



PROJECT DIVERSITY:

WHAT IS A WELCOMING & INCLUSIVE COMMUNITY?  
FACILITATOR'S HANDBOOK

JULY 2010



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# Abstract

The need for the development of welcoming and inclusive organizations and communities is gaining increasing acceptance. However, along with this acceptance there are questions about the practical steps needed to develop a comprehensive approach to inclusion.

This handbook is intended to support people interested in learning how to lead a training workshop that will educate others on how to create welcoming and inclusive organizations and communities.

In this handbook, you will find a workshop design that can be used in a wide variety of contexts. Hand outs, presentation slides, facilitator notes and an extensive resource list have been provided to help you engage your organization and/or community in the challenge of making BC more welcoming and inclusive

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PROJECT DIVERSITY:  
WHAT IS A WELCOMING & INCLUSIVE COMMUNITY?  
WORKSHOP FACILITATOR'S HANDBOOK

WORKSHOP DEVELOPMENT: STACY BARTER  
VIDEOGRAPHER: KARILYNN MING HO  
RESEARCHER: VIRGINIA KEAST  
PROJECT COORDINATOR: JIM SANDS  
DESIGN & LAYOUT: JOANNE CHEUNG  
WORKSHOP FACILITATORS: DAVID DIAMOND (HEADLINE THEATRE), STACY BARTER

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PREPARED BY THE SOCIAL PLANNING AND RESEARCH COUNCIL OF BRITISH COLUMBIA

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people. planning. positive change.

SOCIAL PLANNING AND  
RESEARCH COUNCIL OF BC  
4445 NORFOLK STREET  
BURNABY, BC

WWW.SPARC.BC.CA  
WWW.SPARC.BC.CA/PROJECT-DIVERSITY  
INFO@SPARC.BC.CA  
TEL: 604-718-7733

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The logo for Canada features the word "Canada" in a large, serif font, with a small Canadian flag to the right of the letter "a".



WelcomeBC

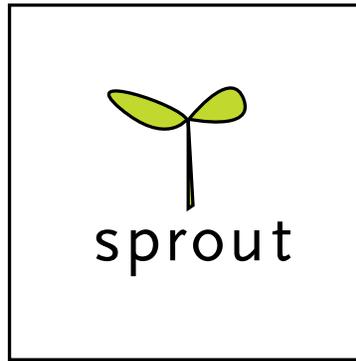




**PROJECT DIVERSITY:**  
**WHAT IS A WELCOMING & INCLUSIVE COMMUNITY?**

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## resources for social change

As SPARC BC's ongoing knowledge transfer initiative, Sprout resources are designed to facilitate learning about and the practice of community-based research methods and community development strategies.

Sprout is a symbol of growth and innovation and can be found on all SPARC BC resource guides and workbooks that have been developed for you to use with groups of committed people who care about community well being. By nature, Sprout resources are fusions of theory and practice — mixtures of big ideas and small steps for cultivating positive change in your community. Each year, we will add new publications to Sprout based on your input. Let us know what you would like to see in Sprout!

Email us: [cde@sparc.bc.ca](mailto:cde@sparc.bc.ca)  
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# Part I. Introduction & Summary

*A welcoming and inclusive community has a strong desire to receive newcomers and to create an environment in which they will feel at home.<sup>1</sup>  
The term inclusive refers to actions over time that foster participation and full engagement by diverse residents in the economic and social life of the community.<sup>2</sup>*

The need for welcoming and inclusive organizations and communities is gaining increasing acceptance. However, along with this acceptance there are questions about the practical steps needed to support full inclusion in community life.

**The Project Diversity Workshop Facilitator's Handbook** provides support to people interested in facilitating learning about welcoming and inclusive organizations and communities. The materials in this handbook are organized to support a half-day or full-day workshop focused on creating welcoming and inclusive organizations and communities. Materials may also be used separately for shorter presentations.

In addition to the workshop materials, case study videos of five different elements of inclusion are available to accompany this package. The videos can be downloaded at the project website: [www.sparc.bc.ca/project-diversity](http://www.sparc.bc.ca/project-diversity)

The workshop materials are based on a concept of social inclusion developed by the Inclusive Cities Canada project. This was a pan-Canadian project involving partners in municipalities across the country who participated in the development of a comprehensive approach to social inclusion. The project developed a framework for understanding social inclusion that recognizes multiple aspects of identity and multiple dimensions of inclusion.<sup>3</sup>

The learning objectives of the workshop are:

- Provide an opportunity for reflection and understanding about personal experiences of diversity, inclusion and exclusion.
- Provide information about social inclusion as a framework to support the development of welcoming and inclusive organizations and communities.
- Introduce tools and resources to support planning for inclusion within organizations and communities.

1. National Working Group on Smaller Centre Strategies (2007). *Attracting & Retaining Immigrants: A Tool Box of Ideas for Smaller Centres* (2nd ed). Victoria: Inter-Cultural Association of Greater Victoria on behalf of the Working Group. Accessed from: [www.icavictoria.org](http://www.icavictoria.org)

2. Wachtel, A. (2008). *Research Framework: Welcoming and Inclusive Communities and Workplaces Program*. Victoria, BC: Welcome BC. Accessed from: [www.welcomebc.ca/local/wbc/docs/service/programs/welcome\\_program/pdf/research\\_framework.pdf](http://www.welcomebc.ca/local/wbc/docs/service/programs/welcome_program/pdf/research_framework.pdf)

3. Inclusive Cities Canada: A Cross-Canada Civic Initiative (ICC) (2004). *Background Paper and Project Overview, Phase 1*. Toronto: ICC. Accessed from: [www.racialequitytools.org/resourcefiles/inclusivecitiescanada.pdf](http://www.racialequitytools.org/resourcefiles/inclusivecitiescanada.pdf)

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The workshop package may be used as is or can be adapted to address particular needs or circumstances. The resources list also provides reference for additional information on related materials and resources.



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# Part 2: Workshop Facilitator's Outlines

## Summary

In this section you will find two versions of a facilitator's outline for half-day and the full-day workshops. Because every audience and circumstance is unique these are intended as guidelines only. Feel free to adapt and amend as circumstances require.

### A note about time

Most of the workshop activities include a suggested time range. We have suggested a range rather than a firm timeframe because a number of factors will influence how much time is needed for each activity. Perhaps the biggest factor is how much time you have for the overall workshop.

While the full day version of the workshop does include additional activities, it has also been designed to allow more time for each activity so that participants can have a more in-depth exploration of the issues and strategies. The half-day version provides participants with an introduction to the topics and there is less time for large group discussions. Facilitators will need to manage time very effectively in both versions of the workshop.

The second major factor that will affect how much time is needed for each activity is the size of the group. Larger groups will generally require more time for whole group discussions in order to ensure that a range of voices are heard. The make-up of the group can also impact timeframes, as well as the type of activities you prioritize. For example, groups of participants who do not previously know each other will need more time on introductory and icebreaker activities, whereas groups that know each other move through introductions quickly.

### About the Activities

While the workshops have been designed to be relevant to a broad range of groups, we recognize that each group of participants, their interests, and their needs related to the topic of welcoming and inclusive organizations and communities may be different. For this reason, we have included a number of alternative or optional activities so that the workshop can be adapted as needed. If you decide to adapt your workshop, please refer to the principles of adult education<sup>4</sup> to ensure an appropriate workshop design.

4. See: Klatt, Bruce (1999). *The Ultimate Training Workshop Handbook: A comprehensive guide to leading successful workshops & training programs*. New York: McGraw Hill. pp. 66-70.

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Here are options if you are short on time or would like to make more time for certain activities:

- 1) Skip *Diversity Bingo* icebreaker and use *Story of Your Name* as the starting icebreaker.
- 2) Cut *Who Am I- Who Are You?* activity and spend a bit more time explaining *Identity Takes Many Forms* as part of Presentation # 1. (Recommended for groups who already have some awareness of this issue, and not necessarily groups who are new to this concept.)
- 3) Change the energizer after the break to a shorter 5 minute energizer (e.g. *What are We Talking About?*, *Brain Crunch*, etc.) or if energy is high after the break, consider skipping the energizer.
- 4) Reduce Presentation # 2 (Planning for Inclusion) to a quick 5 minute presentation and allow participants more time in their groups to work on the planning exercise.

Note that templates to develop an agenda to distribute to workshop participants are included in Appendix A.



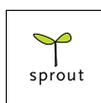
# Project Diversity

## Workshop Facilitator's Outline (Half-Day Workshop)

### What is a Welcoming & Inclusive Community?

| TIME  | ACTIVITY                       | COMMENTS  | VARIATIONS AND/OR SUBSTITUTE ACTIVITIES   |
|-------|--------------------------------|---|---|
| 00:00 | Introduction                   | - Facilitator introduction and welcome to participants<br>If appropriate, acknowledge traditional territories   |   |
| 00:05 | Icebreaker                     | - <i>Diversity bingo</i>  | - <i>Two truths and a lie</i><br>- <i>Story of your name</i>  |
| 00:15 | Participant Introductions      | - <i>Story of your name</i><br>- Discussion: What you are hoping to get out of the workshop   | - What organization you are from<br>- Why do you think diversity is important in organization(s) / communities? |
| 00:25 | Workshop objectives & overview | - Learn about social inclusion as a framework to support the development of welcoming and inclusive organizations and communities<br>- Introduce tools and resources to support planning for inclusion within organizations and communities<br>- Logistics & acknowledgements | - Group agreements / norms  |

|       |   |   |   |
|-------|---|---|---|
| 00:30 | Activity # 1:<br>Brainstorm and discussion                | - Brainstorm: A time you felt welcome / included<br>- Brainstorm: A time you felt excluded / not welcome / different<br>- Leave time for personal reflection, share in pairs, report back highlights<br>- Lead into brainstorm: What makes for a welcoming and inclusive community? | - <i>Group sculpture</i><br>- Add to brainstorm discussion:<br>- Why is inclusion / diversity important / relevant to us? |
| 00:55 | Presentation # 1:<br>A social inclusion approach (Part A) | - What is social inclusion?<br>- Process & outcome<br>- Identity takes many forms   |   |
| 01:05 | Activity # 2  | - <i>Who am I – Who are you?</i><br>- Reflection on personal identity, work in pairs highlighting assumptions / stereotypes   | - <i>Self- identity map</i><br>- <i>Primary and secondary dimensions of diversity</i>                                     |
| 1:25  | <b>Break</b>  |   |   |
| 1:40  | Energizer / refresher:                                    | - <i>Over the mountain</i>  | - <i>What are we talking about?</i><br>- <i>Labels</i><br>- <i>Brain crunch</i><br>- <i>Hello in different languages</i>  |
| 1:50  | Presentation #1:<br>A social inclusion approach (Part B)  | Multiple Dimensions of Inclusion:<br>• Diversity<br>• Human Development<br>• Involvement & Engagement<br>• Relationship To Living Conditions<br>• Connection to Community Services  |   |





|      |  |   |   |
|------|--|---|---|
| 2:20 | Activity #3                              | <ul style="list-style-type: none"><li>- <i>Planning For Inclusion</i></li><li>- Small groups identify issue and program / service to plan for.</li><li>- Work through planning questions on worksheet. Report back to larger group.</li></ul> | <ul style="list-style-type: none"><li>- Role Play: <i>ActiveNeighbours in ActiveCity</i></li><li>- <i>Drawing on diverse assets</i></li></ul> |
| 2:45 | Presentation # 2: Planning for inclusion | <ul style="list-style-type: none"><li>- Elements of an inclusion plan</li><li>- Getting started</li></ul>   |   |
| 2:55 | Activity #4                              | <ul style="list-style-type: none"><li>- <i>Getting started</i></li><li>- Small groups identify strategies for getting started in their organization / community</li></ul>   |   |
| 3:20 | Closing round                            | One thing you learned that you are taking away & how will you use it  | <ul style="list-style-type: none"><li>- Next steps</li></ul>  |
| 3:30 | Conclusion                               |   |   |

# Project Diversity

## Workshop Facilitator's Outline (Full-Day Workshop)

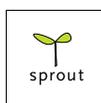
### What is a Welcoming & Inclusive Community?

| TIME  | ACTIVITY                       | COMMENTS  | VARIATIONS AND/OR SUBSTITUTE ACTIVITIES   |
|-------|--------------------------------|---|---|
| 00:00 | Introduction                   | - Facilitator introduction and welcome to participants<br>- If appropriate, acknowledge traditional territories   |   |
| 00:10 | Icebreaker                     | - <i>Diversity bingo</i>  | - <i>Two truths and a lie</i><br>- <i>Story of your name</i>  |
| 00:20 | Participant Introductions      | - <i>Story of your name</i><br>- Discussion: What you are hoping to get out of the workshop   | - What organization you are from<br>- Why do you think diversity is important in organization(s) / communities? |
| 00:35 | Workshop objectives & overview | - Learn about social inclusion as a framework to support the development of welcoming and inclusive organizations and communities<br>- Introduce tools and resources to support planning for inclusion within organizations and communities<br>- Logistics & acknowledgements | - Group agreements / norms  |



|       |   |   |   |
|-------|---|---|---|
| 00:40 | Activity # 1:<br>Brainstorm and discussion                | - Brainstorm: A time you felt welcome / included<br>- Brainstorm: A time you felt excluded / not welcome / different<br>- Leave time for personal reflection, share in pairs, report back highlights<br>- Lead into brainstorm: What makes for a welcoming and inclusive community? | - <i>Group sculpture</i><br>- Add to brainstorm discussion:<br>- Why is inclusion / diversity important / relevant to us? |
| 1:10  | Presentation # 1:<br>A social inclusion approach (Part A) | - What is social inclusion?<br>- Process & outcome<br>- Identity takes many forms   |   |
| 1:25  | Activity # 2  | - <i>Who am I – Who are you?</i><br>- Reflection on personal identity, work in pairs highlighting assumptions / stereotypes   | - <i>Self- identity map</i><br>- <i>Primary and secondary dimensions of diversity</i>                                     |
| 1:45  | <b>Break</b>  |   |   |
| 2:00  | Energizer / refresher:                                    | - <i>Over the mountain</i>  | - <i>What are we talking about?</i><br>- <i>Labels</i><br>- <i>Brain crunch</i><br>- <i>Hello in different languages</i>  |
| 2:10  | Presentation #1:<br>A social inclusion approach (Part B)  | Multiple Dimensions of Inclusion:<br>• Diversity<br>• Human Development<br>• Involvement & Engagement<br>• Relationship To Living Conditions<br>• Connection to Community Services  |   |

|      |   |   |  |
|------|---|---|--|
| 2:25 | Activity #3                             | - <i>Drawing on diverse assets</i>  | - Role Play: <i>ActiveNeighbours in ActiveCity</i>   |
| 3:15 | <b>Lunch</b>                            |   |  |
| 4:15 | Energizer/Refresher                     | - <i>Over the Mountain</i>  | - <i>The river</i> (takes 15mins longer so late activities/presentations would need to be shortened) |
| 4:25 | Videos/Stories & Discussion             |   |  |
| 4:45 | Activity                                | - <i>Planning for inclusion</i><br>- small groups identify issue and program/service to plan for. Work through planning questions on worksheet. Report back to larger group |  |
| 5:25 | Presentation #2: Planning for Inclusion | - Elements of an inclusion plan<br>- Getting started  |  |
| 5:35 | Activity #4                             | - Getting started<br>- Small groups identify strategies in their organization/ community  |  |
| 6:05 | Creative report back                    | - Small groups create a skit about how they will take their first steps within their organization, including how they would address challenges they anticipate              |  |
| 6:45 | Closing round                           | One thing you learned that you are taking away & how will you use it  | - Next steps   |
| 7:00 | <b>Conclusion</b>                       |   |  |



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## Part 3: Workshop Activity Instructions

This section provides instructions for facilitating 20 different activities divided into a number of categories:

**ICEBREAKERS:** Activities intended to help people get to know each other better and assist in building a group identity.

**SESSION STARTERS:** Exercises to help focus the attention of the group on the workshop process and agenda.

**ACTIVITIES:** Illustrating important concepts and ideas in the training outline.

**ENERGIZERS / GAMES:** Activities that provide a break and help the group to re-focus on the task at hand.

**CLOSING ACTIVITIES:** Bring closure to the workshop by reflecting on what has been learned and by making commitments for future action.

