



MODULE THREE “BEGIN TO WEAVE”

- Group Size:** Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.
- Total Time:** 2 hours, 50 minutes, including a 10-minute break,
followed by a 10-minute optional break before the next module

Note: If training takes place over 2 days, the best place to break for the day is after the lecture/discussion on outreach skills and strategies (i.e., after 50 minutes). Begin Day Two with Worksheet #6.



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❖ INTERACTIVE EXERCISES: OUR PERSONAL ISSUES
Time: 30 MINUTES

Thank participants for the hard work they have done so far. Tell them that in this module we are going to have some fun looking at commonalities, differences, biases, and prejudices. Explain that by “laying these on the table,” participants will begin to be more aware of their own issues, as well as issues for their program.

Work through the next three interactive exercises. Explain that the exercises do the following:

- **Exercise 1⁵ emphasizes diversity within groups.**
- **Exercise 2 focuses on commonalities and differences.**
- **Exercise 3 exposes biases and prejudices.**

Trainer notes

 The three interactive activities link to form a set. Therefore, it is better to do all three, and perhaps cut the number of questions within each, than to skip any one of them.

⁵ This interactive exercise is adapted from J. Fazio and A. Ruiz-Contreras, “Domestic Violence: Cultural Competency in the Health Care Setting,” in the Family Violence Prevention Fund’s *A Trainer’s Manual for Health Care Providers*. 1998.



**Exercise 1.
Internal Diversity**

Trainer instructions

The following hand-raising exercise is intended to highlight differences and similarities within a group. Instruct participants that you will be asking a series of questions to which they should respond by raising their hands. In addition, also instruct them to look around and observe their colleagues. You can ask any or all of the following or make up your own:

- How many of you live less than 50 miles from where the training is occurring?
- How many of you live between 50 and 100 miles from where the training is occurring?
- How many of you live at a distance greater than 100 miles from where the training is occurring?
- How many of you are only children?
- How many of you have one sibling?
- How many of you have more than one sibling?
- How many of you have had any one grandparent come from another country into the United States?
- How many of you have had all grandparents come from another country into the United States?
- How many of you had all grandparents come from the United States?
- How many of you are not sure?
- How many of you speak another language in addition to English?
- How many of you speak more than one language in addition to English?
- How many of you speak only English?
- How many of you have worked for under 5 years in the domestic violence field?
- How many of you have worked from 5 to 10 years in the domestic violence field?
- How many of you have been in the field for over 10 years?

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Process Exercise 1 by reviewing the following and restating the goals of the exercise:

- We all have similarities and differences that influence our experiences and our perspectives. Some similarities and differences are visible, while others are not.
- This exercise is meant to help you recognize general differences, the complexity of each individual, and the assumptions that we make about one another.

**Exercise 2.
Commonalities and Differences**

On a flip chart, have the group complete any one or two of the following sentences:

- When I was growing up, a woman’s place was
- When I was growing up, a man’s place was
- When I was growing up, a child was punished by
- When I was growing up, affection towards children was demonstrated by.....

Trainer notes

 In this exercise the trainer can use one, or more than one, of the statements to illustrate the basic point. Use your own judgment to determine which ones to use.

 **Process the list the group has compiled.**

Trainer notes for processing Exercise 2

 Processing is extremely crucial. Focus on commonalities and variability. For example, if you choose to do “***When I was growing up, a woman’s place was...***”, the answers generated might include the following:

- in the kitchen
- to be a good mother



- in the mall
- to be barefoot and pregnant
- to be strong and independent
- to be a nurturer
- in the home
- one who gives in
- the one who ruled
- the mediator/peacemaker

On the other hand, if you choose to do “**When I was growing up, affection towards children was demonstrated by....**” the answers generated might be as follows:

- by hugs and kisses
- by mother only
- by father sometimes
- not by mother
- by father only
- by grandmother
- by buying things

Conclude Exercise 2 by making the following points:

- ✍ There is a great deal of diversity even in groups that appear homogeneous. At the same time, there is a great deal of commonality. This is important for advocates to understand.
- ✍ One way in which commonality and diversity play out is that, when we see ourselves as a group that is homogeneous, and contact a group that is obviously different, we end up focusing only on the difference. We forget that there is as much diversity amongst us as there is in the other group. There is also as much commonality.
- ✍ A sole focus on differences can lead to difficulties in the relationship between advocates and the community that is the focus of their outreach. To shift this focus on differences, we need to consider the ways in which racism, heterosexism, classism, etc., keep us from seeing the commonalities.
- ✍ A critical awareness of self is also important. The next exercise will help us see how an awareness of self affects how we see others.

