

**Facilitator's Guide to
South Hill's Inside Stories**

Created for South Vancouver Neighbourhood House & South Hill Neighbours Society

by Jessica Moerman

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The Inside Stories Facilitator's Guide is to be used with the Inside Stories website, where visitors can watch nine different stories about the struggles and successes of belonging in a local Vancouver neighbourhood. Staff or volunteer facilitators who work with communities can view any of the stories and engage in discussions based on the questions in this guide or lead activities from this guide that address the theme of creating welcoming communities.

To view the stories, go to: www.southhillcommunity.ca/insidestories

Who should use this guide?

This guide can be used by anyone who is comfortable facilitating discussion or activities in a small to medium sized group. It will be most useful for facilitators who are interested in building more inclusive communities and developing understanding between people of different cultures.

What is Inside Stories?

Inside Stories is an interactive website featuring a row of houses or shops from the South Hill neighbourhood. When you click on a house or shop, a person's story pops up that describes things such as learning a new language, moving to a new country, bullying, intercultural friendships, and more.

Where is South Hill?

South Hill is located in the South part of Vancouver, BC, Canada along Fraser Street between 41st Avenue and the Fraser River. The area is on Musqueam land, descendants of the Coast Salish people. The first major group of settlers came from Western Europe as well as South and East Asia. In 1929, the area amalgamated with the City of Vancouver. After the Second World War, the area saw housing and community facility growth. Eventually South Hill became less agricultural and more urbanized. Today the population is very culturally diverse, which is reflected in the shops along Fraser Street.

Why should I be interested in fostering welcoming communities?

Cities around the world are becoming increasingly diverse, with immigration providing much of the population growth in countries like Canada. The Vancouver Foundation completed a study in 2012 that found the residents of Vancouver are increasingly disconnected. Links have been shown between higher levels of positive social connections and mental and physical health.

How can I use this guide?

- 1) Read through the guide and view the stories on the website (www.southhillcommunity.ca/insidestories). Decide on which stories you want to show and which discussion questions or activities you want to lead. Make adjustments based on your group.
- 2) Set up equipment in order to view the stories (laptop, projector, speakers, internet access)
- 3) Lead some icebreakers with the group to set the tone
- 4) Create a group agreement if the group is new or does not have one
- 5) Show the stories: www.southhillcommunity.ca/insidestories
- 6) Lead your selected discussion questions or activities
- 7) Finish with a closing activity to wrap up the session

Please make adjustments to the activities based on your knowledge of the group. Some groups may have limited literacy or language levels. Activities can be modified to include avoid written components. Be aware of cultural norms as well. For instance, in some cultures women may not feel comfortable sharing if men are part of the group. Consider having women's or men's only groups if this is the case.

A note about facilitation:

Facilitating can be a lot of fun and it can also be challenging. Some of the topics in the stories or activities may trigger a participant emotionally. Be prepared and ensure that you have a plan in place on what to do if this happens. If you are not comfortable with conflict or strong emotions, you should consider avoiding leading certain activities until you have the training and experience that makes you feel confident enough to do so. This guide is not meant to teach people how to facilitate. Many facilitation resources are available. In Vancouver, we recommend PeerNet BC or Starhawk's Empowerment Manual as a good introduction to facilitation.

SYMBOLS



Advanced facilitation skills are required



Appropriate for low levels of literacy (no or minor modifications)

TABLE OF CONTENTS

1. NAME GAMES

- 1.1. My Name Is (p. 5)
- 1.2. Story of My Name (p. 5)

2. ICEBREAKERS

- 2.1. Two Truths and a Lie (p. 6)
- 2.2. Diversity Bingo (p. 7)
- 2.3. Move Into the Center (p. 8)
- 2.4. Web of Connections (p. 9)
- 2.5. Hello in Different Languages (p. 10)

3. GROUP AGREEMENT (p. 11)

4. STORIES & DISCUSSION QUESTIONS (p. 12)

5. ACTIVITIES

- 5.1. A Time You Felt Included/Excluded (p. 23)
- 5.2. Labels Game (p. 25)
- 5.3. Social Capital Checklist (p. 26)
- 5.4. Telling Your Story (p. 27)

6. CLOSING ACTIVITIES (p. 28)

1. NAME GAMES

1.1 MY NAME IS



* From Humaira Imtiaz, South Vancouver Neighbourhood House

Purpose: Provides a simple way to get to know other's names in a way that is accessible for multiple language and literacy levels.

