
Preventing & Responding to WORKPLACE POWER-BASED VIOLENCE

Domestic Violence • Sexual Assault • Sexual Harassment • Stalking

LEARN • LEAD • ORGANIZE • SUPPORT

Model Curriculum for Unions

This project was supported by the Kellogg Foundation and Grant No. 2016-WW-AX-K001 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this training, are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Table of Contents

I. CURRICULUM INTRODUCTION	3
A. Training Goals	4
B. Overall Instructions	5
C. Trainer & Participant Introductions	7
D. General Purpose, Background Information & Training Goals	7
E. Group Agreement: Creating a Safe & Respectful Environment	8
II. WHAT'S AT STAKE	10
A. Large Group Discussion: What Does Your Union Mean To You?	10
B. Learning Points: Your Union's Role	10
III. MODULE 1: Recognizing Power-Based Violence	12
A. Group Exercise: Comings & Goings	12
B. Exercise Debrief	17
C. Break	18
D. Introduction: Definition of Power-Based Violence & Why We're Using the Term	18
E. Individual Exercise & Debrief: Movie Casting Call	19
F. Real Stories of Strength	20
G. Learning Points: Realities of Who Survives & Who Perpetrates Power-Based Violence	20
H. Small Group Discussion: Power & Control Wheel	21
I. Learning Points: Power & Control	22
J. Lunch	23
IV. MODULE 2: Responding to and Referring Survivors Experiencing Power-Based Violence	24
A. Unique: Video & Debrief	24
B. Learning Points: Trauma & Impacts of Trauma	25
C. Small Group Discussion & Debrief: Intersectional Case Studies	28
D. Learning Points: Culture & Intersectionality	29
E. Break	31
F. Large Group Discussion & Debrief: Power & Choice	31
G. Learning Points: Best Practices in Trauma-Informed Responses	31
H. Large Group Discussion: Know What Resources Are Available & How to Refer	33
I. Role Play: Trauma-Informed Responses	35
J. Break	38
V. MODULE 3: Re-Engage & Organize: Creating a Culture of Accountability & Prevention	39

A. Workplace Leadership: Ending Power-Based Violence Step By Step	39
B. Step One: Lead	39
C. Step Two: Organize	41
D. Step Three: Support	43
E. Group Exercise: Self-Care	44
F. Wrap Up	47
VI. Works Cited	48

I. CURRICULUM INTRODUCTION

This training curriculum facilitator's guide was originally developed for an in-person and interactive training program for UNITE HERE! Local 23 members.

Futures Without Violence has redacted any information specifically related to UNITE HERE! Local 23, including employer's policies and case studies to transform this curriculum into a model training for unions. Created specifically for hospitality and retail workers, this training is filled with relatable scenarios of situations that workers actually face.

If you have any questions, please feel free to reach out to Futures Without Violence at workplacesrespond@futureswithoutviolence.org.

Accountability: While this serves as a model education and response program, its strength hinges on existing policies and response protocols that are in place to ensure that victims are supported and perpetrators will be held accountable. Union and shop policies will vary.

Trainers: It is not expected that union trainers become trained domestic violence or sexual assault advocates, however, because this training is on the very sensitive topic of domestic and sexual violence, it is STRONGLY recommended that the training be delivered jointly by union member leaders and an advocate from the community's local anti-domestic violence or sexual assault service provider. AT A MINIMUM, a trained advocate should be present during the training to support any survivors who might want help.

Training Delivery: Total training time is 7.5 hours, consisting of 5.0 hours of instructional time, 1.0 hours of workshop time, and 1.5 hours of lunch and other breaks. The material is divided into three modules:

- Intro & Module 1: 1 hr, 20 min
- Break: 10 min
- Module 1 (cont): 1 hr, 15 min
- Lunch: 1 hr
- Module 2: 1 hr
- Break: 10 min
- Module 2 (cont): 1 hour
- Break: 10 min
- Module 3: 1 hr, 30 min

Ensure that participants will understand the training, both in terms of language and literacy. If English is not their first language, consider having on-site interpreters or translate the curriculum and deliver the training in that particular language.

Contact Us: workplacesrespond@futureswithoutviolence.org

A. Training Goals

Overall

As a result of this training, participants will be better able to:

- Describe and recognize power-based violence and its impact on workers;
- Apply supportive responses to assist and refer survivors; and
- Engage and organize your union members to prevent and respond to power-based violence impacting union shops.

Module 1: Recognizing Power-Based Violence

As a result of this training, participants will be better able to:

- Describe and recognize the signs of power-based violence; and
- Recognize the impacts of power-based violence on workers and workplaces.

Module 2: Responding to and Referring Survivors Experiencing Power-Based Violence

As a result of this training, participants will be better able to:

- Recognize how power-based violence affects each survivor in unique ways;
- Apply supportive techniques to help coworkers and others who may be experiencing power-based violence; and
- Connect survivors with resources that are best equipped to help.

Module 3: Re-Engage & Organize: Creating a Culture of Accountability & Prevention

As a result of this training, participants will be better able to:

- Engage, re-engage, and organize workers to prevent and respond to power-based violence as a part of union campaigns; and
- Model ways to create a culture of prevention and accountability.

B. Overall Instructions

Seating: Participants should be seated at tables rather than just in chairs. Avoid a classroom style (seated in rows, side by side) or lecture hall set up. These set-ups inhibit interaction among the participants, and limits the mobility of persons using mobility assistance devices.

If the group size is 20-50 participants, seat participants at round or rectangular tables (pods), each with 6-8 participants. Be sure to leave sufficient space between pods to maneuver mobility assistance devices. If the group size is under 20 participants, arrange the tables in an open U shape, with participants seated around the outside of the U and the trainer table perpendicular to the U at the open end, but not blocking the U (to permit trainers to circulate within the U).

Materials (Flip charts, A/V, etc): Every module has specific materials detailed at the start of each module. Prepare those in advance so trainers can make a seamless transition between modules. The PowerPoint slides in this guide are much more detailed than the ones participants will see. These details are included to help you elaborate on the illustrative points on the slide.

Set up at least two flip charts, with multi-colored wide markers (sticking to dark blues, blacks, browns and grays to maximize visual access in a room). If flip chart paper is not self-sticking to walls, also have masking tape available. An LED projector, screen, computer, and presentation remote control will also be needed for the training program.

Sign-in Sheets & Evaluations: Place a sheet of paper with a pen on a table clearly designated as “sign-in” for participants to sign-in as they arrive.

Hand out the evaluations AFTER the training. Make sure to collect the forms before participants leave to review and analyze later.

Timing: Make sure you have a timer or a clock in view to help stay on time.

Handouts [indicated in red]:

Handout 1: Training Goals

Handout 2: Manifestations of Violence

Handout 3: Power & Control Wheel

Handout 4: Case Studies

Handout 5: Power-Based Violence Resources

Handout 6 - 7: Safe at Work & Workplace Sexual Harassment Card

Handout 8: Responding to Disclosures Scenario

Handout 9: My Care Plan

TRAINING INTRODUCTION

C. Trainer & Participant Introductions

0:00 - 0:10	10 minutes	Slide 1 - 2
-------------	------------	-------------

- Trainers will introduce themselves, including their titles and organizations.
- Participants will be asked to introduce themselves and state their work and/or union role.

D. General Purpose, Background Information & Training Goals

0:10 - 0:20	10 minutes	Slide 3 - 4
-------------	------------	-------------

- **Trainers will state the following, taking care to summarize and paraphrase instead of reading:**
 - This training includes three modules about how power-based violence - domestic violence, sexual assault, sexual harassment, and stalking - affect us, our workplace, and our union:
 - **Module 1: Recognizing** Power-Based Violence
 - **Module 2: Responding** to and **Referring** Survivors Experiencing Power-Based Violence
 - **Module 3: Re-Engage** & Organize: Creating a Culture of Accountability & Prevention
 - This training was originally developed collaboratively in 2019 by UNITE HERE! Local 23 and Futures Without Violence (FUTURES), and has since been adapted as a model for unions to use across the country.
 - This program development was funded by the Kellogg Foundation and the U.S. Department of Justice, Office on Violence Against Women.
 - This curriculum and program refers to domestic violence, sexual violence and harassment, and stalking as “power-based violence.” Power-based violence recognizes that domestic violence, sexual assault, stalking, and harassment cannot be separated from other forms of violence based on ethnicity, sex, age, and other identities, and that abusive individuals use these identities to gain greater power and control. Power-based violence affects us all and has a profound impact on our lives, families, communities, and workplaces. We all have a role to play in preventing and responding to violence, and bring our whole selves and identities to that role. By holding respect for trauma, acknowledging our responsibility to care for one another, and upending abusive power and harm together, we

create a union and workplaces that promote respect, dignity and greater safety for all.

