



ELMWOOD COMMUNITY
RESOURCE CENTRE

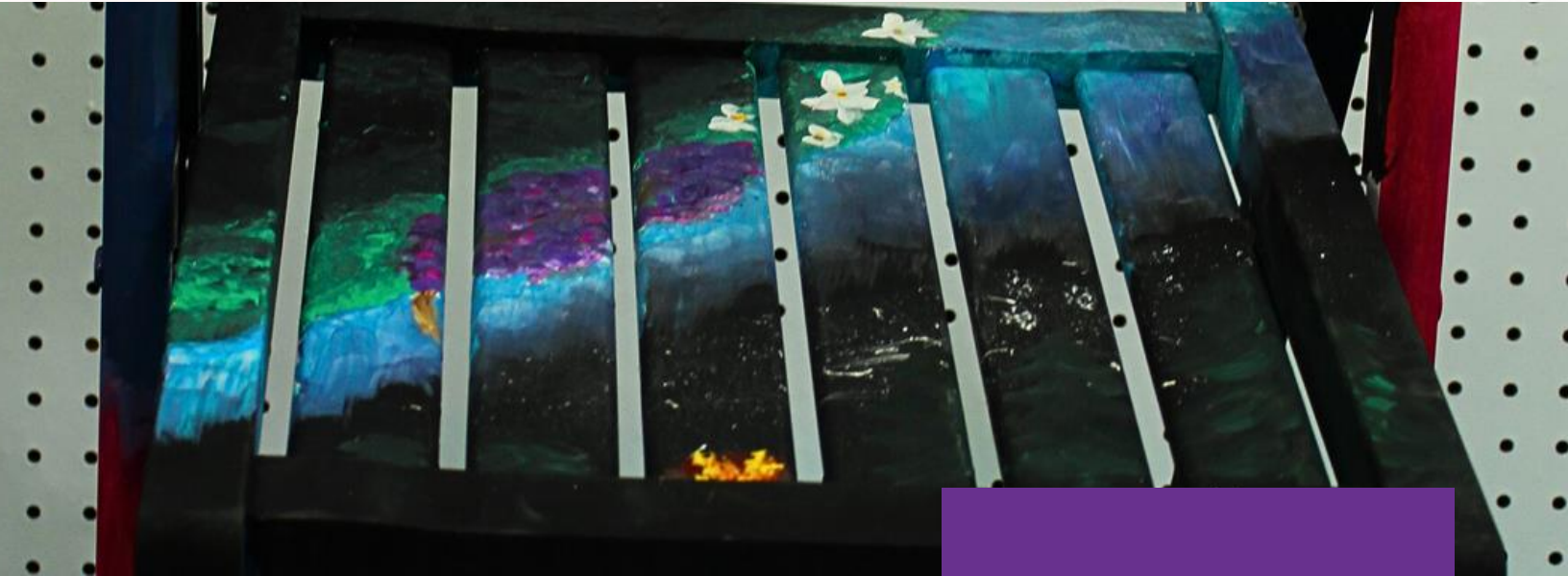
WOMEN'S EMPOWERMENT

Group Session Manual & Participant
Workbook

Workshop Series prepared on behalf on the Still I Rise:
Gender-Based Violence Support for South East Asian, South
Asian, Black and Arab Women in MB

Developed By Lauren B & Nina C
Updated by: ANNE OSERIN-PINNOCK, 2024

Introduction STILL I RISE



Still I Rise: Scaling Up GBV Support for South Asian, South East Asian, Black and Arab Women builds on successful strategies developed and used by Elmwood Community Resource Centre.

This program seeks to address the lack of awareness about the cultural, local legal system and structural barriers that prevent racialized women from accessing GBV services and aims to improve the GBV sector at all levels through knowledge mobilization and sharing of best practices.

Elmwood Community Resource Centre has served the community since 2001 with services and supports for the whole family. Our mission is to make our community a great place to live, work and raise a family.

PROMISING PRACTICES: SCALING UP GBV SUPPORTS FOR SOUTH EAST ASIAN, SOUTH ASIAN, BLACK AND ARAB WOMEN IN MB

Project Description

Still I Rise adapts and scales components of a successful Gender-Based Violence (GBV) program that has been delivered in Winnipeg, MB by Elmwood Community Resource Center for over 10 years. This project utilizes a comprehensive, trauma-informed and culturally sensitive GBV response that is comprised of counselling and group sessions based on the “Tree of Life” model. The “Tree of Life” model developed by Ncazelo Ncube (2006). Utilizing a tree as a metaphor for the growth and development of an individual we understand each element of the tree from the “roots” of a person (their individual and community history) to the “blooms” (signifying the hopes and dreams for the future) as parts that come together to form that whole person. Every part of the tree can also affect how well it copes with environmental pressures, or conversely, how well it blooms. For example, the roots of the tree are your history, culture and key influences in your life and are a reminder of the historic and cultural (often intergenerational) influences that have affected your life. The roots of a tree provide a foundation for the tree to grow and can even connect it to other trees to form a community

This process allows for at risk populations to define the root causes of their vulnerability and reauthor their stories to speak about their lives in ways that emphasize their strength and resilience.

Needs Assessment

The need for this project arises from the high incidences of GBV targeted at Black women and women of South Asian and Arabic origin who encounter disproportionate systemic barriers to accessing supports in Manitoba. Women’s risk of GBV is increased by migration status, socio-economic status, sexual orientation and religion.

Most South Asian, Black and Arab newcomer women are sponsored by their spouses to enter Canada and they depend on the latter to maintain their immigration status (The Learning Network, 2021). Victims of GBV are, therefore, often hesitant to report abuses for fear of having their immigration status revoked (Ferzina & Medhekar, 2017). For Black and Arab women in Manitoba, a lack of financial independence, gendered stereotypes, and lack of awareness are major reasons for them not leaving abusive relationships (Labe, 2022). GBV targeting women is generally dismissed as trivial within Arabic, Black and South Asian communities as this offense is not fully criminalized in most countries of origin, and GBV is considered a private matter which families keep hidden from the public (Shalabi et al., 2015).

Manitoba in particular, has some of the highest rates of gender-based violence (Status of Women, 2020). In 2022 alone, 19 women in Manitoba were killed due to GBV.



Project Objectives and Evaluation

This project aims to strengthen the GBV sector through 2 main streams: 1) the improvement of GBV content delivered to women in order to better meet the unique needs of South Asian, Arab and Black women in Manitoba; 2) expanding the coverage of the GBV program to benefit more South Asian, Black and Arabic speaking women across Manitoba.

The primary objectives of the project include:

- 1) Conducting an intersectional needs assessment to review/improve current GBV programs;
- 2) Partner with the antiviolence sector including shelters to develop hybrid model of deliver;
- 3) Expand coverage of program to improve reach and increase awareness;
- 4) Pilot adapted workshops and revise following survey results



- 5) Deliver revised workshops to ECRC clients and clients of the emergency family violence shelters and second-stage programs throughout the province;
- 6) Identify co-leaders from the community;
- 7) Deliver revised healing components of wrap-around supports;
- 8) Undertake culturally aware performance measurement and reporting;
- 9) Develop and share project impact

Engaging the Community and Sector Partnerships

ECRC's GBV programs are organic and informed by needs identified by the survivors and community at large. Within this project, an advisory group will be created to incorporate the lived experiences of the committee to help ensure that the adaptation and scaling for the project are appropriate for these community members. The advisory group members will advise on how best to conduct outreach to each community to raise awareness of the program, to conduct the needs assessment, to inform the adaptation, piloting and implementation of the revised program and on any other relevant issues.

Original project proposal developed by Nina Condo, Executive Director, ECRC



WORKSHOP SESSIONS

01

Introduction

In this introductory session, participants will be guided through a series of activities designed to build familiarity and trust amongst the group. Participants will be introduced to the group format and general overview.

02

Who Am I

In this session, participants will be guided through a discussion of female stereotypes and impacts of this on their perspective of womanhood.

03

Identity Development

In this session, participants will dive into identity formation and how their identity as a woman has evolved.

04

Emotional Awareness

In this session, participants will discuss the importance of emotional awareness and its relationship to self-awareness and relationship management with self and others.

