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DESIGNING SPACES & PROGRAMS FOR GIRLS
A TOOLKIT

GIRLS ACTION
FOUNDATION

Acknowledgements

2007–2009

Amplify Toolkit

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Amplify Manual

A Letter from Girls Action Foundation

We are so proud to share Amplify: Designing Spaces and Programs for Girls Toolkit with you and with communities across Canada. The dream for this project was born many years ago; inspired by requests from communities across the country that desired to start and sustain girls' programs. Responding to these requests has been the drive behind the growth of **Girls Action Foundation** and the National Network.[1]

Our vision is for every girl to have access to resources, support, and love to achieve her potential. We know that girls' programs can play a pivotal role in supporting girls' critical-thinking skills and self-confidence. We also know girls' programs help deconstruct the many pressures and realities that are often unaddressed in their lives – like relational violence, poverty, and racism. Our work aims to support the initiative and strength of such girls' programs in communities all across Canada.

The purpose of the Amplify Toolkit is to harness our learnings from over a decade of delivering girls' programs and to share this through the Amplify Training, the Amplify Toolkit, and other supplementary resources. To create this Manual in a good popular education format, we developed a process that involved both Network members and Amplify Training participants, who shared their learnings, and informed and strengthened the development of this Manual and the Amplify Training program. This resource is not only reflective of Girls Action's learnings but also the experiences of the diverse range of programmers from across the country.

Most importantly, we designed the Amplify Toolkit with the recognition that programs cannot be directly imported into local communities. We know that contexts, realities, and issues vary and that each program needs to grow out of its local context. We therefore engaged experts in popular education curriculum development to work with us in the creation of this Manual. Christine McKenzie contributed invaluable knowledge, expertise, and guidance to the Amplify project and the popular education process and we would like to extend our deepest thanks. Nisha Sajnani, a key trainer, also brought a wealth of experience and expertise and we would like to thank her for her involvement. We would also like to sincerely acknowledge and thank the girls' programmers, Network members, participants, and advisory committee members for all their contributions.

The years of experience we have providing girls' programming on a local and national level has allowed us countless opportunities to learn and grow. Connecting with existing girls' programs and leaders across Canada has inspired us to share our experiences and to make suggestions and recommendations for developing girls' programming. With funds from a grant from the National Crime Prevention Centre, we were able to connect with and set up focus groups, interviews, and an online survey with successful girls' programs across the country. We asked program leaders to share their thoughts and reflections on some of the essential

components of running a successful girls' program. We also asked them to identify the re-sources they use and need in order to make their girls' program the best it can be. The Amplify Manual has been tested by girls' programmers for three years and has been updated and revamped to reflect their experiences and learnings each year. It has undergone three rounds of evaluations and been revised by three advisory committees. We are proud to say that this Manual is a truly participatory resource and could not have been made without you.

Our goal is to continue to deliver face-to-face training for girls' programmers, to offer the Amplify Toolkit as support, and to help girls' programs to flourish and grow from coast to coast to coast. Our intention is to support a network and a community of practice that is actively learning and exchanging across the country in order to strengthen and sustain girls' programs. Our hope is that this growing community of practicing girls' programmers will grow into communities of influence where we can work together to make a better society. Together we want to continue transforming inequities and injustice into hope, possibility, and a better world for everyone.

~Tatiana Fraser, Girls Action Foundation

About the Amplify Toolkit:
Designing Spaces and Programs for Girls

The Amplify Toolkit contains a Manual and a Workshop Guide. Full of reflections and recommendations from girls' program leaders across Canada, it offers ideas on how to best start safer spaces and programming. We hope to highlight and share some of the most valuable lessons learned by these leaders through their programming experience, as well as to provide a forum through which to share the work we love. The content also comes directly from our own experiences as girls' program and project leaders. It is not intended to provide rules for how to develop programs, but rather to highlight guidelines and tips that we have found useful.

In the Manual you will find:

- Organizational elements of girls' programming
- Facilitation and workshop design elements of girls' programming
- An elaboration on a popular education approach to girls' programming
- Example forms, templates, and information sheets
- A glossary of useful terms and terminology

In the Workshop Guide you will find:

- A collection of workshops grounded in the popular education approach
- Information sheets to supplement these workshops

> **For a hard copy of the Amplify Toolkit contact us at www.girlsactionfoundation.ca.**
>
> **The Amplify Toolkit is also available in our Online Resource Centre www.girlsactionfoundation.ca**
>
> **For additional information on any topic covered in the Toolkit, please refer to our Online Resource Centre. Our Resource Centre is structured like the Toolkit to help you navigate and find what you're looking for.**

With the Amplify Toolkit, we aim to inspire, support, and strengthen the development and delivery of girls' programs. Hopefully, the Toolkit will help you to create programs that reflect the needs of your specific community, while also meeting the vision and objectives held by Girls Action and our National Network members. We look forward to receiving your input and suggestions, as we will continue to expand on what this resource has to offer.

How to Use this Resource

We have developed this educational resource to guide you through the different elements involved in setting up a program for girls. The Manual outlines a start-up process that we highly recommend; it is structured so that one section builds on the next. We recommend that before determining what is useful, read the entire section of each area that interests you in order to understand our logic and approach.

- **Section 1** covers organizational elements of girls' programming. We outline our rationale for running girls' programs and offer many practical elements to think about when starting and organizing girls' programs. We provide key learnings on the elements of a good program: community building, promotions and communications, legal issues and liability, outreach and logistics.

- **Section 2** covers the facilitation and workshop design elements of girls' programming. Elements include ways to create safer spaces; the role of facilitators and co-facilitators; personal boundaries; as well as considerations for facilitation with tips on check-ins, debriefs, facilitating across difference, group dynamics, and intense topics. We also introduce program design and discuss how this is a central component of facilitation.

- **Section 3** elaborates on a popular education approach to girls' programming. You will find information on how to develop a program based on the common patterns in girls' experiences and how to engage in the constant practise of identifying and responding to girls' needs. We share how and when to introduce new information like statistics or theory into your girls' group (and where to find it). There will be discussion about how to take action with your girls' group and ideas for reflecting on your practice. This section is meant to inspire you in creating unique programming for and with your girls and the activities here could be used as a launching pad for your creativity.

Each section ends with an appendix that contains sample forms, templates, or information sheets on the concepts previously discussed. At the end of the Manual you will find a glossary that explains all the highlighted terms and concepts.

For additional information on any topic covered in the Manual, please refer to our Online Resource Centre at www.girlsactionfoundation.ca. The online version is structured like the Toolkit to help you navigate and find what you're looking for.

Our Story: About Girls Action Foundation

Girls Action is a national charitable organization that inspires and supports the **empowerment**, leadership, and healthy development of girls across Canada. Grounded in community-based research that reflects girls' realities; our innovative programs address violence prevention, community engagement, media literacy, health promotion, anti-**oppression** and healthy sexuality. Our programs combine creative expression, knowledge and skill-building activities with **mentorship**[1] and fun. Through local girls' programs and our National Network, Girls Action works to raise awareness with over 200 organizations and to mobilize towards the elimination of violence and **discrimination**.

At Girls Action, we believe that every girl should have access to the resources she needs to participate fully in society. Our activities create opportunities for girls and young women to build their strength, discover their **power** and gain the confidence they need to realize what they have to contribute to the world. At Girls Action we are committed to building a movement of active, engaged young women and organizations across Canada. Through this movement we envision a new generation of girls committed to creating a just and peaceful world.

Girls Action was founded in 1995 as a grassroots organization that delivered programming to girls and young women in the Ottawa area. Since then, we have grown exponentially into a national organization that continues to facilitate girls' programs in Montreal, while also hosting a National Network of organizations that offer girls' programs in communities across Canada.

Girls Action programs are designed to meet the following objectives:

- Build girls' self-awareness and self-esteem
- Increase girls' awareness of and ability to address issues of violence and discrimination (issues include racism, media literacy, sexual health, healthy relationships, poverty, **internalized oppression**, and relational and systemic forms of violence)
- Foster the development of girls' critical thinking and communication skills
- Increase girls' awareness of and ability to access resources and mentorship in their communities
- Increase girls' experience and skills in community action and leadership

Principles and Framework

Our unique approach is based upon five overarching principles:

1. Popular Education/Critical Education

Popular education is a model that begins with a personal experience and moves towards collective action. Contrary to traditional hierarchal education where experts hold the knowledge, this model is grounded in the belief that everyone is an expert, and argues that learning is not a top-down process.

For Girls Action, keeping the focus on girls' experiences in our programs allows girls to recognize that they are important as individuals and that together, they can have an impact on their reality. We favour grassroots and critical education approaches that are designed to recognize girls' knowledge, and we invite them to be experts in their own lives. This popular education model validates girls' experiential knowledge and actively engages and empowers individuals to move towards collective change.

2. Integrated Feminist Analysis

At Girls Action we recognize that the girls in our programs are diverse in terms of their **race, socio-economic status,** ability, sexuality, **gender identity,** religion, culture, **Aboriginal,** refugee, immigrant or other status, and much more. We also recognize that in order to build support networks and community among girls, we must recognize and take into account the multiple and intersecting nature of these diverse identities.

We do this by incorporating and working from an integrated feminist analysis **framework.** Through this framework, we focus on understanding structures of power and systemic issues and how these factors interact with girls' lives. This framework recognizes that policies and practices have varying impacts on different groups of girls' according to the power or lack of power they experience in their lives. By recognizing and addressing how power affects girls in their different social locations and wide-ranging histories, Girls Action strives to empower girls in all their diversity and to build communities to encourage girls to mobilize together for transformational change.

3. Transformational Change

We believe that both individual and collective action is needed in order to create a socially just world free of discrimination and **oppression. Social justice** requires change on multiple levels: the individual, the community, and the systemic. This means that we support girls to take action in their own lives, in their own communities, and in their own initiatives – to influence policy, the educational system, laws, and so on.

4. Critically Asset-Based

Working from a positive-oriented lens that emphasizes the capacities and assets of girls' personal realities and experiences, the Girls Action approach builds on girls' strengths and community resources. Rather than positioning girls as passive recipients, we see girls as agents of social change. We work with and for girls, encouraging them to develop knowledge as a political process, which in turn inspires them to take collective action in their communities. This is an asset-based approach that embraces social, political and economic reflection and critical perspective while acknowledging that girls face certain structural barriers (including institutionalized racism, poverty, homophobia, ablism, and other forms of structural and personal violence).

5. Organic

The Girls Action approach is continuously shaped and reshaped by young women's input and feedback. An ongoing process of learning, reflecting, researching, acting, and evaluating informs our work on both the organizational and programming levels. We are committed to remaining adaptable and relevant to the changing realities of girls' and young women's lives.

Section 1:
Organizing
A Girls' Program

I have faced so many struggles and challenges – lack of credibility, funding, resources, and assistance. Regardless, as I reflect upon my input into Ophelia's Voice, I realize that it has been an amazing growth experience, if nothing else.

~ Joanne Cave, 14-year-old founder of Ophelia's Voice

This section contains information that we think is important in supporting the organization of a girls' program. We reflect on why we do the work that we do and offer our favourite tips and the learnings we have acquired from starting and running girls' programs. We know that girls' programs exist in a variety of diverse contexts, that's why we recommend that you draw on this information and adapt it to meet your own needs.

In the first part of this section we share the rationale behind doing girls' programming and an overview of our theory of change.

The second part of this section focuses on the practical elements of organizing a girls' program. We give tips on what makes a fabulous girls' program, community building, promotions and communications, legal issues and liability, and of course, logistics.

All of the information in the Manual should be supplemented by resources on our Online Resource Centre, as well as resources found in your community. www.girlsactionfoundation.ca

Why We Do Girl-Specific Programming: The Rationale

I think it is really important to have girl-specific spaces, because in all fairness there are none.

~ **Jennifer Fawcette,** Metropolitan Action Committee on Violence Against Women and Children (METRAC)

At Girls Action we believe that every girl has a lot to say about making the world a better place. When they're given the tools, space and encouragement, girls can become strong advocates for themselves, their communities and a fundamentally better world. From our 15 years of experience, supported by volumes of research with and for girls, we also know that girls are not on a level playing field with boys. Systems of oppression based on gender affect access to resources and power. Other factors, such as socio-economic status, race, immigrant and refugee status, ability, sexual orientation, gender-identity, and so on, also play a role.

Girls and young women encounter unique social, political and economic issues in their everyday lives, and as a result they live multiple and intersecting experiences. Gender-specific concerns include: physical, emotional, sexual, and mental health concerns that may differ from those of boys and women, including unique and disproportionately high levels of violence; self-esteem issues, body image, eating disorders, and low-self esteem; isolation; girl-on-girl violence and bullying; racism; poverty; homophobia; gender identity; and sexism.

Research with and for girls and young women indicates that gendered spaces and programming combat a diverse range of issues that are associated with growing up female. Many studies show that girl-specific spaces and programs are needed to support girls in order to deal with violence, gendered socialization and other challenges. There is a need for services designed specifically for girls and for all-girl spaces where young women can come together to talk about their experiences and develop strategies to improve their circumstances.

We do girls' programming because there is a need to create spaces where young women are empowered. Our intention is to create spaces where young women are able to talk about issues such as identity, bullying, sexuality, and sexual health or violence in an open, supportive and honest way, where they can question stereotypes, speak up, and speak out. Girls Action programming fills a gap in the current services provided. It empowers girls to take action against the injustices in their lives and their communities and encourages them to change the world.

Theory of Change

Theory of Change (sometimes also known as Change Theory) is a framework that is developed in order to help you think through what social change you want to affect through your program and why. It is your roadmap for change.

A theory of change identifies:

- What kind of impact you want to have
- What types of impact
- Who you will impact
- How you plan to achieve or enact this change
- How you will know if you were successful

Thinking through your theory of change will help guide how you organize different aspects of your program and inform your actions.

> **There are many books and seminars on theory of change and we encourage you to consult our Online Resource Centre for more information. www.girlsactionfoundation.ca**

Thinking It Through
Consider the following questions when thinking through your Theory of Change:

- What impact will the program have on girls?
- For example, can it increase self-confidence, skill building, knowledge building, and access to resources and support?
- What impact will the program have on community building, violence prevention, health promotion, etc?
- In what ways will the program support girls to better connect with one another?
- In what ways will the program help girls connect with members of their local, national, and international communities?
- In what ways will the program help girls connect to issues affecting these communities?
- What kinds of awareness or abilities do girls want or need to gain from a girls' program?
- What style of leadership do you want to follow in the program?

Breakin' It Down: Theory of Change

To help you to visualize your Theory of Change, we have created a template. To support and guide the process, we have broken down this template by explaining in more detail each aspect that you will need to develop.

> → **For the Theory of Change template see Appendix 1 .**

Vision Statement

The vision statement is a short description of the world you want to create through your program. The vision should be described in "big picture" terms. It is a high-level description of the long-term effects you hope to create through your program.

For example, the Girls Action vision statement is:
To build a movement of active, engaged young women across Canada, we envision the possibility of a transformed movement of young women and women engaged in creating social, economic and political justice in a world of free of violence, a world of peace.

State the Need

Chances are if you are developing a program it is because you and the people you wish to work with have identified a need. Clearly outlining the need for your program justifies your vision statement, provides the foundation for the assumptions that you are basing your work on, and informs your approach and method for creating change. Often the need will be backed up by research, examples, or testimonials. The need that you outline here should also be reflected in the outcomes section.
For example, the need that Girls Action identified when creating its' programs is that girls in Canada experience a continuum of violence.

Assumptions or Beliefs

Based on the need and your vision statement, you will have assumptions about the best ways in which to create change. These are educated and thought through premises for how you think change will be supported. For example at Girls Action we assume that efforts to transform girls' lives must be grounded in their lived experiences, make links to their communities and move towards action.

Limitations or Challenges to Your Work

Depending on your situation or context, you may decide to add a short description of the limitations or challenges to your work.
For example, unstable or short-term funding makes social change work difficult; youth population in constant flux makes it challenging to identify their needs; or difficulty influencing government policies on women's issues makes it challenging to affect social change.

Approach or Theoretical Framework(s)

The approach or theoretical framework is the tried and tested position or theory that will support your assumptions and inform your methods or objectives. Your approach could simply be that you believe in using creative processes, girl-friendly spaces, or participatory dialogue. For example, at Girls Action, we have five foundational principles that we base our work on: Popular Education, Integrated Feminist Analysis, Critically-Asset Based, Transformational Change, and Organic.

Methods or Objectives

Methods or objectives are what you are going to do in order to respond to the need. Your methods, or "how you do it" is informed by your approach. In essence, this is an overview of your program objectives.

For example, one of our objectives at Girls Action is to promote self-advocacy, build physical, mental, and emotional health, develop critical-thinking skills, raise awareness of issues related to poverty, violence against women, health, racism, sexual orientation and identity, and the environment.

Outcomes or Changes

It is equally useful to think through the effects of the actions that your program will take. Girls' programs can have a wide range of **outcomes** and benefits for the girls and young women involved. Outcomes are considered in short, medium and long-term horizons.

For example, at Girls Action we have learned that in the short to medium term (1–3 years), girls programs can:

- Decrease isolation: When young women get together in a safe space and share their experiences and challenges, they often realize for the first time they are not alone.
- Open doors: Support young women to better understand their experiences, access to resources, learn from others' experience
- Increase awareness: Young women gain knowledge and strategies for coping and creating positive social change.
- Increase opportunity: Encourage girls to engage in social, economic, and political spheres of life through such things as programming, community-led workshops, and volunteer participation.

Over the longer term (5–10 year horizon), Girls Action programs forge connections between the lived experiences of girls and young women and broader societal and systemic issues. Longer-term outcomes can:

- Reduce discriminatory barriers that young women face by creating opportunities that might not have otherwise been there.

- Increase and introduce linkages to community resources thus fostering community connection and awareness.
- Increase engagement in community action strategies for social change.
- Improve understanding around how young women can effect and mobilize for creating change on multiple levels.

The following chart illustrates our Theory of Change and shows how our beliefs at Girls Action can be translated into change at local and national levels, in order to impact broad transformational change.

Theory of Change

This project has a long-term horizon. As we build a movement of active, engaged young women across Canada, we envision the possibility of a transformed movement of young women and women engaged in creating social, economic, and political justice in a world of free of violence, a world of peace.

State the Need	Assumptions	Approach or Theoretical Framework	Methods or Objectives	Outcomes	Long-Term Impact
Starting with girls' lived realities...	**We believe...**	**Based on these beliefs, we use a participatory approach...**	**We use this approach at local and national levels...**	**This leads to changes for young women...**	**Resulting in changes at the community level and a movement towards social justice**
Girls in Canada experience a continuum of violence ranging "from verbal, physical and psychological abuse, to sexual violence, homophobia, racism, classism, and poverty." [1] Girls Action mobilizes action around the issue of violence against girls and young women. Recognizing that violence in girls' lives is complex and multidimensional; we stress the importance of addressing this issue holistically. This includes violence done to the self (self-harm, substance abuse, anorexia, etc.), relational violence (racism, bullying, physical, verbal or sexual aggression, etc.), and systemic violence (racism, poverty, and other social injustices). [2]	Efforts to transform girls' lives must: • Be grounded in their lived experiences • Make links to their communities • Move towards action Girls and young women are uniquely positioned to lead change. Learning networks can increase social impact and effectiveness of grassroots work. Leaders across sectors must work collaboratively and in solidarity to create critical educational environments for girls that are effective in creating social change.	Girls Action participates in a learning movement, [3] encouraging girls to learn about their world in the process of changing it. This is done in gender specific spaces and with a popular education approach adapted to girls and young women. 1. Gender Specific We emphasize gender-specific spaces that recognize that the life experiences of girls and young women occur in multiple and compounding spheres. 2. Popular Education Popular education is a model that begins with a personal experience and moves towards collective action. Unlike traditional hierarchal education, where experts hold and disseminate knowledge, this model is grounded in the belief that everyone is an expert. It affirms that learning is not a top-down process. For Girls Action, keeping the focus on girls' experiences in our programs allows girls to recognize that they are important as individuals and that together, they can have an impact on their reality. We favour grassroots and popular education approaches that are designed to recognize girls' experiential knowledge. We invite girls to be experts in their own lives. This validates girls' experiential knowledge and actively engages and	Locally Through girls programs, we promote self-advocacy; build physical, mental, and emotional health; develop critical-thinking skills; raise awareness of issues related to poverty, violence against women, health, racism, sexual orientation and identity, and the environment. Our programs also build leadership skills and capacity; increase educational opportunities for girls to overcome systemic barriers in their lives; and illustrate and make concrete links between young women and the community. We ensure program accessibility through outreach strategies in schools, communities, and other organizations. We draw energy and commitment to projects through voluntary participation from members in the community	Our activities: • Decrease isolation • Promote self advocacy • Increase awareness, knowledge, and critical-thinking skills • Reduce discriminatory barriers and violence • Foster community connections and awareness • Encourage girls and young women to be leaders and agents of change in their communities	Our activities: • Increase individual and community commitment to creating social justice • Contribute to a movement towards social justice and peace We recognize the limitations of our work and rely on other grassroots initiatives, NGOs, social movements, and government policies and practices to help advance our vision. *These outcomes are supported by research and Girls Action evaluations.*

empowers individuals to move towards collective change.

3. Integrated Feminist Analysis
At Girls Action we recognize that the girls in our programs are diverse in many ways: in terms of their race, socio-economic status, ability, sexuality, gender identity, religion, culture, Aboriginal, refugee, immigrant or other status, and so much more.

We also recognize that in order to build support networks and community among girls, we must acknowledge the multiple and intersecting nature of these diverse identities.

We do this by incorporating and working from an integrated feminist analysis framework. We focus on understanding structures of power and systemic issues and how these factors interact with girls' lives.

This framework recognizes that policies and practices have varying impacts on different groups of girls' according to the power or lack of power they experience in their lives.

By recognizing and addressing how power affects girls in their different social locations and wide-ranging histories, Girls Action strives to empower girls in all their diversity and to build communities to encourage girls to mobilize together for transformational change.

4. Transformational Change
We believe that both individual and collective action is needed in order to create a socially just world, free of discrimination and oppression.

Social justice requires change on individual, community, and systemic levels. We support girls to take action in their own lives, in their own communities, and in their own initiatives – to influence policy, the educational system, laws, and so on.

5. Critically Asset-Based Working from a positive-

Nationally
We promote and support gender-specific programs in communities across the country; generate and facilitate a strong network of young women and grassroots leaders successful in their efforts to inform policy development and impact social change; and facilitate intergenerational dialogue and dialogues across difference.

We also provide training, resources, peer learning, skills and knowledge exchange, and opportunities to girls programs across Canada.

Finally, we build bridges between sectors and sub-sectors including grassroots organizations, academics, and policy makers in order to provide visibility and legitimacy to issues facing girls and young women.

oriented lens that emphasizes the capacities and assets of girls' personal realities and experiences, the Girls Action approach builds on girls' strengths and community resources. Rather than positioning girls as passive recipients, we see girls as agents of social change. We work with and for girls, encouraging them to develop knowledge as a political process, which in turn inspires them to take collective action in their communities.

This asset-based approach embraces social, political, and economic reflection and critical perspective, while acknowledging that girls face certain structural barriers, including institutionalized racism, poverty, homophobia, ablism, and other forms of structural and personal violence.

6. Organic
The Girls Action approach is continuously shaped and reshaped by young women's input and feedback.

An ongoing process of learning, reflecting, researching, acting, and evaluating informs our work on organizational and programming levels.

We are committed to remaining adaptable and relevant to the changing realities of girls' and young women's lives.

[1] Yasmin Jiwani, The Girl Child: Having to 'Fit,' The FREDA Centre for Research on Violence against Women and Children (October 1998): http://www.vancouver.sfu.ca/freda/articles/fit.htm [consulted September 4, 2009].

[2] Yasmin Jiwani and Helene Berman, In the Best Interests of the Girl Child, Phase II Report (Ottawa: Status of Women Canada and Alliance of Five Research Centres on Violence, 2002), p. 20: www.crvawc.ca/documents/Girl_Child_E.pdf [consulted September 4, 2009].

[3] The idea of a "learning movement" is articulated by Boughton and cited in G. Foley, "Clearing the theoretical ground: Elements in a theory of popular education," International Review of Education 44, 2–3 (1998), pp. 139–153.

Elements of a Good Program

The process is more important than the result – the girls must learn that they can have an impact on their surroundings and that they are important. It is important to have different activities or examples with which the girls can identify, to have activities and links with the surrounding community, and to have facilitators and adults involved that think differently and aren't all white. Make meetings regular and on time, always at the same place, same hour to create routine and security for the girls (and their parents).

~ Geneviève Morand, *Magazine Authentik*, a magazine by and for girls in Montreal

Based on our experience working locally and within a national network, we know that girls' programs are innovative and fill a gap in services for girls and young women. We also know that girls' programming takes planning, hard work, and intention. In our experience, it is important that the *kind* of program we want to offer is reflected in *how* we organize our programs.

We ask ourselves:

- What kind of role do we want to play in the community?
- What kind of a difference do we want to foster in the lives of girls in the program?
- How will our program be responsive, relevant and have an impact in the lives of girls?
- What kind of a space do we want to have?
- Will the program target girls who are 9 or 14 or 16?

How you answer these questions will help guide the decisions you make in setting up your program.

A good girls' program promotes self-advocacy and skill development. In order to effectively reach these goals, a program should be:

- Grounded in girls' realities
- Reflect the context of the **community**
- Be supported by the community, including: local leaders, artists, activists, women **mentors**, community service providers/agencies, faith communities, parents, teachers, school administration, etc.
- Be well-coordinated to bring people, **resources** and education together in an organized manner

Designing and implementing a good program involves:

Program design skills
Create workshop activities that are meaningful and exciting in order to motivate and engage the girls involved.

Access to resources
Staff, a location/space for meetings, and equipment are important resources.

Creativity
Imagination will inspire girls and help with any challenges you may face along the way.

Responsiveness
Adapting the program as it unfolds, to respond to emerging issues or topics that evolve in the community or amongst the girls involved.

Follow-up
Ensure participants leave with knowledge, skills, and the tools needed to feel **empowered**, enact change, or deal with issues that have come up in the program.

Program Set-Up Checklist

So you want to set up a girls' program! Decide the direction of your program and consider your intentions, objectives and goals. In our experience, there are a number of factors that you will need to consider. For example, it is important that the need for a program comes from girls in the community, and that these girls are integrally involved in shaping what the program will look like. You may want to do this in **collaboration** with future participants of your group, so they have an opportunity to learn how to organize and engage with their community.

Consider the following questions to help you determine the direction and needs of your program.

- Are you creating a new **organization** or a program within an existing organization?
- Are you creating an informal group with no organizational status?
- Will you need organizational status in order to apply for funding?
- Do you want to apply for funding?
- Will you need **liability** insurance?
- Will the coordinator be volunteering or will they get paid (one day)?
- Do you want an advisory committee to offer you support, expertise, access to net works, programming advice, and ideas?

- Do you want to fundraise or find **in-kind contributions**?
- What is the structure of the program? Will it be a permanent drop-in space, an after school program, an ongoing or a limited workshop series?
- Where will your group meet? Do the girls involved support this location?
- Where is the program space? What kind of facilities do you need?
- What **resources** or equipment do you need?
- How will you promote your program?
- How will you engage people to support your program?
- Do girls have the support they need to participate? Girls may require the support of care workers in order to access the program or to be able to participate fully.

Community Building

Networking

Take the time to gather and talk to all of the various workers in the community (health care providers, security enforcement, schools, environmental groups, women's groups, street workers, etc.) and convince them of the importance of girls' problems and the urgency to act.

Leave space for each partner to make suggestions so you can have a local plan of action that is integrated and coherent and can be implemented throughout the various sectors. Take the time to explain to and convince your co-workers – and also involve them in the plan of action.

~ Geneviève Morand, *Magazine Authentik*, a magazine by and for girls, Montreal

It gives me more credibility, being a part of a national organization, with representation from across the country … all types of organizations, all walks of life.

~ Retreat Participant, 2004

Creating girls programs *is* **community** building. We have learned along the way that it is vital to build community support, credibility and legitimacy. To do this we engage girls who participate in our program with a wide range of people, including volunteers, **mentors**, schools, youth and women's **organizations**, funders, contributors, media, and others.

We also engage with other organizations or community members who support our work as allies, stakeholders, and partners. This creates a community of support for your girls program, and offers a broad understanding of girls' issues while strengthening the network of inspiring and engaging people; and issues and events that the girls can get involved with. This task can seem daunting at first, but take it step-by-step.

Here are some general tips for building support for your program:

- Don't get stuck working in isolation.

- Build energy around your program and talk to people, share your ideas, and engage people. You will need other people to believe in your vision to make it happen.

- Talk to teachers at the local school and ask for support. Find someone in the school who will be an ally for your work.

- Find people in the community who can relate to your ideas. For example, make links with the local women's or youth organizations.

- Make links with the local university. Find professors who care about community issues who will support your efforts. Talk to people who work at the university women's centre or to Women's Studies professors. University support can provide important legitimacy.

- Talk to friends, parents, sisters and brothers, ask them if they know anyone who can help you out.

- Find local not-for-profit organizations and use the resources that they have to support your program. You can, for example, search out other organizations that do similar work and ask them to help you, either on a volunteer level or as consultants.

- Ask for letters of support from organizations, teachers, professors, and MPs.

- Make the most of the Girls Action's National Network. There is a wealth of experience to draw on and people to support you. Contact Girls Action to get advice and to find out how you can connect to other network members in your area and across Canada.

- Be persistent!

- Ask for help!

There exist many different avenues to build community support and engagement in your program. The next sections describe some key ways to work with others in supporting your program and how to engage girls and they local community in your program.

For addition information on this topic, visit our Online Resource Centre www.girlsactionfoundation.ca

Why Are Allies Important?

I gathered ideas from other projects that will inspire and help me organize effective programming. And if I have questions I now know whom to ask!

I met contacts in my region that are doing work that I want to do in my community. I was able to see what is possible...

By communicating with other like-minded people, I was able to feel a sense of self-discovery and support. This was surprisingly unexpected and very MEANINGFUL.
~ Girls Action Retreat participants, 2008

Girls' programming cannot happen in a vacuum. By surrounding yourself with people who support and inform your work can help your programming in innovative ways and build **community** around issues that matter. An ally is someone with whom you have a connection with based on shared goals or visions and who also provides some kind of direction to you in your work. Allies are people or **organizations** who are an important resource for your girls' program or those who are affected by it. For example, parents, teachers and school administrators; people who work in organizations you are partnered with; organizations that do similar or related work to you; and donors, board members or members of the community in general. Allies are not generally involved in the day-to-day work of your organization but they care about your work and can offer important support and **resources**.

It is much easier to build support if people know what your program involves and they feel that they are a part of it. Allies can help you network and build support in the community for your program by referring girls to participate in your program, by problem solving, by providing moral support, and by expanding on the number of allies that exist for girls in general. They can also offer connections to funders, other allies, and new networks of support. Allies can have expertise and insights that may not exist in your formalized organization. Connecting to a wide network of people and organizations can help your program establish trust and earn a good reputation within the broader community. Connecting with allies also helps you know what is going on in the community around you and ensures you do not recreate existing programs. Involving outside allies gives others a chance to get involved and contribute to your program and vision.

Allies can also turn into formalized partners in projects you are working on. For a discussion on Partnerships see .

To find allies, try some of these tips:

- Use the Girls Action Network – it can be a great resource to connect you with people in your region who are also running girls' programs or to find people and organizations that can support your work in other ways.

- Talk to teachers and social workers in the local schools. Sometimes teachers already run clubs or activities that a lot of girls take part in. Guidance counsellors can also be a great support.

- Make contact with people that work through the local community and recreation centres and social services that are connected to girls in the community.

- Use the "Why girls" talking points (p. 51) to connect with people who have questions about why you only work with girls.

- Look for other organizations that run girls' programs in your region or organizations that have a woman-centred focus. Examples could be sexual assault centres, YWCA's, Boys and Girls Clubs, Status of Women offices, and Centres of Excellence on Women's Health.

- Connect with individuals or organizations with a similar mandate and mission statement to the work you are doing. Allies do not necessarily have to be those doing work specifically with girls. Individuals or organizations that work in a field of interest that is important to your girls' group can also be a great avenue for support. For example, if your program works with immigrant or refugee girls, you may want to contact people at an Immigrant or Refugee Centre nearby.

- Look for allies in cross-sectoral and sub-sectoral contexts like other women's organizations, the government, the corporate sector, and so on.

- Create a committee of allies to go to for advice about running your girls' program. Members of the community have many skills to share, from **fundraising**, program activities or action project suggestions to legal issues.

- Invite allies to fundraising events such as concerts, parties, plays or silent auctions.

- Invite allies to participate in a special program, "open house" or field trip so they can experience what your program is about.

- Learn about the issues allies are engaged with. Try to work together on an action project in the community.

- Provide allies with promotional material. They may be connected to girls who would love to participate in your program.

- Ask allies about their impressions of your program. While this may not be a direct part of your evaluation process, they can give you important information about what impact your program has in the community and also, how others perceive it.

Collaborating in Partnership

Working in collaboration is an effective way to make things happen. Collaborations encourage organizations and individuals to value and respect one another's work and to pool their resources in order to strengthen organizational capacity. Collaboration can help connect girls to the issues and realities affecting their lives through community involvement, events, volunteering and activism. In turn this can also raise the profile of issues facing young women within their broader communities.

Together we can do things that cannot be done alone! There are many ways to work together to make girls' program a reality. Examples of possible collaborations could be with existing organizations, schools or community centres. Sometimes, programs that operate without organizational status may need to work in partnership to access financial support for projects.

We have learned that it is beneficial to work out a partnership agreement in advance. This creates clarity and a structure that you can fall back on. A partnership agreement will help to explain and simplify underlying assumptions and will help to guide you and your partner organization when it is time to make important decisions.

Partnership Agreement Checklist
Some things to consider when defining partnership agreements are:

- What is the purpose of working together? Be sure to establish clarity.
- What are the guiding principles for working together?

- Do you share similar goals?

- Who is bringing what to the table?

- Establish roles, responsibilities, accountabilities, and a decision-making mechanism to support the process of the collaboration. For example: how will decisions be made, who holds the responsibility for what, and what resources are people bringing?

- What is the structure for communication? (How/when/where will you meet?)

- How will the resources be managed and accounted for?

- How will the program support mentorship and skill building opportunities?

- How will you evaluate how the project is coming together?

- How do both parties benefit from the partnership?

For a Sample Partnership Agreement Template see page 92 in Appendix 1.

For information on Organizational Structures see page 67

Volunteers and Guest Facilitators

Involving volunteers and guest facilitators in your girls' program is a great way to expose your group to a diversity of different women from the community. As you are setting up your program, think about how the girls in your group might develop meaningful contacts with a wide variety of women.

Volunteers should not replace a consistent group of women who facilitate the program, as this is important for building relationships and trust. From our experience, adding volunteers and guest facilitators who either occasionally or regularly attend your group can make all the difference to girls. Having a diversity of cool, connected, and skilled older girls or women to contribute to the group can expose girls to diverse role models and inspire the girls in new and exciting ways. It is a meaningful way to develop networks, highlight alternative leadership styles, and raise awareness about an array of issues from women with firsthand experience or expertise. Including the right volunteers and guest facilitators is also a great way to showcase what's going on in the community, and encourage a diversity of girls to get involved.

A few things to consider when involving volunteers and guest facilitators:

- Ask for and review a CV. It's important to know what skills and experience a volunteer can offer.

- Set up an interview. It is important to develop a relationship with people coming into your program. You want to ensure they fit with your program's vision. Don't be shy to turn people away if they do not have the skills needed or if you feel it won't be a good match. Involving **community** members is important but the safety and security of your girls' group is more important.

- Be clear on roles and responsibilities. Once you find a volunteer or guest facilitator who you think will be a good match for your program, outline their roles and responsibilities clearly and ensure they understand and agree.

- Offer training. Depending on the scope of your relationship with a volunteer or guest facilitator, they may require some training. Familiarize them with the girls group, your **facilitation** methods, the mission and mandate of your program, and any information they may need to participate fully in your program.

- Offer support. Volunteers and guest facilitators may need help in creating a workshop. Be prepared to meet and review their workshop plan in advance and offer feedback if they find it helpful.

- Give volunteers and guest facilitators ownership of their contribution to the program. Offer them the time and space to take the lead and share their experiences and skills with the group.

Things to consider when involving care workers:

- Some girls may require careworkers in order to fully participate and have access to your program. In order to facilitate the integration of a care worker, meet with the girl and her care worker in the same way you would with a volunteer. Explain the program and its **objectives** and negotiate what kind of involvement the care worker will have.

- This arrangement should be agreeable with the girl and her care worker and then explained to the whole group before the girl and her care worker join the space.

- After a provisional time period, revisit the arrangement. Is it working for the girl involved? Is the care worker feeling comfortable and effective in their role? Does the rest of the group have any questions or suggestions about how to make things more accessible and equitable?

Building Intergenerational Space

Intergenerational spaces provide girls with opportunities to ask important questions as they navigate becoming women and they also create a **community** and network of support for girls' leadership and skill-development. These spaces provide older women with the opportunity to share the wisdom of their experiences and to learn from the younger girls.

We believe that intergenerational work is an exchange between everyone involved and should not be a hierarchal teaching experience.

Some questions to consider when doing intergenerational work:

- How do we create spaces that value both youth and adults as experts and students?
- How do we create intergenerational exchanges that challenge traditional notions of hierarchy and expertise?
- What can you do in your program to create the conditions for positive intergenerational learning opportunities?

Some methods people have used to facilitate building intergenerational connections in their girls' programs:

- Recruit women from different generations to participate in a workshop. Try pairing girls up based on their interests. You can **outreach** to women through the local community.

- Invite women from different generations to some of your activities or to facilitate a workshop.

- Create a supportive network with different age groups represented. For example, Antidote Multi-racial Girls' and Women's Network in Victoria has three groups of girls and women all connected together: Girls (under 20), Sistahs (20's) and Aunties (30+).

- Coordinate a Career Day. Invite women with interesting careers to talk with the girls about their work and how they got there. Ensure this exchange happens in a way that encourages the girls to ask questions and get involved.

- Connect with programs for older girls and plan activities together.

- Have sessions where girls can bring in women from different generations who are already in their lives to share in the activities and meet other members of the group.

Outreach

Girls may be very excited to be part of a girls' group but their parents or guardians may be a little uncertain of what it is all about (or, the reverse may be true). We have found that it can be helpful to reach out to girls and their parents and guardians simultaneously. Girls and their parents and guardians will access information from different places, so find out which ways you can best connect to both parents and guardians *and* girls in your community.

Different parts of your **community** will also access information differently. For example, you may need to write or translate your message into the languages spoken locally in order to connect as widely as possible with potential participants in different communities. It is also important to think about where people will go to access this information and what kind of information will interest girls and their parents respectively.

Things to think about when doing **outreach** to girls:

- How will you reach girls?
- Who are you targeting? What age, 9 or 14 or 16? What communities?
- Where will different communities connect with your message?
- Do you have allies that can help get the word out in communities you are not as connected to?
- Is your program able to meet the needs of all the girls you are reaching out to? For example, is your meeting space wheelchair accessible?
- What is your promotion strategy?
- Do girls relate to your promotional material?
- Are you reaching a diverse audience?
- Is your program accessible to girls with special needs or who require care workers?
- Is your material accessible to a diversity of girls?
- Do you need community representation on your board or advisory committee to strengthen outreach efforts?
- Get feedback from a variety of girls on your promotional materials, including the content and design.

Some things to think about when making promotional material:

- Use youth-friendly language that speaks to girls and that they can relate to; try using their language.

- Try to incorporate visuals like graphics and interesting design that will appeal to girls.

- Use images of girls that represent a diversity of girls (age, size, ability, race, and so on).

- Think about the age of the girls you are targeting. What is cool or not cool?

- Tailor your outreach to be appropriate for the age groups you want to attract. Outreach and promotion strategies will be very different for 10-year-old girls or 15-year-old young women.

- Outreach and promotional strategies can include engaging schools and local community centres, youth organizations, media, and more.

- Don't forget to mention what will be happening in your girls' program!

- Food is an important part of creating a girls' space and engaging girls.

- You may need to offer travel subsidies for girls to take the bus, etc. in order to get to your program. If you are offering subsidies make sure you mention this in the promotional materials.

- Have you considered a media strategy?

- Have you thought about why you are doing work with girls?

How to Involve Parents and Guardians

Sharing and learning within and across families is very rewarding. In addition, we have learned that involving parents and guardians in your girls' program can be a great way to reassure them about what your girls group is all about.

We have found that involving parents and guardians can:

- Sensitize parents and guardians to the different realities experienced by girls.
- Raise awareness about the importance of girls' engagement for social change.
- Enable parents and guardians to be part of the program.
- Enable parents and guardians and girls' programmers to work together to support girls.

Ways to involve parents and guardians:

- Invite parents and guardians to a special event put on by your girls group (a talent show or **community** dinner).
- Invite parents or guardians to be guest speakers for a career day.
- Invite parents or guardians to volunteer in the program for a day.

Things to consider when involving parents and guardians:

- Girls groups are for the girls. Having too much parent involvement can detract from the focus of your program.
- Make sure that parent involvement does not jeopardize the safety of the space you have created with the girls. Parent involvement should be facilitated and monitored as to not interrupt group dynamics or break the trust the group has built together. Keep parent involvement light and friendly, creative or artistic activities can work well.

For a Sample Outreach Letter to Parents see page 96 in Appendix 1.

Talking About Your Program to Parents and Guardians
Parents and guardians may be curious about what your program is all about and what their girls are doing. Questions from parents and guardians will vary depending on your program, community, and participants.

From our experience, parents and guardians are interested in knowing some of the following information:

- How will you ensure it will be safe?
- Can girls bring friends or a sister?
- What kinds of trips will you take?
- What will the girls learn about?
- How does your program relate to our family's culture and beliefs?
- Why ONLY girls? This is the big one, which we get from everyone!

Ways to connect with parents or guardians:

- Use mechanisms that are already in place. For example, if you run your program out of a school, communicate with parents through school mechanisms like newsletters, parent/teacher day, etc.
- Application forms are a great way to speak to parents or guardians about your program.
- Create your own newsletter.
- Get parents or guardians involved and engaged in your girls group for a special event.

When communicating with parents or guardians we find it helpful to:

- Respond in a positive and non-judgmental way.
- Respond in a way that addresses the parent and guardian's needs, providing resources, and solutions.
- Explain the program. Talk about your approach to girls' programming, the activities and their benefits.
- Explain that girls need to be part of a social network and the program can offer them the opportunity to make meaningful connections with other girls.
- Use accessible language. Concepts like "violence prevention" are more understandable and have more impact when they are broken down into descriptive sentences like "In girls club we talk about healthy relationships, friendships, knowing limits, and when to say no."
- If parents and guardians are unsure about the program, ask what would make them feel more comfortable about allowing their girl(s) to participate.
- Encourage girls who are part of the program to share their new skills and knowledge with their parents and guardians
- Develop a trusting relationship with parents and guardians.

Promotions and Communications

Introduction to Communications

"Thanks for your e-mail and for bringing your organization to my attention. It's important work that you do and I'm pleased to know Girls Action Foundation is working to make a difference in girls' lives."

~ **Kathy Rumleski,** London Free Press

What Communications Means to Girls' Programming

Once you start running your program, you may find that there is a need to tell people about the great work you are doing and gain their support and involvement. To build an effective and successful program you can integrate various types of communications strategies and tools. Communicating information about your project, including the mission and values, has many benefits. Some of these benefits can:

- Raise awareness and build a profile for your organization or project.
- Build credibility within your community, as well as with potential partners and participants.
- Recruit volunteers and participants for your program.
- Gain community partners, sponsors and potential donors.
- And more!

Tips for Communicating Effectively

What do you want to communicate?
What is your message and what do you want the outcome to be? Knowing what your needs are for communicating will help you decide who to communicate to and how.

Who do you want to communicate to?
After you figure out what you want to say, you need to decide who you want to say it to. There are different ways of communicating for different audiences. For example, what you want to say to the media and how you say it will be different from your communications to potential funders or program partners.

How will you communicate?

Different audiences require different ways of being approached and communicated to. If you are trying to get a message out to the media, one way would be to use a press release. If you are trying to get funding, you may want to write a letter and for recruiting participants or volunteers, you may want to use social networking sites online. Figure out who you want to send your message to and decide what the best way is to reach that audience.

Two Important Rules when Creating Communications Tools

The 5 W's

Regardless of who you are communicating to, make sure to answer What, Who, When, Where, and Why. This will help clarify what you are trying to say and ensure that you are providing your audience with all the relevant information they need.

Visual Aspects of Communicating

Make sure what whatever method you choose to utilize for communicating is clear and appealing to your audience. Make sure your communications look organized and are easy to read and understand. This will attract your audience to your message and engage them to find out more (and maybe even get involved!)

Basic Communications Tools Every Project Should Have

The Pitch

You should prepare a short and clear description of your project and its goals in order to explain what your project is all about. This pitch should be to the point and easy to understand. Most of all it should be natural for you to explain and an easy sell to others on what it is you do and the impact of your work.

The One Pager

Every project or organization should have a one-page summary of what the project is all about, who is involved, where it happens, when it happens and why it exists. This one pager will come in handy as a supporting document for all other communications initiatives, and can be used as an information sheet for those who are looking to get more information about your project or organization.

Things to Consider

Make sure your communications tools are easy to understand and all the pertinent information has been included and that your audience understand the message you are trying to get across.

Avoid:

- Using jargon or technical language
- Using acronyms without explaining them
- Saying things that might alienate your audience
- Giving too much or too little information

Introduction to Media Relations

What Is It?
In a nutshell, media provide ways to communicate information. We can do this via traditional media (newspapers, magazines, newsletters, radio, television, conferences, advertisements) or new media (the internet, social-networking sites, blogs, e-newsletters). Media relations involve communicating effectively with the media and making sure your message gets "out there" by:

- Writing press releases and announcements
- Creating relationships with journalists and communities that share common interests
- Monitoring press coverage of your organization and issues that interest you
- Encouraging people to feel connected to and interested in who you are and what you do

> **All media terms are explained in the Media Relations Glossary, found on page 100 of Appendix 1.**

Traditional Media
Traditional media refers to communication methods that have existed since before the Internet. Industries considered part of traditional media include broadcast and cable television, radio, movie and music studios, newspapers, books, magazines and other print publications. As most people use it to find out about the world, traditional media is a great way to reach a wide audience. It differs from new media in that you build a relationship with a journalist, who then presents your message, rather than connecting with people directly.

In Canada, national traditional media include:
CTV • CBC • APTN • GlobalTV • Radio Canada • Télé-Québec • TV5 • TQS • Globe & Mail • National Post • Le Devoir • La Presse • Maclean's • The Walrus • L'actualité • CanWest News Services • The Canadian Press

New Media, Social Media or Web 2.0
New media refers to new ways of communicating that have developed since the Internet has become widely used. This new media phenomenon has been creating a buzz and even traditional media are tapping into social media sites for their own reporting. For example, CBC used Twitter during the elections to get a glimpse of what people who were talking (or tweeting) about the election were saying.

Social media is about making meaningful connections with people who are genuinely inter-

ested in who you are and what you're up to. Compared with traditional media, which reaches a broader audience, new media can offer an inexpensive and direct way to build relationships with people – and there are many creative and exciting ways to do it!

If you have used any of the following sites, you're already well on your way to becoming an expert in social media:
Twitter • Facebook • Digg • YouTube • Google Bookmarks • del.icio.us • Flickr • StumbleUpon • reddit • Newsvine • livejournal • Mixx it! • Blogger • TypePad • WordPress • Bebo • LinkedIn • MySpace • Meetup.com • Wikipedia • buzzup • epinions • Yelp • Photobucket • myspace • Second Life • Miniclip • Kongregate • Technorati • Blogpulse

Getting Started
The first step is taking stock of what you have and where you'd like to be. A great media strategy means taking time to set things up … but once you find your groove, it can be a straightforward, and even addictive, process!

The easiest thing you can do to understand how media works is pay attention to it. Try and see the connections between media, watch how others communicate their messages, from local bands to large corporations, and learn from their hits and misses!

Whether it's a bit overwhelming or completely exciting, media relations are totally do-able!

Build a Media Plan
A media plan is to help you to brainstorm, focus, and create a communications strategy. When you have an idea of what you would like to get done and how to go about doing it, things seem much easier!

> **For help organizing your ideas, check out the Sample Media Plan, on page 97 in Appendix 1.**

Create a Presence
It is important to have a place where people can find you. This may be your own website, blog or a group on the Girls Action website. This will feature information about you, your organization or group, and what you do … and from there the possibilities are endless.

Google Alerts and News Feeds
Creating a Google News Alert or news feed is an easy way to follow topics of interest in the media. You select the location, the type of publication and the key words and then you are either sent links to articles as they are published or they are collected on a website for you to read. It makes following what is happening in the media a breeze! You can even create an

alert using your organization as a key word, so that you will know if you or your organization has been mentioned in the media!

Connecting with Communities
Think about what organizations, groups, individuals that you'd like to reach. Brainstorm what media they use (newspapers, blogs, social networking websites, TV, radio, listservs). Create a contact list of emails including participants, members, journalists, local listings, friends, supporters, local organizations and groups who do similar things. To find journalists who might be interested in your organization, Google News Alerts can be helpful – just make a note of journalists who are writing about issues that interest you or affect girls!

Connecting with Bloggers
A great way to connect with people who share your interests is to read their blogs. When something interests you or ties in with what you do, make a comment and link back to your blog or website.

To find bloggers with similar interests and who cover the topics that are important to you, try these tools:
• Technorati • Blogpulse • Google Blog Search • Google Alerts

Connecting with Journalists
It's important to know who is writing about the issues that matter to you and what you do! When you're reading articles in newspapers, magazines or blogs, listening to the radio, watching TV or chatting to people, make a note of who is talking or writing about what matters to you.

When a journalist discuss something that you like, get in touch and let them know. This can be as simple as sending an email to a journalist that tells them how much you enjoyed their story. Include your details (including your website or blog), so that the journalist knows who you are and what you do.

This little action can provide support in two big ways: by letting the journalist know that people are interested in the topic that they are writing about, they feel supported. If they want to cover this issue again, they can prove to their editor that there are people who care! It is also a simple way of introducing yourself and what you do.

Staying Connected
Send your contacts e-newsletters and press releases, ask them to join you on Facebook or to follow you on Twitter. Create a group on Girls Action website and invite your contacts to join. Try and post updates regularly, respond to issues discussed in the media, create new groups around issues as they come up.

e-Newsletters

e-Newsletters are a great way to stay connected. An e-newsletter is basically an email with list of headlines. Each includes a short paragraph describing the story and a link to the story that the reader can follow if they are interested in reading further.

It can be a great way of connecting with your contacts and communities and sharing news about events, opinions, stories, images and blogs. You can send it via email or to everyone in a Facebook group, post it with a link on Twitter or in your Girls Action group page … the possibilities for distribution are endless!

Content can include:

- Details about events that your organization (or sister organizations) are holding
- Features about participants in your group
- Descriptions of actions and activities
- Opinion pieces about stories in the news and media
- Links to fabulous blogs and news stories of interest
- Images, art, sketches, cartoons, comics
- Interviews with local community members

Op-Ed

An op-ed, or opinion piece, is a thought-provoking article of about 600–800 words that expresses the opinions of a writer or an organization on a matter of public interest. It presents a single, clear point of view and is not an objective discussion of both sides of an issue. An op-ed is written to grab the attention of various groups, such as legislators, opinion leaders, business owners, or the community-at-large. It urges them to consider or take action on an issue and can be serious, satirical or light-hearted. It is typically published in advance of a major event, legal or political decision, anniversary or news topic that will likely interest a large audience or create a national debate. Op-ed writers need to answer the question: "Why should readers care?"

Points to consider when writing an op-ed:

- Choose a subject that is timely and newsworthy
- Include a first paragraph that grabs readers, draws them in and clearly states an opinion
- Focus on one idea and express an opinion supported by accurate facts and statistics from a reputable source
- Offer a provocative perspective – possibly one that is contrary to popular opinion
- Appeal to a general audience with short words and verbs; avoid jargon, clichés, textbook language, and overused adjectives and adverbs
- Include a last paragraph that has "punch" and leaves a lasting impression[2]

Letter to the Editor

Consider writing a short letter to a newspaper in response to a recent news story that appeared in the paper. It is a great way to get the word out about who you are and what you do while raising awareness about an issue. Often, if the media get a response on an issue, they will cover it again!

Interviews

An interview offers a chance to persuade a journalist with your arguments, impress them with your knowledge, and amuse them with your wit. Even if you don't feel witty or able to think on your feet, *you should still give every interview you can*. Research shows that 20% of editorial content comes from prepared messages (news releases), while 30% comes from unexpected comments and 10% from non-verbal communications (interviews).[3] The key to a successful interview is to prepare and to practice. The more you do, the better you get!

Writing a Press Release

There are different types of press releases (news release, event release, social media release), but they all follow a similar format (if you want to know more, they are each defined in the glossary). Once you understand what it needs to contain and you've got your facts on hand and time to be creative, you can write a compelling press release.

Nothing beats knowing what you want to say, why it matters, and to whom you want to say it.

Check out a Sample Press Release on page 99 in Appendix 1.

Elements of a Press Release

The shorter the better: a press release is typically one or two pages long. If you have more information to share, you can have this prepared in a separate file for those journalists who are interested, or you can provide links to this information in the press release.

Press releases share common elements, including:

- Headline: An eye-catching one liner at the top of the press release
- Dateline: The date and the city
- Introduction: A summary of the release under the headline, usually two or three lines
- Body: One or more paragraphs that provide details, statistics, research, background and other information relevant. Answers the who, where, what, when, how and why
- Quote: If you can fit a quote in that is relevant or witty, this is often a great way to get a mention in an article
- Summary: Especially important for an event – recap the main details: location, date,

> time, cost
- Boilerplate: A short description of who you are and what you do
- Media Contact Information: Your name, email, contact telephone number and website link
- Close: A symbol that indicates the end of the press release (usually "-30-")

All of these elements are defined in the Media Relations Glossary, found on page 100 in Appendix 1.

SMR

SMR stands for Social Media Release. It's just media jargon that means making your press release as interactive as possible using tools on the Internet.

To add interactivity, you could:

- Add tags or key words so that someone can find you when they're searching for information
- Include embeddable video, audio or images
- Post your press release in your social networks of choice with a link back to your website
- Blog about it with a link back to your website

For additional information on Communications, visit our Online Resource Centre www.girlsactionfoundation.ca.

Communicating the Need for Gender Specific Programs:
Tips for "Why Girls?"

I was really happy that the club was just for girls because we feel more comfortable and it's really cool!
~ **Anaya,** 11 years old

It's less embarrassing to talk just with the girls, especially if we are talking about problems we have with boys.
~ **Natasha,** 14 years old

I really liked career day. At our age, we don't really know what we want to do when we grow up and at career day I learned that I can do things that I thought only boys could do, that I can be more than just a pretty singer.
~ **Mia,** 12 years old

The question "Why girls?" frequently comes up when running programs that are exclusively for girls. The question may take on different forms, such as: "Why do girls get special treatment?" "Why aren't boys allowed in the program too?" "What is wrong with co-ed programs?" Whichever way it's phrased, "Why girls?" is a question that often stems from confusion, resistance or an unfamiliarity to the need for girls' groups and girls' issues or fears that boys are being left out. Resistance may also come from different bureaucracies; for example, some funders might not want to support a program that is only for a "part of" society, and cite their accountability to taxpayers as a reason.

At the root of these concerns is often a lack of understanding that many spaces are comfortable to boys, yet these same spaces overlook some needs of girls. Because issues like **privilege** and lack of access to **resources** are often not recognized or misunderstood, responding to "Why girls?" may be a challenge.

Here are some general tips for engaging in conversations that ask "Why Girls?":

- Acknowledge that boys programs are important and then explain that girls' programs have a mandate to respond to girl-specific issues.
- Ask girls why they like the program: having first-hand accounts from girls often make the best cases for support!
- Girls can also be great spokespeople for the program and why it's important.
- If parents have questions, work with the girls to explain the program.
- When meeting with potential funders, it is helpful to invite girls to talk about their experiences in the girls' group.
- Affirm what other girls' groups are already doing. Show that there is a **community** of support for this kind of work.

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- If parents have concerns about your girls-only group, see if you can organize a focus group to get their input to help set up a similar programs for boys.
- Ask for a few days to respond to questions if you need it.
- Thank people for their great questions and suggestions.

There will never be one perfect answer to the question "Why girls?" Each person you talk to may have a different starting point for their awareness and understanding of the issues affecting girls. The following points are reasons that we think would be helpful to share, they are the result of conversations with coordinators and facilitators of girls' groups who have passed along their common responses to this question. They are not listed in any particular order; choose the ones that will resonate most with your audience.

> **Please also refer to the section Adding (New) Information: Knowledge Building for more information on issues that are experienced differently by girls.**

Responses to the Question "Why Girls?"

The experiences of girls and boys are different. Girls-only programming allows the possibility to explore and respond to some of those differences in a safe and fun atmosphere.

Girls and boys have different needs at different phases of their lives. Girls need a safe space to talk about and work through issues that they're dealing with like self-esteem, their bodies and body image, sexuality and healthy relationships.

Boys and girls experience very different hormonal and developmental changes, and may be interested in different things at different stages of development as a result.

Racialized girls often need a space where they can explore all aspects of their **identity** in an integrated way. Too often programs may address the needs of racialized groups, or girls, but not both. Girls' spaces are a special place where this can happen, where girls can express all aspects of themselves fully.

Girls and boys have different issues that are important to them and different perspectives on issues that need to be valued.

Girls need an opportunity to talk about things that are happening in the community, in their lives, in their families, and in their relationships from a gendered perspective.

Girls can be under a lot of pressure in our society. Competition is encouraged between girls based on who is prettiest and the most popular with boys. An all-girls space lets girls explore who they are outside of this dynamic.

An all-girls space creates a unique environment where girls can share their experiences and take part in activities with people who understand some of what they are talking about and without being intimidated, or by having boys dominate in the group.

Sometimes girls are distracted from exploring themselves, their potential, and connecting with other girls when boys are around.

Sometimes girls just really need someone to listen and laugh with them, hold their hand if they are going through something hard. Female facilitators are able to connect with girls on common experiences.

Use examples. It was suggested that if you are descriptive and use specific examples, people are more likely to understand what girls face. Dating, how to maintain personal boundaries, how to know if and when girls want to be touched, what to do when they don't want to be touch, and how girls can defend themselves are good examples of exploring issues faced by girls. A possible script could be: "Imagine being a 12-year-old girl and in a situation where a boy wants to get physical but this girl doesn't want to. What should she do? How can she protect herself? How can we better understand this situation?"

Talk about the need for girls' programs in your context. For example, if you do violence prevention in your girls' group, talk about why it's important. A possible script could be: "Part of our programming is violence prevention. There is a need for girls' spaces to address this because in our **community** we have had many reported cases of sexual assault against girls and women but there aren't any **resources** for girls. *[Note: If you use this kind of example, make sure the information you give is accurate to ensure credibility]*.

Our program supports girls to be **empowered** and informed so they can be safer.

Having girls' spaces that engage girls in discussion, physical movement, and arts-based activities designed to build girls' self-awareness will support girls' realization that they are able to act on issues like violence, **discrimination** and social change.

Girls-only spaces can empower girls to think outside of what is conventionally offered to them.

Girls-only spaces are important opportunities for girls to break their isolation, develop positive friendships, and build skills.

Girls-only spaces are opportunities where girls can talk about things that are happening in the community from a gendered perspective by looking at ways to can deal with it and take action.

Service providers indicated that boys tend to dominate programs designed for youth, making these programs key sites of vulnerability for marginalized girls.[4]

Tips for Answering "Why Not Boys?"

We get the question 'Why girls?' frequently. Sometimes this questions is also worded as "Why not boys?" Offering **resources** for boys is a helpful way to navigate this question.

A possible script to answer "Why not boys?" is: "You're right; programs for boys are also an important place where boys can do activities and have discussions to learn about themselves. If you are looking for a program for boys in the area I recommend checking with [insert name of local program or recreation centre here]. If they do not already run a boys' program like the one you have in mind they may be able to help you to get one started."

Of course, it will be important to do your homework before you get this question so you are aware of boys' programming resources or an **organization** that could help them start a program for boys.

Also, there are other solutions to including boys, without including boys in your program and jeopardizing the safe space of the group itself, for example:

- Work with boys to get funding to run a boys' group.
- Organize some mixed events organized by girls (bonfires, barbecues) where boys could come. This is also good **community outreach** to encourage other girls to join the group.

Introduction to Fundraising

Fundraising is not charity; it's social change. When we ask for money in exchange for our important work, we are telling the world our work has value. When we talk about money we are breaking the social taboo around money; we are challenging and changing the status quo.

~ **Sarah Butler,** Girls Action Foundation

There is nothing better than finding out you just got funding to do a project that is so important to so many people. Donors and people in funding organizations can become your allies. It is inspiring to know that here is support for what you do; funding or donations are one form of support.

~ **Juniper Glass,** Girls Action Foundation

Fundraising can be a challenge, but it can also be another great way to get the word out about girls' issues and programs. However you decide to go after funding, remember that you are not alone! Connect with the Girls Action Network for advice and encouragement.

Keep these tips in mind:

- It is helpful to take fundraising workshops. Local **community organizations**, funders and consultants may offer sessions.
- Ask for help from people who have experience in fundraising.
- Support project proposals with solid research and credibility through community support, letters, media coverage or partners.
- Don't send a proposal without establishing a connection with the funder. Call in advance, set up a meeting, pitch your idea, look for a fit with the funder and frame your work from their perspective. This is the "homework" that you need to do before sending in a proposal.
- The key to fundraising is getting in the door. This requires finding the door. **Networking** is really important. Seek support and be persistent! Bang on the door until it opens! Don't be afraid to ask for help.
- In not-for-profit fundraising there can be a lot of inaccessible language and bureaucracy. This can be challenging. Leverage support from those who can help you learn how to navigate this system.
- Get financial management advice when you have accounting needs. You can find volunteers with this expertise as well.
- Think about long-term sustainability. Funders will want to see that you have plans that extend beyond the life of their grant.
- Don't get discouraged! It can take time to get funding, so don't worry if it doesn't work out at first.

- Make a list of **resources** that you can get for free (volunteers, donated space, materials, and so on). Recognizing other kinds of resources helps to put things into perspective. For example, you can tap into volunteers, space that can be donated, advisory committee commitment and contribution, and possible in-kind donation opportunities, such as getting food donated from the local grocery store, or asking the neighbourhood printer to donate services.
- Confront personal issues about asking for money. Get to a place where you feel comfortable creating opportunities for people to contribute to your dream! A good fundraising workshop will challenge deep-rooted assumptions about asking for money.
- Join conversations and movements that are challenging the current funding realities. The women's movement in Canada is demanding that the government re-establish support for women's organizations. Other organizations are working to create innovative ideas to support their work and efforts.

Where to find resources:

- Local library
- Local community information centre
- Volunteer centre
- The United Way
- The Red Book (if the Liberal Party is in power provincially) or the Blue Book (if the Conservative Party is in power provincially). These are directories of social services and service clubs that may offer funds, or support in fundraising. The Red (or Blue) Book can be found at your local library.
- Service clubs
- Other non-governmental organizations that rely on fundraising

For a Sample "Asking for Donation" Letter, see page 114 in Appendix 1. See the section Why Are Allies Important?, on page 30, for more information.

Additional fundraising resources, including Girls Action's Research Reviews, are available on our Online Resource Centre www.girlsactionfoundation.ca.

Proposal Writing Tips

I love writing, so proposal writing is not so bad. I get into the art of translating realities with words –our reality and girls' realities have to be translated into the funder's reality. We think about words that are meaningful to the funder, and how we can interpret them to support our work. It is a creative act.

~ **Juniper Glass,** Girls Action Foundation

A proposal is a document that outlines what you intend to do in your program. Proposals are written for funding agencies and should follow the guidelines they provide. Proposals should include a timeline of what you will do and when, how you will accomplish goals and how much money you will need to reach these goals. Proposals for girls' programs will ideally be done in partnership with the girls' community or will at least be strongly guided by the needs of the girls involved.

Here are some further tips on proposal writing...

1. **Know your audience**

   Use the vocabulary of the funder. Study their language and know their priorities. Describe your project in a way that fits the funding program criteria, but stay true to your project.

2. **Call the funder to pitch the idea**

   If there is no contact person identified, ask for a program officer. Say "We are developing a project and wanted to see if it would be a good fit with your program." Describe the project in a broad, general way (don't tie yourself down to a particular framing of the project right away). Listen to their responses (they will tell you what you need to make a convincing proposal).

   The **objectives** of this phone call are to let them know you exist and to get key information on what their priorities are. This will help you shape your project in such a way that will make it appealing to the funder. Don't panic if they say "No that doesn't fit." Initial negative responses may mean you can adapt the project using their feedback – and then try again!

4. **Build a relationship with the funder**

   Making contact with the funder before the deadline (aim for one month) is incredibly valuable. There is a lot that is not written on the website and it is by talking to a real person that you will get this priceless information. Follow the initial phone call with an

in-person meeting if possible. Sketch out your project idea in two pages and email this for feedback. If you can't meet them in person, ask for feedback in a phone discussion.

5.   **Frame your activities as a project**
      Most funders will not fund "core" activities, for example, the stuff you "regularly" do as an organization, such as paying the rent, and the staff. They want to fund new activities. Keep in mind that almost anything can be framed as a project. For example, specific location or **community**, specific **objectives**, new activities or new partners – any of which could result in a particular community event or awareness campaign. Try piloting a new workshop series or addressing a current issue that girls in your community are facing...

6.   **Break the project down into steps**
      You will usually need to write a work plan and an evaluation plan (see the samples in Appendices: Section 1, viii and ix). This means you have to think about the timeline for each of the major steps to achieve your project. Don't just focus on the program implementation (doing a girls' program), consider such things as: outreach, promotion, program planning, having an advisory committee, training facilitators, recruiting mentors or guest speakers, doing a community event, disseminating the results, artworks or resources created by your project. All of these can be important elements in your project.

7.   **Remember to talk about evaluation**
      Many funders want to see how you will measure the success, outcomes, and outputs of your program.

> **For more information on evaluation, see the section Reflect on Practice: Evaluation on page 184 or go to our Online Resource Centre for supplementary information www.girlsactionfoundation.ca.**

Writing a Proposal: Breaking It Down

Here are the categories that are either required or very helpful to include when writing a grant proposal.

1. Write a project overview

It is helpful to write a 2-page project overview, both for your own clarity and to communicate with potential funders and partners. Here are some elements to include:

Overview
A two-sentence overview of your project.

Objectives
In point form, list your objectives.

Timeline
In point form, describe the length of the project including start and end dates.

Partners
List the partner organizations. You may want to write a sentence about what each will contribute.

Activities
Two to four paragraphs (with subheadings, to make it easy to read) about the things you will do in your project. It is good to show the logical progression of your activities.

To summarize the steps, this is a commonly used outline:

> Outreach/promotion/recruitment
> Program planning
> Program implementation (workshops or activities with girls)
> Community action (if this is part of your girls' program)
> Creation and dissemination of resources (if this is in your plan)
> Evaluation and dissemination of results

2. Back up your proposal

- Bring on the partners! Draw on all the people and organizations you have been networking with. Choose strategically. Ask the people or organizations you choose if they would be willing to be a project partner and write a letter of support. Call them first, give them a brief summary of the project and a couple of points they could use in the letter about how they could be involved. If they seem very busy, offer to write a draft letter and send it to them. Collect the letters to attach to your proposal.

    Some ideas for how partners can be involved could include: guest facilitate workshops on specific topics; be mentors for girls and young women; give advice on areas of their expertise; sit on a Project Advisory Committee; offer use of a room to hold workshops; help do outreach and promotion for your girls' program, etc.

- Demonstrate the need for your project. Use sources to first show the need or the prob-

lem you are addressing, and second, why your approach is good. Use quotes or references from articles and books. Check out Girls Action National's Literature Review for references. Call up "experts" in your community to get statements.

For example, a police community liaison, nurse/health centre administrator, school counsellor or principal might say something like: "Youth here face these challenges. Therefore, we need more programs for them focused on violence prevention/healthy choices/anti-bullying/leadership/community involvement…" Use quotes from participants, parents and teachers who know the impact of your programs. Keep track of the number of people or organizations that have made requests for your workshops, or who have said your project would be useful to them.

