

## **B.C. communities speak human rights: What Chetwynd said**

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Workshop session for community members

Guide for facilitators

## Background

Soon after BC's Office of the Human Rights Commissioner was established in 2019, we began work on the Baseline Project, a multi-year project to map out the state of human rights in B.C. As part of the Baseline Project, we want to better understand human rights issues in different regions and in both urban and rural communities. To do this, we conducted in-depth research in several communities including Chetwynd. This informed the development of our Community Briefs.

Each individual Community Brief tells the human rights story of a single community. Our Community Brief series offers a sample of the critical human rights issues affecting people in different parts of the province and explores how they manifest in unique ways in each community. The Community Briefs also celebrate community strengths and actions being taken to address inequality, discrimination and injustice in communities throughout B.C.

Following community consultations, several community members showed interest in educational resources that would help them share the information from these Community Briefs. This presentation is one of these educational resources. Community members are welcome to use the portions of the session that meet their needs to facilitate sessions in community.

## Note to facilitators

This guide was created for Chetwynd community members who would like to share the findings of the Chetwynd Baseline Community Briefs with groups in their community. An explanation of the origin and purpose of the Community Briefs is included in this guide.

It includes steps to follow to introduce the material on each slide in the presentation. Related materials are included in the third column.

Sample wording for each section is in italics. We encourage you to adapt the wording to meet your needs.

To increase participant engagement, optional activities are included throughout the session. Feel free to change or remove activities, depending on the time available and the needs of your participants.

All areas and issues from the Baseline Community Brief are included in the presentation and facilitators' guide. You are welcome to remove the areas and issues that you don't wish to focus on. To remove slides from the presentation, use the ilovePDF tool, at <https://www.ilovepdf.com/help/documentation>, to split the PDF version of the presentation and merge the sections that you wish to include.

Appendix 1 was developed in response to requests from community members. It provides strategies to use and avoid when presenting to participants who may be resistant to acknowledging the issues identified in the Baseline Community Brief.

## Materials

### Facilitator's materials

- presentation
- facilitators' guide
- projector

### Chart papers posted on the walls

- community agreement (see slide 6)
- human rights issues in our community (title only)

### Participant materials

- copies of Community Brief
- copies (hard copies of PDF) of handouts package
- sticky notes
- pens

## Facilitator's guide

Slide	Notes	Resources
Title slide	<p>Welcome</p> <ul style="list-style-type: none"> <li><i>We'd like to welcome everyone to today's session and thank you for joining us today.</i></li> </ul>	
Territorial acknowledgement	Acknowledge the Indigenous territory you are meeting on	
Ice breaker	<ol style="list-style-type: none"> <li>Introduce facilitators, including <ul style="list-style-type: none"> <li>name</li> <li>pronouns</li> <li>organization (if applicable)</li> <li>role</li> <li>one thing you appreciate in your community</li> </ul> </li> <li>Invite participants to introduce themselves, referring to points on slide. For groups of 12 or fewer, do this in the large group. For a larger group, invite participants to introduce themselves to a few people near to them.</li> </ol>	
Agenda	<p>Introduce the agenda</p> <p><i>This is what we will be covering today:</i></p> <ul style="list-style-type: none"> <li>opening and introductions</li> <li><i>We will begin with a short introduction to today's session.</i></li> <li>overview of the Baseline Community Briefs</li> <li><i>We will provide a brief overview of why the Community Briefs were developed, who was involved and the process used to develop them.</i></li> <li>key human rights issues identified in our community</li> <li><i>We will consider the key human rights issues identified in our community and how they impact the members of our community.</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• what helps</li> <li>• <i>We will explore examples of successful actions on some of the human rights issues in our community.</i></li> <li>• what's next</li> <li>• <i>We will look at additional learning resources and consider next steps.</i></li> </ul>	
Session goals	<p>Introduce goals for the session</p> <ul style="list-style-type: none"> <li>• <i>By the end of the session, participants will:</i></li> <li>• <i>become familiar with the Baseline Community Brief and how it was developed</i></li> <li>• <i>identify the key issues identified in our community</i></li> <li>• <i>consider the impacts of these issues on community members</i></li> <li>• <i>become aware of successful actions</i></li> <li>• <i>consider next steps</i></li> </ul>	
Community agreement	<ol style="list-style-type: none"> <li>1. Explain the use of the community agreement <ul style="list-style-type: none"> <li>• <i>the community agreement was developed to create a safer space where everyone feels welcome and valued</i></li> <li>• <i>this agreement will also help to minimize barriers to participation and learning</i></li> </ul> </li> <li>2. Present the draft community agreement which is on the slide and on a chart paper posted in the room <ul style="list-style-type: none"> <li>• Acknowledge we all have different levels of understanding and experience: <ul style="list-style-type: none"> <li>○ <i>Participants may have varied experience with or knowledge of the issues shared today, but we are all welcome. We all have something we can contribute and learn.</i></li> </ul> </li> <li>• Ask questions in a respectful way <ul style="list-style-type: none"> <li>○ <i>Keep in mind that our words have impacts. If you doubt or question something, please ask questions in a way that won't cause harm to others. We can do this by accepting people's experiences as true and using language that does not attribute positive or negative qualities to a specific group.</i></li> </ul> </li> <li>• Participate with an open heart and mind <ul style="list-style-type: none"> <li>○ <i>We all have something we can learn today.</i></li> </ul> </li> </ul> </li> </ol>	Chart paper: Community agreement

