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**making our  
shelter strong**

**TRAINING FOR INUIT SHELTER WORKERS**  
*participant handbook*

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**PAUKTUUTIT**  
INUIT WOMEN OF CANADA  
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**Elisapi** was very dedicated to her work in abuse prevention.

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## *day one topics*

### **TOPICS DISCUSSED:**

**introduction**

**how the workshop came to be  
the strengths of shelter workers**

**what is abuse?**

**why abuse is happening in Inuit society**

**understanding the cycle of violence**

**Inuit and healing**

**how my shelter helps healing**



# day one topics

## introduction

In your job as a shelter worker you are playing an important role in helping Inuit to heal themselves. Every day you work with women and children who are victims of violence. You welcome them to the shelter, look after their needs for food and a safe place to stay. You listen to them and try to help them figure out a path forward. Your work is really important to the health of these people and to your community.

The purpose of this workshop is to help you to strengthen your knowledge and skills for working in the shelter.

This 4-day training workshop aims to help you:

- learn more about violence and why it happens;
- learn more about Inuit healing and the role of your shelter in healing;
- see the many skills you have that are helpful in your work; and,
- gain new knowledge and skills for helping the women and children in the shelter.

*“Violence and abuse are serious problems in Inuit communities.”*

## how the workshop came to be

This training workshop is part of a large effort by Inuit, communities and organizations, to deal with family violence and abuse and to help Inuit heal themselves. It started with the *National Strategy to Prevent Abuse in Inuit Communities*, an initiative of Pauktutit Inuit Women of Canada. Beginning in 2003 and through research, discussion and careful thinking, a strategy for preventing abuse in Inuit communities was developed.

In the strategy Inuit have listed the steps they need to take to heal themselves, including having strong shelters in the north and training for the staff who work in the shelters. Northern shelters are also helping each other through the formation of a shelter association to support each other.

## the strengths of shelter workers<sup>1</sup>

Women who work in shelters have many other roles in their communities—such as mother, daughter, friend, wife, teacher, board member, church member and others. The skills they have learned and use in these different roles are also very useful in their work in the shelter.

Sometimes women do not feel they have the skills needed to work in a shelter, but in fact they bring many important skills to their job that come from their life experience in their family and community.



Think about the many skills that you have that you use in your work at the shelter.

I am most proud of my ability to...

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It was hard, but I have learned to...

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People seem to notice my ability to...

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### **what is abuse?<sup>2</sup>**

Spousal abuse means violent actions that happen and sometimes for no reason at all. The abuser uses pain and fear to get and keep control over their spouse. Here are some of the different kinds of abuse:

#### ***physical abuse***

Hurting the body. Includes face slaps, punching, kicking, biting, choking, burning, stabbing. The abuse usually gets worse and happens more often as time goes on.

#### ***emotional abuse***

Hurting the emotions. Includes insults, threats, put-downs, criticism. Makes the woman feel worthless and feel she has no control of her own life.

*“Inuit cannot be healthy and productive family and community members while they live with so much hurt.”*

#### ***financial abuse***

Keeping control of the family money so the woman cannot make sure the family has the things they need, like food, rent, clothing. The woman must ask for anything she wants. It sometimes stops her from doing things with other people.

#### ***social abuse***

Hurting a person's place in the community. Includes making embarrassing comments, criticism, saying she is doing things she is not, keeping her away from people. Sometimes the abuser won't let the spouse talk to or visit with friends or family. The abuser may say that people who criticize his actions are trying to split up the couple.





**sexual abuse**

Rape or any forced sexual action that a woman does not want to do. A new law in Canada gives women the right to say “No” to a spouse who wants sex. Sexual abuse is often a part of spousal abuse.

Of course in reality, the circumstances surrounding abuse are even more complex and affect each person differently.

**why abuse is happening in Inuit society<sup>3</sup>**

Most Inuit agree that while there always has been some violence and abuse in Inuit society, it now is much more common than in the past. We feel that this is a hard problem to solve and there are few resources to help us. Some community leaders believe that violence has become so destructive to women, children, families and community health that it threatens the future of Inuit.

This model shows that the violence and abuse can be tracked back to two main causes: uncontrollable changes to culture and tradition; and feelings of loss of control over the future.

These can lead to mental trauma, the breakdown of families, alcohol and drug addictions and feelings of powerlessness. Fear, mistrust, abuse and denial result, creating a cycle of abuse in which Inuit can be both victims and abusers—a cycle that repeats itself with each new generation.

What do you think this means for what Inuit need to do to heal themselves?

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The diagram below gives a simple picture of some of the main causes of abuse in Inuit communities.

**CYCLE OF ABUSE**





*“...by working together as Inuit have done for centuries, abuse can be healed, reduced and eventually prevented.”*

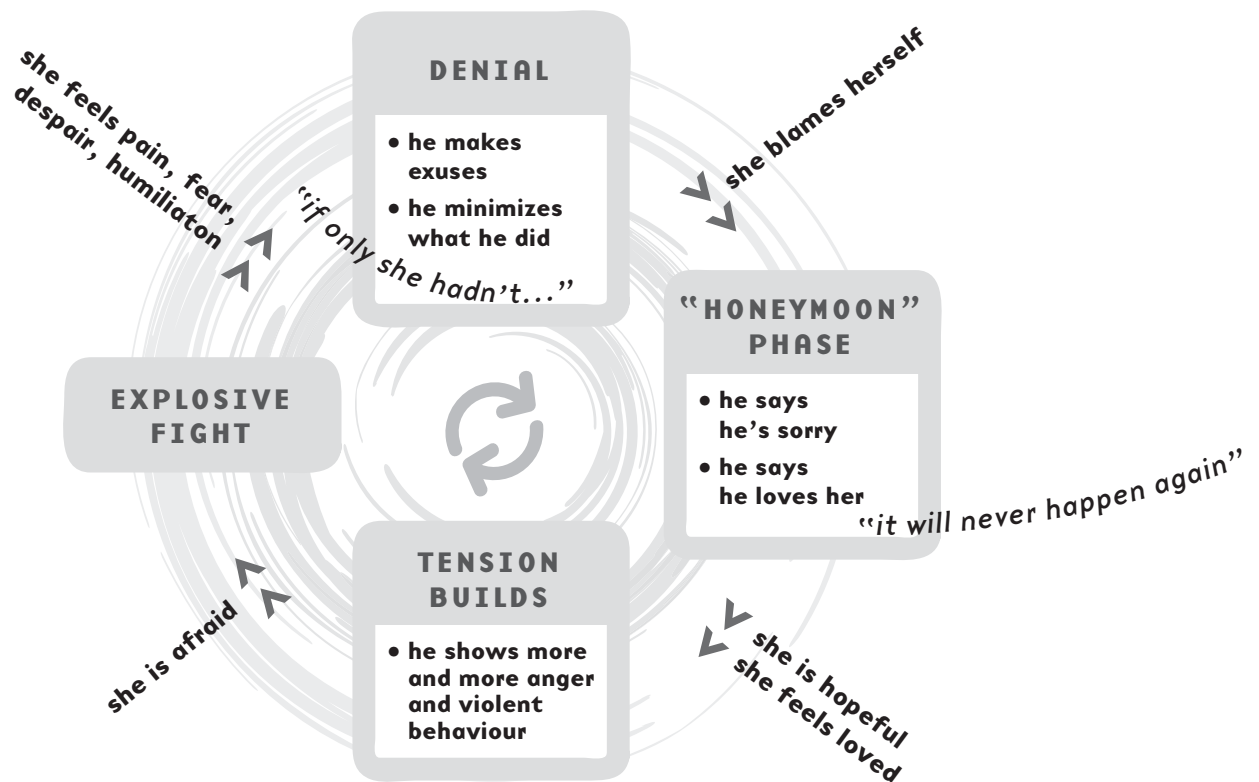
National Strategy to Prevent Abuse in Inuit Communities

### **understanding the cycle of violence<sup>4</sup>**

Spousal abuse has very serious and long-lasting results for the victim, the children, the abuser and the community.

Women who are abused do not feel good about themselves. They live in fear of being beaten up or killed. They are often afraid that their children will be harmed by their abuser. Sometimes they think that it would be better to be dead, that it will end the pain and fear. Often they blame themselves for the abuse because their abuser and people in the community said that it was their fault.

## **CYCLE OF VIOLENCE**



- The cycle can cover a long or short period of time
- The violence usually gets worse
- The “honeymoon” phase, then the denial phase, will eventually disappear



People often learn their actions and ideas from their families. Many women stay in violent relationships, because they think it is the way that things are supposed to be. Their mothers were beaten by their fathers, or they have been abused themselves in their childhood.

Most men who abuse saw their father abusing their mother or were abused themselves when they were young. Studies show that boys who saw their mother being beaten up have a good chance to become an abuser when they grow up. Little girls have more chance to think violence is normal in a relationship.

***what can be happening to women in each stage of the cycle of violence?***

**DENIAL:**

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**HONEYMOON PHASE:**

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**TENSION BUILDS:**

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**EXPLOSION AND FIGHTING:**

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*“If we follow our traditional knowledge we have a better chance of standing tall and having a better life. We can recapture the knowledge we once had.”*

*Inuk Elder*



## **Inuit and healing<sup>5</sup>**

Six guiding principles of Inuit Qaujimagangit (Inuit knowledge) have been identified and form the basis of Inuit counselling practices. The principles also can guide us in effective joint actions to prevent abuse and promote healing.

