



Facilitators Manual

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Family Violence Statement

Family violence affects, or will affect, all people in Prince Edward Island. Family violence is connected to abuse of power and control, and to injustice based on sex, race, age, class, sexual orientation, and physical or mental ability. Individual history, family history, and current circumstances play a role in family violence.

Family violence is known by many names: child maltreatment, child abuse, incest, child exposure to domestic violence, intimate partner violence, spousal violence, woman abuse, domestic violence, sibling abuse, parent abuse, elder abuse, and abuse of older adults.

Family violence can affect anyone, from any demographic: cultural, national and ethnic origin, socio-economic status, education, gender, age, and physical or mental ability.

Family violence can take many forms: harassment, verbal abuse, threats, financial abuse, psychological abuse, emotional abuse, spiritual abuse, neglect, damage to property, injury to pets, physical abuse, sexual abuse, and homicide.

Family violence can happen between: current and former intimate partners (married and unmarried couples, including same-sex couples, and dating partners); a legal guardian or parent and a child; blood, marriage, or adoptive relatives; and a live-in caregiver and care recipient.

Family violence hurts. It can cause physical and psychological harm. Family violence violates the victim's rights and freedoms. Family violence harms the healthy development of children and youth.

Family violence is a public health issue, a criminal justice issue, and a human rights issue. To address family violence, all of us in Prince Edward Island must work together and share our resources.

<http://www.stopfamilyviolence.pe.ca/index.php3?number=1045434&lang=E>

Make it your business to prevent family violence.

Freedom from abuse and from fear of abuse is a basic human right. We are all entitled to freedom from fear and harm in family and family-type relationships.

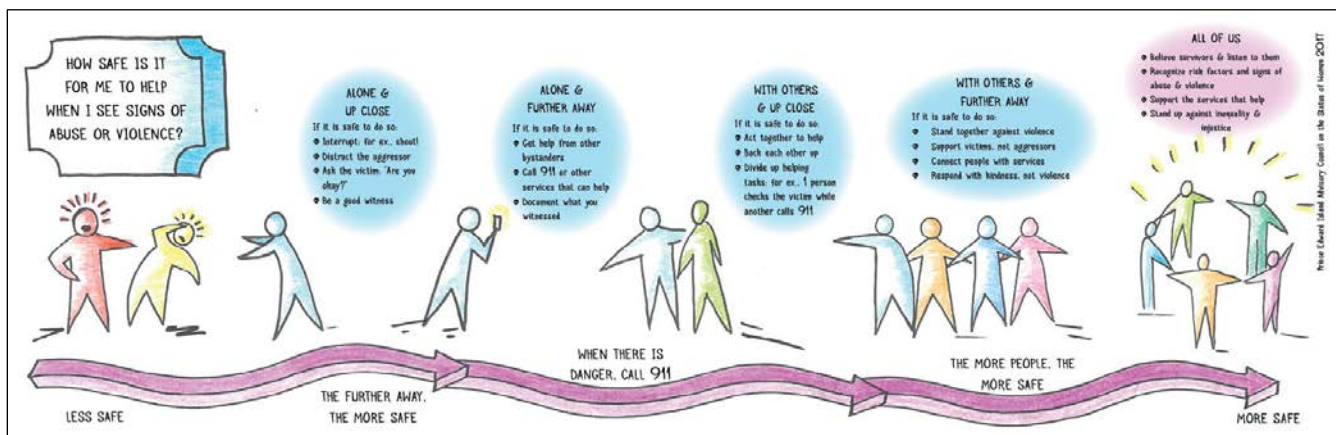
Intervening when we witness a situation of family violence can be difficult. We might feel uncomfortable, or even scared. But when we witness family violence, there is almost *always* something we can do to help. Helping rarely looks like a big, heroic act. Small actions can make a difference.

Family violence touches all of us—whether you experience family violence yourself or it's a family member, friend, neighbour, co-worker, or client.

- In 2013 in PEI, there were 279 victims of police-reported intimate partner violence substantiated by police to be victims of Criminal Code offences.
- In 2013 in PEI, 85 incidents of police-reported sexual assault were substantiated by police to be Criminal Code offences. The actual number of sexual assaults is likely to be much higher: according to the 2009 General Social Survey, 88% of sexual assaults are not reported to police.
- In 2014, PEI Adult Protection Services investigated 190 cases. 66% of the cases involved adults aged 65 years and older and 16% of cases involved adults 85 years or older. The vast majority of perpetrators were known and trusted.
- Province-wide in 2013, 71 children and youth up to 17 years old were victims of family violence substantiated by police to be Criminal Code offences. Some types of child maltreatment may not result in criminal charges but would still be referred to child welfare services.
- Between April 1, 2013 and March 31, 2014, PEI Child Protection Services received 3,766 Child Protection Reports, or an average of 72 reports per week.

(Adapted from <http://www.stopfamilyviolence.pe.ca/StatsPEI>)

Family violence hurts all of us. It's a public health, human rights, and criminal justice issue. It's also an economic and productivity issue. Together, we can take responsibility for preventing family violence and reduce the physical and emotional injuries that result. We might even save lives.



For facilitators: How does this manual work?

This facilitators' manual is a companion to the *Make It Your Business* video series. This project was created by PEI Family Violence Prevention Services with the City of Charlottetown Mayor's Purple Ribbon Task Force on Family Violence Prevention. The goal is to help people learn about what to do when they witness family violence at work or in public. When you show these videos in your workplace or organization, this manual will help you guide participants through discussions and exercises to deepen understanding and practise skills.

You don't have to be an expert to facilitate this process. This manual is designed to be clear, flexible, and easy to use. If you need help or advice, call PEI Family Violence Prevention Services at 1-800-240-9894 or visit fvps.ca.

There are six videos in this series. The first one introduces some basic concepts about family violence and how to safely intervene as a bystander. Each of the five remaining videos shows a scene of family violence happening in a familiar, public setting. Ordinary people, just like you, witness signs of violence and have to figure out how to respond. The situations are all drawn from real life.

In each video, you'll see a scene of abuse or violence. These include child abuse, verbal abuse, online harassment, sexual assault, and abuse of an older adult. A violence prevention advocate will walk you through the signs of family violence, then show you three options for safe interventions: *two* options you could take if you are witnessing the scene at work—and *one* more option you could take as a member of the general public, passing by.

Using each chapter

Each chapter of this manual includes an introduction, key messages, a video synopsis, discussion questions, and optional activities that include more questions to prompt discussions. *Instructions for the facilitator are written in italics.*

This manual is structured to accommodate different training needs and time constraints. In each chapter, you could stop after the discussion section, or carry on to do one or both exercises. You can choose to cover one chapter at a time, or several. You can also spread the training out over two or more sessions. It would take a full day to cover the entire manual.

Facilitator's Introduction. You can read this out loud to the group.

Key Messages. These are key pieces of information drawn from the video that you will want to reinforce during the discussions and exercises. You do not have to read them out loud as a list—simply look for them in the group discussion and reinforce them as they come up. If certain ones do not come up naturally, you can add them to the discussion.

Video Presentation. A synopsis is included for your convenience. The videos are between three and six minutes long.

Discussion. This section is designed to review the content of the videos. There is a lot going on in each one, so this is a good opportunity to reinforce key messages and bring out details. It should take about 20 minutes for each video.

Optional Exercises and Discussion Prompts. Each chapter has two optional exercises—you can do one, both, or neither, as time permits. Discussion prompts are included to help you keep the conversation going, and include possible answers, responses, and things to look for. Each exercise will take at least 20 minutes.

Tips and suggestions

- This training works best with groups of eight to twenty people. If you have a small workplace, though, don't hesitate to modify the group activities to suit your needs. For a larger workplace, try doing more than one session.
- Each chapter has text boxes and sidebars with important information, such as emergency phone numbers, where to find resources, and tips for identifying and dealing with abuse and possible situations of family violence. These are also included in the booklet for participants.
- On the next page, you will find a list of important words and phrases. This is also included in the booklet for participants.

What to do if someone tells you they have experienced or witnessed family violence:

While you are facilitating these workshops, it's possible that a participant will disclose that they have experienced or witnessed family violence.

Don't try to handle this on your own. It is best to let experts in family violence respond to a report of abuse. There is a list of resources at the back of this book.

Avoid giving advice. Be prepared to listen and provide information. This simple script is a good place to start:

I'm sorry this happened to you.

I want you to know that what you're describing is not right.

It's not your fault.

I want you to be safe and to get help, but I'm not an expert. Can I put you in touch with resources that can help?

If possible, step away from other participants to have this conversation—in a corner of the room, for example, but not behind a closed door.

Consult the list of resources at the back of this book for important phone numbers and websites. Participants have the same list in their booklet.

If your company or organization has an employee assistance program or other support services, share this information as well.

List of important words:

Abuse — Cruel or violent treatment of a person or animal. Abuse can be physical, emotional, psychological, sexual, verbal, or financial. It can also include neglect or denial of human rights. A person who abuses is an abuser; their behaviour is abusive.

Aggressive — Ready or likely to attack or confront someone.

Bullying — Using strength or power to harm or intimidate someone (usually someone weaker).

Bystander — A person who witnesses an event or incident but is not directly involved.

Duty of care — Responsibility for the care and wellbeing of a child or vulnerable adult, because of your job as a caregiver or your professional role. According to the PEI Adult Protection Act, “any person who, by virtue of his or her professional employment or occupation in health care, social services, education, law enforcement, counselling, residential services, or any other field where the person has a duty of care to vulnerable adults, has reasonable grounds for believing that an adult is in need of assistance or protection shall report the circumstances to the Minister.” This reporting is done through Adult Protection.

Family or family-type relationship — According to the PEI Victims of Family Violence Act, a “family relationship” means a relationship between any two people who are or have been married to each other, who have lived together in a spousal or sexual relationship, or are members of the same family. This includes stepfamilies and blended families.