	<ul style="list-style-type: none"> <li>○ <i>The most impactful learning often involves shifts in our understanding of the world around us - this often comes with some levels of discomfort.</i></li> <li>○ <i>If you experience feelings of discomfort with some of the issues shared today, it may be helpful to be curious about that discomfort: Why are you feeling it? What can you learn from it?</i></li> <li>○ <i>Discomfort isn't the same as harm: If comments or behaviours of others are making you feel unsafe, please let us know.</i></li> <li>• <b>Contribute what you feel comfortable sharing</b> <ul style="list-style-type: none"> <li>○ <i>We will not ask people to share personal stories but will ask for examples of human rights issues in our community that you are aware of.</i></li> <li>○ <i>Please only share what you are comfortable sharing.</i></li> </ul> </li> <li>• <b>Respect confidentiality</b> <ul style="list-style-type: none"> <li>○ <i>Please only share stories that you have permission to share and do not share stories you hear today without permission.</i></li> </ul> </li> </ul> <p>3. Invite participants to contribute additional items and write them on the community agreement</p> <p>4. Seek consensus on the agreement</p> <ul style="list-style-type: none"> <li>• <i>Can people share with a thumbs up or down if this community agreement will work for you during the session?</i></li> </ul> <p>5. Invite participants to refer to the agreement throughout the session and to let participants know if any of the points are not being followed.</p> <ul style="list-style-type: none"> <li>• <i>The community agreement is also on this chart paper. We encourage you to refer to it during the session.</i></li> <li>• <i>If at any time you feel the agreement isn't being followed, please let us know and we will follow up.</i></li> </ul> <p>6. Introduce the importance of self-care</p> <ul style="list-style-type: none"> <li>• <i>Today we will be discussing issues related to human rights in our community.</i></li> <li>• <i>This may bring up a variety of feelings as we consider the impacts of these issues.</i></li> <li>• <i>These feelings may arise during the session or they may come up afterwards.</i></li> </ul>	<p>Handout 1: Where can I get support</p>
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	<ul style="list-style-type: none"> <li><i>We encourage you to do what you need to during the session. Please feel free to take deep breaths, step away for a few minutes or reach out to someone for support.</i></li> <li><i>Handout 1 provides a list of community supports for those seeking support after the session.</i></li> </ul>	
Introduction to Baseline Community Briefs	<p>Introduce the section:</p> <ul style="list-style-type: none"> <li><i>We will spend a few minutes explaining the purpose of the Baseline Community Brief, how it was developed and who was involved.</i></li> <li><i>This document was developed by BC's Office of the Human Rights Commissioner, and we will say a few words about that organization before getting into the substance of the Briefs.</i></li> </ul>	
BC's Office of the Human Rights Commissioner	<p>Introduce BC's Office of the Human Rights Commissioner (BCOHRC), referring to the points on the slide</p> <ul style="list-style-type: none"> <li><i>B.C.'s Human Rights Commissioner is an independent officer of the Legislature. Under B.C.'s Human Rights Code, the Commissioner is responsible for promoting and protecting human rights in the province.</i></li> <li><i>Through education, research, advocacy, inquiry and monitoring, B.C.'s Office of the Human Rights Commissioner strives to address the root causes of these issues by shifting laws, policies, practices and cultures.</i></li> </ul>	
Overview of Community Briefs	<p>Describe why the Community Briefs were developed, referring to the bullet points on the slide</p> <ol style="list-style-type: none"> <li>Context: <ul style="list-style-type: none"> <li><i>Soon after BC's Office of the Human Rights Commissioner was established, staff began work on the Baseline Project, a multi-year project to map out the state of human rights in B.C.</i></li> <li><i>One of the goals of the Baseline Project is to better understand human rights issues in different regions and in both urban and rural communities.</i></li> <li><i>To do this, BCOHRC staff conducted in-depth research in several communities including Chetwynd.</i></li> </ul> </li> <li>Goals of the Community Briefs</li> </ol>	

	<ul style="list-style-type: none"> <li>• <i>Each individual Community Brief tells the human rights story of a single community by providing a sample of the human rights issues affecting people in that community and exploring how these issues manifest in unique ways.</i></li> <li>• <i>The Community Briefs also celebrate community strengths and actions being taken to address inequality, discrimination and injustice in communities throughout B.C.</i></li> <li>• <i>This Brief is offered as a snapshot intended to reflect several significant human rights issues in the community and to inspire action to address those issues.</i></li> </ul>	
Community partners	<ol style="list-style-type: none"> <li>1. Introduce the community partners <ul style="list-style-type: none"> <li>• <i>Community members played an important role in developing the Community Briefs, through one of two roles:</i></li> <li>• <i>Some community members hosted focus groups and facilitated small group conversations called World Cafés with people in the community who have lived experience with human rights issues.</i></li> <li>• <i>Other community members helped connect BCOHRC research staff with these people.</i></li> </ul> </li> <li>2. Introduce the community groups involved.  <i>We'd like to acknowledge the following groups who supported this process:</i> <ul style="list-style-type: none"> <li>• <i>our Chetwynd Community Connector, the Tansi Friendship Centre Society (Tansi),</i></li> <li>• <i>and the Chetwynd Public Library, for generously supporting and connecting us with many individuals who access their programs and services.</i></li> <li>• <i>We are thankful to the participants, many of whom have lived experience and/or directly serve the community, who contributed their time, energy and experiences with us.</i></li> </ul> </li> </ol>	
Baseline Community Briefs process	<ol style="list-style-type: none"> <li>1. Describe the Community Briefs process, following the bullet points on the slide</li> </ol>	



