Acknowledgements

Muriel McQueen Fergusson Centre for Family Violence Research (MMFC) and New Brunswick Association of Social Workers (NBASW) wish to thank the following people and organizations who made this project possible:

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A special thank you to:
Project team: Miguel LeBlanc, Project Coordinator, Executive Director, NBASW; Rina Arseneault, Project Coordinator, Associate Director, MMFC; Martine Paquet, Social Work Consultant, NBASW; Luc Thériault, Consultant, Professor, Department of Sociology, UNB; Reni Han, Evaluator, Han Martin Associates.

A special thank you to our Working Committee of women survivors of intimate partner violence for their support valuable feedback.

Graphic Design: Christine Wakeham, MMFC

Thank you to our funders: Status of Women Canada

Thank you to the New Brunswick Women’s Issues Branch for translating the Participant Workbook into French.

Achieving Our Potential: A Workshop for Survivors of Intimate Partner Violence is also available in French, under the title “Atteindre son potentiel - Un atelier pour les femmes qui ont survécu à la violence conjugale.”

Published 2013 by:
Muriel McQueen Fergusson Centre for Family Violence Research
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ISBN: 978-1-55131-167-8
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Note:

Even though this Participant Workbook has been developed for women victims of IPV, the information contained in the guide is also valuable for male victims of IPV.
Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Modules
INTRODUCTION

1. Getting Started: Icebreakers

Group Activity: Quality Women

Purpose:
- To give you a chance to get to know each other on a more personal basis.
- To energizes the group!

To Do:

1. Tell the group your name
2. Talk about one woman who has inspired you
3. Tell the group about one positive quality that people notice about you

Supplemental Activity:

the following is another activity that you might like to do instead.

Purpose:

• To identify the expectations of the workshop
• To establish a sense of community and team work
• To promote engagement in the workshop.

Inform the participants that together we will discuss the following questions:

• Do you have any concerns about this workshop?
• What question(s) do you hope this workshop will answer?
• What would you like to learn about IPV that would make this workshop useful for you?

Write their answers on a flipchart and paste it to the wall so that you can refer to it during the workshop.
2. RULES OF CONDUCT

Group Question:

We will define the rules of conduct to be observed over the next three days together. What rules should we follow during the workshop?

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Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Module One

Introduction to Intimate Partner Violence
MODULE 1: INTRODUCTION TO INTIMATE PARTNER VIOLENCE

Topics
1: Defining Intimate Partner Violence
2: Types of Intimate Partner Violence
3: Prevalence of Intimate Partner Violence
4: Severity of Violence
5: What causes Intimate Partner Violence?
6: Video: “Spousal Abuse- A Matter that Concerns Us All”
7: Cycle of Violence
8: Short and Long-Term Effects of Intimate Partner Violence
9: Indicators of Intimate Partner Violence
10: Recognizing and Responding to Diversity and Unique Barriers
11: Exploring Personal Values and Beliefs
12: Beliefs and Assumptions
13: Common Concerns About Intimate Partner Violence Disclosures
14: Barriers and Significant Factors to Leaving an Abusive Relationship
15: The Leaving Process
16: Risk Factors

IPV is an ongoing, complex, and serious social issue which crosses socio-economic, ethnic, and cultural boundaries, and affects rural and urban populations alike. It has far-reaching physical, emotional, financial, and social effects on women, children, families, and communities.

1 The information in Module 1 was inspired by the training manual entitled: Understanding the Impact of Intimate Partner Violence: Helping Police Officers to Better Intervene. Authors: Elizabeth Blaney in collaboration with Fern Paul, from the Muriel McQueen Fergusson Centre for Family Violence Research (revised in 2012: Rina Arseneault & Katherine Carter).
TOPIC 1: DEFINING INTIMATE PARTNER VIOLENCE

Intimate partner violence affects everyone in some way. We all have different ways of understanding what is and what is not violence. And, we are all likely to know someone who is experiencing or has experienced violence.

What acts would you classify as acts of IPV?
________________________________________________________
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Who are the victims of IPV?
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Fact: In 2007, 83% of incidents of IPV reported to police involved female victims; 17% involved male victims.

---

TOPIC 2: TYPES OF INTIMATE PARTNER VIOLENCE

Most people tend to first think of violence as physical however, there are many types of violence that can be equally or more damaging.

Emotional / Psychological Violence

Emotional violence is the most common type of IPV and is often deemed more damaging than physical violence. Emotional violence may also be referred to as verbal or psychological violence.

What are some examples of emotional violence?

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What are some of the consequences of emotional violence?

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“I always felt like I was walking on egg-shells – always afraid of when the other shoe would fall – afraid of saying, doing, looking the wrong way in fear of upsetting him. It was unbearable”.

“The whole relationship was abusive…he just never put his hands on me”.
Physical Violence

Physical violence is the most commonly identified type of violence.

How would you define physical violence?

“At first, when we had a disagreement, he uses to scream at me to top of his lungs. He would even go as far as shaking me like a doll until I said the same as him. One day he arrived home from work in a bad mood and pushed me out of the way so hard and I fell. He then kicked me hard in the ribs. For a few minutes I could not breathe.”

Sexual Violence

Sexual violence is any form of non-consensual or forced sexual activity or touching, including sexual assault.

What are some examples of sexual violence?

“I belong to my husband. He always said you are married to me now so I own you. Sometimes he would insist for me to do things that I did not really want to do but I had no choice in the matter.”
Economic / Financial Exploitation

Abusers may exert power and control over their partner by forcing them to be financially dependent on the abuser.³

What are some examples of economic/financial abuse?

“I worked but I never saw my pay cheque. He was in charge of the budget, the bills and all the spending. I had no idea how much money we had in the bank or how much he earned weekly. I was treated like a child and as such I received a weekly allowance for the children and my own personal needs. There was never any spare money.”

Spiritual Violence

Spiritual violence involves denigrating one’s partner’s spiritual beliefs and practices, not allowing her/him to attend the church, synagogue or temple of their choice, or forcing one’s partner to join or stay in a cult.⁴

What are some examples of spiritual violence?

“When my husband became a ‘born again Christian’, it didn’t make him a better person. He just wanted to have God on his side whenever he needed an excuse to control and abuse me”.

Criminal Harassment

Criminal harassment – also referred to as “stalking” – causes a person to feel fear. Such behaviours involve repeated visual or physical proximity, non-consensual communication, verbal, written or implied threats, or a combination of these actions.⁵

What are some examples of criminal harassment?

“His affairs, his lack of respect for me and the kids became intolerable, so I left but then he began to stalk me. He would text me every five minutes; he would leave messages at my work constantly; it was hell”.

Threats/Attempts to Kill

Abusers may instill fear by threatening or attempting to kill their partner.

What are some of the things your partner could say or do to let you know that he is serious about ending your life?

“I was 7 months pregnant when he shot my cat in the basement…as I was cleaning the blood on the walls, I knew he was telling me that I was next”.

⁵ Cape Breton Interagency on Family Violence (n.d.). Social abuse, from http://itec.uccb.ns.ca/family_violence/SevenTypes_Social.asp
TOPIC 3: PREVALENCE OF INTIMATE PARTNER VIOLENCE

How often do you think IPV occurs in your community?

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Transition House Residents

The 2009-2010 Transition Home Survey questionnaire was sent to 23 facilities known to be providing residential services for abused women in New Brunswick. There were 1,750 admissions of women and children reported from April 1, 2009 to March 31, 2010.

In 2009-2010, there were over 103,000 admissions of women and children to 593 shelters across Canada.\(^6\)

TOPIC 4: SEVERITY OF VIOLENCE

While women and men can both be victims of intimate partner violence, acts of violence perpetrated by men on their intimate partner are often more severe than those perpetrated by women.

According to Statistics Canada (2011), women continued to report more serious forms of spousal violence than men. For example, in 2009, women who reported spousal violence were about three times more likely than males (34% versus 10%) to report that they had been sexually assaulted, beaten, choked or threatened with a gun or a knife by their partner or ex-partner in the previous 5 years.


TOPIC 5: WHAT CAUSES INTIMATE PARTNER VIOLENCE?

What are some of the explanations you have heard about what causes IPV?

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Do you believe these explanations are true?

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In most countries today, IPV is regarded as a private family matter. In fact, the majority of violence against women is tolerated with silence. It’s not hard to find song lyrics, advertisements or video games that make it seem like violence against women is okay.

Video: Dreamworlds 3 (Unabridged): Desire, Sex & Power in Music Video

8 http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=223
Have you ever thought about how music videos portray men, women, and sexuality?

____________________________________________________________________
____________________________________________________________________

What stories do music videos tell about female sexuality?

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What stories do music videos tell about male sexuality?

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What stories do music videos tell about race?

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TOPIC 6: VIDEO “SPOUSAL ABUSE – A MATTER THAT CONCERNS US ALL”

Synopsis:

The DVD “Spousal Abuse – A Matter that Concerns Us All” was produced by the Beausejour Family Crisis Resource Centre, in Shediac, New Brunswick.

How did the DVD make you feel?

________________________________________________________
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Can you think of other situations of violence that are not shown in this video?

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Why do you think victims do not seek help?

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TOPIC 7: CYCLE OF VIOLENCE

For many victims of IPV, violence starts early in the relationship, while, for others, violence starts later, often during pregnancy. Whenever violence starts and no matter what it looks like, it is an abuser’s way of maintaining control.

Referring back to the DVD, where in the cycle of violence was the couple?

permission to reprint granted from Women’s Issues Branch, Executive Council Office, Province of New Brunswick.
Exploring Power and Control

Why do you think victims stay in violent relationships?

Why do you think abusers hurt the people they claim to love?

“To the woman he said, “I will greatly increase your pains in childbearing; with pain you will give birth to children. Your desire will be for your husband, and he will rule over you”. Genesis 3:16
What are some tactics abusers use to control their partners?

Permission to reprint granted from the Domestic Abuse Intervention Project. Duluth, Minnesota. Available online: http://duluth-model.org
Intergenerational Cycle of Violence

There is another cycle that we refer to as the intergenerational cycle of violence.

“"My father beat me and my mother…I don’t know if I thought it was ‘normal’, but I was convinced we both did something to deserve it; so when my husband started beating me too, I wasn’t so surprised and I took it for a long time before leaving him”.