Family violence — Any violence against a person by someone with whom that person is, or has been, in a family relationship. It includes any assault; any act or neglect that causes injury to a victim or damage to property; any act or threat that causes a reasonable fear of injury to the victim or damage to property; forced confinement; actions or threats of sexual, physical, or emotional abuse; and depriving a victim of food, clothing, medical attention, shelter, transportation, or other necessities of life. Other words for family violence include child maltreatment, child abuse, incest, child exposure to domestic violence, intimate partner violence, spousal violence, woman abuse, domestic violence, sibling abuse, parent abuse, elder abuse, and abuse of older adults.

Gender — How a person self-identifies according to the socially constructed roles, behaviours, and attributes designated female or male by the person’s culture. Gender is our internal and individual sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. Gender identity is separate from sexual orientation. “Woman,” for example, includes any person who identifies as a woman.

Human rights — Rights that belong to every person. The United Nations defines human rights as “inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.” (*From www.ohchr.org/EN/Issues/Pages/WhatAreHumanRights.aspx*) In Canada, our human rights are

protected by federal, provincial, and territorial laws, including the Canadian Human Rights Act and the PEI Human Rights Act.

Intervene — Take action to interrupt, prevent, or alter an event or incident.

Peace officer — In most cases, you will report emergencies and high-risk situations to the police by calling 911. Peace officers also include bailiffs, sheriffs, and justices of the peace; some municipal and county officials; some correctional officers; some border protection officers; some fisheries officers; some immigration officers; and some members of the armed forces.

Sexual assault — Sexual assault is *any unwanted sexual act forced by one person on another*. This includes a wide range of behaviour from forced vaginal or anal intercourse to touching and kissing done without consent. Sexual assault can happen between any people of any gender. Sexual assault is against the law and is a serious crime. (*Adapted from PEI Rape and Sexual Assault Centre, <http://www.peirsac.org/faqs.php>*)

Unhealthy dating or relationship behaviours — Includes behaviours rooted in the abuse of power and control, including physical, sexual, and emotional violence. These behaviours can also include controlling a partner's activities, displaying jealousy, isolating a partner from family and/or friends, withholding money or other necessities, and threats. Some unhealthy relationship behaviours are illegal and some are not. All can be signs of family violence.

Violence — Behaviour involving physical force that hurts, injures, damages, or kills a person, animal, or property. Family violence also includes emotional, psychological, and sexual violence that harms, injures, dominates, or controls the target.

Victim/survivor/target — Words used to describe a person who is the recipient of family violence. Different people prefer different terms.

Women's rights — Women in Canada are protected from discrimination on the grounds of gender, age, marital status, sexual orientation, and more by the Canadian Human Rights Act and the Canadian Charter of Rights and Freedoms. Women's rights are human rights. "Women" includes all people who identify as women. (*Adapted from www.canada.ca/en/canadian-heritage/services/rights-women.html*)

Video 1: Make It Your Business... *When you witness family violence*

In the first video in this series, violence prevention advocate Erin Casey introduces some key messages about family violence and invites us to learn more and become part of the solution. We suggest you show and discuss the introductory video before you show any others.

This part of the workshop can be kept fairly brief. The goal is to get participants familiar with some of the key messages that will be repeated throughout the training.



Facilitator's Introduction

Share the following information with participants:

You may see signs of family violence in your workplace, in public, or anywhere people interact. Family violence affects *us ALL*—whether you experience family violence yourself or it's a family member, friend, neighbour, co-worker, or client.

Each video in this series shows a scene of family violence happening in a public place. The situations in the videos are all drawn from real life.

This project is about family violence, but all of the interventions still apply if the people involved are not family members or in a family-type relationship, or if you can't tell their relationship.

Each video shows three ways you can safely intervene: *two* you could choose if you are witnessing the scene at work, and *one* more you could choose as a member of the general public.

These aren't the only possible ways to respond to signs of family violence. If none of the examples is the right action for you, consider what you *could* safely do.

Key Messages

Share and reinforce the following *key messages* throughout the session:

- Family violence can happen between any two people in any kind of family—or family-type—relationship. This includes dating partners and exes.
- Family violence can happen in mixed-gender or same-gender relationships.
- Family violence is rooted in **abuse of power** and **control**. The abuse may be physical, emotional, verbal, spiritual, psychological, financial, or sexual. It can also be neglect or denial of human rights. (Please see the Power and Control Wheel at the end of this chapter.)
- When you witness family violence, there is almost *always* something you can do to help. **Small actions can make a big difference.**
- Family violence is dangerous for the people being abused and for bystanders. When you see signs of family violence, think safety first—for yourself and others. It is safest to help when you can do something farther away from the incident, get help from others, or both. The closer you are to the incident and the more alone you are, the greater the risk.
- People who are targets of family violence are in danger of harm. Taking action could stop that harm—and could even save a life.
- When you witness signs of family violence, you usually have choices about what to do and who to involve. Trust your instincts. But always do something safe and effective.

A person abusing someone might do some or all of these things to their target:

- put them down and act superior
- do all the talking and dominate the conversation
- try to keep them away from family and friends
- check up on them all the time
- hit or slap them, or force them to have sex when they don't want to
- threaten to hurt them, their children, pets, or property
- say they can't live without them and threaten suicide

The person who is abusing might also:

- minimize their violent behaviour
- make direct or indirect threats involving firearms or other weapons
- have a history of abusing others, even animals
- act extremely jealous and suspicious
- show disregard for the law
- use access to children to harass their target
- do other things to cause physical or emotional harm

*Adapted from Premier's Action Committee on Family Violence Prevention Warning Signs of Abuse:
<http://www.stopfamilyviolence.pe.ca/warningsigns>*

- Never intervene in a situation of violence with more violence or with aggression.
- **Some situations require you to call Child Protection, Adult Protection, or a peace officer.**
- There are many resources in the community to help. Prince Edward Island Family Violence Prevention Services helps people across PEI with advice and support. There is a comprehensive list of resources at the end of this manual.
- **If you think someone is in danger, or if you are in danger, *always* call 911.**

Video Presentation (3 minutes)

Show the introductory video.

Discussion (20 minutes)

Ask participants to review and discuss key points from the video.

Question 1:

Who can experience family violence?

Ask the group to briefly answer this question. Look for the following observations, and after the discussion, review them with the group.

- ▣ Any two people in any kind of family—or family-type—relationship. This includes dating partners and exes.
- ▣ It can happen in mixed-gender or same-gender relationships, and to adults and children.

Question 2:

What is your first consideration when you witness signs of family violence?

Ask the group to briefly answer. Look for the following observation, and after the discussion, review it with the group.

- ▣ Your own safety and the safety of others.

Question 3:

What should you consider when deciding what to do when you see signs of family violence?

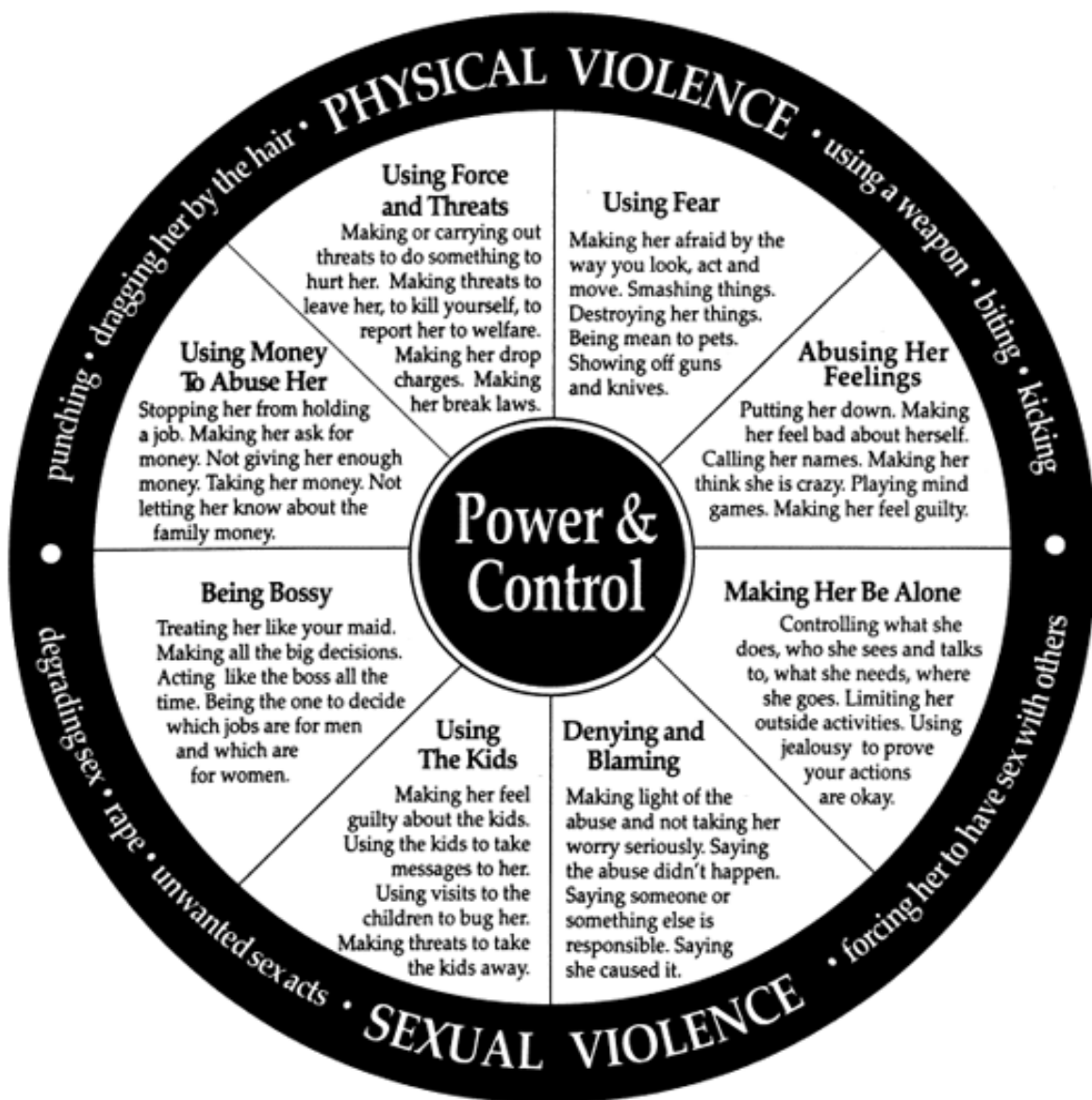
Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ How physically close am I to the incident?
- ▣ Are there other people around?
- ▣ Is there help available nearby if I need it?

