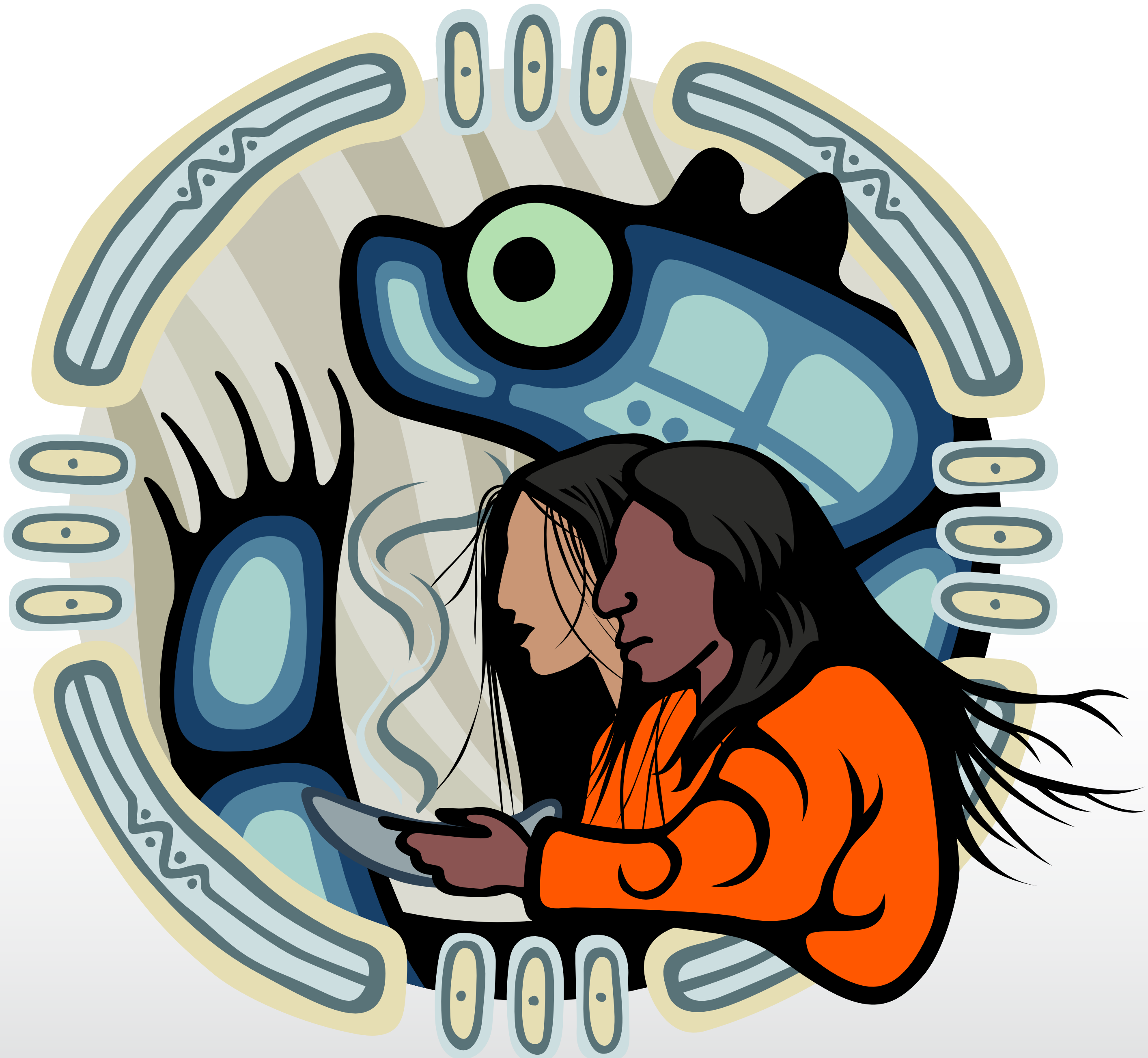
Recording Your Truth:

A Community Guide to Statement Gathering



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Recording Your Truth: A Community Guide to Statement Gathering

In my Ojibway culture, I have been taught the Seven Grandfather Teachings. In the most simplistic terms, these are a guide to live Mino-Bimaadiziwin, or the "Good Life." It is how we conduct our interactions with each other through the lessons of Respect, Bravery, Truth, Honesty, Humility, Wisdom, and Love. That is, to live a life that is balanced and in connection with family, community, and the land. It is an intentional path for how one chooses to navigate the world.

This illustration depicts the value of Bravery—it takes bravery to speak one's truth. In these teachings, each value is represented by a particular spirit guide. In this instance, it is the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young. The bear also shows us how to live a balanced life with rest, survival, and play.

We know that statement gathering is a sacred process. Survivors entrust us with their truth. Protecting and honouring this gift of knowledge is a crucial part of this process.

As we protect and honour these gifts, so too must Survivors. Many call upon their ancestors and spirit guides to assist them in these difficult moments. This illustration depicts the ceremony of smudging and calling upon ancestors to guide them. The medicines also form a protective shield that cleanses their minds, bodies, and spirits for what lays ahead.

The colour orange pays homage to Orange Shirt Day. The orange shirt is a nationwide symbol that acknowledges Residential Schools as part of Canada's history and raises awareness of the assimilation of children forced into the Residential School system. It also acknowledges the fact that some of those children never made it home and that some are still missing.

The colour orange in my culture also symbolizes sunshine, truth-telling, health, regeneration, strength, and power.

— ***Mark Rutledge, CDP RGD, Anishinaabe, Wolf Clan from Little Grand Rapids First Nation***

This guide was prepared by Know History Inc.

This is a living document; it will be updated with additional resources and information as they become available. If you have questions about or recommendations for this guide, please contact ***info@knowhistory.ca***.

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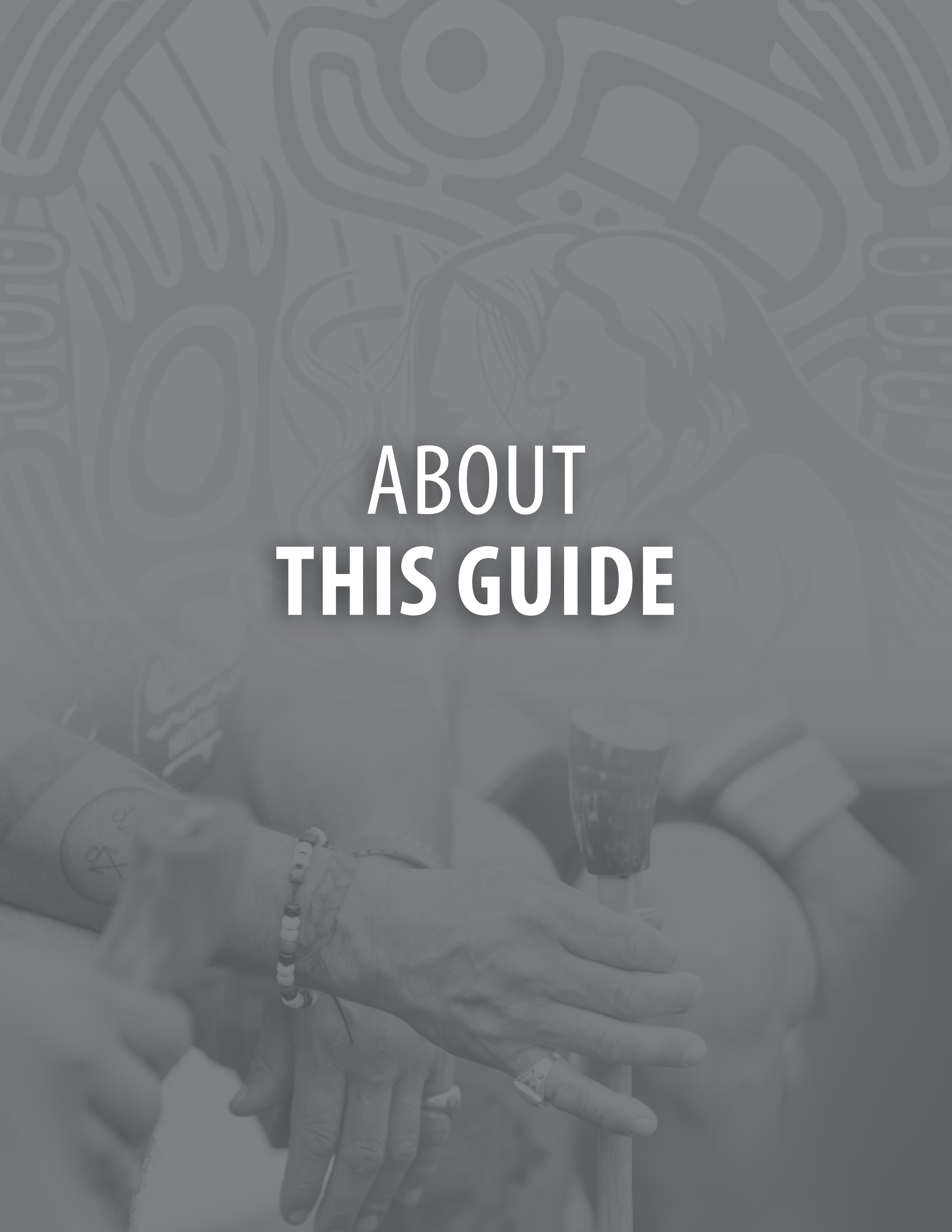
ABOUT
THIS GUIDE



