

Walking In Her Moccasins



Train-the-Trainer Guide

An experiential
violence prevention
resource for
Indigenous men
and boys.

www.walkinginhermoccasins.org



Train-the-Trainer Guide

Building Capacity to Deliver the Walking In Her Moccasins Bundle: A Train-the-Trainer Guide

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Go to: www.walkinginhermoccasins.org

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Introduction

Since 2015, the Congress of Aboriginal Peoples has led the Walking in Her Moccasins project, which included the publication of the Bundle (found here: <https://walkinginhermoccasins.org/the-bundle/>). Through a national needs assessment, key priorities and best approaches in engaging Indigenous men and boys towards the prevention of gender-based violence were identified. White Ribbon is a key partner in developing the Bundle and informing project delivery. The Bundle is firmly rooted in Indigenous perspectives, featuring four quadrants and seventeen culturally-relevant teachings. The Train-the-Trainer process is a crucial element in the delivery of the multi-year project, as it seeks to enhance broader awareness of the Bundle and build capacity of Trainers to deliver the teachings in effective and meaningful ways.

About This Guide

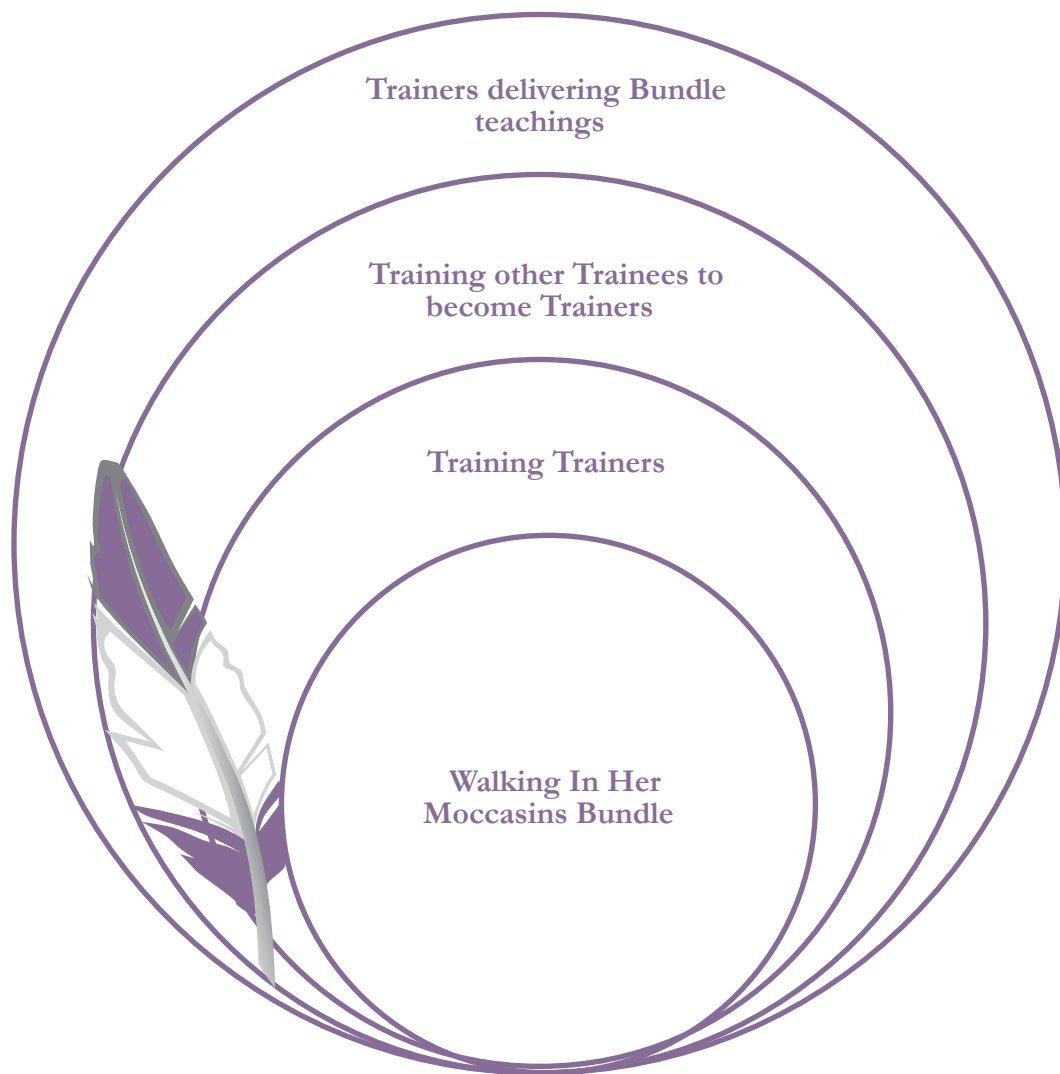
Train-the-Trainer sessions and this Guide are intended to work as a sustainable community-based training strategy to ensure the long-term use of the Walking in Her Moccasins Bundle. Train-the-Trainer offers Indigenous men and boys, or individuals interested in gender-based violence prevention programming an opportunity to become Trainers. Those who are participating in the training are trainees, or participants. Once participants have completed the training, they are considered Trainers. Trainers are experts on the content and delivery methods that are contained in the Walking in Her Moccasins Bundle.

