

**TOPIC:**  
**VIOLENCE PREVENTION**  
**TWO DAY TRAINING OF FACILITATORS**



**Learning objectives**

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At the completion of this topic, volunteers will be able to:

- ✚ deliver a one day training to CBHFA Volunteers on the Violence Prevention module
- ✚ identify various forms of interpersonal violence – physical, sexual, emotional/psychological and neglect
- ✚ recognize that violence is preventable
- ✚ define populations who are at higher risk of violence
- ✚ identify practical actions to prevent violence in families and communities including during disasters
- ✚ name options for handling and referring disclosures of violence



**Main learning points**

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**Key learning points**

1. Everyone deserves to be safe from violence: physical, sexual, emotional and through neglect.
2. Hitting other people is harmful and unnecessary.
3. Sexual violence is cruel and degrading.
4. Crushing a person's self-esteem is damaging and unhealthy.
5. Violence can be prevented; helping resources and laws exist.



## Suggested outline of activities

This training requires two days to complete (14 hours; 660 minutes). Each day has 5.5 hours of content, a one hour lunch and two fifteen minute breaks.

|  |   |           |
|--|---|-----------|
| I. Introduction                            | Present information from the topic summary.                           | 60 min.   |
| II. Discussion                             | Discuss the types of violence and vulnerable populations.             | 250 min.  |
|  | Part 1: Provide overview of Violence Prevention                       | - 60 min  |
|  | Part 2: Define types of violence                                      | - 60 min  |
|  | Part 3: Discuss specific types of violence                            | - 130 min |
| III. Check your understanding              | Self-assessment.  | 20 min.   |
| IV. Activity in the Red Cross Red Crescent | Practice understanding  | 330 min.  |
|  | Part 1: Practice delivering lesson cards                              | - 160 min |
|  | Part 2: Practice handling disclosures                                 | - 60 min  |
|  | Part 3: Invite a helping resource person to present on their services | - 50 min  |
|  | Part 4: Discuss barriers to prevention                                | - 20 min  |
|  | Part 5: Close the training  | - 40 min  |

### Facilitator tip:

- Violence can be a sensitive topic for some people due to having experienced it in some form and/or feeling a variety of emotions such as fear, shame and mistrust. The topic of violence should be handled with care and compassion.
- Remember to focus the discussions so that solutions remain practical and appropriate to the context where people live and work.
- If a translator is required to support the training, increase the training time by 40%.



## Materials (put on memory stick or print out)

- Topic Summary.
- The Violence Prevention lesson cards.
- Power point tool.
- Flipchart paper, coloured markers and post-it notes.
- Copies of the local violence prevention laws for the territory or country.
- One day training curriculum and power point.

- Convention on the Rights of the Child and the Convention on the Elimination of Discrimination against Women; date of specific countries ratification.
- Local protection laws: prioritize laws for children and women.
- Agenda.
- Self Assessment Tool – either as an hand-out or power-point.
- Satisfaction questionnaire.



### Topic summary

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#### For use in the section on “Introduction”

##### IFRC’s Strategic framework for Violence Prevention.

The IFRC has included Violence Prevention as part of its strategic framework. This includes: strategic aim three (promoting social inclusion and cultures of nonviolence and peace) of Strategy 2020; the Strategy on Violence Prevention, Mitigation and Response; Gender Strategy; and through global pledges and declarations. Many National Societies also include Violence Prevention in their own strategic frameworks and programming.

##### Everyone deserves to be safe from all violence – physical, sexual, emotional/psychological and neglect.

Children are the smallest, weakest and most dependent members of society so they are at the highest risk of violence. Women can also be at high risk because of the discrimination they face. Men, the elderly, people with disabilities, and anyone who is seen as “different” or “less than” others can also be at high risk to violence. In disasters the risk of violence is increased.

##### Hitting another person is harmful and unnecessary.

Physical violence can have a physical and emotional impact on the victim/survivor. There are many options to disciplining children that do not include physical harm. Adults can communicate and deal with conflict with other adults without hitting or using violence. Not hitting others is also important because when people watch or hear violence in their family or community, it is unsafe and has long lasting impacts.

##### Sexual violence is cruel and degrading.

No child (girls or boys) or adult (women or men) should be touched in inappropriate, unsafe sexual ways. Sexual violence is cruel and people who inflict should feel ashamed. Sexual violence is often kept secret because children and adults are fearful or embarrassed to talk about what has happened. Sexual violence can occur against females or males of all ages and people of any sexual orientation.