Can you think of other examples than the example provided in the box above?

Video: “Make Your Influence Positive - Be Child Friendly”

What do you think about the video “Make Your Influence Positive - Be Child Friendly”?

TOPIC 8: SHORT AND LONG-TERM EFFECTS OF IPV

The purpose of this topic is to discuss the impact of IPV on victims.

What are some of the short and long term affects of IPV on a victim?

__________________________________________________________________________
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__________________________________________________________________________

TOPIC 9: INDICATORS OF IPV

What would you say were some of the signs that made you realize that you were a victim of IPV? Or was it someone close to you that helped you realize that you were a victim?

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__________________________________________________________________________
__________________________________________________________________________

Adopted with permission from Justice Learning Centre (2002). Domestic violence education training program. Halifax, NS: Department of Justice
Mary’s Story

I was 35 years old when I met my partner. He was 6 years older than me. After only 4 months of dating, he moved in with me. The very next day, he began to change things around, making the house into his style. He changed the paintings on the wall, changed the furniture around. When I complain, he sulks. If I do not want to do something he wants to do, he gets mad or picks a fight so that he can then go out alone. He also has a very secretive side to him. He would get really upset if I asked him where he was going or who he was with. I could not touch his cell phone or his computer.

On a daily basis, small things would provoke his anger. I always tried to have things ready, to have the house clean, to have meals ready, but it was never enough. I tried many times to make myself invisible so that he would not get mad, but nothing worked. In the beginning, after losing his cool, he would apologize, make me supper and I would recognize the man I had fallen in love with. But after two years of living together, his violent outbursts were more frequent and there was very little apologizing. Sometimes he did not talk to me for two or three weeks, not even looking at me or acknowledging that I was in the same room as him. Other times he got so mad that he broke things or made holes in the walls.

He always held grudges, making it hard for me to confide in people because if he found out I would not be able to see them again.

Finally, it was my sister that helped me see how abusive my relationship had become. I was so confused that I could not think straight. I did not want to reflect on my day-to-day as I did not know what I could do about it. When she told me that I had changed, that I was not the same happy person I used to be and how she missed that happy person and how she was afraid for me, I realized that I needed to do something. With her help, I did leave and now slowly I am starting to feel like my old self again.
TOPIC 10: RECOGNIZING AND RESPONDING TO DIVERSITY AND UNIQUE BARRIERS

Individual women experience IPV differently depending on which group they belong to.

Question:

The purpose of this activity is to help recognize diversity and the unique barriers victims of IPV encounter.

There are unique barriers and/or difficulties encountered by some individuals when they live in a situation of IPV.

Can you think of any barriers that people living in diverse situations might encounter? (See listing below for diversity examples.)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Some of these diversities are:

- Older people
- First Nations women
- Military
- Same-sex relationships
- People living rural areas
- Women recently divorced/separated
- New immigrants
- People living with disabilities
- Adolescents
- People who identify as minority ethnic

Note:

Upon request, additional information on unique barriers encountered by some individuals living in intimate partner violence situations can be obtained.
TOPIC 11: EXPLORING PERSONAL VALUES AND BELIEFS

The following exercise may help in recognizing and interrupting oppressive language.

Interrupting Oppressive Language

Without commenting, think about the following statements:

• “Do you like my new sweater? I got a really good deal on it, I jewed them down.”
• “That’s stupid. That is so gay.”
• “You gave this to me, don’t be an Indian giver.”
• “I don’t want to do that assignment! It is retarded.”
• “I love you man, no homo.”
• “I think all feminists are femi-nazis.”
• “Bums just like being poor. If they wanted a job they would get one.”
• “That makes me want to kill myself!”
• “Asians are bad drivers.”
• “You are very ambitious for a girl.”
• “I’m offended that Black people can call white people racial names but us white people can’t call them racial names back or it’s ‘Discrimination’.”
• “I’m so fat. I’m a cow.”
• “Some people like being poor. They see their families doing it and they just stay that way.”
• “What do you mean you don’t celebrate Christmas? Christmas is for everyone!”
• “I wish I had his disability so I could skip class and get extra time on tests.”
• “Why is she so loud? Women are supposed to be lady-like and feminine, yet she acts like a man.”
• “That skirt is too short. She is such a slut!”
• “If you don’t like being reminded of sexism, just ignore it.”
• “Why can’t we just forget about residential schools? It’s been so long, people need to get over it.”

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Question:

Think of ways to end oppressive language.

What are some ways that you could interrupt someone who is perpetuating any of these negative statements?

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TOPIC 12: BELIEFS AND ASSUMPTIONS

The way you think about the world around you determines how you are going to relate with yourself and others. When we are aware of our beliefs and assumptions, we can begin to think critically about them and learn to treat all people equally.
Questions: Impact of Commonly Held Beliefs and Assumptions about IPV

This group of questions contains several beliefs/assumptions that we will discuss together.

Belief/Assumption 1: Victims remain in abusive relationships because they want to stay.

Where does this belief or assumption come from?

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____________________________________________________________________________

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____________________________________________________________________________

If people believe this statement to be true, what impact might that have on someone seeking help?

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Belief/Assumption 2:
Victims of violence do not try to help themselves

Where does this belief or assumption come from?
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If people believe this statement to be true, what impact might that have on someone seeking help?
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Belief/Assumption 3:
Drugs and alcohol cause abusers to assault their partners.

Where does this belief or assumption come from?

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If people believe this statement to be true, what impact might that have on someone seeking help?

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Belief/Assumption 4:
Violence is used because abusive partners are under a lot of stress and/or cannot find a job.

Where does this belief or assumption come from?
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If people believe this statement to be true, what impact might that have on someone seeking help?
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Belief/Assumption 5: Perpetrators of intimate partner violence are mentally ill.

Where does this belief or assumption come from?

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If people believe this statement to be true, what impact might that have on someone seeking help?

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Belief/Assumption 6: Victims often provoke assaults and deserve what they get.

Where does this belief or assumption come from?

If people believe this statement to be true, what impact might that have on someone seeking help?
Belief/Assumption 7:  
Pregnant women are not likely to be the victim of violent attacks from their partner.

Where does this belief or assumption come from?
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______________________________________________________________
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If people believe this statement to be true, what impact might that have on someone seeking help?
______________________________________________________________
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TOPIC 13: COMMON CONCERNS ABOUT IPV DISCLOSURES

Individual Activity:

It is hard to know exactly what to do or say when someone discloses their situation of IPV to us. It is hard to know who we should or can disclose our own situation of IPV to. Take a few minutes to reflect upon the questions below and note to whom you have spoken of the violence you were experiencing.

Questions:

What are some of the preoccupations that stopped you from disclosing that you were living in a violent relationship?

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What do you believe should have been said or done that would have helped you?

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What are some of the worst things that people have said or done that did not help you?

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What are the best questions that someone can ask to assess if the person is in immediate danger?

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What would you say if a member of your family or your best friend disclosed to you that she is living in an abusive relationship?

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Example:

A few months after her marriage, Denise mentioned to her sister that she really believed that it was an error to marry Charles: “he always ignores me and when I say something about it, he starts screaming at me, making me feel like a small bad girl. He always tells me that I am fat and ugly. I think I should leave him.”

Denise informed us that her sister told her that she could not leave her husband, it would kill their parents: “you know Mom and Dad could not live through the shame of one of their kids getting a divorce. I am sure it is not as bad as you make it. You know it takes time to adapt to living with someone.” Denise waited seven long years before she finally left her abusive husband.

Video: Starting the Conversation16

http://justiceoptions.ca/safetycircles/content/page/front_startingtheconversation
TOPIC 14: BARRIERS AND SIGNIFICANT FACTORS TO LEAVING AN ABUSIVE RELATIONSHIP

“Why do victims stay?” is perhaps the most commonly asked question with respect to IPV. “Why do victims return to their partner?” is a second and closely related question. The assumption underlying these questions is that victims of intimate partner violence wish to be abused. However, the process of change is much more complicated. Not all who experience intimate partner violence want to leave their partners – they just want the violence to stop. There are numerous complex and interconnected barriers to leaving and establishing a new life.

What do you think might affect a victim’s decision to leave an abusive relationship?

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Why might these barriers and/or factors be significant?

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Upon leaving, what did you expect the future to look like for you?

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Promises Not to Make to Victims/Survivors of IPV

What are some of the promises that should not be made to victims or survivors of IPV because, unfortunately, it does not always get “better”?

What promises were made to you that should not have been made?

Safety Planning

Safety planning is important to those living in a situation of intimate partner violence. How can we help someone feel safe and secure?

How should safety planning begin?

What tips would you give to someone who plans to leave an abusive relationship?
Elements of Safety Planning

General safety planning should include:

- Information about local IPV resources and legal rights
- Detailed plans in case a dangerous situation occurs
- Identification of safe friends and safe places to go with phone numbers (preferably memorized)
- List of essential items (important documents) & a small bag packed and ready to take if leaving quickly
- Financial planning

Safety planning is a process that must be revisited at every turn, since life can change suddenly and frequently. There are many internet resources with more information:

- Ending Abuse in your Relationship (http://www.gnb.ca/0012/violence/PDF/EndingAbuse-e.pdf)
- Hot Peach Pages: www.hotpeachpages.net/index.html
- Halton’s Women’s Place (http://www.haltonwomensplace.com/safety.htm)

Notes:
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
TOPIC 15: THE LEAVING PROCESS

No two victims leave the same way, but there are common stages to leaving.

Leaving is not a single act. It is a process of reclaiming the self that takes place over many years.

Pairs Activity

What is the “leaving process”?

When did you start thinking about leaving?

What did your process of leaving look like?

Permission to reprint granted from Merritt-Gray, M., & Wuest, J. (2004). A brighter tomorrow: Insight into abusive relationships, Muriel McQueen Fergusson Centre for Family Violence Research. Fredericton, NB
The Leaving Process

RECLAIMING SELF

Moving On

Counteracting Abuse

Breaking Free

Not Going Back
Stage 1: Counteracting Abuse
- Letting go
- Minimizing abuse
- Fortifying defences

Stage 2: Breaking Free

Stage 3: Not Going Back
- Gaining control
- Getting situated
- Endless justifying

Stage 4: Moving On
- Figuring it out
- Launching new relationships
- Taking on a new image
- Putting the abuse in its rightful place

Breaking Free
TOPIC 16: RISK FACTORS

The Silent Witness Project¹⁹

The Silent Witness Project is a travelling exhibit of life-sized wooden silhouettes, and each represents a woman who was murdered by a current or former husband, partner or acquaintance. Because these women no longer have a voice, these silhouettes are called the Silent Witnesses.