**1.**

### ***Piliriqatigiinniq—working together for the common good***

This means knowing one's role in a family, community or organization and making judgments and decisions that benefit everyone rather than a few.

**2.**

### ***Avatikmik Kamattiarniq—environmental wellness***

Healthy links between mental, physical and spiritual sides of people, the family and the community.

**3.**

### ***Pijitsirarniq—service to others and leadership***

These ideas contribute to the common good and are part of wisdom in Inuit culture.

**4.**

### ***Pilimmaksarniq—empowerment***

Inuit can and should use all sources of information, gathering it and using it to right social and spiritual wrongs, and to work toward a balanced and strong Inuit society.

**5.**

### ***Qanuqtuurunnarniq—resourcefulness and adaptability***

Inuit have a great capacity to be creative, flexible, and to find solutions.

**6.**

### ***Ajiiqatigiinniq—cooperation and consensus***

The Inuit healing process succeeds when clients, counsellors, leaders and community members work together and value each other's ideas.

Solutions reached by consensus are the strongest.



### **how my shelter helps healing<sup>6</sup>**

The shelter is a very important part of the healing process. It provides a safe place for women and their children to stay and many types of support to deal with problems in their lives.

Many shelter workers are surprised and discouraged when so many women return from the shelter to their abusive partner. This does not mean that the shelter experience was useless. Research on family violence shows those women who leave their husband permanently, may have left him over 30 times in the past.

Each positive shelter experience increases her insight into her situation, her understanding of family violence and her confidence in her own abilities. Through these experiences she learns more about the resources that are available to her and she gains confidence in using them. And over time she learns that there are trustworthy people who will help her make a permanent change when she is ready.

***Shelter workers must never judge their success on the job by the behaviour of residents and children.***

***The job of a shelter worker is to provide a role model for positive relationships, provide a safe environment, give information, listen, advocate, and assist the women in taking total responsibility for their lives and for their choices. Their job is not to 'fix' the woman's life.***



## sample: mission statements and objectives of northern shelters...

### **SAMPLE: principles of Tukkuvik shelter**

Tukkuvik Shelters exist to provide safety and support to women and their children who are victims of violence and women who may be experiencing mental health issues.

Tukkuvik Shelters supports the following principles:

- each participant's integrity and dignity must be respected;
- every participant has the right to make informed choices about their life;
- each participant deserves non-judgmental support that promotes the self-confidence and independence of that individual and
- violence or threatened violence is an unacceptable way of relating to others.

### **SAMPLE: objectives of the YWCA**

#### **Alison McAteer House**

- Provide safety, food, shelter and hygiene items to women and their children;
- Provide an environment where women feel supported to make healthy choices, engage in self-exploration, and seek information;
- Provide crisis intervention to residents as well as the community through the crisis line and walk-in appointments;

- Provide both group and individual counselling and
- Provide 'role modeling' of appropriate parenting routines, life skills (chores), relationships, communication etc.

Shelter workers need to be realistic about the anger, frustration and disappointment they will feel in working with victimized women and children. This is very real. Victimized people usually have a range of dysfunctional behaviours. Working with these people is often hard. A woman's life won't magically change by staying in the shelter. She has come to believe that this is the only way life can be...and she has no real idea that she could live differently.

**It can help to share the frustrations about working in a shelter. Here are some questions to think about:**


*I get really frustrated when...*

*The shelter residents make me angry when they...*

*I feel really sad about the way residents...*

*I can help these women and children best by...*

*I need more information about...*

*I will know I am doing a good job when... *



**what have I learned today?**

Today I was surprised to learn that...

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I feel better now that I know that...

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I would like to know more about...

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## *day two topics*

### **TOPICS DISCUSSED:**

**building self-esteem**

**creating physical safety**

**emotional safety**

**dealing with difficult residents**

**suicide prevention**

**the purpose of counselling**

**building a counselling relationship**

**confidentiality**





## day two topics

### **building self-esteem<sup>7</sup>**

Self-esteem is about feeling good about yourself and liking yourself. When people have high self-esteem they feel good, and are able to learn new things more easily. When mothers feel good about themselves they can pass these feelings on to their kids.

When people have low self-esteem they feel badly about themselves and can behave in a negative way toward themselves and others.

#### ***EXERCISE—building self-esteem***

This exercise can be done with women in the shelter to help them begin thinking about self-esteem and to realize that they have some positive strengths.

#### ***introducing the exercise***

It takes time to develop good self-esteem. We can help ourselves to begin by taking some time to think about self-esteem and to answer some basic questions. Please take a few minutes to write down answers to a few questions:

What three things do I do well?

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What are three things that I like about myself?

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What are three things that others like about me?

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Ask each person in the group to share their answers. If they have trouble, encourage other participants to contribute their ideas about the person.

Write the answers on a flip-chart and encourage participants to think about how they each have strengths.



## creating physical safety


Safety is a large topic and one which all shelter workers need to know well. Creating safety is one of the prime jobs of shelter staff and it comes before we can help women and children in the shelter with counselling and other problem-solving.

Most shelters have rules and procedures for ensuring the physical safety of the staff and of the women and children who go to the shelter.

Here is an example of safety guidelines for one shelter in the North...



### sample: Tukkuvik shelter— safety guidelines

- Telephone numbers posted beside telephone:
  - RCMP
  - Nursing Station
  - Social Services
  - Community group contact
  - Any other support people
  - Fire department
- Notify RCMP when there is a client at the house, to ensure safety.
- Ensure all doors are properly locked.
- If the client is seriously injured or is in pain, call the Nursing Station immediately.
- Do not admit any client who appears to be intoxicated or on drugs, refer to the RCMP immediately.
- Notify the social worker as soon as possible after a client is admitted.
- Inform client of confidentiality restrictions (abuse towards children and other criminal offenses).
- Inform client of Tukkuvik Shelter complaint process towards facility and staff.
- Inform the client about the rules of the house: exiting and entry to the shelter, childcare, appointments, family visits, respect for the shelter, laundry, cleaning, caring for children, using the phone (Social Services does not pay for long distance phone calls).
- Complete intake assessment as soon as possible to ensure appropriate referral.
- Refer the client to the social worker in order to get information about future referral, violence, legal advice and other support.
- Provide where possible a private room for the client(s).
- Ensure there are good meals for the clients.
- Consult with the social worker if the client needs the shelter for more than seven days. 

## emotional safety<sup>a</sup>

Safety is more than locked doors at the shelter. If people have been abused over long periods of time their feelings of fear are very strong. They may appear calm and under control, or aggressive and fearless on the 'outside', but on the inside they feel that they are not safe anywhere or at any time.

Just saying “you are safe here” won't take that fear away. Shelter workers need to show these women and children that the shelter is a place where they are emotionally safe, where they will be respected and listened to.



## dealing with difficult residents

Many victims of violence have experienced severe trauma and this can sometimes lead to negative behaviour. Shelter workers sometimes have to cope with this negative behaviour. They can be respectful and compassionate while at the same time enforcing boundaries related to safety. By dealing with negative behaviour, shelter workers can also teach women to use better coping skills.

Here are some sample guidelines adapted from the YWCA Alison McAteer House in Yellowknife.



### sample: guidelines for dealing with difficult clients

#### **dangerous behaviour**

When behaviour is very dangerous and disturbing to other residents, staff can take the decision (in collaboration with the supervisor) to ask the woman to leave.

If possible staff will explain to the resident that the behavior is not acceptable. This can be done in a therapeutic and supportive way. Using empathy and an understanding manner may avoid further confrontation.

#### **intoxicated residents**

Women who have been traumatized will often attempt to cope by using alcohol and/or other drugs. We can hopefully influence and support other healthy coping skills but in the end, women have the authority to make their own decisions.

There are times when women will choose to consume alcohol during their stay. The following guidelines will assist in assessing appropriate action when alcohol consumption is affecting her family or the shelter.

- Residents who are drinking or using illicit drugs are not allowed in the shelter.
- If alcohol is found in the shelter it is dumped down the staff sink and bottles are disposed of. The owner of the alcohol is asked to leave.
- If staff sees a resident showing intoxicated/ drunken behavior the resident will be asked to leave.
- If the intoxicated behavior is so severe the woman is at risk of endangering herself and/or she refuses to leave, the police will be called.
- If returning from an evening out and you are concerned about the individual being intoxicated, assess their sobriety through the intercom.
- If a woman is exhibiting drunken behavior she will not be allowed into the shelter.

#### **abuse of children**

Sometimes women are abusive to their own children. In this case the following process is followed:

- Shelter staff speak to the resident privately to let them know that the behavior is not appropriate and why.
- The shelter worker will let them know that Social Services must be contacted. This is not done to “punish” the mother. But clearly, the parent needs additional support if she is behaving in this way towards her children.



- The shelter worker will encourage the woman to call Social Services herself. If she refuses the staff will do so, staff will sit with her while she calls to ensure call is made.
- Attempt to keep the family at the shelter until the call to Social Services is placed.

### **conflict**

Conflict in any setting is normal and to be expected. When people are living together inside a shelter and with the intense stress that abused women are under, conflict can happen.

Shelter staff will have many chances to show women how to resolve conflict in a respectful and healthy way.

