

# Hosting Gender-Based Violence Trainings:

## A Train the Trainer Guide

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## About this Resource

If you are new to developing, organizing, facilitating and delivering in person trainings or workshops about gender-based violence (GBV), figuring out all the components and details may seem overwhelming.

Luke's Place has created this resource to support your learning, strengthen your facilitation skills and enhance your confidence as you prepare to deliver trainings or workshops. The content in this resource is intended to be helpful to you whether you will be delivering trainings or workshops to colleagues working in the GBV field, professionals working in other fields who may directly interact with survivors of GBV, or, community members or survivors of GBV themselves.

### This resource covers:

- **core principles of learning**, and how they affect approaches to teaching, with a particular look at the role that trauma plays in people's ability to learn
- **key logistical considerations** associated with planning and organizing a training or workshop, such as knowing who's responsible for what, timing, space, accessibility, promotion and registration
- **guidance for effective facilitation**, including tips for giving a training or workshop, including how to get started, be an effective presenter and manage challenges that might arise
- **safety considerations** for both you (as the facilitator) and for those who attend your event

You will also find practical checklists designed to help you stay organized and keep track of everything you need to do.

# Principles of Learning and Teaching

## Different thinking and learning styles

When designing trainings and workshops, it is important to know a bit about the different thinking and learning styles you may encounter amongst attendees. Of course, the challenge is that most people have more than one style and, if you are delivering a workshop or training, you will need to come up with an approach that meets the multiple styles and needs of your participants.

The first thing to remember is that adults learn differently than children and young people. Most adults are also practical, motivated to learn and want to achieve specific goals. Setting clear learning objectives or outcomes and following them will help adult learners stay engaged with the material and feel that they are moving towards their own goals, while also learning what you want them to learn. They need to know that what they are learning will be relevant and of practical assistance, so it's important to connect what you are teaching directly to the learner's situation. Scenarios and problem-solving exercises are a good way to do this. This focus on practicality means that many adult learners only want to learn what they need to know when they need to know it.

Adults will bring their own lived experiences into the training or workshop. Those experiences may reflect inaccurate biases or information or ideas that are out of date, which you will need to be ready to constructively challenge while encouraging the learner to consider different ways of thinking. You can build on the lived experiences of the participants by having them share their own stories as part of the teaching style.

## Thinking styles

People approach information in different ways, and understanding these thinking styles can help you design more effective trainings. Some people are **creative** thinkers, meaning they ask why when they are told something and like to create their own solutions. Others are **reflective** thinkers, who process new material by connecting it to their emotions or personal experiences. People who are **conceptual** thinkers, focus on the need to see the big picture around the smaller piece of information you are sharing and how it fits. Still others are **practical** thinkers, they only want information that is factual and tells them what to do.

Alongside thinking styles, people also differ in how they best absorb information:

- Visual learners process information best when they can look at it.
- Auditory learners need to hear information to understand it.
- Kinesthetic learners need to engage physically with the information to take it in.

### **How to meet the needs of participants who learn differently**

You will need to make your teaching strategies diverse enough that you can meet the wide variety of learning styles of the participants in your workshop.

For those who learn visually, you will need to provide visual stimulation such as:

- Handouts and Infographics
- Flip Chart Paper for writing
- Visual agenda or timelines
- Notes on a chalkboard or whiteboard
- PowerPoint slides or overhead transparencies
- Video clips
- Charts, illustrations, concept maps

For those whose learning is more auditory, you need to:

- Talk
- Provide audio-recordings
- Encourage discussion
- Develop opportunities for small group work
- Use storytelling, case studies or real-world examples
- Invite questions and verbal reflection
- Summarize key points verbally

For the kinesthetic learner, doing is everything and requires:

- The opportunity to take notes or complete a short assignment
- Opportunities to touch or handle relevant objects
- Opportunities to practice skills in real time
- Movement-based activities

## **Role of trauma in learning**

Trauma plays an enormous role in people's ability to learn. It's grounded in different places for different people. In the context of gender-based violence, one survivor may be traumatized by the notion of separation and divorce itself, while another may (at least apparently) not be traumatized by her history of serious abuse. Workers in the GBV world may also be dealing with trauma in the form of vicarious trauma: it's not their own lived experience of abuse, but the cumulative impact of the stories they hear from their clients. Ongoing experiences of or exposure to abuse and violence, fear, poverty, a sudden change in circumstances: all can create trauma, which really is nothing more complicated than the human response to bad experiences.