##### Crushing a person’s self-esteem is damaging and unhealthy.

Emotional/psychological violence is part of all other forms of interpersonal violence – physical and sexual. Emotional violence can crush a person’s self-esteem; emotional scars can take longer to heal than physical bruises. Discrimination, such as gender-based discrimination, increases the risk of violence, especially against girls and women.

##### Violence can be prevented; helping resources and laws exist.

All adults have a responsibility to prevent violence. Although it is very challenging, violence is a preventable public health problem – in the same ways as other public health problems like malaria,

measles, malnutrition, road accidents and HIV can be prevented and mitigated. There are practical actions individuals, families and communities can all take - prevention requires action from everyone. Helping resources exist for children and adults who have been hurt by violence.

### Levels of violence in the world.

Examples of statistics on violence globally.

- Each day 4,200 people die from violence (1.6 million a year); more than 90 per cent of them in low and middle income countries; approximately 2,300 die from suicide, 1,500 from interpersonal violence and 400 from collective violence.<sup>i</sup>
- Each year, 16 million cases of injury, due to violence, are severe enough to receive medical attention in hospitals.<sup>ii</sup>
- 500 million–1.5 billion children experience violence each year.<sup>iii</sup>
- An estimated one in 20 elderly people experience abuse.<sup>iv</sup>
- At least one out of every three women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime—with the abuser commonly being someone known to her.<sup>v</sup>
- Males are victims of nearly 80 per cent of all homicides, 60 per cent of suicides, and 80 per cent of violence-related injuries.<sup>vi</sup>

### **For use in the section on “Discussion”**

#### Overview of interpersonal violence (“violence”)

Interpersonal violence is when one person uses his or her own power, in any setting, to cause harm physically, sexually or emotionally/psychologically or through neglect to another person or group of people. Interpersonal violence is a global humanitarian problem. It occurs in every continent, country and community. Violence occurs in homes, schools, communities and online and the risk is increased in disasters. The impact of violence can be devastating for individuals, their families and communities and can last a whole lifetime or even generations. There can be physical, emotional and psychological impacts.

#### Ecological model of violence – a comprehensive perspective

There is no single cause of violence. People hurt other people due to complex dynamics between individuals, their families, communities and societies. The factors that mix to cause violence can be called “social determinants” or “root causes.” The ecological model shows how many factors at many levels combine to put people at risk. Although it is complex, violence is preventable.

#### People involved in an act of violence

For each act of interpersonal violence there is a person inflicting violence, a target or victim/survivor of the violence, and often bystanders who watch, hear or know of the violence.

The person inflicting violence needs to stop using violence and take responsibility for their violent actions. The victim/survivor needs to get help and know that the violence is not their fault. The bystanders need to know they have an important role to prevent violence, speak out and get help – once it is safe to do so. When bystanders intervene, the risk of violence happening or continuing is significantly decreased.

#### Convention on the Rights of the Child (CRC) and Convention on the Elimination of Discrimination against Women (CEDAW).

CRC, article 19, states that all children have the right to live lives free of violence; the CRC articles can be summarized into the following categories: protection, participation and provision.

CEDAW calls nation states to eliminate discrimination against women and girls. This includes violence.

### Culture.

Culture has been used throughout history as an excuse to hurt people; this is unacceptable. *Cultures* do not hurt, degrade and humiliate other people – *people* do. People's behaviour can become safer and more respectful. Over time cultures and individuals can change; practices that are proven to be damaging can be altered.

### Disasters and violence.

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In disasters, the risk of violence can increase because of shocks including the collapse of protective systems; increased individual, family and community stress; people relying on harmful coping mechanisms like alcohol and drugs; and crowded and insecure environments. Practical action to address violence in disasters include: Not acting out violently from anger or fear; managing stress levels (by staying busy, meditating/breathing deeply, helping others, taking time for yourself); not relying on harmful coping strategies like alcohol or drugs; making a disaster response plan for individuals and families so they know what to do and where to go to be safe; and working with communities to build prevention into disaster planning.

### Key definitions

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- Violence.** The IFRC defines violence as the use of force or power, either as an action or omission in any setting, threatened, perceived or actual against oneself, another person, a group, or a community that either results in or has a high likelihood of resulting in death, physical injury, psychological or emotional harm, mal-development or deprivation.