	<ul style="list-style-type: none"> <li>• <i>Between November 2022 and June 2023, BCOHRC and community organizations held focus groups and interviews with 39 individuals in Chetwynd.</i></li> <li>• <i>Focus group and interview participants included service provider staff, those who access community programs or services and other people with lived experience of human rights issues.</i></li> <li>• <i>All quotations shared in the briefs are from people who participated in the focus groups and interviews.</i></li> </ul> <p>2. Acknowledge that the Briefs may not include all issues</p> <ul style="list-style-type: none"> <li>• <i>There may be some groups and individuals in the community who did not have the opportunity to provide feedback, which may have resulted in key issues not being included.</i></li> <li>• <i>During this session, participants will have the opportunities to contribute ideas on what issues may be missing.</i></li> </ul> <p>3. Acknowledge additional sources of information in the Brief</p> <p><i>This Community Brief reflects what we learned from all those who contributed to this project, supplemented with data from Statistics Canada, media sources and other relevant secondary sources.</i></p> <p>4. Provide a disclaimer</p> <ul style="list-style-type: none"> <li>• <i>This Community Brief provides a snapshot. It is not comprehensive. BCOHRC acknowledges there are human rights issues that staff were unable to learn about or include in the Brief and that much more could be said about each issue that is included.</i></li> <li>• <i>It is also important to note that although it is not explicitly stated every time information is shared in this presentation, all information about the human rights issues shared in this presentation is a compilation of the description community members provided during the Community Briefs process.</i></li> </ul>	
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Key human rights issues	<p>Introduce the process</p> <ul style="list-style-type: none"> <li><i>We will be looking at the principal human rights issues identified during consultations with community members, but first we will consider a brief snapshot of the community and invite you to share your thoughts on the key issues here.</i></li> </ul>	
Community snapshot	<ol style="list-style-type: none"> <li>Provide a snapshot of the community that is included in the Brief, referring to the image on the slide. <ul style="list-style-type: none"> <li><i>The city of Chetwynd is home to 2,302 people. From 2016 to 2021 the First Nations, Métis, and visible minority populations increased by 69%. As of 2021, 26% of Chetwynd residents were Indigenous and 12% were visible minorities.</i></li> </ul> </li> <li>Invite participants to share <ul style="list-style-type: none"> <li><i>You will have an opportunity to share your thoughts on human rights issues in a minute, but now we'd like to hear about the snapshot</i></li> </ul> <p><i>Are there any important, defining aspects of Chetwynd that are missing from the community snapshot?</i></p> </li> </ol>	
Human rights issues in our community  (two slides)	<ol style="list-style-type: none"> <li>Refer to some aspects of their community that participants shared in the introductions. <ul style="list-style-type: none"> <li><i>Let's look back at what you told us you appreciate about Chetwynd.</i></li> <li>Name a few characteristics that participants shared with the group.</li> </ul> </li> <li>Invite participants to consider human rights issues in their community, and to post their ideas using sticky notes on the chart paper. Remind participants to consider the community agreement and the impact of their words when posting.</li> </ol> <p>Do this as an individual, partner or small group activity.</p> <ul style="list-style-type: none"> <li><i>Now's your chance to share some of the human rights issues you may be aware of in our community. Please write each issue on a</i></li> </ul>	<p>Chart paper: Human rights issues in our community</p> <p>Sticky notes and pens for participants</p>

	<p><i>sticky note and post it on this chart paper. Remember the community agreement and consider the impact of the words you use.</i></p> <ol style="list-style-type: none"> <li>Ask participants to share their thoughts on what makes an issue a human rights issue <ul style="list-style-type: none"> <li><i>When you thought about human rights issues in our community, what criteria did you use? What makes an issue a human rights issue?</i></li> </ul> </li> <li>Clarify the focus of the session <ul style="list-style-type: none"> <li><i>You may have identified other issues in the community that concern you. These issues may be equally impactful, but for the purpose of this session, we will be considering human rights issues based on the checklist. This doesn't prevent us from considering those additional issues at a later date.</i></li> </ul> </li> <li>Review the chart paper and invite participants to elaborate on the human rights issues that they posted. Revise the wording if it may be harmful to other participants based on their identities. If posts are clearly unrelated to human rights, mention them to the group, but clarify that for the purpose of this session, you will focus on issues related to human rights.</li> </ol>	
<p>Key issues identified through the Baseline process</p>	<ol style="list-style-type: none"> <li>Present the key areas of human rights issues identified in the Community Brief. Connect these issues with the ones identified by the participants in the last activity. <ul style="list-style-type: none"> <li><i>The issues identified in the Community Brief fall into 3 key areas:</i> <ol style="list-style-type: none"> <li><i>One area is colonization, discrimination and hate.</i></li> <li><i>A second area is the boom-and-bust economy.</i></li> <li><i>And the third area is health.</i></li> </ol> </li> <li><i>We will look at each of these areas in detail in a few minutes.</i></li> </ul> </li> <li>Refer to the issues participants identified that don't fall into these three areas</li> </ol>	