- ▣ Is anyone in immediate danger of harm? If so, I'll call 911.
- ▣ Am I required to report the incident because there is child abuse involved or because I have a duty of care to an older adult?

Activity: Power and Control Wheel (20 minutes)

In addition to the discussion, ask participants to spend a few minutes reviewing the Power and Control Wheel. Family violence is rooted in the abuse of power and control. This diagram shows different ways that family violence can occur and interact.



Introductory Discussion Prompts

Why is it important to do something when you witness signs of family violence?

People who are targets of family violence are in danger of harm. Taking action could stop that harm and could save a life. Even if you feel like there is not much you can do to help, simply letting someone know they are not alone can make a difference. Keeping our workplaces and communities safe is a shared responsibility.

What kinds of resources are available to help people who are targets of family violence?

Have the group brainstorm. See how many of the resources listed at the back of the book they can name. Jot them down on a white board or flip chart and compare them to the list.

Video 2: Make It Your Business... *When you witness child abuse*



Facilitator's Introduction

Share the following information with participants:

In the video about child abuse, we will witness a situation that may be familiar to some people: a parent losing patience with and threatening a child in public.

Child abuse is a form of family violence. Like other kinds of abuse, child abuse can be physical, emotional, sexual, psychological, spiritual, and verbal. It can also be neglect, threats, or other forms of mistreatment.

Anyone who has cared for young children knows it can be challenging. It's normal for caregivers to feel frustrated, but it's never okay to threaten or harm a child. While you watch the video, consider what you could safely do if you witness child abuse at work or in public.

Key Messages

Share and reinforce the following key messages throughout the session:

- **If you witness or suspect child abuse in any situation, you must report it to Child Protection Services or a peace officer**—typically the police. Calling Child Protection or a peace officer when you witness or suspect child abuse or neglect is your *responsibility*.

PEI Child Protection Services

1-877-341-3101

After-hours emergency

1-800-341-6868

- Child Protection Services is required to assess every call they receive.
- A small action to help someone experiencing family violence can make a difference.
- If you feel safest calling police to help first, trust your instincts.
- **If you think someone is in danger, or if you are in danger, call 911.**

Video Presentation (5 minutes)

Show the video.

Scenario: A mother holding the hand of a small child enters City Hall to pay a parking ticket. The mother is harried and frustrated. She is moving too fast for the child to keep up and is tugging on their hand. Two people in this scenario witness threatening behaviour by the mother towards her child: the kiosk attendant, Xiao Li, and a bystander in the line.

Discussion (20 minutes)

Review the content of the video with participants by asking each question, and reinforcing key observations and messages through discussion.

Question 1:

What do the kiosk attendant and bystander witness?
What did you notice?

Ask the group to briefly answer these questions. Look for the following observations, and after the discussion, review them with the group.

- ▣ The toddler is cranky and the mother seems harried and impatient.
- ▣ The mother yanks on the child’s arm, possibly injuring them.
- ▣ The mother threatens to “smack” the child, “get the wooden spoon,” and lock them in their room.
- ▣ The toddler is NOT at fault. There is nothing about the toddler’s behaviour and nothing the toddler does that justifies or provokes the parent’s behaviour. The parent’s behaviour is her responsibility.

Remember to look for and reinforce the key messages during the discussion.

Did you know?

Exposure to family violence has a dramatic effect on children. Exposure to anger and abuse can affect a child’s:

- brain development—this in turn affects every aspect of physical, mental, emotional, and spiritual development;
- emotional well-being—increased anxiety and fear often have long-term effects
- ability to learn; and
- ability to connect with other people and make friends—relationships are learned from observing others

Children exposed to family violence are more likely to be bullies or be bullied. They are also at greater risk of growing up to be abusive to others, to be abused, or both.

Adapted from Premier’s Action Committee on Family Violence Prevention When children are involved:

<http://stopfamilyviolence.pe.ca/index.php3?number=1017052&lang=E>

Question 2:

Why is what the kiosk attendant and bystander witness cause for concern?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ Hurting or threatening a child is a form of family violence. The child could have been physically, emotionally, or psychologically injured.
- ▣ The mother's behaviour could be a sign that the child is in danger of more harm.

Remember to look for and reinforce the key messages during the discussion.

Question 3:

What does the kiosk attendant do when she witnesses possible child abuse?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ She discreetly gathers identifying information from the parking ticket and from the mother, including the license plate number and who owns the car. It is okay to gather information and pass it on to police or child protection if you are concerned about possible family violence. It is no different from observing something on the street and noting it, such as the license plate and appearance of an erratic driver.
- ▣ When the mother and child leave, Xiao Li calls Child Protection right away. She is able to give the child protection worker enough information to identify the family.
- ▣ As another option, she pretends that her computer is not working properly and asks the mother and child to wait while she calls for help. She calls the police, discreetly explains that she needs help, describes where she is, and asks them to come right away. She is careful not to say anything that might escalate the situation or cause the mother and child to leave.

What does the bystander do when he witnesses possible child abuse?

- ▣ The bystander recognizes signs of possible child abuse. He steps outside the building and calls for help from the police and Child Protection.

Not sure how to identify a possible abuser when you report?

Even with very little information, Child Protection Services (CPS) has the authority to investigate and find out who people are. In this example, all CPS would need is the time of the payment to trace who came in.

Often, people who witness or suspect possible child abuse feel there is no point in calling CPS if they don't know exactly who someone is. Child Protection can gain access to identifying information with just a few clues, such as a licence plate, payment date, or phone number. Discreetly collect identifying information if you can, and leave the rest to CPS.

If you have no way of identifying the people involved, it is best to call the police.

Remember to look for and reinforce the key messages during the discussion.



Optional Activities

In addition to the discussion, you can include some or all of the following activities in your workshop.

Activity 1: Risks and Benefits (20 minutes)

We are all required to report possible child abuse. In the video, we see three different ways to help if you witness signs of child abuse at work or in public. This activity explores the risks and benefits of each approach, and encourages participants to consider what they would do in a similar situation.

1. Split the participants into three groups.
2. Have each group make a list of the risks and benefits of one approach shown in the video. Explain that they should consider the risks and benefits to the personal being abused, themselves, the people nearby, and the possible abuser.
3. After a few minutes of brainstorming, each group can report back and get feedback from the larger group.

Discussion prompts:

Why is it important to be discreet when reporting child abuse or asking for help when you witness possible child abuse?

If the possible abuser knows you are intervening, it could put the child—or you—at risk of harm. Child abuse is a matter for Child Protection Services or the police.

What kinds of things did you consider when evaluating each approach?

The safety of the child and the bystander; the urgency of the situation (is the child in immediate danger?); the need to discreetly get identifying information and be a good witness; using calming words and tone of voice when talking to the possible abuser; how physically close the person reporting is to the mother and child.

Activity 2: Make a Plan (20 minutes)

It's important to have a plan in your workplace for what to do if you witness family violence. This activity allows co-workers to draft a plan for their specific work area.

1. Divide participants into groups according to their work situation. For example, if three participants work together in the same suite of offices, they can form a group. If participants don't work together, ask people to form groups based on the type of setting they work in. For example, if four people provide customer service, they can work together.
2. Give each group ten minutes to draft a plan for what to do if they witness child abuse in the workplace. The plan could include, among other things: A list of emergency contacts; a map of the workplace with safe spaces, exits, telephones, alarm buttons, and other important features clearly marked; a list of steps to take; and information about how to stay safe. Remind participants that this is a draft—it does not have to be perfect!
3. Optional: Each group can share their plan with the larger group and ask for feedback and suggestions.

Help vulnerable people feel safe

You might need a safe place to talk to, protect, or calm a child, a vulnerable person, or anyone who has been a target of abuse. Your first instinct may be to look for a place that is private and out of sight.

A private space where no one can be seen can be a dangerous or intimidating place for a child or vulnerable adult.

A safe space will still have an open door or a window that leaves the interior of the room visible. Consider inviting another person to be in the room to increase everyone's safety and security.

Discussion prompts:

What did you consider when making your plan?

The layout of the workplace and location of emergency exits; the location of phones and computers; the ability to make a discreet phone call or have a quiet conversation to ask for help; the availability of on-site security; procedures for documenting what you witnessed; existing policies and procedures for dealing with incidents and emergencies; the number of people in the workplace and where they sit; who to ask for advice and guidance, etc.

What are the top three considerations when making a plan for when you witness child abuse in your workplace or in public?

The safety of the child, your own safety, and the safety of others in the area.

Have you witnessed child abuse or signs of child abuse in your workplace or in public? What did you do?

Participants can answer and discuss. Some participants—and even facilitators—might feel uncomfortable discussing this topic, so use good judgement when deciding whether or not to ask this question. If you do ask, reassure participants that they do not need to disclose anything, and that it's okay to talk about times you witnessed possible child abuse and didn't know what to do.

IMPORTANT: If any current concerns or questions arise from this conversation, please contact PEI Family Violence Prevention Services at 1-800-240-9894 or visit fvps.ca. Participants can also call PEI Child Protection Services at 1-877-341-3101 (after-hours emergency 1-800-341-6868).