Other participants in your training or workshop may have trauma that originates in other sources. Regardless of the reason for the trauma, it will affect whether and how a person learns.

Its impact on learning is multifaceted and can include such behaviours as:

- Difficulty beginning a new task
- Inability to trust/be open to learning
- Safety concerns
- Fear of risk taking
- Fatigue as the result of sleep disorders
- Lack of self-esteem and confidence
- Inability to concentrate
- Panic attacks
- Spacing out
- Aggressive or hostile responses to the material being taught
- Coming late/leaving early
- Signing up for a workshop or training but not showing up
- Being triggered by the content of the workshop or training

## **Accommodating trauma**

Repetition is key when encouraging learning for someone dealing with trauma. Provide the same information multiple times and in different ways. Ask the person to tell you back what you have said. Ask if the information is clear or if you need to repeat it a different way. Whenever, possible as well, give participants choice and control over how

they engage with the material, including whether and how they participate in discussions or activities.

Repetition will be good for everyone participating in the training or workshop, it is generally accepted that we need to hear or see something five to seven times before we remember it.

Try to also present material and handouts in such a way that participants can absorb the bits they are immediately interested in now and come back to other portions of the material later, when they need to know it. Providing materials in advance via email or on the first day of the training, can help participants prepare themselves and engage.

Be ready for survivors of GBV to be triggered by some of the material you will be covering. Where appropriate, briefly flag sensitive/ triggering topics in advance so participants know what is to be covered and can prepare themselves to step out if needed. If at all possible, have a co-facilitator in place to support anyone who needs to debrief or get support because what you are saying is traumatizing them. Point out this person at the beginning of the workshop and let participants know they are free to leave the workshop from time to time if they need to. If possible, it is suggested to also hire or bring a mental health professional who can sit in on the training and support anyone who needs, it privately. This may include a registered psychologist, psychotherapist, clinical social worker, counsellor, or other practitioners with formal mental health training and experience supporting survivors of GBV.

Make the boundaries around how much sharing of personal stories you want very clear and be prepared to enforce those boundaries. Too much sharing is NOT a good thing for anyone. You need to be the one to take control in these situations. To avoid this, set clear expectations around confidentiality and remind participants not to share other's personal stories outside of the training.

Even if you're training or workshop is only a couple of hours long, a break is important. Some participants will need to smoke, others need to use the washroom, some may need to check in at work or with children and others just need a break. This gives you a chance to check in with any participants you are concerned about as well as to encourage participants to get a drink or snack. You can also have a look at your notes and make sure you are where you should be with your presentation. Remember, regular breaks also help reduce emotional overload and will support participants to be able to fully stay engaged.

# The logistics

## The Who?

There are a number of roles to be played in planning and delivering a training or workshop. You may be able to take on most of them on yourself, or you may find it is better to engage some of your co-workers to play different roles:

- **Advance details:** theme and dates of the event, determining the overall budget, target audience, locating the space and event capacity, confirming arrangements such as childcare, refreshments, catering, promotion, registration, etc.
- **Facilitation:** You should plan to have at least two people at the event. Three is ideal, as this allows roles to be clearly divided: one person can manage logistics such as signing in participants, giving out materials, dealing with refreshments etc., another whose primary responsibility is to deliver the workshop or training and a third whose primary task is to provide emotional support if individual participants need it but who can also assist in presenting the workshop material. Based on the number of people attending and the length of the training, this will affect how many people you would like to facilitate. As a recommendation, having at least two speakers can improve the overall flow of the training. Sharing facilitation responsibilities helps maintain participant engagement, supports smoother transition between topics and is particularly beneficial for multi-day sessions. Co-facilitation can also reduce the burden on a single presenter to speak continuously, as well as one speaker can cover for another if they get sick.
- **Additional Speakers:** Your internal facilitators will hold GBV knowledge. However, for certain trainings, you are developing you may want to bring in an external speaker to provide specific expertise for a particular part of the agenda. This could include organizations or individuals with region-specific knowledge of GBV, or expertise in cultural, legal or policy expertise. Make sure you plan, and make sure they are available and budget for an honorarium and speaker fee where appropriate.