	<ul style="list-style-type: none"> <li>• <i>You have identified some issues that don't fall into these three areas, such as (name the examples)</i></li> <li>• <i>The issues in the Community Brief are only a snapshot of issues in our community. They include only those issues that were identified by community members during the Baseline community consultations.</i></li> <li>• <i>While this presentation does not include the additional issues you have identified in this session, this doesn't mean your issues aren't important and can't be considered at another session.</i></li> </ul>	
Human rights issues related to colonization, discrimination and hate	<p>Introduce human rights issues related to colonization, discrimination and hate.</p> <ul style="list-style-type: none"> <li>• <i>Several human rights issues related to colonization, discrimination and hate were identified. Let's look at those now.</i></li> </ul>	
Key issues related to colonization, discrimination and hate	<p>Introduce the issues related to colonization, discrimination and hate.</p> <ul style="list-style-type: none"> <li>• <i>Human rights issues related to colonization, discrimination and hate include</i> <ul style="list-style-type: none"> <li>- <i>colonization and anti-Indigenous racism</i></li> <li>- <i>policing and access to justice</i></li> <li>- <i>education</i></li> <li>- <i>the Caribou Agreement consultation process</i></li> <li>- <i>and employment</i></li> </ul> </li> </ul>	
What community members said about colonization and anti-Indigenous racism	<p>Identify the key issues identified in relationship to colonization and anti-Indigenous racism.</p> <ul style="list-style-type: none"> <li>• <i>Community participants highlighted the following issues related to colonization and anti-Indigenous racism:</i> <ul style="list-style-type: none"> <li>- <i>Colonialism has a significant impact on the racism and discrimination experienced by Indigenous people in Chetwynd.</i></li> <li>- <i>The impact of colonialism is ongoing, including <b>intergenerational trauma</b> from experiences with residential schools and the <b>erosion of Indigenous rights</b>.</i></li> <li>- <i>This has contributed to <b>mistrust of public institutions</b>.</i></li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- Indigenous participants also expressed <b>fearfulness about practicing their cultural traditions</b> due to stigma and safety concerns.</li> </ul>	
Impacts of colonization and anti-Indigenous racism	<p>Consider how rising costs and vulnerability to exploitation by landlords impacted community members</p> <ul style="list-style-type: none"> <li>• Here's how one community member described the impacts of colonization and anti-Indigenous racism: <ul style="list-style-type: none"> <li>- "I went through lots, like I grew up in a residential home. I grew up in day schooling. I got put down because I was Native. I got put down because I was a woman. I got put down because I wasn't the right colour."</li> </ul> </li> </ul>	
What community members said about policing and access to justice	<p>Describe the key issues identified in relation to policing and access to justice.</p> <ul style="list-style-type: none"> <li>• Community members identified three key issues related to policing and access to justice: <ul style="list-style-type: none"> <li>- Historical <b>control of Indigenous peoples</b> has contributed to the mistrust of police.</li> <li>- Indigenous experience both <b>under-</b> and <b>over-policing</b>.</li> <li>- Police are reported to provide <b>inadequate access to justice</b> by responding less consistently to Indigenous people's claims of rights violations and failing to provide victims services to people impacted by gender-based violence</li> </ul> </li> </ul>	
Impacts of over-policing	<p>Consider the impacts of over-policing.</p> <ul style="list-style-type: none"> <li>• Here's how one Indigenous parent described the impacts of over-policing: <ul style="list-style-type: none"> <li>- "He went to the college for a little while, but then he met some friends. They had some firecrackers ... and put [them] in his backpack. They took the powder out, put it in a bottle or something. Next thing you know my son is being handcuffed out in the parking lot because they thought he was building a bomb. But the other kid, the white boy ... nothing happened to him."</li> </ul> </li> </ul>	
What community members said about education	<p>Describe the key issues identified related to education.</p> <ul style="list-style-type: none"> <li>• Community participants highlighted the following issues related to how colonization and racism impact education:</li> </ul>	

	<ul style="list-style-type: none"> <li>- Multiple community members identified that their first experience with <b>racism was in schools</b>.</li> <li>- Indigenous students described <b>a sense of being monitored</b> by staff.</li> <li>- Many feel as though educators have <b>lower expectations</b> for Indigenous students.</li> <li>- They also described experiences with <b>discriminatory treatment</b> from some educators that impacted their relationship with their identity.</li> </ul>	
Impacts of monitoring in schools	<p>Consider the impacts of monitoring in schools.</p> <ul style="list-style-type: none"> <li>• Here's how one Indigenous parent described the impacts of monitoring. <ul style="list-style-type: none"> <li>• "I [did] not necessarily want to register them as Aboriginal kids because there's two different forms. And on this form, it said something about how they were going to monitor absences and how they were going to report it and I'm thinking, 'this should be for every student in the class.' ... Why would you just [do] this for Aboriginal kids? [You think] these parents are less able to determine why their kids are staying home from school? Why they're sick or what. I found it almost offensive."</li> </ul> </li> </ul>	
What community members said about the Caribou Agreement consultation process	<p>Describe the key issues identified in relationship to the consultation process.</p> <ul style="list-style-type: none"> <li>• Community participants highlighted the following issues related to the consultation process: <ul style="list-style-type: none"> <li>- In 2020 the Government of B.C. signed the Caribou Partnership Agreement with the federal government, and the Saúlteu and West Moberly First Nations to increase the population of six caribou southern mountain herds and prevent extinction in the local region.</li> <li>- Non-Indigenous community members identified <b>inadequate communication</b> with community throughout the process.</li> <li>- Both Indigenous and non-Indigenous participants felt the consultation process <b>heightening racial tensions</b> between Indigenous and non-Indigenous groups.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- <i>The poorly planned and run consultation process and its impacts were seen by some as a potential <b>barrier to reconciliation</b>.</i></li> </ul>	
Impacts of consultations	<p>Consider the impacts of the consultation process</p> <ul style="list-style-type: none"> <li>• <i>Here's how one community member described the impacts of these consultations:</i></li> <li>• <i>"There were threats made to Indigenous people who ... weren't aware that that agreement was even there ... [the B.C.] government is saying, 'oh yeah, the bands just signed off' and all the people on the territories just signed off,' and those people didn't even know. And so, they're defending the integrity of their own cultures and values, but [the B.C.] government threw everybody under the bus."</i></li> </ul>	
What community members said about everyday discrimination	<p>Describe the everyday discrimination experienced in Chetwynd.</p> <ul style="list-style-type: none"> <li>• <i>Community participants shared how everyday discrimination shows up in Chetwynd.</i> <ul style="list-style-type: none"> <li>- <b>Systemic discrimination</b> shows up in Chetwynd through attitudes, behaviours and processes in public settings and institutions.</li> <li>- <b>Both Indigenous and LGBTQ2SAI+</b> communities experience discrimination.</li> <li>- <i>It is difficult <b>to take action</b>, such as boycotting services that discriminate against people, when there is a limited number of competitors.</i></li> </ul> </li> </ul>	
Impacts of anti-Indigenous discrimination	<p>Consider the impacts of anti-Indigenous discrimination.</p> <ul style="list-style-type: none"> <li>• <i>Here's how one Indigenous community member described the impacts of anti-Indigenous discrimination:</i> <ul style="list-style-type: none"> <li>- <i>"Being an Indigenous person in a small community, everyone just suspects we're alcoholics and we're drug users. That's the stigma we've lived with for our whole lives. Especially in a small town ... People still look at me and think, 'that's all you're going to do with your life.' I have an amazing job. I had an amazing family, and a lot of my friends grew up with amazing families with love from both</i></li> </ul> </li> </ul>	