- Start off by introducing yourself and something that you like: *My name is Anna and I like ice cream*
- The next person must then do the same thing but also repeat what you said: *My name is Victor and I like books; this is Anna and she likes ice cream*
- The next person does the same thing and must introduce both John and Anna
- This continues until everyone has had a turn. The person who is last will have to introduce the entire group
- Participants can help each other out so that it becomes more of a group activity

1.2 STORY OF MY NAME



* Adapted from SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

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

- **This activity is best done in a circle. Allow approx. 2 min per person**
- Ask participants to take turns in the circle sharing something about their name. Participants can share things like:
 - The meaning of different parts of their name
 - How their name was chose
 - Anything else they consider significant about their name
- You can also add other introductory information, such as what they hope to get out of the workshop. Consider limiting the number of things being asked to 1-2 pieces of information.

2. ICEBREAKERS

2.1 TWO TRUTHS AND A LIE

* Adapted from SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

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

- **Allow at least 20 min. for a bigger group. Gather paper, pens and a container ahead of time if doing this activity with adequate literacy levels.**
- Ask participants to write down or simply think of 2 things that are true about themselves, and 1 thing that is a lie. For example: *I grew up on a sailboat, I speak 3 languages, and I have traveled to Japan.*
- **Simple, shorter version:** Participants take turns introducing themselves in a circle and sharing their two truths and a lie. The rest of the group must then guess which are the truths and which is the lie.
- **Longer version:** Have participants put the piece of paper with their truths and lie into a container. Take turns drawing a piece of paper so that everyone has somebody else's two truths and a lie. Ask participants to mingle around the room, introduce themselves, and ask questions to figure out whose piece of paper they drew. For example, if Luis has a paper that says *My favourite colour is purple, I speak Spanish, and I like cabbage* he might say something like: *Hi Luis, I'm Stacy... Is your favourite colour purple?* Once everyone has found out which person their paper belongs to, reconvene the group. Have the person with the paper introduce the person to whom the paper belongs. The group then guesses which are the truths and which is a lie, similar to the first version of this activity.

2.2 DIVERSITY BINGO

* Adapted from SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

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.

- **Gather pens/pencils and enough copies of the *Diversity Bingo* sheet in Appendix A. Make sure there is enough room to walk around to meet other participants. Prizes optional.**
- Hand out the *Diversity Bingo* sheets and allow participants 5 min to mingle while 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!).
- After the activity, debrief about what participants learned about themselves and others. Which squares were easy to fill? Which ones more difficult?

2.3 MOVE INTO THE CENTRE

* Adapted from Susan Faehndrich-Finlay, who retrieved it from Leadership and Developing Diversity:
Available at www.nwlink.com/~donclark/leader/diverse/html

Purpose: To create a supportive environment in which learners can disclose their group memberships and allow them to experience what it is like to be part of a minority group

- Ask participants to form a large circle. Explain that participants should move into the centre if they belong to groups that are called out. They should stay where they are if they do not belong.
- Begin calling out low-risk groups (e.g. brown hair, large family, etc.) and work up to groups that are typically discriminated against or under represented (e.g. Aboriginal, gay, person with disabilities).
- Applaud as each group forms in the middle. As each group forms in the centre, ask them what they think is the most positive thing about being a member of this group. Move back to the circle formation after each group has been called out.
- After the activity, possible discussion questions include:
 - How did it feel to be in the center of the circle? (Were you comfortable being stared at?)
 - How did it feel to be on the outside of the circle?
 - How did you feel about those with you in the center of the circle or about those in the outer circle?
 - Did anyone not make any trip into the circle? How did that feel?

Potential group memberships to call out:

People who....