Each section provides an overview of the activity and suggestions about how and when to use. Note that worksheets and handouts associated with each exercise can be found in Appendix C.



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# Icebreakers

## Diversity bingo

**Purpose:** Allow participants to get to know each other, highlighting commonalities and diversity with the group. This activity can also be used to demonstrate how we all have multiple identities or to initiate a discussion on stereotyping.

**Time:** 10-15 minutes

**Materials:** *Diversity Bingo* sheets (Appendix C-1), pens / pencils, optional-small prize(s)

**Group Size:** Medium-large (10-50)

**Set-up:** Open space in room for participants to walk about freely and mingle

**Instructions:** Hand out the *Diversity Bingo* sheets. Give participants 5 minutes to mingle around, introducing themselves to each other and trying to find someone for whom the statement in each of the squares is true. If the person has this experience, participants have them sign their name in the box. Generally, do not allow people to put one person's name in more than 1-2 boxes. You can offer a prize for the first person to complete one straight line (Bingo!) and then another for the first person to complete all of the squares (Blackout!). Have the winner read out who they found for each of the squares.

### **Possible Debriefing:**

- Invite participants to share what they learned about this group / themselves / another participant through this activity
- Reflecting on which squares were easy to fill and which squares were more difficult to fill, what did you learn about this particular group?
- Explain / ask questions about how this activity can be used to explore how we all may have used stereotyping in approaching people

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**Options:** You can alter the *Diversity Bingo* sheets to include certain experiences you wish to highlight depending on the group of participants and how light / serious you wish to make the activity. Here are some other examples to help adapt your *Diversity Bingo* sheets.

Someone who:

- Is the oldest child in their family
- Wears glasses
- Has the same eye colour as you
- Has stood up for someone else's rights
- Has a different hair colour than you
- Can spell their name using sign language
- Is taller than you
- Was born outside of Canada
- Is vegetarian
- Saw 3 movies without violence this year
- Plays a musical instrument
- Is dressed in something not made in North America
- Has lived on a farm
- Has attended a potlatch
- Knows someone who has been homeless
- Has had a "near death experience"

**Notes:** This activity works best in medium to large sized groups (minimum 10 people). For smaller groups you may wish to consider an alternative icebreaker activity such as *Two Truths & a Lie* or *Story of Your Name*. *Diversity Bingo* can work both in groups where participants do not already know each other as well as groups that know each other. With groups who already know each other, you can focus on participants learning new things about each other (this can be linked to the idea of multiple identities – that which is visible and that which is hidden).



---

## Story of your name (\*optional / alternative activity)

**Purpose:** Icebreaker and introductory activity which allows participants to get to know each other by sharing some of their personal history and culture.

**Time:** 10-30 minutes, depending on size of the group (approx. 2 minutes per participant)

**Materials:** None

**Group Size:** Small-medium (2-20)

**Set-up:** This activity is best done in a circle where all participants can see each other.

**Instructions:** Invite participants to share something about their name in an opening round of introductions. This can include what their name means (if they know), the story of how it was chosen, or anything else they consider significant about their name. Allow participants a few minutes to reflect before beginning the round.

**Options:** This can also be combined with other key introductory information you would like from participants (e.g. what they are hoping to get out of the workshop, what organization they are from, etc.). However, it is best to limit the number of things you are asking participants to 1-2 pieces of information (more than that and it can be difficult for people to remember each item).

**Notes:** This activity is useful in groups where participants do not already know each other and introductions are necessary. It can also work as an icebreaker with people who already know each other, however, if you are short on time it can be skipped or replaced with a simple round of introductions.

This can be a particularly interesting activity in multicultural groups where part of the focus is on cultural diversity as it often elicits stories of people's cultural backgrounds. This activity works well in small-medium sized groups where there is enough time to hear each person speak. For larger groups, you may wish to choose an alternative icebreaker which does not take as long such as *Diversity Bingo*.

---

## Two truths and a lie (\*optional / alternative activity)

**Purpose:** Icebreaker and introductory activity that allows participants to get to know each other. Can be used to highlight visible / hidden aspects of identity.

**Time:** 20-30 minutes depending on group size

**Materials:** Small pieces of paper, pens, container to draw from

**Group size:** 4–20 (larger than that modify the whole group round as it would take too long)

**Set-up:** Open space in room for participants to mingle and introduce themselves

**Instructions:** Hand out small pieces of paper and pens and ask participants to write down 2 things that are true and one thing that is a lie about themselves. Give personal examples (e.g. (1) I grew up on a sailboat, (2) I speak 3 languages, and (3) I have traveled to Africa). Explain that others in the group will be trying to guess which things are true and which is the lie, so it is good to think of things that people might not already know about you (without feeling they have to reveal anything they don't want to).

Give participants a few minutes to reflect and come up with ideas. Once they have written them down, have them fold up their paper and put it into a container which everyone will draw from. When they have all pulled a piece of paper, invite participants to mingle around the room, introduce themselves and ask each other questions from the paper they have drawn (e.g. Hi Luis, I'm Stacy... Is your favourite colour purple?) Explain that they are trying to find the person whose paper they have, but everyone can only ask one question and must answer truthfully. Once they have received the answer "no", they should move on to another person. This means if someone asks the lie question, and the person answers truthfully NO, they might get tricked for a little while.

When everyone has found their person, reconvene the group, inviting them to sit next to or near the person they have identified. Go around the circle and have each participant introduce the person they have found, reading out the 3 things about them but without revealing which one is the lie (e.g. This is Stacy. She grew up on a sailboat, speaks 3 languages and has traveled to Africa). Invite other participants in the group to guess which one is the lie.

**Notes:** This activity works well both with groups of people who don't know each other, as well as those that already know each other well such as staff teams, etc. With groups who already know each other, you may wish to focus on participants learning new things about each other. This can be linked to the idea of multiple identities – that which is visible and that which is hidden.



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# Session Starters

## Participant introductions

**Purpose:** Icebreaker, participants are introduced to other workshop participants

**Time:** 5-20 minutes (depends on size of group)

**Materials:** Optional - Post-it Notes

**Instructions:** Invite participants to introduce themselves including one of more of the following:

- Name and organization you are representing
- What are you hoping to get out of this workshop
- Why do you think diversity / inclusion is important in (our) organization(s) / community?

**Options:**

- Instead of a simple round, have participants write down what they hope to get out of the workshop on post-it notes and post them on a flipchart at the front of the room. Refer back to these at the end of the workshop to see if people's objectives have been met.
- This activity can be combined with Story of Your Name.

**Notes:** It is important for groups that do not already know each other that there is the opportunity for introductions at the beginning of the workshop. However, if the group already knows each other and you are short on time, you can choose one of the other icebreakers and skip this activity.

---

## Workshop objectives

**Purpose:** Participants become familiar with the objectives of the workshop session so that they know what to expect.

**Time:** 5 minutes

**Materials:** Flipchart or PowerPoint projector

**Instructions:** Using a flipchart or PowerPoint slide, review the workshop objectives for participants:

- Learn about social inclusion as a framework to support the development of welcoming and inclusive organizations and communities
- Introduce tools and resources to support planning for inclusion within organizations and communities

**Options:** If participants have identified what they hope to get out of the workshop in the introductory round, you can use this as an opportunity to link this to the workshop objectives, or point out what will NOT be covered as part of this workshop so that expectations are clear.

## Group agreements (optional activity)

**Purpose:** Participants develop agreement regarding acceptable behaviour for how the group will function.

**Time:** 5-20 Minutes (depending on whether the facilitator presents ideas or solicits from the group)

**Materials:** Flipchart & markers

**Instructions:** Explain to participants that Group Agreements (also called Norms or Ground rules) can help the group stay focused on its objectives by establishing clear expectations of how they will interact and behave together.



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Using a flipchart, present a list of norms you suggest. You can choose from some of the following common group agreements or create your own:

- Everyone has the right to pass
- Only one person should speak at a time so that we can best understand everyone
- Keep an open mind, open ears and an open heart
- Speak to be understood, listen to understand
- Ask questions
- Focus on interests, not positions
- Challenge ideas, not people
- Share responsibility for making the session work
- Share the airtime

Ask if everyone feels comfortable with this list, or if anyone has any concerns. Ask if there are any agreements the group would like to see added. Add these to the list / modify as needed.

**Options:** If you have more time, you can also invite participants to generate their own list of group agreements.

## Other details

**Purpose:** Participants receive background and logistical information to make them comfortable in the workshop session.

**Time:** 5 minutes

Provide an overview of the workshop and workshop logistics. These can include:

- Background Information on this workshop
- Acknowledgements
- Housekeeping such as washroom locations, meal / break times, etc.
- Parking lot / bicycle rack (a flipchart list where the facilitator will “park” ideas that emerge that are important but fall outside of the scope of today’s workshop)

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# Activities

## A time you felt included / excluded

**Purpose:** Participants reflect on and share personal experiences of inclusion / exclusion as a starting place to explore the concept of social inclusion. Participants build trust through sharing personal stories.

**Time:** 20-35 minutes

**Materials:** Flipchart & markers. Optional - pens, paper, Post-it notes, projector (for PowerPoint Presentation)

**Set-up:** Movable chairs so participants can sit next to each other in pairs

**Instructions:** This activity has three parts explained below.

### Part 1: Reflection (5 minutes)

Explain to the group that in this workshop we are going to be exploring the idea of welcoming and inclusive communities and organizations. Unfortunately, in most communities and organizations there are barriers that prevent many people from feeling included and contribute to certain groups of people being systemically excluded. We will be exploring some of these barriers today and developing strategies to make our community / organization more inclusive. In order to do this, we will be starting with a reflection on our own personal experiences of inclusion and exclusion.

Invite participants to reflect on a time they felt welcome or included. It can be a childhood experience, or one they had as an adult, a personal experience or a work experience. Note to participants that they should choose an example that they feel comfortable sharing with one other person in the group. If people struggle with identifying an experience, encourage them to go with the first thing that popped into their head. If it is helpful for them, they are welcome to use pen & paper to write down their experience, or key points about it. You may wish to give some examples by listing them on a flipchart, creating a handout, or just mentioning a few. Examples include:

- When you didn't know anyone at a party, someone took you around and introduced you to people
- A sign in a shop window said your first language was spoken there
- When eating out with your children, the restaurant had a play area and toys for children



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- You arrived at a meeting you were nervous about and saw several people you knew

Once the group has had a few minutes to think about this, invite them to now think of a second experience where they felt excluded, not welcome or different. Again, you can offer the following types of examples:

- Moved to a new city or neighbourhood
- Traveled to another country
- Arrived at a party where everyone was dressed more formally / casually
- Spoke with an accent different than others
- Attended a meeting with people who had more power / seniority / rank than you
- You had a different point of view in a vote or meeting
- You were the tallest / shortest / skinniest / heaviest person in the group

In order to encourage participants you can ask questions to help them reflect. E.g. What was the experience? Where did it take place? Who was involved? How did you feel? What did you do?

### **Part 2: Sharing in pairs (10 minutes)**

Ask participants to work with one other person in the group to share their stories. In groups that do not already know each other, this can be a good opportunity to work with someone they do not know / know well. Each person should take about 3-5 minutes to share while the other person listens. It is important that the person who is listening focuses on being present and understands that their job is simply to listen, not to pass judgement or get caught up in their own emotional reaction to the story. Once the person is done talking, their partner may also ask questions to clarify, or draw out more information about the experience.

### **Part 3: Debriefing / Whole group discussion (10-15 minutes)**

Depending on the amount of time you have for report back / debriefing, you may either invite a few participants to share their experiences, or ask participants to report back what the main qualities of these experiences were. Choose from questions below or ask others you feel are relevant.

- What were the main feelings you experienced?
- Are there any commonalities to the experience of inclusion / exclusion across these stories?)
- Has anyone else experienced something similar?
- Inclusion: What were the factors that helped you feel welcome?
- Exclusion: How did you handle it? What helped you? What could have helped? What could someone have done to change the situation?

- 
- Did anything happen to change the experience of exclusion, i.e. did someone else get involved?

You can help support a deeper level of discussion by using a brainstorm focused on the question: What makes for a welcoming & inclusive community? Use a flip chart and pen to record key points and ideas.

It is important to remember that we all have had experiences of feeling included and excluded, and that the emotional aspects of inclusion are just as important as the reality of being included in some type of process, place, or group structure. Discuss the following quote (you can have it on a flipchart, PowerPoint slide, or simply read it to participants):

A society where everyone belongs creates both the feeling and the reality of belonging and helps each of us reach our full potential. The feeling of belonging comes through caring, cooperation, and trust. We build the feeling of belonging together. The reality of belonging comes through equity and fairness, social and economic justice, and cultural as well as spiritual respect. We make belonging real by ensuring that it is accepted and practiced by society.<sup>5</sup>

### **Options:**

- Hand out post-it notes and invite participants to write key words that describe their experiences of inclusion / exclusion. Have them post these at the front of the room on 2 flipcharts (Inclusion, Exclusion), and use this to summarize the key qualities / commonalities that emerged. You can also invite 1-2 participants to review each flipchart and report back the themes they see emerging. Using the post-it note option can sometimes save a bit of time in the report back.
- As part of the brainstorm during the report back, add “Why is inclusion / diversity important or relevant to our community / organization?”
- If you have more time, and want to integrate some of the Popular Theatre training from Headlines Theatre<sup>6</sup>, this activity can also be done as a Group Sculpture where participants create body sculptures of their experiences of Inclusion / Exclusion. Note that this would require a minimum of an additional 30 minutes and, depending on the group, may require some more “warm-up” activities to get them feeling comfortable.

5. Count Me In!: Tools for an inclusive Ontario. Ontario Prevention Clearinghouse, 2005. Pg. 11.

6. Diamond, David Theatre for Living: The Art and Science of Community-Based Dialogue. Trafford Publishing, 2007.



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## Who am I – Who are You?<sup>7</sup>

**Purpose:** Introduces the concept of “Multiple Forms of Identity” by reflecting on personal identity. Can be used to highlight stereotyping which is often associated with different aspects of identity.

**Time:** 20-25 minutes

**Materials:** Flipchart & markers, small pieces of paper, pens

**Set-up:** Movable chairs so participants can sit next to each other in pairs

### **Instructions:**

#### **Part 1- Sharing in pairs (10-15 minutes)**

Invite participants to find a partner they have not yet worked with. Hand each person 2 pieces of paper and provide the following instructions:

- On one of the pieces of paper write down words that describe who you are (words that describe your identity).
- Underline or draw a circle around the one word you feel describes the identity with which you most associate yourself.
- On the second piece of paper write down one word that you think best describes the identity of the person you are paired with.
- Do not discuss this with your partner or show them what you are writing yet!

Provide an example appropriate to the group that illustrates what type of words relate to identity. For example: A glasses-wearing married mother whose family comes from Quebec and who is working as a manager in a community services organization might use words like ‘manager’, ‘visually impaired’, ‘powerful’, ‘mother’, ‘wife’, ‘altruist’, ‘Quebecer’ to describe who she feels she is (her identity). She might underline the word ‘Quebecer’ if she feels she has a particularly strong attachment to her place of origin and wants primarily to be identified as part of the group of people who come from that place.

After a few minutes, give the following instructions:

- Discuss the words you have written with your partner. Have they used the same or different words to describe your identity? How does their view of your identity

7. Adapted from Save the Children, UK (2005) Making a Difference: Training materials to promote diversity and tackle discrimination.

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differ from your own view? How do you feel about the way they have categorised your identity? Encourage people to be honest and respectful. For example, if a participant disagrees with the way they have been categorized use the opportunity for a full discussion.

### **Part 2- Whole group discussion / Debriefing: (10 minutes)**

Invite the group back together and ask each pair to say whether their views of each other's identities were the same or different. Make a note on the flipchart of the number of times pairs agreed or disagreed.

Ask participants to call out words that describe how they felt when they found out how their partner had categorised their identity and write these on the flipchart. If possible, highlight any common words, or work with the participants to group the words into those relating to happy feelings and sad feelings.

#### **Key points:**

- Most of you probably wrote at least three words to describe yourself. You see yourself as a complex person – you cannot be identified just by one single feature. You may even have found it quite difficult to decide which single word, or label / identity, you most wanted to be associated with, because they may all be really important to you.
- Looking at what your partner had written, you may have realised that other people categorise your identity differently from how you want to be categorised. They are giving you a different label. You felt insulted / hurt / pleased by this (adjust this response depending on the real results!).