05

Advocate & Ally

In this session, participants will uncover felt expectations for themselves and the linkages to feelings of approval and belonging. During this session, participants will discuss female representation and feminism.

06

Living Courageously

In this session, participants will analyze feelings like courage and fear and how to awaken the inner self to find balance.

NB: A 7th session has been added for a directed focus group evaluation and wrap up



S E S S I O N
01

INTRODUCTION

In this introductory session, participants will be guided through a series of activities designed to build familiarity and trust amongst the group. Participants will be introduced to the group format and general overview.

Session Agenda

Week 1 Introductions

OPENING

5 MINS	Housekeeping	
20 MINS	Introductions Check in Question: Five things that make you happy?	
5 MINS	Group Rules, Guidelines and Expectations	

SESSION

15 MINS	MBTI Personality Quiz & Discussion	
15 MINS	Group Activity: Tip Toe Through the Garden Game	

BREAK (15 MINS)

20 MINS	Group Discussion: Women in Canada	
15 MINS	Group Activity: Let me introduce you to	
15 MINS	Check Out Question	

INTRODUCTIONS WEEK 1

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

What are five things that make you happy?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets. Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

INTRODUCTIONS WEEK 1

Group Activity (15 mins)

This test is based on the personality theory created by Isabel Myers and Katharine Briggs. It measures your preferences on Myers and Briggs' four dimensions of personality type, as well as 23 more detailed facets of type to personalize your results.

Group Game (15 mins)

Tip toe through the garden is a strategy and communication game developed to build familiarity amongst participants. Placing an 10x10 grid on the floor, one by one, the participants must navigate through the grid going from square to square, only moving forwards , backwards, left or right to get to the other end of the “garden”. The trick is that some of the boxes have a very rare invisible flower, if you step on the flower your team must restart. Facilitator has a copy of the “safe path” and can only let the participants know if they are safe or if they have stepped on a flower.

Group Discussion (30 mins)

Women In Canada

Play “How 5 Women changed Canada Forever Over a Cup of Tea”

<https://www.youtube.com/watch?v=gFD3san49W8>

Facilitator

Notes:

INTRODUCTIONS WEEK 1

Group Discussion Continued

Summarize video with participants

The Group of 5 Persons Case is just one example of how gender inequity in Canada has just started to make small changes. The persons case which took place less than 100 years ago in 1929 finally granted personhood (or the right to be considered a “qualified” person under the law) to women in Canada.

Understanding the role of women in Canadian society and how it has changed over time is important and can begin to shed light on the diverse circumstances and experiences of women.

From February to April 2020, Statistics Canada reported that employment decreased by 16.9% for women compared with 14.6% for men. Even more disparate is the employment recovery statistic from April to May: The rate of unemployment fell by 2.4% for men and only 1.1% for women. Even before the pandemic, women were more likely to work part-time, were more likely to work in support and retail positions, and were subsequently more likely to become unemployed due to closures. Furthermore, women were earning less for similar jobs, were saving less, and were more likely to provide unpaid care work compared with men; they were thus more likely to give up their jobs to fulfill household duties. (Chen I, Bougie O. 2020),

Employment is not the only area that gender inequality, especially during the pandemic, was highlighted. Women face gender disparity in the medical field, legal field, financial field and even in immigration where most South Asian, Black and Arab newcomer women are sponsored by their spouses to enter Canada and they depend on the latter to maintain their immigration status (The Learning Network, 2021).

Facilitator

Notes:

INTRODUCTIONS WEEK 1

Group Discussion Continued

It is important that women learn and come together.

Close Discussion with Video “Still I Rise”
https://www.youtube.com/watch?v=qviM_GnJbOM

Group Game (15 mins)

Participants must choose another person in the room and have 5 mins to learn about each other and find one thing that they have in common besides their relationships to others (ie: wife, mother, etc.). They must then introduce the other person to the rest of the group.

Facilitator
Notes:



CHECK OUT ACTIVITY

Check out Question: What is one thing that you learned or that surprised you today?

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

NOTES:

“

“I hope you realize that every day is a fresh start for you. That every sunrise is a new chapter in your life waiting to be written.”

-
Juansen Dizon

S E S S I O N
02

WHO AM I

In this session, participants will be guided through a discussion of female stereotypes and impacts of this on their perspective of womanhood.

Session Agenda

Week 2 Who Am I

OPENING

	5 MINS	Housekeeping	
	15 MINS	Introduction & Check In Question:	
	5 MINS	Group Rules and Expectations	

SESSION

	10 MINS	Group Activity: Best and Worst Parts of Being a Woman	
	10 MINS	Group Discussion: What does it mean to act like a man? To act like a lady?	
	20 MINS	Group Discussion: Barbie monologue https://www.youtube.com/watch?v=IYtAVnJ9lh8	

BREAK (15 MINS)

	30 MINS	Group Activity: Who I am as a woman collage	
	10 MINS	Sharing the Collage	
	15 MINS	Check Out Question: What is one more thing you would use to describe yourself?	

WHO AM I WEEK 2

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

What are 3 ways you describe yourself?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

WHO AM I WEEK 2

Group Activity (10 mins)

Facilitators will ask the participants to share what they consider the best and worst part about being a woman. The facilitator will record the answers on a large flip chart.

Facilitators Notes: This activity enables the facilitator to develop an understanding of the challenges that the participants face as women.

Group Discussion (15 mins)

What does it mean to act like a man? To act like a lady

Participants will be asked to share what they think it means when someone says to “act like a man” or “act like a lady.”

Facilitators Notes: Facilitators will want to leave space for participants who may wish to share a time when they were told to “act like a man and/or a lady.” It is also valuable for the facilitator to highlight to the group that our expectation of male and female roles is often governed by societal expectations which is constantly changing and evolving

Facilitator
Notes:

WHO AM I WEEK 2

Group Discussion (20 mins)

Barbie monologue

<https://www.youtube.com/watch?v=IYtAVnJ9Ih8>

Participants are asked to share with the group, what they think of the monologue. Does it speak to their reality as women? Are there parts that they experience more than others? Parts they don't experience at all?

Break (15 mins)

Group Activity (15 mins)

- Required Materials
- Scissors
- Glue
- Construction Paper
- Magazines

Facilitators will ask the participants to use cut out pictures in the magazines and to create a collage which represents who they are as a woman.

Group Discussion (10 mins)

participants are asked to share their collage with the group.

Facilitator

Notes:



CHECK OUT ACTIVITY

Check Out Question:

What is one more way you would use to describe yourself?

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

Time can be given at the end for participants to write in the journal sheet found in the workbook

NOTES:

““

“May god bless all the
women you had to be
Before
You became the goddess you
are today ..
They are all you ..
love them with Grace ..”

-
Samiha Totanji

S E S S I O N
03

IDENTITY DEVELOPMENT

In this session, participants will dive into identity formation and how their identity as a woman has evolved.

Session Agenda

Week 3 Identity Development

OPENING

	5 MINS	Housekeeping	
	15 MINS	Introduction & Check In Question	
	5 MINS	Group Rules and Expectations	

SESSION

	20 MINS	Group Activity: Identity Worksheet	
	15 MINS	Group Activity: Milestone	
	20 MINS	Group Discussion: Share a time when you felt stereotyped or judged by another women	

BREAK (15 MINS)

	15 MINS	Group Discussion: Do you think women are competitive with each other/ who do you think benefit from competition among women	
	10 MINS	Group Activity: What is Patriarchy?	
	15 MINS	Check Out Question	

IDENTITY DEVELOPMENT WEEK 3

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

Where did I learn what it meant to be a woman?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

IDENTITY DEVELOPMENT WEEK 3

Group Activity (20 mins)

Facilitators will ask participants to turn to the Identity worksheet in the workbook and ask the participants to write down their thoughts and feelings about what it means to be a girl or a woman at the following points in their life; Prior to elementary school, elementary school, junior high school, high school, beyond high school. Upon completing the worksheet, participants are asked to share what they have written down.

Facilitator Notes: The purpose of this activity is to provide the participants with an opportunity to reflect on how their perception of womanhood has changed over time.