Some ways we can support all women in the shelter:

- Encourage the women to talk to each other.
- Staff can offer to act as a mediator.
- We can teach women some basic boundary-setting and other assertiveness skills.
- We can check in with women who are having many complaints to see how they are doing. We can support her, but stop her if she is complaining or gossiping about other people.

Hopefully, all of the woman will come away from this experience knowing that even when there is conflict, everyone has a right to be treated respectfully.

### **theft**

From time to time one resident will accuse another of stealing belongings. When this happens please follow the procedure below:

- Encourage the woman accusing to call the police.
- When the police arrive have them meet with the woman. The police will decide whether to pursue charges. Sometimes they will ask the accused if they can search her room. As long as the woman agrees, they may do so. If she does not agree, they are not allowed to do so.
- Make sure you document any intervention in both client's files (without using the name of the other in the file).
- If nothing comes of the police intervention, have a meeting with each resident separately and assess the ability for the two of them to get together and discuss the issue
- It may be safer for the accused resident to find alternative accommodations. §

### **suicide prevention**

Inuit suicide rates, especially for young men, are many times higher than the rates for any other Canadians.

Suicide was not common among Inuit in the past and in fact was very rare among young people.

To survive, Elders say, people must have hope and belief that things will get better. They must feel they are **loved and cared about**. They must have **safe opportunities to talk about problems** and emotions so that bad feelings do not grow too big. They



must have **skills to solve conflicts** and arguments. They must be **willing to face difficulties and take responsibility** for making things better. They must have **pride and belief** in themselves.

These guidelines are helpful in working to prevent suicide but are also useful for shelter workers in dealing with abused women and their children.

Shelters can develop 'protocols' for helping shelter workers to know what to do when they believe someone is at risk of committing suicide. A protocol is a list of steps to be taken by shelter staff to reach a certain result, for example, to ensure that someone is safe from suicide.

It is important that shelters work on suicide prevention along with other people and agencies in the community. Suicide-prevention will be more successful if many in the community are involved.

**Who do you think should be helping with suicide prevention in your community?**

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Suicides seldom occur without a warning. People who have previously attempted suicide are especially at risk.

**What do you think are warning signs that someone is at risk of suicide?**

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## **the purpose of counselling<sup>10</sup>**

The basic purpose of counselling is to help people use their existing problem-solving skills more effectively or to develop new or better coping skills. Counsellors can't 'fix' other people's problems. Their job is to provide an opportunity for the person to describe their feelings and problems for themselves and then to reach decisions and actions that are based on informed choices.

Good counselling helps people build skills they can use in solving their problems. For example, if people learn good communications skills in dealing with their spouses, they can also use those communication skills with children, friends, or co-workers.

Counselling is a process...

Counselling is a process that usually has a beginning, middle, and end. There are certain things a counsellor should do in each part. This process can take place over just a few sessions or over a longer period. Effective counselling does not necessarily take a long time. In fact, research shows that many times, clients feel they have received the help they need in just three or four meetings.

Sometimes one meeting is all someone needs. The chance to explain a problem may make it clearer or talking it out may relieve anxiety and other problem feelings.

Whether the process is short or longer, counsellors must have the necessary skills to truly help clients.



**THE BEGINNING:** The counsellor starts to build a trusting relationship with the client and finds out important information about the client's problem.

**THE MIDDLE:** the counsellor helps the client set goals—make decisions about what the client wants. Once goals are decided, the counsellor and client develop ideas about how the client can reach those goals. During this period, the client will try certain things. Then the counselor and client discuss what happened and whether the method is working.

**THE END:** When the client feels she has achieved what she wanted, the client and counsellor prepare for the end of counselling.

### **building a counselling relationship<sup>11</sup>**

The most important element in successful counselling is a good relationship between the counsellor and the clients. A trusting relationship grows when clients can see the counsellor:

- is warm, welcoming, kind;
- will not tell other people about their problems;
- understands, accepts, and respects their situation and feelings, and will not make negative judgments; and
- believes the problem can be solved and believes they have the ability to solve the problem, with some help.

### **confidentiality**

Confidentiality means keeping information about a woman's problems private. Especially in small communities, rumors and gossiping can be very harmful to women both physically and emotionally and can create bigger problems for them. People must not talk about what they hear or know about someone else's life.

If a woman feels that her personal problems are being talked about by others she will not be willing to participate in counselling and other activities in the shelter that could help her.

Some shelters ask their staff to sign an oath of confidentiality to guide their work in the shelter on this issue. Here is a sample:

*“Rumours, even when not true, tend to destroy life and make people's life more miserable than it already is.”*

Participant, Repulse Bay  
[source: Suicide Prevention p.15]



**sample:  
oath of confidentiality**

From the Nain Safe House, Nain, Newfoundland  
& Labrador

I, \_\_\_\_\_,  
do willingly promise to hold in confidence all  
matters relating to the Nain Safe House, including  
any information from and about clients and/or staff  
except where required by law. I will not repeat to  
anyone about any private matters that I have heard  
about residents or staff while I am at the shelter.  
I promise to respect that anything I hear and see  
at the shelter should not be repeated unless I am  
asked by the law.

SIGNATURE

\_\_\_\_\_

DATE:

\_\_\_\_\_

WITNESS:

\_\_\_\_\_

**what have I learned today?**

Today I was surprised to learn that...

\_\_\_\_\_  
\_\_\_\_\_  
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I feel better now that I know that...

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I would like to know more about...

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## *day three topics*

### **TOPICS DISCUSSED:**

**good listening**

**gathering information**

**setting goals**

**taking action**

**the impact of abuse on children**

**what children need**





## day three topics

*“There are people who are very welcoming.*

*It is easy to listen to them when they speak as well...you think to yourself, ‘They are like me. They have gone through what I have gone through.’”*

Jaikku Pitseolak

### **good listening<sup>12</sup>**

In every meeting with women in the shelter, you must listen well, and show them that you understand what they are saying...that you have heard their words and their feelings.

There are two ways of showing that you understand and respect what they are saying:

#### **1. In your own words**

Summarize in your own words what the woman seems to be saying and feeling.

#### **EXAMPLE:**

A woman who is staying in the shelter says that her husband had promised to get help from elders in the community to learn how to control his violent behaviour. He didn't seem to be following through on his promise because he is still being violent toward her.

The counsellor can say something like: *“So you're feeling disappointed that he didn't follow through with his promise.”*

#### **2. Sharing your own experience**

A way of showing you understand is to share a little bit of your own experience. You don't have to disclose your private life, but sharing common experiences can help the women you're counselling to feel comfortable and to tell their story. Always encourage clients to continue their story because this is their time to talk. For example, you might say something like:

*“Yes, I've felt frustrated when people talk about me and my family too, how did you handle it?”*

*“I've been through something like that. I felt very misunderstood. How did it make you feel?”*



Other non-verbal ways to help good listening are:

- to find a quiet place to listen where you won't be distracted or interrupted;
- to look at the person you are listening to;
- to keep your body posture 'open' to listening (for example not crossing your arms in front of you);
- to smile and nod when it is appropriate.

- the client's coping skills and problem-solving methods (what they do, what works, what does not, where the gaps are);
- important feelings and
- what the situation means to the client (for example, if the husband does not say anything when she tells him she is upset, the client takes that to mean he is not listening and does not care).

What other ideas do you have for good listening skills?

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**good questions**

There are two kinds of questions. One kind does not give you much information. This type is called a closed question because the client can give a short answer such as yes or no. The door to more information is closed. The other kind of question encourages the client to talk more. It is called an open question because it opens the door for the client to explain more fully.

**gathering information<sup>13</sup>**

The Elders say it is important to understand what is happening and why it is happening. Sometimes counsellors jump in too quickly with suggestions. It is important that you get enough information. You cannot make good suggestions, and the client cannot make good decisions, until you both have a clear picture of what is happening.

Help clients tell their stories by asking good questions. Gathering information will help you understand:

- the problem (what, when, who why, how long, etc.);

**EXAMPLES:**

CLOSED QUESTIONS	OPEN QUESTIONS
<ul style="list-style-type: none"> <li>• "How many children do you have?"</li> <li>• "Did it work?"</li> <li>• "Were you angry?"</li> </ul>	<ul style="list-style-type: none"> <li>• "Tell me about your children?"</li> <li>• "What happened when you tried that?"</li> <li>• "How did you feel?"</li> </ul>



### **not-so-good questions**

Some kinds of questions can make clients feel defensive or unsure. Or they can put your ideas in to the client's mind, making them feel that you are expecting a certain answer.

Try not to ask "Why" questions because these can create negative feelings in a client:

*"Why did you....?"*

*"Why didn't you...?"*

Instead, you could ask something like:

*"Can you remember what was going through your mind at that point?"*

This kind of question helps the woman try to figure out why she did something, which can be important for both of you to understand.

### **setting goals<sup>14</sup>**

The purpose of counselling is to help clients reach certain goals. The woman must know what she wants to achieve so that she can figure out what to do. What would she like to change about her situation? Goals give a sense of direction.

If the goal is clear, it will be easier to create a plan to reach the goal. Reaching a goal, even a small one, makes people feel better. It gives hope that things can be changed.

Focus on behaviour! A good goal involves behaviour. The woman will be doing something that will enable her to achieve what she wants.