- Know how to swim
- Have brown eyes
- Were born in the 1950's
- Speak 3 or more languages
- Ate rice yesterday
- Are married
- Like riding bikes
- Took the bus today
- Sent to bed before 10pm last night
- Were born outside Canada
- Speak Chinese
- Watched any of the Olympics
- Have grandchildren
- Live within 10 blocks of here
- Have a driver's license
- Have an iPhone
- Like to volunteer

2.4 WEB OF CONNECTIONS

* Adapted from Susan Faehndrich-Finlay, who retrieved it from icebreakerideas.wordpress.com/2011/03/09/ice-breaker-connections

Purpose: To see what group members have in common with each other and to learn more about each other as participants

- **Gather a ball of yarn or string and ask participants to form a circle.**
- Start with yourself, by stating your name and start to talk about yourself (e.g. *I am an only child, I drive to work, I grew up in Canada, I have traveled to, etc.*). If someone hears something they have in common with you, they should shout out “CONNECT!” as soon as they hear it. Holding on to the ball of string, toss the ball to them. They introduce themselves and share information about themselves until someone else can connect with them.
- Continue until everyone has had a turn and a big web has formed. End by explaining that we all have things in common with other people but that they are often hidden, and sometimes it takes time to find those things.

2.5 HELLO IN DIFFERENT LANGUAGES



* Adapted from SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

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

- **If you want a list on hand, visit:**
 - www.wikihow.com/Say-Hello-in-Different-Languages

- **Option 1:** Challenge the group to come up with as many different languages to say hello as possible. When someone volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.

- **Option 2:** Break into small table groups and have a friendly competition amongst groups. Give them 5 minutes and see who comes up with the most ways to say hello. Have winners read them aloud

3. GROUP AGREEMENT

If the group is new, it is important that participants agree on acceptable behavior for how the group will function.

* From SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

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.

Using a flip chart, 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
- Keep an open mind, open ears and 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
- Maintain confidentiality & use discretion
- Avoid side talking

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 agreement

4. STORIES & DISCUSSION QUESTIONS

4.1 STEPHEN'S STORY (0:51)

Summary: Stephen works at a store in the South Hill community and discusses how before helping to start the South Hill Business Association, he mainly had friends in the Chinese community. The Association allowed him to interact with people outside of his own culture.

“Before, most of my friends were Chinese who speak Cantonese. It’s not intentional, it’s just a convenient habit.”

- What are the benefits and/or disadvantages of making most of your friendships with people who share your ethnic background and language?

“Then we started the South Hill Business Improvement Association and it helped me to make more friends outside of the Chinese community.”

- What have you got involved in that is helping you to make friendships in other ethnic groups? OR what could help you to make new friends outside your own ethnic group?

4.2 CLAUDIA'S STORY (1:45)

Summary: Claudia and her family immigrated to Canada. She finds it exhausting to speak English all day. It is challenging because her children now prefer to speak English over Spanish. She discusses how cultural cues are like another language that she needs to learn. She feels lost and tired with the experience of immigration.

“Some days I feel so tired of speaking English, I tell my, kids I don’t want to hear a word of English anymore today, which is impossible because they like speaking English among themselves.”

- How do you feel about raising your kids in a language that isn’t your mother tongue? Do you think that will bring challenges or benefits?

“When you know someone, you never know how they are really inside. People smile, but I find it so difficult to really get the true person. When you have the cultural background you are able to do it, right? Even with movements – the way people speak, the way people look at you, whatever...but when you are transported to another culture you lose that ability. Then you are lost.”

- Do you have friends from a different cultural background? Do you feel that you are getting to know “the true person”? What helps or makes it more difficult?

“I think immigrating is like living a different life in a different person’s skin. It’s completely different. You have to switch all you’ve learnt to something different. There is no choice, you have to adapt. Sometimes it’s so tiring.”

- Do you agree with Claudia’s view that “immigrating is like living in a different person’s skin? Does this change over time? If so, how?

4.3 HARDEEP'S STORY (3:15)

Summary: Hardeep immigrated to Canada from India when he was in high school. He was bullied a lot by Canadian-born Indian students for having an accent and the way he dressed. He discusses specific bullying incidents and the struggle of getting support from his mother because of her own depression.

“The majority of kids who were bullying me were the Indian kids. They made it harder for me. I had no friends here. I’m an introvert. I tried to talk, but my accent, the way I spoke English was too polite, too nice according to them. I was not wearing Puma or Nike hoodies. I was not wearing Nike shoes. So they would definitely pick on me, because they know this is not how you do it in Canada.”

- Did you find it surprising that Hardeep’s experience of discrimination came at the hands of people who shared his ethnic background? Do you know of other such situations? Have you ever felt bullied or treated badly because of your differences?