## Timing

It is important to allow adequate time to plan for, promote and deliver trainings and workshops, especially if you want to do outreach beyond your own organization.

The amount of lead time you need will also be affected by your space requirements. If you can book internal space at your organization, you may not need a lot of time, but if you need to book space in the community, you should allow **at least 2 – 3 months** lead time. Space, especially cheap or free space, is hard to come by in most communities. One way to make this easier, is to reach out to partner agencies or local organizations, as they may have recommendations for suitable venues that will narrow down your search, or they may be willing to share their own space for your training.

A good first step is to gather information about what space is available and make yourself a spreadsheet that lists:

- Name and address of organizations that have space
- Name, telephone number and email address of contact person at each
- Description of space (room size, facilities that are available with the room)
- Location (proximity to transit, parking)
- Information about whether the organization renting the space does set up and take down or whether you will have to do this
- Information about whether the venue has tech supports (screen, projector, etc.) and a AV technician who is available to be on site to support
- Costs
- Can you bring in refreshments? If so, do you need to bring everything or does the location have glasses, cups, a coffee maker, etc.?
- What kind of security is offered?
- Any associated services (does the organization provide onsite childcare and, if so, what is the cost?)
- Accessibility

Whenever possible, it is also a good idea to see the venue in person before booking. This allows you to confirm the space meets your needs and identify any potential challenges. If visiting the space is not possible, ask the organization for photos of the space. Then, when you are ready to organize a training or workshop, you do not have to start from scratch.

Once you have decided on what your training or workshop will be about and booked space, you can start your outreach/promotion. This should start **two months** before the event and be repeated one month before.

If you need to know how many participants you will have to arrange childcare or refreshments, you can indicate this on the registration form.

Now you can review the training or workshop speaking notes to refresh yourself and make note of any questions about the material you may have so you can attempt to get answers to them before the event.

**One week** before the workshop or training, you should confirm numbers, make copies of any handouts, make sure any AV equipment you are planning to use is in working order and confirm arrangements for childcare and/or refreshments and food if you are providing either.

**The day before**, if it is offsite, make sure you have everything you need in one place. If possible, visit the venue to test any videos you plan to play and ensure the AV equipment works as expected

**The day of** the workshop or training, arrive at the location at least 60 minutes before the scheduled start time so you can greet any early arrivals, get set up without feeling rushed and deal with any unexpected last-minute crises.

Allow **at least 30 minutes** after the training or workshop to chat with participants who may want to ask their questions privately. This also gives you time to pack up, making sure you don't leave anything behind and that you have restored the room to the shape it was in when you arrived.

It is a good idea to review and create a summary of the evaluations as soon as you can after it is over, the next day is ideal. This is when you should also put away any leftover handouts and generally tidy up all the bits and pieces associated with the event.

Debriefing with your co-facilitator and any other staff who assisted in planning or delivering the event, as well as meeting with your supervisor to review the evaluations and your perceptions of the session, is very important and should not be left for too long. You want to debrief and reflect on how things went while your memories are still fresh. Try to schedule these conversations, which can be quite informal, for some time in **the week following** the training or workshop.

And then, start thinking about the next one you are going to give!

## **Space**

Finding the right space is important. Here are some things to look for:

- Natural light and a cheerful and warm feeling
- Proximity to public transit
- Safe parking (public, well-lit if your event is going to be in the evening, etc.)
- Space that feels safe to participants
- Equipment such as chairs, tables, chalkboard or whiteboard, kitchen facilities, etc.
- If you are providing on-site childcare, a space for the kids that is separate from the workshop space
- Temperature controls, including windows that open where possible
- Ability to access space the day before if needed, or for ½ - 1 hour before and after workshop takes place
- Cost
- Cooperative attitude on part of contact person at workshop space

## **Accessibility**

It is important to ensure workshops and trainings are accessible to a wide range of participants:

- Is your workshop space wheelchair accessible?
- Have you selected times for your workshop or training that are accessible to people in different situations (work during the day, childcare or safety concerns in the evenings, etc.)
- Have you developed your workshop/training so it will feel comfortable for people of different ages or the audience to whom you are presenting to?
- Do you need to make arrangements for interpretation: ASL or interpretation for participants who speak other languages?
- Are you providing handout materials in a variety of languages and formats?
- Is the content provided on the handouts written at a level that is easy to read and understand for a wide audience?

