B.C. communities speak human rights: What Terrace 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 Terrace. 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 Terrace community members who would like to share the findings of the Terrace 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
- sticky notes
- pens

Facilitator's guide

Slide	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 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 Terrace.*
	
	   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 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:*
	  - *Terrace Chapter of the Council of Canadians*
	  - *Terrace and District Community Social Services*
	  - *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.*	

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 eight focus groups and 10 interviews with 45 individuals in Terrace.* • *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	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 • *Terrace is home to 12,000 people while the surrounding area has a population of about 19,000 people.*	

	22 per cent of the City of Terrace residents are Indigenous and 11 per cent are visible minorities. 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 Terrace that are missing from the community snapshot?*	
Human rights issues in our community (two slides)	1. Refer to some aspects of their community that participants shared in the introductions. • *Let's look back at what you told us you appreciate about Terrace.* • 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, 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.*	Chart paper: Human rights issues in our community Sticky notes and pens for participants

	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 colonization, racism and discrimination.*
	  • *Another area is poverty and housing.*
	  • *Essential services is another area identified.*
	  • *A fourth area is health.*
	  • *And the final area is education.*
	• *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 colonization, racism and discrimination	Introduce human rights issues related to colonization, racism and discrimination. • *Several human rights issues were identified with relationships to colonization, racism and discrimination.* • *Let's look at those now.*	
Key issues in colonization,	Introduce the issues identified in the area of colonization, racism and discrimination.	

racism and discrimination	• *Human rights issues identified in the area of colonization, racism and discrimination include:*
	  • *anti-Indigenous racism*
	  • *experiences of newcomers*
	  • *and gender-based violence*	

What community members said about anti-Indigenous racism	1.Identify the key issues identified in relationship to anti-Indigenous racism • ***legacy of colonization*** *has had a profound impact on the human rights of Indigenous peoples.* • *Present day anti-Indigenous* **discrimination** *remains a major human rights issue in Terrace.*	
Impacts of anti-Indigenous racism	1.. Consider how anti-Indigenous racism impacted community members • *Here's how one community member described the impacts of anti-Indigenous racism:* - *"It's so sad because I have three children who are blonde, fair skinned, and I have three children who are dark skinned and look like their mom. I'm more worried about my children who are dark skinned."*	

What community members said about the experiences of newcomers	1.Describe the key issues identified in relationship to newcomers
	• *Community members identified three key issues related to the experience of newcomers:*
	  - *Many newcomers to Terrace experience* **human rights violations by their employers.**
	  - *Newcomers may be at risk of* **losing their housing** *if they leave their jobs.*
	  - *Newcomers also experience* **racism from community members***.*	

Impacts of risks of loss of housing	1.Consider the impacts of the risk of loss of housing on newcomers • *Here's how one community member described the impact of the risk loss of housing on newcomers.* - *"On their [lease] it said even though [you] have [an] open work permit, if you get a second job … you have to leave within forty-eight hours. If you get fired, you have to leave within twenty-four hours."*	

What community members said about gender-based violence	1.Describe the key issues identified in relationship to gender-based violence
	• *Community participants highlighted the following issues related to gender-based violence*
	  - ***Discriminatory attitude**s towards women and gender-diverse people, along with **gaps in essential services**, increase the risk of violence and **limit effective response and support** for those who have experienced violence.*
	  - *There is an increase in gender-based violence associated with the **resource sector.***
	  - *We heard that **Indigenous women are at higher risk of violence,** and often face discrimination from health care providers and law enforcement when trying to get help.*	

Impacts of gender-based violence	1. Consider the impacts of gender-based violence • *Here's how one Indigenous community member described the impacts of gender-based violence:* - *"[Indigenous women] have gone through perhaps years of trauma, both in our families and societally, and have witnessed police brutality against our family members … [If] we are sexually assaulted or abused … we feel very scared to be cared for medically, very afraid to call police as sometimes police have been the perpetrators of said abuse…. It's very hard for us to seek assistance when we do not have a level of trust … that our bodies will not be put in any more harm and that our rights will be upheld."*	
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 colonization, racism and discrimination in Terrace 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	1.Review issues covered in this section and invite participants to share additional examples of impacts, following the prompt on the slide	