Through the two-and-a-half-day training outlined in this Guide, trainees are provided instructions on ways to identify gender-based violence issues, and how to create engaging lessons about the Bundle teachings. Once trainees have completed their training and are Trainers, they are able to train other future Trainers (trainees) and/or deliver any of the Bundle's seventeen teachings in a community/agency setting.



This sustainable approach to training ensures that there is consistently a lead expert in the community who can train future Trainers (trainees) or deliver the Bundle's teachings in a community/agency setting. This Guide is intended primarily as a guidebook for Trainers who will be delivering training to future Trainers (trainees), to expand the number of experts in a community. However, the Guide could also be adapted and used by Trainers catering their training to community members.

The continuum of knowledge transfer representing this approach is illustrated in the following image:



Train-the-Trainer Objectives

- To ignite interest and enthusiasm about the Bundle teachings and resources;
- To provide clear guidance for future Trainers to facilitate the Bundle teachings in a holistic way and be rooted in Indigenous methodologies;
- To build the capacity of future Trainers to deliver the Bundle as it is intended, while being flexible to the needs of their community and participants;
- To encourage the expression of the uniqueness of each future Trainer's experiences and community needs; and,
- To provide opportunities for self-reflection and knowledge sharing between future Trainers to enhance their capacity in delivering the Bundle.

Process Overview

This Guide outlines a clear agenda for a two-and-a-half-day training session. Fostering self-reflection and encouraging participants to share their own stories in connection to the issue of gender-based violence, as well as what drives them to make change, is crucial. Trainees will have an opportunity to practice their communication and facilitation skills in a supportive and constructive environment, ultimately building their capacity to deliver the Bundle teachings and foster shared learning among other trainees.

NOTE: The expected time needed may vary across various training sessions. The topics and exercises contained within the training are aimed to be flexible without an exact timetable, but within permissible timelines.

The expected outcome of this training is the development of **inspired, confident, and competent Trainers** with the skills to deliver the Bundle teachings, while using their unique facilitation approach and lived experience(s).

Trainees should possess the following skills and experience:

- Knowledge of gender-based violence;
- Knowledge of Canada's colonial history;
- Knowledge of Indigenous women and girls' issues;
- Knowledge of the issue and inquiry of missing and murdered Indigenous women and girls;
- Be an acknowledged/accepted leader in their community; and,
- Knowledge of strength-based approaches in engaging Indigenous men and boys to prevent gender-based violence.

Given the comprehensive nature of the contents of the Bundle, it is strongly recommended that both Trainers and trainees have a thorough understanding of the Bundle prior to the training, to ensure a strong foundation. By the beginning of Day 3, trainees will be expected to create and present a lesson on one of the Bundle teachings. By observing and facilitating the teachings, a deeper understanding of the Bundle and how to teach its concepts can be fostered among the trainees and shared with the broader group.

Day 1: Building a Strong Foundation for Learning and Facilitation of the Bundle

Learning Objectives

- To provide the project background and overview of the Walking in Her Moccasins Bundle;
- To build connection between trainees, and engage in storytelling to share why this issue is important to them;
- To explore crucial skills that will be beneficial as a Trainer of the Bundle;
- To review protocols for giving and receiving feedback;
- To review Bundle teachings; and,
- For trainees to decide for which Bundle teaching they will create a lesson plan, and present to the group (on Day 3).

Day 2: Delving into the Bundle Teachings

Learning Objectives

- To review information in the Bundle Introduction and Quadrant 1;
- To review key concepts; and,
- To create a lesson plan for selected Bundle teaching.

