ROOTS/ROUTES

TO WOMEN'S EMPOWERMENT AND LEADERSHIP

A Promising Practices Manual

A message from the Roots/Routes to Women's Empowerment & Leadership Steering Committee

Welcome to the Promising Practices Manual for Women's Empowerment and Leadership from the Roots/ Routes Steering Committee 2013-2016.

We are the Steering Committee originally made up of Executive Directors, Coordinators, and past participants of three women's leadership and empowerment programs in central and eastern Canada - from the West Central Women's Resource Centre WE-WIL program in Winnipeg, Manitoba, from Working for Change, Women Speak Out Program in Toronto, Ontario, and the Women's Empowerment Network POWER UP! Program in Saint John, New Brunswick. Our task was to deliver our programs for several years, study the outcomes of the programs on the lives of marginalized women, strengthen our organizational and community partnerships and develop a manual of the most promising practices from our various programs and make it available to any organization interested in offering women's leadership training.

We are proud to provide our Promising Practice Manual for Women's Leadership and Empowerment to you. We have worked together for over two years, experimented, talked and gathered feedback about which themes are important for women's learning with regards to leadership and empowerment. We offer those most promising practices in this manual.

The Steering Committee would like to thank all the women who participated in the Roots/Routes Project over the past two years. They inspired our work and taught us how to create better programs for women's leadership and empowerment. They enriched our own learning in the development of this manual.

We would also like to thank Status of Women Canada for undertaking this project. Status of Women Canada has a key role to play in supporting women's leadership and empowerment across Canada, for all women and particularly for marginalized women.

We also want to thank you for exploring this manual, for using or adapting some or all of the ideas we provide here to enrich women's learning. We encourage your feedback as you experiment with what is contained here.

Sincerely,
Roots/Routes Steering Committee, July 2015

Acknowledgements

We are grateful to:

- Status of Women Canada for providing funding for the Roots/Routes Project.

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- Pat Caponni for inspirational leadership

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About Roots/Routes to Women's Leadership and Empowerment

Between 2012 and 2015 three women's organizations took part in a project funded by Status of Women Canada with the goal of developing women's empowerment and leadership training that could serve as a model for organizations across Canada. The POWER UP! program in Saint John, New Brunswick, Women Speak Out in Toronto, and WE-WIL (Women Empowering Women in Leadership) in Winnipeg each ran training programs for marginalized women in their communities, compared curricula, observed each other's practices, and selected, tested, and refined the best of their programs into the promising practices modules contained in this manual. These practices have been tested and have been shown to help women make significant improvements in their self-esteem, optimism, resilience, and community connections - all significant factors in increasing and strengthening personal and social resources and assisting women in improving economic self-sufficiency and becoming agents of change in their lives and communities.

Defining Women's Empowerment & Leadership

Empowerment: The expansion of a person's agency, which is defined as the ability to make choices and take action to shape one's life. The essence of women's empowerment is the role of agency: women themselves must be significant actors in the process, rather than merely beneficiaries of change.

Leadership: A process of social influence which maximizes the efforts of others towards the achievement of a goal. In this regard, leadership is not bound to authority or power, but rather stems from social interactions and influence. There is a reluctance to emphasize a particular personality, attribute or even title, as there are multiple styles and paths to being an effective leader. Importantly, leadership is goal oriented, and for women's leadership, the development of self-esteem and empowerment are intrinsically linked.

> "The project helped me step back and put more thought into my future goals" **- Participant**

About Marginalized Women

Indigenous women: Indigenous women represent 4% of the total Canadian female population; Indigenous women are more likely to be lone parents than non-Indigenous women; and Indigenous women consistently have a lower median income than non-Indigenous women.

Newcomers: Immigrant women and girls represent 20% of the country's total population; immigrant women are primarily admitted in the family class category (59% of the total), or as spouses/dependents in the economic class (39% of the total); and almost half of all refugee class immigrants are women. Finding suitable employment continues to be a challenge for female newcomers: the proportion of recent immigrant women with a university degree working in sales and services was three times greater than for their Canadian-born counterparts.

Visible minorities: Of the total female population, visible minority women and girls account for 16%. Generally, visible minority women earn less than their non-visible minority counterparts, despite visible minority women being more likely than non-visible minority women to have a higher level of education. Visible minority women are also more likely to be in a low-income situation.

Families: There are about four times as many female lone parents (1.1 million) as male lone parents (281,800). Women consistently spend more time than men caring for children or senior relatives, and spend a higher proportion of time on domestic work.

Education: While women continue to be under-represented among enrollees in all apprenticeship and training programs, except the food and service trades, they make up the majority of enrollments in college and undergraduate university programs.

Paid Work: Women are still less likely to be employed than men, and of those that do work, they are more likely than men to be employed part-time. Furthermore, the most recent Statistics Canada data (2011) shows that the gender wage gap continues to persist in Canada: on average, for every $1.00 earned by a male worker, a female worker earns 74 cents.

Note to the Coordinator or Trainer for the Program

This material is challenging and sometimes quite complex, often triggering strong emotions in participants and poses challenges in facilitating the group dynamics. Implementing an effective program requires considerable expertise and sensitivity. It is wise to seek out guest facilitators for sessions on additional topics in which you don't have expertise. All the programs in this project used community resources to one degree or another. To keep the mood and energy up, plan to start your sessions with icebreaker or warm-up exercises. These exercises help participants get comfortable, get to know each other, and get themselves moving. See Appendix B for examples.

It is also useful to incorporate debriefing and evaluation into your sessions. This not only helps participants learn and process difficult material but helps you refine your curriculum, facilitation skills, and program logistics. See Appendix C for suggestions on debriefing and evaluation.

Suggested Approach

Integrate the context and realities in which your organization works (neighbourhood, city, provincial, regional, national and international determinants, forces and justice-seeking efforts). The importance of women's learning and empowerment should be incorporated into the organizational context and mission. While not all organizations need to have the same mission or focus - indeed, the participating organizations in the Roots/Routes project differed considerably in mission and focus - all need to recognize the specific needs and assets of marginalized women, and customize their programming to meet the community's needs.

Take a women-centred, feminist, and/or deeply women-oriented and family-friendly approach within the organization and the project. This means that the whole woman is valued and respected and diversity is sought; it means that policy and practices of the organization and the project value the lived experience of women and oppose oppressions - racism, homophobia, ableism, classism, sexism.

Develop a teaching or learning approach that recognizes that many women come to structured learning environments with fear and anxiety born from past experiences in schooling that have diminished their own sense of their capacity to learn, that have harmed their natural curiosity and inquisitiveness, that have made them feel excluded and therefore timid to participate (or alternatively, to take up too much space as a defense against failure), and terrified of failure. The teaching/learning environment in these projects is deeply supportive, respectful and encouraging and at the same time, believes that learning is a continuous process that also requires challenge, the capacity to recover and the optimism to try again. The participant is an adult learner to be respected and responsible for her own learning. These are the hallmarks of women's centred learning that enables empowerment.

Recognize that poor and marginalized women have assets and resources. The fact that these women have – in some cases - survived generations of poverty and long-standing oppressions, or experienced sudden, severe and unexpected discrimination or hardship, been propelled through immigration into impossible difficulties, has made the women in these projects survivors.

It is their individual talents and resources that make 'empowerment' a shared activity for learning. Empowered women act as informed participants in their lives, families and communities instead of being passive or helpless recipients of community or government services. They can come to recognize and develop their assets, to speak for and about themselves and their work from a position of strength. They recognize themselves and are recognized by their communities and by government authorities as social actors and leaders.

Work to ensure that women understand the systemic complexities of their poverty and marginalization. Understanding that racialization and exclusions result from systems and systemic interplays, participants can begin to see how choices have been limited, opportunities, rights and entitlements denied – that poverty and marginalization are not 'simply their fault'. By understanding these systems of oppression and marginalization, by beginning to recognize their assets and talents, women come to be authors of their own present and future stories and animators for social change.

Help make explicit and concrete the goals that each woman has for herself. As women learn to find their voices, to assess the systems that contribute to poverty and marginalization, they begin to dream, to set their own goals and to take the important steps toward achieving those goals.

The five promising practices contained in this manual have been tested in varying programs and contexts during the R2WLE project. They are designed to be customized according to your participants' needs, your organization's mission, and your regional context. The promising practices need not be used in this order.

They are:
- **Anti-oppression and understanding systems of power and privilege**
- **Goal setting and asset mapping**
- **Story telling for change**
- **Community engagement for social change**
- **Further training and mentoring**

The sequence of module use would be related to the specific goals of your program and participant needs. Each of the Roots Project programs have sequenced the modules (with the exception of the last) in different order. One program in the Project started with Story telling, another began with Goal Setting.

The Goals of this Program

The Roots/Routes to Women's Empowerment and Leadership program has the goal of enabling marginalized women to gain new skills or enhance existing ones, to increase and strengthen their personal and social resources as they move toward economic self-sufficiency and become agents of social change. As the title of the manual suggests, this is a 'route' toward self-development and self-sufficiency as well as community connectedness and leadership. It is 'rooted' in the capacities that women bring with them and upon which they rely in their learning, which can 'root' them in new ways in their lives.

How to Use this Manual

Logistical considerations

This manual is not intended to be a complete program, but rather provides a framework for a program which meets at minimum 3 times a week, 4 hours per day for at least 10 weeks, or around 120 hours of class time. These modules should take between a third and a quarter of the total time of a program. The remainder of the program material should be developed taking into account your community's and organization's mission and priorities.

This program usually requires considerable resources. A 10-week program for 12-14 women typically requires a budget of $20,000-30,000: this is to provide meeting space, childcare for those who need it, meals and snacks, transportation assistance, honoraria for participants, and payments for guest facilitators. The participating programs in this project observed that participant honoraria as low as $20/day, plus food and transportation assistance, increased participant attendance, motivation, and pride in the program and their achievement; sending the message that the organization values their time provides an additional boost to participant self-esteem beyond the content of the program.

However, these modules might also be used by a self-directed learning group with a minimal budget. While the outcomes of this model have not been tested for this purpose, the material could be used for a variety of innovative training options.

Who is this manual for?

This manual is intended for use by experienced organizations and facilitators working from a peer learning and/or social justice model. Organizations should be woman-centred and led.

Assessing participant readiness

As this material and learning itself is challenging - and these programs require considerable resources to run - it is important to assess participant readiness before including women in the program. The participating programs of the Roots/Routes Project found that, while what counts as "readiness" will vary between communities and regions, in general women need basic literacy skills in English, the ability to communicate in English, a stable living situation, the capacity to sit in a classroom for 5 hours a day, the capacity to "get along" well enough with others to avoid significant classroom disruption, and to have sufficient wellness. Based on experience, we recommend that participants with active or chaotic addictions, mental health conditions that interfere with daily living, unstable living circumstances, or major difficulties with the classroom setting and/or group dynamics should be encouraged to re-apply when their living situations have become more stable.

It can be difficult to balance the principle of inclusion - and to resist pressure to accept forced referrals from caseworkers and partner organizations - but screening as described above not only directs resources to those who are most able to make use of them, reducing attrition, but increases participant pride in the program, as they have achieved something

merely by being selected. Admitting participants who are not able to benefit or take part may reduce the impact of the program and the pride participants experience. It may also significantly disrupt the learning of the other participants. Setting clear criteria for admission helps create the best possible learning environment for your participants.

There are many possible screening tools which you can use to assess participants - an application form, a letter of interest, an interview with the facilitator. See Appendix A for examples of screening tools. It is a good idea to maintain a list of alternate programs and services you can recommend for participants who you feel are not yet ready, such as literacy programs, housing services, and addiction and mental health services. Applicants can then be encouraged to re-apply for your program once they've dealt with the issue at hand.