Refer to presentation: *A social inclusion approach, (Part A)* to make the following points:

- We all have multiple identities. We cannot be labeled just by one word or associated with a single group. Some of our identities may be more important to us; others may be more noticeable to other people.
- The social inclusion approach recognizes that identity takes a variety of forms, that identity can be both static and changeable, and that we each have visible and hidden identities. It also recognizes that there is crossover between all of these aspects of identity and that each of us has many different connections between our multiple identities. When thinking about the categories that we use to define people, we must also recognize that each individual has their own story and circumstance and that they may not share the same experiences as someone else with a similar aspect of identity.



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- If we do not know a person very well then we tend to see only the identities that are most obvious. This can often lead to a superficial view of their identity and stereotyping based on this. In a community development context, if we do not recognize the complexity of people's identities, we may end up responding inappropriately or incompletely.

### Options:

- Instead of having participants list words that describe their identity, you can also use a mind-map format which involves putting a name in a circle in the middle of the page with lines leading to other circles in which they write key words.
- If you have time, you can also have participants complete a personal map of Primary and Secondary Dimensions of Diversity (see Appendix C-8). This can also be used to introduce some of the concepts of Power & Privilege by identifying dominant societal group characteristics (e.g. Sexual orientation- heterosexual, physical ability-able-bodied, geographic location-urban / suburban, etc.)

### Notes:

- If you want to dive deeper into an exploration of Power & Privilege, the resource *People Power* developed by the City of North Vancouver, has a number of activities. *People Power* is an interactive and flexible learning tool for teaching diversity and cultural inclusiveness skills to youth but many of the activities are transferable to a broad range of groups. See Resources section for more information.
- If you are really short on time, this activity can be skipped and the concept can be introduced as part of the social inclusion presentation.

## Planning for inclusion

**Purpose:** Participants practice applying a social inclusion approach to a real-life situation by planning for inclusion within their community, organization, or program.

**Time:** 25-40 minutes

**Materials:** *Planning for Inclusion* worksheets (Appendix C-3) and pens

**Set-up:** Movable chairs / tables for participants to work in small groups

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## Instructions:

### Part 1 – Small group work (15-30 minutes)

Explain to participants that in this activity they will be working in small groups to practice using a social inclusion approach and the multiple dimensions of inclusion in a real-life situation. Each group should identify a community issue they are working on or concerned about, and a real program (can also be a service / project / facility) they wish to plan for. They can select an existing one, or a new one they will be undertaking in the future. If they wish, they can also choose to look at their organization as a whole rather than an individual program.

Have participants divide into groups of 3-5 people and hand out *Planning for Inclusion* worksheets (one for each participant). How you divide into groups will depend on the make-up of the participants. Try to group by common experience / similarities, but if participants are all from different organizations or different contexts, you can ask them to choose one organization or program to work through together for the purpose of this activity. In their small groups, invite participants to discuss and work through the questions on the worksheets. Each group should identify a note taker and someone who will report back to the larger group.

### Part 2 – Large Group Discussion / Debriefing (10-20 minutes)

Depending on time, assess whether to have participants report back to the larger group. If there is time, have each group identify which organization / program they were planning for and report back on a different dimension of inclusion (Group 1 -Diversity, Group 2- Human Development, Group 3- Involvement & Engagement, Group 4-Relationship to Living Conditions, Group 5- Connection to Community Services, or some combination.) If there is not time for a report back, lead straight into the debriefing.

## Discussion:

- What did you learn through this activity?
- What dimensions of inclusion were the easiest to plan for?
- Which were more challenging? Why?
- What would it take to apply this lens within your program / organization?

**Options / Notes:** This activity is useful if you would like participants to apply the concepts they have just learned to a real-life situation, and to be able to apply their learning in their own context. It can be a bit more challenging if the group is made up of participants from



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very different contexts. In this case you could also consider doing the *Active Neighbours* activity (Appendix C-5) as an alternative. *Active Neighbours* is a role play exercise in which participants adopt community identities in a simulated planning exercise.

## Getting started

**Purpose:** Participants identify strategies for getting started on implementing a social inclusion approach in their organization / community.

**Time:** 20-30 minutes

**Materials:** *Getting Started* worksheets (Appendix C-4)

**Set-up:** Movable chairs / tables for participants to work in small groups

### Instructions:

#### Part 1: *Getting Started* worksheets (15 minutes)

Explain that this activity will focus on developing strategies for getting started on implementing a social inclusion approach in their community / organization. They will also look at personal first steps, challenges they anticipate, and how they might approach these.

Hand out the *Getting Started* worksheets and invite participants to complete them on their own. Explain that this sheet is for their personal use and won't be handed in. After about 10 minutes, invite participants to share the highlights with one other person in the group. Alternatively, you can have participants get together in small groups (group by organization so they can share strategies if possible)

#### Part 2: Debriefing (5-15 minutes)

- What aspects do you anticipate being the most challenging in implementing this approach?
- What strategies did you identify to help overcome these challenges?

Note that facilitating change in organizations and communities can often be a challenging process and no one person can take on the sole responsibility for making it happen. It is important, therefore, to clearly identify the role you can play and where you need to enlist others (work on building recognition and commitment).

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### Options:

- If you have time you could have participants report back one first step they plan to undertake. If short on time, you can make this the closing round either on its own or combined. Ask participants about one thing they learned today and one first step they plan to undertake towards implementing a social inclusion approach in their organization or community.
- If you have more time, you can also choose to do a more in-depth report back with participants sharing strategies in each area.

### Active neighbours (\*optional / alternative activity)

**Purpose:** Participants gain an understanding of the social inclusion framework through role playing a planning experience.

**Time:** 35-50 minutes

**Materials:** Flipchart & markers, *Community Profile/Active Identities* worksheet (Appendix C-5)

**Set-up:** Movable chairs / tables for participants to work in small groups

#### Instructions:

#### Part 1 – Small group work (25-35 minutes)

Explain to participants that in this activity they will be able to apply the social inclusion framework by running through a simulated inclusive planning process.

Hand out the *Community Profile/Active Neighbour Identities* worksheet and pre-assign 4 groups (Group 1, 2, 3, 4). The identities can be repeated in more than one group but should not be repeated twice within the same group. Once people have had a chance to read their identities, offer the following instructions:

- Each of you are pre-assigned an identity, please take a minute to read them and think about how you would participate in this planning process based on your given identity.
- In the planning process, we ask you to embody the identity given to you and bring the concerns, questions, thoughts your identity might have to the planning process.



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- We will be planning a new community centre.
  - Because of time constraints, we have pre-identified the typical design and the planning areas. In normal situations, it is better to have communities self-identify which areas of planning they would like to be part of. This creates greater buy-in at the beginning of the process.

The areas of planning identified are:

- Building Design
- Programming
- Organizational Infrastructure
- Community Partnerships

Break participants into their 4 groups and hand out each group's worksheet. Ask each group to select a note taker and a facilitator to help role play the planning process for the new community centre.

### **Part 2: Whole group debriefing (10-15 minutes)**

- How was this planning process?
- What were some of the challenges / frustrations in your discussions?
- What were some of the organizational barriers to inclusion?
- The questions you discussed were based on developing a new community centre.
- What factors might be different if you were discussing implementing changes at an existing facility / organization?
- Have you encountered similar situations in your work with a diverse population?
- What are some of the effective strategies used to address the challenges?

Notes: This activity can work well when you want participants to have an experience of planning that uses a social inclusion lens, but conducting a real planning exercise for their own organization / community does not make sense because participants are not ready, or participants are from very different contexts.

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## Drawing on diverse assets (\*optional / alternative activity)

Adapted from Canadian Community Economic Development Network (date unknown). The Social Inclusion Game.

**Purpose:** Participants explore how community development can facilitate social inclusion by recognizing and drawing on the diverse skills and abilities of community members.

**Time:** 45-60 minutes

**Materials:** Character identity cards, Community background sheet

**Set-up:** Movable chairs / tables so participants can work in small groups

### Instructions:

**Part 1:** Role playing (30-40 minutes)

#### 1. Introduce the game, what it is, how it's played and what the goals are.

- This is a role playing game – each person will be given the role of a community member and they will role play with others in a small group to invent and describe 2 community projects they think will turn the community around, or contribute to the community's positive development.
- Paint a picture of the community – read the community profile to the group (have one copy for each small group that they can refer back to if needed).
- The goal is to invent and describe two projects that use the assets brought by all of the characters into a solution for the community.

#### 2. Get into groups

- Divide all the people into groups, ideally it is played in groups of 6 to 9
- Print multiple copies of the character profiles, so each group can have a full set to draw from. A group does not need to play all of the roles, nor do you need to have the same characters in each group. You'll just get different solutions.
- Each group will need a recorder and some people to report back on the project they invent.



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### 3. Distribute and introduce the characters

- Once people are in their groups, distribute 1 character to each person. Tell them to get into character and do a round of introductions as their character. They don't need to state what assets they bring, this should come out during the game.

### 4. The questions the group should be discussing (flipchart or PowerPoint)

- What is it that we can create with the people and assets we have here, and how can we have the broadest impact?
- What strategies will you employ to ensure the development and implementation of your projects will be welcoming and inclusive of all of the community members in your group?

### Facilitation Tips

- Don't let the groups get stuck on issues.
- Remind them of the time limit.
- Remind them that they need to report their projects and solutions.
- Be conscious of process, principles, and aim for a broader impact on the community.
- Most importantly – Everyone must stay in character!

### 5. Add new characters

After 10- 15 minutes, hand out the new characters to each member of the group. This means each person will be playing more than one character. Use these new characters and the assets they bring, to build on what you have, or build another project. Remind the group to identify what they will do to ensure an inclusive process and project.

### Part 2: Whole Group Report Back / Debriefing (10-30 minutes)

After 20- 30 minutes, get each group to report back and describe the projects and solutions they have invented (in character, if possible).

- What is your project? Who will it impact? Which assets from each character did you use?
- What strategies did you come up with to ensure that both the development and implementation of your project would be welcoming and inclusive of all of the members involved?

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## Debriefing

- What did you learn through the process of this activity?
- How did it feel to play a character that may have been very different from your real self?
  
- How did the addition of new characters change your plans, or the dynamic of the activity?
- What kinds of power dynamics developed in the group? Was any of it frustrating or challenging? What was surprising?
- How realistic is this kind of a meeting? Have you been part of similar processes in real life? What are some of the effective strategies you can use to address the challenges?

**Options:** The community profile as well as the characters in this activity can be adapted to suit the context / reality of the participants. Note that 2 community profiles are provided – feel free to select the one that seems most appropriate for your group or adapt as needed.

**Notes:** This activity works well to introduce participants to the value of diversity / diverse participation. If strategies to facilitate inclusion is a major focus, you may wish to use *Active Neighbours* or *Planning for Inclusion* instead.



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# Energizers and games

## About energizers and games

Short energizer activities or experiential games can be effective tools for boosting group energy, illustrating concepts in a fun way, or shifting energy between activities. Though it is unlikely you will have time to incorporate all of them, several energizers and games have been included in this guide. It can never hurt to have a few in your back pocket if group energy seems flat or you need to change the tone. Have fun!

## Over the mountain (AKA “Move your butt” or “Have you ever...?”)

**Purpose:** Energy booster. Helps participants identify what they have in common with each other

**Time:** 5-10 minutes

**Group size:** 6-25

**Materials:** Chairs for each participant

**Set-up:** Form a large circle with chairs (If you have tables in the room, it is best to push them to the side, or set up the chair circle inside the tables). There should be one less chair than there are people in the group (including the facilitator.)

**Instructions:** This game is similar to musical chairs in that it is a race to grab a seat, and there is always one person left without a seat. The facilitator starts by standing in the middle of the circle and being the first Caller.

The caller says “Over the Mountain... anyone who has ever...” and then describes an experience they have had (e.g. Anyone who has ever been to a meeting. Anyone who loves chocolate. Anyone who has children, etc.). Whoever else in the group has had that same experience or for whom the statement is true has to stand up, and run / walk to find another seat in the circle. The Caller also tries to find a chair. No sitting in the seat next to you. Whoever is left without a seat goes into the middle and becomes the next Caller.

**Note:** If you are playing with people in wheelchairs, you can plan ahead and leave spaces for wheelchairs instead of using all chairs.

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## Labels (\*optional / alternative activity)

Adapted from Making a Difference: Training materials to promote diversity and tackle discrimination, Save the Children UK, 2005.

**Purpose:** To help participants understand what stereotyping is and to empathise with people who are affected by stereotyping.

**Time:** 10-20 minutes

**Materials:** Different coloured post-it notes, or sticky labels

**Set-up:** Open space for participants to move around and mingle

**Instructions:** Place different coloured stickers on the participants' foreheads or backs. The sticker may be whatever colours are available, or may have the words of the colour written on them. Participants mingle around the room and must treat people wearing a certain coloured sticker in a certain way. The facilitator can choose what reactions participants should apply (eg. greet red sticker people as old friends you trust and want to greet warmly; greet blue sticker people as trouble-makers whom you want to avoid, even though they have never harmed you; greet green sticker wearers as someone you quite like, but do not want to bother chatting to.) Participants have to guess the colour of sticker they are wearing, based on the greetings they receive from others.

### Debriefing:

- How did it feel to be greeted according to your sticker?
- What did it feel like to receive warm greeting?
- What did it feel like when people greeted you with distrust and tried to avoid you?
- How can you relate this to the experience of stereotyping?
- How does stereotyping affect planning for inclusion?

Tie this activity in with ideas of stereotyping and discrimination in real life. There are some people we are inclusive towards and some people we exclude, often on insubstantial bases or because we have learned that the way they look or the label they have been given by society means we should treat them in a certain way. There are stereotypes about almost every group of people on earth. Stereotypes are oversimplified and rigid generalisations about a particular group.

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## Hello in different languages

**Purpose:** A fun warm-up / energy booster that can heighten awareness about diversity, and celebrate cross-cultural knowledge exchange.

**Time:** 5-10 minutes

**Materials:** None; (a list of hello in different languages is handy)

**Instructions:** Challenge the group to come up with as many different languages for “hello” as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.

**Options:**

- This activity can be done as a whole group or by breaking into small table groups and having a friendly competition amongst groups. (Give them 5 minutes and see who comes up with the most. Have winners read them aloud)
- Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (There are ~2800 languages and ~6 billion people. If an equal number of people spoke each language, that would be ~2 million people per language. You might relate this to local city / town size.).

## What are we talking about?

**Purpose:** Demonstrates how a word can mean many things to different people and helps bring to the surface participants’ underlying assumptions / thoughts about key words and concepts.

**Time:** 5-10 minutes

**Materials:** A Ball (preferably a soft one)

**Set-up:** Open space for participants to stand in a circle. If this is not possible, it can also work with tables configured in a circle or horseshoe.

**Instructions:** Participants throw the ball to each other. Whoever catches the ball has to explain (quickly) what they think of when they hear the word introduced by the facilitator. The idea is not to censor and just say the first thing that comes to mind. For example, if the

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word chosen is 'religion', responses might include 'how I decide right from wrong', 'people praying' or even 'a cause of arguments'.

After a few responses, the facilitator can ask for the ball again and start with a new word.

Words can include (feel free to add your own): diversity, inclusion, exclusion, planning, community, discrimination, power, privilege, etc.

## Brain crunch

**Purpose:** Energy Booster that encourages participants to “think outside of the box”

**Time:** 5 minutes

**Materials:** None

**Instructions:** Invite participants when you say “GO!” to move quickly around the room pointing at various objects they see throughout the room. Whatever they point at must be called something other than what it is. For example, a table becomes “ocean”; a pen is an “elephant”, etc.

**Debriefing:** Explain that the idea of this activity is to get us thinking outside of the box and wake up our brains. Relate this to planning for social inclusion, which often requires thinking and seeing things in a new way.

## The river (\*optional / alternative activity)

**Purpose:** Teambuilding. Can be used to encourage participants to think about what it is like to live with a disability, or reflect on challenges to participation, and what it takes to be inclusive of different abilities.