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**Exercise 3.
Stereotypes, Biases, and Prejudices**

Using the same format as Exercise 2, ask the group to list – without too much thinking – all the attributes of a group chosen by the trainer.

List the attributes generated by the group on newsprint. Stress that they are to state attributes that come to mind and not process information.

Trainer notes

-  It is important to emphasize that participants should not process what they are thinking, but rather just say what comes to their minds.
-  The trainer should choose a group or groups from the list of underserved communities. (See Overhead #9.) These can range from those based on ethnicity/race, such as Asians, Latinos, African-American, Arabs, etc., to those based on other axes of identification, such as lesbians, gays, elders, immigrants, poor, etc. The idea is to let the group list out the attributes. You can use more than one group to illustrate the theme. Most of the time, the group will list positive and negative stereotypes – sometimes the negatives outweigh the positives.
-  ***It is really critical that the trainer make the participants feel comfortable and maintain a neutral stance no matter what the participants say.*** This also goes for other participants who might jump in to criticize someone’s comment. The idea is to generate the list no matter what it looks like.
-  Go with the flow of the group. If any person gets agitated as the list is being generated, it is best to stop and begin processing. Ask the person who is upset what the issue is, and then use it to focus on stereotypes. For example, in one setting, the group that was selected was “rural.” Participants were generating the list, which progressively got more and more negative. One participant got visibly upset, stating that she was from a rural community and she did not see herself in the list. This was a good time to stop and focus on the way in which we arrive at negative stereotypes, such as generalizations based on limited personal experience. The very same biases/stereotypes may permeate domestic violence programs and will make outreach efforts difficult and ineffective.



Example of lists for an ethnic group – Asians – and a religious group – Muslims

| Asians | Muslims |
|--|--|
| * secrecy | * silent |
| * silent | * oppressive |
| * language barrier | * restraint |
| * oppressive in-laws | * veils |
| * cruelty | * community condones domestic violence |
| * family honor | * arranged marriages |
| * sexualize the women | * women are not valued |
| * no help | * traditional |
| * powerful men | * covered |
| * domination | * powerful men |
| * killing baby girls | * domination |
| * women are not valued | * Taliban [refers to a group of very conservative Muslim leaders in Afghanistan who impose strict controls over women] |
| * traditional | * strong |
| * immigration issues | * together |
| * children not valued | * humble |
| * children have to be good | * mothers |
| * community condones domestic violence | * submissive women |
| * arranged marriages | |
| * mail order brides | |

Ask participants to tell you what they observe about the list.

Trainer notes

 Most of the time they will notice that the list contains both negative and positive qualities that are stereotypical. Remind them that stereotypes that focus on differences are often how we “make sense” of those who are obviously different from us. Also remind them that there are similarities between the groups you worked on and similarities among the groups and us (domestic violence advocates).

Ask participants where they obtained the information they generated for the list.

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The answers usually include the following:

- Newspapers
- TV
- Individual experience
- Books
- In school
- Movies
- Other people

Make the following points:

-  Repeat the point that we all make sense of difference in stereotypical ways and by focusing on negative qualities.
-  We sometimes make sense of others from very limited pieces of information, or from bad individual experiences with one community member that we then generalize to the rest of the community. A really bad personal experience can affect individuals in profound ways.
-  Sometimes values attributed to diverse groups, and especially to underserved communities, are based on minimal information and on prejudices and biases – racism, classism, heterosexism, etc.

Ask participants to go back to Worksheet #4 and ask them to share the information they provided for Question 2.

Trainer notes

-  Worksheet #4, Question 2, reads: “List three beliefs you have about the group (you’ve selected for outreach).”