LEGEND

	TIME REQUIRED
	NOTES
	TIPS

Anti-Oppression and Understanding Systems of Power and Privilege

At least 1.5 days, up to 6

Exercise Total: 5

Purpose

Using an anti-oppression framework when undertaking women's empowerment programming is critical to helping participants locate themselves in their communities so that they can understand the ways in which their own oppression is part of a larger system of marginalization, and their roles in the oppression of others. This framework does not focus on one area of oppression, but instead is a foundational outline for introducing participants to 'how oppression works'. This is important because the goal of using an anti-oppression framework is enhanced inclusion, while providing participants with the knowledge to be able to 'see' systems of oppression and the tools to resist them. Ultimately, participants should understand, accept and respect that each individual is unique.

Differences include ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Anti-oppression is about understanding and moving beyond simple tolerance to the capacity for critical engagement and for embracing and respecting the rich dimensions of diversity contained within each individual. The anti-oppression framework gives participants the opportunity to explore their identities, to understand how they may have been oppressed (by racism, sexism, classism, heterosexism, ageism, and ableism) as well as their privileges, and to understand how they are affected by these systems.

Exercise 1: Brainstorming Together

30 - 45 Minutes

Materials:
Flip chart paper, markers
Method:
Large group

Objective: The purpose of these activities is to (i) understand what it means that something is "systemic" (ii) explore some "isms" (iii) identify where are we within the system. It is important that the facilitator is knowledgeable in presenting an anti-oppression framework. The material, discussion and debriefing can be quite complex and provocative.

Instructions: Ask people what is a system? Write down every major idea that is shared. You could provide a definition at the end (i.e. circulatory system, respiratory system). Then ask what they understand about: (Write everything down on a flip chart and tape it on the wall)
- Oppression
- Colonialism
- Sexism
- Racism
- Heterosexism
- Ableism
- Classism

Exercise 2: Identity and Social Location

20 - 30 Minutes

Materials:
Index cards, flipchart paper, markers
Method:
Independent work, partner discussion, large group discussion

Objective: To explore the differences between identity (the characteristics which you would use to describe yourself) and social location (the characteristics which others ascribe to you). Social location may be a new term for participants, so it's important that a thorough explanation is provided. Social location can be understood as a consequence of the tendency to classify and label human beings, often according to real or assumed physical features, characteristics or behaviours. Social location includes categories such as gender, race/ethnicity, and class.

Instructions: Begin by explaining the concepts of identity (what you consider most important about yourself, how you describe yourself to a new acquaintance). Hand out index cards and ask each participant to write down three things: Who am I? How do I want to be known? What is the most important thing for you to know about me? Organize the participants into pairs or small groups and have them share their answers, then ask, what did they notice? Lead a group discussion on identity.

Define social location: Discuss with the group
- ✓ Identify the ways people are categorized in groups based on superficial characteristics with the purpose to create social stratification
- ✓ Explain resource: wealth, land, influence, power, autonomy, agency, and decision-making ability
- ✓ Discuss the limits of social location, how it may overlap with identity but is not the same
- ✓ That each category of identity has 'rules': there is a hierarchy, there are pre-determined meanings, there are stereotypes, assumptions, beliefs and above all: value of the person is determined
- ✓ Explain the concepts of marginalization and privilege in the context of this discussion
- ✓ Explain the concept of the dominant group, culture and dominant culture and lead a group discussion on the difference between identity and social location.

Exercise 3: Root Causes of Problems

20 - 30 Minutes

Materials:
Flip chart, markers
Method:
Brainstorming

Objective: The purpose of these activities is to (i) underline causes of community issues, (ii) try to figure out why the problem has developed (iii) first step to problem solving.

Instructions: Distribute the "But why?" handout (see Appendix D). Ask the following questions:

- What are root causes?
- Why should we identify root causes?
- When should you identify root causes?
- Why do we have to always ask "BUT WHY"?
- How could that have been prevented?

Exercise 4: Multimedia Exploration

Materials:
TV/DVD player OR computer with internet connection OR audio player
Method:
Video or audio

Objective: To explore anti-oppression further using media such as film, television, or radio.

Instructions: Play a video/TV show/audio program dealing with an -ism for the group. Suggested resources include: "Real Injun" (NFB documentary), "The Clark Experiment" (Youtube), "The Danger of the Single Story", "White Coat, Black Art: First Nations, Second Class Care" (CBC Radio program, http://www.cbc.ca/radio/whitecoat/firstnations-second-class-care-1.2794277). Introduce the program and ask them to pay attention to the

different social issues they will see. After the documentary is done, discuss the different issues the program highlights and use the "but why" exercise.

Exercise 5: Acting as an Ally

60 Minutes

Materials:
Handouts (see Appendix D), index cards and pens, flipchart paper and markers

Method:
Small group discussion, large group discussion

Objective: As a concluding exercise, participants will work in small groups to address questions that arise from scenarios provided. The goal is to have participants draw on information already provided in previous activities to respond to the queries.

Instructions: Distribute the "How to be an Ally" and the "Continuum of oppressive behaviours" handout (Appendix D) and discuss with the group. When you feel the group is ready, distribute the "Scenarios" handout and divide participants into small groups. Assign each group a scenario (duplication is OK) and ask them to address the questions on the handout. When the groups have finished working, have each group present their responses to the larger group. Discuss.

This module can be expanded upon almost indefinitely, depending on the issues most relevant to your community. You may wish to add sessions on gender, race, ethnicity, disability rights, and LGBT issues, Aboriginal rights, mental health and oppression, or other issues. As noted in the introduction, if you are not an expert and/or do not have lived experience in these issues, it is a good idea to find a guest facilitator who does to lead that session. Organizations in your communities which work in these areas are a good source for leads on guest facilitators.

The subject of anti-oppression can be an exciting and challenging one, where relatively privileged participants may feel vulnerable or attacked. Alternately, oppressive comments from some participants can leave others feeling vulnerable, attacked, and unwelcome. Try to address self-blaming or oppressive comments in the spirit of discussion, not singling the participant out (unless the comment is obviously intended to be disruptive and mean-spirited), but using it as a starting point for further discussion. Use the "Tips for giving and receiving feedback as an ally" handout as a reference point. It is very important to thoroughly debrief after this module. See Appendix C for suggestions.

It is anticipated that as a result of these sessions, participants will have a greater understanding of the issues/barriers/oppressions facing others in the group, more empathy for people from other communities, and a deeper understanding of their common experiences of poverty, gender discrimination and the systems which perpetuated this.

Goal Setting and Asset Mapping

2-3 Days

Total Goal Setting Exercises: 4

Total Asset Mapping Exercises: 5

Purpose

For marginalized women, learning to set and meet goals is a vital step on their journey towards empowerment and strengthening their personal and social resources toward becoming economically self-sufficient and agents of social change. By setting and achieving goals, even minor ones such as cleaning out a closet or setting up an appointment, women learn that they are the masters of their own intention, a basic psychological component of empowerment. The asset mapping framework helps women see that even if they are lacking in financial resources, they may have many non-financial assets they need in order to meet their goals. In creating the habit of setting achievable goals and working to meet them systematically, women learn the skills they need to dream again and achieve more ambitious goals, such as seeking educational and employment opportunities.

For the goal setting portion this module will depend largely on the participants' situation. Not every group of women will need much direction on goal setting. For example, groups composed largely of newcomer and immigrant women with considerable education will likely be more confident in their goal-setting ability, as the process of immigrating to Canada is a daunting and complex one requiring the setting and achieving of multiple goals. In contrast, other groups of women may be so disempowered and feel so helpless about their own lives that they don't see themselves as able to set goals at all; these women will need much more support and reinforcement as they learn to set and achieve their goals.

Asset mapping is linked to goal setting in that it explores the non-financial assets women have in their lives in order to make their goals a reality. While few women in these programs have much in the way of financial assets, they do have a wide variety of skills, talents, relationships, connections, and community resources that they can make use of to meet their goals. Decoupling the concept of "asset" from the idea of money allows women to acknowledge, celebrate, and instrumentalize the real resources to which they have access.

Goal Setting

Objective: In this exercise, as well as for those that follow, participants should be encouraged to explore goal setting as it relates to their lives, and to explore setting long and short term goals in different categories or life areas.

Exercise 1: Goal Setting Group Brainstorm/Discussion

20 Minutes

Materials: Flipchart paper, markers
Method: Large group discussion

Instructions: Begin the goal setting discussion by asking participants why they think it is important to have and set goals. Record all answers and include any of the following that may have been missed.

- Help to move you forward – having a goal with a date for finishing it gives you something to plan and work for. Stick it on the fridge or put it somewhere else you can see it - it represents what you want from the inside.
- Small goals transform big mountainous goals into walkable hills. Having smaller goals and working away at those help to get us to the larger, bigger goals.
- Goals help us to believe in ourselves. As you accomplish the smaller goals you begin to feel proud and good about what you have done. Usually these feelings of accomplishment make you want to do more, accomplish more and lead you to develop pride and a stronger sense of self.
- Goals hold you accountable – writing down goals, making goals holds you responsible, helps you to look back and see how you have done, what to work more or less on, helps you to evaluate your plan.
- Goals help us to know what we really want: Setting goals can help you to reflect and decide what is important for you in your life.
- Goals help us to live a purposeful life, give us something to get up for in the morning, and give us direction, to get the most out of our lives.

Exercise 2: Ready, Set, Goal!

20 Minutes

Materials: Slips of paper with prepared statements, pens
Method: Independent work, large group discussion

Instructions: Hand out slips of paper with the following statements written on them and allow each participant to choose one and share their answers:
- Something I would like to see…
- Something I would like to do…
- Something I would like to learn…
- Something I would like to experience…
- Something I would like to make…
- Something I would like to change…
- Something I need to do…
- Something I am working on…
- Something I dream about…
- Something I will do soon…
- Something I have been thinking about for a while…
- Something I want…

The facilitator should express to the participants that the examples given by each of them in the previous exercise could be potential goals to set for themselves over time. It is important to facilitate a conversation with participants about informal goal setting: these are often goals made for themselves about doing some of the things they want to do, to see, to learn, or things they want to experience.

Exercise 3: Life goals

15 Minutes

Materials: Handouts which provide a brief description of nine life goals: Artistic, Attitude, Career, Education, Family, Financial, Physical, Pleasure, Public service
Method: Independent work

Instructions: Direct the women to walk around the room and read the nine life goal areas and example goals they see. Ask them to write down at least one goal for themselves in each of the areas.

Exercise 4: Long term and short term goals

30 Minutes

Materials: handout with participant answers from previous session
Method: Independent work, large group discussion

Instructions: Ask participants to choose three long-term goals from the list they just created that are most important to them. Ask them to write them down along with specific steps to achieve them. For example, a goal under "Education" could be "Get my GED" and specific steps could be "Find reliable childcare"; "Find program"; "Improve study skills". Ask participants to also create three short term goals that they would like to accomplish by the following week. Ask them to write down not only specific steps they will take to achieve them, but also any challenges that they think they might face. Follow up the following week and see how the women have done at meeting their goals.

Short-term goal review: Depending on the nature and focus of your program you may choose to set and review short-term goals on a weekly basis. Set aside 20-30 minutes/week to help participants form a short-term weekly goal and check in on how they did on achieving the previous week's goal. Towards the end of the program you may wish to switch to setting a single long-term goal and helping the participants work on specific steps towards achieving it.

Asset Mapping

1 Day

Resources: Asset maps, asset mapping worksheets, flipchart paper, markers

Objectives:
- Participants will learn the 5 asset areas; Asset Mapping
- Participants will identify personal strengths in each asset area;
- Participants will review asset areas and identify areas for growth; and
- Participants will set goals in the 5 asset areas.

Warm Up Exercise: The Name Game

15 - 20 minutes

Materials:
None
Method:
Large group activity;
organize group in a circle
(sitting or standing)

Objective: This activity is intended to give participants the opportunity to get to know one another, but also to determine an adjective or identity characteristic about herself, that will contribute to completing the next activity (Exercise 1).