- This training is designed to help union members recognize, respond, refer, and re-engage those who experience or use violence and harassment. We call this process the 4Rs.
- **The following summary of the 4Rs is primary for the trainers' information, and does not have to be presented in great detail:**
 - The first R stands for **Recognize** – we must be able to recognize signs of violence and harassment if we want to effectively address it and its impacts.
 - The second R stands for **Respond** – recognizing that power-based violence impacts individuals, workplaces, and communities in a variety of ways and that we must work to support those around us experiencing violence and hold accountable those who are harming others.
 - The third R is **Refer**. While we don't expect you to be experts in knowing what all the community and company resources are for victims of violence and harassment, we do want you to be aware of what is available and help connect individuals to those resources.
 - The fourth R stands for **Re-Engage** – supporting individuals who experience and use violence after an incident.
- Finally, it is necessary to build a union-wide dialogue to engage workers in efforts to create workplaces that prioritize the safety of its workforce.
- **Trainers will ask participants to pull out **Handout 1**, which lists the training's goals, and state the following:**
 - These goals were developed in consultation with union members. The training and each module were developed to achieve the goals listed.
 - The overall goals are:
 - *As a result of this training, participants will be better able to:*
 - Describe and recognize power-based violence and its impact on workers;
 - Apply supportive responses to assist and refer survivors; and
 - Engage and organize union members to prevent and respond to power-based violence impacting union shops.

E. Group Agreement: Creating a Safe & Respectful Environment

0:20 - 0:30	10 minutes	Slide 5
-------------	------------	---------

- Domestic violence, sexual assault, sexual harassment, and stalking are difficult - but important - issues to discuss.
- To ensure a safe and respectful training environment, suggest the following ground rules to form the basis of a group agreement, and then provide an opportunity for the participants to add their own. Write rules on a large piece of flip chart paper.
 - Take care of yourself
 - Confidentiality
 - One mic, one voice
 - Give space, take space
 - Speak for yourself/don't speak for others
 - Be present
 - Assume good intentions
 - Ask for clarification
- Stress the importance of confidentiality and self-care. Acknowledge that there will be individuals in the room who have experienced power-based violence or may come to realize that the experiences they have had are incidents of power-based violence.
- Once complete, post the group agreement in a visible spot for the duration of the training.

II. WHAT'S AT STAKE

A. Large Group Discussion: What Does Your Union Mean To You?

0:30 - 0:40	10 minutes	Slide 6
-------------	------------	---------

- Pose the question: **“What does your union mean to you?”** Write the responses on a large piece of flip chart paper.
 - Summarize themes from participants’ responses.
- If participants struggle with answering the question, consider the following optional approaches:
 - Reframe the question:
 - **“How does your union help you? How do you help your union?”**
 - **“What role does your union play in your life?”**
 - Connect common union values – fair working conditions, a living wage, and workplace safety – to responding to and preventing the impacts of violence and abuse.

B. Learning Points: Your Union’s Role

0:40 - 0:45	5 minutes	
-------------	-----------	--

- Generally speaking, power-based violence are acts intended to gain power and control over another person.
 - Examples of power-based violence that affects workers and workplaces include domestic violence, sexual assault, sexual harassment, and stalking.
- Your union is committed to ensuring that workplaces treat workers with dignity, uphold their rights, and support the well-being of workers. Addressing power-based violence impacting the lives of workers, whether it occurs within our workplaces or in the community, must be a part of this work.
 - Connect responses to “what does your union mean to you?” to this commitment.
 - Encourage participants to think about ways in which power-based violence impacts their commitment to respect and dignity.
 - Explore the consequences of workplaces/unions failing to prevent and respond to the impact of power-based violence on workers/members.

- Power-based violence has a profound and devastating impact on the lives of those experiencing it.
- We have seen the impact on members' and coworkers' safety, health, ability to work and provide for their families. We have seen how poor responses to those experiencing violence can rob them of their dignity and cause further harm.
- The ability to work free from power-based violence and its impacts is a workers' rights issue.
- The goal of this training is to help equip and mobilize members to address the impacts of power-based violence in their workplace.

III. MODULE 1: Recognizing Power-Based Violence

- **Materials Needed**
 - Flip Chart Paper
 - Markers
 - Comings & Goings
 - Envelopes with money & resources cards
- **Handouts**
 - **Handout 2:** Manifestations of Violence
 - **Handout 3:** Power & Control Wheel
- **Module Training Goals** (remind participants of the training goals for this module, which are listed on the module title slide [Slide 7] and on **Handout 1**).
 - As a result of this training, participants will be better able to:
 - Describe and recognize the signs of power-based violence; and
 - Recognize the impacts of power-based violence on workers and workplaces.

A. Group Exercise: Comings & Goings

0:45 - 1:20	35 minutes	Slide 8 (off during activity)
-------------	------------	-------------------------------

- Comings & Goings is a “walk in their shoes” activity designed to help participants better recognize many of the impossible choices that survivors of power-based violence must make in order to stay safe and provide for themselves and their families.
- **The facilitator will begin the exercise by reading, or paraphrasing, the following script:**
- We will now move to an exercise called Comings & Goings that is designed for you to walk in the shoes of a fictional worker at a hotel.
- During this exercise, I will read details of fictional incidents of violence, many of which are uncomfortable to hear. Please feel free to take care of yourself in any way you may choose, which may range from taking a break before we start, or taking a break during the exercise. If you choose to take care of yourself, there will be no assumptions or judgment. Also, if anyone wants to talk to us about their experience after this exercise, we will be available.

- If you are willing and able, please stand up and form a straight line. Once we form this line, the only thing we will ask you to do is either move forward, move backward, or stay still.
- [Once the line is formed] Again, this exercise is called Comings & Goings and it is an opportunity to walk in the shoes of a fictional worker at a hotel.
- We will now give each of you an envelope:
 - The outside of the envelope is labeled with your job at the hotel. There are a few different jobs spread out among all of you. Please try your best to make your decisions from the point of view with someone who does this sort of work at a hotel.
 - There are **green cards** and **yellow cards** inside of the envelope. Each envelope has different amounts of each card in order to account for the unique starting points that everyone experiences in real life.
- [Once everyone receives their envelope]
 - **Green cards** represent money; and
 - **Yellow cards** represent resources that are not money.
 - Examples of resources include time, family, friends, or other things that can help.
- **We will now ask you to assume the role of the following fictional worker at a hotel:**
 - You are a 28-year-old and have two children: a 4-year-old and an 18-month-old.
 - You live with your partner with whom you share parental responsibilities.
 - However, your relationship has had difficulties for over a year.
 - You work at a hotel, and your job position is indicated on the outside of your envelope.
 - After about a year of good performance, you are starting to be assigned better shifts and you are earning more in tips.
- **Now that you know the role that you are assuming for this exercise, here is how the exercise works:**
- The exercise will be conducted in silence. I will provide you all an opportunity to ask me any final questions once I am finished reading these instructions, but – after that point – I am the only person who should be speaking.

- I will read to you a few scenarios that will end with me asking you to make a decision. Some decisions may require you to take a step forward; others may require you to take a step back; some where you stay in place. If there are any costs associated with a certain decision, we will collect the necessary cards, or tell you what happens if you don't have enough cards.
- Are there any questions?
 - [Finally, before starting the exercise allow for a brief pause so that participants may re-center themselves and focus on getting into their role. Considering asking them to take a few deep breaths].
- **The facilitator will read the following scenarios:**
- The first scenario applies to everyone:
 - Your children's day care center calls in the middle of your shift to let you know that your partner hasn't picked up the kids, and you'll owe additional fees per child if you don't pick them up soon. You call your partner and quickly realize they're drunk and are in no shape to pick up the kids. You ask your supervisor if you can leave for an hour to pick up your kids and drop them off with a friend, hopefully. Your supervisor seems annoyed but says, "Handle your business this time, but don't let it happen again."
 - Decision Point: Accepting your supervisor's goodwill will cost you **one yellow card**. If you would like to accept your supervisor's goodwill so that you don't have to pick up your children late and pay additional fees, take one step forward and pay one yellow card.
 - [After everyone has made their decisions and cards are collected]: Those who did not accept your supervisor's goodwill and picked up your children late - please pay **one green card** for your daycare's additional fees.
- The next scenario applies to those who accepted their supervisor's goodwill, stepped forward, and paid one yellow card:
 - During your next shift, your supervisor approaches you and asks, "Aren't you going to thank me for letting you go pick up your kids?" As you start to say thanks, your supervisor puts their hands on your shoulders,

uncomfortably caresses you, and says: “Don’t worry, I’ll find a way for you to thank me later.”