## Promotion

How you promote your training or workshop will play a huge role in whether or not you get the numbers of participants you want:

- Promote early and promote often: all of us are inundated with information constantly, so it never hurts to send your information more than once
- Never forget to promote the event to your coworkers and the clients of your agency
- Does your community have a social services listserv or fax list that you can use to circulate information?
- Use multiple styles of promotion: email, twitter, Facebook are great, but make sure to also remember fax and postering as well as announcing your events at other events
- Make sure your promotional material is clear about what the workshop or training is about, the date, time and location, and what supports you are offering (childcare, transportation, interpretation, etc.). It should also provide contact information, both telephone and email, for someone at your organization who can answer questions.
- Highlight any special features or incentives. Such as if you are offering certificates for completing the training or details about the speaker lineup and the agenda
- You can also ask community partners, allied agencies or local organizations to share your event with their networks
- Make sure to track registrations, as your promotion continues, if numbers are low, considering sending reminders or reaching out to different channels.

## Registration

Trying to estimate numbers so you can plan for things like refreshments, catering childcare, number of handouts to prepare and so on can be one of the most frustrating aspects of planning workshops. People's lives are busy, with the result that they may not want to commit in advance or, even if they do, find at the last minute that they are unable to attend.

Here are some strategies that may help:

- Use a formal registration form. Often, when people actually fill out a form, they take their participation more seriously (example platforms include Canada Helps, Eventbrite, Google Forms)
- Incorporate reminder phone calls or emails into your planning, so that someone from your agency is contacting participants a week and then 1 – 2 days before the workshop to remind them about it and to ask if they have any needs you can meet to facilitate their participation (taxi chit or transit pass, child care, etc.)
- Having people pre-register is helpful for your agency’s statistical data collection, even if some don’t come, you can get a sense of the numbers of people who are interested in this topic by the numbers who register
- You need to keep the registration forms in a confidential location, since they will contain identifying information
- You should decide ahead of time whether you will allow people who have not registered to participate

## **Giving a workshop or training**

### **Getting started**

How you start your workshop or training will have a big impact on how well participants are able to engage with it. Be available to welcome people to the space as they arrive, let them know where they can put their coats, where childcare is taking place if you are offering it, where they can get a drink and/or snack, where the handout materials are and so on.

Introduce yourself and any other staff who are there as people arrive, letting them know what role each of you is playing.

Try to start on time. This can be challenging if the number of people present at the scheduled start time is much lower than the number who registered, but those who did get there on time may be operating on a schedule and counting on the session to end on time. As well, if you have rented your space for a specific amount of time, you may not have the flexibility to run late.

Your co-facilitator can have the task of taking any late arrivals aside and quietly catching them up to where you are in the presentation.

Begin by reintroducing yourself and other staff. It is not always a good idea to ask participants to introduce themselves, especially when the training or workshop is for survivors, some would rather be anonymous, and others may use the introduction time as a way to tell their whole legal story, which can be very difficult to control.

Run through any housekeeping information: where washrooms are, when you will take a break, etc. Ask participants to turn off their phones and, if they must take a call, to take it outside the meeting room. Make sure your phone is turned off!

Before you start to deliver the content of the workshop or training, it is very important to let participants know what the limits are:

- You are providing legal information not legal advice
- You are not a lawyer (unless, of course you actually are), but you will not be able to provide any specific legal advice.
- You cannot answer specific questions about anyone's individual case
- Personal disclosures should be limited for reasons of privacy as well as fairness to others in the room, all of whom have equally pressing situations
- If you hear information that leaves you concerned for the well-being of a child or children, you may have a duty to report, so participants should keep that in mind as they consider what information to share
- What is shared during the session stays in the room
- You will do your best to answer questions within the time you have; if there are questions you cannot answer, you will do your best to get answers after the workshop
- If the workshop or training is for survivors, they may want to check in with the co-facilitator to set up an appointment to discuss their legal issues with you in greater detail at another time

## **Presentation tips**

Although it is almost impossible to do, try to stick with the suggested times allotted to each section of the agenda because, if you don't, you may find yourself with 5 minutes to go and half the agenda to present.