In essence, violence between people (interpersonal violence) is when one person uses his or her power, in any setting, to cause harm physically, sexually or psychologically to a person or group of people.

- Sexual violence** is a broad term that encompasses sexual abuse; sexual assault; sexual harassment; and sexual exploitation including forced prostitution and trafficking.
- Physical violence** is when a person in a position of power or trust deliberately hurts or threatens to injure another person—this includes hitting, throwing, pushing, grabbing, pulling, burning, chemical assaults, etc.
- Emotional/psychological violence** is when a person in a position of power, authority or trust repeatedly attacks a person's self-esteem verbally or non-verbally. This can be done through a variety of actions including rejecting, degrading, isolating, ignoring, terrorizing, corrupting and exploiting. While physical scars may heal, emotional hurt may continue to cause pain long after the violence occurs.
- Neglect** is when a child's basic needs are not met. Basic needs include safety/protection, nutrition, shelter, good hygiene, medical and dental care, adequate education, moral guidance and discipline, etc.
- Child:** Is defined by the *United Nations Convention on the Rights of the Child* as every human being under the age of 18 years unless, under national law, the age of majority is attained earlier. (Ensure you know the definition of a child that is used in the location of your training)



Trainer directions

**I. Introduction to Violence Prevention ⌚: 60 minutes**

1. Welcome facilitators to the session.
2. Encourage questions during training. Explain that facilitators can also use paper to write questions and deposit them in the question box. The questions will be reviewed and addressed at the end of each topic.
3. Introduce the topic objectives and agenda. Open the session by asking facilitators why they think the community chose this topic. Ask facilitators why preventing interpersonal violence (violence between people) is so important. Why has it been included in CBHFA?
4. Explain that the key objective of this two day training is to prepare facilitators to deliver one day training to CBHFA volunteers on the Violence Prevention module.

The one day training they deliver is ideally done in one day but can also be delivered in parts over a period of days if necessary.

This training and the training to CBHFA volunteers are expected to be interactive and build on participant knowledge. Most of the activities that facilitators will complete in this training will be the same that they will use to train CBHFA volunteers.

5. Review the Flow Chart; refer facilitators to the One Day Training materials.
6. Explain how violence prevention fits within the strategic aims of the IFRC and the National Society.
7. Complete the “treasure hunt” activity to introduce the facilitators to the messages of the lesson cards.
  - Break the group into smaller groups of 4 people each and ask each of them to answer the following questions.
  - When complete, debrief the answers (in the brackets below after each question) – use the content in the “Topic summary section” to add more details to each answer.

| <u>“Treasure hunt” questions</u>  | Lesson Card |
|---|-------------|
| a) What are the five key messages of the Violence Prevention module?                    | 1-5         |
| b) What card is designed to take the longest time to deliver?                           | 2           |
| c) Which card discusses practical actions that can be taken to prevent sexual violence? | 3           |
| d) Which card provides options for healthy discipline of children?                      | 2           |
| e) What cards talk about the risk of violence in disasters?                             | 1-5         |
| f) Which card lists the impact of violence; list three examples?                        | 1           |
| g) Which card outlines the different ways people can hurt each other emotionally?       | 4           |

8. Highlight examples of the level of violence in the world and in your country.
9. Explain that violence is a predictable and preventable public health problem. It is not inevitable. Emphasize the public health definition and approach to violence prevention.

**II. Discussion**

: **210 minutes**

Part 1: 60 minutes

1. Definition of violence. Working in pairs, have facilitators define violence.
2. Typology of violence. Explain the World Health Organization (WHO) typology of violence. Discuss how violence includes several categories: self-harm, interpersonal violence and collective violence (war).

Explain that each category of violence have common risk factors and are all connected together. Reinforce that the aim of this CBHFA module is to focus on interpersonal violence (people hurting each other).

3. Review statistics on violence by asking facilitators to guess what statistics are correct (using the power point slides). Do not let facilitators look up the answers.
4. Continuum of violence. Explain that when children experience violence at an early age, it can negatively impact all stages of their life.

*“What happens when a child is 6 months or 6 years old can impact them when they are 60 or 86 years old.”*

5. Ecological model/comprehensive approach. Provide an overview of the “ecological model” which provides a comprehensive approach to violence prevention. To emphasize this, have facilitators conduct a visual, interactive example of the ecological model.