Statement gathering is a sacred process in which Survivors entrust you with their truth. This guide is intended to help you plan and manage a community-led statement gathering project around Residential Schools, missing children, and unmarked burials.

Protecting and honouring the gift of knowledge that statement providers offer requires a great deal of advanced planning, organization, and resources. This guide suggests a process for identifying project goals, defining a methodology informed by best practices and community protocols, and ensuring the safety of both your team and the statement providers.

In the end, your statement gathering project will be uniquely designed to meet the needs, goals, and values of your community.

BEFORE YOU BEGIN:

We acknowledge that some of the information in this guide may be triggering and could result in unpleasant thoughts and feelings. We encourage you to practice self-care and reach out to your community for support. **You can contact the Indian Residential School Survivors Society toll-free at 1 (800) 721-0066 or the 24-hour Crisis Line at 1 (866) 925-4419 if you require assistance.**

We hope that you find this guide useful. To further support your work, there is a list of additional resources at the back of this publication.

THE **STATEMENT GATHERING** PROCESS

The statement gathering process has four steps:

1. **Laying the Foundation**
2. **Preparation and Pre-interivew**
3. **Interview**
4. **Post-interview**

1

LAYING THE **FOUNDATION**

What is Statement Gathering?

Statement gathering is the act of listening to, and recording, a person's truth. Statement gathering sessions provide a safe atmosphere for Survivors and Intergenerational Survivors of Residential Schools to share their experiences and knowledge. Their statements then become part of the permanent record of what happened at those institutions, and within other colonial systems.

Statement providers might discuss Residential and Day Schools, missing children, unmarked burials, or other topics, such as Indian Hospitals, the Sixties Scoop, and current issues. Their statements may be filmed and transcribed, and can contribute to several outcomes, including ground searches, educational materials, community archives, legal claims, and more. For this reason, statement gathering projects are rigorous in their planning and preparation.

First Steps

First, establish why you are doing the research. When defining your goals and outcomes, ask yourself (and your team):

- Who will be guiding the process and collecting the information?
- What information are you hoping to collect, and from whom?
- What will you do with the information once it has been collected?

You need to answer these questions for two main reasons:

1. Without a clear purpose, you may end up with a collection of recordings that don't support your research goals.
2. Statement providers will want to know what your plans are for their interview. What your final product is may impact their willingness to participate.

Once agreed upon, the project concept must be written down.
This becomes your Mission Statement.

MISSION STATEMENT OUTLINE

[**Who is doing the work**] will conduct statement gathering with [**the statement providers**] in order to [**the goal of the project**]. This information will be used to [**outcomes of the project**].

Project Methodology

The next step is to develop your project methodology. The methodology describes how the project will be completed, ensuring that all those supporting the project are on the same page throughout its lifecycle.

Your methodology should be developed by a team of individuals who are knowledgeable about the community, the project's purpose, and the organization you are working within. Work with your team to break down the necessary steps for each phase of the project, from community outreach to post-interview processing.

There are a number of considerations to address as you prepare your methodology. Aspects to keep in mind include:

- Community values and protocols
- Staffing resources
- Project budget and timeframe
- Wellness supports for both team members and statement providers
- Statement provider rights and consent
- Interview format and content
- Technical requirements and training needs
- Interview and data storage.

Your methodology should include:

The Mission Statement

A summary of the project workflow and procedures

A list of project team members and partners

2

PREPARATION AND PRE-INTERVIEW

Supporting Materials

There are a number of supporting materials that should be prepared in advance of the interviews.

Information packages for prospective statement providers can be provided digitally or printed and delivered at community information sessions. The package should explain the purpose of the project and how the interview will be conducted, include a sample of the consent form and types of questions that will be asked, and describe what the statement provider's rights are.

Scripts can be helpful for making sure that the project team is consistent in how they deliver information about the project. They can also serve as a checklist for the interviewers so that they cover all necessary steps throughout the process.

Consent forms are essential for any statement gathering project. They provide statement providers with important information about the project and constitute an agreement between the statement provider and project team about what both parties are committing to. The consent form also allows the statement provider to affirm how their statement will be recorded, stored, and used in the future.

A consent form should include:

- Name of statement provider
- Information about the project
- Information about the interview
- Information about how the interview will be used and stored
- Statement provider rights
- Options for different types of recordings, opting out of sharing with the public, or other restrictions.

THINKING ABOUT CONSENT…

Statement providers are not handing over ownership of their truth, but merely sharing it under very specific conditions. Statement providers should be given many options when it comes to how their statement can be used moving forward and should always have the opportunity to revoke consent or remove themselves from the project.

If at any time the project parameters change, the statement provider should be consulted for their consent, particularly if an unforeseen use of their statement is now a possibility. It is possible that a statement provider could grant permission to an alternate person to make changes to their consent or provide consent on their behalf if they are unable to do so in the future.

Accommodations may be required if the statement provider does not read or write in the project team's primary language. It is recommended that the consent form be translated into the statement provider's preferred language ahead of the interview. The statement provider may also choose to provide verbal consent.

EXAMPLE OF STATEMENT PROVIDER RIGHTS

As part of this project, statement providers have the right to:

- Give testimony in the language of their preference
- Have access to mobility and health supports
- Have a family member, friend, or support person there during their interview
- Receive a copy of the consent form and interview questions ahead of the interview for their review
- Request that questions or topics be added or removed from the interview questions
- Stop or pause the interview at any time
- Withdraw their participation in the project at any time (and request that recordings of their statement and all associated material be destroyed)
- Request portions of their statement be redacted or updated
- Choose if they want their statement to be audio or video recorded or not recorded
- Set restrictions on using their statement (e.g., not allowing it to be used in social media posts or public-facing products).

Wellness

Revisiting trauma can be emotionally and mentally difficult for Survivors and can result in a variety of trauma responses. Statements shared may contain distressing details, and exposure to this information could have varying degrees of vicarious trauma impacts on the project team.

It is strongly recommended that the project team participate in training specifically related to trauma recovery and self-care planning prior to engaging in this work. Additionally, members of the project team should contact local health supports so that they are prepared to provide services to community members as needed.