Group Activity (15 mins)

Facilitators will ask participants to turn to the Milestone Worksheet in the workbook and ask participants to identify impactful or memorable moments with members of the same and opposite sex which occurred at different periods throughout their life. Upon completing the worksheet participants are asked to share and consider how these interactions have shaped their identity as a woman.

Facilitator Notes: This activity invites participants to consider how interpersonal relationships can shape our personal identity.

Facilitator

Notes:

IDENTITY DEVELOPMENT WEEK 3

Group Discussion (20 mins)

Participants are asked to share a time when they felt stereotyped or judge by another woman. The facilitator will then ask the participants to consider if they have ever stereotyped or judge another woman? After allowing an opportunity to participants to respond the facilitators will then show the photo below and ask the participants to share what occupation the woman in the photo has. Facilitators will allow the participants to answer before revealing the woman in the photo is Dr. Sarah Grey.

Facilitator Notes: Women are constantly placed in positions where they are directly compared to the women next to them. As such women have tendency to internalize and perpetuate prevailing patriarchal stereotypes which exist about women. This activity enables the participants to consider the ways they stereotype and judge other women.



Facilitator
Notes:

IDENTITY DEVELOPMENT WEEK 3

Group Discussion (20 mins)

Do you think women are competitive with each other/ who do you think benefit from competition among women?

Group Activity(10 mins)

Facilitators will hand out Patriarchy model sheet.

Patriarchy is a social structural phenomenon in which men have the privilege of dominance over females, both visibly and subliminally. This phenomenon is manifested in the values, attitudes, customs, expectations, and institutions of the society, and it is maintained through the process of socialization (Boundless, the origin of Patriarchy, 2016, para. 1).

The origins of patriarchy are closely related to the concept of gender roles, or the set of social and behavioral [norms](#) that are considered to be socially appropriate for individuals of a specific [sex](#).

We learn socially acceptable gender roles from a variety of different places; including media, politics, law, friends, family and pop culture. Our concept of appropriate gender roles tends to change and evolve as society changes, and we socialize with different people (Boundless, the origin of Patriarchy, 2016).

Facilitator
Notes:



CHECK OUT ACTIVITY

Check Out Question:

Who is your female role model?

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

NOTES:

“

“I am a strong and powerful woman.
I am proud to be a woman and I
celebrate the qualities that I have as a
woman.

I am not defined by other people’s
opinion of who I should be or what I
should do as a woman. I determine
that, not anyone else.

Idowu koyenikan, [Wealth for
All: Living a Life of Success at
the Edge of Your Ability](#)

S E S S I O N
04

EMOTIONAL AWARENESS

In this session, participants will discuss the importance of emotional awareness and its relationship to self-awareness and relationship management with self and others.

Session Agenda

Week 4 Emotional Awareness

OPENING

	5 MINS	Housekeeping	
	10 MINS	Introduction & Check in Question	
	5 MINS	Group Rules and Expectations	

SESSION

	10 MINS	Meditation	
	20 MINS	Group Discussion: Emotional Awareness and the Feelings Wheel	
	30 MINS	Group Activity: Role Play	

BREAK (15 MINS)

	15 MINS	Group Discussion: Tools for Healthy Emotions	
	15 MINS	Check Out Question	

EMOTIONAL AWARENESS WEEK 4

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

What makes you a strong woman? What fulfills you?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

EMOTIONAL AWARENESS WEEK 4

Group Activity (10 mins)

Participants will join a 5 minute meditation to ground themselves.

<https://www.youtube.com/watch?v=5f6OQPQSxek>

The main line is “may you be well, may you be connected, may you too be loved,” How did hearing that feel? What type of response did you have in your body to the meditation?

Group Discussion (20 mins)

Group Discussion: Emotional Awareness and the Feelings Wheel

The use of emotional and social skills that establish how well we perceive and express ourselves, develop and maintain social relationships, cope with challenges and use emotional information in an effective and meaningful way”

4 Factors of Emotional Awareness

- Self-awareness :
 - How accurately we can assess your emotions by recognizing our strengths, tendencies, preferences, and weaknesses.
 - Our source of self awareness is also recognizing how others respond to us.
 - To be self-aware we need to know our triggers

Facilitator

Notes:

EMOTIONAL AWARENESS WEEK 4

Group Discussion Continued

2. Social Awareness

- Helps us to understand and respond to the needs of others or social situations.
- Also helps us understand how our actions/behaviours impact others
- Our social awareness is impacted by our culture and values.

3. Relationship Management

- The ability to connect with others, build positive relationships, respond to the emotions of others and influence others on the team.
- Includes the identification, analysis, and management of relationships with people inside and outside of your circle.
- This aspect is vital in negotiating successfully, resolving conflicts and working with others toward a shared goal.

4. Self-Management

- Our ability to best manage our emotions.
- When we manage our emotions we perform better because we are able to think clearly.
- Managing emotions doesn't mean suppressing or denying them, it means understanding them and using that understanding to deal with situations productively.
- Includes transparency, adaptability, achievement, and optimism.

Facilitator

Notes:

EMOTIONAL AWARENESS WEEK 4

Group Activity (10 mins)

Facilitator Note: Depending on the language level of the group, the facilitator may choose participants to read the scenario or read it aloud themselves. If it is a larger group, they could also break out into mini-groups to discuss and relay back to the group.

Participants will read through the Emotional Awareness case studies (in participant workbook). Group will discuss, using the feelings wheel, what some of the feelings might be of the person in the scenario.

Group Discussion (15 mins)

Building a Healthy Emotion Toolkit

Check list:

- 1) What Am I Feeling
- 2) What caused these feelings?
- 3) What do I want to do about these feelings?
- 4) Is there another way I can view the situation
- 5) How can I cope with these emotions in a healthy way?

Review the Cognitive Triangle Worksheet

Facilitator

Notes:



CHECK OUT ACTIVITY

Check Out Question:

What is one thing you'll take with you today?

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

NOTES:

“

“Talk to yourself, like
someone you love.”

Brene Brown

S E S S I O N
05

BEING AN ADVOCATE & ALLY

In this session, participants will uncover felt expectations for themselves and the linkages to feelings of approval and belonging. During this session, participants will discuss female representation and feminism.

Session Agenda

Week 5 Being an Advocate & Ally

OPENING

	5 MINS	Housekeeping	
	15 MINS	Introduction & Check in Question	
	5 MINS	Group Rules and Expectations	

SESSION

	10 MINS	Group Activity: Approval	
	20 MINS	Group Activity: Intersectionality and my Identity	
	25 MINS	Video: Ted Talk Christopher Bell **	

BREAK (15 MINS)

	10 MINS	Group Activity: Bechdel Test	
	25 MINS	Power Point: Intersectionality & Feminism	
	15 MINS	Check Out Question	



BEING AN ADVOCATE AND ALLY WEEK 5

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

How do you empower yourself and the women around you?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets. Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

BEING AN ADVOCATE AND ALLY WEEK 5

Group Activity (10 mins)

Facilitators will direct participants to the Approval worksheet in the workbook and ask the participants to fill it out. Upon the completion of the worksheet, participants are then asked to share what they wrote and asked to consider if they surprised by any of their responses.

Facilitator Notes: Within Western society there exists an unrealistic and even dangerous standard for women that can have a powerful influence on the way women view themselves and the way that people interact with women. The purpose of this exercise is to support the women in considering how the expectation of others may influence our behavior and perception of ourselves

Group Activity (20 mins)

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator
Notes:

BEING AN ADVOCATE AND ALLY WEEK 5

Group Activity (10 mins)

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups. Facilitator will direct participants to the identity wheel and talk about the various identities listed and what are “missing” from the list.

Facilitators will hand out the Understanding my Identity worksheet (Appendix D) and ask the participants to complete the sentence on the worksheet with the aspect of their identity (gender, race, sexual orientation etc..). After completing the worksheet participants are asked to share what they wrote and their thoughts on this exercise.

Facilitator Notes: Facilitators will want to highlight to participants that often time and geographical location can also influence these different aspects of our identity. For example, a middle aged single white woman may have a different experience if she was living in 2016 vs the 1920s

Facilitator

Notes:

BEING AN ADVOCATE AND ALLY WEEK 5

Group Activity (25 mins)

Participants will then watch Christopher Bell's Tedtalk in which he discusses the alarming lack of female superhero merchandise marketed to children and what message this sends to our children. After watching the TedTalk, participants are asked to share their thoughts and feelings on the video.