“Circles” activity

- a) Have one participant stand at the front of the room and be the “individual.” The individual can be given a story; for example, about a female child of a minority group living in an inner-city environment. Ask facilitators to brainstorm what makes an individual vulnerable to violence (e.g. children are the smallest, weakest, most dependent, she is from a group that is marginalized, etc.)
- b) Ask the group what makes a person more vulnerable to be violent against others (e.g. experiencing a history of violence, anger management issues, alcohol and substance misuse, gender inequalities, etc.)
- c) Have three facilitators come to the front of the room and surround the “individual” in a circle. The three facilitators circling the individual represent “intimate relationships” (like family). Discuss how interpersonal violence happens between individuals but individuals exist within families. Ask facilitators to brainstorm elements of violent relationships (e.g. poor parenting skills, family discord, gender inequality, alcohol and substance misuse, lack of resources and support).
- d) Ask four or five more facilitators to come to the front of the room and surround the “intimate relationships” circle – so they stand outside as a ring circling them. This level will represent “community.” Explain that families do not exist in a vacuum – they are part of communities. Ask facilitators to brainstorm the different factors in a community that contribute to violence (e.g. crime, gang activity, unemployment, lack of community services, apathy, no prevention systems, etc.)
- e) Ask the remaining facilitators to come to the front of the room and surround the “community”. There should now be three circles of people around the “individual”. This last level is “society”. Discuss how communities are part of a bigger society and culture. Ask facilitators to brainstorm how society and culture allow violence to happen (e.g. economic inequality, gender inequality, lack of laws and policies to protect people, cultural norms that support violence, poverty, lack of education and health systems, etc.)
- f) Explain that the dynamics between each level (or circle) interact with each other and increase the risk of violence.

- g) Discuss how at each level there is not only risk but also protective factors – that help build resilience, or people’s ability to prevent or “bounce back” from violence. Discuss what the factors for each level are. Emphasize that the circles around the individual can work together to put the individual at risk or they can come together to protect the individual. Discuss briefly the 7 tensions of resiliency: access to material resources, relationships, identity, power and control, cultural adherence, social justice, cohesion.

### Part 2: 60 minutes

#### 6. Key questions.

- Divide the facilitators into ten groups.
- Paste ten pieces of flip-chart paper on the walls – on each piece of paper write one of the questions listed below.
- Ask each group to stand next to one piece of paper – and ask them to answer their question (on the paper) within five minutes.
- After the five minutes are complete, ask each group to rotate to a new piece of paper (going clock-wise) and take three minutes to add more answers to the last group’s answers.
- Continue until all groups have answered all, or most, questions.



#### Questions

1. What is emotional/psychological violence? Give examples.
2. What is sexual violence? Give examples.
3. What is physical violence? Give examples.
4. What is neglect/deprivation of children? Give examples.
5. What are alternatives to hitting children for discipline?
6. Which populations are the most vulnerable to violence? Why?
7. What role do “bystanders” have in preventing violence?
8. Why does the risk of violence increase in disasters?
9. What gives some people more power than others? How can power be misused?
10. If a child reports violence to you, what can you do to respond?

- Summarize. Have each group return to their “starting flip chart” and pick out two critical points to share with the larger group. As a group discuss any issues that were challenging, surprises, or are of particular importance. (Refer to the lesson cards where necessary to show how the answers are reflected in the actual CBHFA tools).

### Part 3: 130 minutes

7. Detailed discussion. Explain that the group will now spend time discussing some forms of violence in more detail.

#### 8. Emotional/psychological violence.

- Review the definition of emotional violence and give examples (from the flip-charts).
- Describe how emotional violence accompanies all other forms of violence (physical and sexual), yet it can also stand alone. Emphasize that the impact of emotional violence can last longer than physical injuries.

- Discuss the impact of discrimination and inequality especially gender-based violence (GBV): when people are targeted for violence due to their gender. GBV is often violence against women and girls (because of cultural values that treat women and girls as “less important” than boys and men). However, GBV can also be against boys and men. Most GBV against men and boys, girls and women is done by men. Men need to take responsibility for their behaviour.
- Ask: “What are the consequences when women and girls are not treated equally to men and boys?”

