

Walking In Her Moccasins



Trainee Workbook

An experiential
violence prevention
resource for
Indigenous men
and boys.

www.walkinginhermoccasins.org



Trainee Workbook

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

Published in 2018

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Go to: www.walkinginhermoccasins.org

Funding for this booklet, “Building Capacity to Deliver the Walking In Her Moccasins Bundle: A Train-the-Trainer Guide-Trainee Workbook” was provided by Status of Women Canada.



**Status of Women
Canada**

**Condition féminine
Canada**

This resource was developed by the Congress of Aboriginal Peoples in partnership with White Ribbon.



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Take the White Ribbon pledge to never commit, condone or remain silent about violence against women: www.whiteribbon.ca/pledge.

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ISBN 978-0-9781780-3-1

Branding, website and book design: Pass The Feather | www.passthefeather.ca

Workshop Goals

In goal setting, think of what you'd like to gain from this workshop and how you will apply this new information to address an issue in your community.

We recommend you use the SMART goals model:



S

My goal is _____.

M

I'll know I've reached my goal because _____

A

I have done _____ previously, so I know I can do this.

R

Here is my realistic plan to achieve my goal: _____

T

I want to achieve my goal by this date: _____

Choosing A Teaching

The teaching I have chosen is _____.

It will help the issue in my community by _____.

A summary of this teaching is (5-6 points):



The main activity of this teaching is:



Other ideas to include in this teaching are:



Lesson Plan (Example)

Time: 2hrs 30 mins

Teaching: 4 - MMIWG

Quadrant: 2

Lesson Activities

- 1) Inform participants that the information discussed, and particularly the videos shown could be triggering, so ensure you go slow through this teaching, reconnect after each step and smudge when necessary. Ask participants what they already know about Missing and Murdered Women and Girls. Discuss statistics in the NWAC fact sheet and the Sisters in Spirit Project, as well as major findings from that research. **(20 mins)**
- 2) Show the Performance for Missing and Murdered Indigenous Women (https://www.youtube.com/watch?v=q_vqIZJofo0). After the video, reconnect with participants and check in on how they are feeling. Smudge if necessary. **(15 mins)**
- 3) Specifically for a younger crowd, show 'Powerless' by Classified <https://www.youtube.com/watch?v=9W69e9jDRq0>. This video can be difficult to watch, so if participants are feeling triggered by the first video, then **do not** show this one. Be sure to debrief and smudge afterward. **(15 mins)**
- 4) Present the 'Finding Dawn' film (1hr 13 mins). <https://walkinginhermoccasins.org/quadrant-2-where-weve-been/>
- 5) Discuss key ideas from the film and write on a flip chart. **(15 mins)**
- 6) Discuss any additional actions that Indigenous men and boys can take to end violence against Indigenous Women and Girls. **(15 mins)**

Materials:

- Laptop (with speakers)
- Projector
- NWAC Factsheet
- Flip Chart and Markers

Objectives:

- Provide information on Missing and Murdered Indigenous Women and Girls
- Discuss actions Indigenous men and boys can take to prevent violence against Indigenous Women and Girls.

Notes:

This is a very sensitive subject, so be prepared for and aware of signs of trauma and / or defensiveness from men. Be sure to allow plenty of time for debriefing/reconnecting and smudging.

Talking Notes for Lesson Plan

- Some key statistics to note from the NWAC factsheet:
 - The research is driven by the Sisters in Spirit program, associated with NWAC. They reviewed 582 cases on missing and murdered Indigenous Women and Girls.
 - They found 67% are murder cases
 - 20% are missing cases
 - 4% are cases of suspicious death
 - 9% are cases where the nature is unknown
 - Indigenous Women and Girls make up about 10% of all female homicides in Canada, when they are only about 3% of the population
 - It has been difficult comparing across provinces and gathering reliable data before the 2000s
 - 55% of these cases involve women and girls under the age of 31
 - 88% were mothers. It has been estimated that more than 440 children have been impacted
 - Most of the cases occurred in the Western provinces
 - Nearly half of the murder cases remain unsolved
 - Indigenous women are nearly 3 times more likely to be killed by a stranger than non-Indigenous women
 - Indigenous women are 7 times more likely to be killed than non-Indigenous women
- Before playing the first video, note that this is a dance tribute to Missing and Murdered Indigenous Women and Girls.
- The second video is performed by a rapper from the east coast that might be well-known to younger participants as he has collaborated with popular artists.
- Prompts for discussion on what Indigenous men and boys can do to help Indigenous women and girls:
 - They can acknowledge violence against Indigenous women and girls
 - They can listen and learn from Indigenous women and girls' personal stories of violence and resilience
 - They can be a positive role model to men and boys in their lives
 - They can acknowledge the ways in which personal trauma has impacted one's sense of self and relationships
 - They can speak out against all forms of discrimination and violence.