Some answers may be the following:

- Teen women:
 1. do not understand
 2. obtain information only from their peers
 3. believe they have the ability to stay safe
 4. think that puppy love is the real thing
- Latinos:
 1. belong to gangs
 2. are dangerous
 3. are involved with drugs



- ✍ There might be some reluctance to share this information. Stress that the list which they generated in Exercise 3 is probably not so different from their list of beliefs in Worksheet #4.

Conclude this section by making the following points:

- ✍ We all have biases and prejudices.
- ✍ It is critical to recognize what they are and to become comfortable with the personal and intellectual discomfort that comes with recognizing such bias. Only then can we create change and work with diversity.
- ✍ You can't hide bias and prejudice. If you don't recognize them and face them, they will come out in non-verbal cues or non-verbal reactions, such as raised eyebrows, squirming in the chair, etc.
- ✍ We must recognize and address our bias and prejudice to effectively do outreach to underserved communities. For example, if we say to a group that we find a particular practice “barbaric,” or “the men in your group are so barbaric,” then we alienate potential allies and possibly force them to defend their group and the very practices that we are trying to work with them to eradicate. If we focus only on differences, we lose common ground.

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❖ **LECTURE/DISCUSSION:
OUTREACH SKILLS AND STRATEGIES**
Time: 20 MINUTES

→ **Post Overhead #12 and review the basic skills needed for effective outreach.**

Overhead #12: Outreach Skills

- Listening
- Listening without judgment
- Awareness of how you respond to attacks
- Acceptance of all feelings
- Honesty
- Respect and Humility
- Authenticity
- Maintaining an open attitude

Trainer notes for Overhead #12

 Use a combination of lecture and question-and-answer formats.

 Remind participants that the skills needed for outreach are the same skills they use for their work with battered women.

 *Listening, and listening without judgment*

When community members raise concerns, one has to listen – and to listen non-judgmentally. This means that you have to use your ears, eyes, mind and mouth – i.e., listen, watch, and think before you speak. In order to listen without judgment, you have to be aware of your biases, as well as the issues on which you cannot compromise.

Example:

If you know that community members will tell you that couples counseling is critical and important in that community, you'll need to ask yourself how you'd respond. Will your domestic violence program start to offer couples counseling? How would you explain the dangers which couples counseling might raise for some battered women? How would you make sure you understand how it might help some battered women, particularly battered women from that community? First, listen to what the community is saying. Always be courteous when explaining your concerns.



👉 *Awareness of how you respond to attacks*
How do you offer and receive criticism?

👉 *Acceptance of all feelings*
This does not mean you accept all actions.

👉 *Honesty*
Seek and tell the truth.

👉 *Respect and Humility*
Acknowledge there is a lot you do not know and admit when you’ve made a mistake.

👉 *Authenticity*
Be real – e.g., attend community events before you approach the community.

👉 *Maintaining an open attitude*
Be willing to learn, to try new things, to see things differently.

➔ **Post Overhead #13 and review the core strategies for outreach.**

Overhead #13: Outreach Strategies

- There is inherent value in working together, whatever the differences.
- Commitment at all levels in the organization is a must.
- Patience is critical – outreach to diverse communities takes time.

Trainer notes for Overhead #13

👉 Outreach is a two way street. Advocates must learn about the community as much as the community learns about domestic violence. This is why it is important to get the whole organization committed. For example, when working with the police or CPS, advocates often got line workers committed to doing domestic violence work, but the line workers could not implement new procedures because there was no buy-in from their supervisors and upper level management.

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 Advocates can’t do it all or do it “overnight.” It will be helpful to figure out the four or five most important things you want to accomplish with your outreach. Then narrow down that list. In a time of limited resources, you have to think strategically. Remember that each community and each agency is different – you have to be patient.

Note: The total elapsed training time at this point (exclusive of breaks) is 5 hours, 20 minutes. If you need to end the day, this is the best place. Start the next day with Worksheet #6.



DAY TWO

❖ **WORKSHEET #6: PREPARATION FOR THE FIRST MEETING**

Time: 45 MINUTES

Ask participants to move to Worksheet #6 and once again to work with their program team to complete it. Ask them to make sure they work on Questions 4 and 5.

Give the teams about 15 minutes to work on this sheet, reminding them at the 5-minute mark to work on Questions 4 and 5.