Day 3: Bundle Presentations; Planning a Training Session; and Evaluating the Train-the-Trainer Session

Learning Objectives

- To present the lesson plan (developed on Day 2) based on Bundle teachings with feedback;
- To review the remainder of the Bundle teachings;
- To explore key challenges which may arise during facilitation, and how to address them;
- To create a work plan for the steps and logistics required prior to implementing the facilitation of a culturally-based program; and,
- To evaluate the training session.

Materials Required

- ✓ Projector, laptop, Train-the-Trainer PowerPoint presentation;
- ✓ PowerPoint presentation of each Quadrant and its respective activities;
- ✓ Hard copies of all handouts and workbooks for participants; and,
- ✓ Flip charts, markers, Post-It notes.



Train-the-Trainer Guide

Day 1: Building a Strong Foundation for Learning and Facilitation of the Bundle

|STEP 1|

Opening Ceremony and Land Acknowledgments (Time Will Vary)

Depending on community protocols and availability of individuals, the training session can start with a formal opening ceremony that involves land acknowledgment, opening prayer and comments by an Elder from the community.

The timing for this section is vague because it will depend on the Elder and how long they would like the ceremony to take. This ancient custom is an Indigenous practice, used by visiting nations from different territories as a sign of respect and creates a place of welcome for trainees.

If this is not possible, a more informal ceremony can take place where the Trainer acknowledges the territory they are in. To find out the territory you are in, you can contact a local Indigenous organization to assist you. Part of the ceremony may involve the use of burning tobacco, sage, sweetgrass or cedar. Be sure that you have the person conducting the ceremony explain its purpose and the option to participate.

NOTE: Trainers must confirm that they are able to burn substances in the space in which they are hosting the sessions. For example, costs associated with setting off fire alarms could be in the thousands of dollars and potentially create a major setback in delivering the program.

|STEP 2|

Welcome, Introductions and Warm-Up (Approx. 25-45 min)

- Welcome all trainees to the Train-the-Trainer training.
- As a Trainer, you can share a brief biography and background on your experience and why you are passionate about ending violence against Indigenous women and girls.
- Review any logistical items (e.g. washrooms, other details about the venue, support practitioners

available, timing for breaks/lunch, etc.).

- Ask trainees to briefly introduce themselves and share what brings them to the Train-the-Trainer training. (This is one instance where time estimates may vary. Try to keep participants' introductions brief to ensure everyone has a chance to speak.).
- Here is a good opportunity for a group warm-up activity. (See page 15 in the Bundle for examples.).

NOTE: Encourage trainees to introduce themselves by their spirit and colonial names, the territory they are from, and where they currently reside. Trainers can also encourage participants to introduce themselves in their Indigenous language, if they are able.

| STEP 3 |

Training Background and Objectives (Approx. 20 min)

Using the Train-the-Trainer PowerPoint as a guide, review for trainees:

- Train-the-Trainer Introduction;
- Continuum of Knowledge Transfer;
- Train-the-Trainer Objectives;
- Process Overview; and,
- Materials.

NOTE: These training components should be included in trainee's future training sessions, however the content may be modified.

| STEP 4 |

Train-the-Trainer Expectations (Approx. 20 min)

Review the learning objectives of Day 1-Day 3 identified on pages 7-8. Also share the following expectations for the training session. All participants are expected:

- To play active roles;
- To provide constructive feedback with one another on gaps in facilitation skills, and build off unique contributions of other trainees; and,
- To delve deeply into the Bundle teaching they choose to facilitate and to share their learnings with all participants.

Here, trainees can create a SMART goal (Specific, Measurable, Achievable, Realistic, Timely) on page 4 of their workbooks so they can set their own personal expectations for the training session.

| STEP 5 |

Exploring Shared Group Values (Approx. 10 min)

- Ask trainees what are the values which will be important in building trust and fostering a safe space during the training. List the values on a flip chart and keep them visible for the duration of the training. (Examples can include: respect; confidentiality; active and spirited participation; encouraging self-care among participants; respecting other's time and being punctual; taking care of the Elder.)
- It is also important to highlight that everyone has something to contribute to this training.

NOTE: As there may be some disclosures of sensitive information, participants should be instructed not to share this information with anyone outside the training. Alert participants that people may share emotional information, and also that it is important to give everyone a chance to share.