#### **FOR EXAMPLE:**

**Unclear goal:** "I want to have a better relationship with my husband."

**Clear goal:** "I want to be able to tell my husband when I'm upset without getting into an argument."

**Unclear goal:** "When my husband and I are fighting I want to stop taking it out on my kids."

**Clear goal:** "I want to learn about other ways of dealing with my frustration."

Practice turning some unclear goals into clear ones:

**Unclear goal:** "I want to make our house to be a happier place."

**Clear goal:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Unclear goal:** "I'm so depressed since my husband left. I want to feel better."

**Clear goal:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

When a goal is clear and specific, the woman will have a way of knowing whether the desired change has happened.

Goals must:

- be achievable;
- be something the woman can control and
- fit with her values and abilities.



What would be some examples of questions that can help women develop good goals?

- “What do you want?”
- “What do you need?”
- “How would you like things to be?”

What other questions can you think of?

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If a client has talked about several problems, you could ask something like:

*“Of the things you’ve talked about, which one seems to be the most important one to work on right now?”*

**taking action<sup>15</sup>**

To make any situation better, the woman must be willing to do the necessary work.

To help the women you are working with to get committed and be motivated, you should be positive and encouraging. You might say something like:

*“That’s great. You have really thought about what you want and how you might get there. I know from what you’ve told me that you have real strengths and skills already.”*

Then you can ask something like:

*“When do you want to start?”*

*“Are you ready to make a plan? Together we can figure our ways to reach that goal.”*

**FOR EXAMPLE:**

A woman wants to learn to communicate better with her husband. She will need to:

- learn effective ways of talking about her feelings and what she wants;
- practice the new communication skills with the counsellor;
- try them out in real life situations and
- evaluate if they worked and make changes if necessary.



### **the impact of abuse on children<sup>16</sup>**

Any child who lives with violence or the threat of violence is a child in need of protection. Four possibilities exist:

1. A man who abuses his wife may also abuse his children.
2. A woman who is abused may take her anger and frustration out on her children.
3. Children may be hurt when they try to stop the violence or protect their mother.
4. Children who witness violence in their home may grow up to be abusive husbands or assaulted wives.

Even if children are not the direct target of violence, by being exposed to violence they suffer emotionally and can be neglected because their parents are not able to look after them properly.

When upset, children usually act out their distress rather than talk about it. Feelings of fear, anger, guilt, sadness, worry and confusion often get pushed down inside. Children know their parents are not able to deal with their own hurts. When their parents are too tied up with their own problems, children are often forced to find other ways of expressing their feelings and getting the attention they need.

Any child can have these symptoms but children from violent homes sometimes are at risk of more severe symptoms of stress.

### **preschoolers (birth to 5 years)**

- physical complaints such as stomach-aches, headaches;
- sleep disturbances such as insomnia, fear of the dark, not wanting to go to bed;
- bed-wetting;
- excessive separation anxiety;
- whining, clinging, anxiety and
- failure to thrive.

### **school-age children (6 to 12 years)**

- become seductive or manipulative as a way of reducing tension in the home;
- fear being abandoned;
- fear being killed or fear themselves killing someone else;
- fear their own anger and others' anger
- have eating problems, they eat too much or too little and/or
- become distrustful of people.

### **teenagers (13+ years)**

Any teenager might get involved in self-destructive behaviour. But this becomes more acute for teenagers from a violent home. They may

- escape into drug or alcohol abuse;
- run away from home;
- escape into pregnancy or early marriage;
- have suicidal thoughts and actions and/or
- engage in criminal activities, such as drug-dealing, theft.



Children who witness violence in their home end up believing things like:

- it is okay for husbands to hit wives;
- violence is a way to win arguments;
- big people use their power to hurt other people;
- men are bullies who push women and children around and/or
- women cannot take care of themselves and their children.
- to learn to feel comfortable with themselves;
- to know that it's okay to be angry with their moms even though the violence is not their mom's fault;
- to know that it's okay to love their dads, even though they hate his violence behaviour and
- to be listened to and helped to learn ways to protect themselves.

In planning ways to help children, shelter workers could consider a number of questions:

*What can the shelter do to meet these needs?*

### **what children need<sup>17</sup>**

Children who have witnessed violence and/or are victims of abuse themselves have many needs.

*What programs, rules and routines will help children recover?*

They need:

- to be protected from physical, sexual or emotional abuse and to know that violence is wrong;
- to have their basic needs met for food and shelter;
- to be reassured that the violence isn't their fault;
- to talk with someone and be given accurate information about their situation;
- to feel safe and that they can trust the people around them;
- to learn that it is okay to feel anger and that there are 'good' ways of dealing with their anger;

*What will be the reaction of the children to these programs, rules and routines?*

*How can shelter workers help mothers with their children?*

*What services can be put in place to help children if they return to a violent home? Or if their mother decides to live without the abusive father or partner?*



**what have I learned today?**

Today I was surprised to learn that...

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I feel better now that I know that...

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I would like to know more about...

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## *day four topics*

### **TOPICS DISCUSSED:**

**helping children express their feelings**

**safety plans for children**

**dealing with conflict at the shelter**

**caring for yourself**

**shelter procedures and records**

**building links with the community**

**workshop evaluation**





## day four topics

### helping children express their feelings<sup>18</sup>

Children who do not feel safe in their homes can learn to push away their emotions. Children can be helped to begin healing by learning to connect with what their bodies are telling them (muscles tightening in anger, shaking in fear, the surge of happiness).

This helps them to begin to understand that feelings are a normal reaction to what has happened to them and to learn about how feelings are connected to how they act. And when they are listened to and respected by shelter staff they feel supported.

#### **EXERCISE—helping children express their feelings**

##### **STEP 1:**

Invite the children to name as many feelings as possible. The facilitator may choose to:

- write the feelings on a flip chart or poster board;
- draw faces that show the feelings on the chart.

##### **STEP 2:**

Have a discussion about the feelings that have been identified. Ask questions such as:

- How do we know when we have feeling?
- How does our body feel when we have certain feelings?
- How can we know what other people are feeling?
- What do you think might have been happening before someone had a certain feeling?
- Are any feelings not okay?
- What do we do when we feel (angry, mad, sad)?
- Are there times when being (angry, mad, sad) is okay?

Explore feelings in a fun way with two more steps:

##### **STEP 3: (FEELING MIME GAME)**

Lead the children through a 'feeling mime game': One child is invited to stand with her/his back to the chart. They turn around three times with their eyes closed and point to a feeling on the chart. The others in the group mime the feeling and the child tries to guess what feeling is being acted out. Give each child a chance to choose the feeling.

##### **STEP 4: (FEELING WALKS)**

The children are invited to walk as if they are experiencing a variety of feelings. This activity allows children to take the leadership role in the group, with each child in turn choosing a feeling that the group as a whole will express.



### sample: safety plans for children<sup>19</sup>

Children and their mothers usually spend a limited amount of time living in the shelter. Often when they are returning home there it is possible that the violence will continue. A safety plan can help children deal with future incidents of violence and protect themselves.

Shelter workers can work with children to develop their safety plan. Is this a helpful tool that is used/ could be used in Inuit communities? How should it be adapted for children in these communities?

#### **SAMPLE: Safety Planning With Children**

1. If mom and dad (or her partner) are fighting and I feel scared who can I call (or go to) for help?

\_\_\_\_\_

2. If I have to leave my home I will go to:

\_\_\_\_\_

3. If I cannot go to the location above then I can go to:

\_\_\_\_\_

4. If I cannot get out safely through the front door, then I can use:

\_\_\_\_\_

5. I will use \_\_\_\_\_ as my code word with my family and friends so they can call for help.

6. If it is late at night and I am not allowed/ unable to get out of the house I can use \_\_\_\_\_ as my hiding place.

7. I can tell \_\_\_\_\_ or \_\_\_\_\_ about the violence and ask them to call the police if they hear suspicious noises coming from my home.

8. If I am in need of someone to talk to about the situation in my home I can talk to \_\_\_\_\_ or \_\_\_\_\_.

What other questions would be helpful for children living in your community?

\_\_\_\_\_

\_\_\_\_\_



### **dealing with conflict at the shelter<sup>20</sup>**

*“There is always a rough life sometimes... forget and forgive and talk to whoever hurt you, go to them and forgive them.”*

[source: Suicide prevention, p.14]



Conflict is a normal part of the workplace including shelters. If conflict is dealt with in a positive, productive way it can help people in their work relationships and set a good example for everyone. If conflict is not dealt with it can get in the way of doing good work in the shelter and make people feel bad in their workplace.

There are three basic ways that people deal with conflict:

1. Avoidance: not dealing with the conflict for as long as possible;
2. Confrontation: verbally attacking the person we disagree with;
3. Problem-solving: dealing with conflict in a way that solves the problem for all of those who are involved.

An important part of dealing with conflict is active listening. This means:

- Listen politely;
- Ask questions for clarification;
- Repeat what was said in your own words;
- Summarize and
- Acknowledge the opinions and feelings of each speaker.

In this model for dealing with conflict the two people who are having conflict will need someone to act as a 'mediator', someone who can help them deal with their conflict.

**step 1:**

**PERSON #1:** Tell your side of the story—the facts. Describe what happened, not why it happened. Use “I” statements and be respectful.

**PERSON #2:** Listen actively—if needed you can ask questions to clarify a point. When the person has finished, repeat what you hear. Do not change or add anything.

