



RESILIENCY
Lodge



Native Women's
Association of Canada
L'Association des
femmes autochtones
du Canada

COMMUNITY SUPPORT WORKER TRAINING PROGRAM

Fact Sheet

BACKGROUND

Purpose: Provide Community Support Workers (CSWs) with the methods, tools, and resources needed to support Indigenous women, girls, Two-Spirit, transgender, and gender-diverse (WG2STGD) people, on their healing journey from gender-based violence, mental health crises, and intergenerational trauma. This is particularly stemming from the legacies of the Residential School System, Federal Indian Day Schools, and the on-going crisis of MMIWG.

Methods: Sharing Circles.

Participants: Community Support Workers.

Findings:

- Additional resources, accessible services and resources, and services that are easier to navigate.
- Services and resources are inclusive of youth (focusing on addiction services), and for those living with disabilities.
- Incorporation of Traditional Teachings and medicines.





TRAINING CONTENT

Based on findings from Sharing Circles, NWAC created a two-hour virtual training session available to the public.

SECTION ONE: Introduction, opening ceremony, smudge, land acknowledgement, agenda, purpose, program goals.

SECTION TWO: Eugenics, colonial legacies, and the impacts on Indigenous WG2STGD people.

- Begin with a five question, True or False pop quiz. Questions should revolve around Indigenous history in Canada.
- Discuss the history of eugenics, including differential positive versus negative eugenics, and include how these have been used in Canada and globally. Examples can include: Marriage laws, forced sterilization, anti 2SLGBTQIA+ laws.
- Explore cultural and physical forms of genocide and their link to eugenics. Explain how genocide and eugenics leads to forms of intergenerational trauma and how this affects Indigenous WG2STGD people by causing disconnection between generations, loss of language, drug, and alcohol addiction, mental health crises, and gender-based violence.

SECTION THREE: Supporting the healing journey of Indigenous WG2STGD people.

- Describe Indigenous wellbeing using Indigenous narratives and explain how it differs from Western self-care ideas. Incorporate a section on Indigenous Traditional Healing and include an Elder-led teaching about the Medicine Wheel.
- Activity: Using the Medicine Wheel, show ways that you engage in self-care.
- Talk about Two-Eyed Seeing and the benefits of integrating Indigenous and Western methods to care for communities and provide examples, such as a Medicine Wheel activity.

SECTION FOUR: Your Part as a Community Support Worker.

- Discuss the importance of allyship and reconciliation. Explain how CSWs can Indigenize their support work.
 - Give CSWs additional resources to look over outside the training program.
 - Cultural competency and resources explaining how to be respectful toward Indigenous people.
 - Provide methods for self-care, while providing support.
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ADDITIONAL MATERIALS

Wellness kits for participants

Create wellness kits for participants to take home to support their own self-care.

Kits should include Indigenous wellness items that are culturally appropriate for non-Indigenous people to use as self-care items.

- Smudge kit.
- Candles.
- Notebook and pen.
- Pencil crayons and pencil sharpener.
- USB with additional resources.

Recommended Resources

- Information sheets and quick fact sheets.
 - Intergenerational trauma, gender-based violence, health and wellness, MMIWG.
- Local Elders and community support services.
- Self-care and wellness methods.
- Guides and tool kits from Indigenous organizations.
- Tips for engaging in trauma-informed care.



CONSIDERATIONS BEFORE EACH SESSION

- **Elder inclusion.** It is strongly recommended that an Elder be present to open and close the workshop, and to be present in a breakout room to assist anyone who may be struggling with the nature of the content matter.
- **Determine the facilitator based on the audience.** If the CSWTP is for a non-Indigenous audience, you may use an ally; if it is a combination of non-Indigenous and Indigenous folks, or just an Indigenous audience, use an Indigenous facilitator.
- **Include plenty of breaks.** To help process the difficult content, Indigenizing training, and increase accessibility, breaks are strongly recommended.
- **Have an agenda.** Participants should know what topics will be covered and how long to best prepare for the workshop's requirements.
- **Have activities prepared for each section.** It is recommended to plan for one activity per section. For example: Short quizzes or reflection exercises, like the Medicine Wheel or Blanket Activity. Be sure they are culturally sensitive and appropriate.
- **Participant capacity.** A maximum of thirty-five people is recommended.
- Mail kits to participants well in advance.

DURING THE SESSIONS

- Have a break-out room, or separate space where Indigenous people can safely go virtually if they require additional support from an Elder.
- Ensure your participants and Elders are comfortable.
- Ensure you address and enforce a zero-tolerance policy for racist, sexist, queerphobic, transphobic, and ableist microaggressions or comments during the training session.

IMMEDIATELY FOLLOWING THE SESSIONS

- Check-in and remind participants of the resources available via USB.
- Thank the facilitator by providing a gift, or honorarium, if they are not a part of your organization.
- Have a list of Elders, resources, and support crisis lines available nationally, provincially/territorially, and locally to provide, if requested.