Break (15 min)

| STEP 6 |

Exploring Crucial Skills as a Trainer (Approx. 5 min)

Remind participants that once they become a Trainer, it will be important to keep in mind their responsibilities:

- Have a thorough understanding of information in the Bundle;
- Self-reflect and avoid bias;
- Be a good communicator and role model;
- Ensure their trainees and/or community members are sufficiently trained; and,
- Have access to information and resources to pass on to the trainees and/or community members in their training and community groups.

The trainees should also be reminded that to be good communicators, they need to be cognizant of different learning styles they could encounter in their training sessions. It is important when designing their training to consider the four types of learners: visual, auditory, reading/writing and kinaesthetic.



| STEP 7 |

Exploring Giving and Receiving Feedback¹ (Approx. 30 min)

Explain to trainees that throughout this training, everyone will be regularly providing feedback to one another, particularly when they practice facilitating. Giving and receiving adequate and constructive feedback is key to the process of learning. Explore with participants the following areas in receiving and giving feedback:

Receiving Feedback

- *Be open.* This means being receptive to new ideas and different opinions.
- *Listen to the feedback given.* This means actively listening to the entire feedback, not interrupting the speaker, or trying to anticipate what you think the speaker will say. Explain to the trainees that they can absorb more information if they are concentrating on listening and understanding rather than focusing on what their potential response might be, or being on the defensive. i.e. trying not to prepare a response while others are speaking.
- *Understand the message.* Make sure trainees understand what is being said to them. Recommend they ask questions for clarification if necessary, and practice active listening by repeating key points to ensure they have interpreted the feedback correctly.
- *Be aware of your responses.* Indicate to the trainees that their body language and tone of voice often speak louder than words. Attentiveness indicates they value what someone has to say and puts both the listener and the speaker at ease. On the other hand, looking distracted or bored sends a negative message. Try to avoid putting up non-verbal communication barriers.
- *Reflect, then decide what to do.* Recommend trainees assess the value of the feedback, the consequences of using it or ignoring it, and then decide what can be done to respond to it as they move forward. Stress that how they respond is their choice.
- *Follow up.* Indicate that there are many ways to follow up on feedback. For example, follow-up could involve implementing the suggestions provided, ignoring it, or incorporating pieces of the advice given.

Giving Effective Feedback

- *Own the feedback.* Encourage participants to use the pronoun “I” when giving feedback as this suggests that the feedback is one opinion, rather than insinuating that it is universally agreed upon.
- *Concentrate on the behaviour, not the person.* Encourage participants to try not to make the feedback sound personal or accusatory. One strategy to suggest to participants could be to open by stating the behaviour in question, then describe how they feel about it, and end with what they might suggest

1. Centre for Teaching Excellence, University of Waterloo. Receiving and giving effective feedback. Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback>

as an alternative. For example, rather than saying “you should do _____”, try saying “when _____ happened, I felt _____, so perhaps an alternative would be to _____”. The Trainer or participant can also open this statement up to the other trainees and see if they have any other options or advice. Offering and exploring alternatives rather than just giving advice can provide the receiver with options to help decide what to do with the feedback.

- *Balance the content.* Recommend to trainees that they use the “sandwich approach” where the speaker would begin by providing comments on specific strengths, which provides reinforcement and identifies what the recipient should keep doing. Then the speaker would identify specific areas of improvement and could suggest ways to make changes and conclude with a positive comment. This model helps to bolster confidence and keep any weak areas in perspective. For example: “Your presentation was great. You made good eye contact and were well prepared. I had a little trouble hearing what you were saying at the back of the room, but with some practice I think you can improve this.” Instead of: “You didn’t speak loudly enough.”
- *Be specific.* Ask participants to avoid general feedback that may be of limited use to the receiver. For example, rather than suggesting their PowerPoint slides could be improved, try to include specific examples from the PowerPoint presentation to illustrate the point (e.g. discuss certain slide numbers, visuals, font, text size, etc.).
- *Be realistic.* Indicate to participants that feedback should focus on what is possible to be changed. It is useless and frustrating for recipients to get comments on something over which they have no control. An example of this could be if there was construction happening outside of the classroom that was distracting to the presentation. Also remind them to avoid using the words “always” and “never” in their feedback, as people’s behaviour is rarely that consistent.

| STEP 8 |

Reviewing the Bundle (Approx. 30 min)

Bundle Background

- Explain to trainees that the Walking in Her Moccasins Bundle uses the Medicine Wheel concept where the different objectives and teachings are divided among the four Quadrants. There are many forms of Medicine Wheels used as frameworks to explain topics such as cycles of life (infant, youth, adult, elder), animals (eagle, mouse, bear, buffalo) and medicines (cedar, tobacco, sweetgrass, sage). Trainers can go online to find examples of different types of Medicine Wheels and how they are used.
- Explain that the flow of the Bundle and its teachings typically starts at stage one and is completed at the fourth stage. However, also indicate that depending on what type of issue is being dealt with in the trainee’s future training sessions, the flow could start at different stages i.e. start with stage 2, then move to stage 1, to stage 3, to stage 4.