Note:
You can visit the Silent Witness Project website for more information at http://www.silentwitness.ca/nb_honour.asp.

Lessons Learned from These Homicides

Prior history of intimate partner violence:
Research has identified a higher risk of homicide in relationships with a prior history of intimate partner violence (over 90% of the NB women were abused by their partners). A history of incidences of sexual assault in a relationship is also an indicator of increased risk of lethality. Research indicates escalation of the violence in frequency or severity can also indicate dangerousness.²⁰

Threats of suicide:
The risk of homicide increases when a man threatens and/or attempts suicide. Research shows that separation of the couple is the most common factor associated with homicide-suicide. Homicide-suicide most often occurs when the abuser is male and the act is committed with a firearm. The probability of homicide-suicide also increases if the man is undergoing employment problems or has lost his job.²¹

¹⁹ http://www.silentwitness.ca/main-e.asp
End of the relationship:
Research has generally confirmed that the most dangerous time for an abused woman is immediately before or after a relationship break-up. An impending separation also increases the risk of homicide; women who tried to leave or threatened to leave a violent relationship were at risk for being harassed or killed by their intimate partners.  

Controlling or jealous behavior:
Possessiveness, jealousy, and suspicions of infidelity have been linked with the risk of lethal violence and homicides. Such behaviors can include following her, demanding to know where she is at all times, or restricting her movement.

Use of drugs or alcohol:
Drugs and alcohol may make it more difficult to understand how aggressive someone is acting towards someone else which could result in violence leading to death.

Other high risks of lethality:
The abuser’s “choking or strangling,” sexual assault and armed attack of the victim are indicators of extreme danger.

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23 Ibid., pp. 23-25.
24 Ibid., p. 48.
25 Ibid., p. 48.
Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Module Two

Healthy Me
Who are you?

Imagine for a moment that you are the main character in a novel. What are the talents of your character? What are your character’s interests? What values guide your character’s life?

This module will help you discover who you are and where you are going. We will also discuss stress in our lives and look at ways to better handle that stress.
TOPIC 17: WHO AM I? KNOWING AND UNCOVERING YOUR INNER SELF

In the first half of this module we will explore our feelings. We are all human with feelings and vulnerabilities and it can be especially difficult to discuss these feelings when you have experienced violence in your life. However, these very discussions will help you to better understand who you are.
Individual Activity:

What are some of the words you would use to describe yourself?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What are the things that make you happy?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How do you define emotion?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Feelings are:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

It is difficult to interpret exactly what feelings and/or emotions mean to us. Many of us know when someone or something makes us feel sad, angry, lonely, etc. However, when we are confronted with feelings and/or emotions that we don’t understand, it is hard to know what to do.
Question:
With the help of the emotions icons, try to demonstrate with the help of facial expressions some of the emotions that are hardest to pinpoint.

How do you show...

Anger

Passion

Relief

Desire

Amazement
Here is a list of emotions:26

<table>
<thead>
<tr>
<th>Primary Emotion</th>
<th>Secondary Emotion (Feelings)</th>
<th>Tertiary Feelings/Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>Affection</td>
<td>Adoration • Fondness • Liking • Attractiveness • Caring • Tenderness • Compassion • Sentimentality</td>
</tr>
<tr>
<td>Lust/Sexual desire</td>
<td></td>
<td>Arousal • Desire • Passion • Infatuation</td>
</tr>
<tr>
<td>Longing</td>
<td></td>
<td>Longing</td>
</tr>
<tr>
<td>Joy</td>
<td>Cheerfulness</td>
<td>Amusement • Bliss • Gaiety • Glee • Jolliness • Joviality • Joy • Delight • Enjoyment • Gladness • Happiness • Jubilation • Elation • Satisfaction • Ecstasy • Euphoria</td>
</tr>
<tr>
<td>Zest</td>
<td></td>
<td>Enthusiasm • Zeal • Excitement • Thrill • Exhilaration</td>
</tr>
<tr>
<td>Contentment</td>
<td>Pleasure</td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td>Triumph</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>Eagerness • Hope</td>
<td></td>
</tr>
<tr>
<td>Enthrallment</td>
<td>Enthrallment</td>
<td></td>
</tr>
<tr>
<td>Relief</td>
<td>Relief</td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td>Surprise</td>
<td>Amazement • Astonishment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Emotion</th>
<th>Secondary Emotion (Feelings)</th>
<th>Tertiary Feelings/Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Irritability</td>
<td>Aggravation • Agitation • Annoyance • Grouchy • Grumpy • Crosspatch</td>
</tr>
<tr>
<td></td>
<td>Exasperation</td>
<td>Frustration</td>
</tr>
<tr>
<td>Rage</td>
<td>Anger • Outrage • Fury • Wrath • Hostility • Ferocity • Bitter • Hatred • Scorn • Spite • Vengefulness • Dislike • Resentment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disgust</td>
<td>Revulsion • Contempt • Loathing</td>
</tr>
<tr>
<td></td>
<td>Envy</td>
<td>Jealousy</td>
</tr>
<tr>
<td></td>
<td>Torment</td>
<td>Torment</td>
</tr>
<tr>
<td>Primary Emotion</td>
<td>Secondary Emotion</td>
<td>Tertiary Feelings/Emotions</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Sadness</td>
<td>Suffering</td>
<td>Agony • Anguish • Hurt</td>
</tr>
<tr>
<td></td>
<td>Sadness</td>
<td>Depression • Despair • Gloom • Glumness • Unhappy • Grief • Sorrow • Woe • Misery • Melancholy</td>
</tr>
<tr>
<td></td>
<td>Disappointment</td>
<td>Dismay • Displeasure</td>
</tr>
<tr>
<td>Shame</td>
<td>Guilt • Regret • Remorse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neglect</td>
<td>Alienation • Defeatism • Dejection • Embarrassment • Homesickness • Humiliation • Insecurity • Insult • Isolation • Loneliness • Rejection</td>
</tr>
<tr>
<td></td>
<td>Sympathy</td>
<td>Pity</td>
</tr>
<tr>
<td>Fear</td>
<td>Horror</td>
<td>Alarm • Shock • Fear • Fright • Horror • Terror • Panic • Hysteria • Mortification</td>
</tr>
<tr>
<td></td>
<td>Nervousness</td>
<td>Anxiety • Suspense • Uneasiness • Apprehension (fear) • Worry • Distress • Dread</td>
</tr>
</tbody>
</table>
Group Activity: Emotions and their Impacts

Separate into small groups. You have approximately 15 minutes to discuss the questions below. To help with this discussion, we have included a structured list of emotions that you will find in your workbook. Have one participant volunteer to record your conversation as you will be asked to share with the larger group.

Why are our emotions so important?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

What do you think would be the impact of ignoring your emotions?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

What does it look like when a person avoids confronting their emotions?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Individual Activity:

Make a list of things you have tried when you were feeling the following:

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Things that you tried and worked</th>
<th>Things that you tried and did not work or hurt you (e.g. excessive use of alcohol)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upset</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depressed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individual Activity: Intuition

What does intuition mean to you?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why is it important to pay attention to your intuition?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How have you recognized your intuition in the past? How did you know what it was?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did you feel when you paid attention to versus ignored your intuition?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What helps you pay attention to your intuition?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Each person experiences intuition in unique ways. In order to know what your intuition is trying to tell you, you will need to pay close attention to your inner self. Over time you will increase your confidence and learn to listen to you – remember, in the end, YOU know better what is good for you.

A good way to notice how you perceive the signs your intuition sends your way, is to keep a journal.

**TOPIC 18: CODEPENDENCY**

**What is a codependent relationship?**

A codependent relationship is a relationship where one partner fills his/her needs through the other partner. It is the inability to separate one’s needs, responsibilities, or identity from our own.27

Codependent relationships keep people from living the full, rewarding lives they could be enjoying. Three simple questions can help you identify a codependent relationship.

**Is this relationship more important to me than I am?**

It is natural to want to make your partner happy, but if a relationship is NOT codependent you should be able to say: “I’m willing to give a lot for that person because I love them, but I shouldn’t be destroying myself to give it.”

What price am I paying for being with this person?

If you seem to always be putting yourself last, that’s not generally healthy for you or your relationship.

Am I the only one putting energy into this relationship?

If your partner is too distracted or not interested in being in the relationship then you are hitting a wall. If you find yourself putting all the effort forward then you are actually in a relationship with someone who may not want to be in a relationship or does not know how to be in a relationship – whichever way – is it really what you want?

**Pairs Activity**

Discuss the following question in pairs.

How can you tell if “he’s just not that into you”?
TOPIC 19: A RELATIONSHIP OF TRUST

A relationship does not just happen – it takes time, effort, and a willingness to trust. A relationship with yourself, a friend, a family member, or a colleague, a partner are built on many principles such as love, trust, honesty, loyalty, expectations, equality, respect, etc. We all have pre-conceived assumptions for each of these concepts. It is important to know what is important to us.

Love: How do I show love? How do I know if my partner loves me?

Trust: How do I know I am trustworthy? How do I know if my partner is trustworthy?

Honesty: How do I know I am honest? How do I know if my partner is being honest?

Respect: How do I know if I am respectful? How do I know if my partner is being respectful?

---

Bg7AC&dq=what+is+relationship+of+trust+between+cosmetologist+and+client
Boundaries

How would you define a boundary?

By the limits you set, you protect your relationships, your time, your health, your money, and everything about you. Limits act as filters, permitting what is acceptable into your life and keeping what’s not, out.

Do you know how to set strong, healthy boundaries?

Is this You?

- You have a hard time standing up for yourself Yes No
- You tolerate rude comments or pushy people to avoid conflict Yes No
- You keep agreeing to do things you really don’t want to do Yes No
- You’re always feeling overextended and running on empty Yes No
- You take things personally Yes No
- You have manipulators in your life Yes No
- You feel guilty when you put your own needs first Yes No

If these statements resonate with you, then it’s time to start drawing the line!