	<i>and they're doing stuff with their lives. But a lot of them now have kids and like we're [in our late twenties] now, but still, it's, 'Oh she was a young mom and that's all she's ever going to amount to.'"</i>	
What community members said about discrimination in employment	<p>Describe the key issues related to discrimination in employment.</p> <ul style="list-style-type: none"> <li>Community participants shared several examples of discrimination in employment. <ul style="list-style-type: none"> <li>Some <b>Filipino employees</b> find it difficult to advance to higher paying positions because of stereotypes about their abilities and discrimination based on their fluency in English.</li> <li>Discrimination based on Indigeneity, gender and age impacts people's success in <b>job competitions</b>.</li> <li>Community members also expressed concern for <b>preferential hiring of students</b> over adults.</li> <li>Finally, <b>stigma for sex workers</b> impacts those engaged in this work.</li> </ul> </li> </ul>	
Impacts discrimination in employment	<p>Consider the impacts of discrimination in employment.</p> <ul style="list-style-type: none"> <li>Here's how one Indigenous community member described the impacts of discrimination in employment, specifically the stigma experienced by sex workers. <ul style="list-style-type: none"> <li>"If your name is tainted, it really impacts women that are, like, trying to freshly start because everyone knows everyone and it's hard to keep any business quiet and private. So, it doesn't take long for people to know who you are and to judge you based off of what you did yesterday or the days before, right?"</li> </ul> </li> </ul>	
Optional activity: Exploring the Community Brief  (no slide)	<ol style="list-style-type: none"> <li>Invite participants to explore the Community Brief <ul style="list-style-type: none"> <li>Let's take a few minutes to learn more about human rights issues related to colonization, discrimination and hate by reading that section of the Community Brief.</li> </ul> </li> <li>Invite participants to share their thoughts</li> </ol>	



	<ul style="list-style-type: none"> <li>• <i>What are your thoughts? Did anything stand out to you? Was anything surprising?</i></li> </ul>	
Additional examples of community impacts related to colonization, discrimination and hate	<p>Review issues covered in this section and invite participants to share additional examples of impacts, following the prompt on the slide</p> <ul style="list-style-type: none"> <li>• <i>We've seen examples of human rights issues related to policing and access to justice, education, the consultation process and employment.</i></li> <li>• <i>In what other ways do human rights issues related to colonization, discrimination and hate impact our community?</i></li> </ul>	
Human rights issues related to the boom-and-bust economy	<p>Introduce human rights issues related to the boom-and-bust economy</p> <ul style="list-style-type: none"> <li>• <i>Several human rights issues were identified in relationship to the boom-and-bust economy in Chetwynd. Let's look at those now.</i></li> </ul>	
Key issues related to the boom-and-bust economy	<p>Introduce the issues related to the boom-and-bust economy.</p> <ul style="list-style-type: none"> <li>• <i>Three key human rights issues were identified in relation to the boom-and-bust economy in Chetwynd:</i> <ul style="list-style-type: none"> <li>- <i>affordable housing and food security</i></li> <li>- <i>gender-based violence</i></li> <li>- <i>and the transient labour force.</i></li> </ul> </li> </ul>	
What community members said about affordable housing and food security	<p>Describe the key issues identified in relationship to affordable housing and food security.</p> <ul style="list-style-type: none"> <li>• <i>The boom-and-bust economy refers to Chetwynd's experience of economic growth and decline linked to the performance of our resource industries. Community participants highlighted the following issues related to affordable housing and food security:</i> <ul style="list-style-type: none"> <li>- <i>Boom-and-bust economies lead to <b>fluctuations in the cost of living</b> which show up as <b>increases in rent and food prices.</b></i></li> <li>- <i>While food is available at a lower cost in other centres, <b>transportation barriers</b> force some residents to purchase their food in Chetwynd at a higher cost.</i></li> </ul> </li> </ul>	