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**Text of Worksheet #6:
Preparation for the First Meeting**

1. **Develop two goals for the first three months of outreach efforts and prioritize them.**
 - 1.
 - 2.
2. **For each goal, list strategies to help you accomplish that goal, a timeframe to complete each strategy, and which staff will be responsible for ensuring action.**

Goal 1:

| Strategies | Time Frame | Staff Responsible |
|------------|------------|-------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Goal 2:

| Strategies | Time Frame | Staff Responsible |
|------------|------------|-------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |



Text of Worksheet #6: (continued)
Preparation for the First Meeting

3. Develop a list of important points about your program that you are going to share with members of the community during the first meeting:

4. List at least two things you might say that you think would “turn off” community members:

5. List at least two things you think community members might say that would “turn you off”:



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Process the worksheet, making sure to process Questions 4 and 5. Ask if any group wants to share any information. Write their responses on newsprint.

Trainer notes for processing Worksheet #6

-  Stress the importance of planning when doing outreach. Planning does not mean that there will be no disappointments or difficulties down the road, but planning will make it more likely that disappointments or difficulties will be dealt with constructively. Planning will make it easier to go back and learn from your mistakes, rather than throwing in the towel.
-  Encourage program teams to complete the rest of the worksheet later.
-  Some possible answers to question #4
 - I know more about their problems than they do
 - Something stereotypical
 - They have problems of domestic violence, even if they say they do not
 - Focusing only on our goal – the need to do outreach
 - They are not handling the issue of domestic violence properly
 - Going in with an intervention idea they have not accepted
-  Some possible answers to Question #5
 - There is no domestic violence in our community
 - They always go back
 - No response at all
 - You are doing this because you have money
 - They deserve each other
 - When will you provide men's services?
-  Let them know that all the answers generated are important. The more thought that goes into the activity, the better prepared the program will be in dealing with tough questions from the community.
-  Remind participants that the community has the right to ask such questions, and the domestic violence program must stand by its principles of safety and self-determination for battered women.



❖ **BREAK**

Time: 10 MINUTES

❖ **WORKSHEET #7: PRACTICAL APPLICATIONS**

Time: 35 MINUTES

Ask the program teams to turn to Worksheet #7. Tell them they will have about 30 minutes to work on the questions. Ask them to spend about 10 minutes on the role-play. Ask them to make sure they work on Questions 5 and 6. Remind participants at the 5-minute mark that they need to finish Questions 5 and 6.

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Text of Worksheet #7: Practical Applications

Role Play

Pick one or two people to play community member/s, and the rest of the team will play themselves – domestic violence advocates. During the role play, the advocates should try to find out the following:

- * What the community’s interests are
- * How you should share information about your program with the community
- * Whether you can work out one shared goal with the members of the community
- * Whether you can agree on a timeframe for any of your goals

Process the first meeting by answering the following:

1. Do the interests of the community match the goals of your outreach program? (Circle one.) Yes No Don’t Know
2. Review your earlier goals, strategies, and timeframes. What goals and what strategies need changing?
3. Did you develop a new goal? If yes, how does this new goal affect the agency?
4. How do others in the agency feel about the new goals?
5. Are any of your program’s current services problematic for women in the community and therefore in need of change? If yes, complete the following:

| Change in service | Staff responsible for change | How other staff might feel |
|-------------------|------------------------------|----------------------------|
| | | |
| | | |



Text of Worksheet #7: (continued)
Practical Applications

6. If the outreach effort is successful, during the timeframe you set, are there any rules of the program that will make it difficult for the women from the community to access services? If yes, complete the following:

| Program Rules | Flexible Y/N | If No, Why? | If Yes, How and who can change the rules? | How other staff might feel |
|---------------|--------------|-------------|---|----------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

If you don't know, can you think of some possibilities?



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Process the role-play first. Then process Questions 5 and 6. Ask for feedback from the role-play. How did it go? What did you find?

Trainer notes

-  Programs usually find themselves introducing the program and establishing initial communication and getting beyond barriers. They usually find this helpful because the exercise forces them to think about exactly what they would say and do. Those who play the role of the community member begin to understand how the other side might feel. This is a helpful exercise since it helps participants begin to understand how they might appear to others.
-  When processing Questions 5 and 6, there might be some reluctance to share. If they want to share their answers, that is fine, but participants are sometimes reluctant to do that because they usually do not have solutions.
-  A goal of this worksheet is to get the programs to think about how their services and programs might change if they reach out to a particular community.