“When you are different from everyone, no one likes you, you start feeling degraded – like you’re good for nothing. So at that time you really need moral support from either your [aren’t or whatever. In my case, my mom was already so much depressed. Coming back to Canada, she used to cry a lot. I couldn’t tell her anything, what was going on with me.”

- If Hardeep told you this, would you advise him to share his difficult experience with his mom or not? How could they both get the support they need?

4.4 CHERYL'S STORY (1:30 min)

Summary: Cheryl is one of few aboriginal people to live in the South Hill community. She feels like she fits in well with the multicultural neighbourhood. She discusses the existence of both racism and acceptance in the same community. She is being forced to move from her home because her landlord sold the house.

“When I moved in here I was the only Native person in here, in this community. And then once they got to know me, they thought, oh, she’s just like us, ‘cause a lot of East Indians around here, and especially Vietnamese, and Filipinos, and so there’s a lot of interracial people around here and so I probably just fit in here like everybody else.”

- Do you know the traditional aboriginal territory of your neighbourhood? If you do, what is it? What do you know about it?

“I don’t feel any different than anybody else.”

- Cheryl talks about some of the different cultural groups that make up South Hill. Who are the people that live in your neighbourhood? Do you feel like you fit in?

4.5 BEN'S STORY (2:30)

Summary: Ben is a tailor who has a shop on Fraser Street. He was born in China the year the Japanese invaded and lived the first few years of his life among fighting and starvation. He moved to Hong Kong after communism came to China, and then later moved to Canada. He is happy in Vancouver and enjoys his job.

"I can put food on the table, so I'm happy in Vancouver">

- How much does that feeling at home depend on finding a job?
- Ben speaks very little English, yet he's run a business here for 20 years. Many of his customers do not speak Chinese. In your point of view, has Ben been successful in integrating into life in Vancouver?
- Ben lived through war, revolution, and hunger before coming to Vancouver. If you were a customer in his tailor shop, would you talk to him any differently after hearing his story?

4.6 ERWIN'S STORY (4:41)

Summary: Erwin came to Canada from Germany after the Second World War. His children experienced some prejudice when they first arrived. He visits the YMCA frequently to swim, and discovered a Chinese gospel singing group. He enjoys singing with them and finds that he found many things in common with his new friends.

"I attend the YMCA at least 4 or 5 times a week. One morning I came in and heard in the distance, there are some gospel sounds – familiar gospel sounds. And so I followed the sound and there was this bunch of Chinese fellows. I didn't understand a word, but I knew the music. And as I came closer they greeted me right away and gave me some music sheets and that was in Chinese as well as in English, so I could join in right away. They were so friendly."

- Why do you think Erwin and this group of Chinese people at the YMCA were able to become friends?
- Have you been part of a group that was good at welcoming newcomers?
- What other places like the YMCA do you think would be good places to meet people?

"I came in 1965. The children were the first ones to really adjust to this country. They were out only for a couple of hours and they came back in and they used English words already. And they had good friends in the neighbourhood. One day they came home and they said, 'Dad, who was Hitler?' And I said, 'Why are you asking about Hitler?' 'Yes, the neighbor lady called us in and told us that we are not allowed to play with her children, because Hitler was such a bad person.' I had to give them a lesson in history and also a lesson in good Christian behavior – to love your neighbours and to live in peace with everyone."

- How do you think Erwin felt when his kids told them what the neighbour said?
- Have you ever felt that someone treated you unfairly because of the country that you came from?
- What do you think about Erwin's response to his kids and the neighbour? How would you have responded? If you practice a religion, what does your religion teach?

- Do you think it is possible for people to live in peace with everyone in Canada? (or your home country?)

“These Asian people are more open for older people. They have more respect for older people. I just simply enjoy it.”

- Why does Erwin enjoy the Chinese view of older people?
- How does your culture view older people?
- Do you spend time with people in different generations?
- How do you think that people should show their respect for older people?

4.7 JINDER'S STORY (5:08)

Summary: Jinder's father left India for Canada when she was a baby. She, her brother, and mother joined him when she was 8 years old. She discusses the effect of his drinking on the family. He introduced her to the library, and she discusses the importance of books in her life when family was not able to provide her what she needed. Many times she notes the feeling of living in two worlds/cultures.

