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

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 Cranbrook. 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 Cranbrook community members who would like to share the findings of the Cranbrook Baseline Community Briefs with groups in their community. An explanation of the origin and purpose of these 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.

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

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
- sticky notes
- pens

Facilitator's guide

Slide/time	Notes	Resources
Title slide	Welcome • *We'd like to 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 the Baseline Community Brief and how it 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 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. We can do this by accepting people's experiences as true for them and using language that does not attribute positive or negative qualities to a specific group.*
	• 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.*
	• *These feelings may arise during the session or they may come up afterwards.*
		Handout 1: Where can I get support

	• *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 support 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 Commissioner (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 Cranbrook.*
	
	    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 lived experience with human rights issues.* • *Other community members helped 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:* • *AIDS Network Kootenay Outreach and Support Society (ANKORS)* • *Cranbrook Food Bank* • *Cranbrook Women's Resource Centre* • *REALM Services Inc.* • *Self-Advocates of the Rockies* • *In addition, the Ktunaxa Nation's Health and Social Sector generously connected BCOHRC with many individuals who access their 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 14 focus groups and seven interviews with 90 individuals in Cranbrook.* • *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 BCOHRC 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	1.Introduce the process • *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.*	
Community snapshot	1.Provide a snapshot of the community that is included in the Brief, referring to the image on the slide • *The City of Cranbrook has a population of 20,499 people and is a major service hub for the entire East Kootenay region (population of 65,896)*	

	• *10 per cent of Cranbrook residents are Indigenous and seven per cent are visible minorities and in the last 20 years the Indigenous population of Cranbrook nearly doubled and the visible minority population nearly tripled while the overall city population remained stable.* 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 Cranbrook 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 Cranbrook* • 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?* 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,*	Chart paper: Human rights issues in our community Sticky notes and pens for participants

	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 3 key areas:*
	   • *One area is housing and poverty.*
	   • *A second area is health.*
	   • *A third area is discrimination and hate.*
	• *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 poverty and housing	Introduce human rights issues in poverty and housing • *Several human rights issues were identified in the poverty and housing. Let's look at those now.*	
Key issues in poverty and housing	Introduce the issues identified in the area of poverty and housing • *Human rights issues identified in the area of poverty and housing include* • *the housing crisis*	

	• *social assistance* • *and food insecurity*	
What community members said about the housing crisis	1.Identify the key issues identified in relationship to the housing crisis • *Community participants highlighted the following issues related to the housing crises.* • ***Limited access to housing*** *and* ***rising costs of housing*** *mean that safe, suitable and affordable housing is challenging to find … and keep.* • *This makes people vulnerable to* ***exploitation by landlords***. • ***Homelessness*** *is increasing rapidly in the community.* • *Being unhoused means* ***barriers*** *to health care, employment and essential services, like basic sanitation and water.* • *Discrimination in housing shows up in the form* ***of emergency and non-market housing bans*** *and* ***inequities in housing***. 3.Introduce how these issues may impact community members: • *Over the next few slides, we'll learn about how the housing crisis has impacted community members*	
Impacts of rising costs and vulnerability to exploitation by landlords	1.. Consider how rising costs and vulnerability to exploitation by landlords impacted community members • *Here's how one community member described the impacts of rising costs and vulnerability to exploitation by landlords:* - *"My rent went up 20 per cent overnight, and I know the law is four per cent but what am I going to do? If I say anything, I'm out on the streets."*	
Impacts of homelessness	1.Consider how homelessness impacts community members • *Here's what one community member shared about the impacts of homelessness:* - *"The rents have come up to a point where it's absolutely [ridiculous], so one of the things that I'm seeing is that families are camping at Horseshoe Lake. They're camping out in the woods."*	

Impacts of limited access to emergency housing	1. Consider the impacts of limited access to community housing • *Here's what a service provider had to say about access to emergency housing:* 　• *"We had somebody that was being discharged from hospital [at] 6:00 p.m. and needed … a warm place due to medical reasons. And even having workers advocate and call down, offer to stand in line, they were like, 'No, 4:00 p.m. is the cut-off. They can stay on the streets."*	
What community members said about social assistance	1.Describe the key issues identified in relationship to social assistance • *Community members identified two key issues related to social assistance* 　- *inadequate social assistance rates* 　- *and barriers to accessing social assistance* 2.Introduce the impacts • *Over the next few slides, we'll explore how these issues impact community members*	
Impacts of Inadequate social assistance rates	1.Consider the impacts of inadequate social assistance rates • *Here's how one community member described the impacts of inadequate social assistance rates:* 　- *"If you really want to help homeless people, give them some way out of the situation. Don't keep them perpetually locked there. 'Cause when you're handed not even enough money to survive every month … you're never going to be able to save for this or that or get yourself up out of here."*	
Impacts of barriers to accessing social assistance	1. Consider the impacts of barriers to access to social assistance • *Let's see what a community member had to say about barriers to accessing social assistance:* 　- *"There's nothing but shame and indignity and people just won't make it. I can't believe how many people I meet who aren't on social assistance."*	
What community members said	1.Describe the key issues identified in relationship to food insecurity	

