B.C. communities speak human rights: What Chilliwack said

Workshop session for community participants

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 Chilliwack 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. 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.

A video with stories and perspectives shared by some of the Chilliwack community participants is posted on the Chilliwack Baseline Community Brief webpage, at baseline.bchumanrights.ca/chilliwack. You may wish to share the video or portions of the video during your presentation.

Note to facilitators

This guide was created for Chilliwack community members who would like to share the findings of the Chilliwack 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.

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
- speakers

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

Facilitator's guide

Slide	Notes	Resources
Title slide	Welcome • *We'd like welcome everyone to today's session and thank you for joining us today.*	
Territorial acknowledgement	1.Acknowledge the Indigenous territory you are meeting on	
Ice breaker	1.Introduce facilitators, including • name • pronouns • organization (if applicable) • role • one thing you appreciate in your community 2. 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.	

Agenda	1.Introduce the agenda
	This is what we will be covering today:
	• opening and introductions
	  • *We will begin with a short introduction to today's session.*
	• overview of the Baseline Community Briefs
	  • *We will provide a brief overview of why the Community Briefs were developed, who was involved and the process used to develop them.*
	• key human rights issues identified in our community
	  • *We will consider the key human rights issues identified in our community and how they impact the members of our community.*
	• what helps	

	• *We will explore examples of successful actions on some of the human rights issues in our community.* • what's next ○ *We will look at additional learning resources and consider next steps.*	

Session goals	1.Introduce goals for the session
	• *By the end of the session, participants will:*
	    ○ *become familiar with Baseline Community Brief was developed*
	    ○ *identify the key issues identified in our community*
	    ○ *consider the impacts of these issues on community members*
	    ○ *become aware of successful actions*
	    ○ *consider next steps*	

Community agreement	1.Explain the use of the community agreement
	• *the community agreement was developed to create a safer space where everyone feels welcome and valued*
	• *this agreement will also help to minimize barriers to participation and learning*
	
	2. Present the draft community agreement which is on the slide and also on a chart paper posted in the room
	• Acknowledge we all have different levels of understanding and experience:
	    ○ *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.*
	• Ask questions in a respectful way
	    ○ *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. You can do this by accepting other peoples' experiences to be true and by not making assumptions based on people's identities.*
	• Participate with an open heart and mind
	    ○ *We all have something we can learn today.*
	    ○ *The most impactful learning often involves shifts in our understanding of the world around us, this often comes with some levels of discomfort.*
		Chart paper: Community agreement

	• *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?* • *Discomfort isn't the same as harm: If comments or behaviours of others are making you feel unsafe, please let us know.* • Contribute what you feel comfortable sharing • *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.* • *Please only share what you are comfortable sharing.* • Respect confidentiality • *Please only share stories that you have permission to share and do not share stories you hear today without permission.* 3. Invite participants to contribute additional items and write them on the community agreement 4. Seek consensus on the agreement • *Can people share with a thumbs up or down if this community agreement will work for you during the session?* 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. • *The community agreement is also on this chart paper. We encourage you to refer to it during the session.* • *If, at any time, you feel the agreement isn't being followed, please let us know and we will follow up.* 6. Introduce the importance of self-care • *Today we will be discussing issues related to human rights in our community.* • *This may bring up a variety of feelings as we consider the impacts of these issues.*	Handout 1: Where can I get support

	• *These feelings may arise during the session or they may come up afterwards.* • *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.* • *Handout 1 provides a list of community supports for those seeking supports after the session.*	
Introduction to Baseline Community Briefs	Introduce the section: • *We will spend a few minutes explaining the purpose of the Baseline Community Brief, how it was developed and who was involved.* • *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.*	
BC's Office of the Human Rights Commissioner	1.Introduce BC's Office of the Human Rights Commission (BCOHRC), referring to the points on the slide • *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.* • *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.*	
Overview of Community Briefs	1.Describe why the Community Briefs were developed, referring to the bullet points on the slide a. Context: • *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.* • *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.* • *To do this, BCOHRC staff conducted in-depth research in several communities including Chilliwack.*	

	b. Goals of the Community Briefs • *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* • *The Community Briefs also celebrate community strengths and actions being taken to address inequality, discrimination and injustice in communities throughout B.C.* • *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.*	
Community partners	1.Introduce the community partners • Community members played an important role in developing the Community Briefs, through one of two roles: • Some community members hosted focus groups *and facilitated, small group conversations, called World Cafés,* with people in the community who have experienced human rights issues • Other community members helped to connect BCOHRC research staff with these people. 2.Introduce the community groups involved *We'd like to acknowledge the following groups who supported this process:* • *Chilliwack Community Services* • *Mountainside Harm Reduction Society* • *Unique Get Together Society* • *In addition, we would like to offer our gratitude to the Chilliwack Society for Community Living for generously connecting us with many individuals who access their programs and services.*	
Baseline Community Briefs process	1.Describe the Community Briefs process, following the bullet points on the slide	