Video 3: Make It Your Business... *When you hear abusive language*



Facilitator's Introduction

Share the following information with participants:

In the video about abusive language, we will observe a man using verbally abusive language in a public place towards a woman he appears to be in a relationship with. This is a type of intimate partner violence.

Intimate partner violence is a common form of family violence. An intimate partner is someone you are married to or live with in an intimate relationship. It can also be a former spouse or partner, a dating partner, or a former dating partner. Intimate partner violence can happen between partners or former partners of any gender or sexual orientation, at any age, and from any background.

Intimate partner violence can be physical, emotional, sexual, psychological, spiritual, financial, and verbal. It often happens in private and away from witnesses, but there still may be public signs of one partner using power and control to dominate the other. While you watch the video, consider what you could safely do if you witness verbal abuse at work or in public.

Key Messages

Share and reinforce the following key messages throughout the session:

- Abusive words, negative or aggressive body language, and controlling behaviour can all be signs of abuse.
- Monopolizing someone's attention, putting down their gender, restricting how they use their phone, trying to isolate them from family and friends, belittling them, and calling them names could all be signs of abuse or violence.
- Making eye contact with a target of abuse and checking to see if they're okay may reduce their sense of isolation. It can remind them there is help and support outside their relationship.
- Sometimes, you may feel like there is not much you can do to help. A small action to help someone experiencing family violence can make a difference. Bigger actions could increase the danger for the person being abused instead of making things better.
- Taking action when you witness abuse might feel uncomfortable, but turning a blind eye to abusive and demeaning words may put someone at risk of further harm.
- **If a verbal abuse situation escalates or if you think someone is in danger—or if you are in danger—call 911.**

PEI Family Violence Prevention Services

1-800-240-9894

fvps.ca

Anderson House is a provincial shelter for women and children.
24-hour toll free crisis and support line:

1-800-240-9894

Chief Mary Bernard Memorial Women's Shelter

1-855-287-2332

cmbmws.morriscode.ca

You can find the PEI government's **Information for People in an Abusive Relationship**, an excellent guide for people experiencing family violence—and the people who support and love them—at www.princeedwardisland.ca/en/publication/information-people-abusive-relationship.

Video Presentation (7 minutes)

Show the video.

Scenario: Several bystanders, including a hostess, server, and customer, witness a man verbally abusing the woman he is with in a restaurant. The man is speaking to the woman using rude, abusive, and controlling language, and is insulting and belittling her and her gender. He suggests he is entitled to her time and attention. He won't let her order her own food and prevents her from using her mobile phone.

Discussion (20 minutes)

Review the content of the video with participants by asking each question, and reinforcing key observations and messages through discussion.

Question 1:

What do the hostess, server, and bystander witness?
What did you notice?

Ask the group to briefly answer these questions. Look for the following observations, and after the discussion, review them with the group.

- ▣ A couple enters a restaurant and is seated. The man immediately begins verbally abusing the woman he's with. He uses rude, controlling language, calls her names, and insults her. He doesn't allow her to order her own food, and takes her mobile phone from her.
- ▣ The woman looks frightened and unhappy. She looks like she might be used to abusive treatment and accepts it passively.
- ▣ Other people in the restaurant can hear what the man is saying, and they look uncomfortable.

Remember to look for and reinforce the key messages during the discussion.

Question 2:

Why is the interaction that the hostess, server, and bystander witness cause for concern?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ Verbal abuse is a form of family violence. It is harmful in itself and causes emotional and psychological scars. It can also be a sign that the target is at risk of further violence.
- ▣ Verbally abusive behaviour could escalate into physically abusive and intimidating behaviour, and could become dangerous to others present.

Remember to look for and reinforce the key messages during the discussion.

Question 3:

What do the hostess and server do when they witness the verbal abuse?

6 steps to taking action when you see signs of abuse or violence:

1. **Notice** that something is happening.
2. **Recognize** signs of abuse or violence.
3. **Take responsibility** for providing help.
4. **Assess safety** for the person being abused, the aggressor, you, and others nearby.
5. **Decide** how to help in a way that keeps you and the people around you safe.
6. **Take action** to help.

Not acting doesn't make anyone safer.

Choosing *not* to do something is a decision with consequences. Allowing violence to happen can cause serious harm to the target and the people around them.

Adapted from PEI Advisory Council on the Status of Women handout Don't Stand By. Stand With.

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ The server makes eye contact with the woman while offering to pour more water into her glass. He mouths the words “Are you okay?” directly to her, so her partner can’t see. She puts her hand over her glass and says, “I’m okay.” It appears to her partner that she is refusing a refill. The server then tells the hostess what he witnessed and asks her what else he can do.
- ▣ The server and hostess talk and decide that although they have a poster in the bathroom about Family Violence Prevention Services, they might put the woman in danger or make things worse if they try to slip information to her secretly. They agree that letting the woman know she is not alone is a good first step.
- ▣ As an alternative, the server asks the hostess for backup. He describes what he witnessed, and they make a plan to call Family Violence Prevention Services to find out more about what to do in a situation like this. In the meantime, the hostess decides to let the man know his behaviour is not welcome in the restaurant. The hostess asks the server to be ready to call 911 if the situation escalates. She calmly approaches the table and tells the man she has received complaints about his abusive language, and that his behaviour is not acceptable. After the couple leaves, the server and hostess feel upset and worry that they didn’t do enough to help, but agree that they at least “drew a line” about what is acceptable in their workplace.

What does the bystander do when she witnesses the verbal abuse?

- ▣ The bystander is very upset and disgusted. At the cash, she reports what she saw and heard to the hostess and leaves her name and number in case a witness is needed later.

Remember to look for and reinforce the key messages during the discussion.



Optional Activities

In addition to the discussion, you can include some or all of the following activities in your workshop.

Activity 1: Risks and Benefits (20 minutes)

As the bystander in the video notes, verbal abuse may not be illegal. A situation like this one may not be a matter for police unless the verbal abuse includes threats or the violence escalates and people are in danger. This activity explores the risks and benefits of each approach shown in the video, and encourages participants to consider what they would do in a similar situation.

1. Split the participants into three groups.
2. Have each group make a list of the risks and benefits of one approach shown in the video. Explain that they should consider the risks and benefits to the person being abused first, then to themselves, the people nearby, and the possible abuser.
3. After a few minutes of brainstorming, each group can report back and get feedback from the larger group.

Discussion prompts:

Why not call the police?

In the video, the bystander says, "If abusive language were illegal, I'd call the police." She doesn't call police. Instead, she leaves her name and number with the restaurant in case she is needed in the future as a witness. If someone is being physically or sexually assaulted, you should call 911 right away, but calling police in this scenario could risk escalating the situation and put the woman being verbally abused at risk of further harm once she is alone with her abuser. As in any situation where you witness family violence, trust your instincts. If you think someone is in danger, call 911. You can also call the police to ask about what to do, or call PEI Family Violence Prevention Services.

It could be risky to slip a brochure or information about family violence into someone's purse.

Why?

If the possible abuser finds the information, it could escalate the abuse and put the person being abused at risk of further harm. If the target of the abuse unexpectedly finds the information, she might feel less safe knowing someone was putting things in her purse without her knowledge.

What kinds of things did you consider when evaluating each approach?

The safety of the woman and the bystanders; the urgency of the situation (is the woman in immediate danger?); discreetly letting the woman know that you see and hear what's happening; the need to be a good witness and discreetly report the situation to restaurant staff; remaining calm when talking to the verbally abusive person; the proximity of the person reporting to the incident; being prepared to call 911 if the situation escalates.

Activity 2: Drawing the Line (20 minutes)

In the video, the hostess and server might never know if they helped the woman being verbally abused. The hostess says, "At least we drew a line and said what we won't tolerate in our workplace." This activity encourages co-workers to consider where they would draw the line and how they could safely intervene if they witness verbal abuse.

1. Divide participants into groups according to their work situation. For example, if three participants work together in the same office, they can form a group. If participants don't work together, ask people to form groups based on the type of setting they work in. For example, if four people work in retail stores, they can form a group.
2. Give each group a couple of minutes to brainstorm a situation of verbal abuse that has actually happened or could happen in their workplace.
3. Have each group decide where they would draw the line and intervene in this situation, then come up with a plan for what they could do. The plan could include, among other things: A "script" (a sentence or two like the one the hostess uses when addressing the abuser in the video: "Sir, I've heard from nearby tables that you've been using abusive language. That is not welcome in our business."); steps to take to stay safe; procedures for documenting what you witness; a list of emergency contacts; a map of the workplace with safe spaces, exits, phones, alarm buttons, and other important features clearly marked; a plan to have information about family violence prevention and places to call in bathrooms, if this does not already exist in the workplace.
4. Each group can share their response with the larger group and ask for feedback and suggestions.

Discussion prompts:

What did you consider when thinking about where you would draw the line?

Where you draw the line about verbal abuse could depend on a number of factors, including the physical environment, the other people present, and the type of workplace. Considerations could include the layout of the workplace and location of emergency exits; the location of phones and computers; the ability to make a discreet phone call or have a quiet conversation to ask for help; the availability of on-site security; procedures for documenting what you witnessed; existing policies and procedures for dealing with incidents and emergencies; the number of people in the workplace and where they sit; who to ask for advice and guidance; etc.

The nature of the abuser's behaviour might play a role in how you react, but it's important to understand that minimizing abusive behaviour can mean missing significant risk factors for more severe abuse or even domestic homicide. (Please see the text box about domestic homicide.)

What are the top three things to consider when you intervene in a situation of verbal abuse in your workplace or in public?

Your own safety, the safety of the person being abused, and the safety of others in the area.

Every person who experiences family violence is at a higher risk of domestic homicide.

Domestic homicide is the killing of a current or former intimate partner, their child(ren), and/or other third parties. Domestic homicide can be prevented if people around the victim recognize risk factors and act when they see them.

In the vast majority of cases that end in domestic homicide, there were seven or more risk factors involved, some big and some seemingly small. Even seemingly small risk factors can add up to a big risk of death.