- Experiential teachings, such as the Medicine Bundle (pg. 21), Talking Stick (pg. 27), Warrior Mask (pg. 53) and Warrior Shield (pg. 70) from the Bundle can be an incentive for individuals to participate. Explain to trainees that experiential, hands-on activities should be included in their future training sessions. Connecting a specific teaching to an experience can solidify teachings in a more meaningful way.

NOTE: The page numbers referenced above apply to the full Bundle available online (not the individual Quadrant PDFs).

Quadrant 1

- The ceremonial piece associated with this stage in the Bundle was identified from the needs-assessment process as the first step in connecting Indigenous men and boys to their culture. Quadrant 1 is aimed at providing the first teachings so that Indigenous men and boys will have a connection to their spiritual self that they can rely on. In this Quadrant, the ceremonies are not limited to the ones listed. There may be other ceremonies specific to a community or nation that can be used to better connect Indigenous men and boys to their culture.
- The experiential activity associated with this Quadrant is the design of a Medicine Bundle. Bundles can be a variety of shapes and sizes but are ultimately tools to hold sacred teachings or sacred items, metaphorically or literally. The Walking in Her Moccasins Bundle has been named as such because it is a collection of sacred teachings.

Quadrant 2

- Part of the Indigenous collective history is the impact of colonization on Indigenous communities. The purpose of this Quadrant is to provide a historical narrative of what life was like pre-colonial contact, focusing on roles of Indigenous women, men, two-spirited and transgender peoples. Teachings offer insight into the policies and actions of government that contributed to gender-based violence against Indigenous women and girls.
- One of the most important aspects of this activity is to decolonize the narrative and construct one that focuses on the impacts of Indigenous history from a gender-based violence lens.
- The experiential activity is designing a Talking Stick for individual or group use. Each teaching is associated with the creation of a “notch” in the Talking Stick, for a total of seven (7) teachings from this Quadrant.

Quadrant 3

- The intent of this Quadrant is to begin instilling and incorporating Indigenous teachings as a form of fostering positive attitudes and conduct towards Indigenous women and girls. These are suggested teachings and Trainers can collaborate with their communities to incorporate their own

individual lessons that meet the objectives of the teachings in their training sessions.

- The experiential teaching of Mask Making contained within this Quadrant can be incorporated at the end of the series of teachings or after each teaching. The mask can reflect anything that the participant associates with, such as animals, specific colours, messages, a specific time or place, etc. Healing from gender-based violence has many faces.

Quadrant 4

- This Quadrant explores ways that Indigenous men and boys can begin to use the knowledge learned in the previous Quadrants to build healthy relationships. The hope is for Indigenous men and boys to use the teachings, ceremony, concepts of consent, and skills provided by the Trainers to move them towards becoming human rights defenders in their communities, with a strong focus on preventing gender-based violence.
- The experiential teaching associated with this Quadrant is the Warrior Shield. This activity is an important storytelling piece. The design of the shield could follow the before and after story, or a situation in life that was not favourable but was overcome with strength, hard work, and perseverance.

Summary

- Ask for and address any questions the participants may have about any of the four Quadrants, or the Bundle as a whole.

| STEP 9 |

Deciding on a Teaching (Approx. 20 min)

- Provide trainees with time to review the Bundle to choose a teaching relevant to gender-based violence in their community for which they will be creating a lesson plan on Day 2 and presenting on Day 3.
- Participants can use the 'Choosing a Teaching' worksheet on page 5 in their workbooks to help guide their choice.
- Once decided, ask each trainee which teaching they plan to do, so you, the Trainer, can keep track and other participants will know what teachings are being done.
- If there are two trainees planning to do the same teaching, provide them with the option to work together or choose another teaching. Groups working on the same teaching should be limited to a maximum of two trainees.