**step 2:**

Repeat Step 1 with the roles reversed

**step 3:**

Mediator clarifies the conflict and checks with persons #1 and #2 to make sure she has it right.

**step 4:**

Everyone expresses their feelings (take turns)

- What did/do you feel?
- How would you rather feel?
- What are your needs? Hopes?

**step 5:**

How can we solve this problem?

**step 6:**

Select a win/win solution, if possible

**step 7:**

Agree on follow-up. What are the consequences? And checking back to be sure the solution works.



## **caring for yourself<sup>21</sup>**

Here are some tips and advice about how shelter workers can take care of themselves.

**BUILD YOUR SUPPORT:** Try to have friends and family that you can talk to who are outside of the shelter. You need to have someone you can trust to share your feelings about your experiences working in the shelter. Be sure the person you talk to will not tell others what you say.

**RELAX:** You will need to find ways to relax and build up your energy for your work in the shelter.

**TAKE CARE OF YOUR HEALTH:** Eat properly. Ask the nurse about food that is good for you. Exercise and rest so that you can feel upbeat.

**BE KIND TO YOURSELF:** Don't be too hard on yourself if there are challenges at work. Many people feel this way. If you make 'mistakes' you can learn from them.

**DON'T TAKE THE WORLD ON YOUR SHOULDERS:** DON'T feel that you are responsible for the way other people act. This is a sure way to burn-out. Some people learned their ways of dealing with others a long time ago and you are not to blame for how they act or how they feel. They are the only ones who can change their lives. No one has the power to control another person's life. We only have control over our own lives, and that is enough!

One approach that can help shelter workers to cope with the challenges they deal with each day is to keep a journal. Writing about positive hopes, feelings, events and strengths can be a powerful tool. It gives us a chance to organize our thoughts. It gives us a chance to really think about what we want to achieve and what we are doing to achieve it. It brings strengths out into the open.

Keeping a journal can help shelter workers as well as women who stay in the shelter.

Examples of things that can be recorded in journals include:

- what worked—even small positive changes;
- what did not work out well and how you might do things differently next time;
- specific situations in which your efforts worked well;
- strengths you have seen in yourselves;
- new ways of handling problems that you thought of;
- things you have learned about yourselves.
- daily positive events and feelings.
- things you have learned from others or about others, which will help you change your own situation.



It can be very helpful to write out anger or frustration by writing down all the thoughts, the reasons for the anger etc. In writing, you can release strong emotion.

### **shelter procedures and records<sup>22</sup>**

Each shelter has its own written procedures and rules that staff and residents are expected to follow to help the shelter operate well and to keep everyone safe. These procedures/rules cover all the work that is done in the shelter and are usually written up in a manual. Topics that can be covered in the manual include:

- Intake: what happens when a woman comes in to the shelter;
- Resident information: information and rules for women who are living in the shelter (and for when they have their children with them);
- Office information: information about running the office and dealing with phone calls and women asking to come in to the shelter;
- Communication: how to make sure that information is properly shared between staff in the shelter;
- Confidentiality: how to keep information about women in the shelter confidential;
- Safety: how to keep women safe when they are in the shelter and safe from outside intruders as well;

- Other agencies: information about how the shelter works together with other agencies and groups in the community and
- Discharge: information that is needed when a woman leaves the shelter.

Shelter staff can learn a lot by reading the procedures manual for their shelter. If your shelter does not have a manual it can be developed using examples from other shelters.

Shelters also keep information on a variety of written forms. Each form has a different purpose. For example usually when a woman enters the shelter staff sit down with her to fill out an intake form. This information allows staff to keep track of who is in the shelter and what their situation is. It is a good idea to know about the forms used in your shelter and why they are important.

### **building links with the community<sup>23</sup>**

Your shelter is part of a larger community and there are many people and organizations that share your goal to reduce violence and help women and children to heal. These are your allies. Sometimes in a small community, especially when there isn't a lot of money for programs to help people, everyone needs to be very creative and think of new ideas for helping.



Who are the people outside shelter who work with you to help the women?

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What ideas do you have for working with your allies to help the women in your shelter?

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Are there new ways that you could be working together?

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Some ideas for possible allies are:

- Inuit Elders, healers;
- Inuit with special skills;
- people who work in mental health programs and healing programs;
- teachers at the school;
- youth workers;
- police officers and
- people who work with other groups in your community.

What are your ideas for other people who could be your allies?

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**what have I learned today?**

Today I was surprised to learn that...

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I feel better now that I know that...

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I am thankful for...

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## workshop evaluation

Please rate the strength of this workshop using the scale with each question. A number '1' indicates a low rating and a number '5' indicates a high rating.

1. How much has this workshop helped me in working in the shelter?

1      2      3      4      5

2. How useful is the information that I received in the workshop?

1      2      3      4      5

3. How useful is the information that I received in the workbook?

1      2      3      4      5

4. Would I recommend this workshop to other shelter workers?

1      2      3      4      5

***please complete the following sentences:***

5. In this workshop I have learned a lot about...

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6. Something new I would like to try in my work is to...

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7. I am grateful for...

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8. Things I would like to change about this workshop are...

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9. I would still like to learn more about...

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10. Are there any other comments you would like to make?

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## resources

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Family Service Centre of Ottawa Carleton (no date) *Building Bridges: Concurrent Partnership Groups for Children and Their Mothers Who Have Experienced Woman Abuse*. Ottawa.

A 283-page manual that outlines counselling, education and advocacy tools to help abused women and their children. The manual offers a concurrent partnership model in which women and children work together to deal with the violence they have witnessed and/or experienced. The cost of the manual is \$50. Contact: **fscoc@familyservicesottawa.org**

Interval House of Ottawa-Carleton (2001) *Basics: Building Awareness and Sharing Information on Children's Shelter Services*. Ottawa.

A complete summary of programs for children in a shelter setting. Includes information about budgets needed for different programs. Contact: **www.intervalhouse.on.ca**

Korhonen, Marja (2006) *Ikajurniq—Basic Counselling Skills: Inuit Voices, Modern Methods*. Ottawa. Ajunggingiq Centre at the National Aboriginal Health Organization.

This 41-page document is a guide to basic effective counselling that combines the best of old ways with effective modern methods. It covers topics such as building a counselling relationship, good listening, gathering information and many other topics. Contact: **inuit@naho.ca**

Korhonen, Marja (2006) *Suicide Prevention: Inuit Traditional Practices That Encouraged Resilience and Coping*. Ottawa. Ajunggingiq Centre at the National Aboriginal Health Organization.

A 36-page document summarizing the knowledge of Inuit Elders about how to help communities to prevent and deal with suicide. Contact: **inuit@naho.ca**

Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories

This 97-page document contains plans and handouts for training courses designed for shelter workers in the NWT. The courses aim to help shelter workers gain knowledge and skills needed to support the women and children in their shelter. Four courses are presented: (1) Introduction to Family Violence; (2) Healing Workshop; (3) Counselling Skills; and, (4) Psychology Course. Contact: **pauktuutit@pauktuutit.ca**

National Aboriginal Health Organization (2005) *Assessment and Planning Tool Kit for Suicide Prevention in First Nations Communities*. Ottawa.

A 30-page booklet developed to help individuals and groups that are interested in addressing the issue of suicide in their community. It is a framework to guide First Nations in assessing and planning a suicide prevention plan. Contact: **naho@naho.ca**



Pauktuutit Inuit Women of Canada (2005) *Katujjiqatigiitsuni Sannginiq—Working Together to Understand FASD: Participant Handbook*. Ottawa.

This 41-page handbook introduces topics covered in a four-day training module aimed to increase awareness and understanding of FASD. The handbook is written in English and Inuktitut. Contact: [info@pauktuutit.ca](mailto:info@pauktuutit.ca)

Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa.

A 24-page document that presents a strategy for reducing violence and abuse in Inuit communities. Contact: [info@pauktuutit.ca](mailto:info@pauktuutit.ca)

Quebec Native Women (2006) *Sharing Aboriginal Resources*. Khanawake.

This is a large intervention toolkit for family violence workers. It includes nearly 100 tools of practical use to workers at shelters for Native women. The toolkit includes deals with the mental, spiritual, emotional and physical aspects of women's lives who are dealing with violence. The cost of the toolkit is \$200. Contact: [info@faq-qnw.org](mailto:info@faq-qnw.org)

Sinclair, Deborah (1985) *Understanding Wife Assault: A Training Manual for Counsellors and Advocates*. Toronto. Ontario Ministry of Community and Social Services.

This 181-page manual provides counselling approaches and advocacy techniques for dealing with the needs of assaulted women, violent men, and children in violent homes. The manual costs \$16.00. Contact: [publications@womanabuseprevention.com](mailto:publications@womanabuseprevention.com)

The Status of Women Council of NWT (no date) *From Dark to Light: Regaining a Caring Community*. Yellowknife.

This is a binder that contains seven "how-to" books for facilitators who are delivering workshops on issues of family violence, child sexual abuse, sexual assault, parenting skills, healthy relationships and abusive men's support groups. Each book contains information about the topic, workshop plans and handouts. Also available in French and Inuktitut. The binder costs \$50.00.

Contact: [www.statusofwomen.nt.ca](http://www.statusofwomen.nt.ca)

The Status of Women Council of NWT (2004) *Women's Voices in Leadership: Facilitator's Manual*. Yellowknife.