**9. Physical violence.**

- Review the definition and examples of physical violence (from the flip-charts).
- Explain that people of all ages and genders can experience physical violence.
- Emphasize that violence against children commonly happens in homes, schools and institutions when adults confuse physical force with discipline. Highlight the differences between violence and discipline – discipline is about teaching; violence is about fear and hurt. Explain that in the same way that adults cannot learn when they are scared, hurt or angry – children also cannot learn well when they have been hit because they are scared, hurt and angry.
- Break the facilitators into small groups. Ask each group to take ten minutes to develop a response for each of the following eight myths.

Myth 1: Hitting is the best option.  
 Myth 2: Hitting is needed as a “last resort”.  
 Myth 3: Hitting is harmless.  
 Myth 4: Hitting some parts of the body is okay.  
 Myth 5: Without hitting, children will be uncontrollable.  
 Myth 6: Most adults only hit in serious situations.  
 Myth 7: Most hitting stops when children grow older.  
 Myth 8: It is unrealistic to expect adults to never hit children.

- Go through each myth and ask facilitators to present their answers. Below are responses to the myths<sup>vii</sup> that can help guide the discussion.

**Myth 1: Hitting is the best option**

FALSE. Research shows that hitting children is not effective in changing children’s behaviour in the long-term. Methods for teaching children discipline, respect, and good decision-making include setting clear standards for what is expected, providing lots of love and affection, explaining things to the child, and recognizing and rewarding good behaviour.

Although hitting children might have short term results, it does not change long-term behaviour; it hurts, scares and humiliates children. Hitting children is ineffective and unnecessary.

**Myth 2: Hitting is needed as a “last resort”**

FALSE. There are no situations where hitting children is the only option. In fact, when children are hit as a “last resort” it may be even more harmful because by then adults may be very upset and act with little control. When children are hit as a “last resort” they learn that hitting is okay when people are angry.

**Myth 3: Hitting is harmless**

FALSE. When someone says, “I was hit as a child, and I am okay” they are arguing that hitting does no harm, or is even good for children. This is not supported by research.

Often the harmful effects of hitting are not recognized because: many adults find it hard to admit that their parents hurt them; it is difficult to acknowledge that what they are doing to their

children has long term negative consequences; and the impact of hitting children may not be evident immediately.

Hitting children once, twice or often can have harmful effects on the child. Some of the effects can be immediate, like bruising, fear, anger, shame, humiliation; other impacts can be long-term like lack of trust, depression, poor health and using violence to solve problems.

**Myth 4:** Hitting some parts of the body is okay.

FALSE. No part of a child's body is for hitting. Hitting hurts, scares and humiliates the child no matter what part of the body is hit. Hitting does not change behaviour in the long term!

**Myth 5:** Without hitting, children will be uncontrollable.

FALSE. Everyone makes mistakes; children make mistakes and sometimes misbehave and are difficult. This is natural; mistakes are how we all learn if we use them as "teaching moments" rather than for causing physical pain. There are many safe ways of controlling a child's behaviour: time-outs, natural consequences, loss of their favourite activity or toy, quiet times etc.

**Myth 6:** Most adults only hit in serious situations.

FALSE. A lot of adults use violence out of their own frustration; they use their power to hit children for any misbehaviour. They hit when their patience runs out and it seems like the simplest solution; they don't stop to think of how to best teach this lesson without harming the child.

**Myth 7:** Most hitting stops when children grow older.

FALSE. Studies have shown that, parents of children in their early teens also use physical violence. Other studies show that children who are hit at home are more likely to bully in school.

**Myth 8:** It is unrealistic to expect adults to never hit children.

FALSE. Adults should not hit each other – it hurts and is against the law! It also hurts children when they are hit – and it is against the *Convention on the Rights of the Child*. Hitting anyone is unacceptable and unsafe. Adults can learn to protect and respect children. The rewards are many: healthier, happier and safer children – and adults!

**Tip:** If facilitators still feel it is okay to hit a child, ask all those who like to be hit to stand; then ask all those who think it is okay to hit an adult to stand. When no one stands, ask "Why is it any different for a child?"

- Summarize: Explain that there are many healthy and safe options to discipline children. Building on a strong bond of affection between parents and children, adults can choose effective and respectful discipline methods. Refer facilitators to lesson cards 2 and 4 for a list of options for healthy discipline. Facilitators can add other ideas.

Summary of options for healthy discipline

Discipline when you are calm – do not discipline if you are angry.

Separate yourself from people you are upset with if you are very angry; return to talk to them when you are calm.

Use positive language – using hurtful words and insults is not effective or necessary.