**Time:** 20-30 minutes

**Materials:** Several carpet squares, squares of thick cardboard, large pillows, etc. to be “stepping stones” (there should be half as many squares as there are participants in the group)

**Set-up:** Distribute the stepping stones across the entire width of the room to simulate a wide river.



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**Instructions:** Participants must get the entire group across a wild, crocodile-infested river by only touching the stepping stones, not the floor. Select a few people to simulate different disabilities such as being able to use only one arm, one leg, being unable to see or unable to speak. You can also simulate an illness by perhaps being only able to move at a certain speed, needing to rest between each action, etc.

**The parameters are:**

- Everyone must reach the other side safely using only the stepping stones
- Once a stepping stone has been touched, a person must always be in contact with the stone or it will be lost forever.
- You have X minutes to complete this activity

After everyone has made it (or not), bring the group back together to debrief.

**Debriefing:**

- How difficult or easy was it for the group to accomplish this? Why?
- How did it feel to not be able to use your whole bodies?
- What challenges do you think people with disabilities face everyday?
- What changes can we make in the way we think and talk about people with disabilities or the way in which we plan aspects of our community that might address some of these challenges?
- How do you relate this to building more welcoming and inclusive communities and organizations?

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# Closing activities

## Closing round

**Purpose:** Identify what has been learned or future action participants will take

**Time:** 10-15 minutes

**Set-up:** Chairs in a circle where all participants can see each other

**Instructions:** Invite participants to close the workshop with a closing round including any of the following:

- One thing you learned that you are taking away and how you will use it
- What your first steps will be in working to build a more inclusive organization / community
- One word that describes how you are feeling leaving the workshop today

Prior to ending the workshop, distribute session evaluation forms and ask participants to complete them before leaving.

After the round, thank the group for their participation as well as thank you to sponsors, supporters, volunteers, etc. Refer participants to the resources available for more information.



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# Using videos

## Introduction to Videos

The five videos in this package are meant to be incorporated into your workshop design. They are meant to highlight and illustrate the five dimensions of diversity articulated in the training package. All videos can be downloaded at: [www.sparc.bc.ca](http://www.sparc.bc.ca).

Each video is available in a long version (3-5 minutes) and a short version (1-2 minutes). They can be used as:

- A conversation starter for brainstorming exercises
- A break from other activities
- A resource that people can look at during breaks, meal times etc.

To prepare for using these videos:

- Look through the various videos and select the ones you want to use.
- Issues to consider include time, audience, workshop focus, etc.
- Use the outlines on the following pages to find the information you need
- Be sure to adjust your workshop plan to incorporate the time you will need for introduction and follow-up discussion
- Make sure you have the proper equipment. If you are using somebody else's equipment be sure to test the DVD on the equipment before hand.
- The handout in Appendix C-9 provides a summary for participants to take home with them.

## Summary of Longer Videos (3-5 Minutes Each)

|   | SUMMARY   | INTERVIEW   | POINTS COVERED  |
|---|---|---|---|
| <b>DIVERSITY</b><br><b>Time: 03:14</b>        | Community leaders discuss the importance of diversity and access?   |   | <b>00:00</b> What does diversity mean to you?<br><br><b>01:18</b> How can we celebrate diversity?<br><br><b>01:33</b> What supports access?<br><br><b>02:41</b> Is access equal everywhere?   |
| <b>HUMAN DEVELOPMENT</b><br><b>Time: 3:32</b> | At 411 Seniors Centre Volunteer Seniors participate in community life by supporting other seniors to gain access to important support services. | <ul style="list-style-type: none"> <li>• Jemma Templeton, Project Coordinator, BC Seniors Advocacy Network (BC SCAN)</li> </ul> | <b>00:00</b> Seniors working with seniors<br><br><b>00:20</b> What is the BC Seniors Advocacy Network at 411 Seniors Centre?<br><br><b>00:50</b> How does BC Seniors Advocacy Network work?<br><br><b>01:17</b> Who are special Volunteer Advocates?<br><br><b>01:48</b> Has it been difficult to get seniors to use the Network?<br><br><b>02:16</b> Why has BC Seniors Advocacy Network been successful?<br><br><b>02:54</b> Do you have advice for other organizations seeking to be more inclusive, particularly with multiculturalism in mind? |





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| <p><b>INVOLVEMENT AND ENGAGEMENT</b><br/><b>Time:05:24</b></p> | <p>At Vancouver Public Library and Youth Advisory Council provides valuable and meaningful input into decisions about purchases, displays, and communications.</p> | <ul style="list-style-type: none"><li>• Randy Gatley, Assistant Director, Teen Services, Vancouver Public Library</li><li>• Youth Advisory Council Participants (Zoe, Zack)</li></ul> | <p><b>00:00</b> Zoe, a program participant, speaks about having access to “a little influence.”</p> <p><b>00:20</b> Teen Services at Vancouver Public Library</p> <p><b>00:42</b> What are some of the barriers for teen users?</p> <p><b>01:23</b> What is the teen advisory council?</p> <p><b>02:26</b> Involvement in purchasing decision.</p> <p><b>03:20</b> What are the effects of teen input?</p> <p><b>04:20</b> What is your advice for other organizations seeking to be more welcoming and inclusive to teenagers?</p> |
|--|--|---|---|

|   |   |  |  |
|---|---|--|--|
| <p><b>RELATIONSHIP TO LIVING CONDITIONS</b></p> <p><b>Time: 06:15</b></p> | <p>The Library at Carnegie Centre utilizes unique strategies to address the barriers experienced by people living in this complex and multifaceted community.</p> | <ul style="list-style-type: none"> <li>• Beth Davies, Head Librarian, Carnegie Branch, Vancouver Public Library (VPL)</li> </ul> | <p><b>00:00</b> The Carnegie Centre and Downtown Eastside</p> <p><b>00:36</b> Carnegie Branch: Vancouver Public Library</p> <p><b>01:07</b> What barriers do community members face?</p> <p><b>01:54</b> How does the Carnegie Reading Room card address the barriers?</p> <p><b>03:01</b> What other programs support the barriers of the community?</p> <p><b>04:00</b> What kind of programs do not work well?</p> <p><b>05:05</b> Do you have any advice for organizations seeking to be more welcoming and inclusive to the members of their community?</p> |
|---|---|--|--|





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| <p><b>CONNECTION TO COMMUNITY SERVICES</b></p> <p><b>Time: 5:03</b></p> | <p>At 411 Seniors centre a number of strategies are used to build relationships with organizations across the community.</p> | <ul style="list-style-type: none"><li>• Bonnie O’Sullivan, Manager, Programs and Fund Development, 411 Seniors Centre</li><li>• Shams Jilani (Program participant)</li></ul> | <p><b>00:00</b> Communicating our experiences through storytelling</p> <p><b>00:41</b> What are some of the benefits of joining forces?</p> <p><b>02:27</b> What are some of the challenges in partnering with other organizations?</p> <p><b>03:30</b> Do you have advice for other organizations seeking to be more inclusive, particularly with multiculturalism in mind?</p> |
|---|--|--|--|

## Summary of Shorter Videos (1-2 Minutes Each)

|   | <b>SUMMARY</b>  | <b>INTERVIEWS</b>  | <b>POINTS COVERED</b>  |
|---|---|--|--|
| <b>DIVERSITY</b><br><b>Time: 01:12</b>                  | Community leaders discuss the importance of diversity and access?   |  | <b>00:00</b> Values are in common<br><br><b>00:28</b> Is access equal everywhere?<br><br><b>00:40</b> Is access equal everywhere?  |
| <b>HUMAN DEVELOPMENT</b><br><b>Time: 1:17</b>           | At 411 Seniors Centre Volunteer Seniors participate in community life by supporting other seniors to gain access to important support services.             | <ul style="list-style-type: none"> <li>• Jemma Templeton, Project Coordinator, BC Seniors Advocacy Network (BC SCAN)</li> </ul>  | <b>00:00</b> Why has BC Seniors Advocacy Network been successful?<br><br><b>00:40</b> Do you have advice for other organizations seeking to be more inclusive, particularly with multiculturalism in mind? |
| <b>INVOLVEMENT AND ENGAGEMENT</b><br><b>Time: 01:48</b> | At Vancouver Public Library and Youth Advisory Council provides valuable and meaningful input into decisions about purchases, displays, and communications. | <ul style="list-style-type: none"> <li>• Randy Gatley, Assistant Director, Teen Services, Vancouver Public Library</li> <li>• Youth Advisory Council Participants (Zoe, Zack)</li> </ul> | <b>00:00</b> Activities of Teen Advisory Council<br><br><b>01:00</b> What is some advice for other organizations seeking to be more welcoming and inclusive to teenagers?                                  |



|  |  |  |  |
|--|--|--|--|
| <b>RELATIONSHIP TO LIVING CONDITIONS</b><br><br><b>Time: 01:56</b> | The Library at Carnegie Centre utilizes unique strategies to address the barriers experienced by people living in this complex and multifaceted community. | <ul style="list-style-type: none"><li>• Beth Davies, Head Librarian, Carnegie Branch, Vancouver Public Library (VPL)</li></ul>   | <b>00:00</b> How does the book give-away address barriers in the community?<br><br><b>01:00</b> Do you have any advice for organizations seeking to be more welcoming and inclusive to the members of their community? |
| <b>CONNECTION TO COMMUNITY SERVICES</b><br><br><b>Time: 01:40</b>  | At 411 Seniors centre a number of strategies are used to build relationships with organizations across the community.                                      | <ul style="list-style-type: none"><li>• Bonnie O’Sullivan, Manager, Programs and Fund Development, 411 Seniors Centre</li><li>• Shams Jilani (Program participant)</li></ul> | <b>00:00</b> Without others experience we can’t learn anything<br><br><b>00:14</b> Do you have advice for other organizations seeking to be more inclusive, particularly with multiculturalism in mind?                |

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# Part 4: Resources

## Social Inclusion Tool Kits and Manuals

### **An Inclusion Lens: Workbook for Looking at Social and Economic Exclusion and Inclusion**

Health Canada, Population and Public Health Branch, Atlantic Region

[www.phac-aspc.gc.ca/canada/regions/atlantic/pdf/inclusion\\_lens-E.pdf](http://www.phac-aspc.gc.ca/canada/regions/atlantic/pdf/inclusion_lens-E.pdf)

A tool for analyzing legislation, policies, programs and practices to determine whether they promote the social and economic inclusion of individuals, families, and communities.

### **Building Inclusive Communities**

The International Federation of Settlements and Neighbourhood Centres

[neighbourhoodcentres.ca/reportspub/Building-Inclusive-Communities.pdf](http://neighbourhoodcentres.ca/reportspub/Building-Inclusive-Communities.pdf)

Provides extensive background information, case studies, and resources on diversity for those working in Neighbourhood Houses and Settlement Houses.

### **Building LGBT-Inclusive Workplaces: Engaging Organizations and Individuals in Change**

[www.catalyst.org/publication/328/building-lgbt-inclusive-workplaces-engaging-organizations-and-individuals-in-change](http://www.catalyst.org/publication/328/building-lgbt-inclusive-workplaces-engaging-organizations-and-individuals-in-change)

Describes the workplace experiences of lesbian, gay, bisexual, and transgender (LGBT) employees and supports the development of programs and practices that leverage diversity, foster inclusion, and increase awareness, accountability, and action.

### **Closing the Distance: Social and Economic Inclusion Initiative**

Social Planning Network of Ontario

[closingthedistance.spno.ca](http://closingthedistance.spno.ca)

Provides tools and analysis based on the experiences of five communities' experiences with a variety of social and economic inclusion issues. The communities were Kingston (homelessness), Peel-Halton (health and social services), Central West Ontario (youth and seniors in rural and urban communities), Sudbury (Aboriginal and Francophone children and local schools), and Thunder Bay (isolated youth).

### **Community-Led Libraries Toolkit**

Working Together Project: Library-Community Connections (2004-2008)

[www.librariesincommunities.ca](http://www.librariesincommunities.ca)

The focus of the *Working Together Project* was to take a community development approach to putting library skills and resources at the service of the community. By working with socially excluded individuals and the community organizations that support them, the Working Together Project built connections between the resources of the library and the community's understanding of its needs.



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### **Count Me In! Tools for an Inclusive Ontario**

Ontario Prevention Clearinghouse

[www.count-me-in.ca](http://www.count-me-in.ca)

Designed in part to create a Canadian definition and framework for inclusion as the basis for a new approach to health promotion. This approach recognizes that individuals, families, and communities benefit from the feeling and the reality of belonging.

### **Cultural Diversity in Organizations and Business: Gaining a Competitive Advantage**

Association of Multicultural Societies and Service Agencies of BC (AMSSA)

[www.amssa.org/pdf/diversity2000.pdf](http://www.amssa.org/pdf/diversity2000.pdf)

For organizations — whether business, not-for-profit, or institutions — that need help in their process of organizational change to value and manage cultural diversity.

### **Diverse Activities for Youth and Adults**

Penn State University - College of Agricultural Sciences

Agricultural Research and Cooperative Extension

[pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf](http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf)

Activities appropriate for use by teachers, youth leaders, child care professionals, and human service professionals. While most of the activities are appropriate for older youth (middle school and above) and adults, some of the activities may be adapted for younger children.

### **Embrace Diversity: An Anti-Racism Toolkit for Seniors and Senior-Serving Organizations**

411 Seniors Centre

[www.411seniors.bc.ca/PDF%20Files/AntiRacismToolkit.pdf](http://www.411seniors.bc.ca/PDF%20Files/AntiRacismToolkit.pdf)

Intended to support seniors and senior-serving organizations across Canada in fighting racism and promoting multiculturalism and diversity in their communities and organizations.

### **Everybody's Welcome: A Social Inclusion Approach to Program Planning and Development for Recreation and Parks Services**

SPARC BC and BC Recreation and Parks Association

[www.sparc.bc.ca/resources-and-publications/doc/257-booklet-everybodys-welcome.pdf](http://www.sparc.bc.ca/resources-and-publications/doc/257-booklet-everybodys-welcome.pdf)

Intended to outline how the concept of social inclusion can be used to guide program planning and service development for people planning recreation and parks services and programs in BC.

### **Inclusive Community Organizations: A Tool Kit**

Ontario Healthy Communities Coalition (OHCC)

[www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit](http://www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit)

Intended to support diversity and improve inclusion within small to mid-sized, volunteer-based, not-for-profit organizations. The suggestions offered will enable community organizations to develop and adapt initiatives that are appropriate to their individual circumstances.

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### **The Kit: A Manual by Youth to Combat Racism through Education**

The United Nations Association of Canada

[www.unac.org/yfar/The\\_KIT.pdf](http://www.unac.org/yfar/The_KIT.pdf)

The Information section looks at current issues and key concepts in racism, and debunks a range of myths and misconceptions. The Tools section includes a wide range of interactive workshops for a variety of ages and interests, as well as a step-by-step guide for organizing an activity. Books, films, youth organizations, and educational materials are listed in the Resources section. A timeline noting key moments in Canadian history relevant to racism and anti-racism runs throughout the KIT.

### **Leisure Access: Enhancing Recreation Opportunities for those Living in Poverty**

Kamlops Women's Action Project

[www.lin.ca/lin/resource/html/al023%5B0%5D.htm](http://www.lin.ca/lin/resource/html/al023%5B0%5D.htm)

Based on the experiences of the people and stakeholders involved in the Kamloops Women's Action Project (KWAP). It was developed as a practical guide for those working in the health and recreation field that are committed to enhancing recreation service provision for those living in poverty and for community members interested in gaining increased access to recreation opportunities.

### **The Lesbian, Gay, Transgender, Bisexual (LGTB) Generations Project**

411 Seniors Centre Society

[www.vcn.bc.ca/411/Contentpages/lgtb.htm](http://www.vcn.bc.ca/411/Contentpages/lgtb.htm)

The Generations Project recognized that significant numbers of LGTB people are ageing and older. Many experience invisibility within LGTB communities, seniors serving agencies, and care facilities. This invisibility, along with other barriers to accessing inclusive and sensitive resources, affects the health and well-being of this population.

### **Many Worlds, One Community: A New Westminister Toolkit for Inclusion**

Pacific Immigrant Resources Society

[tinyurl.com/358amt7](http://tinyurl.com/358amt7)

Intended to provide practical strategies for the Community of New Westminister in working towards building an inclusive community. Contact [info@pirs.bc.ca](mailto:info@pirs.bc.ca) for more information.

