



WORKING TOGETHER

Preventing Everyday Harm

Facilitator Guide

Contents

Introduction to everyday harm

Workshop and session plan

Bitesize learning reflection questions

Everyday harm power point slide pack

Introduction to everyday harm

In 2023, The Royal Commission into Abuse, Violence, Neglect and Exploitation of People with Disability showed that people with disability experience high levels of abuse, and that everyday harm is often ignored. The NDIS has brought many more workers into people's lives, which creates more opportunities but also more chances for harm.

Australia has promised under the United Nations Convention on the Rights of Persons with Disability to respect and include people with disability. That means all harms, big or small, must be taken seriously.

In 2025 Flinders University and UNSW completed a research project that explored everyday harm experienced by people with cognitive disability in their paid support relationships. They learned that everyday harm is experienced by many people with disability, and there are many ways that this harm can be prevented and addressed. The information included in this guide is based on this research.

This facilitator guide is designed to support organisations to teach people with disability and support staff about everyday harm and to explore how it can be prevented and addressed.

This facilitator guide is part of a suite of materials to support the ongoing education of people with disability, support staff, and organisations to prevent and address everyday harms.

All of the resources can be found on the everyday harm website:
www.everydayharm.org.au



This facilitator guide includes:

- A workshop session plan
- Reflection questions
- Link to PowerPoint slide pack

There are different ways that people can use these materials. This guide outlines two of them: a workshop and ‘bitesize learning’ activities.

We encourage organisations to use the material in a way that makes sense for their context.



Workshop

The workshop includes introductory information to help participants understand everyday harm and how to prevent and address it in support relationships. To accompany the content there are two short videos and reflection exercises to help participants apply the learning in their work context.

Before you deliver the workshop, ensure you read the [information guide](#), the [research summaries](#) and the [working well together](#) resources.

We recommend that the workshop is **co-facilitated** by people with disability, as part of a larger facilitation team. We think this is important as the lived experience of everyday harm and the steps to prevent and address it brings a powerful perspective into the workshop. However, it is important that the facilitators understand the workshop materials and that the facilitators have time to prepare and debrief together.

Before the workshop:

1. Become familiar with the concept of everyday harm and the steps to respond to prevent and address it. Explore the materials about everyday harm together at: www.everydayharm.org.au
2. Review this facilitation guide together.
3. Plan how the facilitation team will share the delivery. Consider who is comfortable facilitating which parts. Make sure no-one is working outside their comfort zone.
4. Schedule the workshops and share an invite with attendees.
5. Host workshops – support people to learn in ways that suit diverse learning needs.

After the workshop:

6. Reflect on what worked well and what needs to change to make sure that the workshop is effective and helps people to learn safely and comfortably.
7. If needed, debrief among the team. The material covered can be challenging.

Workshop and session plan

Workshop Timing: The session is designed to run for 3 hours.

Numbers of Participants: The workshop includes exercises for the participants to support their learning. We recommend the maximum group size is around 12- 15 participants.

Room layout: Given the nature of the activities we recommend the room is set up informally with participants sitting in groups of 4 around a table.

Materials: [Power point slides](#), internet access to link to the videos hosted on the Everyday harm website: www.everydayharm.org.au



Workshop and session plan

Time: 3 hours

Time	Content	Method	Resources needed
0.00	Welcome and Acknowledgement	Presentation	EH PowerPoint pack
	Overview of today – what we will cover How to keep yourself safe today	Presentation	EH PowerPoint pack
	How this work came about - Research team, partners and co-design team.	Presentation	EH PowerPoint pack
0.10	Exercise: What makes a good support relationship	Exercise – paired reflection Group Feedback	EH PowerPoint pack
0.25	What is everyday harm? Why does everyday harm matter?	Presentation	EH PowerPoint pack
0.30	Content consideration	Presentation and video	Link to 'looking after yourself' video
0.35	Exercise: Zac's story and reflection Watch the video After video group discussion on what you noticed in the video.	Video and paired reflection	EH PowerPoint pack
0.45	Everyday steps to prevent and address everyday harm Present all steps	Presentation	EH PowerPoint pack