It can be very helpful to have someone from your team keep track of the time throughout the session. They can use a simple paper with the minutes left and hold it

up or timer to let you know how many minutes are left before a break or before each section ends, so you can adjust your pace as needed.

You may want to ask people not to ask questions or make comments until you get to the end of each section of the agenda and then indicate that you have an allotted amount of time for Q & A, so that you can move on to the next topic in a timely manner. Use the break as a chance to check your timing and, if necessary, cut some sections from what remains. You may want to mark up your speaking notes ahead of time with content that you will deliver if time allows but can cut if you need to without damaging the overall information you are sharing. This can be easier and less stressful than trying to decide on the spot what to cut.

It may also be helpful during the preparation stage before the training to have your speaking notes typed out for the whole training. This can make skipping sections easier if time runs short, so you know where / how much to skip and still know what key points to talk about. As well as in the case your co-facilitator is sick, the written speaking notes will be a guide to you so you can fill in to speak on their sections.

Remember that although you want the session to be informal and comfortable for participants, **you are in charge**. You need to cover the material you have said you would. It is your responsibility to make sure you cover all the content; even if this means allowing limited time for questions or for participants to share their personal stories.

Never hesitate to say you don't know the answer to a question. You can take questions away and get answers by checking your resources, talking to a friendly lawyer or asking the FLIC or Duty Counsel lawyer at family court.

If you keep the message, clear that you are providing legal information and not advice (not an easy message for everyone to hear) you may be less likely to find yourself facing questions you can't answer.

## **Managing challenges**

It is inevitable that, from time to time, participants will be triggered by something you say. As we have already discussed, this is why it is important to have a co-facilitator who can step aside from the presentation and support the participant who is having an emotional reaction to what you are talking about. It is also helpful to have a quiet,

private space identified in advance where a participant can go if they need to calm down or compose themselves.

You may need to navigate around unexpected behaviours from participants such as, someone who takes up too much space, is dismissive or disrespectful of others or repeatedly tries to take you off topic. The only response to such a participant is to firmly and repeatedly, but respectfully, interrupt them to ask them to let you continue with the presentation, reminding them of the comments you made at the beginning. If they are really persistent, you may need to suggest that they and your co-facilitator step outside so they can have some 1 – 1 attention for whatever is distressing them so much. However, remember as a facilitator to always remain calm, avoid confrontation, and keep your language neutral and professional.

Some people will want to “over-participate,” and you will need to learn how to respond to someone who wants to share too much in a way that is respectful, trauma-informed, and keeps the session on track. Some guidelines for this are:

- Set out at the beginning of the workshop or training that this is not an opportunity for any one participant to get detailed feedback on their case
- Point out the confidentiality issues involved if case details are shared, and explain that, because each of their cases is different, you cannot really respond to specific questions from them in the group setting
- Remind them that everyone there is in a crisis situation and no one’s situation or story is worse, more important or more pressing than any other
- Offer an alternative such as speaking with you afterwards or setting up an appointment to see you on another day
- Tell them how you will limit their story telling so if you do have to interrupt someone it does not come as a complete shock
- Make some suggestions about how a participant could share something from her story to assist in asking a question. For example: “The clerk told me that I had to serve my former partner myself. Is that correct?” This allows you to explain the rules related to service of documents in a way that is helpful to everyone.
- Stick to whatever guidelines you have set for personal story telling, don’t let the first two people talk at length and then start cutting people off who talk later in the session

Five to ten minutes before the scheduled end time for your training or workshop, you need to start to wrap up. Summarize the content by repeating a few key messages. Let participants know where they can get more information and tell them about any

resources you can offer (a follow up appointment, 2-hour legal certificates, etc.). Be sure to announce any upcoming trainings or workshops and tell them how to register.

Once you have ended the formal part of the session, let participants know that you will be available for 15 minutes or so if they want to discuss anything privately with you. You can also use this time to stack chairs, pack up materials or leftover refreshments and so on. You may want to use this time to encourage participants to make follow-up appointments with you, a co-worker or someone from another agency.