Knowing your boundaries will give you a sense of control of your life because they provide you with a sense of what is and is not acceptable for you.

An additional activity can be found in the Additional Information and Activities section.

http://www.meditationsforwomen.com/boundaries.html
Individual Activity:

What are my boundaries? List a few of them here.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Am I completely loyal to these boundaries?

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

If you are not clear in expressing your boundaries to yourself and others, you are open to inconsistencies in the way people approach your boundaries.

How would showing inconsistent boundaries be confusing to you and to others?

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Why is it important to clearly communicate boundaries early in a relationship?

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

What could you do to let someone know that you respect their boundaries as well?

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Remember: It may be appropriate sometimes to alter your boundaries. For example, your boundaries are different for loved ones than they are for strangers on the street. Do you believe it would be useful to acknowledge that only YOU have the right to set and alter your boundaries?

An additional activity can be found in the Additional Information and Activities section.

Before we can expect to be treated well, we must believe that we deserve to be treated well. Before we can have our rights respected, we must believe that we have rights. When we do not think that we have rights, it is important to reflect and ask ourselves the following questions:

Am I abusive to myself? If yes, how?

? 

? 

? 

? 

How can I be better to myself?

? 

? 

? 

?
An additional activity can be found in the Additional Information and Activities section.

30 Adopted with permission from Justice Learning Centre (2002). Domestic violence education training program. Halifax, NS: Department of Justice.
Individual Activity: The Wish Box

TOPIC 20: COMMUNICATION

Communication is the backbone of any healthy relationship.

Do you know how you communicate? Are you a good communicator? Are you clear and able to make your wishes known?

We all need to learn the art of listening to others to ensure that we hear exactly what they are saying. However, many of us have difficulty listening to what people are really saying. Many people send confusing or negative nonverbal signals without even knowing it. This often leads to miscommunication.

The most effective way to improve communication is to become a better listener. After all, 80% of effective communication involves listening.

An additional activity can be found in the Additional Information and Activities section.
Questions:

• How can you become a better listener to yourself?
• How can you tell if someone is really listening to you?
• How does body language show that you are really listening to what he/she feels or says?
• How can you read the other person’s body language so that you know what the person is telling you?

TOPIC 21: REGRETS/GUILT

Another important step in self-growth is eliminating regrets.

We all have small or large secrets in our closet. We have all done or said something we wish we had not. These regrets keep us in the past. We have all heard sayings such as:

• Hindsight is twenty twenty.
• If I knew then what I know now
• We learn from what we do.
• There are no mistakes just opportunity.

We know they are true but it does not make it any easier to let go.
Individual Activity:

Pretend you receive a letter from your best friend in which she tells you about one regret that she cannot seem to forget or forgive herself for. Write your friend's regret below. Then, write a reply letter to your friend that is understanding and supportive and give reasons why she should let go.

My Friend’s regret is:

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

My letter:

_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
If you have regrets, what can you do to move forward?

~ For everything you have missed, you have gained something else; and for everything you gain, you lose something else. It is about your outlook towards life. You can either regret or rejoice. ~

TOPIC 22 – WHAT IS STRESS AND TOOLS TO DEAL WITH IT

Stress is part of our daily lives. In general, stress is related to both external and internal factors.

What are the signs and symptoms of poorly managed stress?

Steps to Reducing Stress and Improving Your Health...

Eliminating stress completely from your life is impossible. However, implementing some stress management techniques can calm some of its harmful effects.

Learning Healthier Ways to Manage Stress

Since everyone has a unique response to stress, there is no “one size fits all” solution to managing it. Focus on what makes you feel calm and in control.

31 Ralph Waldo Emerson and you can find it at http://www.greetings.prokerala.com/quotes
33 http://womenshealth.about.com/cs/stress/a/stressnurhealth.htm
34 http://www.helpguide.org/mental/stress_management_relief_coping.htm
### What do you do to relieve or manage your stress?

<table>
<thead>
<tr>
<th>Stress</th>
<th>What has worked?</th>
<th>What has not worked?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Individual Activity: Start a Stress Journal

A stress journal can help you identify the regular stressors in your life and the ways that you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you’re unsure)
- How you felt, both physically and emotionally
- How you acted in response to the stressor
- What you did to make yourself feel better.

---

[35](http://www.helpguide.org/mental/stress_management_relief_coping.htm)
Healthy Ways to Relax and Recharge

<table>
<thead>
<tr>
<th>Go for a walk</th>
<th>Savor a warm cup of coffee, tea or hot chocolate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend time in nature</td>
<td>Play with a pet</td>
</tr>
<tr>
<td>Call a good friend</td>
<td>Work in your garden</td>
</tr>
<tr>
<td>Sweat out tension with a good workout</td>
<td>Get a massage</td>
</tr>
<tr>
<td>Write in your journal</td>
<td>Curl up with a good book</td>
</tr>
<tr>
<td>Take a long bath</td>
<td>Listen to music</td>
</tr>
<tr>
<td>Light scented candles</td>
<td>Watch a comedy</td>
</tr>
<tr>
<td>Take time to laugh</td>
<td>Learn how to manage your time</td>
</tr>
<tr>
<td>Learn to delegate - you do not have to do everything by yourself</td>
<td>Know that you are not perfect, and do not expect others to be perfect either</td>
</tr>
</tbody>
</table>

When nothing goes right...
...go left.
Group Activity: What are My Priorities?36

Moral of the story:

The rocks are the important things in your life – your partner, your children, your family, your friends, your health – all the people and the things that are very special to you. If you lost everything else, your life would still be complete.

The pebbles are the other things that matter like your job, your house, your car.

The sand is all the other little things we have to do, like paying bills, cleaning, etc.

By placing the rocks first in the jar, you will always ensure that the people and things that are important to you are always part of your daily life.

TOPIC 23: WHAT DO I WANT IN A LOVING RELATIONSHIP?

Individual Activity: What Do I Want in a Loving Relationship?

In the first heart:

1. Write down a list of adjectives that describe you the best.
2. Write down a list of the must haves in your life.

In the second heart:

3. Write down a list of things that are a must have in a new partner.
4. Write down a list of the rules that are important to you in a loving relationship.

Once the two hearts are filled in, take a few minutes to decorate them.

36 www.appleseeds.org/Big-Rocks_Covey.htm
An additional activity can be found in the Additional Information and Activities section.

Notes:
Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Module Three

Developing Leadership Skills
MODULE 3: DEVELOPING LEADERSHIP SKILLS

Topics:
- 24: What Is Leadership?
- 25: Acknowledging Leaders in Your Life
- 26: Identifying When You Have Been a Leader in Your Own Life
- 27: Leadership Through a Gendered Lens
- 28: Recognizing Leadership Strengths and Opportunities for Growth
- 29: Learning How to Become an Effective Leader
- 30: Defining a Community Leader
- 31: The Importance of Community Leadership
- 32: Qualities of Successful Community Leaders
- 33: Learning How to Help Women in Our Communities

TOPIC 24: WHAT IS LEADERSHIP?

Good leadership is made, not born. Leadership is a process in which a person influences a group of individuals to achieve a common goal and vision.

If you have the desire and willpower, you can become an effective leader. Good leadership skills are developed through a never-ending process of self-study, education, training and experience.

Individual Activity: Beliefs

The beliefs you hold about yourself will determine the types of actions you take or don’t take. If you believe that you are great at something, you will probably try to do it often; but if you believe you are bad at something, you will probably avoid doing it at all costs.
Think of three or more positive beliefs that you hold about yourself. Keep these beliefs in mind as we move through the module.

1. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

TOPIC 25: ACKNOWLEDGING LEADERS IN YOUR LIFE

You can all probably think of someone in your life who was clearly a leader in her community. It makes sense that if one woman can be a leader, many women can be leaders; this is why it is so important to remember those women who have been role models for you.

Name a woman who is/was a leader in your life?

? ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

How do you know this woman is/was a leader?

? ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
TOPIC 26: IDENTIFYING WHEN YOU HAVE BEEN A LEADER IN YOUR OWN LIFE

Women who have experienced IPV have proven themselves to be resilient by continuing to work, clean their house, take care of their children under high levels of stress; seeking shelter during crisis situations; and talking to counselors about the most private and intimate parts of their lives.

Women continue to BE and grow even after they have experienced IPV. It is important to know and learn about what you have lived through in the past so that you move toward leading a healthier, safer future.

Pairs Activity: Leading Your Life

Working in pairs, share with your partner a time when you have been a leader in your own life. The following questions may help.

How did you feel when you were leading?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did you feel after you led?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Is leading something you would like to do again? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TOPIC 27: LEADERSHIP THROUGH A GENDERED LENS

Even though more women are taking on leadership roles within their communities, a large number of women are still intimidated by the idea of leadership. We still tend to think that being a good leader means behaving the way men have typically behaved as managers, and that it is not ladylike for women to behave this way.

Take some time to look at the two diagrams below.
Question:

What qualities do you think a good leader should possess and why?
TOPIC 28: RECOGNIZING LEADERSHIP STRENGTHS AND OPPORTUNITIES FOR GROWTH

In this section you will discover your potential to lead others and what you can do to sharpen your leadership skills.

Individual Activity: Leadership Self-Assessment

This survey will provide you with feedback as to your feelings about leading others. Rate yourself on a scale of 1 to 5, with 5 being a definite YES and 1 being a definite NO. Then reflect on the two questions that follow the survey.

Be honest about your answers as this survey is only for your own self-assessment.