Example: Assume a program conducts outreach to poor women in a rural area. After a tremendous amount of work, women have begun calling for help. Transportation is a big issue, and the program has an agreement with a cab company to provide rides for the women. However, the women from the community are reluctant to ride alone with a cab driver, unless someone from the program accompanies them. This is against program rules because of liability issues. The next step is to examine why the rules were developed and which rules will be changed and for whom.



❖ **LECTURE:**
CREATING SUSTAINABLE COMMUNITIES⁶
Time: 30 MINUTES

We have now covered some basic principles about outreach, and some issues and concerns. We have worked through some strategies for initial contact. As we start the program, we must now keep in mind that we are starting our outreach program not as a one-shot deal but rather as the beginning of a long relationship. We want to build a collaboration based on mutual work, respect, and eventually trust. The initial strategies are linked to a broader design of sustaining the relationship and collaboration.

- ➔ **Post Overhead #14 and reiterate the factors necessary to create and sustain long-term relationships with underserved communities.**

Overhead #14: Sustaining Relationships

- Everyone in the agency takes responsibility.
- Everyone is patient and committed to the “long haul.”
- The program creates new materials in the appropriate language/s.

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⁶The concepts outlined below are borrowed and adapted from the following books. Both books were enormously helpful to me in clarifying my thinking around these issues, and I am grateful to all the authors. Albrecht, L., & Brewer, R. M. (Eds.). 1990. *Bridges of Power: Women’s Multicultural Alliances*. Philadelphia: New Society Publishers. AND Starhawk. 1987. *Truth or Dare: Encounters with Power, Authority and Mystery*. San Francisco: Harper Collins.

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- **Post Overhead # 15 and stress the factors necessary to sustain collaboration.**

Overhead #15: Sustaining Collaboration

- Recognize that energy going out is balanced by energy coming in.
- Acknowledge that there is inherent value in all communities.
- Remember that collaboration is essential to ending domestic violence.
- Ensure that work is reciprocal, so that neither group profits unfairly.

Trainer notes for Overhead #15

 Sustaining collaboration refers to recognizing that the energy going out of any program is balanced by the energy coming in. If a program recognizes that there is inherent value in all communities, then sustaining the collaboration in order to end domestic violence is seen to be of paramount value. No side profits unduly if the work becomes genuinely reciprocal.

Example: A battered immigrant Vietnamese woman comes for services. We have a number of choices: (a) give up and offer nothing; (b) give minimal help; (c) find someone from the immigrant community to help with her immigration needs; (d) find volunteers to help with translation; (e) find some other community member to do some of the work. The woman will benefit most when we work with others to help her. We can't and shouldn't do all the work, but should rather build a network of resources and assistance to which we can connect battered women.

- **Post Overhead #16 and review the concept and principles of sustainability.**



Overhead #16: *Sustainability*

- allows us to balance inevitable conflicts
- allows us to distinguish between empowerment and rescue
- helps us to understand the need to sustain the relationship over time
- requires that nobody’s resources are being drained
- gives us new tools rather than new responsibility
- helps us figure out ways to share, not burden
- helps us build strength with collective power
- liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance.

Trainer notes for Overhead #16

☞ The last concept – ***liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance***⁷ – is difficult. In domestic violence programs, we are taught about power and control and the horrific results when that power is used to control an intimate partner. While it is true that power over people can be terrible, that is not the only kind of power there is. There are different kinds of power.

If we do not recognize the other kinds of power, we cannot create responsible leadership, which consists of sharing power among equals. This sharing arises out of (a) wielding influence that is not negative or destructive, but one that fosters freedom and (b) charting a course of action acceptable to all concerned. As a movement, we have power; we need to use the power responsibly to meet the needs of all battered women. Power between groups is not stable and static. This power is dependent on many kinds of external factors and issues. Therefore, historically, there have been shifts in this kind of power.