- Decision Point: If you’re concerned about what your supervisor might do next, you may be able to request a transfer to a different supervisor. However, this will cost **two yellow cards**. If you would like to transfer and can afford it, take one step forward and pay two yellow cards.
- This scenario applies to everyone:
 - A few weeks later, your partner downs a few drinks and starts accusing you of cheating. Things escalate and, at some point, your partner goes into a rage and suddenly throws a beer bottle across the room. The bottle grazes your face, you call the police, and your partner is arrested and spends the night in jail. As the police are leaving, one of the officers mentions to you that you should go to the courthouse and get an order of protection, also known as a restraining order.
 - Decision Point: A protection order will cost you **one green card**, representing the cost of missing a shift, and **one yellow card**, representing your supervisor approving your last minute request for time off. If you would like to obtain a protection order and can afford it, take one step forward and pay one green card and one yellow card.
- Please take a look at your envelope. If your envelope has a **red sticker**, congratulations! You signed a card during a union organizing campaign and have access to additional resources and support.
- Raise your hand if you were able to transfer to a new supervisor. The following scenario applies to you:
 - You are enjoying working for your new supervisor. However, you are having a hard time getting to work due to car trouble. Either pay **two green cards** right now to get your car fixed, or turn over all of your remaining cards except one of each and step all the way back to the wall.
- Raise your hand if you were not able to transfer to a new supervisor. The following scenario applies to you:

- One day, your supervisor asks out of the blue, “How’s everything going with your partner? I’ve heard some rumors that you might be back on the market soon.” You nervously say, “Oh, yeah, we’re still together.” Your supervisor approaches you, pulls you in and hugs you tightly, caresses your back, and whispers, “I’m ready whenever you are.” You manage to wiggle out of the hug and walk away.
- Decision Point:
 - If your envelope has a red sticker, meaning you are a union member, take two steps forward because you were able to report your supervisor to your shop steward without fears of retaliation.
 - If you are not a union member, pay three green cards, which represents the shifts you lost because you wiggled out of your supervisor’s hug and they’re taking it out on you. If you cannot afford three green cards, go all the way back to the wall.
- The final scenario applies to everyone:
 - You haven’t seen the person who you now consider to be your ex in months, except for a few angry texts and a couple of brief visits to see the kids. One day they randomly show up at the hotel during your shift extremely drunk, loud, and disruptive. You’re both asked to leave, and – as you take your fight out to the sidewalk – someone approaches you and hands you paperwork. You quickly realize that you’ve been served legal documents notifying you that your ex is seeking custody of your kids. They have a lawyer, so now you’re worried about being able to pay for your own lawyer.
 - Decision Point (read both lawyer options before allowing them to choose):
 - In order to hire a lawyer, it will cost you to take time off and get child care and transportation in order to meet with a lawyer. This option requires two green cards and two yellow cards. If you would like to hire a lawyer and can afford it, take two steps forward and pay two green cards and two yellow cards.
 - [If anyone is able to hire a lawyer, inform them that they were able to keep custody of the kids.]
 - For those who were unable to hire a lawyer, you may be able to get free advice from a friend of a friend who happens to be a lawyer. It will still cost you to take time off and get child care and transportation in order to meet with the free friend-of-a-friend

lawyer. This option requires **one green card** and **one yellow card**. If you would like to meet with the free friend-of-a-friend lawyer, take one step forward and pay one green card and one yellow card.

- If you were unable to meet with a lawyer, go all the way back to the wall: you lost custody of your kids.

B. Exercise Debrief

1:20 - 1:35	15 minutes	Slide 9
-------------	------------	---------

- Invite participants to return to their seats and give them enough time to gather themselves after a potentially difficult exercise.
- **Pose the following questions to the group:**
 - **“How did it feel to make these choices?”**
 - **“What were your priorities when you made these choices?”**
 - Follow-up: **“What were you willing to risk?”**
 - **“How did it feel when you ran out of cards?”**
 - Follow-up: **“Were any of you able to plan ahead? How did running out of green cards as opposed to yellow cards change things?”**
 - **“Did anyone have any expectations of the union’s role in supporting you?”**
 - Follow-up: **“Were your expectations met?”**
 - **“What did you need from your employer and the union to feel safer and more financially secure?”**
- **Wrap up with the following learning points:**
 - We often rush to judgment and think of what we would do if we were experiencing violence.
 - However, it is impossible to truly know how we would respond or how these experiences would shape our options, particularly when we ourselves are in no real risk of danger.
 - We do not know the unique circumstances an individual faces that affect their choices. These situations are complex.
 - There are a number of reasons why survivors may not be able to leave an abusive partner, report sexual assault or harassment, or seek help.
 - Economic insecurity - such as financial dependency on a partner or fear of the consequences reporting or seeking help may have on one’s employment - is a significant barrier for those experiencing violence.
 - Options are often further constrained by a lack of affordable housing, cultural or religious pressures, health status requiring access to insurance,

immigration status, fear/distrust of institutions, lack of legal protections, and the threat of retaliation or physical harm to self or loved ones.

- While it may seem counterintuitive, the most dangerous time for individuals experiencing violence is when they leave or attempt to leave an abusive partner.

C. Break

1:35 - 1:45	10 minutes	10
-------------	------------	----

D. Introduction: Definition of Power-Based Violence & Why We're Using the Term

1:45 - 1:50	5 minutes	Slides 11 - 13
-------------	-----------	----------------

- When we discuss power-based violence, we are talking about a range of acts that harm individuals or groups of people based on a history of unequal power dynamics.
- Individuals who experience violence are often referred to victims or survivors.
 - Victim is mostly used within a legal/criminal court context;
 - Survivor is utilized by the advocacy community.
 - Recently, public health professionals have started using the term “people who experience violence” so that being a victim or survivor doesn’t define that person.
- Power-based violence is commonly defined as a human rights violation, a public health challenge, and a barrier to civic, social, political, and economic participation. It undermines the safety, dignity, health, economic security, and independence of those who experience it.
- Power-based violence is a spectrum of violent behaviors and acts including domestic or intimate partner violence, sexual assault, sexual harassment, and stalking.
 - Discuss how acts that are often perceived as “minor” acts of incivility or harassment can lead to more serious incidents of violence when unchecked.
- **Distribute Handout 2: Manifestations of Violence:**
 - **Domestic or intimate partner violence** hinges on power and control and includes a range of tactics including: physical violence; sexual violence;

emotional or psychological abuse; intimidation; coercion and threats; isolation; economic abuse; minimizing, denying, and blaming; use of children; and use of privilege. These tactics are also common in sexual violence and harassment.

- **Sexual assault** – rape is NOT about desire, lust, or sex. It is a demonstration of one’s power and ability to control another person.
 - **Sexual harassment and assault** are a range of acts and behaviors: anything from lewd comments, sexual comments, an uncomfortable situation, unwanted touching, kissing, and up to sexual assault and rape.
 - **Stalking** is conduct directed at a specific person that involves repeated visual or physical proximity, non-consensual communication, and/or verbal, written, or implied threats that would cause a reasonable person fear.
- These acts of power-based violence often overlap and an individual may be experiencing multiple forms of power-based violence at any given time.

E. Individual Exercise & Debrief: Movie Casting Call

1:50 - 2:00	10 minutes	Slides 14 - 15
-------------	------------	----------------

- Ask participants to individually reflect on the following, and write their answers on a sheet of paper. Take care to let them know that some, but not all, participants will be invited to share what they wrote.
 - **“Imagine you are producing a movie featuring a character experiencing domestic violence, sexual assault, sexual harassment, or stalking.”**
 - **“What type of personality would you look for in casting the victim?”**
 - **“What about the perpetrator?”**
- Note: We are looking for stereotypes here, particularly those that persist in the media.
 - Example: a victim would be someone who is weak, naive, or attractive; a perpetrator is someone who is strong, has anger control issues, or is a drunk.
- Once participants have completed writing down their thoughts, invite a couple of participants to share and then pose the following questions to the larger group:
 - **“In reality, do these characteristics reflect who experiences and who uses violence?”**

- “Why or why not?”
- Note: We want participants to reflect how these images and stereotypes fail to match reality and how harmful that can be.

