

2015

Hamilton Urban Core
Community Health Centre



**NEIGHBOURS, FRIENDS AND FAMILIES,
IMMIGRANT & REFUGEE COMMUNITIES CAMPAIGN IN HAMILTON:
DESIGN LOOMS FOR COMMUNITY ACTION LEADER TRAINING**



NFF Immigrant and Refugee Communities Campaign in Hamilton: Design Looms for Community Action Leader Training

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Introduction

As part of the Neighbours, Friends and Families (NFF) Immigrant and Refugee Communities Campaign in Hamilton, Hamilton Urban Core Community Health Centre developed a culturally safe curriculum comprised of design looms to train Community Action Leaders to promote healthy family relationships in their communities. Hamilton Urban Core's approach is based on the knowledge that comprehensive, coordinated and culturally safe strategies are needed to reach out to and engage immigrant and refugee women, particularly those women who were marginalized and/or at risk women in violence against women issues.

The design looms are for facilitators of a NFF Immigrant and Refugee Communities Campaign using Hamilton Urban Core's model of service. Content is based on the experiences of Hamilton Urban Core in partnership with Immigrants Working Centre (previously Immigrant Women's Centre) during the 2014-2015 NFF Immigrant and Refugee Communities Campaign in Hamilton.

The Design Looms for Community Action Leader Training is comprised of six design looms. The design looms outline a step-by-step guide for facilitators, and each loom specifies timelines, objectives, activities, processes, materials, and tips for facilitators. Hamilton Urban Core implemented the training over the course of three months.

The design looms were developed using Hamilton Urban Core's identified best practice approaches: 1) cultural safety, and 2) healthy families. Both are explained below and are the foundation of the NFF Immigrant and Refugee Communities Campaign in Hamilton: Design Looms for Community Action Leader Training.

1) Cultural safety is a key element of the NFF Immigrant and Refugee Communities Campaign in Hamilton, integral to the Centre's model of service that is responsive to the specific needs of communities served. It is also an attribute of the Association of Ontario's Health Centres' (AOHC) Model of Health and Wellbeing, which represents a commitment to a shared vision of the best possible health and wellbeing for everyone in Ontario (Association of Ontario Health Centres, 2015). The AOHC is Ontario's voice for community-governed primary health care and represents 108 community-governed primary health care organizations (Association of Health Centres, 2016).

Cultural safety is crucial to engaging diverse communities meaningfully and effectively. Hamilton Urban Core's NFF Immigrant and Refugee Communities Campaign understood that to be culturally safe requires the acknowledgement that everyone is a bearer of culture and should be self-reflective to identify the role of culture in interactions with others. The acknowledgement of bearing culture also applies to mainstream institutions, such as Community Health Centres, which embody and reproduce a mainstream white Canadian culture. Cultural safety supported Hamilton Urban Core's engagement strategy by building trust in communities, as well as empowered communities by reinforcing the idea that each person's knowledge and reality is valid and valuable.

Six indicators of cultural un-safety were used by Hamilton Urban Core when designing and implementing the NFF Immigrant and Refugee Communities Campaign in Hamilton. These indicators can be found under Tips for Facilitators in the design looms for activities that specifically work to promote culture safety.

Indicators of Cultural Un-Safety

- ‘Denial’ of suggestions that there is a problem or community issue
- Low utilization of available programs and services
- Low ‘compliance’ with service referrals or prescribed interventions
- Reticence in interactions with service providers
- Anger
- Feelings of low self-worth, disrespect, exclusion, and unprotected sense of identity (Ball, n.d.)

Indicators of Cultural Safety Determined by Hamilton Urban Core

- Acknowledgement of suggestions that there is a problem or community issue
- High utilization of available programs and services
- Agreement and follow-through with community action plans
- Open communication with service providers
- Calm, motivated, keen
- Feelings of high self-worth and feelings of respect, inclusion, and protected sense of identity

2) The NFF Immigrant and Refugee Communities Campaign in Hamilton’s design looms are based on promoting healthy families opposed to violence against women. The healthy families framing of the project was used intentionally to be more accessible to marginalized immigrants and refugees who typically do not access services related to violence against women due to stigma and cultural clashes. The healthy families approach allows the project to move beyond topics generally covered under the violence against women umbrella that are culturally rooted in white privilege and western cultures. This means the project is able to overcome the imposition of culturally rooted issues related to healthy families onto Community Action Leaders and encourages participants to think about issues that are relevant to their communities. By using the healthy families approach for the project, Hamilton Urban Core believes the training component meets individuals and communities where they were at in terms of addressing issues, taking action, and affecting change related to violence against women.

Popular Education was selected as a framework to guide the development of the NFF Immigrant and Refugee Communities Campaign in Hamilton: Design Looms for Community Action Leader Training. Popular Education is a practice of freedom, and an approach to education where participants work with each other and the educator as co-learners to critically reflect on issues in their community and take action to create change. It was developed by Paulo Freire who described it as “an educational approach that collectively and critically examines everyday experiences and raises consciousness for organizing and movement building, acting on injustices with a political vision in the interests of the most marginalized.” The four key pillars of Popular Education are: 1) commitment to transformation and freedom; 2) learning our own histories; 3) starting from everyday realities; and 4) inspiring social change. Popular education fit with taking a culturally safe approach to the project. It encouraged participants to play a major role in the process of creating change by exploring their knowledge of and experiences related to healthy and unhealthy families in their communities; meet the broader community where it is at in terms of talking about healthy and unhealthy families; and take on a leadership role to influence community level change in a meaningful and relevant way.