Group Activity (10 mins)

cartoonist Ailson Bechdel's 1985 comic strip 'The Rule' and has become a basic measure of female representation in films.

In order for a film to pass The Bechdel Test, the movie must meet the following requirements:

1. The movie has to have at least two women in it,
2. who talk to each other,
3. about something besides a man.

Participants are asked to consider if the movie or television show they shared as part of the check in question passes The Bechdel Test.

Facilitator Notes: The facilitators will want to highlight the important role that media plays in how we understand gender roles, and to consider how media influences our perceptions of womanhood.

Facilitator

Notes:

BEING AN ADVOCATE AND ALLY WEEK 5

Group Discussion (25 mins)

Feminism Defined

Feminism is a range of social movements, political movements, and ideologies that share a common goal: to define, establish, and achieve the political, economic, personal, and social equality of the sexes

Is feminism still needed?

Advocacy

Regardless of feelings regarding feminism everyone should know how to advocate for their rights, and whatever they may believe in.

Some ways of advocating are:

- Write a letter to your city council member and MLA
- Be an ally for other women
- Contact the ombudsman
- EIA and EI Advocate
- Child and Family Advocate
- Know your rights!

Facilitator

Notes:



CHECK OUT ACTIVITY

Check Out Question:

How are you going to take care of yourself as you move forward?

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

NOTES:

“

“And if we are lucky enough to be in a position of power, if our voice and our actions can mobilize change, don't we have a special obligation? Being an ally can't just be about nodding when someone says something we agree with - important as that is. It must also be about action.

-
Kamala Harris, Author and
Vice-President of the United
States

S E S S I O N
06

LIVING COURAGEOUSLY

In this session, participants will analyze feelings like courage and fear and how to awaken the inner self to find balance.

Session Agenda

Week 6 Living Courageously

OPENING

5 MINS	Housekeeping	
15 MINS	introduction and Check In Question	
5 MINS	Group Rules, Guidelines & Expectations	

SESSION

20 MINS	Group Discussion : Meaning of Courage	
15 MINS	Group Discussion: What is Fear	
15 MINS	Emotional Iceberg Activity	

BREAK (15 MINS)

10 MINS	Group Discussion	
25 MINS	<ul style="list-style-type: none">• Divorcing Your Fear and Finding Balance - Safety Box Activity• “Life is Like a Cup of Coffee” Video and Discussion (https://www.youtube.com/watch?v=58PJpdTu1JQ)	
15 MINS	Check Out Question	

LIVING COURAGEOUSLY WEEK 6

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

What institutional and societal changes need to be made for women to be empowered?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:

LIVING COURAGEOUSLY WEEK 6

Group Discussion (20 mins)

What does Courage mean to us?

Group Discussion (15 mins)

What are the positive and negative effects of FEAR?

How do we react in the presence of fear ?

What might be the underlying emotion of Fear

Can be helpful. It warns us of real danger, which can protect us if we pay attention to it.

Can also stop us from getting involved in productive and satisfying activities if it is excessive, unfounded, or causes us to become paralyzed

Group Activity (15 mins)

Lot of factors affects how we feel about ourselves.

The emotional wound/fear such as abandonment, the infection of shame, and the scab of contempt, guilt often form a free-floating mass of pain just beneath the surface of our awareness which creates in us a false sense of identity!

Facilitator

Notes:

LIVING COURAGEOUSLY WEEK 6

Group Activity Continued

We all receive both positive and negative messages about ourselves from other people and the media.

Think about all the negative or critical messages you have received – either in a relationship, in school, or elsewhere in your life.

How did these messages affect

Your body (physically)?

Your mind (intellectually)?

Your heart (emotionally)?

Your soul (spiritually)?”

The negative messages we received and negative self-talk create “false self”

Roadblocks in our life

Dare to question those “raw” emotions and get to the inner core of the issue so the healing can begin.

Especially using the looking-glass self method = is a look at ourselves in the mirror. The person at the front of the image is looking into four mirrors, each of which reflects someone else's image of him back to him. These are the message we received from early childhood to now that have shaped and ingrained in our mind. Often this is a portrayal of our false self-image.

As result we are in the search of true love & acceptance, craving for instant gratification and develop a sense of “Deferred Love and acceptance” by counting how many likes we get through our social media.

Activity: Participants to draw their fear then discuss how they feel about it.

Facilitator

Notes:

LIVING COURAGEOUSLY WEEK 6

Group Activity (10 mins)

Facilitator flipchart the following:

1. Acceptance
2. See yourself as a success
3. Restore your self-confidence
4. Other people's thoughts/opinion about you
5. Acknowledge your feelings
6. Taking Action- discuss the 5 steps

Group Activity (25 mins)

Divorce Your Fear

Fear depletes our mental, physical, emotional and spiritual energy until we become paralyzed and deeply feel tangled to move. Reshaping our story gives us a purpose to live ...there is some hope at the end of the Journey (shift your belief system and take charge)

The second key is to create smart ACTION (simple-manageable-achievable-realistic within a timeline)

Group Discussion : Awakening the inner self by

1. Remembering your strength
2. Celebrate your success
3. Acknowledge your mistake and learn from them

4. What keeps you going (What is worthwhile living for)
5. Finding Balance in your life
6. Empowering "YOU" by reshaping your life
7. Find not only good but accountable friends
8. Practice Self-Care

Finding Balance

One way to find balance in our life is to be clear about what we need, and take action when we aren't moving forward.

Facilitator

Notes:

LIVING COURAGEOUSLY WEEK 6

Group Activity Continued

There are lots of ways to take action

- Take Control of the situation
- Create SMART goals
 - o Small – Measurable-Achievable-Reasonable-Timeline
- Shift your mindset
 - o Stop allowing fear, feelings, people to keep you trap or down
- Setting ourselves free
- Let go of all insecurities
 - o Let go of all negative thoughts & messages

Activity: Create your Safety Box (this can be decorate however your want suggestion adding one soothing item, picture, quotes in the box, Can be a magazine picture of what you would like to be, Vision of what living courageously mean to you)

Discuss: the use of the safety box

Group Activity (10 mins)

Watch Video “Life is like a Cup of Coffee “
<https://www.youtube.com/watch?v=ogweL4E24ok>

Facilitator

Notes:



CHECK OUT ACTIVITY

Check Out Question:

**One thing they are taking away today, one thing they may practice this week,
one way they will work at living courageously**

After the check out question, facilitator will do an informal evaluation with the participants to ask them:

- How they feel the session went
- If they have any questions that were not addressed
- Suggestions for the next session

NOTES:

“

“We may encounter many defeats, but we must not be defeated. It may even be necessary to encounter the defeat so that we can know who we are. So that we can see, ‘Oh, that happened, and I rose. I did get knocked down flat in front of the whole world, and I rose. I didn’t run away; I rose right where I’d been knocked down.’”

—
Maya Angelou, poet, writer,
civil rights activist

S E S S I O N
07

FOCUS GROUP SESSIONS

In this session, participants will work alongside the evaluation team to complete a formal evaluation of the workshop they had completed.

Session Agenda

Week 7 Focus Group

OPENING

	5 MINS	Housekeeping	
	15 MINS	Introduction & Check in Question:	
	5 MINS	Group Rules and Expectations	

SESSION

	30 MINS	Evaluation Forms	
--	---------	------------------	--

BREAK (15 MINS)

	45 MINS	Completion ceremony	
--	---------	---------------------	--

FOCUS GROUP SESSION WEEK 7

Housekeeping (5 mins)

Facilitators will welcome everyone and encourage participants to help themselves to the snack and/or coffee. The facilitators will inform the participants of the location of the washroom and review the schedule for the program.

Introduction (15 mins)

Participants will go around the room introducing themselves and answering the check in question.

The check in question this week is:

How are you feeling today?

Group Guidelines

What type of guidelines do we need to keep this a safe space for everyone in the group? Write the expectations on a large flip chart and then put up on the wall each time the group meets.

Facilitator discusses expectations. At any point throughout the group the facilitators may change, adjust or review the group guidelines to best meet the needs to the group.