Model the behaviour you want your children, family and friends to follow.

Remember discipline means “to teach”; use each situation as a teaching opportunity.

### 10. Sexual violence.

- Review the definition of sexual violence and examples (from the flip-charts).
- Define contact and non-contact sexual violence.
- Discuss the role of secrecy in sexual violence.
- Explain that with sexual violence the issue of consent is the determining legal factor. Children cannot give consent to sexual contact with people who are in positions of trust, authority or power. Even if a child agrees or cooperates, it is not consent and is not acceptable.
- When adults say “No” to sexual activity, it must be respected. Pushing a person beyond their sexual limits is a form of sexual violence.
- Discuss the difference between consent and cooperation. For consent there must be equal knowledge, power and support systems. Emphasize that children are unable to give consent because they do not have equal power, knowledge or support systems. Cooperation of someone (child or adult) into doing something they do not want to do may be a survival tactic, especially if they are threatened, in immediate danger, or dependent on the person doing the harm.
- Ask facilitators to list and discuss 5-10 practical actions they can take to immediately respond to sexual violence if they see or hear it happening. Highlight that taking action is not always easy. But if no one does anything the sexual violence can continue. When people watching or knowing about violence take action, violence is much more likely to stop.

#### Sample immediate actions to respond to sexual violence:

If it is safe, try to get the person being hurt to safety.

Get help immediately.

Speak up to bring attention to the violence.

Make it clear to the inflictor that violence is unacceptable and must stop immediately.

Talk to someone else in the home or community who can help.

### 11. Neglect.

- Ask participants to list five basic rights all children have according to the Convention on the Rights of the Child.

#### Examples of children's basic rights

Safety and protection, nutrition, shelter, good hygiene, medical and dental care, adequate education, moral guidance and discipline.

### 12. Violence in disasters.

- Ask “what practical actions can be taken to reduce/mitigate violence in disasters?” What makes addressing violence in disasters so complicated?

### Sample actions to mitigate violence in disasters:

Do not act out violently in anger or fear.

Manage your stress levels through talking to others, meditation or deep breathing, keeping your hands and mind active, helping others, taking time for yourself whenever possible.

Do not use harmful coping strategies like alcohol or drugs.

Find people who can support you emotionally and physically.

Make a plan so you and your family know how and where to go to be safe; plan how your family can communicate and re-connect after a disaster.

Work with community leaders, organizations and schools to build violence prevention into disaster planning.

**13.** Briefly discuss the impact of violence: human, economic, community development. Emphasize the human impacts.

### Sample impacts of violence:

Human: physical injuries; emotional/psychological injuries (lower self-esteem; shame, powerlessness, betrayal, guilt, etc.); loss of trust; disease and illness, etc.

Economic: decrease to a country's gross domestic product (GDP) through loss of time from work; physical and mental health care costs; police, security, legal costs; loss of productivity, etc.

Community development: fear to move in community; fear of access to community-services; lack of engagement in community or economy; reduced social cohesion, etc.

### **Facilitator tip:**

In discussions, remember:

- Violence is often kept secret and hidden – it is not seen by others.
- The impact of violence can be different for each individual based on many factors. No one form of violence necessarily has a greater impact than others.
- Although some categories of people can have increased risk to violence (e.g. children, women, the elderly and people with disabilities), violence can affect girls, boys, women and men of all ages and backgrounds.
- People who inflict violence need to take responsibility for their own behaviour; this includes when men are violent towards other men, women or children.
- The Red Cross Red Crescent has an important role to address violence through our work in communities and through our influence with key decision makers at all levels.
- By working with communities, we can help identify practical solutions to prevent violence that are appropriate to the local realities. We can all take action within ourselves, families and communities.
- Like other public health problems, violence is preventable. This is supported by growing evidence from around the world.

**III. Check your understanding**

**🕒: 20 minutes**

1. Ask facilitators to review the main learning points of the training up to this point.
2. Ask facilitators to work in pairs to complete the self-assessment; the self-assessment is to check their understanding of the information covered so far.
3. Allow enough time for everyone to complete the self-assessment.
4. Have facilitators check the answers against the answers below.



**Answer key:**

1. What are alternatives to hitting children when they need discipline:
  - Discipline when you are calm – do not discipline when you are angry
  - Separate yourself from people you are upset with when you are very angry; return to talk to them when you are calm
  - Use positive language – using hurtful words and insults is not effective or necessary
  - Model the behaviour you want your children, family and friends to follow
  - Remember discipline means “to teach”; use each situation as a teaching opportunity.
  