The seven most common risk factors in domestic homicide were:

- the victim was separated from the person who killed them, or they were getting ready to separate
- the couple had a history of domestic violence
- the level of violence had been increasing
- the abuser had shown signs of obsessive behaviour, including stalking the victim
- the person who killed their spouse was depressed
- in the past, the abuser had threatened to kill the victim

"In most cases that ended in domestic homicide, critical information was known by family, friends, police, co-workers, and/or people working in front-line services." From learningtoendabuse.ca/sites/default/files/Peter_Jaffe_AM-1.pdf

It can be difficult and uncomfortable to intervene in a situation of verbal abuse between two adults. Why should you make it your business?

A small action to help someone experiencing family violence can make a difference. It can let them know they're not alone, what they're experiencing is not okay, and there is help available when they're ready. Turning a blind eye could put someone at risk of further violence.

Video 4: Make It Your Business... *When you witness abuse of an older adult*



Facilitator's Introduction

Share the following information with participants:

In this video, we will see a young woman possibly financially abusing an older adult: her grandfather. Abuse of an older adult is sometimes called elder abuse.

Abuse of an older adult can be a single event or a series of events over time that harm an older person or jeopardize their health or welfare. Elder abuse can be physical, emotional, sexual, psychological, spiritual, financial, and verbal. It can also be neglect or denial of human rights.

There may be public signs of a caregiver or family member taking advantage of or harming an older adult. While you watch the video, consider what you could safely do if you witness possible abuse of an older adult at work or in public.

Key Messages

*Share and reinforce the following **key messages** throughout the session:*

- Abuse of older adults is an abuse of power in a relationship. It can happen in family or caregiver relationships, usually when the older adult is dependent in some way.

- **You must report suspected abuse of an older adult to Adult Protection if you have a duty of care to that person.**
A *duty of care* means that you are responsible for the care and wellbeing of a vulnerable adult—because of your job as a caregiver or your professional role.
- Even if you don't have a duty of care, it's very important to report abuse. If you think you've seen abuse, it's important to document everything you witnessed as soon as possible.
- **If you think someone is in danger, or if you are in danger, call 911.**

Adult Protection
902-368-4790

PEI Seniors Secretariat
1-866-770-0588

Video Presentation (6 minutes)

Show the video.

Scenario: Several bystanders in a retail store, including two store clerks and two shoppers, witness an older man who is possibly being financially abused by his granddaughter. The granddaughter uses her grandfather's credit card to buy an expensive jacket, even though he appears to be confused and might not be able to consent.

Discussion (20 minutes)

In this section, review the content of the video with participants by asking each question, and reinforcing key observations and messages through discussion.

Question 1:

What do the clerks and shoppers witness? What did you notice?

Ask the group to briefly answer these questions. Look for the following observations, and after the discussion, review them with the group.

- ▣ The grandfather appears to be confused and the granddaughter has to remind him not to wander away.
- ▣ The granddaughter seems to be polite and attentive to her grandfather.
- ▣ At the cash, the grandfather confuses one of the store clerks for his great-niece. He says a few things that indicate he might be

Abuse of older adults often involves a family member. Anyone—a friend, caregiver or person in a position of trust and authority—can also be abusive toward an older person. It can happen in a person's home, other residential settings, or the community.

Abuse of older adults may:

- be a continuation of long-term partner abuse
- begin with retirement
- begin with the onset of a health condition
- occur in a new intimate relationship
- be committed by adult children, grandchildren, or other family members

There may be many reasons why older persons do not report abuse, including:

- fear of being sent to a nursing home
- fear of reprisal
- not knowing where to go for help
- shame of having an abusive child
- fear of not being believed
- nowhere to go
- fear of being denied access to grandchildren
- fear of being rejected by family
- intense family loyalty

*Adapted from Premier's Action Committee on Family Violence Prevention For seniors:
<http://www.stopfamilyviolence.pe.ca/seniors>*

confused and not understand what is going on.

- ▣ The granddaughter asks her grandfather to hand over his credit card to pay for a jacket that is clearly for her, not for him. He readily agrees, and supplies his PIN to the clerk. The granddaughter explains that she “buys him everything.”

Remember to look for and reinforce the key messages during the discussion.

Question 2:

Why are the clerks and bystanders concerned about the older man?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ It is not okay for a caregiver or family member to use an older adult’s money on purchases for themselves when the older adult is not able to consent.
- ▣ The clerks and shoppers may be witnessing financial abuse of an older adult. This could also be a sign that the older adult is at risk of other kinds of abuse or neglect.

Remember to look for and reinforce the key messages during the discussion.

Question 3:

What do the store clerks do when they witness possible abuse of an older adult?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ One clerk directly asks the older man if his granddaughter has permission to use his credit card and PIN. When he doesn’t answer, but recites his PIN out loud, the clerk becomes more concerned. She discreetly takes note of his name. When the woman and her grandfather have left, the clerks Google “PEI seniors abuse” and find the number for Adult Protection. The clerk calls to report the incident and is able to provide a name and details.
- ▣ As an alternative, one clerk pretends she has a problem with the computer and asks the older man and his granddaughter to wait a moment while she verifies the price of the jacket with her manager. She speaks to the manager in his office and tells him that she suspects abuse. The manager asks the clerk to stall the customers while he makes a call to Adult Protection.

What did the bystander do when she witnessed the verbal abuse?

- ▣ The bystander recognizes that something is not right. To her, it looks like stealing. She quickly steps outside and calls the police.

Remember to look for and reinforce the key messages during the discussion.



Optional Activities

In addition to the discussion, you can include some or all of the following activities in your workshop.

Activity 1: Make it Your Business (20 minutes)

Witnessing abuse of an older person might make us feel pretty uncomfortable, especially if the person possibly abusing the older adult is a family member, caregiver, or both. We might wonder if it's any of our business, and hesitate to intervene. It might even be someone we know. In this activity, participants will explore some different ways to intervene when they suspect abuse of an older adult.

1. Split the participants into groups of two to four, depending on numbers.
2. Have each group talk about one of the following scenarios, and come up with a way to intervene that keeps the older person and the people around them safe.

Neglect	You work in a bank. You notice that one of your regular customers, an older woman, doesn't have clean clothes or a warm winter coat. You ask her how she is, and she tells you she hasn't seen her son in several weeks. What do you do? <i>Possible answer: Ask a few more questions about how she is, if she needs anything, and if you can help her find information or resources. Even reminding someone that they have options can be helpful. You have access to enough personal information to identify the older woman. Call Adult Protection and share your concerns. Self-neglect can also be an issue for some older adults—Adult Protection can sometimes help.</i>
Physical abuse	After work, you visit your great uncle at his apartment because you haven't seen him in a while. His daughter, your aunt, looks after him. She has always been close to her dad, and the apartment is clean and the fridge well stocked.

	<p>You notice he has pretty big bruises on his forearm. When you ask him about the bruises, he says he bumped into the kitchen counter. What do you do?</p> <p><i>Possible answer: Gently ask if there is anything he wants to tell you about the bruises, if he needs help, or if someone is hurting him. If you can, discreetly ask other people who have contact with your uncle if they've noticed anything.</i></p> <p><i>Trust your instincts: Call Adult Protection or the police if you suspect abuse.</i></p>
Emotional abuse	<p>You work in a community centre where a lot of seniors take part in programs. You overhear a young man whispering angrily to an older woman that if she doesn't hurry up, he won't take her to see her grandchildren this weekend. What do you do?</p> <p><i>Possible answer: Interrupt the conversation in a friendly way by asking if there is anything you can do to help (offer to help with coats or boots, for example). Make eye contact with the older woman so she knows you see what is happening and you're there to help. You could also ask colleagues in the centre if they know her and decide together whether or not to call Adult Protection.</i></p>
Sexual abuse	<p>You volunteer at a long-term care facility, and you've gotten to know the residents really well. One day, you notice one of the male residents touching a female resident. He is putting his arm around her waist and sitting very close to her. You know the female resident has dementia and probably can't consent, but you know the male resident and have always liked him. What do you do?</p> <p><i>Possible answer: Get help immediately, for instance from police. Take down detailed notes and report what you've seen to the supervisory staff at the facility right away.</i></p>
Verbal abuse	<p>You work in a busy office, processing insurance claims. A customer brings her grandfather in to drop off paperwork. You are not serving the customers, but your colleague is. When the granddaughter realizes her grandfather has forgotten an important document, she berates him, calling him stupid and disorganized, and threatening to leave him there to walk home. You overhear this conversation. What do you do?</p> <p><i>Possible answer: Approach your colleague and tell them you need to speak with them about an important phone call. Smile and tell the granddaughter you're sorry for the inconvenience and you'll both be right back. Ask your colleague to stall the woman and her grandfather while you call Adult Protection for advice. You can also invite the grandfather into an office alone (remember to find somewhere discreet but still open, so everyone feels safe) to discuss his file and ask him if he is okay or if he needs help.</i></p>

- After a few minutes of brainstorming, each group reports back and gets feedback from the larger group. Note that there will be more than one solution to each scenario, and the important thing is to keep everyone safe while addressing the abuse. Remind participants that minimizing abusive behaviour can mean missing significant risk factors for more severe abuse. The abuse you witness in public is sometimes the tip of the iceberg of what happens in private.

Discussion prompts:

Why could reporting suspected abuse of an older adult be complicated or difficult?

If the possible abuser knows you are intervening, it could put the older adult—or you—at risk of harm. It might also be a situation where the older adult at risk does not want help (see text box on page 29), or is afraid that if someone finds out what is happening, they might lose even more control of their situation. An adult has the right to self-determination, even when their choices are against their own best interests. Remember that the older adult is just that—an adult—and unless their ability to consent is impaired by a cognitive, developmental, or medical condition, they should be an integral part of any intervention.

What kinds of things should you consider when deciding what to do when you witness possible abuse of an older adult?