Facilitator

Notes:



FOCUS GROUP ACTIVITY

Participants

After the focus group session, participants will be invited to participate in a completion ceremony which includes painting of a tile to be included in a larger scale tile mural project. Post-evaluation test is found in the evaluation workbook.

The theme for these tiles is **Women's Empowerment**

NOTES:

“

Wisdom, Happiness, and
Courage are not waiting
somewhere out beyond sight at
the end of a straight line;
they're part of a continuous
cycle that begins right here.
They're not only the ending,
but the beginning as well.”

-
Benjamin Hoff, Author

ELMWOOD COMMUNITY RESOURCE CENTRE

ELMWOOD COMMUNITY RESOURCE CENTER

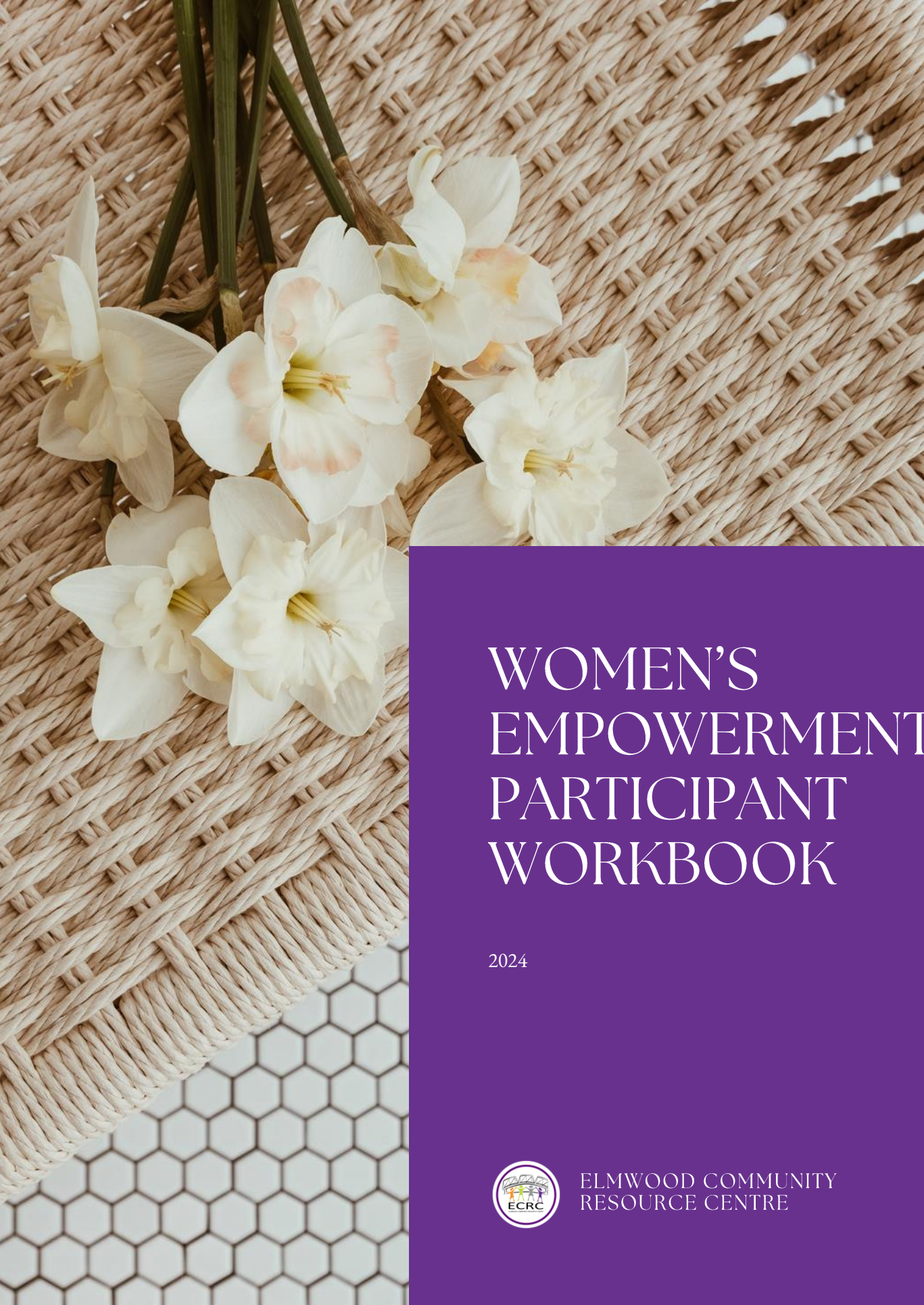
Main Administrative Centre

545 Watt Street
Winnipeg, MB R2K 2S2

www.elmwoodcrc.ca



STILL I RISE:GENDER-BASED VIOLENCE SUPPORT FOR SOUTH EAST ASIAN, SOUTH ASIAN,
BLACK AND ARAB WOMEN IN MB



WOMEN'S EMPOWERMENT PARTICIPANT WORKBOOK

2024



ELMWOOD COMMUNITY
RESOURCE CENTRE

MBTI PERSONALITY QUIZ

01.

You are totally exhausted because your week was endless and less than great. How are you going to spend your weekend?

- A I'll call my [friends](#) to ask about their plans. We should all go out together
- B I'll switch on the "Don't disturb" mode on my phone and stay at [home](#). I'll watch a new episode of my favorite TV show or take a long bath.

02.

Which of these 2 descriptions suits you more?

- A- The most important thing for me is what's happening here and now. I assess real situations and pay attention to details
- B Facts are boring. I [love](#) to dream and play over upcoming events in my mind. I rely more on [intuition](#) than information

03.

A competitor of your current employer is trying to entice you. You have doubts because the salary is much higher there, but the staff here is great. . How are you going to make a decision?

- A I'll learn all the available information about the competitor, ask my HR manager for advice, and draw a chart with all the pros and cons. In such cases, it's important to weigh up all the arguments and assess the situation with a cold mind
- B I'll listen to my feelings. I always try to follow my heart

04.

Only 2 weeks are left before your close friends' wedding. How are the preparations going?

- A- One month ago, I purchased my outfit, made appointments with the stylist and makeup master and wrote my speech. I prefer to be fully prepared.
- B- Why prepare? I'll be having fun and enjoying myself at the [party](#). I'll improvise my [wedding](#) speech. The best things happen spontaneously

QUIZ RESULT

The Myers-Briggs Type Indicator was created during World War II to help women get jobs and replace the men who had left to fight. After answering several questions, they got a short report, according to which they could find the most effective work.

Some Western companies still use the Myers-Briggs Type Indicator when selecting candidates for their vacancies.

1	2	3	4
A: I - EXTROVERTED	A: S - SENSING	A: T - THINKING	A: J - JUDGING
B: E - INTROVERTED	B: N - INTUITION	B: F - FEELING	B: P - PERCEIVING

Extraversion (E) vs Introversion (I)

People who prefer Extraversion feel energized by interaction in the outer world of people and things. Their attention is naturally drawn in this outward direction.

People who prefer Introversion feel energized when reflecting on concepts and ideas in their inner world. Their attention is naturally drawn in this inward direction.

Extraversion and Introversion, as terms used by Jung, explain different attitudes people use to direct their energy

Sensing (S) or Intuition (N)

People who prefer Sensing pay more attention to information that is concrete and tangible. They focus on what is, by paying attention to specific details and facts. They rely on perception through their five senses (trust experience).

People who prefer Intuition pay more attention to the patterns and possibilities in the information they receive. They focus on what could be, by looking at the big picture and making connections between the facts. They use their five senses, too, but rely on perception through insights and hunches (trust inspiration).

Thinking (T) or Feeling (F)

People who prefer Thinking put more weight on objective principles and impersonal facts when decision-making. They focus on logic and analysis.

People who prefer Feeling put more weight on personal concerns and the people involved when decision making. They focus on values and relationships.

Judging (J) or Perceiving (P)

People who prefer Judging like a more structured and organized lifestyle. They like to control their environment by making plans or at least knowing what the plans are when others make them. People who prefer Perceiving like a more flexible and open-ended lifestyle. Rather than control their environment, they want to experience it through exploring options

PERSONALITY TYPE

ACCORDING TO MYERS - BRIGGS

ESTJ — MANAGER

Practical and consistent, you like to have order everywhere by planning and organizing everything. But most of all, you like to convince people of your rightness and make them think the way you think. You look at life soberly and, above all, trust facts.