The Neighbours, Friends and Families (NFF) Immigrant and Refugee Communities Campaign in Hamilton: Design Looms for Community Action Leader Training is part of a series of publications produced by Hamilton Urban Core during the NFF Immigrant and Refugee Communities Campaign in Hamilton. Other publications developed during the 2014-2015 NFF Immigrant and Refugee Communities Campaign in Hamilton include:

- NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders
- NFF Immigrant and Refugee Communities Campaign in Hamilton Report
- Five Fact Sheets
 - Community Initiatives Fact Sheet
 - Cultural Safety Fact Sheet
 - Healthy Families Fact Sheet
 - Violence Against Women in Hamilton Fact Sheet
 - Immigrant and Refugee Communities in Hamilton Fact Sheet
- Webinar Series
 - Webinar 1: Introduction to a Culturally Safe Approach to Addressing Violence Against Women
 - Webinar 2: Tools for Implementing a Culturally Safe Initiative to Address Violence Against Women

Design Loom 1: Laying the Foundation

List of Goals/Outcomes:

- Participants are familiar with project goals and plan, and the NFF Campaign
- Participants are introduced to each other and begin building group dynamics
- Group expectations and guidelines are determined
- Definitions are created for healthy and unhealthy family relationships
- Barriers are identified to addressing issues of unhealthy families for immigrant and refugee communities
- Group dream/vision is created to guide the work

Total Time: 5 hours

Session Plan:

TIME	OBJECTIVE	ACTIVITY	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
15 min		Welcome	<p>Welcome participants</p> <p>Take attendance</p> <p>Distribute any forms that need to be completed, e.g. photo consent waiver</p> <p>Distribute name tags and markers</p>	<p>Attendance sheet (see <i>Attendance sheet in Appendix F of the Guidelines for Community Action Leaders</i>)</p> <p>Forms, if needed</p> <p>Name tags</p> <p>Markers</p>	<p>Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.</p> <p>To facilitate access and support involvement in the project, offer bus tickets, child minding, and translation as needed, if there is a budget available.</p>

<p>25 min</p>	<p>Introduce participants, the project, and NFF Campaign</p>	<p>Introduction</p>	<p>Begin by introducing yourself, your group or organization if applicable, the session itself, and the meeting structure. Review the session’s agenda as a group.</p> <p>Go around the group and have everyone say their name and what brought them to the project.</p> <p>Review the NFF Campaign/NFF Immigrant and Refugee Communities Campaign, project timeline, and training and Community Action Project components.</p> <p>Distribute the <i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i>, and read through to the end of Section 2.</p>	<p><i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i></p>	<p>If there are interpreters present, inform participants and let them know that interpretation will take place during the session. This will require patience as translation takes time.</p> <p>Be aware that not all participants have the same level of familiarity or experience with trainings or meetings. For this reason, it is important to provide some background on meeting structure, including the purpose of an agenda, ways to engage/participate, and appropriate etiquette (this can be discussed further during the Community Contract exercise below).</p> <p>Participants should be made aware that the project involves community engagement and requires participants to do work independently and in groups outside of the sessions.</p>
<p>30mins</p>	<p>Icebreaker</p>	<p>Mapping Our World</p>	<p>Distribute three sticky notes to each participant. Ask them to pick a partner they do not know well.</p> <p>In pairs, participants introduce themselves by sharing what community or communities they are part of, places where they have lived, and places their families have come from. Partners record the information on their sticky notes (one sticky note per location, up to three for each participant).</p> <p>Ask participants to introduce their partners by placing their partner’s sticky notes on the map and explaining their significance.</p>	<p>Large world map</p> <p>Tape</p> <p>Sticky notes</p> <p>Markers</p>	<p>This is one example of an activity that can be used. There are many other ice breaker activities that would also be applied here.</p> <p>This activity helps participants get to know each other better and understand the diverse backgrounds of each person. It is one way of setting a foundation for future work that recognizes and acknowledges participants’ diverse cultures, histories, and life experiences. It might be useful to close with comments about the role of geography and place as a factor in social identity, especially when addressing social issues in diverse</p>

			<p>Discussion questions:</p> <ul style="list-style-type: none"> • “What happened for you during the exercise?” • “What did you discover about yourself? About the group?” • “What does geography and sense of place have to do with organizing communities around issues of family wellbeing and safety?” 		communities.
30 min	Establish group operating guidelines and outline expectations	Setting Goals/ Expectations and a Community Contract	<p>Highlight the importance of setting expectations and goals at the beginning of the project.</p> <p>Explain the process of brainstorming and record participants’ responses to the following questions on the flip chart paper.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “What do you hope to get out of this project?” • “What skills do you want to learn by the end of the year?” <p>Explain that a community contract helps ensure that everyone is responsible for what happens in the group, and is a good way to set the right tone for the project.</p> <p>Participants create the contract by discussing the following question as a large group:</p> <ul style="list-style-type: none"> • “What does the group want and need from facilitators and other participants to be comfortable and create a positive environment?” <p>Record responses on flip chart paper. Once consensus is reached, ask everyone sign the flip chart paper.</p>	Flip chart and paper Markers	<p>Keep the community contract with participants’ signatures after the session. You can refer to it at any point during the project if challenges or problems arise in the group. It helps hold everyone accountable for success of the project.</p> <p>This is a good time for participants to think about potential challenges that they might come across during the project, such as interpretation, access to resources, stigma, etc. Encourage participants to share any potential challenges with you during the break so you can problem solve together.</p>