	• *Between November 2022 and June 2023 BCOHRC and community organizations held 8 focus groups and 17 interviews with 74 individuals in Chilliwack.* • *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.* • *All quotations shared in the Briefs are from people who participated in the focus groups and interviews.* 2.Acknowledge that the Briefs may not include all issues • *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.* • *During this session, participants will have the opportunities to contribute ideas on what issues may be missing.* 3. Acknowledge additional sources of information in the Brief • *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* *.* 4.Provide a disclaimer • *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.* • *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.*	
Key human rights issues	Introduce the process 1. *We will be looking at the principal human rights issues identified during consultations with community members, but first you consider a brief*	

	snapshot of the community and invite you to share their thoughts on the key issues here.	
Community snapshot	1.Provide a snapshot of the community that is included in the Brief, following the bullet points on the slide • *Chilliwack is home to 93,203 people and is rapidly growing at a rate of 11%.* • *In 2021, 8% of Chilliwack residents were Indigenous, 12% were visible minorities and 80% were white.* 2. Invite participants to share • *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* • *Are there any important, defining aspects of Chilliwack that are missing from the community snapshot?*	
Human rights issues in our community (2 slides)	1. Refer to some aspects of their community that participants shared in the introductions. • *Let's look back what you told us you appreciate about Chilliwack* • Name a few characteristics that participants shared with the group 2.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. Do this as an individual, partner or small group activity. • *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 sticky note and post it on this chart paper. Remember the community agreement and consider the impact of the words you use.* 3. Ask participants to share their thoughts on what makes an issue a human rights issue • *When you thought about human rights issues in our community, what criteria did you use? What makes an issue a human rights issue?*	Chart paper: Human rights issues in our community Sticky notes and pens for participants

	4.Clarify the focus of the session • *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.* 5. 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.	

Key issues identified through the Baseline process	1.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.
	• *The issues identified in the Community Brief fall into four key areas:*
	    • *One area is Housing.*
	    • *A second area is Health.*
	    • *A third area is discrimination and hate.*
	    • *And the final area is employment.*
	• *We will look at each of these areas in detail in a few minutes.*
	
	2. Refer to the issues participants identified that don't fall into these three areas
	• *You have identified some issues that don't fall into these three areas, such as (*name the examples)
	• *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.*
	• *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.*	

Human rights issues in housing	Introduce human rights issues in housing • *Several human rights issues were identified in the area of housing. Let's look at those now.*	

Key issues in housing	Introduce the issues identified in the area of housing
	• *Community members identified several key human rights issues related to housing.*
	  • *The **housing crisis** was the human rights issue most frequently identified in Chilliwack.*
	  • *And community members don't experience barriers to accessing housing equally.*
	  • *There are **inequities** in accessing housing for **Indigenous people** and for a **diverse spectrum of needs***	

What community members said about housing crisis	1.Describe the key issues identified in relationship to the housing crisis • *Community participants highlighted several issues related to the housing crisis.* • ***Rising costs of housing** was a key issue.* • *Increasing demands for housing, put **pressure on the housing market**, and contributed to these rising costs.* • *In addition to these concerns, community members identified several additional **barriers to accessing housing**, which had unequal impacts on some groups in the community.* • *All of these factors contributed to increasing rates of **homelessness** in the community.* • *And people with mental health conditions who are unhoused and living with addictions, experienced **discrimination in services**, including those related to housing.*	
Impacts of housing crisis	1.Read the description of the impacts of the housing crisis shared by community member on the next slide • *Here's how one community member described the impacts of the housing crisis.* - *"Traditionally, people experiencing homelessness are often thought to be either struggling with substance use or mental*	

