconciliation or honeymoon phase, and the calm phase.

DECLARATION¹

The sharing of the survivor's experience of abuse (it is noted this may hold a specific meaning in criminal justice circles and **disclosure** may be the word utilized in those circumstances).

DECOLONIZATION

The social and political process aimed at resisting and undoing the impacts of colonization and re-establishing strong contemporary Indigenous Peoples, Nations, and institutions based on traditional values, philosophies, and knowledge systems with the intention of bringing about the repatriation of Indigenous land and life.

DECONSTRUCT

To break something down into its component parts in order to understand its structure, meaning, or components.

DISCLOSURE²

The sharing of the survivor's experience of abuse.

DIVERSITY

The presence of a wide range of different characteristics, qualities, or elements within a group, community, or environment.

EARLY INTERVENTION

The process of identifying and providing support or services to individuals at an early stage is to address potential issues.

EMOTIONAL SUPPORT ANIMALS

An animal that emotionally supports an individual through being present as well as demonstrating behaviours that support the individual.

EMOTIONS

Complex psychological and physiological responses to stimuli, events, or situations. They involve a combination of subjective feelings, physiological reactions (such as changes in heart rate or facial expressions), and behavioral responses.

EMPATHY

The ability to understand, share, and recognize the feelings, emotions, or perspectives of others.

EMPOWER

To give someone the authority, confidence, or tools to take control of their own life, make decisions, and act in their own best interest.

ENGAGEMENT

Creating opportunities for outreach with other organizations, individuals, and communities.

EQUITY

The concept of fairness and justice, especially in terms of distributing resources, opportunities, and treatment.

EXPRESSIONS

The ways in which feelings, thoughts, or ideas are communicated, either through words, gestures, body language, or other forms of communication.

FARMED ANIMALS

Animals utilized for food products.

FARMING COMMUNITIES

Communities focused on producing agriculture.

FOSTER PROGRAM

A program where animals, typically companion animals but sometimes farmed animals, stay at the home of a volunteer and are cared for by a volunteer.

FOUNDATIONAL THEORY

A fundamental framework or set of principles that forms the basis for understanding, developing, or interpreting a particular field of study or practice.

FRAMEWORK

A structured approach or system that provides a foundation for understanding, organizing, or addressing a particular concept, problem, or process.

GENDER

The social, cultural, and psychological characteristics, roles, and behaviours that societies attribute to individuals based on their perceived or assigned sex, shaped by social and cultural factors.

GBV

Gender based violence.

GENDER EQUALITY

The state in which individuals, regardless of their gender, have equal rights, opportunities, and treatment in all areas of life, including social, political, economic, and cultural spheres. It means that people are not discriminated against or limited based on their gender, and both men and women as well as non-binary individuals have the same access to resources, decision-making power, and opportunities to thrive.

GENDER NEUTRAL LANGUAGE

The use of words, phrases, or expressions that do not specify or assume a person's gender.

GENDER SPECTRUM

Acknowledging that people's gender identities and expressions can be diverse, fluid, or non-binary (not fitting strictly into male or female categories).

GENOCIDE⁹

The coordinated actions aimed at the destruction of a group and committed against individual members belonging to that group.

GUIDE DOGS

Canines trained to support individuals who are blind through performing and supporting with various tasks.

HEALTHY RELATIONSHIPS

Both individuals experience mutual respect, trust, support, and understanding. It involves open and honest communication, shared values, and the ability to resolve conflicts constructively.

HISTORICAL TRAUMA⁴

Is the collective spiritual, psychological, emotional and cognitive distress perpetuated intergenerationally deriving from multiple denigrating experiences.

HUMANE EDUCATION⁸

It is a form of character education that employs stories, lessons, and activities related to animals to foster pro-social attitudes and behaviour (e.g., respect, kindness, and responsibility) in children's relationships with other beings, including animals and people.

HUMANE EDUCATION FOCUS GROUP

Partners of the Promising Practices Project implementing the Promising Practices Framework into their community to pilot and evaluate the framework.

INCLUSION

The practice or policy of creating environments, systems, and communities where all individuals, regardless of their differences, feel valued, respected, and able to participate fully.

INSTITUTIONAL VIOLENCE⁴

Violence survivors face from agencies when seeking services from these agencies.

INTERGENERATIONAL VIOLENCE

The impact of violence felt through generations of families or marginalized groups of people.