<p>10 min</p>		<p>BREAK</p>			<p>Inform participants about the location of the washroom, kitchen, and any other important areas of the space.</p> <p>Tell participants to speak with you at the break if they have any questions or concerns.</p>
<p>60 min</p>	<p>Define and explore healthy and unhealthy family relationships</p>	<p>Defining Healthy Families and Healthy Relationships</p>	<p>At the top of two flip chart papers, write the following terms:</p> <ul style="list-style-type: none"> • Healthy Families • Unhealthy Families <p>Post the two flip chart papers around the room. Ask participants to move between the terms and using a marker, write in their first language what the term means to them. Open up space for people to write other ways of defining themes, issues, or topics related to healthy and unhealthy families.</p> <p>As a large group, gather around the Healthy Families paper, ask people to read aloud their responses recorded on the flip chart. Point out that there are many ways we can define these terms, and the terms might be defined differently or look different in their communities.</p> <p>Discussion question:</p> <ul style="list-style-type: none"> • “What do you see in your community – what does a healthy family look like?” <p>Afterwards, move on to the Unhealthy Families paper and do the same. Discussion questions:</p> <ul style="list-style-type: none"> • “What do you see in your community – what does an unhealthy family look like?” • “What do people do about it?” • “Why is it important for us to define the topics ourselves in our own languages?” 	<p>Flip chart and paper</p> <p>Tape</p> <p>Markers</p>	<p>Indicator of Cultural Un-safety:</p> <ul style="list-style-type: none"> • ‘Denial’ of suggestions that there is a problem or community issue <p>It is important that participants define the terms themselves and in their first language. By doing so, there are greater opportunities for participants to acknowledge suggestions that there is a problem or community issue.</p>

			<p>Introduce the concept of cultural safety as an approach guiding the project. Explain that it is important for them to use the language that makes sense for their community to be effective. If we use White/mainstream western language that people from diverse communities do not connect with, it can lead to indicators of cultural un-safety, which include:</p> <ul style="list-style-type: none"> • ‘Denial’ of suggestions that there is a problem or community issue • Low utilization of available programs and services • Low ‘compliance’ with service referrals or prescribed interventions • Reticence in interactions with service providers • Anger • Feelings of low self-worth, disrespect, exclusion, and unprotected sense of identity 		
60 min	Identify barriers to addressing issues of unhealthy families for immigrant and refugee communities	Paper Barriers	<p>Write the following on two pieces of flip chart in advance of the activity:</p> <ul style="list-style-type: none"> • If a person who is an immigrant or refugee is in an unhealthy family, what barriers would they face if they were trying to seek help? • If a person who is an immigrant is contributing to creating an unhealthy family, what are the barriers they would face when trying to seek help? <p>Start by passing around a roll of toilet paper. Ask everyone to take as much toilet paper sheets as they think they will need (do not give any more information than that). Introduce the idea of identifying barriers that need to be addressed to end violence within immigrant and refugee families.</p>	<p>NFF brochures</p> <p>Flip chart and paper</p> <p>Markers</p> <p>Toilet paper</p>	<p>Indicators of Cultural Un-safety:</p> <ul style="list-style-type: none"> • Anger • Reticence in interactions with service providers <p>Encourage participants to consider and acknowledge barriers their community faces and openly communicate with service providers (i.e. Community and Cultural Facilitators or other staff). This will guide their work and highlights the uniqueness and importance of their projects.</p>

			<p>Explain to everyone that for every sheet of toilet paper they have taken, they must provide at least one barrier that falls under each category. Share the questions on the flip chart paper and ask participants to share their response(s) going around in a circle.</p> <p>Afterwards, explain that as a member of their community, they are more aware of the challenges to raising awareness and promoting healthy families. Their Community Action Projects can work to overcome barriers that are relevant to their community.</p>		
10 min		BREAK			
45 min	Create a vision or dream of an organized community initiative	Collective Dreams	<p>Explain that in this activity, participants are to dream about the concrete situation that they are living in. This may be their neighbourhood, cultural or religious community, etc.</p> <p>Divide participants into three small groups by community (if a number of people from different communities are represented) or by gender, race, or whatever identities will generate different perspectives (if a single community or many different communities are present). Ask each group to discuss and illustrate with a collective drawing its dream of what an organized community would look like. Stress the word “organized” and ask participants to include in their vision the process of organizing as well as the product. Encourage the groups to show how people work together in their vision.</p> <p>Invite a person from one of the groups to post their drawing. Ask the large group to comment on what they see in the drawing. Then ask the presenter to add what</p>	<p>Large sheets of paper, e.g. flip chart papers</p> <p>Markers</p>	<p>Indicator of Cultural Un-safety:</p> <ul style="list-style-type: none"> • Low utilization of available programs and services • Low ‘compliance’ with service referrals or prescribed interventions <p>Encourage participants to create their own dreams and visions for the work, aiming for a high utilization or engagement in the project and agreement and follow-through with the project plans and approach.</p>

			<p>her or his group was representing in its picture. Move on to the next two groups and do the same.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “What are common elements of your visions?” • “What are differences?” • “What insights can we get from these common and different elements to help in your organizing?” 		
15 min	Establish baseline knowledge of participants and get feedback on the session	Pre-Project and Session Evaluations	<p>1. Pre-project evaluation:</p> <p>Provide participants with evaluation forms. Explain the purpose of the evaluation is to understand the progress and benefit of the sessions on participants. In other words, it is not to reflect badly on them, but to measure a baseline for the group. The same evaluation form will be given at the end of the project to measure change from the baseline.</p> <p>Place an empty folder at the front of the room and ask participants to put completed forms in the folder.</p> <p>2. Session evaluation:</p> <p>Explain that the session evaluation is about the session itself (what they liked and did not like), and their feedback will help improve future sessions.</p> <p>Set out two coloured plates. Explain that one colour is for what they liked about the session and the other is for what they would change, add, or take away from the session.</p> <p>Give each participant two sticky notes and ask them to list the negatives on one sticky and the positive on the other.</p>	<p>Pre-Project Evaluation Form (see <i>Evaluation Form in Appendix D of the Guidelines for Community Action Leaders</i>)</p> <p>Folder</p> <p>Two coloured plates</p> <p>Sticky notes</p>	Encourage everyone to be as honest as possible when completing the evaluation form. Ask that the participants do not put their names on the questionnaires.