Lesson Plan

Time:

Teaching:

Quadrant:

Lesson Activities



Materials:

Objectives:

Notes:

Lesson Plan

Time:

Teaching:

Quadrant:

Lesson Activities

Materials:

Objectives:

Notes:

Lesson Plan		
Time:	Teaching:	Quadrant:
<div>Lesson Activities</div>		
<div>Materials:</div>	<div>Objectives:</div>	
<div>Notes:</div>		

Lesson Plan

Time:

Teaching:

Quadrant:

Lesson Activities

Materials:

Objectives:

Notes:

Lesson Plan		
Time:	Teaching:	Quadrant:
<div>Lesson Activities</div>		
<div>Materials:</div>	<div>Objectives:</div>	
<div>Notes:</div>		



STEP A: PRE-PLANNING PROCESS

DECIDING IF WALKING IN HER MOCCASINS IS THE RIGHT SUPPORT FOR ISSUES
IN COMMUNITY:

Gender-Based Violence Issue(s) In Community	How Does Walking In Her Moccasins Help? <i>Try to be specific with evidence.</i>
Example: There is a group of Indigenous men and boys in the community who have expressed that they feel lost and have resorted to drinking to heal this pain. After several drinks, they start becoming aggressive to both men and women in the bar.	<ul style="list-style-type: none">→ The ties to culture will help guide these men and boys who 'feel lost'→ The suggestions on how to deal with anger will help give them tools to deal with their feelings of aggression→ Being connected to a role model and/or Elder could help inspire these men to do better



STEP B: COMMUNITY ENGAGEMENT

FORMING A STEERING COMMITTEE:

Steering Committee Members	Role(s) In The Committee
Elder	
Interested Individuals	
Interested Organizations	
Other	



STEP C: FIRST MEETING

List organizations to invite.

List individuals to invite.

Speaking notes.

STEP D: TERMS OF REFERENCE

Terms of Reference	Details
Official Name	
Members/Composition <i>(Roles/ Responsibilities)</i>	
Term of Membership <i>(Minimum Commitment?)</i>	
Formation Details <i>(Context of Working Group: How/ When/ Why was it formed?)</i>	
Goals <i>(1. Primary, 2. Secondary, 3. Others)</i>	
Deliverables <i>(Specific outputs required/ requested from Working Group)</i>	
Jurisdiction <i>(What are the bounds of responsibility and authority of the Working Group?)</i>	
Resources and Budget <i>(Resources required to meet objectives of the Working Group)</i>	

Terms of Reference	Details
Governance <i>(Decision-making technique)</i>	
Communications <i>(Communication between and within the Working Group)</i>	
Relationships to Other Groups <i>(Is this Working Group dependent or related to other communities, members, etc.?)</i>	
Related Policies/By-Laws <i>(Relate to corporate policy and/or government initiative that may pertain to the Working Group)</i>	



STEP E: WORK PLAN

Goal 1:

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments

Goal 2:

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments

Goal 3:

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments



STEP F: CREATING A BUDGET

Personnel:	Sub-total
Elder Workshop Facilitator Other: _____	
Travel:	
Travel (mileage, airfare, taxi, incidentals)	
Materials:	
Meeting supplies, if needed. Please specify:	
Equipment Rental:	
Food/Beverage:	
Other:	
Total:	



STEP G: CREATING AN AGENDA

Guiding Questions:

☐ How long will your training be?