Circle the number which you feel most closely represents your feelings about the task:

1. 1 2 3 4 5 - I enjoy working on teams.
2. 1 2 3 4 5 - I am able to speak clearly to others.
3. 1 2 3 4 5 - I enjoy relating to others on an interpersonal basis.
4. 1 2 3 4 5 - I am good at planning.
5. 1 2 3 4 5 - I can interpret rules and regulations.
6. 1 2 3 4 5 - I feel comfortable asking others for advice.
7. 1 2 3 4 5 - I enjoy collecting and analyzing data.
8. 1 2 3 4 5 - I am good at solving problems.
9. 1 2 3 4 5 - I am comfortable writing memos to others.
10. 1 2 3 4 5 - I can delegate work to others.
11. 1 2 3 4 5 - I am effective at handling employee complaints.
12. 1 2 3 4 5 - Giving directions is comfortable for me.
13. 1 2 3 4 5 - I know how to develop goals and carry them out.
14. 1 2 3 4 5 - I am comfortable implementing new techniques.
15. 1 2 3 4 5 - I enjoy appraising performance and giving feedback.
16. 1 2 3 4 5 - If I made a mistake, I would admit it and correct it.
17. 1 2 3 4 5 - I am able to resolve conflict in the workplace.
18. 1 2 3 4 5 - I believe in diversity in the workplace.
19. 1 2 3 4 5 - I thrive on change.
20. 1 2 3 4 5 - One of my greatest desires is to become a leader.

**Scoring**

Score the survey by adding the numbers that you circled:

A score of fifty or higher indicates a desire to become a leader and a perceived ability to perform the tasks required of a leader.

A score of fifty or less indicates a general dislike of wanting to become a leader or a perceived inability to perform the tasks required of a leader.

BUT, no matter what your score is, your commitment, desire, and determination are the biggest indicators of your ability to become a leader.

Use this assessment to help you determine what skills and abilities you can continue to improve (Strengths) and what skills and abilities you need to develop (Opportunities for growth).
What are your strengths?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are your opportunities for growth?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**TOPIC 29: LEARNING HOW TO BECOME AN EFFECTIVE LEADER**

Women have proven that they are capable of becoming effective leaders in their communities. The following information looks at various ways that can help someone become an effective leader.

**Know your Strengths**

Knowing what your strengths are will bring meaning and satisfaction to your life. However, many women focus on the mistakes they have made. Being harshly self-critical will deteriorate your self-esteem and chances at success.

Women who have lived through IPV do not typically celebrate the seemingly little successes that they have each day because they have been emotionally beat down. It is important to keep track of your accomplishments because it will increase your confidence.

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37 The Community Tool Box: http://ctb.ku.edu/en/tablecontents/sub_section_main_1129.aspx
Individual Activity: What are Your Demons?

Refer participants to their workbook. In the space provided, have them write three phrases in the first column about a time when someone has told them that “You will never be able to…” and then in the next column, ask them to rewrite those phrases in the positive. For example a sentence that began with “I will never be able to” should now begin with “I can”.

<table>
<thead>
<tr>
<th>You will never be able to…</th>
<th>I can…</th>
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Create Your Vision

Creating a vision of what your future will look like includes expressing your values, the contribution you want to make to your family, to your community, and how you want to live your life. It’s easy to be led by others’ expectations when we do not have a clear vision of our own. You have your own reasons for why you have a particular vision. This activity will help you plan your own vision and be resilient in the face of adversity.
Individual Activity:

Take the time to answer each question

**What is your vision for the future? Who do you want to be?**

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**What can you do to make this happen?**

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**Break Through Expectations**

As a woman, you will be faced with having to challenge stereotypes that serve as obstacles to achieving leadership roles. One way to get past these stereotypes is by addressing them. This can bring awareness to what people expect from you because you are a woman and help them see beyond it.

Group Activity

**Can you think of a woman who has come up against hard times and still managed to persevere? What was her struggle and how did she survive?**

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An additional activity can be found in the Additional Information and Activities section.

Good Leaders should also...

**TOPIC 30: DEFINING COMMUNITY LEADER**

What does the term “community” mean to you?

What do you think community leaders do?
Are YOU someone who:

- Wants to improve their community?   Yes   No
- Has something to contribute?      Yes   No
- Doesn’t wait around for someone else to get the job done? Yes   No

If you answered “yes” to any of the above questions, you understand what a community leader is and you may want to become one. All you need to do is decide to take responsibility for some corner of your community.

Understanding the Importance of Community Leaders

Why should you become a community leader? Leadership can be a positive thing. There are a lot of people who like to lead. You can work on issues that matter to you, or, you can work on issues that are challenging, fun, interesting, and rewarding. It is up to you to decide!

What do you think you can gain from being a community leader?

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Are you interested in becoming a leader in your community?

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TOPIC 31: THE IMPORTANCE OF COMMUNITY LEADERSHIP

People learn how to lead. Even the people who seem to do it naturally had to learn the skills of leadership.
HOW CAN I BECOME A COMMUNITY LEADER?

I CAN...

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TOPIC 32: QUALITIES OF SUCCESSFUL COMMUNITY LEADERS

You do not have to be a perfect human being to be a community leader. That is good since none of us are perfect. But it might be helpful for you to know a few of the characteristics that successful community leaders often have.
TOPIC 33: LEARNING HOW TO HELP WOMEN IN OUR COMMUNITIES

This workshop might have helped you realize that you want to help other women in your community who have lived in situations of IPV.

Questions:

Do you believe that everyone has a responsibility to get involved in ending intimate partner violence? If yes, what is their responsibility?

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Why do people hesitate to get involved in situations of IPV?

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It is important to recognize that we all have a responsibility to end violence in our society - standing up against it is the only way it will ever stop.

What are some of the ways that women disclose the violence in their lives?

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What are the best things to do or say to a woman experiencing IPV?

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What are the worst things to do or say to a woman experiencing IPV?

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What are the best questions that someone can ask to assess if the person is in immediate danger?

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**Important Tips:**
Notes:

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Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Module Four

Women’s Political Engagement
MODULE 4: WOMEN’S POLITICAL ENGAGEMENT

Topics
34: Challenging Gender Stereotypes
35: Reflecting on the Importance of Women in Decision-Making Positions
36: Discovering Your Voice

In this module, we will first look at women’s history - Where Are We Now? How Did We Get Here? There is, nevertheless, more progress to be made toward gender equality in Canada, particularly socially and politically.

We will discuss two key ways that greater gender equality in Canada can be achieved: through challenging negative stereotypes that exist about women, and through greater involvement of women in the decision making positions in all forms and at all levels. We will look at ways that we can all, as individuals in our communities, contribute toward a Canadian society where women and men are treated equally.
WOMEN’S HISTORY: WHERE ARE WE NOW? HOW DID WE GET HERE?\textsuperscript{39}

1875 - Grace Annie Lockhart becomes the first woman to graduate with a university degree in the British Empire. She earned her degree at Mount Allison University, New Brunswick.

Early 1900s - The suffragettes fight for women’s right to vote.

1916 - After years of struggle, Manitoba women become the first permitted to vote. Quebec was the last province to follow suit in 1940.

1918 - The Women’s Franchise Act is passed, white women can now vote federally.

1921 - Agnes MacPhail becomes the first woman to be elected to the House of Commons.

1929 - Under the British North American Act, women are declared persons.

1940s - Many women go to work during the Second World War. Most are forced to give up their jobs after the war.

1960 - Aboriginal people, living on reserves are allowed to vote in federal elections.


1967 - Women’s income is 43% of the average man’s income.

1969 - Birth control is legally available.

1969 - The criminal code is amended so that same sex sexual acts between consenting adults are no longer criminal.

1970s - Grassroots women’s organizations open transition houses and rape crisis centres across Canada.

1972 - Rosemary Brown becomes the first black female politician elected in Canada.

1974 - Women are accepted into the Royal Canadian Mounted Police Academy.

1975 - Women’s income is 60% of the average men’s income.

1977 - March 8th is declared International Women’s Day. March of Women, demanding equality and the end of violence against women.

1977 - The National Association of Indian Rights for Indian Women is formed to challenge discriminatory sections of the Indian Act.


1983 - Bill C-127 becomes a law stating that it is illegal for a man to sexually assault his wife.

1983 - Rape law is changed in Canada, to define three levels of sexual assault.

1985 - The Canadian Charter of Rights and Freedoms legally gives women equal rights.

1985 - Bill C-31 is passed, eliminating sexual discrimination from the Indian Act for First Nations women.

1988 - Ethel Blondin-Andrew becomes the first Aboriginal woman elected to the House of Commons.

1988 - The Supreme Court strikes down the provisions of the Criminal Code pertaining to abortion, thereby making abortion legal.

1989 - December 6, Montreal Massacre, fourteen female engineering students are murdered at L’Ecole Polytechnique.

1992 - The concept of consent is legally defined for the first time in the Criminal Code Provisions on Sexual Assault.

1993 - Kim Campbell becomes Canada’s first female prime minister.

1995 - Bill C-72 changes the Criminal Code so that intoxication is no longer accepted as a defence in sexual assault cases.

1995 - 56% of students enrolled in university are women.

1995 - The average woman’s salary is 72% of men’s.

1996 - Canadian Human Rights Act is amended to include sexual orientation as a prohibited ground of discrimination.
1999 - Bill C-46 is upheld which restricts access to medical and psychiatric files of victims of sexual abuse.


Do you remember some of these events? Is there anything that you would add to this timeline?

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Is there anything that has not yet been achieved for women that you would like to see happen?

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TOPIC 34: CHALLENGING GENDER STEREOTYPES

Recall the short video we saw on the first day, entitled “Dreamworlds 3.” Can you think of any television shows, movies, songs, or books that negatively define women?

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Do you think Disney movies and the “princesses” that are portrayed in them could have an effect on young girls today?

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________________________________________________________________________________
Do you think the way the media generally portrays women needs to change? If so, how do you think the media should portray women?

Can you think of any television shows, movies, songs, or books where women are defined in a positive manner?

What does it mean to you to be a woman?

What can we do as individual women (and men) to challenge gender stereotypes that negatively define women?
TOPIC 35: REFLECTING ON THE IMPORTANCE OF WOMEN IN DECISION-MAKING POSITIONS

Do you believe that women need to be represented in decision making bodies, such as government, business, community organizations, etc?

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Do you think that it makes any difference whether the CEO of a company is a woman or a man?

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Why do you think women are underrepresented in politics?

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Do you think it would make a difference to issues such as a lack of daycare and pay equity for women if women were more fully represented in politics?

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Are there more women or men represented in non-profit organizations? Why is that?

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Can you think of any sectors/places in society, other than government and business, where women are underrepresented in decision-making positions?

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TOPIC 36: DISCOVERING YOUR VOICE

Women can address the issues they care about by becoming more active in their community.

Pair Activity: Getting Involved

What are some issues that you would like your government to address?