F. Real Stories of Strength

2:00 - 2:10	10 minutes	Slides 16 - 17
-------------	------------	----------------

- There are many myths that don’t reflect reality yet influence views on power-based violence. As a result of these myths, survivors are often not believed, and perpetrators are often defended, because they don’t fit this narrative.
 - Example: Terry Crews has been public about his experiences with sexual assault to demonstrate that anyone can experience violence. Because he is a man and because of how he looks - he is large and muscular - many did not believe he could be assaulted.
- If possible, uplift survivor stories to help build connection. Be sure to identify potential stories in advance and only share accounts that have a survivor’s expressed consent. They own their story and should have control over how it is shared. **These stories are not intended to depict in detail the violence the individual, rather they are intended to highlight the very real experiences of survivors and their resilience.**

G. Learning Points: Realities of Who Survives & Who Perpetrates Power-Based Violence

2:10 - 2:20	10 minutes	Slides 18
-------------	------------	-----------

- Power-based violence cuts across ethnicity, sex, class, religion, education level, economic status, and nationality.
- The following statistics are for facilitator reference only, they are only included to show the magnitude of violence and do not need to be shared with participants. Feel free to summarize findings.
 - 27.1% of US women and 11% of U.S. men report experiencing severe sexual violence, physical violence, and/or stalking by an intimate partner in their lifetime. (CDC, NISVS 2017)
 - Some individuals are more likely to experience violence:
 - Hispanic women 34.4%

- Black women 45.1%
 - White women 37.3%
 - Asian or Pacific Islander women 18.3%
 - American Indian/Alaska Native women 47.5%
 - Multiracial women 56.6%
- Nearly 1 in 5 women (21.3%) and 2.5% of men have experienced attempted or completed rape in their lifetime. (CDC, NISVS 2018);
- Anywhere from 25% to 85% of women report having experienced sexual harassment in the workplace. (Feldblum & Lipnic, 2016); and
- One in 6 women (16%) has been stalked during their lifetime, as has 1 in 17 men (5.8%). (CDC, NISVS 2018).
- Economic insecurity and poverty can significantly increase an individual's risk of experiencing violence and expose survivors to violence for long periods of time.
 - Lower-paying occupations – predominantly performed by women of color and immigrant women of color – have elevated rates sexual harassment. Recent studies have found that women workers across a range of low-paid sectors experience high rates of workplace sexual harassment:
 - 58% of hotel workers (UNITE HERE Local 1, 2016)
 - 60% of restaurant workers (Restaurants Opportunities Center United, 2014)
 - 77% of casino workers (UNITE HERE Local 1, 2016)
 - 80% of farm-workers (Morales Waugh, 2010)

H. Small Group Discussion: Power & Control Wheel

2:20 - 2:35	20 minutes	Slides 19 - 20
-------------	------------	----------------

- Power-based violence is a form of violence based on harmful historic practices. People who use violence often seek to exert power and control, diminish, and dehumanize others.
- Introduce and review the Power & Control Wheel: **Handout 3**
 - Power and control tactics include: physical violence; sexual violence; emotional or psychological abuse; intimidation; coercion and threats; isolation; economic abuse; minimizing, denying, and blaming; use of children; and use of privilege.

- **Note:** As these tactics are discussed, it is possible that individuals who have not seen themselves as victims/survivors might begin to equate their experiences with abuse. Keep an eye on how people are doing and let them know there is an advocate available to help if needed.
- Assign each group a tactic from the Power & Control Wheel and ask them to discuss how these tactics can impact an individual's safety and well-being.
- **Ask participants to consider the following:**
 - **"How might power & control tactics impact:**
 - **A survivor's ability to work and their workplace in general;**
 - **A perpetrator's ability to work and their workplace in general; and**
 - **Families and communities."**
 - **"How might identities affect the impact of power and control tactics?"**
- Ask groups to report back and write their responses on the flip chart.

I. Learning Points: Power & Control

2:35 - 2:45	5 minutes	Slide 21
-------------	-----------	----------

- **Economic Abuse:** Preventing them from getting or keeping a job; making them ask for money; giving them an allowance; taking their money; not letting them know about or have access to family income.
- **Emotional Abuse:** Putting them down; making them feel bad about themselves; calling them names; making them think they're crazy; playing mind games; humiliating them; making them feel guilty.
- **Coercion and Threats:** Making and/or carrying out threats to do something to hurt them; threatening to leave them, to commit suicide, or to report them to welfare; making them drop charges; making them do illegal things.
- **Intimidation:** Making them afraid by using looks, actions, gestures; smashing things; destroying their property; abusing pets; displaying weapons.
- **Minimizing, Denying, and Blaming:** Making light of the abuse and not taking their concerns about it seriously; saying the abuse didn't happen; shifting responsibility for abusive behavior; saying they caused it.

- Isolation: Controlling what they do, who they see or who talk to; where they go; limiting their outside involvement; using jealousy to justify actions.
- Children and Pets: Making them feel guilty about the children; using children to relay messages; using visitation to harass them; threatening to take the children or pets away; threatening harm to children or pets.
- Survivors often experience multiple forms of abuse. Their identity might influence how a perpetrator exercises power and control over their lives.
- These tactics have ripple effects on loved ones, friends, workplaces, and communities as a whole.

J. Lunch

2:45 - 3:45	1 hour	Slide 22
-------------	--------	----------

IV. MODULE 2: Responding to and Referring Survivors Experiencing Power-Based Violence

- **Materials Needed**
 - Flip Chart Paper
 - Markers
 - Video: Unique's Story: <https://www.youtube.com/watch?v=NRIECTLFhkM>
- **Handouts**
 - **Handout 4:** Case Studies
 - **Handout 5:** Power-Based Violence Resources
 - **Handout 6 - 7:** Am I Safe at Work & Workplace Sexual Harassment Cards
 - **Handout 8:** Responding to Disclosures Scenario
- **Module Training Goals** (remind participants of the training goals for this module, which are listed on the module title slide [Slide 23] and on **Handout 1**).
 - *As a result of this training, participants will be better able to:*
 - Recognize how power-based violence affects each survivor in unique ways;
 - Apply supportive techniques to help coworkers and others who may be experiencing power-based violence; and
 - Connect survivors with resources that are best equipped to help.

A. Unique: Video & Debrief

3:45 - 4:00	15 minutes	Slides 24 - 26
-------------	------------	----------------

- To learn more about the intricacies of trauma and how to help others heal, we will now play a video about a woman named Unique:
<https://www.youtube.com/watch?v=NRIECTLFhkM>
- Once the video is complete, allow participants to take a breath and pose the following questions:
 - **“Did anyone see themselves in Unique?”**
 - **“If so, is anyone willing to share how they related to her story?”**
 - **“How much do we know about why Unique was acting out?”**
 - Note: We know very little about the specifics of Unique's experiences, which should be connected to the “no judgment” principles of trauma-informed care.

- “Who helped Unique find a new beginning?
 - “What exactly did they do to help her heal?”
- “Imagine if no one had ever stepped up for Unique. How would that have impacted:
 - Her educational and employment prospects?
 - Her family and relationships?
 - Her ability to cope with stress, or - in the worst case scenario - violence?”

B. Learning Points: Trauma & Impacts of Trauma

4:00 - 4:10	10 minutes	Slide 27 - 30
-------------	------------	---------------

- Much like how we know very little about the specifics of Unique’s experiences with trauma, chances are, you won’t know much about traumas experienced by your coworkers and other people you know.
 - This is especially true when it comes to domestic violence, sexual assault, sexual harassment, and stalking, since those traumas are highly sensitive and personal.

Impacts of trauma on individuals

- Trauma is an experience or “event that combines fear, horror or terror with actual or perceived loss of control” (Archambault, Lonsway, & Wilson, 2016). It is not simply something horrible that has happened or is happening. Instead, it is a distinct way one’s brain responds during life threatening situations that can impact how a person remembers a past event and responds to current ones.
- What is traumatic to one person is not necessarily traumatic to another. Some individuals begin consciously processing trauma immediately while some begin months or years later, and others never consciously process traumatic events.
- If someone is not responding in the way you think someone who has experienced a traumatic event should, that does not mean that the events they have described didn’t happen.
- Potential signs of abuse, violence, harassment include:
 - Unexplained trauma/injury
 - Changes in personality or behavior
 - Fearful, withdrawn, quiet, depressed, crying, lethargic

- Avoids taking phone calls from spouse/partner
 - Depression/anxiety/stress
 - Avoids eye contact
 - Low self-esteem
 - Uncharacteristic work related problems
 - Medical complaints/conditions
 - Increased risk taking or substance abuse
 - Or NO SIGNS AT ALL
- While these are common signs, there is no typical response to experiencing violence. Most individuals who experience violence and abuse suffer from trauma as a result.
 - Trauma can cause long-lasting adverse health effects including depression, chronic pain, and gastrointestinal issues. It can also impact how individuals experience and relate to their surroundings including personal relationships, families, friends, workplaces, and communities.
 - People who have experienced trauma may have more difficulty forming and maintaining relationships, and may withdraw from activities in which they previously engaged. Recovering from traumatic events can take time.
 - Individuals experiencing violence may not recognize their experiences as abusive, particularly because of the prevalence of abuse and often acceptance of such behavior.