⁷ Much of the next section comes from Starhawk. 1987. *Truth or Dare: Encounters with Power, Authority and Mystery*. San Francisco: Harper Collins. I am grateful to Sue Ostoff of the National Clearinghouse for the Defense of Battered Women for pointing me in the direction of the Starhawk book during one of our numerous discussions around power.

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→ **Post Overhead #17 and review short-term strategies.**

Overhead #17: Short-Term Strategies

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the community.
- Enjoy the rewards.

→ **Post Overhead #18 and review long-term strategies.**

Overhead #18: Long-Term Strategies

- Commit yourself and the program.
- Affirm that each person and each group has inherent value.
- Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.
- Understand that personal and programmatic change will occur.
- Insist on having a good time together.
- Let goals, priorities, and directions emerge from the interactions with diversity.
- Enjoy the rewards of your work.

→ **Post Overhead #19 and conclude this part of the training.**

Overhead #19: Value Diversity

- Diversity is stability.
- Diversity is strength.
- Diversity is a challenge.



Trainer notes

👉 If time permits, it is useful at this point to go over the table of feelings (in the next section) in about 5 minutes. Stress that it is important, when faced with criticism, that we understand where the criticism is coming from, and figure out what can and cannot be changed. Do not get guilt ridden. It is immobilizing. You have to move on. You cannot build a relationship built on being sorry. How we respond will affect battered women.

❖ **BREAK (OPTIONAL)**

Time: 10 MINUTES

Take a 10-minute break at this point, if needed.

NOTES



MODULE FOUR

“KINKS IN THE WEAVE”

- Group Size:** Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.
- Total Time:** 1 hour, 35 minutes, with no break,
followed by a 10-minute break before the next module



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❖ **LECTURE: BUILDING BRIDGES**

Time: 20 MINUTES

➔ **Post Overhead #20 and review the reminders.**

Overhead #20: Reminder

- Accepting differences is a challenge.
- There is always an unconscious imposition of attitudes.
- Be aware of guilt, anger, and use of privilege.
- To connect, we need to learn to imagine the world from a different position.

➔ **Post Overheads #17 and #18, and review short-term and long-term strategies.**

Overhead #17: Short-Term Strategies

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the community.
- Enjoy the rewards.

Overhead #18: Long-Term Strategies

- Commit yourself and the program.
- Affirm that each person and each group has inherent value.
- Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.
- Understand that personal and programmatic change will occur.
- Insist on having a good time together.
- Let goals, priorities, and directions emerge from the interactions with diversity.
- Enjoy the rewards of your work.



❖ **DISCUSSION/LECTURE:**
DIVISIVE REACTION TO DIVERSITY
Time: 45 MINUTES

Ask participants what negative feelings they had during a bad experience with outreach. List them on newsprint.

Using the table that follows, try to group the feelings into the following categories:

- (1) defensiveness,**
- (2) overpersonalization,**
- (3) withdrawal,**
- (4) weary and resentful, and**
- (5) trying to limit outspoken minorities to their issue.**

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Divisive Feelings Table

| Groups of feelings | Advocate's feelings | What advocates can do |
|--|--|---|
| Defensiveness | <ul style="list-style-type: none"> ▪ This is an unjust criticism. ▪ I accepted the original criticism to help build relations, but I feel the accusation was unfair. ▪ My program and I have to continually make changes. | <ul style="list-style-type: none"> ▪ Accept that there will be inaccuracies, injustices, and exaggeration. ▪ There is no excuse for not struggling. ▪ Remain authentic to your program. ▪ Try to understand the criticism and respond constructively. ▪ Guilt is immobilizing; remember that collaboration is not built on being sorry. ▪ Consider what this means for your work. |
| Overpersonalization | <ul style="list-style-type: none"> ▪ This attack is against me. ▪ The program members do not like or respect me. | <ul style="list-style-type: none"> ▪ Do not get stuck there. ▪ Take small concrete efforts and steps. ▪ Sometimes the issue might be personal and requires individual change |
| Withdrawal | <ul style="list-style-type: none"> ▪ I am hurt by their attitude. ▪ I do not want to participate. ▪ I do not want to work with them. | <ul style="list-style-type: none"> ▪ Do not take personal criticism to heart. ▪ Hurt is understandable. ▪ There is pain on both sides in confrontation. ▪ Do not spend more energy on personal guilt than on systems change. ▪ Learn from what happened. |
| Weary and resentful | <ul style="list-style-type: none"> ▪ They always have privileges. ▪ I should be able to say what I want. ▪ I am tired of hearing their constant complaints about oppression. | <ul style="list-style-type: none"> ▪ Avoid saying “that issue” again ▪ Learn to include those experiences that are not our own. ▪ See interrelationships between experiences and oppressions. |
| Trying to limit outspoken minorities to their issue | <ul style="list-style-type: none"> ▪ Only one person should represent that group. ▪ They have no business talking about what we should do. | <ul style="list-style-type: none"> ▪ All women should speak on a variety of issues. ▪ Avoid tokenism – the policy of making only a superficial effort at inclusion. |