			When finished, participants place their sticky notes on the respective plates.		
2 min	Thank participants for coming and joining the project	Conclusion	Thank participants for coming. Tell them who they should contact if they have any questions or concerns and how to contact that person. Be ready to stay after the session to answer questions or to chat with people.		

Design Loom 2: Community Initiatives

List of Goals/Outcomes:

- Participants reflect on their histories and experiences related to social issues and successful community initiatives
- Participants develop an understanding of the importance of creating a sense of community accountability related to supporting healthy families
- Community organizing tactics that work for diverse communities and can be applied to projects supporting healthy families are identified
- Individual and community skills and resources relevant to future Community Action Projects are identified
- Participants are introduced to resources available in the community related to support for unhealthy families

Total Time: 3 hours

Session Plan:

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
20 min		Welcome	<p>Welcome participants</p> <p>Take attendance</p> <p>Distribute any forms that need to be completed, e.g. photo consent waiver</p> <p>Distribute name tags and markers</p>	<p>Attendance sheet</p> <p>Forms, if needed</p> <p>Name tags</p> <p>Markers</p>	<p>Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.</p>
10 min	Review agenda	Introduction and Review Agenda	<p>Review agenda as a group.</p> <p>For introductions, have participants say their name, one thing they took away from last week, and one thing they are looking forward to during the session. Substitute other icebreaker questions as you like.</p> <p>Distribute any typed up notes from the previous session.</p>	<p>Flip chart and paper</p> <p>Markers</p> <p>Notes from last session</p>	

<p>15 min</p>	<p>Explore participants histories and experiences that will inform their future Community Action Projects</p>	<p>Our Histories</p>	<p>Explain that this exercise will give participants an opportunity to recall come of the recent or more distance struggles for justice that have either been inspiring or taught them lessons.</p> <p>Divide participants into three small groups by numbering off. Ask each person to reflect on and then share with their group, their responses to the following questions:</p> <ul style="list-style-type: none"> • “What are one or two struggles you have been involved with that inspired you? Why?” • “What are one or two other important struggles or movements in your country of origin or in other parts of the world that inspired or motivated you? Why?” <p>Ask each person to write down a description of their example(s) on sticky notes. Give each group a world map and ask them to place sticky notes in the appropriate locations on the maps.</p> <p>Have each group briefly report on the struggles that have influenced their members, using the world maps. Allow time for questions after each presentation.</p> <p>The activity aims to get participants to reflect on how these struggles inspired them. Discussion questions:</p> <ul style="list-style-type: none"> • “What are some similarities in the struggles we have named?” • “What are some differences?” • “What are common themes or elements?” <p>Encourage participants to move from concrete examples to more abstract general concepts.</p>	<p>Small sticky notes</p> <p>World maps Markers</p> <p>Flip chart and paper</p>	<p>Indicator of Cultural Un-safety:</p> <ul style="list-style-type: none"> • Low feelings of self-worth, disrespect, exclusion, and unprotected sense of identity <p>The activity provides an opportunity for participants to reflect on their own histories, aiming to instill feelings of high self-worth, respect, inclusion, and protected sense of identity.</p>
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45 min	Explore the role of community accountability in promoting healthy families	Mind Mapping: Community Accountability	<p>The group will collaboratively define <i>accountability</i> through mind mapping. Record responses during the discussion on the flip chart paper.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “Is the community responsible if there are issues of unhealthy family relationships?” Probe participants to get at deeper reasons for community accountability. • “What are the responsibilities of the community in addressing unhealthy family relationships?” <p>Have participants break into pairs or small groups of three or four people. Small group discussion questions:</p> <ul style="list-style-type: none"> • “How can we address issues related to healthy families in our community?” • “How can we make our communities accountable to ensure the wellbeing of family members?” <p>Go around in a circle and ask each group to present back to the larger group. Record responses on flip chart paper.</p>	Flip chart and paper Markers	<p>Participants often have examples from their countries or communities of models for community accountability. Probe participants to think of how communities they are or have been part of have encouraged or enforced mechanisms of community accountability.</p> <p>Community accountability is a community-based response to addressing violence. It is a process involving the community working together to: create/affirm values and practices resisting violence and encourage safety, support, accountability; develop strategies to address abusive behaviour; work on the development of the community/community members to transform political conditions reinforcing violence; and provide safety and support to community members targeted for their self-determination</p> <p style="text-align: right;">(Incite, 2016)</p>
10 min		BREAK			
40 min	Identify community organizing tactics that work for diverse communities	Finding Tactics that Matter	<p>This activity helps participants think experientially about innovative tactics that work for organizing communities. These tactics may be useful to planning their community initiatives related to healthy families.</p>		<p>Indicator of Cultural Un-safety:</p> <ul style="list-style-type: none"> • Low utilization of available programs and services • Low ‘compliance’ with service referrals or prescribed interventions

