

Supplementary file 6: Workshop 2 facilitators guide

Time		Facilitation Guide
8.45am	Registration and tea/coffee	Greet participants/Elders/dancers etc
		Attendees set up tables/poster
9.15	START	Welcome
	Welcome/ Acknowledgement to country	
9.30	Creating our safe space	<ul style="list-style-type: none"> • Statement of purpose and what stage we are at. • Check-in if using own family clap sticks is ok. • Acknowledgement of what we are talking about is hard. • 65 people is a lot to be discussing this sensitive issue • Importance of listening. • This is not the place to be sharing trauma stories. Reiterate no-one will be asked or expected to share personal experiences (not purpose of workshop). • Will be using scenarios that may remind people of their own trauma histories. • Demonstrating recognising different types of wisdom with Ngangkere (traditional healer) and psychologist available today. • Value everybody's contribution and acknowledge breadth of expertise is the strength, welcome non-Indigenous people. • Clarify this is a co-design and experts are within the room not on the stadium. • Millennia of wisdom and new scientific knowledge. • Absolutely ok to leave at any time if uncomfortable & to play on phone. • Introduce trauma response factsheet (We Al-li Pty Ltd) and card with contacts etc. • Some diversionary activities on tables -mindfulness colouring/mini clay coolamons (optional only). • At end of day we will place these in the coolamon as a symbol of our aspirations, and also leaving the 'weight' of discussions here as we go back to our families. • Post-it notes/coloured circles on tables to jot down anything you don't get a chance to say. • Introduce draft safety protocol from W1 for info and to ask questions (may send copy before) and acknowledge that W1 have contributed this. (5 mins)
9.45	Introductions	<ul style="list-style-type: none"> • Ask people to form a big circle. • Walking around in circle and clap stick sounds and you introduce yourself to the nearest person. Introduce yourself and random item e.g. 'first car'.

		<ul style="list-style-type: none"> Pick someone and guide them without touching them through the group.
10.00	Brief overview of project and recap of workshop 1	<ul style="list-style-type: none"> Clarify purpose of this session: (1) to provide a very quick overview of the project and where we are on that journey today to help orientate ourselves; and (2) to present the conceptual framework/plan. 10 min presentation: Conceptual framework for project Outline of project plan (diagram in folders) and have had workshop1 (acknowledge people who were at that, main themes and refer to report and safety protocol based on those discussions. 10 mins for questions and discussion about the plan (leave up on screen). And remind people that they can provide any confidential questions or things we don't have time for as a note in the basket or give to us.
10.20	Tjulpa and Walpa	Start today's session with NPY Women's council presentation of the book Tjulpu and Walpa: Two Children Two Roads see http://www.worldcat.org/title/tjulpu-and-walpu-two-children-two-roads/oclc/1002311301
10.50	MORNING TEA	Set up stations for Assessment session
11.10 12.00-12.10 mini break	Modified Delphi discussion of assessment domains	<p>Clarify purpose of this session: Introduction of Walpa and 12 areas of distress and reference CPTSD. Note that the Walpa story is about a woman but we are also wanting to include men (or both parents). Introduce participants to their information sheets with these areas of distress. Acknowledge strengths will be discussed later (10 mins). Explain process:</p> <ul style="list-style-type: none"> Go to one of 12 stations and form groups of 5-6 (one investigator to go with each station/group and take notes). At each station spend 3 mins (clap sticks) talking together about their thoughts of the area of distress and how that might be asked in a safe manner. On each piece of paper (anonymous) circle the word that reflects their rating of what they think and make comments over page (2 mins) Any thoughts about who or why it would be really helpful for us to jot this down. <ul style="list-style-type: none"> Then ask whole group to move to the next station. <p>11.20-12.00 (6 stations) 12.10-12.50 (6 stations) Debrief with whole group (10 mins).</p>
1 pm	LUNCH	Set up tables: butchers paper, texta's with colour mix, sticky notes, sticky tape to hold together.
1.40	Reflect on findings of pilot discussions with	<ul style="list-style-type: none"> Clarify purpose of session: (1) To briefly outline the themes emerging from the Deadly Nannas discussion group (2) to

	Grannies group and Tree of Life exercise	<p>discuss the process (including in context of the safety protocol) and proposed modifications for discussion group with parents - ?tree or image to work with (see discussions from Assessment working group meeting)</p> <ul style="list-style-type: none"> • 2 slides from Deadly Nannas –what their program is about (10 mins) • Talk about why asked to conduct the pilot discussion group with Deadly Nannas group, the process, and main themes (8) (15 mins) • Tree of life exercise to briefly pilot test the proposed process with parents and ask tables to have a short discussion about the issues for parents but also to provide feedback on the process and any further suggestions? • Tom and Mary scenario – different from Walpa story but many of same issues come up • Outline safety issues (3rd person scenario (self-care)) • Ask each table to draw a tree and briefly outline below: and reassure people no right or wrong so doesn't matter if you get the leaves mixed up with fruits etc. <ul style="list-style-type: none"> Roots: historical aspects and how past has impacted on them (5 mins) Ground: Now – what's happening now? (5 mins) Trunk: Parent strengths and what holds them up? What are they capable of together and individually (5 mins) Branches and twigs: Reaching up to sky – hopes and dreams and desires (5 mins) Leaves: convert sunlight to energy – changing process – actions in changing. What changes could happen? Who do they ask to help them? (5 mins) Flowers/fruits: Form the seeds/fruits protective part of seeds – what are the things that protect them? (5 mins) <p>Trees part of a community of trees/forrest – share information about trees (1 min each - 10 mins)</p> <p>Many hazards that can wreck trees – fires/droughts etc. (5 mins) – what are some of the hazards here.</p> <p>Then discussion about how the exercise is and how safe? (10 mins)</p> <p>Remind people if they haven't had time to discuss everything to leave suggestions/comments on the coloured circles.</p> <p>Flag that next workshop will be focussing on the feedback of these discussions with parents so will be more time to discuss.</p>
3.00	AFTERNOON TEA	Set up sessions/tables and handouts
3.15	Presentations on programs	<ul style="list-style-type: none"> • Purpose of session: (1) to share innovative ideas in an interactive format for building on in later workshops. • Tables/poster boards set up at the start of the day. • Each station to have an A4 handout – brief description and main contact. • Notetaker at each poster – and set up notes/pens for people to report notes.

		<ul style="list-style-type: none"> • Free moving around with clapping sticks every 10 mins to remind people to change over – ask people flag other programs. 1 group outside.
4.15	Debrief and reflection/evaluations	<ul style="list-style-type: none"> • Overview of day (5 mins). • Circle up. • Reflective activity with coolamon (traditional baby carrier)/drawing with aspirations and drop into coolamon (15 mins). People can share if they want with group. • Evaluation forms for feedback and suggestions for next workshop (10 mins) (will also be sent online). • Performance by Drum Atweme, part of the Tangentyere Aboriginal Council Drum Atweme Program. • Reminder to take care and be kind to themselves tonight (eat well, exercise etc important too).
5.00	THANK YOU AND CLOSE	Thank you and close.