Instruction: Ask participants to write down the first letter of their names on a piece of paper. Then ask them to think of a word that describes them or their personality that also starts with the letter of their first name.   For example if your name is Sally, write down the first letter (S) then think of a word that describes you using that letter and write that down, so perhaps   Smart. You will introduce yourself as Smart Sally.   As the activity moves forward, each person will be asked to not only say their own name and a descriptive word but the name of the person that came before them, so on and so forth until all the names have been repeated by the last person in the group. The facilitator may need to prompt some participants as each person takes their turn. This activity is a great way to learn each other's names and set a fun and engaging tone to the workshop. The facilitator should also participate and usually goes first or last.

Exercise 1: Small Group Exercise

15 - 20 minutes

Materials: Flip Chart Paper, markers, pre-drawn chart with 5 sections for group feedback, sticky notes (10 per group)
Method: Warm up; small group discussion

Instructions: Explain to the participants that they will be travelling to a deserted island. They will be grouped together with 3-4 other people to decide what they would like to bring on this trip and discuss why or what you will do with their items. These items are important to their survival as a group. They can bring any 5 things in the world but there is no hope of ever leaving the island so things like boats, planes, trains, or other forms of escape are useless. The island is quite deserted. Only sand, water and palm trees exist there. Participants can write their items on individual sticky notes and describe how they will use that item on separate sticky notes. The idea is for the participants to create responses to put in separate categories (one for the item itself and other for the use of that item. Skills, talents and knowledge should surface from this category).

The facilitator may want to re-visit the first exercise in order to get participants to identify words that describe their personalities or qualities they see in themselves; most of these adjectives will fit into the personal category.

While the group is brainstorming, the facilitator should write down or have prepared a flip chart (see below) with the five asset areas in columns, without writing the headings of the asset areas. Ask participants to dedicate one member from their group to come up to the flip chart and place their 5 items in the appropriate categories. Another member will come and place the use of those items in other categories. Most commonly answers fall in the physical asset areas in this exercise, therefore there likely will not be many answers in the financial asset category. Facilitator may need to draw out some of the "assets" from the items provided by asking what would you use this for, how is it useful, what would you do with it. The idea is to help them think about their skills, knowledge, abilities, and values.

Physical	Personal	Human	Financial	Social
Things required to live every day	Values, qualities or characteristics	Skills, knowledge and abilities that help you live, work	Financial Ways that you have that help you get what you want and need (work)	Skills or abilities you have that help you get along with others or build relationships
Tent	Creative	Cook	Money	Friendly

Point out to the group that no one (or frequently no one) mentioned money….Why do they think that is? Responses will likely be that money is of no use here.

The point of this exercise is to point out to the group that as we can see money is not the solution in every situation. Sometimes when money is the solution, we don't have it. Having a strong awareness or knowledge of all our assets (strengths) will prepare us to respond to life's challenges.

Explain to participants that at the end of this workshop they will see that they are all "richer" than they think.

Exercise 2: What are assets?

20 - 30 minutes

Materials: Flip Chart, Markers
Method: Large group activity

Instruction: Prior to the session the Facilitator should prepare the flip chart by writing "What is an Asset?" on flip chart paper in a word web or brainstorm technique. Take all answers.

Before much conversation happens ask participants:
 • What comes to mind when you hear the word assets?
 • What might be some ways you can think about assets?

Facilitator should write down all responses on the flip chart paper. Responses will be varied and usually focus on financial assets (something with a monetary value). For example, an asset is having money, house, car, motorcycle, boat). If working with a group with low literacy levels, cutting out and using pictures to represent the asset areas is recommended. This strategy may also be used to accommodate visual learners. Affirm participants' responses and also point out to participants that every person has assets or strengths from which to build on.

Asset areas or areas of strength can be divided into five general areas. Write down, on flip chart paper, the five headings:
 ▪ physical
 ▪ social
 ▪ personal
 ▪ human
 ▪ financial

So what does this all mean?
After all responses have been given, the facilitator should share the definition of an asset which has been written on a separate piece of flip chart paper and read to the group. According to the official definition from the Oxford dictionary "a useful or valuable thing or

person". Facilitator should ask for additional examples of an asset based on the definition provided and add them to the asset brainstorm flip chart.

Prompt the group if needed by asking;
- Now that we know the definition of an asset, are there any other ideas that come to mind that you would like to add to the brainstorm list?
- What are some of the things that add value in your life?
- What is valuable to you?
- If an asset is also about people, things, skills and knowledge that add `value` and not only about money, what would some of those "other" things be?

Record any additional comments.

Exercise 3: Five Asset Areas

20 - 30 minutes

Materials: Flip chart, markers, asset wheel, paper for participants – access to their workbooks
Method: Group activity and discussion

Instruction: Everyone has assets upon which to build...everyone! Research suggest that when we think of people there are 5 different categories that can be examined. Explain to participants that if we think about all the different areas that make up our assets, or our strengths, we could make quite an extensive list as we did in the previous exercise. Review the definition of each asset looking at each one individually and build on that list.

Facilitator should prepare a flip chart with the five asset areas written down the side of the page, with definitions written in advance with space for examples.

1.   Human Assets: The skills, knowledge and abilities that help you live, work or volunteer. A good way to think about our human assets is to think about what it is that you can teach another person. For example, "I can sew" or "I know how to cook". These assets are usually thought of as things you know or things you can do or teach to someone else. Human assets can be challenging to define especially when they are things we cannot see or measure such as knowing how to communicate to ask for what you want or daily living skills such as knowing how to locate resources in the community. Our human assets are as important as having other assets. Ask participants to write down three things they could teach someone else if they needed to. Get feedback and affirm these are assets from a few participants.

2.   Personal Assets: Personal values, qualities or characteristics. Personal assets can be thought of as the descriptive words their family and friends would say about them. They are the qualities that make a person unique and special. For example some personal assets might be having a sense of humour, being caring, being loyal, having self-confidence, or having a positive attitude. Personal assets can also be hard to measure but having personal assets are important to getting along with others on the job, or in group. Ask for a few examples from the group and write down beside the asset area. Ask participants to

share with their neighbour three values, qualities, or characteristics about themselves that make them special.

3.   Physical Assets: Physical assets are the basic things required to live every day. Those things might include having access to transportation, having a safe, secure home, having childcare, having or being able to access to information about your community, food, shelter.   Examples of physical assets might include being able to use public transportation or having food in the cupboard.

Ask participants to write down three physical assets they have that support their life. Get feedback from a couple of the participants.

4.   Social Assets: Social Assets are the relationships you have with people who can help you reach your goals, the skills or abilities you have that help you get along with others or build relationships.   These people are those that are able to help you move forward, people you can connect and build networks with. They are positive people that are interested in your growth and can provide resources, ideas, and more. Examples of social assets might include family, groups, social groups, clubs, community organizations, neighbours.

Ask participants to look at the social wheel and work through it together. See instructions for facilitating the asset wheel in Appendix E.

5.   Financial Assets: Financial Assets help you get the physical things you need and want. Example of a financial asset would be receiving money from an income source (work/social program, hobby etc.) Ask participants to share in the larger group an example of a financial asset. Facilitator should summarize the activity and ask for any additional thoughts, comments or feedback.
   ▪   What are your thoughts about this exercise so far?
   ▪   Do any of you have anything to add?
   ▪   Do you have any questions about the 5 asset areas or their definitions?
   ▪   Is there anything that I can clarify before we move on?

Exercise 4: Case Study

  20 - 30 minutes

Materials: Case Study Handout (Appendix E), copies of Mapping Your Assets
Method: Small group activity

Instruction: Divide the group into three or four smaller groups and provide each of them with a case study. Ask participants, in their groups, to read the case study provided (Lydia) and identify the case study's asset areas based on the story. Also ask them to list the assets in each asset area and identify and set goals for this person to help them build the other asset areas that might help her move forward. One person from the group will be the writer and another will report back to the larger group. Participants can use the forms provided to record the case study's asset areas and to set asset goals.

Ask participants their thoughts or comments about the case study (Lydia) in this activity.
- Have each group "reporter" provide an answer in what Lydia's Assets are and what her goals are for that asset area.
- How might an activity like this one today help Lydia?
- How might she use it?
- What do you think would be hard for her in this type of exercise?
- What would you recommend to her?

Focusing the attention on Lydia and not the participants themselves helps to take the pressure off of the women to analyse themselves critically at first. It's always easier to critique someone else and not yourself – especially when learning new material.

Exercise 5: Reinforcing My Personal Assets

30 - 40 Minutes

Materials:
3 Asset worksheets, one for each asset area with goal setting section
Method:
Individual activity

Objective: This next exercise will help participants identify and map their own individual assets. Please review the objectives of this section, Asset-Mapping, and ensure participants have been actively engaged in the concepts reviewed.

Instruction: Provide each participant with the asset mapping handout provided in Appendix E. Ask them to read each section and identify the assets they feel they have in each asset area. It might be a good idea for the facilitator to pace this activity by going through each asset area, one at a time, in order to keep a consistent pace in group. Instruct the participants to look at the handout provided and explain that as a group we will work on identifying our own asset areas in each category as well as set goals for each area. You may have to remind the group what the asset areas mean. Leaving the definitions posted for the group to access in the room will be helpful. Give 5-10 minutes to complete each section. When everyone has finished the facilitator should ask for examples in each asset area.

Ask for questions or comments about this activity. Be sure everyone has some things identified. Then ask participants to fill in (and colour) the 'wheel'. This wheel can be copied, returned to participants as well as compiled for the group as a whole. It can be referenced throughout the program. The Asset 'wheel' can be completed again at the end of the program for comparison and discussion.

Story-Telling For Change

**1 day (minimum);
up to 6 days**

Total Exercises: 4

- Encourage participant story-telling early in the program
- Be encouraging, but not patronizing: do not overly praise first attempts
- Treat participants with respect as survivors and experts in their own lives, which includes holding them to high standards
- Do not have too many rules; don't be controlling; say "yes" as often as you can (no is a disempowering word)
- Gently discourage a participant from monopolizing the "air time"; it is important to make space for everyone to speak

The success of this module depends on the willingness of the facilitator to engage with participants through her own narrative; organizations are encouraged to involve guest facilitator(s) with diverse lived experiences for the delivery of this module.

Purpose

Stories play a significant part in the development of self-perceptions, understanding the world and the self in the world; the stories a woman tells of herself, can significantly impact her perception of herself. The purpose of this module is to provide women with the tools and platform to build a narrative of possibilities, rather than one predominantly of victimization. Most importantly, through the exercises, women enhance their capacity; women remake their stories and turn these into narratives and speeches, enhancing their capacity to act as change agents for themselves and others. In creating and re-creating their own narratives, participants are brought closer to achieving their own sense and experience of empowerment.

Exercise 1: Story Starters

10 - 15 Minutes

Materials:
Flip chart paper (with prompts); lined paper and pens (for participants)
Method:
Individual activity

Objective: The purpose of this activity is to have participants think critically about their experiences, and turn a single experience into a 'mini-story'. This activity will provide women with an opportunity to construct a specific narrative; in the debrief participants are asked to visualize how this mini-story can be an aid to others, and be a tool to advocate for themselves. Pat Capponi, a well-known activist in Toronto, has pioneered this approach. See Appendix F.

Instruction: On flip chart paper, the facilitator should write three different statements, or story prompts, on a piece of flip chart paper. Read the statements aloud to the group, and ask each participant to consider the statement that they felt they could create a story about based on their own experiences. Once the participants have all chosen a statement, ask each participant to write their 'mini-story' down on the paper provided (1 paragraph response). Participants should be reassured that grammar and spelling are not a factor, and instead, they should focus on writing a clear story.

Some possible statements include:
- The first time you ran out of food.
- The first time you realized your life wasn't going to be what you thought it would be.
- A time when you felt strong.
- A time when you felt like you were on the outside.
- A time when you stood up for something you believed in.