### **People Power: A Youth Diversity Training Manual**

North Shore Multicultural Society

[www.nsms.ca/Downloads/People\\_Power\\_booklet.pdf](http://www.nsms.ca/Downloads/People_Power_booklet.pdf)

This manual is intended to encourage youth to examine their own perceptions, values and biases, teach strategies to respond effectively to situations arising from diversity, offer skills to promote positive interactions, and create awareness and encourage the use of community resources.



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### **Promoting Wellness: An Action Research to Strengthen and Sustain Welcoming Communities For Immigrants And Refugees In British Columbia**

[www.mosaicbc.com/sites/all/files/publicationspublic/Welcoming%20Community%20Report%20March%202006.pdf](http://www.mosaicbc.com/sites/all/files/publicationspublic/Welcoming%20Community%20Report%20March%202006.pdf)

Documents the findings of a study conducted in May to December 2005, in four British Columbia communities: Vancouver, Victoria, Kamloops and Prince George. The study explored what makes a welcoming community and what are newcomers', immigrants and refugees, concepts of wellness.

### **Social Inclusion and Community Economic Development (Literature Review)**

Pan-Canadian Community Development Learning Network  
(Canadian CED Network)

[www.ccednet-rcdec.ca/en/docs/pccdln/PCCDLN\\_20040803\\_LitReview-L.pdf](http://www.ccednet-rcdec.ca/en/docs/pccdln/PCCDLN_20040803_LitReview-L.pdf)

Reviews literature on social inclusion and its related concepts, and examines the strengths of integrated, community-based responses such as community economic development to promote social inclusion.

### **Social Inclusion and Community Economic Development – Profile of Effective Practice (Survey Report)**

Pan-Canadian Community Development Learning Network  
(Canadian CED Network)

[www.ccednet-rcdec.ca/en/docs/pccdln/PCCDLN\\_SurveyRpt-E.pdf](http://www.ccednet-rcdec.ca/en/docs/pccdln/PCCDLN_SurveyRpt-E.pdf)

Presents the results of a survey of 78 community-based initiatives that examined their comprehensive efforts through a social inclusion lens.

### **Social Inclusion: The Role of School Boards**

Canadian School Board Association

[www.cdnsba.org/pdf/socinclusion\\_f.pdf](http://www.cdnsba.org/pdf/socinclusion_f.pdf)

Expands and informs discussion and debate around the issue of child and family poverty and its impact on school success. By offering a broader framework for school boards to examine their policies and procedures, it is hoped that constructive action will be facilitated.

### **Welcoming and Inclusive Communities Toolkit**

Alberta Urban Municipalities Association (AUMA)

[www.auma.ca/live/digitalAssets/25/25953\\_WICT\\_booklet\\_10232008.pdf](http://www.auma.ca/live/digitalAssets/25/25953_WICT_booklet_10232008.pdf)

Developed to serve as a tool for Alberta municipalities pursuing a “Social Inclusion” and/or “Building Welcoming Communities” Agenda and to support Municipalities that are joining the Canadian Coalition of Municipalities against Racism and Discrimination (CMARD) initiative.

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## Workshop planning and facilitation

### **Community Empowerment Website (Community Empowerment Collective Society)**

[www.scn.org/cmp](http://www.scn.org/cmp)

Downloadable training materials in the areas of policy, strategies, methodology, curriculum, management and planning material useful to teams initiating or upgrading any community empowerment or development program.

### **Educating for a Change (Rick Arnold, Bev Burke, Carl James, D'Arcy Martin and Barb Thomas):**

Ordering information at: [www.btlbooks.com](http://www.btlbooks.com)

Offers theory and practical tools for consciously applying the principles of democratic practice.

### **Facilitation Resources (Chris Corrigan):**

[chriscorrigan.com/parkinglot/?page\\_id=958](http://chriscorrigan.com/parkinglot/?page_id=958)

One of British Columbia's leading facilitators share his list of resources and techniques.

### **The Ultimate Training Workshop Handbook: A comprehensive guide to leading successful workshops and training programs (Bruce Klatt)**

Online preview at: [tinyurl.com/267hz4s](http://tinyurl.com/267hz4s)

This "soup-to-nuts" reference answers just about every question a trainer/facilitator might have about leading a successful training program, from motivating participants to measuring the results.

### **Workshop exercises: Free activities to boost your training, meetings, and workshops**

(Tom Siebold):

[www.workshopexercises.com/Facilitator.htm](http://www.workshopexercises.com/Facilitator.htm)

An extensive online collection of resource materials to support facilitators along with suggestions for additional resources.





# Appendix A – Workshop Agendas



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## Appendix A-1 Workshop Agenda (Half Day)

### PROJECT DIVERSITY AGENDA Half Day Workshop

#### What is a Welcoming & Inclusive Community?

|  |
|--|
| Introduction   |
| Icebreaker: Diversity bingo  |
| Participant Introductions  |
| Workshop Objectives & overview   |
| Activity #1:<br>- A time you felt welcome / included<br>- A time you felt excluded / not welcome / different |
| Presentation # 1: A social inclusion approach (Part 1)   |
| Activity #2: Who am I – Who are you?   |
| BREAK  |
| Energizer / refresher:<br>Over the mountain  |
| Presentation #1: A Social inclusion approach (Part 2)  |
| Activity #3: Planning for inclusion  |
| Presentation #2: Planning for inclusion  |
| Activity #4: Getting started   |
| Closing round  |



## Appendix A-2 Workshop Agenda (Half Day)

### PROJECT DIVERSITY AGENDA Full Day Version

#### What is a Welcoming & Inclusive Community?

|   |
|---|
| Introduction  |
| Icebreaker: Diversity bingo   |
| Participant introductions   |
| Workshop objectives & overview  |
| Activity # 1: <ul style="list-style-type: none"><li>• A time you felt welcome / included</li><li>• A time you Felt excluded / not welcome / different</li></ul> |
| Presentation # 1: A social inclusion approach (Part 1)  |
| Activity # 2: Who am I – Who are you?   |
| BREAK   |
| Energizer / refresher:<br>Labels  |
| Presentation #1: A social inclusion approach (Part 2)   |
| Activity # 3: Drawing on diverse assets   |
| LUNCH   |
| Energizer / refresher: Over the mountain  |
| Videos / Stories & discussion   |

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|---|
| Activity: Planning for inclusion        |
| Presentation #2: Planning for inclusion |
| Activity #4: Getting started            |
| Creative report back                    |
| Closing round                           |



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## Appendix B – Presentations and Speaker’s Notes



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## Appendix B-1 Presentation 1: A Social Inclusion Approach (Part 1)

### Presentation<sup>8</sup> 1 - A Social Inclusion Approach (Part 1)

#### Slide 1: Workshop objectives

- Learn about social inclusion as a framework to support the development of welcoming and inclusive organizations and communities
- Introduce tools and resources to support planning for inclusion within organizations and communities

#### Slide 2: What is social inclusion?

“Inclusion is messy. It is about constant vigilance, constant negotiation, learning to deal with things we take for granted... It is not about bringing outsiders into the existing mainstream culture – it is about creating a new and negotiated culture together.”

--Shakir, 2005<sup>9</sup>

#### Slide 3: What is social inclusion?

- A framework for understanding day-to-day issues within communities, organizations and programs
- Three important ideas
  - Social inclusion is both a process and an outcome
  - Recognizes that identity takes many forms
  - There are multiple dimensions of social inclusion

**Facilitator Notes:** Although many of us work hard to create welcoming and vibrant communities, some people may experience exclusion because of their identity, age, disability, or other issues. The concept of “social inclusion” provides a useful framework that can guide the development of strategies to support the full participation of all people in community life.

There are many different approaches to the issue of social inclusion (see *the Resources section of your workshop package for a listing of resources based on a variety of approaches*). The approach used in this workshop is based on concepts developed out of the Inclusive Cities Project. This project worked with community partners in five Canadian locations (Burlington, Ontario; Edmonton, Alberta; Greater Saint John, New Brunswick; Toronto, Ontario; and Vancouver / North Vancouver, BC), as well as the Federation of

8. A PowerPoint version of this presentation is available for download at: [www.sparc.bc.ca/project-diversity](http://www.sparc.bc.ca/project-diversity)

9. International Federation of Settlement and Neighbourhood Centres (IFS) (2005.). Building Inclusive Communities. Minneapolis, MN: IFS. Accessed from: [neighbourhoodcentres.ca/reportspub/Building-Inclusive-Communities.pdf](http://neighbourhoodcentres.ca/reportspub/Building-Inclusive-Communities.pdf)

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Canadian Municipalities. It developed a framework for better understanding social inclusion based on 3 main ideas which we will be exploring in more detail throughout today's workshop.

These three ideas are:

- Seeing Social inclusion as both a process and an outcome
- Recognizing that identity takes many forms
- Taking into account that there are multiple dimensions of social inclusion

#### **Slide 4: Why social inclusion?**

"Social inclusion is described as a feeling of belonging, acceptance and recognition and is intertwined with issues of diversity, equality, opportunity, and democratic participation . . . Inclusiveness is linked with social health and quality of life, and this in turn is closely linked with economic prosperity."

-- Edmonton Social Planning Council

#### **Slide 5: Why social inclusion?**

- Benefits for organizations, programs and services:
  - Effective service delivery
  - The value of diversity
  - Human rights legislation
- Benefits for the community
  - Social capital, human capital
  - Population health and healthy communities
  - Crime prevention through social development

**Facilitator Notes:** There are many reasons that support using a social inclusion approach which benefit both organizations and the broader community:

- **Effective service delivery** – Organizations and businesses which deliver services better understand and are more responsive to all users who live within their catchment area. This enables them to better fulfill their mandates and key organizational objectives.



- 
- Finding strength in diversity – Diversity makes us all stronger by introducing new dimensions of experience, knowledge and skills to our environment.
  - It's the law – Discrimination in employment and services is prohibited by the BC Human Rights Code, Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act.
  - Social, human, and economic capital – In recent years there has been increasing recognition that economic development and security is linked to inclusive communities. Full participation in programs and services can have a series of tangible and intangible benefits. Benefits can include building skills, knowledge and relationships. Building trust and relationships is linked to the development of social capital, which in turn is linked to issues such as trust and the ability to take collective action on issues of common concern.
  - Population health and healthy communities – Increasing attention is being paid to social determinants of health. From this perspective social relationships are an important component of community health. Many studies have documented a relationship between equitable distribution of resources, social inclusion and health outcomes. One important goal from a population health perspective is to reduce inequities in health between population groups.
  - Crime Prevention through Social Development – The importance of social inclusion has also been recognized by researchers exploring the crime prevention through social development. Many studies have documented the benefits of social inclusion in prevention of crimes such as vandalism, petty theft, etc.

A social inclusion approach is not a panacea that will instantly solve all the problems you might encounter. Rather, it provides a useful framework that can support organizational assessment and planning, ongoing resolution of important issues as they arise, and evaluation processes.

#### **Slide 6: A process and an outcome**

- As a process
  - Open, welcome, and supported participation of all people in planning and decision making
  - Active engagement in dialogue and debate
  - Ongoing development

- 
- As an outcome
    - Universal access to meaningful opportunities for participation
    - Clear goals and targets are established
    - Evaluation and planning

### **Facilitator's Notes:**

The first main idea in this framework is the idea that social inclusion is both a process, as well as an outcome.

When we talk about social inclusion as a process we mean that it is something that is undergoing constant development and is never quite finished. We recognize that the effort to create inclusive environments must become integrated into our organizational and decision making structures and that we must continually work to build and maintain understanding at all levels of the organization. As soon as one challenge is met, other opportunities and challenges will present themselves. Process elements of a social inclusion strategy would place emphasis on relationship building, experience, participation and sharing. Activities that support these goals include informal conversations aimed at developing relationships, as well as informal gatherings such as potlucks, etc.

When we speak about social inclusion as an outcome we mean that as this process develops we must articulate clearly defined goals and results for our work.

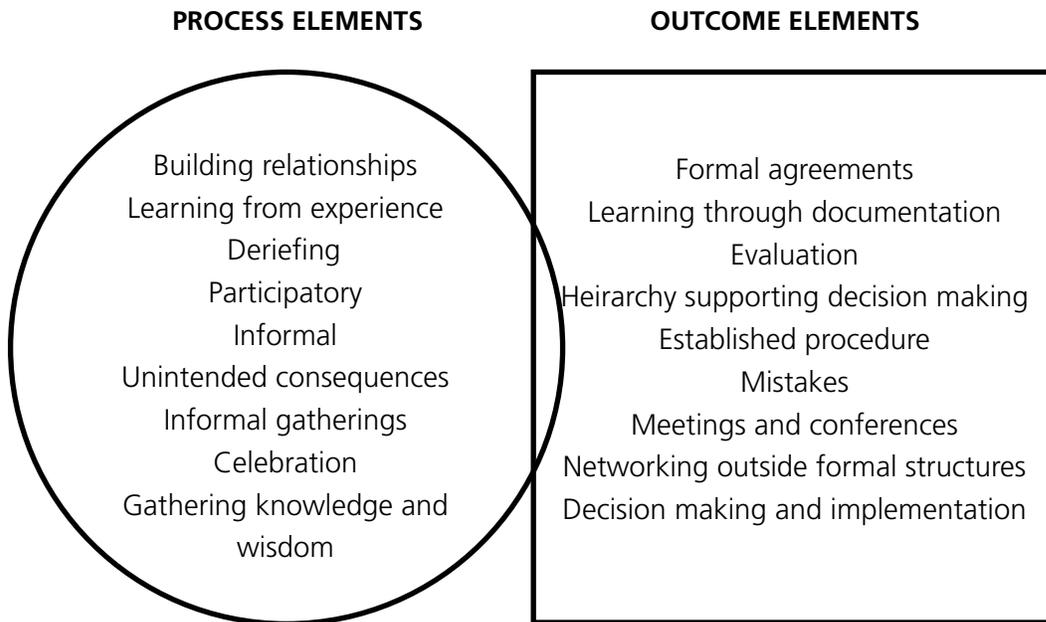
For example, an organization recognizes that members of a particular ethnic group have a particular need (e.g. exercise, access to information and referral, ESL training) that is not being addressed. The organization establishes clearly defined goals (e.g. participants, recruitment of staff and volunteers with language skills, staff training) and provides the resources necessary to achieve agreed upon targets.

Another organization identifies that people with disabilities are underrepresented among its volunteer contingent. The organization develops a strategic plan that encompasses the issues of partnership building with disability organizations, identification of jobs suited to people with various disabilities, specialized training programs that incorporate issues of concern to people with disabilities, etc. Each of these organizations can also take time to celebrate their successes and achievements while recognizing there will be more issues to address in the future.

10. Donnelly, Peter and J. Coakley (2002). The Role of Recreation in Promoting Social Inclusion. Toronto, ON: Laidlaw Foundation. Accessed from: [www.laidlawfdn.org/working-paper-series-social-inclusion](http://www.laidlawfdn.org/working-paper-series-social-inclusion)



**Slide 7:**  
**Understanding Process and Outcome**



**Facilitator Notes:** Because the issues related to Social Inclusion are multi-faceted and complex, initiatives promoting Social Inclusion should take into account elements of both process and outcome. The early stages of any change effort must be built on a foundation of personal relationships, trust, as well as a shared understanding and vision. This will take time to accomplish if those efforts involve bringing together groups and individuals who have not worked together before. If successful, these efforts will pay-off as the hard work of achieving goals proceeds. If these efforts are not successful you may find yourself visiting “square one” over and over again.

In the early stages, efforts at change must focus on understanding and integrating a range of perspectives, values, and knowledge into a comprehensive vision for change. Culture is a critical issue at this stage. This includes the traditional ways in which culture is understood as it pertains to Aboriginal, immigrant, and mainstream communities. But our concept of culture must also expand to include issues such as organizational culture, professional culture, and social subcultures. People living in groups labelled “marginalized” will often bring an entirely different set of values and assumptions into the conversation about change. “Culture clashes” will need to be addressed very carefully as a new understanding is being formed.

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**Slide 8:**  
**Identity takes many forms**

- Identity has multiple dimensions
- We all wear many faces
- Some aspects of identity are visible
- Some aspects are hidden

**Facilitator Notes:** The second idea that makes up the foundation of this social inclusion approach is the recognition that identity takes a variety of forms. Identity can be both static and changeable, and we each have visible and hidden identities.

If appropriate, break from the slide and use activity Who am I? / Who are you? To further illustrate this point.