about food insecurity	• *Community participants highlighted the following issues related to food insecurity:* - *the **growing reliance on food banks** in the community* - *and **community stigma** associated with food insecurity.* 2. Introduce the impacts of food insecurity • *Over the next few slides, well explore how these issues impact community members*	
Impacts of increased reliance on food banks	1. Consider the impacts of increased reliance on foodbanks • *Here's how one service provider described the impacts of increased reliance on food banks:* - *"I have people that work in the school system and they say the breakfast program and the hot lunch program, they've seen an exponential increase including staff that have to access it."*	
Impacts of community stigma	1.Consider the impacts of stigma on community members • *Here's how one service provider described the impacts of community stigma:* - *"[We have clients] that drive nice cars. We have clients that live in the bush. We have all sorts of demographics and food insecurity can happen to everybody. We deliver to every neighbourhood. It is your neighbours."*	
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, social assistance and food insecurity 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?*	
Additional examples of community impacts related	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 housing crisis, social assistance and food insecurity are impacting our community.*	

to poverty and housing	• In what other ways do human rights issues related to poverty and housing impact our community?	
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
	• *Two key human rights issues were identified in the area of health*
	  - *barriers to access*
	  - *and mental health and substance use*	

What community members said about barriers to access	1.Describe the key issues identified in relationship to right to health care
	• *Community participants highlighted the following issues related to the right to health care*
	  - ***Chronic understaffing*** *and* ***insufficient resources*** *often result in the need to* ***travel out of region.***
	  - *All of these factors create barriers to accessing* ***continuous, primary health care.***
	  - *And discrimination against Indigenous people, people with disabilities and people experiencing homelessness and substance users produce* ***inequities in health care***.
	
	2.Introduce the impacts of these issues
	• *We'll look at how these issues have impacted community members in the following slides.*	

Impacts of insufficient resources	1. Explore the impacts of insufficient resources • *Here's how one health care provider described the impacts of insufficient resources:* - *"Our hospital is constantly fundraising … to get more equipment…. If we had more resources here, we probably wouldn't have to send families … to Kelowna or Calgary or go to Vancouver to access service."*	

Impacts of inequities in health care: Indigenous people	1.Explore impacts of inequities in health care for Indigenous people • *Here's how community members described inequities in health care for Indigenous people* - *"[Indigenous patients] feel that they're … talked down to, not listened to, and people have already decided what their problem is and it usually has nothing to do with why they're [actually] there."*	

What community members said about mental health and substance use	1.Describe the key issues identified in relationship to mental health and substance use
	• *Community participants highlighted the following issues related to mental health and substance use*
	  - *The **toxic drug supply** has had a major impact on community members.*
	  - *Those using substances as well as people with mental illnesses face **barriers to accessing supports**.*
	
	2.Introduce the impacts of these issues
	• *We'll look at how these issues have impacted community members in the following slides.*	

Impacts of barriers to accessing mental health supports	1. Explore impacts of barriers to accessing mental health supports • *Here's how one community member described the impacts of their limited access to mental health supports:* - ***I** don't get to see mental health unless I have a breakdown or an issue, right? You don't get to sit there and say, 'I'm going to have one. Let's talk.'"*	
Impacts of barriers to accessing substance use supports	1.Expolore impacts of limited access to supports for substance use • *Here's how a service provider described the impacts of limited access to post treatment supports* - *"We put people into detox … only to bring them back to the street. And then they die because they overdose."*	