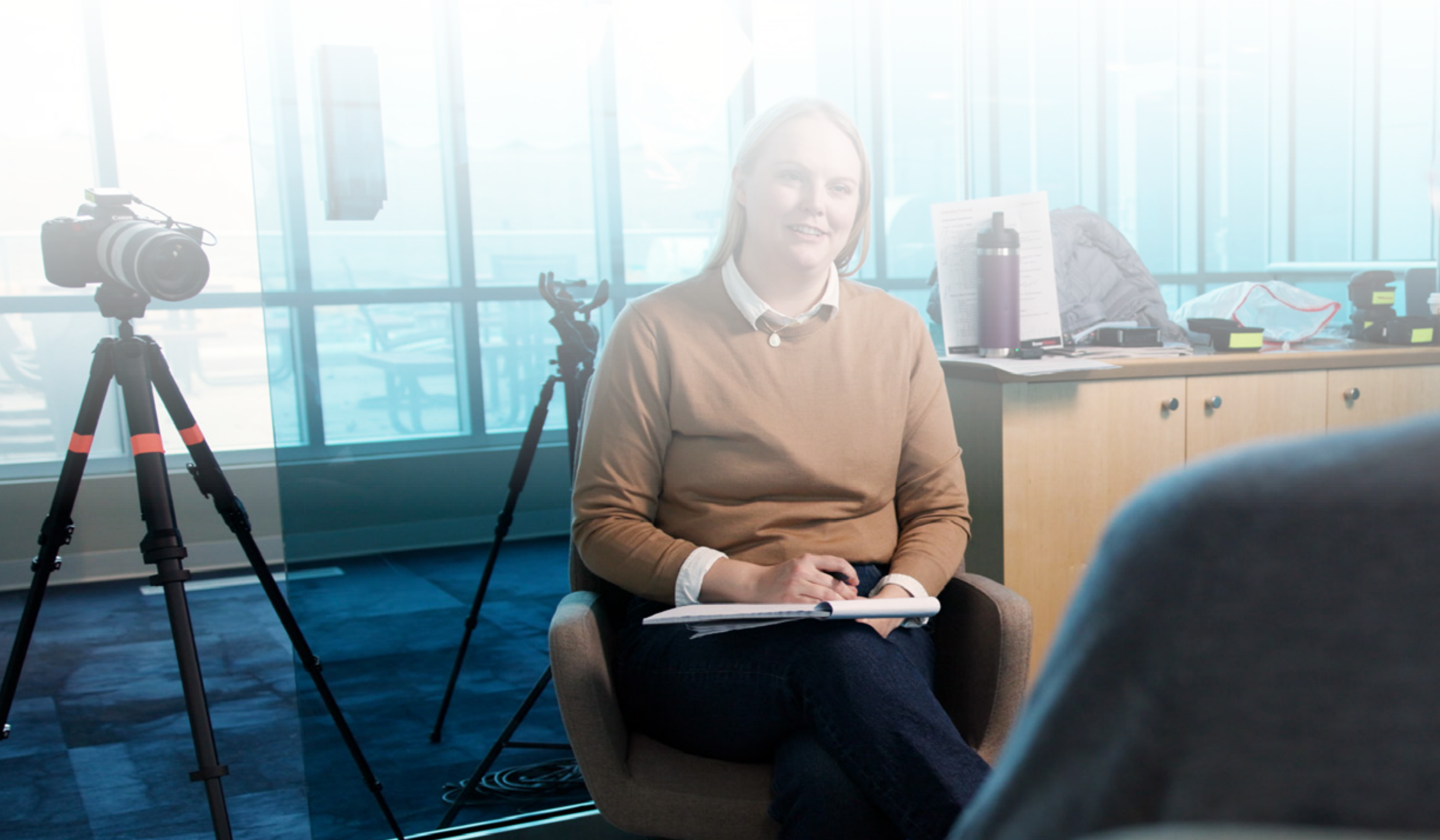
You are best equipped to find the appropriate resources to support your community; however, a list of national supports has been provided in the Resources section at the end of this guide.

Equipment

Your equipment requirements will vary depending on your goals. Are you planning to use recordings of the interviews for a documentary or podcast? If so, you will want to make sure that you are set up for high-definition video and audio recording. However, if you are recording for the sake of producing a written transcript, the quality of your video will be less important.

Some basic equipment that you should anticipate needing is:

- ***An audio recorder*** that files can be easily transferred from
- ***A video camera*** that can be easily set up and transported
- ***A pair of headphones*** that can plug into your audio or video recorder
- ***A tripod*** for the video camera, to hold it still during the interview
- ***An external microphone*** that is wireless ("lavalier") or connects directly to the camera
- ***File storage options***, such as an external hard drive, a USB drive, SD cards, or an online, cloud-based option
- ***Extra batteries***
- ***Battery chargers***
- ***Extension cords***.



Outreach

In order to identify statement providers and inform them of the project, your team will need to conduct outreach. Your approach to outreach will be informed by your community's values and protocols. Because statement gathering interviews deal with sensitive and traumatic topics, statement provider wellness should be the primary consideration—this means allowing potential statement providers to decide if and when they may share their own stories.

There are four general approaches to identifying project statement providers:

1. Work with people who can identify knowledge holders and provide you with names and initial introductions.
2. Conduct background research on your subject matter and identify key individuals, then reach out to them to determine their interest in participating.
3. Conduct community-wide outreach, using advertisements and social media posts to encourage potential statement providers to reach out to you.
4. Consider conducting statement gathering as part of a larger conference or event, using the above methods to schedule statement providers in advance, or welcoming people to sign up on the spot.

The following questions need to be resolved prior to initiating any outreach campaign:

- How will potential statement providers contact the project team for questions?
- Is there a limit to how many statement providers your project is equipped to interview?
- Are there parameters for who can participate in the statement gathering?

Additional outreach includes informing the impacted community of the project and when interviews will occur. This may consist of a public notice or reaching out to leaders in the community. If interviews are taking place in a central community location (such as a hall or office), community members should be aware of that before the project begins.