colonization, racism and discrimination	• *We've seen examples of anti-Indigenous racism, the experiences of newcomers and gender-based violence in our community.* • *In what other ways do human rights issues related to colonization, racism and discrimination impact our community?*	
Human rights issues in poverty and housing	Introduce human rights issues in health • *Several human rights issues were identified in the area of poverty and housing. Let's look at those now.*	
Key issues in poverty and housing	Introduce the issues identified in the area of health • *Three key human rights issues were identified in the area of poverty and housing:* - *poverty* - *housing* - *and being unhoused*	
What community members said about poverty	1.Describe the key issues identified in relationship to poverty • *Community participants highlighted the following issues related to the poverty in our community.* - *Some groups in Terrace are **disproportionately impacted** by poverty, including Indigenous people and children living in female-led single-parent families.* - *The **rising cost of living** is making life difficult for many community members.* - *And a growing numbers of community members are experiencing **food insecurity.***	
Impacts of poverty	1. Explore the impacts of poverty • *Here's how one community member described the impacts of poverty.* - *"A lot of us aren't eating enough ... because when it comes down to money, the first thing you're going to pay is your bills before you're going to feed yourself."*	
What community members said about housing	1.Describe the key issues identified in relationship to housing • *Community participants highlighted the following issues related to housing:*	

	- There is i**nsufficient housing** as the supply has not kept up with the needs of the growing population. - This has led to **soaring costs** for housing, which makes housing precarious for many and puts them at risk of evictions. - The housing crisis has **disproportionate impacts** on women and children fleeing violence. - And Indigenous people, people with disabilities and women with multiple children experience **discriminatio**n in the housing market.	
Impacts of the housing crisis	1. Explore impacts of the housing crisis • *Here's how one community member described the impacts of the housing crisis:* *"We have a lot of [older adults] who are in rental accommodations who are struggling to make their payments each month … [who are] cutting down on food or medications and things like that."*	
What community members said about being unhoused	1.Describe the key issues identified in relationship to being unhoused • *Community participants highlighted the following issues related to housing:* - *There is **a growing unhoused population** in Terrace.* • ***84% of the unhoused population are Indigenous*** *compared to 22% of the general population. This reflects the legacy of colonization, intergenerational trauma and discrimination.* • *There is **insufficient emergency housing**.* • *And there are high levels of **discrimination against people on the streets.***	
Impacts of being unhoused	1. Explore impacts of being unhoused • *Here's how one community member described the impacts of being unhoused:* - *"I have witnessed RCMP … doctors and nurses … government officials mistreat people on the streets and at-risk peoples…. Police brutality continues. There's a lack of adequate medical care for those who are homeless and there's a lack of acceptance from many local officials here that homeless people have the right to be treated as people, as any other citizen, as fairly as they can be treated."*	

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 housing 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 poverty and housing	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 poverty, housing and being unhoused are impacting our community* • *In what other ways do issues related to poverty and housing 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.*	
Human rights issues in essential services	Introduce the issues related to essential services • *Several human rights issues were identified in the area of essential services.* • *Let's look at those now.*	
Key issues related to essential services	Introduce the issues identified in the area of essential services • *Three key human rights issues were identified in the area of essential services:* - *staffing challenges* - *barriers to access* - *and barriers for children and youth with disabilities*	
What community members said	1.Describe the key issues identified in relationship to staffing challenges in essential services	

about staffing challenges in essential service	• *Community participants identified the following issues related to staffing challenges in essential services:* - *As a hub for the region, with a growing resource sector, Terrace is under-resourced and experiencing **staffing shortages** in health, education and social services.* - *As a result, these services are **not able to operate at full capacity.*** - *This produces **higher workloads and stress** for staff, often leading to burnout and staffs leaving the region.* - *Low wages, the high cost of living and lack of support for people with disabilities result in **barriers to training** for the local population in these sectors.*	
Impacts of barriers to training	1. Explore the impacts of barriers to training: • *Here's how one community member described the impacts of barriers to training in the service sector.* - *"You can't get by on one job, so you're going to be doing multiple jobs and school, which can be intense for some young people. It's hard to achieve your goals when there's so much money that plays into it."*	
What community members said about barriers to accessing services	1.Describe the key issues identified related to hate • *Community members identified several additional barriers to accessing services.* - *Barriers to access are particularly high in Terrace and make some services **unsafe or difficult access**.* - *Some systems are **difficult to navigate**, especially for people experiencing stress or complex trauma.* - *Community members identified that service providers don't always use a **trauma informed approach**.* - ***Children and youth with disabilities** experience major barriers in accessing health care and education as a result of staffing shortages and gaps in services.*	
Impacts of barriers to	1.Explore the impacts of discrimination and gender-based violence • *Here's how one community member described the impacts of barriers to accessing services:*	