Impacts of the increased cost of living	<p>Explore the impacts of the increased cost of living.</p> <ul style="list-style-type: none"> <li>• <i>Here's how one community member described the impacts of the increased cost of living in Chetwynd.</i> <ul style="list-style-type: none"> <li>- <i>"When industry is really high and we've got a pipeline in town, groceries go through the roof, rent becomes unaffordable ... violence goes up ... more problems, more deaths."</i></li> </ul> </li> </ul>	
What community members said about gender-based violence	<p>Describe issues related to gender-based violence.</p> <ul style="list-style-type: none"> <li>• <i>Community participants highlighted the following issues related to gender-based violence:</i> <ul style="list-style-type: none"> <li>- <i>The <b>frequency, severity and intensity</b> of gender-based violence increases when there are more industry resource workers in Chetwynd.</i></li> <li>- <i><b>Indigenous women and girls</b> are more highly impacted by this violence.</i></li> <li>- <i>Rates of gender-based violence also <b>increase during periods of bust</b>, when workers spend more time at home.</i></li> <li>- <i>Community members reported <b>inadequate and inconsistent RCMP responses</b> to gender-based violence.</i></li> </ul> </li> </ul>	
Impacts of gender-based violence	<p>Explore impacts of gender-based violence.</p> <ul style="list-style-type: none"> <li>• <i>Here's how one Indigenous community member described the impacts of gender-based violence.</i> <ul style="list-style-type: none"> <li>- <i>"There are mostly non-Indigenous men who [come] to our area, and there's so many incidents of sexual violence against women and girls that are not ... reported, that nobody knows about but us."</i></li> </ul> </li> </ul>	
What community members said about the transient labour force	<p>Describe issues related to the transient labour force.</p> <ul style="list-style-type: none"> <li>• <i>After the Canfor <b>sawmill closed</b> on April 14, 2023, resulting in the loss of 150 jobs, community participants highlighted the following issues related to this increase in the transient labour force.</i> <ul style="list-style-type: none"> <li>- <i>Economic bust periods such as this one often result in <b>increased social problems</b>.</i></li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- <i>The loss of jobs often forces families to leave the community, which results in a <b>loss of essential services</b>.</i></li> <li>- <i>Job loss can also contribute to an increase in issues related to <b>mental health and substance use</b>.</i></li> </ul>	
Impacts of the transient labour force	<p>Explores impacts of the transient labour force.</p> <ul style="list-style-type: none"> <li>• <i>Here's how one community member described the impacts of the transient labour force.</i></li> <li>- <i>"If you don't have nurses, you don't have doctors. And if you don't have doctors, you don't have hospitals, so you know, you have got to be able to have a good grasp of how much one mill will cost and how much two mills will cost."</i></li> </ul>	
Optional activity: Exploring the Community Brief  (no slide)	<ol style="list-style-type: none"> <li>1. Invite participants to explore the Community Brief <ul style="list-style-type: none"> <li>• <i>Let's take a few minutes to learn more about human rights issues related to the right to the boom-and-bust economy by reading that section of the community brief.</i></li> </ul> </li> <li>2. Invite participants to share their thoughts <ul style="list-style-type: none"> <li>• <i>What are your thoughts? Did anything stand out to you? Was anything surprising?</i></li> </ul> </li> </ol>	
Additional examples of community impacts related to the boom-and-bust economy	<p>Review issues covered in this section and invite participants to share additional examples of impacts, following the prompt on the slide</p> <ul style="list-style-type: none"> <li>• <i>We've seen examples of how affordable housing and food security, gender-based violence and the transient labour force are impacting our community</i></li> <li>• <i>In what other ways do issues related to the boom-and-bust economy impact our community?</i></li> </ul>	
Break	<p>Invite participants to take a break</p> <ul style="list-style-type: none"> <li>• <i>We have considered a great deal of information about challenging issues and want to acknowledge the impacts this may have on participants.</i></li> <li>• <i>Before we move onto the next issue, we'd like to invite you to take a 5-minute break for some self-care.</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Please do what feels best for you. This might be stepping away, getting a beverage, doing some stretches or writing down or doodling some thoughts or feelings that you are reflecting on.</i></li> </ul>	
Human rights issues in health	<p>Introduce human rights issues in health care.</p> <ul style="list-style-type: none"> <li>• <i>Several human rights issues were identified in relation to health. Let's look at those now.</i></li> </ul>	
Key issues related to health	<p>Introduce the issues related to health.</p> <ul style="list-style-type: none"> <li>• <i>Two key human rights issues were identified in health:</i> <ul style="list-style-type: none"> <li>- <i>access to services</i></li> <li>- <i>and discrimination.</i></li> </ul> </li> </ul>	
What community members said about access to health care	<p>Describe the key issues identified in relation to access to health care.</p> <ul style="list-style-type: none"> <li>• <i>Community participants identified that the following issues related to access to health care:</i> <ul style="list-style-type: none"> <li>- <i>The boom-and-bust economy worsens existing challenges faced by health care sectors in Chetwynd like <b>retention and recruitment</b> of health care workers.</i></li> <li>- <i><b>Staffing shortages</b> result in <b>fewer health services</b> being offered in Chetwynd.</i></li> <li>- <i>Those facing <b>barriers to travel</b> are often unable to access medical services that are only available in other communities.</i></li> <li>- <i><b>Challenges in the work environment</b> may also contribute to low retention rates for health care workers.</i></li> <li>- <i>And the hospital is often on <b>diversion</b>, which means that emergency patients are sent to another hospital.</i></li> </ul> </li> </ul>	
Impacts of limited access to health care	<p>Explore the limited access to health care.</p> <ul style="list-style-type: none"> <li>• <i>Here's how a health care provider described the impacts of limited access to health care.</i> <ul style="list-style-type: none"> <li>- <i>"Because we don't offer these services, people have to go elsewhere. And often, they can't because they don't have the money to travel. They don't have a vehicle to travel, or they don't want to do it in the winter because holy mackerel, you've been up here, right? ... Winter here is ... I mean, people die."</i></li> </ul> </li> </ul>	