After completing the activity, review the idea of multiple aspects of identity, drawing on the following:

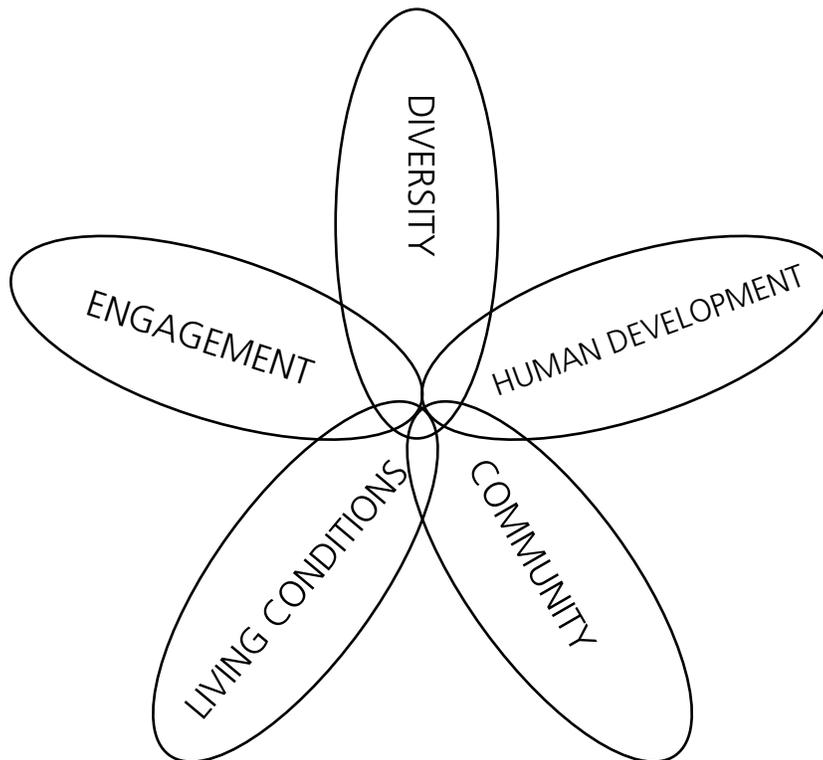
We often talk about barriers that may exist for people based on any number of attributes and conditions. New immigrants, people with disabilities, young people, seniors, people living in poverty, and Aboriginal peoples are examples of groups which experience exclusion in a variety of contexts. One problem is that human beings do not fit neatly into one of these distinct categories. Identity has multiple dimensions. An individual may be made of a range of identities including immigration status, age, gender, sexual orientation, level of ability or disability, heritage, etc. It is critical to base our action on an understanding that a single marker of identity does not tell the whole story. While we may be a member of a group identified as vulnerable we may also be a writer, artist, dancer, mathematician, teacher, elder, worker, student, or play any one of hundreds of thousands of roles. We may be tall, short, skinny or fat, smart, not so smart. We need to recognize our own strengths and vulnerability, as well as the strengths and vulnerability of others.

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## Appendix B-2 Presentation 2: A Social Inclusion Approach (Part 2)

### Presentation 2: Social Inclusion Approach (Part 2)

#### Slide 1: Multiple Dimensions of Inclusion



The social inclusion approach developed by Inclusive Cities Canada suggests that building inclusive communities involves working within a number of distinct areas. For example: It is one thing to build a wheel chair ramp into a building. It is a further step to create a welcoming environment once people with disabilities have entered the building. It is yet another step to involve wheel chair users in the decision making about the design and placement of wheel chair ramps and the provision of goods and services that will meet their needs. A further stage would be achieved when wheel chair users are valued for their contributions as equal members of the community and not simply as representatives of their disability.

11. IFS (2005), p. 77.

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## Slide 2:

- Diversity
  - Access, recognition, communal space and niches
- Human development
  - Participation and interaction
- Involvement and engagement
  - Participation in governance and decision making

**Facilitator Notes: Diversity – How does your facility, program or service provide valued recognition and respond to diverse groups in the population?** This dimension of inclusion involves a thorough consideration of access issues including physical access, cultural recognition, income levels, etc. Note that one of the approaches in developing inclusion “might include the creation of exclusive ‘niches’ in which individuals feel comfortable, in addition to the creation of communal space and opportunities.”

**For example:** A program coordinator at a community recreation centre in Victoria realizes that there are a large number of women from Muslim countries living in the immediate area who do not regularly make use of the facility. Curious, she consults with people that she knows who are familiar with the Muslim community and learns that many of women who follow Islam would not likely consider taking part in an exercise program at the centre. They are concerned that in order to be comfortable they must take off their veils and might feel extremely uncomfortable taking part in exercises within a building that is open to the public and has men and women doing activity in the same classes or facilities.

The solution in this case was to arrange for instructors from the recreation centre to conduct an exercise class for Muslim women off site. The group was able to find a safe, secure, and private location where women could freely take part in exercise classes without fear that they would be interrupted and not compromise cultural values. The creation of women’s only swim times have also been successful to support women being active.

**Human Development – What opportunities exist for participants to develop their talents, skills and capacities?** This approach recognizes that inclusion is related to participation and interaction. Supporting individuals in gaining access to facilities programs and services is an important accomplishment, but it is not the end point. Once people gain access it is equally important that they are able to fully participate in programs and services that support their development to the fullest extent of their abilities.

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**Involvement and engagement – What is being done to promote active participation in governance and decision making?** It is one thing to build programs and activities for a particular population group. It is quite another to ensure that programming is developed with full participation by the people affected. This involves participation from the population group on the board of directors, key decision making committees, and full involvement in program development and planning decisions.

**For example:** An important lesson was learned in one facility when a program for immigrant mothers had to be substantially changed when participants insisted that their children be allowed to attend with them.<sup>10</sup> The program had been developed by decision makers without involving the people affected. To their credit, program organizers were open to making a significant change midstream based on the feedback of program participants.

**Slide 3:**

- Multiple Dimensions of Inclusion (Continued)
  
- Relationship to living conditions
  - Links to community issues such as transportation, safety, employment, poverty, etc.
  
- Connection to community services
  - Building organizational partnerships to serve populations

**Facilitator Notes: Relationship to Living Conditions – How does the facility, program or service recognize and address circumstances in the surrounding community?** Important issues may include affordable housing, community safety and crime, transportation, access to child care, employment and unemployment.

**For example:** creative solutions to transportation barriers may allow seniors to gain access to much needed recreation services. Volunteer training and support programs could be designed to develop skills, experience and references for groups such as youth or new immigrants seeking to enter the job market.

**Connection to Community Services – How is the facility, program or service linked to other programs or services in the community?** This dimension of social inclusion raises the issue of developing effective partnerships with organizations who may already be part of the lives of the people you want to serve. Partnership building with social service agencies (e.g. immigrant serving agency, disability support organization, seniors’

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information and referral service) or gathering places (e.g. Sikh Temple, seniors' centre, youth drop-in centre, Aboriginal Friendship Centre) is an important strategy that can increase the effectiveness of both organizations in addressing social inclusion issues.

**Slide 4:**

- Questions?

**Facilitator Notes:** Lead into activity Planning for inclusion (Appendix C-3) which will allow participants to practice planning using the 5 dimensions of inclusion we have just reviewed.

## Planning for Inclusion

**Slide 1:**

### Creating a social inclusion plan

- Understand the issues
- Build recognition of the need for change
- Make an organizational commitment
- Develop an action plan that includes achievable results
- Assess and evaluate
- Celebrate!

**Facilitator Notes:** Developing a plan for building social inclusion is an important part of making change within organizations. An effective plan will take into account both process and outcome elements, and will also incorporate the five dimensions of inclusion we introduced earlier. While the context in each organization / community is unique, there are common issues and stages that are common to most processes of change. These include:

**1. Understand the issues** – At the very beginning it is important to educate yourself about the issues. This may include accessing some of the resource materials available in your workshop package, and gathering data and statistics specific to your community. You may want to talk with people from other organizations or community groups in order to build connections as well as understanding. Your growing understanding of the issues will serve as a foundation for the next stages of the work. What do statistics tell us about the composition of our communities? What can we learn from connecting with specific groups in our communities?



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## **2. Share what you've learned – Build recognition of the need for change**

Sharing information and insights with others involved in your organization is an essential next step. At this stage of development you may want to consider developing small one time activities that help to illustrate the issues.

For example, you may want to consider inviting a speaker from a local disability organization, settlement services organization, or antipoverty group to speak about the challenges faced by members of the organization. Another excellent activity is to engage with a diversity trainer who can lead a facilitated discussion with people from all levels of the organization.

How can you build recognition of the issues you have learned about? Who are the key decision makers and what is the best way to influence them?

## **3. Make a commitment – Using the idea of social inclusion as an outcome, what specific changes can you commit to?**

At some point the board of directors or governing body will need to make an organizational commitment to social inclusion in order for the change to take place at all levels in the organization.

Some people ask what they can do if there is not a full commitment at the governance level. The answer is to continue working on activities in the first two stages and to look for opportunities as they arise. For example, funding may become available to address one or more inclusion issues, or partnership opportunities may develop with an organization working with a vulnerable community. By taking advantage of these opportunities you are, at the same time, building awareness and addressing resistance in the organization.

**4. Develop a concrete plan** – Once a level of commitment is achieved, it becomes essential to start documenting what will take place and how change will be accomplished. Your action plan can be used as a tool to explain to people in all parts of the organization what is going to change and how it is going to happen. By including achievable results in your plan you are outlining the benchmarks and timelines that will be used to create and assess change.

**Key questions:** What is the timeframe to make the change? What resources are available to support the change? How will you know if you have been successful?

**5. Assess and evaluate** – Ongoing evaluation of your change efforts is important because it can help guide decision making in the long run. An effective evaluation and assessment strategy can also serve as an ongoing reminder of the organizational commitment that has

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been made as well as providing a framework for future activities.

**Key questions:** What have you learned from your efforts to bring about change? What would you do differently next time?

**6. Celebrate** – How can we use food, music and celebration to mark our accomplishments and prepare for the work ahead? Celebration is an essential component of any change process. Remember that food, music, dance, storytelling and other forms of expression are essential elements of a culture of inclusion. A multicultural potluck can do more to break down barriers of isolation than any number of reports and workshops.

For example, in one inner city community centre the decision was made to celebrate all holidays. Here is their story:

“In contrast to the current trend of downplaying cultural or religious practices in order not to offend others, Forest Hills now takes the position of observing them all. The politically correct ‘Happy Holidays’ is eschewed in favour of ‘Merry Christmas’ or ‘Happy Chanukah’. With the approach of Ramadan, staff and students alike look out for the crescent moon so that everyone, both Muslim and non-Muslim, can wish each other Ramadan Mubarak, or a Happy Ramadan.”

“The same applies for the Lunar New Year celebrated by Chinese students and others from East Asia. Forest Hills is not afraid of Christmas trees, menorahs, or acknowledgements of Buddha’s Birthday. They embrace these symbols as a way to open the lines of communication, rather than cutting them off. They ask: ‘What is this holiday you are celebrating? What does it mean? What do you eat? What do you do?’

Inevitably, people from very different parts of the world discover similarities in beliefs and practices, as well as distinctions, and through this dialogue, develop increased understanding and respect for each other.”<sup>11</sup>

## Slide 2: Integrating process and outcome

| STAGE OF CHANGE PROCESS              | PROCESS EXAMPLES   | OUTCOME EXAMPLES   |
|--------------------------------------|--|--|
| Building Commitment                  | Collect anecdotes, stories and examples  | Gather community statistics and data   |
| Building Involvement                 | Establish personal relationships with community partners                         | Identify and initiate community partnerships (may include formal agreements) |
| Establishing Goals                   | Develop a shared vision for change   | Develop targets and measures   |
| Create Awareness                     | Bring people together in informal settings (e.g. quilting circle, potluck, etc.) | Initiate training and education opportunities                                |
| Take Action                          | Experiment with a range of activities  | Establish formal programs  |
| Measure Change                       | Gather success stories and personal anecdotes                                    | Establish targets and evaluation methods                                     |
| Celebrate what you have accomplished | Initiate regular celebrations and gatherings                                     | Develop ongoing methods of reporting and evaluation                          |

### Facilitator Notes:

Throughout each of these steps, you can take different actions which work at both the level of “process” and “outcome”. Refer to examples in visual chart.

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**Slide 3:**  
**Getting Started:**

- Identifying Issues and Questions
- Identifying those involved with the issue
- Developing priorities for action

**Facilitator Notes:** To get started, we suggest you look at 3 main steps:

- Identifying issues & questions
- Identifying those involved with the issue
- Developing priorities for action

In order to look at how you might go about this in your own organization / community, we would like to invite you to create an action plan of first steps. Lead into getting started activity.





# Appendix C - Worksheets



## Appendix C-1 Diversity Bingo

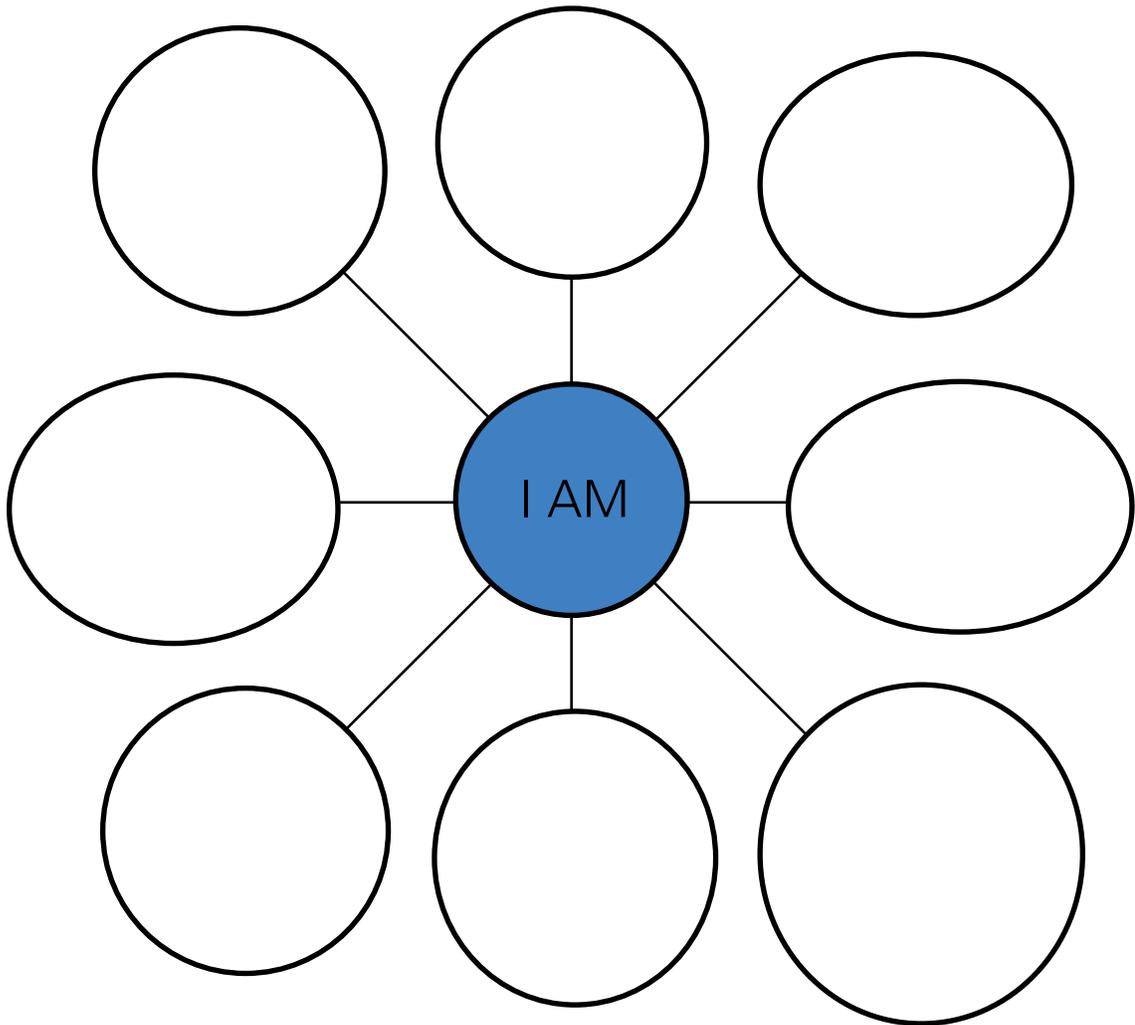
### DIVERSITY BINGO

|  |  |   |  |  |
|--|--|---|--|--|
| Has been to a Seder                                    | Can explain what Hispanic means                                  | Name 2 segments of the Canadian population who fell below the poverty line. | Knows someone who is transgendered   | Can say hi & bye in more than 2 languages                              |
| Can explain negative ramification of globalization     | Has been in a pride parade                                       | Give 10% or more of income to good causes                                   | Knows what corporate welfare is  | Knows where Tagalog is spoken  |
| Can explain who has age privilege in their country     | Can explain something about Kwanzaa                              | Can explain how sexism hurts men  | Can name 2 of the social determinants of health affecting people living in poverty | Has traveled to 6 or more countries                                    |
| Knows what language is spoken by most people worldwide | Can give an example of prejudicial thoughts they've had recently | Name 3 benefits of recreation for people in poverty.                        | Knows 2 core differences between Jewish and Christian beliefs                      | Knows where quetzals can be found and what their primary coloration is |
| Has a hidden disability                                | Has been barred from a country or arrested for activism          | Knows what Heterosexism is  | Can explain a privilege they have  | Name 2 factors that affect poverty                                     |

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## Appendix C-2 Self Identity Map

### Self Identity Map





# Appendix C-3 Planning for Inclusion

## PLANNING FOR INCLUSION:

**Instructions:**

In your small group, identify what community issue you are working on, and which program, service or facility you would like to plan for. You may choose an existing program, service or facility, or choose a new one which you will be undertaking in the future. You may also choose to look at planning for inclusion within your organization as a whole rather than a specific program.