		<p>Have participants get into small groups. In groups, each participant can share a story of a highly effective action they were part of or organized. Give each person three minutes to tell the story of that action.</p> <p>After sharing the story, invite each participant to reflect on think of what made it effective. Encourage them to ignore externalities outside of control of the activists – like the weather or that an ally unexpectedly showed up. Give them a couple minutes for this part.</p> <p>Create a list titled “Actions: What works?” and record responses on the flip chart paper.</p> <p>Probe participants to move them towards individual reflections from generalizations or general principles.</p> <p>For example:</p> <p>Participant: We had a huge march down to city hall. (“Having a huge march” is not a general principle of what we do. So trainer digs down deeper.)</p> <p>Trainer: Ah. And what made that so effective?</p> <p>Participant: The number of people, and the energy.</p> <p>Trainer: Okay...a lot of people and energy. And what about the action caused you to achieve that?</p> <p>Participant: Well, it was well-timed. City hall just announced cuts and people were pissed.</p> <p>Trainer: What made the timing so effective?</p>		<p>The activity supports participants to reflect on tactics that have worked in their community. The aim is to encourage them to reflect on approaches that are relevant and proven to be successful, opposed to imposing western or mainstream tactics that might be off putting or not resonate with the participant. This can result in disengagement and dropping out of the project.</p>
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			<p>Participant: We were the only thing happening. Nobody else was out there responding.</p> <p>Trainer: Sounds like the action achieved numbers of people by responding quickly to an immediate issue, and mobilizing quickly to give people expression to what was inside them.</p> <p>Participant: Exactly. (An implementable principle has been identified, e.g. “Well-timed actions, e.g. giving expression when nobody else is.” Trainer might elicit an example from the group or tell a story. For example...)</p> <p>Discussion question:</p> <ul style="list-style-type: none"> • “Did anything jump out that might work with your community around promoting healthy families” <p style="text-align: right;">(Hunter, 2014)</p>		
<p>20 min</p>	<p>Identify individual and community skills, strengths, weaknesses, and resources</p>	<p>Identifying Skills and Resources</p>	<p>Ask each participant to list and answer the following on a piece of paper:</p> <ul style="list-style-type: none"> • Things I can do well • Things I do not do so well • Things I would like to do better • Skills I want to learn throughout this project <p>After 10 minutes or so, ask everyone to find a partner they do not know well. Have them share their responses and explain how these could help or hinder them during their community initiatives. Share with the large group and record responses on flip chart paper.</p> <p style="text-align: right;">(Ellis, 1983)</p>	<p>Paper</p> <p>Pens</p> <p>Flip chart and paper</p> <p>Markers</p>	

10 min	Introduce participants to resources available in the community	Resources	Provide participants with a handout on the resources available in the community, City or region. Point out the availability of translation services, if applicable.		Note that these different resources or organizations could be potential partners for participants; Community Action Projects. See <i>Guidelines for Community Action Leaders section 3.2.3.</i>
10 min	Evaluate the session, reflect on the events of the workshop, articulate what participants learned and felt, and start identifying what next steps will be	Session Evaluation: Head, Heart and Feet	<p>Explain to the group that to close the sessions we will use the Head, Heart, Hands and Feet evaluation tool as a way to reflect on what we learned, felt, and will do when we leave the workshop.</p> <p>On flip chart paper, draw a picture of a person. Be sure to exaggerate the head, chest, and feet, and draw a heart on the chest.</p> <p>On a piece of paper, ask everyone to draw a picture of a person as you did at the front. On the corresponding areas of their paper, ask them to write the following:</p> <ul style="list-style-type: none"> • Head: “I learned about...” • Heart: “I felt...” • Feet: “I am going to act on this by...” <p>Write an example on the flip chart paper as you go through the questions.</p> <p>Ask participants to do the same. They should then hand in their drawings when complete.</p>	Flip chart and paper Markers	
2 min	Thank participants for coming	Conclusion	<p>Ask participants to write down the following questions and record their responses for homework.</p> <ul style="list-style-type: none"> • Question 1: What does their community need? • Question 2: What are potential challenges or barriers? <p>Thank participants for coming and remind them of the session’s date and time.</p>		Be ready to stay after the session to answer questions or to chat with people.

Design Loom 3: Leadership and Project Planning

List of Goals/Outcomes:

- Participants understand how information can become distorted as it is passed from one person to another
- Participants identify how leadership affects group process
- Participants set goals and plans for their Community Action Projects
- Participants plan Community Action Projects that promote healthy families

Total Time: 3 hours

Session Plan:

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
20 min		Welcome	<p>Welcome participants</p> <p>Take attendance</p> <p>Distribute name tags and markers</p>	<p>Attendance sheet</p> <p>Name tags</p> <p>Markers</p>	<p>Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.</p>
10 min	Review agenda	Introduction and Review Agenda	<p>Review agenda as a group.</p> <p>For introductions, have participants state their name, one thing they took away from last week, and one thing they are looking forward to. Substitute other icebreaker questions as you like.</p> <p>Distribute any typed up notes from the previous session.</p> <p>Go over participants responses to the homework:</p> <ul style="list-style-type: none"> • Question 1: What does their community need? • Question 2: What are potential challenges or barriers? 	<p>Flip chart and paper</p> <p>Markers</p> <p>Notes from last session</p>	

<p>15 min</p>	<p>Participants understand how information can become distorted as its passed from one person to another</p>	<p>Icebreaker: Broken Telephone</p>	<p>Have participants form a semi-circle. Ask the first person to think of a sentence or two that they would like to send to the person at the other end of the semicircle. Have them do this by whispering it to the person next to them. Have each person pass along the message exactly as it was told to them. Ask the last person in the circle to repeat what they heard out loud. Then ask the first person to say the original message. Compare the two messages and reflect with the whole group on what happened. Discussion questions:</p> <ul style="list-style-type: none"> • “Was the message distorted? Why?” • “How can we avoid distortion of information?” <p style="text-align: right;">(Ellis, 1983)</p>		<p>This can be a difficult activity if language is an issue or you are using a translator. Try to organize the group strategically so that someone can translate the words if needed. Also, make sure the person choosing the words creates simple sentences.</p>
<p>40 min</p>	<p>Participants identify how leadership affects group process</p>	<p>Leadership Roles</p>	<p>Have the group form a large circle, and then have half the people go into the centre of the circle. Assign those in the inner circle specific roles to play in a group discussion on a particular topic, such as how to address an issue of intergenerational conflict in Somali immigrant families. Roles could include working mothers from Somalia, an imam, a man part of the local mosque, a community worker.</p> <p>Ask the rest of the group to observe both the roles played by individuals and factors that help or hinder the group from achieving its task.</p> <p>Ask the group in the centre to discuss the topic for approximately 10 minutes. Afterwards, debrief as a large group. Discussion questions:</p> <ul style="list-style-type: none"> • “Who took the leading role in the group?” • “What style of leadership was used?” • “How did the leadership affect the functioning of the group?” 		<p>Make sure participants focus on collaborating to address a community issue, opposed to creating a micro-level issue within the group that they are trying to resolve.</p>