What community members said about discrimination in health care	<p>Describe the key issues identified in relation to discrimination in health care.</p> <ul style="list-style-type: none"> <li>• <i>Community participants identified the following issues related to discrimination in health care.</i> <ul style="list-style-type: none"> <li>- <b>Anti-Indigenous racism</b> within the health care systems can result in some Indigenous people delaying accessing health care and not receiving medical attention until the situation is severe or critical.</li> <li>- This shows up as <b>inequitable health outcomes</b>.</li> <li>- Indigenous people may be <b>stereotyped</b> as “drug-seeking” which leads to dismissal and the failure to diagnose serious conditions.</li> </ul> </li> </ul>	
Impacts of discrimination in health care	<p>Explore the impacts of discrimination in health care.</p> <ul style="list-style-type: none"> <li>• <i>Here’s how an Indigenous patient described the impacts of discrimination and stereotyping in health care.</i> <ul style="list-style-type: none"> <li>- “Your file gets pulled.... They label it as drug-seeking. Then you go in and something’s really wrong and they just automatically look at this person like, they’re just drug-seeking and they can’t get rid of you fast enough.”</li> </ul> </li> </ul>	
Optional activity: Exploring the Community Brief	<p>Invite participants to explore the Community Brief</p> <ul style="list-style-type: none"> <li>• <i>Let’s take a few minutes to learn more about how discrimination in health care impacts people in our community by reading that section of the Community Brief.</i></li> </ul> <p>Invite participants to share their thoughts</p> <ul style="list-style-type: none"> <li>• <i>What are your thoughts? Did anything stand out to you? Was anything surprising?</i></li> </ul>	
Additional examples of human rights issues in health care	<p>Review issues covered in this section and invite participants to share additional examples of human rights issues in health care.</p> <ul style="list-style-type: none"> <li>• <i>We’ve seen examples of issues related to limited access and discrimination in health care.</i></li> <li>• <i>In what other ways do human rights issues in health impact our community?</i></li> </ul>	

Summary	<p>1. Provide a summary of the human rights issues covered in the session</p> <ul style="list-style-type: none"> <li>• <i>Before we look at some examples of what works to address some of the human rights issues we have considered today, let's take a second to summarize the issues we have covered.</i></li> <li>• <i>Three areas of human rights issues were identified, for each area, several issues were discussed.</i></li> <li>• <i>In the area of colonization, discrimination and hate, human rights issues were identified as:</i> <ul style="list-style-type: none"> <li>- <i>colonization and anti-Indigenous racism</i></li> <li>- <i>policing</i></li> <li>- <i>the consultation process</i></li> <li>- <i>and education.</i></li> </ul> </li> <li>• <i>Human rights issues related to the boom-and-bust economy include:</i> <ul style="list-style-type: none"> <li>- <i>affordable housing and food security</i></li> <li>- <i>gender-based violence</i></li> <li>- <i>and the transient labour force.</i></li> </ul> </li> <li>• <i>In the area of health, human rights issues were related to:</i> <ul style="list-style-type: none"> <li>- <i>access to services</i></li> <li>- <i>and discrimination.</i></li> </ul> </li> </ul> <p>2. Introduce what helps.</p> <ul style="list-style-type: none"> <li>• <i>But groups are taking action to address some of these issues. Let's look at some examples now.</i></li> </ul>	
Examples of what helps	<p>Introduce the discussion on examples of what helps</p> <ul style="list-style-type: none"> <li>• <i>Before we wrap up this session, we'd like to take a few minutes to explore some community initiatives that have helped address some of the issues we have discussed today.</i></li> <li>• <i>These examples may inspire additional actions we can take in our community.</i></li> <li>• <i>We'll also invite you to share some additional initiatives that you may be aware of.</i></li> <li>• <i>Then, we'll share some resources from BC's Office of the Human Rights Commissioner that may be helpful.</i></li> </ul>	

<p>Examples of what helps with discrimination and hate</p>	<p>1. Share example of what works in discrimination and hate</p> <ul style="list-style-type: none"> <li><i>Here are two examples of community initiatives that have helped address the issues of discrimination and hate:</i></li> </ul> <p>a. Tansi Friendship Centre</p> <ul style="list-style-type: none"> <li><i>The Tansi Friendship Centre hosts weekly bingo nights, which allow people from many different backgrounds to interact, build friendships and build understanding.</i></li> <li><i>The Friendship Centre also provides free health and social meal programs, including a food bank, Elders gatherings, youth activities, family support and health and housing assistance to support Indigenous and non-Indigenous community members.</i></li> <li><i>The Friendship Centre's Better at Home Program is open to people 65 and older. It helps foster a sense of community and provides additional support so seniors can live at home safely.</i></li> </ul> <p>b. Chetwynd Public Library</p> <ul style="list-style-type: none"> <li><i>The Chetwynd Public Library is a safe space where people can gather and access programs and services.</i></li> <li><i>Some examples include digital resources and internet, assistance with provincial services and adult and youth programs.</i></li> <li><i>The Chetwynd Public Library staff heard that Chetwynd is not the easiest community in which to meet new people.</i></li> <li><i>To address this, the library created "Welcome to Chetwynd" bags for new residents.</i></li> <li><i>Local businesses and the Chamber of Commerce also contributed to the welcome bags.</i></li> <li><i>Through this gesture, the library aims to show that "Chetwynd has a loving group of people as well."</i></li> </ul>	
<p>Additional examples of community initiatives that help</p>	<p>Review initiatives covered in this section and invite participants to share additional examples of successful community initiatives</p>	