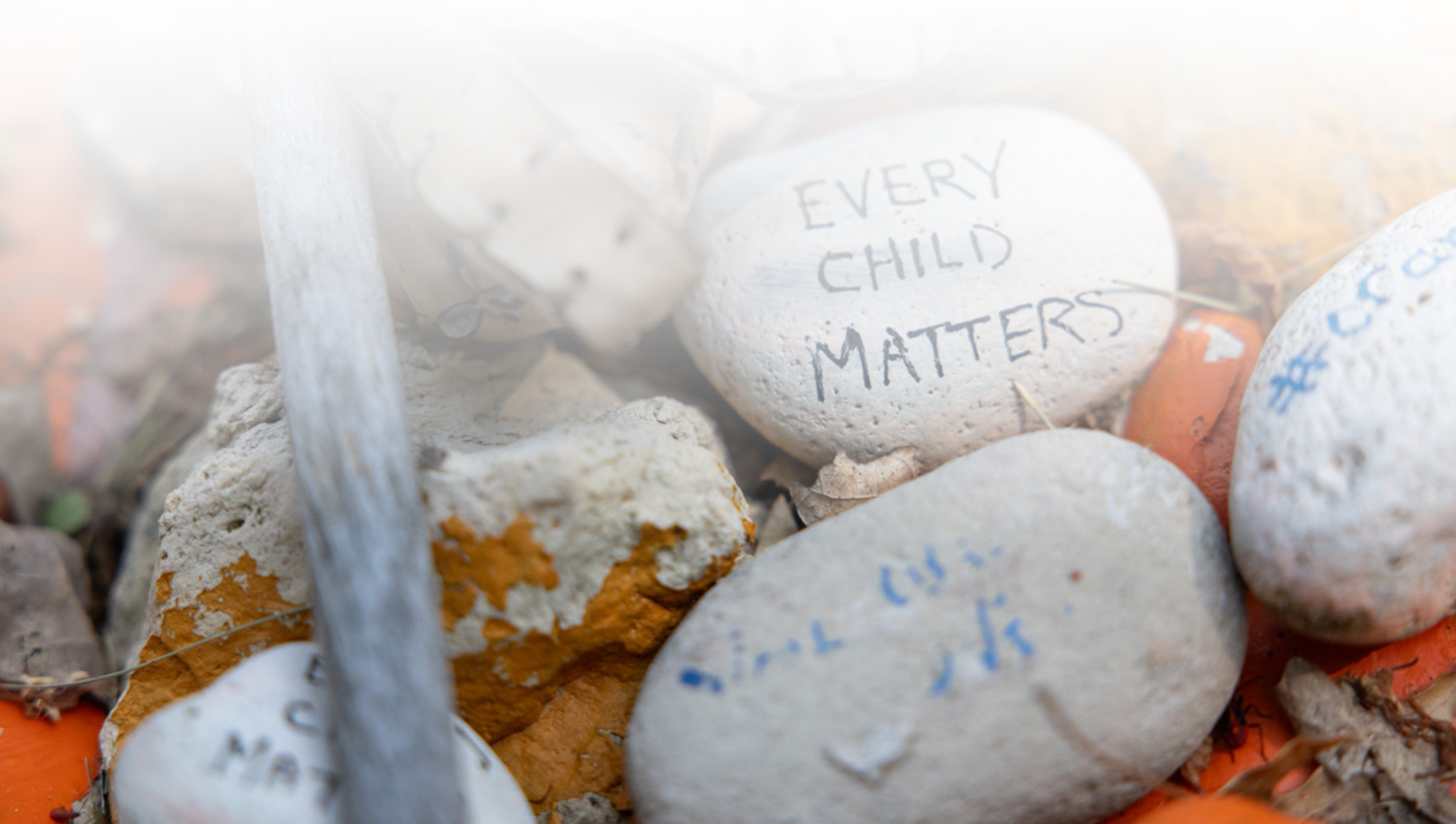
Background Research

Once you have identified the statement providers, you will need a plan for how to approach the interview. Before the pre-interview, the project team should do preliminary research on the Residential Schools that statement providers may share statements about. For example:

- What institutions were community members taken to?
- When did those institutions operate?
- Where is the institution located? Did this change over time?
- Are there other names that the institution might go by?
- Who was in charge of managing the institution?
- What were the living conditions like?
- Has a ground search taken place at the institution?

If you can remember details about the institution, it will be much easier to create a safe and understanding atmosphere for those providing their statements. It will also allow you to better understand the statement providers' background and experiences.

As the work progresses, you may identify areas of interest that can inform follow-up questions during the statement gathering process.



DEVELOPING THE QUESTIONS

Based on the background research and the overall project goals, the project team should prepare a list of questions to ask statement providers during their interview. For a targeted investigation, the questions should cover the specific information sought by the project goals. However, for more free-form interviews, where the goal is to allow the statement provider to share what they wish, questions will merely be there as a back-up to stimulate conversation.

Some questions may be specific, such as asking about an individual or event. Others may be open-ended, allowing the statement provider to take the conversation in whichever direction they are most comfortable. There will likely be some repeat questions in each interview, but you will want to customize your questions to capture the unique perspectives and experiences of each statement provider. You may also wish to identify some additional memory prompt materials, like photographs, to help statement providers recall details about the past.

Some statement providers may feel more at ease if they can see the questions in advance. It is recommended that you prepare and share a question list with statement providers after the pre-interview so that you may discuss them together and adjust as needed prior to the interview.

Pre-interview

Pre-interviews allow the interviewer to build a relationship with the statement provider, conduct further background research, and prepare for the interview, while also giving the statement provider an opportunity to ask questions and raise concerns.

The purpose of the pre-interview is not to do an interview, but rather to explain the project and what will happen during their interview. This step can take place over the phone, via video call, or in person.

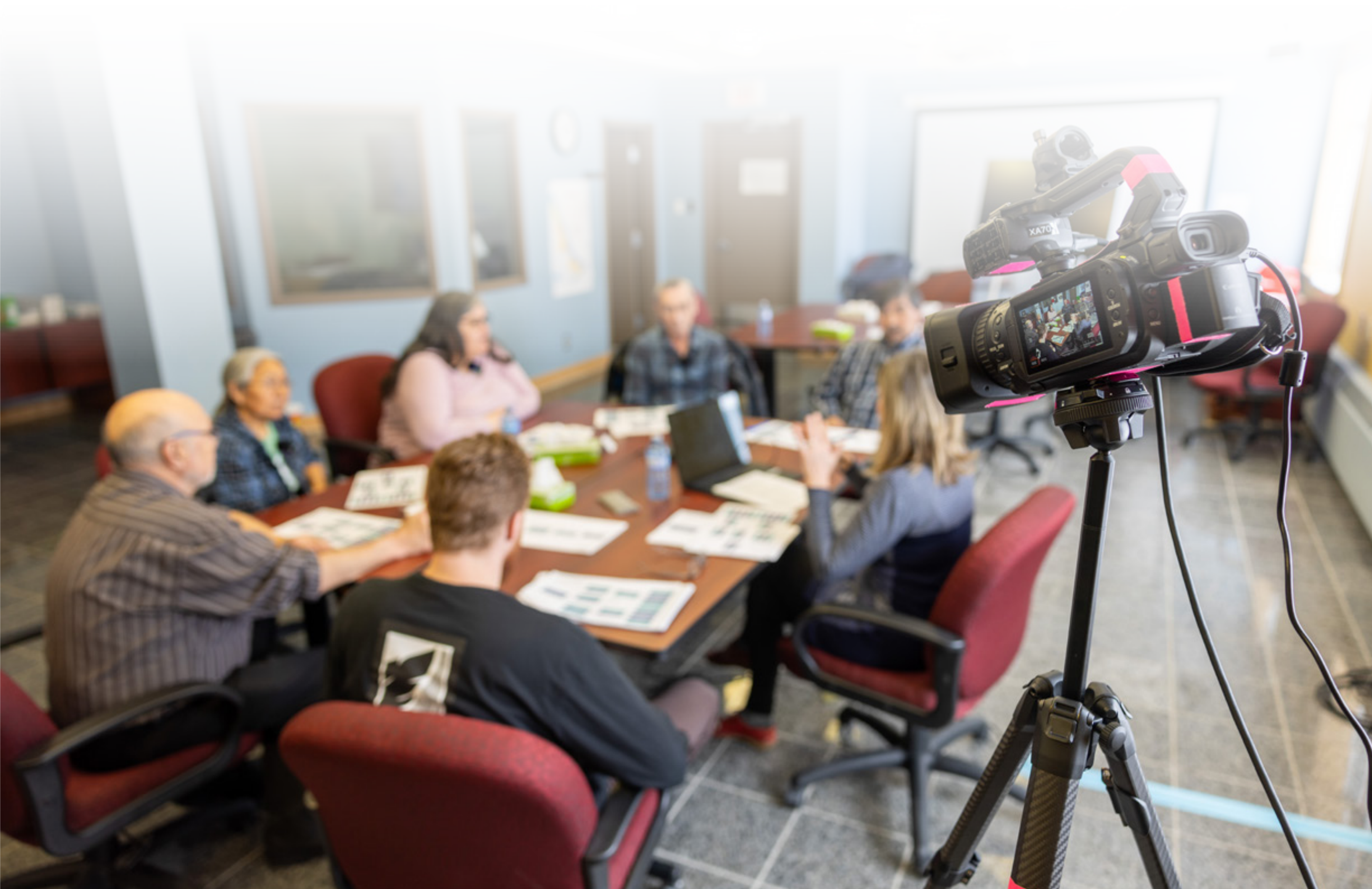
The pre-interview should:

- Introduce the interviewer and project partners
- Explain the project, including:
  - How the project came about
  - What the statements will be used for
  - What you are hoping to learn through these statements
- Discuss the interview structure, including:
  - Length
  - Language preferences
  - How the interview will start
  - What questions will be asked
  - Who will be present (videographer, interviewer, health support worker, etc.)
- Discuss the interview logistics, such as:
  - Location, travel, and accommodations
  - Mobility or accessibility considerations
- Answer any questions the statement provider has about the project or process
- Answer any questions the interviewer has about the statement provider's background and interview preferences.

If possible, the project team should set up a follow-up call with each statement provider the week before the scheduled interview. The call should be made by the scheduled interviewer. In this call, you will confirm:

- They are still interested and available to participate
- If any accommodations are needed
- When and where the interview will be taking place
- Who will be present at the interview
- Their rights
- The consent form
- The next steps.