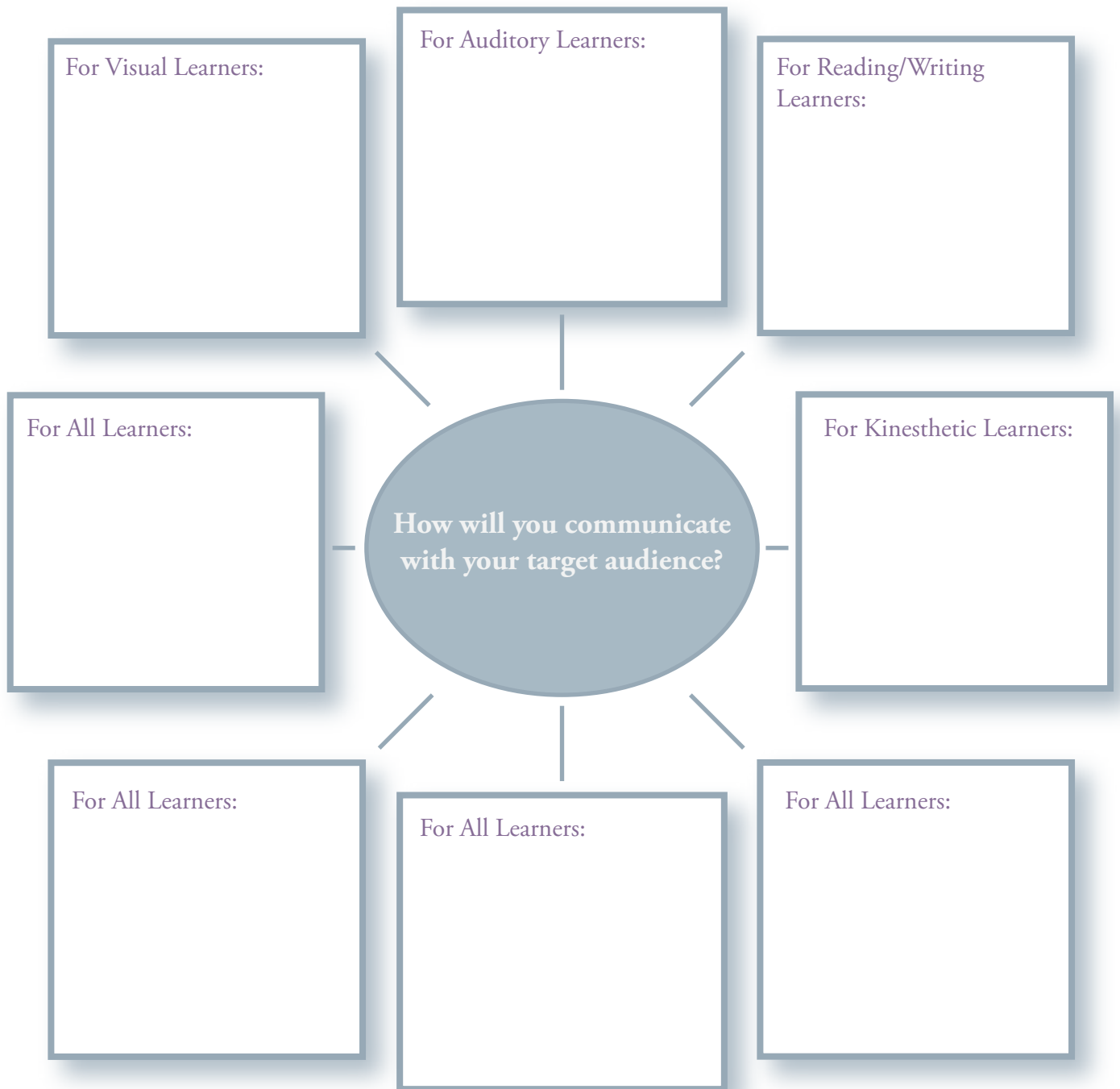
☐ How many teachings would you like to include in your training session?

☐ Based on which teachings you choose and how many you'd like to cover, create a timetable of how long each teaching will take:

Teaching	Timing

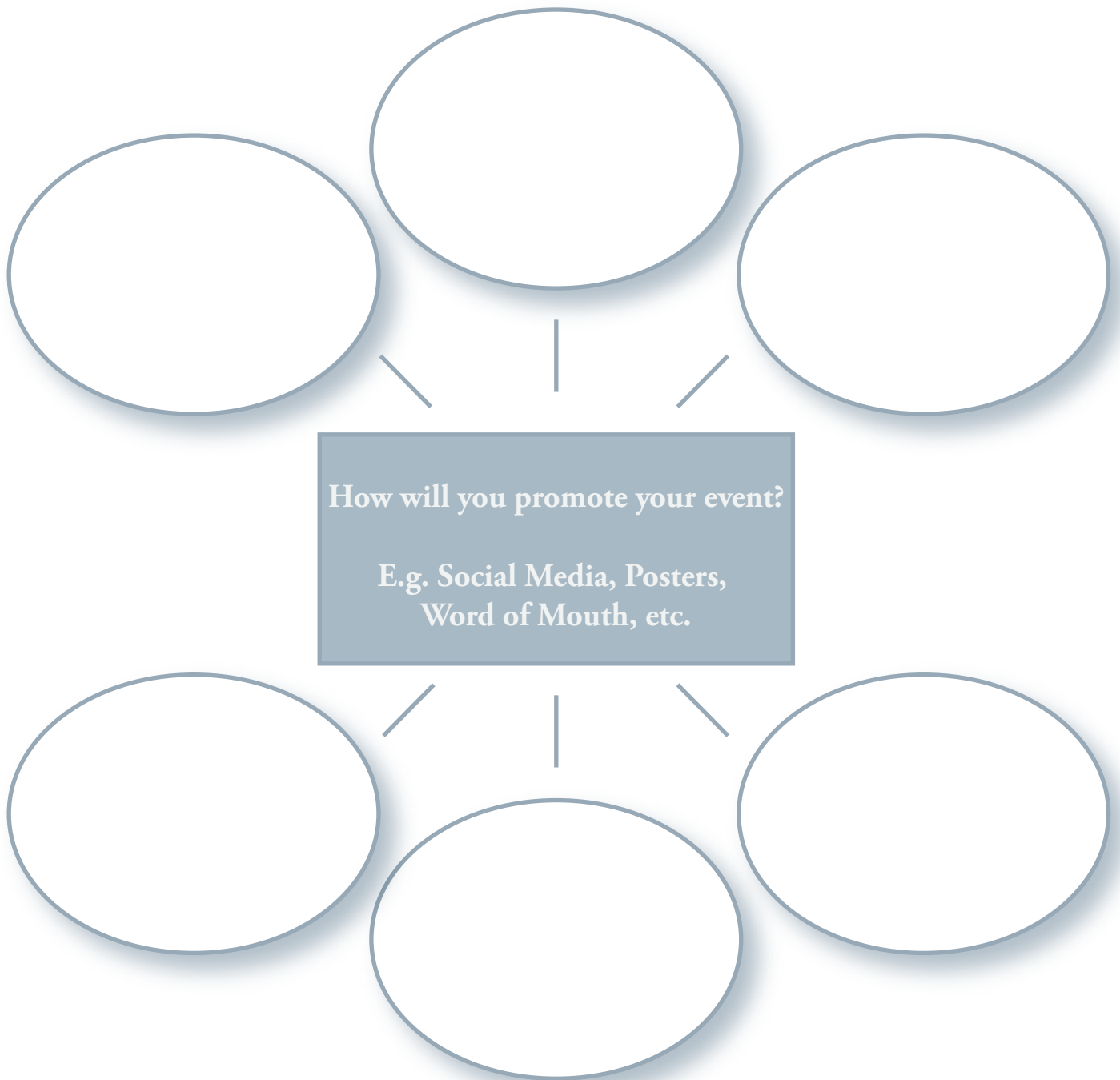


STEP H: COMMUNICATION PLAN





STEP H: COMMUNICATION PLAN





STEP I: PRE-ADMINISTRATIVE DUTIES

These lists focus on ensuring that the space and necessary equipment (if required), is available and in working order. These lists are flexible and intended to be used as a guide.

PRE-SESSION CHECKLIST

Meeting Space

- ☐ Outdoor or indoor space?
- ☐ Seating capacity and seating/table room setup (theatre or circular style)
- ☐ Is wheelchair accessibility required and confirmed?
- ☐ Ensure accoustics, lighting and electrical outlets are in proximity of audio/visual equipment
- ☐ Ensure adequate tables for audio-visual equipment
- ☐ Washrooms (wheelchair accessible)
- ☐ Does it have kitchen facilities?
- ☐ Does it have an Automated External Defibrillator (AED)?
- ☐ Can you smudge? Seek permission.
- ☐ _____
- ☐ _____

Electronic Equipment

- ☐ Laptop
- ☐ Wifi
- ☐ Connector cord for the laptop to projector
- ☐ Memory sticks and/or encrypted hard drive
- ☐ Projector
- ☐ Sound system:(portable) speakers and microphones
- ☐ Overhead projector
- ☐ Screen
- ☐ TV
- ☐ DVD player
- ☐ IPAD/IPOD
- ☐ Extension cords (duct tape)
- ☐ _____
- ☐ _____