	<ul style="list-style-type: none"> <li>• <i>We have two examples of community initiatives to address issues related to discrimination, food insecurity, health and isolation within our community.</i></li> <li>• <i>Do you have any additional examples of community initiatives that have worked to address human rights issues in Chetwynd?</i></li> </ul>	
BCOHRC resources	<ol style="list-style-type: none"> <li>1. Highlight additional BCOHRC resources participants may find helpful. <ul style="list-style-type: none"> <li>• <i>Before we end our session, we'd like to share some resources from BC's Office of the Human Rights Commissioner that you may find helpful.</i></li> <li>• <i>Information about these resources is included in Handout 5.</i></li> </ul> </li> <li>2. Introduce the Baseline Community Briefs for other communities <ul style="list-style-type: none"> <li>• <i>Community Briefs were developed in 3 other communities: Cranbrook, Chilliwack and Terrace.</i></li> <li>• <i>These Briefs may help participants to:</i> <ul style="list-style-type: none"> <li>- <i>recognize similarities between even very different communities,</i></li> <li>- <i>identify unique issues experienced in different regions of the province</i></li> <li>- <i>and consider examples of successful actions in other communities.</i></li> </ul> </li> </ul> </li> <li>3. Introduce the Baseline recommendations database <ul style="list-style-type: none"> <li>• <i>The Baseline recommendations database is an online tool that provides access to 1700 human rights-related recommendations that were collected from 70 reports published by civil society organizations from across the province since 2018.</i></li> <li>• <i>Users of the database can search recommendations by issue area, groups affected, location of recommendation, source and year recommended, among other things. The database doesn't track whether recommendations have been implemented.</i></li> </ul> </li> <li>4. Introduce the Baseline microsite <ul style="list-style-type: none"> <li>• <i>The Baseline microsite is frequently updated with new resources related to the Baseline Project.</i></li> <li>• <i>One of these items is a report focusing on issues across the province.</i></li> </ul> </li> </ol>	BCOHRC resources in HO package



	<p>5. Introduce BCOHRC human rights education resources</p> <ul style="list-style-type: none"> <li>• <i>BCOHRC has developed a wide range of educational resources, including web pages, workshops, webinars, videos, conversation guides and more, which you may find useful.</i></li> </ul> <p>6. Introduce BCOHRC reports (Inquiry on hate, social condition, etc.)</p> <ul style="list-style-type: none"> <li>• <i>BCOHRC has published a number of reports which provide an analysis of key human rights issues and offer recommendations for addressing these issues.</i></li> <li>• <i>Some examples include the report on the Inquiry on hate in the pandemic and social condition. Social condition includes income, housing status and education level among other characteristics.</i></li> </ul> <p>7. Invite participants to share any learning resource</p> <ul style="list-style-type: none"> <li>• <i>Would anyone like to share resources related to human rights that you think people might find useful?</i></li> </ul>	
Session goals	<p>1. Review the learning goals</p> <ul style="list-style-type: none"> <li>• <i>Before we end our session, we invite you to review the session goals on the slide and reflect on what you have learned today.</i></li> </ul> <p>2. Invite participants to share, modelling for the group with your takeaway and hope</p> <ul style="list-style-type: none"> <li>• <i>We invite you to share one thing you are taking away from the session and any thoughts you have on next steps.</i></li> </ul>	
Closing	<p>1. Thank participants for joining the session</p> <ul style="list-style-type: none"> <li>• <i>Thank you for taking the time to share and learn with us today.</i></li> </ul> <p>2. Share contact information for BCOHRC on the slide and in the HO package</p> <ul style="list-style-type: none"> <li>• <i>Please feel free to reach out to BC's Office of the Human Rights Commissioner if you have any questions. Contact information is available on the slide and in the handout package.</i></li> </ul> <p>3. If appropriate, make plans for next steps.</p>	BCOHRC contact information in HO package

# Appendix 1: Strategies to initiate and engage in challenging conversations

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The following strategies may be helpful when interacting with groups who are resistant to acknowledging the issues included in the Baseline Community Brief.

## Strategies to use

**1. Identify shared goals and values**

Begin by identifying shared values and visions for your community. Highlight how any proposed changes will help meet these shared goals.

**2. Highlight shared negative impacts of the issue**

Seeing how the issues impact the community may help people to understand why it is important to acknowledge and address them.

**3. Build empathy through storytelling**

Specific, real examples of lived experience may help people to understand the depth of the impact of the issue.

**4. Be curious about alternative perspectives**

Demonstrating an openness to understanding the reasons behind the issue may help increase the openness of others involved to consider your concerns. Your own openness may result in you shifting your own understanding.

**5. Clarify desired outcomes**

If you bring forward recommendations to address an issue, clarity in what changes you would like to see and why they are important to you and to your shared goals and values will help motivate others to consider making changes.

**6. Offer to be part of the solution**

Offering to making implementation of the requested changes a shared task may encourage others to consider these changes.

**7. Be aware of reactions and adjust your approach if necessary**

If you notice signs of disengagement or resistance, acknowledge what you notice and ask participants what they need for this conversation to work. Consider stepping back, revising your approach or postponing the conversation.

Strategies to avoid

**1. Shaming and blaming**

Making a person or group feel personally responsible for an issue often results in them shutting down and disengaging. Focus on the issue and not the people.

**2. Information overload**

A long monologue with no opportunity for participants to contribute their ideas may lead to disengagement. Keep your comments brief and encourage participant engagement.

**3. Speaking on behalf of someone without permission**

While you have permission to share the personal stories provided in the Baseline Community Brief and in this presentation, you may wish to share stories from other people in your community who have been impacted by these issues. It is important to have their permission before speaking on their behalf.

**4. Expecting immediate signs of raised awareness and positive change**

Making changes, especially in behaviours and attitudes, takes time. Change involves humility and self-reflection. Expect changes in awareness and actions, but not immediately. Consider requesting a second meeting if, after several weeks, you have seen no progress.