This is a 174-page manual for facilitators who are working with women to develop leadership skills. The manual contains workshop plans, activities and handouts. The manual is available on the internet: [www.statusofwomen.nt.ca](http://www.statusofwomen.nt.ca)



## footnotes

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1. The Status of Women Council of NWT (2004) *Women's Voices in Leadership: Facilitator's Manual*. Yellowknife. p.17.
  2. The Status of Women Council of NWT (no date) *From Dark to Light: Regaining a Caring Community—Spousal Abuse Book*. Yellowknife. p.50.
  3. Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa. p.3.
  4. The Status of Women Council of NWT (no date) *From Dark to Light: Regaining a Caring Community—Spousal Abuse Book*. Yellowknife. p.1 & handout.
  5. Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa. pp.5–6.
  6. Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. pp.27–28.
  7. Status of Women Council of NWT (no date) *From Dark to Light: Regaining a Caring Community—Parenting Skills Book*. Yellowknife. p.26.
  8. Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. pp.18–19.
  9. Korhonen, Marja (2006) *Suicide Prevention: Inuit Traditional Practices That Encouraged Resilience and Coping*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. pp.iv & 25.
  10. Korhonen, Marja (2006) *Ikajurniq—Basic Counselling Skills: Inuit Voices, Modern Methods*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. p.10 and Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. p.51.
  11. Korhonen, Marja (2006) *Ikajurniq—Basic Counselling Skills: Inuit Voices, Modern Methods*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. p.11.



12. Ibid. p.15.
13. Ibid. pp.16–17.
14. Ibid. p.21.
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**making our  
shelter strong**

**TRAINING FOR INUIT SHELTER WORKERS**  
*facilitator's handbook*



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**Elisapi** was very dedicated to her work in abuse prevention.

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# *day one schedules*

**day 1—getting started/  
understanding violence and abuse**

# day one schedules

## getting started/understanding violence and abuse

time	purpose	content	how
9:00–9:20	To begin the workshop	WELCOME PARTICIPANTS	<ul style="list-style-type: none"> <li>• facilitator welcomes everyone.</li> <li>• state that the work they do is really important and that hopefully the training workshop will help them in their work.</li> </ul>
	To help participants feel comfortable	OPENING PRAYER	<ul style="list-style-type: none"> <li>• facilitator invites a participant to say an opening prayer.</li> </ul>
	To begin validating the participants	INTRODUCE FACILITATOR AND PARTICIPANTS TO EACH OTHER	<ul style="list-style-type: none"> <li>• go around the circle.</li> <li>• facilitator and participants state their names and what their job is.</li> <li>• if the workshop is led by the shelter director (eg. everyone knows each other) in the round, each person could share something positive about themselves that others might not know.</li> </ul>
9:20–9:30	To help participants see their work as part of a large effort by Inuit people to stop violence	HOW THE WORKSHOP CAME TO BE	<ul style="list-style-type: none"> <li>• explain how the training came to be: shelter directors are working together with the help of Pauktuutit to help victims of violence in Inuit communities and to try and stop the violence.</li> <li>• mention the strategy and show it to participants.</li> <li>• state again how important they are because they work directly with the women and children. They are the 'front line' in helping Inuit women to survive abuse and help themselves.</li> <li>• invite questions/comments.</li> </ul>

time	purpose	content	how
9:30 – 10:00	<p>To develop understanding between the facilitator and participants</p> <p>To introduce the objectives and content of the training workshop</p> <p>To find out what participants hope to learn</p>	<p><b>WHAT WILL THE 4-DAY WORKSHOP COVER?</b></p> <p><b>PARTICIPANT EXPECTATIONS</b></p> <p><b>HEALING CIRCLE (EVENING)</b></p> <p><b>HOUSEKEEPING</b></p>	<ul style="list-style-type: none"> <li>• facilitator explains the workshop plan (all 4 days) written up on a flipchart.</li> <li>• explain that the topics to be covered were suggested by the shelter directors and that this is an introductory training workshop.</li> <li>• the main purpose is to help staff develop an understanding of why violence is happening among Inuit people.</li> <li>• the workshop won't cover all the topics they would like it to but it is a start.</li> <li>• review the contents of the workbook.</li> <li>• ask participants to say what they hope to get out of the workshop. Note these on a flipchart.</li> <li>• skill areas that aren't included can be noted and considered for future training.</li> <li>• invite questions and comments.</li> <li>• the participants may wish to have a healing circle be part of the workshop. The facilitator could offer this as an option for evening sessions.</li> <li>• the general plan is to work from 9:00am until 4:30pm with three breaks during the day.</li> <li>• deal with housekeeping issues.</li> </ul>
10:00–10:30	<p>To validate the skills and strengths that shelter staff bring to their work</p>	<p><b>THE STRENGTHS OF SHELTER WORKERS<sup>4</sup></b></p>	<ul style="list-style-type: none"> <li>• ask participants to write down the roles they play in life. This list will include roles like shelter worker, mother, wife, daughter, friend, board member, church member.</li> <li>• ask participants to list all of the skills they need to play these roles.</li> <li>• ask the women to complete the following sentences to describe their skills: <ul style="list-style-type: none"> <li>—<i>I am most proud of my ability to...</i></li> <li>—<i>It was hard, but I have learned to...</i></li> <li>—<i>People seem to notice my ability to...</i></li> </ul> </li> <li>• participants share their roles, skills and answers to the questions. If they have trouble answering their co-workers can be asked to contribute.</li> <li>• the results will show that the women have many skills and life experiences that are useful in their work. They have a lot to offer!</li> </ul>





time	purpose	content	how
▼ ▼ <b>4:00–4:10</b> ▼ ▼	<b>To set the stage            for Day 2</b>	<b>PLANS FOR DAY 2</b>	<ul style="list-style-type: none"> <li>• review plans for the next day. Refer to workshop agenda on a flipchart. Ask if there are questions about the plan.</li> <li>• ask if there are any comments about how the first was structured and/or facilitated. Any changes needed for Day 2?</li> </ul>
▼ ▼ <b>4:10–4:30</b> ▼ ▼ ▼ ▼ ▼	<b>To help the            learning process            by defining what            was learned</b>	<b>WHAT HAVE I            LEARNED TODAY?</b>	<ul style="list-style-type: none"> <li>• ask participants to spend 5 minutes thinking about what they learned in Day 1 and to write down their thoughts in the workbook:               <ul style="list-style-type: none"> <li>—<i>today I was surprised to learn that...</i></li> <li>—<i>it's a relief to know that...</i></li> <li>—<i>I'd like to know more about...</i></li> </ul> </li> <li>• form a talking circle and ask participants to share something that they learned and/or make any other statements.</li> </ul>
▼ <b>4:30–5:00</b> ▲▲▲	<b>To end the            first day            of the workshop</b>	<b>CLOSING PRAYER</b>	<ul style="list-style-type: none"> <li>• ask for a volunteer to say a closing prayer</li> </ul>





# *day two schedules*

**day 2—safety issues/counselling skills**



## day two schedules

### safety issues/counselling skills

time	purpose	content	how
▼ ▼ <b>9:00–9:15</b> ▼ ▼ ▼ ▼	<b>To begin day 2 of the workshop</b>	<b>WELCOME, AGENDA REVIEW, OPENING PRAYER</b>	<ul style="list-style-type: none"> <li>• facilitator welcomes everyone.</li> <li>• ask participants if they have any thoughts they would like to share about the first day.</li> <li>• review plans for the day, focus on safety issues and begin to work on counselling skills.</li> <li>• ask for questions or comments about the plan.</li> <li>• deal with housekeeping issues.</li> <li>• ask for a volunteer to say an opening prayer.</li> </ul>
▼ ▼ <b>9:15–10:00</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>To give staff a chance to work on their own self-esteem and build skills for working with women in the shelter</b>	<b>BUILDING SELF-ESTEEM<sup>5</sup></b>	<ul style="list-style-type: none"> <li>• tell the group the purpose of the activity.</li> <li>• ask them to brainstorm “what is self-esteem?” (note responses on a flipchart).</li> <li>• divide the group in to small groups (2–3 people).</li> <li>• ask the groups to talk among themselves about three questions: (1) name 3 things you do well; (2) name 3 things that you like about yourself; and, (3) name 3 things that others like about you.</li> <li>• have the small groups talk about their answers together.</li> <li>• after 10 minutes, bring the groups back together and talk about their answers in the big group.</li> <li>• ask them, “How did you feel about doing this activity? If you found it hard, why do you think that is?” “What can we do to improve our own self-esteem?”. Write the answers on a flipchart.</li> <li>• this is an activity that staff can do with women in the shelter.</li> </ul>