- ➔ **Post Overheads #21 through #25 and review the characteristics of each of these categories. Advise advocates that there are ways in which they can move beyond their emotional reactions to bad experiences. If they desire to provide quality services to battered women, then they will have to figure out ways in which they can deal with their reactions and begin a new outreach program.**

NOTES **Overhead #21: Defensiveness**

| Indication | Response |
|---|---|
| <ul style="list-style-type: none"> ▪ Cannot take criticism ▪ Accuses program of injustice ▪ Accepted original critique but feels it is unjustified | <ul style="list-style-type: none"> ▪ Accept that there will be inaccuracies, injustices, and exaggeration. ▪ There is no excuse for not struggling. ▪ Remain authentic to your program. ▪ Try to understand the criticism and respond constructively. ▪ Guilt is immobilizing; remember that collaboration is not built on being sorry. ▪ Consider what this means for your work. |

Overhead #22: Overpersonalization

| Indication | Response |
|--|--|
| <ul style="list-style-type: none"> ▪ This attack is against me. ▪ The program members do not like or respect me. | <ul style="list-style-type: none"> ▪ Do not get stuck there. ▪ Take small, concrete efforts and steps ▪ Sometimes the issue might be personal and requires individual change. |



NOTES 

Overhead #23: Withdrawal

Indication

- I am hurt by their attitude.
- I do not want to participate.
- I do not want to work with them.

Response

- Do not take personal criticism to heart.
- Hurt is understandable.
- There is pain on both sides in confrontation.
- Do not spend more energy on personal guilt than on systems change.
- Learn from what happened.

Overhead #24: Weary and Resentful

Indication

- They always have privileges.
- I should be able to say what I want.
- I am tired of hearing their constant complaints about oppression.

Response

- Avoid saying “that issue” again.
- Learn to include those experiences that are not our own.
- See interrelationships between experiences and oppressions.

Overhead #25:

Trying to Limit Outspoken Minorities to Their Issue

Indication

- Only one person should represent that group.
- They have no business talking about what we should do.

Response

- All women should speak on a variety of issues.
- Avoid tokenism – the policy of making only a superficial effort at inclusion.



❖ **WORKSHEET #8: PROBLEMS THAT ARISE**
Time: 30 MINUTES

Ask participants to go to Worksheet #8. Ask them to use a case example of a difficult outreach effort to try to rework their thinking. Ask them to spend about 15 minutes on the worksheets – and to make sure they answer Questions 1 and 7 (if applicable in their case example).

NOTES 

Text of Worksheet #8: Problems that Arise

It is inevitable that difficulties will arise. If things did not work out, process the following:

- 1. What went wrong? List them in order of importance.**

- 2. Is the relationship salvageable?
(Circle one.) Yes No Can't tell at this point**

If Yes, then:

- a. What new goals have to be set?
- b. What new strategies and time frames?
- c. Which staff member(s) will be designated the outreach person(s)?

If No, then:

- a. What are the strategies to let go?
- b. What lessons have you learned for the future?



Process what went wrong – Question 1 and Question 7.

Trainer notes on possible answers to Question 1 (What went wrong? List them in order of importance.)

- accusations of any of the “isms”
- contact moved away from the community
- community was not open
- difficulties with language
- leadership in the community was not open to domestic violence program
- too many people from the community at meetings
- too many complaints about other parts of the systems

Trainer notes on possible answers to Question 7 (What lessons have you learned for the future?)