2. What are some situations in a family when it is okay to hit someone else?
  - It is never okay or necessary to hit someone. Violence is not safe, effective or necessary. Violence should not be used in a family or in any situation.
  
3. What are some of the human impacts of violence?
  - Physical injuries
  - Emotional injuries like feelings of shame, powerlessness and betrayal, confusion, sadness, and anger
  - Loss of trust and self-esteem
  - Diseases/illness.
  
4. If you watch or hear someone being sexually hurt, what immediate action can you take?
  - Get the person being hurt to safety
  - Get help immediately
  - Speak up to bring attention to the violence
  - Make it clear to the inflictor that violence is unacceptable and must stop immediately
  - Talk to someone else in the home or community who can help.
  
5. What practical actions can you take to prevent violence in a disaster?
  - Do not act out violently in anger or fear
  - Manage your stress levels through talking to others, meditation or deep breathing, keeping your hands and mind active, helping others, taking time for yourself whenever possible
  - Do not use harmful coping strategies like alcohol or drugs
  - Find people who can support you emotionally and physically
  - Make a plan so you and your family know how and where to go to be safe; plan how your family can communicate and re-connect after a disaster

- Work with community leaders, organizations and schools to build violence prevention into disaster planning.

6. If a person tells you they are being hurt by violence what can you do to help the person?

- Listen to the person and show empathy
- Comfort the person
- Take the person to a safe place
- Know the community resources and support systems
- If it involves a child, report the violence immediately to a helping resource in the community.

## IV. Activities to practice

🕒: 360 minutes

### Part 1: 160 minutes

1. Review the key learning points: have facilitators state one thing they learned from the first day of training.



#### Key learning points

6. Everyone deserves to be safe from violence: physical, sexual, emotional and through neglect.
7. Hitting other people is harmful and unnecessary.
8. Sexual violence is cruel and degrading.
9. Crushing a person's self-esteem is damaging and unhealthy.
10. Violence can be prevented; helping resources and laws exist.

2. Review/practice the community activity using the lesson cards.

- Explain that the lesson cards are the primary tool for delivering the Violence Prevention module. The cards are designed to be delivered at the household or community level. However, they can also be used in creative ways through community activities like theatre, song and dance, etc.



#### Activity:

Split the facilitators into four groups and ask each group to practice delivery of one of the Violence Prevention lesson cards 1-4 (except lesson card 5).

- 2.1 Assign each group one lesson card (except lesson card 5) which they will be responsible to present.
- 2.2 Provide each group with 30 minutes to practice delivering their lesson card. Ask the groups to ensure their presentations (using the directions and content on the back of the lesson cards) are interactive, involve all members of the group, and engage the audience.
- 2.3 Ask each group to deliver in twenty minutes the key elements of their lesson card to the whole group. After each presentation, have each member of the "audience" fill out one post-it note what they liked about the presentation and one post-it note on what changes they would recommend; have facilitators post the notes on flip chart set up for each group (lesson card).
- 2.4 After all groups have finished, have each group review the post-it notes on their flip chart and discuss as a group their learning based on the feedback.
- 2.5 Debrief themes about what worked, what did not, and answer any other questions the facilitators may have.
- 2.6 Highlight that the learning is best when it involves questions, participation and clarity and it is practical and appropriate to the local context.

### Part 2: 60 minutes

3. Briefly review: IFRC framework: Strategy 2020, Strategy on Violence Prevention, Mitigation and Response, Gender Strategy, pledges and policies like the code of conduct.
4. Briefly review: Legal frameworks: Convention on Rights of the Child, article 19; CEDAW; national legislation; provincial/state/territorial legislation.

5. Have facilitators work in pairs to define formal and non-formal community support systems.

Examples of community support:

Formal systems: police; government ministries and local leaders; hospitals and clinics, etc.

Informal systems: Traditional/local/village support systems; family; peer networks; women's groups; counsellors; traditional and alternative therapies, etc.

6. Define where disclosures may happen: during education session, after sessions, in the community.

7. Handling disclosures.

- Have facilitators look at Lesson Card 5.
- Explain that helping someone hurt by violence is very important.
- Highlight that sometimes when we talk about violence, people may recognize that they themselves have experienced violence in their own lives.
- It is our responsibility to be able to provide information on where to get support, and to act in a responsible and supportive way.
- Remember, it takes courage to share an experience of violence!
- Emphasize: It is not the role of the Red Cross Red Crescent is not to investigate but to help make sure that the victim of violence is safe; our role is to take appropriate ACTION as outlined in the steps below.