Meeting Materials

- ☐ Hand-outs (PowerPoint Presentation, workbook)
- ☐ Bundle and Medicines
- ☐ Copies of the **Walking In Her Moccasins** bundle
- ☐ Pens
- ☐ Binders for workbooks
- ☐ Flip chart with non-toxic markers
- ☐ Experiential activity materials:
- ☐ _____
- ☐ _____
- ☐ _____

Meeting Room Set-Up

- ☐ Locate lighting and electrical outlets
- ☐ Check all equipment (sound, volume, videos) in advance
- ☐ Consider location of display/registration tables and how they affect traffic flow (washroom and kitchen movement).
- ☐ What is the best seating arrangement to maximize experience?
- ☐ _____
- ☐ _____
- ☐ _____

Notes:

LIST OF MATERIALS NEEDED

- ☐ Laptop
- ☐ Projector
- ☐ Chart paper
- ☐ Markers
- ☐ Pens
- ☐ Workbooks for each participant
- ☐ A copy of the [Walking In Her Moccasins Bundle](#) for each participant
- ☐ Materials for experiential teaching of choice

Talking Stick Activity

- ☐ Spindles
- ☐ Feathers
- ☐ Coloured yarn
- ☐ Hot glue

Mask Making Activity

- ☐ Materials vary depending on what type of mask you are making (plaster, model magic or paper maché masks).
- ☐ For decorating, a variety of decorating supplies can be available depending on the material of the mask. For example: glitter, acrylic paints, feathers, coloured yarn or wool, fabric swatches, felt, different sized brushes, hot glue, material appropriate for making whiskers, eye lashes, etc. Having thin, flexible cardboard available for individuals who may want to add animal-like features to their masks such as snouts or beaks, etc. would be valuable as well.

Warrior Shield Activity

- ☐ Circle canvas
- ☐ Paint
- ☐ Paint brushes
- ☐ Decorating supplies such as beads, leather and feathers

Notes:



STEP J: EVALUATION

Date: _____

Title and location of training: _____

Facilitator: _____

Please indicate your level of agreement with the following statements using the scale below:

1=Strongly disagree, 2=Disagree, 3=No opinion, 4= Agree, 5=Strongly Agree	1	2	3	4	5
The objectives of the training were clearly defined.					
Participation and interaction were encouraged.					
The topics covered were relevant.					
The pre-reading materials and teaching documents distributed were helpful.					
This training experience will be useful in creating a gender-based violence programming for my organization/community.					
The facilitator was knowledgeable about the training concepts.					
The facilitator was well prepared.					
The time allotted for each session was sufficient.					
The meeting room and facilities were adequate and comfortable.					
The training objectives were met.					
The content was organized and easy to follow.					

Please reflect on your overall experience in the Train-the-Trainer session and circle the number most applicable to you:

1= Extremely negative
10= Extremely positive

1 2 3 4 5 6 7 8 9 10


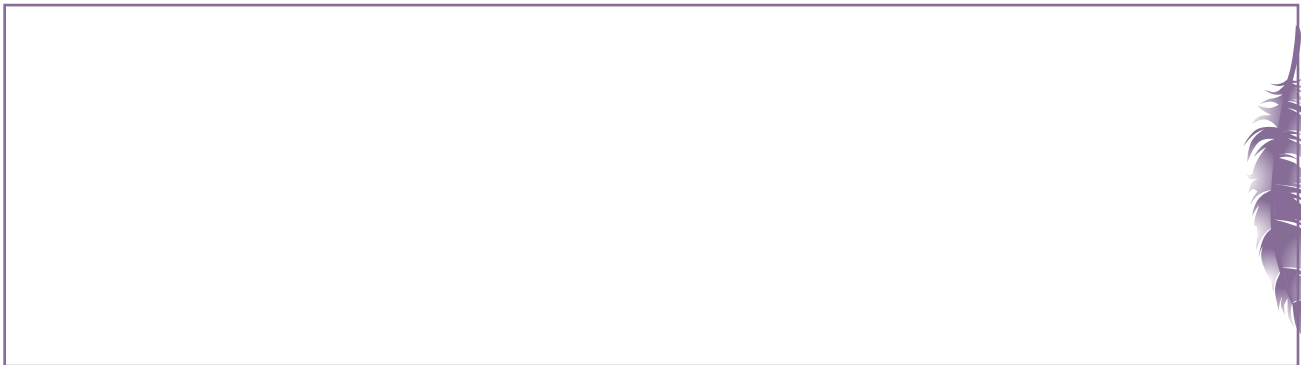
Please select the statement that is most applicable to you:

- ☐ I have a high level of confidence in facilitating Bundle teachings
- ☐ I feel somewhat confident in facilitating Bundle teachings
- ☐ I do not feel at all confident in facilitating Bundle teachings

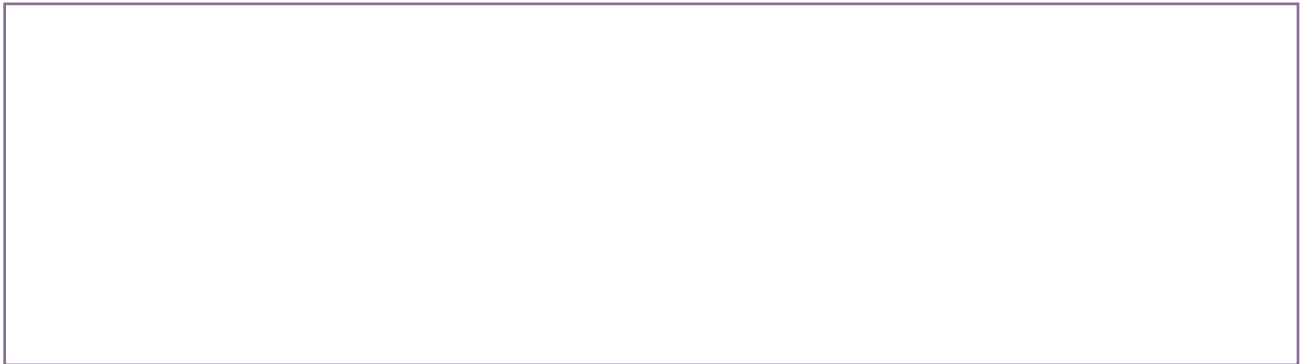
What did you like most about the training?



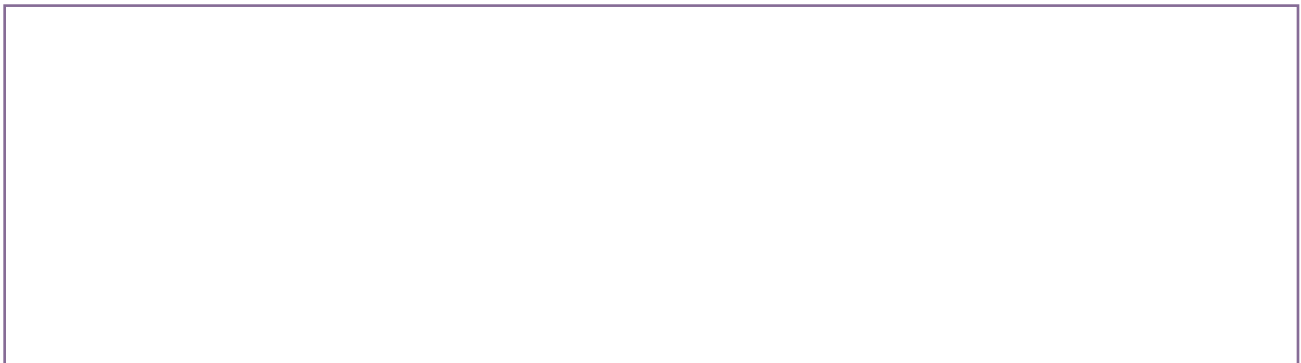
What aspects of training could be improved?



How do you hope to use this information as a result of this training?



Please share other comments or expand on previous responses here:



FEEDBACK TO THE FACILITATION TEAM

Teaching:

Degree to which learning objectives were achieved?

1 = Not at all achieved

10 = Full achievement of learning objectives

1 2 3 4 5 6 7 8 9 10

Overall Facilitation Skills in Delivering the Bundle:

1 = Very low level of facilitation; lack of clarity

10 = Very high level of facilitation; clarity of instructions; inspired active participation

1 2 3 4 5 6 7 8 9 10

Share a highlight of the delivery of the teaching.

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Share an area of growth for the delivery of the teaching.

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