The safety of the older adult and bystanders; the urgency of the situation (is the adult in immediate danger?); the vulnerability of the older adult; the older adult’s right to autonomy and making their own decisions; the need to discreetly get identifying information and be a good witness; using calming words and tone of voice when talking to the possible abuser; the proximity of the person reporting to the situation.

Activity 2: Innocent Bystander (20 minutes)

Depending on your workplace, you might not have occasion to witness signs of abuse of older adults. In this activity, participants will consider how to intervene when they witness abuse as bystanders in a public place.

1. Give everyone a few minutes to think of a scenario or situation where they might witness abuse of an older adult, or where attitudes toward that older adult put them at risk of abuse. This could be a real or imaginary situation. Tell the group that you’ll be using their scenarios anonymously.
2. Have them jot down the scenario in a couple of sentences, fold it up, and put it in a hat or bowl.
3. Choose a scenario and read it out loud. Ask the group to make suggestions, and record them on a white board or flipchart.
4. Ask the group to identify some of the risks and benefits of each suggestion.
5. Cover a few of the suggested scenarios, as time allows.

Discussion prompts:

What are some “real-life” concerns you might have when intervening in a situation of abuse of an older person?

Making the situation worse and putting the person at further risk; getting involved in something that is private; the abuser is someone I know; the abuse is taking place in my own family; I don’t know if the person wants help; I don’t want to imply or assume that the person can’t make their own decisions; I don’t want to infantilize the older adult; I’m afraid the person will end up in a nursing home if I report; I don’t want to embarrass anyone.

Remember that if you suspect abuse of an older adult, the most important thing is to keep that person safe and prevent further harm by reporting the abuse to Adult Protection or to the police.

What are the top three considerations when making a plan for when you witness elder abuse in your workplace or in public?

Your own safety, the safety of the older adult, and the safety of others in the area.

Video 5: Make It Your Business... *When you witness sexual assault*



Facilitator's Introduction

Share the following information with participants:

In this video, we will see a woman being intimidated, harassed, and possibly sexually assaulted by a man. Unlike some of the other scenarios in this video series, this is definitely a matter for police. Even though the man's actions might not seem all that serious to a casual observer, **touching someone in a sexual manner without their consent is sexual assault.**

The abuser and his target appear to know each other, but there's no way to tell for sure if they are in a family-type relationship. Their past or current relationship does not matter. The woman in this situation needs help.

Regardless of the context of their relationship, or whether or not a sexual assault is taking place, the man in this scene is making the woman feel *very* uncomfortable. His attention is clearly not wanted, and he is touching her in ways she did not invite.

Key Messages

Share and reinforce the following key messages throughout the session:

- The relationship between the two people does not matter. The woman needs someone to help her.

- If the man touched the woman’s buttocks, the bystanders have witnessed a sexual assault under the Criminal Code, and it’s a matter for police.
- Distraction can be a good way to interrupt harassment or sexual assault in public.
- **If you think someone is in danger, or if you are in danger, call 911.**

NEED HELP?

PEI Victim Services
Charlottetown 902-368-4582
Summerside 902-888-8218

PEI Family Violence Prevention Services
fvps.ca 1-800-240-9894

Chief Mary Bernard Memorial Women’s
Shelter cmbmws.morriscode.ca
1-855-287-2332

PEI Rape and Sexual Assault Centre
www.peirsac.org 1-866-566-1864

CALL 911 IN IMMEDIATE DANGER

Video Presentation (5 minutes)

Show the video.

Scenario: A woman is looking for change to feed a parking meter on the street. A man approaches and engages her in conversation, touching her in unwelcome ways. She looks uncomfortable, scared, and frozen in place. Two men inside a nearby store watch the situation unfold through a window, and two young people witness the incident while walking by.

Discussion (20 minutes)

In this section, review the content of the video with participants by asking each question, and reinforcing key observations and messages through discussion.

Question 1:

What do the bystanders witness? What did you notice?

Ask the group to briefly answer these questions. Look for the following observations, and after the discussion, review them with the group.

- ▣ The two men in the store—the owner and his friend—are watching the street through the store window, waiting for a delivery truck. They notice a man harassing and intimidating a woman outside. One witness also thinks he sees the man grab the woman’s buttocks. They can’t hear what the man and woman outside are saying, but they can see that the man’s tone is aggressive and the woman is upset.
- ▣ The young people walking by observe that the man is harassing the woman and touching her in ways she does not like.

- ▣ The woman is backing away but seems almost frozen with fear. She is in no way inviting the behaviour or touching she is receiving. Just because she is not running away does not mean she is consenting to his behaviour or his touching.

Remember to look for and reinforce the key messages during the discussion.

Question 2:

Why is the interaction between the man and woman on the street something to be concerned about?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ Regardless of the relationship between the two people on the street, the woman is in distress and needs help.
- ▣ The woman may be a target of a sexual assault and it's a matter for police.
- ▣ The situation itself is harmful AND could escalate to further violence, putting others in danger.

Remember to look for and reinforce the key messages during the discussion.

Question 3:

What did the two men inside the store do when they witnessed the intimidation, harassment, and possible sexual assault?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ▣ The men agree that something bad happened and the woman needs help. The owner calls 911 right away.
- ▣ As a second option, the owner steps outside to interrupt the interaction. He distracts the man by asking him if he's seen a delivery truck,

You may be able to stop, interrupt, or prevent abuse or violence by using safe and smart tactics to intervene.

- **Be a good witness.** Use words or your body to let the abuser and the targeted person know you're paying attention. Notice details of what is happening.
- **Use distraction.** Ask the perpetrator for the time, clear your throat, or do something else that distracts them from their behaviour.
- **Stand physically with the targeted person.** They and the abuser will both know they are not alone.
- **Give control to the targeted person by speaking directly to them.** Ask, "Are you okay?" "Are they bothering you?" Be ready to help if they ask, or to respect their choice if they don't want help.
- **Trust your instincts.** If you think someone is in danger, or if you are in danger, get help from police or security – **or call 911.**

Adapted from Premier's Action Committee on Family Violence Prevention Tip Sheet [I see signs of violence or abuse happening](#)

In two of the examples in this video, the woman walks away. Does that mean you shouldn't bother calling the police if you've witnessed an assault? No!

Like in many other scenarios in this series, it is important to be a good witness. Take note of details where you can, such as licence plates and physical descriptions.

Call 911 immediately if you witness a sexual assault of ANY KIND.

Intervene to help the target as soon as possible, IF it is safe to do so! Situations of sexual assault can be dangerous and volatile—get help from others to intervene safely.

giving the woman a chance to get away. In the meantime, his friend inside the store gets ready to call 911.

What do the bystanders do when they witness the abuse?

- ▣ The bystanders recognize that something bad is happening, and that the woman needs help. The young people pretend to know her and interrupt the abuser, making eye contact with the woman and giving her the opportunity to walk down the street with them.

Remember to look for and reinforce the key messages during the discussion.



Optional Activities

In addition to the discussion, you can include some or all of the following activities in your workshop.

Activity 1: Overcoming Obstacles (20 minutes)

When we witness family violence, harassment, and sexual assault, it can be hard to know what to do, especially when the people involved appear to know each other. We are often raised to believe matters between people who know each other are private. It can be even harder if it's someone you know. This activity helps participants identify concerns and overcome obstacles to speaking out against violence.

1. Split the participants into three or four groups, depending on numbers.
2. Give each group a couple of the "Common Concerns" about intervening in situations of violence or assault, and ask them to come up with possible solutions or responses to each.

Common Concern	Possible Solutions/Responses
It's none of my business.	It could be a matter of life and death. Violence in the community is everyone's business. If I were in a situation of abuse, I would want someone to notice and help. The community should be safe for all of us.
I don't know what to say.	"I care." "I believe you." "It's not your fault." "That kind of behaviour is not acceptable in this workplace."
I might make it worse.	If you are witnessing abuse, it is already bad. Doing nothing could make things worse. Abuse often gets worse over time. A choice to do nothing is still a choice.
It's not really serious enough to call the police.	Police are trained to respond to violent situations. They are also trained to know what is criminal behaviour and what is not. If the behaviour is not criminal, they can help families connect to other resources.
I'm afraid of the abuser and what they might do to me or to my family.	Speak alone to the person being abused. Tell the police if you receive threats. If you or someone else is in danger, call 911.
I don't think the person really wants help because they keep talking to the abuser and going back to them.	People who are abused need lots of support to safely leave a situation: a safe place to go, childcare, and transportation. The time after a person leaves an abuser may be the most dangerous time for the person who was experiencing abuse. Help them connect with supports and services so they can make a change when they're ready.
I'm afraid the person will be mad at me if I interfere or intervene.	They might be, but they will know you care and they can turn to you when they're ready.
They are both my friends.	If one friend is being abused and living in fear, you can help by being supportive and ready to help the victim. Say something like, "What I see happening to you may be okay with you right now, but it is not okay with me to see you treated that way." Remember that reporting child abuse to Child Protection or the police is mandatory.
I should wait until they ask for help.	They might be too afraid or ashamed to ask. You can stay in touch about their wellbeing to show you care and are ready to help.
If the abuser wanted to stop, or wanted help, they'd ask.	They might be too ashamed to ask for help. If you know or suspect someone you know is an abuser, you can say something like, "I care about you, and your behaviour is hurting people I also care about. I want to support you to stop."

	Remember that reporting child abuse to Child Protection or the police is mandatory.
Family violence is a private matter.	When a child or adult is being hurt, it's everybody's business. It's against the law and you have a responsibility to help. Family violence is a public health, criminal justice, and a human rights issue. Everyone must work together and share resources to end family violence.

Adapted from the Premier's Action Committee on Family Violence: www.stopfamilyviolence.pe.ca/friends

3. After a few minutes of brainstorming, each group can report back and get feedback from the larger group.

Discussion prompts:

Of the common concerns listed, which do you think are the most difficult to overcome and why?

Group discussion.

How does consent factor into the incident shown in the video?