3. Answering some challenging questions

- **The Sustainability Question**
  How will your project continue after the funding is finished?
  Some possible answers are that you will develop partnerships with other organizations; seek diverse funding sources; develop a volunteer program so volunteers can take on some of the project activities; apply the lessons learned to other projects; OR develop a sustainability plan that includes all of the above!

- **The Results Question**
  How will you share the results of the project?

  Ideas for answering this question are that you will:

  - Share lessons learned, publications and tools produced, results, evaluation reports, achievements, etc., with schools, community organizations working with youth and women's issues, national or regional organizations who you are connected to, institutions (police, hospitals, etc.), decision-makers (MP, MLA, local government, school board, etc.) and the media.
  - Write articles, present at conferences, post results on your website, disseminate a report or a newsletter, share results through your electronic networks and by email. You can also share your project results with the Girls Action National network – made up of over 100 organizations that work at the community or national level for the interests of girls and young women!

4. Evaluation

Most proposals require an evaluation plan. Keep it simple. Have two to four objectives and the same number of outcomes. Here is a description of some of the key elements of an evaluation plan.

Objectives: What you are trying to achieve? What are your goals?

List two to four objectives. Some examples might include:

- Increase access to empowerment and mentorship programs for 13- to 15-year-old girls in XYZ community
- Increase girls' self-esteem, communication, conflict resolution and critical-thinking skills.
- Increase access to role models and mentors for girls aged 16 to 18
- Increase girls' understanding of, and ability to, take action to prevent violence
- Develop girls' skills in digital arts production
- Increase girls' ability to use video, dance, and theatre as a means to effect positive change in their lives, families, and communities

Outcomes/Impacts/Results: What are the things you intend to have happen because of your project?

Imagine the results of your project. Describe what you will be proud to have achieved by the end of the project. Numbers help to show funders the impact their $ will have! Outcomes are what you will demonstrate in your evaluation at the end of the project! You will want to show how your project will have achieved or moved towards the outcomes.

Outcomes, impacts and results might look like this:

- Twenty girls living in a low-income community will have participated in a weekly mentoring and leadership program
- Ten adult women mentors will have shared their skills and experiences with girls
- Girls will have gained skills and understanding how to make healthier choices
- Girls will have gained an increased awareness and knowledge about how to prevent violence
- Girls will have gained adult female role models and mentors and will feel that they know more about their educational and career options
- Girls will have created original artwork that explores their lives and/or social issues that they identify as important to them
- Girls will have increased their involvement in their communities

Outputs: The things or services your project will produce.

Often outputs are things you can touch or count, for example:

- Weekly violence prevention program with 20 girls participating
- Fifteen two-hour workshops delivered to girls in local schools on (list the major topics of the workshops)

- Four workshops for teachers/parents/service providers about the health/violence issues facing girls
- Two community action projects organized by young women
- Advisory committee made up of six community members and experts who will inform the project
- Ten adult women providing mentorship to girls
- Evaluation report
- Workshop manual distributed to 20 youth organizations in your community
- An awareness-raising 'zine resource created by and for girls (for example, about community involvement, healthy relationships, body image or stereotypes)

For a Sample Evaluation Plan, a Sample Program Budget and a Sample "Asking for Donations" Letter see Appendix 1.

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Evaluation

You're working hard on the front lines, trying to ensure that more girls and young women have access to innovative violence-prevention and **empowerment** programs. You are testing new ideas and approaches, taking some steps forward, pausing for a moment, taking stock, and then re-adjusting in a different direction. You are creating safe, inclusive spaces where you consult young women on their ideas about how to engage in **community action** and advocacy. Indeed, you are "living" reflective practice – or as some in more formal circles call it – you are "evaluating!"

Traditionally we might think of evaluation as a requirement from a funder to provide account-ability for **resources** used and proof that there is a cost-benefit to our programs. In a world where governments and funders are demanding increasing accountability and "evidence-based" practice, it is sometimes hard to think more creatively about how to approach evaluation.

Evaluations can help at all stages and aspects of a program; you do not always need to wait until the end to do an evaluation. Evaluations can be done at the beginning of a project or program, as a type of needs assessment (called a *formative evaluation*). Evaluations can also be done at the end to show what was accomplished (called a *summative evaluation*). Regardless of when an evaluation is done, it can evaluate either the process or the **outcomes**. However, in its simplest form, evaluation is a process of generating information that describes what you see, experience and learn in your programs, in order to better understand and communicate the *value* of what you do. This ultimately helps you improve *how* you're doing what you do!

Re-Appropriating Evaluation to Suit Our Learning Needs...

More and more community **organizations** are realizing that they need to "appropriate" evaluation processes so that they meet the needs of not only the "external" funders, but so that they serve to answer key "internal" questions about the results and impacts their programs are having.

In this spirit of "appropriating evaluation," many organizations are interested in moving beyond the measurement of hard outcomes and evidence-based results (e.g. #'s of girls in programs, # of workshops delivered etc.); and shifting the focus to more of a holistic approach of reflecting and experimenting together as an organization.

This type of "reflective practice" helps groups:

- Gain an increased understanding of problems they are tackling

- Deepen learning and understanding
- Create strengthened networks, new partnerships, and the incubation and launching of new projects

At Girls Action, we are experimenting with this type of *developmental approach* to evaluation. It is a more organic approach that focuses on asking evaluative questions, gathering information and feedback to support developmental decision-making, the testing of new approaches, continuous improvement, and adaptation of programs. It helps look at the organization from the "inside out" instead of the "outside in."

Reflection helps to:

- Inform our practice
- Take time to learn from our actions
- Apply key learnings
- Reflect on whether we are achieving our objectives
- Reflect on whether we are aligned with our mandate
- Adapt to changes in internal and external environments
- Adjust our course
- Ensure future actions are informed by what has worked and not worked previously in certain contexts
- Recognize we are always learning and evolving based on our experiences
- Allow multiple voices to share learning and inform future direction
- Promote a constructive and positive organizational environment
- Demonstrate that your program achieved what it set out to do
- Determine how to go forward in your programming and to demonstrate to funders that their donations were used responsibly

Here are some reflective products and processes that will help you "look inside" at what you're doing, how you're doing it, and how you could be doing an even better or different job.

- Make a record of what has been done or accomplished over a period of time
- Encourage cohesion around a goal and get people thinking together about one certain dimension of your program
- Identify the information flow in your program. For example, what do the organizers of your girls' program need to know from the participants? From the community? Is there enough space for discussion? Are the right people invited around the circle to contribute to the information gathering and discussion?
- Find creative ways to solicit input from diverse stakeholders in your immediate and broader community
- Encourage reflection and action in some of your team meetings
- **Debrief** after program workshops

- Keep journals of our thoughts about the effectiveness of our work
- Scheduled reflection meetings
- Staff retreats to debrief, learn, and plan for the future
- Document these reflections to archive and maintain the memory of your organization
- Evaluation is most effective when it is useful and participatory. If you do not know how to conduct an evaluation, try getting help from an external advisor. Factor the evaluation into your budgets and reports – it is a great way to add legitimacy to your work.

Our key tips around evaluation are:

- Evaluation should be FUN and RELEVANT
- Don't be afraid of it
- Use it to your advantage to inform the practice of the organization and to build legitimacy

An example of an evaluation method:

1. Collect your data!
The following methods are simple and useful. The written materials or notes from reflection sessions become the "data" for your evaluation reports. Remember that you don't have to use all of these suggestions, just use the methods that work for you and fit with your program.

- After each workshop with your girls group, write down one or a few anecdotes – stories of things girls said or did that demonstrated their learning during the workshop.

- Facilitate reflection sessions with the girls halfway through the program and near the end. Ask them what they learned in the program, how they see themselves differently now (if at all), what they liked best and least, if they act differently in school, at home or with friends since the program. Have a co-facilitator take notes and write these answers up.

- Ask the girls to fill out evaluation questionnaires. For younger girls, there are some simple ways to get at answers to the above questions. See the following sample workshop evaluation sheet.

- Do interviews with parents, school staff or community centre staff to see if they have observed any changed behaviours or attitudes in the girls (for example, more confidence, speaking up, or dealing creatively with conflict situations). Write down their answers – this can be a great way to demonstrate the impacts of your program!

2. Analyse your data

Once you have collected some "data" (often near the end of a season or year), you should analyze it. This means reading through all the questionnaires, interview notes, reflection session notes, and your facilitator's notes. Do this with your advisory committee, or with your co-facilitators, co-workers, supervisor, or friends. (It is good to have different people's perspectives to add to the mix.) Give everyone a copy of your program's objectives.

Have a discussion about what you have read. What are the themes emerging from the girls, from parents, and from facilitators? What is most striking or interesting about what people have said? Go through your objectives and find examples in the data that show how you are moving towards your goals. Take special note of *new* or *unexpected* outcomes (things that you didn't expect to happen, but that did – for the benefit of the girls or the program). Also take special note of the important learnings you will take into your program next time around.

3. Write a report or write up your notes

Write an evaluation report or if you don't need to do this formally, just write up your notes from the analysis. In an evaluation report, explain how you collected the data and what the outcomes of your girls' program were. A good format is to write your first outcome in a box and then underneath write quotes from girls or parents or facilitators that give examples of that outcome. Do the same for each of your outcomes (2 to 5 are enough!). You can also write a section called "observations" that explain what you have learned about the program, and some of the refinements you will make to the program next time.

> **For a Sample Workshop Evaluation: Head Heart Hands, and a Sample Facilitator's Evaluation: ABC Girls' Program, see Appendix 1.**

> **For more information on Evaluation visit our Online Resource Centre www.girlsactionfoundation.ca.**

Organizational Structures

The advice I would give to someone wanting to develop similar projects in their community is first to understand and recognize that each organization has its own culture and needs therefore to find out what works for them and their participants.

~ **Chantale McNairn,** Girls' Club Facilitator

There is a lot of potential! Girls' programs can be offered in a variety of contexts and forms. For example, they can be offered through an existing youth **organization**, through schools as an after-school program or as a weekend conference. Young women can take a leadership role and organize girls' programs in their schools. Students of Women's Studies can offer girls' programs as a way to make connections between the theory they are learning and their community. Teachers may create a program in their school. Organizers may also choose to start a girls' organization.

The organizational structure you choose is one of the most important initial decisions that you will have to make. However, this is a decision that you can change as your program grows. Before finalizing your decision, we recommend that you get legal advice in order to guarantee that everything is as safe as possible and to ensure there will be limited **liability** for you as an organizer. We also recommend that you speak to an accountant to get information about how different ways of structuring your organization will affect the process of reporting taxes, account revenues or expenses. Some lawyers and accountants may be willing to work at a discounted rate or for free (called "pro bono"). These are also people that would be very helpful to have on your **Board of Directors** or steering committee – don't be afraid to ask!

Here are some structural options:

- **Partner with another organization**
  This means your program is under the umbrella of another organization that will "host" your program. The host organization is ultimately responsible for what your group does, this means your group must fall under the mandate of the host organization and follow any policies they have for programming and reporting.

- **Register as a business**
  There are many different types of business structures. No matter what form of business you choose, there will be certain liabilities and responsibilities that you will have to consider. Common forms of businesses are:

  - *Corporation*

A legal entity that is separate from the owners or operators (for example, from you!) and can enter into contracts and own property in the businesses own name. Since a corporation has a separate legal existence, it has to pay tax on its income and therefore must file its own income tax return.

A corporation can be created provincially (if it operates in just one province) or federally (if you plan to do business across Canada).[5] Creating a corporation is more expensive than other businesses to form and maintain, but it provides the business owner with more personal liability protection (so you do not lose your own money if something goes wrong).

- *Sole proprietorship*
  A business or organization owned and operated by one individual. In this form, your business is an extension of yourself and you would be personally liable, or responsible, for what happens in your business. This means that if the business fails, any of your assets (for example the money in your personal bank account), can be taken and used to pay those that you owe. This is the easiest type of business to start up. If your business is in your own name, with no additions, you don't even need to register your business name to start operating as a sole pro-prietor.[6]

- *Partnership*
  When two people operate the organization together, and each one contributes money, property, labour or skills with the expectation to share in the profits and losses of the business. This is less expensive to start up, but you will have more personal liability protection than with a corporation.[7]

- *Limited Partnership*
  A business organization with one or more partners who manage the business and assume legal debts and obligations. This structure includes one or more limited partners who are liable only to the extent of their investments. Limited partners also enjoy rights to the partnership's cash flow, but are not liable for company obligations.[8]

- **Create a non profit (called a society in British Columbia)**
  A group, institution or corporation formed for the purpose of providing goods and services under a policy where no individual (for example a stockholder or trustee) will share in any profits or losses of the organization. Profit is *not* the primary goal of non-profit entities. Assets are typically provided by sources that do not expect repayment or economic return. Examples of non-profit organizations are governments, charities, universities, religious institutions, and some hospitals.[9]

- *Charity*

    A charity is a specific kind of non-profit. The exact definition is widely contested and the Canadian Income Tax Act does not provide a definition of charitable activity, however a charity is understood as being comprised of four principle divisions: trusts for the relief of poverty; trusts for the advancement of education; trusts for the advancement of religion; and trusts for other purposes beneficial to the community not falling under the preceding heads.[10]

    One of the most important reasons for being recognized as a charity lies in the provisions of the Income Tax Act. A gift to a registered charity offers tax relief to the donor (for donations over $10). A gift to an organization that is not registered does not produce tax relief. Registered charities may also automatically get preferred treatment for the purposes of the Goods and Services Tax regime.[11] Since September 2003, charitable organizations have been restricted in the advocacy activities they can carry out. Up to 10% of human and financial resources can be used for political activity that is in direct service of the charitable mandate.[12] Advocacy is defined as, "...the act of speaking or of disseminating information intended to influence individuals."[13]

- *Worker co-operative*

    Co-operatives share profits among their member-owners on the basis of how much they use the co-op, not on how many shares they hold. Co-operatives and credit unions also tend to invest their profits in improving services to members and to promoting the well-being of their communities; by definition co-ops are non-profits.[14]

    In a worker co-op, all members have an equal say in the way the business is run and in the decisions affecting their everyday work lives. Members combine their skills, interests, and experiences to achieve mutual goals, such as creating jobs for themselves, providing a community service, or increasing democracy in the workplace.[15] In a worker co-op there is no board of directors since the workers act as directors. If you structure your organization as a worker co-op it is important to set up an advisory committee for outside advice and to be very intentional about how you will make decisions, to ensure the process is as democratic as possible.

The process of creating and registering each of these outlined forms of business, non-profit, charity or co-operative differs greatly, although the general process of registering a business is similar from province to province.[16] For many types of businesses, you need to register both federally and provincially. Make sure you do your homework. Keep in mind that consulting a lawyer and an accountant is highly recommended.

Developing Program Policies

A policy is defined as a course or method of action selected to guide and determines decisions within your **organization** in both the present and future.[17] At Girls Action we have found that it is important to establish policies based on our learning and practice; this helps to ensure that our policies are relevant and effective.

Questions to consider for policy development:

- Safety: What policies will need to be implemented to ensure the safety of participants and staff?
- **Liability** and legal responsibility: What are your organization's liabilities and legal responsibilities?
- Questions of confidentiality: How will you handle confidentiality and disclosure?
- Questions of participants' safety: How can you develop and maintain and anti-oppressive space?
- People: What human resource policies will you need?

The **program policies** that have been adopted by our girls' programs are in place to ensure that all expectations are clear, things run smoothly, and the environment is safe. It is critical to have policies that are grounded in the reality of the work we are doing so they can be effectively applied in any and all contexts of our work.

Tips for policy development:

- Learn from other organizations. Don't be afraid to ask for sample policies for inspiration and to help structure your own policies. Remember that your own policy development will depend on the needs and realities of your own context
- Seek legal advice to gain clarity on legal responsibilities
- Do your homework: understand your organization's liability and responsibilities
- Seek out provincial and federal guidelines with regards disclosure and legal rights and responsibilities.

Our favourite lesson: You don't need to overdo policies. They should grow out of the needs of the organization!

Legal Issues and Liabilities

To help you navigate the often-inaccessible world of legal issues and **liability**, we have created this section in consultation with lawyers as a starting point to think about the potential risks associated with running a girls' program and how to minimize those risks. This section covers hiring and staff management; program policies; location and other aspects that should be considered from a legal standpoint. This section cannot replace legal advice from a trained professional; but it can help you identify the risks in your programming and be more prepared with questions and some background information before you meet with professionals to discuss the specific needs of your program.

The following was written in consultation with lawyers in 2008. This information cannot replace legal advice and it may change depending on your particular context, or may have changed since it was written.

Summary of Operational and Legal Risk Management Issues

A.   Introduction and Limitations
The purpose of this section is to provide a brief summary of operational and legal risk management issues that should be considered when establishing and running a girls' program. This summary is intended for general information purposes only and the issues discussed are current only as of the date of the summary and therefore do not reflect subsequent changes in the law. This summary is provided with the understanding that it does not constitute legal advice and under no circumstances can the content be relied upon for legal decision-making. It is therefore strongly recommended that a qualified lawyer and other professionals as necessary in your province or territory advise you on the steps to take and polices to adopt to protect your organization.

The information contained in this summary was gathered from various sources that are referenced at the end of this summary, including Imagine Canada's resource tools and materials on risk management for charities and non-profit organizations. While care has been taken in gathering the information to prepare this summary no responsibility is accepted by Girls Action, its directors, officers or any of its partners or advisers for reliance placed upon this summary or for any errors, omissions, or inaccuracies contained in it.

B.   Some Issues to Consider
As you develop the girls' program in your local community, it is important to consider the various legal liability issues that may arise from implementing such programs within your organization. All operational aspects of your program delivery, such as hiring and supervision of staff, your program and activities, your target population, program location and environment, and non-compliance with various applicable legislation can potentially cause liability for your

organization, its directors and officers. As with all organizations, whether for profit or not, it is impossible to operate without some degree of risk. The level of risk with which you choose to operate will depend on the steps and approach that your organization has taken to manage those risks. Risk management is a good way of ensuring the minimization of problems, liabilities and losses. It is an ongoing process and it involves identifying and prioritising risks, responding with an action plan, monitoring the success of the plan and modifying the plan when necessary.

This summary discusses some of the issues that should be considered during the risk identification process. However, a discussion of all of the stages in the entire legal risk management process is not within the scope of this summary. It is impossible to comment on all aspects of the issues that could be faced by your organization. Highlighted below are some of the more important issues, although not in any order or priority that should be considered when establishing and operating a girls' program.

Employment Practices and Volunteer Management

Good employees are one of your organization's greatest assets. As an employer, it is essential that you manage your employees and protect them from harm and hazards, such as discrimination and harassment. Whether you manage one employee or a thousand, if you don't implement effective employment practices and adhere to employment related standards and legislation, your organization will be open to various risk of liability, such as wrongful dismissal, sexual harassment, discrimination, wrongful discipline, failure to employ or promote, negligent supervision, and invasion of privacy. Effective employment practice includes developing appropriate policies for hiring, disciplining and terminating employees, ensuring fairness and consistency, as well as ensuring workplace safety. Keep in mind that your policies must be consistent with the employment codes and standards of the applicable legislations in your province or territory.

Volunteers are another major asset for your organization that must also be managed and protected from harm. In most community organizations, volunteers engage in a wide range of activities and can have similar levels of responsibility as employees. The only difference is that volunteers are unpaid. It is important to note that most paid employment principles also apply to non-paid volunteer situations. Volunteers have many of the same legal rights and liabilities as regular employees and therefore management of volunteers often raises the same legal issues. In this regard, it is a good idea to apply the same employment practices, where applicable, to manage your volunteers and also to reduce the risk of liability for your organization and its directors and officers.

The following is a list of some suggestions to help manage employees' and volunteers' related risks:

- **Put policies and procedures in writing**
  Written policies and procedures are the starting point for effective employment practices.

  They ensure consistency, provide evidence of your policies in case you need to defend them in court or at a human rights tribunal and reduce the possibility that your conduct will be challenged as subjective or **discriminatory.**

  You need to also communicate your policies and procedures to your employees and volunteers. Compiling an employee and volunteer handbook or human resource manual is the easiest way to do this. It is good idea to obtain written confirmation from each employee that he/she has read, understood, and agrees to abide by the provisions in the manual.

- **Be deliberate in the hiring process**
  Avoid illegal discrimination in hiring and negligent hiring. Discrimination in hiring employees and volunteers occurs where the provisions of human rights legislation if applicable in your province or territory is violated. Negligent hiring occurs when an organization places an unfit or unqualified person in an employment or volunteer situation, thus putting others (for example, employees, volunteers, clients) at risk.

  Organizations are expected to take all reasonable precautions during the hiring process to identify employees and volunteers who may pose a risk to others. Thorough reference checks, including criminal records checks to determine if the employee or volunteers will be working with vulnerable populations (such as minors, seniors and people with disabilities), are the best way to avoid accusations of negligent hiring.

  Document the hiring decision to show that your hiring decisions are based on legitimate grounds and your hiring procedure is consistent. Interviews are the most common selection procedure and also the most subjective. To avoid the appearance of discrimination, interviews should be conducted by more than one staff member and follow a written script to ensure that all applicants are asked the same questions. It is also advisable to train staff members in interview techniques so that they understand which questions are most likely to raise liability concerns.

- **Have written job descriptions**

  Written job descriptions should be developed for every position in your organization, whether employed or volunteer.

  At a minimum, the job description should include the following:

  Job Title
  The title should give some sense of the duties of the position and level of responsibility it entails.

  - Job Identification
    Note the name of the department or position of the supervisor to whom the position reports. Identify whether the position is part-time or full-time.
  - Responsibilities
    List the activities the person holding the position will carry out.

  - Qualifications
    List any skills or abilities that are critical to successful job performance, including degrees, licenses, registrations, second language skills, knowledge of specific computer software or hardware, etc.

- **Strive for consistency**
  The perception of disparate treatment leads to countless claims and lawsuits against employers. The "consistent treatment" test asks, "How have other employees in this situation been treated?" The best way to ensure consistency is to involve an objective third-party who can review the situation before your organization takes adverse action.

- **Strive for fairness**
  The main components of fairness as it relates to employment practices include: affording employees respect, courtesy, equal treatment and opportunities, a forum to address grievances, and, a process for giving notice of poor performance and an opportunity to improve prior to discharge (except when a serious violation of workplace rules or ethics has occurred).

- **Handle terminations carefully**
  Given the risky nature of employee terminations as well as termination of volunteers, extreme caution should be the general rule, particularly for employees. Never terminate an employee on the spot. If the employee's performance is unsatisfactory, termination should only occur after a reasonable opportunity for rehabilitation has been afforded the employee. If the employee's conduct is the decisive factor in the termination, make sure that the conduct is documented and that the employee was on notice that the conduct was inappropriate. In cases of outrageous, dangerous, unprofessional or illegal conduct, when immediate termination seems the only prudent response, first suspend the employee, investigate, and then terminate, if appropriate. Legal advice must be obtained to determine if termination of employees is to be done with cause or without cause and how the termination is to be implemented.

- **Develop Human Rights and Sexual Harassment Policies**
  Finally, you should also consider developing a policy concerning accommodation of members of disadvantaged groups identified in the human rights code applicable in your province or territory and a policy concerning sexual harassment.

Health and Safety Issues

Employees and volunteers working for your organization could face a wide range of personal safety risks.

These include:

- Harm suffered while travelling to and from an activity
- Harm from environmental conditions or hazards present at your work site
- Harm suffered during and argument, fight or incident involving a service recipient, staff member, volunteer or a stranger
- Injuries resulting from incidents, such as slips and falls at the staff member's regular work sites, the home or a service recipient or venue rented by your organization

While it is unrealistic to prevent every imaginable type of harm, you can take steps to reduce the chance of work place injuries. Here are some samples of what can be done.

1. First, talk to your employees and volunteers about their fears and concerns for their personal safety. What harm are they concerned about? What actions do they believe would address these concerns?
2. Next, identify some of the accidents that might occur given the nature of your operations, services, and environment, your location and the types of people you serve.
3. Continue by listing some of the low or no-cost steps your organization could take to reduce the chance of these accidents occurring. Determine a strategy and timetable for implementing these measures.
4. Next, consider what steps will be required if an accident/injury occurs despite your efforts to prevent it. What tools, equipment or information will be necessary to respond appropriately (for example, medical information forms giving permission to render aid, first aid kit, emergency contact phone numbers, etc.)? What steps will your organization take in the aftermath of an incident (for example, summon emergency help, contact your insurance provider, complete an accident/incident report)?
5. Remember to develop policies and provide training.

A well-developed policy addressing health and safety issues is an essential way to communicate your organization's commitment to employees, volunteers and participants. Keep in mind that each province and territory has its own legislation and regulation on health and safety in the workplace. Depending on your jurisdiction, it may be mandatory to have a policy. For example, in Ontario, where the applicable legislation is the *Occupational Health and Safety Act*, an employer must prepare and review, at least annually, a written occupational health and safety policy and must develop and maintain a program to implement that policy. In this regard, it may be prudent to retain an occupational health and safety consultant to advise on occupational health and compliance issues in your province or territory.

Child and Youth Protection

This is one of the most important issues that you should consider and address as a risk management practice. Since the participants of your girls' program will include children and youth (generally those under the age of 18), you have a special responsibility to ensure that they are not harmed in any way. The following is a sample list of some of the important practices to adopt in addressing this issue.

- **Know Your Clients**
  Organizations offering services to children and youth must have more than a basic understanding of their target population. This understanding includes expected physical and mental development and the needs of children and youth of the targeted age range.

  Failure to anticipate and act on needs that are common to the kinds of children and youth to whom you offer services could be considered negligent because the assumption could be made that service providers should be knowledgeable about these needs. You must also ensure that the activities in their programs are age appropriate and consider the physical and psychological development of their service recipients.

- **Select the Right Staff**
  Careful selection, adequate training, and sufficient supervision of staff (employees and volunteers) reduce the likelihood of abuse or neglect. While screening is an important and necessary risk management tool, no screening process will completely identify individuals who constitute dangers to vulnerable people. Other risk management strategies must be employed. The safety of your participants requires constant diligence by your organization's staff.

  It is therefore recommended that you adopt a comprehensive screening process. The screening process, when used together with other risk management strategies will assist you to create safer environments in which to deliver your programs. A comprehensive screening process is based on four principles:

  1. Legal compliance
  2. Systematic application of procedures
  3. Matching the level of screening with position-specific risk factors
  4. Applying uniform selection criteria to all applicants for a specific position

Each step of the screening process should probe for abusive characteristics.

- **Screening Tools**

  - *Position descriptions*
    A written position description makes possible the development of selection criteria based upon the specific responsibilities of the position taking into account the potential risks that a position may have. For this reason, a position description should include all usual and occasional duties that the person placed in the position will be expected to perform.

  - *Application forms*
    Application forms offer advantages over resume submissions, as they provide a uniform set of information to the reviewers upon which to base selection decisions. Applications should require signatures attesting to the truthfulness and completeness of the information provided by the applicant. Applicant signatures should also signify authorization for your organization to verify the information on the application from any source and to protect your organization and the individuals providing information from any liability.

  - *Interviews*
    Face-to-face interviews are critical elements for both employee and volunteer screening. Interviewers should prepare a list of questions based upon the position. Interviews should provide ample opportunity for the applicant to ask questions about your organization and the responsibilities of the position. Applicants' questions may provide additional insight for the interviewers on the level of interest and amount of thoughtful consideration the applicant has given to submitting his or her application.

  - *Reference checks*
    Checking references is an important tool for verifying past employment and volunteer service and for obtaining other information about the applicant relevant to the duties of the position. When checking references, questions should be asked that are open ended, allowing the reference to answer in his/her own words. When possible, it's best to check with people who have direct knowledge of the applicant, such as direct supervisors rather than HR personnel. Personal references may not be able to give insight on job performance, but may be able to shed light on personality traits and non-job related background, criminal history background, and such other attributes as ability to relate to children, if the position requires it.

    Position of trust applicants and those who will work extensively with children should be subjected to further screening as warranted by the nature of their responsibilities. An enhanced screening process might consist of conducting a national criminal history records check, checking child abuse registries, or the use of credit reporting information.

- **Train for the Position and the Organization**
Once staff members have been selected, your organization should ensure that they receive the necessary training to perform their duties and assist the organization to accomplish its mission. Part of this training should emphasize child safety, including child abuse prevention, as well as information about children's physical and emotional development, recognizing the signs of child abuse and neglect, and the reporting responsibilities of staff members. When new staff members learn how serious your organization is about protecting children and youth, they may be more motivated to implement the organization's policies and potential abusers may decide to look elsewhere for their victims.

- **Provide Proper Staff and Program Supervision**
In addition to careful selection and effective training, your organization should provide sufficient staff supervision to spot problems before they reach crisis status.

- **Staff Supervision**
Supervisory personnel should give feedback to the staff they supervise. Feedback should not be limited to performance problems. Recognition of positive achievements and complying with child and youth protection policies reinforces their importance with employees and volunteers. When supervisors detect that a policy is being broken they must confront the staff member and take remedial action in a timely manner. If the infraction is serious or part of a pattern of infractions, the supervisor should initiate termination proceedings according to the policies of the organization.

  Staff supervisors also need to be alert to potential boundary violations by staff members, such as inappropriate physical contact, preferential treatment of some children, and one-to-one isolation of an adult with a child.

- **Program Supervision**
One of the strongest child and youth protection measures is to require that a minimum of two adults be present during all activities and outings. More adults may be required depending on the nature of the activities and the numbers of children or youth participating in the activity. When private conversation is required, it should be visible to others but may be out of earshot.

  Limiting one-on-one contact between adults and children helps to protect children from abuse and helps to protect adults from false allegations of abuse. Youth may benefit from participating in challenging activities for which they have been adequately trained and are properly equipped. However, if the youth participating in these activities are subjected to extreme pressure, ridicule, or other forms of psychological degradation, it is counter to the intent. The resulting destruction of self-confidence could

constitute emotional abuse. Failure to recognize the inherent risks in these activities can lead to physical injuries, emotional trauma, and in extreme situations, even death.

- *Communicate with children, youth, and their families or caregivers*
  Guidelines for what is and is not a sanctioned activity should be clear. By sharing these guidelines with leaders, parents, and the young people participating in the program, the organization may prevent an abuser from acting. Helping young people recognize abusive behaviour and learning how they can help to protect themselves is a very important organizational responsibility.

- *Control the environments in which services are delivered*
  You have a responsibility to examine your programs and identify areas in which there may be increased opportunity for abuse to happen. For example, overnight trips may offer increased opportunities for abuse after the children have gone to bed. By recognizing this, your organization can issue policies that prohibit adults and children from sharing sleeping accommodations unless there are two adults present.

  Community mentoring programs that stress developing relationships between an adult mentor and an individual mentee recognize the increased opportunity for abuse and therefore must increase the intensity of screening and case supervision. Mentoring programs can also limit meetings between mentors and mentees to public places where abuse is less likely to happen. It is the responsibility of your organization to understand the risks associated with your programs and devise strategies to manage those risks.

- *Take prompt action upon any allegation (or complaint) or suspicion of possible abuse*
  The protection of children and youth served by your program requires that any allegation (or complaint) or suspicion of abuse be immediately reported to the appropriate child protection agency. This is a mandatory statutory requirement and is subject to specific wording of the applicable legislation in your province or territory. It is therefore essential to know and carefully follow the statutory requirements for reporting sexual abuse in your province or territory.

  It is also essential to check with application legislation in your province or territory to determine the age definition of when a child is subject to mandatory reporting requirements, as it can vary from jurisdiction to jurisdiction.

  If the alleged or suspected abuse occurred within your organization, the suspected perpetrator should be suspended from any further association with your organization until the suspicions or allegations are investigated by local

authorities. Only when investigations fully clear the alleged perpetrator should that person be allowed to return to his or her duties.

When a child discloses abuse, listen to the disclosure. Be supportive of the child and don't give any indication of disbelief. Express appreciation that the child trusted you enough to disclose the abuse, but don't promise to keep it secret. Explain that you have to report the allegations to the authorities and that they will want to talk with the child.

- *Develop a child/youth protection policy*
  A child/youth policy is an essential tool to minimize the risk of sexual and physical abuse of your program participants and it therefore must be prepared with the assistance of legal counsel. Your policy should define and address abuse, neglect and other issues concerning minors and should be communicated to your employees and volunteers in the form a written manual. This will ensure that your employees and volunteers are educated on how to recognize an abused or abusive person or environment and the precautions and procedures necessary to take to protect the child or youth.

  As mentioned above, each Canadian province or territory has its own child protection legislation. Your policy must address the prescribed procedures and standards that apply in your jurisdiction and the duties and responsibilities that are placed on the general public to report instances or suspicions of child abuse.

  The following is a general overview of what should be contained in a child protection policy. It is advised that you retain legal counsel to review your policy before adopting it:

  Definition of terms
  The policy must include a section that defines relevant terms. Terms such as "Child," "Child in Need of Protection/Intervention," "Neglect," "Abuse," and other relevant terms that appear in all provincial/territorial child protection legislation. In this regard, it is essential that a definition section be included in your policy to ensure that employees and volunteers have definite and accurate guidelines. These definitions and guidelines will help employees and volunteers to know when a person is in need of protection/intervention and it is their legal duty to report.

  Reporting suspicions of child abuse
  The policy must also spell out the steps that should be followed in reporting suspicions of child abuse. This should include mention of who has a duty to

report when a child is in need of protection or intervention, to whom the report should be made, and how the report should be done. In general, all persons have a duty to report their suspicions directly to the child protection agency and/or the police; however, depending on the particular province or territory in question, the reporting procedures may vary.

Abuse Incident Reporting Forms

It is strongly recommended that abuse incident reporting forms be drafted in addition to the policy. Such forms should be made available to all employees and volunteers in order to assist them in documenting any child abuse complaints that they may receive.

Releases, Waivers and Indemnification

Given the nature and activities of the girls' program, another way to ensure that you mini-mize the risk associated with the operation of programs is requesting that participants or, in the case of minors, participants' parents or legal guardians, provide a comprehensive written release and waiver of liability against any injury that their children may suffer while attending the programs.

A waiver is defined as a voluntary relinquishment or abandonment (giving up) of a right, claim, or privilege. An indemnification requires the person signing the indemnity to fully compensate the organization for any costs, damages or losses that it suffers as a result of the actions or inactions of the individual. The use of a waiver (collectively defined as including a release and waiver and in some situations indemnification) is an effective way to minimize risk, because it transfers your personal risk to another person or organization.

There are a variety of reasons why you should have your participants sign a waiver. For example:

It is a warning device
It warns participants what dangers they will be facing from the activity. It also warns them that they are waiving their right to sue if anything goes wrong.

It discourages lawsuits
It discourages aggrieved parties from suing. However, it does not *prevent* them from suing.

In the event of lawsuit, it can be a strong defence
If done correctly, it can help in your defence by demonstrating that the participant was made aware of the potential risks of the activity and that he/she intended to sacrifice certain legal rights. It also eliminates accusations that an individual would not have taken part in the activity had only he/she known of the dangers involved.

It provides a list of participants
If something does happen, the signed waivers will allow you to create a list of people who could serve as witnesses.

A waiver that is properly written and clearly explained to the person who signs it helps to protect your organization from liability. However it must be prepared with the assistance of legal counsel in your jurisdiction.

Below is a list of some factors that effective waivers should address and how they could be administered.

An effective waiver should include these basic ingredients:

- The name of the person who wants to participate in the activity.
- The name of the organization(s) the waiver is attempting to protect. Use the proper corporate name.
- Include all possible persons you want protected by the waiver (for example, directors, officers, employees, volunteers, coaches, officials, site supervisors, etc.).
- The activities covered. Again, be specific and clear.
- The specific foreseeable risks or dangers of the activity.
- If there will be travel to or from the event, list this risk as well.
- It should use the word "negligence." You are stating that even if your organization, staff, volunteers are negligent the participant is still waiving the right to sue.
- If applicable, include a statement that medical personnel will not be available at the site of the activity.

An effective waiver should be easy to read:

- It should be written in clear and understandable language with the help of legal counsel.
- It should have reasonably sized type.

An effective waiver should stand-alone:

A waiver form should be a stand-alone document. It should not be incorporated as a middle page in a much larger document with rules and regulations for program participation or tacked onto the end of a document that includes multiple terms and conditions not related to the rights being waived.

Some potential issues to watch out for:

<u>"Just tell me where to sign" is a red flag</u>
- Give participants enough time, at a convenient time, to read and sign the waiver and ask questions if they have them.
- You are looking for informed consent. You do not simply want a signature. A signature alone may end up being worthless.
- Someone should ask the participant clearly: "Did you fully read and understand this waiver of liability … do you understand what you are signing?" Get a clear positive response and witnesses the signature.

<u>If the participant is not an adult (18 and over in Ontario), their parent or guardian must sign the waiver but even then it may not be effective</u>
- Participants under the age of 18 cannot contract with you. Therefore, if a partici-

pant is under 18 years of age, you should ask for the signature of the participant (generally, if 14 years of age and over) *and* his/her parent(s) or guardian(s). Even with the parent's signature, it is not at all clear how effective the waiver will be in court, as the court will likely be reluctant to take away the child's right to sue because of a document his or her parent or guardian signed, However, until the law in this area is clear, it is a good idea to obtain the signature of the parent(s) or legal guardians and the child (if 14 years of age and over).

- It would be negligent not to ensure that parents know about the activities their children are engaging in and the specific risks involved in these activities. It would be best practice to have the parent and child both sign in front of your witness if possible. This is more reason to ensure your waiver is crystal clear in wording and heading.
- If there is travel involved, you should also consider getting permission from the parent to make necessary medical decisions while travelling.
- If you are not sure if someone is 18 or over, ask. If you are still not sure, ask for proof.

Have a staff member or a mature volunteer witness signatures
- Waivers should be signed in the presence of the witness, not mailed to be signed at home. That way you can ensure time was taking to read and understand what was being signed.

Do not use the same waiver for different activities
- It is impossible to have a single waiver and follow the suggestions above, especially the explicit description of the activity and its risks in all situations. Although it may be tempting to create a single waiver and use it for all of your events, activities, trips, etc. – don't do it! If you expect a waiver to work as a warning device and as insulation against claims, you need to devote the time to crafting thoughtful waivers.

Every participant must sign
- Ensure that every participant sign the waiver prior to participating in the activity or event. If they don't sign, they don't participate. No exceptions.

Never use a waiver without first having it reviewed by a lawyer
- A waiver is a legal contract. Do not contract without legal review. It would be negligent to do so otherwise and will expose your organization to unnecessary liability.

A signed waiver is only one of a number of risk transfer tools that can be used to address some of the risks associated with operating a children and youth program. In addition to securing a waiver from each participant and/or their parent(s), you also need to provide

adequate information and training to all employees and volunteers who will be participating and delivering the program. In addition, consideration may also be given to having volunteers sign waivers as well in some situations.

Privacy

Please note that the following section is subject to review by legal counsel with extensive knowledge on privacy issues and is subject to future amendments.

The Federal Personal Information Protection and Electronic Documents Act (PIPEDA) applies to every organization in Canada that collects uses and discloses personal information in the course of commercial activities. The issue of whether the privacy legislation applies to charities and non-profit organizations will depend on the nature of activities that those organizations engaged in. A qualified professional can help you determine whether your organization must comply with Canadian privacy legislation and advise you on the steps to take to ensure compliance.

Generally, although some charitable and non-profit organizations not engaged in commercial activities may be exempt from privacy legislation, it is still important for those organizations to adhere to the underlying privacy principles. Not only is this the recommendation of the Federal Privacy Commissioner, it is also the expectation of donors and members that the charitable and non-profit organizations they support recognize their right to privacy as an essential issue.

If your organization is deemed to be subject to PIPEDA, the Act will impose onerous and time-consuming administrative costs on the organization. The Act requires organizations to comply with the ten principles incorporated in Schedule 1 of the Act. In summary, Schedule 1 sets out the following ten principles:

1. **Accountability**
   An organization is responsible for personal information under its control and shall designate an individual or individuals who are accountable for the organization's compliance with the following principles.

2. **Identifying Purposes**
   The purposes for which personal information is collected shall be identified by the organization at or before the time the information is collected.

3. **Consent**
   The knowledge and consent of the individual are required for the collection, use, or disclosure of personal information, except where inappropriate.

4. **Limiting Collection**
   The collection of personal information shall be limited to that which is necessary for the purposes identified by the organization. Information shall be col-

lected by fair and lawful means.

5. **Limiting Use, Disclosure, and Retention**

   Personal information shall not be used or disclosed for purposes other than those for which it was collected, except with the consent of the individual or as required by law. Personal information shall be retained only as long as necessary for the fulfilment of those purposes.

6. **Accuracy**

   Personal information shall be as accurate, complete, and up-to-date as is necessary for the purposes for which it is to be used.

7. **Safeguards**

   Personal information shall be protected by security safeguards appropriate to the sensitivity of the information.

8. **Openness**

   An organization shall make readily available to individuals specific information about its policies and practices relating to the management of personal information.

9. **Individual Access**

   Upon request, an individual shall be informed of the existence, use, and disclosure of his or her personal information and shall be given access to that information. An individual shall be able to challenge the accuracy and completeness of the information and have it amended as appropriate.

10. **Challenging Compliance**

    An individual shall be able to address a challenge concerning compliance (or fulfilment) with the above principles to the designated individual or individuals accountable for the organization's compliance.

PIPEDA also provides that an organization may be exempted from PIPEDA if the province that the organization is located in has enacted privacy legislation that is substantially similar. Since PIPEDA has come into force, the Federal Privacy Commissioner has declared provincial privacy legislation in Alberta, B.C. and Quebec to be substantially similar to PIPEDA.

Insurance

Insurance *cannot* protect your clients or your organization from harm or loss, nor can it safeguard you from allegations of wrongdoing. The role of insurance is coverage of the cost of investigating or refuting allegations of wrongdoing and, of course, coverage of those losses that are insured.

Policies that your organization should consider obtaining include:

- General liability insurance
- Directors' and officers' insurance
- Sexual abuse and/or harassment
- Insurance for particular risks, for example counselling or third-party use of property

If your organization has a **board of directors** and officers, then it is vital that the board familiarizes themselves with basic terms and provisions of policies and upgrades the insurance coverage as necessary.

Below are some factors that organizations should consider before purchasing any insurance:

- Who is being insured, for what risks and in what amount?
- What are the exclusions in the policy and how do they apply to your organization?
- Is there coverage for sexual abuse of children and is it based on claims made coverage or occurrence based coverage?
- Has the organization disclosed all risks in writing to its insurer and its insurance agent?
- Has the insurance broker been asked in writing to give an assessment of your insurance needs?
- Have all risks been identified and covered under the appropriate policy in the appropriate amount?
- Has the insurance coverage been co-ordinated with the indemnity by-laws of the organization? Does the organization have an adequate indemnity by-law?
- In Ontario for charitable organizations, have the statutory requirement to purchase directors and officers liability insurance or pass an indemnity by-law been met?

Keep in mind that not all factors will be equally important to your organization. You should talk to an insurance professional for more information on what your organization needs and what policies or coverage are available for your particular risks. In addition, a smart risk management practice advises your insurance agent of all activities and risks of your organization on an annual basis to determine if your coverage is adequate.

Legal Risk Management Committee

It is important to consider establishing an on-going legal risk management committee for your organization. The committee can be composed of directors, employees, volunteers, professionals or other individuals who have first-hand knowledge of your organization's activities. The role of the committee is to actively participate in the risk management process; to periodically identify areas of risk and potential liabilities; prioritize the risks; recommend proactive and remedial steps; and evaluate the adopted approaches.

The committee should have two primary responsibilities:

1. To develop a risk management covenant, which is a customized statement of goals that reflects your organization's programs, activities and concerns. The covenant should also assert your organization's commitment to ensuring a high level of safety in all of its activities.

2. To create a risk management action plan. The plan is an outline your organization's risks and strategies. The pan should prioritise the risks summarize what practical strategies that have been selected to address these concerns.

During the identification process, the committee should look at the issues highlighted in this summary as well as the following:

Board Management Issues
Identify which group is in charge of the organization and their authority, duties, and responsibilities

Fiscal Management Issues
Addresses issues such as fundraising, complying with statutory requirements of employees' benefits and deductions etc.

Review of Documents
Identify the existence and location of key organizational documents and review them periodically, as well as periodic review of contracts and agreements and insurance policies.

Keep in mind that any form of risk management practice you consider adopting should be evaluated by a qualified lawyer and other professionals as necessary, such as a risk management consultant in your province or territory.

For additional resources on Legal Issues and Liabilities, visit our Online Resource Center on our website: www.girlsactionfoundation.ca

APPENDICES: SECTION 1

i.   Sample Partnership Agreement Template
ii.   Sample Outreach Letter for Girls
iii.   Sample Outreach Letter to Parents
iv.   Sample Media Plan
v.   Sample Press Release
vi.   Media Relations Glossary
vii.   Sample Program Budget
viii.   Sample Work Plan
ix.   Sample Evaluation Plan
x.   Sample Workshop Evaluation: Head Heart Hands
xi.   Sample Facilitator's Evaluation: ABC Girls' Program
xii.   Sample "Asking for Donation" Letter

The following sample forms and templates are also available on our website www.girlsactionfoundation.ca

i.   Sample Partnership Agreement Template

[Title of Your Project]

Partnership Agreement

About the project
Give an overview of the project in a few sentences. What is the project about? Where did it come from? Why?

Example:
Our vision is to build cross-sector bridges between community practitioners, grassroots service providers, girls, young women, academics and policy makers that acknowledge the diversity of perspectives and actions, for and by girls and young women, and that move towards collaboration, communication and change in the social realm. This vision will be actualized through the collective collaboration of a coordinating committee to organize the first girls' studies conference in Canada, which will simultaneously function as the launch Girls Action.

Timeline
Outline the activities that are part of the project plan and what phase the project is in. This doesn't have to be in a special format. It can be in point form, just a quick write up about what is going to happen and when.

Objectives
Under objectives, make sure to state the overreaching goals of what you hope to achieve from this project. This can also be in point form.

Example:
Conference Objectives
  • Profile, promote research and action strategies related to issues and realities for and by girls and to make this information more accessible to a wider audience, including girls.
  • Facilitate an intergenerational dialogue on issues related to girls and young women.
  • Bring together the voices of girls, academics, grassroots organizers, service providers, community practitioners and those who set policy to exchange information, network, and forge alliances.
  • Reflect on the work, accomplishments and challenges of the last decade of work related to and by girls and young women.
  • Explore concrete possibilities for collaboration between girls, academics, grassroots, service providers, community practitioners, and policy makers.

- Envision future strategies and actions to advance the status of girls and young women in Canada.

The Partnership

Explain the functions of all the partners, what the common goals are, and how the decision making process will happen.

Example:

Core Partner Roles and Responsibilities

The roles and responsibilities of the core partners include the following:

- Function as an intermediary between the coordinating committee and the partnering institution.
- Participate in coordinating committee meetings and responsibilities.
- Offer expertise to the coordinating committee process and decision-making.
- Financial Management: Each core partner will participate in the finance sub-committee, where the project resources will be managed. The partner's financial contributions will be based on an overall project budget. The budget will outline the financial and in-kind contributions of each partner and will inform the management of the overall project resources. Partners are responsible for managing their organizations' resources.

Partners' Roles

This section is about your partner(s). When describing them, be sure to write down who they are, what they do, and what they will be doing for this project. The point of this agreement is to be specific about the partners' roles and responsibilities. Try to use clear language so as to avoid any later confusion.

Example:

As a partner, X brings us:

- International and national networks of academics involved in gender and girls' studies.
- Experience in organizing symposiums and conferences.
- Institutional affiliation that offers legitimacy to the organizing committee.
- Expertise in participatory research.
- Institutional affiliation with X.
- Financial and in-kind contribution, including long distance and postage.

As a partner, Y brings us:

- International and national networks of academics involved in gender and girls' studies.
- Experience in organizing symposiums and conferences.
- Institutional affiliation that offers legitimacy to the organizing committee.

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- Expertise in participatory research.
- Institutional affiliation with Y.
- Financial and in-kind contribution.

As a partner, the Z bring us:

- National networks of service providers across Canada.
- Experience in organizing symposiums and conferences.
- Institutional affiliation that offers legitimacy to the organizing committee.
- Expertise in participatory research.
- Financial contributions including resources to cover the costs of participation in the conference, the organizing done by the coordinating committee (conference call fees, travel costs) and the cost for participation in the presentation.

Your Organization's Role

Do the same here as you did for the partners, only this time write it about yourself. What is your organization, what do you do, and what will you be doing for this project? Be specific about what your roles and responsibilities will be. This helps to explain to your partners what you will be doing, how it is different from what they are doing, and the shared tasks that you will all be working on together.

Example:

Girls Action will bring:

- Experience and expertise working with youth from an empowerment**,** pedagogical and youth-driven perspective.
- Management and coordination experience and expertise.
- A national network of grassroots, informal and formal organizations doing work for and by girls, and organizations directly or indirectly engaged in work to advance the equality of girls and young women.
- Coordination of a grassroots national retreat coordinating committee that will inform and feed into the coordinating committee.

Note:

Not all partnership agreements are the same! We highly encourage you to make modifications, additions, and changes to your partnership agreements based on what works for you. Include your partners in the creation of your agreement, and make sure that everyone has a full understanding of the plan. Partnerships are ultimately all about the relationships between you and the partners, so make sure to cultivate these relationships with care, as this makes working together far more effective![18]

ii.   Sample Outreach Letter for Girls

This is a letter explaining to girls what your program is about and invites them to come to a session to check it out. It is important to have this kind of outreach invitation in writing because it gives the program legitimacy and in this format it can be shared between girls.

Do you ever find yourself wanting to…?

- Express yourself freely without being judged or misunderstood?
- Explore and share your opinions and ideas?
- Have discussions about relationships and things that matter to you?
- Talk about body image and self esteem?
- Make new friends?
- Show off your talents and abilities?
- Have more FUN?
- Have more activities where you can take ACTION and make a difference?
- Know more about your local community?

Do you wish there were more activities for girls?

If you answered **yes** to any of these, then Girls' Club is a space for you!

In Girls' Club, we come together as girls to express ourselves, build our skills, and have lots and lots of FUN!

Some activities that Girls' Club offers are: self-defence, yoga, dance, photography, games, art exhibitions, theatre, sewing and arts and crafts. Girls' Club is an energetic program that helps you explore your creativity, learn about yourself, feel strong, get active in your community and be the girl you want to be!

If you are interested, join Girls' Club by contacting [Insert your contact details here]

iii.   Sample Outreach Letter to Parents

This is a letter to be given to parents that will explain to them what your girls' program is about. It is a good idea to attach this kind of letter to an outreach letter for girls (like the sample letter before this one) so that girls can show both to their parents. Again, this letter is important for giving the program legitimacy and to provide parents with contact information for your program in case they have additional questions.

[*insert address of your Girls' Program here*]

Dear [*fill in name of parent here*],

If you are a parent or guardian and would like your daughter to participate in Girls' Club, then your daughter will be provided with the space to engage in an empowerment and violence prevention program through creative self-expression.

Girls' Club is a program run in collaboration with [*name*] Community Centre. [*Insert a sentence or two describing your organization or initiative to show your credibility and legitimacy*.]

Girls' Club is a space for girls at [*name*] Elementary School and [*name*] Secondary School where girls can express feelings and opinions, ask questions, share stories or experiences, learn, challenge themselves, and discuss issues or concerns about growing up as a female in an interactive, fun and creative environment.

The girls involved in this program will help with the development of the programming; that will consist of safe and respectful critical discussions, games, and activities.

Here are some types of workshops or activities that we have done:

- Play games
- Paint
- Inner-self exploration (self-perception, positive self-esteem, reveal talents and abilities)
- A workshop about "What is Beauty?"
- Reflect on racism, and discussion of power structures
- Critique violence in pop music
- Watch movies

If your daughter is interested, why not join Girls' Club…

iv.　**Sample Media Plan**

MEDIA PLAN

WHO?			
Who are your target media?	**Who is writing about issues that matter to you?**	**Who will be interested in what you have to say?**	**Who cares?**
Brainstorm relevant publications (newspapers, magazines), websites, blogs, radio, TV.	Set up Google Alerts for your organization. Read the articles that cover issues that are relevant to you and what you do. Make a note of journalists who cover these issues on radio and TV programs.	Think about what organizations, groups, and individuals that you'd like to reach. Brainstorm what media they use (newspapers, blogs, websites, TV, radio, listservs).	Create a hit list of media that you want to focus on. Include: Name, Media, Email, Telephone, Deadlines for publication, Notes (for random bits of information). Start by looking at the names you have for each of these three areas. Is there any cross over? Put these media on your list.
HOW?			
Create presence(s)	**Connect with others**	**Build alliances**	**Make it personal**
Start a blog. Build a website. Create a group on Facebook. Open a Twitter account.	When an article makes you think or makes you mad, post it with a link and a comment in your blog, Twitter and Facebook. When a journalist writes about an issue that you care about, send them an email to tell them. If you find a blog or an article online that you catches your interest or that you like, comment on it and link back to your blog or website.	Join other groups with shared interests. Support their causes and invite them to support yours.	Try not to send mass emails to people you don't know. When you see something you like, let them know!

WHAT?		
Build your profile	**Press releases**	**Ideas**
Create a *boilerplate* that describes, in a paragraph, who you are and what you do. Put this in the bio or description section of all the sites you join. Include it at the bottom of your email and in any communications with press or with organizations.	Create a template for a press release, so that when you do one, it's ready to go!	Brainstorm ideas for media and news releases. This could include issues; events; interesting people in your organization; things you're doing; videos, performances, artworks you've created; people you're helping; actions. Ask journalists what they're working on. Do they need statistics, research, someone to interview? Create a weekly round up of blogs and articles and post it on your blog. Send a link to it via Twitter, email, and Facebook to your contacts. Write an e-newsletter or e-zine and share it!

WHEN?			
Timing is critical	**Deadlines**	**Time to write**	**Think ahead**
Your message could have so much impact if it is timed right. Make connections between your press release and wider media events (Valentines Day, Mental Health Week, International Women's Day, local events).	Know what your deadlines are for: • listings pages • monthly publications • weekly publications • daily publications	Remember that journalists need time to write (called *lead time*). A good idea can get lost if the journalist doesn't have time to write and research it.	Plan for the next few months so that you can take advantage of any liaisons and connections.

v.   Sample Press Release

FOR IMMEDIATE RELEASE

Montreal
February 04, 2009

What Do Girls Really Need To Do To Be Loved?
St. Valentine's Day is marked by an obsessive focus on relationships (or lack thereof), and a frenzy of sentimentality that results in Canadians spending on average more than $92 on gifts! The Girls Action Foundation offers a cliché-busting alternative: come celebrate the National Day of Action and find out what girls really need to be loved.

Take Action!
Valentine's Day has been transformed into a celebration of the incredible girls and young women across the country who are working for a better world. Now in its 6th year, the National Day of Action encourages young women to mobilize their communities and make a difference. Action projects are inspired by the realities and experiences of girls and young women across Canada and respond to issues and questions they want to bring into the spotlight.

From shared stories in comic book form with the Illustrated Journey Youth Project in British Columbia, to encouraging teachers to discuss important feminist issues affecting Canadian women with the Project for Equity in Education in Ontario, to intergenerational cookie exchanges in Newfoundland; this year, there are over thirty actions planned across Canada. Other actions include an empowerment camp in Inuvik, a celebration of mothers in Montreal, safe sex workshops in Whitehorse, the exploration of hyper-sexualization of girls and young women in Sheet Harbour, and giving power through information to young women working in "the Circle" in Winnipeg. To find out more about what's happening near you, click here: Day of Action.

Girls Action Foundation
Founded in 1995, the Girls Action Foundation is a national charitable organization that inspires and supports the empowerment, leadership and healthy development of girls and young women across Canada. Through its innovative programs, research, and support to a network of over 145 partnering organizations and projects, the Girls Action Foundation reaches over 35,000 girls and young women annually, providing opportunities to build their strength, discover their power and gain the confidence they need to bring their gifts to the world.

Contact and Information
Munira Ravji
Communications and Publicity Coordinator
1.888.948.1112 | 514.726.1816

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Share!

Send an E-card!

Check out our video!

Visit Girls Action Foundation

Word Cloud

Comment on this release in our Press Room

vi.   Media Relations Glossary

Aggregator   A website where news headlines are collected either manually or automatically, for example the Drudge Report, the Huffington Post or Google News

Body   Several paragraphs that offer details, statistics, background and other information relevant to a news release

Boilerplate   A paragraph that describes an organization and can be used in press releases, at the bottom of emails, on blogs and websites, or as a bio/description

Caption   A short sentence under a photograph that explains who or what it depicts

Close   A symbol that indicates the end of a press release ("-30-" or "###" or "ends")

Copy   Written content in publications

Dateline   States the date and originating city of a press release

Deadline   The absolute date or hour given to deliver copy

DPS   Double-page spread

Embargo   Request to wait to publish or broadcast a story until a certain time

EPK   Electronic Press Kit; a press kit in electronic form (also known as *online press room*)

Feature   Story that is not news and includes analysis

Filler   Short story, usually at the bottom of a page or column

Headline   Short snappy title to a story

Introduction   Two or three lines under the headline, to give a little more information about it (also known as *standfirst*)

Lead time   Describes the amount of time that a journalist has between receiving a writing assignment and submitting the completed piece (anything from a couple of hours to many months)

Media release   A communication to media intended to encourage development of articles on a subject. Often formatted like a newspaper article, it describes a story that could be published about an organization or product and is of interest to a number of people

Op-Ed   An article that expresses the opinions of a named writer or organization on a matter of public interest (also known as *opinion piece*)

Pitch   A short presentation of an idea

PR   Public Relations; how you control information between an organization and the public

Press kit   A collection of press releases, photographs and information to offer to media

Press release   A communication to media intended to encourage development of articles on a subject. Formatted to highlight an event, program, or piece of information by an organization and describes the who, what, where, when, why and how of the story

PSA   Public Service Announcement; a brief event listing or broadcast announcement that provide basic who, what, when and where information about an upcoming event

Pull quote   Text set in bold and larger type within the copy that catches the reader's attention; usually pulled from the body of the text (also known as *cross-head*)

RSS   Really Simple Syndication; a form of web publication which finds user selected web content such as news headlines, blogs, podcasts, and vlogs and puts them in a single location for easy viewing

SMR   Social Media Release; a communication to media and public that uses social media like Facebook or Twitter to promote a press or media release

Social Media   Allow people to connect online to form relationships for personal, political and business use (also known as *user-generated content*, *consumer-generated media* or *Web 2.0*)

Spike   To 'spike' a story is to reject it

Stet   An editing term that cancels a deletion or change made (from Latin: *Let it stand*)

Tag   A keyword given to a piece of information (such as an image, website, computer file, blog) that helps describe an item and allows it to be found by browsing or searching

Tag cloud   A visual depiction of tags used to describe the content of websites (also known as *word cloud*)

Thumbnail   A reduced-size version of a picture

Typo   A spelling mistake

Widow   A single word or line at the bottom of a page, which is the first line of the next paragraph continued on the next page. These should be removed. (also known as *orphan*)

vii.   Sample Program Budget

A budget is the estimated costs you will need to run your program. It is important to make a budget so that you can plan out what is feasible for your program. You will need to send a budget to your funders, the following format is very helpful because it will show who is contributing to what expense – they like to know exactly what they are paying for!

Sample Program Budget

Expenses *This column is for a title.*	Description *This column is for clarifying what is meant by each of the titles.*	Program Cost *This column represents what we think is the essential to the program.*	Support Cost *This column represents what we need to support the program.*	In-Kind, Volunteer, And Donations *This column represents support we have been offered by others in volunteer hours, monetary donations, or in-kind services.*	Actual *This column reflects the actual or real cost.*
Personnel	We try our hardest to pay people a living wage for their work. Sometimes services can be donated or offered as "in-kind" if you are trying to work with less.				
Project Manager	1 day/wk * $200/day	$10,400.00			$10,400.00
Youth Facilitators	2 facilitators * 20hrs/wk X 40wks X $16/hr	$25,600.00			$25,600.00
Volunteers	Although we do not pay our volunteers, it is important to factor in what we would have paid them in order to show our funders the efforts we have made to cut costs.				
Volunteers	6 ppl @ 4hrs X 12 sessions X $25/hr		$7,200.00	$7,200.00	

Sample Program Budget

Item	Description	Amount	Total
Transportation	The cost to participants and volunteers for getting to and from the site.		
Bus Tickets and Taxis		$150.00	$150.00
Material and Supplies			
Office Supplies	Paper, pens, markers	$200.00	$200.00
Materials and Supplies	Art supplies, markers, paper, glue, scissors, tape, stickers, paint, canvas, magazines, material	$1,500.00	$1,500.00
Food for Participants	$25 X 20 sessions	$500.00	$500.00
Equipment			
Equipment	Computer, audio, video, photography	$500.00	$500.00
Communications			
Promotions	Pamphlets, posters, web	$1,000.00	$1,000.00
Printing	Photocopies and reports	$500.00	$500.00
Rent/utilities	Although often these are donated, however the figures represent what it would have cost.		
Portion of Overhead Costs	Rent, phone, fax, photocopy	$4,800.00	$4,800.00

Space for Workshop Series	Space			$5,200.00	$5,200.00
Evaluation	The cost of hiring someone to evaluate our program when it is completed.				
External Consultant Fees	3 days @ $500/day			$1,500.00	$1,500.00
TOTAL		$40,000.00		$19,050.00	$18,900.00	$40,150.00

viii. Sample Work Plan

A work plan outlines what needs to be done to make the girls' program happen, and it high-lights exactly who is going to do it. A workplan is important for making sure that all of the tasks objectives of the program are recorded and that everyone involved is clear on their responsibilities. It is very helpful to set up regular meetings to develop this plan and to keep updating it and referring to it throughout the program.

Goal of the Project: To engage girls and community members to actively address and improve the determinants of girls' health in XYZ community.				
Activities	**Tasks**	**Timeline**	**Who Is Involved?**	**Outputs**
Advisory Committee	Meet with advisory committee members. Review committee context and needs.	1st meeting Apr 2007 & ongoing	Community partners, project manager, program coordinator	Advisory Committee with 4 community members who have expertise in youth, health and community engagement
Girls' Program Development	Meet with girl participants to discuss their interests. Plan program & consult with community partners on program design. Schedule community partners to make guest presentations and lead special workshops with the girls.	1st meeting Apr 2007 & ongoing	Girl participants, community partners, program coordinator	Meet with 20 girls to discuss interests Hold meeting with 10 or more community partners Schedule guest speakers
Outreach and Recruitment	Meet with teachers & school staff to inform them of program. Make presentations in classrooms and information tables in schools to promote program to girls.	May 2007 to March 2008	Program coordinator, facilitators, volunteers, community partners, guest workshop leaders	30 girl participants (15 at each school)

Girls' Program Delivery	Deliver weekly preventative health program for girls at 2 schools in XYZ community. After-school programs will incorporate skill-building and educational workshops, crafts, games, guest presenters, and physical activities. Topics to be covered include: self-esteem, conflict resolution, healthy relationships, self-defence, nutrition & the food system, friendship & bullying, reducing pollution at home & in community, racism & discrimination, healthy sexuality. Adapt program throughout the year according to girls' needs and changes in community health context.	May 2007 to March 2008	Program coordinator, facilitators, volunteers, community partners, guest workshop leaders	2 weekly programs offered for 10 weeks (total 30 hours of programming)

Community Action Project	Facilitate workshops with girls to identify the health issue that they want to focus on. Engage girls in planning and implementing a community action project on the health issue chosen by them. Support girls to present their concerns to school & community decision-makers. Outreach to public and community partners to participate in event. Develop and disseminate promotional materials. Hold an awareness-raising community event led by the girls.	Dec 2007 – March 2008	Girl participants, program coordinator, facilitators, volunteers, community partners	2 community action projects organized by girls
Parents' Workshops	Hold 2 workshops with parents on topics relating to the healthy development of girls.	June 2007 & March 2008	Parents, program coordinator, facilitators	2 parent workshops
Evaluation	Develop evaluation questions. Collect data (interviews with girls, parents, teachers; reflection session with girls; program records). Analyse data. Write and disseminate report.	Oct 2007 – March 2008	Program coordinator, girl participants, school staff, parents, community partners	Evaluation report

ix.   Sample Evaluation Plan

The following evaluation plan identifies the results and indicators that can be assessed as well as the tools to be used in the evaluation.

Objectives	Indicators	Sources	Methods: Tools or Instruments
To increase access to media arts training for girls and young women who face multiple barriers to engagement.	Numbers of young women participating in programs (goal: 30 young women) Number of hours of training offered (goal: 25 hours) Participants will represent diverse backgrounds and experience	Project staff Young women participants	Statistics on participation in training programs Records of workshops Self-identification and demographic information from participants
To increase young women's skills and knowledge in leadership and media arts.	Young women participants will report having gained skills in media arts production. Participants will report improved leadership skills (such as communication, project coordination, teamwork) and increased confidence. The facilitators and community partners will report observing increased knowledge, skills and self-esteem among the participants.	Young women participants Program coordinator Facilitators Community partners	Focus groups with participants (reflection session at end of training program) Questionnaires or interviews with participants Program coordinator's records of participants' comments and learning during workshops Records of workshop topics and discussions Interviews with community partners

To increase mentorship for girls and young women.	Number and diversity of women mentors contributing to training program. Young women will report that they have learned about new education and career options. Participants will report that they benefitted from meeting and working with the mentors.	Project staff Young women participants	Records of mentors contributing to program Program coordinator's records of participants' comments and learning during mentor visits Focus groups and/or interviews with young women
Young women will engage in action projects on the social/political issues that matter most to them.	Young women will discuss and identify specific issues that concern them. Types of social/political issues addressed by the young women in the action projects. Types of actions implemented by the young women. Young women will report having gained new skills and experience in planning and organizing community actions.	Community partners Project staff Young women participants	Records of discussions and planning for action projects Records of action projects undertaken by the young women Evaluation reports from the local actions Questionnaires for young women

x.   Sample Workshop Evaluation: Head Heart Hands

This can be used as a personal/anonymous evaluation, done on a sheet of paper. Alternately, the same questions can be posted on flip chart paper and participants can either write on it or on post-it notes to stick to the chart. In either case you give the opportunity to those who would like to share their responses to speak up.

HEAD, HEART, HANDS EVALUATION WORKSHEET
Head What are you thinking? What new ideas have you learned?
Heart How do you feel?
Hands/Feet What are you going to do now, or next?

xi. Sample Facilitator's Evaluation: ABC Girls' Program

ABC GIRLS' PROGRAM: FACILITATOR EVALUATION FORM (Page 1)

Workshop name:

Workshop date:

Workshop location:

Which activities did you do?

How successful was the activity, in terms of:

Engaging participants?

Getting the workshop's message across?

1st ☹ 😐 😊 Why? ☹ 😐 😊 Why?

2nd ☹ 😐 😊 Why? ☹ 😐 😊 Why?

3rd ☹ 😐 😊 Why? ☹ 😐 😊 Why?

Did you have everything you needed in terms of:

Materials? ◯ Yes ◯ No → What was missing or would have helped you?

Time? ◯ Yes ◯ No → What would have helped you?

Information/preparation? ◯ Yes ◯ No → What would have helped you?

How did the girls demonstrate their learning today in one (or more!) of the program's key areas?

Examples of things girls said or did.

Key areas:
- Knowledge & understanding of violence
- Critical thinking
- Social & communication skills

ABC GIRLS' PROGRAM: FACILITATOR EVALUATION FORM (Page 2)

Was ABC Girls' Program a safe space for all participants today? ○ Yes ○ No Explain:

What interventions did you do today? What challenge did you address? How did you address it?

Notes:

xii.   Sample "Asking for Donation" Letter

Note: The Program Coordinator or Facilitator and the girls typically use this type of letter to get donations from local businesses that will help with the program. Instead of buying things required for the program, you can send this type of a letter to local business owners and ask for what you need. This is a great way to involve the community and stick to your budget!

[Your address]

[Date]

[Recipients address - local business]

Dear *[local business owner or manager]*,

My name is *[insert name]* and I am a facilitator/coordinator of the Girls' Club, a program and space for girls to engage in empowerment and violence prevention through creative self-expression.