	health or both. But we are seeing more and more people who are just... they just can't afford it. They have jobs. They have cars ... but they don't have a home because either they can't find one or they can't afford the one that they can find."	
What community members said about inequities in housing	1.Describe how inequities in housing have impacted community members • *Community members described how the housing crisis impacts certain groups more negatively than other.* • ***Indigenous people*** *are disproportionately impacted by the housing crisis.* • *Chilliwack has a spectrum of unmet housing needs.* • *These include those requiring **complex care,** such as homecare support, seniors, people with disabilities and unhoused populations* • ***Youth aging out of government care****, especially those with disabilities, face challenging accessing housing to meet their needs.* • *There is a need for **short-term housing** for women fleeing violence and families facing homelessness.* • *And community members have identified insufficient **safe housing for gender-diverse people***.	
Additional examples of community impacts related to housing	1.Review issues related to housing and invite participants to share additional examples of impacts, following the prompt on the slide • *We've seen examples of how the housing crisis, and inequities for Indigenous people and for groups with a diverse spectrum of needs impacts members of the Chilliwack community.* • *In what other ways do issues related to housing impact our community?*	
Optional activity: Exploring the Community Brief (no slide)	1.Invite participants to explore the Community Brief • *Let's take a few minutes to learn more about the housing crisis and inequities for Indigenous people and for groups with a diverse spectrum of needs by reading that section of the Community Brief* 2.Invite participants to share their thoughts	

	• *What are your thoughts? Did anything stand out to you? Was anything surprising?*	
Human rights issues health	Introduce human rights issues in health *Several human rights issues were identified in the area of health. Let's look at those now.*	

Key issues in health	Introduce the issues identified in the area of health
	• *Three key Human rights issues were identified in the area of health*
	   • *barriers to access*
	   • *discrimination in health care*
	   • *and issues related to mental health and substance use.*	

What community members said about barriers to access	1.Introduce the key issues identified in relationship to barriers to access • *Community participants highlighted a number of factors contributing to barriers to accessing health care.* • *Front-line **staffing shortages** contribute to long wait times and difficulty accessing primary care.* • *Community members identified several additional barriers to accessing health care in Chilliwack.* • *Inadequate access to **transportation,** both to specialized treatment and for Indigenous people living on reserve, prevents many from accessing the care they need.* • ***Navigating service pathways** to access health care is especially challenging for certain groups of people.* • *People on fixed incomes also face barriers to **accessing dental care.***	
Impacts of barriers to accessing health care	1. Read the description of the impacts related to the right to health care on the next slide • *Here's what one community share about barriers to accessing dental care* - *"I only had two dentist appointments this year and I've already gone through whatever money the disability has for my dentist. They're like, well if you need another dentist's appointment, you're going to have to pay for it. I can barely afford food right now."*	

What community members said about discrimination in health care	1.Introduce discrimination in health care
	    • *Community members identified several issues related to discrimination in health care*
	
	2.Describe discrimination in health care and its impacts
	    • ***Anti-Indigenous*** *racism can result in unequal outcomes for Indigenous patients.*
	    • ***Stereotyping and stigma*** *against Indigenous people, people who are unhoused and people who use drugs impacts their health care.*
	    • *Discrimination can result in barriers **to whole-person care** by failing to account for patients' unique challenges, including mental health and substance use-related needs, medical conditions and physical disabilities.*
	    • *Negative assumptions about marginalized people made by some hospital staff have resulted in **delayed care**.*
	    • *Discrimination also shows up as **minimized interaction with medical staff***
	    • *Expanding **beyond Indigenous cultural safety training,** to include cultural humility and cultural appropriate practice is needed to serve the growing Indigenous and visible minority populations in Chilliwack.*	

Impacts of discrimination in health care	1.Read the description of the impacts of discrimination in health care on the next slide
	    • *Here's how one community member described the impacts of discrimination in health care*
	      - *"Being unhoused is a huge barrier to health care. They go to hospital. They get treated like dogs. Health care professionals] give you antibiotics or antipsychotics but how are you supposed to take them? Even if you are in a huge crisis, they move you through as quickly as they can. You're triaged even if you're ready to kill yourself. People are just not served for health and mental health."*	