This is a good opportunity to talk about consent. Participants might be more likely to witness a situation like this in a social setting: in a bar or at a party, for example. Sexual assault in the form of unwanted touching is so common that some people might consider it "normal" or "not a big deal." Review the information about consent in the text box and encourage participants to consider what consent means in daily public interactions.

Activity 2: Making a Plan (20 minutes)

It's important to have a plan in your workplace for what to do if you witness a situation of harassment, intimidation, or sexual assault. This activity allows co-workers to draft a plan for their specific work area.

What is rape culture?

Rape culture is the way that we collectively *think* about rape and includes cultural practices that excuse or tolerate sexual violence. Often, we see examples of rape culture when sexual assault, rape, and or gender violence are ignored, trivialized, normalized, or made into jokes.

Adapted from 25 Everyday Examples of Rape Culture, by Shannon Ridgeway, everydayfeminism.com

What is consent?

Consent is asking your partner before you start any sexual activity.

Consent is continuing to ask if the activity is okay.

Consent is an active choice, not something that "just happens".

Consent is respectful of both partners.

Consent is focused on the people involved, not the environment or situation. Consent is meant to make sure that sexual activity is fun for both partners.

Consent is a clear and definite "yes—an enthusiastic "yes!"—and asking permission every time.

Consent is voluntary.

Only YOU can give consent. Sex without consent is a crime.

Your body is yours. It's up to you.

Adapted from PEI Advisory Council on the Status of Women Purple Ribbon Campaign handout, Consent is...

1. Divide participants into groups according to their work situation. For example, if three participants work together in the same store, they can form a group. If participants don't work

together, ask people to form groups based on the type of setting they work in. For example, if three people work in restaurants, they can work together.

2. Each group can take a few minutes to talk about what to do if they witness a situation of harassment, intimidation, or assault in their workplace. The plan should be simple and easy to follow, and not put anyone at increased risk of violence. Suggest that the plan not have more than three steps.
3. Ask each group to discuss whether there is a plan already in place in their workplace. If so, how effective and realistic do they think it is? How would they improve it? If there is no plan, how can they introduce the idea at work?
4. Optional: Each group can share their plan with the larger group and ask for feedback and suggestions.

Discussion prompts:

What did you consider when making your plan?

The safety of the person being targeted; the safety of bystanders; the layout of the workplace and location of emergency exits; the location of phones and computers; the ability to make a discreet phone call or have a quiet conversation to ask for help; the availability of on-site security; existing policies and procedures for dealing with incidents and emergencies; procedures for documenting what you witness; the number of people in the workplace and where they sit; who to ask for advice and guidance; etc.

How can you encourage your workplace to create and implement a safety plan?

By providing resources about family violence and family violence prevention; by inviting someone from Family Violence Prevention Services and the PEI Rape and Sexual Assault Centre to speak in your workplace; by taking a stand against bullying, harassment, and intimidation in your workplace; by believing people when they say they have experienced family violence, etc.

Supporting an adult survivor of sexual assault

Say:

- I'm sorry this happened to you.
- This was not your fault.
- I'm glad you told me.
- I will do my best to support you.

Don't

- Tell them how to feel.
- Excuse or defend the perpetrator.

Do:

- Believe them and listen without judgment.
- Support them by respecting their choices.
- Offer to go with them to the police or the hospital—if they want to go.
- Respect their privacy, check in on them, and offer your support.

*Adapted from PEI Rape and Sexual Assault Centre
Supporting an Adult Survivor of Sexual Assault in PEI*

Video 6: Make It Your Business... *When you see online harassment*



Facilitator's Introduction

Share the following information with participants:

Most of us have seen unpleasant, mean, or threatening posts online. This video shows an example of what to do when a mean personal comment is posted on a social media page for a work-related social event.

Signs of abuse and violence can show up in real life or online. It is very common to see comments on social media that are mean or involve trolling, bullying, or harassment. It's also common to see comments that display sexism, racism, homophobia, ableism, and other forms of discrimination.

Violent threats, rape threats, and other sexualized comments are also common online. Threats of any kind may be a matter for police. Trust your instincts, and if you think you or someone else is in danger, call the police.

When an intimate or family-type relationship ends, sometimes family violence continues. The months after a violent relationship ends can be the most dangerous time for a person being abused.

Setting a standard in your workplace or community that you will not tolerate online harassment or bullying is important. It helps prevent family violence and shows targets of violence that you care.

Key Messages

Share and reinforce the following key messages throughout the session:

- Family violence doesn't always end when a relationship ends. A recent separation or breakup is a risk factor for violence and abuse.
- If inappropriate comments come up between people who are family or have been dating partners or in a family-type relationship, online comments may be signs of family violence.
- Regardless of the relationship between two people, if an online comment feels "off" to you, document it. Some employers will have a policy about what to do with inappropriate social media posts and comments.
- **If you think someone is in danger, or if you are in danger, call 911.**

NEED HELP?

PEI Family Violence Prevention Services fvps.ca
or 1-800-240-9894

Chief Mary Bernard Memorial Women's Shelter
cmbmws.morriscode.ca or 1-855-287-2332

PEI Rape and Sexual Assault Centre peirsac.org
or 1-866-566-1864

You can find the PEI government's **Information for People in an Abusive Relationship**, an excellent guide for people experiencing family violence—and the people who support and love them— at www.princeedwardisland.ca/en/publication/information-people-abusive-relationship

If you or someone else is in danger, call 911.

Video Presentation (4 minutes)

Show the video.

Scenario: Two colleagues in an office are monitoring the guest list for a work-related family social event they've posted online. They notice a mean personal comment posted by one event goer, directed at another event goer. It turns out that the two guests are former intimate partners. Other people also see the post.

Discussion (20 minutes)

In this section, review the content of the video with participants by asking each question, and reinforcing key observations and messages through discussion.

Question 1:

What do the two employees witness? What did you notice?

Ask the group to briefly answer these questions. Look for the following observations, and after the discussion, review them with the group.

- ☐ The two employees see a mean personal comment posted by one event goer about another event goer. They are pretty sure the two event goers are former intimate partners. Even if they weren't, the comment is personal, unkind, and insulting.

Remember to look for and reinforce the key messages during the discussion.

Question 2:

Why are the mean personal comments a cause for concern?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ☐ Inappropriate, mean, bullying, or threatening online comments between partners or former partners can be warning signs of family violence.
- ☐ Threats to ruin a person's reputation after a breakup can cause fear, pain, and shame. They are meant to control and hurt the targeted person.
- ☐ In a workplace setting or social event, putting a stop to the comment thread as quickly as possible is important to prevent the situation from escalating.

Remember to look for and reinforce the key messages during the discussion.

Question 3:

What do the two employees do when they see the online comment?

Ask the group to briefly answer. Look for the following observations, and after the discussion, review them with the group.

- ☐ They work together to figure out a plan to address the inappropriate comment.
- ☐ They take a screenshot or screen grab to make sure the comment is documented.
- ☐ If there is no clear policy about harassment or bullying to support them, the employees fill out an incident report and speak to a supervisor to ask permission to hide or delete the comment before too many people see it.
- ☐ If there IS a policy, this comment could be considered a personal attack, and the employees feel comfortable deleting it right away.

Pay attention and take action!

Look for attitudes and behaviours that put people down or are aggressive, abusive, or violent. Look for opportunities to intervene safely.

You can help prevent abuse and violence by addressing harmful attitudes and behaviours.

- **Show you disapprove** of harmful attitudes or behaviours by refusing to be an audience.
- **Refuse to join in.** Discourage others from participating in abusive attitudes and behaviours. Point out the harmful, abusive, or violent behaviour you witness without passing judgment on the perpetrator.
- **Speak out.** "I don't think that's funny." "What you are saying or doing is wrong."
- **Get support** and rally others nearby to join you. "I don't accept this attitude or behaviour. It's not okay with me. I hope it's not okay with you either."
- **Get help** and know what resources are available nearby or in the community to help prevent and address abuse and violence.

Adapted from Premier's Action Committee on Family Violence Prevention Tip Sheet [I see signs of violence or abuse happening.](#)

What did the other event goer do when they saw the online comment?

- ▣ The other event goer, Reese, is friends with Sam, the target of the inappropriate comment, on social media. Reese sends a private message to Sam saying that they saw the comment, and they care.

Remember to look for and reinforce the key messages during the discussion.



Optional Activities

In addition to the discussion, you can include some or all of the following activities in your workshop.

Activity 1: Community Standards (20 minutes)

In this video, we see how personal comments can make their way into the workplace. This can be embarrassing and scary for victims, and can be a sign that they are at risk of family violence. You may feel like there is not very much you can do to help, but setting “community standards” in your workplace and beyond sends a clear message about what kinds of behaviour are unacceptable. One way to do this is to address online bullying and harassment by taking away the abuser’s platform, as shown in the video. This activity explores other ways to set community standards against family violence.

1. Split the participants into three or four groups, depending on numbers.
2. Give each group one of the following situations and ask them to brainstorm some possible responses. We’ve listed some possible responses next to each situation, to help prompt the discussion.