Girls' Club is a non-profit program run in collaboration with *[name]* Community Centre. *[Insert a sentence or two describing your organization or initiative to show your credibility and legitimacy.]*

Girls' Club is a space for girls at *[name]* Elementary School and *[name]* Secondary School to express feelings and opinions, ask questions, share stories or experiences, learn, challenge themselves and each other, and discuss issues or concerns they may have through creative self-expression.

Girls' Club is organizing *[give details about ongoing workshops, special events or field trip.]* The support of your business, by making a donation towards *[specify what you are asking for]*, would make this *[workshop series, event etc]* possible.

I look forward to hearing from you, and to answering any questions you may have about Girls' Club.

Sincerely,

[Your name]
[Title, Girls Club]

Section 2:
Considerations for Facilitators

In this section, we focus on issues that facilitators need to think about when running a girls' program. Our concentration is on leading and learning with your girls' group. We have found that it is important that everyone (no matter how many years of experience they may have) approaches facilitation as a learner, not as an "expert" who imparts knowledge to others.

In this section we discuss how to navigate the role of being a facilitator, negotiating personal boundaries, why and how to find support systems, how to work with a co-facilitator, becoming familiar with your identity as a facilitator, as well as how to facilitate across difference.

We offer facilitation tips, such as creating a girls' space, doing group check-ins, how to facilitate group discussions and debriefs, how to give and receive feedback and engage in critical questioning, as well as how to facilitate group dynamics and work through conflict and intense topics.

Finally, we provide tips on workshop design. We introduce the popular education approach and consider how to design a balanced workshop.

Role of Facilitators

As facilitators, we carry stories and feelings from the girls with us while we build programming with and inspired by the girls' desires and needs.

The facilitators bring inspiration, support and help ground the space.

We want to provide information that is relevant and needed to contribute to the lives of these girls. Like information about HIV/AIDS and sex education, communication and listening skills, group decision making, and personal decision-making.

~ **Amplify Training Participants,** 2008

As a girls'-program facilitator, you play a multi-faceted and very special role! **Facilitation** is mentally, physically, and emotionally demanding of the facilitators.

Here are some factors to keep in mind:

- As a facilitator, you do not want to play the role of a formal teacher (heavy-handed and policing with rules) but you also can't be just another member of the gang (out of fear that the girls will not like you). Remember, the girls are looking to you for guidance and to keep the experience safe.

- You are creating and holding the space where the girls will grow. This means organizing the process and doing what you can to ensure that there is physical and emotional safety for everyone. You must enforce this when needed but remember that you are ultimately not in control of the outcome. This gives girls the space they need to explore using their voice and problem-solving abilities, without leading them to what you think they should do.

- Learning goes both ways between the facilitator and the girls in the program. Be humble about what you don't know and open to what you can learn. This will model an acceptance of one's own weaknesses and inability to know everything, as well as honouring the value of curiosity, humility, and honesty.

- It is important that you take the lead in your own learning, stay up-to-date on the issues, practise developing your own analysis, and model curiosity with the girls in your program.

Personal Boundaries for Facilitators

The acceptance, support and knowledge that facilitators bring are arguably the most important component of any girls' program. Other important things that girls need are:

- Personal support
- Safety
- Time to talk by nurturing conversations with women who the girls have ongoing positive relationships with
- Recognition of and emphasis on the girls' cultural and personal strengths
- Programs that encourage relationships of trust and **interdependence** with the women who are a part of their lives
- Mentors whose realities reflect those of the girls in the group; supportive people who understand what the girls are experiencing

Many of these points are things that facilitators contribute simply through their presence and by creating a connection with the girls in the group. Having a connection and establishing trust are essential to addressing the needs of girls. However, it can sometimes get tricky. How do you get close to the girls without becoming just another friend? How do you keep from playing favourites in the group? What happens if one of the girls discloses something to you and you think she needs help? Do you break her confidence?

Establishing boundaries is essential. This does not need to mean that you shut yourself off from the girls in the group. However, you do need to think about what you share and make sure your stories are shared in the interest of modelling how to problem solve. Consider whether you share a story in the best interests of the girls and not out of your own need to share. You may need to save some of your stories for when you are with your own friends and recognize that you play *many* roles in the girls' lives - not *just* as a person who is friendly.

You are a guide, a role model, and an authority figure. Even though many aspects of your program may be designed to be non-hierarchical, you are the one who is responsible. Participants look to you to lead them through this process with wisdom and fairness, to draw boundaries where necessary, and to keep the experience safe.

Suggestions for establishing boundaries:
- Realize you are modelling how to be inclusive and accepting to the girls in your group. Your approach will have an impact on how girls feel about themselves and how they

treat others in the group.

- Make it clear ahead of time that you are a friend, but also take responsibility as a facilitator - let them know you can keep secrets but would need to disclose if they are being hurt or are in danger of hurting themselves or others. Stress as often as possible that their safety comes first and foremost and you will do whatever is necessary to maintain that safety.

- Don't "play favourites." Try to give all the girls equal time to express themselves in the group and validate all the contributions that they make. Find ways to include and acknowledge all participants, especially those who have more difficulty sharing. This creates a sense of safety and inclusion for the group as a whole.

- Check in with your co-facilitator about how the group dynamics are going. Give each other constructive feedback if you notice the other is giving more attention to some girls over others and support them in being more inclusive.

- If you want to connect with the girls only during the group time, try to leave some unstructured time during each session so the girls will be able to approach you individually if they want to.

- If you live in a small **community,** you will see the girls from your group in many different contexts and likely know their relatives. Remember to keep what you know about the girls in the group confidential, or you will break their trust. You may want to discuss the difficulty of opening up to someone that they already know. Be clear that everything discussed in the group stays in the group and honour that statement by making confidentiality secondary only to safety.

- Respond positively to girls who say they don't know what something means and recognize the courage needed to make oneself vulnerable in that situation.

- Many heavy topics and problems may be discussed in the group, and it is natural that you will feel pain or sadness along with the girls in the group. Make sure you find ways to work through any personal feelings this may bring up for you, and you find ways to relax and have fun. Taking care of yourself outside of the group is very important – the girls need your groundedness and inspiration!

- Be aware of personal disclosures. Ask yourself: "Is what I'm disclosing beneficial to the group or is it only serving me?" You may need to find someone (a counsellor or friend) that you can talk to about your personal feelings within the group. It may be helpful to set up a network of resources before you begin so you can access them when you need to.

- Accept your limits as a facilitator. You may need to refer girls to external resources like a counsellor or a health clinic. Don't try to be a therapist.

- It is never good enough to say "You should talk to someone about that!" and just leave it there. Make sure that you have a list of names and contact information of available health professionals nearby the project or close to the girls' place of residence so that the girls have someone concrete to contact immediately or once they arrive at home. You may even offer to make the contact with them before they leave the event.

- If you sense a girl may be suicidal or if she shows "at-risk" behaviour or if a girl is in an abusive situation, tell the girl that for their safety you are obligated to contact a professional to keep them safe, and then do so. You are not betraying a trust, you are saving a life.

Facilitator Support Systems

What Is a Support System?

A support system is a network of people who are close to you that you can call for help when you need it. People that are in your support system provide understanding, honest feedback, encouragement, support, and assistance.

Informal supports are the relationships that occur in everyday life. This can include family members, friends, neighbours, and co-workers.

Formal supports usually involve some form of payment for services and may include relationships with service providers, such as counsellors, therapists, front line staff, and care managers.

Why Is a Support System Important?

A solid support system can make a big difference in your life. Having supports means you will be happier, healthier and more fulfilled. Studies have shown that individuals with a greater diversity of relationships and/or involvement in a broad range of social activities have healthier lives and live longer than those who lack such supports. Unfortunately, according to research, people with mental illnesses may have social networks half the size of the networks among the general population.[19]

A solid support network is very important in your life in general. A support system when you are a facilitator is particularly helpful for sustaining you as you lead your girls' group. It is important to acknowledge that the work we do is not always easy and that we need opportunities to talk about our own feelings, frustrations, and dilemmas of working towards **social justice** with girls.

It is a good idea to ask for either informal or formal support; it will help strengthen your practice and is an important part of self-care. Acknowledging the importance of support systems can also model healthy behaviour, such as taking care of yourself, for the girls in your group.

Formal supports can be especially important for providing confidential and impartial advice. It is important to seek out formal supports who have an understanding and background in working from an anti-oppression framework and who have lots of practice in dealing with situations that arise in our type of work. Even if you are not currently calling on any formal supports, it is a good idea to look for support systems that meet your needs and the needs of the girls in your group as a back-up for when you, your co-facilitator or one of the girls in your group needs a referral.

Where to Look When Building Your Support System

Informal Support
- Friends you already have
- People you meet through your work as a girls' program facilitator.
- Family members
- Neighbours
- People you meet through community activities and projects
- People you meet through joining groups and clubs
- People you meet through volunteering

Formal Support
- Girls Action networks
- Counsellors who offer one on one counselling and/or support groups
- Medical practitioners
- Life coaches[20]

> **For more information on building Allies, see Why Are Allies Important? On page 30 in Section 1.**

Helping Violence Prevention Workers Reveal, Release and Reconnect:

A Workshop on Coping with Compassion Fatigue

Objective(s) & Context

- To review violence as an interlocking expression of intimate, relational, and systemic forms of power and control [21]
- To identify the ways in which working with those who have lived through experiences of violence are affected
- To identify and model helpful coping strategies in managing vicarious trauma

Violence can be the use of aggressive, physical force to injure somebody or damage something, or the effect created by its threat. Violence is an extremely destructive, or uncontrollable force, with an intensity of feeling, or form of expression that is oppressive, hurtful, harmful and damaging to either one's self or to others. Violence can be experienced in many forms. It can be self-inflicted (suicide, eating disorders, etc.), relational (sexual assault, domestic violence, etc.), and systemic (racism, sexism, etc.).

The impact of violence is far-reaching and can affect a person or group of people psychologically, socially, physically, and spiritually[22]. This is called vicarious trauma or secondary traumatic stress[23]. People who work with those who have experienced intimate, relational, and systemic violence in their lives are important to support. The impact of being exposed to stories of violence can often mirror the impact of violence itself, which in turn can prompt a wide variety of helpful and hurtful approaches to coping.

Symptoms of vicarious trauma can include anxiety, stress, social withdrawal, grief, sorrow, and an increased sensitization to televised violence. Helpers of those who have experienced violence may begin to feel they can't enjoy life when so many people in the world are suffering. Hearing stories of betrayal may cause some to distrust their close contacts or become overprotective of their children.

Mental health professionals are generally obligated not to share patient information with anyone, so they can't seek comfort from friends or family about a patient experience. While listening to people who have suffered, therapists, community organizers, educators, social workers, and violence prevention workers may have so much empathy that they develop what is called "compassion fatigue."

Several strategies have been documented as very important in managing vicarious trauma[24]. These include, but are not limited to, social support, working within a team, ongoing continuing education, balancing work and play, physical activity, spirituality, social activism, and personal therapy.

SOME OF THE IMPACTS OF WORKING WITH VIOLENCE

Psychological	Physical	Social	Spiritual
Decreased concentration	Strain	Withdrawal	Hopelessness
Anxiety	Aches	Isolation	Despair
Depression	Headaches		
Fear	Compromised Immunity		
Irritability			
Increased sensitivity to violence in news and other media (films, TV, web)			

Duration
170 minutes (2 hours and 50 minutes)
It can be done in two parts:
Part 1: 60 minutes
Part 2: 100 minutes
Debrief: 10 minutes

Group Size
8 – 24

Age Group
This activity is suitable for participants 16 yrs and older

Skills(s)
Collaboration, Communication, Critical Analysis

Format(s) and Technique(s)
Conversation

Materials
Flip chart, markers, tape, blank paper, pens, at least 100 small to medium sized beads, a spool of soft or elastic string, scissors

Facilitation Tips
- This workshop is for violence prevention workers, not a girls group.
- This workshop should follow introductory workshops, as well as the "Violence is…" workshop (or one that explores the definition of violence) in order to ensure that participants have a shared understanding of violence as an interlocking expression of intimate, relational, and systemic violence.
- This workshop is a form of managing vicarious trauma, as well as an avenue to discussing additional coping strategies. As such, it is important to take time with each part. Part 1 could be it's own workshop, provided Part 2 follows shortly after (in the next few days or the following week). If you do this workshop in its entirety, give participants a brief break (10-15 min) between Part 1 and 2.

Popular Education Prompts
- Begins with participants' experiences of working with those who have suffered violence, identifies common patterns and perspectives, leads to introducing or deepen analysis through additional information about vicarious trauma, and invites participants to strategize action in their own lives.

Leading this Activity: Steps to Take
This is a two-part activity.

Preparation:

1. Have a flip chart prepared with columns marked with these headings: psychological, physical, spiritual, social.

Workshop:
Part 1: Revealing Reasons and Patterns

1. Welcome participants and introduce topic of "Coping with vicarious trauma" by referring to some of the introductory points included in the context section above. You may wish to tailor this to the specific populations and issues participants work with *(5 minutes).*

2. Individual Writing: Pass out pens and papers. Invite participants to reflect on the story of why they entered into this work. Ask them to write that story as a short "fairy tale" beginning with "Once upon a time" *(10 minutes)*.

3. Ask participants to share their story with a partner of their choice *(10 minutes)*.

4. Ask two or three participants to share their story in the large group *(10 minutes)*.

5. Ask participants if there are any common threads in the stories they have heard from one another *(15 minutes)*.

6. Ask participants what kind of violence they come up against in their work. Record answers on flip chart paper *(10 minutes)*.

7. Hand out "Violence is…" handout. Review definition of violence as an interlocking expression of intimate, relational, and systemic violence. Ask if there is anything they would add to this definition *(5 minutes)*.

8. Either take a break here *(10-15 minutes)* or skip to the debrief portion below, thank participants and remind them when Part 2 of the workshop will take place.

Part 2: Releasing and Reconnecting

1. Welcome participants and explain the following directions before proceeding. Explain that you will divide the group into small groups of 4 to 6 people each. Each group should have a piece of flip chart paper and marker. Ask each group to draw an outline of a person and then to indicate how working with violence affects them *(15 minutes)*.

2. Ask each group to present their flip chart and to speak about how working with violence affects them *(approximately 2 minutes per group; total 10 minutes)*.

3. Using the prepared flip chart paper with headings, ask participants to review:
   a) Psychological impacts of working with violence (decreased concentration, memory, stress, anxiety, sorrow)
   b) Social impacts (withdrawal, disinterest, fear of particular people (men)
   c) Spiritual impacts (feelings of hopelessness, despair)
   d) Physical impacts (back pain, strain, headaches, decreased immunity) *(10 minutes)*.

4. With a partner, ask participants to reflect on some of the ways in which they have attempted to address these impacts of working with violence in each of these areas *(5 minutes)*.

5. In large group, ask participants to share ideas of how they have countered the impacts of working with violence. Record these ideas on a separate piece of flip chart paper *(10 minutes)*.

6. Provide and review handout or reference sheet on "Coping with compassion fatigue." Acknowledge new ideas raised by the group that may not be on the handout *(5 minutes)*.

7. Place a bowl of beads at the centre of the circle, with string and scissors. Ask participants to each cut a piece of string and one bead for every idea that they would like to remember, or for each person who provides them with support in dealing with the work that they do. Play soft music while this is happening *(25 minutes)*.

8. Ask a few volunteers to share the story of their beads in large group *(10 minutes)*.

Debrief
*   Ask participants to close the workshop by standing in a circle and, in turn, give one word to describe the workshop.

*   Optional: If appropriate, ask participants to join hands and pass a squeeze by gently squeezing the hand of the person next to you and asking them to pass it on around the circle. Do a second round, this time asking participants to say word to describe their experience of the workshop.

*   Thank participants.

Success Indicators
-   Participants identify the impact of working with violence in their lives.
-   Participants engage in conversation with one another about vicarious trauma.

Working with a Co-Facilitator

Working with a co-facilitator is a great way to model co-operation and different talents to the participants. It will also allow you to learn from one another and to support each other during long sessions or while broaching complex topics.

When working with a co-facilitator the goal is to create a relationship with them that is:

- Supportive yet constructively critical
- Open and honest
- Trusting
- Creative and empowering
- Respectful
- Allows for learning

It is a good idea to work out a plan for how to work together as co-facilitators. Here are some ideas from our experiences:

- Make sure you prepare adequately together and that each person is familiar with the activities that are going to take place, even the ones where you are not taking the lead in facilitating.

- Participate actively along with the girls in the parts of the workshop where you are not taking the lead in facilitating. This helps to model good participation to the girls and supports your co-facilitator too.

- Give your co-facilitator lots of encouragement!

- Agree on cues for timing and raising each other's awareness in case you spot a problem that needs to be addressed in the group (for example, low energy, people are confused, etc.).

- Before you co-lead an activity, discuss how you can best support each other. What are your expectations of each other and what role you would like each other to play? For example, is it helpful for your co-facilitator to ask questions to prompt the girls along if there is a silence? Should your co-facilitator help physically, by handing out materials while you talk? Or would you prefer your partner to sit quietly and respond only to pre-arranged cues?

Facilitator Identity and Facilitating Across Difference

The Importance of Identity for Facilitators

A facilitator's **identity** and the ability to understand how this identity plays a role in the facilitation process is an important consideration in girls' programming. As the girls' facilitator, mentor, and role model, it is important to understand your identity and **social location** (your experiences of oppression, privilege, and power). These understandings can model self-acceptance and strength, as well as self-reflexivity and accountability. Self-reflexivity is the process of looking critically your implication in **power** dynamics.

In programs that work towards equity and **social justice**, it is necessary to take the time to think about how your social location shapes who you are as a facilitator and the role your social location plays during facilitation. Understanding your social location is important to being an effective facilitator and to be able to facilitate across differences.

What Does It Mean to Facilitate Across Difference?

To facilitate across difference means to be grounded in an awareness of your identity and where you experience privilege as well as oppression. This understanding can help facilitators to raise issues in a way that will keep a safer space for all the participants. This is especially important because as a facilitator your own privilege and oppression will shape the way you see the world, as well as how you are perceived by others. Your social location shapes your worldview, yet it is important to understand that there are many other worldviews and to reflect this awareness when discussing topics with the girls in your group.

Creating a safer anti-oppressive space means that facilitators should understand their own identity, as well as considering the identities of the girls. As the facilitator you are the one creating the space. It is important to think about the needs of the girls, given their different social locations (their ability, ethnicities, races, religious affiliations, socioeconomic status, and sexual orientations, to name a few).

It is important not to assume that everything is fine in the group and in the activities unless a participant raises an issue with you. This puts the girls in an awkward situation and perpetuates the way certain cultures and practices are marginalized and made invisible within larger society. An example of this would be only talking about holidays from one particular faith or assuming that all the girls in the group are heterosexual.

Incidents are bound to arise where you will need to intervene and mediate based on social location or difference. For example, when hurtful or oppressive comments occur in the group based on race, religious affiliation, sexual orientation, and so on. Making group guidelines is a way to proactively discourage such behaviour.

It is also possible that girls will raise issues in the group that are not so obviously linked to social location. For example, if girls begin talking about bullying, it is important to look at the underlying causes of the bullying. Sometimes bullying amongst girls can be a manifestation of racism, homophobia or other discriminations.

When not so obvious situations of discrimination occur, use these incidents as a learning moment to talk about location and anti-oppression, drawing on shared experiences and addressing issues in the moment, as they emerge. When a comment is made, or an issue is raised in the group, it is more important to focus on addressing these types of emergent needs than any agenda you had planned.

Facilitation across differences should unpack assumptions or discriminations that underlie situations and conversations we sometimes take for granted. We find that attention to the informal culture of the group, such as comments that are made and interests that are focused on, helps girls to understand difference, respect, and social location. Actively naming and addressing oppressive comments and behaviour, demonstrates communication skills, conflict resolution, critical thinking, and life skills that the girls will carry with them for life.

Understanding Your Social Location as a Facilitator

When a facilitator understands their social location, it can model awareness and anti-oppression values for the group. As a role model, it is important that you are doing the personal work required to come to terms with your unique social location. This means grappling with the oppressions you face, as well as the **power** and **privilege** you experience relative to others.

To do this, facilitators should understand their own social location, question what this means, and challenge pre-conceived assumptions on an on-going basis. Understanding other people's social location relative to your own is another good way of understanding your social location.

There is no short cut for doing the deep and ongoing work that it takes to understand how oppressions and privileges affect you and how you are uniquely situated in relation to others. If you have not already read the section on anti-oppression in this manual, this would be a good place to start thinking about social locations and experiences of power, privilege and oppression.

> **For more information on anti-oppression, see Adding (New) Information: Knowledge Building – Anti-Oppression on page 190.**

It is important to try to understand your social location in order to facilitate across differences.

Here are some questions to help with that process:

- What is your social location relative to that of the girls in the group (this includes aspects of identity such as socio-economic status, race, religious affiliation, sexual orientation, ability, and so on)?
- Based on your social location, in what ways are you able, and unable, to relate to the experience of the girls in your group?
- In what ways, or through what aspects of your social location, do you experience privilege? In what ways could this impact your role as a facilitator?
- In what ways, or through what aspects of your social location, do you experience oppression? In what ways could this impact your role as a facilitator?

The following are just a few questions to consider for program planning that take into account the social locations of the girls participating in your group:

- If you are sharing food, are there any particular dietary needs, such as kosher food? Or are there specific times that eating is restricted, such as during Ramadan?
- Is your program accessible for participants who are differently abled?
- Can participants afford to travel to your program? Can they afford to take part in any special programs or trips?
- Does your programming assume that everyone is heterosexual?
- Are time and space for prayer made available?
- What religious or cultural holidays and events do you need to take into account when scheduling activities with the girls?
- Is it okay for the girls to be in co-ed spaces?

Things to consider for practising anti-oppressive facilitation:

- Who speaks most often and/or for the longest period of time?
- Are their certain girls whose opinions are expressed or reflected more often than others?
- As the facilitator, do you encourage some girls to express themselves more often than others?
- Are their certain girls whose interests are focused on more often than others (in terms of activities, songs that are listened to by the group or media that is watched or discussed in the group?)
- Do these interests, activities reflect the identities or lived realities of only some girls and not others?
- Whose life priorities are most often the focus of discussion?
- Do guest facilitators represent diverse experiences, backgrounds, and social locations?

For additional information on Facilitator Identity and Facilitating Across Difference, please visit our online Resource Centre www.girlsactionfoundation.ca

Facilitation

Creating the Space

Creating the space for the program is a key issue. This not only includes the physical accessibility and comfort of the space, but the ways in which you create a welcoming atmosphere and ensure that people treat each other well while they are in the space.

Some tips on creating a comfortable physical space:

- Not all rooms are easy to rearrange – but do what you can! Make sure you put things back the same way for the people using it next!

- Look for spaces that are physically accessible and have accessible washrooms. This is important not only if you have girls with physical disabilities in your group; it is important to be as accessible as possible so that girls with all different abilities are able to join your group.

- For large group activities, make sure the room is set up so that you can sit in a circle. In this way, everyone can see and hear each other and no one is left out.

- For small group activities, try to set up areas where each small group can have the room and privacy required to do their thing. You can use separate rooms, hallways or corners of a room – just make sure you are not interrupting others outside the group.

- If you are working with print materials for your workshop, be aware of participants' reading abilities and any visual impairments they may have. You may need to read or take turns reading the material aloud to ensure everyone understands.

- When working in a new space for the first time, show up early to get comfortable with the room before everyone gets there.

- You may want to set up a separate area that is apart from the group yet in the same space. It could be used for crafts or just for relaxing. This can be helpful when talking about difficult or sensitive topics that may trigger participants and bring up difficult feelings. Participants can go to this place if they need a break from participating in the discussion without having to excuse themselves, leave the room, and miss what is going on.

- Be conscious of your face. Keep it soft and open. Use your body as you talk. Breathe!

- As much as you can, have the girls take ownership of the space by decorating it. For

example, create an inspiration wall where they can post portraits of women who have inspired them. You may need to put up and take down your decorations at each meeting, but it is worth it!

- Physically, for everyone in the group, snacks are important! Make sure healthy snacks are available to help with everyone's energy level. Food also brings people together in sharing. As one girls' program evaluation noted, "Food is a big factor in Girls' Club!"

Ideas for Facilitating Discussion

To facilitate a good discussion, you need to have a hot topic, ask good questions, and give participants lots of time to think – especially if it's a complex or personal topic. Sometimes it helps participants (particularly the quiet ones) to have time to reflect or time to share with another person before asking them to share in a group. Try to use a combination of techniques. When you do, you may find that more people may participate actively in discussions more often.

Begin individually
- Incorporate **journaling** with questions to help focus the girls' reflections.

- Inspire writing through the use of a quote or reading. The facilitator can choose a quote that touches on a relevant theme and read it, while the participants write their thoughts silently.

- Encourage the writing of free-flowing thoughts. This works well when you give participants a definite time frame, for example, three to five minutes to write non-stop about a topic.

- Include arts activities to stimulate reflection by making poems or drawing pictures.

Partner sharing
- Ask participants to discuss a question in groups of two and report back what they are comfortable to share with the group afterwards.

As a whole group
- Include "go-arounds." These are a great way to give everyone the opportunity to contribute to the discussion. Make sure to remind everyone that they can "pass" if they choose to.

  A few ways to facilitate a "go around" include:
  - Each person shares one descriptive word or sentence about the activity or experience.
  - One person begins to retell what happened during the activity or experience and anyone can interrupt if they think of something to add to the sequence of how the activity or experience unfolded.
  - Each person in the group completes a sentence, such as, "It makes me happy when..." or "My favourite part of tonight was..."

- Try a "Fish bowl." In this activity, half the group sits inside a circle and the others sit or stand outside and observe while those in the "fish bowl" discuss a topic. After a period of time the "outside" group summarizes the discussion of the "inside" group. They then respond with their thoughts, while the "inside" group listens.

Asking Questions to Promote Critical Thinking

Using questions to intercept or interrupt informal conversation is a simple way to make the most of any moment and to promote critical thinking. Everyone makes all kinds of assumptions in order to arrive at opinions of how things are, what is important, and how things "should be." Drawing out participants' thoughts through the use of critical questions can also indicate the areas where there are patterns in experiences, as well in what girls are curious about. These curiosities or commonalities can point to possible topics for future workshops.

As a facilitator, it is also good to get into the practice of questioning yourself, being transparent about your own learning process, and sharing your questions with the girls in the program.

Key questions to encourage critical thinking could include:

- Why?
- Where did you learn that?
- When did you first think that?
- Reframe discussions to raise awareness about predominant assumptions. For example, asking: "When do people first know that they are straight?" could be helpful to reframe discussions about sexuality, especially when gay/lesbian/queer identities are assumed to be out of the norm.

Check-Ins

Keep up good communication with your co-facilitator about how the workshop is going. Check-ins should occur before, after, and during the workshop session. When participants are doing small group work or engaging in discussion amongst themselves, you may naturally need to give each other feedback or make adjustments to the schedule.

Check-ins may include:

- Defining and clarifying the day's activities
- Delegating tasks and **facilitation** roles based on collective decision making
- Considering any safety procedures
- Bringing forward any other concerns and brainstorming possible solutions

Debriefing to Deepen Learning

Activities, such as group-building activities, role-plays or visioning through art creation (to name a few) are a central part of a girls' program. The purpose of having a debriefing session after an activity or workshop is to support participants in their reflection on the activity they have just experienced, as well as to deepen their learning.

Facilitating a discussion to reflect on lessons learned is just as important as the exercise itself. There are a few guidelines that we have found helpful in facilitating a meaningful debriefing session. We like to break it down into three phases that guide the conversation and answer the questions: "What?" "So What?" and "Now What?" Also, any and all of the approaches used in the previous section: *Ideas for Facilitating Discussion* could be used for debriefing.

What?
In this phase of the discussion you are clarifying exactly what took place. Everyone will have a different perception of what was notable or important about the activity and this is an opportunity to share these perspectives. You can learn a lot about what is important to all members of the group by answering the following "What?" questions together.

Questions to ask in this phase could include:

- What was that activity or experience like?
- What did you notice and observe?
- What was the most challenging thing about that activity or experience? What was the easiest?

So What?
The "What?" questions can quickly go into the "So What?" phase. In the "So What?" phase, the girls identify what they think, feel or learned from the activity or experience.

Questions to ask in this phase could include:

- What did you learn?
- Was this activity or experience important to you? Why or why not?
- Do you have any new insights? If so, what are they?
- So what did this experience mean to you and your life?

Now What?
The last phase is meant to focus on the learning that is applicable beyond the activity or experience.

Questions to ask in this phase could include:

- What are you going to do now with what you have just learned?
- What goals do you have?
- What are the next steps you and/or the group are going to take?

Giving and Receiving Feedback[25]

Giving and receiving feedback is very important when facilitating. It can help co-facilitators work more effectively together and it can help groups work more cohesively. If group members have the tools and encouragement to give one another effective feedback; group members are enabled and encouraged to tell one another when they have done a good job when they have hurt or offended someone or when they need more information that might help avoid a conflict from occurring. In general, sharing and using tips for giving and receiving feedback empowers group members to make the group, and the group process, one that they are actively shaping.

Some tips for giving and receiving effective feedback include:

- Talk in the first person. Use statements such as "I felt..." These communicate personal responsibility for comments and do not claim to speak for others.

- Be specific. Statements such as "When you said X, I..." or "Your idea about topic Y..." focus on the particular action or statement. Avoid general comments such as "You always..."

- Challenge the idea or action, not the person. It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or behaviours that a person can modify (if they agree this would be useful). Remember to praise aspects of an idea or action that are positive, even if the idea or action as a whole doesn't seem to work.

- Combine recognition of what worked with a challenge to improve. Again be as specific as possible. For example, if a person sounds preachy in one part of the presentation but engages people in a lively way in another part, refer to the positive side to offer an example of a good model of tone, strategy, and style.

- Ask questions to clarify or probe reasons. Questions such as "What did you take into account when you decided...?" or "What did you mean when you said...?" credits the person with selection and judgment. These questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.

- Identify the bridges. When you are giving critical feedback to a participant, remind her or him of what you have in common. Comments such as "I know that when we do X we tend to..." remind the person that you're on the same side. Sometimes a part of this same bridge may be to acknowledge differences. For example, "As a white woman, my experience is a bit different, but..."

- Acknowledge how you connect to a problem. People can learn as much from what goes badly as from what goes well. It helps to show how you have also experienced a

similar problem. Statements such as "I've had this problem myself…" or "This is helpful for me/us to think about because…" emphasize that this is not just an academic exercise for you as facilitator.

- Whenever possible, make suggestions for alternative approaches. Questions such as "Have you considered…?" or "What would happen if we tried…?" open a range of possible responses. The use of "we" suggests that the issue and solution are of interest to the whole group.

- Encourage others to generate different ideas or options. This will make it clear that there is not just one other (and therefore better) way to do it.

- Do not assume that a difference is political. Check to see whether a conflict is based on different experience, different social identity or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that person's self-image.

- Be aware of "attacks" by co-facilitators or other group members on any participant who is simply stating their opinion. It is important to always maintain a sense of respect and safety within the group. Remember, there is a big difference between destructive opinions and constructive criticism.

Facilitating Group Dynamics and Working through Conflict

There will be times when you need to pause from the activities you had planned, in order to work through group dynamic issues that arise. This is an important learning moment for everyone and you should not feel that you have gotten "off track."

Issues or concerns that need to be addressed when they come up include:

- Challenging experiences (personal and professional)
- Reflections on learning
- How to deal with situations you may be unsure about
- Participant observations or concerns
- Participant conflict and possible strategies for management
- Personal conflict. There may be misunderstandings or conflict between facilitators. It is very important that the time be taken to address such matters. Unresolved issues can have a negative impact on the program environment.

There are many theories out there on how groups work. The following theory describes five stages to group development. It also shows how conflict comes up and why it is important part of how groups function.

The stages are:

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning[26]

We have found that this is a helpful way to think about the role that the facilitators need to play in setting up a healthy dynamic and in anticipating and working with conflict.

Although it is presented as though the group will progress from one stage to the other sequentially, this is rarely our experience. Just like with the spiral model of popular education (see Section 3: The Popular Education Spiral), the process will organically skip back and forth between stages. The important thing to keep in mind is that no matter where your group is in the process, it is a normal process. Your group is giving you cues and energy to work with.

The Five Stages of Conflict Resolution

1. Forming
In this initial stage, when the group first comes together, there is often a lot of reliance on the facilitator. The girls will look to you for guidance and direction and will have a lot of questions. At this stage you should make a Group Agreement.

➜ **For an example, refer to Creating a Group Agreement on page 186 of Appendix 3.**

Uphold these agreements yourself and don't be afraid to hold the girls to the agreements. Don't be surprised if you feel like you are being tested in some way. It's not personal; the girls are checking out where you stand.

Ideas for how to draw out girls who appear not to be engaged:

- Keep a special eye out for girls who are easily discouraged.
- With girls who are quiet, respect their need for distance from the conversation but assess whether they are activity listening, completely disengaged or resistant.
- Make use of naturally occurring remarks to address any issues.
- If no remarks come up, talk one-on-one with girls who appear not to be engaged to see what their experience of the group is. Maybe they like to listen more than talk, have a lot on their minds or express themselves in ways that you are not used to. You may need to alter your style to make sure you are not excluding them.
- Give lots of positive reinforcement. For example, when the girls try a new activity in girls' group that they were previously nervous about, like playing a new sport, sharing in the group, show your support. Also, when a girl makes a responsible decision let her know that you noticed and are proud of her
- Work one-on-one with girls who have difficulty applying themselves and who aren't responding to positive reinforcement.
- Provide a box that the girls can put their anonymous questions in. You can take time during a session to hand out papers to all girls and ask them to put a paper in the box even if they have nothing to say, to get the ball rolling. Take time each meeting to read and discuss the questions. Make it clear that these are questions that are relevant to everyone. As an organizer you might want to take a look at the questions before the meeting, so you can find answers to anything you are unsure of.
- Try to avoid abstract or complicated language. This can be alienating and make girls feel unsure of how to take part in the conversation.

2. Storming

Storming refers to the time in the life of a group when conflicts begin to emerge. This is a natural part of being in a group and you should not panic! Use the conflict as a way to productively discuss and work through differences and as a way to get valuable feedback about the needs of the group.

As the group gets to know each other, members may attempt to establish themselves as leaders or cliques may form and there may be power struggles. Recognize that challenges to the Group Agreement are probably not malicious; the girls are testing boundaries and asserting their individuality – something that happens in all groups.

Do what you can to acknowledge the unique talents of each person and give every girl an opportunity to shine. Make time for the emotional issues that will emerge and resolve any conflicts that emerge. Don't be worried if this takes you off course from what you had planned in a workshop; there is a lot of invaluable learning in these moments.

Although you may feel more connected to certain individuals, cliques or opinions in the group, do your best to not take sides or play favourites to ensure that the space is as safe as possible for everyone.

Ideas for reducing tensions amongst cliques:

- Change the physical position of the girls to each other. For example, by sitting in between them or by involving the girls in physical games such as musical chairs and dances that encourage all the girls to have fun together.
- Split girls into pairs for some activities to break up the cliques, even if the girls are not happy with this.
- Use activities to focus the group on a common cause.

3. Norming

At this stage in the process, the group starts to get in the habit of working together according the Group Agreement. Roles and responsibilities are clear and accepted. People have found a good rhythm of working together and can have fun together even if they disagree on certain issues. At this stage, the facilitator plays a maintenance role and needs to make room to encourage the girls to take on leadership within the group.

4. Performing

In these moments the group will have a lot of autonomy and can accomplish a lot without the guidance of the facilitator. Don't try to hang on to the leadership role. You are also a valued member of the team and can support the emerging leadership "from behind" by actively participating, encouraging, and offering suggestions when it is requested.

Disagreements still occur, but they can now be resolved within the team positively. Necessary changes can be imagined and implemented by the group itself.

5. Adjourning
Adjourning is when the group is breaking up. This can occur many times in an ongoing group as members come in and go out. With each change in membership, the group reforms itself, so it is good to have a defined process to mark beginnings and endings.

The group can be a sort of home for the girls. As the facilitator, it is important to recognize and be sensitive to people's vulnerabilities at this stage, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from changes.

Having closure after each activity helps the girls to feel contained and also helps to mentally retain the positive aspects of each activity. For example, the group members might take turns speaking about what they learned from the activity and what they felt was the most memorable moment. The facilitator might sum up the positive group interactions, comments, and contributions that they witnessed in order to help the group members better assimilate the experience.

Intense Topics

Some of the topics and discussions that arise (planned or unplanned) within your group might be intense and might provoke a lot of emotions within the group.

Here are a few ways to be prepared for intense topics:

- Know your stuff. Having knowledge of the topic or an analysis of heavy issues means you will be able to ground yourself for the conversation and normalize any misconceptions that are presented.

- Know your limits in terms of conversations and topics you can comfortably handle. Be open and honest when you do not know about something that a participant has asked about. It is also important to lead people back to the topic at hand if it goes too far astray and to point out when a topic is beyond the scope of the activity.

- Rely on your co-facilitator to keep an eye on participants and to help you by taking over the part of the session you are leading if you get into an area where you do not feel confident.

- Call for breaks in the activity if and when needed.

- Use **energizers** to lighten things after a heavy discussion. Those that get people laughing are especially good!

- Follow-up with participants after if you think there are still some heavy or unresolved feelings.

- Have **resources** on hand in order to provide more information and direct girls to places where they can get help.

- Find someone with experience to lead this part of the workshop if you don't feel comfortable facilitating a certain discussion yourself.

Tips for Helping Girls Cope with Violence

We know that girls and young women are exposed to all kinds of violence ranging from systemic violence (war, racism, sexism, homophobia, and poverty) to relational violence (bullying, physical, emotional and sexual abuse) to internalized violence (self-injurious behaviours and substance overuse). They may also be exposed to random acts of violence. Random acts of violence, especially those that occur in a school setting, can have profound effects. Although such events are extremely rare, the fact that they are well publicized in the media can make them seem more common and close to home. As a result, exposure to coverage of these events can leave students feeling vulnerable, confused, and powerless.

All of these forms of violence can lead to painful feelings of fear, anxiety, anger, depression, hopelessness, and shame. Emotions could also include feeling cut off, isolated and numb, or could involve sadness, grief, anger, and a sense of loss.

Often when doing popular education workshops, participants are invited to reflect or draw on their own experiences as a basis from which to learn together. It is therefore very likely that participants will be reminded of, and want to share, experiences that were hurtful or harmful.

Your responsibility as a facilitator will be to notice and respond to the importance of what they are sharing, and to call in, or refer participants to, additional resources when necessary and when legally required. These resources might include parents, older siblings, teachers, social workers, or counsellors.

The following tips are intended to help girls and young women cope with the feelings that violence brings up, and to help them maintain a sense of safety.

Let Them Talk

People need a place to vent their feelings. If they feel unsafe, let them share that. If they have fears for family members or friends, let them share that, too. For some youth, exposure to public tragic events may trigger memories of their own experiences, and they may need time to talk about and process these events, as well.

If a young woman or girl begins to speak about experiences that appear significant and distressing to her or to other group members, you will need to decide whether it is appropriate to continue the conversation with the group or whether to continue the conversation with her alone. You can ask your group if they would like to have a supportive parent, counsellor, or social worker join the group. You can also ask if providing a follow-up workshop is something they

would like to do. Or you can refer group members to helpful resources in the community, at the school or online.

Review Safety Plans

Make sure they are aware of the safety plans that are in place at your school or agency. Understanding the procedures that have been developed to keep them safe is sometimes enough to give them an extra measure of security. Through practising fire, evacuation, lock-down, and other drills, they will also take some of the ownership of keeping themselves safe and increase their feelings of control over the situation.

If the violence they are facing or have faced is happening in their homes or elsewhere, review with them the phone numbers of parents, guardians, crisis counsellors, help lines, and youth shelters that are available in your area and that can offer support.

Don't Make Impossible Promises

While you want to help them feel safe, avoid promising what can't be delivered. Statements like, "It will never happen here," aren't helpful because girls know they aren't true. Offering false statements can cause them to doubt everything that you say.

Work with Community Members

When possible, work with other community members such as parents, social workers, schoolteachers, counsellors, and psychologists. Know whom to call if one of your participants is facing a violent situation. It will help you feel less helpless in listening to accounts of violence they have faced or continue to face.

Help Put Things in Perspective

You can also help your participants see situations clearly. Yes, tragic events do happen, but the odds of any particular incident happening to them are maybe not as big as they think. A social network of caring people can go a long way to make sure that they are safe and can work though difficult situations. In the case of large-scale, random violence that happens in public spaces, help them also understand how repeated media coverage can make events seem more commonplace than they actually are.

In cases of bullying, help participants identify and understand how their experiences might be driven by racism, sexism, homophobia, fear of poverty or other social locations. By unpacking potential causes of bullying, participants are supported to talk about how their experiences are related to repetitions of social, systemic, and collective forms of violence, and not only as isolated experiences between peers. For example, if we see two girls bullying another girl, we might get curious about what is causing the fight and chalk it up to the victim of violence being less popular. If we step back from this story of bullying and take into consideration the

socio-economic status, racialization, and other forms social location that each of these girls are a part of, we may see more of the story.

This wider perspective helps participants see how certain groups of people are rendered more vulnerable to violence because of discriminatory ideas, stereotypes and language, rather than seeing bullying as a simple exchange between a "strong/perpetrator" and "weak/victim". Such an analysis is useful because it helps us move away from feelings of helplessness and hopelessness. It also helps us to move away from beliefs that perpetrators and victims are destined to repeat the same story for the rest of time. Finally, when we are able to unpack some of the roots of bullying, we are better suited to direct participants to more appropriate resources.

Designing Workshops

Always work with lots of flexibility, knowing how to change and adapt to what the girls want to do.Find a good balance between fun activities, activities focused on social change and anti-oppression, and open discussion. This will increase confidence and help girls find solutions to their problems. It is so important to balance these three items (fun, social change and anti-oppression, and open discussion). The girls are at school the whole day – when they arrive at the program, they want to move!

~ Geneviève Morand, Magazine Authentik, a magazine by and for girls, Montreal

It was necessary to find a happy medium between programmed activities and open discussion.The younger girls especially were often fighting for airtime and discussions could become endless, so we had to learn where to draw the line.

~ Rachel Levine-Katz, Dawson Community Centre, Verdun

The design is like a musical composition. The facilitator is like the conductor.

~ Jonathon Gould

Designing popular education activities is the important first step in leading or facilitating a workshop or program for girls. Design and facilitation are like two sides of a coin and must go together.

Design
With a good design you have thought about who is in the room, what their abilities are, the necessary equipment, and how much time you have. Good organization allows you to rely on your plan and to be focused during the workshop and connected to the girls in the program.

Facilitation
Good facilitation means communicating clearly, encouraging participation from everyone, resolving conflict, and watching for nonverbal signals from people. It also means being able to pose good questions, speed up or slow down the pace, and give more or less guidance according to how everyone in the room is doing.

Tools for Popular Education Design

Designing a workshop is like taking a paintbrush to a blank piece of paper. You can make anything happen! The design is an outline of what you want to do and when you want it to happen in the workshop.

The following are a few tools you can use to design activities and workshops. Remember that these are just guidelines meant to help you think through the important questions. Feel free to adapt them to suit the needs of your girls' program.

1. Activity Outline Template

The first tool is an Activity Outline Template, an example of which can be found in Appendix 2. It will guide you through the details for planning and describing each activity within a workshop. This tool also helps you stay in touch with why you are doing an activity and prompts you to think through how to adapt it. For example, you may want to make an activity easier or more complex.

2. The Loom: Detailed Activity Breakdown

The second tool is the Sample Workshop Outline: The Loom! Detailed Activity Breakdown, which can be found in Appendix 2. This is a tool used to detail the sequence of activities for a workshop or session. This helps you look at your overall **objectives** for the session and put together a flow of activities that balance elements such as: hands-on versus reflective, individual/small group versus large group, and deep thinking versus just-for-fun activities.

This tool also helps you remember what supplies you need to have on hand and to track the time you will need for each part of the session. The activity template or *loom* includes an example activity, followed by a blank version you can use for your own planning purposes. These tools are templates for you to photocopy and fill in. You should keep them close to you during a workshop!

Achieving Balance in Design

The most important element of a workshop is balance, which can be thought of as a "dynamic tension of opposites."

Elements of balance could include:

- Fun activities ~ Serious analysis
- A quick discussion (taking a bit of time) ~ Deeply processing a discussion (spending more time)
- Activities geared towards younger girls in the group ~ Activities geared towards older girls in the group
- Writing-centred activities ~ Movement-based activities

These are not necessarily polar opposites! Designing and facilitating workshops is a question of playing with these tensions. Aim to achieve a balance of these elements within each activity and in the workshop as a whole. Then be prepared to modify the design of your activity or workshop as you go, paying attention to the moment-to-moment needs of the group.

APPENDICES: SECTION 2

i.   Activity Outline Template

ii.   Sample Workshop Outline: The Loom! Detailed Activity Breakdown

The following sample templates are also available on our website www.girlsactionfoundation.ca

i.   Activity Outline Template

Objective(s) and Context:
Duration:
Group Size:
Age Group:
Skill(s) Learned:
Format(s) and Technique(s):
Materials:
Facilitation Tips:
Popular Education Prompts:

Leading this Activity: Steps to take
    -Preparation:
    -Workshop:

Debrief:
Success indicators:

ii.   Sample Workshop Outline: The Loom! Detailed Activity Breakdown

This is a tool to help break down each step of a workshop. This version includes some of the key steps you will want to include. There is a blank plan at the end, so you can make photocopies and fill it in for your use.

The Loom! Detailed Activity Breakdown
Session Objectives:

1.
2.
3.

Session Plan:

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
3:30	30 min	Set-up space	**Set-up**	• Get snacks ready • Put up signs for directions (if needed) • Put up agendas • Post other charts	• Billboard paper • Agenda on flipchart • Markers • Snacks	All
4:00	10 min	Arrivals	**Welcome**			All
4:10	15 min	• Establish atmosphere of fun • Energize group	**Energizer**			Who leads?
4:25				Introduction and main activity		
	10 min	Relax		BREAK		
	5 min	Energizer				
				Continuation of activities		
5:40	10 min	Wrap-up	**Large Group**	Sharing last thoughts		
5:50	10 min	Evaluate evening				

The Loom! Detailed Activity Breakdown
Session Objectives:

1. Explore the meaning behind media images or lyrics
2. Reinvent the images you would like to see in the media
3. Self expression!

Session Plan:

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
3:00	30 min	Touch base for session	Check-in	• Defining and clarification of the day's activities • Delegating of tasks and facilitation based on collective decision-making • Consideration for any safety procedures • Bringing forward any other concerns		Facilitators
3:30	30 min	Set-up space	Set-up	• Get snacks ready • Put up agendas • Post other charts	Billboard paper Agenda on flipchart Markers Snacks	Facilitators
4:00	10 min	• Establish atmosphere of fun • Energize group	Energizer	Elephants and giraffes (see previous activity outline)		Who leads?
4:10	15 min	Establish starting place for session	Go-around	Invite each participant to share by choosing or making up questions: • How was their week? (or whatever length of time it has been since you last met) • How was their day? • How they are feeling right now?		Who leads?

4:25	**40** min	Look at the meaning behind songs that we like	**Large group**	Music deconstruction (see previous activity outline) • Listening to music can involve dancing too!	Copies of music lyrics DVD of music videos	
5:05	**10** min	Relax		BREAK	Snacks	
5:15	**5** min	(Re)energize group	**Energizer**			
5:20	**20** min	To make our own meanings, alternate songs or images	**Small groups**	Break into small groups either through an activity or let girls decide • Write alternative lyrics to the same tune • Act out an alternative music video • Create a poem or picture or a whole 'zine on the topics	Markers Paper Magazines Glues Glitter	
5:40	**10** min	Wrap-up	**Large group**	Sharing our images and/or lyrics		
5:50	**10** min	Evaluate session		Head hearts hands evaluation	Copies of hand outs	

Sample Workshop Outline: The Loom! Detailed Activity
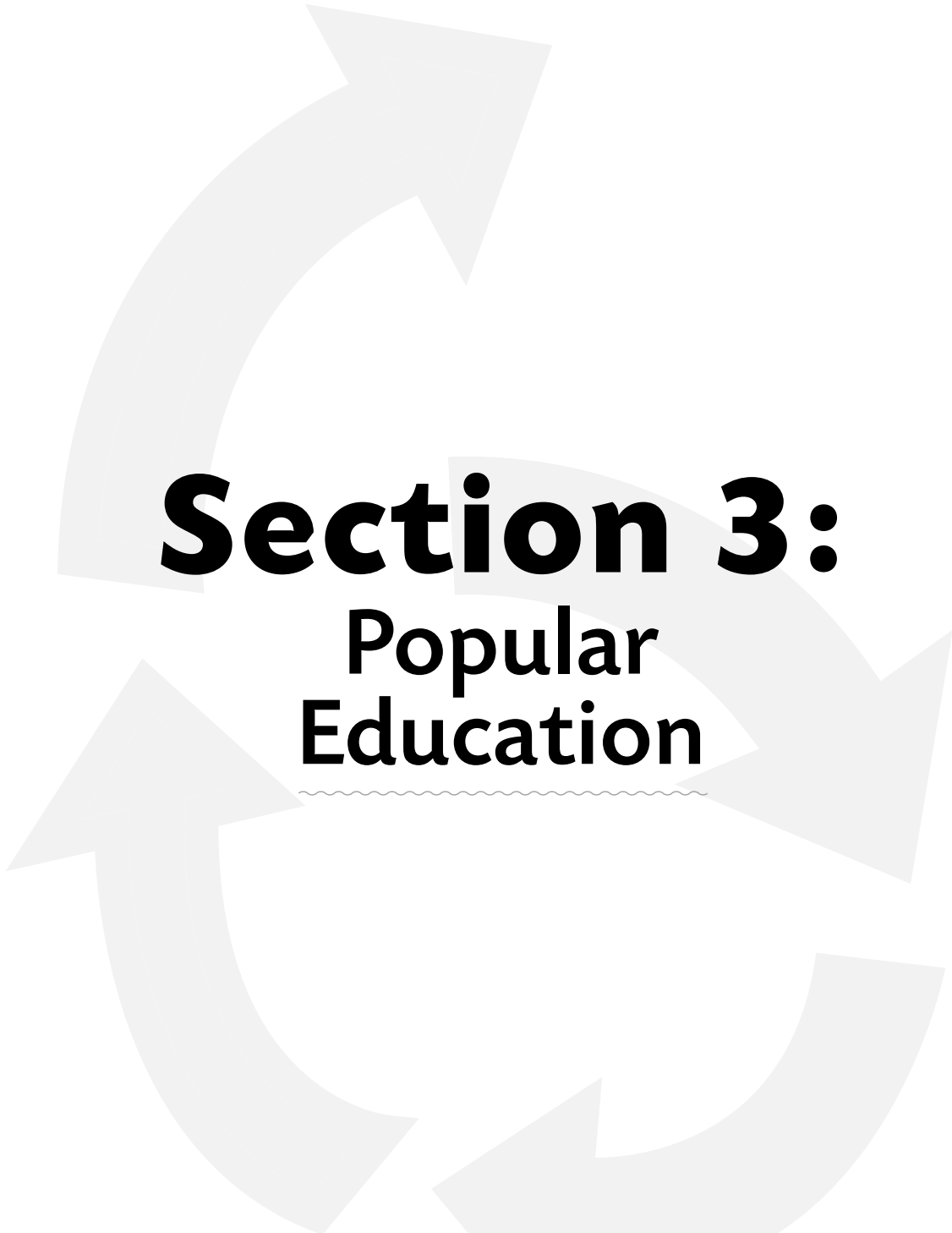
The Loom! Detailed Activity Breakdown
Session Objectives:

1.
2.
3.

Session Plan:

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO

Section 3:
Popular Education

Popular education is 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.

~ Paulo Freire

What is Popular Education?

Popular education comes from Latin America where popular means "of the people." Popular education refers to a method of education that encourages people to teach and learn from each other about issues that matter most in their lives, issues that will allow them to organize together for social change.

Popular education requires the "learners" to define what they need in order to learn. Lessons are not dictated by a teacher or leader based on what they know or what they think is important. Popular education is non-hierarchical. The boundaries between learners and teachers are intentionally blurred, with each teaching the other according to their personal skills, knowledge, and lived realities. Popular education may be defined as a technique designed to raise the consciousness of its participants and to allow them to become more aware of how personal experiences are connected to larger societal problems. It has the potential to **empower** people to collectively organize to change issues affecting their lives.[27]

This approach has been used around the world as a method to analyse how things work and to organize for change. For example in Brazil, peasants who were displaced from their land rallied together, learned about the issues, analysed the key players in the situation, and mobilized broad support. This action lead the landless peasants back to their rightful land.

Popular education has also been a key component in other mobilization efforts and ongoing battles of land reclamation. In the United States Myles Horton and the Highlander Centre put popular education on the map in the 1930s when they organized meetings with people in the Southern U.S. to better their life circumstances. In naming issues of concern, people mentioned that they wished they could vote in order to have an effect on the political processes. The result was a popular education approach that mobilized a massive voter drive. This process focused on local people, collectively learning about political issues while also learning to read.

In Canada, popular education has been used to mobilize communities to protest free trade and to organize **social justice** campaigns with union workers. Popular education is not just learning for the purpose of acquiring knowledge, but learning so that you can make a difference in the world. Popular education can be applied in any setting where you are looking for action that will affect social change. It is not a set process or defined method with steps that must be followed, rather it is about reflecting with others and figuring out ways to take action to change our lives and in our world.

The key components to popular education are:

- Understanding that learning starts with what is important in the lives of the participants
- Understanding that learning is a process that names and addresses **power** imbalances in the world, as well as in the collective group
- Understanding that the main goal of popular education is to create positive social change

Popular Education for Girl-Centered Programming

The learning spiral of the popular education method was employed in every session in order to identify shared experiences, to engage in critical analysis, and to collectively discuss and develop solutions and alternative actions. Each session was designed with the goal of involving the intellect, the emotions, and the promotion of action-based solutions for a holistic approach to program delivery.

~ **Nabila El-Ahmed,** St. Joseph Immigrant Women's Centre, Hamilton

Popular education is a great way to do girls' programming that starts with girls experiences, and helps them to put into perspective what is going on in their lives, and helps them to be active participants in making changes in their lives, communities, and beyond.

The key to popular education is that the programming should centre on the girls; they should take the lead in naming what activities they want to do, and in raising issues that are important to them. The focus is on what *they* are experiencing and wondering about and what they find cool. Let them lead with the content and you create the container – the space, the **resources**, the support and the process! Take their interests and concerns as your inspiration to create workshops. Girls can also be encouraged to plan and lead workshops by themselves that demonstrated their special skills or hobbies while you provide support as the facilitator.

You can use these aspects of popular education in your own girls' program. Here are some examples of how:

- Start with the experience and knowledge of the participants through `get to know you` activities and through activities that encourage girls to tell stories about what is important in their lives (for example, sharing troubles girls face).

- Identify patterns by noticing what themes are repeated in girls' experiences as they share their stories. Explore these topics (for example, noting that everyone in the group is mentioning being effected by some form of bullying and girl cliques).

- Do your homework! Bring in information or guest speakers based on the questions and needs of the group. In order to get girls thinking, ask questions about how situations related to these topics have come to exist. (For example, why are girls in competition with each other, and why do girls think they are each other's enemies?). If girls have

questions work together as a group to find the answer. The main idea is for new infor-mation is introduced because of the girls' curiosity and needs, not because you wanted to teach them something you thought they should learn.

- Based on what you have shared and learned you have probably noticed some things that are not working the way you would like, or some things that are great and you would like to see more of it in girls lives - this is the point! Seize the opportunity to do something! Strategize and plan for action. Think of the options that you and the group have for making the situation better; brainstorm and think through different ideas. (For example, can think of different ways you can effectively intervene when there are cliques forming or bullying is happening?)

- Apply what has been learned and take action. Let the girls come up with strategies for change themselves; although you can suggest actions if they are stuck; such as a letter writing campaign, organizing a workshop, making a 'zine or talking to friends. (For ex-ample, decide not to be mean to other girls and tell your friends about it; create a 'zine about why girls should support each other!)

The key to a popular education approach is to be flexible and adaptable – it is not a step-by-step method! You will jump back and forth between different parts of the spiral model. For example, when adding new information to an activity you may uncover a new aspect of your participants' experiences and want to explore that; you may even want to switch gears and do a full session on another topic that is raised. Be flexible and work according to the needs of your group.

For additional information on Popular Education, visit our Online Resource Centre www.girlsactionfoundation.ca.

The Popular Education Spiral

Popular education can provide a model to help you think about how to plan a session with girls, as well as how to plan an entire program. It is not a template, but a way of thinking about education for social change.

The spiral model of popular education looks like this:

5. apply what's been learned in the world

1. start with the experience & knowledge of the participants

2. identify patterns

3. add new information and theory linked to the patterns in what people know

4. practice skills, strategize, & plan for action

change unequal power relations
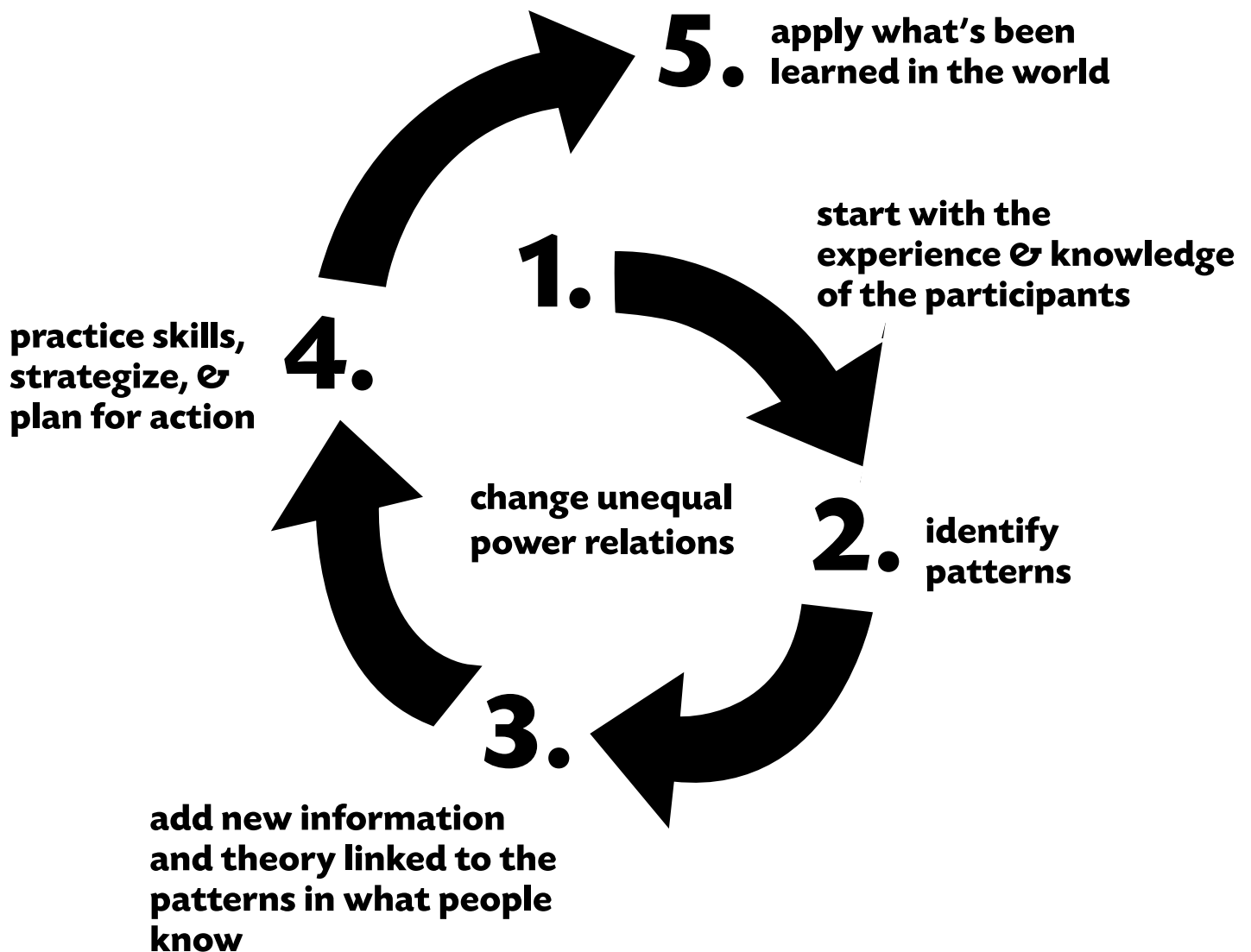
In this spiral model of popular education, there are a number of aspects, or guiding principles, to incorporate. These aspects include:

- Starting with the experiences of the participants
- Identifying patterns
- Adding new information
- Strategizing and planning for action
- Taking action

They do not need to be followed in that order, but each should be taken into account in your programming.

For example, a popular education inspired girls' program using the spiral model would focus on working with girls to figure out, and then work with, what is important in their lives. The root purpose is to help girls improve their lives; so naturally, the starting point *is the girls' lives*.

This can be accomplished by having girls name the issues they face, find common ground with other girls, learn new things to improve their analyses, and act together for change that affects their lives. By incorporating these aspects into your program, popular education offers valuable guiding principles for inspiring collective learning and action.

Start From Where We Are

The centre of the popular education spiral is called "Starting from Where We Are." This stage is about establishing where all the girls in the group "are at" in terms of who they are, where their interests lie, and what their knowledge and awareness of "girls issues" is. This is the beginning of a process that involves "getting to know you" activities, such as telling stories about what is important in our lives and sharing experiences common to girls. In this part of the spiral, the focus is on discovering each participant's starting point of knowledge and experience base, as well as creating the container for the group to create a safe(r) space and build co-operation allies instead of competition.

As in all aspects of the spiral, these are concepts that a group will return to again and again, not only in the formation stage but also in activities throughout the program. The spiral model of popular education is used to think about central concepts that need to be incorporated throughout the program, not as stages or steps that are passed through in a progression.

Activities

To see workshop activities that are based on a popular education approach, we have compiled a Workshop Guide that accompanies this Manual. The Workshop Guide is a compilation of a diverse selection of workshop activities gathered from girls' programmers from across the country. It contains descriptions of a vast collection of the most effective, or "best practice," activities and workshops for girls and young women. The activities found in the guide should be adapted for your specific context and your specific girls' group, and for this reason it would be helpful if you reviewed Section 2: Designing Workshops in this Manual at the same time.

The Workshop Guide is available both in hard copy and in our Online Resource Centre www.girlsactionfoundation.ca.

The following are general suggestions and tips best suited to this initial stage of the spiral.

Introductions and Icebreakers
Introductions and icebreakers are best used in a progression that help group members learn each others names and gradually allow participants to learn more about each other and to build trust.

Trust Activities

These activities provide the group with an opportunity to build trust by sharing experiences, working together for a common cause and depending on one another. This type of activity can be used to create closeness at the beginning of a workshop and to maintain a sense of cohesion in the group, as well as to practice co-operation or to work on unspoken conflicts that may exist. Doing a trust activity and then debriefing about how it went can be a great mirror for the group to reflect on how well they are (or aren't) working together.

Creating a Safer Space

In our experience, a "safer space" is one where girls are able to express themselves, make mistakes, take healthy risks, and constructively challenge one another. How can we create a sense of safety in the group? First of all, we have to recognize that creating a safe space in which everyone feels completely comfortable all the time may not be possible. Each girl will have different things that help her create and maintain a feeling of safety. However, it is also important that the girls challenge themselves outside of their comfort zone in order to learn and grow. Keep in mind that having the courage to grow also requires having a safe place to process and reflect on challenging experiences.

Incorporating processes such as Group Agreements into your workshops allow every girl to voice her needs and to be an active participant in the shaping of the girls' program. This will help to make it a safer space in which everyone can explore and experience himself or herself more fully!

> **See Creating a Group Agreement on page 186 in Appendix 3.**

Energizers

Energizers add the spice to workshop! Having a range of energizer ideas in your back pocket is helpful for:
- When energy is low
- Breaking tension in the group
- Building cohesion in the group through sharing humour
- Releasing energy by giving the girls the chance to move their bodies
- Transitioning into an activity after a break, or transitioning between activities

Look for Patterns in Experience

It is an important role of the facilitator to listen to and acknowledge what individual participants share and also to listen for what the girls have in common. In our experience, noticing what themes are repeated in participants' experiences and exploring these topics is at the heart of girl-centred programming. To do this, you need to stay alert to, and curious about, the emerging trends of what girls are interested in and be motivated to act on these. Listening for what the girls have in common also means reading between the lines and listening for the implicit questions that are not explicitly asked.

When you are able to identify patterns in experience, you will be able to respond to themes that have emerged in the workshops you plan. For instance, if it seems like a lot of the girls are talking about their favourite celebrities, you may want to discuss what makes these individuals interesting and attractive and look at what it takes to become a celebrity. Perhaps you could organize some activities that analyse the popular media!

As a facilitator, looking for patterns in experience is about asking good questions that help you and others explore how issues relate. This is about making connections from the experiences of one girl to another. It also means figuring out how these experiences are impacted by messages and expectations from family and friends, by even larger social issues, as well as the influences of school, pop culture, and the media.

The following is a practice you can use to help you connect these dots.

Debriefing to Find Patterns in Experience

Debriefing is very important because it helps individual members of the group to deepen their learning and understanding. However, within a popular education approach, the focus is not only on individual learning, but also is on how the collective learns together for the purpose of shaping and informing collective action. For this reason, when thinking about debriefing, it is more important to focus on what is being learned together as a collective. This is done by looking for patterns in experience or finding the commonalities in the lived experiences that individual members of the group share. Looking for patterns in experience will happen primarily at the "So What?" stage in the progression of debriefing questions.

The role of the facilitator at this stage is to encourage group members to draw links between their experiences. For example, group members may individually have experienced racism or homophobia. By sharing these experiences, group members may notice the shared experiences or see a relationship between their experiences. Participants may also need your help in making the links. By looking for patterns in experience it is possible to encourage group members to see that they are not alone in their experience and to strategize towards actions that can address the systemic nature of the oppressions group members have experienced. This is different to focusing on working through the individual actions each girl has experienced or witnessed.

Add (New) Information: Knowledge Building

Positive body image was a key theme for Girls' Club, addressed in multiple activities and through various media. For example: "The girls learned to create digital collages that represented positive body image ... not only did they learn a new skill using a different medium, they also demonstrated a new form of communication."

'Zine-making was also used as a means of self-expression that is outside the mainstream of regular media channels. Girls' Club addressed body image issues through activities designed to have girls articulate social expectations of beauty and body image, and then critically reflect on these.

~ Girls Action Girls' Club Evaluation

"Adding (New) Information," is the portion of the popular education spiral where you seek out new information as a group and start to answer the questions that have arisen during programming. *The key is that this need for information originates from the girls.* Girls are not passive (and should not be treated as such) in the process. Whatever knowledge building you do together will therefore relate to where the girls are at and not from your desire to "teach" them something. In this way, popular education works from a positive perspective that trusts in the girls' capacities, resourcefulness, and ability to ask good questions.

At this stage, girls are encouraged to develop their *own knowledge* as a political process leading to collective action in the community. We think it is important to take an asset-based approach: one that values what girls already know and the ways that they learn. This approach means recognizing that girls face certain structural barriers in learning, such as institutionalized racism, poverty, and homophobia, among many others. In this way, we aim to bring critical perspectives of how these systems work into our learning.

In other words, the foundation of the new information we bring into the group needs to be grounded in anti-oppression frameworks. Modelling this kind of learning is an important way to understand issues holistically and to practise critical-thinking skills.

What counts as knowledge?
Another key aspect in this portion of the popular education spiral is to question and challenge what we have been taught to consider as credible sources of information. Often we are taught that only experts with specific credentials know anything and as such, to know something we must listen to them.

For example, psychologists may say certain things about what is important to girls or how girls develop. Girls need to trust what they are feeling and know that this also provides "expert knowledge." In reality, knowledge exists in many places, especially in our lived experiences. There are many places to connect with information for knowledge building.

Recognizing knowledge or expertise within a group and/or **community** can be a very **empowering** and engaging process. Examples of group or community sources of information are:
- The group itself
- Mentors that the girls want to introduce to the group
- Volunteer workshop facilitators or speakers from other community agencies

For more information on how to work safely and effectively with volunteers, please see Section 1: Volunteers and Guest Facilitators on page 35.