When participants have completed writing their 'mini-story', choose one or two people to share their story with the larger group (just a few minutes per person). If there is time, ask for more volunteers.

It is very important to debrief after the exercise, and ask participants to think about how the one paragraph story could be used to make change. For example, participants could consider: what groups or audiences might be interested in hearing a story like this? Where would their story have impact?

Exercise 2: Story Mapping

40 Minutes

Materials:
White paper; pens and markers

Method:
Individual activity; public speaking

Objective: This activity builds on the former, and asks participants to think about their life story. In doing so, participants reflect on their life thus far, and improve their ability to create a narrative for themselves. This activity also provides women the opportunity to share aspects of their situation, and begin to practice their public speaking skills.

Instruction: Provide participants with a large piece of white paper and markers. Explain to the participants that this exercise will help them to identify and think about their life story. With the materials provided, participants will draw a `road map`: using the full length of the page, ask participants to draw a road across their paper, recognizing that the road, like their lives, may include many twists and turns, peaks and valleys. Along their road, ask participants to draw major events that have taken place in their lives, including positive and negative events. Participants can use symbols, stick figures, or even words, to help represent the events they choose to include. Remind participants that they will not be pressured to share the details of a particular event, and that they should only share at their comfort level.

Once participants have completed their road maps (approximately 20 minutes), ask each participant to choose an event, or theme that is persistent throughout their life map, that they feel they could share, or create a story about. The facilitator should provide an example of a life map, created ahead of the session, and a brief explanation of the theme chosen, such as domestic violence, women rights, literacy, LGBTQ rights, addictions, poverty and/or mental health advocacy. Ask participants to share their story about a given life event, or theme.

Exercise 3: Just Because

40 Minutes

Materials:
Blank copies of "Just Because Poem" template; copy of Esther Kamkar poem, "Just Because…"; pens

Method:
Individual activity; self-reflection

Objective: The purpose of this exercise is to help participants understand the role of stereotypes and judgemental attitudes, as well as oppressive social forces, on their personal narratives. Using a creative tool, participants are given the opportunity to rewrite their stories so they emulate one of empowerment and possibilities, rather than of victimization.

Instruction: Read the poem, "Just Because…" aloud to participants (See Appendix F). Provide a brief introduction to the author, Esther Kamkar, and explain to participants that her poem "Just Because…" was written as a response to the prejudice Esther experienced as an Iranian woman. Explain the way in which Esther's poem works to unravel and challenge some of the stereotypes made about her, and also affirms her worth and identity.

If participants have completed the Anti-Oppression module, the facilitator should try to make the connection to concepts of identity and social location. Distribute blank copies of the "Just Because…" template (See Appendix F) and ask participants to write their own "Just Because…" poems based on their lives and experiences. Once they have finished, ask participants to share their poems with the group.

Exercise 4: Turning Stories into Mechanisms of Change

1 hour

Materials:
Flip chart paper and markers; lined paper and pens
Method: Individual activity; public speaking

Objective: The purpose of this activity is to demonstrate the way in which stories can be powerful tools for creating change. This exercise helps women develop their leadership skills, and enhances their confidence to take action. Importantly, this exercise allows women to explore their lived experiences through the act of 'telling stories'.

Instruction: Provide the participants with the handout on turning stories into mechanisms of social change (see Appendix F), and discuss the handout with the group. It is important that the facilitator, and/or guest speaker(s), share their stories with the group as an example. Provide participants with lined paper, and pens, and ask them to begin drafting their own stories. Provide the opportunity for each participant to share her story to the group, and ask the group to provide constructive feedback to improve the writing or delivery of the story.

In groups with low literacy, encourage participants to use point form to articulate their ideas if they are not comfortable with writing paragraphs.

Ongoing Story-Telling Activities
If story-telling and/or speech-making is a focus in the program, continue to work with the group on refining their stories, their story-telling techniques, and their public speaking skills. Set aside time every week to revisit their stories, practice telling them to each other, and constructively critique each others' efforts. As a culminating activity, you may choose to arrange a public graduation ceremony where participants speak in front of an audience (invited or open to the public).

Community Engagement For Social Change

Up to 5 days

Total Exercises: 4

The structure of this module differs from the other modules, and should be developed in relation to the program goals, participants' goals and the needs of their communities. It is useful to begin with an overview of the political systems and then develop experiential activities to complement in-class learning. Three community activities are suggested on pages 25 – 27.

Purpose

Using a number of different exercises and organized activities, this module serves to empower women to use their voice and experience to create positive change in their communities. The exercises provided help women to understand the different public sectors that impact community prosperity and development, allow women to investigate their own communities, and create opportunities for change. Ultimately, community engagement has the potential to reduce social isolation, and restore participants' pride in their community. Through participation in this module, the aim is to enhance women's engagement in community and political processes, namely in voting, volunteerism, giving voice to the experiences of underserviced communities, and taking up leadership roles. To achieve this, it is essential that facilitators have a strong understanding of the political system at all three levels of government (municipal, provincial, federal) and understand the interconnectedness of these systems. Furthermore, facilitators must be knowledgeable about the needs and priorities of the particular communities in which participants live to effectively assist women in pursuing their social and community goals.

Exercise 1: Politics 101

1 hour

Materials: Handout (See Appendix G)
Method: Organize group of participants in a way conducive for receiving information
(i.e. sitting at desks, on chairs in a circle, etc.).

For visual learners, using aids, like PowerPoint, help participants to follow the discussion, and see a face, or visual, for the politicians, or political bodies being discussed. Summary sheets with information are an excellent resource for participants to follow along with as well.

Objective: The purpose of this exercise is to (i) provide participants with an overview of the political system at all three levels of government (municipal, provincial, federal); (ii) enhance participants' understanding of the importance of women's role in politics; (iii) ensure participants understand how to vote, and why it is important.

Instruction: In delivering this introductory information, the following questions should be answered:

What are the three levels of government? What are the key differences between them?

Subset of questions:
- Who is the mayor? What are his/her primary responsibilities?
- What is the function of the city/town council?
- Who is the Premier? What political party does s/he represent? What are his/her primary responsibilities?
- What is the role of the various provincial ministries?
- What is 'Parliament'? What is the 'Cabinet'? What purpose do they serve at the federal level?
- How many women hold positions in each of the political levels? Why is it important for women to be in politics?

Voting:
- How does a person vote during municipal elections?
- When is the next municipal election?
- How does a person vote during provincial elections?
- When is the next provincial election?
- How does a person vote during federal elections?
- When is the next federal election?
  If voting is designated based on address, provide a map of locations for voting

What are the mechanisms for filing a complaint? At the:
- Municipal level?
- Provincial level?
- Federal level?

Guest speakers, including elected officials, are an excellent method for delivering this information.

Exercise 2: How to Create a Social Movement

15 – 20 minutes

Materials:
Projector, computer, speakers, flip chart and markers; The Dancing Guy video (YouTube)
Method:
Large group discussion

Objective: Through several connected activities, this exercise aims to enhance participants' understanding of a "social movement", and then have them think critically about how they can create, and be a part of, a social movement. Through videos, and self-reflective group work, participants should be able to (i) identify the elements needed for the creation of a social movement; and (ii) feel empowered to create social change at the community-level.

Instruction: After viewing the online video, prompt discussion with the following questions:
- What do you think is needed to create a social movement?
- Who are the people that can make a social movement happen?
Write down comments on the flip chart

Harvey Milk Documentary

60 -70 minutes

Materials:
Projector, DVD player, speakers, Harvey Milk Documentary

Instruction: The documentary is intended to provide participants with an example of a social movement, created in the face of extreme adversity. Following the viewing of the documentary, begin a discussion with the participants to debrief their feelings and thoughts about the documentary. Some questions to prompt discussion are:
- What do you know about sexual discrimination?
- Name some leaders that have openly said they are homosexuals.
- What did it take for them to become leaders?
- What do you think? How do you feel?
- Could you identify Harvey's networks and clusters?

Exercise 3: My Dream Community

20 – 30 minutes

Materials: Flip chart paper and markers; surface to work on (i.e. desks), (See Appendix F)

Method: The goal of this activity is to encourage participants to think about social movements, and how they can create social change in their own communities. To work toward this, participants need to envision their ideal community, and then be able to think critically about the ways they can improve their own community to reach this goal. Begin by dividing the group into small groups (i.e. 4-5 people/group). Distribute flip chart paper and markers, and ask participants to work in their small groups to draw their dream community. After the allotted time, ask the participants to return to the larger group to present their communities.

Exercise 4: Advocacy and Self-Advocacy

15 – 25 minutes

Facilitator method: Large group discussion and brainstorming
Materials required: Board and markers

Method: In the larger group, ask participants to brainstorm ways to achieve some of the factors that they discussed in relation to their 'dream communities', and some initiatives they could see themselves undertaking.

Options for Community Engagement
Objective: The purpose of this exercise is to provide participants with the opportunity to engage and interact in their communities. There are a number of different ways to achieve this end, and it is important to recognize the goals of your participants and create a model that best fulfils these goals. The following are different models that have been implemented to empower women to engage with community issues and create improvement goals.

A. Neighbourhood Days (POWER UP!)
Steps for Initiating Model
1. As a group, determine priority neighbourhoods, or neighbourhoods of importance to the participants; if possible, participants should be provided the opportunity to investigate the neighbourhood(s) they live in.
2. Depending on the number of participants, and the number of neighbourhoods chosen, organize participants into small groups, and delegate each group a neighbourhood.
3. Explain to the participants that they are responsible for exploring the neighbourhood assigned, and should consider:

1. What are great aspects of the community?
2. What are things that need to be improved?
3. What organizations stand out in the community?
4. What is missing in the community?
5. What are the resources of the community?

Participants will keep notes on their exploration, and should consider talking to community members, especially those that work in community organizations, as potential guest speakers.

The final activity is to have groups present their community in an interactive presentation, resembling a 'show 'n tell' model, to the rest of the participants.

To conclude this model, facilitators should debrief with participants on the different strengths and areas for improvement in each of the communities. It is also useful to provide participants with a "How to Get Involved" handout that lists suggestions for ways to get involved, and different strategies for engaging with the community. See Appendix G - How to Get Involved in Community - Participant Handout.

Benefits of the Model
- Opportunity to further develop leadership and teamwork skills
- Develops critical thinking skills
- Learn about the ways to get involved at the community level

B. Group-directed Project (WE-WIL)
Steps for Initiating Model
1. Building from the "My Dream Community" exercise, facilitate participants to summarize some of the key changes or common goals of each group's 'dream community'
2. From the summarized list, brainstorm with participants on how, as a group, they could develop an initiative to achieve one (or some) of their community goals.
3. Once a common initiative has been determined, have the participants work as a team to plan, organize and execute a community-based project

If this model is chosen, participants should be afforded time throughout the weekly sessions to meet and discuss plans.

Example Projects
- Organized community market, where participants sold homemade products
- Organized a fundraiser to help buy sleeping bags to distribute to the homeless

Benefits of this Model
- Opportunity to build leadership, time-management and organizational skills
- Improves team-building capacity

It is important that facilitators help guide this process through frequent 'check-ins' with participants and to ensure a debrief is completed following the project's completion. Be aware of ambitious expectations, and help participants to manage ideas of "success".

C. Public Presentation and Public Speaking (WSO)

Steps for Initiating Model

1. Organize an event or occasion for participants to practice their public speaking skills and give voice to their individual experiences
2. Allow participants to assist in the organization of the event and invite their own guests, such as family and friends.
3. Provide participants the space, and time, to practice their presentation or individual speech.

Example Events/Occasions
- Following the completion of the program, participants organize a graduation ceremony with politicians, members of the public, family and friends
- 'Speakers' Corner', where participants are able to speak about their experiences in the community to deepen understanding of the lives, challenges and success of womens' leadership and empowerment

Benefits of this Model
- Improve presentation and public speaking skills
- Develop organizational skills
- Capacity to empower women and improve self-esteem

Further Training and Mentoring

Programs are situated in unique organizations with unique locations within communities; as such, no two programs will incorporate this promising practice module in the same way. Remember to tailor this module to your organization's capacities and graduate needs and interests.

