

# A Resident Engagement Workshop Toolkit

Exploring Power, Participation, Communication, & Decision-Making



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This workshop toolkit was a collaborative project by members of the **Toronto Strong Neighbourhoods Strategy (TSNS) Advisory Group** and **Social Planning Toronto (SPT)**.

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## Land Acknowledgement

The City of Toronto acknowledges the land we are on is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit<sup>1</sup>.

## African Ancestral Acknowledgement

The City of Toronto acknowledges all Treaty peoples – including those who came here as settlers – as migrants either in this generation or in generations past - and those of us who came here involuntarily, particularly those brought to these lands as a result of the Trans-Atlantic Slave Trade and Slavery. We pay tribute to those ancestors of African origin and descent<sup>2</sup>.

<sup>1</sup> Learn more about the City of Toronto's Land Acknowledgement here: <https://www.toronto.ca/city-government/accessibility-human-rights/indigenous-affairs-office/land-acknowledgement/>

<sup>2</sup> Learn more about the City of Toronto's African Ancestral Acknowledgment here: <https://www.toronto.ca/wp-content/uploads/2023/01/94b6-african-ancestral-acknowledgement-guidance.pdf>

# About this Toolkit

This workshop toolkit was a collaborative project by members of the **Toronto Strong Neighbourhoods Strategy<sup>3</sup> (TSNS) Advisory Group<sup>4</sup>** and **Social Planning Toronto (SPT)<sup>5</sup>**. It is the outcome of community consultations, carried out between August and December 2022, on best practices for resident engagement. The consultations aimed to center resident leaders' expertise and current realities, identify which tools and approaches facilitate meaningful engagement and partnerships, and support enhanced community development outcomes for sustainable, resident-led neighbourhood work in Toronto.

The main findings of the consultation emphasized that when residents are recognized and trusted as equal peers in the design, planning and implementation of engagement processes, more meaningful partnerships and collaboration are possible.

**Building trusting relationships**, engaging in collaborative approaches, and nurturing meaningful partnerships takes time. It often requires rethinking existing engagement models and approaches and being open to new or different perspectives. Whether you're working in a government department, funding agency, frontline service organization, community-based organization, or a resident or community-led group, we hope the materials here offer you a grounding from which to:

- a. build shared language** and understandings of common perspectives, tools, and approaches to resident engagement,
- b. collectively reflect** on and design solutions to common obstacles and challenges experienced in resident engagement, and
- c. explore shifts** in personal and organizational practices to strengthen clear communication and enhance meaningful working relationships.

<sup>3</sup> The Toronto Strong Neighbourhoods Strategy (TSNS) is the City of Toronto's action plan for building partnerships in Toronto's neighbourhoods so they can succeed and thrive. Learn more about the Toronto Strong Neighbourhoods Strategy here: <https://www.toronto.ca/city-government/accountability-operations-customer-service/long-term-vision-plans-and-strategies/toronto-strong-neighbourhoods-strategy/>.

<sup>4</sup> See the full list of TSNS Advisory Group members from 2022-2023 here: <https://www.socialplanningtoronto.org/tsnsadvisory>.

<sup>5</sup> Social Planning Toronto challenges inequity in our city — through knowledge generation, debate, civic engagement, advocacy, and collaboration — to spark social and policy change. To find this toolkit and learn more about Social Planning Toronto, visit [socialplanningtoronto.org](https://socialplanningtoronto.org)

# Table of Contents

Consider this toolkit a guide. We encourage you to take whatever ideas and methods resonate and make them your own.

## The toolkit contains the following contents:

### 1 Guidance for Facilitators (pp. 6)

### 2 Checklist for Organizing Workshops (pp. 13)

This checklist compiles recommendations from residents on making in-person and hybrid events more welcoming, participatory, and accessible.

### 3 The Workshops

Each workshop contains learning goals and objectives, a suggested agenda, detailed activity descriptions and accompanying handouts, as well as the scripts for facilitators.