time	purpose	content	how
▼ ▼ <b>10:00–10:30</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	To build knowledge about safety issues in the shelter ↓	<b>CREATING PHYSICAL SAFETY<sup>6</sup></b>	<ul style="list-style-type: none"> <li>• discuss the concept of safety with participants. What does safety mean? What are the different types of safety (physical/emotional)? What are the potential risks to safety in the shelter?</li> <li>• brainstorm ideas with participants and make notes on a flipchart.</li> <li>• how does your shelter keep women and children physically safe? Are there clear guidelines for you to work with? (refer to sample ideas in the workbook—Tukkuvik guidelines)</li> <li>• are there any problems in providing a safe physical environment for clients at the shelter? How could these be addressed?</li> </ul>
<b>10:30–10:45      B R E A K</b>			
▼ ▼ <b>10:45–11:45</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	↓	<b>EMOTIONAL SAFETY<sup>7</sup></b>	<ul style="list-style-type: none"> <li>• brainstorm with the group answers to questions: what people, events, places and times make you feel safe, calm and relaxed?; what people, events, activities, places and times make you afraid?; what do you do when you feel afraid?; what do you do to increase your feelings of safety?; what behavior tells you that others are feeling unsafe?</li> <li>• facilitator to pick several examples and work with staff to identify ways that shelter staff can increase the safety of shelter residents. Examples: verbal language; body language; rules; routines; problem solving; counselling; parenting support; dealing with an abusive partner; life skills; group work.</li> </ul>

time	purpose	content	how
<b>LUNCH BREAK</b>			
11:45–12:45			
▼ ▼ <b>12:45–1:45</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>Building skills for dealing with difficult clients</b>	<b>DEALING WITH DIFFICULT RESIDENTS</b>	<ul style="list-style-type: none"> <li>ask participants to give examples of negative behavior from clients that can put their safety (mental or emotional) or the safety of their children and the shelter staff at risk.</li> <li>ask participants how they have dealt with these issues in the past? Were these strategies effective? Can they be developed in to a 'protocol'?</li> <li>discuss the example in the workbook of protocols for dealing with negative behavior from clients inside the shelter, relate to experiences of participants and adapt to their shelter.</li> </ul>
▼ ▼ <b>1:45–2:45</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>To build knowledge about suicide and the warning signs</b>	<b>SUICIDE PREVENTION<sup>8</sup></b>	<ul style="list-style-type: none"> <li>facilitator should find out if the shelter has a protocol for dealing with residents who are at risk of suicide.</li> <li>ask participants to relate any examples of situations where women in the shelter were at risk of suicide.</li> <li>generate a list of behaviours that can indicate someone is at risk of suicide.</li> <li>refer to the protocol (if one exists), otherwise brainstorm steps that could be included in a protocol for their shelter. This should include a list of individuals/agencies in the community who can be called upon to help and ideas for what shelter workers can say to women who appear at risk of suicide.</li> </ul>

time	purpose	content	how
<b>2:45–3:00</b> <b>B R E A K</b>			
▼ ▼ <b>3:00–3:30</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>To introduce            the counselling            skills section of            the workshop</b>	<b>THE PURPOSE            OF COUNSELLING?</b>	<ul style="list-style-type: none"> <li>• go over the purpose of counselling in the handbook with participants.</li> <li>• ask them if this is what they thought counselling was about. If not, explore their understanding and help them get on track.</li> <li>• divide the participants in to small groups of 2–3 people—ask each group to take a piece of flipchart paper and write down what the new skills are that counselling can help with (increased self-esteem, better communication skills, increased assertiveness, better ability to establish boundaries, the ability to advocate for oneself, increased self-awareness, more confidence etc.).</li> <li>• have each group share their list with the whole group.</li> </ul>
▼ ▼ <b>3:30–4:00</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>Building            counselling            skills</b> ↓	<b>BUILDING A            COUNSELLING            RELATIONSHIP</b>	<ul style="list-style-type: none"> <li>• ask each person to take a sheet of flipchart paper and to draw a picture of the person(s) they trust the most.</li> <li>• ask them to write the qualities of this person</li> <li>• ask participants to share these drawings with the group.</li> <li>• after they have described the person ask them what that person gave them, not in terms of physical gifts, but in terms of the quality of their life.</li> <li>• point out that the qualities that make it safe and comfortable for them to talk with that trusted person are the same qualities that will help them build a good relationship with clients for counselling.</li> </ul>





## *day three schedules*

**day 3—counselling skills/helping children**

## day three schedules

### counselling skills/helping children

time	purpose	content	how
▼ ▼ <b>9:00–9:15</b> ▼ ▼ ▼ ▼	<b>To begin Day 3 of the workshop</b>	<b>WELCOME, AGENDA REVIEW, OPENING PRAYER</b>	<ul style="list-style-type: none"> <li>• facilitator welcomes everyone.</li> <li>• ask participants if they have any thoughts they would like to share about the second day.</li> <li>• review plans for the day, continue building counselling skills, summarize topics.</li> <li>• ask for questions or comments about the plan.</li> <li>• deal with housekeeping issues, volunteer to say a prayer.</li> </ul>
▼ ▼ <b>9:15–10:15</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>Building skills for counselling</b> ▼	<b>GOOD LISTENING<sup>10</sup></b>	<ul style="list-style-type: none"> <li>• good listening is a basic skill that will allow you to show the client that you understand, believe, care and have respect for her.</li> <li>• participants to list ways of showing that one is listening well: (1) paraphrasing and what that means; (2) sharing your own experience.</li> <li>• discuss non-verbal ways to help good listening.</li> <li>• role-play: show effective listening skills in a role-play, with the facilitator as the helper and one participant as the client. The role play will show how to develop trust and understanding, be non-judgmental, and examples of not listening or hearing.</li> </ul>
▼ ▼ <b>10:15–11:00</b> ▼ ▼ ▼ ▼ ▼ ▼	▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>GATHERING INFORMATION<sup>11</sup> (CONTINUED NEXT PAGE)</b>	<ul style="list-style-type: none"> <li>• the facilitator should obtain copies of any forms used in the shelter for recording information about a woman's situation/history.</li> <li>• in order to help a woman through the counselling process you need to have information about what her problems are.</li> <li>• facilitator to go over the 3 types of information needed: (1) what is the problem as the woman sees it? (2) what does the situation mean to her?; and (3) how has she tried to solve the problem?</li> </ul>

time	purpose	content	how
▼ ▼ ▼ ▼ ▼	▼ ▼ ▼ ▼ ▼	<b>GATHERING INFORMATION (CONTINUED)</b>	<ul style="list-style-type: none"> <li>list these questions and ask participants for examples of good questions that can bring some of this information out.</li> <li>work with participants to explore the qualities of good questions and not-so-good questions (see workbook for examples).</li> </ul>
<b>11:00–11:15 BREAK</b>			
<b>11:15–12:00</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>Building skills for helping residents move to action</b> ▼ ▼ ▼ ▼ ▼	<b>SETTING GOALS<sup>12</sup></b>	<ul style="list-style-type: none"> <li>the purpose of counselling is to help clients reach certain goals.</li> <li>clients must know what they want to change so they can figure out what to do.</li> <li>facilitator leads a discussion about the difference between general and specific goals and the meaning of realistic goals.</li> <li>work with participants to turn unclear goals into clear goals (short exercise in the workbook).</li> <li>brainstorm questions that help clients to develop good goals (in workbook).</li> </ul>
<b>12:00–1:00 LUNCH BREAK</b>			
<b>1:00–1:30</b> ▼ ▼ ▼ ▼ ▼	▼ ▼ ▼ ▼ ▼	<b>TAKING ACTION<sup>13</sup></b>	<ul style="list-style-type: none"> <li>introduce participants to the idea that clients can turn their goals into plans for action.</li> <li>'action' can involve change in how you think: for example changing unhelpful thoughts into helpful thoughts; and/or behavior change: learning and using new skills.</li> <li>using 2–3 examples of goals that clients in the shelter might have ask participants to brainstorm what an action plan for each goal might be.</li> </ul>
<b>1:30–2:30</b> ▼ ▼ ▼ ▼ ▼ ▼	<b>Building knowledge about the impact of abuse on children and how to help</b> ▼ ▼ ▼ ▼ ▼	<b>THE IMPACT OF ABUSE ON CHILDREN<sup>14</sup></b>	<ul style="list-style-type: none"> <li>ask participants to share stories from the shelter of how abuse has negatively affected children (without naming names). List the effects under headings of emotional, physical and social effects.</li> <li>brainstorm additional effects under these headings. Explore effects at different ages: infants, toddlers, school age children.</li> <li>ask participants to talk about what children who witness abuse are learning about how to 'be' in the world.</li> </ul>



time	purpose	content	how
▼ ▼ <b>2:30–3:30</b> ▼ ▼	 ··· ↓	<b>WHAT CHILDREN NEED<sup>15</sup></b>	<ul style="list-style-type: none"> <li>• ask participants to work individually to complete the following sentence, “Our responsibilities as shelter workers toward the children in our care are to...” (ideas in the workbook).</li> <li>• participants present their ideas to the group. List on a flipchart.</li> </ul>
<b>3:30–3:45 BREAK</b>			
▼ ▼ <b>3:45–4:15</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	 ··· ↓	<b>WHAT CHILDREN NEED (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• brainstorm a list of all the ways that the shelter helps children and link these to the needs of children already identified.</li> <li>• ask participants to describe any special programs for children offered at the shelter and discuss the successes/challenges.</li> <li>• ask participants to pick 1–2 priority ‘needs’ that are not being met and brainstorm ideas for how the shelter could respond and who/what organizations in the community could be called upon to help.</li> <li>• identify clear ‘next steps’ for turning their ideas into action.</li> </ul>
▼ ▼ <b>4:15–4:45</b> ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼	<b>To help the learning process by defining what was learned</b>	<b>WHAT HAVE I LEARNED TODAY?</b>	<ul style="list-style-type: none"> <li>• ask participants to spend 5 minutes thinking about what they learned in Day 3</li> <li>• form a talking circle and ask participants to finish the following sentences or to make their own comments about what they have learned:               <ul style="list-style-type: none"> <li>—<i>today I was surprised to learn that...</i></li> <li>—<i>it’s a relief to know that...</i></li> <li>—<i>I’d like to know more about...</i></li> </ul> </li> <li>• note the ‘learnings’ on a flipchart</li> <li>• ask if there are any comments about how the first day went. Ask if there are things that could be changed/improved for Day 4.</li> </ul>
▼ <b>4:45–5:00</b> ▲▲▲	<b>To end the day of the workshop and set the stage for the next day</b>	<b>PLANS FOR DAY 4 CLOSING PRAYER</b>	<ul style="list-style-type: none"> <li>• review plans for the next day, ask if there are questions.</li> </ul>