INTERSECTIONALITY³

Considering the multiple identities of survivors including gender, socio-cultural factors, race, ethnicity, religion, age, differing levels of ability, etc.

LATERAL VIOLENCE¹⁰

A cycle of violence and abuse between group members.

MASCULINITY

The set of traits, behaviours, roles, and attributes that are traditionally associated with being male in a given society or culture.

MEANINGFUL CONNECTION

A relationship or bond between individuals that is characterized by deep understanding, emotional resonance, and a sense of mutual value.

MEDIA LITERACY

The ability to access, analyze, evaluate, and create media in various forms, including digital, print, and broadcast.

MICROAFFIRMATIONS

Small, subtle, and often unspoken actions, behaviours, or comments that convey recognition, validation, and support for an individual, particularly those from marginalized or underrepresented groups.

MICROAGGRESSIONS

Subtle, often unintentional, comments, actions, or behaviours that convey negative or dismissive messages to individuals based on their race, gender, sexual orientation, disability, or other aspects of their identity.

MISINFORMATION

False or inaccurate information that is spread, regardless of intent.

MMIWG2S+

An acronym for Missing and Murdered Indigenous Women, Girls, Two-Spirit, Transgender, and Gender-Diverse+ Peoples.

MORE THAN HUMAN PERSPECTIVE

An outlook that recognizes and values the interconnectedness and agency of non-human entities – such as animals, plants, ecosystems, and even inanimate objects – alongside human experiences and actions.

NEURODIVERSE

The concept that neurological differences, such as autism, ADHD, dyslexia, and other cognitive variations, are natural variations of the human brain and should be respected as part of human diversity.

NON-VIOLENT COMMUNICATION

A communication approach that focuses on fostering empathy, understanding, and compassion in interactions.

NORTHERN COMMUNITIES

Communities located in Northern areas of Canada.

OBJECTIVES

Specific, measurable, and time-bound goals or outcomes that an individual, group, or organization aims to achieve.

OFF-SITE ANIMAL SHELTERING

Programs that shelter animals in a separate organization, building, or program, than the survivors being sheltered in the emergency crisis shelter or second stage housing.

OLMC

Official language minority community.

ONE HEALTH / ONE WELFARE

One Health / One Welfare approach that considers that the essential interconnectedness of the health and welfare of animals is inextricably linked to human health and well-being and environmental integrity.

PATRIARCHY

A social system or structure in which men hold primary power and authority in political, economic, familial, and societal institutions.

PERCEPTIONS OF GENDER

The way individuals, societies, and cultures understand, interpret, and assign meaning to the concept of gender.

PREVENTION

The actions, strategies, or measures taken to stop something undesirable from happening or to reduce the likelihood of an event or issue occurring.

PROGRAM EVALUATION

The systematic process of assessing the design, implementation, and outcomes of a program or project to determine its effectiveness, efficiency, and impact.

RECONCILIATION¹¹

Establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in Canada.

REJECTION SENSIVITY

A heightened emotional response or vulnerability to the perception or fear of being rejected, criticized, or excluded by others.

REMOTE COMMUNITIES

Communities located in areas that are less accessible.

RESISTANCE⁹

The diverse strategies Indigenous Peoples and Nations use to resist colonialism.

RESPONSIBLE REPORTING

The ethical and careful approach to sharing information about abuse, ensuring that it is done in a way that prioritizes the safety and well-being of the victim, respects their privacy, and complies with legal and ethical standards.

RESTORATIVE JUSTICE

An approach to justice that focuses on repairing the harm caused by wrongdoing rather than simply punishing the offender.

RESURGENCE⁹

The increase or revival of an activity or of ideas.

RURAL

Areas in which there are often limited resources and small populations.

RURAL COMMUNITIES

Communities located outside of urban and suburban areas.

SAFE SPACE

An environment where individuals can feel secure, respected, and free from discrimination, judgment, or harm.

SELF AWARENESS

The ability to recognize and understand one's own emotions, thoughts, behaviors, and their impact on others.

SELF CARE

Acts to promote wellness for an individual.

SELF COMPASSION

The practice of treating oneself with kindness, understanding, and support during times of difficulty or failure.

SELF FORGIVENESS

The process of letting go of feelings of guilt, shame, or regret after making a mistake or causing harm, and granting oneself the ability to move forward with understanding and compassion.