- a. Exploring the Community Engagement Spectrum (pp. 20)
- b. Finding your Decision-Making Style (pp. 32)
- c. What's Listening Got to Do with It? (pp. 64)
- d. Tapping into Your Power Within (pp. 76)

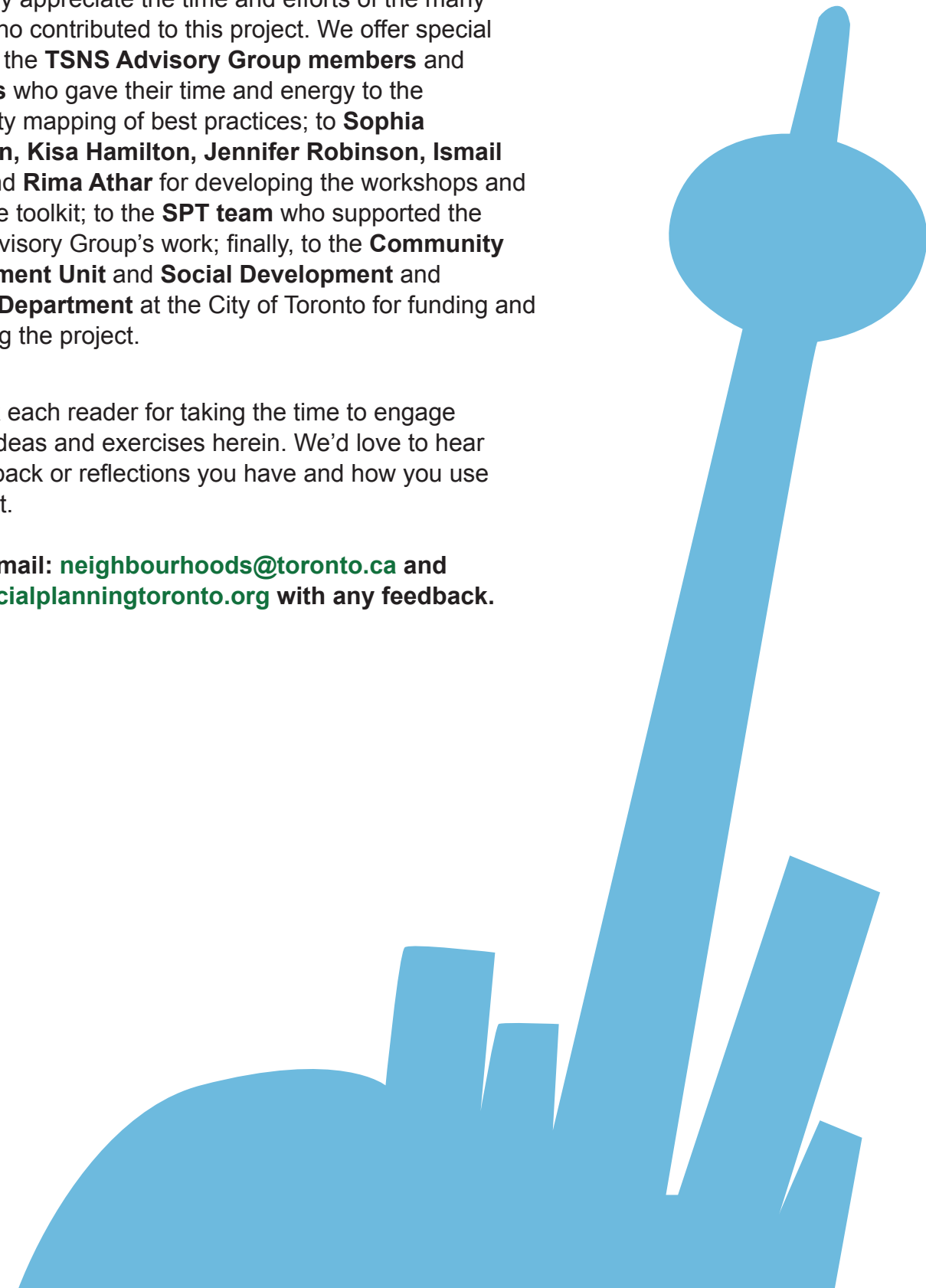
With those elements, we hope anyone interested in these topics will feel equipped to hold workshops with your teams, colleagues, and/or co-organizers. Whenever you can, we encourage you to engage resident leaders as co-organizers and co-facilitators when implementing these workshops.

## Our Thanks!

We deeply appreciate the time and efforts of the many people who contributed to this project. We offer special thanks to the **TSNS Advisory Group members** and **residents** who gave their time and energy to the community mapping of best practices; to **Sophia Alexanian, Kisa Hamilton, Jennifer Robinson, Ismail Afrah, and Rima Athar** for developing the workshops and writing the toolkit; to the **SPT team** who supported the TSNS Advisory Group's work; finally, to the **Community Development Unit** and **Social Development and Finance Department** at the City of Toronto for funding and supporting the project.