Do not hesitate to put clear boundaries around this time: when it is time to go, you need to be able to tell any participants still in the room that you are going to close the room up and leave.

Make sure you leave the room in the shape you found it when you arrived and that you have left nothing behind. It is a good idea to take the time to say thank you and good by to your contact person or the receptionist as you leave.

## **Safety**

Safety is always an issue. When planning the workshop or training, you need to consider safety issues when selecting a location, as we have discussed earlier. Participants may raise safety concerns when they register, in which case you need to discuss whether or not you can address those concerns and let them know. It is also important to consider physical safety features of the location, emergency exits, accessibility for participants with disabilities, and any potential hazards in the room or building.

At the training or workshop, safety issues could arise. If someone feels unsafe for any reason (the abuser's next partner is also in attendance, for instance), your co-facilitator needs to be able to deal with this. It may mean sitting outside the room with a participant for a few minutes, walking them to their car or transit or sending them home in a cab if they feel unable to remain, setting up an appointment for them to meet with you or one of your co-workers at another time or, if the abuser has arrived at the workshop location, calling security or the police for assistance. Ensure you have a clear plan for how to respond to emergencies, including a list of contact numbers.

We have already discussed a number of strategies for ensuring that participants feel as emotionally safe as possible during the training or workshop. You need to put strategies

in place for yourself, as well. You may hear stories that upset you, that make you very angry, that trigger your own past experiences of abuse.

If you are still vulnerable to such triggers, you may not be the best person in your organization to be leading trainings or workshops. However, even if you are not, a story can have an unexpected and intense impact on you. You will need to use all of your strength to manage your reaction during the workshop or training because you do not have any other option, but you should not ignore your reaction once the session is over.

Debrief as soon as you can with a co-worker and set up a time to speak with your supervisor within the next few days. If you need to, cancel your next appointment.

Delivering workshops and trainings can be very exhilarating as you see people learn what they need to know. It can also be exhausting. It is hard work to stand in front of a group of people and try to meet all of their needs, as well as deliver sometimes complicated legal information. Make sure you schedule breaks, stay hydrated, and build in recovery time between sessions if you are running multiple workshops or trainings close together.

## Closing the loop

Just as it is important to plan carefully for a training or workshop, it is equally important to take some time afterwards to reflect on how it went. This helps strengthen your own planning, delivering and facilitation skills and makes future trainings easier to plan and deliver.

As soon as possible after the training or workshop, take some time to reflect, either on your own and with your co-facilitator(s) through a meeting debrief. Some questions you may want to consider include:

- What worked well?
- What did not work as well as you had hoped?
- Were participants engaged with the material?
- Were there sections that felt rushed or took longer than planned?
- Were there questions that came up repeatedly?
- Were there moments when participants seemed distressed, confused or disengaged?

It can be very helpful to write down a few notes about your reflections while they are still fresh. These notes can guide changes to the content, timing or delivery the next time you offer the training or workshop. Going through main key points from the evaluation with your co-facilitators after the training during the debrief meeting can also act as a helpful tool to understand what other best practices to implement for the next training or workshop.

Remember that facilitation is a skill that develops over time. Each training you deliver will help you become more comfortable and confident, even when the session feels challenging.

## Looking Ahead

The content in this toolkit is intended to support the planning, organizing and delivering of trainings and workshops on gender-based violence. It is not expected that facilitators will use every strategy or suggestion in every session.

Over time, you will develop your own approach to facilitation based on the audience, the setting and your level of experience. As you continue to deliver trainings and workshops, you may find it helpful to adapt the content, structure and tools in this resource to meet your specific needs.

This train the trainer guide is designed to be used as a reference. You may wish to return to different sections at various stages of planning or delivery, depending on the type of training or workshop you are offering. Additional examples and practical tools are included in the appendices.

## Supplementary Materials

These sample agenda is illustrative only, using example GBV topics. It is not intended to be followed or duplicated, but to demonstrate how to structure sessions, breaks, and timing for a training full day session and a half day training session.

