Creating the Change We Want
A Guide for Building Neighbourhood Capacity

Second Edition, November 2013

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Creation of This Guide

We set out to support the community work being undertaken by residents and agency staff in Ottawa neighbourhoods. To help make this happen, the creation of this guide has involved neighbourhood residents and community development staff at every step in the process: designing and writing the guide, providing training on how to use the guide, piloting the guide in neighbourhoods across the city, then evaluating and revising the guide. We have learned from each other, and discovered the power of working together.

The **Community Development Framework (CDF) http://www.cdfcdc.ca** brought together City for All Women Initiative (CAWI) and Safe People/Pinecrest-Queensway Community Health Centre to coordinate the creation, evaluation and revision of this guide. For more information on the history of the Community Development Framework, see Appendix A.

The reference group who guided the writing, evaluation and editing of the guide:

Amanda Bigeau, Rochester Height's resident; Chris Ellis, Overbrook resident; Connie Shingoose, Centretown resident/CAWI; Emilie Hayes, Somerset West Community Health Centre; Geri Blinick, Sandy Hill Community Health Centre; Gillian Keefe, Community Development Framework (CDF); Ginelise Edouard, Foster Farm resident/Safe People/ACORN; Linda Kinsella, CAWI; Lynne Moreau, Cameron Court resident/CAWI; Marcela Olavarria, University of Ottawa doctoral student; Penny Knox, Morrison Gardens resident/Safe People; Roberta Della-Picca, Britannia resident/CAWI; Salieusireh Jallow; Suzanne Doerge, CAWI; Sylvie Manser, Banff Community House/Ottawa Coalition of Community Houses (OCCH); Tammy Corner, Pinecrest-Queensway Community Health Centre/Safe People; Tong Zhao- Ansari, Centretown resident/CDF/CAWI; Valerie Assoi, South-East Ottawa Community Health Centre; Valerie Stam, Ottawa Community Housing (OCH); Zeinab Mohamed, Centretown resident/CAWI.

We thank the Aboriginal reference group participants for helping us to integrate and value Aboriginal culture. We thank all participants for helping to make sure all materials are relevant for the full diversity of residents in Ottawa neighbourhoodsods.

Why Use This Guide

The Community Development Framework (CDF) brings together residents, community development staff, agencies, service providers and city government to create positive change in Ottawa neighbourhoods. This guide was developed to support residents to be the leaders of this change.

Facilitating the exercises and workshops in this guide, neighbourhood residents and community development staff working in neighbourhoods will have more skills to:

- involve residents in addressing their concerns,
- build on community strengths,
- see opportunities for change, and
- take action.

All people and neighbourhoods have capacities - skills, talents, experiences and insights. Skills might include gardening, art work, crafts, cooking or organizing events. These are our assets.

This changed the way I see my community. Before I only saw the problems in my neighbourhood, but now I have more of a sense of what can be done and where to start.
— Hunt Club Park Resident

At the same time, residents and community development staff face challenges in trying to improve the situation for the neighbourhoods where they live and work.

The exercises, workshops and handouts in this guide are designed to help residents and neighbourhoods strengthen these capacities:

- be motivated and involved;
- recognize community strengths;
- value diversity;
- be welcoming to everyone;
- take care of ourselves and each other;
- listen to each other;
- advocate for the community;
- work in partnership with government and service providers to achieve results;
- facilitate effective meetings;
- encourage emerging leaders;
- understand how outside influences affect the neighbourhood;
- work together to put ideas into action.

Which of these capacities do you see in the neighbourhood where you live or work?

Which would you like to strengthen?

Education for Change

The education for change approach used in this guide can help residents to strengthen these capacities so as to be agents of change. It does this by affirming and building on the experience and knowledge of residents.

Each exercise and workshop begins with participants' experiences, helps them to learn from each other (i.e. find patterns in their experiences), then adds new information, so as to then plan and take action. The next step is to begin once again with the experience of the participants. The spiral continues.

Education for Change is Like a Spiral
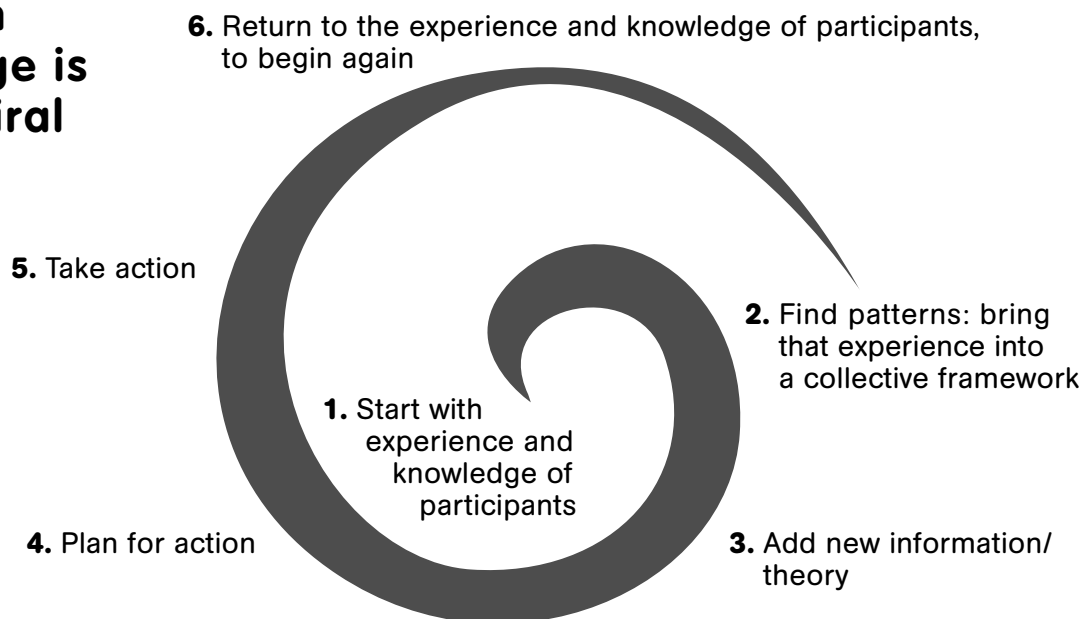
Source: Arnold, Rick et al, Educating for Change – Adapted by City for All Women Initiative, Weaving Threads of Inclusion

6. Return to the experience and knowledge of participants, to begin again

5. Take action

1. Start with experience and knowledge of participants

2. Find patterns: bring that experience into a collective framework

4. Plan for action

3. Add new information/ theory

Principles of Education for Change:

❑ Recognizes we all have knowledge and affirms it.

❑ Uses lived experience as a starting point.

❑ Celebrates and honours culture and diversity.

❑ Is participatory, creative and empowering.

❑ Is inclusive of all people.

❑ Encourages full and equal participation in discussion and decision making.

❑ Raises awareness of how things happening in the wider world affect us.

❑ Views conflict as a natural opportunity for change.

❑ Utilizes both challenges and strengths.

❑ Involves people's heart, body, mind and spirit.

❑ Recognizes that some people have more power than others, and seeks to distribute power evenly.

❑ Leads to positive change in our lives, our communities, our world.

– Adapted from: Weaving Threads of Inclusion, CAWI

Who is This Guide For?

This guide has been developed specifically for community development staff and resident facilitators who wish to co-facilitate exercises and workshops in the neighbourhoods where they live and work.

However, anyone who wishes to facilitate sessions that will contribute to positive change is welcome to use this guide. You are invited to draw upon your own experience, and adapt the tools to fit your needs.

Why Co-plan and Co-facilitate?

Both residents and community development staff have insights and skills to bring to creating positive change. For example, a resident may have extensive knowledge about the neighbourhood from having lived and volunteered there. Meanwhile, a community development staff may have information about an opportunity for the residents to raise their concerns.

By recognizing and drawing on each other's strengths, they support each other and their work is more effective. When preparing to co-facilitate, consider what each of you brings to the process:

❏ Knowledge of the community

❏ Knowledge of the issue

❏ Ability to engage and attract residents

❏ Insights about a specific culture

❏ Access to meeting space

❏ Facilitation experience

❏ Language skills

❏ Ability to create a safe space

❏ Access to policy and decision makers

❏ Networks in the neighbourhood or city-wide

❏ Access to external resources

We were working so well together. I looked around and I couldn't tell who were the community developers and who were the residents.

When residents and community development staff work together...

We demonstrate to others the value of working together

We learn from each other

We support each other

How To Use This Guide

By following these steps, as community development staff and resident facilitators, you can apply the tools in this guide to your current work in the neighbourhood.

STEP 6. Follow-up and plan next steps

STEP 5. Deliver your session

STEP 2. Assess the situation

STEP 1. Start with residents

STEP 3. Check out learning tools

STEP 4. Plan your session
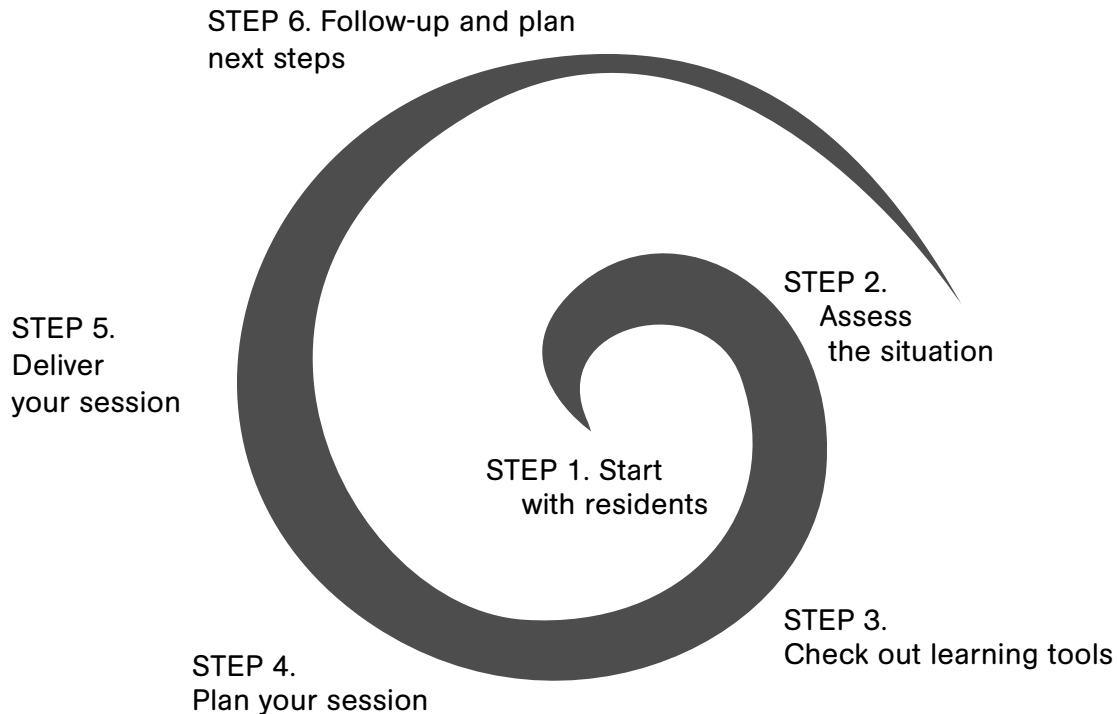
STEP 1:
Start with residents

Following the education for change approach, start with the residents' experience:

*   Who is interested? (i.e. specific individuals, a tenants group, a group of neighbours, an existing group or one that is just forming)

*   What is the issue or opportunity they want to address?

*   What assets do they bring?

*   What capacity building is most needed at this time?

step 1

STEP 2:
Assess the situation

To get a clearer picture of what is happening in your neighbourhood, you may bring interested people together to help answer these questions:

- What has already been done? How can you build on that?

- What do you want to achieve in this session?

- Is there an already existing group or meeting where you could facilitate?

- How much time do you have?

- What resources are available (i.e. funding, volunteers, space)?

step 2

STEP 3:
Check out learning tools

Keeping in mind what you have identified in terms of your residents and the situation, look over different learning tools in this guide and elsewhere to consider what might be effective.

- Hoping to facilitate one or two exercises? Review *Exercises by Theme*, page 16.

- Plan to facilitate a workshop? Review *Workshops at a Glance*, page 32.

- See *Resources and References* in Appendix E, page 136.

- Ask residents and community partners for suggestions of exercises/workshops.

step 3

STEP 4: Plan your session

Here are some important points to consider when planning your session.

THE PARTICIPANTS

- Who are your intended participants? Visit the *Diversity Wheel*, page 25, to consider the diversity of people.

- How can you encourage participation of people not usually involved (see handout: *Engaging Residents in our Neighbourhood*, page 49)

- How can you reduce barriers to participation (for example: time of meeting, location, child care, accessibility, literacy level, cultural considerations)

- How will you invite the people?

OBJECTIVE(S) AND TITLE

- Identify 1 – 3 objectives that include ideas in the education for change spiral: start with our own experience, learn something new and move to action.

- Consider what to call the session so as to encourage participation.

EXERCISES OR WORKSHOPS

- Select the exercise(s) or workshop. Consider how to adapt them to meet your needs.

- Be creative! Combine exercises to create your own session. Consider how one exercise builds upon another. Take into account different learning styles. See pages 10 – 11 for an example of a created workshop.

- If you are going to facilitate more than one workshop in this guide with the same group, take note that some workshops build upon each other. For example, after holding the workshop *Strengthening Our Neighbourhood*, you will have identified some key issues to address, so you might then facilitate *Planning Action*.

PHYSICAL SPACE

- Select a space that is accessible to all your participants; consider how to adjust the space to make it more accessible.

- If the session requires table or wall space, or space to move around, consider how you will work in the space available.

TIME AVAILABLE

- Adjust your exercises or workshop to fit within the time available.

- Plan sufficient time for people to arrive, have breaks and leave comfortably.

- Consider where you will cut, if running over time.

PREPARE TO CO-FACILITATE

- Use the *Co-facilitation Worksheet* attached to each workshop in the guide.

- With your co-facilitator, review *Co-facilitating Tips*, page 12, and divide up roles.

PREPARE TO EVALUATE AND FOLLOW-UP

- Ask, "*What went well?*", "*What can be improved?*"

- If facilitating a workshop, ask participants to complete *Participant Evaluation Form* (Appendix C).

- Consider possible follow-up.

STEP 5:
Deliver your session

step 5

- Arrive early to set up.
- Be flexible, the outcome may not be what you expected.
- Listen for the kind of follow-up required.
- Support and de-brief with your co-facilitator.

step 6

STEP 6:
Follow-up and plan next steps

- Provide follow-up tools (i.e. session notes, access to people/ resources/space).
- Complete the form *Co-Facilitator Evaluation* in Appendix F on page 138 and send to Gillian Keefe, gilliank@seochc.on.ca
- Celebrate your successes!

Creating Your Own Workshop – An Example

Tenant Community Workers and residents from Ottawa Community Housing (OCH) adapted workshops from this guide to address specific needs of residents. Zeinab Ibrahim Mohamed was an OCH tenant and resident facilitator for Creating the Change We Want training. She joined with Salieusireh Jallow and Natalie Drouin, both working with OCH, to address some of the challenges facing OCH Centretown residents by using the tools in this guide.

STEP 6

STEP 5

STEP 2

STEP 1

STEP 4

STEP 3

Step 1. Start with residents

Salieu and Michael Cairns, Community Development Manager with OCH, started talking to interested tenants in one of OCH single dwelling unit buildings in Centretown. SALUS staff provided additional support for Salieu to talk to more residents.

Step 2. Assess the situation

Based on their conversations, they discovered that the residents would like to find positive ways to work and live together. The kitchen soup program and SALUS were already taking steps to address this.

Step 3. Check out learning tools

Salieu, Natalie, and Zeinab checked the existing resources (this guide). Meanwhile, they checked the internet for additional visual exercises.

Step 4. Plan your session

They realised that the tools in the guide would be helpful to achieve the objectives that the resident wanted to address: 1) increase tenant participation in community activities; 2) encourage an inclusive community leadership; 3) revitalize a tenant group (association/circle) in the community.

They used exercises from different workshops to create their own session. Some individual exercises were adapted based on the tenants' language needs (e.g. with the telephone exercise, they had two Mandarin interpreters sitting in between English speakers and Mandarin speakers to ensure massages pass through). Access to the space and the dinner were supported by OCH. Salieu and Zeinab divided roles as to who would facilitate which part of the workshop, and walked through it together.

Step 5. Deliver your session

The workshop was well attended by the residents. It created a very inclusive environment. During the break, everyone was trying to talk to each other. At the end, everyone would like to see more workshops like this to help them build positive relationship and work together to create changes in their community.

Step 6. Follow-up and plan next steps

To follow up with the workshop, OCH has prepared some tools to support the residents to work together to prioritize important issues and plan actions to address them.

Creating Your Own Workshop – An Example

By combining exercises from different workshops, Salieu and Zeinab created a workshop to meet the specific needs of their group.

OBJECTIVES:
- Increase tenant participation in community activities.
- Encourage an inclusive community leadership.
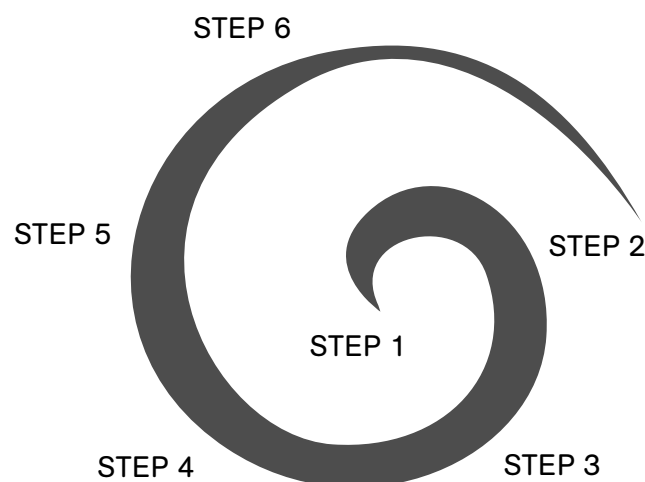- Revitalize a tenant group (association/circle) in the community.

CO-FACILITATION WORKSHEET

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Welcome People **5 min**	**Activity 1: Welcome** — Welcome and introduce the workshop theme	— flipchart — markers	Zeinab
Why people come to the workshop, connect participants **10 min**	**Activity 2: Web Exercise** — Toss the yarn to form a web — People share their hopes	— ball of yarn	Salieu
Recognize and value the wealth of experience each person brings to the group **25 min**	**Activity 3: Community Bundle Exercise** — Participants can learn from each other	— cloth — objects brought by participants — squares of paper — pens	Zeinab
Explore importance of communication **20 min**	**Activity 4: Telephone Exercise** — A whispered message shared around the circle		Salieu
Create Inclusive Space **10 min**	**Activity 5: Creating safe space** — Develop group agreements	— Red and Green feathers	Zeinab
Evaluate the workshop **5 min**	**Activity 6: Evaluation** — Fill in signs	— *Participant Evaluation Form*	Salieu

Co-Facilitating Tips

Here we provide tips on how residents and community development staff can support each other when co-facilitating.

CAWI

Before Facilitating:

- Meet with your co-facilitator to review your objectives and plan. If facilitating one of the workshops, use the *Co-facilitation Worksheet* for that workshop.

- Agree how you will support each other:
  – Consider any personal situations or barriers that can potentially limit your facilitation.
  – Decide who will facilitate and who will write on flipchart.
  – Are you comfortable with the other facilitator adding when something is missed?

  Tip: Be careful not to be too quick to jump in so that the co-facilitator who is on can complete what she or he is doing.

  – To keep on time (although be flexible).
  – Agree on what parts you can cut out or reduce if you are going over time.

  Tip: it is best to plan to cut in the middle so you still have closure at the end.

  – Agree on when to debrief and provide each other with feedback.

  Tip: Best to do just after workshop, if possible.

Set Up:
  – Set up so that both facilitators are visible but the focus can be on one person at a time.
  – Make sure the facilitation space is accessible to both facilitators; for example, consider how a facilitator in a wheel chair will utilize the workshop space.
  – Make sure the room arrangement encourages people's participation.

While Facilitating

- Avoid intervening when your co-facilitator is on, unless she or he signals you for help.

- Look for ways to affirm each other's contributions and learn from each other.

- Help each other keep on time and be flexible to adjust your schedule as needed.

- Avoid telling the group you are behind schedule as it is your job to figure out how to make up the time. However, you can encourage people to be succinct or explain it is time to move on. If you must leave something out, negotiate with the group about a change in the agenda.

- Never burden the participants with any teamwork problems, or communicate any subtle clues that the relationship is experiencing difficulties.

After Facilitating

- Debrief how the workshop went, how you worked together, and what needs to be improved.

- Draw out key learning.

- Follow up with the group.

— Adapted from: Weaving Threads of Inclusion, CAWI

CAWI

**Our Hopes for Workshop/
Nos Souhaits d'apprendissage**

- ideas of how to engage people⁺¹
- how to work together⁺¹
- how to strengthen our Neighbourhood
- how to engage 2 communities
- urgent need to strengthen groups
- how to improve community
- how to facilitate community cohesion and buy-in to common need
- time to ponder workshop uses ☺

SELF-CARE LETTER

I commit to:
- Drink more water
- Start walking with a neighbour
- Letting go/Grieve
- Remember to breathe
- More honest + healthier relationships
- Recognize it's a process
- Time for myself
- Yoga
- Saying "no" when I need to

Exercises

Being a Leader

Community Bundle

Puzzle Exercise

Diversity Wheel

Living Sculpture

Weather Map

Exercises by Theme

This chart includes all the exercises in this guide. Some of them are activities within workshops that you may choose to use alone or combine with other exercises to create your own workshop.

THEME	EXERCISE	OBJECTIVE	TIME	PAGE
INVOLVING RESIDENTS	**The Web**	Help to see how we are connected	10 Min	45
	Telling Our Stories	Understand why and how people get involved in our community	20 Min	46
	Levels of Involvement	Reflect on our own involvement to identify barriers and opportunities	10 Min	46
	Visualizing Neighbourhood Involvement	Explore ways of involving people in our neighbourhoods	30 Min	47
VALUING INCLUSION AND DIVERSITY	**Community Bundle**	Recognize and value the wealth of diverse experience	40 Min	20
	Diversity Wheel	Involve people from a diversity of backgrounds	30 Min	23
UNDERSTANDING POWER AND CONTEXT	**Weather Map**	Explore what helps and hinders neighbourhood change	50 Min	28
	Living Sculpture	See how people create change	35 Min	26
	Being a Leader	Reflect on the kind of leadership that encourages others	25 Min	18
	Experiencing Our Power	Recognize our capacity to create positive change	25 Min	75
	Neighbourhood Change Story	Learn from an experience of neighbourhood change	30 Min	77
	Quote Sharing	Create a safe space for exploring the meaning of community advocacy	15 Min	75
WORKING TOGETHER/ RUNNING EFFECTIVE MEETINGS	**Silent Film**	Prevent and address problems that arise at meetings	25 Min	102
	The Spider	Identify how people can best work together to achieve our goals	10 Min	99
	The Feather	Reach consensus	10 Min	115
	Dotmocracy	Prioritize tasks	10 Min	116
	The Puzzle	Analyze the basic elements of collective work	25 Min	22

Exercises by Theme continued

THEME	EXERCISE	OBJECTIVE	TIME	PAGE
COMMUNICATING EFFECTIVELY	Communication Levels	Highlight importance of communication Consider cutural and gender differences	20 Min	54
	Listening with Eyes, Ears and Heart	Practise listening with eyes, ears, and heart	20 Min	55
	Open Ended Questions	Learn how to ask open ended question(s) to foster curiosity as a component of reducing conflict	10 Min	55
	The Telephone	Emphasize the importance of effective communication Understand how miscommunication happens easily	5 Min	113
	Communication Styles Role Play	Have fun reflecting on our own communication styles, and consider which can be most effective in bringing our issues forward	15 Min	76
CARING FOR OURSELVES	Relaxation	Help everyone relax	10 Min	63
	Medicine Wheel	Understand benefits of self care within the medicine wheel teachings	20 Min	64
	Boundaries Teach-in	Understand the role boundaries play in self care	15 Min	66
PLANNING ACTION	Who's on the Bus	Identify who people can work with to move forward	20 Min	125
	Timeline	Identify activities that will help people to move toward our goals	20 Min	123

Being a Leader Exercise

OBJECTIVE: Reflect on the kind of leadership that encourages others.

TIME: 25 MINUTES

WHEN TO USE IT:

• A group that would benefit from ways to be effective leaders and encourage leadership in others.

MATERIALS:

• Blindfolds for half the number of participants

• A space with different doorways or objects for leading each other; or newspapers to be spread out on the floor as the objects in their path

HOW:

Introduce exercise (5 min)

Explain that to reflect on what are the qualities we look for in leadership, they are to form pairs. Explain that in each pair one person will be blindfolded, while the other person will lead them across the room. Form pairs and give them a moment to decide who will be blindfolded.

Once blindfolds are on them, give instructions as to where the other member of the pair is to lead them.

Blindfolded walk (5 min)

Reflection (10 min)

Once everyone has arrived at the destination, remove the blindfolds. Ask those who were blindfolded how they experienced the journey.

• *"What was it like to be blindfolded?"*

• *"What did your leader do that was helpful to you?"*

Then ask the leaders: *"What were the challenges that you faced in leading?"*

Ask: *"What does this teach us about what is good leadership?"*

Summarize (5 min)

• If we keep people blindfolded in real life, the job of a leader is all the more difficult. The more information that people have, the easier it is to lead.

• At the same time, there are people in our communities who are visually impaired and have much to bring to our community if we find ways to include them.

• Distribute handout: *Leadership that Nurtures*, and invite people to consider which characteristics as a leader they want to develop.

Leadership that Nurtures

Leadership is organizing a group of people to achieve a common goal. The challenge for a leader is to nurture the social energy so that people will come together to accomplish that common task.

Leadership that Nurtures

- Creates a supportive environment
- Encourages participation of all group members
- Builds on strengths
- Encourages shared responsibility
- Acts on behalf of the group
- Mediates
- Ensures group achieves its goals and objectives
- Encourages open communication

Characteristics of a Nurturing Leader

- Fair-minded
- Dedicated
- Accepts mistakes
- Trustworthy
- Approachable
- Open-minded
- Willing to facilitate
- Assertive
- Democratic
- Persistent
- Respectful of others
- Sense of humour
- Shares knowledge
- Supportive

Being a leader is not a position we design for ourselves; it's an honour given to us by the people who come to respect our judgment.

To Nurture Emerging Leaders

- Recognize and support them
- Appreciate their knowledge and strengths
- Seek their advice
- Offer them opportunities to share ideas and stories
- Make resources available to learn about local and global issues
- Encourage self-care

Sources: Sado Ibrahim, City for All Women Initiative (CAWI)
Community Organizing – Holistic Approach: Joan Kuyek;
Creating and maintaining successful groups, Community Handbook

Community Bundle Exercise

WHY DO IT: To recognize and value the wealth of experience that each person brings to the group.

TIME: 40 MINUTES (depending on number of participants)

MATERIALS:

- When inviting people to the workshop or meeting where you will facilitate this exercise, ask them to bring an object that represents something important to them or that gives them strength. It may be from their culture or experience. Explain that each person will share their object then take it home afterwards.
- A beautiful cloth
- Small table
- Small pieces of blank paper, pens

SET UP:

- Arrange chairs in a circle if possible.
- Place a small table in the centre, cover it with the cloth.

HOW:

Introduce the bundle (5 min)

In order to share what is important to us as individuals and as a group, we will use an exercise that builds upon Aboriginal tradition. Sometimes an Aboriginal person will have a small pouch that is sacred to them, that he or she may wear around their neck. This is a personal bundle. It may have in it medicinal herbs or small objects of meaning that give that person strength and courage.