Please note that if statement gathering is being conducted as part of a larger conference or event, and people are being asked to sign up on the spot for interview sessions, the pre-interview step will not be possible.



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INTERVIEW

Each community will approach interviews differently, depending on their project goals, values, and cultural protocols. This section provides some recommendations for conducting interviews, along with considerations for project teams to keep in mind while planning their own interviews.

Format

In advance of the interview, the project team should work together to consider who is best situated to conduct the interview. Considering the statement provider's pre-interview, and the context that the project is taking place in, team members can discuss this at regularly scheduled meetings and check-ins.

Statement gathering interviews are most often completed one-on-one, but in some cases, statement providers may wish to provide their statement in a group interview setting. If you have decided to facilitate group interviews for your project, expect interviews to take longer. Schedule additional time upfront to complete consent forms, answer questions, and ensure each statement provider is being recorded.

Group interviews have pros and cons: in many cases, statement providers will have their memories jogged and verified by other statement providers. Some may appreciate having community and additional supports around them when discussing a difficult topic. However, group dynamics can be such that some statement providers may speak more than others. Statement providers will also need to be able to trust that others won't share sensitive and confidential information outside the interview.

Starting the Interview

To begin, make sure the room is set up to record the statement provider's statement. This may require showing up early to unlock doors, move furniture, test equipment, and prepare refreshments.

Once the statement provider has arrived and is comfortable, review the consent form with them and ensure that they understand how their interview will be used and what their rights are. If the statement provider has agreed to be audio or video recorded, you can then turn on the equipment.

Before moving on, make sure that:	
☐	Cell phones are on silent.
☐	Consent form has been reviewed and signed.
☐	The recording equipment is on and ready.
☐	Camera/audio recorder is recording.
☐	The interview preamble has been read.

The preamble is a script read by the interviewer at the beginning of the interview. It should:

- Introduce the interviewer
- Provide the date and location of the interview
- Introduce anyone else in the room who may be captured in the recording
- Identify the statement provider
- Confirm that the statement provider is aware of the goals of the project, how their interview will be used, that they have consented to being recorded, and that they have been informed of their rights.

Asking Questions

It can be helpful to think about an interview as an exploratory conversation. While there may be specific questions that you are hoping to get answers to for the purposes of your investigation, the statement provider is there to tell their truth. Use broad questions to open up the conversation, and then, when appropriate, you can use clarifying questions to focus on a specific element of the story. You can then use another broad question to move on to another subject, or if you need to refocus the conversation.

A fundamental point to keep in mind is that this is not your interview. You want to build rapport and encourage the statement provider to talk freely about their experiences.

WARM-UP QUESTIONS

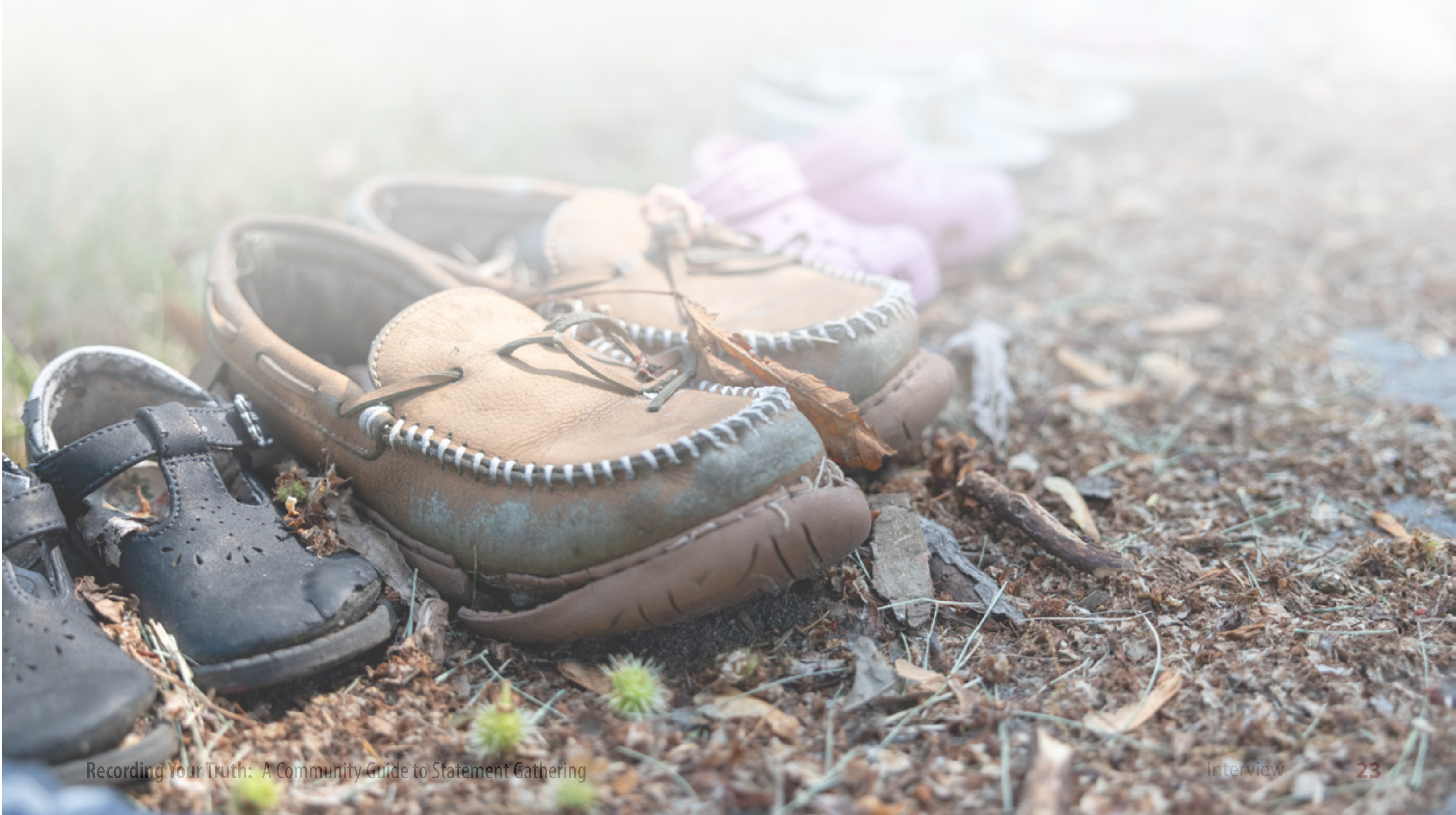
Beginning the interview with simple questions will help the statement provider find their voice and feel more comfortable sharing their personal experiences.

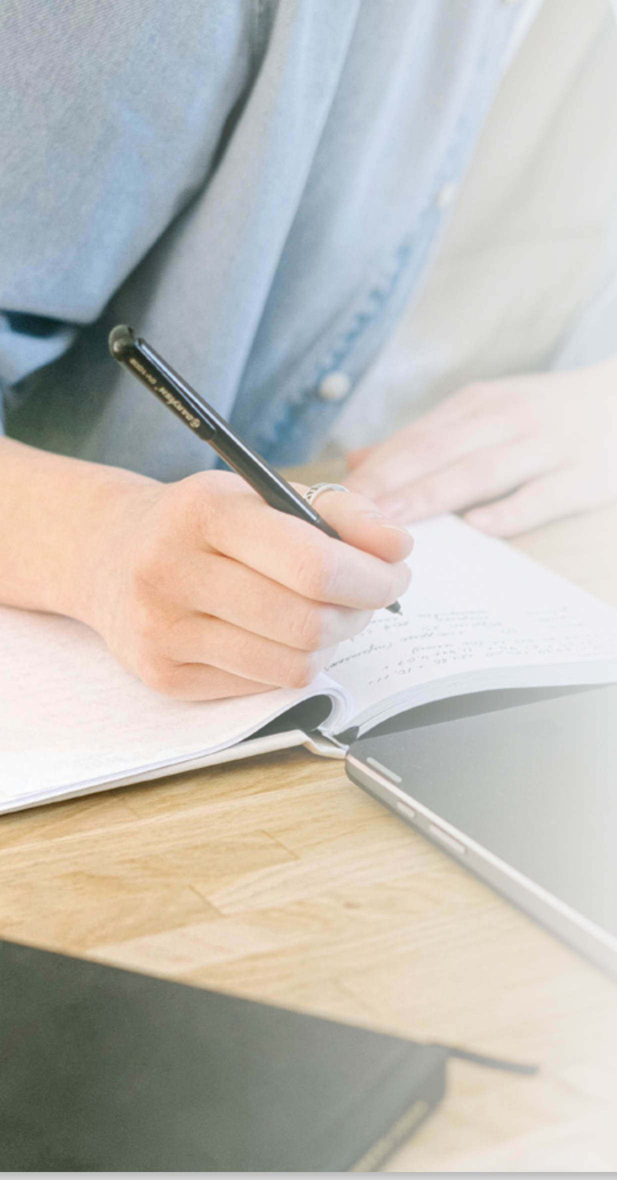
These questions should aim to:

- Establish a comfortable and friendly atmosphere, allowing both parties to become acquainted
- Build trust
- Create a positive rapport before delving into more in-depth or difficult topics.

Here are some examples of warm-up questions:

- What is your name?
- Where do you live?
- When were you born?
- Where did you grow up?
- What do you remember about growing up there?





PREPARED QUESTIONS

Following the warm-up questions, the interviewer can then ask project-related questions from the prepared question list. The question list is not a script but can help guide the interview. Statement providers will likely answer some of the questions naturally in their reminiscences and may not need to be asked every question directly.

If the statement provider does not answer a question, it is okay to reword it in case they did not hear or understand it the first time. But it could also be that the statement provider does not want to answer that question, which is their right. If they still don't respond after re-wording, move on.

During this process, be sure to only ask one question at a time. For two-part questions, let the statement provider respond to the first part, and then use the second part as a follow-up question.

FOLLOW-UP QUESTIONS

Follow-up questions cannot be prepared in advance and require the interviewer to pay close attention to what the statement provider is saying. They tend to elicit some of the most useful responses.

Here are some examples of follow-up questions:

- Can you tell me more about that?
- What were they like?
- How did you get there?
- Who else was there?
- When did this happen?
- Where were you?
- What do you remember about that day?
- Looking back at that…
- Earlier you mentioned… Can we talk more about that?

Other Interviewing Techniques

- **Silence:** Sometimes the best way to hear more is to make space for it. Leave a few seconds of silence before asking the next question, allowing statement providers to elaborate on their answers. Read their body language to gauge how much silent space to leave.
- **Reflection:** Mirroring or repeating what a statement provider says can sometimes encourage them to elaborate. For example: Statement provider: "I lived with my mom and dad. I was an only child." You: "You were an only child."
- **Encouragement:** While silence is important, so too is making the statement provider feel valued and supported as they continue their story. Encouragement can come from non-verbal cues, like nodding and eye contact. These may be culturally specific and should take into account your community's traditions and protocols.
- **Listen:** Be fully present. Put away distractions like cell phones and sit close to ensure eye contact with the statement provider.
- **Withhold judgement:** Interviewers are listening to understand, not to respond. If you disagree with the statement provider, do not bring it up during the interview.
- **Pay attention to non-verbal gestures:** If the person you're interviewing starts showing signs of exhaustion, restlessness, or overwhelm, offer to pause or stop the interview.
- **Avoid interruptions:** Breaks requested by the statement provider are welcomed, but other interruptions should be avoided. Place a person or a sign at the door to prevent others from knocking or accidentally walking in on the interview. Turn off or silence cell phones, tablets, and computers before putting them away.
- **Take notes:** Notes can help keep you on track before, during, and after the interview, but they can also be distracting. Because you are recording this conversation, you do not need to note everything that is said. Instead, take minimal notes during the interview, and only to remind yourself of points or questions that you want to follow up on.
- **Redirect when appropriate:** Sometimes, statement providers will recall experiences that are tangential or seemingly unrelated to the project. Listen patiently and use a follow-up question to guide them back to the focus topic. This may also be a good time to propose a break, so that you can restart the conversation.
- **Maintain focus on the statement provider's story:** Try to avoid telling your own stories that intersect with the statement provider's experience or offering your own opinions.

WHAT IF...

...A STATEMENT PROVIDER SAYS SOMETHING DEROGATORY?

Try not to react physically or vocally. You do not need to affirm or deny any statements, only redirect attention.

You can redirect by saying: "Should we skip to…?"

...I START TO FEEL A TRAUMA RESPONSE?

If you are starting to feel triggered by the statement provider's testimony, work to ground yourself in the moment and overcome the fight-or-flight response that your body is starting to enter into. Focus on your breathing. Sip some water. Plant your feet firmly on the floor. Seeing that you are in distress can cause the statement provider to edit the remainder of their testimony or distract them from the flow of their recounting because they are concerned for your wellbeing. Take note of the feelings that you are having and their triggers and use the debrief session after the interview to work through your response.

...THE STATEMENT PROVIDER IS UNCOOPERATIVE OR DOES NOT APPEAR ENGAGED?

State and describe the behaviour (or perceived behavior). E.g., "I see that you are getting some phone messages."

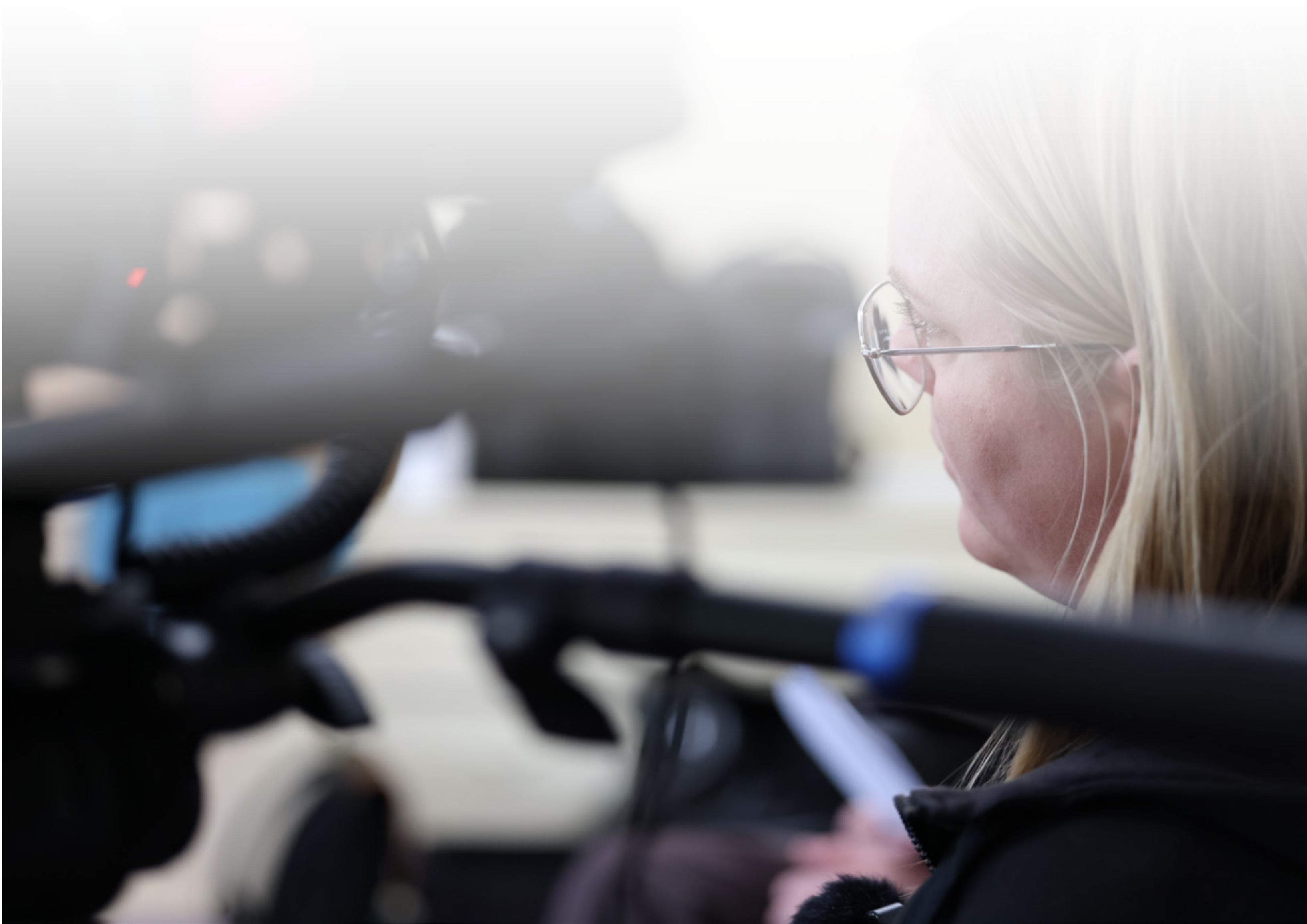
Make a clear request. E.g., "I understand you need to respond to them. Could we take a break? You can respond to them, and then we could come back to the interview."

