

Trauma -and Violence-Informed Physical Activity Checklist



This 'checklist' is merely a starting point for important considerations of delivering trauma- and violence-informed physical activity (TVIPA) programming; these key points are by no means exhaustive but rather an opportunity for individuals and those within organizations to initiate conversations or enhance current physical activity opportunities.

1

Considerations for the Organization and Program

- Staff receive training on how to deliver trauma-informed programs
- Potential participants or former participants are involved in all aspects of decision making
- Participants and/or staff are able to make suggestions for improvement that are anonymous and confidential
- Participants are provided with all the equipment and supports necessary to participate
 - Food is offered
 - Transportation to and from the class is considered
 - Childcare is considered (even if this requires partnering with other organizations/services)
 - Equipment is provided (e.g., water bottles, running shoes, sports bras, yoga mat, basketball, etc.)
- Programs are offered at no-cost and at times that work best for most participants



2

Considerations for the Physical Environment

- The space around the program location/site is safe (well lit, etc.)
- Exits, bathrooms, and other important areas are clearly marked with signs and/or participants are shown where and how to access these spaces
- First contacts with participants are welcoming and respectful
- The environment of the program, class, or session is welcoming
- The environment of the program, class, or session is safe and appropriate

3

- Are kids participating? Is the space safe for children?
- Is programming being offered to self-identified women only? Are there men in or near the space?
- Is the space accessible to all participants who would like to attend? Is there a ramp, automatic doors, an elevator?

Considerations for the Facilitator

- Awareness and understanding of the circumstances and context your participants come from
- A strengths-based approach is taken
 - Choose invitational language
 - Avoid comments and/or critiques about bodies, physical appearance, or performance
- Choices are provided throughout the class to ensure autonomy of participants
- Participants are invited to come and go, arrive late, and miss classes or sessions with no penalty
- Participants are not singled out at any time
- Integrate, where possible, informal check-ins before, during, and after each class to assess:
 - how participants are feeling
 - how you can meet them where they are at that moment
 - developments in terms of how the class can be adjusted both in the moment and in the future to optimize participants' experience and safety
- Provider should take steps to prevent compassion fatigue or vicarious trauma
- Considerations: prioritize self-awareness and self-care, seek support from supervisors, establish boundaries with participants



While this checklist provides an initial game plan, the creation, implementation, and delivery of TVIPA programming is an iterative process. As such, there should be continuous learning, reflecting, and adapting to context of program delivery as well as the needs of participants to ensure effective uptake.