Here we will create a "Community Bundle" in which we will each place an object that represents something that is important to us. It may be from our cultural background or our experience. In this way, we can learn more about each other and consider what gifts we each bring to our group.

Tell participants that now is the time to take out the object they brought to the session. Remind them they were asked to bring an object that represents something that is important to them or gives them strength. It may be something from their culture or experience. Explain that each person will share his or her object and take it home afterwards.

If anyone forgot to bring an object, invite them to look for something they are wearing or something in the room that they can use as a symbol. Or they might draw an image, word or symbol on one of the small squares of paper. Hold up paper and pens for those who need them. Give them 1 – 2 minutes to find or write something.

Create the bundle (20 min)

Remove any cups, pencils or objects that people may have laid on the table in the centre of the room. Drape the cloth over the table. Explain that this table is a special place during this workshop, where we will place only our special objects.

Invite participants, one by one, to place their object on the cloth on the table, and in a few words explain how the object relates to their background, culture or life experience, and why this is important to them or gives them strength.

Note: If people explain the object but do not say why the object is important or gives them strength, invite them to share. Know your group. This exercise can help to build trust and understanding, but if there is a low level of trust in the group, it is important to allow people to only share at the level they are comfortable doing so. Some people may just want to place the object in silence.

Reflect on the bundle (10 min)

When everyone is finished, ask them to take a look at the display of objects on the cloth.

Ask:

Note: don't write responses to questions on flipchart, but instead stay in the circle encouraging the discussion.

- *"What do you notice about who we are?"*
- *"What is important to us?"*
- Say a few words about why strength and courage are important to your group. For example, *"as people who are facing poverty, we often need a lot of courage to make sure the needs of our families are met."* Or give your own life example.
- *"What here gives us strength and courage?"*
- *"What do we have in common?"*
- *"What diversity is there among us?"*
- *"How does this diversity enrich our group?"*

Closing (5 min)

Tell them that this is our Community Bundle that symbolizes our collective strength as a group and as contributors to our community.

If this is part of a workshop or meeting that continues after the exercise, then close the bundle by draping the sides of the cloth over the objects. Explain that we will keep them here together during the meeting, as a collection of what is important to us, and return them at the end of the session.

Source: Tina Vincent, Minwaashin Lodge
Weaving Threads of Inclusion: Community Facilitation Guide, CAWI, 2012
Adaptations by: Connie Shingoose and Amanda Bigeau

Puzzle Exercise

OBJECTIVE: Identify what is key for working together collectively.

TIME: 25 MINUTES

MATERIALS:

- Paper for cutting 4 puzzles in the shape of a square, 4 pieces in each puzzle. By using paper that has a print or a pattern on one side, participants will know which side is up.

- Prepare 4 envelopes in which one of the pieces of each person's puzzle is in someone else's envelope.

Note: if you have a large group, you may form two or more small groups of 4 participants, preparing a set of envelopes for each small group.

HOW YOU DO IT:

Introduce the exercise (5 min)

Invite four volunteers to sit in a circle, around a table or on the floor. In the centre, place the four envelopes (with the puzzle pieces inside), one per participant.

Instruct any remaining participants to watch and observe what happens.

Before they pick up one of the envelopes, give the following instructions:

> Everyone will take an envelope and assemble one puzzle.
>
> You must follow these rules:
>
> – You cannot speak
>
> – You cannot take pieces from someone else
>
> – You cannot ask or gesture for someone to give you a piece
>
> – You can only give and receive pieces from the other participants

Ask if they have any questions, before they begin.

Assemble puzzles (10 min)

Invite them to open one of the envelopes, and work quickly to assemble their puzzle, following the rules.

Watch to make sure they follow the rules.

End the small group activity when all in the group have formed their puzzle. Or, after 10 minutes.

Discussion (10 min)

Ask the members of the small groups: *"What happened? How did you feel? What difficulties did you have?"*

Ask the observers what they noticed.

Ask: *"How would this have been different if you had been allowed to communicate?"*

Building on people's comments, point out the importance of communication, mutual support, and attitudes when working together.

Relate it to the community work that participants do, emphasizing how important it is to notice the needs of others, as well as our own needs.

Source: Alforja, *Técnicas Participativas para la Educación Popular, Tomo I*, San Jose, Costa Rica, 1988.

Diversity Wheel

OBJECTIVE: Draw upon on our experience to know how to engage people from a diversity of backgrounds.

TIME: 30 MINUTES

WHEN TO USE IT:

• An existing group wants to include a greater diversity of people in the neighbourhood.

MATERIALS:

• Flipchart, masking tape and markers.

• Pens (one per participant).

• *Diversity Wheel* Handout.

HOW:

Introduce the Diversity Wheel (5 min)

Tell them that before talking about engaging other people, everyone will take a closer look at their own experiences.

Distribute pens and copies of the *Diversity Wheel* to the participants.

Explain that this wheel includes different social factors that reflect our life experience. Some of us will have experienced "Advantages" in some areas of our life, but "Disadvantages" in other areas. In some cases, we might find that at one time in our life a social factor was an advantage, but in another time, it was a disadvantage. For example, age, there was a time when I found that my being young was a disadvantage, but as I grew older my age was an advantage. I was listened to and more respected. (Use one example from your own life).

Reflecting on our own experience (5 min)

Read over the social factors. **Underline** the ones that have been an **Advantage** for you.
Circle the ones that have been a **Disadvantage**. You do not have to mark on all of them.

Tip: it is important to give them permission not to underline or circle all of them as participants may have some social factors that they do not want to discuss. Also, they will start to ask if they can both underline and circle the same factor, let them know they can.

To help them remember, write on a flipchart:

• <u>Advantage</u>

• Disadvantage — Circle

Give them 2 minutes to place their marks.

Talk in pairs (5 min)

Invite them to talk in pairs to discuss the social factors in their Diversity Wheel <u>that they wish to share</u>.

In whole group, ask questions (10 min)

"What did you notice?"

Point out that with Advantages, some people have more access to resources, power and decision making.

"How can we use our Advantages to reach out and engage people?"

"How might these Disadvantages affect people's ability to engage in our group/organization?"

"Who is missing in our group?" (write on flipchart)

Note: if your group is designed to bring together a specific population (i.e. women, seniors, First Nations, Somali youth), you would acknowledge that within that group who is missing. For example, which women, or which seniors are missing.

"How would our group benefit from having them here?" (write on flipchart)

Moving to Action (5 min)

Ask: *"What can we do to include them?"* (write on flipchart)

Note that this is a list of actions that the group can take, and that the list will be left with the group to follow up.

Source: Weaving Threads of Inclusion: Community Facilitation Guide, CAWI, 2012
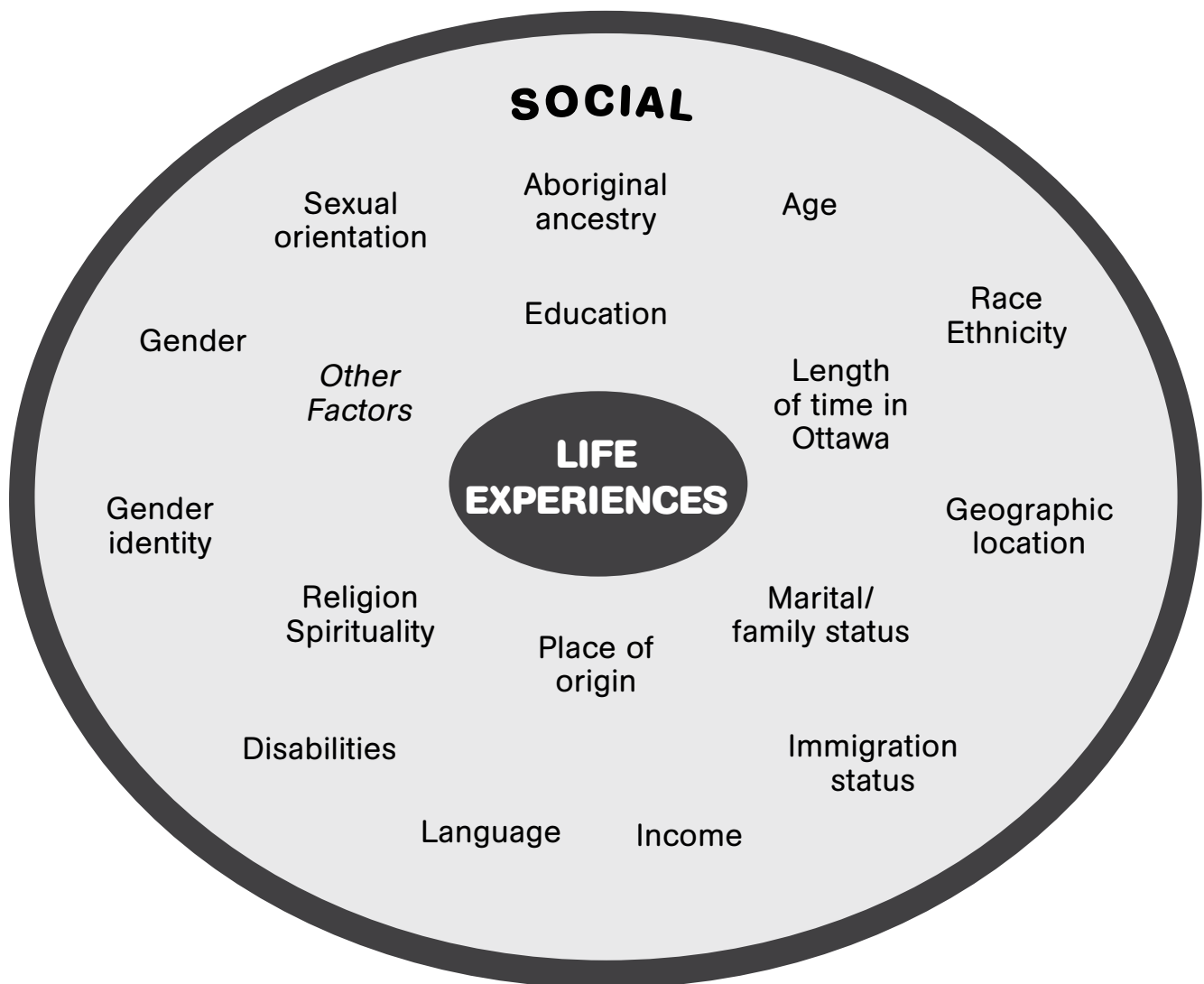
Consider Your Diversity

This wheel includes different social factors that affect the experiences we have in our lifetime. Some of us will have experienced "**Advantages**" related to this social factor; while others will have experienced "**Disadvantages**".

In some cases, we might find that at one time in our life a social factor was an advantage, but in another time, it was a disadvantage.

Underline the ones that have been an Advantage for you. **Circle the ones that have been a Disadvantage**. You do not have to mark on all of them.

DIVERSITY WHEEL

SOCIAL

Sexual orientation

Aboriginal ancestry

Age

Gender

Education

Race Ethnicity

Other Factors

Length of time in Ottawa

LIFE EXPERIENCES

Gender identity

Geographic location

Religion Spirituality

Marital/ family status

Place of origin

Disabilities

Immigration status

Language

Income

Source: City for All Women Initiative (CAWI) and City of Ottawa,
Equity and Inclusion Lens: A User's Guide, Ottawa, Canada, 2010

Living Sculpture Exercise

OBJECTIVE: See how we can create change.

WHEN TO USE IT:

A group has an issue they want to act upon but needs help in knowing where to begin.

TIME: 35 MINUTES

Note: this can also be done in less time if a group is already used to working together and knows their issue. For example, in a workshop of youth leaders some of the participants volunteered to be police, the rest were youth. They assumed one posture about their current relationship, then another to portray the relationship they would like to have. Within 20 minutes, they identified what they would like to work on to improve the youth-police relations.

MATERIALS:

• Flipchart, marker, masking tape.

• 10 sheets of blank paper.

HOW:

Identify the actors: (5 min)

Explain that we are going to have fun by creating a Life Size Sculpture in which we will be part of the sculpture. But first, we need to identify who to include in our sculpture. Ask: *"Who has power over what happens in the neighbourhood (or the issue you are focusing on)?"* List the actors they name on flipchart. Add ones they have missed, making sure to include key players, including a few resident leaders or neighbourhood organizations. This might include agencies, service providers, City Councillor, MPP, media, developers.

Once you have your list, select the 8 – 10 key actors, including 2 residents or neighbourhood organizations. Write each one with large letters on separate sheets of paper.

Set up the sculpture (5 min)

Place a chair in the middle of the room explaining that this represents the neighbourhood (or issue). Distribute the sheets of paper with actors to volunteers asking them to post them with masking tape on their chest. If people have mobility limitations, you can help them adjust their role to still participate. If you have participants not in the sculpture, ask them to be observers.

Sculpt the current situation (5 min)

Ask volunteers, one at a time, to assume a position in relation to the chair, using gestures that reflect how they relate to that issue. If their posture is not clearly defined, help them to further shape it. Continue one by one, until everyone has assumed a position around the chair.

Ask observers to share what they see, or if all participants are in the sculpture, ask them to look around to see what they observe. Some questions you might ask: *"Who has the power? What kind of power do they have?"*

"What is getting in the way of achieving our goal?"

Sculpt the change (10 min)

Explain that now you are going to change the sculpture so as to show movement toward positive change.

Starting with the resident or neighbourhood organization, ask the observers (if there are no observers ask the actors to do it themselves) to instruct each player to change their position in relation to the neighbourhood or issue so as to bring about positive change. To respect people's personal space, they can do this by demonstrating with their own gestures the new posture they want a person to assume or pulling an imaginary string like the person is a puppet or simply take their place.

Once all have a changed position; ask the group what they see now.

Draw conclusions (5 min)

End sculpture: Point out that they are no longer in their role, invite them to shake it out so as to no longer be in the role and return to their seat.

Ask: *"What does this tell us about how we create change?"* Note that by recognizing our own power to work together, we have more opportunity to create change.

"Who are our potential allies?"

Wrap-Up (5 min)

Invite everyone to complete the phrase

"We can create the change we want, if we......"

Weather Map Exercise

OBJECTIVE: Identify opportunities for change by considering what is influencing our neighbourhood.

WHEN TO USE IT:

A group of residents would benefit from a wider understanding of the factors influencing their neighbourhood(s) or an issue they want to address.

TIME: 50 MINUTES

PREPARATION AND SET UP:

- In preparing to facilitate the Weather Map, consider the current socio-political factors that are influencing the neighbourhood or the issue a group wishes to address. Select three areas of influence, we suggest Neighbourhood, City, and Provincial-Federal, however depending on your issue you may use other spheres.

- It can be very helpful to do the exercise yourself or with others to see what opportunities emerge.

- Post weather map on the wall prior to the workshop, with the goal titled above.

MATERIALS:

- Flipchart, markers, masking tape

- Weather Map drawn on large banner paper or two flipcharts together

- Draw 3 concentric circles and title each circle with one of the areas (ex: Neighbourhood, City, Beyond). Title the paper with your goal (ex. Strong Neighbourhood), then to the left of the goal, write "HINDERS" and to the right of the goal write "HELPS"

- Each of the three areas written on a separate sheet of paper

- 20 blank Blue cards (write HELPS on back side)

- 20 blank Green cards (write HINDERS on back side)

- Blue and green cards with key facts you have selected, taking care to have both "HELPS" and "HINDERS"

- Pieces of paper, one per participant, with the phrase: We can create the change we want, if we _____

- Pens

HOW:

Introduce the activity (5 min)

Point to the weather map posted on the wall with the title of the goal you wish to achieve (ex. Strong Neighbourhood) and the three concentric circles that are labeled according to the areas that are most relevant for your issue (ex: Neighbourhood, City, Provincial- Federal).

Explain that this is a weather map. What happens to us on a given day will be influenced by the weather. Is the sun shining? Is it cold? Raining? These are like the forces that are around us, affecting our neighbourhood (or the issue). By taking time to check the weather, or see what is happening around us at this time, we will better see the opportunities for change.

Tip: if they have just completed the workshop on *Strengthening our Neighbourhood* or *Planning Action*, you can point out that the weather will affect how the tree grows or the journey you make on the bus.

STRONG NEIGHBOURHOOD

HINDERS   HELPS

PROVINCIAL-FEDERAL

CITY

NEIGHBOURHOOD
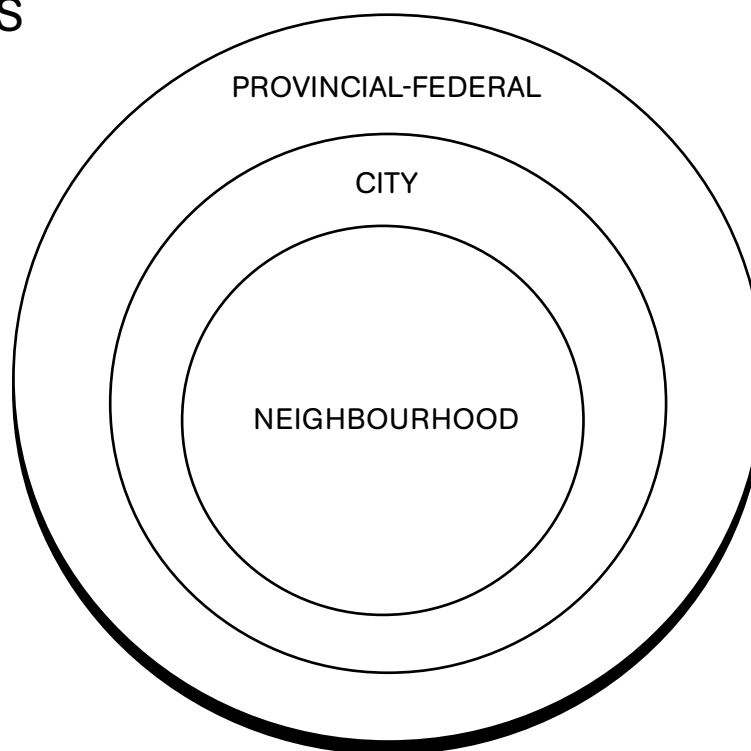
Small groups (20 min)

Divide into 3 groups, one for each area. Where possible, have them work in the area that most interests them. You can do this by posting the name of the 3 areas in different parts of the room, invite people to move to the one they are interested to work on, then ask volunteers to shift to get a good distribution among the 3 areas.

Explain that each group is to identify what is happening at this time in the area they have chosen that either "HELPS" or "HINDERS" achieving the goal.   Give each group 3 blue cards for "HELPS" and 3 green cards for "HINDERS". Tell them they have 15 minutes. Rotate around to the groups to support where needed.

Whole group – Fill in weather map (15 min)

Each group presents their cards and posts them in the corresponding circle under "HELPS" or "HINDERS".

Add any additional cards you think are needed to complete the understanding of the current trends that help and hinder. If talking about strong neighbourhoods, you might have cards that read:

- (City) City governments have more responsibility for services than before, but not enough funds – HINDERS
- (City) CDF - Service providers are committed to improving neighbourhood – HELPS
- (City) Councillor Jama supports our issue – HELPS or HINDERS
- (City or Provincial-Federal) Lower taxes means less money for social programs – HINDERS
- (City or Provincial-Federal) Upcoming election – HELPS

Draw conclusion (10 min)

Ask: *"What strikes you?"* *"Do you see any links between the three areas?"* *(For example, no new money from the federal government for housing means the city has no new money for housing.)* *"Can we turn any of the HINDERS into a HELPS?"* (if an idea surfaces, write it on a HELP card and post)

Some points you might add:

- Sometimes we are led to believe that all the problems we experience are our own fault. We each have responsibility, but there are also larger factors around us that contribute to the problems we experience.

- By knowing what those forces are, we can better bring about change.

- We are not alone in dealing with our issues.

- By looking at what "HELPS" we can see there are potential allies and opportunities for change.

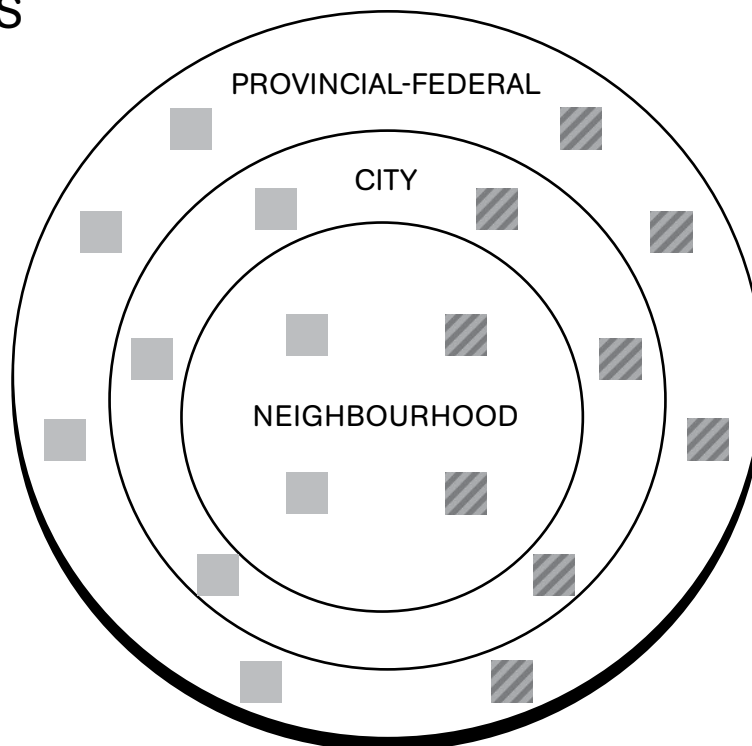Ask: *"What opportunities do you see for creating change?"*

"Who are potential allies with whom we can work?"

"Where do you think we can begin?" Write ideas on flipchart as ideas for further action.

STRONG NEIGHBOURHOOD

HINDERS   HELPS

PROVINCIAL-FEDERAL

CITY

NEIGHBOURHOOD

Source: Image from "Naming the Moment"–Political Analysis for Action", A Manual for Community Groups. Debra Barndt, Jesuit Centre for Social Faith and Justice. January 1991.

Workshops

Strengthening Our Neighbourhood

Engaging Residents in Our Neighbourhood

Building Positive Relationships Among Neighbours

Caring for Ourselves and Each Other

Being a Community Advocate

Enjoying Effective Meetings

Working Together

Planning Action
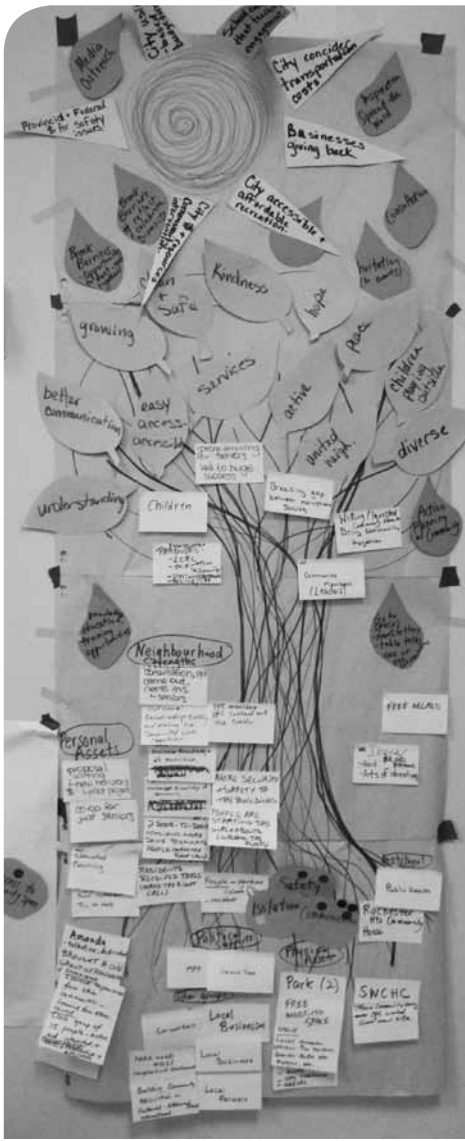
Workshops at a Glance

WORKSHOP	OBJECTIVE	WHEN TO USE IT	PAGE
STRENGTHENING OUR NEIGHBOURHOOD	– Understand key issues in our neighbourhood – Recognize the strengths our neighbourhood has to address those issues	– A group wants to understand the issues and strengths in their neighbourhood and begins thinking about planning to address the issues	35
ENGAGING RESIDENTS IN OUR NEIGHBOURHOOD	– Explore ways to get people involved in neighbourhood activities – Share ways to build upon peoples' skills in our neighbourhood	– A group wants to involve more people in their neighbourhood to address issues and concerns – A group wants to understand how to keep people engaged and inspired to contribute to neighbourhood health and well-being – This workshop may be the first workshop to complete in the series of 8 workshops	43
BUILDING POSITIVE RELATIONSHIPS AMONG NEIGHBOURS	– Increase comfort level with conflict – Develop tools and skills to reduce conflict and promote positive relationships in our neighbourhood	– A group wants to become better conflict resolvers in a neighbourhood	51
CARING FOR OURSELVES AND EACH OTHER	– Understand how to take care of oneself while working for change in your neighbourhood – Support each other to develop a self care plan	– A group wants to learn ways to take care of oneself and each other while working for neighbourhood change – When a few residents are taking on most of the neighbourhood change work, and need self-care – Individuals and groups want to set boundaries to maintain the energy	61
BEING A COMMUNITY ADVOCATE	– Explore our collective power – Build confidence to raise our issues effectively	– When residents want to address an issue but are unsure how – When individuals don't realize the potential of collective power	73

Workshops at a Glance continued

WORKSHOP	OBJECTIVE	WHEN TO USE IT	PAGE
ENJOYING EFFECTIVE MEETINGS	– Explore how to make meetings enjoyable, effective, and inclusive – Strengthen our skills in chairing and organizing meetings	– Leaders and emerging leaders who need support to hold meetings that will lead to positive change	97
WORKING TOGETHER	– Understand various decision making approaches and tools – Explore a group's common purpose	– An existing group wants to find out their purpose – When a group wants information on decision making tools and approaches	111
PLANNING ACTION	– Develop a plan to address an issue of concern in our neighbourhood – Strengthen our skills for developing an Action Plan	– A group of residents dedicated to working on a specific issue on which they can have an impact – A group that wants to develop a consensus on a work plan for a funding proposal – A committee can form to take the ideas from this workshop to put into an action plan and report back to the group – A group of residents gathers once in a while and tries to identify their issues	119

Strengthening Our Neighbourhood

Objectives:

TIME: 90 MINS

- Understand the key issues in our neighbourhood.
- Recognize the strengths our neighbourhood has to address those issues.

When to use it:

- A group wants to understand the issues and strengths in its neighbourhood so as to begin thinking of ways to address the issues.

Preparation and set up:

- Cut out 20 (1 - 2 per person) rocks from gold-coloured paper, leaves from green paper, raindrops from blue paper; and sun and sun rays from bright yellow paper.
- Draw a brown image of a tree (roots, trunk and branches) on 3 ft x 2 ft paper.
- Post the tree on the wall prior to the workshop. Post the yellow sun with cut out sun rays beside the tree.
- Identify a story you can share (Activity 2).