<p>35 min</p>	<p>Participants start thinking about how to frame their Community Action Project and get others from their community involved</p>	<p>Why People Join Groups</p>	<p>Start by reading Section 3.1 of the <i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i>.</p> <p>Divide the group into small groups of four or five people. Ask each group to spend approximately five minutes coming-up with the profile of an immigrant or refugee woman (define age, immigration story, activities in Hamilton, family members, education, etc.). On a piece of paper, they can either write a description of the woman or draw her picture with her description written around her.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “What do you imagine are the greatest priorities or concerns of the woman?” • “How would you want her to be involved in your community initiative?” • “What do you think would motivate her to become involved?” • “What would you say to persuade her?” <p>Bring the large group back together and have each group present back to the others. Have them share the following:</p> <ul style="list-style-type: none"> • Introduce the woman they are engaging • Responses to the above questions <p>Discussion questions:</p> <ul style="list-style-type: none"> • “How can you apply this exercise and your discussions to others from your community?” • “What are the most important points to remember for recruiting future action group members?” <p>(Ellis, 1983)</p>	<p><i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i></p>	<p>An important realization through this exercise is that motivation comes from inside opposed to outside. Participants should understand that in order to motivate others to get involved in their community initiative, they will first have to take time to understand people’s individual needs and concerns.</p> <p>Indicators of Cultural Un-safety:</p> <ul style="list-style-type: none"> • Low utilization of available programs and services • Low ‘compliance’ with service referrals or prescribed interventions <p>Encourage participants to understand their community members, aiming for a high utilization or engagement in the project and agreement and follow-through with the project plans and approach.</p>
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15 min		BREAK			
45 min	Start planning Community Action Projects to promote healthy families	Community Action Project Planning	<p>Check-in with where participants are at with project planning. Give the group time to think about or discuss in small groups the goal of their Community Action Project, e.g. empower Sudanese Muslim women. The goal should fit with their values, preferences and lifestyles, as well as be focused, measureable, attainable, realistic, and timely.</p> <p>If participants are not yet sure about the goals for their project, have them reflect on how our definitions of healthy and unhealthy families in their community. What issues do they see?</p> <p>If participants have identified clear goals for their projects, they can start planning their project ideas. Review the Project Planning Worksheet from Appendix A of the <i>NFF Immigrant and Refugee Communities in Hamilton: Guidelines for Community Action Leaders</i>.</p> <p>Encourage participants to get into pairs or small groups to talk about their goals and ideas for next steps. Check-in with individuals and groups.</p>	Handout: Project Planning Worksheet (see Appendix A of the <i>NFF Immigrant and Refugee Communities in Hamilton: Guidelines for Community Action Leaders</i>)	<p>To support Community Action Leaders develop projects that are culturally safe, make sure they consider goals and project plans that fit with their values, preferences, and lifestyles. Try to avoid making suggestions about specific project ideas. If participants are having a difficult time identifying a goal, reflect what you have heard from them to date, e.g. “I noticed you spoke a lot about Muslim women from your community and how they have limited power within their relationships.”</p> <p>Clarify your role and the role of Community Action Leaders in planning and delivering the community projects, as well as the limitations of resources and the need to create projects that can be self-sustaining. Also let participants know that at the end of the session you will arrange one-to-one or small group meetings to go over their project ideas and plans more thoroughly.</p>
20 min	Encourage participants to share their reflections and help them see they are not alone in their reactions	Session Evaluation	<p>Brainstorm words or phrases that come to mind when participants think of a journey. Ask everyone to draw a road on the page then add potholes and bridges and other journeying metaphors. Probe by suggesting they use words or phrases and not to forget to put themselves and others on the path. Encourage them to explore both the ups and downs of the journey. Ask group to share their pictures with each other. Discuss what they see and feel.</p> <p style="text-align: right;"><small>(Art Reach, n.d.)</small></p>		Some cultures feel that arts-based exercises are only for children. Before using this evaluation tool, check in with participants to see how they feel about doing more art activities. If they are not keen on the approach, substitute other evaluation methods. This relates to the concept of being culturally competent and understanding cultural differences when it comes to planning and delivering community projects.

10 min	Thank participants for coming and assign homework questions	Conclusion	Arrange a follow-up meeting in the next week or so to go over Community Action Project goals and ideas, and complete the Project Planning Worksheet and Action Plans. Thank participants for coming. Be ready to stay after the session to answer questions or to chat with people.		
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Design Loom 4: Project Delivery

List of Goals/Outcomes:

- Participants become familiar with elements of ineffective and effective meetings, as well as the role of facilitators in meetings
- Participants update each other about their Community Action Projects
- Participants connect around their projects and develop Action Plans

Total Time: 3 hours

Session Plan:

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
20 min		Welcome	Welcome participants Take attendance Distribute name tags and markers	Attendance sheet Name tags Markers	Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.
10 min	Review agenda	Introduction and Review Agenda	Review agenda as a group. For introductions, have participants state their name, and the best thing that happened to them this past week. Substitute other icebreaker questions as you like. Distribute typed up notes from the previous session.	Flip chart and paper Markers Notes from last session	