You are open for [communication](#), meeting new people, and spending time at parties. You never forget to take care of your close ones and can express your love very well.

ESTP — MARSHAL

You strive to reach your goals by any means, even if you have to use physical strength. You stick to an exact plan, and you can't stand dependence and compromises.

You're a born fighter, very active and self-organized. You can objectively evaluate even the most stressful situation and give a quick and exact response.

ESFP — POLITICIAN

You can professionally determine the opportunities of your surroundings, and very often you use this skill to manipulate people. In communication with people, you primarily follow your personal interests. However, you try to impress everybody and create the image of a simple person.

You stand firmly in the present moment, and you don't like to waste time. You want quick results, disliking bureaucracy and red tap

ENTJ — COMMANDER

Life for you is a struggle and extreme. This is how you know yourself and others. Being risky and brave, you are easily inspired to start something new.

At the same time, you assess your abilities, both strengths and weaknesses, quite adequately. You feel new tendencies very well and are open to new ideas. You think positively and adore sport and everything connected to it

ENFJ — MENTOR

You are emotional and talkative with rich facial expressions and gesticulations. You are very empathetic to other people's emotions, and you can spot even the tiniest insincerity. You are very jealous and distrustful in love relationships.

Very often, you are ready to face upcoming events because of your ability to feel them in advance.

ENFP — CHAMPION

You are energetic and inquisitive, with very clear creative skills. You combine the features of both introverts and extroverts, which is why not only do you get along with people easily but you also empathize well. You are very good at advising.

You perceive life with all the diversity of its possibilities. You have a very rich imagination and a very high IQ. You're a very harmonious person, able to keep the balance even in a very quickly changing environment

ESFJ — TEACHER

You get along with people very well, and you are the life of any party. You are attentive, caring, and always ready to help, even if you have to sacrifice your personal interests for others. Yet you are very independent in your deals and, as a rule, you get everything without any side help. You only wait for emotional support from your close ones

ENTP — INVENTOR

The generator of ideas, you are always seeking to create something new. You adapt easily to nonfamiliar environments and master different methods of work easily. Due to your dislike of traditions and routine, you very often change your professional spheres and hobbies, becoming an innovator and a pioneer. What is important about you is that not only can you create new ideas but you are also able to convey them to others and make them come true.

INFP — HEALER

A lyricist and dreamer, your inner harmony and self-agreement are always in first place. Most of your thinking happens deep inside of you. Nevertheless, you are able to foresee events and understand people well. You like to dress up and try to look good in all circumstances. You can't be called thrifty, and you often lose sense of time and reality.

PERSONALITY TYPE

ACCORDING TO MYERS - BRIGGS

Quiz adapted from from: <https://brightside.me/articles/the-most-precise-4-question-personality-test-392210/>

ISFP — COMPOSER

You can find joy in simple things, handling routine and monotony easily.

You like to feel needed, which is why you always help other people but never interfere with their comfort zone. You can't stand conflicts, and you can always entertain people and make them laugh.

You're a very down-to-earth, practical, caring, tender, reliable, and faithful partner. You take this world as it is, never trying to lead and manipulate.

INTJ — INSPIRER

You have the richest inner world from where you get your incredible ideas. You strive for excellence and want to improve everything and everybody. However, you have some difficulties in relationships with people, very often distancing yourself intentionally to demonstrate your independence. You can set priorities and trust your intuition.

ISTJ — INSPECTOR

Thoughtful, pensive, responsible. You are trustworthy, but you never take things as they are, always analyzing the incoming information. You are not interested in long-term communication and prefer official communication only during companionship. You are aimed at the final result.

You like strictness and order, and very often you are pedantic. You don't live in your dreams, only in the "here and now."

INTP — ARCHITECT

An egghead and philosopher, you don't like too much expressiveness. You always seek calm emotions and comfort.

You're very careful when making decisions, preferring to analyze and find connections between the past, present, and future.

You are very sensitive to changes, and you don't handle them easily. You always try to collect all of your facts, thoughts, and ideas, and that's why you are very often tense.

ISFJ — PROTECTOR

You are emotional and talkative with rich facial expressions and gesticulations. You are very empathetic to other people's emotions, and you can spot even the tiniest insincerity. You are very jealous and distrustful in love relationships.

Very often, you are ready to face upcoming events because of your ability to feel them in advance.

INFJ — ADVISOR

You are perfect at sensing people and their relationships. You can easily identify moods and hidden talents, which is why people seek advice from you. However, you are very vulnerable and can't stand aggression and lack of love. Your driving force is intuition, aimed not outside but inside. This type of person never stops learning, considering self-development to be a main priority. By getting to know yourself, you help others.

ISTP — HANDYMAN

The handyman, as a rule, has a technical mindset and likes to make things by hand. You don't hurry with taking decisions and think that it is better twice measured than once wrong. However, you always meet deadlines and you are very punctual by nature. You perceive this world through feelings, and your opinion of things happening around you is very objective and specific. By nature, you are communicative, but you will refuse communication once you feel insincerity

Quiz adapted from from: <https://brightside.me/articles/the-most-precise-4-question-personality-test-392210/>



HANDOUT: APPENDIX A (SESSION 3)

MY IDENTITY

THINK BACK AND WRITE DOWN AS BEST YOU CAN YOUR THOUGHTS AND FEELINGS ABOUT WHAT IT MEANT TO BE A GIRL OR WOMAN AT THESE FOLLOWING POINTS IN YOUR LIFE

PRIOR TO ELEMENTARY SCHOOL



ELEMENTARY SCHOOL



JUNIOR HIGH SCHOOL



HIGH SCHOOL



BEYOND HIGH SCHOOL



Milestones

HANDOUT:
SESSION 3

Identify impactful or memorable moments with members of the same and opposite sex which occurred at different periods throughout your life.

1

Before the age of 12

.....

.....

.....

2

Between the age of 12-18

.....

.....

.....

3

After the age of 18

.....

.....

.....

Emotional Awareness Case Study

HANDOUT SESSION

Read through each case study below and discuss the emotions that you think the people may be feeling



1

I have had a long day taking care of my children. The baby has been sick and vomited all over the bed. The other two children have been running around all day and have woken up the baby several times and caused a big mess in the kitchen. My husband has been out with his friends all day and has now returned with one friend, without telling me in advance. They are ignoring the children and are now demanding that I serve them dinner.



2

My husband and I met at school. When I got pregnant I dropped out of school and got a part time job. He stayed enrolled part time and worked part time. We were making it work. He use to tell me how beautiful I was but now he calls me a fat cow and that I am lucky to be with a man like him. The verbal abuse is getting worse now.