accessing services	- *"You can't expect people that aren't doing well, that have complicated situations to fit into a colonial system where you must find this person and you must do this specific intake and this intake has to be done at this specific time and then you've got to wait two to three weeks to get the appointment. Then you have to show up on a Thursday at 2 and if you miss that appointment well too bad."*	
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 issues related to essential services impact people in our community by reading that section of the Community Brief. The impacts on children and youth with disabilities is near the end of the 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 essential services	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 staffing challenges and barriers to accessing services impact our community.* • *In what other ways do issues related to services impact our community?*	
Human rights issues in health	Introduce the issues related to health • *Several human rights issues were identified in the area of health.* *Let's look at those now.*	
Key issues related to health	Introduce the issues identified in the area of health • *Four key human rights issues were identified in the area of health:* - *under-staffing* - *discrimination* - *insufficient services for older adults* - *and the toxic drug crisis*	

What community members said about under-staffing in health care	1.Describe the key issues identified in relationship to under-staffing in health care • *Community participants identified the following issues related to under-staffing in health care.* - **Recruitment and retention** of health care staff is a challenge in Terrace. - This has resulted in a **limited access to primary care**. - There are **disproportionate impacts** on seniors, individuals struggling with mental health or substance use challenges, individuals with a history of trauma and people with disabilities. - Some community members experience **barriers accessing telehealth,** which has been introduced as one solution to limited in-person care. - Some community members also identified **insufficient mental health care** services in the community.	
Impacts of under-staffing in health care	1. Explore the impacts of under-staffing: • *Here's how one health care provider described the impacts of under-staffing in health care:* - *"We're getting called in to somebody who's in crisis because they haven't taken their medications for four months because their prescription ran out. Or the wound has become infected.... We're ending up dealing with far more acute cases because people just haven't been able to get access in a timely fashion."*	
What community members said about discrimination in health care	1.Describe the key issues identified related to hate • ***Indigenous individuals, unhoused people, people who use substances and people with mental health issues*** *experience discrimination in health care.* • *Some service providers described a **culture** where **discriminatory comments** about patients **are common in health care settings.***	
Impacts of discrimination in health care	1.Explore the impacts of discrimination in health care • *Here's how one service provider described the impacts of this culture of discrimination:*	

	- *"Things I've overheard at the hospital…. 'Oh, it's his third time in here OD'ing this week. I wish they'd just ship 'em away.'"*	
What community members said about services for older adults	1.Describe the key issues identified in relationship to services for older adults. • *There are **insufficient services** an**d long wait lists** for the growing senior population in Terrace.* • *This has resulted in a **strain on the health care system** and leaves many **seniors in crisis.***	
Impacts of insufficient services for older adults	1.Explore the impacts of insufficient services for older adults. • *Here's how one service provider described the impacts of insufficient services for older adults:* - *"We have a lot of seniors [in] their 80s and 90s living in their homes because there is nowhere to go until they are in such poor health that they end up in the hospital, which only has so many beds."*	
What community members said about the toxic drug crisis	1.Describe the key issues identified in relationship to the toxic drug crisis. • *At the second highest in the province, there is an increasing unregulated drug fatality rate in Terrace.* • *There is **limited access to harm reduction, detox and treatment services.*** • ***Discrimination** against substance users has **delayed the implementation of these programs.*** • ***Lengthy travel** is often necessary to access services in other centres, which puts substance users at risk.* • *There is a planned expansion of services to address these issues.* • *But **barriers to housing and addictions treatment** will impact the success of services for people who use substances.*	
Impacts of the toxic drug crisis	1.Explore the impacts of the toxic drug crisis. • *Here's how one service provider described the impacts of the toxic drug crisis:*	