Materials:

- Flipchart paper, masking tape, pens, glue sticks
- One brown and 2 black markers
- Tree drawing including roots, trunk, branches
- Bright yellow paper – cut sun and rays
- Gold paper – cut 20 rocks
- Blank pieces of paper (Activity 2)
- Flipchart with questions (Activity 2)
- Bright coloured sticky notes, about 10 per person (Activity 2)
- Sticky dots (Activity 4)
- Green paper – cut leaves for double the number of participants (Activity 5)
- Blue paper – cut raindrops, one per participant, large enough for participants to write a sentence and for people to read (Activity 6)

Handout:

- *Participant Evaluation Form* (Appendix C) (Activity 7)

# CO-FACILITATION WORKSHEET: STRENGTHENING OUR NEIGHBOURHOOD

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Welcome everyone and introduce workshop **5 min**	**Activity 1: Welcome** — Introductions — Hopes for workshop learning	— Flipchart and markers	
Identify participant/neighbourhood assets **30 min**	**Activity 2: Our Strengths** — Participants share their strengths — Post responses on the roots of the tree	— Flipchart: questions — Drawing of tree with roots and gold-coloured rocks — Bright coloured sticky notes	
Identify neighbourhood issues **20 min**	**Activity 3: Neighbourhood Issues** — Brainstorm issues and write responses on rocks — Why are these issues important to you?	— Markers	
Match the strengths to the issues that we want to address **15 min**	**Activity 4: Matching Strengths to Issues** — Use dots to vote on priority issues — Match assets which can help to address issues	— Dots for prioritizing	
Think about outcomes of addressing issues and be inspired **5 min**	**Activity 5: Identifying Outcomes** — Outcomes when issues are addressed — Write on leaves and post on branches of tree	— Green leaves	
Group actions to address issues **10 min**	**Activity 6: Moving to Action** — Write next steps on raindrops — Write on the sun rays what is needed from the systems	— Blue raindrops — Sun and rays	
Evaluate workshop **5 min**	**Activity 7: Evaluation** — Distribute *Participant Evaluation Form* (Appendix C), and ask to complete	— *Participant Evaluation Form*	

ACTIVITY 1: Welcome – 5 Min

OBJECTIVE: Welcome everyone and introduce workshop theme.

HOW:

- Invite people to introduce themselves and in one sentence say what they hope to learn from this workshop.
- Write responses on flipchart and post on the wall to refer to throughout the workshop.
- Point to the tree drawing posted on the wall and let them know that together we will use this image to look at how we strengthen our neighbourhood.
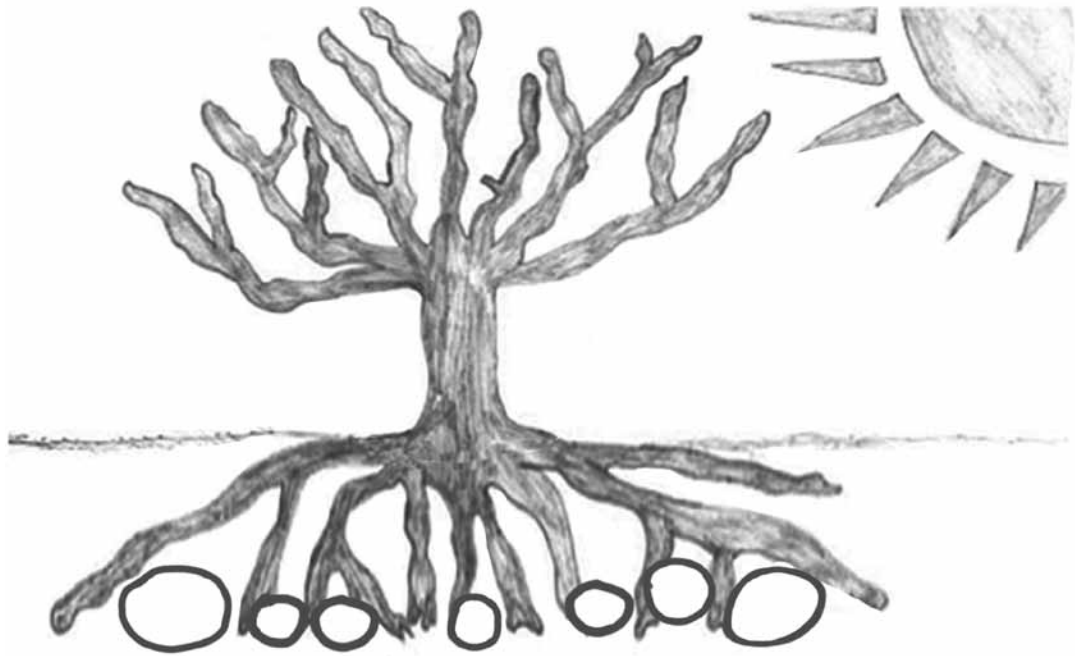
ACTIVITY 2: Our Strengths – 30 Min

OBJECTIVE: Identify participant/neighbourhood assets.

HOW:

- **Individual activity (10 min)**

Post flipchart with questions: *What did you do? What strengths did you bring: skills and abilities? Who did you work with? What were the outcomes?*

Give each person a piece of paper and ask them to think of a time when they, or a group they were a part of, made a positive contribution to the community.

To help get them started, give your own example by briefly sharing your own story where you contributed positively to the community. Highlight what you did; the strengths, skills or abilities you brought; who you worked with and what they contributed; and the outcomes.

Referring to the questions on the flipchart, invite each person to break down their story by drawing or writing their ideas on their piece of paper.

- **Divide into pairs (5 min)**

Give each person 3 bright coloured sticky notes.

Have participants divide into pairs and share their story with each other. Ask that they help each other identify 3 strengths in themselves or the group they were involved in. Ask that each person write a key strength on 3 separate bright coloured sticky notes, for a total of 3 strengths.
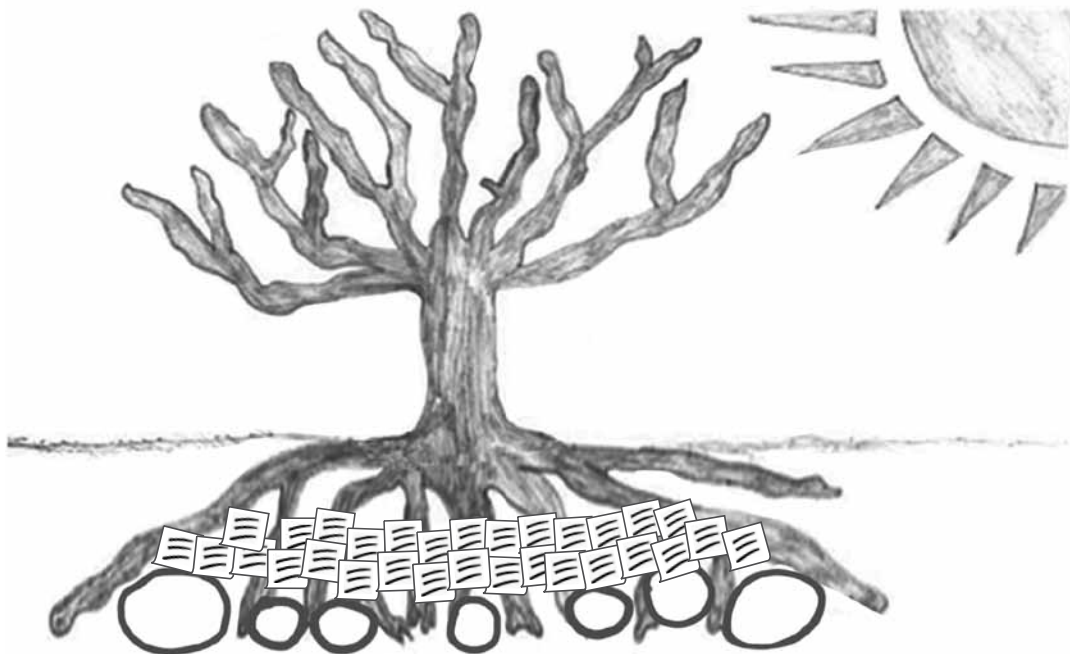
- **In whole group, share sticky notes (10 min)**

In the whole group, each participant shares their partner's story and 3 strengths while posting the sticky notes on the roots of the tree.

Emphasize that this is building on all the assets/strengths in the community.

- **Reflection (5 min)**

After all have shared, ask: *"Was there anything that stood out or surprised you?"*

ACTIVITY 3: Neighbourhood Issues – 20 Min

OBJECTIVE: Identify the issues in our neighbourhood.

HOW:

- **Identify issues and concerns (5 min)**

Brainstorm with the whole group by asking: "What are the issues and concerns in our neighbourhood?" Write responses on the rocks posted between the roots of the tree.

- **Divide into pairs (5 min)**

Invite each person to get up and find another person across the room to discuss why these issues matter to them.

- **Identify priority issues (10 min)**

Invite each participant to take three dots. Each person places their three dots on the issues/rocks most important to them. The three issues/rocks with the most dots are the priority issues. Move them so that they are sitting in the roots right at the base of the trunk.
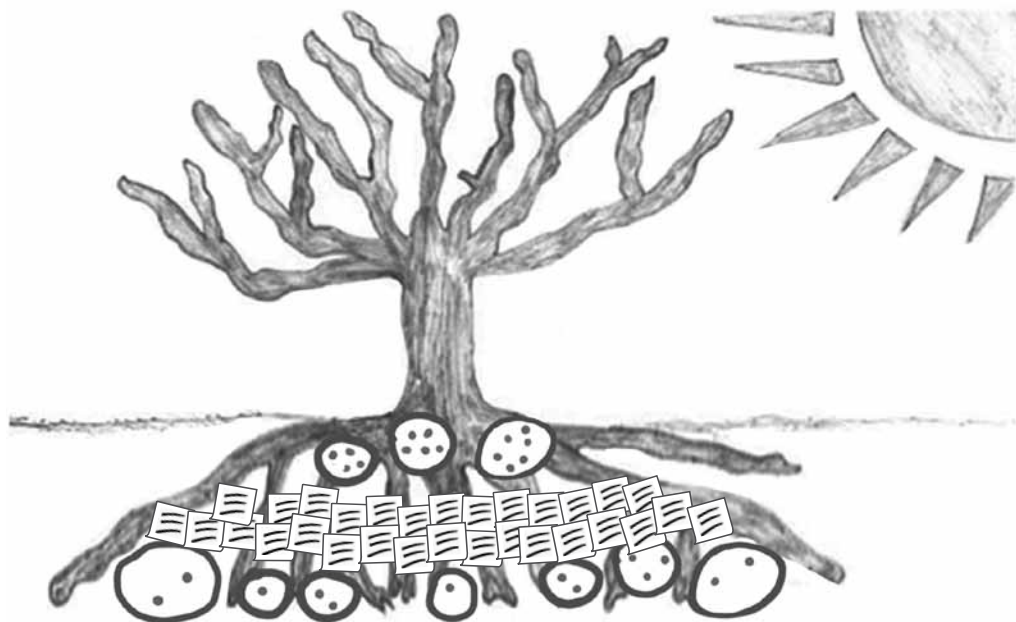
ACTIVITY 4: Matching Strengths to Issues – 15 Min

OBJECTIVE: Match the strengths to the issues that we want to address.

HOW:

- **Match strengths to issues (10 min)**

In the whole group, refer to the assets on sticky notes posted on the roots of the tree. Ask participants to match assets on the roots to the three priority issues recorded on the rocks at the base of the tree trunk and to think about which assets/strengths can be used to address which issue(s). (5 min)

Draw lines between the roots (assets/strengths) and the three rocks (priority issues).

Record the assets/strengths which match the three issues/rocks on the branches of the tree. Draw lines up the tree trunk showing energy flowing from the assets/strengths on the roots to the assets/strengths on the branches. Ask participants: *"Are there any additional assets/strengths that can be added to the branches?"* (5 min)

- **Summarize (5 min)**

Ask: *"What stood out or surprised you in this exercise?"* *"Were there any patterns and/or was anything missing?"*

ACTIVITY 5: Identifying Outcomes – 5 Min

OBJECTIVE: Think about outcomes of addressing issues and be inspired to move forward.

HOW:

- Give each participant one or two leaves.
- Imagine if we could transform our neighbourhood issues with the flick of a magic wand or the snap of our fingers. Ask the group: *"What would you see? In one word, what would the outcomes be?"*
- Ask participants to write one word responses on the leaves and post on the tree.

OBJECTIVE: Reflect on actions participants can take to address issues.

HOW:

- **Identify next steps – raindrops (5 min)**

Give each participant one raindrop.

Review what you have done so far including the strengths, issues, and desired outcomes of neighbourhood transformation.

Invite each participant to write on a raindrop one next step needed for the group to address the issues.

Each participant shares what she or he has written and posts it beside the tree.

- **Identify role of service providers (5 min)**

Point out the sun beside the tree and ask: "What do we need from the systems (service providers) to support the group's next steps?" Write responses on rays of the sun.

Take down responses for future reference and set a next group meeting date.

Tip: The group may want to schedule a time to do the workshop: *Planning Action*.
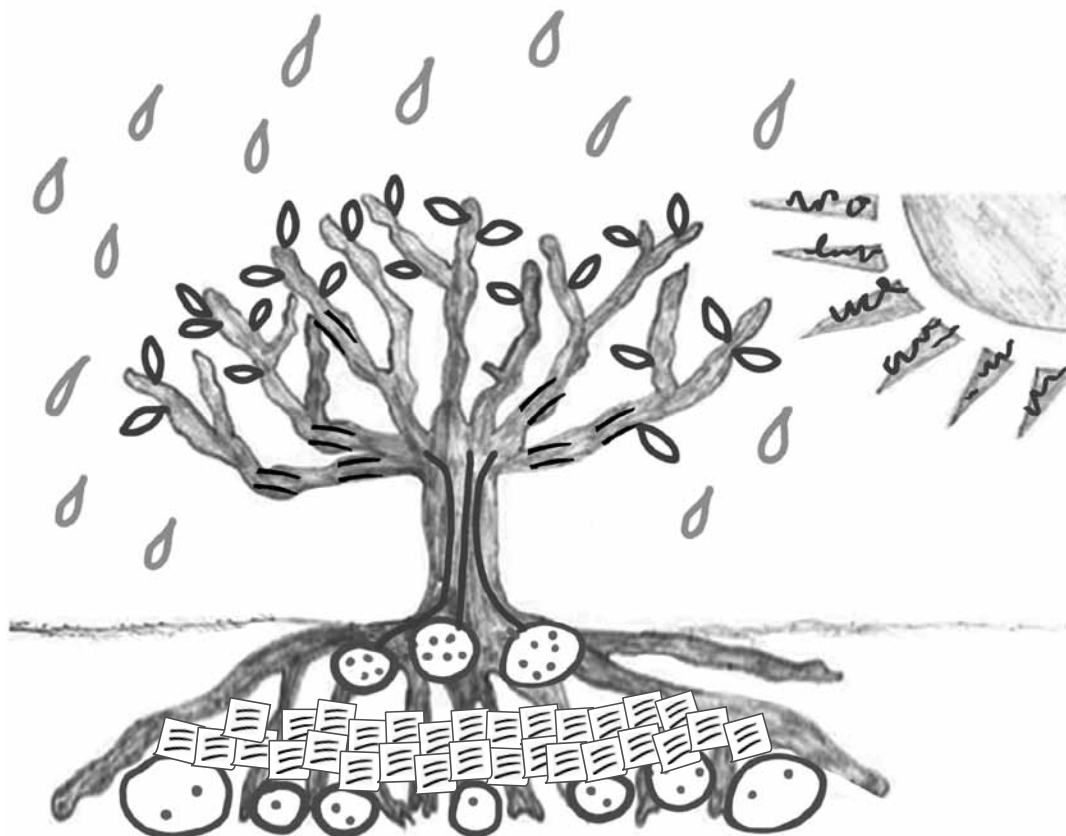
ACTIVITY 7: Evaluation – 5 Min

OBJECTIVE: Evaluate workshop.

HOW:

• Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Engaging Residents in Our Neighbourhood

Objectives:

- Explore ways to get people involved in neighbourhood activities.
- Share ways to build upon peoples' skills in our neighbourhood.

When to use it:

- A group has identified that they want to involve more people in their neighbourhood to address issues and concerns and/or organize events and activities to build a strong neighbourhood.
- A group that wants to understand how to keep people engaged and inspired to contribute to neighbourhood health and well-being.
- This workshop may be the first workshop to complete in the series of 8 workshops.

Materials:

- Flipchart paper, markers, pens
- Ball of yarn (Activity 1)
- Post-it-notes (Activity 2)
- 4 sheets of coloured paper to make cards, each headlined with one of the four levels of involvement (Activity 4):
  - NOT INVOLVED
  - GETTING OUT (talking to neighbours, going to an event such as BBQ, potluck, community clean-up)
  - JOIN A GROUP, PARTICIPATE
  - EMPOWERED TO PLAN AND BE A LEADER
- Flowers cut from paper of different colours, one per participant (Activity 5)
- Park drawing, which is a circle with 3 pathways leading from the centre to houses (Activity 5)
- 1 or 2 houses (depending on size of your group) and 1 institution/organization cut from paper; all have a roof, large door and windows (Activity 5)
- Flipchart with instructions (Activity 5)
- 1 small paper house cut for each participant (Activity 6)

Handouts:

- *Ways to Engage People In Our Neighbourhood* (Activity 3)
- *Participant Evaluation Form* (Appendix C) (Activity 7)

CO-FACILITATION WORKSHEET: ENGAGING RESIDENTS IN OUR NEIGHBOURHOOD

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Welcome people **5 min**	**Activity 1: Welcome and Introductions** — Welcome and introduce the workshop theme	— Flipchart	
Help to see how we are connected **10 min**	**Activity 2: Web Exercise** — People's hope for the workshop	— Ball of yarn	
How and why participants are involved in their community **20 min**	**Activity 3: Telling Your Story** — Why and how people are involved in their community	— Post it notes — Handout: *Ways to Engage People in Our Neighbourhood* — Flipchart and pens	
Reflect on our own involvement to identify barriers and opportunities **10 min**	**Activity 4: Levels of Involvement Exercise** — Levels of involvement — Barriers to involvement	— Level of involvement sheets for floor — Flipchart and markers	
Explore ways of involving people in our neighbourhoods **30 min**	**Activity 5: Visualizing Neighbourhood Involvement Exercise** — Who to involve and why not involved? — How to get people out and keep involved?	— Park/garden diagram — Paper house and organization	
Plan to increase neighbourhood engagement **10 min**	**Activity 6: Keeping People Engaged** — Review workshop outcomes — Develop concrete actions to engage residents	— Paper houses, one per participant	
Evaluate the workshop **5 min**	**Activity 7: Evaluation** — Distribute and complete *Participant Evaluation Form* (Appendix C)	— Handout: *Participant Evaluation Form*	

ACTIVITY 1: Welcome and Introductions – 5 Min

OBJECTIVE: Welcome everyone and introduce the workshop theme.

HOW:

• Welcome everyone to this session.

• Review the workshop objectives and the agenda.

ACTIVITY 2: The Web Exercise – 10 Min

OBJECTIVE: See how we are connected.

HOW:

• Invite participants to come together in a circle. Explain that in this activity a ball of yarn will be used to create a web between them.

• Ask them to share their name and answer the question:
"What brought you to this workshop today?" Explain that each person is to share his or her response holding onto the end of the yarn and toss the ball of yarn to another person who catches it and then shares his or her response to the above question.

  TIP: Remind them to continue to hold onto the end of the yarn when they throw the ball.

• This continues until each person has responded and tossed the ball. You can then strengthen the web by passing the yarn around the circle instructing each person to hold onto that part of the yarn as well.

• Ask them: *"What do you see in this web?"*

• After everyone has shared, explain that we have created a web through our sharing.

• Roll the yarn into a ball and reflect back to the group that they all remain connected through sharing even when the web changes.

ACTIVITY 3: Telling Our Stories – 20 Min

OBJECTIVE: Explore why and how people get involved in our community.

HOW:

• Work in pairs (10 min)

Ask the participants to think of a satisfying experience when they were involved in their neighbourhood. Divide everyone into pairs and ask that they each share their story by answering the questions *"How did you get involved in your neighbourhood?"* and *"What sparked you to get involved?"*

Give each pair post-it-notes to record their responses.

• Group reflection (10 min)

Partners report back to the whole group, placing post-it-notes on a flipchart for all to see.

Invite them to share what they notice? Commonalities? Differences?

Provide handout - *Ways to Engage People In Our Neighbourhood* and review with the participants to see if there is anything they would add.

ACTIVITY 4: Levels of Involvement Exercise – 10 Min

OBJECTIVE: Reflect on our own involvement so as to identify barriers and opportunities.

HOW:

• Stand for level of involvement

Place on the floor four large cards, each with a level of involvement:

- NOT INVOLVED;
- GETTING OUT (talking to neighbours, going to an event such as BBQ, potluck, community clean-up);
- JOIN A GROUP, PARTICIPATE
- EMPOWERED TO PLAN AND BE A LEADER.

Invite people to stand on the card with the level of involvement they had one year ago. Look around to note where people stand.

Then invite people to stand on the card as to their level of involvement today.

Note changes in their involvement. Ask why their involvement changed. (Some may be more involved while others are less involved than they were a year ago).

Explain that people move through these stages and back again depending on life circumstances such as family responsibilities and personal goals.

• Brainstorm

Ask the group to discuss the reasons that they, or others, are at different levels of involvement. For example: *Why were you or others not involved? What are the barriers to involvement?*

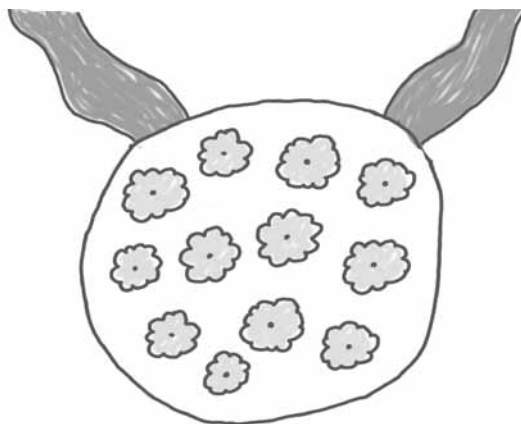Headline a flipchart with the word *"Barriers to Involvement"* and write.

OBJECTIVE: Explore ways of involving people in our neighbourhoods.

HOW:

- **Create a diagram (20 min)**

Start by posting a diagram of park and garden with pathways.

Invite each participant to write on a flower: *"What I would like to achieve in my neighbourhood"* or *"What I would like to see?"*

Ask people to place their flowers in the garden posted on the wall.

Explain that we are now going to focus on how to get people involved in helping to create positive change in our neighbourhoods. Divide into two groups.

Group 1 receives a cut out of a house, which symbolizes neighbourhood residents and Group 2 receives a cut out of an institution/organization and names the agency, e.g. Police Services, Landlord, etc. Note: If there are more than 8 participants in the group, you may choose to form three groups, two groups with a house.

Review the instructions headlined on a flipchart:

- Windows: *"Who in our neighbourhood or organization is not coming out?"* (It may be specific such as youth, seniors, adults, men, various cultures)
- Outside of the door: *"What keeps people from coming out?"* (Barriers)
- Inside of the door: *"How to get people to come out to join us?"*

Each group makes reports back to the whole group and posts their house or organization on the outside of the park/garden diagram.

- **Group Brainstorm (10 min)**

In the whole group, brainstorm how we are going to keep people involved. Examples might include: volunteer recognition, social events, celebrating small successes early and often. Write response on the pathways leading to the houses/institution.
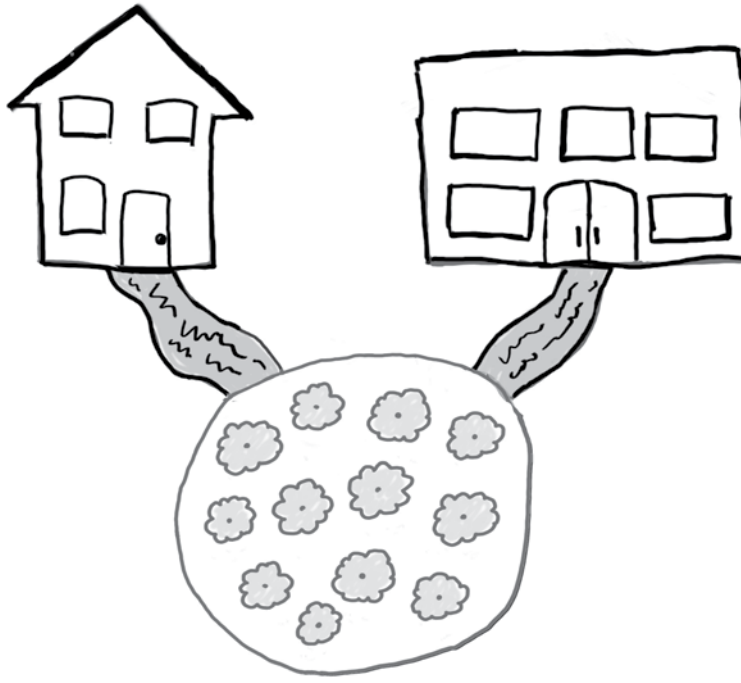
ACTIVITY 6: Moving To Action – 10 Min

OBJECTIVE: Explore how this group will increase neighbourhood engagement.

HOW:

- Provide an overview of the workshop topics covered so far:
  – How participants got involved in the neighbourhood.
  – Levels of involvement and barriers to involvement.
  – Ways to involve people and keep people engaged.
- Invite the whole group to brainstorm concrete actions we are going to take to increase engagement in our neighbourhood based on what we have learned today.
- Distribute small house and invite each participant to write their action idea on their house to take home with them.
- If there is time invite people to share their action idea with the whole group.

ACTIVITY 7: Evaluation – 5 Min

OBJECTIVE: Evaluate the workshop.

HOW:

- Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Engaging Residents in our Neighbourhood

✔ Start by asking:
  - Why do we want to involve people?
  - Who do we want to involve? Be inclusive with respect to gender, ages, cultures, abilities, sexual orientations, etc.
  - What barriers might they face?
  - What has worked to involve people in the past?

✔ Talk to neighbours

✔ Ask people what interests them

✔ Have ways that people can be involved e.g. Tenant/Community Association

✔ Organize a dinner and game night. (e.g. Scrabble, charades), cultural parties, events for Women only, musical evenings

✔ Meet in Community Houses or Centres in the neighbourhood, or use portable car ports or Ottawa Community Housing tents as spaces to meet

✔ Give parents money to buy kids gifts for events if providing a gift at a Christmas or Eid event; this involves parents

✔ Share stories

✔ Hold culturally specific get-togethers and opportunities to find out what residents want

✔ Host cross-cultural potlucks with a variety of different foods, e.g. Eid, Christmas, etc.

✔ Manage expectations: Numbers of people coming out to activities fluctuates and number of people attending an event or activity doesn't necessarily mean it was a success or not

✔ Provide education on different cultures, e.g. conversations, stories and discussions

✔ What more can we do?

Building Positive Relationships among Neighbours

Objectives:

- Increase comfort level with conflict.
- Develop tools and skills to reduce conflict and promote positive relationships in our neighbourhood.

When to use it:

- When a group wants to minimize conflict and become better conflict resolvers in a neighbourhood.

Material:

- Flipchart paper, markers, masking tape

Preparation and Set Up:

- Review the *Cracked Pot story* (Activity 5)
- Prepare a story (Activity 6)

Handouts:

- *Diversity Welcome* (Activity 1)
- *Cracked Pot* (Activity 5)
- *The Communication Process* (Activity 4)
- *Open Ended Questions* (Activity 6)
- *Participant Evaluation Form* (Appendix C) (Activity 8)

Time Saver:

- To save time, or with a large group, in Activity 4: Communication Levels Exercise, invite 4-6 people to freeze into a gesture best expressing an emotion for them and ask the group to see what they are sharing.
- If you need to save time, Activity 5: Listening Exercise can be reduced in length by shortening the *Cracked Pot* story or telling a shorter story.