Impacts of trauma on workplaces

- Abuse impacts everyone differently. Whether due to trauma or direct partner involvement, individuals experiencing abuse may exhibit signs similar to “problem employees” who are disengaged and fail to meet basic performance standards.
- These potential signs include:
 - Physical signs of injury or chronic illnesses such as bruises, lacerations, and broken bones are often expected signs of abuse or violence, however domestic and sexual violence are more than physical abuse. Changes in health include headaches, gastrointestinal, and/or gynecological issues which are common conditions resulting from abuse.

- Increased absenteeism and tardiness. Survivors of domestic violence on average lose 7.1 paid days of work a year, survivors of sexual assault 8.1 days a year, to seek medical attention, resources, and safety (CDC, 2003). Abusive partners may also sabotage their partners' ability to get to work on time, or may force them to leave work early (Showalter, 2016) to increase the likelihood that they lose their job.
 - Inability to concentrate. Trauma and fear can significantly impact brain function causing a flight or fight response which can diminish cognitive functioning. Some abusers may also keep survivors up at night in efforts to sabotage their employment.
 - Increase in personal calls or visits from a partner. Domestic violence is about power and control, and abusive partners may constantly monitor their partners by calling to check on them or by showing up at the workplace unexpectedly.
 - Appearing agitated, angry, sad, or hypervigilant. Trauma, depression, and Post-Traumatic Stress Disorder – all common among survivors – can result in survivors displaying emotions that appear to be inappropriate or extreme.
 - Other changes in behavior such as withdrawing from activities and engagement with coworkers that they used to enjoy.
- Note: When discussing power-based violence in the workplace, people generally only think of the individuals experiencing violence. While we want to recognize and support these individuals, they are often wrongly singled out as “the problem.” However, it is important to recognize that those who use violence and harass others are also in our workplaces and must be held accountable.
 - Those who perpetrate harassment and violence also impact the workplace.
 - Increased absenteeism or tardiness. Abusers took an average 3.5 days off due to abusing their partner or dealing with the aftermath of an incident of violence. Fifty-five percent of perpetrators reported needing time off due to incarceration (White & Staroneck, 2003).
 - Inability to concentrate. Those who use violence also struggle with focusing at work because they are often pre-occupied with thinking about their partner or target of harassment.
 - Inappropriate use of work resources. Abusers often use workplace resources to stalk or threaten or harass others (Reickitt & Fortman, 2004).
 - Safety threats. Nineteen percent of perpetrators of intimate partner violence reported causing or almost causing an accident at work due to distraction (Reickitt & Fortman, 2004).

- Overall impact on the workplace:
 - Decreased performance and productivity
 - Decreased staff morale
 - Decreased safety
 - Increased staff turnover

C. Small Group Discussion & Debrief: Intersectional Case Studies

4:10 - 4:35	25 minutes	Slide 31
-------------	------------	----------

- Now that we have discussed how trauma impacts each individual in different ways, the signs that someone has experienced trauma, and how it impacts the workplace, we will now discuss why some individuals are more vulnerable to traumatic experiences, especially trauma caused by power-based violence.
- Distribute **Handout 4**: Case Studies and assign each group one case study.
 - Case Study - Zoe: Zoe is a bubbly and outgoing server at an airport restaurant who loves connecting with customers and learning about their travels. One of her tables begins to get a bit lively after having a few rounds of drinks. She gives them plenty of time to finish their meals and drinks, but - after a certain point - she really needs to turn the table in order to earn more tips. She approaches the table and politely says with a smile, "I don't want you guys to miss your flight to Jamaica!" and slides the check on the table. One of the men says, "I love your accent, honey. You should quit this stupid job and hop on that plane with us." He then grabs her by the waist, pulls her close, reaches up and touches her braids, and says "you'd blend right in. And I hear you Jamaican girls know how to show a man a good time."
 - Case Study - Teresa: Teresa is an immigrant green-card holder whose husband works for the federal government. She has been working with you as a hotel room cleaner for the past two years. You have suspected that her husband is abusive because she routinely comes to work with bruises that she has tried to hide with makeup. One day she breaks down in front of you. When you ask what is wrong, she shares that her mother back in Honduras is very ill and that her husband forbids her from going home to see her. You reply, "That is terrible! I'm really worried about you. It doesn't seem like your husband respects you." She then discloses that

her husband has been physically and sexually abusing her for years. She wants to leave but he threatens to not renew her conditional green card if she seeks help or tries to leave him. She feels trapped.

- Case Study - Gabe: Gabe has been working as a bartender at the casino for more than three decades. A relatively new manager has been flirty with Gabe for the last few months, but he felt flattered and thought nothing of it until he heard false rumors that he was supposedly having an affair with his manager. Concerned for his marriage and his job, Gabe confronts the manager and asks her to please stop flirting with him before he gets in trouble at home or at work. She responds, “I can do whatever I want and there is nothing you can do about it because who else is going to hire your old ass? If you know what is good for you, you’d keep your mouth shut.”
- After each group has reviewed the facts, ask them to discuss the following questions:
 - **“Did the victim/survivor in your case study have any personal traits that made them more vulnerable to violence and/or harassment? If so, why did those traits make them more vulnerable?”**
 - **“Were their options limited because of those traits? Why or why not?”**
- After the small group discussion, ask the groups to share with the large group a summary of the scenario and their responses to the discussion questions.

D. Learning Points: Culture & Intersectionality

4:35 - 4:45	10 minutes	Slides 32 - 34
-------------	------------	----------------

- We are made up of multiple identities, which can dramatically influence access to opportunities, resources, and recourse.
- Power-based violence intersects with other forms of discrimination and can worsen the impacts of violence.
- Individuals who use violence often take advantage of pre-existing institutional and societal structures to harm others based on their ethnicity, sex, age, ability, immigration status, economic status and other identities.
 - They individuals who use violence may also exploit those structures and systems to further assert power and control over the individual they are targeting.

- Systems of discrimination intersect with power-based violence. A person may experience discrimination based on their background. Examples include, but are not limited to:
 - Ethnicity
 - National origin
 - Sex
 - Religion
 - Age
 - Class
 - Language
 - Disability status
 - Immigration status
 - Education
 - Geographic location
 - Rural/urban

- Why does a person's background matter?
 - Increased vulnerability often stems from power imbalances: discrimination, lack of legal protections or rights, immigration status, disability, poverty and economic status.

 - Those who use violence may seek out those who lack power because they may be less able to leave or seek help.
 - Examples:
 - An individual experiencing sexual harassment at work might be dependent on their job to support their family and can't risk losing their job by reporting the behavior.
 - A person of color may be afraid to report domestic violence to the police because of distrust and fear of harm.
 - An individual with an intellectual disability may not be believed when reporting sexual assault because of assumptions that they misinterpret situations.

 - Myths and stereotypes about a person's identity can also make an individual a target.
 - Example: Abusers use the hyper sexualization of bisexual women/men to blame them for sexual assault or rape.

 - Culture can shape an experience of power-based violence.

- Example: Some survivors might not consider certain conduct as power-based violence because their community has accepted such conduct as a norm.
 - Note: Take care not to state this in a judgmental manner.
- Culture can also shape whether someone who uses violence accepts responsibility and/or gets help.
 - Example: Conduct that a community's religion has regarded as the proper role of men and women for generations.
 - Note: No judgment. Same as above.
- Culture influences whether a survivor can access resources or services that might be crucial for themselves, their children, and the person who is using violence against them.
 - Example: Being unable to afford to miss a shift in order to obtain a restraining order.

E. Break

4:45 - 4:55	10 minutes	Slide 35
-------------	------------	----------

F. Large Group Discussion & Debrief: Power & Choice

4:55 - 5:05	10 minutes	Slide 36
-------------	------------	----------

- Ask participants to take another look at the case studies on **Handout 4**, but assign each group a different case study. Ask the group to quickly review the facts of a case study different from the one they reviewed previously, and then discuss the following questions:
 - **"What choices were available to the victim/survivor? What choices were not available?"**
 - **"How do you think it would feel for the victim/survivor to have choices made for them, or be forced to make choices they didn't want to make?"**
 - **"What do you think the victim/survivor needed in that moment, or in the days and weeks after?"**

G. Learning Points: Best Practices in Trauma-Informed Responses

5:05 - 5:15	10 minutes	Slide 37 - 39
-------------	------------	---------------

- Taking away choice and autonomy is a key tactic to assert power and control over another person.