We thank each reader for taking the time to engage with the ideas and exercises herein. We'd love to hear any feedback or reflections you have and how you use this toolkit.

Please email: [neighbourhoods@toronto.ca](mailto:neighbourhoods@toronto.ca) and [info@socialplanningtoronto.org](mailto:info@socialplanningtoronto.org) with any feedback.



# Guidance for Facilitators

Welcome! We're glad you're here and hope you'll enjoy running these workshops with your teams. In this section, you'll find a few tips to support you as you facilitate and organize the workshops to create nurturing and supportive spaces for conversation and thinking.

## Role of the Facilitator

As a facilitator, you support a workshop in many ways. Here are some good practices to consider in the role:

### 1. Defining your role

A facilitator is someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision. A facilitator's main role is supportive — to set the tone for the engagement, nurture a welcoming space, guide the group through activities towards their expected outcomes, and generally keep the group on time. They promote open communication, foster collaboration, and ensure that all participants are heard and their contributions are valued.

### 2. Share the agenda as a guide

It's important to outline and share an event's agenda in advance so participants know what to expect, including when there will be breaks and time for rest. While supporting the group to move through the agenda, facilitators must also exercise good judgement in knowing when to let certain conversations and activities run for longer than expected, or when to wrap up and shift the group into a new direction. It's crucial to sense the energy in the room and to check in with the group about their preferences for what to cover next. Facilitators also need to be prepared to handle conflicts and disagreements with care.

### 3. Familiarize participants with the space

Facilitators should be familiar with the general layout of the space and facility where they will conduct the workshop. Facilitators will need to understand the space's accessibility and know the location of the bathrooms, emergency exits, and any other relevant information. This information should be shared with workshop participants.

Overall, the outcomes of the workshops depend on who is learning, participant engagement, their needs, and available time. Be open and flexible to the needs of the participants and help folks enjoy themselves!

## Using Participatory Methods

Each workshop in this Toolkit has been designed using participatory methods. At their core, participatory methods create the conditions through which individuals play an active and influential part in the decisions and actions affecting their lives. Here are a few common principles underlying participatory methods:

- We believe that people are the experts of their own experiences and that in any workshop, it is both supportive and meaningful to engage participants' existing knowledge and awareness as the starting point for discussions.
- We recognize that each individual has a learning style that is unique to them. Some people prefer aural, visual, or kinetic learning, and most benefit from a mix of approaches. Workshops and events that cater to different learning needs and styles can make participation more accessible.
- We believe that sharing power supports meaningful engagement and trust-building. As such, we are conscious about creating spaces for reflection which mitigate hierarchies and focus on horizontal, collaborative learning.





## In practical terms, we've translated participatory principles into a few common elements across each workshop:

- **Participants are invited to define the key concepts based on their own experiences and understandings and then reflect on how they align or differ from formal definitions.** This action generates shared understandings from the groups' wisdom.
- **Different modes of learning are integrated to support participants' varied learning styles.** Activities might include arts-based methods, storytelling, and body movement for both individual reflections and collective discussions.
- **Peer-to-peer learning and relationship building are at the heart of each workshop.** We've included ice-breaking activities to get the conversations and connections started. Throughout each workshop, participants are guided to reflect on their personal experiences and consider how individual understandings can interweave to strengthen collective approaches to resident engagement and community-oriented work.
- **Facilitators are also encouraged to pay attention to how the physical space of the room and materials can be used to support active participation.** For example, if you want to encourage small group conversations, make sure the set up of tables and chairs supports this. Consider using flipchart stands or the available wall space to put up community agreements, key terms and definitions, and visually represent the agenda. Ensure there is space for participants to enter and exit the room easily without disrupting others, and to move and stretch as needed during activities or breaks.



## Setting Community Agreements

Creating a set of community agreements with a group is important to support open communication, authentic engagement, and relationship-building in each workshop. It can be helpful for the facilitator to define agreements at the outset. Here's one definition you can use:

**“Agreements are an aspiration, or collective vision, for how we want to be in relationship with one another. They are explicitly developed and enforced by the group, not by an external authority, and as such must represent a consensus<sup>6</sup>.”**

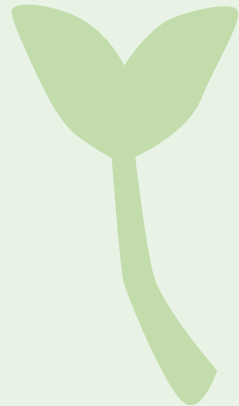
If time allows, open a workshop with a brainstorm and invite participants to discuss the agreements and ways of working that will make it easier for them to engage with others. The group can then take time to explore the ideas generated and come to a consensus.

