

PREVENTION

Session 10: Self-understanding for violence prevention

Materials for this session³⁹

- Sign-in sheet
- Participant Manual, one for each participant
OR copy of Module 10 for each participant (Manual pages 122-129)
- Trainer Notes
- PowerPoint
- Prepared flipchart for *Reflection* activity
- Handout
- Participant Evaluation Form #1
- Compilation and Summary of Data Collected with Evaluation Form #1

Key points in Module 10

- Effective helping depends on self-awareness. When working with or relating to older victims of violence, *how* we make a difference is linked to *who we are* as human beings.
- *Personality factors* may affect how we respond to violence against older persons. These include:
 - Openness to change;
 - Reasoning ability;
 - Emotional intelligence;
 - Extroversion or introversion; and,
 - Degree of self-reliance.
- Various *dimensions of diversity* may also affect our thoughts, feelings and behaviour in this situation. These include our:
 - Gender;
 - Age and stage of life;
 - Cultural background;
 - Language skills;

³⁹ See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- Citizenship status;
 - Physical abilities; and,
 - Mental health status, and so on.
- How we think, feel and respond to situations will be affected by our unique style of communicating and relating.
- Other factors that impact how we respond to violence against older persons include:
 - Principles: The ways we think people should behave and how things ought to be;
 - Values: The personal qualities, characteristics or attributes that help us make decisions or set priorities;
 - Past experiences with violence, and how we dealt with them;
 - Biases: Our preference for one person or group of people over another;
 - Self-concept: Our beliefs about the kind of people we are or would like to be; what we expect of ourselves;
 - Objectives: What we are trying to accomplish in any given situation; and,
 - Obligations: What we think others expect of us personally and professionally.
- Most of us, at some point in our lives, have been touched by prejudice, discrimination or violence in some way.
- Becoming aware of our own experiences with harm and its lasting effects will make us better able to help older victims of violence.
- Being a helper confronts us with fears, doubts and old beliefs, demanding that we work them through so that we can get on with the job at hand.
- There is no better way to help victims of violence than by being clear about who we are and our intentions in helping.

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AGENDA

Activity #	Activity	1.5 hour session	Materials
1	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome participants. • Introduce yourself if necessary. <p>Participant Introductions, if necessary</p> <ul style="list-style-type: none"> • <u>Small group</u>: have participants introduce themselves one at a time to the whole group. • <u>Large group</u>: have participants introduce themselves to one or two people sitting next to them. <p>Housekeeping Make announcements, such as:</p> <ul style="list-style-type: none"> • Details about refreshment breaks. • Location of washrooms. • Time the session will end. <p>Guidelines for being together (See some examples on p.14)</p> <p>Today's topic</p> <ul style="list-style-type: none"> • Briefly explain that this is Session 10 in the <i>Respect Aging</i> training program. Today's topic is <i>Self-</i> 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-2 • <i>Participant Manual</i> • OR one copy of Module 10 for each participant

	<p><i>understanding for violence prevention.</i></p> <p>Agenda</p> <ul style="list-style-type: none"> • Review Agenda. • If participants do not have their own copies of the Participant Manual, hand out copies of Module 10. 		
2	<p>Individual activity <i>Sentence Completion Activity</i></p>	10 minutes	<ul style="list-style-type: none"> • Handout
3	<p>Learning together</p> <ul style="list-style-type: none"> • Show the slides, referring to the Additional Notes from the slides for more information. 	15 minutes	<ul style="list-style-type: none"> • PowerPoint slides 3 –17
4	<p>Small group activity <i>Reflection</i></p>	25 minutes	<ul style="list-style-type: none"> • Flipchart, prepared ahead of time with two questions • 2 flipcharts and markers for each group • Handout
5	<p>Reporting back Bring the large group back together for discussion.</p>	20 minutes	<ul style="list-style-type: none"> • Masking tape
6	<p>Wrap-up / Evaluation</p> <ul style="list-style-type: none"> • Distribute <i>Participant Evaluation Form #1</i> and ask participants to complete them. • Do a final go-round. Ask participants to briefly share how the session was for them. • Ask them how they will use 	10 minutes	<ul style="list-style-type: none"> • <i>Participant Evaluation Forms</i>

	<p>what they have learned in their work or interactions with older persons.</p> <ul style="list-style-type: none"> • Thank participants for their input, sharing and time. • Collect <i>Participant Evaluation Form #1</i>. 		
	<i>Total time</i>	90 minutes	

IMPORTANT!

After facilitating this session, please complete the form titled **Compilation and Summary of Data Collected with Evaluation Form #1** (page 221). Your feedback will help us keep project materials relevant, useful and up-to-date. Mail or fax within one week of the session to:

Provincial Training Coordinator
 Women's Policy Office/Violence Prevention Initiative
 Government of Newfoundland and Labrador
 Confederation Building, 4th floor, West Block
 St. John's, NL
 A1B 4J6

PHONE: (709) 729-5009
 FAX: (709) 729-1418
 EMAIL: vpi@gov.nl.ca

PREVENTION – SESSION 10 ACTIVITIES

Activity 2: Sentence Completion Activity

1. Provide copies of the Handout to all participants.
2. Instruct participants to work quickly and complete statements 1-8 on their own.
3. They can write down their responses, or just reflect on how they would complete the sentences.
4. Ask participants not to censor themselves – you will *not* be asking them to share their responses.

Activity 4 & 5: Reflection & Discussion

Ahead of time: Write questions 1 and 2 below on a flipchart. Post it where all can see.

1. *What does aging look and feel like to you?*
2. *How do our perceptions of aging affect our helping responses?*

- Divide the participants into small groups of three to six.
- Provide the following instructions:
 - *Now that you have worked through your own individual reflections on aging, look at what you have written, or try to remember the key images or ideas that came up for you in your responses; and,*
 - *Without identifying who said what, in your small group, use the flipchart to record key points, words and images to respond to these two questions.*
- Read the two questions from the flipchart.
- Each group will end up with two flipchart pages, one for each question.
- Ask each group to appoint a recorder and reporter.
- Ask groups to work quickly.

Reporting back

- After about 20 minutes, bring the large group back together for discussion.
- Ask each group to report back responses to the first question. Ask reporters to read out any words or phrases and explain any images.
- *Note to trainer:* The words people use to describe aging are often stereotypical and negative. There are few positive stereotypes of aging. Words that may be used to describe positive aging are more hopeful. This activity may result in a lot of discussion.
- Remember not to be judgmental in this learning environment – participants should feel safe and free to express themselves.
- Ask for comments from the group.
- Ask participants to speak only for themselves and not to judge others' responses.
- Now ask groups to report their responses to the second question.

- Ask participants:
 - *What will they do differently as helpers?*
 - *What did they learn from this activity?*
- Thank group members for their participation. Mention that personal reflection and sharing in a class can be difficult for some people.
- Offer to stay after the session if anyone needs to debrief further.

PREVENTION – SESSION 10 HANDOUT

HANDOUT: SENTENCE COMPLETION ACTIVITY

*On your own, complete the following statements by writing down or reflecting on **what you think about older people**. You will **not** be asked to share your specific responses – these are for your own personal reflection.*

1. Older people can't ...

2. Older people are good at ...

3. Growing older means ...

4. Older people need ...

5. Violence against older persons ...

6. Older women who stay in violent relationships ...

7. Most older persons who are victims of violence are ...

8. Violence against older persons is caused by ...

9. One thing I believe about violence is that ...

10. When I get old ...

11. The older people in my life ...

12. A good helper ...

13. The best thing I can do to help an older victim of violence is ...