DAY 2: Delving into the Bundle Teachings

Approx. 7.5 hours



Welcome and Review (Approx. 20 min)

- Welcome participants and ask each of them to reflect on how they are feeling emotionally, spiritually, physically, and mentally.

| STEP 1 |

Unpacking the Bundle Introduction and Quadrant 1 (Approx. 1 hr)

Review each of these sections in the Train-the-Trainer PowerPoint with trainees:

- Bundle Introduction and Considerations
- Quadrant 1 (Ceremonies and Experiential Learning)

| STEP 2 |

Review of Key Concepts (Approx. 45 min - 1 hr)

Review each of these sections in the Train-the-Trainer PowerPoint with trainees:

- Gender and sex
- Gender-based violence (forms, prevalence and root causes)
- Culturally-based programming (i.e. welcoming Elders, community protocols, celebrating ceremonies)
- Roles of men and boys to prevent gender-based violence

| STEP 3 |

Create a Lesson Plan for Chosen Teaching (Approx. 3 hr)

- Review the completed lesson plan example in the participants' workbooks on pages 6-7.
- Indicate that participants have several hours to develop a lesson for their chosen teaching from the Bundle in the blank lesson plan pages in their workbooks (pages 8-12). They will be presenting their lesson plan at the beginning of Day 3.
- Inform them they will have a maximum of 30 minutes to present to the group the lesson they have created, show additional resources they found and if time permits, demonstrate one activity from the lesson. Lesson plans should still reflect the estimated time it would take to accomplish each

activity in an actual training session with Indigenous men and boys.

- Indicate that if participants are working in pairs, they are expected to have equal presentation time within the 30 minutes.
- Explain that the 'Feedback to the Facilitation Team' worksheet (pg. 29 of their workbooks) will be completed by participants as other trainees are presenting the next day. Indicate this can also act as a rubric for participants to work from when building their lesson.
- Encourage trainees to use other parts of the room or facility, including outside, to develop their lesson plan.
- Indicate that you are available to answer any questions.


Lunch (1 hour)

| STEP 4 |

Creation of a Lesson Plan (Approx. 3 hr)

- Participants will work individually or in pairs on creating a lesson plan for the Bundle teaching they have chosen to present the next day.
- The lesson plan will include an introduction that will capture attention, a body that includes most of the information, and a closing that will wrap up all concepts from the lesson.





DAY 3: Bundle Presentations; Planning a Training Session; and Evaluating the Train-the-Trainer Session

Approx. 7.5 hours

Welcome and Review (Approx. 20 min)

Welcome participants and ask each of them to reflect on how they are feeling emotionally, spiritually, physically, and mentally.

| STEP 1 |

Present the Bundle Teachings with Feedback (Time will vary: Approx. 4 hr)

NOTE: A break after 2 hours of presentations is recommended.

- Indicate that every participant will provide feedback for others and will receive feedback on their presentation of their chosen teaching. Clarify that the individual or pair who has the next teaching will be responsible for handwritten feedback of the individual or pair preceding them. The individual or pair who is presenting will give their workbook to the individual or pair who is giving the written feedback. Those who are giving the feedback will then write directly into the presenter's workbooks on the 'Feedback to Facilitation Team' (pg. 29).
- If there is a numerical gap between teachings (for example, if an individual is presenting teaching #6, and the next closest teaching by a participant is #12), the individual or pair presenting teaching #12 is/are responsible for providing handwritten feedback for the individual or pair presenting teaching #6.
- Begin the presentations by having individuals or pairs present their lesson plans in the numerical order of the teachings in the Bundle, with the Trainer giving a brief overview of the teachings not chosen by participants.
- After the closing of each presentation, ask the larger group for any verbal feedback they would like to share with the trainees who have just presented.
- Once all participants have presented, the Trainer should offer general observations and feedback on the delivery of the teachings (e.g. common challenges, areas of growth, participants' general assets and strengths as facilitators).

Lunch (1 hour)

| STEP 2 |

Exploring Common Challenges (Approx. 30 min)

- Using information from the Train-the-Trainer PowerPoint slides, discuss key challenges which trainees may experience during their facilitation and how to address them (e.g. trauma experienced in the group, unique needs of men, defensiveness from men).

| STEP 3 |

Investigating Logistics of a Training Session (Approx. 2 hr)

- The Trainer will review the steps required for planning a community training session, based on the Train-the-Trainer PowerPoint.
- Ask trainees to fill in the appropriate pages in their workbooks (pages 13-28) to create a work plan to identify the steps required to implement the facilitation of a culturally-based program in their community. Participants will be completing details about the pre-planning process, community engagement, first meeting, terms of reference, work plan, budget, training agenda, communication plan, pre-administrative duties, and evaluation of training.
- Trainers will also review the roles of Elders versus Trainers in a training session based on information found in the Train-the-Trainer PowerPoint.