Purpose

While participants will have developed new skills and improved their self-esteem at the conclusion of the program, it is essential that facilitators and/or the organization continue to provide meaningful support to graduates of the program. Support can manifest in many different ways; this module provides different models for maintaining a supportive role for recent graduates while providing further opportunities for development.

Different mentorship models have been adopted by the participating organizations in the Roots/Routes to Women's Learning and Empowerment program, and have proven to be effective in fostering the development of recent graduates. Importantly, each model is dependent on the organization's resources and capacity for mentorship opportunities and further training. If these models are not feasible, remember that follow-up communication and organized drop-in sessions are other effective ways to ensure graduates feel supported post-program.

Models for Mentorship

In providing mentorship opportunities for recent graduates, it is essential to include training for this new role. In entering a new role in the organization, new mentors must be trained and have a strong understanding of the importance of boundaries (i.e. outside work relations; new role as an employee/mentor **not** a participant; role expectations), ethics, especially confidentiality awareness, appropriate workplace behaviour and safety standards, the organization's policies and procedures, and mechanisms for managing stress. (See Appendix E for resources)

One-to-One Mentoring

This model of mentorship is best suited for organizations that have multiple programs within one centre, such as drop-in services, employment services, and so forth. This model has been organized as such:

1) Recent graduates are given the opportunity to apply for a mentorship position, with a limited contract, such as 6 to 8 months, in a part-time capacity

 This should be a paid position, or be contingent on a honorarium, for best results

2) Applicants should fill out an application form, be interviewed, and a successful applicant selected.
3) The successful applicant should undergo additional training, which should cover the topics discussed above (i.e. boundaries; confidentiality; policies and procedures).
4) In this role as a mentor, she should be scheduled to mentor other women, such as incoming participants for the next program period, participants from other programs, or women who frequent drop-in sessions.
5) Opportunities should be provided to mentors to further their training, either within the organization or with other connected organizations, such as workshops, conferences, and so forth, to further their development.
6) Throughout the contract, mentors should be provided feedback on their performance, and asked to reflect on the progress of her own goals in completing this role.

Internship

This model is best suited for established organizations, who have instituted long running, stable programs. This model has been organized as such:

1) Past participants of the program are provided an opportunity to apply for an internship position, with a limited contract of 3 to 6 months.

 This should be a paid internship, or be contingent on a honorarium, for best results

2) The selected intern will be mentored by a staff member and trained to co-facilitate exercises for the next iteration of the program. Based on the intern's progress, facilitators may allow the intern to lead specific exercises.
3) Throughout the mentoring process, support staff should help the intern set, and work towards, goals of her own.
4) Once the next iteration of the program ends, the intern will be responsible for following-up with the graduates post-program, and act as a mentor to the new graduates.
5) Following the completion of the internship, a thorough review should be provided of the intern.

Speaker's Bureau
One of the Roots Programs operates a successful Speaker's Bureau, which provides speakers who are or have been 'service users' to talk about their experiences in community agencies, with medical professionals and government representatives. This provides exceptional leadership opportunities for past participants as well as learning for community members.

Shadowing
This model is best suited for organizations that have strong community connections, and can actively link past participants with opportunities in the community, and in other organizations. This is less formal than a mentorship program, and as such, this model can take many different forms, but some examples include:
- Public speaking opportunities
- Volunteer opportunities
- Employment shadowing opportunities
- Organized networking events, or job fairs

"[I want] to mentor more and keep making a difference in the community; to help others to reach their goals and I want to be a group facilitator's helper, mentor, and inspiring speaker" - Participant

Appendix A
Participant Readiness Assessments

Checklist

Group Readiness often means having the right conditions and resources in place in order to participate fully. Participants should demonstrate having a clear vision and goals for making a commitment to participate in groups. Motivation, positive attitude, and a desire to create change are strong determinants of preparedness.

Group Readiness Determinants	Example	Questions to clarify Readiness	Rating: From 1 - 5	Comments	Group Ready Yes No
Stability	Has stable housing? For how long? Is there a current crisis situation? (housing, living in transition house, participating in family court, loss of children, death, assault, health, mental health, unmanaged diagnosis etc.? Are challenges or obstacles being supported by clinician or other? Are there upcoming heath procedures, hospital stays planned for the future? Has client been in recovery for more than a year and is	How long have you lived at your current address? Do you move often? When was the last time you moved? Do you have any of the following events happening in your life now or planned in the next upcoming 10 weeks? (Family court/custody, health related issues, hospital procedures or hospital stays, family violence?) Are you currently managing any mental health/wellness challenges (anxiety, stress, depression, social anxiety, bi-polar etc.) or addictions? Are you being supported by a clinician/doctor/counsellor? Do you find their support helpful to you? How do you cope with sudden change in schedules, loud noise, florescent lighting and lively social situations with 12 other people in a room? We will be travelling to different locations in the neighbourhoods (bus/walking) how will this affect you? Are you currently using any medications (non-prescription, prescription, recreation drugs or			

	stable, able to manage recreational drug use outside of program/appointment times? Are medication levels/treatments stabilized? Can client stay awake /alert for extended periods of time? What strategies are in place to support active participation?	alcohol) that affect your ability to focus, be alert, participate and/or learn? How often might you use medications (prescription/non-prescription)? Will it be a problem/challenge for you to use them outside/after group hours?			
Preparedness	Has thought about child care and/or transportation and has a preliminary plan to address both. Has spoken to case manager about plans to attend group. Has worked/volunteered or keeps appointments and has an alarm clock or other way of waking up and getting to group on time. Knows bus route is comfortable taking bus or other mode of transportation, willing to travel.	Why are you interested in taking this group? What will you need to do or arrange in order to get ready to participate in our 10 week program? What arrangements have you considered or made for childcare or transportation to attend group? Have you spoken to your case manager about possibly attending this program? Do you have any previous experience working, volunteering or helping others? How you are with keeping appointments (doctor, other)? Do you have trouble waking up and getting to your appointments on time? On a scale of 1-5 (1 being always late, 5 being never late) how would your ability to keep appointments. How will you get to group? (bus, walk, taxi, other). How do you usually travel to groups, appointments?			

	Has participated in other groups before. Is okay to give a reference about participation and attendance.	What previous group or team/club experiences do you have? What would your last facilitator/group leader say about your attendance and participation? Would they give you a reference to attend this program?			
Working with Others	Has an open and positive way with working with others.	Describe how you work with others. What are the ingredients for a group that works well together? Describe the types of teams you have worked in and tell me what worked well and what did not. What type of environment do you prefer to work in? (quiet/slow paced or loud/fast paced). Can you think of a personal challenge that you might encounter when working with a group?			
	Handling conflict	Do you consider yourself to be more like a chattery squirrel or quiet mouse? Explain Have you ever had to resolve a conflict or argument with another person? How did you resolve it?			
	Gets along with others	Tell me a time when you received feedback? How do you handle constructive feedback? What kinds of people bug you?			
	Dealing with authority, accepts responsibility for actions	What do you think about working with 12 other women? Why does it appeal to you? How do you usually handle it when other people do not agree with your point of view? Do you react like a raging river or more like a flowing stream?			
	Respects and can work with people in authority positions.	What is your relationship like with your case manager? Why do you think you do or don't get along with them?			

Boundaries	Shares appropriately in interview and/or group. Over talking, talking over, sharing of details of personal life on first meeting, interrupting during preliminary interviews can be warning signs of inappropriate boundaries. Uses appropriate and respectful language. Has an awareness of what boundaries are. Doesn't provide intimate details of life to strangers when meeting them for the first time.	Tell me what you think would be appropriate information to share in a group and what would not be appropriate to share? What do healthy boundaries mean to you? Can you give an example of a healthy boundary that you might set for yourself in group? Are you more like a" tell all" open book or are you more like a "closed door"? Please explain.			
Motivation	Is the candidate motivated by internal factors or by external factors? (Internal are motivation, desire, determination. External motivation might be another person, money, fear, authority figure) One is not better than the other but in	What motivates you? Are you more likely to be motivated by other people or are you internally motivated? Give an example. How or what will motivate you to come to group every day (3 days a week for 10 weeks) What are two or three things that you do not like doing? What motivates you to complete those tasks?			

	order to complete a long program internal motivation needs to exist.				
Diversity	Looking to see if candidate has had experience with different people (race, religion, sexual orientation, education, political, age, gender identification)	Describe some of the most unusual people that you have known, what was different about them and how did you interact with them? When thinking about this group how do you think people might be different than you? Please explain. How might their differences impact you? How will you react to their differences?			
Support/ Self Care/ Balance	Looking to see if candidate has other supports, services in their life that will support their ability to experience full and positive participation in group. Do they get counselling, therapy for any identified challenges? What are their coping strategies? Are they healthy or unhealthy? Does their partner or family support them? How do they manage all their responsibilities – in a healthy or unhealthy way?	Who are the supports in your life? Who encourages you to move forward? What types of things do you do to blow off steam, to have fun? How do you manage stress? Have you thought about how you will be able to manage all of your responsibilities and attend group? What does your plan look like?			

Readiness to Learn	Attempting to identify if the candidate has given thought to what they want to learn, what they need to learn, what their challenges to learning might be.	In what ways do you feel you are ready to learn or participant in learning in this group? What does learning mean for you? How are you ready? What are you hoping to learn? How can we support your learning? How can you support your learning? What types of environments work best for you to learn? What is something that you want for yourself (goal or a change) for the future? Where do you see yourself in a few years?			
Engagement	Looking to determine in what ways the client has been involved in their communities, other groups, etc. What did they do, how did they participate?	What do you know about your neighbourhood? Do like living there? Why /why not? What would you like to see changed? Do you see yourself being part of any community changes? How? In what way?			
Readiness for Change	Has identified a desire to make change (uses change talk in interview such as "I **need** or **want** something different", or "I'm ready for this, I **want** to get out of my **rut**". Seems to have a loose plan of action. May not be clear but a desire for change is present.	Can you talk about a change that you've made in the past? How were you able to make that change? What was hard about making a change? What parts were easy? How do you know you are ready to make a change? What will you need in order to prepare to make that change? Who will support you in making any changes? Have you ever failed at making a change in your life – if so, what contributed to that failure?			

	Is aware of the need for change, talks about a desire to participate in and support the change, has some knowledge about how to change, has an ability to put the change into action (using personal resources/assets), has a plan to sustain the change.	What are the most important steps in making a change?			

Sample Interview Questions: A

QUESTION 1

Tell us a bit about why you have applied to the program; how you heard about us?
Response:_____
_____
_____
_____
_____
_____
_____
Score: 1   2   3   4   5

Comments: _____

QUESTION 2

What experience(s) have you had being part of a group, academic program, and social group, school or upgrading classes before? How are you feeling about being part of a group learning experience?
Response:_____
_____
_____
_____
_____
_____
_____
Score: 1   2   3   4   5

Comments: _____

QUESTION 3

Can you share with us any experience(s) that you may have in being part of diverse groups including people of color, gays and lesbians, people with different skill sets and abilities, ages, religious views, political views, languages, literacy levels, homelessness, poverty, etc.

Response:_____
_____
_____
_____
_____
_____
_____

Score: 1   2   3   4   5

Comments_____

QUESTION 4

Conflict is a natural part of life and we have all experienced a conflict or disagreement at some point in our lives. Can you give an example of how you might have handled a conflict in the past that you see as being handled well and also an example of a time when you didn't handle a conflict or disagreement well?

Response:_____
_____
_____
_____
_____
_____
_____

Score: 1   2   3   4   5

Comments: _____

QUESTION 5

Can you tell us about the supports you have in your life (family, friends, case managers, support programs, treatment programs, community helpers, teachers, doctors, etc.)?
How might these supports help you to succeed in this program?