- Example: Survivors may be told what to wear, where they can go, if they can work.
- Refer back to the many examples shared throughout this training - finances, upbringing, identity, resources - there are many factors that shape and constrain the choices we have available to us. Often many of those choices seem like they aren't real choices as all. Each individual's experiences and circumstances are complex; while we may try to put ourselves in their shoes, it is difficult to ever understand a person's situation.
- Survivors may need someone who can listen without judgment, resources, support, access to remedies to fix the problem.
 - Many survivors need some sense of control more than anything else. Survivors may also be looking for validation and a feeling that they are not alone.
 - When we say "that would never happen to me or I would do ..." when someone shares they have or are experiencing abuse or violence, we are essentially saying something you did led you to be a victim, that you were weak, that it couldn't happen to just anyone. These statements blame the victim. They lack empathy. They fail to understand the very complex realities survivors face and the complex reality of how humans respond to trauma. Those statements are incredibly harmful to survivors.
- Supporting survivor agency helps them regain a sense of control.
 - Agency is being able to have power over yourself, whenever possible, in order to have more opportunities to make your own choices.
- Ways to support agency and choice include:
 - First, and foremost, suspend judgement and show empathy. Listen. Use statements like, "I am sorry this happened to you" and "This isn't your fault/You don't deserve this."
 - Ask what the individual needs and help them explore options by sharing resources. Sometimes simply having information and clarity about options can bring a sense of control, such as what the process of getting a protection order looks like or what to expect during the grievance process.
 - Respect and support the path the individual chooses regardless of whether you think it is the best option - to the extent possible, let the survivor lead.
- **Ask participants to think about a situation when a loved one might be experiencing violence. What would they do if you found out?**

- Invite one or two quick responses.
- Note: If no one says something to the effect of beat up or confront the accuser, bring that option to light and ask how it promotes survivor choice and agency or makes the survivor safer, especially if it's not what the survivor has asked for.
- Survivors are in the best position to know what they need. Sometimes their choices may seem counterintuitive, such as staying with an abusive partner or not reporting sexual assault in the workplace, however these choice may be made because their partner is threatening to kill them if they leave or an individual fears losing their job.
- When we respond we want to do so in a way that is supportive of the individual experiencing violence. We do not want to take actions that could cause further harm.
- Top Five Things You Can Do to Help Survivors of Violence & Harassment
 1. Suspend judgment: survivors often hesitate to tell anyone about their experiences out of fear of being blamed or judged.
 2. Empathy vs. sympathy: **empathy** is putting yourself in the shoes of another and demonstrating compassion; **sympathy** is feeling sorrow or pity for the hardships that another person encounters. Survivors need understanding, not pity.
 3. Survivor choice: let the survivor lead and define what they need; they are the most knowledgeable about the situation they face.
 4. Encourage consultation with experts: connect survivors with resources and people who are best positioned to help.
 5. Look within to promote personal and institutional change: work to create a workplace and community culture that seeks to prevent power-based violence and when power-based violence does occur support survivors and hold perpetrators accountable.

H. Large Group Discussion: Know What Resources Are Available & How to Refer

5:15 - 5:25	10 minutes	Slide 40
-------------	------------	----------

- An important part of our response to violence is to have resources to connect the survivor with, to meet both their immediate and long-term needs.

- You are not expected to counsel or tell survivors what they should do. In fact, you are requested NOT to do this. The best thing you can do is to recognize what is happening, respond to the person in need of assistance, and connect them to people who can help.
- You may be the first and/or only person someone talks to about the violence. As such, you need to provide clear information about available resources.
- **Pose the following question to participants: What kinds of resources do survivors need?**
 - Possible answers:
 - Police
 - Note: that police may not be a viable option for all individuals. There are many reasons why a person may decide not to contact the police, such as police violence against communities of color or the role of police as enforcers of immigration policy against immigrant communities. Trust survivors to know whether the police are a viable option for them.
 - Emergency shelter
 - Counseling, hotline, safety planning
 - Health Services: Sexual Assault Forensic Exam, Pregnancy, STI testing, Injuries (esp. strangulation and to document)
 - Legal: Protection Orders (should include workplace if applicable), Divorce, Custody, Immigration
 - Financial support for victim and children
 - Relocation
 - Transportation: Perpetrator may have vehicle and/or attempt to limit victim/children's movement
 - Access to safe telephone/email to reach family
 - Cyber assistance: changing passwords, preventing online stalking, protecting online asset
- Distribute **Handout 5**: Power-Based Violence Resources and **Handout 6 - 7**: Am I Safe at Work & Workplace Sexual Harassment Cards
- Explain that by referring survivors to resources, you are helping them access tools that can make an enormous difference for their health, safety, and long-term outcomes.

- Briefly mention resources available in the community. Give the staff from a local service provider time to specifically review local services they offer (legal advocacy, individual and group counseling, support groups, safe house programs, child and family advocacy, financial strategy programs, lethality assessments, safety planning).
- Review how resources are accessed, and emphasize that 24-hour hotlines are available in their community.
- Review information on both safety cards. Tell participants where they can access safety cards at the union hall, and encourage them to distribute safety cards in their shops.

I. Role Play: Trauma-Informed Responses

5:25 - 5:55	30 minutes	Slides 41 - 44
-------------	------------	----------------

- We will now transition to role plays to practice the best ways to support survivors of power-based violence, and safely intervene if possible.
- For the first role play, introduce the scenario and explain that the two trainers will act out the following discussion between the worker in the scenario and a co-worker.

Role Play 1: Trainer Demonstration (roughly 10 min)

- Read aloud:
 - A regular customer always asks to be seated in a particular restaurant server's section. He always leaves very generous tips and often brings large groups to the restaurant. He's usually flirty, but one day he starts making sexual comments about his server's body, talks about how much he loves women of her color, and tries to touch her hair. The server tells her manager multiple times why she isn't comfortable serving his table, but her manager says he's a good customer, keep him happy, she should be grateful for the tips. She decides to talk to her coworker about what's been going on.
- Act out the conversation between her and her coworker:

- Coworker: Did this really happen? If this really happened, you would have told me earlier. And you don't seem upset at all.
- Server: I promise he said all of that and touched me. I was just hoping he'd stop if I acted like nothing was wrong. What's going to happen when he comes back and starts up again?
- Coworker: You can't keep this to yourself! This is what you should do right now: You need to report it to the general manager and tell everyone all about it so management will be on blast if they don't do anything. Let's go do that now.
- Server: I don't want everyone to know! This is embarrassing. I just want it to stop. I mean, I guess I can talk to our shop steward...
- Co-Worker: Listen, if you want to be taken seriously, you need to ease up on that union stuff, and definitely don't mention the racial part. You know management doesn't want to hear any of that.
- Server: Ugh, I am so confused. This is why I wanted to keep it to myself.
- Co-Worker: Well, you told me, and that must mean you want help. I'll just tell everyone myself... management... the shop steward... everybody. The only way to get people to stop bothering you is for you to quit being so weak!

- **Debrief Questions**

1. **What do you think about the coworker's response?**
2. **What was helpful? What was not helpful?**
3. **How would you have responded in this situation?**

- Note: Poor responses by the coworker included expressing doubt about what happened instead of support; telling the survivor what she should do instead of asking her what she would like to do; not respecting what the survivor said she wanted to have happen; discouraging the survivor from discussing how skin color intersected in her experience of harassment; diminishing and suggesting circumvention of the union's role; taking matters into her own hands.

Role Play 2: Pair Share (roughly 20 min)

- Distribute **Handout 8**: Responding to Disclosures Scenario
- Read aloud:
 - You are a shop steward. One of your members tells you that two weeks ago when they went to deliver food to a guest's room, a guest opened the

door while not wearing any clothes. To their knowledge, no one was working on the same floor with them. They say they have been calling out from shifts often since then because they haven't been sleeping well and feel sick to their stomach. They explain to you that their immigration permission to the United States is based on Temporary Protected Status, and they do not want to cause any trouble.