CO-FACILITATION WORKSHEET: BUILDING POSITIVE RELATIONSHIPS

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Create an inclusive environment **10 min**	**Activity 1: Diversity Welcome** — Read welcome	— Handout: *Diversity Welcome*	
Identify our views of conflict **10 min**	**Activity 2: Icebreaker** — Discuss how conflict is helpful or harmful	— Flipchart, markers and masking tape	
Create a space where everyone feels included **10 min**	**Activity 3: Creating Safe Space** — Develop group agreements	— Flipchart, markers and masking tape	
Importance of communication **20 min**	**Activity 4: Communication Levels Exercise** — Review handout — Practice perceiving emotions	— Handout: *Communications Process*	
Practice holistic listening **20 min**	**Activity 5: Listen with Eyes, Ears and Heart** — Share stories and practice listening	— Handout: *Cracked Pot*	
Learn to ask open ended questions **10 min**	**Activity 6: Open Ended Questions Exercise** — Review handout — Practice open ended questioning	— Handout: *Open Ended Questions*	
Review learning **5 min**	**Activity 7: Action** — Develop action plang	— Handout: *Open Ended Questions*	
Evaluate the workshop **5 min**	**Activity 8: Evaluation** — Distribute *Participant Evaluation Form* (Appendix C), and ask to complete	— *Participant Evaluation Form*	

ACTIVITY 1: Diversity Welcome – 10 Min

OBJECTIVE: Create a welcoming and inclusive environment.

HOW:

• Read the *Diversity Welcome* included in the handouts to the group.

• Invite participants to each share their name and if they have anything they would like to add to the welcome.

• Review the agenda and objectives for the workshop.

ACTIVITY 2: Icebreaker – 10 Min

OBJECTIVE: Identify our views about conflict.

HOW:

• Ask participants to share a word to describe how they think/feel about conflict. Write on flipchart paper two columns– Positive/Helpful and Negative/Harmful. When people share their word, write it in the most appropriate column. (Note: it could be both) Discuss how conflict can be negative/harmful or positive/helpful.

   Tip: Highlight how conflict can be helpful in a group and may demonstrate and build trust among members. It may mean that people feel comfortable and safe enough to express how they really think and feel which in turn provides the group with more options. How we respond to people can promote better relationships and minimize conflict, and can move us towards or away from a positive or helpful outcome.

ACTIVITY 3: Creating Safe Space – 10 Min

OBJECTIVE: Create a space within the workshop where everyone feels comfortable and included and as a way of minimizing conflict.

HOW:

• Invite participants to develop a list of what is important to each of us in order to feel comfortable and included in this group. Mention that this list can also be called an agreement of how the group will work together.

• Emphasize that the advantage of this agreement is that it helps foster an inclusive environment such as differing personality styles, cultures, abilities, sexual orientations, and gender. This agreement also helps to reduce the possibility of conflict.

• Share a few ideas that past groups have used to create a welcoming, comfortable environment for people to participate and feel included. Suggested agreements include: Share air space so everyone has a chance to speak and take turns speaking. People often state that they want respect. Invite participants to name what respect means to them, as this varies from person to person. For example respect might mean, listening, being non-judgemental, etc.

- Write on the flipchart what participants would like within their group agreement. After going through the agreement check to see if everyone approves of the proposed list and if they want to add or change anything.

- The agreement is then posted on the wall for all to see and to refer back to throughout the workshop or in future get-togethers. Explain that the group can decide to change the agreement at any time.

ACTIVITY 4: Communication Levels Exercise – 20 Min

OBJECTIVES: – Highlight importance of communication.
– Consider cultural or gendered differences in communication.

Tip: To save time, or with a large group, invite 4-6 people to freeze into a gesture best expressing an emotion for them and ask the group to see what they are sharing.

HOW:

- Explain that out of all communication, 55% is non-verbal; 38% is voice tone, volume and clarity; and only 7% comes from words alone.

- Review *The Communication Process* handout with participants.

- Understanding the communication process helps prepare for the following exercises.

- Ask participants to each choose one emotion (i.e. happy, sad, angry, confused, respectful, etc.)

- Invite everyone to freeze into their gesture that best expresses that emotion for them.
  At the count of 3, they will freeze at the same time, (remember, no words)
  1, 2, 3.

- Repeat it, and this time suggest that each person look around to see what others are doing.
  Count 1, 2, 3.

- One by one, go around to each person asking the group to guess which emotion they are expressing. For example: *"What does Carol's expression say to you?" "What do you feel when you see Carol?"*

- Ask participants to confirm whether the group has guessed their emotion correctly. *"Carol, what emotion are you trying to show?"* Look for differences between what the group guessed and what the participant was trying to show *"Did anyone think of a different emotion when they saw Carol?"*

- If there are differences between what the participants guessed and what emotion a person was trying to express, ask deepening questions. *"Why did you think Carol looked sad/angry/confused?" "What was it about Carol's expression that expressed sadness/anger/confusion?"*

- Point out gender and intercultural differences in communication and how it is important to ask for clarification instead of basing our knowledge on perception.

ACTIVITY 5: Listening with Eyes, Ears and Heart Exercise – 20 Min

OBJECTIVE: Practice listening with our eyes, ears and heart.

HOW:

- Divide group into 3. One group is listening with their eyes to see the body language of the story teller. The second group is listening with their ears to the words that are being shared. The third group is listening with their heart to the feelings being shared by the story teller. (5 min)

- Read the story *Cracked Pot* on page 58, or recite it as close as possible, to the groups.

- Ask each group to report back what they saw, heard and felt. (5 min)

- Divide group into 2. In each group ask for one person to tell a story. The story can be what they did last night or on the weekend, the person can choose what story they wish to tell from their personal experience. One person listens with their eyes (see), one with their ears (words), one with their heart (feelings).(10 min)

- Ask small groups to report back to the whole group on what they experienced. (5 min)

ACTIVITY 6: Open Ended Questions Exercise – 10 Min

OBJECTIVE: Learn how to ask open ended question(s) to foster curiosity as a component of reducing conflict.

- Explain that as a group we will practice open ended questions and being curious. We want to understand: *"What is happening? Please tell me more?"* Ask the group for more examples of open ended questions.   Distribute and review the *Open Ended Questions* handout.

HOW:

- Fishbowl exercise: Gather in a circle with the whole group.

- Have a real life experience in mind, and share a small part of it. i.e. *"Last week, something happened that made me very angry."*

- The group then takes turns asking open ended questions and practicing curiosity, and you (the facilitator) gradually let out the full story.

- If someone asks a closed question, a facilitator just answers yes or no. In order to get to the full story, participants have to ask open ended questions.

ACTIVITY 7: Moving to Action – 5 Min

OBJECTIVE: Review what we have learned in the workshop and plan actions on how to use this learning within our group or neighbourhood.

HOW:

- Review today's learning:
  - Diversity welcome
  - Creating safe space
  - Listening with ears, eyes, and heart
  - Open ended questions

- Invite each person to think about one action the group can do based on today's learning to enhance our work as a group or within our neighbourhood. Write responses on a flipchart to take away.

ACTiVITY 8: Evaluation – 5 Min

OBJECTIVE: Evaluate the workshop.

HOW:

- Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Diversity Welcome

The point of this welcome is to name the range of diversity in the room and welcome it—there is power in naming. This can be adapted by adding or changing who we are welcoming based on the group's composition.

I'd like to welcome…… (and then name)

- Those who support you to be here: Who make it possible

- Your families

- Our elders: Those here in this room, in our lives, and those who have passed away

- Those dear to us who have died

- Mothers, fathers, sisters, brothers, daughters, sons, aunties, uncles, grandmothers, grandfathers

- Your bodies, your mind, your dreams and your hopes

- Those living with a chronic medical condition, visible or invisible

- Languages spoken by people here (try to know as many as possible ahead of time): English, French, Arabic, Spanish, Somali, Aboriginal Languages and all others

- Survivors

- People of Hispanic descent, African descent, Asian descent, European descent and Aboriginal descent

- Gay, lesbian, bisexual, two-spirited and heterosexual people

- People who identify as activists, and people who don't

- Those in their teens- 20's -30's- 40's-50's-60's-70s- 80's- depending on the group

- Your emotions: joy and bliss, grief, rage, indignation, contentment, disappointment

- Hindu's, Muslims, Jews, Christians, spriritualists and non-spiritualists; all of you who have hope for humanity

- The spirit of the Algonquin Anishinabeg First Nations Peoples. The Anishinabeg elders teach that their peoples have lived in North America since time began

- Anyone else who would like to be welcomed?

— Adapted from a version written by Matt Guynn
 http://www.trainingforchange.org/diversity_welcome

Cracked Pot

Author Unknown

Once upon a time, a water bearer had two large pots, each hung on the end of a pole which she carried across her neck. One of the pots was perfectly made and never leaked. The other pot had a crack in it, and by the time the water bearer reached home, the cracked pot had leaked much of its water, and was only half full.

For a full two years this went on daily, with the bearer arriving home with only one and a half pots full of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it was able to accomplish only half of what it had been made to do.

After two years of what it perceived to be a bitter failure, the cracked pot spoke to the water bearer, one day by the stream, saying, "I am ashamed of myself, and I want to apologize to you." "Why?" asked the water bearer. "What are you ashamed of?" The cracked pot replied, "I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out all the way home. Because of my flaws, you have to do all of this work, and you don't get full value from your efforts," the pot said.
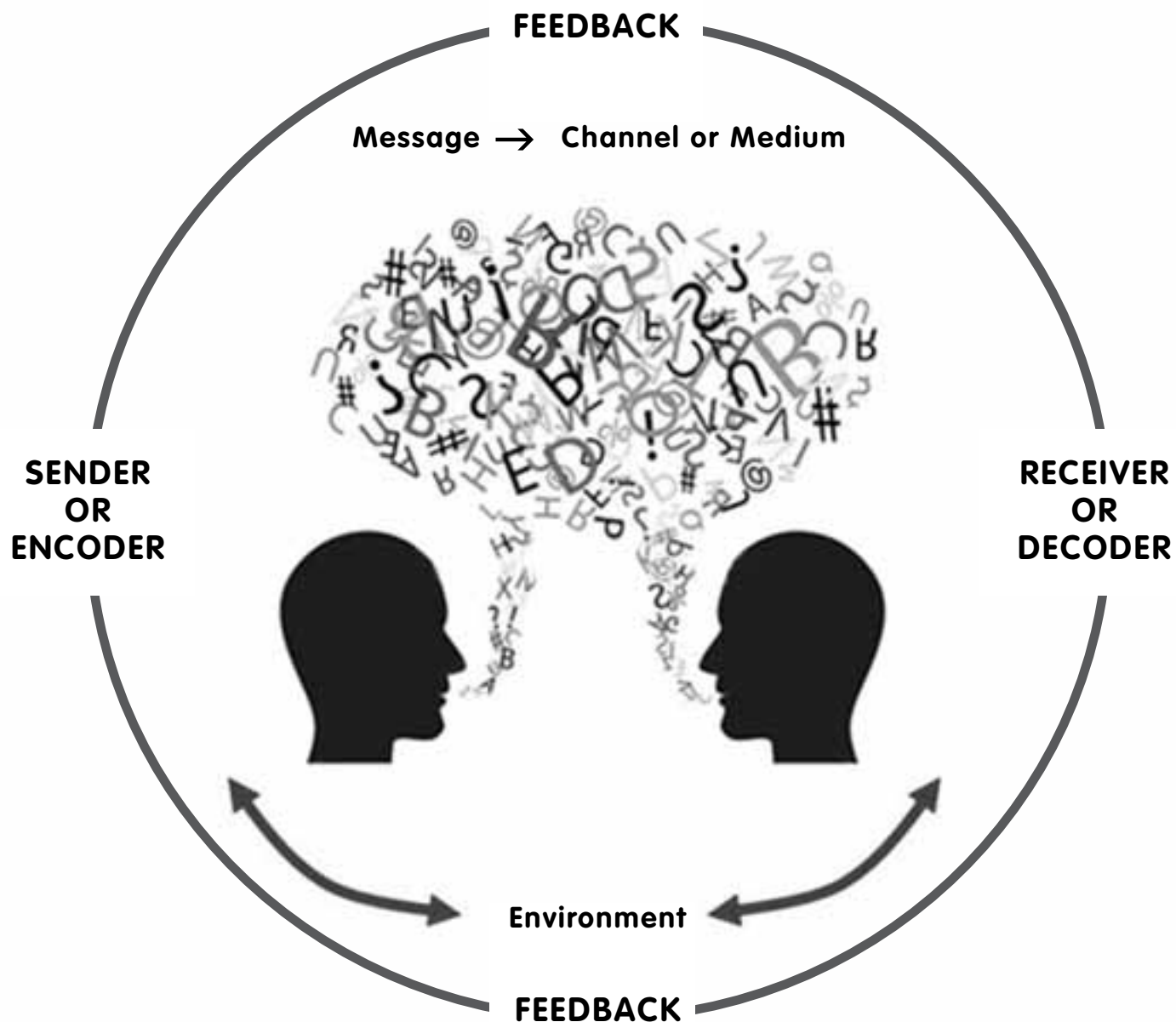
The water bearer felt sorry for the old cracked pot, and in her compassion she said, "Ah, but look what happens on the way home: I want you to notice the beautiful flowers along the side of the path."

Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on its particular side of the path. The water bearer said to the cracked pot, "Did you notice that there were flowers only on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I took advantage of it. I planted flower seeds on your side of the path, and every day while we walk back from the stream, you've watered them. For two years I have been able to pick these beautiful flowers. Without you being just the way you are, we would not have this beauty."

Each of us has our own unique flaws. We're all cracked pots. But if we will allow it, we can use our flaws to advantage. Nothing goes to waste. Don't be afraid of your flaws. Acknowledge them, and you too can be the cause of beauty. Know that in our weakness, we find our strengths.

The Communication Process

To increase your effectiveness as a communicator, be aware of the various components of the communication process. Each part plays a vital role. The diagram below depicts the basic communication process.

FEEDBACK

Message → Channel or Medium

SENDER OR ENCODER

RECEIVER OR DECODER

Environment

FEEDBACK

Open Ended Questions

An open-ended question is designed to encourage a full, meaningful answer. It is the opposite of a closed-ended question, which encourages a short or single word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about…" Often they are not technically a question, but a statement which implicitly asks for a response. Some examples are:

* Tell me, what do you think about that?
* What is it you like about the idea?
* Why would you suggest that?
* How do you plan to achieve that?
* What do you think will happen now?
* How would you change things?
* What do you want to happen?
* What's causing the problem?
* What's the best case scenario?

Now, try them yourself.

Examples of how to begin an open-ended question:

* What would happen if…
* I wonder…
* What do you think about…
* In what way…
* Tell me about…
* What would you do…
* How can we…
* How did you…
* How do you feel about…
* Why?
* What do you mean?
* What if…
* Explain more about…
* What do you think about…
* Can you elaborate on…
* Tell me more about…

Caring for Ourselves and Each Other

Objectives:

• Understand how to take care of oneself while working for neighbourhood change.

• Support each other to develop a self care plan.

When to use it:

• A group wants to learn ways to take care of oneself and each other while working for neighbourhood change.

• When a few residents are taking on most of the neighbourhood change work.

• Individuals and groups want to set boundaries to maintain the energy for neighbourhood work.

Materials:

• Flipchart and markers

• Soothing music and device for playing it

• A medicine wheel drawn on flipchart, each section with its colour: East, Physical, yellow; South, Mental, red; West, Emotional, black; North, spiritual, white (Activity 4)

• Draw circles on a flipchart with individual at the centre, family/friends, neighbourhood and City surrounding according to handout (Activity 4)

Handouts:

• *Medicine Wheel* (Activity 4)

• *Benefits of Caring for Ourselves and Each Other* (Activity 4)

• *Barriers to Self Care* (Activity 5)

• *Setting Boundaries* (Activity 6)

• *Self Care Commitment Letter* (Activity 7)

• *Participant Evaluation Form* (Activity 8)

CO-FACILITATION WORKSHEET: CARING FOR OURSELVES AND EACH OTHER

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Introductions and reasons for self-care **10 min**	**Activity 1: Welcome and Introductions** — Write reasons for self-care on flipchart — Review the workshop objectives	— Flipchart and markers	
Relax for the workshop **10 min**	**Activity 2: Relaxation Exercise** — Relax for the workshop through participating in meditation exercises	— Soothing music — Audio device	
Identify the role of Self Care in neighbourhood work **5 min**	**Activity 3: Role of Self Care** — Why is self-care important in neighbourhood work?	— Flipchart and markers	
Better understand holistic Self Care **20 min**	**Activity 4: Medicine Wheel Exercise** — Share Medicine wheel teaching — Complete Self Care Medicine Wheel — Benefits of Self Care	— Handout: *Medicine Wheel* — Flipchart and markers	
Identify barriers to Self Care **10 min**	**Activity 5: Barriers to Self Care** — Explore barriers to Self Care	— Handout: *Barriers to Self Care*	
Understand role that boundaries play in self care **15 min**	**Activity 6: Boundaries Teach-in** — Physical boundaries activity — Factors that determine boundaries — Roles of boundaries	— Handout: *Setting Boundaries*	
Begin a self care plan **15 min**	**Activity 7: Moving to Action** — *Self care commitment letter* — Group self care agreement	— Flipchart and markers — Handout: *Self Care Commitment letter*	
Evaluate the workshop **5 min**	**Activity 8: Evaluation** — Distribute *Participant Evaluation Form* (Appendix C), and ask to complete	— Handout: *Participant Evaluation Form*	

ACTIVITY 1: Welcome and Introductions – 10 Min

OBJECTIVE: Welcome everyone and understand the purpose of the workshop.

HOW:

- Welcome everyone to the workshop.
- Invite participants to introduce themselves and share one reason why self care is important to them. Write response on flipchart to refer back to in the workshop.
- Review the objectives.

ACTIVITY 2: Relaxation Exercise – 10 Min

OBJECTIVE: Help everyone relax.

HOW:

Explain that you are going to do a Deep Breathing and Progressive Relaxation Exercise/Meditation. Invite the participants to be a part of the exercise if they feel comfortable. Turn on some soothing music, and begin to speak in a soothing tone of voice…

Say, "I am inviting you to sit comfortably in your chair, with your feet flat on the ground."

"You may wish to rest your hands palm down on your knees, or perhaps palms up, whichever feels more comfortable. Or…you may wish to connect your thumbs with your index fingers."

"If this feels comfortable, I ask you to take three consecutive long, slow, deep breaths." (Pause)

I invite you to close your eyes, if this feels comfortable for you.

Continue with, "Breathing in, count slowly to yourself: 1, and 2, and 3, and 4. Breathing out, count: 1, 2, 3, 4, 5, 6, 7, 8."

"Breathe in 1, and 2, and 3, and 4. Breathe out 1, 2, 3, 4, 5, 6, 7, 8." Repeat this.

"Now return to breathing normally."

"I invite you to become aware of your breath coming in, and your breath going out." (Pause)

"Feel the air coming in through your nostrils…and going out, gently and slowly, through your lips."

"If thoughts arise, just observe them, as if they where distant clouds, and they will eventually fly by."

"Just focus on your breath."

"Scan your body for tension…and relax those muscles that are tense." (Long pause)

"Start with your feet, saying to yourself, 'I am relaxing my toes, I am relaxing my toes. I am relaxing my toes. My toes are very relaxed.'"

Continue guiding the participants, with:

"I am relaxing my feet. I am relaxing my feet. I am relaxing my feet. My feet are very relaxed."

Repeat the above line inserting various body parts such as ankles, shins, calves, knees, thighs, hips, abdomen, chest, back, torso, shoulders, arms, neck, face.

" I am relaxing the back of my head." (Leaving pauses for the participants to "fill in" the rest...)

" I am relaxing my entire body." (Long pause)

Conclude with:

"In your mind, I gently invite you to repeat to yourself, "I am calm. I am serene. I am centered. I am grounded.""

When you are ready, I invite those who have closed your eyes, to open them.

ACTIVITY 3: Role of Self Care – 5 Min

OBJECTIVE: Identify the role of self care in doing neighbourhood work.

HOW:

- Ask the following question of the group: *"Why is self care important in a group that is doing neighbourhood work?"*
- Record responses on flipchart.

ACTIVITY 4: Medicine Wheel Exercise – 20 Min

OBJECTIVE: Understand benefits of self care within the medicine wheel teachings.

HOW:

- **Introduce the Medicine Wheel (5 min)**

The following information offers some insight into terminology used in Aboriginal community. The best knowledge source regarding Aboriginal culture and traditions is Aboriginal people and communities themselves.

Refer to the *Medicine Wheel* handout as a resource for further understanding of the teachings.

The Medicine Wheel is a symbol that represents the circle of life. It is a very deep and complex symbol. A full understanding of all the teachings related to the Medicine Wheel would take a lifetime. A core concept of the Medicine Wheel is balance, harmony, and interconnectedness.

The four directions of the Medicine Wheel remind us of many things, particularly the need for balance in the world, and the balance we must strive for every day, within ourselves. For this workshop, we provide a handout with a very basic explanation of the Medicine Wheel. We acknowledge that teachings vary throughout Turtle Island (North America), and are respected as such. This is one version of those teachings. The underlying basic precepts of each Nation's teachings are the same.

THE EAST

This direction is the place of the Physical realm, the colour Yellow.

THE SOUTH

This direction is the place of the Mental realm, the colour Red.

THE WEST

This direction is the place of the Emotional realm, the colour Black. Finding peace doesn't necessarily come from the head, as the West teaches, it comes from the heart. It also teaches us about creativity and the joy of spontaneity and artistic expression.

THE NORTH

This direction is the place of the Spiritual realm, the colour White. Spiritual in this context means where you find peace, connectedness and deep meaning.

And so now we have come full circle, and I give thanks to the Teachings of the East, the South, the West, and the North. Meegwetch (gratitude) to the many Elders who have shared their Teachings for the next seven generations. (5 min)

— Source: Traditional Teachings from various North American Aboriginal Grandmothers and Grandfathers.

- **Complete the Medicine Wheel (15 min)**

Invite individuals to complete their own medicine wheel by providing the *Medicine Wheel* handout.

- Pose the question: *"How do you, or would you like to, take care of yourself in the specified directions?"*

  East/Physical: exercise, eating well, relaxation

  South/Mental: learning, reading, time for reflection

  West/Emotional: honouring and expressing your feelings

  North/Spiritual: prayer, meditation, time in nature, connection

- Invite participants to report back and share one self care idea from their medicine wheel. Write responses on flipchart.

- Give participants the *Benefits of Caring for Ourselves* handout with the individual at the centre, the next circle is family/friends, the next circle is the neighbourhood, and the last circle the City.

- Refer to the drawing of the above circles on a flipchart and invite participants to share one response from each section.

  Tip: Highlight that in taking care of ourselves within the context of doing neighbourhood work, we as individuals and as a group, are better able to affect system level change such as voicing our concerns and working with service providers and the City.

ACTIVITY 5: Barriers to Self-Care – 10 Min

OBJECTIVE: To identify the barriers to self care.

HOW:

• Distribute the *Barriers to Self Care* handout.

• Invite people to record their responses. (5 min)

• Ask the group:

  – *"What stops you from taking care of yourself?"*

  – Flipchart responses.

  – Ask what do you notice? (5min)

ACTIVITY 6: Boundaries Teach-in Exercise – 15 Min

OBJECTIVE: Understand role that boundaries play in self care.

HOW:

• Share that a boundary is an invisible "barrier" between you and other people; limits beyond which you will not go and others are not welcome.

• Describe this exercise before the participants do it.

• Partner Exercise:

  – Invite the participants to form two lines facing each other. Each person has a partner. Each partner stands facing the other.

  – Ask one partner to walk towards the other person. The person standing still will say stop and/or extend his or her arm in front of him or her to signal when he or she wants the person approaching him or her to stop, when he or she has gotten close enough for that person's comfort.

  – The participants will then change roles so that each person has the opportunity to experience both roles.

  – After everyone has played both roles, invite feedback from the group. What did they notice in being approached? What were they thinking/feeling?

  – Invite the participants to repeat the exercise and this time ask them to take one more step towards the others that have asked to stop.

  – Reverse roles so that everyone has the opportunity to play both roles.

  – Invite the participants to share what they felt different with the addition of the one small step forward. How did they feel or what did they think?

• Ask the participants: *"What other factors might influence/determine a person's boundaries?"*

  Tip: Highlight that we all have different boundaries based on our life experiences and other factors such as age, height, size, gender, culture etc.

- This exercise is an example of physical space and boundaries and how a person feels when boundaries are crossed. We all have emotional, mental or spiritual boundaries as well. It is healthy to have a good sense of where yours and other people's are.

- It is especially important to know how to set boundaries with "difficult" people; particularly with those individuals who are critical, controlling, manipulative, demanding, or aggressive. Distribute the *Setting Boundaries* handout.

- Explain that frequently in neighbourhood work there are a few people doing much of the community work such as organizing, planning, and volunteering. People have many life responsibilities. It is easy for people or a group to become stressed when only a few people are involved in neighbourhood organizing. Knowing individual and group limits is important to help sustain energy to do neighbourhood work.

ACTIVITY 7: Moving to Action – 15 Min

OBJECTIVE: Begin a self care plan.

HOW:

- Give each participant the *Self Care Letter* handout to write 3 self care commitments that will support him or her to do their neighbourhood work for the coming 3 months.   Each person is given an envelope to place their letter of commitment. Take each person's self care letter of commitment and let them know that it will be mailed back to them in 3 months.