Response:_____
_____
_____
_____
_____
_____
_____

Score: 1   2   3   4   5

Comments: _____

QUESTION 6

If you were accepted into this program can you identify anything that might get in the way of your full participation and experience with us? Some examples of challenges might include; reliable childcare or transportation, illness, medications, anxieties or fears, addictions, unstable housing, bad previous experiences in school, doctor or specialists appointments, operations or medical procedures, hospital stays, family obligations etc.

Response:_____
_____
_____
_____
_____
_____
_____

Score: 1   2   3   4   5

Comments: _____

QUESTION 7

The expectation for all who get accepted into the program Is that <u>each</u> person participates to their <u>full</u> potential each day. This will mean being present and focused, leaving conflict and drama outside of the program, speaking in front of the group, giving presentations, working with others and alone, planning events, reading and writing, sharing, listening, having a positive and open attitude, being professional and open to new things. Please share with us your feelings about what is expected about any of what has been mentioned above.

Response:_____
_____
_____
_____
_____
_____
_____
_____

Score: 1   2   3   4   5

Comments: _____

QUESTION 8

Regular attendance is an important part of succeeding In the program. What has your attendance been like in the past with other groups, activities, school or upgrading, work etc? Please give an example of a program or activity which you have completed with good attendance. Is attendance something you struggle with?

Response:_____
_____
_____
_____

_____
_____
_____
Score: 1   2   3   4   5

Comments: _____

QUESTION 9
Coming to the program requires commitment, dedication and hard work. Even with the best of intentions we can get off track due to unexpected illnesses, housing crisis, child care issues, transportation challenges, unhealthy relationships, effects of medications, and mental health related issues. These circumstances can often cause a person to lose stability. What does stability look like for you in your life? Can you give an example of how you worked through an unstable period in your life before? Identify your supports for dealing with these issues. How will you handle an unstable period in your life should one arise?
Response:_____
_____
_____
_____
_____
_____
_____
Score: 1   2   3   4   5

Comments: _____

QUESTION 10
As we mentioned above this program is a big commitment. What will motivate you to continue to come to group and do your best each day? What can we do to help you stay motivated? What can you do to help you to stay motivated during this program?
Response:_____
_____
_____
_____
_____
_____
Score: 1   2   3   4   5

Comments: _____

QUESTION 11
Tell us why you think you would make a good candidate for the program.
Response:_____
_____
_____
_____
_____

_____

_____

Score:　　　　1　　2　　3　　4　　5

Comments: _____

<table>
<tr><td colspan="1">Additional Information/Comments from Interview Team

Applicant's Total Score _____</td></tr>
</table>

Sample Interview Questions: B

1. What do you know about this program?
2. Why do you think you are a good candidate for this program?
3. What woman's (social) issues do you think are important and why?
4. Do you have experience working in groups? If so, what do you think are the benefits and disadvantages of working in a group?
5. Can you tell us your experience of working with diverse groups, including racialized people, LGBT community, first nations, people with different sets of skills and abilities, etc?
6. If you were accepted, what your personal goals would be? (for the project and yourself)
7. Can you commit for (number of weeks)?
8. Could you anticipate any barriers for your full participation in this project?
9. Can you tell us about the support you have in your life? (FAMILY, FRIENDS)

Appendix B
Icebreakers, Warmups, and Energizers

Icebreaker or Warm-up exercise: A 5-20 minute exercise used at the beginning of a workshop or session to help participants get to know each other, feel more comfortable in the session, build a sense of group belonging, and possibly introduce the workshop's content.

Energizer: A very brief (under 5 minute) exercise used in the middle of a workshop to refocus participant attention, provide a quick break, lighten the mood of a heavy session, and increase participant engagement and interaction. Should not be connected to the workshop's content.

1. Smarty Party

Prepare ahead of time flip chart with different colors of smarties and accompanying questions for this exercise. You will need Smarties or Jelly Bean candy for every participant. They should be divided up evenly amongst the group.
Write the "Smarties Questions" on a flipchart and make sure they are hidden when the group arrives.
1. To begin, pass the smarties around the room and ask participants to take some.
2. When everyone has a bunch ask the participants to pick out one or two of their favourite colours. Ask them to hold on to the favourite smarty or smarties while they eat the others.
3. Uncover the Smarties questions on the flipchart.
4. Explain to participants that they will answer the question that matches their favourite smarties colour. Begin with yourself and then go around the room.

Smarties Questions
Pink If you were a cartoon character who would you be?
Yellow Which person has most influenced your life?
Blue If you knew you could not fail, what would you try?
Green What movie, book, or television show changed how you think about the world? Why?
Purple If you could choose a famous person to be a close friend, who would it be? Why?
Red What did you want to be when you grew up?
Orange What's your first happy memory?
Brown If you could live during any other time period, when would it be? Why?

2. Stand Up If:

Tell participants that you will be reading a list. Ask them to stand up if any of the following pertains to them. (This game is to get to learn more about each other in a fun, physical way)
Stand up if......

- You are wearing glasses
- Are wearing a ring
- Can ride a bike
- Have three or more children
- Have planted a garden in the last year
- Own cowboy boots
- Are saying money to buy something special
- Sing in the shower
- Enjoy eating healthy foods
- Your favourite color is green
- Like coke better than pepsi
- Keep a journal or diary
- Have quit smoking
- Are wearing colored underwear

3. Birthday Line-up:

Ask the group to (in complete silence) line up according to their birthday month. There is to be no talking to do this. ***At first this task may seem challenging but usually someone from the group will take on the leadership role and start to figure it out. When they are finished lining up, ask them to say their birthday out loud. Likely you will see a lot of hand gesturing etc.

4. We're going on a Trip [use with Goal Setting and Asset Mapping]

Time: 15 Minutes
Materials: Flip Chart/Markers/Drawing of a desert island with water, beach, palm tree
Method: This warm-up activity will help everyone get to know each other's names and is a good way to have a little fun at the beginning of the session. It is also a lead in to the asset workshop.

Directions: Ask participants to sit around a large table or join in a circle. Explain to the group that today we (the group and facilitator) are going on a trip. The destination will be to travel to a desert island. Like good travellers we will want to get to know each other better before we embark on this fun and exciting journey. This activity will give us a chance to get to know each other a little better.

Ask participants to write down the first letter of their names on a piece of paper. Then ask them to think of a word that describes them or their personality that also starts with the letter of their first name.   For example if your name is Sally, write down the first letter (S) then think of a word that describes you using that letter and write that down, so

perhaps Smart. You will introduce yourself as Smart Sally.   As the activity moves forward, each person will be asked to not only say their own name and a descriptive word but the name of the person that came before them, so on and so forth until all the names have been repeated by the last person in the group. The facilitator may need to prompt some participants as each person takes their turn. This activity is a great way to learn each other's names and set a fun and engaging tone to the workshop. The facilitator should also participant and usually goes first or last.

5: Animal Pairs Game (Non Verbal Activity)

This icebreaker is similar to the Famous Pairs Game, except that the pairs will have the same character on their backs. This time, each participant is an animal. <u>Participants cannot use any verbal noises/communication at all to find their mates. Only non-verbal communication is allowed.</u> The room should be silent.   "Almost like a charades game". See who can find their mate first.

- Mouse
- Cat
- Elephant
- Lion
- Snake
- Monkey
- Bear

6. Uniquely Mine
Ask the group to trace one of their hands on a piece of plain paper and answer the following questions in each finger. When complete ask the group to share with you their responses. Have them all answer questions #1, then #2 etc.
1. On the thumb ask them to write one thing they are proud of.
2. On the pointer finger as them to write one thing they love the most.
3. On the middle finger ask them to write one person they wish most to be like.
4. On the ring finger ask them to write one thing they like about their physical appearance.
5. On the pinky finger ask them to write one thing they would like to change in their life.

Appendix C
Debriefing and Evaluation

It is valuable to engage your participants in debriefing and evaluation activities both throughout the program and at its conclusion. Debriefing after difficult sessions gives participants space to process strong emotions, resolve conflicts, and solidify learning; ongoing and post-program evaluation shows that the organization values participant input and expertise, and views itself as a work in progress, always working towards improvement. As each program has its own design, emphasis, and focus based on the needs of its community, each will have a different style and focus for their debriefing and evaluation needs. Below are some examples and principles that may help you develop yours.

Daily session evaluation or daily debrief
Plan to include a daily debrief or evaluation very frequently in the first few weeks of your program; the frequency can be reduced as the program continues or be saved for especially fraught sessions. There are multiple ways to go about it, but the issues you want to address are:
- How are you feeling?
- How are you doing?
- What did you learn?
- What were the highlights?
- What could be done differently?

Debrief sessions can take place in the last 15-20 minutes of a session, or on the following day. Possible mechanisms:
- Simple form
- Group discussion
- One-on-one interviews (this is time and resource-heavy; you may only want to do this once or twice)

Take opportunities when they arise for quick group check-ins and debriefs, such as last-minute guest facilitator cancellations or lateness. This is also a good time to tease out and address any troubling group dynamics which may have arisen.

Post-program evaluation
At the end of the program you may choose to:
- Interview each participant about their experience and their learning. Questions you might ask:
  - What was your favourite topic/experience? Least favourite?
  - What did you learn the most from? Least?
  - Do you have any advice for staff?
  - Do you have any advice for new participants?
  - Any other comments?

- Follow up with participants on exiting the program and 6 months later – what has changed in their life? What learnings from the program do they plan to apply/have they applied? How have they progressed on their chosen goals (if any)? What do they still need to make progress in their lives? If you have created a mentorship component to your program, this is a great opportunity for your mentors to be involved.

- Have an informal discussion or focus group to see what has "shifted" in the group. If participants say anything particularly glowing, ask if you can write it down and use it as a testimonial.

- Create a portfolio or display or participant work and share it with them, such as:
    o Collages
    o Videos of speeches
    o Collections of written work

While it requires considerable staff time and resources, the programs involved in the R2WLE project found that interviewing captures much more information than a form or survey, giving a much richer sense of participant achievement and progress.

Appendix D
Anti-Oppression and Understanding Systems of Power
Module Handouts

"But Why?" Technique
The group can examine a community problem by asking what caused it. Each time someone gives an answer, someone else continues to probe by asking "But Why?" or "How could that have been prevented?". Example:

> **Problem: Too many (or too few people) are_____.**
> Q: But why?
> A: **Because….**
> Q: But why?
> A: **Because….**
>
> **Could this have been prevented?**
> A: Yes
> Q: How?
>
> Q: But why?
> A: **Because….**
>
> Q: But why?
> A: **Because….**
>
> And so forth

1. First invite people who are both affected by the problem and are in a position to contribute to the Solution to brainstorm possible causes. The more representative the group is the more likely it is for root cases to be uncovered.

2. The group should then examine a community problem such as substance abuse or violence by asking what caused it. Each time some gives and answer, the group asks "But Why?"
The "But Why?" analysis by itself doesn't lead to automatically to the best solution. It just points out the path you may take.

Thanks to http://ctb.ku.edu
Resources:
Altman, D.G., Bakazar, F.E., Fawcett, S.B., Seekins, T., Young, J.Q. (1994) *Public Health Advocacy: Creating community change to improve health*. Palo Alto, CA: Sanford Centre for Research in Disease Prevention.
Sholtes, P.R. (1998). *The team handbook*. Madison, WI: Joiner Associates Inc.
Werner, D. & Boxer, B. (9182). *Helping health workers learn*. Palo Alto, CA. The Hesperian Foundation.

How to be an Ally

Scenario 1
You are one of a group of people waiting for the elevator on the ground floor of an office building. Included in the group of people waiting is a woman in a wheel chair. When the elevator arrives, everyone including you rushes to get on. The woman in the wheelchair is last and there is no room for her.
   1. Explain the marginalized social location and the social location with privilege.
   2. Explain this privilege – what kind of privilege is it?
   3. What would a solid ally behaviour be in this situation?
   4. What might stop us from being an ally in this moment?