## *day four schedules*

**day 4—helping children/tools for a strong shelter**

## *day four schedules*

### *helping children/tools for a strong shelter*

time	purpose	content	how
▼ ▼ <b>9:00–9:15</b> ▼ ▼ ▼ ▼	<b>To begin Day 4 of the workshop</b>	<b>WELCOME, AGENDA REVIEW, OPENING PRAYER</b>	<ul style="list-style-type: none"> <li>• facilitator welcomes everyone.</li> <li>• ask participants if they have thoughts they would like to share about the third day.</li> <li>• review the agenda for the day, summarize the topics.</li> <li>• ask for questions or comments about the agenda.</li> <li>• deal with housekeeping issues.</li> <li>• ask for a volunteer to say an opening prayer.</li> </ul>
▼ ▼ <b>9:15–10:15</b> ▼	<b>Building skills for working with children</b>	<b>HELPING CHILDREN EXPRESS FEELINGS<sup>46</sup></b>	<ul style="list-style-type: none"> <li>• facilitator leads a 1-hour session that can be done with individuals or groups of children to help them express their feelings.</li> <li>• participants are invited to name as many feelings as possible and these are written on a flipchart. The facilitator can draw faces showing the feelings.</li> <li>• then have a discussion about feelings asking questions such as: how do we know when we have a certain feeling? Does our body give us any clues to our feelings?; What do we do when we feel a certain way?... (see list in workbook).</li> <li>• lead participants through the “feeling mime exercise”: one participant is invited to stand with her back to the flipchart. They turn around three times and then point to a feeling on the chart. The others in the group mime the feeling while the participant (child) tries to guess what is being acted out.</li> <li>• lead participants through the “feeling walks” exercise: the participants are invited to walk as if they are experiencing a variety of feelings. Each participant can take turns choosing a feeling that the group as a whole will express.</li> </ul>

time	purpose	content	how
10:15–10:45	To equip shelter workers with tools for helping children	SAFETY PLANS FOR CHILDREN <sup>17</sup>	<ul style="list-style-type: none"> <li>review the safety planning document in the workbook with participants and adapt it for use in their shelter.</li> <li>brainstorm with participants a process for working through the safety plan with children in the shelter.</li> </ul>
<b>10:45–11:00 BREAK</b>			
11:00–12:00	Building communication skills for a strong shelter	DEALING WITH CONFLICT AT THE SHELTER <sup>18</sup>	<ul style="list-style-type: none"> <li>this segment can help shelter staff to deal with conflict between individuals in the shelter, staff or clients or both.</li> <li>review the three basic conflict styles and the meaning of 'active listening' (in workbook).</li> <li>review the steps in conflict resolution (in workbook).</li> <li>ask participants to think of two examples of conflict that have taken place in the shelter.</li> <li>role-play the two examples and ask participants to give feedback on the use of active listening and the problem solving process.</li> </ul>
<b>12:00–1:00 LUNCH BREAK</b>			
1:00–1:30	To highlight the need for self-care among shelter workers	CARING FOR YOURSELF <sup>19</sup>	<ul style="list-style-type: none"> <li>review tips and advice for shelter workers (noted in the workbook).</li> <li>ask about what participants do to care for themselves.</li> <li>introduce the idea of keeping a journal. This can be useful for shelter workers and clients too.</li> <li>brainstorm a list of the types of things that shelter workers could record in their journals (see examples in the workbook).</li> </ul>
1:30–2:30	Increase understanding of shelter procedures and record-keeping and why these are important ↓	SHELTER PROCEDURES AND RECORDS (CONTINUED NEXT PAGE)	<ul style="list-style-type: none"> <li>the facilitator will need to obtain information about the procedures and forms used in the shelter before this session. Copies of procedures and forms should be made for the participants.</li> <li>tape 6 flipchart sheets on the wall in a long line, ask participants to create a 'shelter path' showing what happens to a client from the time they enter the shelter to when they leave.</li> <li>show the procedures followed and the written forms to be completed at each stage of the path.</li> </ul>

time	purpose	content	how
▼ ▼ ▼ ▼ ▼ ▼	↓ ↓ ↓ ↓ ↓ ↓	<b>SHELTER PROCEDURES AND RECORDS (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• discuss why each procedure is important to the client and to the shelter.</li> <li>• go over the forms in detail, clarify why the information is needed.</li> <li>• this exercise can also be done in a shelter that does not yet have formal procedures in place. In this case the facilitator will need to lead the discussion using sample forms from another shelter.</li> </ul>

2:30–2:45

**B R E A K**

▼ ▼ <b>2:45–3:45</b> ▼ ▼ ▼	<b>To encourage shelter workers to reach out and work collaboratively with the community</b>	<b>BUILDING LINKS WITH THE COMMUNITY<sup>20</sup></b>	<ul style="list-style-type: none"> <li>• facilitator to draw the shelter at the centre of a flip-chart sheet and ask participants to list all of the individuals and agencies that their shelter works with in support of women in the community. Describe what they do together and any challenges in working together.</li> <li>• brainstorm a list of the 'benefits' of reaching out and working with others in the community.</li> <li>• ask participants to think about <u>new</u> ways that they could be working with community members and new people they could reach out to. Develop a plan for next steps.</li> </ul>
▼ ▼ <b>3:45–4:15</b> ▼	<b>To evaluate the 4-day workshop and capture future training needs</b>	<b>WORKSHOP EVALUATION</b>	<ul style="list-style-type: none"> <li>• ask participants to complete a written evaluation of the workshop. This will capture what was learned and training needs for the future.</li> </ul>
▼ ▼ <b>4:15–5:00</b> ▲▲▲	<b>To help the learning process and end the workshop</b>	<b>THINKING ABOUT THE WORKSHOP</b> ▼ <b>THANK YOU'S AND GOODBYE'S</b> ▼ <b>CLOSING PRAYER</b>	<ul style="list-style-type: none"> <li>• 5 minutes of person reflection on the four-day workshop.</li> <li>• form a talking circle and ask participants to finish the following sentences or to make their own comments:               <ul style="list-style-type: none"> <li>—today I was surprised to learn that...</li> <li>—there is something new that I will do in my work, it is to...</li> <li>—I want to learn more about...</li> <li>—I appreciate...</li> </ul> </li> <li>• facilitator to thank the participants for their hard work.</li> <li>• ask for a volunteer to say a closing prayer.</li> </ul>





## sources

Numerous sources were consulted and adapted in the preparation of this module.

The sources of specific exercises are identified below as end notes.

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1. The Status of Women Council of NWT (2004) *Women's Voices in Leadership: Facilitator's Manual*. Yellowknife. p.17.
  2. Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities*. Ottawa. p.3.
  3. Ibid. p.5.
  4. Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. pp.27–28.
  5. The Status of Women Council of NWT (no date) *From Dark to Light: Parenting Skills*. Yellowknife. p.27.
  6. Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. p.18.
  7. Ibid. p.19.
  8. Korhonen, Marja (2006) *Suicide Prevention: Inuit Traditional Practices That Encouraged Resilience and Coping*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. pp.iv & 25.
  9. Korhonen, Marja (2006) *Ikajurniq—Basic Counselling Skills: Inuit Voices, Modern Methods*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. p.10 and Levan, Mary Beth (1999). *Family Violence Prevention Training Manual* (unpublished). Prepared for the SEDNA Association of the Northwest Territories. p.52.
  10. Korhonen, Marja (2006) *Ikajurniq—Basic Counselling Skills: Inuit Voices, Modern Methods*. Ottawa. Ajunnginiq Centre at the National Aboriginal Health Organization. p.15.
  11. Ibid. pp.16–17.
  12. Ibid. p.21.
  13. Ibid. pp.26–27.
  14. Sinclair, Deborah (1985) *Understanding Wife Assault: A Training Manual for Counsellors and Advocates*. Toronto. Ontario Ministry of Community and Social Services. pp.85–97.
  15. Ibid. p.93.

16. Family Service Centre of Ottawa Carleton (no date) *Building Bridges: Concurrent Partnership Groups for Children and Their Mothers Who Have Experienced Woman Abuse*. Ottawa. p.99.
17. Interval House of Ottawa-Carleton (2001) *BASICS: Building Awareness and Sharing Information on Children's Shelter Services*. pp.15-16.
18. Website: Can Teach at [www.canteach.ca](http://www.canteach.ca)
19. Status of Women Council of NWT (no date) *From Dark to Light: Regaining a Caring Community—Facilitator Manual*. Yellowknife. p.41.
20. Pauktuutit Inuit Women of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa. p.12.