To help you seek out new information grounded in anti-oppression, we have compiled information sheets, on themes such as healthy sexuality, violence prevention, self-esteem and more starting on page 190 in Appendix 3. They provide just a few examples of thematic areas where the girls may need or want to explore new information.

We know that the information here will not meet every need you might have for knowledge-building; we could write a book about the issues girls and young women want to talk about and learn about – learning is a lifetime process for us all! We hope these information sheets will create the groundwork for what you need to know when questions arise and inspire further exploration with your group. We also hope that the activities suggested will help you promote meaningful discussions and inspire you to design your own activities.

Here is a quick preview of the information sheets we have prepared:

Anti-Oppression

Our mandate is to work towards equity and to create a just society. Our girls' programs, publications, and **resources** aim to **empower** girls and an anti-oppression framework is at the heart of this work.

An anti-oppression approach is one that seeks to actively address and understand the varied causes and effects of power, privilege, and marginalization in girls' communities. This approach means being actively reflective in our work and asking questions about how our practices reinforce or help overcome multiple forms of **oppression**.

In terms of programming, this kind of reflection can translate into a number of potentially productive discussions on how **power** and **privilege** play themselves out in group dynamics during workshops, activities or in the kinds of knowledge we share. The addition of any kind of new information into your girls' group should take into consideration how all the multiple oppressions (all the "isms") affect us on an individual and community level. Anti-oppression is the basis of the framework for all of the information provided in this section and in this Manual as a whole. We have also provided the Knowledge-Building Info-Sheet: What is Anti-Oppression? on page 190 of Appendix 3 in order to help expand this concept.

Anti-oppression means recognizing historical inequities and working in a way that names power imbalances and works to transform them. The world as we know it divides people based on the notion that some are "better than" and some are "less than." We are taught to believe that some of us are deserving of privileges and opportunities, while others are less deserving. Who becomes "other" is determined by values that define social norms and organizes us into social hierarchies.

Interlocking oppression is a helpful way of understanding how oppressions are linked together and inseparable. Systems of oppression come into existence in and through one another; they are not separate and distinct. This means that **class** exploitation could not be accomplished without **gender** and **racial** hierarchies; imperialism would not be possible without **class** exploitation, sexism, heterosexism, and so on.[28] In other words, oppression and privilege are two sides of the same coin; one cannot exist without the other. Having a grasp of anti-oppression theory and frameworks is critical to girls and women meeting across their differences and working together.

Self-Esteem

We recognize that self-esteem – feeling able to cope, feeling worthy, and feeling whole – is the starting point or foundation for girls to realize their potential.

The knowledge building information sheets and activities that we have provided try to reflect this idea, and are meant to provide resources that can be drawn on at any stage in your program. The suggested activities can also be used and adapted at any stage of programming when issues of self-esteem (or lack of self-esteem) arise with the girls in your program.

Sexual Health

An issue that comes up frequently in girls' programs is relationships, sexuality, and sex. Girls are naturally curious about these aspects of life and growing up and often the girls' group is the safest place they have to ask questions and learn about relationships and sex. As a facilitator, being comfortable and informed on these topics is important for modelling an **empowered** and centred approach to these issues. Modelling this kind of attitude can provide great incentive for girls to become more proactive about their own health and well-being.

Discussions and workshops on these issues can help counter **stereotypes** that discourage girls from taking a lead in their own health and encourage them to become an advocate for friends or family who face challenges such as accessing information or resources. We hope that the activities and information sheets provided will help girls become empowered in their sexual health.

Violence Prevention

Girls can experience violence in complex and intersecting ways. We call this the violence continuum, which ranges from personal violence (self-harm, substance abuse, and so on); relational violence (sexual abuse, emotional or verbal abuse, physical abuse, bullying, racism, homophobia, transphobia, and so on); and systemic violence (poverty, discrimination within institutions, policies or laws, sexism, racism, homophobia, transphobia, and so on). Violence can occur on one, two, or all of these levels simultaneously and has proven to be detrimental for young women's health and emotional development.

Girls require preventative approaches that address these multiple forms of violence without perpetuating a climate of fear that can be intimidating and silencing. In all activities and conversations, it is key to intersperse time for processing these difficult issues with time for celebrating the ways we are strong!

Gender Identity

Stereotypes abound for both men and women. Men are stereotyped as strong, silent, short-haired wage-earners, interested only in the functional aspects of life, not too good with children and attracted to women; while women are talkative, weaker, long-haired primary caregivers for children, obsessed with fashion and attracted to men. The result of these assumptions and stereotypes about gender is often called "gender oppression." Both men and women are expected to conform to a limited idea of "manhood" or "womanhood" that leaves very little room for human variation.

 As individuals who work with girls, we know that gender stereotypes are far from being universal truths. We know that there is a huge variation in the way that different girls express themselves, whether through their haircuts, fashion choices, sexualities, tastes in music, etc. One of the reasons that we work with girls and young women is because we understand that gender has a great influence on how we interact with the world – along with a whole variety of other factors like class, race, religion, ability, etc. We work hard to create safer spaces for the participants in our programs, where different expressions of gender are valued and appreciated, instead of being policed.

Strategize, Plan, and Take Action

I ask youth what they want, what are some things that they see in their community, that they wish were different but don't know how to fix it, or don't know who to turn to. If they don't know, I give them suggestions to help them, and then develop programming that is of interest to them.

~ Bev Walker, Millbrook Family Healing Centre Truro, Nova Scotia

We attempted to get the girls involved in outside opportunities, build their confidence from feeling respected in a girl-centred space, and our eventual intention was to have them help co-facilitate after they had completed the program.

~ Joanne Cave, Ophelia's Voice, Sherwood Park Alberta

What Is Action?
Action means doing something (or avoiding doing something) in order to have a positive effect on the social, political, economic or cultural environment that you live in. Action is also closely tied to the idea of being an activist – someone who works to make change happen. Taking action with your girls' group can foster the development of leadership skills, self-esteem and community engagement. Girls learn about their world by changing it for the betterment of their lives, families and communities.

Why Take Action?
Action can be motivated by a wide range of political beliefs or orientations and take many different forms of expression. You might decide to take action based on situations, organizations, policies, laws or behaviours that you see in the world that you do not like. You may also take action in order to further a positive vision of the world that you want to see realized.

Here are just a few reasons why you might be motivated to take action:

- Make a change in your life, community, country or the world
- Raise awareness so that more people will take action
- Set a positive example for others
- Influence and effect public policy
- Create positive alternatives to problems or challenges you see in your community and in the world
- Encourage acting locally and thinking globally

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Action and the Popular Education Spiral

Strategizing and planning for action follows the previous aspects of the spiral (starting from where participants are at, looking for patterns, and adding new information and theory), but this does not mean that you should only think about taking action at the end of the popular education spiral. Like all aspects of the spiral, the idea of social change and taking action should be infused in everything that you do.

At some stage in your session or program you will want to be very explicit about how to enact change. You can brainstorm and try out different ideas depending on the needs of the group. For example, if the issue of cliques comes up, think of how you can talk with girls about its negative effects and strategize together about what can be done.

The action phase of the process is very important. It offers hope, possibility, and engages girls in working together and building team skills as they enact change together. Taking action can also provide girls with an important opportunity to practise their self-expression and self-advocacy. This is an important part of confidence, self-assertiveness and advocacy building. Engaging in action with others is also important, since it can give girls the opportunity to share their learning and awareness with their peers and their community. Doing action with others also enables positive change on the broader community.

Here are some tips and suggestions that could help in the strategizing before you take action:

How to Strategize or Decide What Action to Take[29]

There are many ways to take action. What kind of action you decide to do will depend on the situation, your analysis of the situation and what you think will produce the greatest results, as well as who else is interested in becoming involved in taking action with you.

For example, if you see a lot of garbage on the street you may determine the problem is the trash (which is dirty or looks bad) or people's behaviour (throwing trash on the street) or business practices (which create too much packaging). Each analysis calls for a different strategy or response: a neighbourhood cleanup, a public awareness campaign or writing letters to businesses that you feel over packaging. This is a very simple example, but hopefully shows how there are many ways to approach an issue.

Also, the same actions may not have the same impact or result each time you do it. A very important part of taking action is to think through the situations and analyse the possibilities ahead of time. Try not to just jump in and take action without being clear on what your purpose is.

To help you decide what actions are best suited to your vision, here are some questions to ask yourself about taking action:

- What are the objectives of your action? What do you want to see happen as a result of your action?
- What actions would suit meeting your objective best?
- How does your action fit into your longer-term vision of the change you would like to see?
- How will you communicate with your audience?
- What are the possible outcomes of your action (intended or unintended, good or bad)?
- How will you or your group make decisions about what to do next, before, during, and after the action?
- How will you evaluate the effectiveness of your action?
- Are there any possible negative consequences that might arise from your action? Are you prepared to deal with them?
- At what point will you decide to call it off?

How Can I Take Action?

Taking action can mean educating, awareness raising, creating positive alternatives or challenging injustices where you see them.

Here are a few examples of how you can take action with your girls group. Try brainstorming with the girls about what these actions involve and how they can use them for their own issues.

- Organize a workshop
- Arrange for an inspiring person to speak at your girls group and invite people to join, or you can decide to go big and fill a whole auditorium
- Encourage writing by making 'zines with the girls' stories and poetry; create pamphlets, websites or blogs
- Introduce art by creating a mural or collage, painting, dance, songs, theatre, photo ex-hibitions
- Talk to a friend
- Put on an event. Have the girls identify an issue that is important to them and their communities and organize an event to bring everyone together around this issue to raise awareness, share, and plan for the future
- Speak out and take responsibility for the aspects of your identity where you have privi-lege – most of us are both marginalized and privileged in some way
- Encourage political campaigning and support
- Fundraise
- Challenge oppression where you see it, openly and proudly express the aspects of your

identity that are marginalized
- Conduct research to inform others and to inform policies
- Campaign and organize around an issue in order to raise awareness about it: write letters to those causing the problem or to those who can offer support and make your cause known in the general public by offering information (like tabling at an event or on the street)
- Try lobbying and influencing others in power (like legislators) who are in favour of a certain policy or practice by seeking interviews, writing letters or joining a letter-writing campaign and bringing external pressure[30]
- Promote civil disobedience characterized by the use of passive resistance or other non-violent means[31] as a way of seeking law reforms
- Boycott by patronizing and encouraging others to patronize businesses whose practices you prefer (they are kind to the environment or treat their employees fairly)
- Take part in media activism by:
  - *Culture Jamming*
    A form of political communication in response to the saturation of advertising we face and commercial isolation of public life. Culture jamming makes a satire of media messages such as brand logos and political messages. By playing with and altering these messages, cultural jammers hope to make consumers aware of the assumptions that go into such messages.[32]
  - *Internet Activism*
    e-Activsm or cyber-activism uses different electronic techniques to educate, spread awareness, and promote advocacy to bring about social change such as email, the Web, and other new media[33]
  - *Demonstrations or Rallies*
    March through the streets[34] or hold a meeting in a public place (a rally) to hear public speakers.[35] Both are ways for a group to express their feeling for or against something.

Why is Action Important?

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

~ Margaret Mead

As Margaret Mead points out, we have the power to affect the circumstances of our life if we act. Change can take a long time to come about, but every little bit of action that is taken helps to create change. By taking action you are becoming a part of making history, and moving forward towards the elimination of violence and discrimination in all its different forms. If you are unhappy about the state of the world, don't just complain: the best remedy is action. It has been shown that one of the best long-term antidotes to feelings of sadness or hopelessness about the state of the world is to work for social change.[36]

Action Profiles

At Girls Action we believe that taking action is an important way for girls to learn about the world: by changing it and making it better. Action can take on many forms. It can be personal, community-based or structural (government laws or organizational policies). Since we talk so much about action, we wanted to share some examples of the actions that girls and young women have taken within our network.

- Actions can be taken within girls' groups to build girls' capacity and raise awareness
- Actions can be taken outside the group to build community
- Girls and young women can self-organize as action
- Girls and young women can take action to influence structural change

Actions can take on one or more of these aspects. For example, girls can take action within the group and then present it to the wider community**.** This could then lead to collective action to change a law.

Capacity-Building Actions within Girls' Groups

Here are some concrete examples of what we mean by action:

'Zine making!
A favourite activity at Girls' Club is 'zine making. 'Zines address themes which matter to the girls. In the past we have done 'zines on themes such as self-esteem, friendships or healthy relationships. Girls then made copies and shared their creations with their peers.

Write poems, make collages, and create art!
Creative arts and creative writing on topics that affect girls is a great way to raise awareness, share talents, and be creative. It is easy to then share these art creations with the larger community.

Fundraise for a cause that affects us
The girls make bracelets to sell and donate the profits to the cause that is important to them.

Re-write song lyrics
Love the melody but hate the lyrics? Girls re-write song lyrics to deconstruct popular media, reclaim their own realities in music, and educate peers by sharing their songs.

Create your own song!
Girls write their own lyrics and use clapping, stomping, found objects or instruments to create their own song.

Community mural

The girls can paint an image that represents something they have learned or want to share from girls' group. For example, they could paint a "tree of peace" on the walls of the school. The mural is to educate their peers on the acceptance of others and non-violence.

Letter-writing campaigns

Girls write letters to organizations, corporations or government officials on issues they would like to see action on. For example, writing letters to your MP asking her/him to create legislation to ban the use of toxic chemicals in beauty products.

Blogging

Blogs are special websites designed to share information, opinions, and discussions. Girls can participate in existing blogs (see www.kickaction.ca) or they can create their own.

Intergenerational night

Create an event for multiple generations of women to get together about an issue in their community. For example "Leaping Feats Creative Dance Works" in Whitehorse held an informal gathering with prospective girls' club participants and local grandmothers to share stories about new beginnings. The event built bridges between different generations in order to work together towards violence prevention in their community. By networking with women in the community, they worked together to help make change that empowers young women to live without violence.

Ethical Fashion Show

In Victoria, B.C., Anti-DOTE organizes an annual "Unlabeled Fashion Show" where girls make their own brand of fashion through recycled materials and sew-it-yourself designs. This workshop aims to examine all aspects of fashion and explore its effects through a youth-engaged, feminist, and participatory lens. In addition, the workshop is designed for young girls and women to use fashion as a tool for exercising their political agency and resistance.

Body casting

The Green Goddesses girls' group in Ottawa creates body casts. Using plaster and other materials the group creates body casts of the entire torso and arms, which are then "decorated" with messages about what their bodies mean to them, how they love and nurture them, and how they have been affected by media messages. These body casts are then displayed in an art gallery. The hope is that body casting supports girls in developing awareness and acceptance of body size and shape and offers an opportunity to show the world a different story about women and girls.

Food budgeting

Girlz Group from LEA Place plans a nutritious meal for a family of four while following

Canada's Food Guide and the families' budget. The girls go to the grocery store armed with calculators and shopping lists. The groceries are then donated to the local food bank to be given to a family of four. This action helps the girls understand the impacts of poverty on families, meal planning, nutrition, budget living, and the cost associated with living in a rural area.

Community-Building Actions

Public film screening and discussion

Jodi Proctor from Whitehorse organizes an awareness raising event/fundraiser on the subject of women's homelessness in the Yukon. Housing and having supportive programming for women is an important issue in Whitehorse, so Jodi invites different women to speak on the subject and female artists to perform. "I want to raise the profile of these issues in the community – get them more into the public eye. I have asked a women spokesperson, Charlotte Hrenchuk, to speak about certain stereotypes around homeless women, myth-busting if you will, and would love for people to leave with the knowledge that every women is vulnerable to this plight. It could happen to anyone."

Celebration of cultures dinner

A girls' group in Vancouver invites people to a dinner to celebrate their cultures by bringing food, games, dress, and songs. There were activities of First Nation art making and flag making from the countries of each participant. The objective was to have participants take the time to be proud of who they are, to explore, and to leave the event with more knowledge about cultures different from their own.

Young Women Self-Organizing as Action

Back Off: Re-appropriating our bodies

Back Off is an event organized by a group of young women from Concordia University and the University of Quebec in Montreal (UQAM). They create a day to discuss various issues affecting women's bodies. Some themes addressed are: overmedication of contraception, the toxicity of menstrual products, and the homogenising of representations of sexuality and women. The event is a day to reflect, resist, and take control. It includes a community fair, bilingual workshops, and panel of guest speakers.

Rock Camp for Girls Montreal

Young women from Montreal, Quebec create a week long music camp where girls can take up space, take risks, learn new skills, and create their own kind of cultural production through music. Rock Camp for Girls Montreal fosters girls' leadership and self-esteem building and offers a community of support to girls and young women interested in do-it-yourself music.

<u>Teen Feminist Action Network</u>
This network organizes conference calls, an email listserv, a message board and a blog that connects young feminists. The organization of the Network is participatory and planned by potential users. "Natalia and I both know that having a support network is invaluable and we want to create that experience, along with lots of resource-sharing and collaboration, for other girls and young women."

<u>Organize a Blogging Carnival</u>
A blogging carnival is traditionally a week or so long and features posts by guest bloggers on one or a few specific themes. Curating a blogging carnival involves reaching out to a number of people, usually bloggers but also activists, students, your cousin – anyone who you think more people need to hear from.

The goal of a blogging carnival is generally the initiation of discussion, so it's important to promote the carnival – by word of mouth, on Facebook, via email, etc. – and then make sure that people who are comfortable talking about the themes you pick are on-hand to moderate those conversations. Not only are the conversations that come out of blogging carnivals super-inspiring, they're also really well documented! You can have a blogging carnival on your personal blog (starting a blog using Wordpress or Blogger is really straightforward) or you can organize one on a site like Girls Actions' *kickaction.ca*.

Actions to Influence Structural Changes and Systems Change
<u>United Nations</u>
Ophelia's Voice, in Sherwood Park, Alberta, takes action in partnership with the United Nations Association of Canada Healthy Children Healthy Communities Project. It investigates the social determinants of health of youth across Canada. In this project Ophelia's Voice evaluates the Child Health Action Manual. To do this, a group of young women from Ophelia's Voice participate in two national conference calls, facilitated by the United Nations Association of Canada; two evaluation sessions; and a meeting with their Municipal Government to present their recommendations on improving the social determinants of health for the youth of the Sherwood Park area. The girls want the local government and community to be informed about media influence, body image, racism, lack of access to education, poverty, peer pressure, employment, and access to recreation facilities as important determinants of health for youth in the area.

<u>World Urban Youth Forum</u>
After organizing with young women for a while, you might be able to attend something like the World Urban Forum to talk about youth engagement and girl-specific engagement.

Here is an excerpt from the World Urban Forum and Youth Declaration:

In the weekend preceding the World Urban Forum III over four hundred youth leaders, representing over forty countries, assembled in Vancouver to share our experiences with, and strategies for, urban development. Over three days, youth attended workshops, training sessions and had impassioned discussions about the issues plaguing our communities. From these discussions, an overarching theme emerged and held prominence: the most important challenge to overcome for youth today is to be engaged and involved in the decision-making process.

The Miss G Project

The Miss G Project for Equity in Education is a grassroots, young feminist organization working to combat all forms of oppression in and through education, including sexism, homophobia, racism, and classism. Dedicated to feminist anti-oppression politics with a strong focus on education, their mandate is to provide young people, particularly young women, with the opportunity, support, and resources necessary to analyze and influence issues that affect their lives and futures. This includes acting as a community resource and mounting political actions towards the ongoing improvement of publicly funded education to meet its own policy commitments to equity in education, respect for diversity, critical thinking, and the provision of a safe and secure environment. Their current objective is to get a Women's and Gender Studies Course into the Ontario Secondary School Curriculum.

Reflect on Practice: Evaluation

It is critical to take time to stop, be still, and reflect; these moments allow us to harness key learnings that have emerged in our work and then strategize next steps for improvement. Reflection also reminds us of your purpose, vision, and objectives.Reflection and action is the foundation of our practice at Girls Action.

~ **Tatiana Fraser,** Executive Director, Girls Action Foundation

In our experience a really great program is one that is owned by girls at every stage of the process and which is continuously shaped by young women's input and feedback. This means being committed to remaining adaptable and relevant to the changing realities of girls' and young women's lives.

In the popular education spiral, reflecting on practice means considering how effective your actions have been in furthering social change. This is established based on the stories of lived realities that participants share and your collective analysis of what could be changed to improve **oppressive** or negative situations.

Reflecting on practice should not only happen at the end of an activity, workshop or action; it should happen constantly throughout. In every aspect of the spiral model it is important to incorporate a moment to consider how things went, how they could have been different, and what you would do next time. This demonstrates the popular education principle of *praxis*, a constant process of action followed by reflection (which is followed by more action, and so on!).

Similarly, evaluating at each stage is important for a program as a whole. Reflection or evaluation should not happen just at the end. It should happen as you go through each stage of a program cycle, which includes establishing a need for a program, planning the program, implementing a program, as well as when you assess the result of a post-program evaluation and when you act on the findings of your evaluation.

APPENDICES: SECTION 3

i.   Creating a Group Agreement

ii.   Knowledge-Building Info-Sheet: What Is Anti-Oppression?

iii.   Knowledge-Building Info-Sheet: Self-Esteem

iv.   Knowledge-Building Info-Sheet: Healthy Sexuality

v.   Knowledge-Building Info-Sheet: Violence Prevention

vi.   Knowledge-Building Info-Sheet: Gender Identity

The following sample forms and templates are also available on our website www.girlsactionfoundation.ca.

i. Creating a Group Agreement

Note: A group agreement is a document, created together by the group, with guidelines for behaviour that everyone participating agrees to follow. It is used to help make the program as safe as possible for everyone participating, and to make safety a responsibility of the group, not just of the group facilitator(s).

Ideas we are trying to promote through this activity:
- The girls' program be a safe(r) space that is shaped by the girls in the program, for the girls in the program
- The girls of the program own and create the space and take responsibility for upholding the agreement, while at the same time accepting consequences if they disrespect the agreement

We hope this contributes to the program vision and objectives by:
- Modelling a way in which every girl can negotiate what she needs to participate fully in society.
- Providing a small-scale example of how to create a just and peaceful world.

The approach:
- Is participatory and draws on girls' experiences in other group and/or learning settings
- Encourages group discussion, role-play, and creative activity

Length of time suggested:
- Up to one hour depending on the number of participants, time of day and group dynamics

Number of participants suggested:
- Ideally with a small group
- It is important that **everyone** in the group is present

Materials needed:
Poster board(s), crayons, markers, pencil, pen, glitter and basic art supplies, tape, and healthy snacks

Activity Guide:
Steps to take in leading the activity:
1. Have the group sit in a circle with the agreement posters and materials in the middle.

2. Ask the group to imagine a learning environment they have been in before. This may be school or another club or group gathering they have been part of. If they have not been in another club, ask them to imagine one.

3. Ask them to think silently about what made it a good experience and what made them feel uncomfortable. What made them happy and what helped them to learn.

4. Write these questions on the flip chart.

5. Encourage the girls to talk in partners and share their ideas and feelings.

6. Ask for volunteers to share or go around the circle. Ask if each person would like to share an idea.

7. As the girls share, make a list of what they say. Add to the columns "Things that are helpful in a space" and "Things that hurt in a space."

8. Discuss why it is important to have rules in the space. Why is it important that we agree on them and in what ways do rules keep us safe?

9. Review and discuss elements of confidentiality and disclosure. The important ideas to convey are that all conversations will be confidential except when someone in the group is:
    *   Thinking of committing suicide
    *   Being hurt by someone else
    *   Thinking of hurting someone else

10. Write the agreement. Include a list of the rules in the agreement. Use the list of "Things that are helpful in a space" and "Things that hurt in a space" to ensure the helpful things happen and the hurtful things do not.

11. Suggested categories to cover:
    *   Location/space (cleanliness, decorating, etc.)
    *   Materials (what's in here, stays in here; what materials are available for participants' use)
    *   Our bodies (no violence)
    *   Our voices (expression and respect of other peoples' voice and opinions)
    *   Sharing stories (respect)
    *   Arriving and leaving
    *   Consequences
    *   Treatment of guest speakers (respect)

12. Discuss specific consequences and solutions in the event that a rule is broken, for example:
    *   What do you do if one of the girls is not interested in an activity? Solution: have a creative corner, a space where girls who don't want to participate in

the main activity can be creative and occupied enough to not distract the
other girls.
- What do you do if two participants get into a physical fight? Solution: both
participants should meet with facilitators outside of the space, parents or
guardians will be notified and participants will be given a one-week
suspension from the program.

13. Finalize the agreements:
- Before the rules are written, everyone in the room must agree on them in
order to creating a consensus-style agreement. Make changes in the wording
until everyone is comfortable.
- All participants must sign the agreement once all rules and consequences
have been established and agreed upon.
- Once the agreement is finished, hang it up on the wall and display it for the
duration of the program.

14. Follow-up
- Check in to see how the agreement is working. Try not to wait until some-
thing has gone wrong to do this!

Indicators that an activity has gone well:
- Girls share ideas to contribute to the group agreement, either with a partner or with the
whole group
- Girls feel relaxed having had the chance to share fears and/or uneasiness
- Girls feel proud of their creation

Adaptations for age and analysis levels
- If there is enough time and if energy is low; once girls have shared their feelings, they
could get into small groups and role-play what they hope will never happen in the
group and/or their greatest wish for the group. Use this content as material for the
helps and hurts lists.
- After the lists are made, role-playing may also be used to have girls act out suggested
rules and potential consequences.

Examples of Group Agreement rules
Note: As the facilitator or program co-ordinator you have the right to create rules that are
non-negotiable, for the safety of the group and for group participants. For example, a rule
related to the confidentiality and disclosure policies.

- Illicit alcohol and drug use is not permitted during Girls Action programs: if a girl or
young woman is using these substances during the program, they are to be sent home
or asked to leave

- Listen to others' opinions
- Respect the time and be on time!
- While a conversation is happening; there is no listening to music or texting
- Respect the rules of the space where you are meeting (school or community centre)
- Ask before leaving the room
- Everyone has the right to pass in a discussion activity

ii. Knowledge-Building Info-Sheet: What Is Anti-Oppression?

Here is what working in an anti-oppression framework means to us in establishing and implementing programmes for girls:

- We guide our work with a multi-faceted understanding of **power** and **oppression**.
- We recognize that no one is a victim all of the time; rather, all people experience power or lack of power in different situations. When a man is sexually harassing a girl, he is in the position of relative power; when this girl is bullying another girl based on an aspect of the other girl's identity or experiences, then the girl who is bullying is in the position of relative power.
- We acknowledge that policies and institutional practices can impact different groups of women differently because of their **race**, **class**, ability, sexuality, **gender** identity, religion, culture, refugee or immigrant status, or other status causing inequality amongst groups of women and girls. We also acknowledge that these same dimensions of identity can also be a source of pride.
- As programmers, we must acknowledge that forms of oppression intersect in people's lives. For example, someone who is a Latina refugee experiences her gender, her racialization, and her citizenship status all at once, not separately.
- We appreciate how each participant is different and understand that each girl is affected by her life-context and background. We can validate each girl's feelings and views on her life, as well as allow for a safe(r) space for the girls to share thoughts on and learn about forms of power and discrimination.
- We try to develop a conscious commitment to understanding how all of the intersecting "isms" (racism, sexism, ableism, classism, etc.) affect us on both individual, collective, and community levels.
- We commit to building strong actions and to being a part of movements that work to reduce the causes of oppression and support people's empowerment.

For Girls Action, an anti-oppression approach means being actively reflective about one's work. Since we are working in one of the wealthiest regions in the world, anti-oppression practices must include an understanding that the majority of resources are concentrated in the hands of a relatively small percentage of the world population. That means that classism – the systematic discrimination and marginalization of people of relatively lower socio-economic status – must be addressed. As classism is largely a system of beliefs based on economic status, race, age, and level of education. It often works to "rank" groups of people according to a privileged bias of what is deemed "normal" or "acceptable."

Working to reduce oppression through our girls' programs is a constant learning process. As we need to do this by adjusting our programming or language and using a variety of approaches to share knowledge.

We achieve this by:
- Creating empowering processes that acknowledge girls' experiences within a broader social, economic and political structure.
- Creating spaces to learn across difference and advancing our analysis on social justice.
- Recognizing how intersection and interlocking oppression express themselves.
- Reflecting on our approach to our work.
- Being willing to learn.
- Using a non-violent approach to pass on anti-oppression knowledge. It is very important to avoid shaming individual girls in teaching moments.
- Addressing discriminatory behaviour when it happens, but in a way that allows the girls to learn from it, to not be afraid to challenge themselves and others, and to have the tools to do this in a positive and effective way.
- Encouraging awareness raising on different forms of oppression through workshops on anti-racism, gender stereotypes, poverty, etc.
- Remembering that we are here to create a girls' space, so the girls' needs are a priority.
- Understanding our own location, and what this means for others.

Questions we can ask ourselves about how our practices reinforce or help to overcome intersecting forms of oppression are:
- How accessible is a specific program?
- How accessible is the organization?
- How are we role modelling for the participants?
- Are we fostering a space where girls and young women can access and analyse their own socio-political experiences of power and oppression?

How to educate yourself about anti-oppression
- Find relevant books, classes, websites, list serves, movies, etc.
- GO TO THE SOURCE and read books BY people who represent these issues through their own experience.
- LISTEN to a variety of voices.
- Share the knowledge you have and the knowledge you've been given about anti-oppression.
- Go the distance! Chances to increase personal awareness don't always just come to you. Be proactive to find the information you need.
- Don't be judgemental – have compassion when people make mistakes.
- Push yourself to act and push your boundaries. Challenge and allow yourself to be challenged.
- Explore power and oppression in all aspects of your life.
- Be involved in groups that deal with and confront issues of oppression.
- Don't try to make others educate YOU.
- Find COOL people you can discuss these issues with and seek a diversity of opinions.

- Take time to help yourself – this is tough work!
- Be honest with yourself.
- Know where you stand on these issues but also don't be afraid to say that you don't know.
- Think critically about the world around you.

"Checking yourself" in relationships: Questions of privilege
Trying to foster anti-oppression in relationships means continually checking yourself. This means being aware of how your experiences, values and privileges, and lack of power may affect or interact with the experiences, values and privileges, and lack of power of someone else.

Questions that we need to ask ourselves
In order to check our behaviours and how they may impact others in our group or movement, we need to ask ourselves:
- Who or what was excluded in your last event, workshop or meeting, etc.?
- How can our organizing be more inclusive?
- Do I feel resistant to something? What are we creating mental blocks against and how do we change that?
- What are the differences between the girls we are working with, what are their similarities, and how do we deal with both?
- What are the barriers to empowerment in girls' lives and how can we address them?

For additional resources on Anti-Oppression see our Online Resource Centre www.girlsactionfoundation.ca

iii.   Knowledge-Building Info-Sheet: Self-Esteem

In grade six, 72% of girls have confidence in themselves, which dramatically drops in grade eight to 62% and again in grade 10 to 55%. For girls, feelings about their appearance strongly determine their level of confidence. Confidence tends to be linked to a capacity to handle stress, to have good relationships at home and at school as well as with peers, and to feel generally happy.[37]

Self-esteem is what creates a sense of self-worth for girls. It is what allows them to be confident enough to get out there and make a difference for themselves and with others. It is easy to tear down self-esteem and challenging to build it back up. In a society where girls receive constant messages that promote unrealistic ideals and deny differences, most girls can find these standards very difficult to reconcile. In a society saturated with media representations of what a beautiful woman should look like, self-esteem is most often expressed through a person's feelings about their physical appearance or body image and fitting in. The research and our experiences have taught us that a very effective way to maintain and build self-esteem is to provide girls with a space where they are able to express themselves and learn from others who also experience challenges and oppression.

Some definitions of self-esteem

Self-esteem refers to an individual's sense of his or her value or self-worth or the extent to which a person values, approves of, appreciates, prizes or likes him or herself. The National Association for Self-Esteem adds another dimension to this definition by stating that:

> Efforts to convey the significance and critical nature of self-esteem have been hampered by misconceptions and confusion over what is meant by the term "self-esteem." Others have gone so far as to equate self-esteem with egotism, arrogance, conceit, narcissism, and a sense of superiority or a trait leading to violence. Such characteristics cannot be attributed to authentic, healthy self-esteem because they are actually defensive reactions to the lack of authentic self-esteem, which is sometimes referred to as "pseudo self-esteem." Some have referred to self-esteem as merely "feeling good" or having positive feelings about oneself.[38]

Often, self-esteem tends to be defined in the negative, as the opposite of what a *lack* of self-esteem looks like.

Individuals with defensive or low self-esteem are noted to:
- Focus on trying to prove themselves or impress others
- Tend to use others for their own gain

- May act with arrogance and contempt towards others
- Generally lack confidence in themselves, often have doubts about their worth and acceptability, and are reluctant to take risks or expose themselves to failure
- Frequently blame others for their shortcomings rather than take responsibility for their actions

Those with low self-esteem may be more inclined to believe negative responses that others have towards them, while invalidating positive feedback. People with high self-esteem tend to accept positive feedback and minimize negative responses.[39]

Why self-esteem is important

- "Because a young woman of colour is bombarded with society's limiting messages regarding both her race and her gender, the damaging effects on her confidence in her abilities and intrinsic worth are potentially compounded. While all young women struggle to grow and develop a sense of self, young women of colour face added challenges, such as being labelled 'other,' 'dissimilar,' even 'foreign.' They may be survivors of overt racism and struggle to cope with its effects."[40]

- "Students with higher scores on self-esteem were more likely to have a good relationship with their parents, to be well-adjusted and successful at school and to feel happy and healthy. They were less likely to feel helpless, depressed, lonely, left out; to have bad moods and to be bullying victims." [41]

- "Sexual harassment, in its multiple forms, is a poignant reminder to girls that they are not valued, and that they occupy a subordinate place in the patriarchal system ... The effects of sexual harassment are far-reaching. Girls often drop out of school, develop eating and other disorders, experience a lack of self-esteem, and suffer from depression and isolation." [42]

- "Self-esteem, self-image, and peer pressure are significant issues of concern to girls. Self-harm (suicide, eating disorders, etc.), and the internalization of stereotypes and negative images of girls, has created a "girl-poisoning environment. Depression in girls is a symptom of this environment, as is girl-on-girl violence. Girls talked about having to 'watch their backs,' and living in a 'war zone.'" [43]

Intersectionality and the individualized nature of self-esteem

- The notion of self-esteem is undeniably important. A close relationship has been documented between low self-esteem and such problems as violence, alcoholism, drug abuse, eating disorders, school dropouts, teenage pregnancy, suicide, and low academic achievement.[44]

- When thinking about how to support girls to have healthy self-esteem, it is important to recognize the complexities of how identity and societal values play into notions of self-esteem. Racism, homophobia, sizeism and fatphobia, sexism, ableism and other systems of oppression can effect an individual's self-esteem development in significant ways.

- It important to recognize that the individual effort of a girl alone does determine that state of her self-esteem. Self-esteem is heavily influenced by the messages a girl gets about herself from society, the media and her peers. In an environment that promotes unrealistic ideals and denies difference; girls who are seen as "different" in any way may find it difficult to have a "healthy" self-esteem.

- Studies have noted that adolescent females with low self-esteem and an unhealthy relationship to food and their bodies have often identified society's ideal image of the independent, autonomously successful "super woman," as their own ideal image. However, they may not recognize that such ideals are not achievable and not "real." [45]

- If girls have a low self-esteem it is important to put this in the context of the systems and beliefs that surround them. We cannot place the responsibility for low self-esteem solely on girls themselves. At the same time, we must not play into the stereotypes that make girls appear to be victims.

Contributing factors to girls' low self-esteem

Media-imposed standards of beauty
- A study of the content of Seventeen Magazine (the most widely distributed adolescent magazine) for the years of 1945, 1955, 1965, 1975, 1985 and 1995 found that in all these issues, the largest percentage of pages were devoted to articles about appearance.[46]

- Girls aged 14–18 were exposed to images of models (typical images of models and computer-altered images that were altered to appear overweight). Girls exposed to the typical models evaluated themselves and their appearance more negatively than the girls who had been exposed to models who were "overweight" (computer-altered).[47]

Blaming girls
- Five popular women's magazines were reviewed for their message regarding weight control messages and morality perceptions. Morality messages have significantly increased in food, weight control and fitness articles and ads over the past 20 years, linking morality to food choices and body weight (such as morality messages alluding to lack of control, laziness and self-indulgence linked to higher weight).[48]

Health risks resulting from girls' negative body image and low self-esteem

Body image refers to one's feelings, attitudes, and perceptions towards one's body and physical appearance.[49] There has been much publicity about girls and eating disorders, mostly focusing on the extreme and life-threatening forms such as anorexia nervosa and bulimia. It is important to recognize that girls' relationship to their bodies and their food exists on a continuum, and that regardless of the degree of visible effects, negative body image is a problem, which limits girls' potential.

- The results of a preliminary study from the National Eating Disorder Information Centre indicate that the combination of self-esteem threats and thin ideal media images results in the use of appearance to restore self-esteem. Using appearance as a source of self-worth, by definition, is likely to lend extreme importance to appearance over time.[50]

- A poll conducted by a popular women's magazine found that 75% of women thought they were "too fat" (Glamour, 1984). A large-scale survey conducted found body dis-satisfaction to be "increasing at a faster rate than ever before" among both men and women. He found that 89% of the 3,452 female respondents wanted to lose weight.[51]

How self-esteem relates to girls' programs

Self-esteem is an important building block in the lives of girls, which can be nurtured in an environment that affirms and empowers girls. It is important to understand how self-esteem is developed and what erodes self-esteem so that these forces can be actively questioned and challenged in your girls' program.

Tools for self-advocacy

Here are some ideas to help the girls in your program develop self-esteem and positive body image:
- Challenge beauty myths.
- Question why marketers benefit from girls and women feeling that they are not good enough.
- Find ways and encourage girls to express themselves
- Use artistic forms of expression as a way to help girls' value their creative abilities (po-etry, writing, painting, mural making, body art, etc.).
- Encourage and support girls to try new things.
- Validate girls' expressions of their reality.
- Practise being non-judgemental of girls' choices.
- Practise and model effective and assertive communication of your needs and prefer-ences.

For additional resources on Self-Esteem see our Online Resource Centre
www.girlsactionfoundation.ca

iv.   Knowledge-Building Info-Sheet: Healthy Sexuality

Sexuality is an important part of girls and young women's lives but is often unaddressed in conventional settings. There are many aspects that make up "healthly sexuality" and it may differ for one person to the next depending on the context. Access to information and resources; knowing oneself and desires; sexual orientation; and interpersonal and communication skills are just some of the factors that make up healthy sexuality.

Sexuality is a central aspect of a girl's sense of self as well as an important dimension of girls' health. We offer this information to counter stereotypes, to offer options amidst very narrow messages about girls' sexuality found in the media, and to spark new dialogue. We hope you will draw on this information as questions arise. Use them as a springboard for ongoing learning and empowerment.

Sexual Health and self-advocacy
- Educate yourself.

- Demand that relevant resources, prevention measures, information and health care be available and accessible to you and your partner(s).

- Focus on practising communication skill, not just sharing facts about safe sex. Young women are most likely to say that they need more information about negotiation and communication skills and how to deal with the emotional consequences of being sexually active.[52]

- Help to implement peer education programs, such as the Sense Project by Head and Hands.[53]

    - A recent Canadian study showed that the majority of teenage girls will first go to their peers for advice if they think they have a sexually transmitted infection instead of asking a parent, teacher or doctor for help.[54]

    - Peers are well placed to model positive social behaviours, establish new norms for sexual health, and refer youth to professionals they might not otherwise approach.[55]

    - Peer counsellors produce greater attitude changes in teens' perception of personal risk of HIV infection, and improve teens' inclination to take steps to prevent transmission than adult-led education programs.[56]

- Approach talking and learning about sex from a sex-positive perspective.

- A World Health Organization review of 35 sex-education programs around the world documented the relative ineffectiveness of abstinence-only education in stemming the spread of STIs.[57]

- Abstinence-only programs are detrimental to LGTBQ youth. These programs largely ignore homosexuality except as a context for HIV transmission.[58]

- Studies have shown that youth in gay-sensitive sex-education tend to engage in risky sexual behaviours less frequently than youth in abstinence-only programs.[59]

- Consider the factors of what makes HIV/AIDS prevention programs for youth effective:

    - The program must be based on a theory of learning and behaviour change.
    - Incorporate community or cultural aspects of the group.
    - Include skills training on topics such as negotiation and communication.
    - Address systemic barriers such as racism, sexism and poverty.[60]

Sexuality and desire
- Self-respect, consent, and open communication are some great foundations for sexual health and healthy relationships.

- Most people are sexual and it is normal and healthy for women to have sexual desires.[61]

- North American popular culture gives women and men very mixed messages about sex. We are often taught that we must be in love to have sex. We may also be taught that having sex is an important part of being an adult or that sex proves we are desirable. Sex can be about all of these things or it may not involve any of them.

- Sexual desire is often traditionally seen as male, while girls are supposed to seek love and romance. Girls are consistently directed and educated away from sexual self-interest.[62]

- Some women don't experience orgasm during sexual activities with a partner. Few women will orgasm through vaginal stimulation alone; stimulation of the clitoris is usually needed. Some women are able to have several orgasms in a row.[63] Sexual satisfaction is very personal and will vary drastically from one person to the next.

- A woman's current or past experiences with sexual assault or domestic violence may have effects on her sexual relationships. A woman's sexual responses may be inhibited if she doesn't trust her partner or if she and her partner can't communicate effectively.[64]

- By 14 or 15 years of age, 10% of boys and girls have had sexual intercourse.[65]

Some guidelines for healthy sexuality
Sex partners should always:
- Have one another's consent
- Be able to talk honestly to each other
- Treat each other with respect
- Care about their partner's pleasure
- Protect each other against physical and emotional harm, unwanted pregnancy, and sexually transmitted infections
- Accept responsibility for their actions[66]

Know the facts
Sexually Transmitted Infections (STI):
- The term STI (Sexually Transmitted Infection) is now commonly used in the place of STD (Sexually Transmitted Disease). STI is more encompassing, including infections that may not show signs or symptoms.[67]
- An estimated 4% of 15- to 24-year-olds who have had sexual intercourse reported having been diagnosed with an STI.[68]
- Rates of Chlamydia cases among males and females aged 15–19 increased from 623 to 802 per 100,000 youth between 1991 and 2002.[69]
- The highest rates and increases of STIs in Canada are in people between the ages of 15 and 24.[70]

Human Papilloma Virus (HPV)
We are including discussion of human papilloma virus here specifically because it is a common infection and because it has become such a big topic of debate in Canadian health research.

HPV is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. The viruses can infect the genital area of men and women including the skin of the penis, vulva (area outside the vagina) or anus, as well as the linings of the vagina, cervix, or rectum.

Some of these HPV viruses are called "high-risk" types and will show up through abnormal Pap tests. They may also lead to cancer of the cervix, vulva, vagina, anus or penis. Others are called "low-risk" types and they may cause mild Pap test abnormalities or genital warts.[71]

- HPV is estimated to be one of the most common STIs in Canada and around the

world.[72]
- A vaccine is available to help prevent infection with some types of HPV and offers protection against some HPV types responsible for approximately 70% of cervical cancers.[73]
- Since the HPV vaccine does not protect against all types of HPV, you are still at risk for infection with other types of HPV even if you are vaccinated.[74]

There is currently a controversial campaign to "immunize" girls as young as nine-years old for some of the strands of HPV through school-based vaccination programs. The campaign is controversial because of the lobbying by Merck Frosst (the company that manufactures Gardasil vaccines) that took place prior to the federal government's $300 million announcement of the immunization program and because it is felt that the public does not have full information to make an informed decision. For example, the long-term effects, such as the duration of immunity of this vaccine are not known. Gardasil is not a "vaccine against cancer," and it has not been adequately proven that it will "prevent 70% of cervical cancers."[75] Research may later show that the HPV vaccine does help prevent cervical cancer, but for now it is felt by many that the data do not merit a mass vaccination program.

In Quebec, among other places, groups are calling for those administering the vaccine to stop the vaccination program. They question the disproportionate burden in the prevention of HPV infection that is being placed on girls. They are urging that the millions of dollars be instead put aside for a campaign that is directed toward improving access to health care for women, promoting awareness, prevention and sex education, in particular for adolescent girls.[76]

Human Immunodeficiency Virus (HIV)
HIV is a retrovirus that can lead to Acquired Immunodeficiency Syndrome **(AIDS)**, a condition in humans where the immune system begins to fail, leading to life-threatening opportunistic infections.[77]

- Socio-cultural and physiological factors increase girls' and young women's risk to HIV infection. A physiological example includes girls' vaginal lining being more susceptible to tearing than in adult women, which increases the risk of the virus entering the bloodstream.[78] As a result, "When a guy and a girl have unprotected sex, she's twice as likely to get HIV as he is." [79]
- Young women globally, and in Canada, are experiencing higher rates of HIV infection. Among positive HIV tests for all males and females in 2001 in Canada, females in the 15 to 29 year range accounted for 44.5% of all positive HIV test reports, an increase from 41% in 2000.[80]

- Heterosexual contact and injected drug use are the two main risk factors for HIV transmission in women [81]

- Young people know less about HIV/AIDS today than they did fifteen years ago.

- Youth feel less susceptible to HIV/AIDS today than they did in 1989.[82] Recent surveys conducted in fifteen countries around the world found that 50% or more of girls aged 15 to 19 do not know that someone who looks healthy can be HIV+ and transmit the virus to others.[83]

- 30% of Aboriginal HIV[84] are in youth (20–29 years old), compared to only 20% in the non-Aboriginal populations of Canada. Socio-economic factors like colonization, residential schools, racism, and poverty are socio-economic factors that increase their vulnerability to HIV.[85]

Safer Sex

Queer, lesbian, bisexual and questioning girls and young women and safer sex
- Your sexual orientation doesn't make you immune to sexually transmitted diseases. In fact, a recent survey of 504 lesbian and bisexual respondents, 26% of women reported having been previously diagnosed with an STI.[86] That's one in four women.

- Lesbian and bisexual women may not receive regular gynaecological and medical care because they fear homophobic responses from health care providers.[87]

- If a woman only has sex with other women, she does not need birth control, but she is still at risk of some sexually transmitted diseases.

The following infections may result from sex between women:
- Herpes
- Genital warts
- Crabs
- Trichomonas
- Bacterial vaginosis
- Yeast infections
- Very rarely, HIV may also be transmitted from one woman to another
- Sharing needles to inject drugs also increases a woman's risk of infection, regardless of her sexual orientation[88]

Talking about sexuality and safer sex
Here are some tips for ways to approach talking about sexuality and safer sex when trying to foster safer, anti-oppressive and empowering spaces:
- Do not assume everyone in your group is heterosexual

- Present safer sex information for a diversity of sexual acts (including sex between

women, between women and men, and between men and men)

- Demystify sexual acts by describing them. This is a good way clarify slang words and new terminology without making assumptions about the kinds of sexual activities people engage in. For example instead of saying "You should use a condom during sex," you may want to say something like, "When having penetrative vaginal sex, whether with fingers, toys or a penis, using a condom can lessen your risk of transmitting STIs; and also unwanted pregnancy for penis in vagina sex."

- Talk about safer sex practices on a continuum of risk. Some practices are safer than others and the idea is to be as safe as you can to protect you and your partner(s). For example, having unprotected penetrative sex with fingers carries less risk than unprotected penetrative sex with a penis.

Here are some sexual acts, their risk, and ways to engage in them with less risk
Oral sex
Unprotected oral sex can put you at high risk for STI infection and may carry a low risk of HIV infection. If you're having oral sex (oral contact with a partner's vagina, penis or anus) try to use a dental dam, a condom or another latex barrier, such as an unlubricated condom cut down the middle. A dental dam is a square piece of latex about five inches on each side available at dental and medical supply stores. Since it can be hard to find dental and medical supply stores, you can also use plastic wrap, available at your local grocery store. Use the non-microwaveable kind, since it doesn't have tiny holes.

Manual sex or touching
If you're touching someone's genitals with your hands, be aware of tiny scrapes and cuts on your hands. These cuts allow infections to enter your body. You can lower the transmission of body fluids by using a latex barrier like surgical gloves (you can buy these really cheaply at a drug store). You can also cut the fingers off the glove, and use just the finger part (called finger cots) if you only have cuts on your fingers.

Vulva-to-vulva rubbing or humping
To lower the risk of STI transmission you can use a large piece of latex in between you and your partner's vaginas. Using lube on either side of the latex will increase sensations. Make sure to always run up against the same side of the latex. If you have lost track, get a new piece of latex. You can also make underwear with the crotch cut out and a piece of latex in place instead! Be creative!

Sex toys
If you're sharing sex toys with your partner(s), such as a dildo, make sure to put a condom on the toy, and change condoms in between partners. Or, if you have a toy made of silicone, you can boil it for three minutes to sterilize it in between partners.

Penis in vagina or anus penetration
Condoms are the best way to prevent STI transmission and unwanted pregnancy when having penis-vagina penetration. According to statistics, about one in four young people who reported multiple sexual partners did not use a condom the last time they had sexual intercourse.[89]

- The penis should be covered with a condom, or, alternately, female condoms can be inserted in the vagina. Female condoms are available without a prescription where male condoms are sold. In Canada, the female condom is a strong, soft, clear sheath made of polyurethane. It is placed inside the vagina before sex and protects against pregnancy and STIs (including HIV).[90]

- When having anal sex (a penis or toy in anus or the butt hole), use a condom to prevent the transmission of STIs.

- If switching from vagina to anal sex during a romantic encounter, make sure to change condoms. Going from the anus to the vagina can cause serious infections even if partners do not have any STIs.

Birth control
More common forms of birth control can be broken down into the following categories: barrier methods, hormone therapy, intrauterine devices, and emergency contraception. You will find more information about each method below.

Barrier methods (DO protect against STIs and HIV)
These work by creating a protective barrier preventing exchange of bodily fluids between partners.

> *Condoms*
> Male and female condoms, when used properly, are highly effective in protecting against STIs, HIV and unwanted pregnancy.
> - *Male condom* is a latex or polyurethane shield that fits over the erect penis. Condoms are often free at clinics and are available at a pharmacy. They do not need to be prescribed by a doctor and are approximately $11 for a pack of 12.
> - *Female condom* is a polyurethane shield in the shape of baggy or pouch that's inserted into the vagina. Female condoms are available at a pharmacy and do not need to be prescribed by a doctor. They are approximately $16 for a pack of 4.
>
> *Cervical barriers (DO NOT protect against STIs and HIV)*
> These work by creating a protective barrier inside the women's cervix.

Diaphragm
A diaphragm is a silicone or latex reusable dome that is used with spermicide and is inserted into the vagina. Diaphragms are fitted by a physician to determine the correct size and once fitted are available at a pharmacy. The cost is approximately $40.

Cervical cap
A cervical cap is a silicon cap that is used with spermicide and is inserted into the vagina, like diaphragms they need to be fitted by a physician. The cost is approximately $40.

Hormone therapies (DO NOT protect against STIs and HIV)
These work by changing hormone level in you body, usually estrogen and progesterone, to control your menstrual cycle and prevent pregnancy. All hormone methods must be prescribed by a doctor.

Oral contraception
Commonly known as **the pill,** it is a small pill that is taken daily and comes in either 21-day or 28-day packets. The pill controls hormone levels in the body and is available at a pharmacy once prescribed by a doctor. The cost is approximately $15 to $20 per pack, per month.

The patch
This is a small square patch that sticks to your skin and is applied once a week starting on the first day of your menstrual cycle. Over a four-week period, the patch is changed on the same day every week for a total of three weeks and on the final and fourth week it is not worn. Altogether you wear the patch everyday except for the seven days at the end of your menstrual cycle. It works similarly to the pill but hormones are released into the bloodstream via the patch instead of orally. The patch is available at a pharmacy once prescribed by a doctor. The cost is approximately $25 per month.

Depo Provera
This is an injection of progestin given by a doctor every three months. Depo Provera works by preventing a woman's ovaries from releasing eggs. After six to twelve months, many women stop menstruating altogether.[91] The cost is approximately $40 per injection.

Intrauterine devices (DO NOT protect against STIs and HIV)

IUD (intra-uterine device)
This is a small device that is inserted into the uterus by a physician. The IUD is small, T-shaped and is made out of copper and plastic. It can be left in place for two to five

years. The cost is anywhere from $100 to $400.

Emergency contraception or hormone therapy (DOES NOT protect against STIs and HIV)

Emergency contraception (commonly called the morning after pill) is an oral contraceptive that is used after unprotected sex or after failure of another form of birth control method (for example, your condom breaks). Emergency contraception can be used three to five days after unprotected sex, but it is advised to be use it as soon as possible. The pill is available at clinics and some pharmacies, although often is more expensive when purchased at pharmacies because they often require a consultation, which costs an additional fee. Not all pharmacies will carry or sell emergency contraception. The cost is approximately $16–$40.

Some additional information:
- Pregnancies among women under the age of 20 fell from 45.5 pregnancies for every 1,000 women in 1974 to 30.6 in 2001.[92]
- It has been reported that lesbian teens are twice as likely as their heterosexual peers to experience unwanted pregnancy. Self-identifying as lesbian does not mean that someone will not have sex with men. Young lesbians are in the unusual position of often needing to educate their doctors about their reproductive health needs.[93]

For more information on Healthy Sexuality please consult our Online Resource Centre www.girlsactionfoundation.ca

v.   Knowledge-Building Info-Sheet: Violence Prevention

Some Definitions of Violence

- The use of physical force against persons that potentially causes fear, injury or death. This includes threats of physical force, abusive language and harassing actions.[72]
- "The kinds of violence that Canadian girls encounter span the entire continuum from verbal, physical and psychological abuse, to sexual violence, homophobia, racism, classism, and poverty."[95]

Gender-Specific Violence

There is a lot of attention given in the media to the way in which girls are victims or to the way in which they victimize each other. At Girls Action we know that violence is a gendered experience. We also know that there are a lot of ways in which girls are strong, support each other and lead the way to positive change in the world. We provide this information to help name and to foster a culture of awareness where it is okay to talk about and strategize on how to support girls in dealing with their experiences of violence.

Forms of Violence

Physical violence
- Involves contact intended to cause pain, injury or other physical suffering or harm.[96]

Psychological, emotional or verbal abuse
- A form of abusive behaviour involving the use of language.
- Verbal abuse is different from profanity in that it can occur without profanity.
- Verbal abuse, although not physically harmful and having no visible signs, is damaging nonetheless, as it affects the self-esteem and confidence of the victim.
- Verbal abuse is arguably the most common type of abuse, and yet at the same time not looked at or taken nearly as seriously as the many other forms of abuse.[97]

Neglect
- The most frequently reported form of child abuse and the most lethal.
- This form of abuse is defined as the failure to provide for the shelter, safety, supervision and nutritional needs of the child.
- Child neglect can be physical (such as abandonment, expulsion from the home, refusal to allow a runaway to return home, or inadequate supervision), educational (such as

allowing a child to chronically skip school), or emotional neglect (such as inattention to the child's needs for affection, refusal of or failure to provide needed psychological care, spousal abuse in the child's presence, and permission of drug or alcohol use by the child).[98]

Self-inflicted violence

Self-inflicted violence can be influenced by past personal and familial experiences as well as the degree to which young women and girls have become disenfranchised through poverty, sexism, a history of colonization, racism, and discrimination. Self-inflicted violence is a serious health problem that affects some young women more than others because of their social location.

>*a. Self-harm/ self-injury* is deliberate injury inflicted by a person upon his or her own body without suicidal intent.[99]

>*b. Substance abuse* refers to the use of substances which are harmful to the individual's physical health or which cause the user legal, social, financial or other problems including endangering their lives or the lives of others. Substance abuse can also include the use of legal substances that are bought or prescribed.[100]

>*c. Eating disorder* is a term used to describe a complex of compulsions to either eat in ways that are excessive or limiting, or not to eat in a way that disturbs physical and mental health. The eating disorder may include normal eating punctuated with episodes of purging, cycles of binging and purging, or the ingesting of non-foods.[101]

Bullying amongst girls

There is currently no legal definition of bullying. Bullying happens when a person is exposed, often repeatedly and over a period of time, to negative actions directed by one or more other persons. These negative actions involve intentionally inflicting injury or discomfort upon another person, through physical contact, through words or in other ways.[102]

- "Schools are a primary site of violence for girls. Intercultural tensions among young people are seldom understood as a manifestation of racist and patriarchal relations. Instead, media and teachers focus on finding remedies for 'bullying.'"[103]
- "Without intervention, bullying behaviours in young children tend to persist through-out adolescence. Girls who are bullied are more likely to feel sad or miserable than angry. They more often discuss their distress with their friends than with a teacher or another adult."[104]

How bullying happens:
- Relational violence between girls often occurs under the guise of friendship.[105]

- This aggression between girls is often tainted with racist, classist, ableist and homophobic beliefs that can lead to life-threatening forms of physical violence.
- Girl bullies tend to manipulate social groups by name-calling, verbal abuse, and by spreading rumours to damage friendships among others or to exclude selected girls from social interaction. In this way, girl bullies tend to use non-physical aggression more than physical violence.

Dating or relationship violence

Although dating violence happens across genders, girls and young women face very specific forms and higher frequency of abuse at the hands of their partners. Justice Canada's 2005 Research Review indicates that young women are more likely to be abused by a partner, be victimized more frequently, and to experience more severe consequences from dating violence.[106]

Sexual and dating violence is heavily affected by the intersectional nature of women's lives.

- In Canada, 75% of Aboriginal girls under the age of 18 have been sexually abused.[107]
- Aboriginal girls are hospitalized for attempting suicide at twice the rate of boys.[108]

- Twelfth-grade girls had the highest prevalence of dating violence.[109]

- Girls who were victims of dating violence were more likely to be involved in other violent behaviours, to report extreme sadness and suicidal actions, to use illicit substances, and to engage in risky sexual behaviour.[110]

- Twelve per cent of young women aged 18 to 24 reported at least one incident of violence by an intimate partner in a one year period, compared with the national average of 3% of all married or cohabiting women.[111]

- "Women under 25 are also at greatest risk of being killed by their male partners."[112]

Sexual violence

Sexual violence is a broad term used to describe "[a]ny violence, physical or psychological, carried out through sexual means or by targeting sexuality."[113] While associated with rape, sexual assault is much broader and the specifics may vary according to social, political or legal definition.[114]

Many types of sexual assault are addressed in Canadian criminal law. They deal with different kinds of abuse (e.g. using a weapon, causing bodily harm, and making threats, as well as different types of relationships where sexual contact can be a criminal offence (e.g. where one person is in a position of authority over the other or where there is a relationship of dependency by one person towards the other). Legal penalties for different types of sexual offences vary.

~ Metropolitan Action Committee on Violence Against Women and Children

- More than half (54%) of girls under the age of 16 have experienced some form of unwanted sexual attention, another 24% have experienced rape or coercive sex, and 17% have experienced incest.[115]

- Females were victims in approximately eight out of ten sexual assaults committed against children and youth.[116]

- Children and youth make up 61% of reported sexual assault cases. Of this, girls and young women represent 79%.[117]

- Perpetrators are most commonly male and known to the victim.[118]

- Rates of stalking or criminal harassment are highest for young women. This is consistent with patterns of other kinds of violence against women. Fifty-eight per cent of stalking survivors are under 34 years old.[119]

Systemic Violence

"Programs that deal with violence as it is mediated by homophobia, racism, classism, and ableism are scarce. Just as most programs tend to be gender-neutral, existing programs tend not to account for the specificities of the experiences of the interlocking effects of race, class, ability, sexual orientation, and gender. Instead the realities and needs of Aboriginal, immigrant/refugee, racialized girls, young lesbians, girls with disabilities, girls in foster care, and poor or working class girls tend to be collapsed and universalized into a homogenous category of 'girls' or 'children.'"[120]

Although systemic racism can be subtle, it needs to be publicly recognized as a serious abuse of power that can have damaging repercussions for girls and young women in Canada. Poverty, racism, classism, sexism, homophobia and other oppressions are rooted in public policy and social systems. This type of violence disproportionately affects disadvantaged peoples based on their race, class, gender, sexuality, ability, and other identity markers. However, to a certain extent systemic violence is legitimized to the point of invisibility and

affects most Canadian girls. It is often implicit and goes unrecognized.

Racism
Racism has many definitions, the most common and widely accepted being the belief that members of one "race" are intrinsically superior or inferior to members of other "races."[121] "Racism is power plus racial **prejudice**, a system that leads to the oppression of or discrimination against, specific racial or ethnic groups."[122]

* "Being young, being female, and being a person of colour are all factors that can serve to disempower and thereby lead to feelings of helplessness and low self-efficacy."[123]

* The intersection of marginalized identities make young women of colour feel isolated and misunderstood, thereby placing them at risk for depression, eating disorders, substance abuse, and unwanted pregnancies.[124]

* Eighty per cent of Aboriginal girls under the age of eight in the Northwest Territories have been sexually assaulted.[125]

* Young women and girls from marginalized communities also have difficulties accessing culturally and linguistically appropriate services. Too often, the violence and isolation that newcomer young women, young women of colour, and Aboriginal young women face is stereotyped as a "cultural" or "religious" issue particular to certain ethno-racial communities, rather than a result of structural inequalities.[126]

* Relational violence between girls adheres to systems of power maintained by a white patriarchal culture that seeks to erase differences to the point of justifying racist murder, as in the following example:

  "Reena Virk could not 'fit in' because she had nothing to fit in to. She was brown in a predominantly white society. She was supposedly overweight in a society, which values slimness to the point of anorexia, and she was different in a society, which values 'sameness' and uniformity. And those who considered her difference an affront to their sense of uniformity killed her. Their power and dominance, legitimized by and rooted in the sexism and racism of the dominant white culture and its attendant sense of superiority, was used to force her into submission—a submission that amounted to her death and erasure from society"[127]

Ableism
Ableism is grounded in the normalization of able-bodied persons,[128] where social arrangements, institutions, and attitudes towards and assumptions about disability exclude or marginalize people with disabilities from meaningful participation in the life of the society or from access to core services in which other members of Canadian society are entitled to participate. Ableism is any practice or attitude,

intentional or not, that marks out people with disabilities as deficient or as less capable, or that makes people with disabilities vulnerable to exclusionary treatment, stigma, discrimination, disrespect, unequal opportunities, poverty, or economic dependency.

Disability is not the same for all people. Disability has been defined as when an individual has difficulties with daily living activities, or a physical, mental condition or health problem that reduces the kind or amount of activities that an individual can do.[129] It includes people with physical, sensory, and mental disabilities, which may vary in terms of severity, visibility, longevity, cause and consequences. Despite these differences, however, people with disabilities share common experiences of social, economic, and personal disadvantage that people without disabilities do not.

- The rate of sexual abuse for girls living with disabilities is four times that of the national average.[130]

Classism
Classism is any form of prejudice or oppression against people as a result of their actual or perceived **social class** (especially in the form of lower or higher socio-economic status).[131]

- "Poverty is one of the major contributing factors to the violence experienced by girls. In the hierarchy of industrialized countries, Canada's child poverty ranks second to other nations. In Canadian cities, one out of every three children is raised in a home with an income below the poverty line. In rural areas, the rate is one in five."[132]
- "Poverty itself constitutes a form of violence, but the particular pressures of living in a society that values consumption and material wealth compound violence. Poverty and homelessness facilitates the sexual exploitation of girls and young women."[133]

Sexism
Sexism is commonly considered to be discrimination and/or hatred against people based on their sex rather than their individual merits, but sexism can also refer to any and all systemic differentiations based on the sex of individuals.[134]

Sexism is rooted in beliefs and practices that favour male power. Today, sexism is still grounded in the belief that the biological differences between women and men are enduring and meaningful, and that these differences are a reasonable justification for treating men and women differently in regards to employment, education, expectations and responsibilities, etc. We can see sexism today in the unequal distribution of power, material well-being, and prestige that exists between men and women.

Sexism is the system of attitudes, assumptions, behaviours, actions, and institutions that make women vulnerable to violence and subject to discrimination, poverty, unequal opportunity, and disrespect, and which gives men more economic, social and political power than women.[135]

In addition to outright discrimination, sexism also includes attitudes that reinforce discrimination, such as stereotyping gender roles. For example that women are less likely to succeed in occupations or professions that require a high degree of skill or mathematical ability.

- "Family violence, the sexual objectification and abuse of female bodies, dominance of one gender over another and the stereotypical characterization of males and females are pervasive and lie at the root of violent action. As a result of this reality, young women and girls from across Canada have a similar experience. Often they accept the assumption that they are stupid and the inferior **sex**. They often bear the brunt of sexist jokes and this sexism defines how they must behave in their families and at their schools."[136]

- "In order for minority adolescent females to feel comfortable in leadership positions, they must be given skills to cope with racism, sexism and cultural barriers that can limit their leadership aspirations."[137]

Homophobia
Homophobia is the fear of, aversion to, or discrimination against homosexuality or homosexuals. It can also mean hatred, hostility, disapproval of, or prejudice towards homosexuals, or homosexual behaviour or cultures.[138]

- "While overt discrimination based on race was rare at both schools, homophobia was an openly declared prejudice in the peer groups that were studied. Words like 'fag' and 'queer' were used casually as epithets; gossip about students' sexual orientations were a way of marking the social outcasts."[139]

Tools for Self-Advocacy

Self-advocacy is important in girls' programs because maintaining these principles helps the space be as safe as possible and to model healthy ways of working together to girls.

Maintain a safe(r) and open space in your girls' program to help girls connect with their peers and express themselves.

- Encourage critical thinking in order to locate and diffuse systemic violence.

- Promote dialogue about violence and how it occurs in girls' lives.
- Encourage efforts to understand and prevent sexual violence help girls find greater agency and self-worth.
- View self-injury as a health issue instead of undermining it as teenage rebellion.
- Find opportunities to raise awareness for girls and their parents.
- Affirm that girls need to be aware and do not need to feel like victims.
- Be aware of provincial disclosure of violence laws and be sure to include these policies in your facilitator training.

Tips for facilitators
- Questions that promote critical thinking are effective for avoiding shaming but still encourage girls to think about situations of violence in their lives.

For more information on Violence Prevention please consult our Online Resource Centre www.girlsactionfoundation.ca.

Wheel of Structural Violence

RACISM

CLASSISM

SEXISM

Status
Immigration laws and policies. Fear of disclosure and deportation. Dependency on sponsoring spouse. Lower social and economic status.

Education
Deskilling and lack of accreditation. Lack of adequate training. Lack of dominant language skills and knowledge of dominant systems.

Employment
Lack of transportation and time off from work.Ghettoization in dangerous and low paying jobs. Occupational health hazards.

VIOLENCE=
**POWER
and
CONTROL**

Health
Trauma of migration. Sexual violence and violence of war. Medicalization of abuse and social suffering.

Community
Lack of anonymity and confidentiality within commnunity. Devalued status within and outside community and/or family. Fear of ostracization and exclusion.

Legal
Criminalization of racialized groups. Lack of knowledge regarding legal rights.

Structural Violence Against Immigrant and Refugee Women of Colour Nisha Sajnani and Denise Nadeau 2006. Adapted from Intersecting Inequalities: Immigrant Women of Colour, Violence, and Health Care by Yasmin Jiwani, FREDA, 2001. This figure first appeared in the article: Sajnani, N, & Nadeau, D. (2006) Creating Safer Spaces with Immigrant and Refugee Women of Colour, <u>Canadian Women Studies, Cahiers Des Femmes</u>, vol.25,1-2, York University: Inanna Publications, pp. 45-53

vi.   Knowledge-Building Info-Sheet: Gender Identity

Gender: What Is It?

Our society presents gender in two exclusive and broad categories: men and women. As soon as children are born, doctors automatically name (or "assign") each infant as a boy or a girl, based on their body (despite the fact that 1 in 100 infants are born with bodies that "differ from standard male or female" anatomy [140]). Children are then raised as one or the other, with all of the expectations that come with the gender that has been assigned to them. Most people have a strong sense of what gender they feel they are, although for some this does not correspond to the gender they were assigned at birth. Whether or not people identify with their assigned gender, everyone in our society is subject to judgment by certain gendered stereotypes.