- Invite the group to identify 3 group commitments they will make to promote group self care. Record responses on flipchart.
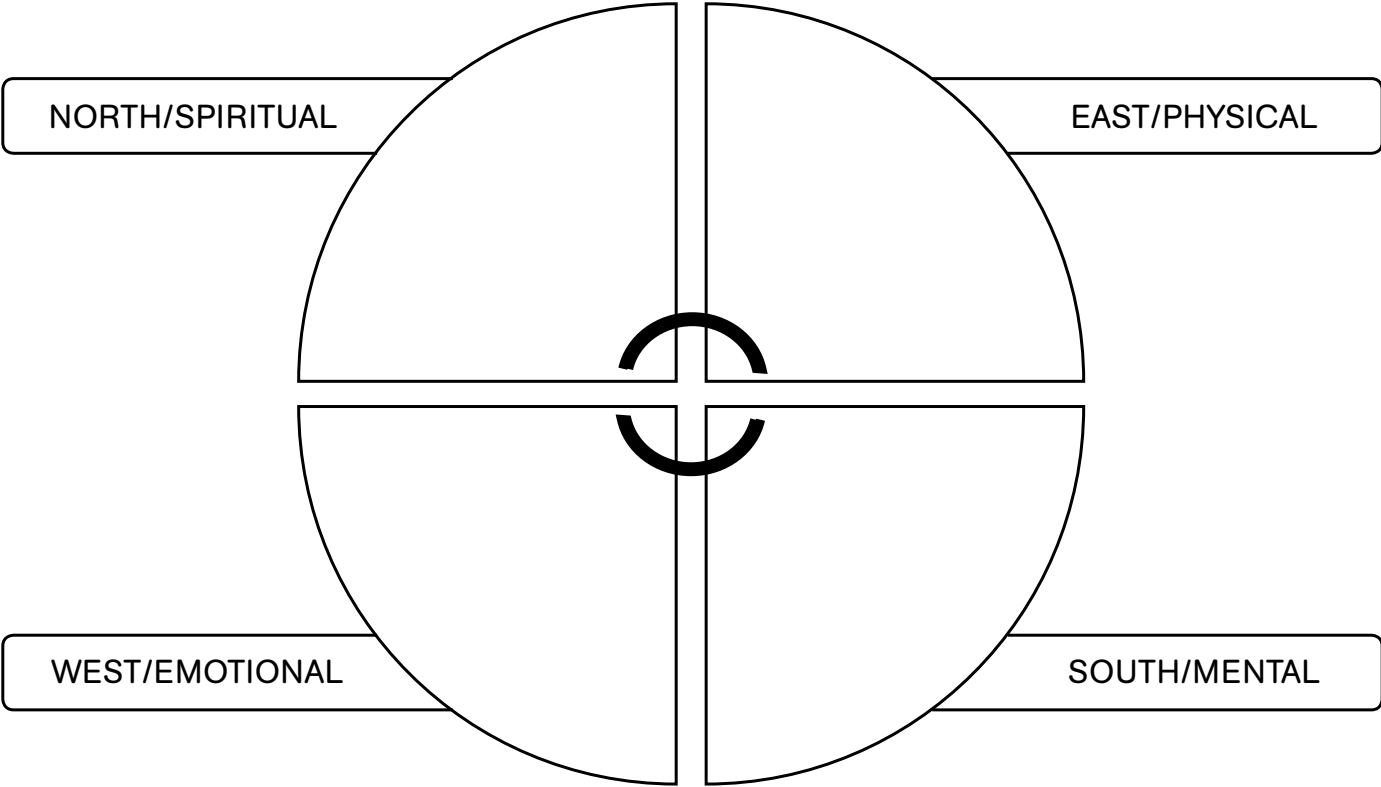
ACTIVITY 8: Evaluation – 5 Min

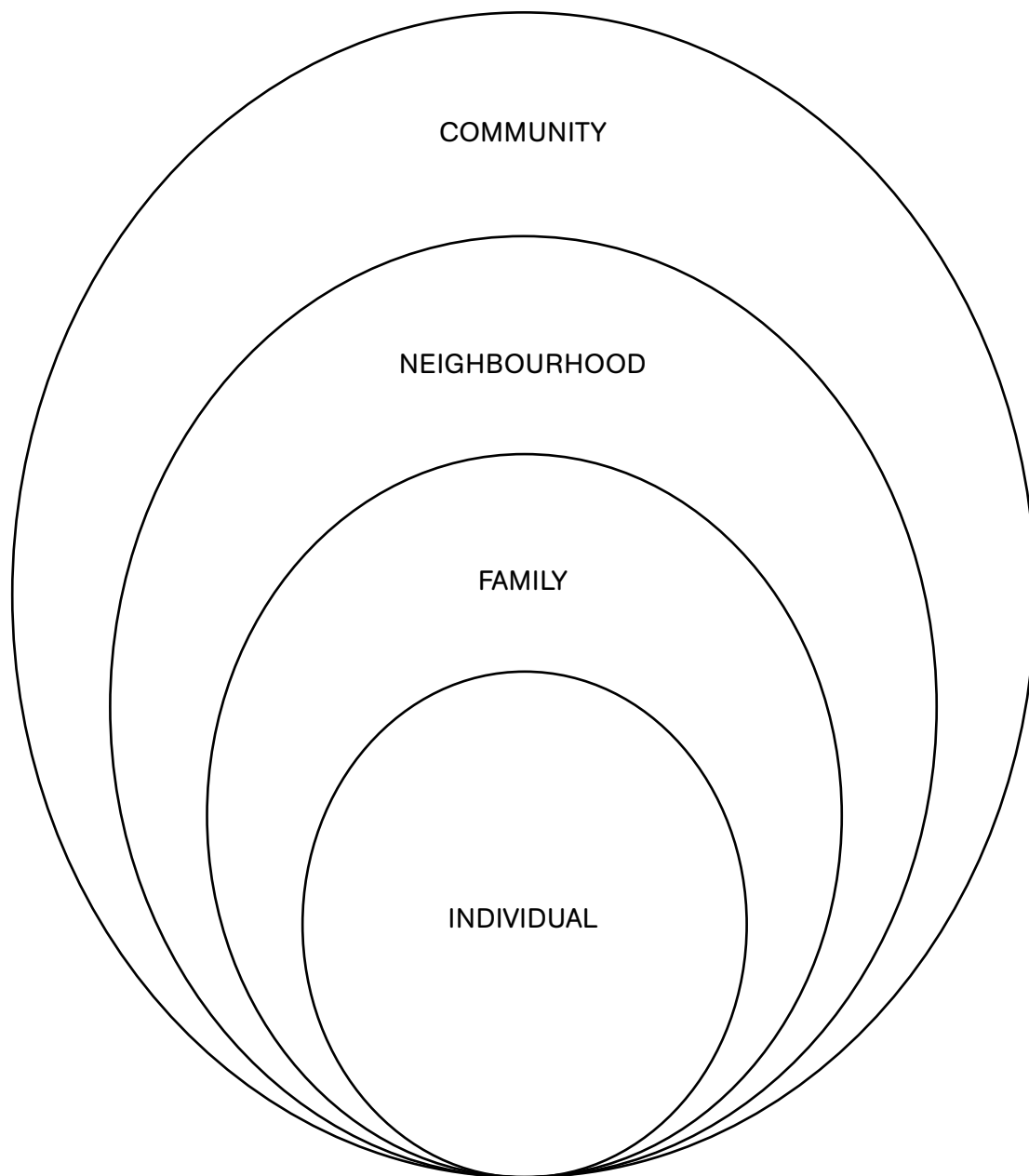**OBJECTIVE:** Evaluate the workshop.

HOW:

- Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Medicine Wheel

NORTH/SPIRITUAL

EAST/PHYSICAL

WEST/EMOTIONAL

SOUTH/MENTAL

Benefits of Caring for Ourselves and Each Other

COMMUNITY

NEIGHBOURHOOD

FAMILY

INDIVIDUAL

Barriers to Self Care

Here is a list of factors that are perceived by some people as barriers to the full enjoyment of their self care time. How often do you feel that they prevent you from fully enjoying your free time?

1 = Rarely	2 = Sometimes	3 = Often

Too many family obligations. ☐

Work is the main priority in my life. ☐

I don't feel like doing anything. ☐

I am under too much daily stress. ☐

I am not sure what to get involved in. ☐

I tend to over commit myself. ☐

I don't have enough money for leisure. ☐

I don't have the skills to do what I would like to do. ☐

I don't have enough free time. ☐

I'm reluctant to start something new. ☐

I'm not aware of the opportunities that are available. ☐

It's difficult to get started. I procrastinate. ☐

I start many things but for all kinds of reasons, I never seem to be able to continue. ☐

There is no one with whom I could get involved in what interests me. ☐

Social situations are awkward for me. ☐

Programs and facilities are not available. ☐

The expectations of my family or friends limit me. ☐

I feel overwhelmed by the neighbourhood needs and there are not enough people involved to address the needs. ☐

Setting Boundaries

What is a Boundary?

A boundary is an invisible "barrier" between you and other people. They are limits beyond which you will not go and beyond which others are not welcome.

It is healthy to have a good sense of where your feelings and opinions start and stop, and where the other person's feelings and opinions start and stop.

It is especially important to know how to set boundaries with "difficult" people – particularly with those individuals who are critical, controlling, manipulative, demanding or aggressive.

How Do I Communicate My Boundaries to Other People?

Here are some words to use:

I have a problem with that.

I don't want to.

This is what I need.

This is hard for me to say.

I understand your point of view.

I feel uncomfortable about it.

I'd rather not.

Yes, I do mind.

I'd prefer not to.

It's important to me.

I'll think about it.

That's unacceptable.

I guess we see it differently.

Who Do I Need to Establish Clear Boundaries With?

Self-Care Commitment Letter

Date:

Dear

I commit to taking care of myself by:

1. _____

2. _____

3. _____

   _____

Some benefits of taking care of ourselves while doing neighbourhood work are: (list below)

1. _____

2. _____

3. _____

Sincerely,

Being a Community Advocate

Objectives:

- Explore our individual and collective power.
- Build confidence to raise our issues effectively.

When to use it:

- When residents want to address an issue but are unsure how or are lacking confidence to do so.
- When individuals are raising issues on their own without realizing the potential of collective power.

Set Up:

- Arrange seating at small tables facing the wall where you will post the stars. (note: if you do not have small tables, form a small semi-circle).

Materials:

- Flipchart, masking tape, markers
- Pens for all participants
- Quotes printed in large letters on coloured paper, each cut into 3 or 4 pieces, one or two per table. (Option: if not at tables, to form pairs: select quotes (half as many quotes as there are participants), printed in large letters on coloured paper, cut in half). Choose from *Community Advocacy Quotes*, page 82. (Activity 1)
- Stars cut from bright yellow paper (Activity 2)
  - Small stars, about the size of a palm, one per participant (Activity 2)
  - Large stars, bigger than a hand, one per group (Activity 2)
  - A small star, large star and very large paper star (Activity 3)
  - Medium stars, one for each player in the story (Activity 4)
  - Medium stars, one per participant (Activity 5)
- Baskets for distributing stars (one per table or to pass around semi-circle)
- Copy of *A Neighbourhood Change Story* (Activity 4), or share your own story making sure to include all the factors in the *Creating Neighbourhood Change* task sheet.
- *Creating Neighbourhood Change* task sheet – cut into strips by topic with enough copies so that each person in the small groups have the questions they are to listen for in the story (Activity 4)

Handouts:

- *Community Advocacy Quotes* (Activity 5)
- *Communication Styles* (Activity 3)
- Additional Handouts (pages 84-95), you may select one or more useful to your group and their interests (Activity 4)
- *Participant Evaluation Form* (Appendix C) (Activity 5)

CO-FACILITATION WORKSHEET: BEING A COMMUNITY ADVOCATE

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Create a safe space for exploring the meaning of community advocacy **15 min**	**Activity 1: Quote Sharing Exercise** — Go round of introductions — Assemble quotes — What do quotes tell us about what it means to be a community advocate?	— Quotes cut into pieces or in halves	
Recognize our capacity to create positive change **25 min**	**Activity 2: Experiencing Our Power Exercise** — Naming individual power — Small groups: Sharing power stories — Large group reflection	— Small stars, one per participant — Large stars, one per table	
Have fun reflecting on our own communication styles, and which can be most effective **15 min**	**Activity 3: Communication Styles Role Play Exercise** — Role Play — Large group reflection	— A small, large and very large yellow star — Handout: *Communication Styles*	
Learn from an experience of neighbourhood change **30 min**	**Activity 4: Neighbourhood Change Story Exercise** — Introduce activity — Small group discussion — Large group reflection — Summarize	— Handout: *Neighbourhood Change Story* — *Creating Neighbourhood Change* work-sheet – cut into strips — Additional Handout(s)	
Evaluate the session and leave inspired **5 min**	**Activity 5: Evaluation and Wrap Up** — Participants write on own star to take home with them — Distribute *Community Advocacy Quotes* — Distribute *Participant Evaluation Form* (Appendix C) and ask to complete	— Small stars, one per participant — Handout: *Community Advocacy Quotes* — Handout: *Participant Evaluation Form*	

ACTIVITY 1: Quote Sharing Exercise – 15 Min

OBJECTIVE: Create a safe space for exploring the meaning of community advocacy.

HOW:

- Welcome everyone and do a go round of introductions where each person says their name.

- Distribute 1 or 2 quotes (printed on large coloured paper, cut in 3 -4 pieces) to each table. Invite the people at the table to assemble the quote(s), and discuss what they like about the quote(s).

- After a couple of minutes, invite each table to read their quote(s) to the whole group.

   Option: If you do not have tables, you can randomly scatter sheets of paper with half quotes in an open space on the floor, one half quote per participant. Instruct people to pick up a half quote and find the person with the other half of their quote. Read the quote and discuss what you like about it. Invite each pair to read their quote to whole group

- After everyone has read their quotes, ask *"What do these quotes tell us about what is a community advocate?"* or *"What does a community advocate do?"* Write ideas on flipchart under the heading "Community Advocate".

- Explain that in this workshop, we will further explore these themes in a series of interactive exercises where we can draw on each of our experiences.

ACTIVITY 2: Experiencing Our Power Exercise – 25 Min

OBJECTIVE: Recognize our capacity to create positive change.

HOW:

- **Naming individual power (5 min)**

Post one star on the wall to refer to as you introduce the activity. Then give everyone a yellow paper star and pen. Point out that stars are far away, and yet they have so much power, we can see them from light years away. These stars represent the power we each have inside of us. Often we do not realize that we are experiencing a form of power.

Let them know that you are going to take a moment to remember when we have felt powerful. Invite them to "sit back, relax, close their eyes and take in a deep breath." Then slowly read the following:

> *Think of a time, or times in your life when you felt powerful. When something important and good happened because of a choice you made, because of something you said or did, because of the way you were. Choose one of these times…recapture the scene…play it back for yourself….. What made you feel powerful in this situation? …What positive impact did your action have for others?*

Then ask them to open their eyes and write or draw on their star something that made them feel powerful. Note: some people may feel that they do not have an experience of feeling powerful. Facilitators give an example of when they experienced power, taking care to select one the group can relate to, such as "*I spoke up in a group and gave my opinion*".

- **Small groups: Sharing power stories (10 min)**

Inform them that this is a chance to tell our personal power stories. In groups of four, each person is to share their story or example of feeling powerful. While that person is telling the story, the others are to only listen without commenting.

Form groups and share. After four minutes, point out that half the time is up and to be sure to give everyone time to tell their story.

With two minutes remaining, give each group a large paper star. Invite them to discuss what these stories tell them about the power we have, and write one main idea on the large star.

- **Large group reflection (10 min)**

In whole group, invite each group to share their collective star, and then post it and their individual stars on the wall. When all have posted, point to the stars and ask them what strikes them.

Note that:

- when we use this personal power for the good of the community, we are being a community advocate.

- when we join our stars with others, by working together, we can light up the sky, and have an even greater power to create positive change.

Ask the group this question to start a chant, *"Who's got the power?"* Answer: *"We got the power!"*

— Adapted from: Joanna Macy, Despair and Personal Power in the Nuclear Age

ACTIVITY 3: Communication Styles Role Play Exercise - 15 Min

OBJECTIVE: Have fun reflecting on our own communication styles, and consider which can be most effective in bringing our issues forward.

HOW:

- **Role Play (3 min)**

Prior to the workshop, select a neighbourhood problem the group can relate to (Ex. Garbage clean up) and practice a short role-play (2 – 3 min) to demonstrate three communication styles. The players might be the two facilitators and a participant. The aggressive and passive people play the role to an extreme, so that it is so obvious that it is funny. Their behaviour starts to change when the proactive person demonstrates a more constructive approach:

AGGRESSIVE: (wears a very large yellow star) Walks into the scene very confident of his/her ideas, imposing them on everyone else.

PASSIVE: (wears a very small yellow star) When expressing his/her ideas can hardly be heard, and allows the aggressive player to dominate.

PROACTIVE: (wears a large yellow star) Steps into the scene after the other two have already demonstrated their styles. He/ She listens to the others, clarifies what they are saying, takes a few moments to consider what she/he is hearing and suggests some positive action for them to consider.

- **Large group reflection (8 min)**

Ask: *"What happened? What were the different ways of addressing the situation?"*

Note: Keep the conversation focused on the communication style, not the issue.

Point out that some of us shine our stars so brightly that we don't even notice the other stars shining around us. While others among us hesitate to let our star shine. Ask what the third person did that was different.

Distribute and review the *Communication Styles* handout, inviting people to consider which is their style. Point out that when we are proactive we are more likely to be able to take positive action together.

ACTIVITY 4: Neighbourhood Change Story Exercise – 30 Min

OBJECTIVE: Learn from an experience of neighbourhood change.

HOW:

- **Introduce activity (3 min)**

Inform participants that you are going to read a story (or share your own story) about how a neighbourhood came together to create positive change. Point out that you need people to listen for different things in the story to make sure we hear it all.   Divide participants into three groups in which they sit together to listen to the story. Explain that each group is to listen to one of these three topics: (Group 1) Assessing the Situation (Group 2) Recognizing Power, (Group 3) Strategy for Change. Distribute to each participant their group's portion of the task sheet: *Creating Neighbourhood Change.*

- **Read: *A Neighbourhood Success Story* (5 min)**

- **Small group discussion (5 min)**

Invite them to discuss with each other what they heard in the story about their topic and assign one person to report back to the large group.


- **Large group reflection (12 min)**

Tape together two pieces of flipchart, with a circle drawn in the middle. Ask group 1 to name the issue, the players involved, and their interests. In the circle of the flipchart, write the issue and then, in large letters, write the names of the players around it. If they have not done so, ask them to include residents.
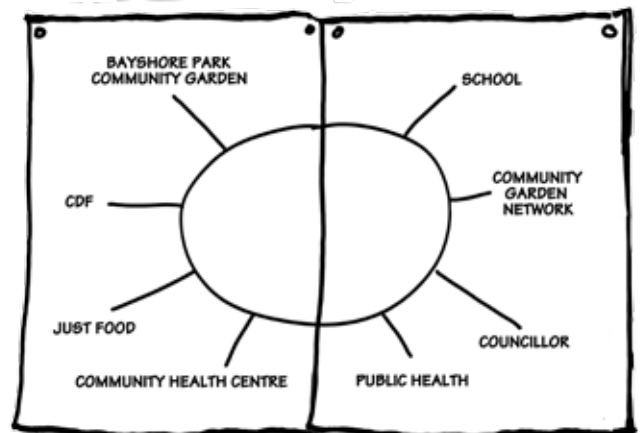
Ask group 2 to name who has the power and what kind of power they have (example: they set the rules, they have the money). Write the kind of power on paper stars and post them beside the players on the map.

Then ask who became allies, and draw lines between allies on the map.

Point out that we may be surprized to find that an institution or individuals within an institution can be allies. We can do this by seeing that there are some common interests, referring back to the players and their interests identified by group 1.
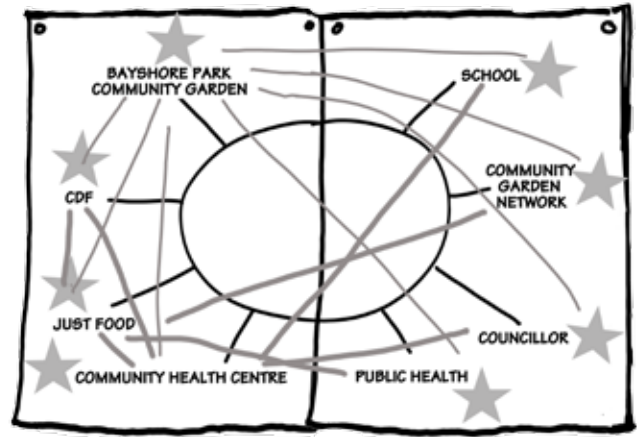
Ask group 3 to name what the people in the story did to change the situation and increase their power. If they do not mention engaging other residents, building collective power or working with allies, emphasize the importance of doing so.

Refer back to the description of PROACTIVE in the handout *Communication Styles* (Activity 3), to emphasize what helped to make this change possible.

• Summarize (5 min)

Point out that in this story we have one example, noting we all have our stories of community advocacy. In a short brainstorm, ask participants to draw upon their own experience and what we have learned in this exercise, to name "What community advocates do to create neighbourhood change."

Distribute any additional handouts (pages 80 to 95) that you think will be helpful to your group in being a community advocate. (Or you may review these in a future meeting.)

Ask the group this question to start a chant, *"Who's got the power?"*, answer: *"We got the power!"*

Activity 5: Evaluation and Wrap-Up – 5 Min

OBJECTIVE: Evaluate the session and leave inspired.

HOW:

• Point to the stars on the wall from the opening exercise. Remind them that we each have individual power and that we are all the brighter if we support each other in building collective power. In the words of Marianne Williamson:

"Our deepest fear is not that we are all inadequate. Our deepest fear is that we are all powerful beyond measure."

• Distribute a blank star to all participants; invite them to write on the star something new they are going to do to be a community advocate. Tell them to take the star home and let it shine.

• Distribute handout: *Community Advocacy Quotes*.

• Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Communication Styles

Which is your style?
Which style do you wish to have?

PASSIVE

- Do not recognize your rights and therefore do not protect them
- Wait for someone to recognize what you need (you might wait forever!)
- Do not believe that you deserve to be treated with respect and dignity at all times
- Apologize for "everything"
- Feel responsible for how people react to your (occasional) assertive statements (e.g. anger, resentment)

AGGRESSIVE

- Believe that your rights, thoughts, feelings, needs and desires are more important than anyone else's
- Get your needs met while sacrificing others' needs in the process
- Allow yourself to be angry, without regard for the consequences
- Say what's on your mind, without regard for the other person's feelings

PROACTIVE (ASSERTIVE)

- Respond, rather than react
- Take a few moments to check your own emotions (i.e. deep breath, go for a walk)
- Listen for different perspectives
- Clarify other people's needs, hopes, fears, concerns
- Recognize everyone's strengths, including your own
- Promote a positive, supportive environment
- Ask open-ended questions (i.e. "what do you think we should do?")
- Invite different ideas on how to reach a goal
- Arrive at an action plan together
- Help each other to perform the tasks

A Neighbourhood Change Story

In the Bayshore community, people were finding it difficult to access healthy food. There was a lack of grocery stores and community garden. Community residents brought the concerns forward through focus groups and discussions. Establishing a community garden was identified as one option to address this need.

The community residents formed a committee to work on creating a garden. In order to gain support, they held a community information session, contacted the neighbourhoods' two elementary schools, and Ottawa Public Health. Just Food was instrumental in providing guidance on the application process and community gardening in general.

The resident group was able to obtain letters of support from both the Bayshore Public School Principal and from Bay Ward City Councillor Mark Taylor's office. With the support from the Community Development Framework (CDF) Hand in Hand Bayshore Steering Committee and Pinecrest Queensway Community Health Centre (PQCHC), they submitted the application to Ottawa Community Garden Network for Development Funding for the garden project and liaised with the city to request and lease the land needed for the garden.

Through the Community Garden Network, the committee was also connected with other gardens who could share their learning and best practices. For example, Vanier Community Garden shared their raised plot design plan, which saved the group the work of drafting their own plan for a raised bed.

Members of the garden committee used their strengths and skills to make collaborative decisions on plot design, the layout of the garden, whether to invest in soil testing, what type of beds to use and what the gardener's contract would look like. One resident used her skills to design the layout of the garden to scale.

On Sunday, July 22, 2012, they built 21 garden beds with the funding and some donations from nearby businesses such as Lee Valley, Bayshore Shopping Centre, Canadian Tire and Loblaws. Many residents and volunteers (including volunteers from Mark Taylor's his office, A Year2Give, PQCHC, Junior Youth Empowerment Program and Bayshore Youth Council), made the community garden build day a great success.

The Bayshore Park Community Garden group is now being approached to share their learning and best practices with other resident groups who are considering creating their own gardens. A resident group from Kanata has been in touch with this garden group for support in to create a community garden in their neighbourhood.

Creating Neighbourhood Change

ASSESSING THE SITUATION

What is the issue?	
Who are the players (who is involved)?	**What are their interests?**

✂

RECOGNIZING POWER

At the beginning of the story, who has the power?	What kind of power do they have?	Who became allies (shared their power with others)?

✂

STRATEGY FOR CHANGE

What did residents do to change the situation?	How did residents increase their power?

Community Advocacy Quotes

"Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect." — *Chief Seattle* (1854)

"Don't wait for people to be kind, show them how." — *Boonaa Mohammed*

"The people united will never be defeated." — *Cesar Chavez*

"When spiders unite, they can tie down a lion." — *Ethiopian Proverb*

"He who thinks he is leading and has no one following him is only taking a walk." — *Malawian proverb*

"Sticks in a bundle are unbreakable." — *Bondei proverb, Tanzania*

"Cross the river in a crowd and the crocodile won't eat you." — *African proverb*

"Two ants do not fail to pull one grasshopper." — *Tanzanian proverb*

"A single bracelet does not jingle." — *Congolese proverb*

"If you want to go quickly, go alone. If you want to go far, go together." — *African proverb*

"Our deepest fear is not that we are all inadequate. Our deepest fear is that we are all powerful beyond measure." — *Marianne Williamson*

"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." — *Nelson Mandela*

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." — *Martin Luther King Jr.*

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." — *Margaret Mead*

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." — *Mother Teresa*

"Respect others in their views and demand that they respect yours… seek to make your life of service to your people." — *Chief Tecumseh* (1768-1813)

"Be the change that you wish to see in the world." — *Mahatma Gandhi*

"If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together." — *Lisa Watson, Australian Aborigine woman*

"The life I touch for good or ill will touch another life, and that in turn another, until who knows where the trembling stops or in what far place my touch will be felt." — Frederick Buechner

"We don't set out to save the world; we set out to wonder how other people are doing and to reflect on how our actions affect other people's hearts." — Pema Chodron

"Cooperation is the thorough conviction that nobody can get there unless everybody gets there." — Virginia Burden

"How wonderful it is that nobody need wait a single moment before starting to improve the world." — Anne Frank

"If you want to lift yourself up, lift up someone else." — Booker T. Washington

"Power goes to two poles — to those who've got the money and those who've got the people." — Saul Alinsky

"Darkness cannot drive out darkness, only light can do that." — Martin Luther King

Who Does What?

Canada Post   National Museums   CBC   Human Rights Commission   Supreme Court
RCMP (national police)   Child tax benefit   Employment Insurance
Maternity leave and parental benefits   Canada Pension Plan   Social Insurance Numbers
Citizenship and Immigration   Passport services   Statistics Canada (Census)
Disability pensions   Child Disability Benefit   Military   Foreign Affairs

SHARED RESPONSIBILITY

Roads   Police   Laws   Environment
Tourism   Parks

Share costs of some services like social housing and public transit.

Federal and provincial governments set some rules that the lower level of government (provincial, municipal) are mandated to follow.

Federal and provincial governments have more ways to raise funds than municipalities. So municipalities depend upon them to help pay the costs of City services.

PROVINCIAL

**ONTARIO
Member of Provincial
Parliament – MPP**

Hydro
Electricity
Schools
Childcare
Children's Aid
Medicare
Long-term care
Driver's licenses
Provincial parks
Provincial highways
Air and water quality
Employment Rights
Newcomer settlement
Transit funding to Cities
Correctional services
Provincial Police (OPP)
Provincial courts and Legal Aid
Colleges and universities

Funds and sets rules for:
Ontario Disability Support Program (ODSP)
Ontario Works
Income Supports
Public Health

MUNICIPAL

**OTTAWA
City Councillor**

Art
Culture
Water
Sewage
Libraries
City parks
Recreation
Animal control
Parking
Public transit
Road maintenance
Snow removal
By-law services
Seniors' homecare
Garbage and recycling
Childcare centres, waitlist
Social housing management
Affordable housing programs
Fire, police, ambulance, paramedics

Provides funding and administration for:
Ontario Disability Support Program (ODSP)
Ontario Works
Income Supports
Public Health

Municipal Government
Raising Our Concerns

City Council = Mayor + City Councillors

WE ELECT THEM EVERY 4 YEARS, THEY ARE ACCOUNTABLE TO US

WHO ARE THEY?

HOW CAN THEY HELP US?

CITY COUNCIL

— 23 City Councillors are each elected to represent people in a ward.
— The Mayor chairs City Council but has one vote like all the City Councillors.
— City Council usually meets every 2nd and 4th Wednesday of the month.
— To see how they vote, attend a Council meeting or watch on Rogers TV.
— Each Councillor has two offices:
  — in their ward
  — at City Hall

OUR CITY COUNCILLOR CAN:

— Explain where to get our concern addressed.
— Contact City staff about our issue.
— Make a motion or support a motion.
— Use their position to gain media attention.

To raise our concerns:

— E-mail, phone or send a letter.
— Invite them to community events.
— Set up a meeting with them.

STANDING COMMITTEES

— 7 Standing Committees comprised of City Councillors, except Transit Commission which includes citizens.
— Discuss and vote on proposals before going to Council for final approval.

STANDING COMMITTEES CAN:

— Make recommendations to Council to address our concern.

To raise our concerns:

— Present 5 minute deputation.
— E-mail, phone or send a letter to members and the chair.

CITIZEN ADVISORY COMMITTEES

— Comprised of citizens who apply to be members.
— Each Advisory Committee reports to a Standing Committee.
— Role is to advise City Council.

ADVISORY COMMITTEES CAN:

— Listen to our concern.

To raise our concerns:

— Speak at an Advisory Committee.
— Send a message to the coordinator.
— Become a member.