"In April 1967 we arrived at the airport in Vancouver and I had never met my father before. He was a complete stranger."

- Has moving to a new country, meant that you have more or less time with your family members? Have you or has someone that you know experienced being separated from his or her husband, wife, parent, or children? What affect did that have?

"My parents and my brother and I ended up living in these two separate worlds. My parents went to the temple and met their friends and we grew up with our interests and friends that we met mainly through school."

- Do you think that the two separate worlds of the kids and their parents were a result of raising kids in a new country or the result of being in two different generations?

"When people come here who can't speak the language or are just learning the culture, I tell them that human relationships don't always meet our needs but the books do."

- Jinder found comfort in books. What has helped you to find the support you need?

4.8 NASRIN'S STORY (7:07)

Summary: Nasrin describes the situation in Afghanistan (shooting at night, etc.) that caused her and her family to make the move to Canada. She was initially depressed when she arrived, but decided to become more independent and found her dream career as a hairdresser. She instilled this independence in her daughter too, who is now a popular professional Afghani singer. She talks about the backlash from her community from trying to raise a strong and independent daughter.

"Maybe the rocket is coming. There's gunshots, missiles, anything. We had many, many nights, me 'n' Basheer and the kids. ...We had to put the pillows behind the wall and stay away from the window and be on the floor because there was shooting the whole night. We were getting hopeless. I had no choice but to leave my family behind and take my kids and run. And then, when it's getting peace, I'm going back."

- How was your journey (or your family's journey) to Canada similar or different from Nasrin's?
- Do you feel like you had to leave your country of origin or you chose to leave your country?
- Nasrin thought that she would eventually go back. Do you think that makes it easier or harder to settle in Canada with that option in mind?

"It was beautiful to be here; it was a really good service, good hospitality, but I got really depressed. It was very hard. I'm way too far from my family now. I was in the middle of getting confused. What to do? Should I stay here or go back? I was crying, even though I wasn't talking. And then my husband said, 'Where are you going? You don't have your country. You can't go back to your country.' It was a very tough decision. I had to think a little bit more deep and to say, 'Well, ok, I'm staying. I'm not going.'

- Some people say there is a honeymoon period when you first live in new country, where everything is interesting and you enjoy learning about differences. Then, after the honeymoon, the struggles begin. How do you think the honeymoon description fits your experience when you came to Canada?

- Nasrin mentions being too far from her extended family. What issues caused you the biggest struggles?
- Do you find yourself, like Nasrin, grappling with the decision to stay in Canada or to go back?
- Nasrin seems to have eventually resolved that question for herself. Do you think that most people resolve this question or leave it open?

“And from that moment, I made up my mind. Now it’s my turn to get up. To be independent. Get up and do something.”

- Nasrin’s business seems to be both a place to make money and a social community for her. Nasrin refers to several communities in her life. What are the different communities in your life?
- Do you feel like some are more supportive than others?
- Brainstorm other places where you might develop a community?

“It was a little bit extreme for my community – Afghans – to raise my daughter to be a strong woman and not to be traditional and conservative. Especially when I sent her to music, I had to hide for at least 2 years when she was taking music lessons. ...The reason I was hiding it – because I was afraid they were going to discourage her. I had to stand up right in front of my daughter to say with a strong attitude – not allow them to discourage my daughter as a young female. People in my community don’t support that.”

- Nasrin shares how she dealt with having a different view than many people in her own ethnic community. What strategies did she use? Would you have used the same strategies?
- Have you been in a similar situation? How did you manage the conflict?
- Do you encounter pressure to conform? From your ethnic community? From other communities? Share some examples.
- How do you respond in a situation where you feel that you want to live differently than the surrounding community?

4.9 SHERRY'S STORY (1:34)

Summary: After retiring, Sherry decided to focus on her passion for languages. She and a few neighbours get together over tea to teach each other their language. She is teaching English, and another neighbor is teaching Mandarin. She discusses some of the challenges of different sounds in each language.

"We have a lot of fun, we laugh a lot chattering away and laughing at the funny sounds we produce."

- What has helped you learn English (or another foreign language)? What are the benefits or learning a language in a non-traditional setting like Sherry's weekly neighbourhood tea gathering? Could you imagine teaching your mother tongue to some of your neighbours?