1.10	Exercise: Applying the everyday steps Feedback	Exercise - paired reflection	EH PowerPoint pack
1.30	Exercise: Shewani's story and reflection Watch the video After video group discussion on what you noticed in the video.	Video and paired reflection	EH PowerPoint pack
1.40	Addressing everyday harm: Everyday steps overview	Presentation	EH PowerPoint pack
1.50	Preventing and addressing everyday harm There are five rights associated with preventing and addressing everyday harm. <ul style="list-style-type: none"> • To be known and to know others • To express yourself to prevent everyday harm • To be listened to about everyday harm • To understand and notice everyday harm • To repair when everyday harm happens 	Presentation	EH PowerPoint pack
2.20	Exercise: preventing and addressing everyday harm Group reflection – what does this make you consider for yourself?	Group reflection	EH PowerPoint pack
2.30	Improving how we prevent and address everyday harm in systems <ul style="list-style-type: none"> • Capacity building • Staff employment • Management overview • Safeguarding • Good governance 	Presentation	EH PowerPoint pack

2.45	<p>Exercise: improving how we prevent and address everyday harm in systems</p> <p>Group reflection – what does this make you consider for yourself?</p>	Group reflection	EH PowerPoint pack
3.00	<p>Wrap and reflection – what did you learn today?</p> <p>What will you do differently?</p>	Group reflection	EH PowerPoint pack

Bitesize learning

The workshop materials (activities, videos and reflection questions) can also be used for ‘bitesize learning’ or self-directed learning.

This could be in the context of regular team meetings or smaller one-on-one discussions, for example.

We recommend watching some of the [videos](#) on the website.

After viewing the videos, discuss the reflection questions (below) in pairs or small groups. This can support you to reflect together on how the examples connect to your own context and practice. This allows you to engage with the materials and to grow your learning over time.



Reflection questions

The questions below can be used alongside any of the [video stories](#) to promote reflection and application of the everyday steps in different scenarios.

We have provided 2 options:

1. For support workers or staff of disability organisations.
2. For people with disability and support workers to use together.

Option 1 – Video reflection questions for staff

What did you think?

- What stood out for you when watching the video?
- What did you think was good about the video?
- What would you like to see happen differently in this situation?

Everyday steps to prevent and address everyday harm

There are small steps that we can take in our work to address everyday harm before it builds up. Let's unpack how the everyday steps were used by the people in the video and consider how you could use the everyday steps in your work.

Noticing everyday harm:

- What signs did you see in the video that everyday harm had happened?
- What are some ways that people you work with express that they have experienced everyday harm?
- How might everyday harm show up in your support relationship?
- What are some things in your support relationship that could be harmful?
- What are some ways that people you know/work with show they have experienced everyday harm? (e.g. people laughing to go along with the joke, but they seem uncomfortable, or people go quiet)

Acknowledging everyday harm:

- How can you check if everyday harm has happened in your work together?
- What support might people need to communicate about everyday harm?
- How do you get feedback about your work from the people you support?

Responding to everyday harm:

- How do you problem solve **with** the people you support?
- Who else might you contact to help you in responding to everyday harm?

Repairing everyday harm:

- What do you think helps people repair harm that has happened between them?
- Describe a time when you have worked with someone to repair everyday harm in your support relationship?

Making things better for the future:

- How could we stop this from happening in the future? (make things better)

Option 2: Video reflection questions for people and support workers to use together

What did you think?

- What stood out for you about the video?
- What did you think was good in the video?
- What would you like to see happen in a different way?

Everyday steps to prevent and address everyday harm

There are small steps that we can take everyday in our work together to address everyday harm before it builds up. Let's think about how the everyday steps were used by the people in the video. You can also think how you could use the everyday steps in your work together.

Noticing everyday harm:

- What did you think happened to the person?
Why did you think that happened?
How did the person show that everyday harm was happening?

Acknowledging everyday harm:

- How did the people in the video check if everyday harm was happening?
- What did the support workers do to show they were listening?

Responding to everyday harm:

- How did the person and the support worker plan to fix the problem together?
- Who did they get help from to solve the problem?
- Who can you ask for help when you need to solve a problem?

Repairing everyday harm:

- What did the person who caused the harm do to make things better?
- What do you think helped the person and support worker make things better between them?
- What seemed to have worked well for the person?

Making things better for the future:

- Do you think using the everyday steps will stop this problem from happening again? Why? (make things better)

How do you think we can stop this from happening again