What community members said about mental health and substance use	1.Introduce mental health and substance use • *Better access to mental health and substance use support is a major human rights priority in Chilliwack.* 2.Describe the different issues related to mental health and substance use • ***High suicide rates*** *among Indigenous people is in part the result of living in a community that receives few resources, including few culturally relevant supports such as smokehouses and sweat lodges.* • *There is a **lack of available, consistent and permanent mental health care providers** for youth and adults.* • *The **toxic drug supply** has resulted in an increase in deaths.* • *And there is a **limited range of supports** available for people using substances.*	
Impacts of issues related to mental health and substance use	1. Consider how human rights issues related to substance use impact community members • *Here's how one community member described the importance of adequate supports for substance use:* - *"We need detox beds in every single community. When a person is ready that day, they need to be able to go that day because the next day they could be dead."*	
Additional examples of community impacts related to health	1.Review issues covered in this section and invite participants to share additional examples of impacts, following the prompt on the slide • *We've seen examples of how the barriers to accessing health care, discrimination and issues related to mental health and substance use impact community members.* - *In what other ways do human rights issues related to health impact our community?*	
Optional activity: Exploring the community brief	1.Invite participants to explore the Community Brief • *Let's take a few minutes to learn more about issues related to barriers to access, discrimination and mental health and substance use by reading that section of the Community Brief.*	

(no slide)	2.Invite participants to share their thoughts • *What are your thoughts? Did anything stand out to you? Was anything surprising?*	
Break	1.Invite participants to take a break • *We have considered a great deal of information about challenging issues and want to acknowledge the impacts this may have on participants.* • *Before we move onto to the next issue, we'd like to invite you to take a 5-minute break for some self-care.* • *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.*	
Discrimination and hate	Introduce the issues related to discrimination and hate • *In addition to the discrimination in health care, many people with diverse identities shared broader experiences of discrimination and hate across many areas of life in Chilliwack.*	
What community members said about groups impacted by discrimination and hate	1.Introduce the identities impacted by discrimination and hate • *Community participants identified that several groups experience discrimination and hate in our community.* • ***Indigenous and Black people** identified that they experienced discrimination regularly in retail settings.* • ***Muslim women** experienced negative reactions to wearing a hijab in Chilliwack.* • *And there is a troubling rise of **anti-LGBTQ2SAI+ hate** in our community.*	
Impacts of discrimination and hate	1. Read the description of impacts of the rise in LGBTQ2SAI+ hate • *Here's how community members described the rise in LGBTQ2SAI+ hate* - "The LGBTQ2SAI+ community is just starting to form and there is a really violent and aggressive pushback against that community formation. I think that it can push some people away from even joining in the benign things like it's something as simple as going to a youth dance. You get protests, or like,	

	that youth now going becomes a political act. It shouldn't be a political act. It should just be 'I'm going to hang out with my friends.'"	
Additional examples of discrimination and hate	1.Review issues covered in this section and invite participants to share additional examples of discrimination and hate • *We've seen examples discrimination against Indigenous people, Black people and Iranian women. We've also seen examples of the rise in anti-LGBTQ2SAI+ hate in our community.* • *In what other ways do discrimination or hate impact our community?*	
Optional activity: Exploring the Community Brief (no slide)	1.Invite participants to explore the Community Brief • *Let's take a few minutes to learn more about discrimination and hate in our community by reading that section of the Community Brief* 2.Invite participants to share their thoughts • *What are your thoughts? Did anything stand out to you? Was anything surprising?*	

Key issues in employment	1.Introduce the issues identified in the area of employment
	• *Community members identified four key human rights issues in the area of employment. These include:*
	   - *underemployment*
	   - *discrimination in the workplace*
	   - *working and living conditions for migrant workers*
	   - *and impacts of climate change on migrant workers.*	

What community members said about underemployment	1.Desciribe the issues in employment related to underemployment • *Underemployment occurs when an individual cannot find full-time work or takes a job that does not reflect their education and training.* • *This makes it difficult to meet their financial needs.*	

	• *Underemployment and the underutilization of people's skills has **impacts** on two communities in Chilliwack more negatively than others: **immigrants** and **people with disabilities**.*	
Impacts of underemployment	1. Read example of how human rights issues related to underemployment impact community members • *Here's how one community member described the impacts of underemployment* - *"I managed ten or twelve projects from the United Nations … but here, I am a laundry attendant. Can you believe that? Because I can't find another job close to my position."*	
What community members said about discrimination in the workplace	1.Desciribe discrimination in the workplace • *People have experienced discrimination at work based on personal characteristics protected by the Human Rights Code, our province's major human rights law.* • ***Indigenous** people and **racialized immigrants** described feeling excluded and ignored by their colleagues.* • *Some **newcomers** felt they needed a white Canadian colleague's support when speaking to their employer to be taken seriously.* • *And some **women** face barriers to career advancement because some employers believe that women's family responsibilities will interfere with their employers' needs.*	
Impacts of discrimination in the workplace	1. Read the description of discrimination in the workplace: • *Here's how two community members described discrimination in the workplace* - *"Women often get left out of high positions in the workplace … especially if you're young. The employer thinks the person has kids … they take that into consideration, and women are sometimes discriminated against because of that."*	