**Issue:** \_\_\_\_\_

**Program:** \_\_\_\_\_

(Note: This plan can also be done for your organization as a whole rather than a specific program)

**DIVERSITY:**

Who currently participates or could / should participate in the program? Who is missing?

What population groups may have more challenges participating in the program?

What are some of the barriers that may prevent them from participating?

What successes can you learn from to support greater inclusion and more diverse participation?

**HUMAN DEVELOPMENT:**

What can be done to support a culture of inclusion in your organization / program?

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What would help board / staff / volunteers to adopt and implement a social inclusion approach? (e.g. policies, education, structures, etc)

**INVOLVEMENT & ENGAGEMENT:**

What strategies and approaches can be used to build relationships & trust with people you want to involve?

How can members of key population groups be involved in program development, planning, assessment, and organizational / program decision-making? What types of governance structures can you develop to ensure your organization or program is representative of the community?

**RELATIONSHIP TO LIVING CONDITIONS:**

What community issues need to be taken into account in order to support greater inclusion and more diverse participation? (examples: transportation, safety, access to childcare, income level, etc.)

What other social and cultural considerations could help the program / service to be more inclusive? (examples: food that fits a variety of diets, activities for a variety of skill levels, ages, etc.)





**CONNECTIONS TO COMMUNITY SERVICES:**

How can the program be integrated with other community supports?

What relationships or partnerships could be developed to encourage greater inclusion?





# Appendix C-4 Getting Started

## GETTING STARTED<sup>11</sup>

The following are important starting points for developing a comprehensive plan for inclusion and facilitating change within organizations and communities. List some strategies you and your organization / community can undertake in these steps towards greater inclusion. How would you go about the following?

|                              |  |
|------------------------------|--|
| 1. Understanding the issues: | Examples: <ul style="list-style-type: none"><li>• Identify and meet with service providers who work with socially excluded people</li><li>• Door-to-door and Neighbourhood Walkabouts</li><li>• Ask community members you already know for introductions to other community members</li><li>• Attend community events &amp; meetings</li><li>• Community Mapping</li><li>• Survey participants</li></ul> |
|------------------------------|--|

11. Some examples adapted from Working Together Project: Library Community Connections (2008). Community Led Libraries Toolkit. See Resources section for more information.

|   |  |
|---|--|
| <p>2. Building Recognition &amp; Organizational Commitment</p>          | <ul style="list-style-type: none"> <li>• Share information and insights with others involved in the organization</li> <li>• Consider developing small one time activities that help to illustrate the issues. For example, invite a speaker from a local disability organization, settlement services organization, or antipoverty to group to speak about the challenges faced by members of the organization.</li> <li>• Engage with a diversity trainer who can lead a facilitated discussion with people from all levels of the organization.</li> <li>• Make an organizational commitment to social inclusion through the board or directors or governing body in order for change to take place at all levels of the organization</li> </ul> |
| <p><b>3. Developing and Inclusion Plan with Achievable Results:</b></p> | <p>Examples:</p> <ul style="list-style-type: none"> <li>• Create a collective vision to work towards</li> <li>• Set clear benchmarks and timelines</li> <li>• Start documenting what will take place and how change will be accomplished</li> </ul>  |
| <p><b>4. Building Relationships:</b></p>                                | <ul style="list-style-type: none"> <li>• “Hang out” regularly in a community spaces and have conversations with people</li> <li>• Host an Open House</li> <li>• Participate in group discussions with community members</li> <li>• Attend regular meetings &amp; events</li> </ul>   |





|  |   |
|--|---|
| <b>5. Developing Community Partnerships:</b> | <ul style="list-style-type: none"><li>• Brainstorm or conduct Community Mapping to Identify Potential Partners</li><li>• Approach Potential Partners</li><li>• Determine the nature &amp; scope of partnerships ( informal vs. formal agreements)</li></ul> |
| <b>6. Evaluating &amp; Celebrating</b>       | <ul style="list-style-type: none"><li>• Host a multicultural potluck</li><li>• Ask members of various communities if they are willing to share their celebrations</li><li>• Host a storytelling event or Talent Show</li></ul>                              |

**FIRST STEPS:**

What do you see as the most important first steps for your organization / community?

What role can you play personally in initiating these first steps?

What challenges do you anticipate? What can you do to address these challenges?



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## Appendix C-5 Active Neighbours

### Active Neighbours Community Profile

#### **ActiveNeighbours in ActiveCity, BC**

ActiveNeighbours is one of the city's oldest and most diverse communities, with several distinct neighbourhoods. It has traditionally had low rents and a large stock of affordable housing. It is one of BC's fastest-growing communities.

ActiveNeighbours is home to many young immigrant and refugee families, some of which have grandparents as primary caregivers for children. Many seniors that helped establish the community still reside there, but are becoming increasingly isolated. The community is also estimated to have one of the highest urban Aboriginal populations in the province. There are two assisted living facilities for people with disabilities at the heart of the community. A local affordability study revealed that slightly more than 20 percent of ActiveNeighbours lived below the low-income cut off and just under one-quarter of families were led by a lone parent.

ActiveNeighbours has recently begun to show signs of gentrification and many high income families are moving into the area. Last month ActiveNeighbours Weekly published a series highlighting the tensions in the community between long-established demographic communities and new arrivals.

The community is home to many strong organizations that are grappling with how to address the changes in the community. The community's assets include a strong arts community, an active Friendship centre and youth group, a neighbourhood house, community association, business improvement association and a community social service organization. ActiveCity Council recently approved a budget to develop a new community centre in ActiveNeighbours.

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## **ACTIVE NEIGHBOUR IDENTITIES:**

You have recently arrived in the community from another country. Although your English is very limited, you have developed recreation programming in the past and feel you have a lot to contribute.

You are a single mother with a very modest income. You recently established a poverty advocacy network with other women in your housing complex. You feel you have a lot to say about the experiences of women living in poverty and the barriers they face in accessing local services.

You are currently employed as a facilities planner with the local municipality. You have felt frustrated by the limited opportunities for public consultation in the past. You are determined to find cost-effective ways of ensuring that people's voices are heard in planning processes.

You are a long-standing municipal councillor. You have built your political career on fiscal responsibility and reducing the tax burden of homeowners and businesses.

You are a senior who was forced to give up driving last year. Since then, you have felt increasingly isolated because it is difficult to get around the community without a car. Your health is starting to deteriorate as a result.

You work several part-time jobs to support your family. You have experienced barriers to accessing recreational services in the past and you have given up on accessing the local facility. You would like to be involved in developing the new community centre, but you just don't have time.

You are a parent who has two children with disabilities. Lately, you've had a hard time negotiating people's responses to your children in the community. Some days you find it's easier to stay home than to try to navigate the community with your children. You have not had any success finding local programs in the community where they can participate without you there.

You are an Aboriginal man in your 30s. When you lived on the reserve, people in the community were not allowed to use the local library because they did not pay municipal taxes. When you moved to the city, you assumed that you couldn't use any municipal services and your friends confirmed this for you. You now have a young family and would like to access recreational services that are meaningful for you.

---

## Active Neighbours Discussion: Building Design

Choose one person in the group to facilitate your discussion. Your goal is to design a welcoming community space that meets the needs of the community.

Here are some questions to consider:

- How will you determine which facilities will meet community needs?
- How would these components be designed to fit community needs?
- What types of programming space would meet the needs of people in the community?
- What factors would you consider to determine the location of the community centre?
- What opportunities exist for participants to develop their talents, skills, and capacities?
- What challenges do you anticipate experiencing during the design process? How will you overcome these challenges?
- Is anyone missing from your group? How would you include them?
- What are other factors that need to be considered?

---

## Active Neighbours Discussion: Programming

Choose one person in the group to facilitate your discussion. Your goal is to decide how you will develop programming for the new community centre.

Here are some questions to consider:

- How will you identify the programming and service needs of the community?
- Who needs to be involved in designing community programs and services? What types of supports might people need in order to participate? (e.g. skills training, child care, honorarium, etc.)
- What opportunities exist for participants to develop their talents, skills and capacities?
- How will you address any barriers to access that are identified through your process?
- What elements can you build into your processes to ensure that programming meets community needs over the long term?
- Is anyone missing from your group? How would you include them?
- What are other factors that need to be considered?

---

## Active Neighbours Discussion: Partnerships

Choose one person in the group to facilitate your discussion. Your goal is to identify community partnerships that will support the needs of people in your community.

Here are some questions to consider:

- How would you identify any gaps in services in meeting the needs of your community?
- What kind of community partners do you need to meet the needs of people in your community?
- What roles would your community partners play? How would this be determined?
- How will the community centre integrate with other community supports and resources?
- What factors do you need to consider in order to develop effective partnerships?
- What opportunities exist for participants to develop their talents, skills, and capacities?
- Is anyone missing from your group? How would you include them?
- What are other factors that need to be considered?

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## Active Neighbours Discussion: Organizational Infrastructure

Choose one person in the group to facilitate your discussion. Your goal is to determine how to promote active participation in governance and decision making.

Here are some questions to consider:

- How will decisions be made at the new community centre?
- What types of governance structures can you develop to ensure the community centre is representative of the community?
- What challenges do you anticipate experiencing with this type of decision-making structure? How do you plan to overcome these challenges?
- How can you demonstrate an organizational commitment to social inclusion at the new community centre?
- What opportunities exist for participants to develop their talents, skills and capacities?
- Is anyone missing from your group? How would you include them?
- What are other factors that need to be considered?

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## Appendix C-6 Drawing on Diverse Assets

### DRAWING ON DIVERSE ASSETS

Adapted from **The Social Inclusion Game, Canadian Community Economic Development Network.**

#### Background and Scenario:

The scenario in which this game takes place is based on Winnipeg's North End in the 1990s. Here are some of the characteristics of that neighbourhood at the time:

- Inner-city neighbourhood in a mid-sized Canadian city.
- A landing place for each wave of new immigrants - Now and for the last 100 years.
- Also a landing place for Aboriginal people coming into the city.
- High-levels of kids not completing high school.
- Level of poverty is rising.
- Arson Capital of Canada.
- Gang activity and recruitment increasing.
- Many of these negative images are being frequently reported in the news, multiplying their effect.
- People and Businesses are leaving.
- The main street in the area has a 60% vacancy rate, with many closed and boarded up businesses
- Housing stock is severely declining.
  - Partly caused by the greater city's suburban sprawl emptying out the core
  - Huge increase in the number of rental, and thus a decline in home ownership, as those who can afford to sell their houses and move elsewhere.

At this time, in this community, a group of people have come together to try and stop the downward spiral of their neighbourhood, and start building it up again.

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## DRAWING ON DIVERSE ASSETS - CHARACTER IDENTITIES:

**Police officer** who sees first hand the rising arson and gang activity in the community. Realizes that incarceration doesn't produce better youth, but also realizes that something has to be done or everyone in the community will live in fear.

**MLA in the provincial government** responsible for affordable housing. Very new to the role and unsure what it is that you are even able to do.

**Local musician**, who has become politically active through their music and being very involved in the community.

**Staff person for the local neighbourhood renewal corporation** who manages a government grant program for housing fix-ups, where, if the landlord or homeowner puts up to \$500, the program puts in the next \$1,000 for external renovations.

**Teenager without work**; dropped out of school at grade 8. Friends are in gangs that offer a feeling of power and belonging; the teenager is not sure which path to choose.

**City planner** who feels that this meeting and community are a lost cause as this place will never become an economic driver for the city.

**Firefighter** who has had to run into burning buildings to put out fires and check for people in these supposedly boarded up homes, knowing full well that most fires in this area are set deliberately.

**University Prof** in urban studies who is interested in community issues and is willing to provide their time to do any research that this community wants done.

**Manager of a Credit Union** where the board has decided to get more involved in community economic development, but are not sure where to start.

**Homeless person** who has lived in a home, but due to a combination of mental illness and addictions has experienced long bouts of homelessness as well.

**Mayor** besieged by bad press regarding the housing situation and the arson epidemic, has quietly called together some folks from this community for this meeting. But the main point for the mayor is getting a quick solution to get the press off his / her back as election time is months away.

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**Staff person at a community organization** that has a matched savings program where, if low-income participants take a money management course and save some amount monthly, then the program will match their savings 3:1

**Community health worker** who sees housing, gangs, health, education, the local economy, employment, and local pride and community confidence as very related issues.

**Hardware store owner** who remembers when the community was socially, culturally and economically vibrant. Now is sad about the how things seem to have fallen apart. Employs 20 people, but none from the local community.

**Single mom** lives in a house that is about to be boarded up. Has moved 10 times in the last 8 years and would love to own a home for stability, so her kids could go to the same school two years in a row, but can't afford to buy a house on social assistance.

**Aboriginal Elder** involved with at risk youth, recognizes that it is a lack of opportunity and lack of belonging that are driving many youth to destructive behaviours.

**75 year-old man** who moved from Europe to Winnipeg as a youth and ran a small modestly successful business, clawing his way through life and managing to survive. Feels that if he could make it on his own, so could anyone else.

**Carpentry teacher** at the local high school who realizes that, while students learn quite a bit about carpentry, they can't access the jobs that are mostly available in the sprawling suburbs, as they can't afford the transportation to get their daily.



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## Appendix C-7 Social Inclusion Backgrounder

### Introduction

*(Social inclusion) is not about bringing outsiders into the existing mainstream culture – it is about creating a new and negotiated culture together. (Shakir, 2004)*

Developing strategies that support full participation by all members of our communities is a difficult and complex task.

The concept of “social inclusion” provides a useful framework that can guide the development of comprehensive strategies to support the full participation of all people in community life.

Social inclusion links “both the feeling and reality of belonging.” The feeling of belonging is based on working together to build “caring, cooperation, and trust” while the reality of belonging “comes through equity and fairness, social and economic justice, and cultural as well as spiritual respect.” (Ontario Prevention Clearinghouse, 2005).

This publication is intended to serve as a starting point by outlining basic concepts related to social inclusion and suggesting additional resources for further information. It is based on a framework developed by Inclusive Cities Canada, a pan-Canadian project that worked to develop a Canadian approach to social inclusion.

### A Sense of Belonging

Inclusion is messy. It is about constant vigilance, constant negotiation, learning to deal with diversity, questioning things we take for granted. (Shakir, 2004)

Adopting a social inclusion framework can have many short and long term benefits. It can also involve very real challenges as we learn to adapt and work through conflicting views of the world.

The framework developed by the Inclusive Cities Canada project can provide guidance and support as we negotiate the multifaceted issues associated with building inclusive communities. The ideas that provide a foundation for this approach include:

**Social inclusion as both process and outcome** – When we talk about social inclusion as a process we mean that it is something that is undergoing constant development and is never quite finished. When we speak about social inclusion as an outcome we mean that as this process develops we must articulate clearly defined goals and results for our work. For example, as part of its ongoing efforts at building inclusion a seniors’ centre may develop

programs that address the needs of immigrant seniors. This individual project can be seen as an end in itself, but also as one of the building blocks in a larger process of building social inclusion.