	- *"We don't have detox beds or sobering beds. Apparently, there's two in the hospital but, if they're utilized for something else, they're not available … and they never seem to be available. So, our detoxing takes place typically in the RCMP station, which is not a healthy spot to go through withdrawal."*	
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 issues related to health care 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 human rights issues in health care	1.Review issues covered in this section and invite participants to share additional examples of issues in health care • *We've seen examples of human rights issues in health care related to under-staffing, discrimination, insufficient services for older adults and the toxic drug crisis.* • *In what other ways do issues related to health care impact our community?*	
Break	1.Invite participants to take a break • *Before we move onto to the next issue, we'd like to invite you to take a 5-minute break for some self-care.*	
Human rights issues in education	Introduce the issues related to education • *Several human rights issues were identified in the area of education.* • *Let's look at those now.*	
Key issues related to education	Introduce the issues identified in the area of education • *Issues identified in the area of education were all related to unequal treatment of students.*	

What community members said about unequal treatment of students	1.Describe the key issues identified in relationship to unequal treatment of students. • **_Indigenous students, students with disabilities and LGBTQ2SAI+ students_** _experience discrimination and unequal treatment in schools._ • _Many students from these groups have better experiences at the_ **_alternate school_**_, while others experience feelings of isolation, stigma and discrimination._	
Impacts of anti-Indigenous racism in schools	1. Explore the impacts of anti-Indigenous racism in schools • _Here's how one parent described the impacts of anti-Indigenous racism in schools:_ _- "[My son] now accepts who he is, but growing up he didn't. Like when I was putting him into [middle school] he said, 'Mom, I do not want you to register me as I'm status.' … I was really offended and upset with him, but it's part of the friends that he had … they put down First Nations people."_	
Impacts of unequal treatment for students with disabilities	1.Explore the impacts of unequal treatment for students with disabilities • _Here's how community members described the impacts of unequal treatment of students with disabilities:_ _- "[Middle school] was definitely very difficult for a lot of students who had disabilities, even [some staff] were pretty rude to students with autism or just some sort of disability."_	
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 issues related to education 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	1.Review issues covered in this section and invite participants to share additional examples of issues in education.	

human rights issues in education	• *We've seen examples of human rights issues in education related to unequal treatment of students.* *In what other ways do issues related to education 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*
	• *Colonization, racism and discrimination were considered in the form of:*
	  - *anti-Indigenous racism*
	  - *experiences of newcomers*
	  - *and gender-based violence.*
	• *Human rights issues also showed up in the areas of poverty and housing, essential services, health and education.*
	• *In the area of poverty and housing, human rights issues were identified in relationship to:*
	  - *poverty*
	  - *housing*
	  - *and being unhoused.*
	• *In the area of essential services, human rights issues were related to:*
	  - *staffing challenges*
	  - *barriers to access*
	  - *and children and youth with disabilities.*
	• *Human rights issues in the area of health include*
	  - *under-staffing*
	  - *discrimination*
	  - *insufficient services for older adults*
	  - *and the toxic drug crisis.*
	• *And in the area of education, human rights issues were identified in*
	  - *the unequal treatment of specific groups of students*	

Examples of what helps	1.Introduce the discussion on examples of what helps • *We've identified several human rights issues 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.* Note to facilitator: There are many examples of what helps shared in this presentation. If time is limited, you may wish to share only a few of them, and invite participants to explore additional examples by reading the brief.	
Examples of what helps with gender-based violence	1.Share example of what helps in gender-based violence • *Here's one example of a community initiative that uses a person-centred and trauma-informed approach in response to gender-based violence.* a. Ksan Society Sexual Assault Response program • *'Ksan Society Sexual Assault response program has a support person who can accompany people who have experienced sexual assault to health care settings and the RCMP, to support and advocate for them.* • *'Ksan also oversees a program for community ownership of sexual assault kits through a freezer of kits that is housed at the hospital.* • *According to protocol, when someone comes to the hospital after a sexual assault, the hospital will call 'Ksan who will send a staff person to support the individual who was assaulted and make sure they know what choices they have afterwards.* 2. Read the impacts of this initiative on the slide • *Here's what one community member shared about this initiative:* - *It's really about empowering a survivor and giving that control and that power back to them to help them feel safe after a very traumatic experience.*	
Example of what helps with poverty	1.Share example of what helps to address poverty. • *Here's an example of a community initiative that helps address poverty in the community.*	