- Note: Temporary Protected Status is a US program that provides temporary immigration documentation status to people born in nations experiencing armed conflict, natural disaster, and/or other specific circumstances.
- Split into pairs and act out a role play in which participants take turns applying the six principles of survivor-centered practices. Each participant plays the role of the shop steward and member who discloses in this scenario.
- Remind participants that the member has just explained what has been going on. Ask participants to take turns being the steward and the disclosing member. Tell participants when 3 minutes have passed so they switch roles.
- Steward: Practice responses that factor in Top Five Things You Can Do to Help Survivors of Violence & Harassment:
 - Suspend judgment: survivors often hesitate to tell anyone about their experiences out of fear of being blamed or judged.
 - Empathy vs. sympathy: **empathy** is putting yourself in the shoes of another and demonstrating compassion; **sympathy** is feeling sorrow or pity for the hardships that another person encounters. Survivors need understanding, not pity.
 - Survivor choice: let the survivor lead and define what they need; they are the most knowledgeable about the situation they face.
 - Encourage consultation with experts: connect survivors with resources and people who are best positioned to help.
 - Look within to promote personal and institutional change: work to create a workplace and community culture that seeks to prevent power-based violence and when power-based violence does occur support survivors and hold perpetrators accountable.
- Member: Choose one of the following options in the role play for your partner to respond to:
 - You want to report to management and warn your co-workers about the guest.

- You do not want to report to management or warn your co-workers about the guest unless he returns to the hotel. You want help looking out for the guest.
- You do not want to talk more about this. You just wanted your co-worker to know.
- **Note:** Responses should build survivor power by expressing support for the survivor, asking what the survivor wants to do, saying what you can do to support what the survivor wants to have happen, and expressing that it is unjust that immigration status is impacting the survivor's safety.
- **Debrief Questions:**
 1. **"What was that like?"**
 2. **"What felt good? What felt bad?"**
 3. **"How did it feel to respond to a disclosure?"**
- **Note:** Affirm participants' feelings about how it felt for them to respond. This exercise will be straight-forward for some people and very challenging for others, and that is normal. Responding to disclosures in a supportive way is a skill we can all build.

J. Break

5:55 - 6:05	10 minutes	Slide 45
-------------	------------	----------

V. MODULE 3: Re-Engage & Organize: Creating a Culture of Accountability & Prevention

- **Materials Needed**
 - Flip Chart Paper
 - Markers
- **Handouts**
 - **Handout 10:** My Care Plan
- **Module 3:** (remind participants of the training goals for this module, which are listed on the module title slide [**Slide 46**] and on **Handout 1**).
 - As a result of this training, participants will be better able to:
 - Engage, re-engage, and organize workers to prevent and respond to power-based violence as part of union campaigns.
 - Model ways to create a culture of prevention and accountability.

A. Workplace Leadership: Ending Power-Based Violence Step By Step

6:05 - 6:10	5 minutes	Slide 47
-------------	-----------	----------

- Power-based violence is a workplace issue, but responding to it in the same way we respond to scheduling or other common workplace issues can cause harm.
 - Example: In organizing, we push ourselves and others to retell stories of workplace mistreatment to grow as leaders and agitate our co-workers. However, not having power over when you tell your story can hurt survivors' healing, and cause harm instead of growth.
- Workplace power-based violence leaders instead respond to power-based violence in a way that helps build survivor power.
 - Note: Supporting survivors is often less visible than other types of leadership like being part of an organizing committee, but that does not mean it is less important.

B. Step One: Lead

6:10 - 6:40	20 minutes	Slide 48
-------------	------------	----------

- Survivors are going through complex and incredibly difficult situations. They have experienced profound violations of safety and trust. Although they might respond in ways you find surprising or confusing, they are the experts in what they need. It is our job to help support them in building power by responding in ways that are sensitive to the possible impacts of trauma.
- Workplace power-based violence leaders can help survivors build power by prioritizing the six principles of survivor-centered practices (SAMHSA, 2014) so that they may be able to stay safe and keep their job.
- **Describe the Six Principles of Survivor-Centered Practices:**
 - Support Safety: Create spaces in which survivors feel physically and emotionally safe. Lead by example. Call out inappropriate and harassing behaviors. Challenge common myths. Make domestic and sexual violence a worker's rights issue.
 - Bystander intervention is a powerful tool to support survivors. If you feel safe, to do so, disrupt what is happening – whether that is through distraction, changing the subject, or making clear that you disagree with what is taking place.
 - Bystander intervention isn't easy. It does not have to be dramatic, not does it even have to be verbal. You can intervene against harassment by:
 - Distracting the harasser (verbally or nonverbally)
 - Changing the subject of conversation
 - Expressing that you do not agree with what is happening
 - Remember, intervening is only something you should do if you feel safe and are comfortable doing so. You are the expert on whether you feel safe in a particular situation. There are lots of reasons why you might want to intervene, but decide you should not do so.
 - Ethnicity, sex, class, immigration status, ability, and other aspects of identity can impact how people assess their safety and comfort with bystander intervention.
 - If you can intervene safely and comfortably, center the person experiencing harassment in your response. After intervening, follow up with the person who experienced harassment privately to ask what you can do to support them. When you follow up, remember to prioritize principles that help build power for survivors.

- Centering the person experiencing harassment means listening to what the person wants and, to the best of your ability, respecting their wishes.
- Build and Maintain Trust: Show that you are trustworthy by being honest and open with survivors about what support you can and cannot offer. Be consistent in your response to survivors and the care with which you treat them. Uphold confidentiality and value privacy.
- Share Resources and Options for Survivors: Make sure those experiencing the impacts of violence and harassment at work know what resources and options are available to them. This should be shared verbally but also posted around the shop.
- Collaborate: Work with survivors to develop the resources and strategies needed to support individuals experiencing the impacts of violence and harassment at work. Survivors must be a meaningful part of all campaigns.
- Empower and Support Choice: Respect survivors' varied responses to violence. Be open to less familiar forms of bravery. Work to promote survivor agency by supporting them in making choices about their own safety and healing.
- **Flip-Chart Activity**: Using six large sheets of flip chart paper posted on the walls around the room (with each of the six principles written at the top), lead participants through a discussion to identify ways to operationalize these principles for the benefit of union members.
 - **Pose the question: "How do we make these six principles available for our members at all times?"**

C. Step Two: Organize

6:40 - 7:20	40 minutes	Slide 49
-------------	------------	----------

- Today we have had powerful conversations. We want to conclude by thinking together about what is next for our union's fight against power-based violence. Your experiences and ideas will shape our union's next steps.

- To actually change workplace power-based violence, we have to organize our co-workers that workplace power-based violence matters and is a workers' rights issue.
- **Pose the following questions to participants (write responses on flip chart):**
 - **"What should our union's commitment to addressing power-based violence look like?"**
 - **"What should be our top priorities?"**
 - **"Where can responding to power-based violence fit into current campaigns?"**
 - **"What are steps you can take to include addressing power-based violence in your current work?"**
- To actually change workplace power-based violence, we have to organize our co-workers that workplace power-based violence matters and is a workers' rights issue.
- Many of us are used to telling stories about our personal experiences when we organize. You don't need to share a personal experience of violence to be a workplace leader on power-based violence.
 - Note: Strongly emphasize that the goal of this exercise is NOT to ask participants to share their personal experiences with power-based violence. We can organize against power-based violence without disclosing what has happened in our lives, and no one should feel pressured to share information about their experiences.
- **Instruct participants to split into small groups to develop and workshop our own stories.**
 - The goal of this activity is NOT to share our personal experiences with power-based violence – however if you want to share an experience you have had, you are welcome to. The goal is to learn how to organize a co-worker about workplace power-based violence, with or without a personal story of power-based violence.
- Stories can be from a range of experiences, such as:
 - Personal stories about how you felt when you were not respected/did not have power at work (not power-based violence related) and why that makes you want to stand with other people who are disrespected at work (survivors);

- Why union values make you think power-based violence matters to the union;
 - Personal story of how power-based violence has impacted you and why you care about it as a union issue;
 - Personal story about how you were impacted by being in a workplace where power-based violence affected others.
- If you are telling a story in which you were affected by being around power-based violence but were not the direct target of power-based violence, please do not share identifying details of what took place. Being a workplace leader on power-based violence means protecting survivors' confidentiality.
 - Trainers may opt to tell brief (2-3 min) stories on why they think power-based violence is a workers' rights issue and matters for our union.
 - Note: Give examples that do not involve personal disclosure of power-based violence. If trainers lead with personal disclosures, participants may feel like they are expected to disclose. While trainers may have powerful stories to tell about their own personal experiences of power-based violence, make sure that the examples given here do not involve disclosure.
 - For the rest of the time, individuals or small groups can develop stories they could use to organize their co-workers around workplace power-based violence. In pairs or small groups, participants take turns sharing their own organizing stories, respond to each other's stories, and offer feedback.