60 min	Have fun exploring key elements of a meeting	Ineffective and Effective Meetings	<p>Start by asking participants:</p> <ul style="list-style-type: none"> • “Who has ever been in a bad meeting?” <p>On a piece of flip chart paper, write at the top Ingredients of a Bad Meeting. Ask the group:</p> <ul style="list-style-type: none"> • “What do bad meetings look like?” and record responses. <p>Get a second piece of flip chart paper and write at the top Ingredients of a Good Meeting, and ask the group:</p> <ul style="list-style-type: none"> • “Who has ever led a meeting?” • “What do effective meetings look like in your community?” and record responses. <p>Finally, discuss the role of the leader or facilitator and at the top of another flip chart paper write Role of the Facilitator. Ask the group:</p> <ul style="list-style-type: none"> • “What is the role of the lead or facilitator?” • “What are some tips for strong meeting facilitation?” and record responses. 	Flip chart and paper Markers	<p>Help participants get specific. Look for both behaviors and attitudes. Invite participants to reflect on their challenges and how they can take the "better meeting" approach.</p> <p>The question “who has ever led a meeting” will give you a sense of experience in the room, and possible sources of information for the exercise.</p>
30 min	Participants provide updates to each other on their work to date	Project Updates	Have participants go around in a circle and update the group on their project, where they are at, and what their next steps are. Allow time for questions and feedback after each person presents.		
15 min		BREAK			

60 min	Plan Community Action Projects and get peer support from group members	Project Planning Part 2/Project Delivery	<p>Read from Section 3.2 to the end of the <i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i>.</p> <p>Participants can either continue working on their Project Planning Worksheets or move on to complete the Action Plan. Review the different columns of the Action Plan and the purpose of each section. Provide time for participants to work together or get support from the facilitator to plan their projects.</p>	<p><i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i></p> <p>Handout: Action Plan</p>	<p>Make sure participants are clear about the purpose of the Action Plan, as well as goals, scope and focus of their projects. Make sure everyone is on the right track before they go ahead with creating Action Plans to avoid frustration/having to repeat the process down the road.</p>
10 min	Encourage participants to share their reflections with other members of the group, and help them see they are not alone in their reactions	Session Evaluation	<p>Set out two coloured plates. Explain that one colour is for what they liked about the session and the other is for what they would change, add, or take away from the session.</p> <p>Give each participant two sticky notes and ask them to list the negatives on one sticky and the positive on the other.</p> <p>When finished, participants place their sticky notes on the respective plates.</p>	<p>Flip chart and paper</p> <p>Markers</p> <p>Two coloured plates</p> <p>Sticky notes</p>	
2 min	Thank participants for coming and assign homework questions	Conclusion	<p>Thank participants for coming.</p> <p>Arrange any one-to-one meetings that are needed and not set already.</p> <p>Be ready to stay after the session to answer questions or to chat with people.</p>		

Design Loom 5: Conflict Resolution and Problem Solving

List of Goals/Outcomes:

- Participants update each other about their Community Action Projects
- Participants learn about different ways people approach conflicts and identify their personal styles for conflict resolution
- Participants are familiarized with steps to resolve emerging problems in projects and/or the community
- Participants review the Final Report due by the end of the NFF Campaign, if applicable

Total Time: 3 hours

Session Plan:

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
20 min		Welcome	Welcome participants Take attendance Distribute name tags and markers	Attendance sheet Name tags Markers	Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.
10 min	Review agenda	Introduction and Review Agenda	Review agenda as a group. For introductions, have participants state their name, and one highlight since the last meeting. Distribute minutes from the previous session.	Flip chart and paper Markers Notes from last session	
30 min		Project Updates	Have participants go around in a circle and update the group on their Community Action Projects, where they are at, and what their next steps are. Allow time for questions and feedback after each person presents.		

<p>60 min</p>	<p>Identify different ways people approach conflicts and identify Community Action Leaders' personal styles</p>	<p>Conflict Resolution</p>	<p>Ask participants the following questions and record responses on flip chart paper:</p> <ul style="list-style-type: none"> • “What are conflicts?” • “Why do conflicts arise?” <p>Explain that there are five different types of conflict resolution styles:</p> <ol style="list-style-type: none"> 1. Avoidance – ignoring the issues or denying that there is a problem; by not confronting the conflict, individuals hope will disappear 2. Accommodation – giving up a position in order to be agreeable; individuals are being cooperative, but it costs the team the value of their opinions and ideas 3. Confrontation – acting aggressively and trying to win is one way to deal with a conflict; however, winning can become more important than making a good decision 4. Compromise – balancing the goals of each participant and everyone has to “give in” a little 5. Collaboration – searching for solutions that satisfy everyone; this requires both cooperativeness and respect for others' positions <p>Explain that none of the above approaches are perfect. The first three might resolve the conflict, but create winners and losers meaning groups have difficulty implementing decisions and find themselves addressing the same issues down the road. Compromise works better because everyone wins and loses a little promoting equity and fairness, however usually does not result in optimal decisions. Whenever possible, groups should collaborate, meaning searching for an alternative solution that allows everyone to win. This encourages creativity, leads to greater commitment to decisions, and improves relationships among group members.</p>	<p>Flip chart and paper</p> <p>Markers</p> <p>Handout: Conflict Resolution Styles Quiz</p> <p>Handout: Case Study</p>	<p>Some of the language used during this exercise can be confusing if English is not someone's first language. Be mindful of this when facilitating; clearly define words and check-in with participants to make sure they understand.</p>
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			<p>Quiz! Have participants do the conflict resolution style quiz on p. 139 of Levi, 2013.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “Did you have a preferred conflict resolution style?” • “What would encourage you to be more collaborative?” • “How do you work with people who use a different style of conflict resolution?” <p style="text-align: right;">(Levi, 2013)</p> <p>Case study – read aloud as a group.</p> <p>“You are facilitating a meeting of your neighbourhood’s safety committee. The committee has decided to plan an event to address residents’ safety concerns around child abuse. The suggestion from the majority of committee members is to invite two police officers to speak at the event; however there are two committee members do not want the officers to attend. These individuals are very vocal and refuse the idea of inviting the officers. The remaining committee members want the police officers there – the officers have a good reputation and relationship with residents.”</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • “What is the issue or issues in this situation?” • “As a facilitator of the meeting, what techniques could you use to address the conflict?” 		
15 min		BREAK			