What community members said about migrant workers' working and living conditions	1.Desciribe the issues in employment related to working and living conditions for migrant workers • *Migrant workers have their work visas tied to an employer, which can create a disproportionate* **power imbalance***.* • *Migrant workers can experience* **sub-standard working and living conditions***.* • *And some experience psychological, financial, physical or sexual* **abuse** *by their employer.* • *Migrant workers also face the* **risk of being exploited** *by licensed recruiters, who help employers in B.C. recruit foreign workers.*	
Impacts of mistreatment of migrant workers	1.. Read the description of mistreatment of migrant workers • *Here's how one community described vulnerability of migrant workers:* - *"These guys are just totally powerless in this situation. There is an endless stream of people who want to work in Canada, so if they speak up, if they report, if they injure themselves, they are sent home and told, 'You'll never work in Canada again.' Then their whole livelihood that might be supporting an entire family for the year is gone."*	
What community members said about the impacts of climate change on migrant workers	1.Desciribe the impacts of climate change on migrant workers • *Climate change has* **inequitable impacts** *on migrant workers.* • *The recent climate related flooding and heat waves made the poor* **working and living conditions** *many migrants already faced even worse.* • *Some migrant workers fell through the cracks due to* **inadequate support from service providers***, who did not address the needs and uphold the rights of these workers.* • *In addition, migrant workers' access to Red Cross* **flood relief was delayed** *because they were initially not entitled to it.* 2. Read the description of the importance of the right to adequate supports • *Here's how one community member described the impacts of climate change on migrant workers:*	

	- *"The migrant workers are in a constant state of emergency. The flood just brought everything to the surface ... and it will only continue each day with climate change getting worse."*	
Optional activity: Exploring the Community Brief (no slide)	1.Invite participants to explore the Community Brief • *Let's take a few minutes to learn more about underemployment, discrimination in employment and how migrant workers experience employment in our community by reading the Community Brief.* 2.Invite participants to share their thoughts • *What are your thoughts? Did anything stand out to you? Was anything surprising?*	

Summary	1.Provide a summary of the human rights issues covered in the session
	• *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*
	• *Three areas of human rights issues were identified, and for each of these areas, several issues were described.*
	• *In the area of housing, human rights issues were identified in:*
	   - *the housing crisis*
	   - *and inequities in housing for specific groups*
	• *In the area of health, human rights issues were related to:*
	   - *barriers to access*
	   - *discrimination*
	   - *and mental health and substance use*
	• *Human rights issues also showed up as discrimination against:*
	   - *Indigenous peoples*
	   - *Black people*
	   - *and Iranian women.*
	• *This rise in LGBTQ2SAI+ hate was also identified.*
	• *And in the area of employment, human rights issues were identified in:*
	   - *underemployment*
	   - *discrimination*
	   - *and migrant workers' rights*	

Examples of what helps	1.Introduce the discussion on examples of what helps
	
	2.Introduce what helps.
	   • *We've identified several examples of human rights issues in our community, but groups are taking action to address some of these issues.*
	   • *Before we wrap of this session, we'd like to take a few minutes to explore some of these community initiatives.*
	   • *These examples may inspire additional actions we can take in our community.*
	   • *We'll also invite you to share some additional initiatives that you may be aware of.*
	Then we'll share some resources from BC's Office of the Human Rights Commissioner that may be helpful.	