Handling disclosures of violence, ACTION steps:

Action 1: Acknowledge the person's situation and feelings. Listen carefully to what they say.

Action 2: Comfort the person and ensure they are safe.

Action 3: Document what you hear and what you see. If it is a child disclosing, you need to report immediately to the appropriate agencies. If it is an adult, it is their choice if they will seek help or not.

8. Provide facilitators with several scenarios to practice how they would respond.

- Break facilitators into groups of four.
- Have each group discuss the scenarios and brainstorm practical ways that they could respond.

Scenarios:

After a CBHFA session, a participant tells you her husband sometimes physically attacks her.

A community leader tells you she has heard rumours that children are being sexually abused by a specific person in the community.

A participant says he has experienced sexual violence when he was younger and that he has not told anyone before.

- In the larger group. Discuss the actions that groups identified.
- Reinforce: No secrets. No surprises. No promises. No interviews. No assumptions. Do LISTEN.

- Have each small group review Lesson Card 5 and discuss how they would teach it.
- Debrief in the large group the key points.

### Part 3: 50 minutes

Invite a helping resource person to present on their services.

- Provide 25 minutes for one or more presentations from helping resource providers. Then allow 25 minutes for a question and answer period.
- Helping resource people may include: representatives from the police, ministries of women and children's services, health providers, local NGOs, etc.

### Part 4: 20 minutes

#### 9. Barriers.

Discuss barriers to preventing violence in families and communities. Have facilitators put one barrier on a post-it note and post on flip chart paper – e.g. lack of understanding, weak protection systems, few resources, long histories of violence in the family or community, etc.

#### “Facing chairs” activity

Place two long rows of chairs facing each other, so each facilitator is facing a partner.

State one barrier from the post-it notes and ask facilitators to discuss with their partner (person sitting in the row across from them) how they could overcome this barrier.

Have each facilitator switch partners (one row moves one chair to the right). And have the pairs discuss a solution to a new barrier. Switch groups one or two more times.

Debrief the barriers as a group and highlight key themes.

### Part 4: 40 minutes

#### 10. Define next steps. Have facilitators refer back to the One Day Training resource.

- When will facilitators deliver the One Day trainings?
- Who specifically will they train?
- Where will they train?
- What is their specific, measurable, achievable and time-bound plan for the next one month? Next six months?

#### 11. Personal actions.

- Ask what personal actions facilitators can take to prevent violence personally, in their family or in their community.
- Have facilitators write out on a post-it note a personal pledge of action they can take to promote nonviolence.
- Then ask facilitators to make one more pledge specific to preventing violence in disasters.
- Facilitators can share with others their pledges, if they choose.

#### 12. Answer any final questions.

#### 13. Summarize the Main Learning Points.



### Key learning points

1. Everyone deserves to be safe from violence: physical, sexual, emotional and through neglect.
2. Hitting other people is harmful and unnecessary.
3. Sexual violence is cruel and degrading.
4. Crushing a person's self-esteem is damaging and unhealthy.
5. Violence can be prevented; helping resources and laws exist.

14. Have facilitators fill out the Satisfaction Questionnaire.
15. Thank everyone for their participation in the training.

### References

<sup>i</sup> Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: [http://whqlibdoc.who.int/publications/2008/9789241596589\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf).

<sup>ii</sup> Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: [http://whqlibdoc.who.int/publications/2008/9789241596589\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf).

<sup>iii</sup> UNICEF. (2009). *The state of the world's children, special edition: Celebrating 20 years of the Convention on the Rights of the Child*. New York: UNICEF.

<sup>iv</sup> Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: [http://whqlibdoc.who.int/publications/2008/9789241596589\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf).

<sup>v</sup> General Assembly. *In-Depth Study on All Forms of Violence against Women: Report of the Secretary General, 2006*. A/61/122/Add.1. 6 July 2006.

<sup>vi</sup> Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: [http://whqlibdoc.who.int/publications/2008/9789241596589\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf).

<sup>vii</sup> Myths adapted from chapter 10 of *Beating the devil out of them: Corporal punishment in American families* by Murray Straus.