CITY STAFF

— Carry out decisions made by City Council.
— Present reports to Standing Committees.

CITY STAFF CAN:

— Provide us with information and address our concern.

To raise our concerns:

— Contact them with our concern.
— Attend consultations on the issue.

Provincial Government
Raising Our Concerns

Ontario Legislative Assembly

PREMIER	**GOVERNING PARTY**	**OPPOSITION PARTIES**
Leader of the Governing Party	Elected MPPs. Ministers / Cabinet Members	Elected MPPs

WE ELECT THEM, THEY ARE ACCOUNTABLE TO US

WHO ARE THEY?	**HOW CAN THEY HELP US?**
(Members of Provincial Parliament) MPPs	**OUR MPP AND HIS/HER STAFF CAN:**

— MPPs are elected to represent people who live in a riding.
— Ontario has 107 ridings.
— The Legislative Assembly of Ontario is made up of these 107 MPPs.
— MPPs meet at Queens Park in Toronto to make decisions about provincial issues.
— Each MPP has two offices:
  — Constituency office in their riding
  — Queens Park in Toronto
	— Explain where we can go to get our concern addressed.
	— Put forward private members' bills to advance particular issues.
	— Use their position to gain media attention.
	To raise our concerns:
	— Contact by phone, e-mail or letter.
	— Invite them to community events.
	— Request a meeting.

MINISTERS	**A MINISTER CAN:**
— The Premier appoints ministers. — Each minister directs one or more provincial departments. — Ministers form the cabinet.	— Address an issue in the departments for which he/she is responsible. **To raise our concerns:** — Join with wider campaigns to have a strong voice.
PREMIER	**PREMIER CAN:**
— Leader of the party with the most MPPs. — Head of Ontario government. — Selects members of Cabinet.	— Provide leadership on issues that address our concerns. **To raise our concerns:** — Join with wider campaigns to have a strong voice.

Federal Government
Raising Our Concerns

Parliament

PRIME MINISTER	**GOVERNING PARTY**	**OPPOSITION PARTIES**
Leader of the Governing Party	Elected MPs. Ministers / Cabinet Members	Elected MPPs

WE ELECT THEM, THEY ARE ACCOUNTABLE TO US

WHO ARE THEY?	HOW CAN THEY HELP US?
Members of Parliament (MP's)	**OUR MP AND HIS/HER STAFF CAN:**

– MPs represent people who live in a geographic area, called a riding.
– Canada has 308 ridings.
– Parliament has 308 MPs.
– MPs meet on Parliament Hill in Ottawa to make decisions about national issues.
– Each MP has two offices:
  – Constituency office in their riding
  – At Parliament Hill
	– Explain where we can go to get our concern addressed.
	– Put forward private members' bills to advance an issue.
	– Use their position to gain media attention for an issue.
	To raise our concerns:
	– Contact by phone, e-mail or letter.
	– Invite them to community events.
	– Request a meeting.

MINISTERS	**A MINISTER CAN:**
– The Prime Minister appoints Ministers from the MPs of the governing party. – Each Minister directs one or more government departments. – Ministers form the cabinet.	– Address an issue in the departments for which they are responsible. **To raise our concerns:** – Join with wider campaigns to have a strong voice.
PRIME MINISTER	**PRIME MINISTER CAN:**
– Leader of the party with the most MPs. – Head of the federal government. – Selects the Ministers who form the Cabinet.	– Provide leadership on issues that address our concerns. **To raise our concerns:** – Join with wider campaigns to have a strong voice.

Ottawa Community Housing (OCH) Raising Our Concerns

There are two types of concerns that OCH tenants want to discuss with staff: Tenant Issues and Community Issues. Keep your own records of who you speak to so that you can follow up as needed.

TENANT ISSUES Rental lease and payments, maintenance and repairs, safety, or personal concerns.

SAFETY SERVICES

– Security officers work from 2pm to 8am daily doing community patrols, responding to calls, and checking in on community events.

– For non-life threatening safety concerns such as noise, neighbour disputes, parking, suspicious activities etc. call 613-745-9277. FOR LIFE THREATENING EMERGENCIES AND CRIMES IN PROGRESS CALL 911.

MAINTENANCE SERVICES

– Priority 1 work orders are addressed in 24 hours. Priority 2 work orders are completed within 10 business days.

– 24 hour Maintenance Line: 613-731-1182. Ask for and write down the work order number. Call back if the work is not done on time, not done completely, or not done to your satisfaction.

HOUSING ADMINISTRATORS

– First point of contact in Tenant Service Centre. Verifies annual income, renews rentals, and calculates rent.

– For issues relating to a lease such as rent payments, parking fees, etc. They are located at your Tenant Service Centre.

TENANT COMMUNITY WORKERS

– Responds to tenant concerns and refers tenants to external services.

– For tenant concerns such as the well-being of neighbours, disputes between neighbours, referrals to external services, etc. They are located at your Tenant Service Centre.

COMMUNITY ISSUES Involve the whole community (i.e. community gardens, youth activities, traffic concerns, safety, community events, etc.).

OUR TENANT ASSOCIATION OR TENANT CIRCLE

– A group of residents who work together to improve the life of their community.

TENANT ASSOCIATION/CIRCLE CAN:

– Bring concerns that affect the entire community and your innovative ideas to the attention of OCH and other community organizations. Help develop solutions together. Host community meetings between residents and OCH.

TENANT COMMUNITY WORKERS

– Support tenant engagement and community development initiatives. Located at Tennant Service Centre.

TENANT COMMUNITY WORKERS CAN:

– Identify community issues and seek solutions. Host community events, Develop partnerships with outside agencies to deliver services. (e.g. Boys and Girls Club).

WHAT NEXT? Once you've exhausted all the above options call your Tenant Service Centre to seek their advice. For Tenant Issues contact the Tenant Services Manager. For Community Issues contact the Community Development Manager.

Ottawa Police Services (OPS)
Raising Our Concerns

TO REPORT A CRIME

Crime
in progress
9-1-1 TTY

To report a serious crime or
break-and-enter or a suspicious
incident or disturbance
613-230-6211

To report a theft, loss or recovery of
property, property damage, missing person,
or stolen vehicle contact the Call Centre
**613-236-1222 ext. 7300,
TTY 613-760-8100**

TO RAISE A COMMUNITY CONCERN

WHO ARE THEY?	HOW CAN THEY HELP US?
Community Police Centres (CPC)	**CPC CAN:**
— Provide information and referrals. — Facilitate ongoing communication between community members and the police. — Seek to learn from communities in order to create police services that address community needs. — Promote Crime Prevention Initiatives.	— Work with us to develop a community response. — Refer us to other resources. — Use their position to gain media attention for an issue. **To raise our concerns:** — Visit ottawapolice.ca to find the CPC in your community. — Contact the officer listed. — If our concern is not addressed, consider contacting the sergeant also listed.
OTTAWA POLICE SERVICES BOARD	**POLICE BOARD CAN:**
— A board with seven members (3 City Councillors, 4 citizens). — Is accountable to the community and the province. — Sets police services priorities, after consultation with the Chief of Police. — Hires and monitors the performance of the Chief.	— Members can take our concerns to the Board. **To raise our concerns:** — Participate in the public meetings sponsored by the police each year to hear community concerns. — Make a 5 minute presentation at a monthly Board meeting. — E-mail, phone or send letter to Board members. — Join with other community groups who share our concerns.

Schools
Raising Our Concerns

OTTAWA HAS FOUR SCHOOL BOARDS:

Ottawa-Carleton District School Board (English and French)
Ottawa-Carleton Catholic School Board (English and French)

WHO ARE THEY?	HOW CAN THEY HELP US?
SCHOOL COUNCIL – Parents, community leaders, principal, some school staff. – One Advisory Committee in each school. – Advises school principal and school board. – Usually meets monthly during school year.	**THE SCHOOL COUNCIL CAN:** – Make recommendations to principal and school board. – Be valuable partners. – Communicates with parents. **To raise our concerns:** – Contact them directly. – Attend a meeting. – Become a member.
PRINCIPAL – Employed by their School Board. – Oversees day to day operation of school.	**THE PRINCIPAL CAN:** – Authorize actions within the school. – Move issue up to Superintendent. **To raise our concerns:** – Contact him/her directly.
SCHOOL BOARD TRUSTEES WE ELECT THEM, THEY ARE ACCOUNTABLE TO US – Elected during municipal election. – Sit on School Board and set policy. – Promote community involvement, good communication between board and community.	**THE SCHOOL BOARD TRUSTEES CAN:** – Support a motion at the Board. – Answer questions, find solutions or facilitate interaction with the school and board administration. **To raise our concerns:** – Contact him/her with a question or concern. – May need to approach several Trustees to influence a vote.
SCHOOL BOARD COMMITTEES – Receive input from the community. – Make motions to the School Board. – Set direction for School Board staff.	**THE SCHOOL BOARD COMMITTEES CAN:** – Receive information. – Pass recommendations on to the School Board. **To raise our concerns:** – Contact trustees on the committee. – Make presentation at Committee meeting.
SUPERINTENDENT – Employed by School Board. – Supervise principals.	**THE SUPERINTENDENT CAN:** – Authorize a wider range of actions than the principal.

Ways to Influence Elected Officials

(City Councillors, MPP, MP or School Board Trustee)

- **Inform them of your views**
  - Call, e-mail or write your elected representative
  - Set up a meeting with him or her
  - Thank him or her when they vote or make a decision in your favour
  - Invite him or her to your neighbourhood or events

- **Present at a Committee or Board receiving public delegations**
  - Make a concrete recommendation
  - Contact key committee or board members ahead of time to ask them to support your recommendation

- **Talk with staff responsible for the services or program**

- **Participate in Public Consultations**

- **Form a Coalition**
  - Seek organizations who share your concerns.
  - Work together to have a stronger voice

- **Organize a vigil or protest**

- **Circulate a petition**

- **Put your views in the Media**
  - Write a letter to the editor
  - Invite them to come and see for themselves
  - Arrange an interview with the media

- **Participate in elections**
  - Ask a question at a candidate's meeting
  - Support a candidate running for office
  - Vote and encourage others to vote for the candidate that supports your concerns
  - Run for office to get your issues heard

– Adapted from CAWI Civic Participation Kit – www.cawi-ivtf.org

Make a Presentation to a Board or Committee

Presenting your concerns before a formal Committee or Board can be an effective way to influence decision makers. When presenting before a Standing Committee of City Council, it is called a "deputation" and can be a maximum of 5 minutes. Time your presentation making sure it is under the time allotted so you do not feel rushed.

By sending the coordinator of the Standing Committee your written text ahead of time, it will become part of the committee record. Title your written statement with the name of the Committee or Board to whom you are presenting, the date of presentation, your name and the name of your organization, if you are with one.

What to include in your presentation:

- **Address the Committee**

    For example: *"Good afternoon madam chair, before I start I would like to thank you for this opportunity to address the Committee"*

    …OR…

    "I would like to thank members of the School Board for this opportunity to speak before you on this very important issue"

- **Introduce yourself and your organization – keep it brief.**

- **Clearly state the issue you are addressing.**

- **Tell them why it is important (a mix of facts and personal experience).**

- **Give examples of the problem and/or solution.**

- **Tell them what you want them to do and when (this is your ASK).**

- **Tell them again, why it is important.**

- **Thank them and tell them you will be watching and waiting!**

— Adapted from CAWI Civic Participation Kit – www.cawi-ivtf.org

Ask a Question in a Public Meeting

- Introduce yourself and identify the community or group you belong to let people know that your concerns are shared by others.
- Focus on one priority issue.
- Tell them what you are concerned about and why. Use a story or personal example to illustrate your concern.

Example:

"My name is Haven Taylor. I live in a housing unit with my three school age children. Last week, my son's bicycle that was just outside our front door was vandalized. I don't allow my children to play outside in our neighborhood because I fear they could be assaulted. I didn't report the bicycle incident as I am afraid that it could spark retaliation. I'd like to ask the candidates what measures they will take to make my neighborhood safer for families like mine."

Create Your Question

My name is _____

I am a member of _____

I am particularly concerned about _____

I know this issue is important because (give an example of how this affects you or people you know)

_____

_____

My question is (let them know what you would like for them to do)

_____

_____

— Adapted from CAWI Civic Participation Kit – www.cawi-ivtf.org

Meet with a Decision Maker

Step One – Decide on who you are going to meet

Who can address your concern? Who can you potentially influence?

Step Two – Put your team together

The ideal number is from two to five. This shows them your community is concerned while not overwhelming him or her. If meeting with an elected official, ensure that at least one member of your team lives in the area that elects them.

Step Three – Contact their office to book a meeting

Step Four – Prepare your message

- what is the issue,
- who does it affect,
- how does it affect your community and
- what would it take to fix it.

Step Five – Plan your meeting

- Divide up roles on your team: main spokesperson to introduce your group, person who speaks from own experience, constituent and note taker/observer.
- Review/rehearse what you plan to say during the meeting.
- Agree who will speak when.
- Prepare materials to take to the meeting, which might include: profile of your group, meeting agenda, background information on the issues, letters from others in the community who could not attend.

Step Six – Meet with the decision maker

- **Introduce yourselves and what you hope to accomplish in the meeting**
- **Explain your issue** – who does it affect, how does it affect them and what is needed to fix it.
- **Get a commitment** – Ask what he/she is willing to do. Note what they have said they will do.
- **Closing** – Thank them and review what you have each agreed to do.

Step Seven – Send a thank you letter after the meeting restating any commitments they made and your plans for follow up

Step Eight – Record your experience

– Adapted from CAWI Civic Participation Kit – www.cawi-ivtf.org

Report of Meeting with a Decision Maker

Use this form to record the results of any meeting you have with the decision maker that you are seeking to influence.

It you fill it out right away, it will help you to remember the details of what was said and the follow-up you want to do.

Date of meeting:

1. Names of people or person with whom you met:

2. People in attendance:

3. What did you hope to achieve with this meeting?

4. What concerns did you raise?

5. What was their response to your concerns?

6. What was your ASK (concrete requests you made)?

7. What did they commit to do?

8. What follow-up is needed?

9. What did you learn to be more effective next time?

— Adapted from CAWI Civic Participation Kit – www.cawi-ivtf.org

Enjoying Effective Meetings

Objectives:

TIME: 90 MINS

- Explore how to make meetings enjoyable, effective and inclusive.
- Strengthen our skills in chairing and organizing meeting.

When to use it:

- Leaders and emerging leaders who need support to hold meetings that will lead to positive change.

Preparation and Set Up:

- Study the handout *Common Meeting Problems and What to Do* so you can draw upon it in Activity 4.
- When participants arrive provide them with all the handouts, except *Some Common Problems and What to Do* – distribute this one at the end of the workshop.

Materials:

- Flipchart, markers, masking tape
- Four extra markers, or another object (Activity 2)

Handouts:

- *Agenda with times*
- *Self-Assessment: Tools for Effective Meetings* (Activity 3)
- *Some Meeting Tools* (Activity 3)
- *Minutes* (Activity 3)
- *Common Meeting Problems and What to Do* (Activity 4)
- *Participant Evaluation Form* (Appendix C) (Activity 6)

CO-FACILITATION WORKSHEET: ENJOYING EFFECTIVE MEETINGS

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Help everyone feel welcome and invite their input **10 min**	**Activity 1: Introductions** — Distribute handouts — Participants introduce themselves — Affirm agenda — Brainstorm group agreements	— Handouts: *Agenda, Self-Assessment, Some Meeting Tools*	
Identify how we can best work together to achieve our goals **10 min**	**Activity 2: The Spider Exercise** — Introduce activity, recruit volunteers — Do activity without speaking — Do activity with speaking — Reflection on the difference — Summarize	— Space to do activity safely — 4 markers or other objects	
Experience and reflect on using key tools **35 min**	**Activity 3: Tools for Effective Meetings** — Do Self-Assessment — Review tools experienced in this workshop — Experience Agenda Setting — Review remaining tools	— Handouts: *Self-Assessment, Some Meeting Tools*	
Prevent and address problems that arise at meetings **25 min**	**Activity 4: Silent Film Exercise** — Introduce the topic in pairs — Introduce the silent film — Whole group does it, then take turns doing it, to observe each other — Reflect on what can do: Before, During and After — Distribute handout	— Handout: *Common Meeting Problems and What to Do*	
Commit to strengthen skills for chairing and organizing meetings **5 min**	**Activity 5: Apply the Skills** — Revisit Self-Assessment Form to note change — Underline the ones to work on and consider how — Go round to share with others	— Handout: *Self-Assessment*	
Demonstrate a simple way to evaluate, and evaluate this workshop **5 min**	**Activity 6: Evaluate** — Distribute *Participant Evaluation Form* (Appendix C) and ask to complete	— Handout: *Participant Evaluation Form*	

ACTIVITY 1: Introductions – 10 Min

OBJECTIVE: Help everyone feel welcome and invite their input.

HOW:

- Distribute handout packet with agenda as people arrive.

- Ask everyone to introduce themselves, saying their name, their organization and/or neighbourhood and what they hope for the workshop. Write everyone's hopes on a flipchart.

- Review the agenda, comparing it with their hopes. Clarify which of their hopes you aim to meet in the workshop and which you cannot. Ask the group for agreement on the agenda.

- Brainstorm group agreement. Title a flipchart – Group Agreement. Ask the group: *"What will be important for us to keep in mind in order to work well together?"* Write ideas on the flipchart. Ask the group for agreement.

Tip: See exercise *Creating Safe Space* in the workshop *Working Together* for a more in depth process for setting a group agreement.

ACTIVITY 2: The Spider Exercise – 10 Min

OBJECTIVE: Identify how we can best work together to achieve our goals.

HOW:

Introduce the activity:

- Explain that you are going to do an exercise that will help everyone to consider how groups work. Let them know you need 4 volunteers who will work together to complete a task and that everyone else is going to be silent observers.

- Instruct the four volunteers to stand with backs to each other and arms interlocked. Tell them they are not to speak to one another and remind observers they cannot speak. Place a marker on the floor in front of each of the 4 volunteers. Tell them that at the count of 3, they are to pick up the marker in front of them. Count 1, 2, 3.

- Second round, place the markers in front of each person again, and inform them that this time they can talk to one another. Let them take their time to figure out how to do it together. Then count 1, 2, 3.

Reflection:

- Ask the 4 volunteers what was different between the first and second rounds. Then ask the observers what they observed.

Summarize:

- Ask: *"What does this tell us about effective meetings?"*

  Some ideas to share:

  - Communication is important.

  - When we share leadership, we will accomplish more.

  - We each have different skills to bring.

  - Respect differences and you will get further.

  - Accommodate any barriers to full participation.

  - Be sensitive to how people work differently or have different goals.

ACTIVITY 3: Tools for Effective Meetings – 35 Min

OBJECTIVE: Experience and reflect on using key tool.

HOW:

Introduce tools and self-assessment (5 min)

- Note that all of us have natural skills to help us be good leaders and participants in a meeting. Some of us are good listeners, while others can help people feel welcome with a smile or a kind word.

- Point out that there are some tools for effective meetings that we can use. Refer them to the handout *Self-Assessment: Tools for Effective Meetings*. Invite them to take a minute to fill in the self-assessment.

Tools experienced in this workshop (5 min)

- Once everyone has completed the self-assessment, review each of the tools.

- Begin by asking: *"Which ones of these tools have we already used in this workshop?"*, then focus on each one of them asking them to reflect on how it was done and what you achieved in doing it that way. Some points you can add or emphasize, after they have given their ideas:

Some points to cover:

	WHAT DID WE ACHIEVE?
Introductions	• all feel included • get a chance to think about what we want from workshop • everyone's ideas are valued
Group Agreement	• set a common understanding of how to work together • have a list to refer back to when they need to be reinforced • by creating the list together had a positive experience of working together
Brainstorm	• people experience their views are valued • generate energy • builds a sense of safety, so that people will be more likely to participate later

Agenda Setting (10 min)

- Note that agendas can be set before a meeting or at the beginning of a meeting. In this workshop, the agenda was already planned, but we did compare it against everyone's hopes and confirm that they were ok with the plan. In other cases, you may create the agenda with the group at the meeting.

- Explain that now you will take a moment to experience building an agenda in a group. Give them a group scenario that is very close to their reality or if it is a group that will meet again, brainstorm the agenda for their next meeting.

- Write AGENDA on the top of a flipchart. Ask the group what items are important to cover in this meeting. You might ask: *"What things would you feel badly about if we did not cover by the end of the meeting"*. List them on the flipchart, grouping together ideas that are similar.
- Set priorities, by asking which ones need to be addressed first, and which could wait until the next meeting. Put a star beside the key ones to address.
- Ask the length of time each item will take, writing the time beside each one.
- Agree on the order; keeping in mind that everyone may not be there at the beginning of the meeting. Number the items.
- End the role play and ask participants what worked in this agenda setting.
- Note that in a real situation, you might re-write the final agenda on a fresh flipchart.
- Point out that during the meeting, you will need to be flexible, as some items may take more time than expected or new items may emerge. When you need to adjust the agenda during the meeting, ask the group for suggestions and get their agreement.
- Ask: *"What would you do differently to build the agenda?"*

Review remaining tools (10 min)

Draw upon everyone's ideas

- Ask: *"Why is it important to include everyone's ideas?"* *"What have we done in this workshop to be inclusive?", "What more can we do?"*
- You may refer back to the spider exercise.
- Some points to add:
  - Do a go round inviting each person to say a few words.
  - Consider if language or something else is a barrier that you need to address.
  - Give everyone eye contact.
  - Take time to ask people what they think and really listen to their ideas.
  - If some people are dominating, remind people of the group agreement. You might say, *"Let's hear from some people who have not spoken".*

Move to Action

- Point out that if we are hoping to make positive change in our lives and our neighbourhoods, we always want to leave on a note of action. This may be simply agreeing on "next steps" or naming individual or collective actions you will take before the next meeting.

Minutes – Note taking

- Ask the group: *"What do you like or not like about taking notes?"*
- Point out that this is an important role, but sometimes it is good to rotate it so that the note taker can participate in the next meeting. Emphasize that good notes are not ones where everything is written down, but instead just key ideas.
- Refer to the *Minutes* handout; note that it includes what action will be taken.

Evaluation

- This can be quick, but it helps you to know that you are on track. *What went well? What can be improved?*

ACTIVITY 4: Silent Film Exercise – 25 Min

OBJECTIVE: Prevent and address problems that arise at meetings.

- **Tips:** To prepare to facilitate this exercise, read the handout *Common Meeting Problems and What to Do* so you can draw upon it.

- **Time Saver:** If you are behind time in this workshop, you could simply distribute the handout, or save this activity for a follow up workshop.

HOW:

Introduce the Activity (5 min)

- Introduce topic by talking in pairs: What is your greatest fear about what could go wrong in a meeting?

- Explain that they are now going to create a silent film in which they are the characters. Each one of them will be a person in a meeting that is out of control. Everyone is to pick a character in a meeting they want to portray and consider what they might show with their gestures.

- At the count of 3, you are going to ask everyone to act out their gesture at the same time, (remember, no words). Then count 1, 2, 3, so that everyone acts out their character. Then "Stop" after a few seconds.

- Now tell them that you will repeat the action but this time, have half the group do their gestures while the other half watches. Count 1, 2, 3. Then "Stop" after a few seconds. Repeat for the other half of the group.

Reflection (10 min)

- Ask: *"What were the problems in this meeting?"* List them on the flipchart.

- Post or write the words: PREVENTION and WHEN IT'S HAPPENING. Note that there would be things that you could do that may prevent the problem, and things that you can do while it is happening in the meeting.

- Pick a few problems from the list on the flipchart to discuss asking:

- PREVENTION – *"If you were organizing a meeting, what could you do to help prevent this?"*

- WHEN IT'S HAPPENING – *"What could you do when it is going on?"*

- **Tip:** It is best to not take time to write their responses to these questions on flipchart, but instead engage with the group, as they will receive a handout.

Summarize

- A successful meeting is like a sandwich, you have to prepare before the meeting, and follow up after the meeting in order for the meeting in the middle to be really good.

- Distribute handout: *Common Meeting Problems and What to Do.*

ACTIVITY 5: Apply the Skills – 5 Min

OBJECTIVE: Commit to strengthen skills for chairing and organizing meetings.

HOW:

• Invite participants to take out the *Self-Assessment Form* again, look at each one and place a second mark as to how ready they feel to use these skills now. Ask: *"Do you feel more ready after this workshop?"*

• Instruct participants to underline the ones they most want to work on, and consider how they will do it.

• Do a go round in which each person shares the ones that they plan to work on and how they will do that.

• If there is time and if there are people in the group who work together, invite them to respond as to how they will support that person.

ACTIVITY 6: Evaluation – 5 Min

OBJECTIVE: Demonstrate a simple way to evaluate this workshop.

HOW:

• Explain that as part of a good meeting, you want to take a moment to evaluate how this workshop went. Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Enjoying Effective Meetings

Workshop Agenda

- Introductions – 10 minutes
- Spider Exercise – 10 minutes
- Tools for Effective Meetings – 35 minutes
- Silent Film – Some common problems in meetings – 25 minutes
- Putting our learning into action – 5 minutes
- Evaluation – 5 minutes

SELF-ASSESSMENT: TOOLS FOR EFFECTIVE MEETING

	How ready am I to use these tools? On a scale of 1 – 5, I feel I understand what this is and am ready to use it in a meeting.				
	1 Not at all	2 A little ready	3 Somewhat ready	4 Ready	5 Very ready
Introductions					
Group Agreement					
Agenda Setting					
Brainstorming					
Draw on everyone's ideas					
Move to action					
Note taking					
Evaluate					

Some Meeting Tools

Sample Group Agreement

- We create a safe space where each of us can feel free to speak up.
- We recognize we all bring experiences and knowledge.
- We support each other in making our concerns heard.
- We learn from our differences and recognize what we have in common.
- We will be aware that English is a second language for some of us.

Source: Weaving Threads of Inclusion, CAWI.

Brainstorming

PURPOSE: To generate creative thinking and get out as many ideas as possible.

- The group is asked a specific question, such as *"What do you hope to get out of this workshop?"* or *"What should be included in our next newsletter?"* Set a time limit for brainstorming and stick to it.
- Each person tosses out every idea which occurs to him/her. No one is allowed to criticize or discuss the ideas until time for brainstorming is up. A recorder (or two) should be appointed to list all the ideas on a flipchart. Encourage creative thinking. Bizarre ideas can lead to creative new approaches.
- After the list is made, discussion and evaluation of the list can take place. The list is refined and some ideas are eliminated or combined.

Agenda Setting

Agendas can be set before a meeting or during a meeting. When the agenda has been planned before the meeting, review the proposed agenda and obtain the group's approval at the beginning of the meeting.

If a group is small and/or meets regularly, you can set the agenda in the meeting:

1. Write AGENDA on the top of a flipchart. Ask the group what items are important to cover in this meeting. You might ask: *"What things would you feel badly about if we did not cover by the end of the meeting".*
2. List them on the flipchart, grouping together ideas that are similar.
3. Set priorities, by asking which ones need to be addressed first, and which could wait until the next meeting. Put a star beside the key ones to address.
4. Ask the length of time each item will take, writing the time beside each one.
5. Agree on the order, keeping in mind that everyone may not be there at the beginning of the meeting. Number the items.

GOOD AGENDAS ARE FLEXIBLE: During the meeting, be flexible. Some items may take more time than expected or new items may emerge. Ask the group for agreement on changes to the agenda or invite their suggestions on what to prioritize. Share the leadership.

Minutes

Meeting: _____

Date and Time: _____

Note Taker: _____

Meeting Chair: _____

Present: _____

Regrets: _____

Absent: _____

Item	Discussion	Action
ADJOURNMENT	**TIME:**	
NEXT MEETING:		

— Source: Safe People

Common Meeting Problems And What To Do

People arrive late, wander in and out and leave early

PROBLEM: To feel included participants need to be brought up to date, without making the meeting drag for others.