### Sample Agenda for Full Day Training (6 hours)

Time	Topic
9:00am – 9:15am	Welcome & Introductions
9:15am – 10:15am	Overview of GBV
10:15am – 10:30am	Break
10:30am – 11:30am	Impact of GBV
11:30am – 12:00pm	Survivor-centered approaches
12:00pm – 12:45pm	Lunch
12:45pm – 1:45pm	Safety & Risk Assessment
1:45pm – 2:15pm	Barriers to Support
2:15pm – 2:30pm	Break
2:30pm – 3:30pm	Strategies for Supporting Survivors
3:30pm – 3:45pm	Wrap up and Evaluation

### Sample Agenda for Half Day Training (3 hours)

Time	Topic
9:00am – 9:10am	Welcome & Introductions
9:10am – 9:50am	Overview of GBV
9:50am – 10:30am	Group Activity
10:30am – 10:40am	Break
10:40am – 11:20am	Safety planning
11:20am – 11:50am	Key Resources and Wrap-up
11:50am – 12:00pm	Evaluation and Closing

## A Roadmap to Event Planning

# A ROADMAP TO EVENT PLANNING



## DETERMINE

- The theme and dates of the event
- The overall budget
- The speakers
- The target audience
- The participant capacity



## PLANNING

### Speakers

- Contact speakers or discuss proposals and availability
- Confirm speakers and negotiate a contract

### Venues

- Contact partnered agencies for venue recommendations
- Draft a list of suitable venues
- Contact venues for quotes and availability
- Visit short-listed venues, confirm venue and negotiate a contract

### Registration

- Set up a registration platform with date, location and fee information
- Include food allergies, dietary requirements and accessibility needs questions

### Catering

- Contact recommended restaurants for catering menus and quotes
- Confirm catering and negotiate a contract

### Miscellaneous

- Create a survey for participant feedback



## POST EVENT

- Send participants resources discussed at the event
- Send 'thank you's' to speakers, venue and catering contacts



## Sample Opening Script

Good morning, everyone, and welcome to today's training on [Session name]. My name is [Facilitator Name], and I will be guiding you through today's session along with [Co-Facilitator Name]. We are very glad you could join us.

Before we begin, I'd like to cover a few housekeeping notes:

- Bathrooms are located [X], and emergency exits are [X].
- We will have two scheduled breaks today at [time], and lunch will be at [time].
- Please feel free to get water or take a short break at any time if you need to.

Today's workshop will focus on sensitive topics related to gender-based violence. It is normal for discussions to bring up strong emotions, and you are welcome to step out of the room at any time if you need a pause. [Name] will be available in a private space if you need support, and we encourage you to take care of yourself throughout the session.

To create a safe and respectful environment for everyone, we ask that participants:

- Respect confidentiality by not sharing personal identifying details about others outside this room.
- Avoid seeking individualized advice about your own situation; the content we provide is general information for educational purposes.
- Participate as much as you feel comfortable and allow space for others to share.

It is also important to clarify that the information shared today is for educational purposes only. We are not acting as your lawyers and cannot provide legal advice, interpret the law for your specific situation, or guide you on what you should do in your individual case. If you have questions about your personal circumstances, we encourage you to seek independent legal advice. We are happy to help connect you with appropriate resources after the session.

We will have time for questions at the end of each section, and we encourage you to ask questions that are relevant to the group discussion. If you are unsure about a question or it is very personal, you are welcome to speak with one of us privately after the session.

Finally, please know that the facilitators are here to guide the session and provide support, and our goal is to ensure that everyone feels respected, safe, and able to learn from the workshop. Thank you for being here and for contributing to a supportive learning environment.

## **Sample Closing Script**

Before we finish today, I want to thank each of you for your time, participation, and willingness to engage in what can sometimes be difficult conversations.

As we wrap up, I'd like to highlight a few key messages from today:

- [list key bullet points]

If today's discussion brought up strong emotions for you, please take time to care for yourself. Support resources are available, and we encourage you to reach out if needed.

We have provided materials that include additional information and community resources. These can help reinforce what we discussed and support you in applying this knowledge moving forward.

We would also appreciate your feedback. Please take a few moments to complete the evaluation before you leave, as your input helps us improve future trainings.

If you have questions that were not addressed, or if you would like to speak privately, we will remain available for approximately [15–20 minutes] after the session.