Scenario 2
Sig is a colleague who identifies as two-spirit or bi-gender. They (Sig's preferential pronoun) dresses in a "traditionally masculine" manner and has grown some facial hair. You are just exiting the women's washroom as Sig is entering. As the door begins to close you can hear a woman loudly exclaim that men are not allowed in the woman's washroom.
   1. Explain the marginalized social location and the social location with privilege.
   2. Explain this privilege – what kind of privilege is it?
   3. What would a solid ally behaviour be in this situation?
   4. What might stop us from being an ally in this moment?

Scenario 3
Jacinta is a newcomer to Canada whose first language is not English. She is working on a group presentation for a police training with you and 2 other women. Jacinta tells the group that she doesn't think her English is good enough to be part of the presentation and so she will just help with the research and help putting the presentation together.
   1. Explain the marginalized social location and the social location with privilege.
   2. Explain this privilege – what kind of privilege is it?
   3. What would a solid ally behaviour be in this situation?
   4. What might stop us from being an ally in this moment?

A Few Tips for Giving and Receiving Feedback as an Ally

Giving Feedback:

Speak for yourself and use I statements. "I find that comment to be sexist. Can I tell you my thoughts?" or "What you're saying seems sexist to me, so I'm going to ask you to stop."

Give feedback on **comments and behaviours.** Avoid judging the actual human being making the comments – eg. "How can you **be** so homophobic?" or "Wow, you're the biggest racist in our program!" Judgements like these close off the possibility that the listener could change or grow. They also leave room for the listener to argue with you about their **intent**, which is not useful to the process.

Do your emotional processing with others in your caucus if possible, rather than when you are giving feedback across a difference. We have all used "displacement" when giving someone critical feedback – in other words making an individual responsible for every oppressive behaviour their privilege group has ever carried out, or directing at the listener the rage we feel because of other experiences in the past. Displacement doesn't make for good ally relationships.

Be aware of your own social location and that of your listener. If you are not a member of the oppressed group being targeted by the behaviour or comment, then it is particularly important for you to stay cool and collected while giving feedback. In other words, don't take on the anger and outrage that belongs to the oppressed group when you experience privilege. It isn't constructive and, if there are people from the oppressed group listening when you give the feedback, your anger and outrage can put them in a difficult position.

Remember that it can be painful to hear feedback that our own behaviour has been oppressive. Many of us feel stupid, bad, shamed or nervous when we are given feedback and so to compensate we get defensive. Don't STOP the process just because your listener is defensive or argumentative. But do try to move slowly if you think the listener is shutting down emotionally.

Listening to feedback:

Listen to the feedback. You will be tempted to interrupt. To apologize. To explain. To tell the speaker that this wasn't your **intention.** None of this is helpful. Listening is. So is keeping open body language and eye contact.

Use paraphrasing and validation of the speaker's perception to let her know that you have heard her. "Okay, I'll stop what I'm saying – I'm not sure I understand, but I get that you're finding it ableist." "Hmmm. You think what I just did was racist. Okay, tell me more. I'm listening."

Remember what you have learned in this training about defensiveness, and check your defensive behaviours. Remember that the person giving you feedback is taking a risk. Think of how vulnerable you have felt when giving someone critical feedback when they have equal or more social power. Generally when a peer gives us feedback on a behaviour or comment it suggests respect, a belief that we can learn and change and that we can continue to work together.

Avoid arguing with the speaker about whether your comment/ behaviour is oppressive. Remember that women and trans people are the experts on sexism, having dealt with it all our lives. And LGBTQ people are experts on homophobia, Racialized people are the experts on racism, etc. If you are really having trouble understanding how your comment could have been oppressive, debrief later with peers who have thought about these issues. But don't be tempted to run to others who share your privilege and look for their validation that the comment or behaviour isn't oppressive.

*There will always be lots of people in your privilege group who will be happy to tell you, "Yah, **those** people are over-sensitive/ always angry/ full of crap/ not smart enough to understand what you were trying to say."* This isn't helpful to your evolving process of becoming a brilliant ally.

Don't isolate yourself after hearing critical feedback or go into a shame spiral. Hearing critical feedback can tap into old experiences that were negative and harmful. The fact that you have done or said something oppressive doesn't make you the worst person in the world. So check in with people who know you well and who will validate that you are a fine, compassionate, brilliant human being who happens to make mistakes…. Remember that if you go around acting shame-filled and wounded after hearing feedback, no one will ever take the risk of giving you feedback in future.

Continuum of Oppressive Behaviours

Repulsion	Others are seen as criminals, or other negative attributes: sick. Lazy, crazy, immoral, sinful, bad, wicked, etc. and anything is justified to change them (eg. Prison, hospitalization, negative behavior therapy including electric shock)
Pity	"I feel sorry for that group"…."wouldn't want to be them" "Let's try to make them more like us"…"they don't know any better"
Tolerance	"It's not their fault" "it's a phase" treated with protectiveness and indulgence. Those people should not be given positions of authority ("because they are a bit messed up").
Acceptance	Still implies there is something to accept, characterized by such statements as "I don't see colour, you're a person"; "what you do in bed is your won business"; "that's fine as long as you don't flaunt it". "I like you despite your difference". From my position of dominant culture – I will be okay with your difference – as long as you don't make me notice it too much. Denies social and legal realities of discrimination.
Support	Basic civil rights approach. Works to safeguard the rights of people. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational injustice faced by marginalized people.
Admiration	Acknowledge that being from a marginalized group in our society takes strength. Such people are willing to truly look at themselves and work on their own oppressive attitudes. Admiration is not worship – or raising the other as better than selves. But a true acknowledgement of barriers and strengths.
Appreciation	Values the diversity of people and sees marginalized people as a valid part of that diversity. These people are willing to combat oppression in themselves and others. "I know that what you bring to the table is important to me and everyone else"
Nurturance/Celebration	Assumes that marginalized people are indispensable in our society. They view diverse people and expression with genuine affection and delight and are willing to be rights advocates. "I cultivate difference and diversity, I know I need it to be better in my life"

This chart is adapted from the "homophobia continuum chart" from the GBC Positive Space Training; which were originally adapted from those developed by Dr. Dorothy Riddle, a psychologist from Tucson, Arizona.

Appendix E
Goal Setting and Asset mapping

Tips on Goal Setting

To start off, try to take a look at the "big picture" and find out what is important to you. A good way to do this is to look at the different areas of your life and brainstorm ideas (goals) for each section. Think of these as "long term goals".

Artistic:
Do you want to achieve any artistic goals? If so, what?

Attitude:
Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? If so, set a goal to improve your behaviour or find a solution to the problem.

Career:
Would you like to get a job? Are you happy with the position you have?

Education:
Is there any knowledge you want to acquire in particular? What information and skills will you need to achieve other goals?

Family:
Do you have good relationships with your family? How do you want to be seen by a partner or by members of your extended famiy?

Financial:
Do you manage your money well? Would you like to be earning more?

Physical:
Are there any athletic goals you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?

Pleasure:
How do you want to enjoy yourself? – you should ensure that some of your life is for you!

Public Service:
Do you want to make the world a better place? If so, how?

Case Study: Lydia's Story

Lydia is 24 years old and is a single mother of two young boys. She lives in public housing and uses the bus to get her to all of her appointments. She attends community college full time and is enrolled in the Early Childhood program. Lydia is receiving income assistance while she attends her 1 year college program. Income assistance also has helped her with her tuition, books and childcare. Lydia is working hard to improve her life and the lives of her two boys. Through the day she takes them to daycare, and in the evening she cooks dinner, does her homework, bathes the boys, reads them a bed time story and returns back to her homework. She feels that she has a lot of stress in her life being a single mother and because of her busy schedule, however she is determined to finish her program. The boys' father has visitation every other weekend. Lydia currently has a partner but things have been rocky lately but he often watches the boys while she studies.   She tells a friend that she has a pattern of picking partners who are immature and are not ready for long term commitments which end up causing her heartache and regret. Lydia also enjoys knitting and crafting with her children in her spare time. She is looking forward to completing her program and finding work.

Asset Mapping

CANADIAN WOMEN'S FOUNDATION

Asset Mapping

2.4.3 Mapping your assets - background

Your Name:

Date:

What are you hoping to get out of this program? What DID you get out of this program?

_____

_____

_____

_____

_____

What makes it hard for you to get ahead and to have a good income?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Map your progress within each of the following livelihood asset areas.

Personal Assets	Social Assets	Physical Assets	Financial Assets	Human Assets

eko nomos

Participant Tool

2.4.4 Mapping your assets - details

What Human Assets do I have now?

....

....

....

....

What Physical Assets do I have now?
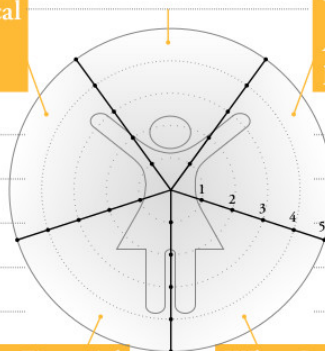
What Personal Assets do I have now?

What Financial Assets do I have now?

What Social Assets do I have now?

Participant Tool

2.4.5 Mapping your assets - summary

Human Assets

Physical Assets

Personal Assets

Financial Assets

Social Assets

eko nomos

Participant Tool
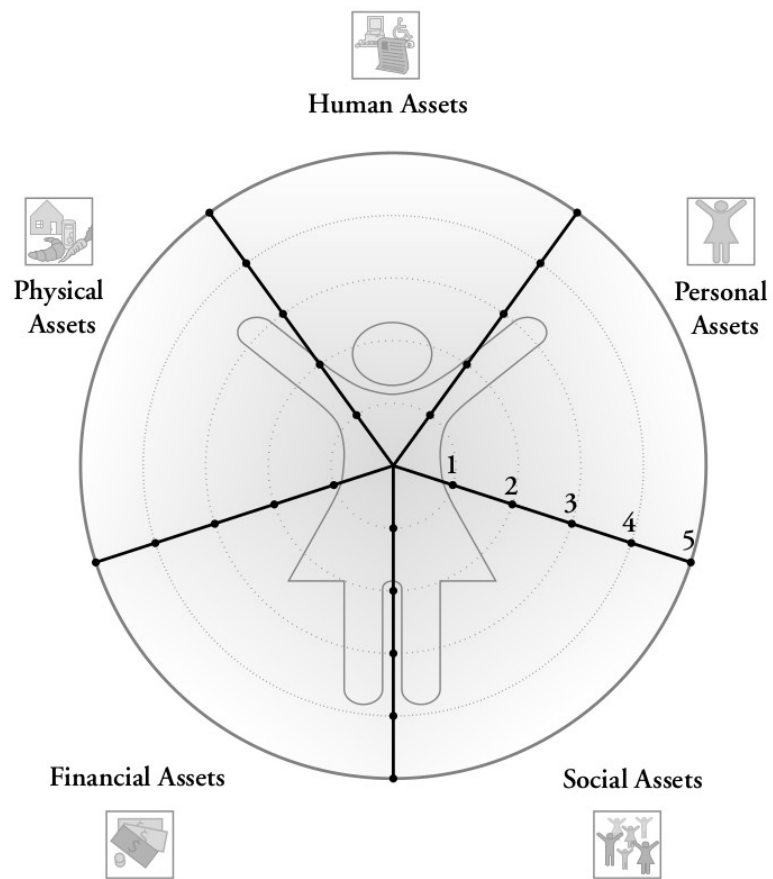
Appendix F
Story-telling for change
STORY-TELLING, SPEECH-MAKING FOR MECHANISMS FOR CHANGE By Pat Capponi

The Terrain
Our life experiences lead us to our feelings of passion and the strong desire to change the way things are. For some, Children's Aid is the villain that needs correcting, for others, it's hunger or homelessness or addictions or abuse. Whatever gets you to your first meeting is powerful and motivating, but you will do better as a leader if you start to understand and feel how things interconnect, how people are forced to endure many of the same negative attitudes and consequences such as isolation, rejection, marginalization, and invisibility no matter what Ministry they come under or what label they carry.