D. Step Three: Support

7:20 - 7:35	15 minutes	Slide 50
-------------	------------	----------

- Even if you are not the direct target of power-based violence, being in a workplace where others experience power-based violence can impact you too.
- It can harm your physical health, emotional health, relationships, workplace experience, and more. It is very normal to feel impacts from power-based violence even if you are not the one directly experiencing it.
- You can take steps to limit those impacts. It isn't selfish to prioritize yourself. In fact, it is crucial.

- Since everyone is impacted by being around power-based violence in different ways, we all need different tools to help us care for ourselves as whole people. Practices that help us stay in touch with ourselves can help ground us when we are around power-based violence.
- Being around power-based violence can be taxing. Addressing your needs in a healthy way that works best for you is a process.
 - Note: If participants decide to share experiences of the difficulty of being around power-based violence, be empathetic and affirming.
- Distribute **Handout 7**: My Care Plan. Fill it out together as a large group. Provide some of the following examples and encourage participants to fill out the plan with their own needs.
 - **Emotional**: Spend time with people who you feel supported by, attend counseling, reread books or re-watch movies you find comforting, express your frustration to people who will listen to you in the union and/or in your personal life, etc.
 - **Physical**: Exercise, eat regularly, eat the foods you enjoy, sleep consistently, etc.
 - **Spiritual**: Attend church, participate in religious or community groups, make time for prayer or meditation, listen to or sing music you enjoy, etc. Note: Spiritual health does not only mean religion.
 - **Workplace**: Always take your breaks at work, spend time with your co-workers or create new boundaries with co-workers, participate in union membership meetings or take a break from union membership meetings, etc.
 - Note: All participants might not identify with all of these categories, especially “spiritual.” Ask participants to focus on the categories that feel important to their lives.

E. Group Exercise: Self-Care

7:35 - 7:40	5 minutes	Slide 51
-------------	-----------	----------

- Lead participants through a box breathing exercise, stressing that it's optional.
- What is box breathing?
 - Box breathing, also known as square breathing, is a technique used when taking slow, deep breaths. It can heighten performance and concentration while also being a powerful stress reliever. It's also called four-square breathing.
 - This technique can be beneficial to anyone, especially those who want to meditate or reduce stress. It's used by everyone from athletes to U.S. Navy SEALs, police officers, and nurses.
 - You may find it particularly helpful if you have a lung disease such as chronic obstructive pulmonary disease (COPD).
- Getting started with box breathing
 - Before you get started, make sure that you're seated upright in a comfortable chair with your feet flat on the floor. Try to be in a stress-free, quiet environment where you can focus on your breathing.
 - Keeping your hands relaxed in your lap with your palms facing up, focus on your posture. You should be sitting up straight. This will help you take deep breaths.
 - When you're ready, start with step 1.
- Step 1: Slowly exhale
 - Sitting upright, slowly exhale through your mouth, getting all the oxygen out of your lungs. Focus on this intention and be conscious of what you're doing.
- Step 2: Slowly inhale
 - Inhale slowly and deeply through your nose to the count of four. In this step, count to four very slowly in your head.
 - Feel the air fill your lungs, one section at a time, until your lungs are completely full and the air moves into your abdomen.
- Step 3: Hold your breath
 - Hold your breath for another slow count of four.
- Step 4: Exhale again
 - Exhale through your mouth for the same slow count of four, expelling the air from your lungs and abdomen.
 - Be conscious of the feeling of the air leaving your lungs.

- Step 5: Hold your breath again
 - Hold your breath for the same slow count of four before repeating this process.
- Benefits of box breathing
 - According to the Mayo Clinic, there's sufficient evidence that intentional deep breathing can actually calm and regulate the autonomic nervous system (ANS).
 - This system regulates involuntary body functions such as temperature. It can lower blood pressure and provide an almost immediate sense of calm.
 - The slow holding of breath allows CO₂ to build up in the blood. An increased blood CO₂ enhances the cardio-inhibitory response of the vagus nerve when you exhale and stimulates your parasympathetic system. This produces a calm and relaxed feeling in the mind and body.
 - Box breathing can reduce stress and improve your mood. That makes it an exceptional treatment for conditions such as generalized anxiety disorder (GAD), panic disorder, post-traumatic stress disorder (PTSD), and depression.
 - It can also help treat insomnia by allowing you to calm your nervous system at night before bed. Box breathing can even be efficient at helping with pain management.
- Tips for beginners
 - If you're new to box breathing, it may be difficult to get the hang of it. You may get dizzy after a few rounds. This is normal. As you practice it more often, you'll be able to go longer without the dizziness. If you get dizzy, stay sitting for a minute and resume normal breathing.
 - To help you focus on your breathing, find a quiet, dimly lit environment to practice box breathing. This isn't at all necessary to perform the technique, but it can help you focus on the practice if you're new to it.
 - Ideally, you'll want to repeat the box breathing cycle four times in one sitting.
 - Do box breathing several times a day as needed to calm your nerves and relieve stress.
- Source: Healthline - <https://www.healthline.com/health/video/box-breathing#1>

F. Wrap Up

7:40 - 7:45	5 minutes	Slide 52
-------------	-----------	----------

- Anyone may be experiencing or using violence and that the impact of violence, while most significant for those experiencing violence, affects us all.
- We all have a role in responding in a trauma-informed and survivor centered way.
- There are a number of referral resources and supports we can offer to survivors.
- We must re-engage those who have experienced violence to ensure that they are able to remain safe and able to work.
- Power-based violence is a workers' rights issue and must be a part of our campaign and organizing efforts.
- Please complete and turn in evaluation.
- Thank you for engaging in this important conversation. We look forward to continuing it in our shops, in our campaigns, and in the union hall.

VI. Works Cited

- Archambault, J., Lonsway, K., & Wilson, C. (2016). Understanding the Neurobiology of Trauma and Implications for Interviewing Victims. Retrieved from:
https://evawintl.org/wp-content/uploads/2016-11_TB_Neurobiology1.pdf
- Centers for Disease Control. (2003). Costs of Intimate Partner Violence Against Women in the United States. Retrieved from:
https://stacks.cdc.gov/view/cdc/6543/cdc_6543_DS1.pdf?
- Centers for Disease Control. (2017). Findings from the National Intimate Partner and Sexual Violence Survey. Retrieved from:
https://www.cdc.gov/nisvs/documentation/NISVSReportonIPV_2022.pdf
- Centers for Disease Control. (2018). The National Intimate Partner and Sexual Violence Survey: 2015 Data Brief. Retrieved from:
https://stacks.cdc.gov/view/cdc/60893/cdc_60893_DS1.pdf
- Feldblum, C. & Lipnic, V. (2016). Equal Employment Opportunity Commission Select Task Force on the Study of Harassment in the Workplace Report. Retrieved from:
https://www.eeoc.gov/eeoc/task_force/harassment/report.cfm
- Johnson, Karen. Provider and Staff Self-Care: Promoting Staff Wellness and Preventing Vicarious Trauma and Other Workforce Concerns.
- Morales Waugh, I. (2010). Examining the Sexual Harassment Experiences of Mexican Immigrant Farmworking Women. *Violence Against Women*, 16(3), 237–261.
<https://doi.org/10.1177/1077801209360857>
- Reckitt, L. & Fortman, L. (2004). Impact of Domestic Offenders on Occupational Safety & Health: A Pilot Study. Retrieved from:
https://www.maine.gov/labor/labor_stats/publications/dvreports/domesticoffendersreport.pdf
- Restaurants Opportunities Center United & Forward Together. (2014). The Glass Floor: Sexual Harassment in the Restaurant Industry. Retrieved from:
<https://workercenterlibrary.org/resources/the-glass-floor-sexual-harassment-in-the-restaurant-industry/>

Showalter, K. (2016). Women's employment and domestic violence: A review of the literature. *Aggression and Violent Behavior*, 31, 37–47.
<https://doi.org/10.1016/j.avb.2016.06.017>

Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. Retrieved from:
<https://store.samhsa.gov/product/samhsas-concept-trauma-and-guidance-trauma-informed-approach/sma14-4884>

UNITE HERE Local 1. (2017). Hands Off Pants On: Sexual Harassment in Chicago's Hospitality Industry. Retrieved from: <https://www.handsoffpantson.org/wp-content/uploads/HandsOffReportWeb.pdf>.

White, K. & Staroneck, L. (2003). Report on a Survey of North Carolina Abuser Treatment Program Participants: Impact of Battering on the Workplace. Retrieved from: <https://digital.ncdcr.gov/Documents/Detail/report-on-a-survey-of-north-carolina-abuser-treatment-program-participants-impact-of-battering-in-the-workplace/2601779>