<p>45 min</p>	<p>Problem solve issues related to participants' projects or their work in the community</p>	<p>Problem Solving</p>	<p>The following activity provides participants with a step-by-step approach to problem solving. They can use the approach for analysis and planning when encountering a problem.</p> <p>Ask each person to identify a problem they would like to work through related to their projects. Have everyone get into pairs to help each other go through the problem solving process.</p> <p>Write the problem solving process on a flip chart paper for the group to follow:</p> <ol style="list-style-type: none"> 1. Identify the problem 2. List the problem 3. Decide on which changes are needed, i.e. the desired outcomes of solving the problem 4. Discuss some possible solutions to the problem 5. Decide on one solution to try 6. Make a plan of action 7. Try out the plan 8. Evaluate the outcome/result <p>Participants will only be able to work through to step 6. After going through the process for both partners, invite some groups to share back with the larger group.</p> <p style="text-align: right;">(Ellis, 1983)</p>	<p>Paper</p> <p>Pens</p> <p>Flip chart and paper</p> <p>Markers</p>	
<p>10 min</p>		<p>Final Reports</p>	<p>Review the Final Report in <i>NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders</i>. If applicable. The form will be completed at the next meeting.</p>	<p>Handout: Final Report</p> <p><i>NFF Immigrant and Refugee Communities Campaign in Hamilton Report</i></p>	<p>If participants have been using a cultural interpreter during the project, you may want to ask them to complete the form before the next meeting to allow time for translation.</p>

<p>15 min</p>	<p>Encourage participants to share their reflections with other members of the group, and help them see they are not alone in their reactions.</p>	<p>Session Evaluation</p>	<p>Set out two coloured plates. Explain that one colour is for what they liked about the session and the other is for what they would change, add, or take away from the session.</p> <p>Give each participant two sticky notes and ask them to list the negatives on one sticky and the positive on the other.</p> <p>When finished, participants place their sticky notes on the respective plates.</p>	<p>Flip chart and paper</p> <p>Markers</p> <p>Two coloured plates</p> <p>Sticky notes</p>	
<p>2 min</p>	<p>Thank participants for coming</p>	<p>Conclusion</p>	<p>Plan the final graduation celebration as a group - discuss food, activities, etc.</p> <p>Thank participants for coming.</p> <p>Be ready to stay after the session to answer questions or to chat with people.</p> <p>Arrange follow-up one to one meetings for project planning and delivery.</p>		

Design Loom 6: Graduation Celebration

List of Goals/Outcomes:

- Participants share successes and highlights from their Community Action Projects
- Participants are recognized for completing the Community Action Leader Training and Community Action Projects
- NFF Campaign is evaluated to see change among Community Action Leaders from start to finish of the project
- Final reports are completed, if applicable

Total Time: 3 hours

Session Plan:

TIME	OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	MATERIALS	TIPS FOR FACILITATORS
20 min		Welcome	Welcome participants Take attendance Distribute name tags and markers	Attendance sheet Name tags Markers	Provide refreshments if the session falls over a meal time and there is the budget available, as participants are unlikely to have funds for lunch or refreshments.
10 min	Review agenda	Introduction and Review Agenda	Review agenda as a group. Distribute any typed up notes from the previous session. For introductions, have participants state their name and updates from their projects.	Notes from last session	
10 min	Complete final reports & document the projects	Final Reports	Review Final Report form in the <i>NFF Immigrant and Refugee Communities Campaign in Hamilton Report</i> . Handout and complete final reports as a group.	Handout: Final Report Form	As noted in the previous loom, ensure there is time for translation if required.

40 min	Gather feedback from Community Action Leaders on the efficiency of the training and Community Action Group/Project approach	Focus Group Discussion	<p>As a large group, set the context of the focus group discussion, i.e. to gather their honest feedback about the project and approach supporting future initiatives in this area.</p> <p>Debrief/Focus Group Discussion Questions:</p> <ul style="list-style-type: none"> • Refresher: “What did we do over the course of the project?” • “Highlights from the project?” • “Low points of the project?” • “How efficient was the Community Action Leader approach?” • “How impactful do you feel the project was on promoting healthy families in immigrant and refugee communities?” • “If there was going to be another round of the project, what would you change?” <p>Record responses to the above questions for the evaluation report.</p>	Paper Pen	
10 min	Recognize completion of the project	Certificate Ceremony	Distribute certificates to participants, if possible	Certificates	
20 min	Talent show, short play or skit or another celebratory activity	Celebration	Engage participants in acknowledging their achievements through a celebratory activity.		This is a good opportunity to invite community members, leaders or other interested people to learn about the work undertaken by the participants and their achievements through the project.

5 min	Evaluate the project	Evaluation	Distribute the post-project evaluation forms. Ask participants to leave their completed evaluation forms at the front of the room.	Post-Project Evaluation Form	Explain that in the first session the group completed the same form (pre-project evaluation); the difference between the two is one way to measure success of the project in different areas.
5 min	Thank participants for their involvement with the project	Conclusion	Thank participants for their attendance and participation. Be ready to stay after the session to answer questions or to chat with people.		

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