Stereotypes abound for both men and women. Men are stereotyped as strong, silent, short-haired wage-earners, interested only in the functional aspects of life, not too good with children and attracted to women; while women are talkative, weaker, long-haired primary caregivers for children, obsessed with fashion and attracted to men. Some of these stereotypes have less value than they used to – it is now commonly understood that women work outside the home, may have short hair, or perhaps choose not to have children. However, most media representations and mainstream understandings of women and men are still heavily influenced by these stereotypes; and both men and women suffer when they do not conform to them.

The result of these assumptions and stereotypes about gender is often called "gender oppression." Gender oppression can be experienced when people are directed, either implicitly by strange looks or explicitly with words or violence, to act and dress in a way that fits with how people expect men and women to act and dress. It affects a range of people, from young men who are told "not to be such a girl," to young women who are told what pretty girls they could be if only they put on a little makeup, grew out their hair, or wore skirts now and again. Both men and women are expected to conform to a limited idea of "manhood" or "womanhood" that leaves very little room for human variation.

We know that men and women experience oppression related to their gender differently. Misogyny (the devaluation of women and the feminine) is omnipresent in our society. As we live in a society that tends to value stereotypically male traits over female traits, men can experience privilege or power associated with their gender, while women can experience loss of power or oppression associated with theirs. We also know that different women experience misogyny differently: a Black, queer, able-bodied, middle-class girl will experience misogyny in different contexts and forms than a Phillipina, straight, working class trans woman, who will experience it very differently from an upper-class, straight white woman who uses a wheelchair. That said, there is incredible value and empowerment in coming together around

our common experiences and talking about the strategies we use for resisting and building our power.

Julia Serano points out a few assumptions resulting from how we perceive gender:

The fact that we perceive two major categories of gender enables us to view women and men as "opposites" – a premise that is founded on a series of... incorrect assumptions. First, in order for the two sexes to be "opposites," they must first be mutually exclusive. Therefore, on a societal level, we purposefully ignore the variation that exists in sex characteristics and create the illusion that there is absolutely no overlap between the physical sexes. Second, we ignore the reality that intrinsic inclinations produce a continuous range of possibilities, and instead assume that each inclination produces only one of two possible outcomes, mirroring the two sexes. Thus, we assume that people can only be attracted to women or men (not both), they can only be feminine or masculine (not both), and they can identify as female or male (not both). The third assumption we make is to presume that the typical inclination for each sex holds true for all people of that sex. Thus, all female-bodied people are assumed to be feminine, to be attracted to men, and to identify as female (and vice versa for male-bodied people).

How Is this Relevant to Our Work with Girls?

As individuals who work with girls, we know that gender stereotypes are far from being universal truths. We know girls who are not interested in fashion; girls who are not just attracted to boys (or who are not attracted to boys at all); girls who love sports, and so on. We know that there is a huge variation in the way that different girls express themselves, whether through their haircuts, fashion choices, sexualities, tastes in music, etc. Some of us have worked with young people who thought of themselves as girls when we first met them, and eventually ended up identifying as boys, or as neither girls or boys. We have encountered youth who seem like boys to us, but who identify as girls and want to be part of our groups.

One of the reasons that we work with girls and young women is because we understand that gender has a great influence on how we interact with the world – along with a whole variety of other factors like class, race, religion, ability, etc. The gendered stereotypes mentioned earlier are also tied to racism, ableism, etc., because popular representations of men and women are white, thin, able-bodied, middle-class, and maybe Christian or secular, as well as straight and traditionally masculine or feminine. Anyone who does not fall into these categories is often seen as having something wrong or difficult about them, instead of being seen as part of the natural variation of humanity. We work hard to create safer spaces for the participants in our programs, where different expressions of gender are valued and appreciated, instead of being policed.

How Can We Incorporate this Understanding into Our Work?

Some Tips:
- Keep in mind that gender is often a changing thing! Be open and supportive of your participants if/when they question their own gender identity or expression.

- When discussing gender with participants, it is useful to have further reference materials handy that they could follow up with.

- Think about the language that you use. Does everyone in your group identify as a lady or a girl? Even when working in girl-specific spaces, we may have participants who, although raised as girls, do not necessarily identify that way.

- Think about the gendered nature of the activities that you facilitate. With a popular education approach, we try to start with the interests and needs that are present in the group already. However, sometimes needs and interests can get lost that do not fit within the expectations of the rest of the group. In other words, leave room for variation!

- Think ahead about what your thoughts are on including trans girls in your group (i.e. youth who were assigned as boys at birth, but who currently identify as girls). Also, consider thinking about how youth who do not identify as girls or as boys might fit into your program.

GLOSSARY

Aboriginal – When using the term Aboriginal, we are referring to three groups of peoples in what is now called Canada: First Nations, Inuit, and Métis.

Board of Directors – A corporation, whether for-profit or not-for-profit, is required to have a governing Board of Directors. The Board of Directors represents the stockholders (in the case of a business) or the members or the public (in the case of a non-profit). Members of a governing Board are either elected or appointed. They have certain legally required (fiduciary) duties, including duties of care, loyalty and obedience.[141]

Class – *or Social Class –* Refers to the hierarchical distinctions (or stratification) between individuals or groups in societies or cultures. Usually individuals are grouped into classes based on their economic positions and similar political and economic interests within the stratification system. In societies where class exists, one's class is determined largely by:

- Personal or household per capita income or wealth/net worth, including the ownership of land, property, means of production, etc.
- Occupation
- Education and qualifications
- Family background[142]

Collaboration – To work together in co-operation with others towards a common goal (either as an individual or as a group).

Colonialism – A process by which a foreign power dominates and exploits an indigenous group or country by appropriating its land, extracting its wealth, and using the group for cheap labour. Colonialism originally referred to a specific era of European expansion into overseas territories between the 16th and 21st centuries during which European states established settlements in distant territories and achieved economic, military, political, and cultural hegemony in much of Asia, Africa, and the Americas. In Canada we still live with ongoing practices, impacts and repercussions of colonialism.[143]

Community – A group of people who form relationships over time by interacting regularly around shared experiences that are of interest to all of them.

Community Action – When an individual or group who collectively organizes and works together towards a common goal of positive social change within a community.

Culture – The aspects of individual and group identities that can include language; race; religion; traditions, ethnicity; experience of migration/immigration; social class structure; social norms; behavioural patterns; political affiliations; family influences; attitudes to different age groups; attitudes toward sexual orientation; experience or absence of experience with discrimination; experience of fighting discrimination and other injustices; and the loss of cultural traits. An *ethnocultural group* is a group whose members share a belief that they have a common heritage, culture, racial background, and/or traditions.[144]

Discrimination – Unfavourable treatment (and/or denial of equal treatment) – whether intentional or not – of individuals or groups because of their race, gender, religion, ethnicity, disability, socio–economic status, ancestry, place of origin, colour, citizenship, sexual orientation, age, status or marital status. Discrimination may arise as a result of direct differential treatment or it may result from the unequal effect of treating individuals and groups in the same way. Either way, if the effect of the behaviour on the individual is to withhold or limit full, equal, and meaningful access to goods, services, facilities, employment, housing, etc., which are available to other members of society, then this is discrimination. Discrimination can take many forms. For example, "Apartments were no longer vacant or rents were outrageously high, when persons of visible minorities went to inquire about them" and "Job vacancies were suddenly filled or we were fired for very vague reasons."[145]

Debrief – A debrief is the process of a facilitator asking participants questions after completing an activity or exercise to help reflect on what happened and to deepen the learning that took place as a result. Often, a debrief can take longer than the activity itself and the questions follow the sequencing of "What?" (What happened during the activity or exercise); "So what?" (What does this mean to you, or the group); and "Now what?" (Based on this realization what can the group or individual do next time).

Empowerment – To give someone power or authority, or to help someone discover the power and authority they have in their lives.

Energizer – An activity used to activate or invigorate the group. It is a good idea to use energizers periodically throughout a workshop or program as a break that gives the group new energy.

Ethnocentrism – The tendency to judge all other cultures by the norms and standards of one's own culture. It can be the feeling that your own cultural traditions and values are somehow better than others, or the assumption that what is true of your culture is also true of others. *Eurocentrism* refers to a complex system of beliefs that upholds the supremacy of Europe's cultural values, ideas, and peoples. *Ethnocide* is the act or attempt to systematically destroy another people's ethnicity or culture. The federal government's policy of residential schools, resulting in the legalized "kidnapping" of Aboriginal children so that they could be educated as "Europeanized" Canadians during the late 19th and early 20th centuries, is an example of ethnocide.[146]

Facilitation – The coordination of an activity or exercise so that all group members are encouraged to participate and engage in a meaningful way.

Framework – A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.[147] For example, working using an anti–oppressive framework could mean you value equity.

Fundraising – The process of soliciting and gathering money or other gifts in-kind, by requesting donations from individuals, businesses, charitable foundations, or governmental agencies.[148]

Gender – A societal construct referring to roles, characteristics, behaviours, appearances, and identities that develop through cultural interpretations of genetic sex. Gender is also one's sense of being woman, man, girl, boy, androgynous, or something else entirely, or of being perceived as woman, man, etc.[149] Gender does not exist as extreme polar opposites, but rather as a continuum.

Heteronormativity – The social enforcement of heterosexual relations to the occlusion of all other possibilities for sexual desire and expression.[150]

Identity – What, how, and who one perceives oneself to be, a multi–faceted self-concept that evolves throughout life.[151] Facets of identity can include personal experiences, socio–economic status, gender identity, race, religious affiliation, sexual orientation, cultural practices, and much more.

Indigenous – Often used to describe particular ethnic groups originating and remaining in a particular region. The United Nations uses the idea of "indigenous groups" to obtain rights for Aboriginal and other groups whose situation has suffered from invading foreign settlers and colonists.[152]

In-kind contributions – Refers to non-cash contributions to a project which can be given a measurable cash value. In-kind contributions should be shown in the budget as program expenses for which no donor funding is required. They show the level of your organization's commitment compared to the total project budget. In-kind contributions are often included in a budget based on the contribution's current fair market value. For example, if your organization gets an in-kind contribution of space to run your program, you would report this in your budget as the normal rent charged for the facility.[153]

Interdependence – To be dependent on one another.[154]

Interlocking Oppression – A concept describing the way that many kinds of oppression are linked together and inseparable. Systems of oppression come into existence in and through one another; they are not separate and distinct. This means that class exploitation could not be accomplished without gender and racial hierarchies and that imperialism would not be possible without class exploitation, sexism, heterosexism, and so on.[155]

Internalized Oppression – Internalized oppression happens when members of an oppressed group are emotionally, physically, and spiritually discriminated against to the point that they may believe that their oppression is deserved, it is their lot in life, it is natural and right, or that it doesn't even exist. The oppression begins to feel comfortable.[156]

Intersectionality – Often used in reference to interlocking oppression. A theoretical concept that examines the ways that various socially and culturally constructed identity categories interact to produce, maintain and perpetuate inequality in society. *Intersectionality* holds that race/ethnicity, gender, religion, nationality, sexual orientation, class, or disability based oppressions do not act independently of one another; instead, these forms of oppression interrelate, creating a system of oppression that reflects the "intersection" of multiple forms of discrimination.[157]

Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars travelling from any number of directions and, sometimes, from all of them. Similarly, if a Black woman is harmed because she is in an intersection, her injury could result from sex discrimination or race discrimination […] But it is not always easy to reconstruct an accident: Sometimes the skid marks and the injuries simply indicate that they occurred simultaneously, frustrating efforts to determine which driver caused the harm.[158]

Journaling – The process of writing down events, thoughts or feelings as a form of individual reflection.

Liability – An obligation that legally binds an individual or company to settle a debt. When one is liable for a debt, they as an individual are responsible for paying the debt or settling a wrongful act they may have committed. For example, if John hits Jane's car, John is liable for the damages to Jane's vehicle because John is responsible for the damages. In the case of a company, a liability can include accounts payable, taxes, wages, accrued expenses, and deferred revenues.[159]

Mentor Relationship – *or Mentorship –* The influence, guidance or direction exerted by a trusted and experienced guide. A mentor may refer to an experienced leader or manager who helps less experienced people develop their capabilities.[160] A mentor helps their mentee develop and grow in both personal and professional life and who listens, challenges, coaches and provides wise counsel in a power-free, two-way, mutually beneficial relationship. A healthy and successful mentoring relationship is evolutionary rather than static in nature and depends on mutual trust, respect and a genuine desire to understand the values and expectations of the other person.[161]

Networking – The exchange of information or services among individuals, groups or institutions[162]

Objective – An aim, a purpose, a desire to accomplish, a goal or purpose.

Oppression – Prolonged cruel, unjust or discriminatory treatment, sometimes unconscious, sometimes covert. A constant state of denying to others fair and equal treatment and fair and equal opportunities.[163] The constellation of structural economic, political, and psycho-social relations that systematically confine or reduce the life-choices of a social group, often through presenting members of the oppressed social group with a set of "double binds": that is, choices between equally problematic outcomes.[164]

Organization – An administrative structure, as in a business or political party.[165]

Outcomes – The consequence of a particular action, operation, or course.[166] For example, an outcome, (or result) of a sex-ed program could be that 20 girls learned about healthy sexuality.

Outreach – An effort by individuals in an organization or group to connect its ideas or practices to the efforts of other organizations, groups, specific audiences or the general public. Outreach often takes on an educational component (for example, the dissemination of ideas), but it is increasingly common for organizations to conceive of their outreach strategy as a two-way street in which outreach is framed as engagement rather than solely dissemination or education. Outreach strategies are linked to the mission of the organization and define targets, goals, and milestones.[167]

Power – The definition of power is not widely agreed on! There are different ideas of where power originates, either from within yourself (referring to forcefulness or specific capacity, faculty, or aptitude that makes one able to act effectively)[168] or from outside yourself, what society gives to you. Some theorists also define power as getting someone else to do what you want them to do (power-over) whereas others define it more broadly as the ability or capacity to act (power-to).[169] Many definitions of power come from the power-over-perspective. For example, a person, group, or nation having great

influence or control over others as a result of having the ability or official capacity to exercise political, social, or economic control or authority.[170]

Program Policies – A policy is a definite course or methods of action selected to guide and determine how present and future decisions will be made.[171] Program policies are guidelines, determined and written down, about how you want to run your program. These will be influenced by the advice of, or written by, your Board of Directors or advisory committee, depending on how your program is structured.

Prejudice – A body of unfounded opinions or attitudes relating to an individual or group that represents this group in a specific light. It is an opinion or judgment (usually negative) based on irrelevant considerations or inadequate knowledge. Prejudice often leads to discrimination. [172]

Privilege – Special rights, advantages, or immunity granted to, or assumed by, certain groups and considered by them as their right. For example in Canada, privilege is often granted to those who are white, to those who are heterosexual, and above all, to those who are white, heterosexual, and male.[173] Unearned advantages that are conferred systematically to members of a social group, in virtue of their group–membership.[174] Privilege is "an invisible package of unearned assets" that members of privileged groups "can count on cashing in every day," but about which they "are meant to remain oblivious."[175]

Race – All human beings belong to one species: Homo Sapiens. The concept of race stems from the idea that the human species can be naturally subdivided into biologically distinct groups. Race has been used to describe people who were classified together on the basis of genetic or physical similarities — such as skin colour, shape of eyes, hair texture — and were also frequently thought to share cultural and social traits. In practice, however, scientists have found it impossible to separate humans into clearly defined races and most scientists today reject the concept of biological race. Nevertheless, race persists as a powerful social, cultural, and historical concept used to categorize people based on perceived differences in physical appearance, and behaviour.

According to the Canadian Race Relations Foundation, "The term is also used to designate social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity. Various types of broad-based groups (for example, racial, ethnic, religious and regional groups) are rarely mutually exclusive, and the degree of discrimination against any one or more varies from place to place, and over time."[176]

Some have felt that it is necessary to put the word in quotations in order to make it clear that these are social distinctions being referred to rather than biological ones, and to distance themselves from the original meaning of the term. Racialization (as defined by the Canadian Race Relations Foundation) is the process through which groups come to be designated as different, and on that basis subjected to differential and unequal treatment. In the present context, racialized groups include those who may experience differential treatment on the basis of race, ethnicity, language, economics, religion, culture, politics, etc.

For more information, please visit the following website: http://academic.udayton.edu/race/01race/race07.htm or www.crr.ca/index.php.

Racism – Refers to a set of beliefs that assert the superiority of one racial group over another at the individual, as well as institutional, level. Individuals or groups of people exercise power through racism that abuses or disadvantages others on the basis of skin colour and racial or ethnic heritage. It also refers to discriminatory practices that protect and maintain the advantageous position of the dominant group(s).

The term *racism* is useful as a shorthand way of categorizing the systematic mistreatment experienced by people of colour, but should not mislead us into supposing that human beings belong to biologically different species.

Racism not only influences individual attitudes, it plays a key role in shaping state policies and institutional arrangements in the economy, in the political system, and in civil society. From this point of view, racism is about power and the unequal distribution of opportunities and resources. *Systemic racism* is institutionalized discrimination. For example, hiring and promotion procedures or entrance requirements may have the effect of excluding various racial groups and supporting members of the dominant group. [177]

Resources – May refer to a source of supply or support, available funds, materials or ability to meet and handle situations. [178] Examples of resources would include funding, materials, staff, volunteers, and office supplies.

Safer Space – Safety refers to being free from the fear or threat of harm (physical, emotional, or mental) and from danger, risk, or injury. Safe space is a term used to indicate that a workshop or program is a space where participants will feel safe. A safe space is a place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.[179]

Based on our experience working with diverse groups we know that sometimes people do not feel safe or comfortable because of differences in experience and how each person experiences privilege and oppression. The term *safer space* acknowledges that it is not possible that all the participants feel completely safe or comfortable all the time. It also acknowledges that for learning to occur, occasionally constructive criticism and concepts that challenge how participants originally understood an issue are needed. *Safer space* means acknowledging that 100% safety is not possible at all times. As a facilitator you are not making any false promises, you ensure that active steps are continually taken to ensure that the space is as safe as possible and address issues that make group members feel unsafe, if and when they come up.

Sex – *Also assigned sex, born with at birth or biological sex –* A classification based on reproductive physiology and identified in four main ways, including: 1) primary sex characteristics (vulva, labia, clitoris, and vagina for females; penis and scrotum for males); 2) genetic sex or chromosomes (XX for females; XY for males); 3) gonads (ovaries for females; testes for males); and 4) secondary sex characteristics, or physical characteristics that are not present at birth and that develop during puberty

as a result of hormones released by the gonads and the adrenal gland, including facial and chest hair (males), breasts (females), and pubic hair (everyone). Sex can be seen on a continuum, with most individuals concentrated near the ends.[180]

Social location – A term that refers to someone's experiences of power and privilege that takes into account their ability, ethnicity, race, religious affiliations, socio-economic status, sexual orientation, gender identity, and more.

Socio–economic Status – An individual or group position within a hierarchical social structure. Socio–economic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence.[181] These include the socio–economic status of ones parents, as well as someone as an adult. Socio-economic status is assessed relative to others and is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. [182]

Social Justice – The concept of social justice is not widely agreed on, but may hold some or all of the following beliefs:
- Historical inequities insofar as they affect current injustices should be corrected until the actual inequities no longer exist or have been perceptively "negated."
- The redistribution of wealth, power and status for the individual, community, and societal good.
- It is the responsibility of the government (or those who hold significant power) to ensure a basic quality of life for all its citizens.[183]

Stereotypes – Generally, stereotyping refers to mental images that organize and simplify the world into categories on the basis of common properties. When used in reference to race, the word stereotyping means forming an instant or fixed understanding of a group of people. For example, "Asians are smart" or "Blacks are good athletes". While stereotyping is a basic cognitive strategy used to reduce the amount of diversity to manageable proportions and/or to simplify decision-making; often, stereotyping gives rise to discrimination and racist behaviour.[184]

ENDNOTES

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Amplify
Workshop Guide

About this Workshop Guide

This Workshop Guide has been over three years in the making. We have compiled over 50 workshops, all of which have come directly out of the practice of girls' programmers from across Canada, including our own local girls' programs in Montreal.

These workshops have been designed to address specific issues, raise awareness, promote critical thinking, teach skills, and take action, as well as to build trust, get to know one another, and have fun!

How to Use this Workshop Guide

We organized this guide in a way that allows you to incorporate the popular education spiral into your workshops and overall programming. It begins with icebreaker and introduction activities and continues with workshops that support bringing in new information and raising awareness. Components of Popular Education such as: identifying patterns, strategizing and planning for action, and reflecting on practice are built into most of the activities. We believe that grounding workshops in the popular education approach supports girls' empowerment. We recommend that you read through Sections two and three of the Amplify Manual before doing the workshops in order to become familiar with facilitating with a popular education approach.

While this guide provides concrete activities and workshops, please feel free to use them as inspirational templates or to adapt the activity according to the specific needs of your girls' group. We believe that the process of facilitating workshops is more important than the actual outcome. Facilitation is best when it is flexible and fluid and adapts to the needs of the group. When new issues arise, facilitators should try to support the new momentum to foster new, and sometimes, unplanned learnings. Workshop structures can be adjusted to suit the age of participants and their specific or special needs.

The heart of this guide focuses on leading while learning with your girls' group. We have found it is important that everyone (no matter how many years of experience they may have) approaches girls' empowerment work as a learner, not as an "expert," that imparts knowledge to others. Below, we have provided some tips to consider while facilitating. They are meant to help you understand the limitations and objectives of activities, as well as offer suggestions for how to facilitate intense conversations while maintaining spacer spaces.

Elements of a Great Girls' Workshop

- The acceptance, support, and knowledge that facilitators bring are arguably the most important components of any girls' program.
- Use arts-based activities, balance critical thinking and reflection with creativity and fun.
- Use movement-based activities: dance, yoga, outdoor activities, and theatre.
- Work with volunteers or members from your community to provide opportunities for community building, mentorship, and exposing girls to a variety of experiences.

Other important things that girls need:
- Personal support
- To feel and be safe
- Time to talk in nurturing conversations with ongoing positive relationships
- Programs that encourage relationships of trust and interdependence with the women who are a part of their lives
- Recognition and emphasis on their cultural and personal strengths
- Mentors whose histories reflect their own lives

Introductions and Icebreakers

Spool of String

Objective(s) & Context

1. Help participants feel at ease within the group.
2. Share some information about the participants with the group.
3. Offer participants of a newly formed group an opportunity to get to know each other, relax, and have some fun.

Duration: Depends on the number of participants

Anticipate approximately 2 minutes per participant:
       10 participants: 20 minutes

       20 participants: 40 minutes

Group Size: 10–40

Age Group: 7 +

Format(s) & Technique(s): Large group, game

Skills: Sharing, Communication, Listening

Materials
-Spool of string
-Pair of scissors
-Flip chart
-Markers

Facilitation Tips

- If there are more than 20 people in the group, it is more efficient to have facilitators cut the pieces of string in advance and then have each participant select a piece of string from a bag/hat/sack/envelope.
- For younger groups, cut shorter pieces of string, in case they feel too much pressure to talk a lot (unless they are a chatty group).
- Suggestions for what information they can share:
  - Favourite music
  - How many places they have lived
  - How many siblings they have
  - Favourite movie

Popular Education Prompts

- Getting to know each other is an important building block for moving forward as a group.

- This workshop highlights individual and common experiences of the participants.

Leading the Activity: Steps to Take

Preparation:
1. Prepare pieces of string in advance if necessary.

Workshop:
1. Ask participants to sit together in a circle. Pass around the spool of string and scissors.
2. Ask participants to cut as much string as they think they need for themselves and then pass it on to the next person.
3. Once everyone has a piece of string, ask them to wrap it around their own pointer finger.
4. Explain that they will speak about themselves for as long as it takes them to unravel the string from their finger. It's more fun if you wait to tell everyone about this until AFTER they have their piece of string.
5. As the facilitator, you can lead with a demonstration of how the game works and then continue around the circle in one direction.

Debrief
- What did we learn about each other?
- What are the group's impressions of the activity?

Success Indicators

Participants are:
- Talking and laughing with the group
- Sharing more about themselves with the group
- Starting to feel at ease / more comfortable with the group

Source: North Carolina Department of Juvenile Justice and Delinquency Prevention, *Gender Specific Resource Manual:* http://www.ncdjjdp.org/community_programs/gsm/groupwork/icebreakers.html

Interviewing a Star

Objective(s) & Context

1. Share some information about the participants with the group.
2. Have fun while getting to know each other.

Duration: 30 minutes

Add about 2 minutes per participant during the "sharing" in Part 2, if the group is larger.

Group Size: 20–30

Age Group: 12 +

Skills: Group sharing, Building effective group dynamics

Format(s) & Technique(s)

Role-playing, pair work, large-group discussion, writing skills, communication skills

Materials

–One photocopy of the *Interviewing a Star: Reference Sheet per participant*
-Flipchart
-Markers, Pens or pencils

Facilitation Tips

- Participants are to gather all of the answers for the questions provided in the *Interviewing a Star: Reference Sheet as they can*.
- When you pair up participants, try to pick people that don't already know each other.
- Let participants know they do not have to answer any questions that make them feel uncomfortable.
- Remind the participants to have fun while they're answering the interview questions; they are welcome to act like "journalists" and "stars."
- As facilitator, try to highlight the connections among the participants based on their answers. You are welcome to flip chart their answers in point form while they are being presented to help with this process.

Popular Education Prompts

- This activity allows the participants to get to know each other in a deeper way.

- The chance to get to know each other is an important building block for moving forward as a group.

- It offers an opportunity to play and have fun together, which cannot be underestimated when building a strong group dynamic.

Leading the Activity: Steps to Take

Preparation:
1. There are two parts to this activity.
2. Have copies of the *Interviewing a Star: Reference Sheet to hand out*.

Part 1 – Pairs (10 minutes)
1. Hand out copies of the *Interviewing a Star: Reference Sheet* to each participant.
2. Pair up the participants. Don't pair participants that are sitting next to each other, as they may already know each other.
3. Explain to the participants that there are two roles. The first role is a "journalist," the second role is a "star."
4. Explain to the participants that they will each get the chance to role-play "the journalist" and "the star."
5. Ask participants to decide between them who will be the journalist and who will be the star.
6. Invite participants to play a role and act as a "star," but to provide real answers, not pretend ones, when answering the questions from the "journalist," because this activity is about having fun while getting to know each other.
7. Once they have decided on their roles, review the questions with them on the *Interviewing a Star: Reference Sheet*.
8. Ask them to complete the questions on the *Interviewing a Star: Reference Sheet*. Once the first "star" has answered all the questions, tell them to switch roles.

Part 2 – Group Meeting (30 minutes)
1. When the interviews are complete, have each participant introduce their partner by sharing their answers.
2. Invite the participants to sit in a circle.
3. Ask each person in the pair to introduce the "star" they interviewed by sharing the answers to three or four of the questions asked. Suggest that they begin with question one or two and continue from there.

Debrief

- Ask the group if they learned anything new about other people in the group.
- Ask the group what their impressions were of the workshop.

Success Indicators

Participants are:
- Talking and laughing with the group
- Communicating well together

- Sharing more about themselves with the group

Source: Adapted from the North Carolina Department of Juvenile Justice and Delinquency Prevention, Gender Specific Resource Manual: http://www.ncdjjdp.org/community_programs/gsm/career/interview.html

Interviewing a Star: Reference Sheet

1.   What's your name?

        _____

2.   What's your stage name (nickname)?

        _____

3.   If you've ever lived out of the city or province, where did you live?

        _____

4.   If you've ever been on vacation, where have you been to?

        _____

5.   What languages do you speak?

        _____

6.   Do you have any brothers and sisters? How many? Are they younger or older than you?

        _____

7.   What's your favourite music?

        _____

8.   What's one thing that you are really good at?

        _____

9.   What's one thing you want to learn how to do better?

        _____

Famous People

Objective(s) & Context

1. Offer an opportunity to get to know each other.
2. Provide a chance to get energized.

Duration: 20 minutes

Group Size: 10–40

Age Group: 7 +

Skills: Sharing, Communicating, Listening

Format(s) & Technique(s)

Large group work

Materials

–Meta cards (4 x 6 coloured paper) or large post-it notes
–Cut-outs of famous people (cartoon character, actors, and singers, etc. You can find these in maga-zines, posters, newspapers, online, etc.)
–Flip chart
–Markers
–Masking tape

Facilitation Tips

1. Divide participants into groups of 5 or 10 depending on the size of the group:
    10 people = 1 group
    20 people = 2 small groups of 10 each
    30 people = 3 small groups of 10 each
    Remember to choose famous people that the group will know and can relate to!

Popular Education Prompts

*   Getting to know each other is an important building block for moving forward as a group.

*   Having a chance to play and have fun together cannot be underestimated in building a strong group dynamic.

Leading the Activity: Steps to Take

Preparation:
1. Ensure you have cut outs of famous people.

Workshop:
1. Ask participants to form a line with their backs facing you.
2. Tape a picture of a famous person to the back of each participant. Don't let them see who it is.
3. Ask participants to form a horseshoe and sit down.

Option 1:

1. Explain to the participants that they will each get a chance to stand at the opening of the horse shoe. They will then ask up to five questions to the group in order to determine what famous person they are.
2. Prior to asking questions, ask each participant to introduce themselves with: their name, a hobby, favourite food, or musician/group they enjoy.
3. Repeat this process for each participant.

Option 2:

(Best considered with younger girls and as a game)
1. Explain to the participants that they will go around and randomly ask each other "yes" or "no" questions to find out what famous person they are.
2. Explain that they are only allowed to ask "yes" or "no" questions. For example: "Am I a cartoon?" or "Am I a singer?" or "Am I alive?" or "Am I a man or woman?")
3. If they do not guess who they are, the group can give them a few hints. If they still do not guess who they are, they can be told.

Debrief

•   Did we learn anything new about other people in the group?
•   Ask the group what their impressions were of the workshop.

Success Indicators

Participants are:
•   Talking and laughing with the group
•   Communicating well together
•   Sharing more about themselves with the group

Source: Adapted from www.wilderdom.com/games/icebreakers.html

Four or Five Corners

Objective(s) & Context

1. Get to know each other
2. Explore important values/attitudes for building a healthy self esteem as well as healthy relationships

Duration: 30–45 minutes

Depends on group size

Group Size: 10–25

Age Group: 13 +

Skills: Communication, Analytical and Listening skills

Format(s) & Technique(s): Small group work, large group discussion

Materials

-Sheets of coloured paper
-Flipchart
-Markers

Facilitation Tips

• This workshop may work better for groups that already know each other somewhat.

Popular Education Prompts

• Getting to know each other is an important building block for moving forward as a group.

• This activity allows the participants to get to know each other in a deeper way.

Leading the Activity: Steps to Take

Preparation:
1. Prepare ahead by writing one word (a value or attitude) on each piece of coloured paper:
    • Strength/Power
    • Compassion/Empathy
    • Respect
    • Equality
    • Love
2. Cut each piece of coloured paper into a shape. For example: the word "Love" could be cut it into the shape of a heart; "Equality" in the shape of a scale; "Strength" in the shape of a barbell, etc.
3. Post the coloured paper with the words in four or five different areas of the room.

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Workshops
There are three parts to this activity.

Part 1:
1. Decorate the room with the cut outs of words you prepared. Post the coloured paper with the words in four or five different areas of the room: if there are fewer than 15 participants, use only three of the words. The words that are not used can be included in the discussion during Part 2 of the activity.
2. Let the participants know that if they don't feel comfortable sharing with the large group, they don't have to, but encourage everyone to take a turn.

Part 2:
1. Ask participants to briefly reflect on the values and attitudes you posted. Ask them to then go and stand by the one that they most identify with.
2. Ask participants to introduce themselves the other participants gathered around the same value/ attitude (name, grade, where they live, favourite musician/group, hobby).
3. Give them about five minutes to discuss the reasons why they chose this particular value/attitude.
4. Once the groups are ready, ask each participant to introduce herself to the whole group and explain the reasons for her choice.

Part 3:
1. Ask participants to form a circle.

2. Lead a large group discussion using the suggested questions listed below:
    a. Why did you choose that particular value/attitude and not another one?
    b. Are the values/attitudes posted on the wall connected in some way? Could you explain how they are?
    c. Can you have healthy love for yourself or someone else without the other values/ attitudes? Could you provide some examples.
    d. Do you have any reflections or questions about these values/attitudes.
        * The questions in *italics* are suggested for older participants (15 years and older).
    How important is it to practice having these values and attitudes in our lives?
    In what ways would it have a positive impact on us as individuals and as a group?

Debrief

•   Did we learn anything new about other people in the group?
•   What were the impressions of the workshop?

Success Indicators

Participants are:
•   Talking and laughing with the group
•   Communicating well together
•   Sharing more about themselves with the group
•   Building a healthy self-esteem and healthy relationships

Embodied Greetings and Categorical Groupings

Objective(s) & Context

1. Feel more comfortable in the group.
2. Learn about similarities and differences within the group.
3. Elicit themes of interest to girls.

Duration

Approximately 15–25 minutes, depending on the size of the group.
A group of 8–14 people would take about 15 minutes, whereas a larger group of 14–24 people could take up to 25 minutes with this exercise.

Group Size: At least 8 participants

Age Group: 5 +

Skills: Sharing, Communication and listening skills

Format(s) & Technique(s): Large group

Materials

None

Facilitation Tips

- Part 1:
  Ask participants to slow down or speed up the walk for fun and if the space requires more careful movement.
- Part 2:
  In each group, a follow-up question can be asked to invite participants to get to know each other better. The question gets at where, how, when and why this challenge exists. Responses could be brought back to the larger group for further exploration.

Popular Education Prompts

- Getting to know each other is an important building block for moving forward as a group.

- Having a chance to play and have fun together cannot be underestimated in building a strong group dynamic.

Leading the Activity: Steps to Take

This exercise is in two parts.

Part 1:
1. Ask participants to move around the room to get to know the space you will be working and playing in.
2. Remind participants to try to move without bumping into people or objects in the room.
3. Ask participants to greet those they pass only using their elbows. Let this happen and then add (suggestions only):
   a. Greet each other with only your right knee.
   b. Greet each other with only your left index finger.
   c. Greet each other with your feet.
   d. Greet each other with your right eye.

Part 2:
1. Ask participants to notice each other's shoes.
2. Invite them to get into groups according to the kind of shoes they are wearing.
3. Once in groups, ask participants to introduce themselves to one another if they have not met and to share one way that they are like their shoes.
4. Repeat the above with different categories. Suggested groupings could be:
   e. Birth month
   f. Number of siblings
   g. Favourite school subject
   h. Best thing about being in a girls' group
   i. Most important challenge facing girls right now

Debrief

- Did we learn anything new about other people in the group?
- What were the impressions of the workshop?

Success Indicators

Participants are:
- Talking and laughing with the group
- Sharing more about themselves with the group

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Name Stories

Objective(s) & Context

1. Learn group member's names and have fun

Duration

Depends on the number of participants; approximately 2 minutes per participant
10 participants: 20 minutes
20 participants: 40 minutes

Group Size: In pairs and large group

Age Group: 7 +

Skills: Sharing, Communication and listening skills

Format(s) and Technique(s): Large group

Materials

None

Facilitation Tips

- This exercise can be combined with creative drawing, written or spoken word. Each participant introduces their partner through the medium of their choice. Additional time and creative materials would be needed to allow for this.

Popular Education Prompts

- Getting to know each other is an important building block for moving forward as a group.

- Having a chance to play and have fun together cannot be underestimated in building a strong group dynamic.

Leading the Activity: Steps to Take

1. Ask the group to divide into pairs or small groups and sit in a circle.

2. Instruct participants to tell their partner *why* they have their name and its meaning. Another way to ask this is to ask participants to tell their partners *the story of their name.*

Name Stories

3. Let participants know that they will be invited to introduce their partner to the large group when the group comes back together.
4. Invite each participant to introduce her partner to the large group.

Debrief

- Did we learn anything new about other people in the group?
- What were the impressions of the workshop?

Success Indicators

Participants are:
- Talking and laughing with the group
- Sharing more about themselves with the group

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Name Tag

Objective(s) and Context

1. Learn group member's names, develop group concentration and have fun.

Duration: 15 minutes

Group Size: Large group: 6–24 participants

Age Group: 7 +

Skills: Listening, Concentration

Format(s) and Technique(s): Large group

Materials

A light foam tube or sturdy lightweight bat

Facilitation Tips

*   Allow the participants to get chaotic during this activity. Loud is good, as long as we can all hear each other!
*   Note to not hit each other too hard and make sure to keep it low. No hitting in the face or chest.
*   Encourage participants to go faster to get the energy going.

Popular Education Prompts

*   Getting to know each other is an important building block for moving forward as a group.
*   Having a chance to play and have fun together cannot be underestimated in building a strong group dynamic.

Leading the Activity: Steps to Take

1. Ask the group to sit in a circle.
2. Invite each person to say her name once. Ask everyone in the group repeat it once.
3. Choose a volunteer to begin the game by standing in the middle of the circle. She calls out her name and then the name of someone else in the circle. For example: "Sarah to Priya." Her objective is to lightly tap the legs of the person whose name she has called before that person can call out their own name and the name of someone else in the circle ("Priya to Jane"). If Priya does not call out another person's name before being tapped, she goes in the middle.

Debrief

- Do we now have a good idea of each other's names?
- What were the impressions of the workshop?

Success Indicators

Participants are:
- Laughing and attempting to remember each other's names

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Trust Activities

Honouring Women in Our Lives

Objective(s) & Context

1.   Honour and reflect on the influence of women in our lives.

Intentional spaces to recognize the impact of girls and women in our lives are necessary to restoring public memory about the presence of strong, inspiring girls and women. This is especially necessary in patriarchal societies wherein the influence of girls and young women might be more easily minimized or forgotten.

Duration: 20 minutes
* Add one minute for each additional group member

Group Size: 15

Age Group: All
* Bear in mind that a lit match is part of the exercise

Skills: Reflection, creative expression, Interpersonal communication skills

Format(s) & Technique(s): Large group activity and expressive exercise

Materials

Matches (enough for each participant) **|** Ashtray to collect used matches

String alternative

* If there are safety concerns, this workshop can be done with pieces of string:
Spool of strong string
Pair of safety scissors

Facilitation Tips

- •   For safety reasons, you may want to check for a fire extinguisher or smoke ventilation in your room
- •   If you have safety concerns about using matches, this workshop should be done with pieces of string. If using string, ask participants to each cut a piece off. Then do a go around. Ask each participant to unwind her piece of string each while saying her name and organization, etc.

Leading the Activity: Steps to Take

Preparation:
1. Ensure you have materials for the activity.

Workshop:
1. Explain to participants that the day's activities will open with an introduction exercise where each participant will introduce herself and then honour an important woman in her life as a means of honouring our collective heritage of strong women.
2. Pass around the matches or pieces of string, one for each participant.
3. Explain that the only condition of this exercise is that each participant can only talk as long as the match is burning. When it goes out, each person stops and the next person takes a turn. If using string instead of matches, each participant can talk for as long as it takes to unwind the piece of string.
4. Ask each participant to:
    - State her name.
    - Light the match.
    - Say the name of the woman that is important in her life.
    - Encourage participants to use women they know personally, rather than "celebrities."
    - Briefly, explain why this woman is important in her life.

Debrief

- If time allows, encourage participants who were cut off (either because the match went out or the string ended) to finish saying why their chosen woman was important to them.
- Facilitators could ask the group to reflect on the exercise once completed.

Success Indicators

- Participants share openly

Source: Andrea Canales, Go Girls

Our Names, Our Stories: Opening

Objective(s) & Context

1. Encourage participants to move around.
2. Identify thoughts and feelings relating to immigration.
3. Gauge how participants feel about the topic of immigration.

Duration: 25–45 minutes

* 25 minutes for group of 4–6
* 45 minutes for groups of 7–10

* Add 2 minutes for each additional person added to a group of ten

Group Size: 4 +

* Works best for groups with fewer than 10

Age Group: 10 +

Skills: Capacity to identify thoughts and feelings relating to immigration, interpersonal communication skills

Format(s) & Technique(s)

Large group, game

Materials

-Sheets of paper: one for each participant
-Markers or pens for each participant
-Tape
-Flipchart paper

Facilitation Tips

- If participants are not all "immigrants," it is useful to use the word "migration" instead of the word "immigration" and provide a wider definition of the theme.
- Remind participants to use words that relate to their experience, their views, and feelings around immigration.

Popular Education Prompts

- This is activity can lead to opportunities to add new information about immigration.

Leading the Activity: Steps to Take

1. Hand out a piece of paper and marker to each participant.
2. Ask each participant to write her name in big letters vertically, going down the centre of the page.
3. Invite participants to think about immigration for a few moments.
4. Ask participants to use each letter in their name to write down a word that describes their views, feelings, or experiences with immigration. Participants can use letters at the beginning, middle, or end of a word, in any language (10 minutes).
5. Ask participants to tape their paper to their shirt, as if it were a giant name tag.
6. Suggest participants walk around the room and talk to other participants about the words that they wrote on their paper (5 minutes).
7. When each participant has been able to meet and talk to most or all of the other participants, bring the group back into a large circle.
8. Ask each participant to introduce herself and to name one word on their paper that they would like to share with the group.
9. As participants to name their words, record the words on a large sheet of flipchart paper (10 minutes).
10. Ask the group to think about other words that they would like to add to the list.
11. Add these words to the list (5 minutes).
12. What words seem to come up a lot? With the group, try to identify patterns (5 minutes).
13. As a group, use the words listed on the flipchart paper to create one story that demonstrates similarities of experiences. This can be done by going around the circle of participants and asking each person contribute a line to the story (10 minutes).

Debrief

- What titles could we give to this story?
- Invite as many titles as the group can offer and do not decide on just one at the end, instead, let all the titles exist.

Success Indicators

- Participants reflect on experiences of immigration and personal stories

Source: Andrea Canales, Go Girls

Another Look at Our Names, Our Stories: Closing

Objective(s) & Context

1. Reflect on the theme of immigration.
2. Provide a sense of closure in a shared experience.

Duration: 15 minutes

* Add one minute for each additional group member

Group Size: 10

Age Group: All

Skills: Interpersonal communication skills

Format(s) & Technique(s): Large group activity

Materials

Giant name tags created by participants in opening exercise

Facilitation Tips

• This activity should follow the "Our Names, Our Stories: Opening" activity.

Popular Education Prompts

• This is a closure activity.

Leading the Activity: Steps to Take

Preparation:
1. Ensure that the "Our Names, Our Stories: Opening" exercise has been completed earlier that day.

Workshop:
1. Collect the name tags created by participants in the opening exercise.
2. Ask participants to form a large circle, where each participant stands and faces inwards.
3. Place the name tags in the middle of the circle so that each one is fully visible.
4. Remind participants that at the beginning of the workshop, they had thought of words related to immigration that corresponded with their name.
5. Ask participants to look at all of the other name tags in the middle of the circle and to find a word on someone else's name tag that is especially meaningful.

6. Go around the circle and invite each participant to say the word that they found meaningful and why.

Success Indicators

- Participants reflect silently or aloud in the exercise

Source: Andrea Canales, Go Girls

Deserted Island

Objective(s) & Context

1. Work together to problem solve.
2. Help each other to reach their goals.

Duration: Depends on the size of the group

Group Size: 8 +

Age Group: 10 +

Skills: Problem solving, critical thinking, observation

Format(s) & Technique(s)

Pair work, large group, game, co-operative learning

Materials

-Assorted individually wrapped candies (make sure there are enough for the number of participants.
For example: 10 participants = 100 candies or approximately 1 bag)
-A flat-surfaced object (such as a piece of cardboard, wood or carpet) that is big enough for two
people to stand on at the same time. This will be called the "Island."

Facilitation Tips

- For a shorter or taller pair you may need to adjust the distance of the board from the candy and
  group.
- Keep a small stock of candy for the end of the game, in case one pair gets more candy than the
  others. Then either you, or the pair, can then give the rest of the candy out, so that everyone
  feels like winners.

Popular Education Prompts

- Having a chance to play and have fun together cannot be underestimated in building a strong
  group dynamic.

- Relying on each another person and having to work together is a great way to build relationships
  for working together more in the future.

Leading the Activity: Steps to Take

Preparation:
1. Set up the game before the activity by placing the flat-surfaced object on the floor.
2. Make sure to secure it to the floor, so it does not move (maybe tape it down using an industrial tape).
3. Spread the candy on the floor so that it surrounds the "Island." Put the pieces of candy far enough away that they are hard to reach when standing on the "Island."
4. It is a good idea to put some of the best pieces of candy really far away, to add to the challenge.

Workshop:
There are 2 parts to this activity.

Part 1: Pairs
1. Divide the participants into pairs.
2. Ask each pair to select a name for their team.
3. Explain to participants that the teams should form a line. Each team will get a chance to be on the "Island." Once they are on the "Island," **each pair has 10 seconds to collect** candies without stepping or falling off the "Island."
4. If the team does not get any candy on their first try, they can go to the end of the line and try again. Once a team picks up candy, they stand on the sidelines and cheer the other teams on.
5. This process will be repeated until each team picks up candy.
6. To emphasize teamwork, allow time for groups to come up with a plan and to practise it before trying it out on the candy.
7. **Hint:** One person can hold another, who reaches out to get the candy.
8. The following are **the rules**:
   - You and your partner must stay on the "Island" while fishing for candies.
   - No part of your body or clothing may touch the floor at any time.
   - If you touch the floor, you must go to the end of the line before trying again.
   - You may not slide the cardboard.
   - You must pick up the candy, not drag it.
   - You may not use anything (i.e. belt, piece of clothing) to pick up the candy.
   - Whatever candy you pick up, you and your partner may keep.

Part 2: Large group discussions
1. Lead a large group discussion using the following suggested questions:
   - What did you and your partner have to do to be successful at this activity?
   - Could you have done this alone? Why or why not?
   - Are you ever in a situation where you have to rely on the support of others to be successful? Are you able to accept help from others? Why or why not?
   - When would it be good for you to accept help from others? Can you?

Debrief

- What were the impressions of the workshop?
- How do participants feel about having to work together as teams?

Success Indicators

Participants are:
- Communicating well together
- Sharing more about themselves with the group

Source: Therapeutic Game, Teamwork chapter, *Candy Game*: http://www.gamesforgroups.com/teamworkgames.htm

Talking Circle with Stones

Objective(s) & Context

1. Get to know the participants better and get to know each other.
2. Help us get in touch with three aspects of life that contribute to our overall health and well-being.

Duration: Depends on the number of participants; allow for about 3 minutes for each participant

Group Size: 10–20

For larger groups, another activity would be more appropriate

Age Group: 15 +

Skills: Sharing, listening

Format(s) and Technique(s): Large group, guided discussion, brainstorming

Materials

-A basket
-Large colourful stones (one per participant) - these can be purchased at the dollar store or gathered from a nearby beach
-Flip chart
-Markers

Facilitation Tips

• The activity is best when participants already know each other, so it is best to do this kind of activity in a program that has been running for at least 2 days.
• If participants are just getting to know each other, it would be better to implement this activity at a later stage in the program.
• With a group that is already engaged, it is a great opportunity to deepen the way the group is relating to each other and to build stronger group dynamics.

Popular Education Prompts

• Having the chance to share important details about ourselves is a great way to build relationships for working together more in the future.
Trust activities increase positive group dynamics.

Leading the Activity: Steps to Take

1. Begin this activity by leading three brief brainstorms (5 minutes each) with the participants about what contributes to:
      i. a nourishing relationship with ourselves
      ii. a nourishing relationship with all other living beings
      iii. a nourishing relationship with the earth
2. Invite participants to form a circle where they are close enough to one another to hand off and receive stones easily.
3. Pass around the basket of stones. Ask each participant to select one.
4. Explain to participants that they are sitting in a *Talking Circle with Stones*. Tell them that the idea of a *Talking Circle* is to provide a safe space for them to share their stories about nourishing and positive experiences or about moments with themselves or in relationships with others.
5. Once the first person finishes speaking, they pass the stone to the person on their left. This is the process followed after every sharing.
6. By the time the exercise is finished, the original stone participants chose will have come full circle back to them and will have been touched by everyone in the group.
7. Ask a participant to volunteer to begin the sharing circle. Once a volunteer is selected, explain the following instructions to the participants.
8. To ensure that participants have a clear understanding, provide one or two examples of what to share for each category. Demonstrate the process for participants and make sure everyone understands.
9. A volunteer begins by sharing information about themselves; including their full name and whether it has a meaning, family and/ethnic origin and significance that they are aware of. Other suggested information they can choose to share:

      i. What signifies a nourishing relationship with ourselves?
      - Birth place and date
      - An aspiration (for example, to impact positive social change)
      - A great joy in life (for example, snowboarding!)

      ii. What signifies a nourishing relationship with others?
      - A special pet or favourite animal (for example, playing with their first pet)
      - Special relationships in our lives (for example, mother, special friend…)

      iii. What signifies a healthy relationship with the earth?
      - A special place of beauty, comfort, good memories, inspiration, relaxation
      - Contributing to helping the environment (for example, recycling, etc.)
10. Once all of the participants have shared in the circle, debrief the session with them by asking how this experience makes them feel. (5–10 minutes, depending on how many people are participating).
11. Then, let the group know the stone is theirs to keep for the rest of their lives – or to give back to the universe at some point. Participants might want to keep it in their pocket, purse or backpack, on their desk or on a shelf. It is meant to serve as a reminder of each person who shared and with whom they shared and connected with during the exercise. It can serve as a reminder of this workshop and of all the things that they have learned from it. It can also be a "touch-stone" to rub when they are feeling stressed or down.

Debrief

- How does this experience make you feel?

Success Indicators

Participants are:
- Communicating well together
- Sharing more about themselves with the group

Source: Bev Walker, *The Stone Sharing Exercise,* adapted from *Stone Sharing*: http://socialwork.wikia.com/wiki/Stone_Sharing

Making an Object Come to Life

Objective(s) & Context

1.   Encourage creative thinking.
2.   Build trust within the group.

Duration: 15 minutes

Group Size: Minimum of 8 participants.

If there is a larger group of 15 or more, divide participants into groups of approximately eight. Each small group can exhibit their "object" to the large group.

Age Group: All ages

Skills: Problem-solving, social, and co-operative skills

Format(s) & Technique(s)

Large group work, theatre-based creativity

Materials

None

Facilitation Tips

Some participants may not be comfortable with touching others or being touched. Tell participants that they can build the objects without touching each other, but they should be in close proximity to one another to form the shape of the object.

Popular Education Prompts

- Having a chance to play and have fun together cannot be underestimated in building a strong group dynamic.

- Non-verbal communication is important to develop and focus on as well as verbal/

Leading the Activity: Steps to Take

1. Ask participants to stand in a circle.
2. Tell participants that you will call out the name of an object. As a group, they must use their bodies to build it.
3. The catch is that they are not allowed to speak to each other while they are building and they must do it as quickly as possible.

Debrief

- What were the impressions of the workshop?
- What did participants think about having to work together without speaking?

Success Indicators

Participants are:

- Having fun together
- Able to work as a team
- Relying on each other

Source: Headlines Theatre, *Theatre for the Living: A Joker's Guide*, 2000, p. 17.

Creative Expression and Self-Development

Decorating the Space!

Objective(s) & Context

1. Recycle materials in order to decorate the girls' meeting space and make it their own.
2. Establish a physical and social environment where girls feel safe.

Duration: 60 minutes

Group Size: 5–25

Age Group: 8 +

Skills: Creativity
3.

Format(s) and Technique(s)

Arts-based

Materials

-Arts supplies
-Scraps of fabric
-Glue
-Markers
-Scissor
-Old clothing
-Posters
-Pictures
-Objects

Facilitation Tips

- Be available to support creative ideas, mediating conflicts in discussions, and helping out participants.
- A good way to encourage the less enthusiastic or discouraged participants is to suggest they collaborate either with you or another facilitator or with the other participants.
- Don't forget to support creative ideas and to have a lot of different kind of material to motivate the girls.
- Taking pictures of the art projects they created and sending it to them via email is one way to encourage more excitement and give them more connection and ownership to the ideas. You can suggest that they can use the image as a screensaver or show it to their friends!

Leading the Activity: Steps to Take

1. Explain that this activity is for participants to just have fun and consider how old things
2. can be recycled into beautiful, cool new things to decorate the space around them and claim it as their own.
   Tell participants that they can use all the materials and objects and repurpose them however they would like to decorate their space.
   Once the art has been made, hang it on the walls if possible.
   Ask the group **"How do you feel in your new space?"**

Success Indicators

Participants are:

- Having a good time
- Respecting each other's creativity and working together
- More resourceful

Source: Girls Action Foundation, *The Action Recipe Book: Workshops to Engage Girls*, in the *Social Change, Art and Creative Expression* section

Inside/Outside Boxes

Objective(s) & Context

1. Identify and explore unique and specific aspects, like talents and abilities, to help build self-awareness and positive self-image.
2. Examine participants' self-esteem and understand the importance of a positive self-image.
3. Foster girls' awareness of and respect for others' differences.
4. Establish a physical and social environment where girls feel safe.

Duration: 1–2 hours

Depends on the number of participants

Group Size: 5–30

Age Group: 10 +

Skills

Communication, presentation, social and co-operative skills

Format(s) and Technique(s)

Reflection, creativity, large group

Materials

-Shoe boxes (one per participant)
-Craft materials (sparkles, stones, feathers, leaves, fabric, photos, beads, etc.)

Facilitation Tips

• Since participants are asked to share something about themselves with the rest of the group, you can help the group maintain trust and respect by going over the group agreement or ground rules that you have previously established.

Popular Education Prompts

• This workshop is a great opportunity to help you draw out the personal strengths and creativity of the group.

Leading this Activity: Steps to Take

Preparation:
1. Prior to the workshop, ask participants to bring in objects, drawings or photos that describe and represent themselves, as well as represent the things they are good at.
2. Ask them to consider how they would like to share this with the group.

Workshop:
There are two parts to this activity.

Part 1: Creating Inside/Outside Boxes
1. Ask participants to put together a box that represents who they are.
2. Tell participants to decorate the box however they would like, however, the items INSIDE the box best describe or symbolize how they see themselves and the items OUTSIDE the box best describe or symbolize how they would like to be seen by others.
3. Remind participants that they should create the box while keeping in mind their talents, achievement, hobbies, dislikes, likes, etc.
4. Once they have completed their boxes, tell participants that they will share them with the rest of the group. Tell them that they only have to present what they are comfortable with sharing and that they should prepare a statement or briefly think of ideas for:
   How to present their box
   What they would like to present to their peers.

Part 2: Show and Tell
1. Each participant briefly shares their inside/outside box with the rest of the group.
2. Remind them to share something that they are proud of, whether it be a photograph, a story about something they did, an achievement, etc.

Debrief

Questions to ask the group:
- Do you feel that this activity helped you to get to know the other girls more?
- How did you feel about sharing this personal information about yourself with everyone?

Success Indicators

Participants are:
- Happy with what they created
- More aware about the wonderful things they have done
- Openly communicating with other participants

Appreciative Confidence Game

Objective(s) & Context

1. Identify and address messages that influence confidence.
2. Encourage group cohesion and collaboration.

Confidence is an individual and subjective phenomenon that can radically affect the degree to which girls and young women feel as though they can assert and realize their own desires, hopes and dreams. It also affects a person's capacity to collaborate with others. Even though each person has their own individual sense of confidence, it is affected by messages received within the groups or systems to which girls and young women belong.

Duration: 60 minutes

Age Group: 12 +

Group Size: 8–16

Skills

Creative expression, collaboration

Format(s) and Technique(s)

Game

Materials

None

Facilitation Tips

- These exercises draw upon *Image Theatre*, a style of social theatre practice developed by Augusto Boal to support analysis and education amongst community groups facing oppressive circumstances. For information about *Image Theatre*, as well as the other techniques that comprise Boal's *Theatre of the Oppressed*, check out this website: www.theatreoftheoppressed.org.
- Any time you use *Image Theatre* techniques, invite participants to relax from their poses and then go back to them whenever they feel tired. While this exercise is constructed to examine confidence, the sculpting and discussion prompts described may be used to explore any personal or social phenomena (for example, racism, bullying, poverty, violence, love, family, etc.)

Popular Education Prompts

• This exercise can be used as a way of beginning with and affirming participants' experiences and it also moves into identifying common themes or patterns. Refer to the Self-Esteem Information Sheet in the Amplify Manual to add additional information to the group analysis of sculptures created.

Leading the Activity: Steps to Take

Preparation:
1. Create a largely empty space, with participants' chairs and things moved to the sides of the room.

Workshop:
This is a three-part exercise.

Part 1: Postcards (10 minutes)
1. Ask participants to form a circle with everyone facing the outside of (away from) the circle.
2. Explain that, in a moment, you will ask participants to close their eyes and to count to three, but that on the count of three, everyone will turn around creating a still postcard picture with their bodies of the theme you call out.
3. Ask participants to turn around and count to three. Call out ONE of the following (just for fun and to warm up):
    you on vacation
    your response to climate change
    your response to valentine's day, etc.
4. Repeat for fun. Repeat the exercise but call out: *you as your most confident self*.
5. Ask participants to look around at each other and to remember their positions. Ask participants to relax.

Part 2: Group Sculpts (30 minutes)
1. Stand in a circle.
2. Ask any volunteers from the group to step into the middle of the circle in their postcard pose of confidence from the previous exercise. Ask for up to 4 volunteers (or about half of the group).
3. Ask each additional volunteer to add their postcard to the middle, but to find a way to physically connect with the person(s) who are already there, if they are comfortable doing so.
4. Explain that the image in the middle is a group "picture of confidence." Ask the remaining group (those not in the sculpt) what they would title the picture. There is no need to pick a title out of those offered but you can if you would like to.
5. Ask remaining participants to imagine that they can see outside the picture frame of this "picture of confidence" (or use title proposed by group).
6. Ask group what messages, ideas, beliefs, or behaviours support the reality seen in the "picture of confidence." Ask three or four participants to volunteer ideas one at a time and to take a position around the "picture of confidence" as "external messages."
7. Go around to each "external message" and ask them what their message is to the girls/young/ women in the centre "picture of confidence."
8. Ask them to come up with a one-sentence message that they are subtly or overtly sending.
9. Ask those participants not involved in the centre image or the external messages: Who would this message come from in real life? (For example: mother, friend, teacher, peer, father, boss, colleague).
10. After hearing from each "external message," ask all of them to say their messages at the same time. Invite the group in the middle to just take in the messages. Tell those involved in the "picture of confidence" to react however they would like to when they hear these messages. Let

this continue for about thirty seconds.
11. Ask those not involved with the centre picture or as external messages to switch positions with the middle "picture of confidence" group to give them a rest.
12. Thank "external" messages and ask them to relax from their positions.
13. Ask those not involved in the centre picture to step forward around the middle "picture of confidence" and call out messages that threaten confidence.
14. Ask those in the middle to exaggerate their response to hearing this message. They can totally change their sculptures based on the messages they hear. Keep this going for up to three external messages.
15. Thank the group and sit in circle for reflection.

Part 3: Group Discussion (20 minutes)
1. Invite participants to reflect on:
     •   What was the experience of being in the "picture of confidence" when you were receiving or hearing positive messages?
     •   Have you ever heard messages like the ones you heard in the exercise? Where did they come from?
     •   What was it like to hear the other messages? Where do they come from? What other messages were not mentioned?
     •   What happened to the "picture of confidence" when they were surrounded by negative images?

Debrief

Offer prompts for critical reflection:
  •   What realities or messages support the negative messages that threaten confidence in young girls and women today? One way to visualize this is to "zoom out" further from the first set of negative messages to get at what ideas, beliefs, and behaviours "prop up" or support the negative messages.
  •   What is one thing you can do individually or with a group do build confidence in yourself and in others?

Success Indicators

Participants are:
  •   Able to identify social messages that influence self-esteem
  •   Collaboration amongst group members in creating images

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Body Image and Self-Esteem

Compliment Circle

Objective(s) & Context

1. Reflect on their own strengths and the strengths of others and share them in discussion with
2. the group.
3. Strengthen positive self-perceptions, self-esteem, and body-image.
4. Increase awareness and build social support and self-efficacy.

Girls may encounter many challenges to their own positive self-perceptions, self-esteem, and body-image from the media, friends, family, and other social environments. This workshop supports girls to reflect on their own strengths and the strengths of others. In locating strengths and assets among girls, this workshop contributes to increasing awareness of the issue of self-esteem, and contributes to building social support and self-efficacy among girls.

Duration : 1 ¹/² hours

This may vary depending on group size

Group Size: 10 or more

Age Group: 7 +

Skills: Communication, listening, social skills

Format(s) & Technique(s)

Large group

Materials

None

Facilitation Tips

- Ensure that the group is a safer space, where trust has developed between girls.
- It is important to recognize that this activity can create vulnerability for both the receiver and giver. As the girls put themselves out there, both in creating genuine compliment, and trusting they can receive and accept a compliment.
- If there is intimidation of bullying in the group, you may want to consider how this could affect this activity taking place and the effects it may have. For example, using the space to hurt one another rather than compliment.
- Each participant should be in the position of "Receiver" for about 5 minutes.
- If there are more than 10 participants, divide them into smaller groups of up to 10 persons.

Popular Education Prompts

- This activity is grounded in the experiences of girls and their perceptions of what is a compliment. Compliments are culturally constructed (a value in a culture). It may positively reinforce or adapt to the experiences of the girls, if it is genuine and grounded in their own experiences.

- This activity could be used in the context of a (fan)'zine. For example, writing down the compliments… "Here's what we like about each other," "Positive things girls have to say about each other," etc.

- This activity could also encourage girls to write a compliment in a letter, through a phone call or as an email to someone outside of the group.

Leading the Activity: Steps to Take

1. Ask the group to form a circle.
2. Tell the participants that they are about to participate in a Compliment Circle.
3. Ask a participant to volunteer to be the first "Receiver" – the one to be admired and complimented.
4. Explain that in the Compliment Circle, one by one, each participant will go around and tell the Receiver what they admire and respect about them.
5. This will continue until everyone in the circle has been the Receiver.

Debrief

Questions to ask the group:
- How did you feel as the Receiver before you were given feedback from the other participants?
- How did you feel as the Receiver after you were admired and given compliments?
- How did it feel to think about and admire someone else?
- How did it feel let them know what you admire about them?
- How does personal strength encourage you to take action?

Success Indicators

Participants are:
- Communicating with each other
- More aware of the power of positive self-perceptions
- Able to identify positive attributes in themselves and others

Source: The Girl's Circle: www.girlscircle.com. Secondary Source: *The Gender Specific Resource Manual*: www.ncdjjdp.org/community_programs/gsm/selfesteem/compliment.html

Reflecting Body Image

Objective(s) & Context

1. Raise awareness and to deconstruct the influences of media on our understanding of body image.
2. Support girls in understanding their personal view of body image.

This activity asks girls to critically look at media images and to think through their impact on our development of body image.

Duration: 45–60 minutes

Depends on the size of the group

Group Size: 20–30

Age Group: 15 +

Skills

Analytical, communication, critical-thinking skills, reflection

Format(s) & Technique(s)

Large group, multimedia and talkback, individual reflection

Materials

-*Reflecting Body Image: Reference Sheet*
-Magazine cut outs of young women
-Post-Its (one for each participant)

Facilitation Tips

- To support girls in focusing on this activity, you may want to tear out images from the magazines so they are less likely to read the magazines during this workshop.
- Choose magazines that the girls might choose themselves.
- Part 1 of this activity takes place as a large group discussion. It is followed by Part 2, which is worked on individually.
- The questions with a star (*) are suggested for participants 15 years and older.
- When this activity is completed, remind the girls that if they have any further questions, that they can talk to facilitators about it.

Popular Education Prompts

- This activity can start from girls' knowledge of popular media and it can be grounded in their own interaction with current popular culture.

- Be careful not to criticize the images out right. Try to work from the girls' own thoughts on the images, adding knowledge where necessary.

- You can also work with the girls in subsequent activities to create their own media images.

Leading the Activity: Steps to Take

Preparation:
1. Have magazine images ready.
2. Have a copy of the *Reflecting Body Image: Reference Sheets* for each participant.

Workshop:
Part 1: Activity
1. Present magazine image cut outs or video clips to the group (either post them up or put them on an overhead projector).
2. Once participants have seen the materials, lead a group discussion about how the media influences our ideas about body image.

Part 1: Discussion Questions
Who creates these images?*
Why do we think we should look a certain way?*
Where does our idea of the 'ideal' body come from?*
Who benefits from them?*
Why is there so much focus in our society on body image? Can anyone give examples of other social cultures' approach to body image?*
How does the 'ideal' image of women's bodies differ from culture to culture?
What is beauty?*
Who decides what is beautiful?
Why are teenage girls vulnerable to the ideas of the "ideal" body?
How do you think boys feel social pressures about body image?
How does it differ from girls?
How do images we see in the media affect our daily lives?*
What kinds of things are girls doing to ensure they have an "ideal" body?*
What can we do to change society's perceptions of the "ideal" body?*
What messages do we receive through popular culture regarding body image?*
How do these messages influence how we feel?*
How do these messages influence how we make decisions about our lives?*

Part 2
1. Hand out a *Reflecting Body Image: Reference Sheet* to each participant.
2. Explain to the participants that they will fill in the *Reflecting Body Image Reference Sheet* individually.
3. Ask each participant to write down the things they like about their physical self and their inner self on the *Reflecting Body Image Reference Sheet*.
4. Tell them that they will not be sharing this *Reflecting Body Image: Reference Sheet* with the group.
5. Ask the participants if they have any questions or concerns. Once they begin, go around

while they are completing the *Reflecting Body Image: Reference Sheet* to make sure that the participants are comfortable with this exercise.

Part 3
1. Ask participants to form a circle.
2. Hand out a Post-It to each participant.
3. Ask them to draw a face representing how they feel about this activity (a smiley face if it was good, a neutral face if it was ok, a sad face if it could have been better, etc.).
4. Collect the Post-Its from the participants.
5. Ask them if they can provide any feedback about the activity to assess the general mood in the room

Debrief

Questions to ask the group:
- How do you feel after doing this activity?
- Do you feel like this activity affects how you think about body image? How so?
- Do you feel like this activity affects how you think about media? How so?

Success Indicators

Participants are:
- More aware of how media affects public perceptions of body image
- Able to identify positive qualities about themselves that they like

Source: Smoke-Free for Life, a smoking prevention curriculum supplement from the Nova Scotia Department of Health, Drug Dependency and Tobacco Control Unit, 1996:
http://www.media-awareness.ca/english/resources/educational/media_education/quebec/competency_charts/mirror_image_chart.cfm
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/mirror_image.cfm

Some questions taken from "Mirror Image" by the Media Awareness Network:
http://www.media-awareness.ca/english/resources/educational/handouts/tobacco_advertising/mirror_image_handout.cfm

Reflecting Body Image: Reference Sheet

Using the images below, consider the positive ways you think about yourself.
Draw a line from the part of yourself you are thinking about and write down what you like inside and what you like outside.

Write a brief explanation why you feel this way.

Things I like inside:

Things I like outside:
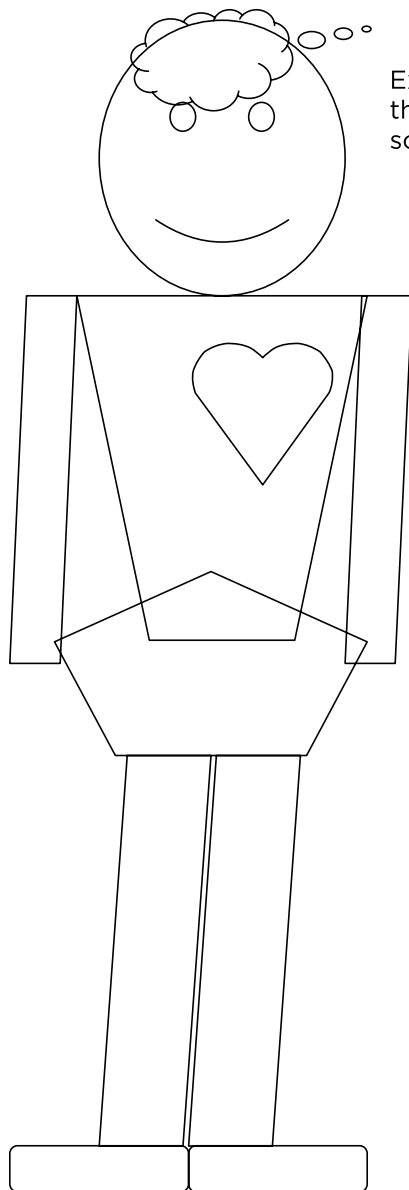
Example: I love the fact that I do really well in school.