- Be more cautious and not overly enthusiastic
- Plan more carefully
- Establish numerous contacts
- Try to learn more about community and their issues
- Try to find out where women go for assistance
- Take small steps

All of the above – and any other answers that are generated – are valid. Stress that programs need to be aware of the variety of possible approaches, and of the need to take careful and critical stock of the past, in order to move on.

Remind them about the need for careful and thoughtful planning, which must include institutional support as well as ensure that community members can fully participate in the outreach effort.

❖ **BREAK**

Time: 10 MINUTES

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MODULE FIVE
“THOSE DIFFICULT ISSUES”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 1 hour, 30 minutes, with no break



NOTES 

❖ **WORKSHEET #9: THOSE DIFFICULT ISSUES**
Time: 90 MINUTES

In any outreach activity, there will inevitably be difficult issues that are raised. Depending on the community, some of the issues might center on “isms” for example. Unfortunately, both the domestic violence programs and the community often respond in typical ways leading to the collapse of communication and efforts to end domestic violence. It is important for the program to practice how to deal with difficult issues that might come up before they actually do.

Ask participants to go to Worksheet #9 and spend about 30 minutes working up through Question 7. Ask them to first carefully read through all the questions before proceeding to answer them.



Text of Worksheet #9: Those Difficult Issues

You are at an event organized by the community – a result of a year of working together. There has been much excitement, and everyone has looked forward to the event. There is a large audience, and you are beginning to enjoy the rewards of the hard work. During the event, members of the community begin to ask you difficult questions and raise the following issues:

- 1. How will you respond to the following challenges? List at least three responses you can give.**
 - a. “Men are battered in equal numbers.” “What about men? What are you doing to help them?” “Why can’t you provide services for the men?”
 - b. “Your program is all about breaking up the family.”
 - c. “Our women would really like Family Counseling.”
 - d. “You should really have anger management groups.”
 - e. “Your program is feminist, and you are trying to destroy our community.”

- 2. Have the above issues been raised? (Circle one.) Yes No Don’t Know**

- 3. Do you believe these are typical responses that are raised at community events? (Circle one.) Yes No Don’t Know**

- 4. What has been the domestic violence advocate’s typical response? List at least three:**

- 5. What strategies did you use to deal with such community issues and responses? List at least three:**

- 6. Have these issues come up in other settings, such as police training? (Circle one.) Yes No Don’t Know**



Text of Worksheet #9: (continued)
Those Difficult Issues

7. How did you deal with those issues in those settings? List at least three strategies:

8. What can be learned from these and applied to community situations?

9. How did you feel about the community after these difficulties? List at least five reactions:

10. Have charges of racism, classism or homophobia been leveled against your program in the past? (Circle one.) Yes No Don't Know

If yes, how did the program process the charges at the event or meeting?

- a. What was your response at the event?**
- b. How did the program deal with the charges?**
- c. What happened afterwards?**
- d. Were you satisfied with the outcome(s)?**
- e. What could have been done differently?**
- f. What new strategies are needed?**



Ask participants if they would like to pick a question to process as a whole group. (*Trainer note:* The best ones to process are Questions 2, 4, and 7.) **List the varieties of responses so that programs can share the information with each other. Tell them that there are no right answers but that they have to figure out how they are going to deliver the answer depending upon the community. The same point can be said in many different ways. The trick is to figure out what people will hear.**

Take a break and resume in order to finish the worksheet. Ask the participants to spend another 30 minutes on the worksheet.

Process Question 8 first. Again there will be a variety of answers, and all the programs should be able to observe and learn from the different strategies.

Proceed to Question 10. Refer them to the table in Worksheet #5 as a helpful guide. In addition, remind them that there are numerous trainings available on dealing with many of the issues raised there. Working on the issues is essential but beyond the scope of this training.

➔ **Post Overhead #5 and reiterate the basic principles of outreach.**

Overhead #5: Principles for Outreach

Principles to guide outreach to underserved communities

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.



NOTES 

Remind participants that the issues raised by the community are legitimate. How we handle them makes all the difference.

Ask participants to complete the evaluation form (Handout #26).
(Trainers should feel free to alter the form to suit their own purposes.)