| STEP 4 |

Evaluation and Closing Circle (Approx. 30 min)

- Distribute the Train-the-Trainer Participant Evaluation Form, found on pages 27-28 in the participant's workbooks and ask all trainees to complete the form. You will need to make extra copies of this handout for each participant so the trainees can keep their own copies of this evaluation for their future training sessions. This evaluation form is information for the Trainer, so they have an idea of how the participants felt about the training and to outline their strengths and weaknesses in facilitating.
- The Trainer can lead a closing circle where they check in with all the participants about how they are feeling mentally, physically and emotionally. Lastly, the Elder or Trainer will close with a prayer.

ADDITIONAL RESOURCE FOR TRAINERS: DEALING WITH TRAUMA²

Trauma results from experiences that overwhelm an individual's capacity to cope. Examples of trauma-inducing events that participants may have experienced, or are currently experiencing include: childhood abuse and neglect, sexualized violence, medical interventions, witnessing acts of violence, and the intergenerational impacts from historical genocide and colonization in Canada. During any training session, difficult discussions on these topics may be traumatic for some participants to hear or participate in.

Recognizing Signs of Trauma

Post-traumatic stress disorder (PTSD) is one mental health diagnosis that can result from trauma/violence. Depression and substance misuse are also common responses.

There are many long-term symptoms of trauma that can be broad and can impact many areas of functioning, including physical, cognitive, spiritual, behavioural and emotional. Trainers must be aware of the ways people participating in the Train-the-Trainer training or the facilitated community training may demonstrate that they have been affected by trauma. **These are referred to as “in the moment” effects and can include:**

- Change in breathing (breathing quickly or holding breath)
- Muscle stiffness, difficulty relaxing
- Flood of strong emotions (anger, sadness, etc.)
- Rapid heart rate, increased blood pressure
- Startle response, flinching
- Shaking
- Staring into the distance
- Becoming disconnected from present conversation and losing focus
- Inability to concentrate or respond to instructions
- Inability to speak



2. Government of Nova Scotia. (2015). Recognizing and responding to the effects of trauma: A discussion guide for health and social service providers. Retrieved from: https://novascotia.ca/dhw/addictions/documents/TIP_Discussion_Guide_2.pdf.

As a Trainer, it is important to remain calm and continue with a soft and empathetic demeanour to help re-centre the participant(s) experiencing a reaction to trauma. Some activities to help participant(s) re-centre can include:

- Grounding activities which can help participants remain calm and reconnect to what is happening around them, such as:
 - Remind yourself of who you are now. Say your name. Say your age. Where are you now? What have you done today? What will you do next?
 - Butterfly hug: instruct the participant to hug themselves
 - Name your favourites: favourite colours, foods, animals, etc.
 - Plant your feet firmly on the ground/floor. Feel your feet supported, rooted, and connected.
- Mindfulness activities which can help participants observe the moment instead of being threatened by it. It also helps them intentionally focus, accept, and not judge emotions, thoughts and sensations occurring to them.
 - The Body Scan: participants lie very still, while the Trainer brings awareness to their breath and body.
 - Mindful Seeing: look out a window and observe what you see without judging, labelling or organizing the items.
 - 5 Senses: Notice 5 things you can see, notice 4 things you can feel, notice 3 things you can hear, notice 2 things you can smell, notice 1 thing you can taste.

ADDITIONAL RESOURCES

For more information on managing trauma, refer to the National Council's infographic found at: https://www.thenationalcouncil.org/dl.php?file=/var/www/vhosts/thenationalcouncil.org/public_html/wp-content/uploads/2012/11/Trauma-Infographic-Print.pdf

For further resources and training opportunities, please refer to the Aboriginal Focusing Oriented Therapy website at: <https://focusinginternational.org/about/aboriginal-focusing-oriented-therapy-initiative/>

ADDITIONAL RESOURCES: COUNSELLING SERVICES IN OTTAWA

There are several national, regional and community counselling services available in most Indigenous communities. Before any training session, it is necessary to identify an agency and/or an individual with the credentials to offer counselling that may be offered during the training session or for after care, should it be required. As part of the community asset planning when developing a training session, Trainers should have already identified these resources.