SELF MONITORING

The process of observing and regulating one's own behaviour, thoughts, and emotions.

SELF REGULATION

The ability to manage and control one's emotions, thoughts, behaviours, and reactions in different situations, particularly in challenging or stressful circumstances.

SELF VALIDATION

The process of acknowledging and accepting your own feelings, thoughts, and experiences as legitimate and worthy of recognition.

SERVICE ANIMALS

An animal that assists an individual for specific tasks based on training of the animal.

SOCIAL IDENTITIES

The aspects of an individual's identity that are shaped by their membership in various social groups and categories, such as race, gender, ethnicity, religion, socioeconomic status, sexual orientation, nationality, and more.

STEERING COMMITTEE

Partners of the Promising Practices Project that offer feedback and guidance to the Promising Practices Framework, Curriculum Guide, and Online Learning Centre.

STEREOTYPES

Fixed ideas or beliefs about a group of people based on characteristics and various attributes.

SURVIVORS

Individuals who have experienced violence and abuse in their lives from an intimate partner or family member.

SYSTEMIC BARRIERS

Obstacles that are deeply embedded within the structures, policies, and practices of organizations, institutions, or society that hinder or prevent certain groups of people from accessing opportunities, resources, or rights.

SYSTEMS OF OPPRESSION

Societal structures, policies, and practices that systematically disadvantage certain groups of people based on social identities.

TRAUMA⁵

Defined as an event, series of events, or set of circumstances that an individual or group experiences as physically or emotionally harmful.

TOXIC MASCULINITY

A set of cultural norms and behaviors that promote a narrow, harmful understanding of masculinity.

TWO-SPIRIT¹²

The term 'Two-Spirit' is translated from the Ojibwe *niizh manidoowag*. It is popularly used by Indigenous people to identify a range of roles and identities.

UNCONSCIOUS BIAS

Beliefs one may hold without realizing that they do.

VIOLENCE LINK

The co-occurrence of violence towards animals and violent acts towards humans.

VULNERABILITY

The state of being open to emotional, psychological, or physical harm, uncertainty, or risk.

WAGE

Women and Gender Equality Canada.

WEAPONIZE

Make something capable of being used as a weapon or to use something for harmful or destructive purposes, often in a strategic or manipulative way.

2SLGBTQ+

Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning) and other sexual identities.

¹ With gratitude to WomenatthecentE for sharing this terminology

² With gratitude to Dr. Rochelle Stevenson for sharing this terminology

³ Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139-167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

⁴ West, C. M. (2021). Widening the lens: Expanding the research in intimate partner violence in Black communities. *Journal of Aggression, Maltreatment & Trauma*, 30(6), 749-760. <https://doi.org/10.1080/10926771.2021.1919811>

⁵ Champine, R. B., Hoffman, E. E., Matlin, S. L., Strambler, M. J. & Kramer Tebes, J. (2022). "What does it mean to be trauma-informed?": A mixed methods study of trauma-informed community initiative. *Journal of Child and Family Studies*, 31, 459-472. <https://doi.org/10.1007/s10826-021-02195-9>

⁶ Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S. & Glover Reed, B. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services for women. *Journal of Community Psychology*, 33(4), 461-477. <https://doi.org/10.1002/jcop.20063>

⁷ John, K. (2019). Animal Colonialism: Illustrating Intersections between Animal Studies and Settler Colonial Studies through Diné Horsemanship. *Humanimalia*, 10(2), Article 2. <https://doi.org/10.52537/humanimalia.9501>

⁸ Selby, D. (1995). *Earthkind: A teachers' handbook on humane education*. Oakhill, Stokeon-Trent, Staffordshire, England: Trentham Books Limited.

⁹ National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. Retrieved from https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf

¹⁰ Native Women's Association of Canada. (2011). *Aboriginal Lateral Violence*. <https://nwac.ca/assets-knowledge-centre/2011-Aboriginal-Lateral-Violence.pdf>

¹¹ Truth and Reconciliation Commission of Canada. (2015). *Honouring the Truth, Reconciling for the Future*. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

¹² Hunt, S. (2016). *An Introduction to the Health of Two-Spirit People: Historical, contemporary and emergent issues*.

¹³ Humane Canada. (2022). *Toward A Humane Justice System For Animals – Indicators of a Humane Canada: The Legal Keystone*





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