PREVENTION: Consider if there are different cultural expectations about start times or barriers that keep people from arriving on time. When possible, start a meeting when you intend to start, so as to create a group norm for starting on time. Ask people to clear their schedules so they won't have to leave during a meeting. Be flexible if needed.

WHEN IT'S HAPPENING: Briefly summarize the material which the person has missed, or ask someone in the meeting to do that quietly, so as not to disrupt the meeting. Check in as to whether anyone has to leave early. If people must leave temporarily to care for children, prepare food, etc., agree on a way to update people when they return. End the meeting at the agreed-upon time.

People are doing distracting things, like rattling papers, having a side conversation

PROBLEM: People aren't interested in the discussion, they don't identify with the issues, don't feel their input matters, attention is lost.

PREVENTION: Get general agreement on the agenda before beginning the meeting. Make sure there aren't more efficient ways of solving the issues besides a full meeting. Schedule a break to revive people.

WHEN IT'S HAPPENING: Ask the people involved if they are interested in the discussion, or why they don't seem to be taking part. Consider a more dynamic way to engage: do a brainstorm, share leadership, provide a visual, take a break.

Someone is dominating the meeting

PROBLEM: People are often not aware of their own behavior. They may feel that they make better contributions than others.

PREVENTION: Create a Group Agreement that includes listening to each other and giving time for all participate. Refer back to it. In this way the group becomes aware of group dynamics, and can help. A time limit for contributions may be useful.

WHEN IT'S HAPPENING: Ask for contributions from people who have not spoken. Do an energizer that shifts the energy in the room. Shift the dynamic by doing a go round in which each person only says a phrase or where participants write their ideas before they speak or talk in pairs. Ask the dominator(s) to let others speak. Point out when people repeat themselves.

Someone keeps repeating one issue, idea or solution

PROBLEM: The person may not feel that he/she is being heard, or that the group is acting on his/her suggestion, or does not feel accepted by the group so seeking affirmation.

PREVENTION: Not always possible. People will have specific needs.

WHEN IT'S HAPPENING: A group member can state to the person that he/she has heard, and try to explain why his/her ideas have not been accepted or acted upon. Waiting until after the meeting may be better. The person deserves honest feedback, even if it is painful. Alternatively, make sure you really have heard their concern; the group may offer to schedule a special meeting for the purpose of listening to the person and dealing with the issue.

Some people are not participating

PROBLEM: People feel they don't have anything to contribute, climate may not allow more timid people to participate, or other people may dominate. As a result, they do not identify with decisions made, and are less likely be play an active part in the follow up.

PREVENTION: Facilitator can encourage others who have not spoken to contribute their information or opinions. If men speak more often than women or adults more often than children, white people speak more often than racialized people, etc., these roles can be revealed if one person keeps a record of the number of contributions and raises the group's awareness by pointing out the trends to them.

WHEN IT'S HAPPENING: Use an energizer that gets all involved. Slow down the meeting if those in a second language are having a harder time participating. Express the value of everyone's opinions; do an exercise that draws out and values the experience of those who are not speaking.

Tension in the meeting

PROBLEM: May be a result of poor group process, but often derives from unresolved conflict from earlier meetings, or between members of the group.

PREVENTION: Members can educate themselves about group dynamics and thus be able to spot problems before they pile up.

WHEN IT'S HAPPENING: Take a short break. Do a brainstorm on something of which they have shared interest. Deal concretely with the most difficult cause of the tension by raising it for discussion. Provide an energizer or activity that allows people to shift their body position as doing so can also shift their view of the discussion. Adjourn the meeting to allow individuals or small groups to work on the problems.

Someone walks out, upset

PROBLEM: May happen for many reasons such as deeply felt disagreement with process or decisions. It can be an attempt to communicate with the group or to get away from the group. A walk out is the final gesture.

PREVENTION: Not always possible, since that person may be unwilling to compromise a firmly-held position. But a walk-out may be prevented if the person is asked in a non-judgmental way what his/her disagreement or disapproval is, and what she/he would rather see happening.

WHEN IT'S HAPPENING: Depends on a lot of variables. If the person left on principle and cannot be reached, the group could decide to continue the meeting or wait until the next meeting to decide on the issue involved. If the person left because she/he was upset, the group could ask one or more persons to talk with him/her, and ask him/her to rejoin the group if appropriate.

Group is not able to make a decision

PROBLEM: No one is taking on the role of summarizer and facilitator. Goals may not be clear.

PREVENTION: People can be aware of membership roles, covering both task and maintenance functions. Goals and agenda can be discussed and agreed upon before the meeting begins.

WHEN IT'S HAPPENING: Summarize the discussion up to that point. Re-state the issue, question or goal. Ask if the group is ready to make a decision. Take a break. Decide not to take any further step until the next meeting.

People are discussing many issues at once

PROBLEM: An agenda has not been set and agreed upon. The meeting has not yet focused.

PREVENTION: Set a clear agenda beforehand, so people know issues they are most concerned with will be covered. Use flipcharts so people have a visual reminder of the issue. As other issues come up, they can be recorded on another chart for future attention. Make sure there is a facilitator.

WHEN IT'S HAPPENING: Ask if a contribution is on the issues being discussed at the moment.

— Adapted from: Coover, Virginia, Ellen Deacon, Charles Esser and Christopher Moore, Movement for a New Society, Resource Manual for a Living Revolution, New Society Publishers, Philadelphia, Pennsylvania, 1977.

Working Together

Objectives:

- Understand various decision making approaches and tools.
- Explore a group's common purpose.

When to use it:

- When individuals in a group have different expectations, goals, hopes or understanding of the group purpose, or varying reasons why they are involved with the group;
- When a group wants information on decision making tools and approaches.

If doing a series of workshops, this workshop could follow any of these workshops: *Engaging Residents in our Neighbourhood, Strengthening Our Neighbourhood, Building Positive Relationships among Neighbours,* or *Planning Action*.

Materials:

- Flipchart, masking tape and markers
- Red and green feathers, one of each per participant (Activity 3, 5 and 6) (Feather exercise is Copyright 1998 Jossey-Bass/Pfeiffer)
- Medium sized post-it notes, three colours (Activity 4)
- A bowl or a hat, and *Types of Decisions* handout, cut into strips, one per decision making type (with advantage and example) (Activity 5)
- Dots for Dotmocracy (Activity 6)

Handouts:

- *Types of Decisions* (Activity 5)
- *Participant Evaluation Form* (Appendix C) (Activity 8)

CO-FACILITATION WORKSHEET: WORKING TOGETHER

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Welcome everyone and introduce workshop theme **5 min**	**Activity 1: Introductions** — People to introduce themselves — Share one thing they hope to learn from the workshop	— Flipchart and markers	
Emphasize the importance of effective communication and understand how miscommunication happens easily **5 min**	**Activity 2: Telephone Exercise** — A whispered message shared around the circle		
Create inclusive space **10 min**	**Activity 3: Tools for Effective Meetings** — Develop Group agreement	— Red and Green feathers	
Better understand group's purpose **25 min**	**Activity 4: Group Purpose** — Why are you involved in the group or the workshop? — What is the group's purpose? — What skills and experiences do you bring?	— Post-it notes	
Discover various decision making approaches **10 min**	**Activity 5: Decision Making Table** — Review decision making table — Advantages and uses of each	— Handout: *Types of Decisions* — Hat or bowl — Red and Green feathers	
Understand different types of decision-making **20 min**	**Activity 6: Decision Desserts** — *Feather Exercise* or vote with *Dotmocracy Exercise* — Compare approaches	— Red and Green feathers for everyone — Dots for dotmocracy — Flipchart and markers	
Further develop group purpose and decision making **10 min**	**Activity 7: Brainstorm Next Steps** — Refer back to hopes		
Evaluate the workshop **5 min**	**Activity 8: Evaluation** — Distribute *Participant Evaluation Form*, (Appendix C) and ask to complete	— Handout: *Participant Evaluation Form*	

ACTIVITY 1: Introductions – 5 Min

OBJECTIVE: Welcome everyone and introduce workshop theme.

HOW:

• Invite people to introduce themselves and say in one sentence one thing they hope to learn from this workshop.

• Write responses on flipchart and post it on the wall to refer to throughout the workshop.

ACTIVITY 2: Telephone Exercise – 5 Min

OBJECTIVE: Emphasize the importance of effective communication and understand how miscommunication happens easily.

HOW:

• Ask participants to sit or stand in a circle. Whisper a simple message to one participant. A message that is relevant to the topic and to the participants of the session might be: *"Decisions are better when everyone is involved"* or *"We can get along".* The participants pass the message in a whisper to the next person and so on. The last person shares the message with the group. Chances are the final message will be different from the original.

• Invite feedback on what the participants believe this activity demonstrates about communication in relation to group work and decision making. If not identified, share the importance of clear and open lines of communication when the group is working together and making decisions.

ACTIVITY 3: Creating Safe Space – 10 Min

OBJECTIVE: Create a space where everyone feels comfortable and included.

HOW:

• Invite the participants to develop a list of what is important to each of them in order to feel comfortable and included in this group. Write the list on the flipchart. Mention that this list can also be called a group agreement on how the group will work together. Suggested agreements based on past groups' ideas include: share air space so everyone has a chance to speak and take turns speaking and respect each other.

   Tip: Invite the participants to name what respect means to them, as this varies from person to person. For example, respect might mean: listening, being non-judgmental, etc.

• Provide each participant with a green and a red feather. Review each item on the agreement, inviting each person to show either a green feather for agreement or a red feather for disagreement. If a red feather is shown, invite the participant to share why he or she disagrees, to generate discussion. Emphasize that disagreement is simply additional information and is an opportunity to learn from one another.

• Emphasize that the advantage of this agreement is to foster an environment that is inclusive of differing personality styles, cultures, abilities, sexual orientations, gender, etc. and to reduce possibilities of conflict.

- The agreement is then posted on a wall for all to see and to refer back to throughout the workshop or in future get-togethers. Explain that the group can decide to change the agreement at any time.

  Note: Group agreements are also covered in *Enjoying Effective Meetings* and in *Building Positive Relationships among Neighbours*.

ACTIVITY 4: Group Purpose – 25 Min

OBJECTIVE: Understand the purpose of this group.

HOW:

- Invite the participants to find a partner and work in pairs. Ask them to respond to the following questions in order to shape the purpose of the group:
  - *"Why are you involved in this group?"* or *"Why did you come to this workshop?"*
  - *"What do you believe is the purpose of the group or workshop?"*
  - *"What skills, abilities and experiences do you bring to this group or workshop? Think of other groups you've been in or experiences you've had."* (For example: caring for children, parents, or grandparents, cooking, artistic skills, book keeping, etc.)
- Give 3 different-coloured post-it notes to each participant and ask them to record their answers to the 3 questions on a post-it note – one answer per note. On the flipchart, make 3 columns, using the above questions as headers. The participants then post their responses in the corresponding column. (10 min)
- Review what is posted and share with the group. (10 min)
- Ask: *"What surprised you?"*, *"Any commonalities/patterns?"*, and *"Anything missing?"*
- Invite the participants to write on a post-it note what they would like to learn from this group. Review what has been posted. (5 minutes)

Tip: If there are diverse opinions about the purpose of the group, acknowledge this and state that decision making approaches they are about to explore can be used to help reach a decision on the groups' purpose(s). Emphasize developing a process that is inclusive of everyone's ideas and concerns.

Tip: Include a connection to systems. We live in a democratic country where citizen engagement is expected through opportunities such as voting. For example, people are encouraged to share their ideas and have a voice on what matters to them.

Tip: To raise group energy at this time, invite people to stand after you ask each question that applies to them such as:

- *"Do you: Play soccer? Enjoy cooking? Play a musical instrument? Speak more than one language?"*
- Add your own questions.

ACTIVITY 5: Decision Making Table – 10 Min

OBJECTIVE: Discover various decision making approaches and tools.

HOW:

- Distribute the handout *Types of Decisions*. You cut out each type of approach before the workshop (with its advantages and an example) and placed them into a bowl or hat. One at a time, the participants are invited to draw out an approach from the bowl or hat and read it to the group.

- Ask the participants to respond to each approach by holding up a green feather for advantage and red feather for disadvantage and explain their reasons. Write their responses on a flipchart with two columns: one titled *Advantage* and another titled *Disadvantage*. Within the advantages and disadvantages, invite them to think about when to use various approaches, e.g. anonymous voting for election of board executives or Tenant Association.

- At the end of the exercise, check in with the participants about what surprised them. *Were there any commonalities/patterns or was anything missing?*

ACTIVITY 6: Decision Desserts – 20 Min

OBJECTIVE: Understand two different types of decision-making tools.
- Consensus (*Feather Exercise*: red, green)
- Prioritizing tools (*Dotmocracy Exercise*)

HOW:

- **Feather Exercise (10 min)**

Explain to the participants that the group is going to decide which dessert they would like for the next meeting. Present the following options: Cheese cake, butter tarts, peanut butter chocolate fudge cake, or ice cream. Or ask them to name a couple of desserts.

Each participant will then use their green and red feathers for this exercise. The green feather indicates agreement with the choice of dessert and the red feather disagreement.

Read through the list of desserts one by one and ask for a *"show of feathers"*. If a red feather is raised, stop the discussion and ask the participant to expand on her or his reasons for disagreeing.

At the end of this exercise, discuss reactions to using the feathers by asking questions such as:

"Were the green feathers easier to use than the red feathers?"

"Was it easier to indicate your disagreement with a red feather than it was to speak up immediately? Why is that?"

"Why is it difficult to express negative comments?"

Write responses on flipchart if necessary.

- **Dotmocracy Exercise (10 min)**

Use the same list of desserts as the Feather Exercise.

Give each participant one or two dots based on the number of desserts. Ask each person to place one or two dots on the dessert he or she prefers. After everyone has placed the dots, check them and whichever dessert has the most dots is the choice for the next meeting.

At the end of this exercise, ask the participants for their reactions to using the dots with questions such as:

"How did this decision making process differ from the Feather Exercise?"

"What did you think or how did you feel about the outcome and the process of reaching this decision?"

Write responses on flipchart as needed.

Explore difference between the tools and their usefulness by brainstorming the advantages and disadvantages of each tool and write responses on flipchart.

ACTIVITY 7: Brainstorm Next Steps – 10 Min

OBJECTIVE: Discover what participants learned today and how they will take this learning to continue developing their group purpose and/or decision making processes.

HOW:
- Explain that this exercise is intended to explore how to apply the learning from this workshop.
- Brainstorm how the group will use the decision making tools and record committed actions for next steps on a flipchart.
- Refer back to the participants' expressed hopes during the introductions.

ACTIVITY 8: Evaluation – 5 Min

OBJECTIVE: Evaluate the session.

HOW:
- Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.

Types of Decisions

Depending on the decision-making situation, there are different approaches to meetings that you can choose from or combine, according to your tasks, your group time, the time you have to make a decision, and your group dynamics.

TYPE OF APPROACH	ADVANTAGES	EXAMPLE
Consensus	– The entire group has to discuss and agree. It ensures complete support and careful decision-making	What should we serve at our next community dinner and workshop: vegetarian food, fish or chicken?
Delegate to a subgroup with some expectations outlined, then decide	– Reinforces trust. Taps into people's experience and expertise. Is inclusive but structured and quick and gets people involved	Marta, Jyoti and Yusuf are going to develop some ideas for getting more volunteers involved in upcoming Community Round Table events. We will discuss their ideas at the next meeting
Gather input from the group then propose	– Inclusive but speedy. Could be done in one meeting	We have agreed that Omar and Angela will meet with our City Councillor about proposed cuts in recreation spending. Based on your discussion with people in the community, lets identify what points we should cover so they can include them in their presentation
Poll individuals then decide	– Democratic, inclusive, can have clear steps	We have the survey results for events that community members would like to see us organize. Let's look at them and see if we can develop a plan of action
Vote	– Standard procedure. Democratic and quick	We have two suggestions about where to hold our next meeting. Let's vote on it

Source: Weaving Threads of Inclusion: Community Facilitation Guide, CAWI, 2012

Review
Diversity wheel
Weather map
Sculpture
Ordering......
......
Canoe exercise
Bundle

Education For Change

1. Plan for Action
1. start with experience + knowledge of participants
3. add new information
2. find patterns

Change

Planning Action

Objectives:

- Develop a plan to address an issue of concern in our neighbourhood.
- Strengthen our skills for developing an Action Plan.

When to use it:

- With a group of residents dedicated to working on a specific issue on which they can have an impact (e.g. community meeting space, homework club, street lighting, or a policy of the government or an institution).
- With a group that wants to develop a consensus on a work plan for a funding proposal.
- A committee can form to take the ideas from this workshop to put into an action plan and report back to the group.
- With a group of residents that gathers once in a while and tries to identify their issues.

Preparation and Set Up:

- Prior to facilitating this workshop, consider how to help your group focus in on an issue. Some possibilities in this guide include the workshop *Strengthening Our Neighbourhood* or the exercises *Living Sculpture* or *Weather Map*.
- On the day of the workshop, post the bus mural on the wall where all can see it, and to the side, the Action Plan Road Map.

Materials:

- Flipchart, markers, masking tape
- Pens for participants
- Bus Mural drawn on banner paper (5 feet long x 4 feet high, depending on room size)
  – Road that goes across the mural with Timeline of Activities written on it
  – Bus on the road, just to the left of the centre of the mural, so that most of the road is in front of the bus, but there is still road behind the bus
  – Bus has big wheels and hood with headlights, with space under the windows for a banner where you will write the slogan. Except for the driver, the bus is empty
  – Draw 6 - 8 road signs in front of the bus, above the road. Sun in upper right hand corner and clouds above the bus
- Action Plan Road Map (see page 129) written on banner paper or flipcharts large enough that all can see as you fill it in during the workshop
- Large sticky notes (Activity 3)
- Small sticky notes, one per participant (Activity 7)
- Transfers, one per participant (Activity 7) – cards with an inspiring quote on each of them (see quotes on page 82), for example:

  Never doubt that a small group of thoughtful, committed people
  can change the world. Indeed, it is the only thing that ever has.

Handouts:

- *Action Plan, Participant Evaluation Form* (Appendix C).

Bus Mural
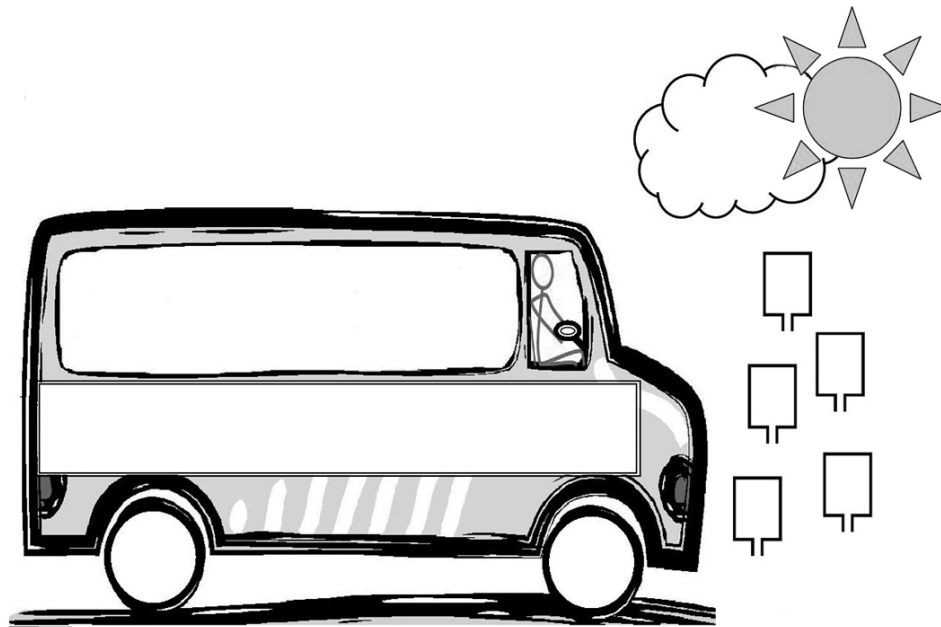
- - Timeline of Activities - - -

CO-FACILITATION WORKSHEET: PLANNING ACTION

OBJECTIVES	ACTIVITY	MATERIALS	ROLES
Introduce participants and image of workshop **15 min**	**Activity 1: Introduce Workshop** — Participant introductions, hopes — Introduce bus and road image — Distribute *Action Plan Road Map* — Create a slogan	— Banner posted — Handout: *Action Plan Road Map*	
Identify what we want to achieve **10 min**	**Activity 2: What we want to achieve – Goal** — Write goal on mural — Identify one key goal idea		
Learn from past activities and identify future activities **25 min**	**Activity 3: Timeline Exercise** — Introduce exercise — Identify past activities — Identify future activities — Chant	— Large sticky notes	
Identify with whom we can work to move this action forward **20 min**	**Activity 4: Who's on the Bus Exercise** — Who's driving the bus? — Who in the community can ride? — Potential allies on the bus — Summarize		
Identify resources needed **5 min**	**Activity 5: Resources** — What is needed to make bus move? Write on bus — Resources in the neighbourhood		
Identify the short-term results **10 min**	**Activity 6: Impact along the way (OPTIONAL; for longer workshop)** — Fill in signs		
Encourage each participant to contribute to the action plan **10 min**	**Activity 7: Boarding the Bus** — Each person fills in their ticket — Share and give ticket to driver — Receive transfer with quote	— Sticky notes — Pens — Transfers with quote	
Evaluate the session **5 min**	**Activity 8: Evaluation** — Distribute *Participant Evaluation Form* (Appendix C), and ask to complete	— Document: *Participant Evaluation Form*	

ACTIVITY 1: Introduce Workshop – 15 Min

OBJECTIVE: Introduce participants and image of the workshop.

HOW:

• Participant introductions (5 min)

Welcome everyone to the workshop, review the objectives, and remind them of the specific issue that you will be addressing in the action plan.   If you do not already have a committee to follow up, tell them that you are forming a committee, and ask for volunteers.

Title a flipchart: *"Why this matters"* or *"Why (issue) matters"*. Ask everyone to introduce themselves and say why they think this issue is important to the neighbourhood. Write people's ideas on flipchart as a way of helping everyone to focus on the one issue.

• Introduce Bus Mural and Road Map (5 min)

Introduce workshop image – Point to the mural posted on the wall. Explain that in this workshop, we are going to use the image of a bus moving down a road. Explain that this is a bus that we are all going to take to get to where we want to go. During this workshop, we are going to identify what action we can take to get us there.

Point to the sun and clouds and note that there are influences all around us, that impact upon our neighbourhood. Problems in our neighbourhood are often a result of bigger problems and inequities that are not our fault. But we can make plans that make it possible for us to create change, maybe even change some of those bigger influences.

Distribute the handout *Action Plan Road Map* and refer to the one on the wall, explaining that in the workshop, you will fill in parts of the road map after each activity. After the workshop, a committee can finalize it to review with the group at a later time.

• Create a Slogan (5 min)

Tell them we have hung a banner on the side of this bus because we are proud of what we are doing.

Refer back to the flipchart where you wrote participants' ideas about why this issue matters to their neighbourhood.   Agree on a 2 – 3 word slogan that sums up what they want. This will be the desired solution to the problem. For example, if the issue is "no place to hold community meetings", what you want is "A PLACE FOR US" Headline it on the banner on the bus.

Once the slogan is up, ask the group, *"What do we want?"* They respond, *"A PLACE FOR US!"* Chant it several times, then repeat it or a version of it throughout the workshop for fun and to keep energy high.

Write the slogan in the Action Plan Road Map on the wall, and invite participants to write on their handout.

ACTIVITY 2: What We Want to Achieve – Goal – 10 Min

OBJECTIVE: Identify what we want to achieve.

HOW:

• Write GOAL on the top of the mural, up against the right side.

• Note that our goal is our hopes of where we want to go. It is like our vision. What it would look like if we achieved what we want.

- Title a flipchart, "Goal: Where We Want To Go". Ask the group, *"Where do we want to go? What do we want to achieve?"* Write ideas on the flipchart.

- Identify one key idea that captures what people have said and write it on the mural under the word "Goal". Note: You do not have to have final wording. A committee could refine the goal statement later.

- Write the goal idea in the Action Plan Road Map.

A PLACE FOR US
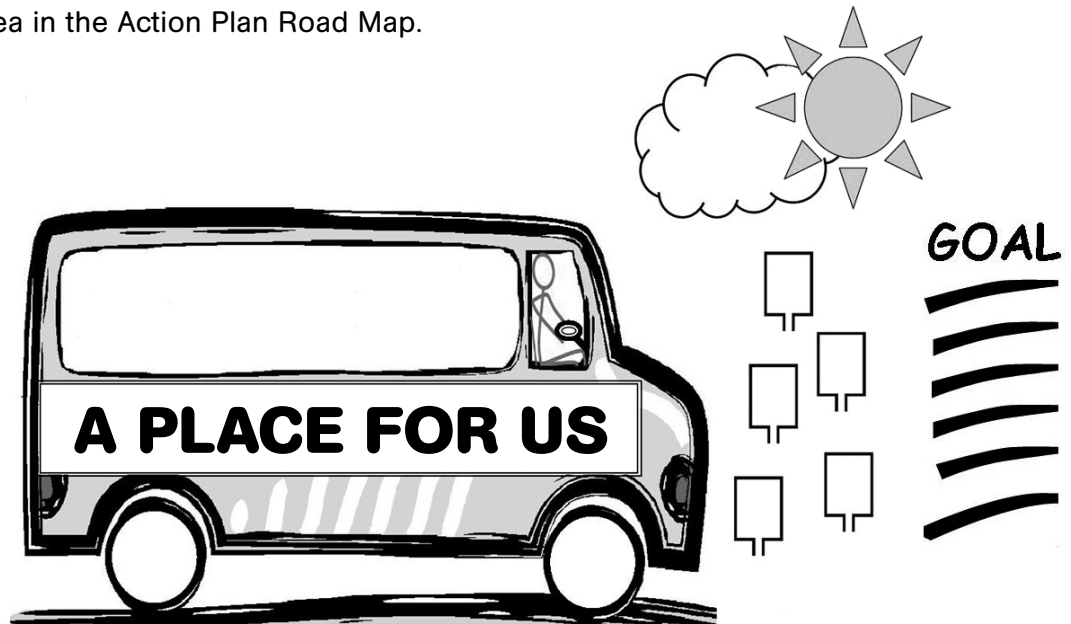
GOAL

Timeline of Activities

ACTIVITY 3: Timeline Exercise – 25 Min

OBJECTIVE: Learn from past activities and identify future activities that get us closer to our goal.

HOW:

- **Introduce exercise**

Refer to the goal noting this is where our bus is headed. We want to make sure that the actions we take on the way will get us there. To do this, we are going to record our activities along the road, which is our timeline.

- **Identify past activities (10 min)**

Invite the group to consider if there have been past actions to address this issue, and what we can learn from that experience. Pointing to the road behind the bus, ask: *"What actions have been taken in the past to address this issue in the neighbourhood?"*

Write past activities below the road, behind the bus, giving dates if people know them.

Ask: *"What does this history tell us about what is important to make our action plan succeed?"*
If there are many actions in the past, you might title a flipchart, *"To succeed…"* and write ideas.

Note: This is an opportunity to acknowledge past contributions and frustrations, while moving people toward new possibilities. This may also be a point to acknowledge that there are factors beyond our control that influence what happens in the neighbourhood. The problems are not all our fault. You may refer to the sun and clouds as symbols of the context and the systems that affect us. They are like the weather that is beyond our control. Together, we can seek to have a positive influence.

- **Identify future activities (15 min)**

Inform them, you will now consider what activities will be undertaken in the future to move you toward the goal. Write ACTIVITIES on a flipchart and brainstorm activities. Then, with the group, consider which are most practical or effective.