Thank you again for your thoughtful participation and for the work you do to support safer communities.

## **Sample Scripts for Navigating Different Participant Interactions**

The following sample scripts are intended to help facilitators respond calmly, respectfully, and consistently when unexpected participant behaviours arise. These examples are not meant to be memorized or delivered word-for-word. Instead, they provide guidance on setting boundaries while maintaining a supportive and trauma-informed learning environment. This list of potential circumstances is not exhaustive.

Facilitators should adapt their language to reflect their own communication style, the needs of the group, and the context of the training.

### **When a Participant is Engaging Very Frequently**

*"Thank you for sharing your perspective. I want to make sure we have time to hear from others as well, so I am going to pause here and invite additional voices into the conversation"*

If the behaviour continues:

*"I am going to move us forward so we can stay on schedule. But if you have more to share, I would be happy to have a conversation with you after the session"*

### **When a Participant Shares Very Detailed Personal Experiences**

*"I appreciate your willingness to share something so personal. I want to ensure that your privacy is protected, so no identifying information can be shared during the session. If you would like to talk more about your situation, we can connect privately after the training"*

### **When a Participant Seeks Individual Advice**

*"That sounds like a very specific situation. Every circumstance is different, and unfortunately, I am not able to provide individualized advice in this setting. What I can do is share general information that may be helpful, and we can discuss options for follow-up support afterwards"*

### **When a Participant May Unintentionally Interrupt**

*"Thank you for sharing. To ensure everyone has a chance to speak and we stay on track, I'll return to your question after this section."*

## Sample Evaluation Form Questions

The following questions are sample evaluation items intended to help you gauge participants' experiences with the training. They focus on the content, structure, engagement, and usefulness of the session, rather than on individual facilitators. These questions can be adapted to fit your specific workshop goals, audience, and format. The purpose is to provide insight into what participants found valuable, what could be improved, and how the training impacted their knowledge, confidence, and ability to apply what they learned.

- To what extent did this training meet your expectations? (*Exceeded expectations* → *Did not meet expectations*)
- How relevant was the content to your work or learning needs? (*Very relevant* → *Not relevant*)
- How useful were the materials and handouts? (*Very useful* → *Not useful*)
- Did the training increase your understanding of gender-based violence? (*Significantly increased* → *Did not increase*)
- Do you feel more confident in your ability to respond to or support someone subjected to gender-based violence? (*Much more confident* → *Less confident*)
- How likely are you to apply what you learned in your role? (*Very likely* → *Very unlikely*)
- What topics or sections were most helpful?
- Were there any topics you would have liked covered in greater depth?
- Was anything unclear or difficult to understand?
- What is one key takeaway you are leaving with today?
- What could we improve for future trainings?
- What worked particularly well?
- Are there any additional supports that would have improved your learning experience?
- What topics would you like to see offered in future trainings?
- Would you recommend this training to others? (*Definitely* → *Definitely not*)
- How relevant was the training content to your work or learning goals? (*Very relevant* → *Not relevant*)
- How clear and understandable was the information presented? (*Very clear* → *Not clear at all*)
- Did the training provide practical information or tools you can use? (*Very practical* → *Not practical at all*)
- How well was the material organized and structured? (*Very well* → *Poorly*)
- How engaging were the activities, discussions, or exercises? (*Very engaging* → *Not engaging*)

- Were the examples or case studies helpful for understanding the content? (*Very helpful* → *Not helpful*)
- Did the session provide enough opportunity for questions and discussion? (*Yes* → *No*)

# Role and Responsibilities Assignment Template

This Roles and Responsibilities Assignment Template is meant to be adapted for each training. You can modify, combine, or add roles based on your team size and session needs. Its purpose is to clearly assign tasks, ensure all key responsibilities are covered, and designate backups.

<b>Role</b>	<b>Primary Responsibilities</b>	<b>Assigned To</b>	<b>Backup Person</b>
<b>Facilitator #1</b>			
<b>Facilitator #2</b>			
<b>Emotional Support Person</b>			
<b>Timekeeper</b>			
<b>Logistics Coordinator</b>			
<b>Technology Lead</b>			
<b>External Speaker Liaison</b>			
<b>Note-Taker</b>			