"I will repeat a word exactly as I think I hear it. But I'm told, 'No, no, do it differently' and eventually, sometimes I get it."

- In your experience, how long does it take to learn a new language? How long do you have to keep on trying? Is there ever a point where you are finished being a language learner? What has been the most difficult thing about learning English (or another foreign language)? What has been encouraging?

5. ACTIVITIES

5.1 A TIME YOU FELT INCLUDED/EXCLUDED



* Adapted from SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

Purpose: a starting place to explore the concept of social inclusion. Participants build trust through sharing personal stories. Advanced facilitation skills required.

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)

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, some examples to inspire them 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
- 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 where the neighbours did not greet you
- Traveled to another country where you felt unwelcomed
- Arrived at a party where you didn't know anyone and everyone else was talking to other people already
- 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 that was not welcomed

Part 2: Sharing in pairs (10 minutes)

Ask participants to work with one other person in the group to share their stories. 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 judgment 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?

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.

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. You can also do this with the qualities / commonalities that emerged. This can sometimes save a bit of time in the report back.

5.2 LABELS GAME

* From SPARC BC (2010). Project diversity: What is a welcoming & inclusive community?: Facilitator's handbook. Available at www.sparcbc.ca/project-diversity

Purpose: To help participants understand what stereotyping is and to empathize 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 (e.g. 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 greetings
- 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 building welcoming communities

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 generalizations about a particular group.

5.3 SOCIAL CAPITAL CHECKLIST

Purpose: To create awareness of social capital and for participants to think about how they can create more in their community

Time: 20-30 minutes

Materials: Handouts titled “151 Things I Can Do To Build Social Capital In My Community” (Appendix B); pens/pencils

Set-up: Chairs in pairs at a table

Preamble (5 min): Explain that social capital is the value of social networks, or the connections between people. The idea is that people within these networks will do things for others in their network without expecting anything in return. For example, social capital is evident when a neighbor watches another neighbour’s home or when a social contact connects someone to an employment opportunity. Social capital has been known to improve a community’s and an individual’s overall well-being. This activity will get participants to think about what kinds of things are already happening to create social capital in their community.

Part 1: Pairs Checklist (10)

Ask participants to get into pairs. Each pair will go through the handout and mark the things that either of them have done (with a check), what they have observed (with a circle), and what they would like to do (with an arrow).

Part 2: Debriefing (5-15)

Back in the whole group, share some of the results of the checklists. Possible questions include:

- Were there a lot of activities that you had done?
- Did you and your partner have similar answers?
- What are some of the actions you and/or your partner could take in the future?
- Did you and your partner agree on what you would like to do in the future?
- Was there anything on the list that you would add as something you had done, observed, or would like to do?
- Do you think some of the actions were more or less feasible?
- Do you think some of the actions would be more or less effective than others?

Note: To adapt this activity for newcomers who have not yet had a chance to do or observe these types of actions in their community, have them think of a community in which you have lived where you felt like you belonged, when answering the questions.

5.4 TELLING YOUR STORY

Purpose: For participants to have a chance to share their own story and to learn from each other's stories.

Time: 15-60 minutes

Materials: Recipe cards, pens/pencils, a few choices of objects for the storyteller to hold, tissues

Set-up: Enough chairs for everyone to sit in a circle

Instructions: Telling one's own story can be a powerful experience for the teller and the listener. It is a common tool used in community development.

Part 1: Individual story writing (5 min)

Provide participants with a large recipe card and distribute pens/pencils. Tell participants they will have approximately 5 minutes to write down their own story. It can be in full sentences or bullet points. It is meant to be something that will help them tell their story to the group. Participants can choose between one of two story prompts or you can write your own:

Neighbourhoods are shaped by the people who live in them. Has your neighbourhood changed because new people moved in? Or are you someone who has moved to a new place?

Some of the people featured on Inside Stories talk about how they came to live in South Hill. Tell us about your how you came to live in your neighbourhood.

Part 2: Story Circle (10-55 min; depends on group size – allow minimum 3 min per person)

In a circle, people take turns sharing their story. Make sure that everyone has a turn. The storyteller chooses an object to hold while sharing their story. While they are holding the object, everyone else is a listener. As a group, choose a closing word for the storyteller to use once finished. Everyone repeats after storyteller says it to signify having listened. After a story is finished, ask the storyteller if they will accept comments or feedback. Comments should be framed in a positive way; they can talk about what pieces struck an emotional chord or they can ask questions.