Example: I love my eyes! They express my curiosity!
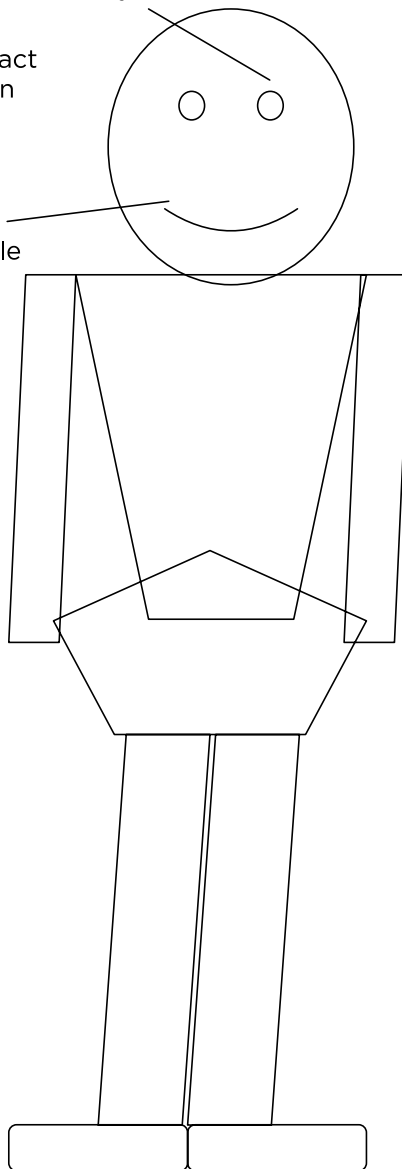
Example: I like my smile

Self-Esteem Supports

Objective(s) & Context

1. Identify positive and healthy feelings about the physical body to build self-esteem.
2. Examine what factors support a positive self-esteem and a healthy body image.

Duration: 20–45 minutes

Depends on group size

Group Size: 5–30

Age Group: 13 +

Skills : Communication and analytical skills

Format(s) & Technique(s)

Reflection, small group, large group

Materials

-*Self-Esteem Supports: Reference Sheet*
-*Self-Esteem Supports: Reference Materials*

Facilitation Tips

With younger groups, you can try to transform the *Self-Esteem Supports: Reference Sheet* into a more colourful poster that participants can create and take home. If you do this, be sure to provide all the necessary art supplies (see the activity on pillow-making in this section).

Leading the Activity: Steps to Take

Workshop:
Part 1
1. Divide participants into small groups of 3–5 people.
2. Ask each group to discuss: What is self-esteem? (This should be approximately 10–15 minutes).
3. Tell them to write down their group's definition on a piece of flip chart paper.
4. When they have completed the task, ask them to post their definitions on the wall.
5. Review the definitions of each small group.

Part 2
1. Hand out the *Self-Esteem Supports: Reference Materials* if you are leading an older group. With younger groups, create notes on a flip chart using the information from the *Self-Esteem Supports: Reference Materials* to assist the process.

2. Discuss the information in the *Self-Esteem Supports: Reference Materials* with the large group.
3. Lead a discussion about how you can support yourself and others with a positive self-esteem. Use some of the suggested questions below.
4. Ask the participants to think about each question and to write their answers in the space provided on the *Self-Esteem Supports: Reference Sheet.* Give them a few minutes to complete each question.

Success Indicators

Participants are:

- Better able to understand their feelings about themselves
- Able to identify and discuss what factors support a positive self-esteem and a healthy body image

Self-Esteem Supports: Reference Materials

What is self-esteem?

Self-esteem is the experience of being able to meet the challenges of life by maintaining dignity and knowing that you are worthy of happiness. People who have a healthy and authentic self-esteem trust their own being to be life affirming, constructive, responsible, and trustworthy.

(Adapted from: Dove Campaign:
http://www.campaignforrealbeauty.com/supports.asp?section=campaign&id=93#3)

Influencing factors for a positive self-esteem

Strong, supportive, and positive relationships with parents and family: a feeling that the important adults in their lives listen to them, accept, and care about them, as well as:

- Maintaining friendships based on mutual respect, growth and learning
- Participation in activities that offer real opportunities for growth and challenges
- Experiencing success with schoolwork and extracurricular activities, such as sports, drama or music
- Having the skills needed to cope during times of disappointment or crisis

Low self-esteem vs. healthy self-esteem

A low self-esteem grows out of situations/environments that are non-supportive of a person's individual growth. It often results in a person relying on only the present to determine how they are doing or how they feel about themselves. They need external experiences to counteract the negative feelings and thoughts that constantly affect them internally. People with low self-esteem have often been given messages that failed experiences (for example, getting below average grades or failing a course or not doing well at a sport or activity) were failures of their whole self.

A healthy self-esteem is based on our ability to know ourselves accurately and still be able to accept and to value ourselves unconditionally. This means being able to realistically acknowledge our strengths and limitations (that are part of being human) and at the same time accept ourselves as worthy and worthwhile without conditions and reservations.

Self-esteem is largely developed during childhood.

Factors influencing a low self-esteem:
- being harshly criticized
- being abused (physically, mentally, emotionally)
- being ignored, neglected, ridiculed or teased
- being expected to be "perfect" all the time
- experiencing failures

Factors influencing a healthy self-esteem:
- being praised and emotionally supported
- being listened to
- being spoken to respectfully
- getting attention and hugs
- experiencing success in sports or school
- having trustworthy friends

Self-Esteem Supports: Reference Sheet

Please write your answers below in point form.

List five good things about yourself. Please explain.	
What would your friends say is your best quality?	
What would your mother and/or father say is your best quality?	
Name three things that you are good at:	
Name two things that you are really proud of:	

Creating a "Me" Quilt

Objective(s) & Context

1. Get to know ourselves better.
2. Learn about our positive self-perceptions.

The popular media is disproportionately saturated with homogenous and stereotypical depictions of girls, young women and women. With this activity girls draw in real success, grounded in their own lives, as defined by them – challenging expectations of girls as portrayed by popular media.

Duration : 45–60 minutes

Group Size: 15–25

Age Group: 13 +

Skills: Communication, Creativity

Format(s) & Technique(s)

Arts-based, individual, small groups

Materials

-What the participants bring from home
-Coloured paper squares
-Large Bristol board
-Art supplies (glue, markers, string, star stickers, scissors, etc.)

Facilitation Tips

- Ask the girls to come prepared with material from home, such as photos, certificates of achievements, drawings, poetry, and other documents symbolic of their experiences.
- If it's helpful, prepare a flip chart in advance to illustrate the activity and hang it on the wall.
- Take about 30 minutes to do Part 1 of the activity, and 15 minutes for Part 2.

Popular Education Prompts

- It is preferable that girls bring images from home, so girls create their own images that are grounded in their experiences.

- Help encourage girls' personal perception of their strengths from their own point of view. If you are seeing girls mimicking media expectations of their own perceptions of their strengths, encourage the girls to critically think about what they are drawn to in the image, what it means for them etc.

- Be careful not to condemn popular culture outright, simply be critical of it where needed.
- You might ask girls to take action by inviting them sharing their images to wider audience as an alternative to popular portrayals of girls.

Leading the Activity: Steps to Take

Part 1: Individual Art Work
1. Place art supplies on the floor or table.
2. Ask participants to sit around the art supplies on the floor or table.
3. Explain to participants that they will create a "Me" Quilt using the things they brought from home andthe art supplies and paper provided.
4. Explain that each piece of paper can be divided into 4 quadrants. Each piece of paper repre sents a different part of them.
5. The Bristol board will be used as the foundation for their "Me" Quilt by gluing the 4 pieces of paper onto it.

6. Ask the girls to consider the following:
   - Qualities and characteristics that make up who I am as an individual (things I tell people about myself)
   - My hobbies and talents
   - My accomplishments (things that I do well and that I am proud of)
   - My values and beliefs (things that are important to me)

Part 2: Sharing
1. Divide the participants into two groups.
2. Explain that each group will have a chance to display their "Me" Quilts in turn.
3. Ask Group A to exhibit their "Me" Quilts by leaning them up against the wall or on a chair.
4. Ask Group B to go around and view the "Me" Quilts of Group A.
5. Group A participants have a chance to answer questions about their "Me" Quilts as Group B participants go around.
6. Reverse the roles of each group and do it again.

Debrief

Questions to ask the group:
- What did you learn from doing this activity for yourself?
- What did you learn when you shared your "Me" Quilt with other girls?
- What did you learn when other girls shared their "Me" Quilt with you?

Success Indicators

- Participants will be communicating well with each other and sharing their work
- Participants are more confident about what their offers are

Girls in Magazines

Objective(s) & Context

1. Raise awareness about the influences of media on our understanding of body image.
2. Build critical thinking skills through deconstructing media images from teenage girls' magazines.

Duration: 60 minutes

Group Size: 12–30

Age Group: 10–16 years old

Skills: Critical thinking, analytical, and communication skills, reflection

Format & Technique: Large group and small group work

Materials

-Girls' magazines
-Large cardboard
-Scissors
-Glue

Facilitation Tips

• Girls can often ask for clarity about the conceots this activity works around, such as "What is natural and what is artificial?". Rather than giving them a definition, ask the group what the term or concept means *for them* and invite them to choose pictures according to their own definition.

Popular Education Prompts

• This activity can stimulate conversation about what's important to the girls, their experiences and thoughts vis-à-vis media and body image.

• You may want to take note of the types of conversations that arise in order to follow-up with another workshop that responds to their needs or questions at a later date. For example, you might want to follow-up with media activism or a media arts workshop if the girls want to create their own media, or a self-esteem building workshop if this activity was triggering.

Leading the Activity: Steps to Take

Preparation:
1. Trace a line down the middle of a piece of cardboard and write each of the following on either side of the line. Create one cardboard for each pair of words.

- Round – Thin
- Artificial – Natural
- Active – Passive
- White women (or Caucasian) – Women of colour
- Able-bodied – Living with a disability

Workshop:
Part 1: Small-group work (15 minutes)
1. Divide the group in four or five smaller groups
2. Distribute many youth tragetted magazines to each group along with a cardbord with the terms written on it.
3. Ask the group to cut out and glue corresponding images onto the cardboard.

Part 2: Presentation (20 minutes)
1. Each group takes a turn presenting their collages to the large group.
2. Invite each small group to talk about what images were easy or hard to find.

Part 3: Large-group discussion (25 minutes)
1. Lead a discussion using the suggested questions for debriefing:
    - Going from the images that you found in the magazines, do these images really represent reality?
    - What is different from the images and reality and the people around you?
    - Do these images tell us things about being an ideal girl or woman?
    - Were there girls and young women that were not represented in these images?
    - How do we feel when images in magazines do not include or represent us?
    - Why do you think the magazines present us with models and images that are so different from reality?
    - This activity is about magazines, but can you name other sources that present us with unrealistic images and representations of people?
    - Do you think that these images have an impact? On whom? What is the impact?
2. If you used magazines that are targeted towards youth in general or to boys and young men, you can ask:
    - What are these images telling us about the ideal boy and masculinity?
    - Do you think this has an influence on boys and young men? Why? How?
    - Do these images represent all boys and young men? Are there boys and young men who are not represented?
3. For a deeper discussion, you can address issues of heterosexism in magazines, for example, the idea that everyone is and should be heterosexual.
    - After looking through the magazines, what do you think about the representation of heterosexuality versus homosexuality?
    - Is homosexuality and/or queerness represented? If it is represented, how is it represented?
    - What do these images say about queer, bisexual, and lesbian girls?
    - What kinds of images do we see?
    - Why do you think homosexuality and queerness is not represented in most youth magazines?

Debrief

- Present alternative youth magazines to the group. This may require that you do some research. Try looking for magazines that represent a diversity of girls and young women and using magazines that are created by and for youth and young women, look for images that have not been altered for publication.

- Ask the group if they can think of any solutions to these limiting images? Ask them how they want to take action.

Success Indicators

Participants are:
- More aware of how media affects public perceptions of body image
- Able to decipher that images in magazines are not representatives of reality
- Participants are exercising critical thinking skills
- Able to imagine alternative and more realistic representations in media

Source: Geneviève Morand, Authentik Magazine and Spark Media.

Beauty Masks

Objective(s) & Context

1. Develop the imagination and various perspectives on beauty.
2. Develop critical-thinking skills with regards to the commercialization of beauty.
3. Develop solidarity and collaboration throughout the group.
4. Strengthen positive self-perceptions, self-esteem and body image.
5. Experience a moment of relaxation and pleasure.

Duration : 60 minutes

Group Size: 12-20

Age Group: 10-16 years old

Skills: Social, Critical-thinking, and Co-operative skills, Reflection

Format(s) and Technique(s)

Sharing, small group and large group work, reflecting, collaboration

Materials

-Black board or flip chart
-Chalk or markers
-Towels
- Napkins
- Blender
-Table
-Table cloth
-Avocado
-Olive oil
-Grapefruit
-Lemon
-Honey
-Eggs
-Peaches
-Forks
-Knives
-Bowls
-Chopping board
-Sink access
-Blanket or mattress
-Radio and calm music CD's
-Garbage bags

Facilitation Tips

- You may want to ask the group what their favourite quiet/soft/relaxing music artist is before-hand, in order to have music that the girls enjoy.
- Uncover the supplies only when you are ready to begin making the recipes.
- The recipes follow the activity.

Popular Education Prompts

- The activity is useful for creating group solidarity and trust among the participants and with the facilitator.

- This activity can also highlight participants' perspective on beauty and uncover action strategies and alternatives to commercialized beauty that the participants can share with the group.

Leading the Activity: Steps to Take

Preparation:
1. Arrange the space with the blankets or mattresses on the floor.
2. Set up the stereo with quiet, relaxing music on pause, ready to play.
3. Set up the material on the tables.
4. Cover with blankets.

Workshop:
Part 1: Large group discussion (10 minutes)
1. Write the word BEAUTY on the board.
2. Discuss beauty by asking the group:
    - What is beauty?
    - When are we beautiful?
    - What products do we associate with beauty? Why?
    - What kind of beauty ideals do these products support? Is this realistic?
    - What is the content of some beauty products? (If possible, have examples of common beauty products to check the content).
    - How much do these products cost?
    - Do we need them to feel beautiful?
    - Is there something you would like to add to the discussion about beauty?
    - Is there a difference in the type of beauty that we are talking about now and the type of beauty that TV and magazines try to sell to us? What are these differences?
3. Tell the group that we will now make our own inexpensive beauty products just for fun and to continue our learning.

Part 2: Masks preparation and application (20 minutes)
1. Tell the participants that they can use a plastic bag to cover themselves during the activity.
2. Divide the group into three smaller groups.
3. Invite each group to follow a different recipe and create their own beauty mask.
4. Invite the participants to apply the masks to one another, with emphasis on softness, confidence, and mutual respect. This is not the time to put lemon in someone's eye!

Part 3: Relaxation (10 minutes)
1. When everyone has applied their mask, invite the participants to have a moment of relaxation and reflection in silence with calm music.

Part 4: Washing (10 minutes)
1. Ask the participants to remove one another's masks.
2. The participants can try another mask if there is time.

Part 5: Back in-group (10 minutes)
1. Conduct a large group discussion. Ask the group:
    • How was the activity?
    • How did the activity make you feel?
    • Did it make you feel beautiful? Why or why not?
    • Do we need these products or these masks to make us feel beautiful?
    • How can we feel beautiful without them?
    • What do you remember from this activity?
    • What do you remember about beauty?
    • What are the differences between what we talked about in this activity and how beauty is presented on TV and in magazines?

Debrief

Ask the participants:
    • Do they have any remaining thoughts of questions about the activity?

    • Can they think of ways that they can share their new knowledge about beauty or take action against the commercialization of beauty?

Success Indicators

Participants are:
    • More aware about issues of beauty
    • Connecting with the other group members
    • Able to have different perspectives of beauty
    • Have developed their capacity to question the consumption of beauty products and find alternatives
    • Are laughing and smiling during the activity
    •

Source: Geneviève Morand, Authentik Magazine and Spark Media.

Beauty Mask Recipe: Reference Sheet

Recipe 1

Ingredients:
1 peach (remove the pit)
1 egg yolk

Preparation:
1. Mash and puree the peach.
2. Add the egg yolk.
3. Mix well and apply immediately after.
4. Leave on for 15-20 minutes.
5. Rinse with warm water.

Recipe 2

Ingredients:
1 ripe avocado
2 tablespoons of olive oil

Preparation:
1. Mash and puree the avocado.
2. Add olive oil.
3. Mix well.
4. Apply immediately.
5. Leave on for 15–20 minutes.
6. Rinse off with warm water.

Recipe 3

Ingredients:
Lemon juice from half a lemon
1 egg white
1 tablespoon of liquid honey

Preparation:
1. Whisk all the ingredients together until they become frothy.
2. Apply to face immediately.
3. Leave on for 15 minutes.
4. Rinse off with cold water.

Healthy Relationships

My Rights... My Relationship

Objective(s) & Context

1. Explore friendship and family relationships and discuss what participants want and need from them.
2. Explore romantic and/or sexual relationships and discuss what participants want and need from them.
3. Explore how self-assertiveness and awareness of one's rights leads to nourishing and positive relationships.

Creating a relationship pillow is an exploration of what is important in a friendship, romantic or sexual relationship. The finished pillows will be a reminder of what is wanted and needed in relationships.

Duration: 2¹ᐟ² hours

Group Size: 15–30

Age Group: 10 +

Skills: Communication, reflection and analytical skills

Format(s) & Technique(s)

Large group discussion, guided discussion, and arts-based work

Materials

-Flip chart paper
-Markers
-Patterns for pillows
-Scissors
-Glue guns
-A variety of coloured fabrics
-Cotton batting
-String or wool
-Camera for taking group photo
-Thread
-Fabric markers and/or paints
-Buttons
-Pens

-Cardboard or coloured paper

-*Rights in a Friendship, Romance, or Sexual Relationship: Reference Sheet*

Facilitation Tips

- This workshops requires that participants bring items from home in order to do the workshop
- It may trigger memories of experiences that have been or are hurtful. Ensure that you have time to debrief with participants (either as a group or one on one) if this arises.
- Having resources like pamphlets on healthy relationships, websites, or the contact of the school or community counsellor is a good idea.

Popular Education Prompts

- This activity will surface relational experiences that the girls in the group have or are experiencing.

- You may want to take note of the themes that arise in the conversation in order to follow-up with another workshop that responds more directly to the needs that emerge. These themes are important in facilitating the next steps in healthy relationships and helping the group decide how they want to take action.

- You may need to bring in additional information to respond to themes or questions raised in the group.

Leading the Activity: Steps to Take

Preparation:
1. Participants should be told in advance to bring in any artefacts, stories, images, etc. that represent their ideas of a healthy and meaningful friendship, romance or sexual relationship.
2. Create "meta cards" (half pieces of coloured papers) with the word "Right" written on each piece.
3. Using the rights listed in the *Rights in a Friendship, Romance, or Sexual Relationship: Reference Sheet*, write one right on each meta card.
4. Stick the meta cards to a piece of flip chart paper to prepare for Part 1.
5. Write "My Rights... My Relationship" on a piece of flipchart paper.
6. Cut fabric into pillow-sized pieces. Make sure there are at least 2 pieces per participant so that they can make pillows in Part 2.

Workshop:
There are two parts to this workshop.

Part 1 (approximately 1 hour)
1. Present the prepared Rights meta cards to participants on the piece of flip chart paper.
2. Explain to them that each right relates to their right to have relationships, whether it is a friendship or a romantic or sexual relationship.
3. Lead a brief brainstorm (10 minutes) with participants. Ask them: "Are there any rights that you can suggest that you don't see on this list?"
4. Once the list is complete, write each new Right on a meta card. Spread all of the meta cards on a table or on the floor face up.
5. Ask participants to each select one Right that they feel is important to their relationships. Tell them that they will use this Right as the basis of the story they will create to add to their relationship pillow.
6. After each participant has made their selection, invite her to share with the group why she

selected this Right and how it is important to her in the relationship that she is thinking about.
7. After each participant has spoken, ask her to stick her meta card to the flip chart entitled "My Rights... My Relationship."
8. To close, summarize the discussion and explain to the group that there are many rights that apply to a relationship. Remind them that this list is just a representation of many of the rights, and not an exhaustive list. Ask the participants if they have any closing questions or comments.

Part 2 (approximately 1¹/² hours)
1. Explain to participants why the workshop is important:
   Creating a relationship pillow is an exploration of what is important in a friendship, romantic or sexual relationship. The finished pillows will be a reminder of what is wanted and needed in relationships. Each participant should be encouraged to put into the pillow any objects, words, stories, images, etc. that they feel serve as a reminder or definition of what it means to her.
2. Hand out two pieces of pre-cut fabric to each participant.
3. Explain to participants how to create the base of their relationship pillow:
   a. Apply glue to the edges of one piece of fabric and press it against the edges of the other piece. Leave enough room at the centre (3 inches square diameter for pillow stuffing). If sewing is an option, participants can sew the two pieces of fabric together using the same diameters.
   b. Stuff the pillow. Participants can include their writings or artefacts inside the pillow or they can create pockets on the outside.
   c. Decorate the pillows.

4. Ask participants to design their pillows, keeping in mind the right they chose in Part 1.
5. Once the pillows are complete, ask participants to exhibit their pillows against the walls or on the table.
6. Tell participants they can walk around to admire the other pillows if they would like to do so.
7. Ask participants to sit in a circle and return the meta card (with the right they chose) to the bowl at the centre of the circle.
8. Invite participants to then share one thing they learned from creating their relationship pillow.

Debrief

Questions to ask the group:
- What was your favourite part of the activity? Why?
- Did you learn anything new or were you reminded or something important?
- Is there anything you are still wondering about or would like to know more about?

Success Indicators

Participants are:
- Able to comfortably discuss their rights in a relationship
- Able to identify and explain their rights in a relationship to others

Rights in a Friendship, Romance, or Sexual Relationship: Reference Sheet

It is my right in a relationship to:
- Express my opinions and have them respected

- Change my mind

- Choose if and when I want to have sex or fool around

- Have my needs be as important as my partner's needs

- Not have sex if that is my choice or to use safer sex practices

- Not be emotionally, physically, or sexually abused

- Choose to stop having sex or fooling around at any time, even during

- Not take responsibility for someone else's actions and words

- Choose my friends and/or partner(s) without discrimination or pressure from others

- Fall out of love or end a friendship and/or a relationship without fear of negative repercussions and/or violence

Relating in a Relationship

Objective(s) & Context

1. Explore concepts of communication.
2. Identify healthy and productive ways of communicating with an emphasis on learning how to listen.
3. Identify patterns of communicating.
4. Incorporate the concept of boundaries into the practice of communication.

Duration: 1 hour

Group Size: 10–25

Age Group: 15 +

Skills: Leadership, communication, listening

Format(s) & Technique(s)

Pair work and large group discussion

Materials

-Flip chart
-Flip chart paper with information from the *Relating in a Relationship: Reference Sheet* written on it
-*Relating in a Relationship: Reference Sheet*
-Markers
-Masking tape, chalk or string

Facilitation Tips

- This activity may trigger memories of experiences that have been or are hurtful. Ensure that you have time to debrief with participants (either as a group or one on one).
- Having resources like pamphlets on healthy relationships, websites, or the contact of the school or community counsellor is a good idea.
- Part 3 can be done more creatively, if you think a discussion period isn't suitable for your group.
- An example of a creative alternative to Part 3 might be to set up a row of flip chart papers (2 or 3 pieces) on the wall. Ask participants to write down a word or phrase that indicates their most important lesson from each part of the activity. Invite them to sign their names next to their contribution or draw a picture that represents who they are.

Popular Education Prompts

- You may want to take note of the themes that arise in the conversation in order to follow-up with another workshop that responds more directly to the needs that emerge. These themes are

important in facilitating the next steps in healthy relationships and helping the group decide how they want to take action.

• You may need to bring in additional information to respond to themes or questions raised in the group.

Leading the Activity: Steps to Take

Preparation:
1. Make a flipchart version of the "Boundaries," "Listening," and "Barriers to Listening" points from *Relating in a Relationship: Reference Sheet.*.
2. If needed, prepare a flipchart version of the listening points in Part 2.

Workshop:
There are three parts in this activity.

Part 1: Pair work (15 minutes)
Part 1 makes boundaries concrete. It gives participants an opportunity to visualize their boundaries and offers them an experience to increase their comfort level with these boundaries.

1. Explain to participants that it is important to gain a sense of what their boundaries are, and what it feels like when boundaries may be stepped over. It may be that participants realize that they have not set any and may need to.
2. Remind participants that knowing one's self comes from experience.
3. Review the information about boundaries on the flip chart version of the *Relating in a Relationship: Reference Sheet* and then begin the exercise.
4. Divide participants into pairs. Ask each pair to sit facing each other.
5. Give each pair some masking tape, a piece of chalk, or a piece of string.
6. Invite each pair to sit as close together as *they would like to*. It is very important to express this as an invitation and not as mandatory or something they have to do.
7. Ask participants to use the masking tape, chalk, or string to create a boundary around herself.
8. Ask each person to sit as close to her partner as she would like without stepping out of the visual boundaries they created.
9. Ask participants:
   • Between the two scenarios, which one made you feel more at ease, or more comfortable?
   • What reactions did you have physically, mentally, or emotionally when you had to sit in a proximity to your partner that made you uncomfortable?

Part 2: Pair Work (15 minutes, 5 minutes per speaker)
Part 2 focuses on listening and barriers to listening. It gives participants an opportunity to exercise their approach to listening, giving them the experience to reflect on their own practice. Review the information about listening and barriers to listening that you wrote on the flip chart version of the *Relating in a Relationship: Reference Sheet* and then begin the exercise.

1. Divide participants into pairs. Ask each pair to sit facing each other.
2. Ask each pair to select a Listener and a Speaker. They will have an opportunity to switch roles and repeat the exercise.
3. Ask the Speaker to tell the Listener a story about an experience she had when she was a child.

4. Ask the listener to:
    - Find out what the speaker is feeling while telling the story.
    - Tell the speaker what they understand from the story being told and check if they correctly understood the story.
    - Ensure they have enough information to really understand and if not, to ask the speaker questions.
    - Give feedback to the speaker and ask if they would like to discuss anything else.
    - Try to be comfortable with not responding right away, but use silent time to think about the other person's story.

    You may wish to put up a flip chart version of these points for participants to use as a guide during the activity.
5. Once the first set of stories is complete, ask the participants to switch roles and repeat the exercise.

Part 3: Large Group Discussion (25 minutes)
1. Lead a large group discussion to synthesize the experiences of the participants.
2. Ask them to discuss what their most important lesson was from each part of the activity.
3. Record their answers on flip chart paper.

Debrief

Questions to ask the group:
- Why do you think boundaries are important?
- What was your favourite part of the activity? Why?
- Did you learn anything new or were you reminded of something important?
- Is there anything you are still wondering about or would like to know more about?

Success Indicators

Participants are:
- Able to explain concepts of communication
- Able to use healthy ways of communicating
- Communicating more effectively
- Better equipped to define their own boundaries

Source: Adapted from *It's Our Turn: A Handbook for Youth Role Models* (The Laurel Centre: Winnipeg, Manitoba, 2003)

Relating in a Relationship: Reference Sheet

You may often be in a one-on-one situation where the other person will be focused directly on you and how you respond. Communication is made up of many components, including:
- What you say *verbally* (the words you choose to use)
- What your tone, body, eyes and face say
- What you are saying to yourself while you are listening to another person
- When you say something in response
- How you say something

The following concepts are important in order to understand how you may have an impact on those you communicate with and how they may have an impact on you.

Having Boundaries Means Having:

- A sense of your own non-verbal communication
- A sense of where you end and where another person begins
- An awareness of your rights and responsibilities
- An understanding of yourself – in order to set your own limits
- An awareness of your limits: what makes you comfortable or uncomfortable
- An awareness of your mental, emotional, spiritual, physical, and financial capabilities

Listening Means:

- A commitment on your part to hear what is being said and to give encouragement to the speaker
- Caring about what is happening in your life and knowing that your experiences are important
- Having an awareness about your importance in the world and how your presence impacts relationships around you
- A sense of when it is important to silently take in information and allow another person to speak
- The confidence to ask questions when you need clarity about things being said to you and knowing that all your questions are important and have meaning
- Self-awareness about your reactions both verbally and non-verbally, which helps you to be honest, respectful, and to be supportive of the speaker
- Consciously giving feedback in constructive and meaningful ways.

Listening is hard work! It is not just about passively absorbing information, it is about **hearing** and **understanding** the meaning of the information.

Barriers to Listening

- Daydreaming and thinking about your own life while someone is sharing there experiences and emotions with you
- Wanting to fix the situation or the other person, trying to have the "right" answer
- Comparing the other person to yourself

- Pre-judging what the other person is saying before you have fully understood what they mean
- Being pre-occupied with your own experiences and letting those feelings get in the way of hearing the other person

Expression without Words

Objective(s) & Context

1. Explore communication without words and to practise interpreting non-verbal cues of others.
2. Practise using non-verbal cues for positive and warm communication with others.

Duration: 1 hour

Group Size: 10–30

Age Group: 12 +

Skills

Non-verbal communication skills, social and co-operative skills, information skills, and problem-solving skills

Format(s) & Technique(s)

Pair work and co-operative learning

Materials

-Flip chart paper
-Markers, pens, or pencils
-One copy of *Expression Without Words: Non-Verbal Communication: Reference Sheet* per participant

Facilitation Tips

• This activity may include some touching of other participants. Let participants know that they have the right to not want to be touched in any way. If any participants choose to not be touched, please remove "touching" from one of the ways of non-verbal communication.

Popular Education Prompts

• You may want to take note of the themes that arise in the conversation in order to follow-up with another workshop that responds more directly to the needs that emerge. These themes are important in facilitating the next steps in healthy relationships and helping the group decide how they want to take action.

• You may need to bring in additional information to respond to themes or questions raised in the group

Leading the Activity: Steps to Take

Preparation:
Photocopies of the *Expression Without Words: Non-Verbal Communication: Reference Sheet* for each participant

Workshop:
1. Divide participants into pairs.
2. Provide each participant with a hand out of the *Expression Without Words: Non-Verbal Communication: Reference Sheet.*
3. Ask each pair to select a Listener and a Speaker. They will have an opportunity to switch roles and repeat the exercise.
4. Explain to participants that you will call out an emotion. The Giver will communicate this emotion to the Receiver non-verbally. Choose from the following list of emotions/feelings to call out one at a time:

• Love	• Sexy	• Proud	• Sad
• Fear	• Happy	• Anger	• Nurturing
• Joy	• Daring	• Peaceful	• Outrageous

5. Explain to participants that non-verbal communication cues are:

• Tone of voice (sounds)	• Gestures
• Facial expression	• Spatial distance
• Posture	• Touching*
• Eye contact	• Body movement

> *If any participants choose to not be touched, please remove "touching" from one of the ways of non-verbal communication.

6. Tell the Receivers to write down their description of the Giver's non-verbal communication cues on the *Expression Without Words: Non-Verbal Communication: Reference Sheet*.
7. Ask participants to switch roles and repeat the exercise.
8. Once participants have completed the task, lead a discussion using the suggested questions below:
   - What were the similarities between you and your partner's non-verbal communication cues?
   - What about your partner's non-verbal communication cues surprised or confused you?

Debrief

Questions to ask the group:
- How did this activity make you feel?
- What important things did you learn?

Source: Adapted from DW Johnson and Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization,* 9th edition, 2005.

Expression without Words:
Non-Verbal Communication: Reference Sheet

Non-Verbal Communication Cues	Emotion:	Emotion:	Emotion:
Tone of Voice			
Facial Expression			
Posture			
Eye Contact			
Gestures			
Spatial Distance			
Touching			
Body Movement			

Healthy vs. Unhealthy Relationships

Objective(s) & Context

1. Provide an environment for exploring the role and presence of conflict in the lives of the participants.
2. Identify unhealthy dynamics in relationships.
3. Explore options for dealing with conflict.

Duration: 40–60 minutes, depending on group size

Group Size: 10–30

Age Group: 13 +

Skills: Communication, analytical, social and co-operative skills

Format(s) & Technique(s)

Small group, large group, using scenarios (case studies), brainstorming

Materials

-Flip chart
-Markers
-Copies of the *Healthly vs. Unhealthy Relationship Scenarios: Referece Sheet* and copies of the *Healthy vs. Unhealthly Relationships & Conflict Management: Reference Sheet* to distribute to the small groups in Part 1

Facilitation Tips

- You may need to create your own scenarios depending on the realities of the community you work in. You can also tweak the scenarios according to age and group realities. For example, if you are working with participants who have survived abuse, consider the scenarios in advance and be aware of what might trigger difficult emotional reactions. We have also included alternative options within the scenario to help relate to the experiences of different groups.
- Other types of scenarios that focus more on relationships with parents, friends, brothers or sisters, etc. could also be used.
- This activity can easily bring up painful experiences for participants. It is recommended that this activity be lead by someone with strong facilitation skills.
- You may want to consider having an external facilitator come do the workshop if you feel that you are not equipped for any reason.
- Have resources on hand to share with the group: information about the school counsellor, local health clinics, or pamphlets on healthy relationships, abuse, rights in relationships, etc.

- With younger groups, use the Reference Sheets as a facilitator guide to lead discussions and pro-
  vide input during the activity. With older groups, the Reference Sheets can be used as hand-outs
  during Part 1 to inform their discussion and analysis of relationship scenarios.

Popular Education Prompts

- You may want to take note of the themes that arise in the conversation in order to follow-up
  with another workshop that responds more directly to the needs that emerge. These themes are
  important in facilitating the next steps in healthy relationships and helping the group decide how
  they want to take action.

- You may need to bring in additional information to respond to themes or questions raised in the
  group.

Leading the Activity: Steps to Take

Preparation:
1. Create a flip chart with two columns, one titled "Healthy Love," the other titled "Unhealthy Love."
2. Prepare copies of the *Healthy vs. Unhealthy Relationship Scenarios*: *Reference Sheet.*
3. Prepare copies of the *Healthy vs. Unhealthy Relationships & Conflict Management: Reference
   Sheet.*

Workshop:
There are three parts to this activity.

Part 1: Large Group Brainstorm
1. Post the prepared flip chart titled "Healthy Love," the other titled "Unhealthy Love."
2. Ask the participants to brainstorm attributes that fall into each of these categories. Use the
   Reference Sheet as a guide if necessary.

Part 2: Small Group Work
1. Divide participants into small groups of 3–5 persons.
2. Provide them with copies of the Scenarios.
3. Ask each group to read over the Scenarios and using the list of attributes for a healthy or
   unhealthy love, ask them to identify what attributes are represented in the scenario.
4. Using the flip chart paper, have participants write down the results of their discussion. An
   alternative way of sharing the results of their discussion could be through drawing, acting,
   miming, etc. Be creative with your ideas, but make sure the messages they are sharing are clear.

Part 3: Large Group Discussions
1. Ask all the participants to sit in a circle.
2. In turn, ask each group to present the results of their discussion with the large group.
3. Lead a large group discussion using the suggested questions below:
   - Would anyone like to share examples of conflict that can happen in a relationship (with
     a friend, partner, parent, etc.)?

- How can these be turned into positive experiences? Positive experiences can be supported through good communication, knowing one's boundaries, active listening, etc.
- Using the *Healthy vs. Unhealthy Relationships & Conflict Management: Reference Sheet* ask if anyone wants to talk about the differences between assertiveness, passivity, and aggression?
- Help deepen the understandings by providing examples or ask them to share an example.

Debriefs

Questions to ask the group:
- How did this activity make you feel?
- What did you learn or find useful from this activity?
- How can we support healthy relationships?
- What are the barriers to healthy relationships?
- Can we act on these barriers? How?

Success Indicators

Participants are:
- Comfortable exploring ideas around personal conflicts
- Able to explain unhealthy dynamics in relationships
- Able to identify different ways of dealing with conflict

Source: Joanna Lehrer, Inuvik Youth Centre

Healthy vs. Unhealthy Relationship Scenarios: Reference Sheet

Scenario 1:

My boyfriend/girlfriend and I have been dating for a month. I wanted to fool around or have sex with him/her and I sort of said that two nights ago. Yesterday my parents left for the weekend and he/she slept over. But I started to feel really uncomfortable when we started kissing/ **or** /when he/she was touching my breasts/ **or** / he/she went down on me. I started feeling sort of sick and nervous. I think he/she noticed that I didn't feel good. He/She asked me if there was anything wrong. It was kind of hard for me to explain, so I didn't say anything for a few seconds. Then I just said I didn't feel well. He/She seemed a little annoyed, but he/she said that that was cool, and got me a glass of water. I told him/her that I didn't feel good because, I wasn't ready to go that far yet. He/She listened and we decided that we would wait until we both felt like it was comfortable. Then we watched a movie and went to sleep.

Consequence 1:
Healthy relationship: The girl feels as though her feelings are supported and her decision is respected. They are able to communicate their feelings and have an honest discussion.

Scenario 2:

I was 17 and it was two weeks into the semester, when some friends invited me to a dorm party. I went and soon my friends disappeared. I started drinking as soon as I got there and I met this guy/girl that was a junior there. We talked throughout the night and he/she kept bringing me drinks. After a while, I invited him/her to my dorm room, which was a couple of doors away. All I wanted to do was kiss him/her. I thought he/she was really cute. He/She told me we should go to his/her place. I still have no idea why I went. When we got there we started kissing and he/she started taking off my clothes and I let him/her. It wasn't until we were having sex that I said "no." I told him/her to stop over-and-over, but he/she wouldn't. I tried to push him/her away but he/she grabbed my hands and pushed them against the bed. The next day I had bruises.

Consequence 2:
Legal: Section 271 – Sexual Assault
Sexual assault includes any form of sexual activity without a person's consent. This may include: any kissing, fondling, touching, oral/anal sex or sexual intercourse without consent; not stopping sexual contact when asked to; forcing someone to engage in sexual intercourse or any other sexual act.

- Prohibits forceful sexual contact without consent
- If complainant is under 14 years; consent is no defence

Maximum penalty: 10 years in jail
Lesser charges: $2,000 fine or at least 6 months in jail

Source: Scenarios taken from the Inuvik Youth Centre Society, Developing Healthy Relationships Workshop. It was made possible by the generous support of Green Shield Canada Foundation and NWT Community Justice: Victims Assistance Fund.

Source: Adapted from *It's Our Turn: A Handbook for Youth Role Models* (The Laurel Centre: Winnipeg, Manitoba, 2003).

Healthy vs. Unhealthy Relationships & Conflict Management: Reference Sheet

Conflict Management Is to...

- Have an awareness of what conflict is and how it feels to be involved in it
- Decide what your values are and how you will respond to the conflict
- Choose the limits and boundaries you want to set to help you determine how you want to be treated
- Address incidences and relationships with dignity
- Value yourself and others when those limits and boundaries are not being respected

Conflict Resolution Requires Us to ...

- Understand the differences between healthy and unhealthy communication skills that lead to conflict
- Practise healthy communication and listening skills

Unhealthy Communication and Actions: Understanding Abuse

Abuse is any attempt to gain power or control over another person using physical, emotional, or sexual tactics.

Physical abuse is any behaviour that is meant to control or cause harm to another person's physical freedom, using physical force or physical presence to intimidate.

Emotional abuse is the intentional manipulation of another person's feelings or thoughts in order to gain power over them.

Sexual abuse involves both a physical and emotional component. It is any unwanted sexual contact that is forced on, or manipulated from someone else. It may include physical contact or the suggestion of sexual contact.

Healthy Communication and Actions: Understanding Assertiveness

Assertiveness is standing up and expressing oneself in a way that does not violate or discount the basic rights of another person. It is the direct, honest expression of one's own feelings or opinions without undue anxiety, guilt, or anger.

Assertiveness IS constructive rather than destructive

Assertiveness is NOT blaming or threatening of others

Assertiveness is based on respect of oneself and others. It is about recognizing appropriate boundaries.

Healthy Love Is...
Caring, honesty, trust, respect, friendship, openness, hard work, pleasure, quiet times, exciting times, communication

Unhealthy Love Is...
Fear, jealousy, violence, manipulation, pushing yourself aside, pain, expecting constant attention, intimidation, selfishness, mean jokes, name calling
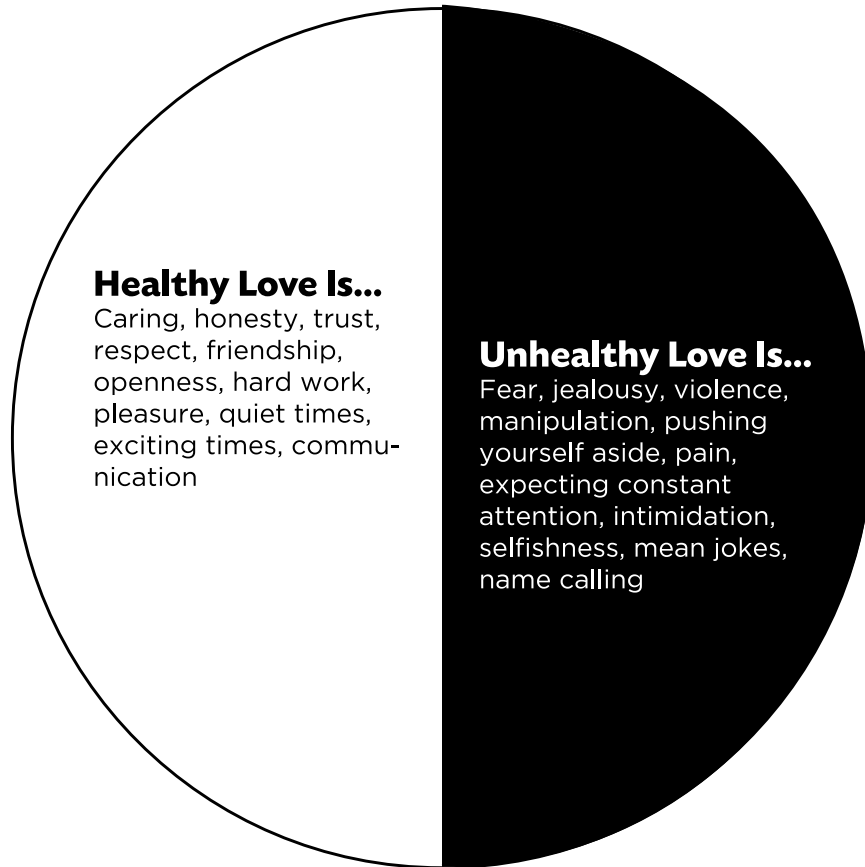
Tips for resolving conflict with healthy assertiveness:
- Understand what boundaries you need in a given situation and understand the boundaries of the other person(s) involved.
- Know yourself. Respecting yourself and your right to voice your opinion is crucial to coming across assertively.
- Try to ensure that your non-verbal communication is assertive but not attacking, blaming or self-depreciating. For example, your tone of voice, facial and body expression need to be consistent with your words: be aware.
- Be direct and clear with your message without hinting, making excuses or beating around the bush: mean what you say.
- Be open and willing to listen to other points of view being expressed.

Friendship

Objective(s) & Context

1. Encourage participants to talk about, and reflect on their friendships.

Duration: 1 ½ hours

Group Size: 15–30

Age Group: 10 +

Skills: Communication, social and co-operative skills, creativity

Format(s) & Technique(s)

Sharing and reflection, arts-based work

Materials

-Quotes about friendship (look online: www.wisdomquotes.com/cat_friendship.html)
-Meta cards
-Markers
-Coloured paper
- Stickers
-Tape
-Glue sticks
-Yarn

Facilitation Tips

- Depending on the participants' level of reading and comprehension, they may interpret the quotes in a way that strays from the actual meaning. You may want to explain the quotes to them if they seem confused or ask for help. When selecting the quotes for the group, consider their age range and capacity.
- This activity may trigger relationships that have been, or are, hurtful. Ensure that you have time to debrief with participants (either as a group or one on one) if this arises.
- Having resources like pamphlets on healthy relationships,websites, or the contact of the school or community counsellor is a good idea.

Popular Education Prompts

- This activity will bring up relational experiences that the girls in the group have, or are, experiencing.

- You may want to take note of the themes that arise in the conversation in order to follow-up with another workshop that responds more directly to the needs that emerge. These themes are

important in facilitating the next steps in healthy relationships and helping the group decide how they want to take action.
- You may need to bring in additional information to respond to themes or questions raised in the group

Leading the Activity: Steps to Take

Preparation:
1. Prepare quotes about friendship. Write them on pieces of paper and then fold in half. Ensure there is at least one quote per participant in the group.
2. Place quotes at the centre of the room, on the floor or on a table.
3. Place all of the art supplies on the tables or floor to make them accessible to the participants.

Workshop:
1. Ask each participant to choose a folded piece of paper with a quote written on it.
2. Ask participants to sit in a circle. Go around the circle and ask each participant to read the quote and then share with the group what this quote means to them.
3. Once all of the participants have shared their quotes, explain that they will now create a personal card for a friend, using the quote.
4. Ask them to think of a friend that reminds them of the quote they have chosen. This card can be for any friend in the group or their community; it doesn't have to be for another participant.
5. Remind them that the creation of the card is completely their own choice with the available materials that they have.

Debrief

Questions to ask the group:
- How did this activity make you feel?

Success Indicators

Participants are:
- Comfortable sharing about friendship
- Able to express their emotions about a friend they admire

Source: Head and Hands/ À deux mains: http://www.headandhands.ca/

Interviewing New Moms

Objective(s) and Context

1. Explore the changes that can occur as a result of becoming a new mom.
2. Increase awareness about motherhood, both the challenges and rewards.
3. Examine different types of social situations that new moms are creating.

Mothers, particularly those who are raising children in social situations that are not considered "normal" are often portrayed negatively. The exercise of interacting directly with mothers from a variety of situations aims at helping the participants think past those negative stereotypes.
By having an opportunity to converse with new moms, the participants can engage with the "actual experience and knowledge," and not just discuss this topic theoretically. This is a very effective way enabling them to see what having a baby in their lives would really involve.

Duration: 1 hour

Group Size: 10–20

Note: it is recommended that 2 or 3 new moms participate as resource persons depending on the size of the group.

Age Group: 10 +

Skills: Critical thinking, writing, and communication skills

Format(s) and Technique(s)

Interviewing and large group discussion

Materials and Resource Person(s)

-Flip chart paper
-Markers
-Note pads
-Pencils
-Invite 2 or 3 new moms with children under 6-months old to address the issues of motherhood

Facilitation Tips

- It is important to invite new moms that may come from a local community centre or organiza-tion.
- New moms who agree to do the activity should feel comfortable and self-aware about sharing their stories. Participating in the workshop should not leave any new mom with negative feelings about the experience.

- It important that motherhood not be romanticized, idealized or presented in a negative light. Mom programs will likely have some analysis that will not glorify, insult, or present a skewed perception regarding socio-economic status and the mothers' life.
- One suggestion is to invite new moms in different situations to obtain different perspectives/ points of view, as well to identify similarities. The idea is to show that no matter what social situation a woman is in, or what her socio-economic status or education is, a child is a big responsibility!
- Here are some examples of topics to consider:
    - Married or single
    - Same gender couple moms or heterosexual moms
    - Mothers with little formal education or university level education, professional moms
    - Lower-income, mid-level income, or higher income moms
    - Moms of different ages

Popular Education Prompts

- It might be useful to highlight the importance of talking to people who are actually going through an experience (like motherhood) when you're trying to learn about it, instead of only taking into account the generalizations made about them.

- It could also be useful to have some resources on hand about local programs that support young mothers.

Leading the Activity: Steps to Take

Preparation:
1. Photocopy an *Interviewing New Moms: Reference Sheet* for each participant.

Workshop:
1. Hand out the *Interviewing New Moms: Reference Sheet* to each participant.
2. Tell participants that they will be interviewing new moms.
3. Introduce the new moms to the group, then ask the group to go around and introduce themselves, providing their name, why they are a part of the workshop.
4. Ask each new mom to briefly share their story (5 minutes each):
    - What is their situation (married, single, same-sex or heterosexual relationship, etc.)?
    - How did they come to the decision to have a baby?
    - What is the most challenging issue is about being a new mom?
    - What is the most amazing part of being a new mom?
5. Divide participants according to the number of new moms present.
6. Tell participants they are now journalists for a magazine. Using their *Interviewing New Moms: Reference Sheet*, they must interview the new moms for next cover story. The story that they are writing about is "Life as a New Mom: A Behind the Scenes Story." The magazine wants them to find out the following information for the story:
    - The physical, emotional, and economic stressors, etc.
    - Life before motherhood and life as a mother
7. Share some examples with them about the types of questions they might ask:
    - How has your social life changed?
    - Is it expensive to take care of the baby?
    - How many hours of sleep do you get a night?

- How often do you have to take care of the baby alone?
- What is the biggest challenge about being a new mother?
- What is the most amazing part of being a new mother?

8. Each group will have 10 minutes to interview the new mom. They will then repeat this process which each new mom.
9. Closing: Ask participants to form a circle, include the new moms.
10. Go around the circle, asking each participant to reflect on her experience and share her most significant learning from the activity

Debrief

Thank the new moms for coming and sharing their experiences.
Questions to ask the group:
- How does what you have learned today fit or not fit with what you thought about new motherhood?s
- How did the activity make you feel?

Success Indicators

Participants are:
- More aware of the reality of being a new mom
- Better able to identify what challenges and rewards are experienced with motherhood

Source: The North Carolina Department of Juvenile Justice and Delinquency Program, *Gender Specific Resource Manual*: http://ncdjjdp.org/gsmpregnancy/newmom/html

Interviewing New Moms: Reference Sheet

New Mom	Name:	
Questions to ask new mom:	**Answers from new mom:**	**Personal reflections:**
New Mom	**Name:**	
Questions to ask new mom:	**Answers from new mom:**	**Personal reflections:**
New Mom	**Name:**	
Questions to ask new mom:	**Answers from new mom:**	**Personal reflections:**
Name:		

Naming Conflict

Objective(s) & Context

1. Begin investigating different conceptions of conflict.

Conflict as a concept is often charged with negative meanings, such as disorder, chaos, or anger, yet many cultures view conflict as an opportunity to bring about something positive. A common example is how the Chinese word for "crisis" (weiji) contains both the characters for "danger" and for "opportunity." Conflict is only one type of a broad spectrum of relationships that we have with other people. It can be transformed into something that benefits everyone.

Duration: 30 minutes

* Add one minute for each additional group member

Group Size: 12

Age Group: 10 +

Skills: Capacity to express thoughts related to conflict, awareness of differing perspectives concerning conflict, interpersonal communication skills

Format(s) & Technique(s)

Pairs and large group activity

Materials

-Flipchart paper
-Markers
-Tape
-Slips of paper or sticky notes
-Pens (enough for all participants)

Facilitation Tips

- Sometimes the complex feelings that arise in moments of conflict are hard to put into words. This exercise could also be done through the creation of images (abstract pictures/colours/fabrics) that describe conflict to each participant.
- If participants are stuck, invite them to choose a marker colour that suggests conflict to them in that moment and to create a small abstract image on their sticky note.

Popular Education Prompts

- This exercise could follow an icebreaker activity that playfully explores differences in the participants' perspectives regarding issues.

- It could also be followed by an activity that invites participants to share an experience of conflict. They could then compare each story to the words generated in this exercise or to try to tell their story of conflict from the perspective of a word that emerges from this exercise. For example, speak about a current conflict as an opportunity and as dangerous or distressing.

Leading the Activity: Steps to Take

1. Explain to the group that this activity will explore our group's understanding of conflict.
2. Distribute a slip of paper or sticky note to each person.
3. Ask participants to find a partner. If there is an odd number of participants form one group of three.
4. Ask participants to briefly introduce themselves to each other if they have not been partners before.
5. Ask pairs to brainstorm words and phrases that come to mind when they think about conflict, possibly starting with how they name conflict in their own culture/language?
6. After partners have brainstormed, ask participants to think of one word that they generated in their discussion and write it on their slip of paper.
7. Reconvene the large group.
8. Ask everyone to place her sticky note on a large piece of paper and then sit down.
9. Go around the room and ask each person to introduce herself and to name the word or brief phrase that they posted.
10. Ask them to explain what the word means to them.
11. Discuss the activity with the large group, using these questions as a guide:
    - What did you notice about the words that were generated?
    - What were the similarities between the words?
    - What were the differences between the words? Are there any specific ethnic, cultural, gender, or nationality dimensions to the way we view conflict?

Debrief

- Ask participants how this activity helped broaden their understanding of conflict.
- Ask participants if there was any topic or issues that came up through the activity that they would like to continue discussing at a later time.

Success Indicators

- Participants create a list of words that reflect how conflict is understood depending on each person's background.

Source: Andrea Canales, Go Girls

Safer Sex

Safer Sex Telephone Game

Objective(s) & Context

1. Examine how information travels across peer groups and popular culture, and how information can get distorted.
2. Empower participants to be critical of hearsay and rumours when it comes to health, and be pro-active in seeking out trusted safer-sex information.

This activity can be used as an Icebreaker for topics related to sexuality, and sexual health. This activity can help promote discussion of sexuality and sexual health in a fun and familiar way.

Duration: 25 minutes

Group Size: Minimum 5 participants

Age Group : 10 +

Skills: Critical-thinking skills

Format(s) & Technique(s)

Group discussion, sharing

Materials

Sexual health resources (pamphlets on safer sex, condoms, etc.)

Facilitation Tips

- As you are discussing sexual health and safer sex, make sure you have knowledge to respond to questions or topics that may come up, or have available resources for the participants.
- Because this workshop deals with sex, explicit language may come up.
- Let groups get silly about talking about sex if they need to.
- Mirroring the language that the participants use to describe sex acts is the most non-judgmental and empowering way to proceed in a given activity. For example, if they say blowjob, you say blowjob; if they say pussy, you say pussy.
- Using only clinical terms (cunnilingus, intercourse, names of anatomy) tends to distance the facilitator from the group. It also makes sex and talking about sex seem either shameful or medical.

Leading the Activity: Steps to Take

1. Ask participants to form a circle.
2. Have a volunteer or the facilitator begin the telephone chain by whispering any word or short phrase to the participant who is sitting next to them (for example: The cat is orange).
3. Tell participants to whisper as quietly as possible when sharing the statement with the person next to them, so that no one else hears.

4. Continue the "whisper to your neighbour" process until the phrase has gone all around the circle.
5. Have the last participant say the phrase aloud.
6. Compare original phrase with the version the last participant heard.
7. Do this activity two more times. For the second round, use any phrase that is associated with "sex." These phrases work best when they come from the participants.
8. For the third round, ask a volunteer to come up with a phrase that has to do with "safer sex" (for example: No glove, no love).
9. Facilitate a discussion using the suggested questions listed below and debrief the process with the participants:
    • What does this game remind you of?
    • Does this game reflect situations with your friends or peers?
    • Why are we playing this game in a safer sex class/workshop?
    • How do you/your friends get information about sex and safer sex?
    • How do you/your friends distinguish between information you can trust and rumours?
    • What do you do when your friends tell you rumours that you know are untrue?

Debrief

• Wrap up this activity by leading a session of sharing information about trusted and accurate places and people the girls can go to and get safer sex and sex information.
• This would be a good time to share pamphlets and fact sheets with participants.
• Now could also be a good time to segue way to a safer sex workshop.

Success Indicators

Participants are:
• Laughing and sharing
• Asking questions
• More aware of the different kinds of information out there (rumours vs. accurate and trusted sources)

Voice Game a.k.a. "The Yelling Vagina Game"

Objective(s) & Context

1. Demystify sex words.
2. Encourage assertion of voice and general empowerment.
3. Promote laughter and fun.

This activity can be used as an Icebreaker for topics related to sexuality, and sexual health. This activity can help promote discussion of sexuality and sexual health in a fun and familiar way.

Duration: 10 minutes

Group Size: As many that are in the group

Age Group: 12 +

Skills: Communication skills

Format(s) & Technique(s)

Game

Materials

None

Facilitation Tips

- This activity will get loud. Make sure you are in a space that can allow for loud voices and "explicit" words.
- You may want to do a check in with the girls to see if saying certain sex-related words offends their beliefs.
- Let groups get silly about talking about sex if they need to.
- Mirroring the language that the participants use to describe sex acts is the most non-judgmental and empowering way to proceed in a given activity. For example, if they say blowjob, you say blowjob; if they say pussy, you say pussy.
- Using only clinical terms (cunnilingus, intercourse, names of anatomy) tends to distance the facilitator from the group. It also makes sex and talking about sex seem either shameful or medical.

Leading the Activity: Steps to Take

Part 1 (5 minutes)

1. Inform participants that they will repeat the exercise until they get bored!
2. Tell participants to take turns saying any word. Ask them to start from the quietest voice they can muster, with each participant increasing the volume every time they echo the word. For example: Participant A whispers "cat," participant B says "cat" just a little louder, etc. The loudest person wins that round!

3. The second round is the same, except that you will ask a participant to begin the round with a "sex word" or body part. Repeat a round with a "sex word" or body part word.
4. Using the suggested questions listed below, debrief the process with the participants.
    • How did the game make you feel?
    • Did you feel different when whispering, talking, or yelling?
    • Why do you think you felt different?

Debrief

• Thank participants for having participated.
• Remind participants about appropriate spaces to use their yelling voices.

Success Indicators

• Everyone in the group has participated
• Girls are laughing and using their voices

My Body, My Choice: Agency, Intimacy, and Consent

Objective(s) & Context

1. Encourage girls to think about the contextual nature of sexual activities and highlight the usefulness of communicating with sexual partners about comfort levels and desires.
2. Emphasize girls' agency in decision-making regarding sex.
3. Encourage the group to consider the factors that play into the decision to have sex or not.
4. Using the Condom Activity will familiarize girls with condoms and increase their comfort with them.
5. Encourage girls to think about sexual consent and gain comfort with both saying "no" and asking for "yes," taking shared responsibility for consent.

Duration : 70–100 minutes, depending on group size and length of discussions

Group Size: 10–30

Age Group: 13 +

Skills: Analytical, social and co-operative skills, role play participation

Format(s) & Technique(s)

Games, small group work, whole group debrief

Materials

-Index cards
-Chart paper
-Condoms
-Markers

Facilitation Tips

- Because this workshop deals with sex, some of the activities contain explicit language.
- Let groups get silly about talking about sex if they need to.
- Mirroring the language that the participants use to describe sex acts is the most non-judgmental and empowering way to proceed in a given activity. For example, if they say blowjob, you say blowjob; if they say pussy, you say pussy.
- Using only clinical terms (cunnilingus, intercourse, names of anatomy) tends to distance the facilitator from the group. It also makes sex and talking about sex seem either shameful or medical.

Leading the Activity: Steps to Take

Preparation:
For *Part 1: The Intimacy Game,* use index cards and markers to make 3 to 6 sets of intimacy cards. Each

set contains 10 cards, each with a different activity written on it. The standard list of activities follows and can be modified based on the group if desired:

Hugging
Kissing on the cheek
Kissing on the mouth/making out
Sexual touching
Having sex
Cuddling in bed
Showering together
Holding hands in public
Introducing a date to your family
Talking about your sexual fantasies/desires

For *Part 2: Variation A: Condom Popping*, have enough condoms for at least half of the participants.

For *Part 2: Variation B: Alphabet Race Activity,* write the letters of the alphabet down the left-hand side of 2 to 4 pieces of chart paper (depending on group size).

For *Part 3: The Consent Mingle Game and Discussion* have index cards and markers ready. Create equal quantities of "Asker" and "Responder" cards. Have blank chart paper to hand.

Possible "Asker" Cards:

Can I dribble my basketball in your court?
Do you want to dance with me?
Would you like me to hold the door for you?
Can I take your picture?
Want to walk my dog with me?
Will you scratch this itch on my back? I can't reach it!
Do you want some of my pie?
Can I have a hug?
Can I borrow your hoodie?
Will you come with me to the bathroom?
Can I have your phone number?
Will you friend me on Facebook?
Feel free to add your own!

Possible "Responder" Cards:

No, thanks.
That sounds awesome.
Only if you will do the same for me.
That sounds scary.
I don't think I want to.
Maybe next time.
Yes!
I would love to.
Not right now.
No!
Maybe.
If you really want me to, I will.
Feel free to add your own!

Workshop:
Part 1: The Intimacy Game (15 minutes)
1. Break the group into smaller groups (ideally no more than 5 girls per group).

2. Give each group a set of intimacy cards.
   Explain the task to the group:
   - a. On these cards are activities that someone can do with someone they like or are dating.
   - b. As a group, you must put them in order from least intimate to most intimate (not the same as the order in which you think they should occur).

3. If the group seems shy, you can also give each group a character to use as their model (for example: Oprah, Britney Spears, that guy from Twilight, etc.).
4. This should take about 5 minutes.
5. Assure the groups that it is OK to disagree.
6. Have each group share the order they came up with and if there were any cards that sparked more discussion, to share a bit about that as well.
7. Ask the girls to explain why some activities are "higher" on the list than others. Ask them if they can come up with scenarios where something they don't personally consider intimate might become that way. For example: holding hands in public may feel more intimate to someone who is in a relationship that is taboo in some way because of age, ethnicity, religion, or sexuality, for example.
8. Propose the idea that intimacy, as it relates to these activities and others, is contextual (can feel different in different situations).
9. Ask the girls to consider whether we all want to do the same things with our dates/partners? Some people *never* want to engage in some of these activities. That's OK too!
10. Discuss with the group the idea of assumptions around other people's ideas of what is intimate. For example, we have just seen that we didn't all have the same ideas about how intimate cuddling in bed is. How can you tell what someone else feels about an activity you want to do with them? (The answer: Talk about it!)

Part 2: Why Do People Do It?
NOTE: This activity has two variations (A and B). Variation A: Condom Popping includes the participants handling condoms. If condoms are not available or not appropriate for the age group or setting, use Variation B: The Alphabet Race variation.

Variation A: Condom Popping (20 minutes)
1. Have the group gather in the circle.
2. If the group is larger than 15 and there are two facilitators, it may be easier (and faster) to split the group in half and have each group doing the same activity concurrently.
3. Ask a volunteer to start or choose someone.
   Give that person a condom and then give a condom to every second person in the circle.
4. The first person's task is to open the condom, blow it up like a balloon, tie it with a knot, and say a reason why someone might choose to have sex.
5. They then pass their balloon to the person beside them, whose task is to pop the balloon (by whatever means available) and give the group a reason why someone might choose not to have sex.
6. These two tasks continue around the circle, or until people run out of reasons.
7. Debrief the activity with the group. Some possible questions include:
   - Was it easier or harder to pop the condoms that you thought it would be?
   - Did anything about the condoms surprise you?
   - Was it easier to come up with reasons for or reasons against sex? Why?
   - Ask individuals to elaborate on the reasons they presented.
   - Are there things that could be reasons "for" for some people and reasons "against" for others, or possibly both at different times in someone's life (for example, "babies").

Variation B: The Alphabet Race (20 minutes)
1. Split the group into 2 or 4 groups, ideally with no more than 8 people per group.
2. Give each group a piece of chart paper with the alphabet written down the left side in a column.
3. Designate half the groups as "pro" and half as "con."
4. Explain the object of the game:
   - Each group must come up with a word for each letter of the alphabet that represents a reason or factor relating to sex.
   - The "pro" teams provide reasons to do it and the "con" teams provide reasons not to do it.
5. Give no more than 10 minutes to complete this task.
6. When a winner has been determined (or the time is up), ask each group to read aloud (and explain, if desired) the reasons on their sheets.
7. Use these questions to encourage discussion:
   - Are there reasons or factors that appear on both the "pro" and "con" sides?
   - How do you balance risk and reward?
   - How do you know when you are "ready"?
   - Was it easier to come up with reasons for or against? Why?

Part 3: The Consent Mingle Game and Discussion (30–45 minutes)
1. Distribute a card to each participant, equal quantities of "Asker" (A) and "Responder" (R) cards.
2. Ask participants to wander around the room and find people with cards complementary to theirs. For example, "Askers" look for "Receivers" and "Receivers" look for "Askers."
3. Each time they find someone, the "Asker" should ask the question on their card. The "Responder" can respond however they feel, or they can use the response given on their R card.
4. Allow this to continue for about 15 minutes, or until participants seem to be losing interest.
5. Gather the group to debrief the game. Some possible questions to use:
   - Askers:
   - How did it feel to ask different people your question?
   - Did you get different answers?
   - How did those answers make you feel?
   - Responders:
   - Did you use the answer on your card? Why/Why not?
   - If you were saying no to someone, did you feel bad?
   - Did you feel like you had to give a reason?
   - Do people ask these kinds of questions in sexual situations? Why/Why not?
   - We have all heard that people should "Say no" if they don't want to do something, but we don't hear that when people want to do something, they should ask if the thing they want to do is OK/exciting/scary/desired. Why do you think that is? Does it seem reasonable?
6. Have the group brainstorm different ways people might feel when deciding whether they want to do new things (sexual or not). If they need more specific prompts, use activities suggested on the "Asker" cards or on the "Intimacy" cards.
7. Write these feelings on chart paper as they are suggested.
8. Then use these suggested feelings as a reference for (some of) the following questions:
   - What are the ideal emotions to be feeling in a "Yes" situation?
   - Which feelings might lead you to say "No"?
   - What if you have mixed feelings? How do you decide?
   - If you are the "Asker" in a situation, how do you want your "Responder" to feel?
   - Can we make people feel badly by asking? By assuming?
   - Do people sometimes agree to do things when they are feeling some "No" emotions? Why?
9. Summarize the main points the group brought up in the previous discussion.
10. Close with the thought that generally most things (especially sex) are more fun and rewarding when all involved parties feel good about what is going on.

Success Indicators

Participants are:
- Comfortable discussing factors in decision-making around sexual activities
- Able to identify emotions that play into decision making on the part of "askers" and "responders"
- More equipped to have discussions about their comfort levels and limits with peers and sexual partners
- Able to articulate the shared responsibility for consent in sexual situations
- Able to understand that consent is more complex than "yes" or "no"

Source: Carly Boyce, workshop animator for Head and Hands Sense Project and SACOMSS Rez Project

Sexy Fill-in-the-Blanks

Objective(s) & Context

1. Promote, practise, and navigate safer sex thinking.
2. Encourage creative thinking around possible sexual scenarios/sexual encounters.
3. Practise using and vocalizing "real" and everyday sexual language.
4. Normalize diverse sexual identities and consensual sex.
5. Encourage talking through sexual scenarios, this is important for communication skills in healthy relationships.

This is a fun way to think about healthy sexuality using storytelling and humour to break through stigma, break the ice, and generate discussion.

Duration: 40 minutes minimum

* 20 minutes per game
* 20 minutes for Part 2

Group Size: Maximum of 12 participants or divide into two groups of 10–12 participants, if there are enough facilitators

Age group: 12 +

Skills

Comprehension, creative thinking

Format(s) & Technique(s)

Game

Materials

Large sheets of paper
-Drawing materials (pens, markers, crayons, etc.)
-An empty "*Fill in the Blank Scenario: Reference Sheet*"
-*Word List: Reference Sheet*
-Safer sex resources (pamphlets, fact sheets, condoms, etc.)

Facilitation Tips

• This activity is best when played after a discussion or activity about safer sex practices. This activity is a "practical" application of that knowledge.
• As the facilitator, you must be ready to respond, and adapt to a multiplicity of scenarios, feelings, and actions. The bottom line is to have participants think through safer sex practices.
• Feel free to create your own scenarios. We suggest creating blank spaces which are usually taken for granted, for example: the people involved in the relationship, emotions, time, place,

sexual acts, methods of protection, STI status, activities leading to sexual encounters, etc.
- Because this workshop deals with sex, some of the activities contain explicit language.
- Let groups get silly about talking about sex if they need to.
- Mirroring the language that the participants use to describe sex acts is the most non-judgmental and empowering way to proceed in a given activity. For example, if they say blowjob, you say blowjob; if they say pussy, you say pussy.
- Using only clinical terms (cunnilingus, intercourse, names of anatomy) tends to distance the facilitator from the group. It also makes sex and talking about sex seem either shameful or medical.

Leading the Activity: Steps to Take

Preparation:
Create a flip chart version of the *Word List: Reference Sheet* and a flip chart version of the *Fill in the Blank Scenario: Reference Sheet* on separate sheets. These need to be big enough so participants can read them at a distance.