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 human rights issues related to the right to health care and mental health and substance use 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?*	
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 barriers to access and mental health and substance use are impacting our community* • *In what other ways do issues related to health impact our community?*	
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 housing and health care described above, many people with diverse identities shared broader experiences of discrimination and hate in many areas of daily life in Cranbrook.* • *Discrimination and hate don't just show in interpersonal interactions like saying racial slurs or defacing of rainbow crosswalks, they also prevent people from accessing services. In this way, discrimination creates systemic differences and inequities.*	
What community members said about discrimination	1.Describe the key issues identified in relationship to discrimination • *Community participants identified that the following groups experience discrimination in our community*	

	- *The legacy of colonization has had a profound impact on the human rights of **Indigenous people*** - ***unhoused people*** - ***people using substances*** - *and **people with disabilities** also experience discrimination.* 2.Introduce the impacts of these issues • *We'll explore the impacts of these issues in the next few slides.*	
Impacts of discrimination against Indigenous peoples	1. Explore the impacts of discrimination against Indigenous people • *Here's how one community member described the anti-Indigenous discrimination they experienced:* - *"Being an Aboriginal, we don't get hired in a lot of places. I've applied everywhere in the last 30 years and I've only received about three jobs.... They tell me [to] go back to the reserve."*	
Impacts of discrimination against people with disabilities	1. Explore the impacts of discrimination against people living with a disability • *Here is an example of discrimination shared by a person with disabilities in our community* - *"There's 'Help Wanted' signs everywhere but they're not being given a chance, right? Or they are being given a chance and then being fired for things that are so far beyond their control."*	
What community members said about hate	1.Describe the key issues identified related to hate • *Discriminatory attitudes towards women and gender-diverse people increase the risk of **gender-based violence** and hinder effective response and support for people experiencing this violence.* • *This is especially true for **Indigenous women**, **women who use substances**, and **women with disabilities**.*	
Impacts of gender-based violence	1.Explore the impacts of discrimination and gender-based violence • *Here's how a service provider described the impacts of gender-based violence:* - *"We're talking about the vulnerability of women who are living in partner violence and still not being supported community wide. And so, yes, we have a transition house, yes, we have a women's centre. We have people working with women, but they're still very discriminated against in many different areas of Cranbrook,*	

	including the RCMP…. [T]he discrimination just poses more risk for them."	
Optional activity: Exploring the Community Brief	1.Invite participants to explore the Community Brief • *Let's take a few minutes to learn more about how discrimination and hate impact people 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?*	
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, people who are unhoused, people who use substances and people with disabilities. We've also seen example of hate in our community in the form of gender-based violence.* • *In what other ways do discrimination or hate impact our community?*	

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*
	• *Two areas of human rights issues were identified, and for both areas, several issues were identified.*
	• *In the area of housing and poverty, human rights issues were identified in:*
	  - *the housing crisis*
	  - *social assistance*
	  - *and food insecurity*
	• *and in the area of health, human rights issues were related to:*
	  - *barriers to access*
	  - *and mental health and substance use*
	• *Human rights issues also showed up as discrimination against:*
	  - *Indigenous peoples*
	  - *people with disabilities*	

	- *people who use substances* - *and people who are unhoused* • *This issue of hate was also identified in the form of gender-based violence*	
Examples of what helps	1.Introduce the discussion on examples of what helps • *Several human rights issues have been identified in our community, but groups are taking action to address some of these issues.* • *Let's look at some examples now.* • *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 food security	1.Share example of what helps in anti-Indigenous discrimination • *Here are examples of community initiatives that have helped addressed the issues of anti-Indigenous discrimination* a. Cranbrook Food back • *In fall 2022, Cranbrook Food Bank launched a new shopping model.* • *Instead of receiving a generic hamper, when clients enter the Food Bank they pick up a shopping basket and choose which foods to bring home.* • *BCOHRC heard how this new model helps give people more autonomy and dignity when using food bank services.* • *It has the added benefit of reducing food waste by allowing people to skip foods they cannot eat due to allergies or other dietary restrictions.* b. **ʔaq̓ʼam health clinic** • *Participants told us the ʔaq̓ʼam health clinic recently took on the role of providing food to community members.* • *BCOHRC heard that this approach has not only helped reduce hunger but has also earned trust and strengthened ʔaq̓ʼam First Nation's relationships with community members.* • *This has increased community members' access to other health services.*	