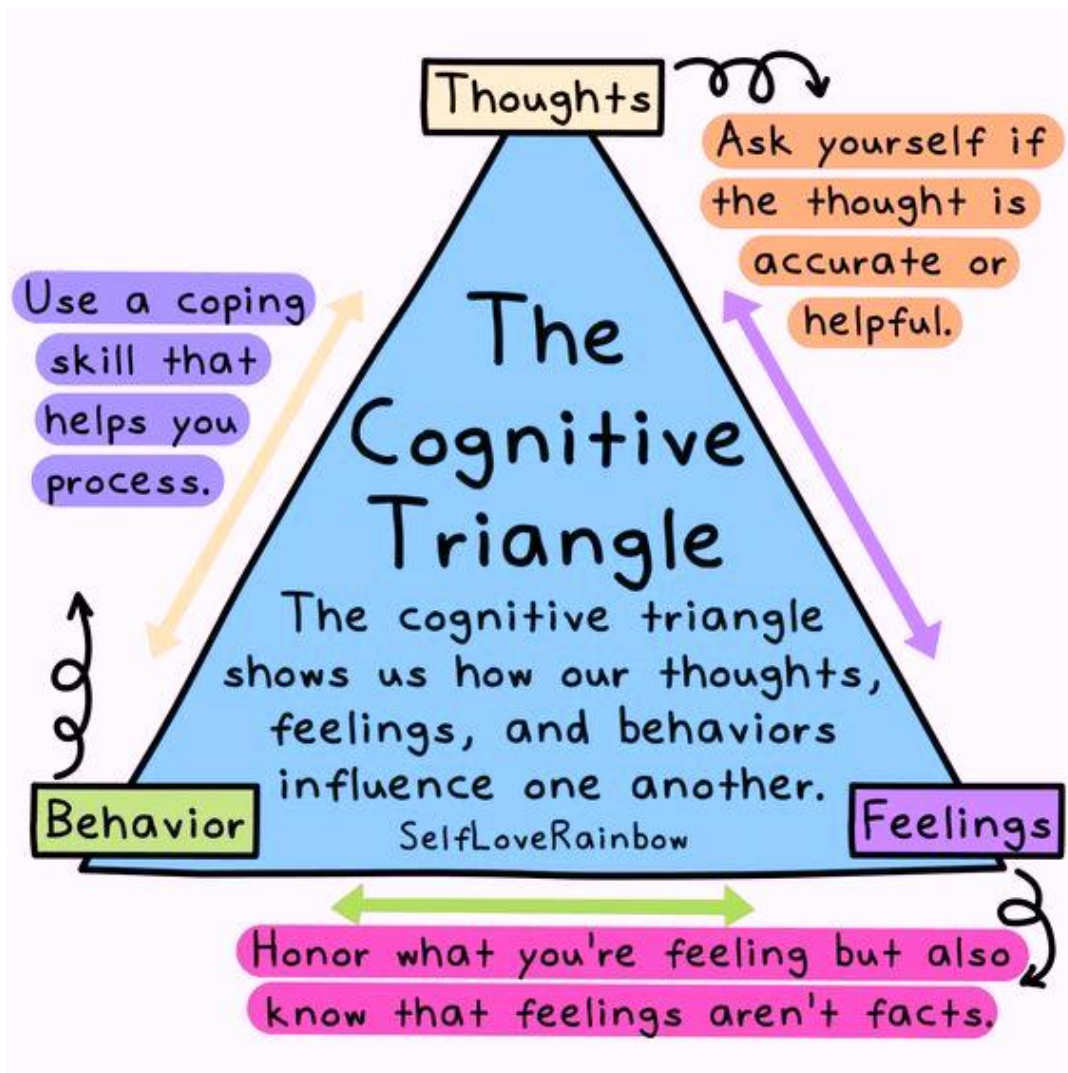
3

My sister just called. She still lives in our home country with our parents and our brothers. They will be hosting my father's 70th birthday next month and the whole family will be gathering. I can't take the time off work and won't be able to attend the birthday party.

COGNITIVE TRIANGLE

THE CBT TRIANGLE, A.K.A. THE COGNITIVE TRIANGLE, IS A CORE COMPONENT OF CBT (COGNITIVE BEHAVIOUR THERAPY). THE TRIANGLE SHOWS THE INTERCONNECTIONS THAT OCCUR WHEN A SITUATION TRIGGERS THOUGHTS WHICH THEN IMPACT OUR EMOTIONS AND BEHAVIORS.

Poor mental health impacts the way we think, feel, and act. [CBT](#) aims to address the ways our thinking patterns influence our feelings and behavior in unhelpful ways, helping us get out of vicious cycles. Your thoughts hold power. They have the power to cause a spiral or the power to dig you out of an unhelpful spiral. (Wellness Society, 2020)



(Retrieved from <https://thewellnesssociety.org/what-is-the-cbt-triangle/#:~:text=The%20CBT%20triangle%2C%20a.k.a.%20the,think%2C%20feel%2C%20and%20act.>)

APPROVAL

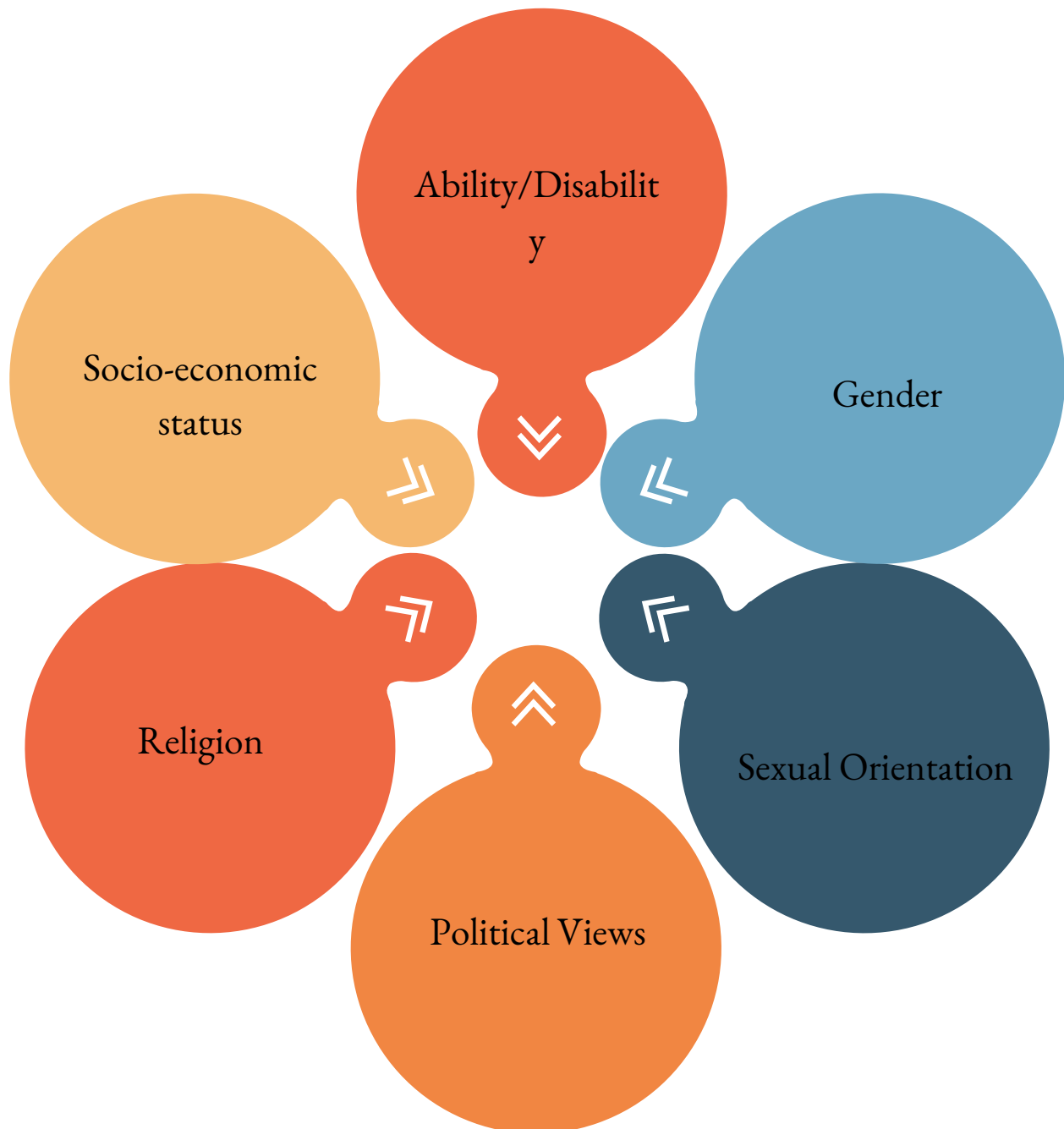
THIS WORKSHEET HELPS US TO CONSIDER WHY WE NEED APPROVAL FROM OTHER PEOPLE TO MAKE OURSELVES FEEL BETTER. IN THE FOLLOWING TABLE LIST THE PEOPLE WHOSE APPROVAL MATTER TO YOU, AND WHY YOU NEED IT. YOU CAN USE CODE NAMES.

PEOPLE WHOSE APPROVAL I NEED	WHY I NEED THEIR APPROVAL

IDENTITY WHEEL

OUR IDENTITY IS COMPRISED WITH OF SEVERAL ASPECTS. THESE INCLUDE;
Ability/disability, Gender, Sexual orientation, Socio-economic status, Religion , Political
view.

What are other “identities” that someone could have?