Workshop:
1. Begin by asking participants to complete the *Word List: Reference Sheet*. Example: For a noun, the girls will shout out nouns like cat, floor, bed, table…
2. Do this for the entire list of words.
3. Put up the scenario (*Fill in the Blank Scenario: Reference Sheet*).
4. Ask a volunteer or facilitator to fill in the blanks with the word bank the group came up with in the first steps.
5. Once all the blanks are filled, have the girls take turns reading the phrases aloud.
6. Depending on the words given by the participants, each scenario will be different.
7. Using the suggested questions listed below, facilitate a discussion to deepen the analysis by asking:
   - What is making this situation safer? For example: The people are talking about what's going to happen, there is consent, they are using barriers like condoms and dams, etc.
   - What is making the situation not as safe? For example: Assumptions about sexual acts, not feeling comfortable in the situation, not using barriers like condoms or dam, etc.
   - How can the scenario be safer and what advice would you give to the people in the scenario?

Debrief

- Check in with the girls how they felt about this activity.
- What is something they learned from this activity?
- Can they imagine opportunities for making situations safer or themselves, their friends, dates, etc.?
- Do they have any other thoughts or questions to share?
- Remind girls that they can also ask questions on one with the facilitators or with someone else they trust.
- This is a good opportunity to provide sexual health resources to girls. For example, where they can access safer sex/sexuality information, clinics, and information on sexual violence.

Success Indicators

Participants are:

- Seeing the common issues they share
- Not feeling alone in what is affecting them in their lives
- Beginning to feel they can act together to change this picture

Word List: Reference Sheet

1. Day of the week:	
2. Person 1:	
3. Sport:	
4. Person 1:	
5. Person 2:	
6. Place:	
7. Time of day:	
8. Person 1:	
9. Emotion:	
10. Person 1 and 2:	
11. Activity:	
12. Emotion 2:	
13. Person 1:	
14. Sexual Act:	
16. Adverb:	

Fill in the Blanks Scenario: Reference Sheet

It's (1._____) and (2._____) has just finished

playing (3._____). (4._____) wants to meet up with

(5._____) at (6._____) at (7._____).

(8._____) feels (9._____) about the rendez-vous. When

(10._____and_____) finally meet up to (11._____),

they feel very (12._____2) together. (13._____) asks if it's ok to

(14._____) (15._____) (16._____).

Power Structures and Anti-Oppression

Where's the "P" Between You and Me?

Objective(s) & Context

1. Explore personal views on power.
2. Encourage recognition of our own power and potential.

This activity initiates reflection about the concept of power by focusing on personal assumptions about power. It will help participants identify their own sources of power and how they encounter power in their daily lives. The idea behind this is to challenge limited and traditional views of power and powerlessness.

Duration

2 hours, minimum
Depends on available time and group size

Group Size: 10–20

Age Group: 15 +

Skills: Social analytical skills, personal development, reflection and creativity

Format(s) & Technique(s)

Presentation, large group discussion, brainstorming

Materials

-Art supplies: coloured paper, pencils, tape, glue, stars, ribbon, butcher paper or flip chart paper, markers, etc.

Facilitation Tips

- Working to understand power at personal and structural levels can raise some strongly held beliefs and analyzing them requires sensitivity.
- It is best that these types of activities are conducted with groups that have strong group dynamics, in secure environments where participants feel comfortable with each other.
- Given the fact that this activity may lead to sensitive and difficult discussions, a group larger than 12 should ideally have two facilitators.
- It may be tempting to divide known sources of power into "negative" and "positive" sources of power.
- Try to explore how a source of power can be at once both negative and positive and why.
- Support participants to think through and draw their own conclusions about sources of power.
- The *Defining Power: Reference Sheet* can be distributed to older participants or used as a facilitator resource to guide the discussions.

Popular Education Prompts

- Encourage the participants to look to their own lives for examples of empowerment and disempowerment

Leading the Activity: Steps to Take

Preparation:
There are two parts to this activity.

Part 1: Brainstorm and large group discussion (45 minutes)
1. Lead the participants in a brainstorm about what is power?
2. Write the word POWER at the centre of a flip chart paper.
3. Ask participants to call out the words that come to mind when they think of the word.
4. As participants call out the terms, write them exactly as they are said on the flip chart, around the word POWER An example is provided in the box. (5 minutes)

```
      dominance
                              authority
     control          energetic

                              forceful
     transformation

               POWER
                         complex
     divisions
                    fluid

     resistance                   strong
            violent
                 access
```
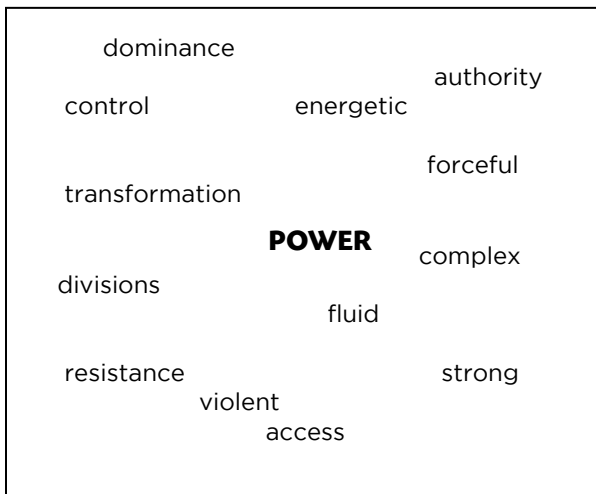
5. On a new flip chart write down SOURCES OF POWER.
6. Ask participants to identify what these can be. Some examples can be taken from the *Defining Power: Reference Sheet* to help guide the discussion. Flip chart their responses.
7. Ask participants to identify POSTIVE SOURCES OF POWER and consider some of the positive aspects of power. Some examples can be taken from the *Defining Power: Reference Sheet* to help guide the discussion.
8. Flip chart their responses.
9. On two separate flip charts write EMPOWER and DISEMPOWER.
10. Ask the participants for their understanding of these concepts and clarify if necessary.
11. On a new flip chart, write down EMPOWERED and DISEMPOWERED as two separate columns.
12. Explore how some sources of power can both empower and disempower. Some examples can be taken from the *Defining Power: Reference Sheet* to help guide the discussion.

Part 2: Small group work and creative interpretation (1 hour and 15 minutes)
1. In preparation of their small group work, lead a large group discussion using the suggested questions below.

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2. Remind participants that they can refer back to the resources available from Part 1.
3. Flip chart their responses to these questions:
    a. Looking at the lists created in Part 1, what are some structures in society that empower people or disempower them?
    b. Talk this through and ask why? (Chart this in two separate columns if it is easier to follow.)
    c. Ask the girls where they feel empowered and disempowered in society.
4. Randomly divide participants into two small groups:
    Group A – Empowered
    Group B – Disempowered
5. Ask each group to create a skit, a drawing, or a poster to represent their concept of power, either empowered or disempowered, using the terms and results of their discussion from Part 1.
6. Once each group has their turn, ask participants for the reflections:
    a. What is the main message of the group's drawing or skit or poster?
    d. How does it portray the concepts of empowered and disempowered?
7. Depending on the age and maturity of the group, lead a discussion using the following suggested questions:
    a. Are we limited by our position in society? Why?
    b. In what ways can we create change?
    c. How do limitations have consequences in society? For example, what happens between people as a result of these limitations?
    d. Do differences really matter? Please explain.
    e. Can you give some examples of women who are empowered in society?
    f. How are these women empowered?
    g. How are these women using their power to change society?

8. Summarize the results of this discussion with the group.

Debrief

- It is important to debrief this activity afterwards to ensure that participants do not leave feeling powerless.
- One way is to ask them to write a note on a piece of paper describing how they know they would like to create peaceful and positive change to the social system of power.
- Ask them to hand in the note either anonymously or signed, which you will then post on the "wall of change."
- If there is time, this can be used to launch a discussion about creating change in our community or this discussion can be saved for the next session.

Source: Adapted from: *Making the Peace*, Session 3, pages 51–52 and L. VenKlasen and V. Miller, *A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation* (Just Associates, World Neighbours, 2002, pages 39–45).

Defining Power: Reference Sheet

Sources of Power

- Control
- Money and wealth
- Position
- Knowledge and information
- Might and force
- Abuse of power
- Capacity to inspire fear or joy
- Humour
- Togetherness or solidarity
- Information
- Living justly
- Organization and planning action
- Our own knowledge
- Our own experience
- Commitment
- Numbers (for example, in terms of female to male population)

Common Responses for "Situations that Result in Feeling Empowered"*
Overcoming fear or a feeling of ignorance by doing an action
Recognition by others of something I did or said
Finding a solution in a creative way that seemed unsolvable
Being able to overcome a difficulty on my own or with very little assistance
Succeeding at something or doing something really well
Caring for or helping someone
Joining a group with other people that share my excitement or challenge

Common Responses for "Situations that Result in Feeling Disempowered"
Being disrespected or putdown
Being ignored
Being stereotyped or denied an opportunity to prove oneself
Not having control
Experiencing loss
Feeling ignorant
Feeling shame
Feeling or being isolated

Expressions of Different Forms of Power

In reality, power is both dynamic and multidimensional, changing according to context, circumstance, and interest.
Its expressions and forms can range from domination and resistance, to collaboration and transformation.

Power Over...*
The most commonly recognized form of power, is power over...It has many negative associations for people, such as: repression, oppression, force, coercion,
discrimination, corruption, and abuse. Power is seen as a win-lose relationship.
Power With...
Power with... has to do with finding common ground among different interests and building collective strength. Power is seen as building on mutual strength, solidarity, and collaboration.
This kind of power can help bridge different interests to transform or reduce social conflict.
Power To...
Power to... refers to the unique potential of every person to shape his or her own life and the world. When based on mutual support, it opens up the possibilities to create action and be a part of an active community.
Power Within...
Power within... has to do with a personal sense of self-worth and self-knowledge. It includes the ability to recognize individual differences while respecting others. Power has the capacity to imagine and have hope. It confirms a common human desire for dignity and fulfilment.

Expression of Power over Difference

Some forms of violence come from intolerance of difference in our society. Differences between people, whether visible or invisible, make up our identities. Our identity is what defines social, political, economic, and cultural groups. Factors that make up our identity are:

- Where we come from
- The language that we speak
- The colour of our skin
- The religion that we practice
- The gender(s) we are attracted to
- The amount of money that we have
- The age that we are
- The ethnic/cultural traditions that we practise
- The list goes on and on...

Power is also present in society-at-large. It can be empowering or disempowering depending on the situation and the people involved. Power at the societal level (power in society) comes in the form of structures:

- Government institutions
- Justice system
- Legal system, the rule of law
- Economic system
- Education system
- Religious institutions
- Family institutions

* L. VenKlasen and V. Miller, A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation (Just Associates, World Neighbours, 2002, pages 36–44).

The Privilege Pendulum

Objective(s) & Context

1. Identify "What is privilege?"
2. Examine the reality of how privilege impacts our daily lives.

Exploring and understanding how people experience privilege in their lives is important in working across differences. Privilege in society indicates an advantage or benefit that is not available to everyone. These advantages are usually enjoyed by a relatively small group of people, usually as a result of wealth or social status. Privilege also indicates a special status or honour that is not afforded to everyone equally. It sometimes expresses itself socially as special treatment or benefits to groups of people with easier access to positive life choices.

Duration: 1 hour

Group Size: 10–30

Age Group: 17 +

Skills: Information, social, co-operative, self-management, comprehension skills, reflection

Format(s) & Technique(s)

Call and response, pair work, large group discussion/debrief

Materials

-Pendulum Statements: Reference Sheet
-Masking tape
-Paper
-Markers

Facilitation Tips

- This activity should be done only with a group that already knows each other well, or has been working together and has a strong group dynamic and high level of trust in you and among themselves.
- Remind participants that they are individuals with different identities based on where they come from, and with that, they all have the equal right and responsibility to dignity and respect for themselves and to others. Therefore, it is best to review the group agreement at this stage.
- It is very important for the group to trust each other in this exercise, as otherwise it can negatively affect participants' self-esteem.
- If everyone in the group is not comfortable participating, it would be best not to do this activity.

Popular Education Prompts

- This activity is likely to bring up topics that will need further discussion.

- Be prepared to bring the level of the conversation up from individual experiences of privilege to the systematic roots of those privileges.

- Try to ensure that there aren't topics that are left unaddressed.

- Be available for individual check-ins if possible.

- The goal for this workshop is not for some participants to come out of it feeling powerless! It could be useful to brainstorm/have a discussion about the creative and positive ways we can resist these kinds of oppression, whether we are privileged or not.

Leading the Activity: Steps to Take

Preparation:
1. Create a sign titled "Privilege Line."
2. Divide the room into two by making a line out of masking tape on the floor.
3. At the centre of the line of masking tape, stick the sign titled "Privilege Line."

Workshop:
1. Before beginning this activity, let participants know what it is about.
2. Explain to them that this activity is focused on the concept of privilege.
3. Tell the participants that you have divided the room into two.
4. Show them the line of masking tape on the floor marked with the sign "Privilege Line."
5. Ask participants to stand on the line facing you.
6. Tell participants that you will call out a statement. Refer to the *Pendulum Statements: Reference Sheet* for examples.
7. If this statement relates to them, they should respond according to the instructions (for example, step forward or back).
8. Once all of the statements have been called out and the participants have now dispersed on opposite sides of the line, tell them to remain where they are and look at their position in the room or space in relation to the positions of the other participants.
9. Ask participants to pick someone from an opposite position (from the opposite side of the line dividing them) with whom they can process the exercise.
10. Tell participants to reflect on and discuss with their partners:
    - How they felt about their position.
    - How they felt about the position of others.
    - One realization that has come from this activity.
11. Once all of the pairs have finished discussing the questions, ask the participants to form a circle.
12. Lead a large group discussion to debrief the activity using the suggested questions provided below. Do not wait until another session to debrief the activity, it should be done at the same time.
    - What are your thoughts and feelings about this exercise?
    - As a whole, were you surprised by anything in the activity? Why?
    - Would your placement have been different if the exercise included questions about disability or religion?
    - Was there a time that you were told you step back that you felt like stepping forward? Why?
    - Along the same lines, can you think of ways that you find strength or confidence in the situation where you might have been "behind the privilege line." For example, speaking a language other than French or English at home allows you to exchange with more people.

Debrief

Thank the group for participating.
Ask if there are any questions or desire to follow-up on a particular issue.

Success Indicators

- Participants are able to make the link between systematic oppression and individual privilege
- Participants are able to name instances in which they hold privilege

Pendulum Statements: Reference Sheet

- If your ancestors were forced to come to Canada, and did not come by choice, take one step back.

- If you were born in Canada, but your parents were not, take one step back.

- If you and your parents were born in Canada step forward.

- If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.

- If your parents are professionals, doctors, lawyers, etc., take one step forward.

- If you ever tried to change you appearance, mannerisms, or behaviour to avoid being judged or ridiculed, take one step back.

- If you studied the culture of your ancestors in elementary school, take one step forward.

- If you only speak a language other than French and/or English at home, take one step back.

- If you were encouraged to read a lot growing up, take one step forward.

- If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.

- If you speak French and/or English at home and another language, take one step forward.

- If your parents brought you to art galleries or plays, take one step forward.

- If one of your parents is unemployed or has been laid off, not by choice, take one step back.

- If you attended a private school or summer camp, take one step forward.

- If your family has ever had to move because they could not afford the rent, take one step back.

- If you were ever discouraged from participating in a sports or social club because of your sex/gender, age, or ethnicity, take one step back.

- If you were ever encouraged to attend a college by your parents, take one step forward.

- If your parents have taken you on a vacation outside of the province or country, take one step forward.

- If one of your parents did not complete high school, take one step back.

- If your family owned your own house, take one step forward.

- If you saw members of your race, ethnic group, gender, or sexual orientation were portrayed on television in degrading roles, take one step back.

- If you were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation, take one step back.

- If you had to rely primarily on public transportation, take one step back.

- If you were ever stopped or questioned by the police because of your race, ethnicity, gender, or sexual orientation, take one step back.

- If you were ever afraid of violence because of your race, ethnicity, gender, or sexual orientation, take one step back.

- If you were generally able to avoid places that were dangerous, take one step forward.

- If you ever felt uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation, take one step back.

- If your parents told you that you could be anything you wanted to be, take one step forward.

Sharing Power

Objective(s) & Context

1. Broaden the understanding of power and offer a forum to explore experiences around one's own power and that of others.
2. Practise creative listening.

Duration: 30 minutes

Group Size: 10–40

Age Group: 10 +

Skills: Communication, listening, and conflict resolution skills, depending on the theme

Format(s) & Technique(s): Reflection

Materials

None

Facilitation Tips

- This activity is best to implement with a group that already knows each other.
- It is also helpful to do this activity in connection with other types of activities about power and communication.

Popular Education Prompts

- This workshop is a good opportunity to bring new information about communication process.

Leading the Activity: Steps to Take

Preparation:
1. Arrange the seating so that there are two concentric circles of chairs: one circle facing outwards, the other around them facing inward.
2. Ensure that there are an equal number of chairs on the inner and outer circle.

Workshop:
1. Ask participants to sit in the chairs.
2. Everyone should be facing a partner.
3. Introduce the activity as a creative listening exercise.
4. Tell participants that you will call out a theme. See list below for suggestions or come up with your own.
5. The participants will have to speak with their partners about this theme.
6. Give participants three minutes to speak to their partner on a given them.

7. Give them another three minutes so that their partner can speak on the same theme.
8. Begin with the first theme. Each time a theme is complete, those participants sitting in the inner circle move one chair to the right to ensure that each pair will be different every theme.
9. Continue the process until all the themes are done.

> Themes:
> * Describe an animal that you consider powerful and why.
> * Describe an object that looks powerful to you. What are its characteristics?
> * Describe a characteristic in your self that you find powerful.
> * Describe a characteristic you admire in someone else because you think it is positive power.

10. Facilitate a group discussion by asking the following questions:

> * How did it feel to be listened to with attention?
> * How did you feel to listen to someone else with attention?
> * How often do you give others this kind of listening attention?
> * When have you used power for positive outcomes?
> * Share a time when you thought you wouldn't have the power to do something and then you discovered a solution.

Debrief

* Thank the group for attentively listening to one other

Success Indicators

Participants are:
* Practising better listening
* More confident about sharing with each other
* More aware of their own positive personal power

Source: Adapted from F. Macbeth and N. Fine, *Playing with Fire: Creative Conflict Resolution for Young Adults* (New Society Publishers, in co-operation with The Leaveners/ Leap Confronting Conflict and the National Youth Agency, 1995, page 75).

Candy Bags:
An Activity to Explore Poverty & Inequality

Objective(s) & Context

1. Explore inequalities of wealth and better understand experiences of economic inequality.
2. Generate ideas for action towards economic equality.

This activity allows girls to talk about poverty and inequality without it being personal because the activity creates a fictional wealth and poverty through the currency of candy.

Duration : 30 minutes to one hour

Group Size: 12–15

Age Group: 11 +

Skills: Describing and resolving emotions, making links between the activity and inequalities in society, and brainstorming action steps to address poverty.

Format(s) & Technique(s)

Group game, large group discussion.

Materials

-Brown paper bags for each group
-Cinnamon hearts (or other) candy
-A range of prizes (one prize per group: a desirable prize, for example, a large chocolate bar; a less desirable prize,for example, a box of Kraft Dinner; and an undesirable prize, for example, unattractive mittens or a can of vegetables)

Facilitation Tips

- Ensure that the candy you buy does not conflict any anyone's allergies or food restrictions.
- There may be strong feelings of unfairness voiced by participants. To help direct these feelings constructively, it is essential to facilitate a discussion after the activity.
- Usually talking about the connections between the activity and unequal distribution of wealth in society allows participants to work through their feelings.
- Divide groups in a way that ensures diversity in each group and friend cliques are separated.
- It is better to have very mixed groups in order to stay focused on the differences created only by the number of candies in each bag.
- If social locations of the participants (like age, race, ethnicity, socio-economic status, etc.) or other differences come up in the activity, this should be addressed directly during the debrief discussion.

- This activity can take on different outlooks, addressing either local or global poverty. If participants mention only poverty "over there," for example, meaning in developing countries, you can ask them if these kinds of inequalities exist in our own community.

Popular Education Prompts

- During the discussion, allow girls to share their knowledge of poverty or inequalities in wealth and resources.

- Leave sufficient time for participants to respond to the debrief questions in their own manner, rather than supplying the answers.

- This activity often generates strong feelings that then create a strong desire to take action on poverty issues.

- Encourage participants' desire to take action through a brainstorm on ways that they could make a difference in their community, particularly as a group.

Leading the Activity: Steps to Take

Preparation:
1. Prepare the brown paper bags before the workshop.
2. You need at least 3 bags, 1 per group.
3. Put different amounts of candy in each bag; the candies will be shared among the participants in each group.
4. Each group will have a different amount of participants, as well as candies. For example, with a group of 12 participants, prepare 3 bags: one bag containing 80 cinnamon hearts for a group with 2 participants; the second bag containing about 20 candies to be shared amongst 4 participants in a group; the third bag containing 5 cinnamon hearts to be shared amongst 6 participants in a group.
5. The divisions of the bags and groups are intended to represent different socio-economic locations in today's society, symbolizing very wealthy, middle class, and low-income people.
6. Keep a bag of candies aside to give to the girls later in the activity to even out the candy distribution.

Workshop:
1. Divide the participants into small groups based on the above instructions.
2. Ask participants to agree that there is no trading or sharing allowed between groups and that they will not eat the candy during the activity.
3. Distribute the brown bags with candies to the appropriate group (the smallest group receives the largest amount of candies, and so on).
4. Ask the participants to count the candies in their respective bags when you say, "Go!"
5. Ask each group to appoint a speaker to announce the amount of candy in their bag.
6. Once every group has announced their amount, explain that their candy has monetary value and they will be receiving items in exchange for them.
7. Distribute the undesirable prize to the "poor group." Distribute the less desirable prize to the "middle class group." Distribute the desirable prize to the "rich group."
8. Facilitate a discussion around the feelings or dynamics that were generated during the exercise.
9. In the middle of the discussion, distribute the same amount of candies to each participant to

Candy Bags: An Activity to Explore Poverty & Inequality

enjoy.
10. Continue the discussion, focusing on actions they could take as a group to improve the situation.

Debrief

Questions to ask the group:
- How did you feel during the exercise?
- What was it like to have less or more candy?
- Do you think the exercise says something about how things are in the world?
- What gave some people more power than others in this game?
- What gives some people more power than others in life?
- What can we do to make a difference on these issues?
- What could we do as a group?

Success Indicators

Participants are:
- Actively engaged in the activity, talking, counting, perhaps protesting, boasting or complaining
- Talking about their personal reactions to the activity
- Making connections to larger social issues in which there is an unequal division of wealth and resources
- Resolving the strong feelings they may have had during the activity through the debrief discussion
- Generating ideas about how to make a difference on poverty issues, personal or group actions they could take

Source: Adapted from Karen Ridd's Bag Exercise: http://www.trainingforchange.org/bagexercise

Multiple Jeopardy Conga Line: Our Intersecting Identities

Objective(s) & Context

1. Name our many identities and examine how different combinations of oppression and privilege operate within us.
2. Explore ways in which an aspect of our identity can be a source of oppression in one situation and a source of privilege in another.

Our visible and invisible differences give us different kinds of power in society at different points in time. Power is often related to the opportunity and the means an individual or community has to assert and sustain their culture or ways of life. The possibility of asserting our realities and having them represented around us establishes a form of privilege, whereas not having such opportunities can establish forms of oppression that have real consequences for the well-being of those affected.

Forms of oppression and privilege are interrelated and we can experience oppression and privilege in different ways at the same time. The combined aspects of our identity can either intensify or buffer the potency of oppression that we experience.

For example, girls and young women have experienced oppression as a result of the historical devaluation of the female gender in the majority of the world combined with the fact that youth is under-represented and under-valued within decision-making bodies. Here, gender and age could intersect to create a heightened experience of oppression. In another context, for example, in a location where youth and gender are both considered and valued, this same group could experience privilege.

Depending on our social context, our "race," ethnicity, legal status, geographic location, and religious identity (to name a few social locations) have and continue to intensify our experience of oppression or to facilitate privilege. Power itself is not negative. However, if we do not want to sustain oppression, it should not be secured at the cost of marginalizing others. Naturally, we tend to be more aware of inequalities when we are on the oppressed side of a power relation and less conscious when we are on the privileged side. This can create blind spots that sustain privilege and oppression in society.

Duration: Approximately 25 minutes
* Add 1 minute for each additional person added to a group of ten

Group Size: 4 +

Age Group: Older participants or those who are able to understand concepts of privilege and oppression

Skills: Capacity to identify one's social locations, creative expression, interpersonal communication skills, increased perspective on difference

Format(s) & Technique(s)

Large group activity and expressive exercise

Materials

-Drums
-percussion instruments
-or music with a strong, repeating rhythm

Facilitation Tips

- For groups that may not be as comfortable with the "conga line," participants can do this exercise standing in a circle.
- Emphasizing the group's collective responsibility to one another reinforces an atmosphere of trust and shared experience. It is important to set a tone of mutual trust and respect before this activity begins by:
- Conducting an icebreaker activity
- Emphasizing ground rules before the exercise
- Give participants the option to pass their turn.
- This exercise can bring to mind difficult experiences for participants. It is important to leave enough time for conversation at the end and to prepare a list of resources or to have a resource person available.

Popular Education Prompts

- Although this workshop provides a way of beginning with participant's experiences of privilege and oppression, it is not an icebreaker.

- Ideally, this workshop should be followed by an activity where participants identify their individual and communal assets, in order to avoid reinforcing a sense of powerlessness in the face of oppression.

- This activity could also be followed by a knowledge-building activity that could add to participants' information about intersecting identities.

Leading the Activity: Steps to Take

Preparation:
1. Bring musical instruments or music and a music player.

Workshop:
1. Ask the group to form a large circle.
2. Invite participants to do some stretching before the exercise by first squatting as low as they can comfortably go, then standing up and stretching, reaching as far up as they can.
3. Ask them to reflect on their day so far.

4. Begin to beat out a beat on your drums/instruments or turn on the music.
5. Ask people to start dancing around a circle with a hand on the shoulder or back of the person in front of them. Get a good rhythm of the conga line going.
6. Ask participants to dance their "height" for privilege/oppression when it comes to race, with the highest for most privileged to the lowest for the least privileged, based on their experience. For example, those who have a lot of racial privilege should stand tall and those without should squat down for a few low beats. Explain that when we have privilege in certain areas, it allows us to stand taller and reach heights more easily. Let people look around for a few beats.
7. Repeat this for other categories of social location, such as nationality, immigration status, gender, sexual orientation, etc.
8. Ask participants to call out another identity category. This will allow participants to self-identify for some of the categories, such as sexual orientation, if they wish. Please note that this may be risky for some participants. Remind participants that they only need to share that aspect if they are comfortable enough to publicly identify with a particular group.
9. Ask participants to think of all the categories that they identified with today. Ask them to dance at their "average height," that represents a combination of all of their identity aspects.

Debrief

After the exercise, ask your group the following questions:
- What did you notice about yourself in the exercise?
- What did you notice about others in the group?
- How did you determine your "average height"?

Success Indicators

- Participants come up with and share their own topic to dance to

Source: Andrea Canales, Go Girls

The 5 W's of Bullying

Objective(s) & Context

1. Determine what kinds of bullying participants have witnessed or experienced.
2. Identify the building blocks (or the etiology) of bullying.
3. Identify impacts of bullying.
4. Collaborate on approaches to addressing bullying.

Bullying, or relation aggression, is a common experience for many children and adolescents. Surveys indicate that as many as half of all young people are bullied at some time during their school years.[10]

Bullying behaviour can be physical or verbal. Bullying by males and females can range from the use of physical intimidation to verbal assault or threats to subtle but upsetting interactions.

Bullying can take place person to person, within and or between social groups, and in virtual or on-line space (for example: through texting, Facebook, myspace, sexting).

Bullying can also be systemic in that particular individuals or groups can be bullied by State agencies and/or institutions into conforming to or abandoning particular traditions or ways of life.

Bullying and in particular gender-specific bullying, is being recognized by young people, educators, mental health workers, and professionals who work with and/or conduct research with young people, as a major, growing concern. The effects of this and other kinds of bullying on children and adolescents can result in low self-esteem, suicidal thoughts, self-injury, violence, and difficulties in personally relating with other people in school, family, or work settings.

Duration: 1 1/2 hours

Group Size: 8–16

Age Group: 8–16 +

Skills: Collaboration, communication, critical analysis

Format(s) & Technique(s)

Conversation, skit

Materials

-Soft, medium-sized to large ball
-Sticky notes of different colours

10   *Facts for Families*, American Academy of Child and Adolescent Psychiatry

-Flip chart
-Markers
-Tape
-Paper
-Pens

Facilitation Tips

- Take your time with each of these parts.
- If there are more stories to be heard, consider breaking this workshop into two or three meetings with your group.

Popular Education Prompt

- This workshop begins with participants' experiences of bullying, identifies common patterns and perspectives about bullying (who, what), leaves room to introduce or deepen analysis through additional information about bullying (why), and invites participants to strategize approaches to addressing bullying that they witness or experience (how, when, where).

Leading the Activity: Steps to Take

This is a three-part activity.

Part 1: The Who and the What of Bullying
Word Association (20 minutes):
1. In a large group, standing in a circle, ask participants to call out words or sounds relating to the word bullying when they receive the ball.
2. Participants who receive the ball will say their word and then are invited to pass the ball to someone else.
3. Keep going until everyone has had the ball at least once.
4. Pass each participant 3 sticky notes of three different colours, as well as a pen or thin marker.
5. Ask them to write down on one note WHAT bullying looks like based on what they have experienced, witnessed, or heard about (Colour 1).
6. On the second note, ask them to write down WHAT bullying feels like for the person **being bullied** (Colour 2).
7. On the third note, ask them to write down WHAT bullying feels like for the person **doing the bullying** (Colour 3).
8. Each participant should have the same colour sticky note for each of these questions (for example, blue for what bullying looks like, yellow for how it feels for the bully, orange for how it feels for the person being bullied).
9. Ask participants to put up their sticky notes on the wall.
10. Invite two participants to come up to the wall and to organize the notes so that ones that are similar are put together.

    Option: You can also ask participants to arrange the sticky notes about forms of bullying on a spectrum from least common to most common.
11. Ask participants to take a look at the notes. Then ask them the following questions:
    - What kinds of bullying seem to be the most common from these notes?
    - What kinds of bullying seem least common?
    - What kinds of bullying were not mentioned but do happen?
    - How does being bullied impact a person?

- What were some of the thoughts about what the bullies might be feeling?
- Any thoughts about why they might want to feel this way?
- Can you tell If someone is going to be a bully?
- Can you tell is someone is going to be bullied? How?

Part 2: The 5W's (Who, What, When, Where, Why) of Bullying through Stop-Theatre (45 minutes)
Hypnosis (5 minutes):
1. This activity is a transition to this next exercise and as a warm up to using theatre. Here are the instructions you would need to give the group.
2. Find a partner and stand arm's length apart, facing each other.
3. Pick one person to lead and one to follow.
4. The person who is leading holds one hand up about a foot away from their partner's face.
5. They then proceed to move their hand and wherever the hand goes, the follower must follow.
6. Tell participants that the object of the exercise is to get your partner's bodies to move in new ways, to give them a good warm up, but not to hurt them.
7. Everyone should remember not to move in ways that might injure them, but to try their best to follow their partner's hand.
8. After 2 minutes, tell participants to switch leaders and repeat.
9. After the exercise, ask participants to reflect on what it felt to lead and what it felt to follow.
10. Sometimes this exercise warms participants up to feelings related to control and being controlled, which can be useful in this workshop.

Make a Scene! (10 minutes):
1. Ask participants to join up with another pair in order to get into groups of 4.
2. Ask participants to create a short 2-minute scene about one of the kinds of bullying you described in the first activity.
3. Groups should attempt to create a scene in which the main character tries to resolve the problem but is unable to.

Stop Theatre (30 minutes):
1. Ask each group to title their skits and to present them one at a time.
2. Explain that everyone will watch each scene once through.
3. You can introduce each play by reading their original question.
4. 4.   Remind the audience to participate in the performance by raising their hands (or come up with another sign), if they see anything in the play that they relate to, identify with, or recognize.
5. After all scenes have been seen, tell participants that you will pick one to work with for the next exercise that most people could relate to (you will know this based on the show of hands from the last step).
6. Tell participants that you will show this scene again and this time, ask participants to call out "STOP!" at anytime that they feel that the person who is being bullied OR someone else in the scene could do or say something to change the outcome of the scene.
7. Repeat the scene and this time invite those who called out "Stop" to replace the person being bullied – or someone else in the scene – to try out their idea.
8. After they have role-played their idea, thank them and ask the audience what she did to better the outcome of the scene and to address bullying?
9. Repeat the scene again and get at least 5 more suggestions.
10. You can also ask your audience "Is there someone you could add to the scene who could make a difference?"
11. Invite them to show what they would do as this person in the scene.
12. If there is time, you could repeat this process with another scene from another group.

Part 3: Reflection (30 minutes)
1. Ask group what solutions were offered that could work for you or for your community?
2. Do a Go-around: what is one idea you could take with you from today to support yourself or someone who is being bullied?

Debrief

- Ask participants to close the workshop by giving one word to describe the workshop
- Thank participants.

Success Indicators

Participants are:
- Able to identify forms of bullying
- Engaged in conversation with one another about bullying
- Able to identify one individual and one collective strategy they can use to address bullying

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Anti-Racism and Anti-Discrimination

Locating Hate: Part I

Objective(s) & Context

1. Generate a conversation about current micro- and macro- expressions of hatred as they relate to participants lives.
2. Introduce definitions of particular forms of hatred, such as racism, sexism, and homophobia.
3. Examine hatred as being perpetuated along a continuum of internalized, relational, and systemic violence.

Ideas, beliefs, and behaviours that support fear about and hatred against particular human beings or groups begin with the dehumanization of the hated person or group; passion and an implicit or explicit commitment to continue hatred.

Hatred is perpetuated by stories through many forms of cultural expression (radio, television, print, web, and social media) and it is embedded within the policies and practices of our country and the many agencies and institutions to which we belong or interact with.

This hatred is more likely to be embedded within our everyday common sense, our ways of speech, or ways of thinking and referring to particular social issues or social groups (sometimes called "discursive practices").

These everyday forms of hatred, when writ large in legally endorsed policy and explicit practices, or when they are subtly repeated through acts of omission, exclusion, co-optation, or appropriation (for example), can restrict the mobility, financial security, and overall health and well-being of particular social groups.

Hate can be countered by collaborative wisdom: our combined intelligence, creativity, and experience.

It is also countered by educational approaches (sometimes called "pedagogies") that support multiple points of view.

These exercises stress dialectical thinking: examining situations and phenomena from many points of view as a means of understanding how truth evolves and is de/constructed.

Duration: 70–80 minutes

Group Size: 8–20

Age Group: 16 +

Skills: Dialectical thinking: the capacity to consider multiple points of view

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Format(s) & Technique(s)

Media analysis

Materials

At least 4 current newspaper articles, preferably from your country, region, or community, that attempt to position the reader against a particular social group (for example, against gay marriage, immigration, access to agencies that support reproductive rights)
There should be an article for each major term you are seeking to unpack (for example, an article on race relations or one that gives an example of racism if you are looking to unpack racism)

-Flip chart paper
-Markers
-Tape
-Prepared Questions up on wall
-Glossary of Terms Handout: You can make this by pulling from terms in the Manuals Anti-Oppression .section and the Glossary.

Facilitation Tips

- These exercises could also follow exercises related to identity and to inclusion and exclusion such as *Creating a Mask of My Identity* or the *Dot Game*.
- When possible, include news stories the group can relate to, resonate or identify, as this will yield a more engaging conversation.
- You may want to refer to the Anti-Oppression Information Sheets in the Knowledge Building section of the Amplify Manual for supplementary information for yourself and participants.
- You may also want to refer to definitions of social location in the Manual's Glossary or in the Facilitating Across Difference section.

Popular Education Prompt

- This exercise begins with participants' experiences as a means of engaging with larger social trends.

Leading the Activity: Steps to Take

Preparations:
1. Gather newspaper clippings from various sources including mainstream and alternative media sources.
2. These can be pasted to large poster board for easier use.
3. Have one piece of flip chart paper and marker available per group.
4. Write questions for Part B on flip chart paper.

Workshop:
Part A: Reading the World (20–25 minutes):
1. Introduce participants to this section stating that we will be exploring hate or the ways in which people are included or excluded today.
2. Tell participants that you have 4 stories in front of you (newspaper clippings) and briefly share

3. Ask the group to move towards a story that they relate to, identify with or recognize in some way. Another way to say this is to ask participants to move towards a story they can connect with in some way.
4. Ask small groups to do a go-round in their small group with each person sharing how they connect to the story.
5. It is important to stress that each person who shares does not need to try to connect their story to the one's told before them by other participants.

Part B: Spreading the Word (10 minutes):
1. After group sharing, distribute flip chart paper and a marker per group.
2. Ask each group to write down their responses to the prepared questions. These should be visible.
3. Consider the following questions together:
   - Who is spoken about in the story and to what social groups do they belong?
   - How are they spoken about?
   - Who is doing the speaking and to what social groups do they belong?
   - How will what is said in the article affect each social group? Specifically, internally, within their relationships.

Part C: Large Group Conversation (20 minutes):
1. Each group presents their poster (5 minutes per group).
2. Facilitate a conversation about what each group has presented. Record responses on flip chart.
3. Refer to following questions to guide the discussion:
   - Was there anything that you heard either in your group or in listening to the others that would constitute a form of hate?
   - What was the impact of hate internally for those involved in the story (both oppressor and oppressed)?
   - How might this be expressed in their relationships between and within each social group?

Part D: Adding Information (10 minutes):
1. Recap the examples you heard in the stories shared, as they relate to forms of hatred against X social groups.
2. Hand out a glossary of terms relating to themes explored (racism, sexism, homophobia etc.) and review together.
3. Mention forms of hatred directed at groups not explored in the exercise.
4. Discuss how examples of hatred were talked about as having a psychological (emotional), relational (bullying   violence), and systemic impact.

Debrief

Allow at least 15 minutes for debriefing.
- Do a go-around, asking each participant to answer the following question: "What reflections or questions are you thinking about at the end of this workshop?"
- Record the answers as a way of informing Part 2 of the workshop.

Success Indicators

Participants are:
- Engaged in conversation with each other about current examples of hatred

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Locating Hate: Part II

Objective(s) & Context

1. Support conversation that affirms and affords opportunity to explore identity and the effects of internalized, relational, or systemic hatred in one's life.
2. Explore and support individual and collective ways of interrupting social conversations that sustain hatred (racism, sexism, homophobia, etc.).

Ideas, beliefs, and behaviours that support fear about and hatred against particular human beings or groups begin with the dehumanization of the hated person or group; passion and an implicit or explicit commitment to continue hatred.

Hatred is perpetuated by stories through many forms of cultural expression (radio, television, print, web, and social media) and it is embedded within the policies and practices of our country and the many agencies and institutions to which we belong or interact with.

This hatred is more likely to be embedded within our everyday common sense, our ways of speech, or ways of thinking and referring to particular social issues or social groups (sometimes called "discursive practices").

These everyday forms of hatred, when writ large in legally endorsed policy and explicit practices, or when they are subtly repeated through acts of omission, exclusion, co-optation, or appropriation (for example), can restrict the mobility, financial security, and overall health and well-being of particular social groups.

Hate can be countered by collaborative wisdom: our combined intelligence, creativity, and experience.

It is also countered by educational approaches (sometimes called "pedagogies") that support multiple points of view.

These exercises stress dialectical thinking: examining situations and phenomena from many points of view as a means of understanding how truth evolves and is de/constructed.

Duration: 105 minutes (1 hour and 45 minutes)

Group Size: 8–20

Age Group: 16 +

Skills: Collaboration and Creative Expression

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Format(s) & Technique(s): Conversation, skit

Materials

-Flip chart
-Markers
-Tape
-Paper

-Pens

Facilitation Tips

- This workshop should follow *Locating Hate: Part I*.
- You may want to refer to the Anti-Oppression Information Sheet in the Knowledge Building section of the Manual for supplementary information for yourself and for participants.
- You may also want to refer to definitions of social location in the Manual's Glossary or in the Facilitating Across Difference section.

Popular Education Prompts

- This workshop builds upon *Locating Hate: Part I* and moves into strategizing and planning for action.

Leading the Activity: Steps to Take

Preparations:
There are three parts to this workshop.

Part A
1. Create 3 flip charts with the following 3 questions:
    - Share an internalized message about (sexuality, race, religion, money, education, dis/ability) that you got from your family, religion, friends culture? How does this manifest in your life? What messages about these aspects of identity would you want to pass on to your friends, family, or children?
    - Is there a part of your "race," ethnicity, height, age, religion, dis/ability, gender, etc., that you wish you could hide or change? Who would you hide it from? What would happen if they were to know?
    - How do you introduce yourself? Are there particular aspects of your own identity that you are proud of and want people to know about? Are there people or situations that make being proud of this part of yourself easier or more difficult?

Part B
1. Create 6 cards with different skit genres; for example: horror, after-school special, romantic comedy, opera, musical, tragedy, or cartoon.

Workshop:
Part A: Conversation (30 minutes):
1. Recap highlights from Part 1 of workshop.
2. Present the 3 questions to group and separate questions on floor or wall.
3. Ask group to move towards question they are drawn to. If there is a large group, divide it into two (but no more than 6 per group).
4. Ask groups to have a self-moderated conversation about the question. By self-moderating, you would ask that each group be mindful of giving each person an opportunity to participate in the conversation.

Part B: Skits (25 minutes):
1. After approximately a half-hour in small groups (less if groups are done earlier), gently interrupt all the groups and explain that you are going to ask each group to present their conversation through a specific dramatic genre that they will receive on a card they will choose.
2. In a minute, you will go around with the 6 cards and each group will pick one.
3. Each group will need to create a 1-2 minute skit that represents elements of their conversation and they should also try to represent the obstacles they discussed (villain(s).
4. Each group has 10 minutes to create their short play.
5. Go to each group and have them choose one of the 6 cards without seeing what is written on them.
6. After 10 minutes, ask each group to present their skits.
7. You can introduce each play by reading their original question.
8. Remind the audience that they will watch all of the plays first and then everyone will have a conversation.
9. Remind the audience to participate in the performance by raising their hands (or come up with another sign) if they see anything in the play that they relate to, identify with, or recognize.
10. Do not ask the audience to comment at this time.

Part C: Reflection (25 minutes):
1. Thank each group and note that you saw a few hands during each performance.
2. Ask participants to do a continuous writing exercise.
3. For 3 minutes, write down what they resonated or connected with in the scenes. Another way to ask this is to ask them to write down a challenge they are currently facing regarding some aspect of identity that was represented in the plays in some way.
4. Ask them to write down one idea for what have done to address this.
5. Share in pairs (10 minutes).
6. Ask participants to report back the challenges they have felt and strategies they have used or could use. (12 minutes).

Part D: Go-Around/Large Group Discussion (25 minutes):
1. Go around in a circle and ask each participant to respond to the following question:
"What is one idea you will take away from our sharing that you might be able to use either alone or with someone in your life?"
It is OK if not all participants want to share at this time.

2. In the second go-around, ask participants "What would you like support with?"
It's OK if not all participants want to share at this time.

Debrief

- Ask participants to close the workshop by giving one word to describe the workshop.
- Thank participants.

Success Indicators:

Participants are:
- Able to identify one individual and one collective strategy they can use to interrupt the perpetuation of internalized, relational, or systemic hatred

Source: Nisha Sajnani, Creative Alternatives: www.creative-alternatives.ca

Our Roots and Branches: Three Generations of Women in Our Families

Objective(s) & Context

1. Reflect on how the role of women has changed in our families: How has it changed over generations? Has migration had an effect?
2. Set the groundwork for moving from personal stories to a larger discussion about how sexism and gender discrimination shapes our lives, especially when considering our places of origin.

The work of women and their roles and responsibilities are influenced by culture and economic needs, both of which can change over generations and through experiences of migration. These changes can be a source of growth, as well as a source of tension.

This workshop provides an opportunity to re-appropriate history from a personal, women-centred perspective.

Duration: 35 minutes

Group Size: 4 +

Age Group: All

Skills: Capacity to identify roles women play and have played in their lives, interpersonal communication skills

Format(s) & Technique(s)

Large group activity, visual expression

Materials

Your own handout of a drawing of a tree with branches, roots, and trunk
Copies of small group discussion questions
-Markers
-pens
-or other art supplies
-Flip chart paper
-Masking tape

Facilitation Tips

- This activity can be extended for more than 35 minutes, with more in-depth discussion and sharing of women's history.
- Encourage participants to think of migration in the larger sense, not just from one country to

- It is worth considering that the women participants choose to list as "mothers" or "grand-mothers" may not necessarily be "birth" mothers.
- Participants may not necessarily know answers to all questions, a gap in knowledge that may be the result of migration, cultural loss, and other factors.

Popular Education Prompts

- This exercise provides a way to begin with participant's experiences so it can be used to lead into a process of deepening analysis about the impact of migration in their lives and in the lives of women they know.

Leading the Activity: Steps to Take

Preparation:
1. Prepare tree handouts.
2. Prepare questions (see Point 4 in Leading the Activity: Steps to Take) on flip chart paper in advance and hang paper in a place that is visible to the group.

Workshop:
1. Explain to participants that this exercise will examine the changes in women's lives over three
2. generations of family: self, mother, and grandmother.
3. Distribute a copy of the tree handout to each participant
4. Review the handout with the participants, and ask them to draw or write the answers to the
5. following questions on their "family tree" (10-15 minutes):
6. Once everyone has finished her picture, ask each participant to pair up with someone they don't know.
    Roots
    Ask each participant to write her grandmother's name. What work did she do? Where did she live?
    Trunk
    Ask each participant to write her mother's name. What work did she do? Where did she live?
    Branches
    Ask each participant to write her name. What work does she do? Where does she live?
7. Invite each pair to spend 15 minutes sharing their pictures and stories with each other and reflecting on the following questions:
    - How is the work of women in each generation different? How is it similar?
    - How has migration changed the role of women in your family?
    - Consider how the leaves – the children of the next generation – will have different lives from the women who came before them.
8. Reconvene the large group
9. Ask for few volunteers from the partners to briefly share something they learned or noticed through their conversation (10–15 minutes).

Debrief

- In order to move towards deepening analysis, ask participants to reflect on any patterns that emerged from what they heard each other say in the sharing. For example, if time allows and participants' experiences support it, with participants, explore the role of women in maintaining cultural traditions and group identity during migration – especially those in "mothering" roles.

Success Indicators

- Participants identify roles women play and have played in their lives.

Source: Andrea Canales, Go Girls,

Creating a Mask of My Identity

Objective(s) & Context

1. Understand the concept of personal and social identity.
2. Identify personal and social identities
3. Deepen analysis regarding the construction of identity.

Identity is how a person sees herself in relation to those around her and can be comprised of many chosen and unchosen, visible and invisible traits and social roles.

Our identities are shaped by the stories we hear and tell about ourselves over time. While certain aspects of identity are fixed and unchangeable (our biological age for example), our social roles, such as our experience of gender, ethnic and sexual identity are formed in relationship to others. They are produced in our encounters with other people and can be understood as forms of "everyday performances" or "masks" that we wear differently depending on who we are with and what we want to present about ourselves.

Duration: 1$^{1/2}$ hours

Age Group: 8–14 years old

Group Size: 5 +

Skills: Drawing, social and co-operative skills, reflection,

Format(s) & Technique(s)

Arts-based technique, brainstorming, small group

Materials

-Flip chart
-Markers
-Bristol board
-Markers, scissors
-Glue
-Tape
-Sparkles
-String
-Feathers
-Paint
-Water
-Brushes
-Stamps
-Markers
-Nice paper
-Old magazines
-Examples of different kinds of masks, etc.
-*What is Identity?* Reference Sheet

Popular Education Prompts

- This exercise begins with participants' experiences, allows for a reflection on common themes within the group, and leads to adding new information about identity.

Leading the Activity: Steps to Take

Preparation:
1. There are three parts to this activity.
2. Using different coloured Bristol board, cut out mask shapes, one for each participant.
3. Punch a hole at either side of the mask at ear-level and tie strings to it so that participants can tie the masks around their heads.
4. Prepare a sample of a mask that you can share with the group.

Workshop:
Part 1   Large Group Discussion and Individual Work (15 minutes):
1. Write the word "identity" on a flip chart paper or Bristol board.
2. Ask participants to brainstorm its meanings. Use the What is Identity? Reference Sheet to help guide this activity. For example:
    - Ask participants to name various aspects of their identity (like age, gender, height, ethnicity, etc.). Explain these roles as personal identities.
    - Ask the group which words represented aspects of identity that are not chosen, in that you are born having these qualities already.
    - Explain that "roles" are to "stories" like "fish" are to "water." We need stories in order for these roles to have a life. How you experience (or how you perform) being a sister, a daughter, a friend, an immigrant, or a girl will depend on the stories that are told by you and about you, or about particular role in the communities (family, school, religious group) that you live in. We call this our *social identity*. What are some social identities that you have either chosen or that you are sometimes given? Examples might include: youth, women, immigrants, Muslims, people of colour, students, children, etc.
    - Acknowledge that not all participants will tell the story of who they are in the same way, even if they share the same personal identities (like the participants may all be the same age but they will have a different experience of being that age or have a different story related to that age).
3. Provide the participants with coloured paper and writing tools, and ask each of them to create an *Identity Map* that depicts all the components that make up their own personal and social identities, including the varied roles they play.
4. Show participants how to create their maps by putting a circle on a flip chart paper and writing "Me" in the centre.
5. Then, draw lines out from the circle and write down five words that describe yourself, such as "girl," "artist," "daughter," "friend," "soccer player," "musician." etc.

Part 2: Artwork (30 minutes):
1. Explain to participants that they will now choose one or two words to create a mask of their identity using the *Identity Map* they created in Part 1.
2. They can use the front of the mask and the back of the mask to represent how they present the role they have chosen to the others and how this identity might feel like on the inside.
3. They can also divide the front of the mask, if they present themselves in this role differently depending on the group they are in (family, school, religious group).
4. Demonstrate how they can create the mask using the sample you prepared.
5. Tell them that they can put whatever they want on their mask to describe the words they chose to identify themselves (they can do this by drawing, writing, gluing, etc.)

Part 3: Exhibiting and Discussion (30 minutes):
1. Tell participants that if they would like to wear their masks to exhibit them to everyone in the group, they are welcome to do so. They can also just hold them.
2. Invite them to walk around the room to see everyone's masks.
3. Once they have all seen the masks, ask them to form a circle.
4. Ask each participant, in turn, to present their *Identity Maps* and the mask they made, if they would like to.
5. Ask participants: What are the most common personal and social roles in this group?
6. Ask participants: Is identity like a mask that we can put on or take off? Roles are fluid and changing. Will your identity change over your lifetime?
7. Ask participants:
   Do you think you will gain or lose roles over time?
   What stories are told about the roles you play that you do not agree with or do not like?
   Where do you hear these stories?
   What stories are told about the roles you play that you do like?
   Where do you hear these stories?
8. Ask participants to explore their appreciation of their diverse aspects of their identity.

Debrief

- Ask each participant, in turn, to use one or two words to describe how they feel about this activity.

Success Indicators

Participants are:
- Able to explain what identity means
- Sharing who they are with others
- Enjoying the mask they created

What is Identity? Reference Sheet

Personal Identity is how a person sees herself/himself in relation to those around them; it what makes them unique. **Personal identity may be described by** factors such as age, gender, nationality, culture, religious affiliation, disability, sexuality, interests, talents, personality traits, and family and friendship networks. Part of our personal identity is given to us at birth, such as sex, nationality and genetic history. Other aspects of our personal identity are formed during our early years of development and continue to develop during our life as we grow, mature, make choices, forge relationships and build an evolving identity for ourselves, these include: gender, profession, hobbies, etc.

Social identity is how we function within many different social situations and relate to a range of other people. Social groups may involve family, ethnic communities, cultural connections, nationality, friends, work, etc. They are an important and valued part of our daily life. How we see ourselves in relation to our social groupings defines our social identity. Children who have been separated from their family or country of origin may become confused about their personal and social identities. They may have experienced a number of moves, been cared for by different people in different places, lost important contacts and relationships from their past, been separated from family, friends and their ethnic and cultural networks. However, these same children might also experience a greater degree of freedom to be able to relate to or identify with many different groups as a result of their experience with adaptation.

Ethnic identity is drawn from the realization that a person's thoughts, perceptions, feelings and behaviours are consistent with those of other members of the same ethnic group. Ethnic identity recognizes that a person belongs to a particular group that shares not only ethnicity but common cultural practices.

Sources:
Queensland Government, Child Safety, Child Protection: http://www.childsafety.qld.gov.au/adoption/education/intercountry/module6/definition-ethnicity.html
Thirteen Education Online: http://www.thirteen.org/edonline/lessons/whoami/b.html
Humanity Quest: http://www.humanityquest.com

Dot Game

Objective(s) & Context

1.   Examine the notion of exclusion and inclusion from a lived experience.

Groups have been constructed and deconstructed since the beginning of time. Creating groups or territories based on interest (what you like to do), geography (where you live), and identity (who you are) have been necessary over history in order to advance the goals of particular social groups. Being a part of a group, like a family or a group of friends, is important in that it provides a sense of belonging and can also offer a strong network of support when needed. When groups form, they create boundaries, keeping some people in and some people out. Sometimes these boundaries are helpful and sometimes they can cause harm to those who have been excluded.

Duration: 15–20 minutes

Age Group: 9 +

Group Size: 10–20

Skills: Communication and comprehension skills

Format(s) & Technique(s)

Game

Materials

Multicoloured small dot stickers (These can be purchased at an office supplies store.)

Facilitation Tips

•   This workshop might lead participants to discuss real experiences of exclusion that they have experienced. These may not always have been resolved satisfactorily.
•   Envision some way to support participants who might disclose such incidents.
•   This activity requires that you touch participants' chins. Ensure that everyone in the group is comfortable with this.

Popular Education Prompts

•   This exercise begins with participants' experiences and generates conversation that can be helpful in identifying common experiences and lead to strategizing for action.

Leading the Activity: Steps to Take

Preparation:
1.   Prepare the coloured stickers.
2.   The total number of stickers should equal the number of players.
3.   There should be at least different colours.

Workshop:
1. Ask participants to form a circle with everyone facing the outside of (away from) the centre of the circle.
2. Ask participants to close their eyes and tell them that you will be placing a coloured sticker on their chin. Every participant will know the colour of the other participants' stickers but not their own.
3. Ask participants to walk around the room and at your signal, tell them to group themselves with other participants with the same colour sticker. All of this has to be done without speaking. For example, if you have used three different colours, there should be three different groups formed.
4. Now start the game over. This time put a new sticker on each participant's chin.
5. Ask participants to walk around the room and form groups where everyone has a different coloured sticker. Make sure every participant will be in a group.
6. Repeat the game a third time.
7. This time, place new stickers on participants' chins.
8. Form two colour groups of about the same size, this time giving one or two participants different coloured stickers from the rest and from each other. (For example, if there are two groups, one red and one green, give one participant a blue sticker and another a yellow sticker).
9. Ask participants to get into the same colour groupings again. Remind them there is no speaking during the game. This time observe the reactions of the participants when the ones with the two different colours try to see if they are in either group.
10. Start a discussion on exclusion. Use the suggested questions below to guide your discussion:

    - How did you feel when you found a group you could join?
    - How did you feel when you couldn't find a group to join right away? Were you afraid there was no group for you?
    - To the participants who were excluded in the final game: Did the other groups reject you from joining? How could you tell? (This question gets at micro-expressions of bullying, exclusion and violence). How did you feel when the groups rejected you from joining?
    - Identifying common themes: To everyone: Have you ever had an experience of exclusion at school, at a camp, community centre, or with friends? How did that make you feel?
    - Have you ever excluded anyone from joining your group? How did that make you feel?
    - Strategizing for Action: What can be done to encourage inclusion in our groups or in our communities? What examples of projects, programs or actions do participants know about that encourage inclusion?
    - What can rejection/exclusion lead to? Another way to ask this question: If this game were to continue in real life, where could it lead?
    - What feeds the dynamics of inclusion and exclusion in society? In the game, we there participants who took on a more leadership role in demarcating their group? Is this part of the human condition or is it harmful?
    - Is it wrong to have groups that we belong to and do not belong to or is the point more that we should avoid creating exclusive boundaries at the cost of hurting others?

Debrief

- Ask all the participants, in turn, to say one or two words to express their thoughts and feelings about the workshop.

Success Indicators

Participants are:
- More aware of the meaning of inclusion/exclusion
- Able to understand the feeling of being rejected

Source: Adapted from Equitas: International Centre for Human Rights Education, *Play it Right Toolkit*, Activity 20: "Inclusion...Exclusion...,": www.equitas.org/toolkit/

Creating a Web of Connections

Objective(s) & Context

1. Provide further opportunities for participants to get to know one another
2. Begin recognizing the obvious and not so obvious differences between people.
3. Start to see some of the ways diversity affects human interactions and relations
4. Explore our social locations.

Within any group, there is as much invisible diversity as visible diversity and differences, whether minute or great should be viewed as an asset rather than an obstacle.

To know each other in our diversities requires a continuous effort on our part to learn about the "invisible" territory. The *Creating a Web of Connections* activity provides us with the opportunity to acknowledge the diversity within ourselves and others. It offers us an opportunity to productively learn about, and from, diversity. The activity also invites participants to explore how their circles of identity can affect or inform their perspective or action in different situations.

Duration: 60 minutes

Group Size: 10–25

Age Group: 16 +

Skills: Communication, information, social and co-operative skills

Format(s) & Technique(s)

Large group, small group, reflection, mapping

Materials

-Coloured paper
-Markers
-Flip chart paper
-String
-*My Web Diagram and Diversity: Reference Sheet*

Facilitation Tips

- For more information on "Social Locations" and visible and invisible differences please see the Working Across Difference section in the Amplify Manual and the definition of "Social Location" in the Manual's Glossary.
- Many of these topics could stimulate lengthy one-on-one conversations. Help the small groups move through the activity at more or less the same pace.
- When introducing the activity, make clear how much time is allotted for each part and indicate time at intervals. For example: "You have five minutes left to finish up this part of the activity."
- Remind the group that they can continue personal conversations during the breaks that follow the activities.

Popular Education Prompts

- Ensure that the *My Web Diagram and Diversity: Reference Sheet* reflects the realities and experiences of the girls in your group. You may need to tweak the sheet.

- You may need to bring in additional information about some of the aspects mentioned if there are questions or interest.

Leading the Activity: Steps to Take

Preparation:
1. There are three parts to this activity.
2. Cut hand-sized circles of different colours.
3. There should be approximately seven circles cut for each participant.
4. Cut about 20 extra circles just in case.
5. Cut out one large circle, which will be used as the centre connector in Part 3.
6. Tape together 3 or 4 flip chart papers to create one Giant Web Diagram for Part 3.
7. Make copies of the *My Web Diagram and Diversity: Reference Sheet* (one per participant).
8. The *My Web Diagram and Diversity: Reference Sheet* can either be used as a facilitator tool or a hand-out.

Workshop:
Part 1: Personal Web of Connections (10 minutes):
1. Tell participants that we will construct a "Personal Web of Connections" using the *My Web Diagram and Diversity: Reference Sheet*.
2. Ask them to begin by writing their name in the centre circle where indicated.
3. In the small circles, tell them to write down five aspects of themselves that are important to them.
4. Tell them to refer to the list provided on the *My Web Diagram and Diversity Reference Sheet* to give them ideas.
5. Explain that they may add as many extra circles as they wish.
6. While they are working, complete a sample web for yourself on the board or flip chart as an example for the participants.

Part 2: Group Web of Connections (20 minutes):
1. Divide participants into a minimum of three per group.
2. Explain to participants that they should take turns describing their own web diagram to the members of their group.
3. As a facilitator, emphasize the richness of the group's diversity and explore diversity as an asset. Use the *My Web Diagram and Diversity: Reference Sheet* to help facilitate the activity.
4. Explain that if members of the group share a similar circle, they should consider whether this circle mean the same thing by the same aspect of themselves. For example, does "musician" or "artist" mean the same to each person? If they do mean the same thing, ask them to sign their names in the other's matching circle.
5.. Allow time to explore a few of these differences or similarities.
6.. Make sure participants share a similar understanding of the aspect they identify as having in common. You can suggest to them that they may want to re-name an aspect of themselves if needed. For example, a self-designated "feminist" might agree that her definition includes the group "social activist."
7. Tell participants that sharing their feelings about an aspect of themselves or someone else may help to clarify any assumptions they may have or had about them.
8. Ask the group to reflect on the suggested questions below. Follow up with a discussion:
   a. Was there a time when you were very proud of a particular aspect of yourself (circle)?
   b. Was there a time when you felt marginalized or discriminated against because of an aspect of yourself (circle)?

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    c.   Have you felt both pride and discrimination because of an aspect of yourself?

    d.   What is one thing you wish people would never say about one aspect of yourself?

    e.   Can you think of factors within yourself or your society that might lead you to discriminate against aspects of other people? To what extent are these factors within your control? To what extent are they embedded in society?

    f.   What would you have to do to change society and/or yourself in order to change discriminatory behaviour, for example, behaviour towards people with a sexual orientation different from your own?

    g.   Do you and members of your group share a similar circle? If so, write your name in the circle of other participants' matching circles.

Part 3: Large group (30 minutes):

1. Ask the participants to come together.

2. Explain to participants that they will now explore what they have discovered about their similarities and differences by constructing a web for the whole group.

3. On the large flip chart paper (3 taped together) that you prepared, make a Web Diagram similar to the one that was used in Part 1.

4. Write the name of the group in the centre. (For example, Girls' Club)

5. As you take up each question with the group, complete the Web Diagram as indicated below.

6. Begin by addressing the first question to one group of four.

    -   What were the most commonly shared aspects (circles) in your group of four? Place circles with the names of these "common aspects" near the centre with plenty of room inside the circle to add additional groups.

    -   Are there other participants that share any of these more common aspects?

    -   Ask for a show of hands and invite participants to call out their names for addition to that aspect or have them sign their names themselves if appropriate.

    -   Were there any aspects with only two names? Again, write the names of these aspects in circles, this time further out from the centre, and ask for the names of others who might be-long to these less common aspects.

    -   Would you like to mention an aspect to which you alone belong? These should be volun-tary offerings. Add these new circles with group names on the outer edges of the chart without connecting lines.

    -   Again, ask if there are people from other group who might belong in this aspect and add those names.

7. Take a few moments at the end of this discussion to ask participants how they feel about diversity?

Debrief

- With the group, explore why some circles are further out from the centre and why circles with only one person does not have connecting lines.

Success Indicators

Participants are:

- More aware about issues of diversity and inclusion
- Making connections with other group members

My Web Diagram and Diversity: Reference Sheet

Some aspects of identity might be experienced through:

Religion
Hobbies
Belief or ideology
Gender
Ethnicity
Family role
Race
Physical appearance
Ability or disability
Sexual orientation
Age

Education

Example:
Hobbies -
Musician
(piano)

Example:
Religion-
Buddhism

My name is:
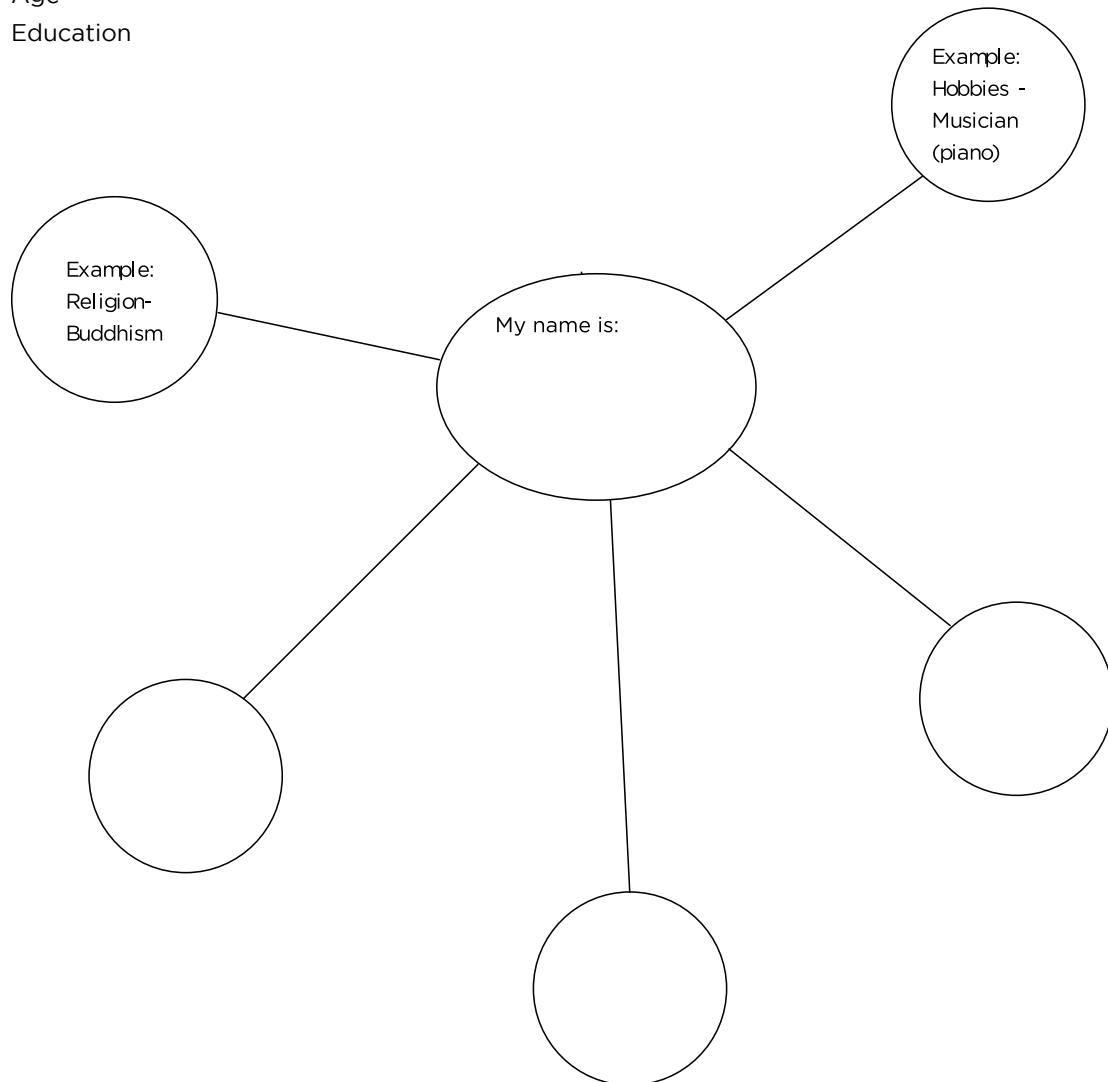
Sexuality and
Gender Identity

Exploring the Bermuda Triangle: A Word Game!

Objective(s) & Context

1. Allow the participants to gain an understanding of the differences between sex, sexuality, and gender.
2. Introduce the participants to words that are used in contexts in which there are discussions of sexuality and gender.

Often we confuse or conflate terminology related to sex, sexuality, and gender. This activity helps everyone in the group to see the differences between these concepts as well as understand how certain words fit or do not fit within these concepts.

Duration: 1 hour

Group Size: 5–15

Age Group: 13 +

Skills: Communication, listening, questioning, sharing, reflection

Format(s) & Technique(s)

Large group activity and reflective exercise

Materials

-*Sex, Sexuality, and Gender Terminology Word List: Reference Sheet* either printed out or re-written in large font
-3 brightly coloured pieces of paper with "Sex," "Sexuality," and "Gender" written on them (one word per piece of paper)
-*Sex, Sexuality, and Gender Glossary: Reference Sheet* *(you make choose to make several copies for participants)*
-Tape (optional)

Facilitation Tips

- This exercise will likely serve as an introduction to many of the words used in the exercise. Make sure that you have a solid grasp on the words you are using in this exercise, so that you can clarify them for the participants. (See attached definitions sheet for some basic definitions).
- If you don't feel knowledgeable about this topic, you can certainly refer to the Knowledge Building sections on Gender Identity and Sexual Orientation, or invite an outside facilitator with experience in talking about gender and sexuality to facilitate this workshop.
- It would be useful to pick and choose the words you are working with depending on the age

group you are working with.
- Make sure that the words are written/printed in a large size, so that they can be easily read from a slight distance. For example, if you are standing up, and they are on the floor you should be able to read them very easily.