Situation	Possible responses
<p>An office co-worker circulates a sexist joke via email. Your office mate confides to you that the joke made them feel very uncomfortable. What do you do?</p>	<p>Make a record of the email using a screen capture. Check your company or workplace policies to see if they address this issue. If not, offer to help draft a policy. Talk to a supervisor or the boss, but make sure you protect your co-worker's privacy if they request it. Ask for some education or training about creating a safe and welcoming workplace for everyone, and offer to help organize it.</p>
<p>Your co-worker is going through a difficult divorce. On social media one evening, you see a comment thread where their ex-spouse is verbally abusing them. Lots of people have seen the post, including others you work with. What do you do?</p>	<p>Reach out to your co-worker privately in person or in a message to let them know you care and you support them. Offer to connect them with family violence prevention resources. Don't participate in gossip about your co-worker. If gossip comes up, politely request that people stop talking about it and/or leave the room. Help your co-worker talk to your supervisor to make a plan to make your workplace social media safe for everyone. That way, there is someone other than the targeted co-worker responsible for dealing with posts by the ex.</p>
<p>You belong to a volunteer group that uses social media to communicate. You're an administrator for one of the group's online discussion groups. A participant makes a homophobic remark about another participant. What do you do?</p>	<p>Take a screenshot of the comment. Delete the comment as soon as possible, following any policies or guidelines of the volunteer group. Reach out privately to the target of the comment, to assure them of your support. Reach out privately to the commenter, to let them know their comments are not acceptable in this community. Talk with the leaders of the group to discuss how to address the online comments, and create a policy if needed. This could look like a "pinned post" with group agreements or community standards about how you want to communicate with each other respectfully within the group.</p>
<p>There have been a couple of incidents of online bullying in your workplace. You would like your workplace to create a bullying and harassment policy so you know what to do next time, but your supervisors aren't giving it priority. What can you do?</p>	<p>Volunteer to lead a committee to research the issue and find out what other workplaces are doing to address it. Collect sample policies from other organizations to show your supervisors. Share research on the effects of bullying and harassment on productivity and profit. Ask an expert speaker to come in and talk about the effects of online bullying and harassment on individuals and on workplaces.</p>
<p>You work in a job where you provide front-line service to a large and diverse population. A client sends you an unsolicited picture of his penis via social media. You now feel</p>	<p>If possible, document the message by taking a screenshot of it. Block the sender from all of your social media accounts. Check the privacy settings on your accounts to ensure that only trusted people have access. Report the incident to your supervisor and ask if there is a policy</p>

<p>worried about going in for your next shift because you're afraid of running into him. What can you do?</p>	<p>for dealing with sexual harassment by clients. If so, put it into action. It should ensure that you do not have to serve this client in the future. It might also result in the client being barred from the organization. (If the client is allowed to continue using the service, an appropriate supervisor or manager should tell him that this behaviour is completely unacceptable and outline the consequences if it continues.)</p> <p>If there is no policy in place, ask for your supervisor's support in implementing one and in protecting your safety and privacy.</p> <p>If your supervisor is not making an effort to protect you from sexual harassment in your work environment, contact the PEI Human Rights Commission.</p> <p>If you are concerned for your safety, call the police.</p>
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3. After a few minutes of brainstorming, each group can report back and get feedback from the larger group. There may be many good ideas that aren't listed in the chart.

Discussion prompts:

Why is it important to set a "community standard" for tolerating violence, harassment, and bullying in your workplace?

We all have the right to live without fear. Setting a clear standard of what is acceptable behaviour—and what is not—lets both perpetrators and targets know that harassment and abuse are not okay and won't be tolerated. It makes the workplace—and the community—safer and allows all of us to participate fully at work and in the community.

What kinds of things did you consider when coming up with possible responses?

The safety and privacy of everyone involved; the urgency of the situation (is anyone in immediate danger?); the need to deal with inappropriate online comments quickly; the need for education and awareness about appropriate workplace behaviour; procedures for documenting what you witnessed; the importance of standing up for victims; the value of an organized and policy-driven plan for dealing with online harassment.

Sexual harassment is covered in the PEI Employment Standards Act, which applies as a minimum even when employers have no policy about workplace sexual harassment. For information or assistance:

PEI Human Rights Commission
 (902) 368-4180 or 1-800-237-5031
contact@peihumanrights.ca
gov.pe.ca/humanrights

Activity 2: Policies and Procedures (20 minutes)

Many workplaces have policies and procedures for dealing with harassment (including sexual harassment), bullying, personal attacks, and violence. Some do not. This activity helps participants explore how familiar they are with their own workplace policies and procedures.

1. Each participant should jot down the answers to the following questions:

- Does my workplace have a policy or plan for dealing with harassment (including sexual harassment), bullying, personal attacks, and violence? (This can include behaviour that is discriminatory based on sex, gender, sexual orientation, family status, race, ethnicity, ability, age, or other aspects of a person's body or identity.)
 - If so, how much do I know about the policy or plan? Is there anything in the policy or plan specific to online harassment? How can I find out more?
 - If not, what could I do to address the lack of a policy or plan?
2. Give each person a few minutes to answer the questions. Remind participants that there are no right or wrong answers. We often don't get to know or understand policies until we really need them!
 3. Go around the room and ask for volunteers to share their answers and what they learned by taking time to consider this issue. Not everyone will want to talk. Remind the group not to judge or evaluate each others' answers. Write down key ideas and plans on a white board or flip chart.

Discussion prompts:

Did you surprise yourself with any of the answers to the questions?

Some people, for example, might be surprised by how much or how little they know about their own workplace's approach to dealing with harassment, bullying, and violence. Others might want to find out more as soon as possible, or work toward creating policies and plans. In some cases, there might be policies, but no education is offered to help employees understand them.

What's one thing YOU could do improve the community standards around family violence in your workplace?

Participants can answer and discuss.

What is cyberviolence?

Cyberviolence is online behaviour that leads or amounts to an assault on the physical, psychological, and/or emotional wellbeing of a person or group. It can include, but is not limited to the following:

- Grooming—using social media to develop trust for the purposes of harming others (for example, to commit sexual assault)
- Surveillance/Tracking—stalking and monitoring a victim’s activities (GPS, keystroke monitoring)
- Recording and/or distributing images or video of sexual assault
- Inciting others to assault
- Distributing sexual images without consent
- Harassing victims of sexual assault
- Violent threats (rape, death, injury, and more)
- Distribution of photoshopped images
- Impersonation of a victim
- Identity theft
- Lies and slander spread online about the victim with the intention of damaging the victim’s reputation (libel)
- Technical sabotage and privacy invasions such as hacking victims’ computers, email, or social media accounts
- Strategically sharing hacked information with the intention of manipulating the victim’s life (this is particularly damaging if the victim is unaware that they are being targeted)
- Doxing (hacking and posting confidential information, such as social security numbers, medical records, passwords, licence numbers, and banking information)
- Distributing and sharing personal information online, such as home addresses, places of work or school, daily routines, and personal schedules
- Defamation (posting or directly sending false information to a victim’s friends, relatives, employers, or potential employers, with the express intention of permanently destroying the victim’s reputation)
- Creep shots (clandestine or lewd photos taken of victims without their consent or knowledge, after which they are posted online without the victim’s consent)
- Coordinated denial-of-service attacks and “image reaping” campaigns aimed to shut down victims’ websites or blogs

Adapted from Cyberviolence Prevention Policy and Best Practices; Cost-Benefit Analysis, Status of Women Canada <http://cyberviolence.atwaterlibrary.ca/wp-content/uploads/2017/03/Cyberviolence-Prevention-Policy-and-Best-Practices-Cost-Benefit-Analysis-.pdf>

Emergency Contacts

Ambulance, Fire, Police: 9-1-1

*24-hour telephone service for **emergencies** requiring immediate help*

Telehealth: 8-1-1

Dial **7-1-1 (TTY)** if you are hearing impaired.

*24-hour telephone service for **non-emergency health information***

Adult Protection

Call if you think an older or vulnerable adult is being abused or neglected.

Souris: **(902) 687-7096**

Montague: **(902) 838-0786**

Charlottetown: **(902) 368-4790**

Summerside: **(902) 888-8440**

O'Leary: **(902) 859-8730**

Child Protection: 1-877-341-3101

After-hours emergency: **1-800-341-6868**

If you suspect a child is being abused or neglected, you are legally required to contact Child Protection Services.

Island Help Line: 1-800-218-2855

theislandhelpline.com

24-hour, bilingual, and confidential telephone service that provides information and support to Islanders in crisis, feeling depressed, or thinking about suicide

Kids Help Phone: 1-800-668-6868

kidshelpphone.ca

24-hour bilingual, confidential, and anonymous phone and online counseling service for children and youth

Emergency Shelters

Anderson House Crisis Line: 1-800-240-9894

Substance-free emergency shelter in Charlottetown for women and their children

Chief Mary Bernard Memorial Shelter: 1-855-297-2332

Emergency shelter in Lennox Island for Aboriginal and non-Aboriginal women and their children

Bedford MacDonald House: (902) 892-9242

Emergency homeless shelter and short-term residence in Charlottetown for men

Other Services

PEI Family Violence Prevention Services (FVPS): 1-800-240-9894

fvps.ca

FVPS is dedicated to the eradication of violence in families. They provide services and information to people experiencing family violence and to the community

PEI Rape and Sexual Assault Centre: 1-888-368-8055

Peirsac.org

Confidential counseling service for victims of rape and sexual assault

Community Legal Information Association of PEI (CLIA): 1-800-240-9798

cliapei.ca

Non-profit charity providing lawyer referrals and free legal information to Islanders in need

Gambling Support Information: 1-855-255-4255

24-hour toll-free confidential telephone service with a licensed social worker for problem gambling counseling and crisis intervention

PEI Human Rights Commission: 902-368-4180

gov.pe.ca/humanrights/

The PEI Human Rights Commission is an independent body that administers and enforces the Prince Edward Island Human Rights Act. Complaints regarding violations of this act can be brought to the Commission

PEI Victim Services: Queens and Kings County 902-368-4582, Prince County 902-888-8218

www.princeedwardisland.ca/en/information/justice-and-public-safety/victim-services

Assists victims of crime anywhere on PEI or victims of crime that occurred on PEI throughout their involvement in the criminal justice system; help is available to those who feel they have been victimized regardless of whether a complaint has been made to the police or a charge has been laid.

Other Resources

PEI Premier's Action Committee (PAC) on Family Violence Prevention: stopfamilyviolence.pe.ca

PAC's ensures a high public profile for family violence prevention across PEI. The site contains excellent information and resources

Information for People in an Abusive Relationship

www.princeedwardisland.ca/en/publication/information-people-abusive-relationship

PEI government guide for people experiencing family violence—and for the people who support them

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Women's Secretariat



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