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   __________________________________________

2. __________________________________________
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3. __________________________________________
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   __________________________________________

4. __________________________________________
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5. __________________________________________
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Choose one of the issues that you listed above. What do you suggest that your government (local, provincial, or federal) could do to address this issue?

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What can women do to have their voices heard?

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For more information on how you can get involved in politics, consult the following document: “Dare to get involved… in politics”⁴¹.

Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Module Five

The Importance of Evaluation
TOPIC 37: EVALUATING MY LIFE

Reflection on and evaluation of our past is important in assessing where we are in our lives and where we want to go. Our goals and ambitions are our own and each day is a new day that makes it possible to get closer to these goals. In this section, you will evaluate the steps you have taken towards your new life goals. We will focus on your successes (big and small) and the things that held you back.

Once we have reflected on “how we got here” and on “who helped us get here”, we hope that together we will be able to evaluate the formal and informal helping systems currently in place. This way we can work toward strengthening the systems in place to further reflect the needs of women who are victims of IPV.
Pairs Activity: Reflecting on the Past Year after You Left Your Relationship

Pair up with another participant and help each other fill in the calendar of events for the last year. This exercise will help you reflect on all you have done in the year after leaving your abusive relationship.

Consider the following examples:

- Calling the police
- Leaving your partner
- Going somewhere safe
- Going to a legal aid clinic
- Seeing a lawyer
- Moving into your own apartment
- Applying for custody of the children
- Asking for a share of property
- Applying for income assistance
- Getting a job
- Getting counselling for yourself and/or your children
- Developing your support network
Fill in each month and watch as your success unfolds before you:

<table>
<thead>
<tr>
<th>1st Month Successes:</th>
<th>2nd Month Successes:</th>
<th>3rd Month Successes:</th>
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<tbody>
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<tr>
<td>4th Month Successes:</td>
<td>5th Month Successes:</td>
<td>6th Month Successes:</td>
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<td>7th Month Successes:</td>
<td>8th Month Successes:</td>
<td>9th Month Successes:</td>
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<tr>
<td>10th Month Successes:</td>
<td>11th Month Successes:</td>
<td>12th Month Successes:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Today’s Successes:</td>
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</tbody>
</table>
TOPIC 38: THE PROCESS OF GRIEVING

Grieving is an important process. Not everyone will experience all of the stages of grieving, or, if all are experienced, they won’t necessarily occur in this particular order:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

A breakup is painful because it represents a loss, not just of the relationship, but also of shared dreams and commitments. While doing the previous exercise, you may have realized how most everything in the last year has been disrupted: your routine and responsibilities, your home, your relationships with extended family and friends, and even your identity. A breakup brings uncertainty about the future.

“A cut finger, is numb before it bleeds. It bleeds before it hurts. It hurts until it begins to heal. It forms a scab and itches until finally the scab is gone and a small scar is left where once there as a wound. Grief is the deepest wound you have ever had, like a cut finger it goes through stages and leaves a scar.”

(Author Unknown)
Individual Activity: Relationship Map:

Take some time to map your relationships in the space provided. Remember, not everyone is in the same place in their lives. For some of you, the next exercise will be a time to remember all the people that were there and are still there to help you. For others it will be a time of reflection in order to really understand that you are not alone in your life process.

To get where you are today, you probably had some help from family, friends, and acquaintances. Who are the people in your life? Who has been most helpful to you? Who are your closest friends? Who do you trust? Fill out the relationship map below to reflect on the people in your life by putting their names in the bubbles. Add more bubbles as needed.
Balance in Your Daily Life

How do you feel about the balance in your life? What do you feel weighs you down?

It’s important to balance the day-to-day weight we carry with things that make us feel good in order to live a good life. Try to balance the scales with the things that make you happy. Now that you have reflected on your year after leaving, think about the modules in this workshop and the goals you have set for yourself.

Individual Activity: Goals in My Life

What are some the goals you would like to set for yourself? Take the time below to write down each goal. What in your life is helping you to accomplish each of your goals? Is there anything holding you back?

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
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<tbody>
<tr>
<td><strong>Who/what can help me achieve my goal?</strong></td>
<td><strong>Who/what can help me achieve my goal?</strong></td>
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<tr>
<td><strong>Who/what is holding me back?</strong></td>
<td><strong>Who/what is holding me back?</strong></td>
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Goal 3

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<tr>
<th>Who/what can help me achieve my goal?</th>
<th>Who/what is holding me back?</th>
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TOPIC 39: FINDING A PROGRAM/SERVICE THAT MEETS YOUR NEEDS

Moving on is a time of adaptation. Planning for the future and ensuring that your needs and your family’s needs are fully met will be challenging.

Many of us have difficulty asking for help or even knowing that help would assist us along our life journey.

This section will provide you with information about formal and informal programs and services and what you should expect from them.

We all need help at certain times in our life. When we do, we may ask ourselves the following questions:

• Did I know where to go? Do I know where to go now?
• Did I know what I was looking for? Do I know what I am looking for now?
• What programs helped me? What programs would I recommend? What programs will I now look into?
• How did I know that the program/service would offer what I was looking for? How will I know that the program/service will offer what I am looking for?
• What did I expect from the systems in place? What do I now expect from the systems in place?

Below you will find a few tips/questions that could guide you along your life journey. Remember that everyone needs or wants help at some point in their lives. We are not meant to face everything alone. Asking for help can be difficult, but when you find the help you need, your life journey could become easier.
Questions…

1. What issues did I need help with? What issues do I still need help with?
3. How did I find the right program/service to assist me with my issues? How will I now go about finding the right program/service to assist me with my issues?

Below is a list of different resources. You may move from formal or informal support depending what it is you need. If you need to know your legal rights, you may wish to attend a legal aid clinic or call a lawyer, but if you need someone to have a coffee with you and hold your hand you may call a friend or a sister.

Formal Support System:

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attending an information session</td>
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<tr>
<td>Chimo Help Line</td>
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<tr>
<td>Doctor</td>
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<tr>
<td>Lawyer</td>
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<tr>
<td>Local Transition House</td>
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<td>Muriel McQueen Fergusson Centre (MMFC)</td>
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<tr>
<td>Outreach Worker</td>
<td></td>
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<tr>
<td>Social worker</td>
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<tr>
<td>Women’s Issues Branch</td>
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<tr>
<td>Others</td>
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</tbody>
</table>
Which services did/do you use and why?

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After having taken the time to reflect on where you are, what services do you think you should be looking into now in order to help you get to where you want to go?

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Resources and Information: Knowing the Community

Transition Houses:

Transition houses are safe places for abused women and their children to get away from violence at home. The staff at the transition houses can provide counseling and give information about legal options and social services. Transition houses are open 24 hours a day, seven days a week. An abused woman and her children can usually stay, free of charge, for about one month. Transition houses give advice, support, and referrals over the phone even if you do not plan to go there. They do not need to know your name. If you know of someone you feel is in a dangerous situation and you don't know how to be helpful, a transition house can help you come up with the best response possible - even if you want to remain anonymous.
## Transition Houses in New Brunswick

<table>
<thead>
<tr>
<th>Location</th>
<th>House Name</th>
<th>Contact Details</th>
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</thead>
<tbody>
<tr>
<td>Bathurst</td>
<td>Maison de Passage House Inc.</td>
<td>(506) 546-9540, <a href="mailto:passagehouse@nb.aibn.com">passagehouse@nb.aibn.com</a></td>
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<tr>
<td>Campbellton</td>
<td>Maison Notre Dame</td>
<td>(506) 753-4703, <a href="mailto:maisonnotredame@nb.aibn.com">maisonnotredame@nb.aibn.com</a></td>
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<tr>
<td>Edmundston</td>
<td>Escale Madavic Inc.</td>
<td>(506) 739-6265, <a href="mailto:emadavic6265@rogers.com">emadavic6265@rogers.com</a></td>
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<tr>
<td>Fredericton</td>
<td>Gignoo Transition House Inc.</td>
<td>(506) 458-1236, 24 Hour Crisis Line: 1-800-565-6878 <a href="mailto:gignoo@nbnet.nb.ca">gignoo@nbnet.nb.ca</a></td>
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<tr>
<td>Fredericton</td>
<td>Women in Transition House Inc.</td>
<td>(506) 459-2300, <a href="mailto:transhouse@nb.aibn.com">transhouse@nb.aibn.com</a></td>
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<tr>
<td>Kent County</td>
<td>Maison Sérénité/Serenity House</td>
<td>(506) 743-1530, <a href="mailto:serenite@nb.aibn.com">serenite@nb.aibn.com</a></td>
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<tr>
<td>Miramichi</td>
<td>Miramichi Emergency Centre for Women Inc.</td>
<td>(506) 622-8865, <a href="mailto:mecw@nb.aibn.com">mecw@nb.aibn.com</a></td>
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<tr>
<td>Moncton</td>
<td>Crossroads for Women</td>
<td>(506) 857-4184, Crisis Line: (506) 853-0811, <a href="mailto:admin.crossroads@nb.aibn.com">admin.crossroads@nb.aibn.com</a></td>
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<tr>
<td>Saint John</td>
<td>Hestia House Inc.</td>
<td>(506) 634-7571, Crisis Line: (506) 634-7570, <a href="mailto:hestia@nbnet.nb.ca">hestia@nbnet.nb.ca</a></td>
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<tr>
<td>St. Stephen</td>
<td>Fundy Region Transition House</td>
<td>(506) 466-4485, <a href="mailto:frth@nb.aibn.com">frth@nb.aibn.com</a></td>
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<tr>
<td>Sussex</td>
<td>Sussex Vale Transition House</td>
<td>(506) 433-1649, Crisis Line: (506) 432-6999, <a href="mailto:valhouse@nb.aibn.com">valhouse@nb.aibn.com</a></td>
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<td></td>
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<tr>
<td>Tracadie-Sheila</td>
<td>Accueil Ste-Famille</td>
<td>(506) 395-1500, <a href="mailto:acstefam@nbnet.nb.ca">acstefam@nbnet.nb.ca</a></td>
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<tr>
<td>Woodstock</td>
<td>Woodstock Sanctuary House</td>
<td>(506) 325-9452, <a href="mailto:sanctuary@nb.aibn.com">sanctuary@nb.aibn.com</a></td>
</tr>
</tbody>
</table>
You can visit the following website for shelters across Canada - http://www.shelternet.ca.