We are divided and sub-divided into diagnostic categories for the convenience of funders and agencies. Although this may have made sense once upon a time, it now serves to obscure systemic issues that plague the majority of those who require government assistance or depend on agencies for care. So someone with a label of schizophrenia who is depressed because of boredom and stressed because of poverty will likely, along with her worker, see those real feelings as a symptom of her illness, rather than an understandable reaction to the circumstances she's trapped in.

The label has become the lens through which the individual is seen and evaluated. The more narrow the lens, the less likely the whole individual will be seen and heard and helped to move forward.

Putting people together from various funding silos, instead of keeping them apart, helping them speak of their experiences, their grief, their hopes, the workers and agencies they have encountered, the prejudice and discrimination they've dealt with, releases people from the direct association of everything negative to the label they carry.

This helps them shrink the label to a more manageable size, while they work on things they can affect, can change. So even though you start with a passion for one organization or issue, you will quickly find that nothing stands in isolation, and lowering the silo walls will do more than let the light in, it will also show how neglect, abuse, understaffing, and cover-ups occur wherever and whenever some people earn a living by being in charge of the lives of others.

People have been stuck in poverty for a long time. The consequences of that are they have lost their belief in themselves and in the possibilities of change.
They feel shame about the way they live, and often that extends to the community they find themselves a part of. They don't want to be identified with people that are visibly different, or broken, or odd. They resent the association they've been forced into. They value time spent with staff, they've been taught to respect staff, but not one another.
They are used to being silenced, controlled, blamed for their circumstances, and often live in isolation with no practical help in their day to day lives. Many are still dealing with serious

traumas that weren't recognized or treated appropriately in their early lives, fundamental betrayals of sexual and physical abuse compounded by failures of the institutions put in place to ensure children are safe.

To trust enough to dream again requires recognition of their struggles and their strengths, an examination of the systemic issues confronting them, and a revived sense of community. There needs to be constant reminders that change is not just "out there", it starts within, with us.

Effective leadership understands all these elements, and works to ensure that people have a sense of their own value, the value of their peers, and the need to address poverty as leaders, as speakers, and as community developers.

WHEN MAKING PUBLIC PRESENTATIONS- WHY WE CHOOSE TO TELL OUR STORIES AND HOW TO DO IT BEST

We believe firmly in the value of speaking our truths for ourselves and for our communities. Not so long ago, it was social workers and doctors and others telling what they believed was our stories, and they were wrong. Silence is not an option.

Purposeful story telling:
Educates those who need to know

1. In order to educate, we have to find the ways to win hearts and minds. That means being aware of your audience and the probable gaps in their knowledge. Ask yourself what is the most important thing you want them to go away knowing, feeling, and believing? Then ask yourself, how do I teach them?

2. Show, rather than tell, by bringing in details that makes it a great story people want to hear. I can say, a friend of mine died yesterday, he committed suicide. Or I can paint a picture: I had a friend who had a mental illness, but he had something even worse, poverty and hopelessness. He was at the age when most men have started families, are working at their careers, have put a down payment on a house, and are optimistic about their future. My friend lived with thirty others in a boarding home for psychiatric survivors; his room was crowded with people he didn't really like or even know. His days were spent mostly in bed, as he had nothing in his pocket to pay for coffee or a bus ride. He felt he'd been permanently side-lined, and could see nothing better in his future. He was a good man; he cared about others, sharing what he had. I don't want to lose any more friends to despair.

3. Is not a rant or a bunch of statistics or slogans, not about boosting your ego or engaging in melodrama. Ask yourself how you like to learn, how you like to be corrected. If I stand before an audience and accuse them of not caring, or being poverty pimps, of not doing their jobs, they will stop listening, and that means you have failed in your job as a leader. It might feel good, but that is very short term and does nothing to improve the lives of others or promote understanding. These days, for every set of statistics that support your argument, some think tank will have an exactly opposite set to discredit you. Leave them out, they just

get in the way. And do not be overly dramatic; it simply cheapens your delivery and your message. Less is more when it comes to gory details, especially those that pertain to you. Don't be afraid to use humor, it will relieve your audience, move them closer to you. This doesn't mean starting with a joke; just incorporate some humor into your presentation. Be practical, realistic and friendly, not bitter and blaming. Every problem you detail must be paired with a doable remedy.

4. Is true, factual and reality based. Don't change the details of your story from one group to another; specifically don't embellish or alter your story to make yourself look better or seem more of a victim. You never know whether or not someone has heard you before, and that person will know you were not being truthful this time. Word will get out and your career as a speaker will be over before it's really begun.

5. Is respectful of both your audience and your community. It might be tempting to blame your peers for troubles in housing or inability to get off welfare or escape abuse. Tempting because the *not so hidden message* you are sending is I am better than them, or, I am not one of them. There are plenty of people out there willing to slam members of your community, don't engage in cheap shots. Think how you're describing your peers; emphasize capabilities and systemic issues that trap people. Remember too that not everyone is strong and able at this time to speak out or break out. Being respectful to your audience means not talking down to them, not setting out to reduce them to tears or make them feel horrible. Leave them feeling good and empowered to fight for change. You are essentially an ambassador for your community, behave so at all times.

6. Does not just speak to what works or does not work for you, but is inclusive and respectful of difference of opinion. This is especially true in mental health, but in other categories as well. Remember, as a leader you have a real responsibility to speak for that community you're in. If you don't like supportive housing, others do, and for every particular treatment you might find offensive, there are others who swear by it.   So be aware of the aspirations of your community, and speak broadly when pushing or trashing particular initiatives. Show respect for the differences in thought, and speak to the right to make informed choice rather than eliminating choice.

Just Because Poems

Just Because…

Just because I was born in Iran,
I am not a belly dancer
I am not a fortune teller
I am not a camel rider

I am a poet.

Just because I am a woman,
I don't like diamonds
I don't love to shop
I don't worship credit cards

I love to play with clay.

Just because I am a Jew,
I don't make a fortune
I don't hate Arabs
I don't believe in "an eye for an eye"

I remember and give refuge.

Just because I am a mother,
I am not regretful
I am not a martyr
I am not a fixer

I listen and I love.

Just because template
Just Because Poems

Just Because...

Just because I _____
I am not _____
I am not _____
I am not _____

I _____.

Just because I _____
I am not _____
I am not _____
I am not _____

I _____.

Just because I _____
I am not _____
I am not _____
I am not _____

I _____.

Just because I _____
I am not _____
I am not _____
I am not _____

I _____.

Appendix G
Community Engagement for Social Change

Politics 101

The **Federal Government** is located in Ottawa and is headed by the Governor General of Canada on the advice of the Prime Minister. Its responsibilities include:

- Defence (army, navy, etc)
- criminal law (RCMP)
- employment insurance
- postal service
- census (statistics)
- copyrights
- trade regulation (sending our products to other countries or bringing products from other countries to Canada)
- external relations
- money and banking
- transportation
- citizenship, and
- Indian affairs.

Provincial and Territorial Governments: We have 10 provinces and three territories. Each with its own capital city and is headed by a Lieutenant Governor (provinces) or a Commissioner (territories) on the advice of a Premier (provinces) or a Government Leader (territories). A province exists in its own right, a creation of the Constitution Acts, 1867 - 1982. In general, provincial and territorial responsibilities include:

- property and civil rights
- administration of justice (correctional facilities, probation, judges)
- natural resources and the environment
- education
- health (hospitals, ambulances), and
- welfare/social assistance/housing.

Municipal Governments are essential "creatures" of the provincial or territorial governments. The provincial government can create, modify, or eliminate a municipal government at will and controls exactly which powers a municipal government is entitled to execute. There are hundreds of municipalities in each province and territory and are labelled in many different forms. In New Brunswick we have Mayors who are elected and members of Council. The size of council depends upon the size of communities. Their responsibilities vary from location to location but generally include:

- water
- sewage
- garbage collection,
- public transit
- land use planning (zoning)
- libraries
- emergency services (police & fire)
- animal control, and
- economic development.

Women in politics:

Women make up 51% of the population yet we are underrepresented in all levels of government:

- Federal government – 305 ridings/seats; 235 men, 70 women (23%)
- New Brunswick - 49 ridings/seats; 41 men, 8 women (16%)
- Municipalities – 105 cities/towns/villages; 86 mayors are male, 19 mayors are female; 29% of councilors are women (up slightly from 2008 – 25%).
- As of 2010, Canada is ranked 50th in the world for women's participation in politics.
- Canada has had one woman Prime Minister, Kim Campbell (served less than 5 months June 25, 1993 – Nov 4th, 1993). As of March 2014, Canada has two women who are currently serving as provincial or territorial premiers, down from six in 2013 (the highest number of women in that role in our history)
- When Kathleen Wynne won the 2013 Liberal party leadership and became Premier, she also earned the distinction of being the first out lesbian to hold the position of premier in Canada.
- Women in politics still sometimes face a double standard with their personal lives subject to greater scrutiny than those of men in equivalent positions. In what some commentators have characterized as an example of sexism, now Premier Christy Clark, who at the time had just been appointed provincial Minister of Education, was asked by several journalists to explain how she could properly do her job while simultaneously raising a newborn child; her then husband, Liberal party Strategist Mark Marissen, was not asked the same question despite holding a similarly busy and high profile position.

How to Get Involved in Community – Participant Handout

- Turn off the TV
- Get to know your neighbours,
- Leave your house
- Greet people
- Plant flowers
- Play together
- Share what you have
- Take children to the park

- Support a school
- Honour the elderly
- Pick up litter
- Dance in the street
- Start a ND tradition
- Bake extra and share,
- Open your shades/curtains
- Share your skills
- Turn up the music
- Seek to understand others
- Hire young people for odd jobs
- Fix it – even if you didn't break it
- Listen before you react with anger
- Look up when you walk
- Smile and say hello
- Sit on your porch
- Help a lost dog
- Have potluck dinners
- Organize a block party
- Put up a swing
- Ask a question
- Talk to your mail carrier
- Sing together
- Turn down the music,
- Know that no one is silent...though many are not heard – and work toward changing this
- Participate in community projects
- Volunteer at the community centre (if there is one)
- Socialize in the community
- Talk to people
- Read the newspaper
- Get on an email list of events
- Watch local television
- Read bulletin boards

MY DREAM COMMUNITY

GOALS

- To get people envisioning and talking about what their ideal communities might look like

MATERIALS NEEDED

- Flip chart paper and markers for each group
- A surface to work on

METHOD

1) Divide the group into groups of 4-5
2) Distribute flip chart paper and markers and ask them to draw their dream community.

*Reassure participants that they don't to be artists and stick figures and symbols are ok

3) Give them about 20 minutes to discuss and sketch their dream community
4) Ask participants to return to the larger group and share what they created

Appendix H
Resources

Reel Injun - https://www.nfb.ca/film/reel_injun/trailer/reel_injun_trailer/

The Clark Experiment - https://www.youtube.com/watch?v=oqvJp2gXJI0

White coat Black art: First Nations, second-class care:
http://www.cbc.ca/radio/whitecoat/first-nations-second-class-care-1.2794277
(audio)

The danger of a single story - https://www.youtube.com/watch?v=D9Ihs241zeg

The times of Harvey Milk - http://www.imdb.com/title/tt0088275/

The dancing guy - https://www.youtube.com/watch?v=fW8amMCVAJQ

Livelihoods work. Janet Maurry & Mary Ferguson
http://tamarackcommunity.ca/downloads/vc/Sustainable_Livelihoods.pdf