Interview Wrap-Up

Before ending the interview, give the statement provider the floor to share anything else that they wish to. Many important details come at the end of the interview by asking the statement provider questions like:

- What else would you like to add?
- What else should we know?
- Is there anything you'd like to discuss that we haven't yet?

Once they've completed their statement, close the interview and turn off the recording equipment. Afterwards, be sure to inform them of what happens next. Is there a space where they can meet privately with health and cultural supports? Is there someone they can contact if they have questions or would like to revise their consent? Will they be receiving a copy of their recording or transcript? When can they expect to receive that?



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POST-INTERVIEW

Debrief

Immediately after each interview, or at the end of a day of back-to-back sessions, take time to connect with the interview team. The debrief will be an opportunity to unpack what went well and what improvements need to be made before the next session. This will also be the first opportunity for the team to address any vicarious trauma responses that they experienced or are experiencing as a result of the interviews.

Key questions for the team to address as part of the debrief session are:

1. What went well today?
2. What did not go well?
3. What was missing and is needed for the next time?
4. What can we do to improve next time?
5. What challenged you today?
6. What emotional responses did you feel come up during or after the interview?

At the close of the debrief, the team should decide if the interviewer, technician, or wellness supports need to be swapped out for the next session. There should always be an alternate interviewer so that work can continue even if someone needs a break.

Back Up Recordings

Next, back up your recordings. Equipment can be misplaced or damaged, especially when moving between different locations. Back up your recordings as soon as possible after each interview by copying or transferring the files from the recording device onto a computer, cloud storage system, and/or external hard drive. Storing your interview in at least two different places means you always have a copy if another version is lost or damaged.

Something to keep in mind when you are storing and backing up your data is who has access to it. If you have assured the statement provider that the interview will be kept confidential, then you will want to make sure it is stored somewhere secure.

If you are asked to conduct a confidential interview, take this very seriously—failure to keep it confidential could cause great harm to the statement provider. You should not speak about confidential interviews even in the abstract. Any personal information should be securely protected, including the statement provider’s name, home address, and phone number.

Transcription

Transcripts provide a written record of the interview, making it easier to search the statements for research purposes using keywords. There are two kinds of transcripts: rough and verbatim. Your project outcome will help you determine which one to choose.

Rough transcripts are edited to remove sounds like "um" and "uh," false-starts, and repeated words. These transcripts are good for written outcomes that include quotes, such as reports.

Verbatim transcripts are true to the audio and include everything heard during the interview. These transcripts are very useful when producing documentaries and podcasts.

If you decide to produce transcripts, you will need to determine who will do the transcription—you may ask the interview team to transcribe during the post-interview, or you may contract a professional transcriptionist. You may also consider using a transcription software, which will produce a basic transcript that someone will review for errors. This decision should be made in advance so that you can be transparent with the statement providers about who else will see and hear their recording.

If your team decides to produce transcripts in-house, your task will be made quicker and easier by using a transcription pedal and software. Pedals allow transcriptionists to control audio using their feet, so typing and replaying are easier and less time-consuming.

Sharing With the Statement Providers

Statements are the truths of the statement providers who have been gracious enough to share with you. It is usually good practice to offer all statement providers a copy of their own recording and transcript. These should be offered in a number of formats, including digital files, on USB sticks, and printed copies.

When sharing files with statement providers, remind them of their right to redact any parts of their statement if they so choose. Ensure they know how to contact the team in case they want to make corrections or redactions, or to make changes to how the interview can be used.

File Storage

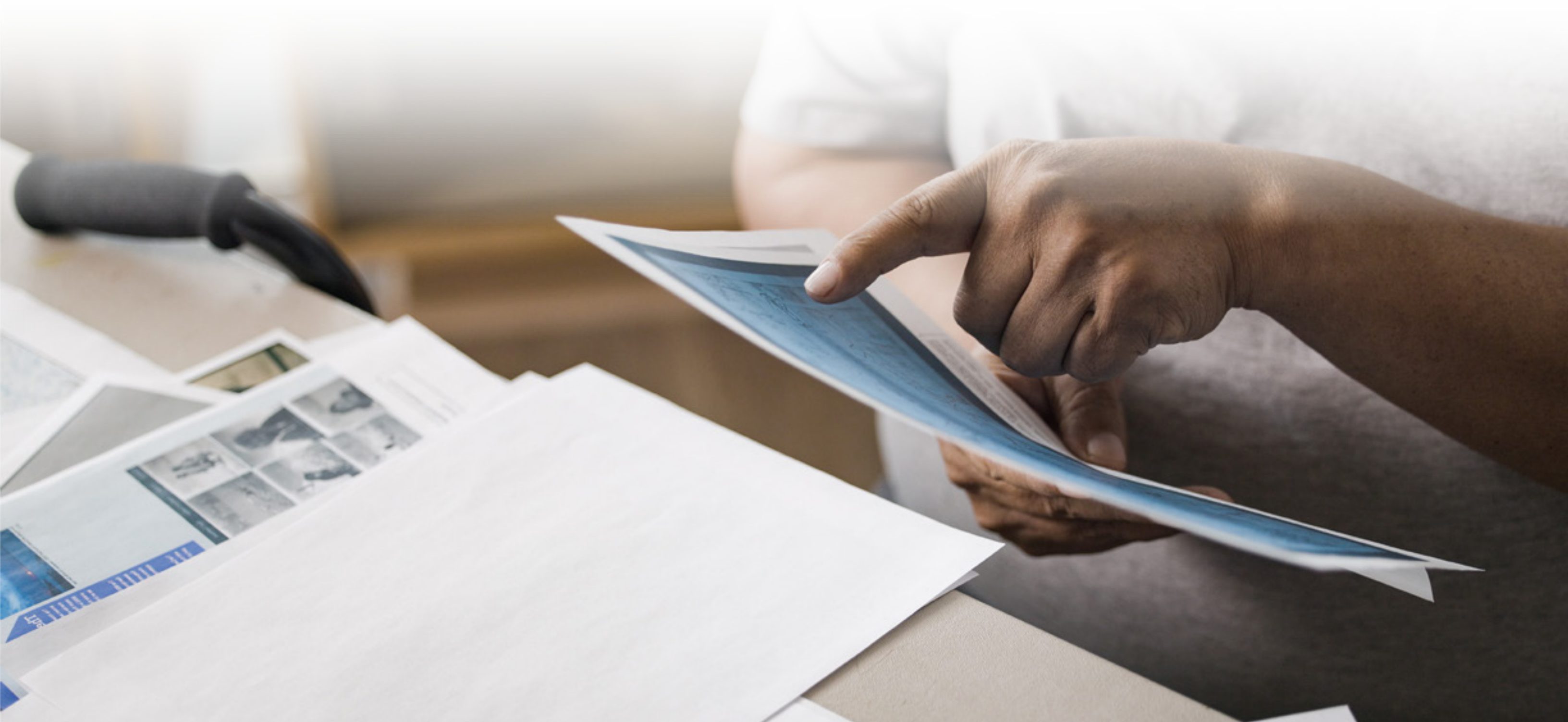
As part of the project, you will need to determine where interview materials (recordings, transcripts, consent forms, etc.) will be stored, how they will be protected, and how long they will be kept for. You should disclose these details to statement providers before they consent to participation.