	2. Read the impacts of this initiative on the slide • *Here's what one community member shared about their experience with the Cranbrook Food Banks:* - *"When you go there, you kind of feel like you're being greeted by family, which is not something you usually get…. You guys recognize us."*	
Example of what helps with mental health and substance use	1.Share example of what helps with substance use • *Here are two example of community initiatives that have helped with human rights issues related to substance use* a. ANKORS fireside chats • *The community organization ANKORS has facilitated several fireside chats about anti-stigma between health care providers and people with lived experience of substance use.* • *During these sessions, people with lived experience share their experiences and concerns.* • *BCOHRC heard that these conversations have had a significant impact. People who use drugs report an immediate improvement in how they are treated by health care staff.* b. **Service provider and peer-based support** • *It has also been helpful to have ANKORS and East Kootenay Drug User Network staff present at the emergency room when people are brought in after an overdose.* 2. Read the impacts of these initiatives on the next slide • *Here's what one community member shared about their experience with peer-based supports* - *"Having peer-based community support in this setting helps people feel safe and allows them to connect with other services and supports when they leave the hospital."*	

Example of what helps with anti-Indigenous discrimination	1.Share example of what helps in anti-Indigenous discrimination • *Here's one example of community initiatives that have helped addressed the issues of anti-Indigenous discrimination* a. First Nations health and social services • *Ktunaxa Nation and Ɂaqʼam First Nation offer health and social services to their members, both on reserves and those living in Cranbrook, as well as to others in the community.* • *Some Indigenous people in Cranbrook feel safer accessing services offered by Ktunaxa Nation or Ɂaqʼam First Nation than other services.* • *One important example of how Ktunaxa Nation continues to assert self-determination and seeks to meet the needs of community members is its work on child welfare through the Ktunaxa Kinbasket Child and Family Services Society. Through extensive consultation, the Ktunaxa Nation is planning work to move child welfare under its jurisdiction.* 2. Read the impacts of this initiative on the slide • *Here's what one member of the Ktunaxa Nation shared about this initiative:* - *"It's exciting to have the opportunity to do things this way. A lot of Elders in their wildest dreams wouldn't have seen this happening. It's providing hope and a bit of ease for Elders to see there will be a system conducive to them. Child protection is a reality even though no one wants it, so it means a lot being able to do it in a way that aligns with our values."*	
Examples of what helps to address discrimination based on disability	1.Share example of what helps to counter ableism • *Here's one example of a community initiative that has helped to address the issues of discrimination against people with disabilities.* a. Self-Advocates of the Rockies • *Self-Advocates of the Rockies (SAOR), is based in Cranbrook.* • *This organization supports people with diverse abilities in the region to connect, find their voice and advocate for their rights.* • *They have done community education work and government advocacy on issues including disability income assistance rates.*	

	• *BCOHRC heard that some of the most impactful work SAOR does involves building community for people with diverse abilities through phone trees and virtual and in-person social events. These community events help people make friends and feel a sense of belonging. They also help people access a network of support when standing up for their rights.*
	
	2. Read the impacts of this initiative on the slide
	   • *This is echoed by one community member, who said,*
	     - *That's why it's good for us to be self-advocates and help the ones that are scared to speak up.*	

Examples of what helps to address gender-based violence	1.Share example of what helps to address gender-based violence
	   • *Here's one example of a community initiative that has helped address the issues of gender-based violence.*
	
	  b. Ktunaxa cultural revitalization
	   • *The Ktunaxa people have continually asserted their inherent rights to their traditional territories and fought to preserve and revitalize their culture and language.*
	   • *A major example is Ktunaxa Nation's reclamation of the St. Eugene Mission residential school site.*
	   • *After the residential school closed in 1970, the building was left empty and unused for twenty years.*
	   • *In 1992, the four Ktunaxa Nation bands located in Canada, along with the Shuswap Indian Band, began the process of taking back the former residential school site.*
	   • *BCOHRC heard that after two years of extensive community consultation, each of the five communities voted to restore and reopen St. Eugene Mission as a resort and tourism destination.*
	   • *This resort brings revenue to the communities and shares Ktunaxa culture, history and language with visitors through the Ktunaxa Interpretive Centre.*	

	2. Read the impacts of this initiative on the slide *Here's what Ktunaxa Elder Mary Paul said about this initiative, in words that are prominently displayed at St. Eugene:* - *"Since it was within the St. Eugene Mission School that the culture of the Kootenay Indian was taken away, it should be within that building that it is returned."*	
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 food insecurity, mental health and substance use, discrimination and hate in our community.* • *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: Chetwynd, Chilliwack and 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.*	BCOHRC resources in HO package

	• *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* 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 • *BCOHRC urges anyone with questions about the brief to reach out to them with 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.