You can also find the phone numbers of all the shelters in New Brunswick on the third page of your telephone book.

**Outreach Program**

**What is a Family Violence Prevention Outreach Program?**

A Family Violence Prevention Outreach Program is a support program for women who are, or who have been, in an abusive relationship. They offer information and services to women who are either still living with an abusive partner, dating someone who is abusive or not sure whether their relationship is abusive. This program also offers support and information to friends and family of IPV victims.

**Some of the services they may offer:**

- Emotional support (ex: crisis intervention, accompaniment to court)
- Safety planning
- Goal setting & action planning
- Assertiveness & relationship skills
- Referrals to community services

Outreach workers can usually meet at the location of your choice and group workshops are often available.

For example, Outreach Workers in Fredericton offer:

- **Personal Self Development Groups**: Topics include Assertiveness, Family Violence & the Law Information Sessions, and Self-Love

- **The FREEDOM Group**: A support group for women who are no longer in an abusive relationship. This group provides resources as women move forward with their lives in a caring environment

- **Moving Forward**: A community-based group program helping children and youth ages 4-16 years and their mothers heal from the hurt of living with violence in their lives

- **Family and Friends**: This group is for family members and friends of women affected by domestic abuse who would like to learn how to better support their loved one.
Outreach Workers

<table>
<thead>
<tr>
<th>Acadian Peninsula</th>
<th>Bathurst</th>
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<tbody>
<tr>
<td>(506) 395-6233</td>
<td>(506) 545-8952</td>
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<tr>
<td>(506) 395-7632</td>
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<tr>
<th>Campbellton</th>
<th>Charlotte County</th>
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<tbody>
<tr>
<td>(506) 790-1178</td>
<td>(506) 469-5544</td>
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<tr>
<td>(506) 753-4703</td>
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<tr>
<th>Edmundston</th>
<th>Fredericton</th>
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<tbody>
<tr>
<td>(506) 263-0888</td>
<td>(506) 458-9774</td>
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<table>
<thead>
<tr>
<th>Kennebecasis Valley</th>
<th>Kent County</th>
</tr>
</thead>
<tbody>
<tr>
<td>(506) 847-6277</td>
<td>(506) 743-5449</td>
</tr>
<tr>
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</tbody>
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<table>
<thead>
<tr>
<th>Miramichi</th>
<th>Moncton</th>
</tr>
</thead>
<tbody>
<tr>
<td>(506) 778-6496</td>
<td>(506) 855-7222</td>
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<tr>
<th>Saint John</th>
<th>Shedia Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>(506) 632-5616</td>
<td>(506) 533-9100</td>
</tr>
<tr>
<td>(506) 649-2580</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Sussex</th>
<th>Woodstock</th>
</tr>
</thead>
<tbody>
<tr>
<td>(506) 433-6579</td>
<td>(506) 325-9680</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

For more resources information you can visit the Women’s Issues Branch webpage at http://www.gnb.ca/0012/womens-issues/index-e.asp.

Remember, if you have any doubt or if a friend, family member, or colleague are in danger, dial 911 and explain the situation. Did you know that charged, old cell phones (i.e. even if you are no longer connected to a phone company or you do not have a calling card) can be used to dial 911 in case of an emergency? So, if you have an old cell phone and you think you might need it, keep it handy, or give it to a friend who might need it.
What resources or services were the most helpful to you?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What resources or services were least helpful to you?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

What are helpful/unhelpful questions that professionals (doctors, nurses, social workers) can ask someone who they suspect is in a situation of IPV?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

How should professionals ask questions? How important is tone?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

How can professionals show empathy?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

If you could tell one thing to one of the professionals that offered you help, what would it be?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Counselling:

Finding the right counsellor for you can be difficult. When seeking a counsellor you could consider the following:

- How do I find the right counsellor for me and my issues?
- Is this person registered within their specific area of training?
- Do I feel I could work with this person effectively? (i.e., communication style, gender, religious affiliation)
- Is the cost of therapy a standard rate?
- What theoretical orientation (philosophy) does this person work from?
- Is this person easily accessible in terms of where I live?
- Does the location respect privacy?
- How difficult is it to arrange consistent appointments (how busy is this counsellor?)
- Other

What other aspects should you consider when seeking a counsellor?

- Other

Informal Support System

- Family
- Friends
- Neighbours
- Religious leader
- Cosmetologist
- Reading articles or books on the issue
- Surfing the internet
- National Clearinghouse on Family Violence
- Hot Peach Pages: www.hotpeachpages.net/index.html
- Other
In the informal support system, whose support was the most helpful / the least helpful?

<table>
<thead>
<tr>
<th>Who Provided Support</th>
<th>Most Helpful</th>
<th>Least Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example: family)</td>
<td></td>
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Notes:

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________________________________________________________________________
TOPIC 40: CLOSURE OF THE WORKSHOP

Thank you!

Individual Activity: Conclusion - I Love You Because...
Final Evaluation

~ “Do not protect yourself by a fence, but rather by your friends” ~
Czech Proverb

http://www.quotationspage.com/subjects/friendship
Share the books, videos, internet resources, films, etc. that you recommend.
Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Additional Information and Activities
Often, women spend more time trying to make others happy than they do trying to make themselves happy. They often have difficulties doing things for themselves that would make them happy.

Learning to uncover what your goals are and how to achieve them will help you realize that you do have control over your life.

Individual Activity: What are My Aspirations in Life?

What are your future aspirations? Perhaps you aim to live a healthy lifestyle, to own your own your home one day, to have a job that you enjoy, to take up a new hobby, to earn a diploma or degree, get a pet, overcome a personal obstacle that you have been facing, to spend plenty of quality time with your children or grandchildren, or with yourself!

In the table below, write down some of your aspirations in the left column. Next to each aspiration, in the right column, write down the steps that you will need to take to reach each goal.

<table>
<thead>
<tr>
<th>My Goals</th>
<th>Steps I Will Take to Reach My Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>
2. Be attentive to your aspirations, because what you desire for your life is important. Further, be continually mindful that before most goals can be reached, planning is a necessary step. Further, you will usually be required to take several steps to fully reach your goals. Be proud of yourself for each step that you take forward, because each step is an achievement in itself.

3. You can choose what to do with your life and you can make it happen!
MY CORE PRINCIPLES

Principles give us direction in whatever circumstances we find ourselves in. They are transferable to any given situation and will determine the direction you decide to take. Without them, you may find yourself drifting.

Some of the principles that could govern my life are:

- Do no harm
- Be honesty
- Help others
- Only buy what I can afford
- Work smart - and hard
- Follow through on all commitments
- Don’t make promises that I cannot keep
- Challenge others to greatness
- Treat people right
- Regularly try new things
- Treat everyone equally
- Treat myself well

What are the principles that govern your life?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Self-governance is the process that we create for ourselves to help in making life decisions. It is influenced by our principles.
TOPIC 19: A RELATIONSHIP OF TRUST

Pairs or Small Group Activity: Boundaries

This activity will help you understand what a boundary is.

What made you stop the other person at that particular moment?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

How did you know where your boundaries were?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Did you feel something in your body? A tingling sensation? A queasiness in the stomach? A general sense of discomfort?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Why do you think you chose that particular distance to stop the other person?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

43 Fredericton Sexual Assault Crisis Centre. The Empowerment Project, p. 258
How do we form boundaries? Why are they important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why is it important to be able to say “stop” when someone enters our personal space?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Individual Activity: Boundaries

Working individually in your workbook, think about your boundaries and take a few minutes to answer the following questions:

What are my boundaries? List a few of them here.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Am I completely loyal to them?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How would showing inconsistent boundaries be confusing to yourself and others?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Why is it important to clearly communicate boundaries early in a relationship?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What could you do to let someone know that you respect their boundaries as well?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**Individual Activity: Women’s Bill of Rights**

Take a few minutes to reflect upon your boundaries and then read the following list entitled “Women’s Bill of Rights”. After each right, answer the question “I believe – yes, no or maybe.” If your answer is no, ask yourself what you could try to change the situation.

Table 1:

<table>
<thead>
<tr>
<th>It is my right to:</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>If no, what can I do to change this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live a life of peace free from abuse and fear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel valued, respected and appreciated for who I am.</td>
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<td></td>
<td></td>
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<tr>
<td>Express my thoughts and opinions without judgment or criticism.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share equally in all decisions related to relationships, children, home and finances.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It is my right to:</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>If no, what can I do to change this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have friendships outside my relationship that are sustaining and satisfying.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have control over my body – to be able to refuse sex, to engage in safe practices, to choose my birth control method, and whether or when to have children or become pregnant.</td>
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<tr>
<td>Have the freedom of movement without fear of repercussion.</td>
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<td></td>
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<tr>
<td>Feel safe wherever I am.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek help from police or others if I am not feeling safe.</td>
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</tr>
<tr>
<td>Believe that I am an important, powerful and beautiful human being.</td>
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</tbody>
</table>

Table 2:45

<table>
<thead>
<tr>
<th>Right:</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>If no, what can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to be treated with kindness and respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the right to be paid fairly for what I do.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I have the right to be listened to and taken seriously.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I have the right to take good care of myself.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Right:</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>If no, what can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to set my own priorities.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I have the right to say “No” without feeling guilty.</td>
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<tr>
<td>I have the right to seek my own spiritual truth.</td>
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<tr>
<td>I have the right to ask for the things I want and need.</td>
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<tr>
<td>I have the right to honor my creativity and pursue my dreams.</td>
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<tr>
<td>I have the right to laugh and have fun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the right to have and express my feelings and opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the right to love and be loved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the right to be happy and have peace of mind.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the right and responsibility to be of service.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Others:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Right:</td>
<td>Yes</td>
<td>No</td>
<td>Maybe</td>
<td>If no, what can I do?</td>
</tr>
<tr>
<td>------------------------------------</td>
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</tbody>
</table>
Individual Activity: Your Equality Wheel

What does your equality wheel look like? Fill in the blank wheel provided in your workbook.
## Individual Activity A: The Listening Quiz

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I anticipate what people will say next as they are speaking.</td>
<td></td>
</tr>
<tr>
<td>I constantly judge the merit of what people say from their very first sentence.</td>
<td></td>
</tr>
<tr>
<td>I discount what other people say if they don’t agree with my opinions and values.</td>
<td></td>
</tr>
<tr>
<td>I rarely pay attention to people’s nonverbal cues (such as body language and facial expressions).</td>
<td></td>
</tr>
<tr>
<td>I let my biases and opinions affect my ability or willingness to listen to what some people say.</td>
<td></td>
</tr>
<tr>
<td>I prepare what I’m going to say in response while the other person is talking.</td>
<td></td>
</tr>
<tr>
<td>I often interrupt people to speed along a conversation or to inject my opinion.</td>
<td></td>
</tr>
<tr>
<td>If I disagree with people, I interrupt them immediately to set the record straight.</td>
<td></td>
</tr>
<tr>
<td>Most of the time, I am ready with a response right when the other person stops talking.</td>
<td></td>
</tr>
<tr>
<td>If the other person is long winded or boring, I stop listening.</td>
<td></td>
</tr>
<tr>
<td>When I stop paying attention to someone, I try to look like I’m listening anyway.</td>
<td></td>
</tr>
<tr>
<td>When I know what people are going to say I don’t wait for them to finish. I answer right away.</td>
<td></td>
</tr>
</tbody>
</table>

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Note:

How to tally. Tell the participants that each question is worth one point. Give them a few minutes to do the quiz by themselves.