Examples of what helps in mental health and substance use	1.Share example of what helps in anti-Indigenous discrimination
	   • *Here's one example of community initiatives that have helped addressed the issues related to mental health and substance use.*
	
	a. Collaboration to Reduce Stigma
	   • *The Mountainside Harm Reduction Society, the Chilliwack Community Action Team and Shxwhá:y Village partner annually to host the "No More Stigma, No More Shame" event.*
	   • *This event commemorates International Overdose Awareness Day on August 31.*
	   • *The event addresses discrimination against people who use drugs through its activities and speeches.*
	   • *It also creates a space for community connection.*
	   • *The family friendly event is peer-run and features Indigenous Elders leading conversations.*
	   • *It offers crafts, food trucks, face-painting by local Indigenous small businesses and peer-run drug checking from Mountainside.*
	   • *Many attendees include organizations that are led by and serve people who use drugs.*	

	• *The highlight of the event is the community grieving activity, which features a collective butterfly release to symbolize the loss of loved ones.* 2. Read the impacts of this initiative on the slide • *Here's what one community member shared about their experience with this event:* - *"I feel like there should be a lot more like peer-led organizations and things like [Mountainside] rather than someone that doesn't have lived experience … so, they can empathize with you more, more compassion, more equality."*	
Examples of what helps with anti-LGBTQSAI+ hate	1.Share example of what helps with anti-LGBTQSAI+ hate • *Here's one example of community initiatives that have helped with anti-LGBTQ2SAI+ hate* • *LGBTQ2SAI+ community groups, supports and events in Chilliwack have expanded over the past few years.* • *For youth in this community, it is especially important to have a safe space to socialize.* • *One examples is the weekly Chilliwack Queer Café.* • *It is run by the Chilliwack Pride Society and sponsored by the Chilliwack Métis Association.* • *Planned and ongoing events include open mic/karaoke, drag queen bingo and board games.* • *The Queer Café has a diverse group of participants of all backgrounds and economic means.*	
Examples of what helps with the impact of climate change	1.Share example of what helps to counter the impacts of climate change on migrant workers • *Here's one example of an organization that has improved conditions for migrant workers.* • *Dignadad Migrante is a workers' organization that is dedicated to the protection and defense of temporary foreign workers.* • *It uses a worker-to-worker model and teaches migrant workers about their rights in their mother tongue.*	

	• *During the floods, Dignidad Migrante representatives in Chilliwack helped to translate, advocate, complete paperwork and inform migrant workers about their rights.* • *It also provided them with emotional support.*	
Additional examples of community initiatives that help	1.Review initiatives covered in this section and invite participants to share additional examples of successful community initiatives • *We've seen several examples of community initiatives to address issues related to mental health and substance use, anti-LGBTQ2AI+ hate, and migrant workers' rights in Chilliwack.* • *Do you have any additional examples community initiatives that have worked to address human rights issues in our community?*	
BCOHRC resources	1. Highlight additional BCOHRC resources participants may find helpful. • *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.* • *Information about these resources is included in Handout 5.* 2. Introduce the Baseline Community Briefs for other communities • *Community Briefs were developed in 3 other communities: Cranbrook, Chetwynd, Terrace.* • *These briefs may help participants to:* *- recognize similarities between even very different communities* *- identify unique issues experienced in different regions of the province* *- and consider examples of successful actions in other communities.* 3. Introduce the Baseline recommendations database • *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. • Users of the database can search recommendations by issue area, groups affected, location of recommendation, source and year	BCOHRC resources in HO package

	recommended, among other things. The database doesn't track whether recommendations have been implemented. 4. Introduce the Baseline microsite - *The Baseline microsite is frequently updated with new resources related to the Baseline Project.* - *One of these items is a report focusing on issues across the province.* 5.Introduce BCOHRC human rights education resources - *BCOHRC has developed a wide range of educational resources, including web pages, workshops, webinars, videos, conversation guides and more, which you may find useful.* 6. Introduce BCOHRC reports (Inquiry on hate, social condition, etc.) - *BCOHRC has published a number of reports which provide an analysis of key human rights issues and offer recommendations for addressing these issues* - *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.* 2.Invite participants to share any learning resource *Would anyone like to share resources related to human rights that you think people might find useful?*	
Session goals	1. Review the learning goals - *Before we end our session, we invite you to review the session goals on the slide and reflect on what you have learned today.* 2.Invite participants to share, modelling for the group with your takeaway and hope - *We invite you to share one thing you are taking away from the session and any thoughts you have on next steps.*	

Closing	1.Thank participants for joining the session	BCOHRC contact information in HO package
	• *Thank you for taking the time to share and learn with us today.*	
	2. Share contact information for BCOHRC on the slide and in the HO package	
	• *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.*	
	3. If appropriate, make plans for next steps.	

Appendix 1: Strategies to initiate and engage in challenging conversations

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 you 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.