Popular Education Prompts

- Make sure to engage the knowledge that participants already have in this exercise, by asking them to share any definitions they have before you define a word for them. The definitions they give may or may not need any further additions from you.

- It is important to be clear in this activity that many of these words are fluid, and mean different things to different people. It is important to respect peoples' self-labelling.

Leading the Activity: Steps to Take

Preparation:
1. Write each word on a piece of paper big enough for everyone in the group to see at a distance. There should only be one word per piece of paper.
2. Place the brightly coloured papers with "Sex," "Sexuality," and "Gender" written on them in a very wide triangle on the floor.
3. This can also be done on a wall instead of the floor. This would require pieces of tape for each piece of paper.

Workshop:
1. Divide the words as evenly as possible between the participants.
2. Ask them to place the words wherever they think they belong in relation to the brightly coloured "Sex," "Sexuality," and "Gender" points of the triangle on the ground.
3. Do not observe them too closely while they do this – there should be some anonymity in who placed what words where, so as to avoid judgement if later as a group you decide to move the words.
4. Once all the words have been placed, ask the participants to look around at the words and where they have been placed.
5. Keep an eye out for any words that they don't know or placements of words that seem interesting to them.
6. Ask the participants if any of them could share their definitions of the words "Sex," "Sexuality," and "Gender." Try to establish at least a vague consensus on a definition for each of the three categories.
7. Ask participants to point out any words that they are familiar with, and give a brief explanation of what that word means. It is at this point that the previous discussion of the differences between sex, gender, and sexuality should be useful.
8. Ask participants to point out any words they haven't seen before or aren't sure of the meaning.
9. When a word has been pointed out, ask the group if there is anyone in the group who has an idea about what this word means, or what it is related to, or why it should/shouldn't be in the spot where it was placed in the triangle.
10. Once people in the group have put forward some ideas, build on them to create a more full definition of the word, give the context in which it is used, perhaps its history, etc.
11. Continue with Step 4, until participants no longer have any words that they are putting forward to define/question.
12. Hand out the package of definitions if participants are interested in having definitions of the words to take home with them.

Debrief

Questions to ask the group:
- How was this exercise hard? How was it fun?
- Ask the participants if the activity was helpful? How or why?
- Do they have any remaining questions?

Success Indicators

- Participants are familiar with some of the basic differences between concepts of sexuality, gender, and sex.
- Participants have a greater comfort with and understanding of some of the words that are used in discussions of sexuality and/or gender.

Sex, Sexuality, and Gender Glossary: Reference Sheet

This handout is adapted from the Trans 101 workshop that was originally put together by the Trans/ Gender Alliance at McGill University around 2004-05.

Adaptations & updates were made by a working group of the Union for Gender Empowerment, also at McGill, in 2008 (due to the fact that the T/GA was at that point defunct). Changes were made and approved via consensus, but we would like to make clear that this is workshop is not a claim to expertise, but rather a tool for some education and an introduction to thinking about trans issues.

Disclaimer: None of the terms given below have a single, set, dictionary definition. The meanings of terms such as these change all the time, and it is important to know what each person means when they use a given term to describe themselves or others. If a person chooses to identify with a term, it is theirs to claim, regardless of whether they fit into the definition given below.

Gender: The expression, behaviour or identification of a person considered as masculine, feminine, androgynous or any mix thereof. Not necessarily dependent on the sex one is assigned at birth or on sexual characteristics. Different communities and cultures have different ways of thinking of gender and classifying people into different genders.

Sex: The male or female (or intersex) classification that one is assigned at birth and based upon one's anatomy. One's sex is often thought of as a much more concrete matter than it actually is: a person's assigned sex may or may not be the same as their present anatomical sex which may or may not be the same as their sex of identity. Even purely biological sex can be defined in term of chromosomes, anatomy, hormones, or any combination, and there are always people who are male under one definition and female under another.

Gender identity: One's inner feelings of being a woman, man, or something else entirely.

Gender expression or presentation: How one expresses oneself, in terms of dress and/or behaviours that can be characterized in ways including (but not limited to) feminine and masculine.

Intersex: People who are born with or develop primary and secondary sex characteristics that do not fit neatly into society's definitions of male or female. Many intersex babies/children receive surgical intervention (without their consent and sometimes without their knowledge) to make their sex characteristics conform to binary expectations. Intersex people do not necessarily identify as trans. While some people may identify with the term hermaphrodite, intersex is considered a more neutral term.

Transgender: Used most often as an umbrella term to include the following: those whose gender identity, behaviour, or expression is different from their assigned sex; those whose gender changes at some point in their lives; those who identify as a gender outside the man/woman binary; those who have no gender or multiple genders; those who perform gender or play with it (e.g. in drag contexts); and others.

Cisgender: Identifying with the gender assigned to you at birth. Some people say non-transgender.

Transsssexual: Those who identify as members of a sex that is different from the sex they were assigned at birth. Many pursue hormones and/or surgical interventions, but not all those who pursue such medical interventions identify as transsexual.

Cissexual: Julia Serano defines this term to refer to "people who are not transsexual and who have only ever experienced their subconscious and physical sexes as being aligned."

Trans: A term commonly used to refer to transgendered and/or transexual people. While it is often used as an umbrella term, some people identify just as trans. Used as an adjective, not as a prefix. In other words, it's appropriate to say *trans person*, not *transperson*.

Gender Non-conforming: A term for individuals whose gender expression is different from societal expectations related to gender.

Transition: The process of changing one's gender expression. It may include any combination of coming out; changing one's dress, appearance, and mannerisms; changing one's name and/or pronouns; hormones; surgery.

Passing: The act of living and/or being perceived as a certain gender, sexuality, etc. This is often used to refer to "succeeding" at presenting the gender a person identifies with, but people can pass in other circumstances, sometimes even when they don't want to. The word passing was originally used in the contexts of people of mixed African-American and white heritage in the U.S.A. who could pass for white.

MTF: A person who transitions from the "male" end of the spectrum towards the "female" end.

FTM: A person who transitions from the "female" end of the spectrum towards the "male" end.

Trans man: A trans person identifying or living as a man. Usually FTM or intersex-to-male. Often will simply identify as a man without the prefix "trans."

Trans woman: A trans person identifying or living as a woman. Usually MTF or intersex-to-female. Often will simply identify as a woman without the prefix "trans."

Queer: A term that was once (and in some places, still is) derogatory. It has been reclaimed to refer to those of non-normative sexualities. Can be used as an umbrella term to refer to gay men, lesbians, bisexuals, cisgendered people, transgendered people, allies, and others, although some people simply identify as 'queer' and nothing else. Not all people in the above subcategories identify as queer, and many people not in the above groups do.

Genderqueer: A term used to refer to non-normative gender identities. It can be used as an umbrella term to cover all gender identities other than man-born-male and woman-born-female, or can be used to refer to a specific gender that is neither man nor woman. The terms "gender variant," "gender outlaw," "omnigendered," "polygendered," and others, all refer to people falling under the genderqueer umbrella.

Two Spirit: A term used among many Native American and Canadian First Nations indigenous groups to refer to people whose gender-variant sexualities and/or gender identities are seen as non-normative

by colonialist non-native mainstream culture. While this concept might overlap with our concept of queer or genderqueer, this concept can only be fully understood from within Aboriginal culture.

Crossdresser: A person who crosses gender boundaries by the way they dress at least partially or part of the time. While some people may identify with the term transvestite, crossdresser is considered a more neutral term.

Drag King: A person who performs a masculine role but may or may not have any masculine expression in their everyday life; generally in reference to a stage performance.

Drag Queen: A person who performs a feminine role but may or may not have any feminine expression in their everyday life; generally in reference to a stage performance.

Ally: A person who actively supports the struggles of a minority or oppressed identity group (such as trans people) but may not be a member of that group themselves.

Femme: A feminine gender presentation, often used to describe a more exaggerated femininity than what society expects. This word is used by and about people who identify as men, women, and/or genderqueer.

Butch: A masculine gender presentation, often used to describe a more exaggerated masculinity than what society expects. This word is used by and about people who identify as men, women, and/or genderqueer.

Gay: Used to describe people who are attracted to people of their same gender.

Lesbian: Used to describe people who identify as women who are attracted to other people who identify as women.

Bisexual: Used to describe people who are attracted to both men and women.

Androgynous: A gender presentation that combines parts of masculine and feminine gender presentations.

Sex, Sexuality, and Gender Terminology Word List: Reference Sheet

Gender
Sex
Gender identity
Gender expression or presentation
Intersex
Transgender
Cisgender
Transsssexual
Cissexual
Trans
Gender non-conforming
Transition
Passing
MTF
FTM
Trans man
Trans woman
Queer
Genderqueer
Two Spirit
Crossdresser
Drag King
Drag Queen
Ally
Femme
Butch
Gay
Lesbian
Bisexual
Androgynous
Feminine
Masculine
Male
Female
Girl
Boy

Gender Stereotyping

Objective(s) & Context

1. Explore the potentially damaging effects that stereotyping/ labelling have on people.
2. Examine the role of media in perpetuating stereotypes/labels.
3. Explore values, attitudes and beliefs that either hinder or help individuals.

Duration: 2 ¹/² hours

Depends on the size of the group

Group size: 20–30

Age Group: 11 +

Skills

Comprehension, analytical and communication skills

Format(s) & Technique(s)

Sharing, reflecting, role-play, small and large group work

Materials

-Flip chart
-Markers
-Gender Stereotyping: Reference Sheet
-Images of women and men in an action (can use magazine clippings copied on transparencies for overhead projection or save images from the web and show with LCD projector depending on available technology and/or resources)

Facilitation Tips

- Prepare two flip chart papers.
- On the first one, write the title "How Men Act"; on the second, write the title "How Women Act." Set these aside for use in Part 3.
- Make sure each participant understands what it is to role-play. You can tell them that it is a skit or small play about the scenario/theme provided to them.
- If five minutes seems like too long for a role-play for the participants, less time can be allotted.
- This exercise may lead to some participants feeling defensive.
- It may be useful to emphasize that there is nothing wrong with being, for example, a girl who likes to cook, but that it is important to recognize that stereotypes are never true for everyone that they are applied to.

Popular Education Prompts

- This workshop is based in role-play, which allows the participants to act out their understanding of gender stereotypes. Take mental note of themes and issues that arise during the role-play. These emergent themes may direct the content of future workshops.
- It could be very useful to have some resources available for participants who are interested in thinking and learning more about gender stereotypes. A book like Kate Bornstein's *My Gender Workbook* might be a good next step, depending on the age range.
- Throughout this workshop, it is important to keep in mind the way that gender interacts with race, class, ability, sexual orientation, and many other factors, and to bring that up throughout the discussion.

Leading the Activity: Steps to Take

Workshop:
Preparation:
1. This activity is divided into 3 parts.
2. Prepare the flip charts.
3. For Part 3, have the images ready to project or to show to the class.

Part 1: Prepare the Role-Play (45 minutes):
1. Divide participants into small groups.
2. Provide each group with one of the following scenarios to role-play.
    - A television advertisement for a vacuum cleaner
    - A parent (can be either father or mother) handling their daughter's first love crush
    - A man and a women going to the movies
    - A television advertisement for sports equipment
    - A modelling agent scouting for a new face
3. Explain that they will create a role-play for the scenario provided and present it to their small group.
4. Ask them to prepare a role-play of a maximum of five minutes in length.
5. Allow 30 minutes to prepare.
6. Encourage the participants to be as creative as they would like. For example, the use of props, images, miming, etc.

Part 2: Present the Role-Play (45 minutes):
1. Ask a group to volunteer to be the first to present.
2. Ask the groups to start by presenting the title of their role-play, as well as introducing each group member by name before beginning.
3. Following each role-play, take a few minutes to ask participants to comment on what they have seen or to ask questions to the small group.

Part 3: Images, Media and Gender Stereotyping (45 minutes):
1. Ask the small groups to reconvene in a u-shape or horseshoe-shape for a large group discussion.
2. At the front of the room, place the flip charts with the titles "How Men Act" and "How Women Act."
3. Prepare your overhead projector. Begin to show the images, one at a time. Do not provide any explanations of the images.
4. Ask the participants to identify how men and women are portrayed in the images.
5. Record their answers on the flip chart paper, under the appropriate title: "How Men Act" or "How

Women Act."

Possible responses for flip charts could be:

How Men Act:	How Women Act:
Macho	Sweet
Brave	Polite
Powerful	Smart
Smart	Neat
Strong	Sexy
Mean	Needy
Don't cry	Quiet

6. Ask participants to think back to their role-play. Can they link their characters' behaviour to what they have identified under each title as specific to "men" or to "women"? Add any new responses participants have to the appropriate title.
7. Lead a large group discussion about "manly" or "womanly" behaviour. Use the suggested questions below:
    • Are these categories completely true? Can you think of ways that people don't fit into these stereotypes?
    • Where do we learn these gender roles? Discussion leads: Who teaches us stereotypes? People on TV/Radio/Internet/school?
    • What TV or movie examples can you share?
    • Where do girls/women learn these messages? Discussion leads: mothers/aunts? How do other people influence our learning about gender?
    • When girls or boys don't fit within these gender stereotypes, what names/put-downs are directed at them? Start with boys or girls, but make sure the focus is on one at a time.
    • How do these names or put-downs reinforce the stereotypes?
    • How does it feel when you are called any of these names?
    • What do you think the person using these names or put-downs is feeling?
    • How do stereotypes limit us?

Part 4: Brainstorm with participants how you can take action:
1. Ask the group what they can do to break stereotypes and change stereotypes that are limiting.
2. Explore scenarios that participants encounter regarding stereotypes at home, school, when the engage with media.
3. Explore interactions with friends, family members, teachers, etc.
4. Ask participants to think about how they can:
    • Make different choices in their own lives that can change and raise awareness about stereotypes and influence others to do the same. Refer back to the scenarios you just explored if needed.
    • Influence broader society, like taking action in the school, in the community, and governments. Explore options for engaging and talking with the media or organizing something at school.

Debrief

Ask the following questions:
- How did this activity make participants feel?
- Were there any parts of this activity that participants would like to discuss more?
- Having thought about gender stereotypes, what are the next steps?

- How do participants think they can use this type of knowledge?

Success Indicators

Participants are:
- More aware of the negative effects of stereotyping and labelling people, especially around gender
- Better able to explain the role of media in perpetuating stereotypes or labels
- Able to make better choices based on their values, attitudes and beliefs that either hinder or help themselves as individuals

Source: Adapted from Media Awareness Network, *Gender Stereotypes and Body Image Lesson Plan*, Ottawa, Canada, 2008: http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/gndr_stereo_body_image.cfm

These are an adaptation of Grade 8 lessons from the Curriculum Healthy Relationships by Men For Change, Halifax, Nova Scotia, a 53-activity, three-year curriculum designed for teens.

The Act Like a Man/Be Ladylike exercises were originated by Paul Kivel, in association with the Oakland Men's project, in Oakland, California.

Gender Stereotyping: Reference Sheet

Who We Are
Human beings experience a full range of emotions.

Who We Are Told to Be
Stereotypes about "Acting Like a Man" or "Acting Like a Woman" can lead to violence and unhealthy vulnerability because they are learned stereotypical attitudes and behaviours. Often "Acting Like a Man" or "Acting Like a Woman" is doing what society thinks we should. We can free ourselves from these restrictions once we see them as unrealistic ideals. The bottom line is that stereotypes are destructive because they limit our potential!

This is not to say that it is wrong for guys to like sports or fixing cars, or for girls to enjoy cooking or childcare. The problem is that we are told that we must perform these roles in order to fit in and be good girls and good boys. It is important for all of us to make our own decisions about what we do and how we do it.

A Stereotype Is...
A stereotype rigidly confirms the belief that if you are a girl or a boy, or a woman or a man, and that you must perform specific roles and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in "women's work" (such as cleaning and child care) and it restricts women from choosing roles that are traditionally "male" (such as engineering and science). A gender stereotype also assumes that there are only two ways to act (manly or womanly), when in reality there is a whole range in between and some altogether different and wonderful!

The Negative Effects of Stereotypes
The concepts of "acting like a man" or being "womanly" do not only relate to attitude. There are also physical expectations connected with these stereotypes, many of which are unrealistic. When we unconsciously try to live up to the standards of these stereotypes, we can do physical and emotional harm to ourselves.

Often, we don't notice this because we tend to mould ourselves to fit these stereotypes. This can be damaging. A boy with a very slight build who wants to be muscular is fighting against himself if he tries to change his physique to match that of the stereotypical male. This can lead to physical and emotional harm because of stereotypes. A girl who is smart and opinionated may be told to be quiet or speak less because it is not womanly. She may then focus on her looks as a way to conform to what images in magazines say she should look like. This is emotional harm caused by gender stereotypes.

Stereotypes are damaging because they limit a person's potential. Stereotypes can also limit how we express ourselves. For example, gender stereotypes about girls say that they should look feminine, have long hair, shave their legs, wear feminine clothes, etc. This can limit how girls and women choose to express their gender.

Believing in stereotypes can influence the way we act. This may lead to taking actions, which result in negative behaviours, even if it is not our desired choice. Stereotypes have the potential to lead to violence when someone wants to "correct" a stereotype that is being broken, or when people feel that they have to live up to certain expectations. For example is someone yells mean things at a girl or woman because she has short hair, chooses not to wear make up, and is wearing pants and work boots.

Sometimes, the images of people in magazines, in movies, and on TV, portray men and women in very

similar ways. These images also affect how we see ourselves. Gender stereotypes portray unrealistic, contradictory, and limiting ways to be a woman, a man, a girl, a boy, etc. These stereotypes are also physical: they show a perfect face, the perfect body, the ideal build; images that are considered totally cool. These images tend to influence the way individuals feel about themselves. This can lead to a loss of self-esteem, because instead of valuing the self and appreciating individual characteristics, the value is placed on wanting to appear or act like someone else.

What Does this Have to Do with Violence?
Disliking one's self can become a subtle form of violence, as actions and beliefs become negative reinforcements and perpetuate the idea of not being good enough, pretty enough, thin enough, etc. Expectations are created that others should also fit into these stereotypes, and we try to fit our friends into these boxes. This can cause lots of problems in relationships.

Questioning Sexuality: Session I Objective(s) and Context

Objective(s) & Context

1. Examine all types of sexuality.
2. Consider discrimination experienced as a result of one's sexuality (homophobia, heterosexism).
3. Determine how one can be more open and accepting of the sexual orientations of others, and to encourage questioning sexualities.
4. Promote acceptance of different sexual orientations.

Duration: 3–4 hours

Group Size: 10–30

Age Group: 13 +

Skills: Analytical, comprehension and communication skills

Format(s) & Technique(s)

Individual reflection, brainstorming, small group work, large group discussion

Materials

-Attitudes, Beliefs, and Sexual Orientation: Reference Sheet
-"Top Ten Fears of Acknowledging Sexuality and Coming Out" Section available further on in this workshop
-Flip chart
-Markers
-Pens or pencils

Facilitation Tips

We must work to create a space in which sexual diversity is accepted and where the girls feel comfortable in discussing sexuality. To do this we should be aware of the following issues while this session is taking place:

- Our own prejudices and presumptions: Use queer positive and non-heterosexist (non-gendered/ sexed) language. For example, if a participant says "I have a date tonight," saying "That's exciting, what are you doing?" is less presumptive than "Great, what's his name?"
- Be aware of the language that is being used in the room.
- Set out a plan with your co-facilitator about how to deal with conflict before the workshop.
- Keep your own emotions in check. If you come across homophobia or homophobic comments

from the group, do not be hostile and do not single a girl out, but rather, restate the rule of re-spect and emphasize that this is a diverse space where all sexual orientations are respected.
- Keep in mind that this may be the first time for a few things, so remember to observe and main-tain a strong group dynamic. Refer back to the ground rules or group agreement. For example this could be the first time:
    - Girls are encountering others of a sexual orientation different from their own and this may be the first opportunity they have had to discuss it.
    - They may be questioning their own sexual identity and are sensitive to the issue (not want-ing others to find out etc.) and could get easily offended and/or hurt.
- This workshop is structured to be a comprehensive introduction, it is not meant to be a deep exploration into each issue. As facilitators, keep your target group in mind and decide what you would like to concentrate on.
- Choose only the issues that are presented in the topics for Attitudes, Beliefs and Sexual Orienta-tion: Reference Sheet, such as legal rights, gender identity, racism as related to sexuality, and dis/ability as related to sexuality and gender.
- Religious and ideological issues that may arise:
    - When discussing sexuality, religion, as well as a variety of ideological perspectives may come up. It is important for the facilitators to realize this and talk openly with co-facilitators about how to handle this issue.
    - As facilitators trying to foster a non-discriminatory space, it is our job to recognize the religious and ideological diversity of the group and to create a space where everyone can voice their opinions while trying to ensure that no one feels singled-out or discriminated against.
    - A suggestion in dealing with religious or ideological issues would be to remind the group of the diversity of everyone in the room, and to create some ground rules of respect and acceptance.

Popular Education Prompts

- Start out by checking in with where the participants are at in terms of knowledge around this topic. For example ask them what they hope to learn through this workshop or whether they have anything to share on the topic.

- Be prepared for the discussion to begin as a basic discussion on the meaning of some of the words we use in the workshop, for example, sexual orientation, GLBTQ, etc.

- It could be useful to have some resources on hand aimed at questioning youth or allies.

Leading the Activity: Steps to Take

Preparation:
1. There are three parts to this activity.
2. Create a flip chart version of the Attitudes, Beliefs, and Sexual Orientation: Reference Sheet and the "Top Ten Fears of Acknowledging Sexuality and Coming Out" blurb.
3. Have copies on hand of the Attitudes, Beliefs, and Sexual Orientation: Reference Sheet for everyone in the group.

Workshop:
Part 1: Part 1 (45 minutes):
1. Post the flip chart version of the questions on the wall.
   2. Hand out one copy of the Attitudes, Beliefs, and Sexual Orientation: Reference Sheet to each each small
   group.
   3. Ask participants to reflect on the questions on their own.
   4. Ask them to complete the questionnaire (20 minutes).
   5. Let them know that this is not going to be shared with anyone else in the room and that in the dis-cussion afterwards, they can share whatever information they feel comfortable with.
   6. Ask participants to form a horseshoe on the floor.
   7. Go over the questions with participants using the flip chart version of the questions on the Attitudes, Beliefs, and Sexual Orientation: Reference Sheet .
   8. For each question, ask participants to only call out words that they used in their answers to describe what they responded, but not their full answers. This might help those participants that are not comfortable with sharing their responses and it will help you to quickly get a sense of where the group is at with this issue.

Part 2: Present the Role-Play (45 minutes):
   1. Lead a discussion with the group on issues around sexual orientation.
   2. Before beginning, read the following quote:

Excerpt from Our Bodies Our Selves For the New Century
"We are all sexual – young, old, married, single, with or without disability, sexually active or not, transgendered, heterosexual, bisexual or lesbian. As we change, our sexuality changes, too.
Learning about sex is a life long process. When we have relationships with other people, sexuality can be pleasure we want to give and get – communication that is fun and playful, serious and passionate.
It can be a tender reaching out or an intense and compelling force that takes us over. It can get us into situations that delight us, and ones we wish we could get out of. Sex can open us to new levels of loving and knowing with someone we love and trust. It can be a vital source of energy.
Misused it can hurt us tremendously. All of us as women face the troubling paradox of seeking to open ourselves to the deep vulnerabilities of sexual loving in a society in which we are often not safe or valued."

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   3. Explain to the group that this activity is about practising acceptance, openness, and talking about sexuality in a place where we are safe and valued.
   4. Remind participants to be respectful of each other's attitudes, beliefs, and expression of their views.
   5. Begin the first discussion on homophobia and heterosexism by sharing the following statement with participants:

Homophobia is the irrational fear and hatred of homosexuality in others and in ourselves.
It affects people of all sexual orientations and can happen at any time in our daily lives.
It makes us reject aspects of our own personality and looks that are not "feminine" enough, causes us to deny attractions that may be natural and right for us, and prevents us from publicly acknowledging our friendships with lesbian and bisexual women.

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   6. Lead a large group discussion using the suggested questions listed below.
   7. You may want to write them on flip chart paper, so that participants can think about them for a few minutes.
      • What are some examples of homophobia from your lives?

- Can you think of a time that someone around you displayed homophobia?
- Can you think of times that you may have made homophobic comments, knowingly or un-knowingly?
- What are some reasons for homophobia? For example, misunderstanding, conservative up-bringing, or fear of the unknown.
- What are the ways people of LGBTQ (Lesbian, Gay, Bi-sexual, Trans and Queer) orientations experience discrimination? Discuss economic, social and political situations of discrimination.

8. Discuss the fears listed below and how they apply/do not apply to everyone in the group.
9. Have participants brainstorm whether there are any fears missing that would be important to add to this list.
10. Let participants know that no one in the group should speak about their own sexuality unless they would like to.

Top Ten Fears of Acknowledging Sexuality and Coming Out
1. Fear of personal shame.
2. Fear of public embarrassment or social ostracism.
3. Fear of being labelled as "not normal."
4. Fear of discussing unpleasant or sexual topics within the family.
5. Fear of loss of family and friends.
6. Fear of confusion about one's own sexuality.
7. Fear of violence.
8. Fear of being "hit upon."
9. Fear of economic or job discrimination.
10. Fear of stereotypes concerning STI's and HIV/AIDS.

Source: Bob Powers and Alan Ellis, A Family and Friend's Guides to Sexual Orientations

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11. Continue the discussion on homophobia and heterosexism by sharing the following statements with participants:

Heterosexism is the belief in the superiority of heterosexuality, belief in heterosexuality being the norm, acting and speaking without taking into account non-heterosexual experience.
It is the institutionalized assumption that heterosexuality is the only normal orientation, and denies [people] of legal, religious, and social privileges.

"Homophobia and heterosexism are politically useful tools for those who want to preserve the "traditional" forms of family life and suppress alternatives."
Our Bodies Our Selves for the New Century

Heterosexism can be very subtle. For example, it can be doctor's forms that ask for the names of your mother and father, or something less obvious such as the fact that a queer child has to "come out" as queer, when straight children do not have to "come out" as straight. By coming out, we are implicitly saying that there is an "in."

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12. Continue the discussion using the suggested questions listed below. You may want to write them on flip chart paper so that participants can think about them for a few minutes:
- What are some examples of how we can be heterosexist without knowing?
- Can you think of situations that you have been in where heterosexism was explicit/implicit?
- What are some institutions that imply heterosexism? For example, marriage or perhaps health classes at school?

13. Ask participants to make a list of things they can do or change in their immediate lives to eliminate homophobia and heterosexism from the world around us.
14. Ask participants to draw or write their responses on flip chart paper.

Part 3: Images, Media and Gender Stereotyping (45 minutes):
1. Ask each group, in turn, to present the results of their small group discussions by presenting the list they created.
2. Once the groups have presented their lists, identify with them the similar ideas presented among the groups, and the unique ideas to each group. You can keep track of the discussion by circling them with different coloured markers.
3. Ask participants what they can immediately start to do to create change (even as soon as they leave the room).

Debrief

Questions to ask the group:
- Was there anything you found especially useful in the activity?
- Ask participants to form a circle to close the session. Then ask participants to go around and share one word with the group that describes how they feel about this session. It is a good way to gauge the general emotions around the room and not leave the participants with heavy feelings unexpressed.

Success Indicators

Participants are:
- Able to explain the differences between sexual orientations
- More comfortable talking about sexuality
- Able to talk about discrimination experienced as a result of one's sexuality and have a better understanding of concepts like homophobia and heterosexism
- More open to differences between people based on their sexual orientation

Sources: Definitions adapted from: BUST Magazine, The Canadian Lesbian and Gay Archives, Gay and Lesbian Community Centre Montreal, Guide to Gracious Lesbian Living; Lilith Publications, Lesbian Sex by JoAnn Loulan; Spinsters Ink, 1984, McGill Women's Union, A Family and Friends Guide to Sexual Orientation by Bob Powers and Alan Ellis; Routledge, 1996, Queer McGill, YouthResources.com, MatthewSheppard.com

Attitudes, Beliefs, and Sexual Orientation: Reference Sheet

1. What does sexuality mean to you?

    _____

2. Can you name some sexual orientations different from your own?

    _____

3. How does society influence our sexuality?

    _____

4. What are some myths that you have heard about people that are homosexual, gay, lesbian, transgendered, Two-Spirited, or intersex?

    _____

5. Do you know people with different sexual orientations than your own?

    _____

6. How do you feel about people with different sexual orientations than your own?

    _____

Questioning Sexuality: Session II

Objective(s) & Context

1. Determine how one can be more open and accepting of the sexual orientations of others, and encourage questioning sexuality.
2. Determine and promote acceptance of different sexual orientations.

Duration: 3 hours

Group Size: 10–30

Age Group: 13 +

Skills(s): Communication, critical thinking, writing, and comprehension

Format(s) & Technique(s)

Journaling and reflection

Materials

-Flip chart paper
-Markers
-Notebooks
-Pencils or pens

Facilitation Tips

- This activity should be done after trust has been established in the group.
- This activity should be done once the participants have an understanding of sexuality terminology, homophobia, and heterosexism.
- This activity should follow Questioning Sexuality: Session I.
- Discussions about reclaiming words can be difficult, especially around questions of who gets to use reclaimed words and when.
- It is important to acknowledge that a large part of the power of reclaimed words lies in who is using them. For example, only people who have been oppressed by a certain word can reclaim it.

Popular Education Prompts

- It could be useful to specifically ask the participants to privately think over words that they have reclaimed, or words that they would like to reclaim. Some examples could include nerd, misfit, etc.

Leading the Activity: Steps to Take

Preparation:
1. Prepare the list of questions for Part 1 on a piece of flip chart paper beforehand.

Part 1 (45 minutes):
1. Lead a discussion with the group on issues around language and sexual orientation.
2. Before beginning, present the statement about reclaiming words to the participants.

   Reclaiming words is using a term that is usually used in a derogatory way to identify oneself. It is reverses the effect of the term, turning a once negative term to a positive one.

3. Continue the discussion using the suggested questions listed below.
   You may want to write them on flip chart paper so that participants can think about them for a few minutes. Make sure to fully explain this activity to the participants beforehand. For example, the reasons for generating this list; the fact that you are by no means condoning the use of these words in a derogatory way; by naming these words, participants are not admitting to have used them, etc.:
   - What are some terms pertaining to sexuality that you would find derogatory?
   - Why are they considered derogatory?
   - Can you think of other words that do not necessarily pertain to sexuality that are now un-acceptable to use today? For example, with respect to race.
   - Have you heard of "reclaiming" a word?
4. Share the example provided below, using the term "queer":
   Example: Queer – A term used by people of non-heterosexual orientations to identify themselves with a non-heterosexual identity.
   It includes being gay, lesbian, and bisexual and is seen as an umbrella term for different sexual orientations.
5. Using a flip chart paper with the title RECLAIMING WORDS at the top, ask participants to brainstorm words that can be/have been reclaimed.
6. Ask them to share how these terms can be used positively. These can include words pertaining to women as well as to sexuality.

Part 2 (20 minutes):
1. Debrief with the participants by having them journal the thoughts and feelings they have.
2. Ask them to write down in their journals the following reflections:
   - The discussion on reclaiming words makes me think of...
   - The discussion on reclaiming words makes me feel...

Debrief Questions
- The above journaling exercise acts as a debrief for this workshop.

Success Indicators

Participants are:
- Able to identify discriminatory language pertaining to sexual orientation
- More comfortable talking about sexuality
- More open to differences between people based on their sexual orientation

Transgender, Transexual Issues, and Gender Identity Workshop

Objective(s) & Context

1. Examine the concept of transgender, transsexual, and gender identity.
2. Determine how one can be more open and accepting of the gender identities of everyone, and encourage the questioning of gender and gender roles.

Duration: 3 hours

Group Size: 10–30

Age Group: 13 +

Skills: Communication, critical thinking, writing, and comprehension skills

Format(s) and Technique(s)

Talk back with a Resource Person, journaling and reflection

Materials

-Flip chart paper and markers
-Note books and pencils/pens

Facilitation Tips

- For this workshop, you may want to invite a resource person who has experience giving trans workshops.
- It is inappropriate to ask someone who is transgender to lead this workshop if their only credentials are being transgender. Doing so would be tokenizing this person, and forcing them to speak on behalf of all transgender people, which is unrealistic and detrimental to other peoples experiences.
- If the resource person you invite who has experience giving trans workshops is trans, it is up to that person if they wish to speak about their own experiences.
- Participants should be encouraged to ask general questions. For example, "Are the everyday lives of trans people different than non trans people?" and not personal questions like, "Have you had any operations?" or "How do you have sex?"
- An important thing to emphasize is that gender is a socially defined category. The girls in the workshop may be hesitant to talk about this as it has been ingrained in our mind that there are only two genders, female and male. It is also important to emphasize that gender and sexuality are two different things, although they are closely related.
- Be clear on making the point that a transgendered person is not necessarily gay, lesbian, bisexual, or queer.

Popular Education Prompts

- It may be useful to start your discussion on gender identity with questions to the participants about how they personally do and don't fit into certain gender stereotypes. Low-intensity examples of these sorts of questions could include girls who are really into science and math, sports, etc.

Leading the Activity: Steps to Take

Workshop (1 hour and 10 minutes):
1. Lead a discussion with the group on transgendered issues and gender identity.
2. Continue the discussion by presenting the statement on transgendered issues and gender identity to the participants.

   Gender identity and sexual orientation are not the same thing.

   Transgendered people have varying sexual orientations, identifying as heterosexual, lesbian, gay, bisexual, or as queer – to name a few.

   It is important to think about gender identity and how it influences our lives, as the rigid two-gender system gives rise to homophobia, heterosexism, sexism, male privilege, and violence against women.

3. Continue the discussion by using the suggested questions listed below. You may want to write them on flip chart paper so that participants can think about them for a few minutes.
   - Have you heard the term "transgender" before? What do you think it means?
   - What do you think about the idea that there are more than two genders?
4. Once the participants have discussed the questions, present the definitions taken from Our Bodies Our Selves for the New Century.

Definitions from Our Bodies Our Selves for the New Century

Transgender: *Most commonly used as an umbrella term, which includes all people who in some significant way defy or challenge stereotypical definitions of gender, or who have a conflict with or question about the gender they were assigned at birth. "Trans" is an abbreviated term in current use.*

Female to Male Transsexual (FTM): *Someone who was assigned female at birth who identifies and lives as a male.*

Male to Female Transsexual (MTF): *Someone who was assigned male at birth who identifies and lives as a female.*

Transphobia: *the irrational fear or hatred of transgendered people.*

Transsexual: *Those who identify as members of a sex that is different from the sex they were assigned at birth. Many pursue hormones and/or surgical interventions, but not all who pursue medical interventions identify as transsexual.*

Debrief

- Debrief with the participants by having them journal the thoughts and feelings they have.
- Ask them to write down in their journals the following reflections:
    - The discussion about transgendered issues makes me think of...
    - The discussion about transgendered issues makes me feel...

Success Indicators

Participants are:
- Able to identify discriminatory language pertaining to gender identity and transgendered persons
- More comfortable talking about trans issues
- More open to differences between people based on their gender identity

What We Hear, What We Think: Looking at Messages in Pop Music

Objective(s) & Context

1. Examine gender stereotypes.
2. Discuss power dynamics.
3. Discuss concepts like "sex sells" or "violence sells" in pop music and videos.

This workshop allows us to listen deeply and examine the image and messages that we receive from popular music. The exercise builds girls' ability to think critically and more deeply about their surroundings, in this case, the popular culture that is all around us.

Duration: 1–2 hours

Depends on the group size and the amount of music and videos to be examined

Group Size: 5–20

Age Group: 11 +

Skills: Critical thinking, media literacy, communicating in a group.

Format(s) & Technique(s)

Listening to music and watching videos, large group discussion.

Materials

-Computer with music videos and/or music tracks ready to be listened to
-Print-outs of song lyrics for each participant (you can usually get this on the Internet)

Facilitation Tips

- Try taking a variety of songs with different messages. Messages that can be interpreted as positive and negative and maybe both at the same time
- You may want to introduce new artists to the participants who have strong, positive messages for girls and young women. Sarah Jones and DJ Vadim "Your Revolution" is an example.
- Acknowledge that we may like the beat or sound of some songs, even when the lyrics or visual messages are harmful.
- Acknowledge that some songs are very complex and may send mixed messages.

Popular Education Prompts

- Ensure that most of the songs you look at are generated from the girls in the group. Maybe the day before ask them to tell you what they are listening to these days.

- This activity can highlight themes that resonate with the girls. Be aware of patterns in their experiences.

- You may want to follow up with a different workshop shortly after to address issues that were raised. Possible issues could be dating, relationship, inequalities in society, racism, sexism, poverty…

Leading the Activity: Steps to Take

Preparation:
1. Ask the participants before the workshop what music they listen to. This can help you choose which videos and songs to prepare.
2. If you have access to a computer, download videos and songs to show during the workshop. If you don't have access to a computer you can listen to the song on a stereo.
3. Choose one or two songs with "negative" images of women or other groups in society, and one or two songs with "positive" images. Many songs contain both.
4. It is also helpful to prepare discussion questions prior to the workshop.

Workshop:
1. Begin by making it clear that it is OK to listen to any music genre or to watch any music video of their choice.
2. Explain that the purpose of the activity is to take the opportunity to listen more closely to the messages that we are receiving.
3. Show the first music video or play the first song on a stereo.
4. Distribute sheets with the lyrics of the song.
5. Have participants read the lyrics aloud to the group. Each participant can read one or two lines, or pass if they do not want to read.
6. Ask participants to say if any words are shocking to them. Ask why.
7. Facilitate a discussion on the messages communicated in this song.

Discussion questions can include:
- What is the song about?
- What are the images or messages that are being communicated by the song or music video?
- Is there respect between the people portrayed? Is the respect one-sided or is it give and take?
- If the lyrics suggest violent solutions to problems, why does it seem to be OK within the song?
- Would you like to be the person portrayed in the song? Why or why not?
- Ask what is the possible impact if there are harmful words?
- Are there any songs that make you feel great? That make you feel good about yourself, or that make you want to do your best?
- Repeat by showing the remaining videos or laying the remaining songs.
- End with a video or song with positive images of women.

Debrief

Questions to ask the group:
- How did this workshop make you feel?
- Is there anything you would like to know more about?
- Did you learn anything new?
- Do you have questions?

Success Indicators

Participants are:
- Listening and watching the songs and videos
- Talking in the group
- Asking questions or coming up with ideas that seem new to them
- Able to criticize negative messages in songs
- Enjoying the music

Source: Adapted from Batshaw Youth and Family Centres. "Song Lyrics: Healthy or Unhealthy?" L.Y.L.O. Program: Liking Yourself, Loving Others. Editor: Lynn Dion (Montreal: Batshaw, 2004).

Violence Prevention

What Violence Is...

Objective(s) & Context

- Examine concepts of violence.
- Identify a working definition of violence as a group.

This activity is meant to be a springboard for further activities that focus on dating violence, inter-personal relationships, or violence in general.

Duration: 60 minutes

Group Size: 10-30

Age Group: 11 +

Skills: Increased knowledge about violence, analytical skills

Format(s) & Technique(s)

Reflection, small groups, large group discussion

Materials

-Flip chart
-Markers
-Pad of paper
-Pencils/pens
-What Violence Is... Definitions: Reference Sheet
-Understanding Violence: Reference Sheet
-Post-its
-Resources like pamphlets, websites on violence prevention, healthy relationships, information about the school counsellor (for example, where they are located, hours of operations, etc.)

Facilitation Tips

- All facilitators should note that when people are invited to have a conversation about violence, it is difficult to separate one's own experiences or what one has witnessed from a purely conceptual exercise. Your participants will most likely make comments, even if uninvited, about violence they have seen or experienced during this exercise. This is important because one of the reasons we try to create spaces for workshops like these is to make sure that the violence that girls and young women face does not go unnoticed. However, it is also important to plan for the event that someone in your group would like to talk further about something they are living or something they have witnessed. This can be done with a counsellor in the agency you work with, or by having a counsellor present.
- Please feel free to consult the Facilitator Tips on Helping Girls Cope with Violence in the Amplify Manual when doing this or any workshop that can trigger experiences of violence.
- You can create a flipchart version of the questionnaire, if you choose to make that part a large

group discussion. However, encouraging writing is a way of strengthening reflection and ana-
lytical skills.
- If you find participants are hesitant to write, remind them that they don't have to be perfect writ-
ers for this exercise, the point is more about the ideas that come out of it.
- Be sensitive to the fact that there are other ways to strengthen analytical skills. Be prepared
with alternatives to writing: an exercise where one person writes while others reflect, a collective
mapping exercise, a drawing that can be explained verbally.
- Be ready with resources in case this workshop leads to difficult discussions.

Popular Education Prompts

- Encourage participants to think of their realities when answering questions like: "What is your
understanding of...?"

- Encourage participants to add to the questionnaire their own words related to violence or vio-
lence prevention.

- You may want to refer to the Violence Prevention Knowledge Building Section in the Amplify
Manual for more information, definitions, statistics, etc.

Leading the Activity: Steps to Take

Preparation:
1. There are two parts to this activity.
2. Make copies of the questionnaire entitled Understanding Violence: Reference Sheet.
3. Create a flipchart version of the What Violence Is... Definitions: Reference Sheet.
4. Create a flip chart with two columns, one titled "Peace and Respect," and the other titled
"Violence and Oppression."

Workshops:
Part 1 (30 minutes):
1. Post the flip chart version of the questions on the wall.
2. Divide participants into small groups and hand out one copy of the Understanding Violence:
Reference Sheet and What Violence Is... Definitions: Reference Sheet to each small group.
3. Ask participants to reflect on the questions individually and with the members of their group.
4. Ask each small group to write down their responses on the flip chart paper provided to them.
5. Tell them to post their group's responses on the wall.
6. Explain to them that they can use the reference materials to help them answer the questions.

Part 2 (30 minutes)
1. Post the flip chart paper with "Peace and Respect" and "Violence and Oppression" columns on
the wall.
2. Ask the group to call out words that describe each of these categories, using the responses they
discussed in Part 1.
3. Ask participants to reflect on how "Peace and Respect" and "Violence and Oppression" are
portrayed in their communities. Ask if they want to call out any new words.
4. Write these words on metacards or post-its and put them in the appropriate column. You can use
two different colours of metacards to further highlight the differences.
5. When you have a complete list for each category, ask the group if there is anything missing or
anything in the wrong place. Ask participants to come up to add or redirect words they think are
necessary.
6. Also, as the facilitator, if you think there are words still unidentified by the participants, suggest
these, and ask where they think they should go and why.
7. On a separate flip chart paper, write down "Peace is..." and ask the group to come up with a
definition, using the information they provided.

Prompts for Critical Reflection

- What is violence usually considered to be? For example, is it always visible and physical?

- What else could it include?

- Can anyone be violent? For example, is it specific to gender, age, ethnicity... or not?

- Who else shares our definition of peace? For example, does the United Nations, do your parent(s), would your classmates? Why or why not?

- Is there anything that you disagreed with on the What Violence Is... Definitions: Reference Sheet? Was there something written that you think is not true? Are there examples on the handout that are very true? Is there anything you would add?

Debrief

- In a circle, ask each participant for a final thought about one idea on how they can create more of what we have defined as "Peace"?
- Thank the group for sharing their responses.
- Remind participants that you have resources on violence prevention, healthy relationships, and about the school counsellor.
- Ask the group how they can promote peace in their class, school, and community.
- Close the discussion by asking participants if they have any questions or remaining thoughts.

Success Indicators

1. Participants are talking amongst themselves in small groups, filing out the questionnaires, and adding new words.
2. Participants are able to reflect on the concepts, pose questions, and give informed opinions.

Source: Information Adapted from Making the Peace, Session 2, pages 42–47

Understanding Violence: Reference Sheet

1. What is your understanding of the term "aggression"?

   _____

   _____

   _____

2. What is your understanding of the term "respect"?

   _____

   _____

   _____

3. What is your understanding of the term "oppression"?

   _____

   _____

   _____

4. What is your understanding of the term "love"?

   _____

   _____

   _____

5. What is your understanding of the term "violence"?

   _____

   _____

   _____

6. What is your understanding of the term "peace"?

   _____

   _____

   _____

What Violence Is...Definitions: Reference Sheet

Definitions of Violence

Violence can be a lot of things. It can be the violence that we do to ourselves, such as harmful coping strategies like eating disorders, self-harm, drug and alcohol abuse. Violence can also be experienced in relationships with our family, friends, and partners (boyfriends and girlfriends). We can also experience violence from the community or larger society in forms of discrimination like racism, sexism, poverty, etc. This last form of violence is often hard to identify, and it changes over time and across different societies.

Violence can also be the use of aggressive, physical force to injure somebody or damage something, or it is the effect created by the threat of this. It is an extremely destructive or uncontrollable force. Violence is an intensity of feeling, or form of expression that is oppressive, hurtful, harmful and damaging to either one's self or to others.

All of these forms of violence can result in an experience of anger, shame, guilt, worthlessness, helplessness, hopelessness, anxiety, and/or depression, amongst other feelings.

Violence is not an expression of love, it is an abuse of it. Violence is not security and trust, it is an abuse of it. Violence is not nurturing to one's self or to others, it is abusive.

Violence doesn't only affect "other" people, it can affect anybody. Violence doesn't only happen in certain situations, it can happen in any situation.

Violence isn't only physical; it can be sexual, emotional, mental, spiritual, and/or economic. It can happen inside the home and outside the home. One type of violence usually means other types of violence are present or possible.

Violence Is...

Abusing Emotionally
Put-downs, name calling, making someone believe they are crazy, playing mind games, humiliation

Using Intimidation
Using Intimidation Instilling fear with looks, shoving, gestures, smashing belongings, abusing pets, displaying weapons

Using Isolation
Controlling others' actions, interactions, time, limiting others' social time, using jealousy to justify

Violence Is...

Using Neglect
Not providing the resources or care that is needed.

Denial and Blame
Making light of negative behaviour, denying it happened, shifting responsibility, saying the other is the cause

Source: Adapted from Domestic Abuse intervention Project, 1986, USA

Three Questions: Talking about Human Rights in Our Lives

Objective(s) & Context

1. Build increased trust within the group.
2. Connect personal experiences to the idea of human dignity and human rights.

Our human dignity can be upheld and violated in our daily lives and we each have the capacity to violate or uphold another person's human dignity.

The denial or affirmation of our human dignity is often based on our relative power or privilege of race, class, gender, sexual orientation, immigration status, age, educational level, disability, etc.

Human rights are ethically and morally based in respect of every person's human dignity.

Duration: 50 minutes or more

Group Size: 10

* More could be added, but additional time would need to be allocated to the exercise

Age Group: 10 +

Skills: Ability to correlate human rights to their lives and the lives of others, interpersonal communication skills

Format(s) & Technique(s)

Pairs and large group activity, conversation

Materials

-Flip chart paper
-Markers
-Masking tape
-Pens

Facilitation Tips

- It is important to set a tone of mutual trust and respect before this activity by conducting an icebreaker activity, emphasizing ground rules before the exercise, and giving participants the option to pass.
- The facilitator needs to have a strong idea of what human dignity means, as well as what a human dignity violation is. It is a good idea to have examples prepared.
- Emphasizing the group's collective responsibility to one another reinforces an atmosphere of trust and shared experience.

- Stress the importance of confidentiality: what is shared in the group stays in the group and should not be discussed outside the group.
- Talking about human rights violations may be challenging for participants, especially in a climate without trust. In some instances, this exercise can also trigger difficult memories or experiences for participants. It is important to come to the workshop prepared with resources should participants require them.
- Encourage participants to draw from all their experiences, including "small" incidents. What matters is not the perceived gravity of a violation, but the way it made a participant feel.

Popular Education Prompts

- Begin after an introduction exercise and an icebreaker activity that explores the concept of human dignity. For example, what images, words, would participants use to describe dignity or human dignity?
- This exercise could be followed by adding new information about human rights and/or human dignity.

Leading the Activity: Steps to Take

Preparation:
1. Be familiar with concepts like human dignity and human dignity violations.
2. Prepare "three questions" for reference and write on the flip chart paper. Hang it in a place that is visible to the group.

Workshop:
1. Assemble the group.
2. Ask participants to find a partner, preferably someone they know. If there are an odd number of participants, form a group of three.
3. Ask participants to consider the three questions on the flip chart and then share their answers with their partners (10 minutes). Questions could include:
   - Name a time when your human dignity was violated. Ask participants to share something that they are comfortable talking about in the group.
   - Name a time when you denied someone else his/her human dignity.
   - Name a time when your human dignity was upheld, or you upheld the human dignity of someone else.
4. After everyone has had a chance to share with their partners, bring the large group back together in a circle.
5. Ask each person to introduce herself and then share answers to one of the questions with the large group.
6. Offer the option for participants to pass.
7. For groups with more time, you may want to go around the circle three times, focusing on a different question each time.
8. When people have finished, process the activity with the large group (10 minutes), by asking:
   - What did you notice during this exercise?
   - Did anything surprise you?
   - Are there particular groups of people whose human dignity are denied or upheld more than others? Why do you think this is?
   - What would make it possible to better protect human dignity in your life and in the lives of others?
9. After the group has discussed these questions, review the following questions (10 minutes):
   - How do we violate or uphold other people's human dignity?
   - How is our relative power or privilege (race, class, gender, sexual orientation, immigration

status, age, educational level, disability, etc.) related to our denial or affirmation of human dignity?

- Are human rights ethically and morally based in upholding each person's human dignity?

Debrief

- Ask the group if they want to spend more time on any issue or topic raised in the workshop.
- Do they have lingering questions?
- Share resources related to human dignity. Is there any additional information that the group would like?
- Is the group motivated to take action against human dignity violations? Why? How do they want to take action?

Success Indicators

- Participants clearly correlate human rights to their lives and the lives of others.

Source: Andrea Canales, Go Girls

Intergenerational Activities

Intergenerational Appreciation

Objectives & Context

1. Promote intergenerational sharing.
2. Bridge generations and create space for everyone in our organizing.
3. Create an effective and grounded strategy for including young women at all levels of movement building.
4. Support a caring environment where all women feel included.

Duration: 40 minutes – 1 hour

Group Size: Works best with large groups where many age groups are represented

* Can be adapted for younger groups

Age Group: 12 +

* Can be adapted for younger groups

Skills: Ability to correlate human rights to their lives and the lives of others, interpersonal communication skills

Format(s) & Technique(s)

Large group activity and reflective exercise

Materials

-Flip chart paper for each group
-Markers
-Pre "flip charted" questions
-Group tables

Facilitation Tips

- In this workshop, participants are separated into age groups that span ten years (for example: twenties, thirties, forties, etc.), with all participants under 20 together. If there are many participants under 20, consider further breaking up this into more groups (15–20 year-olds, under-12, etc.).
- If many generations are not present, impressions can still be shared about other generations by splitting the group into smaller groups, each representing a generation. Each group's discussion would reflect this perspective. All groups would then come together to share.
- The workshop can be adapted to include young participants as well. To do this, consider other means of expression, such as drawing or acting, and assign an older participant or facilitator to the younger group to help write down ideas.
- Allow the groups to self-facilitate, but try to have one facilitator, support person, or someone who knows the process per group to help stimulate discussion and answer questions.
- No ideas are wrong, but encourage them to be positive!

Popular Education Prompts

- Why is it important to create intergenerational organizing?

- In what ways have participants already engaged in intergenerational activities/work/organizing?

- What can we do now to work together and create intergenerational spaces?

Leading the Activity: Steps to Take

Preparation:
1. Flip chart sheets, marked up with rows for each "generation" group, along with the following guiding questions:
   - What are the gifts of this generation?
   - What do women of this generation contribute to social change?

   These sheets will be given to each generational group to fill in.

   For example, the flip chart sheets could look like this:

Under-20s Group			30s Group	
Generation	What are their gifts and contributions to social change?		Generation	What are their gifts and contributions to social change?
20s			Under-20s	
30s			20s	
40s			40s	
50s			50s	
60s & Elders			60s & Elders	

2. Flip chart sheet with guiding questions. For example:
   - What are the gifts of this generation?
   - What do women of this generation contribute to social change?

Workshop:
1. Explain the context:There are many women of different ages and generations present. This workshop was created to explore the uniqueness of each age and to bring awareness to what each "generation" contributes to social change.
2. Present the guiding questions (written big and put on the wall).
3. Divide the group according to age. The groupings will depend on the age and number of participants. We typically have four groups: Under-20s, 20s, 30s, and 40s & Elders.
4. Give each group their corresponding flip chart sheet and markers to write with.
5. Ask each group to talk about what the gifts and contributions are from other generations. Ask them to write their responses on the sheets.
6. Share perspectives. When the groups have finished discussing, choose one group to be the first to "receive" appreciation (they will only listen and not respond).
   For example, begin with appreciating the Under-20s. Ask the 20s to say what they think of the Under-20s. Then ask the 30s,and the 40s and Elders to share what they think of the Under-20s.
7. Invite reactions. When the groups have finished sharing their appreciation, the group being "appreciated" can share their reaction.

For example, ask the Under-20s to share what they think of what the others said about them. Ask them how it feels to receive this feedback.

8. Repeat the process for each of the other age groups.

Debrief

This can be a very powerful workshop. It is important to debrief to close the session and make sure that everyone is feeling okay with moving on. The debrief does not need to be intensive, if there are many people, a physical debrief/closing (like a connections map) might work for your group. If there are fewer people or if you have extra time, a longer go-around might work. It depends on your time frame and the rest of your program. You will definitely want to give a short break to your group afterwards to gather their thoughts before moving on.

Physical Debrief Ideas:
Connections Map
*   Ask people to move to the person they connected with during the day and put their right hand on their shoulder.
*   Give everyone a second to see this.
*   Next, ask them to leave their hand on that person's shoulder, while at the same time placing their left hand on the shoulder of someone they would like to learn more from.
*   Pause here for a moment so that everyone can absorb this image.
*   Talk about how this is a reflection of our connections. How it was here already before today, but that we were able to build it stronger together.

Walk in the woods
*   Offers a space to see what is resonating with people from the workshop, bring out questions and "Ah ha!" moments.
*   Ask participants to walk around the space as if they are walking through a park. Encourage them to think about what has come up for them throughout the day. Give them a minute or so to do this on their own.
*   As they cross paths with others, ask them to touch their index fingers together and share what they put their finger on ("Ah ha!" moment) during the day. Allow another minute for this.
*   As they cross paths, ask them to share what question remains with them from the day. Allow 1 minute.
*   Come back into a circle and share the questions people are comfortable saying. Record the questions as they form the basis for next steps.

Success Indicators

*   Participants have a chance to reflect on their own generation and their roles.
*   Participants share their impressions of the positive qualities that other generations have.
*   There is a greater understanding of each generation and how they can work together.
*   Everyone is laughing and there is a strong connection felt between participants.

Powerful Women: Sharing Stories

Objective(s) & Context

1. Reflect and honour the women in our lives.
2. Identify patterns in strong women's stories so that others can learn.
3. Encourage meaningful connections across generations through sharing and honouring different generations.

Duration: 1 ¹/₂ hours

Group Size: Works best with large groups where many age groups are represented

* Can be adapted for younger groups

Age Group: 12 +

Skills: Sharing, communication, reflection, listening

Format(s) & Technique(s)

Small and large group discussions

Materials

-If you want to take notes (not required):
-Flipchart, blackboard or eraser board
-Markers or chalk

Facilitation Tips

• At least a few hours (or a few days) before the workshop, identify three girls, young women or women in your program from different generations. Ask them if they would be comfortable sharing a story from their lives that describes how they overcame a challenge or a moment when they felt most powerful. If so, invite them to share their stories.
• Consider recording the common themes and patterns that arise in the shared stories on a flip-chart.
• Participants made need a moment if stories are shared about women who are no longer with us.

Popular Education Prompts

• Stories are grounded in the experiences of the participants.
• Is there a way to identify patterns in the shared stories?
• Do these patterns reveal factors that enable or act as barriers?
• How can the group support each other to have more moments of feeling strong and empowered?
• How can the group take action in their communities for more women to learn from each other's strengths?
• How can the group take action to support more women in their communities to feel strong and empowered?

Leading the Activity: Steps to Take

Preparation:
1. Identify and invite three women from different generations to share their story in the workshop.
2. If using a flipchart, have it set up with markers for writing.

Workshop:
1. Divide the group into small groups of three to allow for intimate sharing.
2. Each person tells her group about a powerful woman who has inspired her. Allow 10 minutes per group member (for a total of 30 minutes) for small groups to share their stories amongst themselves.
3. Bring everyone together again as a large group.
4. In the large group, ask if participants noticed any patterns in the stories. What kind of power did these women possess? Allow 20 minutes for large group sharing.
5. Ask the three women from different generations to share a story from their lives that describes how they overcame a challenge or a moment when they felt most powerful. Ensure that each speaker has 10 minutes to share her story.
6. Ask the whole group if they see any more patterns in these stories? Ask what the group takes away from this discussion?

Debrief

Questions
- How did the workshop make participants feel?
- Will these stories have an impact on their work? How?
- Do participants need extra support or counselling if the stories have triggered strong responses?

Success Indicators

- Participants talk about strong women in their lives and listen to one another
- Participants are able to identify patterns in the shared stories
- The group is warm, friendly, and supportive of each other
- Connections are made across generations

Growing Up and Growing Older

Objective(s) & Context

1. Examine ageism by exploring stereotypes about older and younger people

This activity teaches participants about tolerance and stereotyping. It helps young people to confront the issues of ageism that present challenges to both themselves and to older people.

Duration: 45–60 minutes

Group Size: 10–30

Age Group: 14 +

Skills: Communication and analytical skills, comprehension

Format(s) & Technique(s)

Buzz groups, large group discussion

Materials

-*Growing Up and Growing Older Quiz: Reference Sheet*
-Flip chart
-Markers

Leading the Activity: Steps to Take

Preparation:
1. Make a flip chart version of the Growing Up and Growing Older Quiz: Reference Sheet to use in Part 2 of the activity.

Workshop:
Part 1 (20 minutes):
1. Divide participants into a maximum of four small groups.
2. Provide each small group with a copy of the Growing Up and Growing Older Quiz: Reference Sheet on age stereotypes.
3. Go over the instructions on the Growing Up and Growing Older Quiz: Reference Sheet with the participants.
4. Explain that each statement should be discussed among the group to determine which age group that statement belongs to.
5. Ask each group to complete the quiz.
6. Tell them to write down the key points of their discussion in the space provided below each statement. Why did they choose that age group? If they are undecided, why?
7. Have one or two participants volunteer to present the results of their discussion to the large group in Part 2.

Part 2 (40 minutes):
1. Ask participants to form a circle.
2. Using the flip chart version of the Growing Up and Growing Older Quiz: Reference Sheet, ask the volunteers from each group to provide the response to each question.
3. Collect the responses from all of the groups before continuing to discuss the comments.
4. Continue using the flip chart version of the Growing Up and Growing Older Quiz: Reference Sheet. Select 5 out of the 10 questions and ask the participants to discuss why they chose that particular age group for that question. If they were undecided, ask them to discuss why.
5. Ask the participants the following suggested questions:
   - Both older and younger people can be victims of stereotypes, prejudice, and discrimination because of their age. In what other ways is being young, similar to being old?
   - What kind of actions can we take to address age-based prejudice and discrimination (called ageism)? How might older and younger people work together to resolve this problem?
   - Ask participants to brainstorm about what they appreciate about each generation.

Debrief

Questions to ask participants:
   - How did this activity make you feel?
   - What did you learn?

Success Indicators

Participants are:
   - More aware of how age stereotypes can affect intergenerational relationships

Source: Adapted from Teaching Tolerance Activity: http://www.tolerance.org/teach/magazine

Growing Up and Growing Older Quiz: Reference Sheet

With the members of your group, complete this quiz.
Each statement represents a form of stereotyping, prejudice, and discrimination that young and old people experience. Identify which statement applies to young people and which apply to old people. In the comment space provided, explain your choice.

	Statement	Young	Old	Comments
1.	They always stick together and keep their distance from other age groups.			
2.	I hate they way they drive. They're a menace to the road.			
3.	They're always taking and never giving. They think the world owes them a living.			
4.	They're so opinionated. They think they know it all.			
5.	They're never satisfied. They're always complaining about something.			
6.	Don't hire them because you can't depend on them.			
7.	I wish I had as much free time as they have.			
8.	They're always so forgetful.			
9.	They're always hanging out at parks and shopping malls.			
10.	They should act their age.			

What Do They Think of Me?

Objective(s) & Context

1. Address stereotypes related to different ages and generations.
2. Promote intergenerational sharing.
3. Bridge generations and create space for everyone while organizing.

Duration: 45–60 minutes

Group Size: 10 +

Age Group: 12 +

Skills: Sharing, communication, listening

Format(s) & Technique(s)

Small and large group discussions, brainstorming, writing

Materials

-Flip chart paper
-Markers
-Tape

Facilitation Tips

- This workshop is best used as an Ice Breaker before an asset-based (positive-oriented) inter-generational workshop.
- Frame the workshop as a fun way to challenge stereotypes and create intergenerational dialogue.
- It is possible that potentially harmful and loaded stereotypes will be listed in groups' answers. It is important to ensure that a discussion and understanding around what stereotypes are, as well as an attempt to understand where they come from, so that these stereotypes are challenged together as a group. It is the job of the facilitator to support the participants in challenging stereotypes, rather than reinforcing them. This means that the facilitator may need to bring new information to the group to help explain and challenge certain stereotypes related to different age groups. For example, if the teen group answers that other age groups think they are lazy, consider bringing in information about youth-led initiatives or organizations, as well as addressing some of the barriers that prevent youth engagement.
- Reinforce the positive statements that are made about other generations.

Popular Education Prompts

- Bring in new information (like research, statistics, pamphlets, testimonials, etc.) when needed to help dispel stereotypes related to age. Give statistics if they are interesting, and/or overviews of the social and economic challenges faced by each generation. This can give an "objective," big-picture perspective to the issues that arise during the workshop. It can remind people of the

What Do They Think of Me?

contexts in which people older or younger than them came of age, and the constraints or advantages they may now face.

• How can we take action against stereotypes related to age?

• How can we address the barriers that affect different age groups?

Leading the Activity: Steps to Take

Preparation:
1. Tape pieces of flip chart paper to the wall in different parts of the room. Groups will be assigned to different areas with the paper to brainstorm and write down their answers.

Workshop:
1. Divide groups according to age/generation. Use the following divisions or make up one that suits the group:
   • Teens
   • 20s
   • 30s
   • 40s
   • 50s
   • 60s & Elders
2. Each group takes about 10–15 minutes to brainstorm a short list of what they believe other generations think of their own generation. For example, the teens could answer the following questions:
   - What do the folks in their 20's think of us?
   - What do the folks in their 30's think of us?
3. Repeat for each age group.
4. Each group writes their answers on the flip chart paper taped on the wall.
5. After the brainstorming is completed, bring the whole group together to look at the answers from one of the age groups. Ask someone from the selected age group to read these answers aloud. Ask for clarification when needed. Engage other members of the group in explaining their responses.
6. Once the group has finished presenting and explaining their answers, ask the group at large: "Is this true, is this what other age groups think of this age group?"
7. Ask the group who presented their answers to respond to the generalizations and stereotypes they have written down about themselves: "Is this true, is this what your generation is like?"
8. Repeat steps 4–6 for each age group.

Debrief

• Ask participants how different stages of the workshop made them feel.
• If needed, go over the definition of "stereotype."
• Check whether participants need to spend more time deconstructing a particular assumption or stereotype.
• Ensure that you promptly follow-up the workshop with any necessary resources to help support future action planning or knowledge building.
• Follow-up with an asset-based (positive-oriented) intergenerational workshop.

Success Indicators

• Participants share together in small groups.
• Participants generate their lists in a light-hearted way.

- The large group actively tries to challenge stereotypes.
- Participants express that they have gained new knowledge or a new perspective.
- Participants are communicating across generations.

Source: Adapted from a Movement Project workshop entitled Generational Shifts in Leadership.

Directions to Leadership/Mentoring

Objective(s) & Context

1. Uncover skills that mentors may have.
2. Explore the impact those skills have with their peers and in their community.
3. Promote mentor's skills that are required for making a difference in people's lives.

Duration: 1 ½ hours

Group Size: 14 +

Age Group: 10-25

Skills: Leadership, communication, problem-solving, self-management , competitive, social and co-operative skills

Format(s) & Technique(s)

Brainstorming, large group work

Materials

-Flip chart paper
-Markers
-Butcher paper for a long banner
-Coloured pencils
-Paint, etc.,
-Leadership/Mentoring: Reference Sheet
-One postcard or card per participant, with a stamp

Popular Education Prompts

• It's important to ground the workshop in girls' realities and allow space for the group to express themselves creatively.

Leading the Activity: Steps to Take

Preparation:
1. For Part 1 of the brainstorming exercise, prepare three separate sheets of flip chart paper by writing one question per sheet (see questions in Part 1).
2. Cut a large banner-length piece from the butcher paper roll and post it on the wall.
3. At the top left of the sheet, write in marker Leadership/Mentoring Road Map.

There are three parts in this activity.

Workshop:
Part 1: Brainstorming Leadership (30 minutes):
1. On three separate sheets of flip chart paper, lead brainstorms with participants on the following questions. The Leadership/Mentoring: Reference Sheet can help guide the facilitation of the brainstorm:
   • What makes a good leader/mentor?
   • What skills does a great leader/mentor practise?
   • What do you expect from a great leader/mentor?
   • What hopes and goals does a great leader/mentor have?
   • What positive experiences have I had as a leader?
   • What positive experiences have I had with / as a mentor?
   • What qualities did I appreciate in a mentor?
   • What qualities did I appreciate for myself as a leader/mentor
2. Once the participants have brainstormed each question, ask them if they have any questions, or reflections about each one. Ask them if anything is missing.
3. Post the flip chart papers on the wall near the banner paper.

Part 2: Creating the Leadership/Mentoring Road Map (45 minutes):
1. Using the brainstorm results in Part 1, explain to participants that they will create a Leadership/ Mentoring Road Map to their group's location. For example, if you are at a school, name the school; if you are at a community centre, name the community centre as the location the road map is leading to.
2. Explain to participants that to start with, they will have to decide as a group what Leadership/ Mentoring directions they would have to add first in order to help someone get to their group's location.
3. Explain to them that they have to add all the elements they identified during each brainstorming session to create the Leadership/Mentoring Road Map.
4. Tell them they are welcome to draw, paint, write, etc. to make the road map.
5. The end of the map has to lead to the group's location.

Part 3: Writing a Postcard to Myself (15 minutes):
1. Hand out a postcard/card to each participant
2. Tell participants to reflect on what they learned during this activity.
3. Ask participants to write a note to themselves directing them closer to being a great leader/ mentor.
   Some suggested sentence stems to help them get started:
   • I gained new information about…
   • I now know I have the ability to…
   • I believe that I can…
4. Tell them to hand them back to you and that you will mail the postcards/cards to them so that they can be reminded the great work they created in completing their Leadership/Mentoring Road Map.

Debrief

• How do you think you will feel when you will receive your card?

Success Indicators

Participants are:
• More aware about what it takes to be a great leader
• Better able to see in themselves great leadership/mentoring qualities
• Beginning to mentor each other

Leadership/Mentoring: Reference Sheet

A good leader or mentor comes mostly from just being you! Embracing the role of leader or mentor means committing to continue to discover yourself and grow as a person.

Basic Principles For a Good Leader/Mentor:

- Just be yourself
- Be open and curious without passing judgments
- Trust in the process
- Keep boundaries clear and consistent
- Be Patient

Basic Principles For a Good Leader/Mentor:

- Honesty
- Credibility
- Vulnerability
- Trusting oneself
- Sharing
- Communication
- Respecting oneself and others
- Facing one's fears
- Perseverance and dedication
- Confidence
- Ideas
- Dreams and visioning
- Learning by doing/from experience

What Makes a Good Leader/Mentor?

- Getting and giving information
- Understanding group needs and characteristics
- Knowing and understanding group resources
- Controlling the group
- Counselling
- Setting the example
- Representing the group
- Problem-solving
- Evaluation
- Sharing leadership
- Manager of learning