Part 3 (optional): Post-circle

Inside Stories has a space for website viewers to submit their own story. They can be written on their postcard template. Another option is to create a digital story or video and post the link onto the postcard.

6. CLOSING ROUND

A closing round can provide a good space to reflect on the session and think about any key learnings.

- Set up chairs in a circle where all participants can see each other
- Invite participants to close the session 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 welcoming community
 - One word that describes how you are feeling leaving the session today
- After the round, thank the group for their participation and refer participants to resources that may be available for more information.

Option: Bring a folder of pictures cut out from magazines or calendars. Ask participants to choose the image that reflects their learnings or their feelings from the day (depending on what you ask in the closing round). Allow a few minutes for participants to choose the image, then back in a circle participants share why they chose that particular picture.

APPENDIX A

DIVERSITY BINGO HANDOUT

Was born outside of Canada	Is the oldest in their family	Is taller than you	Knows someone who is gay or lesbian	Can say hi & bye in more than 2 languages
Has the same eye colour as you	Has been in a pride parade	Speaks a language different than you	Has a different hair colour than you	Knows where Tagalog is spoken
Is vegetarian	Can explain something about Lunar New Year	Knows at least 2 of their neighbours	Has lived on a farm	Has traveled to 6 or more countries
Speaks more than one language fluently	Has done a favour for his/her neighbour	Can give an example of a stereotype	Has attended a religious ceremony different from their own religion	Was born in Canada but outside of BC
Has a hidden disability	Wears glasses	Plays a sport	Has been on an airplane	Plays a musical instrument

151 Things I Can Do To Build Social Capital In My Community

* Adapted from Bank of I.D.E.A.S. (www.bankofideas.com.au)

Social Capital is built through hundreds of little and big actions we take every day

'Be the change you want to see in the world' (Mahatma Gandhi)

- Organize a street dinner to welcome a new neighbour
- Vote in local government elections
- Actively support local businesses
- Volunteer your special skills to a local organization
- Start a community garden
- Surprise a new neighbour by making a favourite dish – and include the recipe
- Don't gossip
- Stop and help fix someone's flat tire
- Vote in local municipal elections
- Get to know your children's teachers
- Volunteer in your child's classroom or offer being a volunteer on a field trip
- Answer surveys when asked
- Help coach a local sports group – even if you don't have a child playing
- Join a carpool
- Employers: Give employees time (e.g. 3 days per year) to work on a community project
- Plan a "Walking Tour" of a local historic area
- Have family dinners and read to your children
- Join a local Emergency Services group
- Gather a group to clean up a local park or nature reserve
- Turn off the TV and talk with friends or family
- Provide transport to young people who would not otherwise be able to participate in community activities
- Bake a cake for work colleagues
- Use public transportation and start talking with those you regularly see
- Call or email an old friend
- Talk to your children or parents about their day
- Greet strangers you pass in the street
- Exercise together or take walks with friends or family
- Assist with or create your town or neighbourhood's newsletter/newspaper
- Join a book club discussion group
- Write regular letters to your children highlighting why you admire them
- Reduce the amount of television you watch as a family
- Plan a reunion of family, friends, or those with whom you had a special connection