This step requires significant long-term planning. Some questions to consider include:

- Will the statements be destroyed after the project goals are met, or will they be maintained in perpetuity?
- If they are to be maintained in perpetuity, who will take responsibility for the safe storage of the statement materials if your mandate comes to an end, or if your organization no longer has funding to maintain responsibility for the materials?
- Is there an alternate body who can be entrusted with the data at that time, such as an archive?

Reviewing and Analyzing the Data

What you do with the data will be dependent on your project's research goals. Is the idea to create a documentary? Will researchers be reviewing the data to inform other research projects, such as archival research or ground searches? Will the interviews inform public-facing commemoration products? Whatever the intended uses are for the statements collected, be sure to be open with your statement providers from the beginning about how their statements could be used.



RESOURCES

Additional Resources

- Indian Residential School Survivors Society (IRSSS) services include grief and loss counselling, crisis counselling, trauma counselling, family and group counselling, and other supports including Traditional Healing Methods & Medicines. For more information, please visit *www.irsss.ca* or phone the IRSSS Crisis Line at 1 (866) 925- 4419 (open 24 hours a day, 7 days a week).
- Indian Residential Schools Mental Health Support Program (Government of Canada) provides mental and emotional health support services to eligible former Indian Residential School students and their families throughout all phases of the Indian Residential School Settlement Agreement. For more information, phone Toll-Free 1 (877) 477-0775.
- FNHA First Nations Health Benefits and Mental Health Providers List: *https://www.fnha.ca/benefits/mental-health*.
- Hope for Wellness Help Line offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada, and services are available by phone or chat in English, French, Cree, Ojibway, and Inuktitut. Call toll-free at 1 (855) 242-3310 or visit *https://www.hopeforwellness.ca/*.
- "On Burnout, Trauma, and Self-Care": *https://blog.oup.com/2017/11/on-burnout-trauma-erin-jessee/*.
- "Researcher Wellbeing: Guidelines for History Researchers": *https://cpb-eu-w2.wpmucdn.com/blogs.bristol.ac.uk/dist/7/782/files/2021/06/Guidelines-for-Researcher-Wellbeing.pdf*.
- Emma L. Vickers, "Unexpected Trauma in Oral Interviewing." *Oral History Review*, vol. 46, no. 1 (2019): 134-141.
- Ave Dersch, "Resource Guide for the Collection of Oral History in relation to the search for IRS Unmarked Burials." Institute of Prairie and Indigenous Archaeology, August 2021. *https://www.ualberta.ca/en/prairie-indigenous-archaeology/research/irs_oral_history_collection_resource_aug2.pdf*.

ABOUT US

Know History is a historical services firm in Ottawa and Calgary. We are experts at locating and analyzing historical records in archives and institutions across the country. Over the past twelve years, we have worked with First Nations, Métis, and Inuit throughout Canada to complete hundreds of historical research projects, from large-scale genealogical research to documentary production and museum exhibit design.

We understand that colonial narratives often fail Indigenous peoples, as they do not account for Indigenous experiences and misrepresent Indigenous stories. We are committed to doing history differently. We believe that amplifying Indigenous perspectives, building respectful relationships, and contextualizing colonial sources are vital to decolonizing history.

We are committed to reconciliation and supporting the people and communities that we work with. To learn more about our work, visit *Knowhistory.ca*

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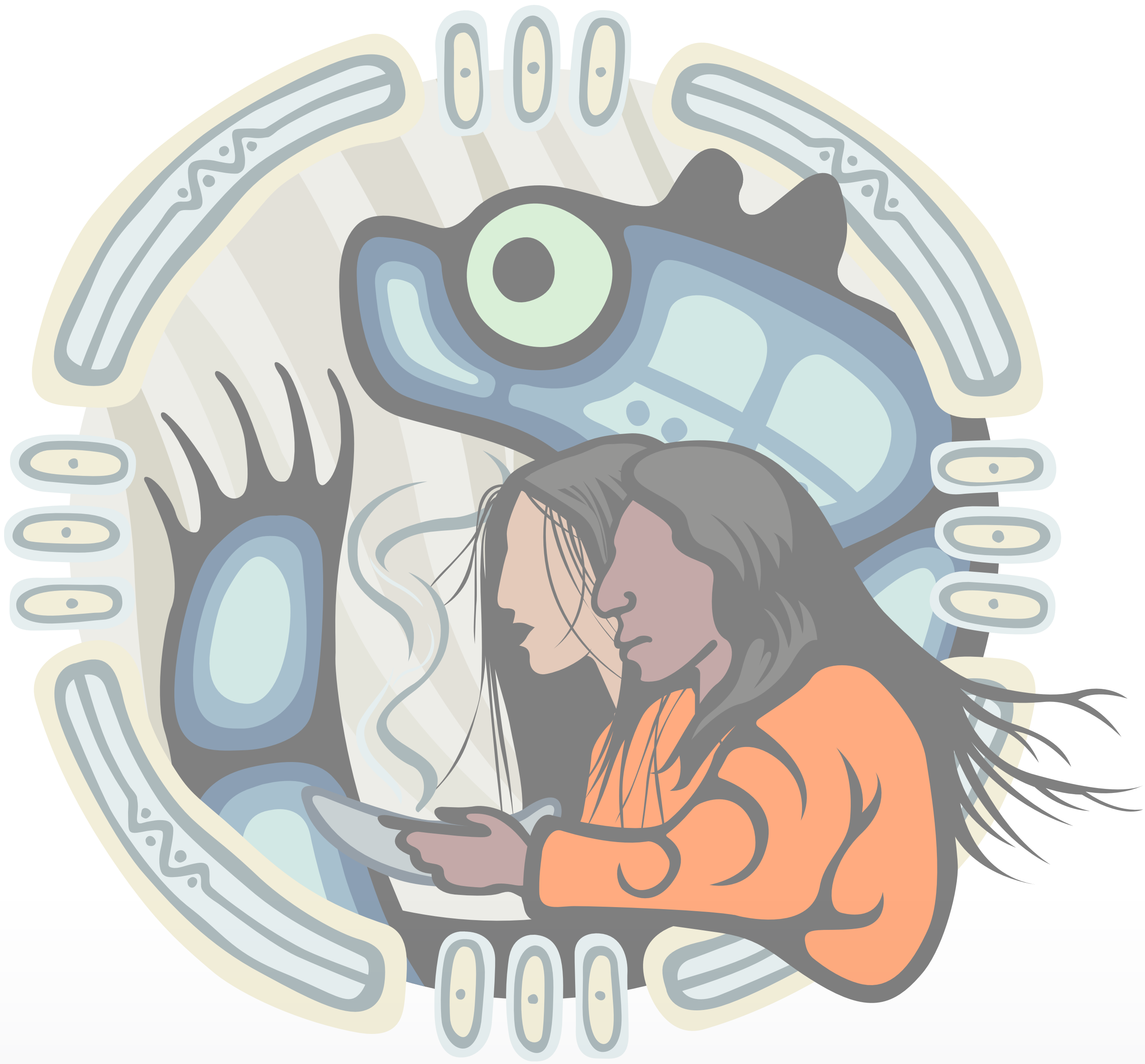

Know History
Historical Services

KnowHistory.ca | info@knowhistory.ca | 613-700-8677

384 Bank Street, Suite 300 - Ottawa, ON K2P 1Y4
1224 9th Avenue SE, 2nd floor - Calgary, AB T2G 0T1