Write those on large sticky notes and post them under the road, then move them around as the group decides which activities would come first. Once they are in the desired order, you might write actual days/months under each.

Fill in the Action Plan Road Map on the wall and invite participants to fill in their handout.

- **Chant**

Referring to your timeline, you can invite them to chant again.

"What do we want?"   "A Place for Us"

"When do we act?"   "Now"
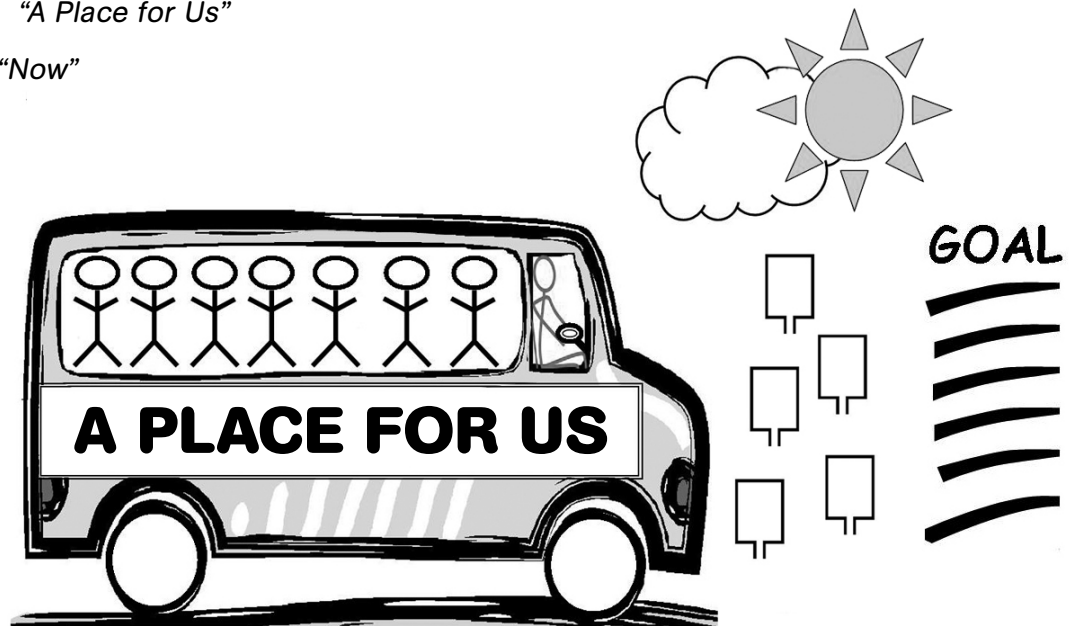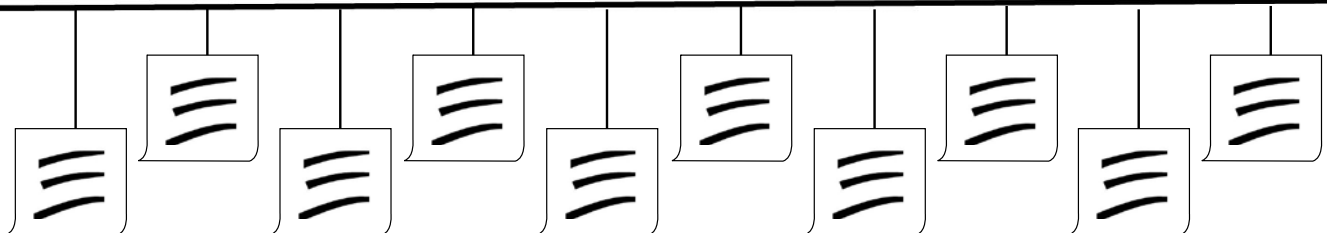
ACTIVITY 4: Who's on the Bus Exercise – 20 Min

OBJECTIVE: Identify with whom we can work to move this action forward.

HOW:

• Who's driving the bus? (2 min)

Tell them the objective of this activity and point out that so far there is only one person on this bus.

Ask: *"Who do you want to have driving this bus?"*

Point out that we need leaders but if we all take turns driving the bus – share the leadership and the work – we will be able to drive further down road.

• Who in the community can ride the bus? (5 min)

Ask: *"Who do we want to make sure is on the bus?"*   Draw a few stick figures riding in the bus.

Start with the community: Ask if there are groups of people in the community, not already involved, that would be important to include. Draw stick figures on the bus, and write names above them.

Ask: *"Is this bus accessible?"* *"Is there anything we need to do to make sure that the community people we have listed can participate?"* (e.g. meeting space, childcare or language support, time of meetings)

• Potential allies on the bus (10 min)

Explain that allies or partners are people or organizations that share some common interests in reaching our goal. In some cases, they will have power and influence to make change. Ask: *"Who can we work with to achieve our goal?"*   When they name groups or individuals, draw more stick figures and write their name above.

You might include potential funders in your list.

On a flipchart, draw two columns, the first titled POTENTIAL ALLIES, the second titled INTERESTS. Ask: *"Who on this bus are we not sure will work with us?"*

Pick 3 – 4, *and write them in the column* POTENTIAL ALLIES. Ask: *"Why would it be in their interest to be involved?"* *"How might they benefit?"* Under INTERESTS, write ideas.
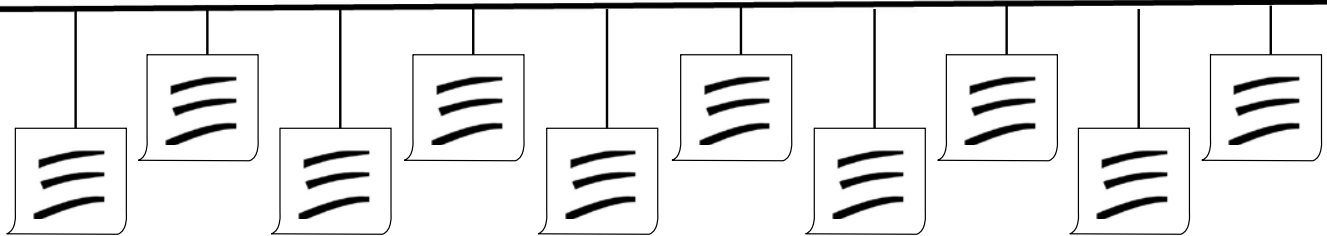
• Summarize (3 min)

Fill in the Action Plan Road Map, under Potential Allies.

POTENTIAL ALLIES   INTERESTS
• Councillor Stinson
• School principal
• City recreation
• Community centre

• Wants our votes
• Positive community relations
• Contributes to community health
• Helps to meet their goals
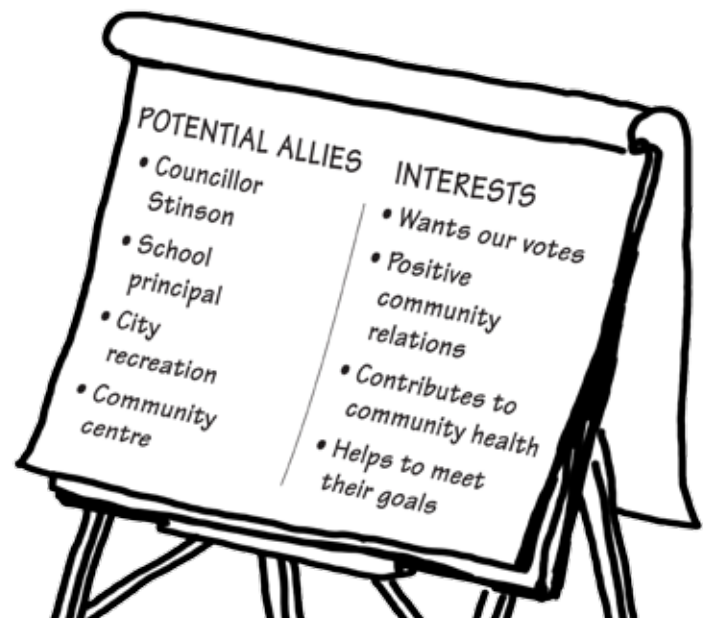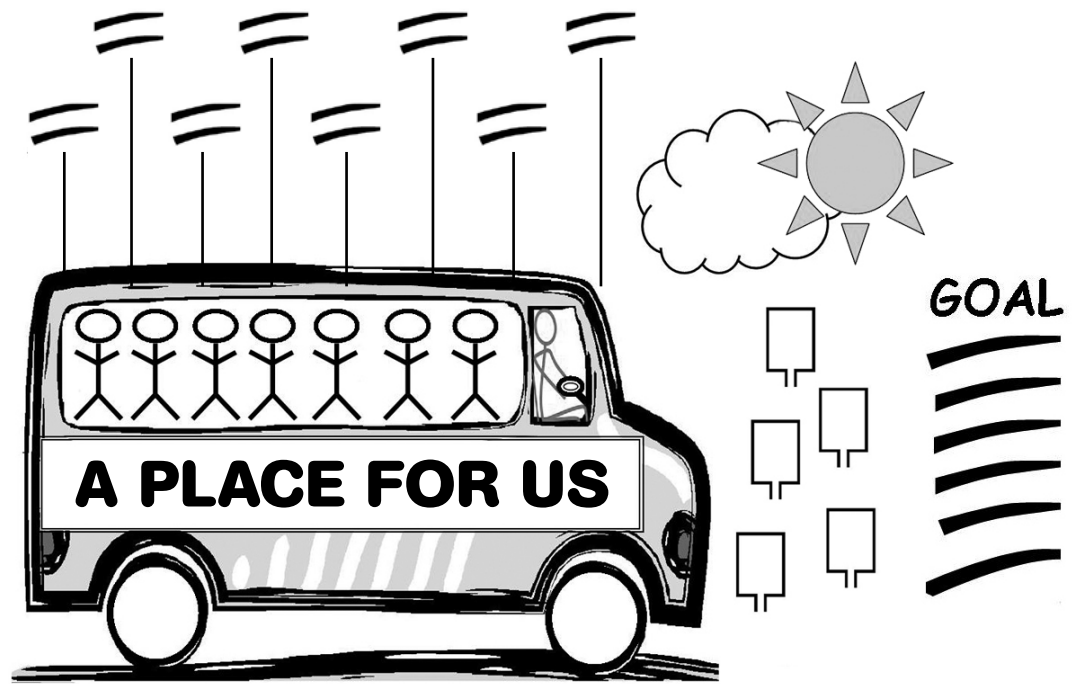
Timeline of Activities

ACTIVITY 5: Resources – 5 Min

OBJECTIVE: Identify the resources needed.

HOW:

- Ask: *"What is needed to make this bus move?"* Point out that unless we want to push it down the road, it will need fuel. Ask what the fuel would be and write that on the engine and wheels (money, volunteers, in-kind contributions).

- Ask: *"Which of these resources already exist in the community?"*

- Brainstorm what additional resources are required for the different activities. Write on a flipchart.

- Fill in the Action Plan Road Map.

OPTIONAL ACTIVITY: Impact Along the Way – 10 Min

OBJECTIVE: Identify the short-term results.

HOW:

• Point out that we have to travel really far to reach our goal, but along the way we can see some of the ways that our activities are having an impact in the neighbourhood or with the systems we need to influence. They will be signs that we are making some positive change.

• Point to the signs drawn in the mural, indicating that these are short-term results. Invite them to name small signs of change they might see. Write ideas on the signs.

• Fill in the Action Plan Road Map.

• **Note:** If holding a 90-minute workshop, you are unlikely to have time for this step. You might simply point to the road signs to explain what they are or you might identify your short-term and medium-term outcomes at a future meeting. Identifying these can be important if you are developing a funding proposal, but also because recognizing the short-term and medium-term impacts can help to keep people motivated as they see some immediate results.

GOAL

A PLACE FOR US

Volunteers

$

IN KIND
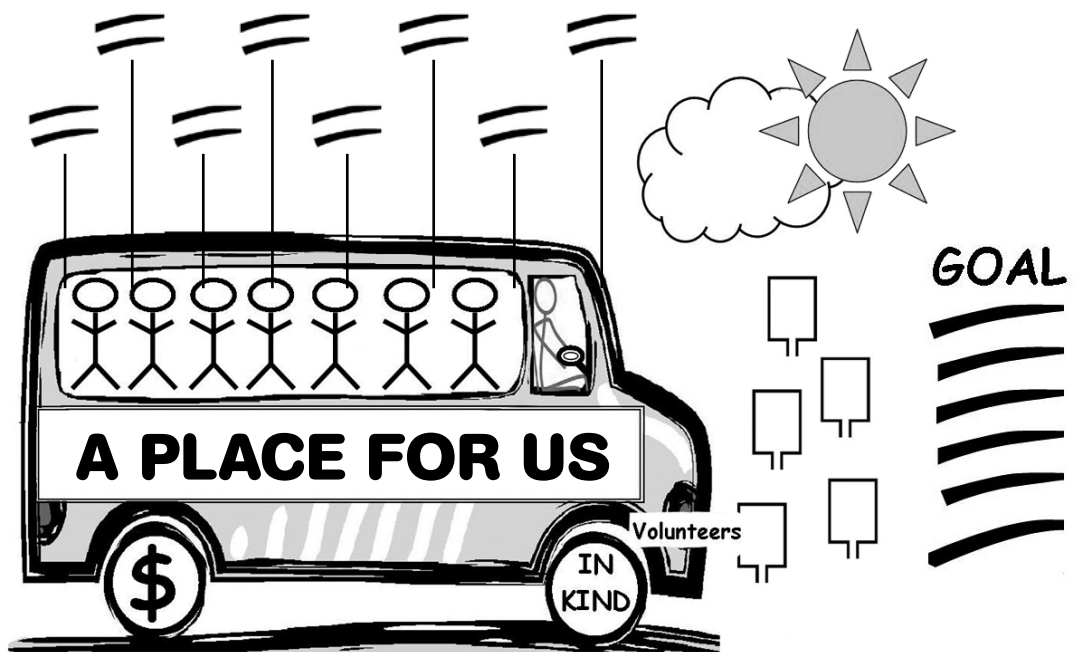
Timeline of Activities
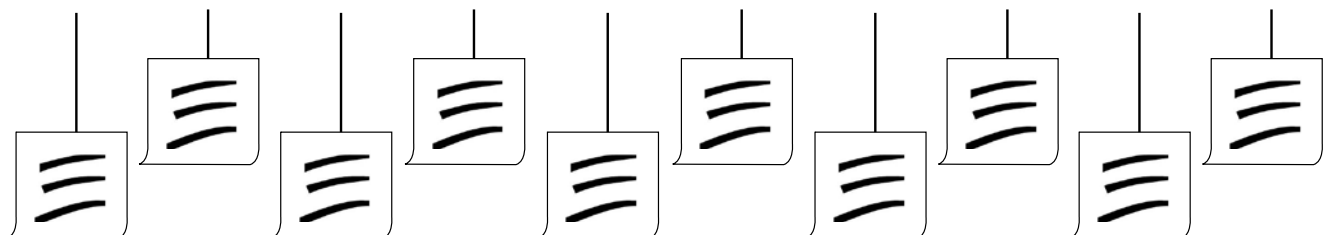
ACTIVITY 7: Boarding the Bus – 10 Min

OBJECTIVE: Encourage each participant to contribute to the action plan.

HOW:

• Thank the group for contributing ideas to the action plan. Explain what will be the follow up, such as a committee who will put these ideas into the Road Map and present them back to the group at a future meeting. Invite their participation.

• Inform them that the bus is about to leave, and so everyone will want to get on board. To do this, everyone will need a ticket. Distribute small sticky notes, and invite them to write on the ticket what actions they plan to take to make this action plan come to life.

• After everyone has written on their notes, ask everyone to read from their ticket and then post it on the Action Plan Road Map on the wall so that they can board the bus. Let them know that they will receive a transfer upon boarding the bus. As they post, give each passenger a bus transfer with a quote from the handout, *Community Advocacy Quotes,* page 82.

ACTIVITY 8: Evaluation – 5 Min

OBJECTIVE: Evaluate the session.

HOW:

• Distribute *Participant Evaluation Form* (Appendix C), and ask to complete.
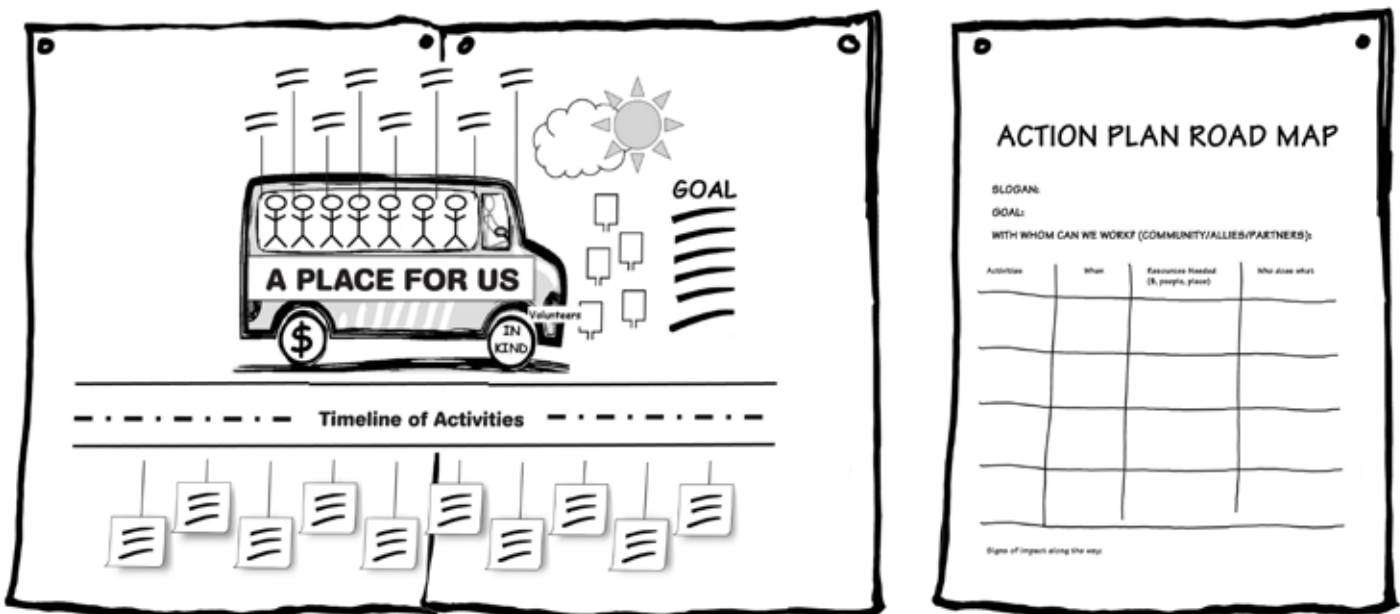
Action Plan Road Map

Slogan:

Goal:

With whom can we work? (Community/Allies/Partners):

Activities	When	Resources Needed ($, people, place)	Who does what

Signs of impact along the way:

APPENDIX A: History of This Guide

Since 2008, the Community Development Framework (CDF) has been working to support neighbourhood change in Ottawa's priority neighbourhoods using a set of guiding principles:

- place-based,

- engaging residents,

- community partners collaboratively addressing issues that matter to the neighbourhoods,

- leveraging resources, and

- providing opportunities for learning.

Beginning with a focus on five priority neighbourhoods, in 2012 the CDF model has evolved to a city-wide approach.

In 2010, the Community Development Framework Capacity Building and Civic Engagement committee (coordinated by United Way Ottawa, with membership from City of Ottawa, Community Developers Network, Volunteer Ottawa, Leadership Ottawa, City for All Women Initiative (CAWI), and Pinecrest-Queensway Community Health Centre) took on the task of researching best practices and recommending tangible actions to build the capacities of residents and community workers working for positive change in their neighbourhoods. From this emerged the proposal to develop resources and training materials for workshops that could be facilitated by community workers and resident leaders in the neighbourhoods.

At the same time, the Reducing Poverty 3 (RP3) initiative of the Community Developers network recognized the need for residents to build their skills and knowledge so as to promote positive systemic change.

It was from the insights that these two groups had gathered from residents that the proposal to create this guide was born. With funds from City of Ottawa, community developers from the Reducing Poverty 3 (RP3) initiative, CAWI and Safe People developed the proposal drawing on their collective experience of supporting resident capacity building. This was enriched by interviews with key informants who work in community development, including: Ottawa Community Housing; ACORN Ottawa; Social Planning Council of Ottawa and the Coalition of Community Houses.

After approval of the proposal by the CDF Capacity Building and Civic Engagement committee, CAWI and Safe People were contracted to lead and coordinate the production of this guide. A reference group, comprised of residents and community workers was formed, to bring their experience and knowledge to the project.

In July 2012, CDF was able to secure three-year funding from United Way/Centraide Ottawa to support the ongoing delivery of Creating the Change We Want training for resident facilitators and community development staff as well as support co-facilitated neighbourhood-based capacity building workshops and activities. This funding allowed CDF to engage CAWI and Safe People in the summer 2013 to do an evaluation of the Guide and how it was being used in the neighbourhoods. As a result of the evaluation, the guide was revised in response to the recommendations of users.

Desired Outcomes of the Implementation of the Guide *Creating the Change We Want*

1. Community workers and resident interns have increased skills, particularly facilitation skills to effectively engage residents to address their concerns.

2. Residents are more engaged in bringing their views regarding the life of their neighbourhood to individuals, agencies and institutions affecting the life of their community. Emerging leaders are supported.

3. Residents experience positive change in their neighbourhood as a result of collective action and collaboration.

4. Greater understanding of neighbourhood capacity building that effectively contributes to neighbourhood change.

Indirect outcomes:

- Systems collaboratively take concrete action to respond to concerns and solutions presented by residents.
- Enhanced cost effectiveness through optimal use of resources, collaboration and networking.

APPENDIX B: Glossary of Terms

Agent of change: a person who can envision a better future and actively works to achieve that future.

Asset-based approach [http://www.abcdinstitute.org/]**:** seeks to uncover and use the strengths within communities as a way to develop a neighbourhood.

Community Development: Providing people the opportunity and tools to discover their strengths, common interests and goals so that they can work together for the well-being and future of their community.

Community Organizing: Bringing together people and organizations to act on a shared interest. Supporting a community organizing themselves in order to initiate change through action.

Neighbourhood: A geographic area with distinct physical characteristics inhabited by people and organizations whose well-being is, in part, connected to each other.

Place-based approach: Recognizes that neighbourhoods are the basic building blocks of a city and that supporting neighbourhood development results in a better city. It encourages residents and service providers to have a vision for their neighbourhood, set a direction and take a shared role in implementing action(s) that will lead to positive change.

Social Capital: Social capital is about volunteers, partners and people or businesses that can connect us to resources we need. For creating the change we want in our communities, social capital is "who do we know and who else do we need to know who can help accomplish the community's goals." "Who we need to know" could be the neighbours in the next building or someone with a particular skill (e.g. a carpenter to help us build a shed) or a municipal councilor who can help navigate City Hall.

System-level support: A network of professional contacts, that may include government, community agencies, academics and funding partners, that provides support and active problem-solving to neighbourhood initiatives.

Ottawa Neighbourhood-based Community Development Initiatives

City for All Women Initiative (CAWI) [http://www.cawi-ivtf.org/]

CAWI is a unique collaborative of women from diverse communities, organizations, and academia working with municipal decision makers to create a more inclusive city and promote gender equality. Women in the CAWI network develop their knowledge of how the city works while putting into practice skills such as facilitation, presentation, and communications. In turn, participants turn to their own unique communities to share what they have learned and engage others.

Community Development Framework (CDF) [http://www.cdfcdc.ca/]

A place-based, collaborative and strategic approach to neighbourhood planning that builds on strengths and addresses the needs identified by a neighbourhood. The Framework brings together residents, community organizations, institutions, researchers, funders, and City services to share information and enhance opportunities to support targeted neighbourhood-based initiatives in a strategic and coordinated way. *Creating the Change We Want* is an initiative of the Community Development Framework.

Community Health and Resource Centres (CHRC) [http://www.coalitionottawa.ca/]

Community development staff in the 13 Community Health and Resource Centres work towards developing the capacity of communities to address local issues; advocate and facilitate social action; and coordinate and provide Francophone and Anglophone health and social services that contribute to developing strong and healthy communities across Ottawa.

Crime Prevention Ottawa (CPO) Neighbourhood Toolkit
[http://toolkit.crimepreventionottawa.ca/index.php?g_int_AppLanguageId=1]

An online resource (a printable version is also available on the website) that provides ideas, information and resources to help Ottawa residents make their neighbourhoods better places to live. In addition to other initiatives, CPO also actively supports and participates in ongoing neighbourhood-based initiatives in Vanier (Together for Vanier – Ensemble pour Vanier), Lowertown (Lowertown, Our Home – *Basse-ville, notre chez-nous*) and Pinecrest Queensway (United Neighbours).

Healthy Communities Initiative (HCI) [http://www.och.ca/site/index.php?option=com_content&view=article&id=168&Itemid=176&lang=en]

A strategy of **Ottawa Community Housing (OCH)** with a goal to build healthy and sustainable communities where tenants are empowered to act. The initiative is built on the four pillars of: *Positive social environment; Safe place to live; Pride of place; Engagement in the broader community*.

Ottawa Neighbourhood Social Capital Forum (ONSCF) [http://www.onscf.ca/]

The purposes and roles of the Ottawa Neighbourhoods Social Capital Forum are: to build and share understanding of how social capital/community development leads to community improvement, including the development of evaluation tools; to support the capacity of local initiatives, including leveraging resources; to serve as a forum for evidence based learning and practice on social capital development/community development.

Safe People [http://www.pqchc.com/]

A volunteer leadership program in the Pinecrest-Queensway Community Health Centre catchment area that trains and supports community members volunteering in their neighbourhoods so as to ensure continued community building. Safe People activities help to strengthen the bonds between neighbours and foster connections and collaboration with Ottawa agencies and organizations. They also plan and take action to create positive change where they live by supporting concerned citizens in having a voice in local decision-making process.

Strong Neighbourhoods Approach
[http://unitedwayottawa.ca/what-we-do/our-focus/belonging-community/neighbourhoods]

It is one of **United Way/Centraide Ottawa's** priority goals to support the increase of the number of residents in priority neighbourhoods leading their own community development initiatives. Building social capital is the key strategy followed to achieve this goal in collaboration with other stakeholders.

APPENDIX C: Participation Evaluation Form

To be completed by the residents after participating in a workshop or exercise.

1.	Strongly agree	Agree	Disagree	Strongly Disagree	I don't know
I found this workshop/exercise helpful for my neighbourhood involvement					

2. What is the most important thing that you learned from this workshop/exercise?

3. Because of your participation in this workshop or exercise, what are you planning to do more of or differently in your community?

4. What do you suggest to improve this workshop/exercise?

5. Other comments?

APPENDIX D: Handouts in this Guide

APPENDIX D: Handouts in this Guide continued

APPENDIX E: Resources and References

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Social Planning Council of Ottawa
http://www.spcottawa.on.ca/

The Pfeiffer Library, volume 8, 2nd Edition, Copyright 1998 Jossey-Bass/Pfeiffer

Traditional Aboriginal Teachings from various North American Aboriginal Grandmothers and Grandfathers

APPENDIX F: Co-Facilitator Evaluation

After every workshop or exercise, it is important to evaluate how the session went and follow up with participants for next steps. The following questions are provided as a guide for co-facilitators to reflect together. There may be additional questions that you would like to add, depending on your organizational needs.

Name of Workshop/Exercise:

Co-facilitators:

Organization(s) involved:

Name of the group participating:

Number of participants:

Composition of the group:

Date of workshop/Exercise:

What worked well?

What could be improved?

What is your most important learning?

What are the necessary follow-up steps as a result of this session?

Thank you for sharing this information with CDF Neighbourhood Liaison Worker or CDF Co-ordinator gilliank@seochc.on.ca