- Participate in programs offered at local library
- Read the local community newspaper thoroughly
- Pick it up even if you didn't drop it
- Hire some local young people for odd jobs around your house
- Start a tradition
- Send a "thank you" letter to the Editor of a community newspaper about a person or event that helped build community
- When inspired, write personal notes to friends and neighbours
- Attend local art exhibition openings
- Organize a street garage sale
- Say hi to others in lifts
- Offer to watch your neighbour's home or apartment while they are away
- See if your neighbour needs anything when you are going to the local shops
- Ask to see a friend's family photos
- Share with neighbours any surplus fruit from your fruit trees
- Thank shop assistants for excellent service
- Donate unused household items and books to local schools, annual fairs or charitable groups
- Invite the neighbours over for a barbecue
- Organize a monthly picnic with family and/or friends
- Write a letter to the local newspaper about an issue, concern or local opportunity
- Visit and buy at local markets
- Join a leadership development group in your community
- Instigate a lunchtime activity or study group at your place of work
- Offer to mentor a local young person
- Document your family history / construct your family tree
- Take time to know and communicate with young people who live in your street
- Avoid pigeon holing of young people and generalizing about their behaviour, opinions or ideas
- Donate blood, and encourage others to do so
- Confide in a young person. Ask their opinion on issues you are struggling with
- Work less, play and connect with the community more
- Record your parents' stories and recollections, and share with your children
- Plan and plant street verge trees/shrubbery with neighbours and rotate care for them
- Ask neighbours for help and reciprocate
- Register for a hobby class and go
- Encourage the local school to hold a M.A.D. Day – Make a Difference Day, where students identify and work on a project they believe would make their community a better place
- Highlight with a letter/article in the local newspaper the positive contribution of local young women and men
- Raise funds for a youth-lead organization or event
- Take a daily walk, greet and make eye contact with everyone you pass
- Organize a vacation with friends
- Write letters to community members (especially young people) who contribute to the community or achieve in arts, sports, education or service
- Give regularly to a local food bank
- Invite some people without family to join your family for Christmas lunch

- Organize a „Walking School Bus“ that encourages young people to walk to school rather than being driven
- Invite a single diner to join your groups table for a meal
- Support local organizations engaged in recycling
- Join a local conservation project related to local bush land or creek / river
- Encourage your children to coach / tutor younger children
- Contribute to suggestion boxes, especially those related to community activities
- Be a tourist in your own backyard
- Share your community and its tourism attractions with visiting family and friends
- Avoid road rage
- Call a radio talk back show and share great aspects of your community
- Write to your grandchildren regularly sharing important reminiscents about your life
- Take local tourism brochures with you on holidays and leave with visited organizations / people
- Volunteer to spend time with a person with a disability to enable a carer to have a break
- Ask local young people to solve a community problem / issue
- Encourage and support your children to raise funds for a good idea
- Make time to read the local newspaper from cover to cover and contribute a local story
- Get to know local elected council members and share your ideas and opinions
- Read a story with a child
- Learn about the Traditional Aboriginal Owners of the lands where you live
- Learn at least one good joke and share (www.goodcleanjokes.com)
- Write to someone who inspired you
- Give you phone number to five people in your street
- Offer time as a volunteer
- Declare your home a violence free zone and make a commitment to never use words or actions that hurt people
- Raise no violent children e.g. encourage imaginative, cooperative and non violent play, don't use violence as a form of punishment
- Always insist on people to “meet, greet and farewell” people at any community event, and offer to do it
- Make it a practice to talk to strangers e.g. at the supermarket checkout, on the bus, in the seat next to you, on the plane etc.
- Print off your own “Certificate of Kindness” and distribute when you see random acts of kindness
- Create a “friendship Dinner” – 5 to 10 families become part of a monthly shared dinner arrangement
- Give people the benefit of the doubt
- Offer a person with a few items to go ahead of you in the shopping queue
- Surprise someone with a small gift that they may be unable to afford
- Step aside and allow any frail or elderly person to go ahead in a queue
- Consciously listen whenever engaged in conversation
- Seek to accentuate “the positive in language”
- Make everyday a “hug day”
- If you come across a fallen item off a supermarket shelf, pick it up and put it back on the shelf
- Pick up a piece of litter everyday
- Always thanks sales staff or any other customer service staff
- Laugh a lot
- Pen letters / emails of appreciation to groups who are involved in community building
- Regularly give surplus books, clothes, toys etc. to local charity groups

- Offer to help people in difficulty – the person without the coin for the parking meter, someone lost, a driver trying to get into a difficult parking spot etc.
- Become involved with one out of work person to help them find a job
- Find an expired parking meter if you see a parking inspector in the vicinity
- Ensure you are correctly enrolled to vote
- Take an interest in local government issues – observe council meetings
- Participate in a local Aboriginal community event
- Attend public consultation sessions on major policy legislation
- Talk to your children about current affairs
- Get to know your local politicians – local, state and federal
- Join the local neighbourhood / community development association
- Write a letter to the editor about one issue you care about
- Walk, do not drive to the local shop
- Speak out against discrimination of any type
- Introduce yourself to neighbours or organize a street barbeque
- Instigate random acts of kindness.
- Give away surplus fruit and vegetables to neighbours.