	a. 'Ksan Donation Room • *'Ksan Society runs the Donation Room, which has high-quality items donated by community members and local businesses.* • *It is free to anyone in the community but is used regularly by 'Ksan Society clients and by clients of other community programs.* • *The Donation Room allows individuals to come in and take what they need, which helps give people a sense of autonomy and dignity.*	
Example of what helps with the unhoused population	1.Share example of what helps to support the unhoused populations • *Here's one example of a community initiatives that has helped support the unhoused population:* a. Gitlaxdax Nisg'a Society • *Nisga'a First Nation offers peer-based outreach work to unhoused Indigenous individuals in the area through Gitlaxdax Nisga'a Terrace Society.* • *This peer-based Indigenous outreach program has made a significant impact on the community.* 2. Read the impacts of this initiative on the slide • *Here's what one community member shared about this initiative:* - *"The peer supports have been a game changer … [for] the street-involved population…. They've been incredibly successful at getting people into treatment programs, connected to harm reduction services, into mental health support services…. Their impact has been phenomenal in a very short time."*	
Examples of what helps to address gaps and barriers in services	1.Share examples of what helps to address gaps and barriers in services • *Here are two examples of a community initiative that have helped addressed gaps and barriers in services:* a. The Garage • *In fall 2021, a local couple bought a space that would become known as the Garage.*	

	• *Over the past two years, the Garage has become an important community hub.* • *The Terrace Food Bank operates there and distributes food once a week.* • *Every Thursday, outreach workers from 10 to 12 agencies come to the Garage.* • *The Salvation Army sets up a mobile food truck and community members come to eat and meet with the outreach workers.* • *The Garage is also home to a substance user peer network, mental health and addiction support groups run by Northern Health and a winter warming space coordinated with the City of Terrace.* b. Bus passes for school • *Terrace's middle and secondary schools are all located on the north side of the community.* • *The geographic split in Terrace caused by the railway line was making it difficult for students living on the south side to go to school, especially in the winter.* • *In response, the City of Terrace and the School District partnered to provide free bus passes for junior high and high school students living on the south side.* • *This initiative has had positive reception from families and students.*	
Example of what helps to address mental health and addiction	1.Share example of what helps to support people with mental health and addictions challenges. • *Here's one example of a community initiative that has helped address issues related to mental health and addictions:* a. The power of ceremony • *Indigenous participants in Terrace have spoken about the power of ceremony.* • *For people who are suffering from mental health or addiction challenges, ceremony is an opportunity for healing.*	

	• *For the broader community, ceremony is a way to connect beyond the limitations of institution and social status, and to really understand one another.*
	
	2. Read the impacts of this initiative on the slide
	   • *Here's how a community member described the impacts of this initiative:*
	     - *"You aren't your position, you aren't your status, you aren't how much money you have. Everyone has stuff that they [need to] work through … when you're sitting shoulder to shoulder in that sweat, and you're healing together."*	

Example of what helps to address anti-Indigenous racism in schools	1.Share example of what helps to address anti-Indigenous racism in schools
	   • *Here's one example of a community initiative that has helped address anti-Indigenous racism in schools:*
	
	  b. 'Na Aksa Gyilak'yoo School
	   • *'Na Aksa Gyilak'yoo School in Kitsumkalum has played a major role in supporting Indigenous students.*
	   • *The school integrates Indigenous culture and responds to what is happening in the community.*
	   • *For example, when an Elder passes away, the school shuts down to acknowledge the community is grieving.*
	   • *The 'Na Aksa Gyilak'yoo School has also played a key role in revitalizing language and culture for Kitsumkalum and Kitselas.*
	2. Read the impacts of this initiative on the slide
	   • *Here's how a teacher described the impacts of this initiative:*
	     - *"Some of the kids that I had taught in public school had switched over to ['Na Aksa Gyilak'yoo] School and I saw a huge difference in those kids being more engaged and I think it was because they had cultural support there."*	

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 gender-based violence, poverty, the unhoused population, gaps and barriers in services, mental health and addictions and anti-Indigenous racism in schools.* • *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 and Chilliwack.* • *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 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 recommended, among other things. The database doesn't track whether recommendations have been implemented* 4. Introduce the Baseline microsite	BCOHRC resources in HO package

	• *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 • *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 contact information in 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.