**Identity takes many forms** – The social inclusion approach recognizes that identity takes a variety of forms, that identity can be both static and changeable, and that we each have visible and hidden identities. It also recognizes that there is crossover between all of these aspects of identity and that each of us has many different connections between our multiple identities. When thinking about the categories that we use to define people, we must also recognize that each individual has their own story and circumstance and that they may not share the same experiences as someone else with a similar aspect of identity.

**Multiple dimensions of inclusion** – Building inclusive communities involves working within a number of distinct areas. Basic accessibility may include consideration of issues such as signage, language, physical access and other consideration. While these issues are critical, it is also important to consider how easily people can participate once they have come into the building and how community members with direct experience are involved in the decisions that affect them. Other important issues include connections to living conditions and the development of partnerships with other community services.

| The 5 Dimensions of Inclusion:  |
|---|
| <p><b>DIVERSITY</b></p> <p>- How well do community services respond to diverse groups in the population including such considerations as physical access, language and culture, safety, income, etc.?</p> |
| <p><b>PARTICIPATION AND HUMAN DEVELOPMENT</b></p> <p>- What opportunities exist for individual development of talents, skills and capacities through full participation in community life?</p>            |
| <p><b>INVOLVEMENT AND ENGAGEMENT</b></p> <p>- How does decision making ensure that decisions are made “by” not “for” community members?</p>   |
| <p><b>LIVING CONDITIONS</b></p> <p>- How do community facilities, programs and services respond to circumstances in the surrounding community such as housing, safety, transportation, etc.?</p>          |
| <p><b>CONNECTION TO COMMUNITY SERVICES</b></p> <p>- How well do community organizations work together through partnership and collaboration to support all community members?</p>                         |



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## Why Support Social Inclusion?

Given the complex issues involved, it is important for those promoting a social inclusion perspective to articulate effective arguments that support and recognize the value of social inclusion strategies.

Some of the reasons for supporting social inclusion are:

**Better service to the community** – Businesses and other organizations who understand the needs of all members of the community are better able to fulfill their mandates and responsibilities.

**Finding strength in diversity** – Diversity makes us all stronger by introducing new dimensions of experience, knowledge and skills to our environment.

**It's the law** – Discrimination in employment and services is prohibited by the BC Human Rights Code, Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act.

**Social Capital** – Building trust and relationships is linked to the development of social capital, which is linked to the ability to take collective action on issues of common concern. (Torjam, 2004)

**Health** – Many studies have documented a relationship between equitable distribution of resources, social inclusion and health outcomes. (Labonte, 2004)

**Community Crime Prevention** – There is considerable evidence supporting a link between social exclusion and crimes such as vandalism, petty theft, etc. (Canadian Centre for Social Development, 1984)

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## Creating your inclusion plan

- 1. Understand the issues** – What do statistics tell us about the composition of our communities? What can we learn from connecting with specific groups in our communities?
- 2. Share what you've learned** – How can you build recognition of the issues you have learned about? Who are the key decision makers and what is the best way to influence them?
- 3. Make a commitment** – Using the idea of social inclusion as an outcome, what specific changes can you commit to?
- 4. Develop a concrete plan** – What is the timeframe to make the change? What resources are available to support the change? How will you know if you have been successful?
- 5. Assess and evaluate** – What have you learned from your efforts to bring about change? What would you do differently next time?
- 6. Celebrate** – How can we use food, music and celebration to mark our accomplishments and prepare for the work ahead?

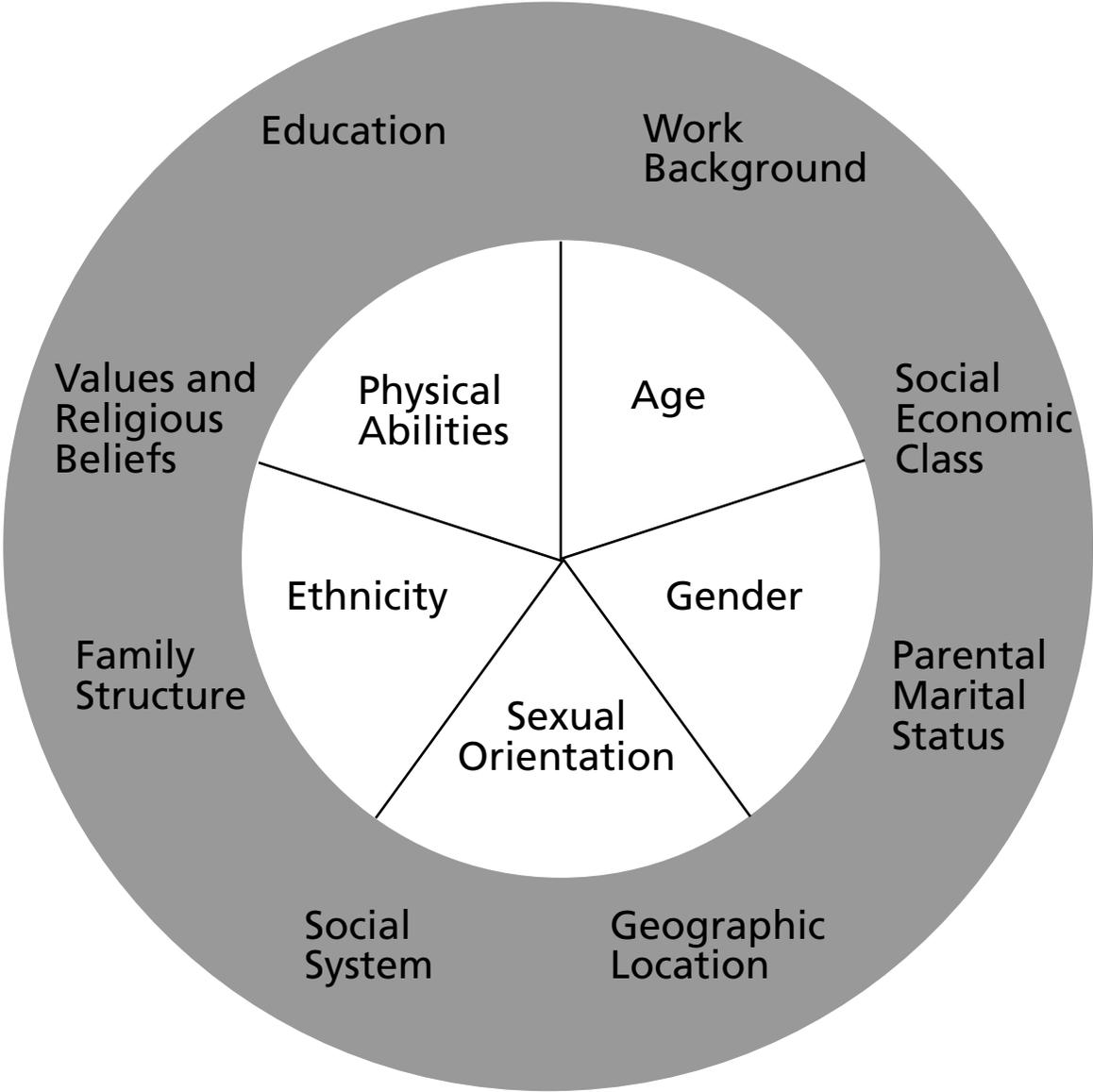
### For More Information

SPARC BC (Everybody's Welcome: A social inclusion approach to program planning and development for recreation and parks services):  
[www.sparc.bc.ca](http://www.sparc.bc.ca)

### References

- Canadian Centre for Social Development (1984). Crime Prevention through Social Development: A Discussion Paper for Social Policy Makers and Practitioners.
- Inclusive Cities Canada (2004). Background Paper and Project Overview, Phase 1.
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- Torjam, Sherri. 2004. Culture and Recreation: Links to Well-Being. Ottawa: Caledon Institute of Social Policy.

Appendix C-8 Primary and Secondary Dimensions of Diversity



\* Adapted from: North Shore Multicultural Society (2007). People Power: A Youth Diversity Training Manual. North Vancouver: North Shore Multicultural Society.



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## Appendix C-9 Video Stories Summary

### Video Stories

#### VIDEO #1 DIVERSITY: Access for everyone

*"I'm changing my mind. As opposed to thinking about how do we overcome diversity, I'm thinking more about how do we celebrate diversity. And yes, we want to find common ground as people, but how can we celebrate our differences?"*

*-- Workshop Participant*

**Summary:** Community members speak out from a variety of perspectives on issues of diversity and access.

**Issues:**

- Diversity is about understanding and appreciating a wide variety of differences including issues such as gender, ethnic background, sexual orientation, ability and economic background. Issues of power and privilege must also be articulated and addressed.
- As we search for common ground we need to find ways to celebrate our differences.
- Strategies to promote access include transportation, translation, safety, access to services.

**Discussion Questions:**

- What are the benefits of diversity?
- What are the obstacles in creating diversity and how can they be addressed?
- What strategies can be used to everybody has access to community life?

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## VIDEO #2

### HUMAN DEVELOPMENT: Full participation in Community Life

*"We have a lot of volunteers that work from their heart. They are people who are trained to be good listeners. They come with a lot of compassion and empathy so I think they try to create a safe space for the seniors."*

*-- Jemma Templeton, BC Seniors Advocacy Network*

**Summary:** As we work on issues of diversity and access it is also important to ensure full participation by everybody in our organizations and communities. Jemma Templeton, Coordinator, BC Seniors Advocacy Network (BC SAN), describes how volunteer counselors provide valuable support to other seniors that address barriers preventing full participation in community life.

#### **Issues:**

- The philosophy of seniors working with seniors supports participation by helping seniors resolve important issues in their lives and by keeping senior counselors active and engaged with their communities.
- BC SAN works by asking seniors to describe their issue and matching them with a volunteer advocate who help find resolution. Examples of problems addressed include tenancy, credit or debt problems, and medical or long-term care issues.
- One challenge is educating seniors that support is available to them. Sometimes language barriers prevent people from learning about the program. Sometimes the problem is awareness.
- People who want to build inclusion in their organizations can start by attending events and starting to build personal relationships with others especially those with a different world view.

#### **Discussion Questions:**

- What makes for a welcoming community?
- What groups are most welcome in your organization or community? What groups are least welcome?
- What are three things you can do to create a more welcoming environment for the groups you've identified as least welcome?



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## VIDEO #3 INVOLVEMENT AND ENGAGEMENT: Active participation in decision making

*“There is a lot of professional identity tied into being able to make decisions. That is seen as what you are supposed to do as a professional. Actually there is as much skill involved in facilitating decision making by stakeholders. That takes as much skill, professional ability and dedication.”*

*-- Randy Gatley, Teen Services, Vancouver Public Library*

**Summary:** Meaningful participation in decision making is an important element of inclusion. The Vancouver Public Library (VPL) Teen Advisory Council provides valuable input into decisions about purchases, displays, and communications. Randy Gatley, Assistant Director, Teen Services, and Teen Advisory Council members describe how teens are involved in decision-making processes.

### **Issues:**

- The Teen Advisory Council includes teens who have a say in program development, purchasing decisions for collections, policy development, and location and display of books and materials.
- Youth participation is important because teens face many unique barriers. For example, fines and fees can prevent teens from using library services. Other teens face cultural barriers. Teens that have not had good experiences with schools or other large institutions may not trust the library.
- The Teen Advisory Council consists of 10-15 teens who meet once a month. The group develops ideas and makes recommendations on programming, goes on buying trips for books and other materials, and engages in other activities that support decision-making. The Advisory Council recommendations are followed except in cases of material that is blatantly explicit or if duplication of materials already in the collection.
- Many believe that as professionals they should be able to make decisions. Gatley says he has learned there is as much skill, professional ability and dedication involved in facilitating decision making by stakeholders. “It’s their service,” he says.

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### Discussion Questions:

- What is the difference between informing the community about decisions that have been made, consulting the community about decision to be made, and engaging with the community in a decision-making process?
- Describe a meeting of teen advisory committee in your organization or community (e.g. meeting time, location, food and refreshments, agenda, etc.) How would those elements be different for other groups in your community (e.g. seniors, recent immigrants, single mothers, etc.)?

### VIDEO #4

#### LIVING CONDITIONS: Connecting to the way people live their lives

*"It's really easy for those of us working in organizations to connect with other people who are also working for organizations and I think we need to get beyond that and talk to the people themselves."*

*-- Beth Davies, Carnegie Branch, Vancouver Public Library*

**Summary:** Recognition of the unique circumstances of community members is another important aspect of inclusion. Beth Davies, Head Librarian of the Carnegie Branch, Vancouver Public Library, describes strategies used by the Carnegie Branch to address barriers experienced by people living in the Downtown Eastside neighbourhood of Vancouver.

#### Issues:

- Carnegie Branch Library serves a neighbourhood where people are predominately low-income including many Chinese speaking seniors as well as single men who are middle aged or older living in single-room accommodations.
- Barriers faced by DES residents often include past experiences with institutions in general and educational institutions in particular. Aboriginal residents may only know about libraries through experiences in residential schools. Others may see libraries as middle class and not for those who cannot read or write.
- Initiatives to support access include:
  - o The Carnegie Reading Room Card - addresses issues experienced by those who cannot use the library because of the restrictions connected to a regular library card. This arrangement benefits people who are homeless, who have recently immigrated, or who have recently lost their ID.

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o Free Book Give-Away - held every Friday at a table on the street in front of the centre.

o Book Clubs - it was learned over time that activities such as book clubs were more successful if they were held at a location where people are already comfortable such as the Women's Centre or Life Skills Centre.

- People wanting to make their organizations more inclusive should try to connect with people in the locations where they hang out in the community.

### **Discussion Questions**

- Who are the people not involved in community life?
- What are the barriers that might prevent them from participation?
- Where would you find the people who don't regularly participate?

## **VIDEO #5**

### **CONNECTION TO COMMUNITY SERVICES: Building partnerships across organizations**

*"When you collaborate and start to share resources you can benefit from the wealth of knowledge that is out there and not re-create the wheel."*

*-- Bonnie O'Sullivan, 411 Seniors Centre*

**Summary:** Connecting across the community is another way to ensure inclusion. Bonnie O'Sullivan, Manager of Programs and Fund Development at 411 Seniors Centre, discuss strategies used to build relationships with organizations across the community. Shams Jilani, a program participant discusses the importance of storytelling in building bridges.

### **Issues:**

- Benefits of working together include resource-sharing and referrals. For example, building bridges between immigrant serving agencies and mainstream organizations is an important part of supporting newcomers.

- Challenges include dealing with conflicting mandates, funding and leadership and accountability.

- Those wanting to make their organizations more inclusive need to recognize that there may resistance from some. The key is to provide as much education as possible on the benefits of inclusion before starting on new programs. Education works best when it highlights real stories of struggles people have had getting access to services.

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## Discussion Questions

- Name up to 5 current partnerships that are working well. What makes these partnerships successful?
- Name up to 5 organizations who are potential partners. What are first steps you can take to establish a partnership?
- What are the features of a short-term partnership (i.e. based around a single project or event) versus a long term partnership (i.e. intended to exist over a longer period of time with multiple outcomes)?

## For More Information:

Project Diversity Page: [www.sparc.bc.ca/project-diversity](http://www.sparc.bc.ca/project-diversity)

Seniors Advocacy Project (411 Seniors Centre): [www.411seniors.bc.ca/Contentpages/seniors\\_advocacy.htm](http://www.411seniors.bc.ca/Contentpages/seniors_advocacy.htm)

Community Led Libraries Tool Kit – [www.librariesincommunities.ca](http://www.librariesincommunities.ca)





The need for the development of welcoming and inclusive organizations and communities is gaining increasing acceptance. However, along with this acceptance there are questions about the practical steps needed to develop a comprehensive approach to inclusion.

This handbook is intended to support people interested in learning how to lead a training workshop that will educate others on how to create welcoming and inclusive organizations and communities. In this handbook, you will find a workshop design that can be used in a wide variety of contexts. Hand outs, presentation slides, facilitator notes and an extensive resource list have been provided to help you engage your organization and/or community in the challenge of making BC more welcoming and inclusive

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