Identity

HANDOUT:
Session 3

1

The part of my identity that I am most aware of on a daily basis is

.....
.....
.....

2

The part of my identity that I feel others most often identify with me is

.....
.....
.....

3

The part of my identity that I feel gives me the most privilege is

.....
.....
.....



Identity

HANDOUT:
Session 3

4

The part of my identity that I feel empowers me the most is

.....

.....

.....

5

The part of my identity that makes me feel uncomfortable at times is

.....

.....

.....

6

The part of my identity that I feel I am least aware of is

.....

.....

.....

JOURNAL

MY AFFIRMATIONS

TODAY I AM GRATEFUL FOR

JOURNAL QUESTION:

MOOD



JOURNAL

MY AFFIRMATIONS

TODAY I AM GRATEFUL FOR

JOURNAL QUESTION:

MOOD



JOURNAL

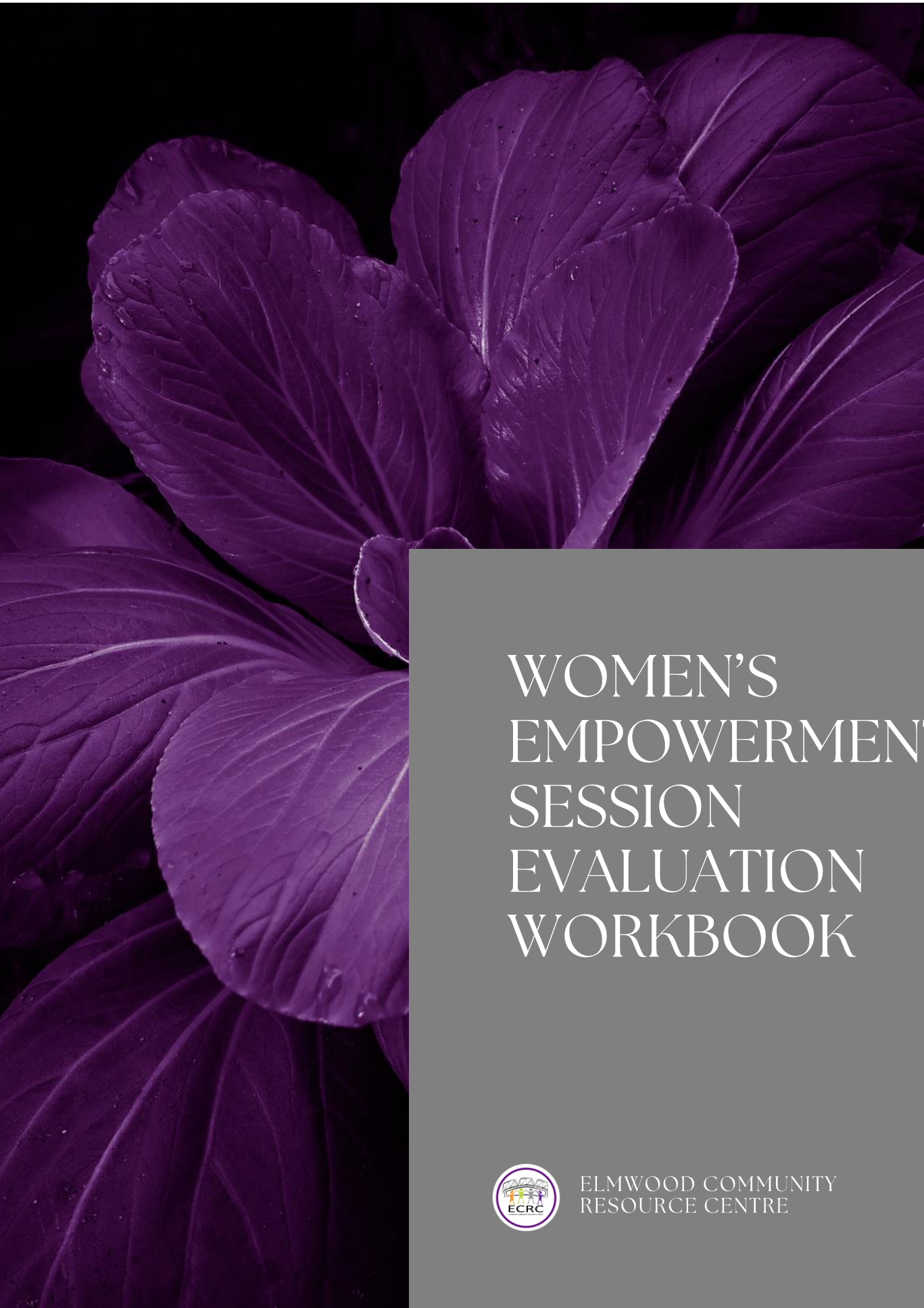
MY AFFIRMATIONS

TODAY I AM GRATEFUL FOR

JOURNAL QUESTION:

MOOD





WOMEN'S EMPOWERMENT SESSION EVALUATION WORKBOOK



ELMWOOD COMMUNITY
RESOURCE CENTRE

PRE-PROGRAM ASSESSMENT

01 How confident are you in your ability to recognize gender-based violence in a relationship

1 2 3 4 5

02 Do you believe that gender-based violence is a prevalent issue in our society?

1 2 3 4 5

03 How much do you know about how personal boundaries are related to gender-based violence?

1 2 3 4 5

04 How confident are you in your ability to resolve conflicts with others in a healthy way?

1 2 3 4 5

05 How confident are you in your ability to make good decisions and choices for yourself

1 2 3 4 5

06 How much do you know about how attachment and gender-based violence are related?

1 2 3 4 5

07 To what extent are you aware of strategies to help you heal from/cope with trauma?

1 2 3 4 5

08 How much do you know about the support services available for survivors of gender-based violence in your community?

1 2 3 4 5

PRE-PROGRAM ASSESSMENT

09 How would you rate your experience in accessing gender-based resources in your community

1 2 3 4 5

10 How comfortable would you be contacting the police if you were experiencing gender-based violence?

1 2 3 4 5

11 How supportive are the police services with respect to gender-based violence?

1 2 3 4 5

12 I find that I have no interest or pleasure in things that I usually liked to do.

1 2 3 4 5

13 I feel sad, low, down, depressed or hopeless.

1 2 3 4 5

14 I feel nervous, anxious and worried.

1 2 3 4 5

15 I find it easy to relax.

1 2 3 4 5

16 My physical health is

1 2 3 4 5

POST-PROGRAM ASSESSMENT

01 How confident are you in your ability to recognize gender-based violence in a relationship

1 2 3 4 5

02 Do you believe that gender-based violence is a prevalent issue in our society?

1 2 3 4 5

03 How much do you know about how personal boundaries are related to gender-based violence?

1 2 3 4 5

04 How confident are you in your ability to resolve conflicts with others in a healthy way?

1 2 3 4 5

05 How confident are you in your ability to make good decisions and choices for yourself

1 2 3 4 5

06 How much do you know about how attachment and gender-based violence are related?

1 2 3 4 5

07 To what extent are you aware of strategies to help you heal from/cope with trauma?

1 2 3 4 5

08 How much do you know about the support services available for survivors of gender-based violence in your community?

1 2 3 4 5

POST-PROGRAM ASSESSMENT

09 How would you rate your experience in accessing gender-based resources in your community

1 2 3 4 5

10 How comfortable would you be contacting the police if you were experiencing gender-based violence?

1 2 3 4 5

11 How supportive are the police services with respect to gender-based violence?

1 2 3 4 5

12 I find that I have no interest or pleasure in things that I usually liked to do.

1 2 3 4 5

13 I feel sad, low, down, depressed or hopeless.

1 2 3 4 5

14 I feel nervous, anxious and worried.

1 2 3 4 5

15 I find it easy to relax.

1 2 3 4 5

16 My physical health is

1 2 3 4 5

POST-PROGRAM ASSESSMENT

17 How useful was this group?

1 2 3 4 5

18 How much will you use what you learned in the group in your everyday life?

1 2 3 4 5

19 Did the group present the information in a way that fit with or was respectful of your culture?

1 2 3 4 5

20 What was it about the group that you liked the best?

21 What do you think we should change about the group?

22 Is there anything else you would like to share with us about the group?

END
PAGE