Once you are finished, know that the answer to all the questions is NO.

• If your score is 10 or more, you’re a skilled listener. You have what it takes to be a gifted leader.

• If your score is 7 to 9, you’re well within the average range. People probably wouldn’t call you a bad listener. They might just think you’re inattentive or too busy or distracted to pay attention.

• If your score fewer than 7 times, you need help.

This is just a quick quiz to remind you of how listening is not an easy task and that we all have to work at it on a daily basis.

Individual Activity: Do You Feel that You Are Being Heard?

Imagine you are having a conversation with a friend or your partner while having a coffee. How would you feel if your friend or partner acted as indicated in the table below?

<table>
<thead>
<tr>
<th>Your friend or partner would:</th>
<th>How would you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrupts you each time you talk</td>
<td></td>
</tr>
<tr>
<td>Seem distracted by what is happening around them (look at people passing, watch TV, etc.)</td>
<td></td>
</tr>
<tr>
<td>When they think they know what you are saying, they will interrupt before you are finished your sentence.</td>
<td></td>
</tr>
<tr>
<td>Change the topic even if you are still talking</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Do not give any indication that they are listening to you.</td>
<td></td>
</tr>
<tr>
<td>Keep checking their cell phones for messages</td>
<td></td>
</tr>
<tr>
<td>Do not seem to be interested at all by what you are saying (look at their nails; keep checking their clothing, yawns, etc.)</td>
<td></td>
</tr>
<tr>
<td>Do not seem to make any effort to understand your point of view, especially if theirs defer from yours.</td>
<td></td>
</tr>
<tr>
<td>Seem to be listening to surrounding conversations but still pretend to be listening to you</td>
<td></td>
</tr>
<tr>
<td>Begin answering you even before you have stopped talking</td>
<td></td>
</tr>
<tr>
<td>Interrupt you constantly with corrections to your grammar or other minor things.</td>
<td></td>
</tr>
</tbody>
</table>
TOPIC 23: WHAT DO I WANT IN A LOVING RELATIONSHIP?

Individual Activity A: Flower Activity
Step 1: Write down a list of adjectives that describe you the best.
Step 2: Write down a list of the must haves in your life.
Step 3: Write down a list of the must haves in a new partner.
Step 4: Write down a list of the rules that are important to you in a loving relationship

You have just joined an online dating site and you must describe yourself and what you are looking for in a dating partner. With the list you wrote above write that description:

I am: _________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

I am looking for: _________________________________________________
______________________________________________________________
______________________________________________________________
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______________________________________________________________

Keep these lists and when you are in doubt of what you are seeking for in a dating partner, read them again.
MODULE 3: DEVELOPING LEADERSHIP SKILLS

TOPIC 29: LEARNING HOW TO BECOME AN EFFECTIVE LEADER

Recognizing and Pursuing Your Passion

Do you have something that makes you tick – something that gets us up in the morning and gives us energy throughout the day?

Take some time to think about what you are passionate about and write it down.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Now, ask yourself, “why is this my passion”? What is it about this activity that gets me fired up?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

You might now have a deeper appreciation for what you love and hopefully that will encourage you to bring it into your life more often.

Recognizing and pursuing your passion is one way you can become a leader in your own life and in your community.
Individual Exercise: A Letter from Your Future

Write a letter to your future self. Pick a time in the future. It can be five, ten, fifteen years from now. Ensure that the date you chose is at the top of the letter. Imagine that you are writing a letter to yourself. Take the time to reflect upon your future self… your core, your soul self, the one that is the real you.

The following questions may help you write this letter:

• What does your imaginary future look like? Describe it in detail. How are you personally? Professionally? Are you in a relationship?
• If there is a problem or an issue in your life at the moment, assume that it is resolved and write about how it got resolved.
• What does your future self remember about the last 5, 10, or 15 years?

If you dare to dream, the dreams may happen. Therefore, do not limit yourself. Write with an open mind and an open heart. Keep this letter in your Wish Box.

---

Dear: (Your name here)
MODULE 4: WOMEN’S POLITICAL ENGAGEMENT

TOPIC 36: DISCOVERING YOUR VOICE\(^48\)

Questions that you may wish to ask your political representatives with regard to issues that affect women:

- What will your party do to ensure a diversified representation of candidates?
- What commitments has your party made to eliminate violence against women, children and the elderly?
- What strategies has your party adopted to eliminate poverty among young women, single mothers and their children?
- What is your party going to do to ensure that children, who are victims of child abuse or have been exposed to domestic violence, receive the services they need and are not forced to visit an abusive parent without supervision?
- What is your party going to do to ensure legislation guaranteeing pay equity or a decent salary for those who work in traditionally female fields?
- How will your party set up an affordable daycare system that supports children, women and families?

Achieving Our Potential

A Workshop for Survivors of Intimate Partner Violence

Handouts
Evaluation Form (for the workshop)

Please take a moment to fill out this evaluation. Your feedback is valuable to us.

Do you believe that the content of this three day workshop was useful for you?
___ Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Do you feel that the objectives described on the first day of the workshop were met?
___ Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

What did you find most valuable about this workshop?
______________________________________________________________
______________________________________________________________
______________________________________________________________

Did you feel comfortable and safe sharing with the group?
___ Yes ___ No.
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Was the amount of time chosen for this workshop adequate?
___ Yes ___ No
If no, should it be MORE or LESS? _________________________________
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Were there any barriers to attending this workshop that were not considered or accommodated by the organizers of this workshop?
___ Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
Do you believe the activities included in the workshop will be beneficial to future participants?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Were activity instructions easy to follow?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Do you think that the material presented in this workshop accurately reflects the situation of women living in situations of IPV?
___Yes___No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Overall, were you satisfied with the workshop?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Additional Comments: Please share with us any additional comments or suggestions on how to improve this workshop.
______________________________________________________________
______________________________________________________________
______________________________________________________________

Thank you for taking the time to complete this evaluation.
Your comments are important to us!
Action for Change: Empowering women victims of intimate partner violence to build healthier and safer lives

Evaluation Form (for manual content)

Please take a moment to fill out this evaluation. Your feedback is valuable to us.

Do you believe that the content of this manual is useful for you?
___Yes___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Do you feel that the objectives described in the beginning of the manual were met?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

What did you find most valuable in this manual?
______________________________________________________________
______________________________________________________________
______________________________________________________________

Do you believe the activities included in the manual were beneficial to you?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Were activity instructions easy to follow?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________

Do you think that the material presented in this manual accurately reflects the situation of women living in situations of IPV?
___Yes ___ No
Comments: ____________________________________________________
______________________________________________________________
______________________________________________________________
Overall, are you satisfied with the information in the manual?  
___Yes ___ No
Comments: ____________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Additional Comments:  Please share with us any additional comments or suggestions on how to improve this workshop.
_________________________________________________________________
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Thank you for taking the time to complete this evaluation.  
Your comments are important to us!

It would be appreciated if you could send your comments to
Centre Muriel McQueen Fergusson Centre
P.O. Box 4400
Fredericton, N.B.
E3B 5A3
Individual Activity: A Biases / Stereotypes Quiz

Ask yourself the following questions:

1. When you speak to people on the phone, does their accent determine how you respond?

2. Do you believe older people pretend to be sick in order to get attention?

3. Would you consider it an insult if someone thought you were homosexual?

4. Have you ever seen an First Nations person in a liquor store and assumed he/she was an alcoholic?

5. Do you believe that people who cannot read have low intelligence?

6. Have you ever looked at a lesbian/gay person and automatically thought of her/his sexuality, rather than seeing her/him as a whole person?

7. If you see a person from a minority group in a position of power, do you think that they probably got there through affirmative action?

8. Will it matter if your child dates someone of a different culture, from a different religion, or of the same sex?

9. Do you believe people living on social assistance could get a job if they really wanted to?

10. What do think when you see an overweight woman buying junk food at the grocery store?

11. Do you think that a trainer needs to have a university education?

12. What do you do if you hear someone making a racist comment? Let it slide? Speak up against it? Hear some truth in their comment?

13. Have you ever thought you could “spot” a lesbian/gay person or wondered who the “man”/“woman” was in the relationship?

14. Do you get frustrated when people do not speak your language?

Adapted with permission from Fredericton Sexual Assault Crisis Centre. (2003). The empowerment project. A train-the-trainer tool-kit for delivering self-protection and assertiveness workshops to women and girls. Available online: http://www.aware-nb-averti.org/fsacc_empowerment2.htm
15. Do you think that everyone should be forced to retire at sixty-five to give younger people an opportunity to work?

16. What do you see first – the disability or the person?

17. Do you get irritated when you see an able bodied young male begging for money?

Do you have biases that you had not thought about before?

How might the answers to these questions affect the way you view the world? What will you do with these biases now that you are aware of them?
BIBLIOGRAPHY


64. Quotations by Subject, (n.d.). Available online at: www.quotationspage.com/subjects/friendship.