Trainers may also rely on current national counselling services if there are no services available in the area where training is offered. They include:

Indian Residential Schools Resolution Health Support Program:

- 24-hour National Crisis Line: **1-866-925-4419**
- You can also call this line to get information on other health supports provided by the Health Canada Indian Residential Schools Resolution Health Support Program.
- These supports include cultural support, emotional support, professional counselling and transportation.

Contact:

1-866-925-4419

<https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/health-care-services.html>

First Nations Counselling Portal Ontario:

- First Nations Counselling through Telehealth Ontario or Skype
- All program fees are covered
- Facility is based in London, ON but offers the Telehealth and Skype services province-wide.

Contact:

1-855-339-1666

Website: <http://www.firstnationscounselling.com/>



First Nations and Inuit Mental Health and Wellness:

- Toll-free First Nations and Inuit Hope for Wellness Help Line at: **1-855-242-3310**
- There is also an online chat available 24/7 at hopeforwellness.ca
- Website: <https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/health-promotion/mental-health-wellness.html>

For a training session hosted in Ottawa, Trainers could look for resources in the Ottawa/Ontario region. See the examples below:

Amethyst Women's Addiction Centre

- Group and individual counselling for women for addictions of drugs, alcohol, sex and gambling
- Health, anxiety, stress and sexual awareness promotion programs
- Provides training and workshops to interested communities and individuals

Contact:

488 Wilbrod Street

Ottawa, Ontario

K1N 6M8

(613) 563-0363

Website: <http://amethyst-ottawa.org>

Centre for Family Preservation and Wellness:

- In-home consultations are available to ensure ease of access.
- Online and telephone counselling is also available to ensure services are accessible.
- Services are not covered by OHIP. Costs will be out of pocket.
- The centre has offered counselling services for First Nations individuals for over 30 years.



Contact:

121 Dundas Street East, Suite 208, Belleville, ON, K8N 1C3

613-967-9944

Website: <http://www.cissyhelps.com/online-counselling.cfm>

Eastern Ottawa Resource Centre:

- Women's Counselling
- Violence Against Women Services - Counselling for women who are or have experienced violence.
- Free counselling services
- Bilingual (French and English)
- Crisis support help line available 24/7: 613-745-4818 or 613-745-3665 (French)

Contact:

1980 Ogilvie Rd, Suite 215, Gloucester, ON, K1J 9L3

613-741-6025

Website: https://www.eorc-creo.ca/Violence_Against_Women.php

Gilmour Psychological Services:

- Professional services catered to specific needs.
- Services are not covered by OHIP. Costs will be out of pocket.
- The centre offers a wide variety of services, including addictions, childhood abuse, post-traumatic stress disorders and First Nations issues, to name a few.

Contact:

437 Gilmour St., Ottawa, ON, K2P 0R5

613-230-4709

Website: <https://www.ottawa-psychologists.com/our-services/>

Wabano Centre:

- Free Walk-In Counselling Services available, no referrals or appointments necessary
- Individual or group counselling available

Contact:

299 Montreal Rd, Ottawa, ON, K1L 6B8

613-748-5999

Website: <http://wabano.com/mental-wellness/walk-in-crisis-counsellor/>

Minwaashin Lodge - Indigenous Women's Support Centre:



- Women's Counselling
- Free services such as education and employment assistance
- Short-term (up to 3 months) counselling support
- Support groups for Indigenous women such as drum groups and addiction groups
- Women's shelter (including those with children) for domestic abuse victims fleeing violence

Contact:

1155 Lola St #100, Ottawa, ON, K1K 2C5

613-741-5590 Ext. 260 (Charlotte)

Website: <https://www.minlodge.com/women-counselling>

Odawa Native Friendship Centre:

- The Aboriginal Healing and Wellness Program delivers client and participant-based services to Aboriginal individuals, families and children.
- The primary focus of the programming is related to reducing family violence.

Contact:

250 City Centre Ave, Ground Floor, Ottawa, Ontario K1R 6K7

Phone: 613-722-3811 Website: <http://www.odawa.on.ca/programs/hwp.htm>

Mental Health and Addiction Services of Ottawa:

- Shontelle Prokipcak is a service provider who has worked closely with Indigenous individuals.
- Federal Insurance Plans are accepted.

Contact:

1489 Merivale Rd #200, Nepean, ON, K2E 5P3

613-225-7272

Website: https://www.psychologytoday.com/ca/therapists/shontelle-prokipcak-nepean-on/202957?sid=1529340544.1124_31677&city=Ottawa&state=ON&spec=337&ref=15&tr=ResultsProfileBtn