**If time is short, you can also offer a few examples to the group and ask if there is anything they want to add. Here are a few to get you started:**

- **Share the space**  
Be conscious of the time you're taking in a group. Leave room for others to speak up and engage if you notice you talk a lot. If you're not sharing much, take time to open up in the group.
- **Engage with kindness**  
Be supportive in how you share different opinions and viewpoints. Offer kind and inspirational words, and refrain from putting others down.
- **Listen to each other with presence**  
Be mindful of not talking over others, interrupting, or engaging in side conversations when folks are speaking. Listen to each other with your full attention and presence.
- **Be mindful of time**  
Help keep us on track!
- **Tend to your needs**  
Take stretches, bathroom breaks, and get yourself water and snacks as needed to support your participation. If you need to take a phone call, please be mindful and do so outside the room.

<sup>6</sup> National Equity Project (<https://www.nationalequityproject.org/tools/developing-community-agreements>)

## Land Acknowledgement



A **Land Acknowledgement** is an important part of generating knowledge and awareness of our continuing collective responsibilities towards Indigenous communities, the original stewards of these lands. We encourage you to integrate a Land Acknowledgement at the beginning of each workshop, depending on the territory you're in.

You can download Land Acknowledgement scripts from most municipalities' websites (for example, [City of Toronto Land Acknowledgements](#)); however, it is meaningful to personalize your acknowledgement when holding a workshop. Here are some questions to consider when crafting your own:

- What is your relationship to the natural environment around you and the location, land, and territories where you're holding the workshop?
- How can your land acknowledgement generate allyship with local Indigenous communities?
- What relationships do you or your organization have with local Indigenous communities, and how are you engaged in meaningful reconciliation work with them?
- How can you connect the workshop's content to the work of decolonization?

To learn more about engaging meaningfully with Land Acknowledgement and reconciliation work, check out this accessible guide: [“Starting from the Heart: Going Beyond A Land Acknowledgement”](#) by the Elementary Teachers Federation of Ontario.

## African Ancestral Acknowledgement

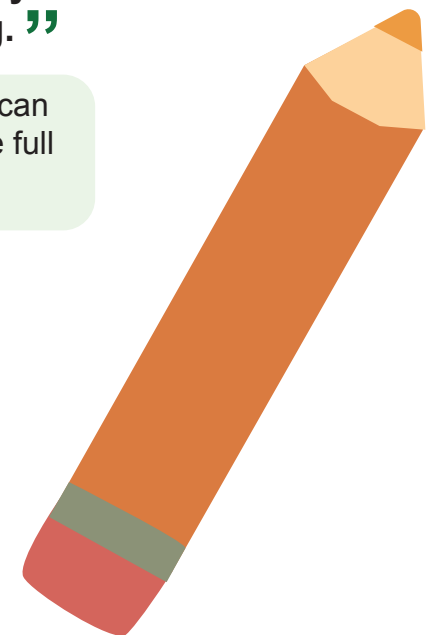
After the Land Acknowledgement, we encourage you to offer an **African Ancestral Acknowledgment** as a distinct piece.

An African Ancestral Acknowledgement honours and draws guidance from the ancestors of African descent, who have been present and actively contributing to life on Treaty lands and traditional Indigenous territories since the early 1600s. For people who are not of African descent, these acknowledgments amplify a commitment to solidarity with Afro-descendant communities.

When crafting your acknowledgement, consider the following guidance from the Confronting Anti-Black Racism (CABR) Unit at the City of Toronto:

**“ African Ancestral Acknowledgements offer a point of reflection on the past, provide context for the present challenges faced by Black communities, and support a desire for a hopeful future for people of African descent. In this way, these acknowledgements are not just about honouring the past, but also about recognizing the continued struggle of people of African descent for freedom, justice and the enjoyment of collective community well-being. ”**

If you want to learn more about how to offer an African Ancestral Acknowledgement meaningfully, read the full guidance from the CABR Unit [here](#).



## Using the Workshop Outlines as Guidance

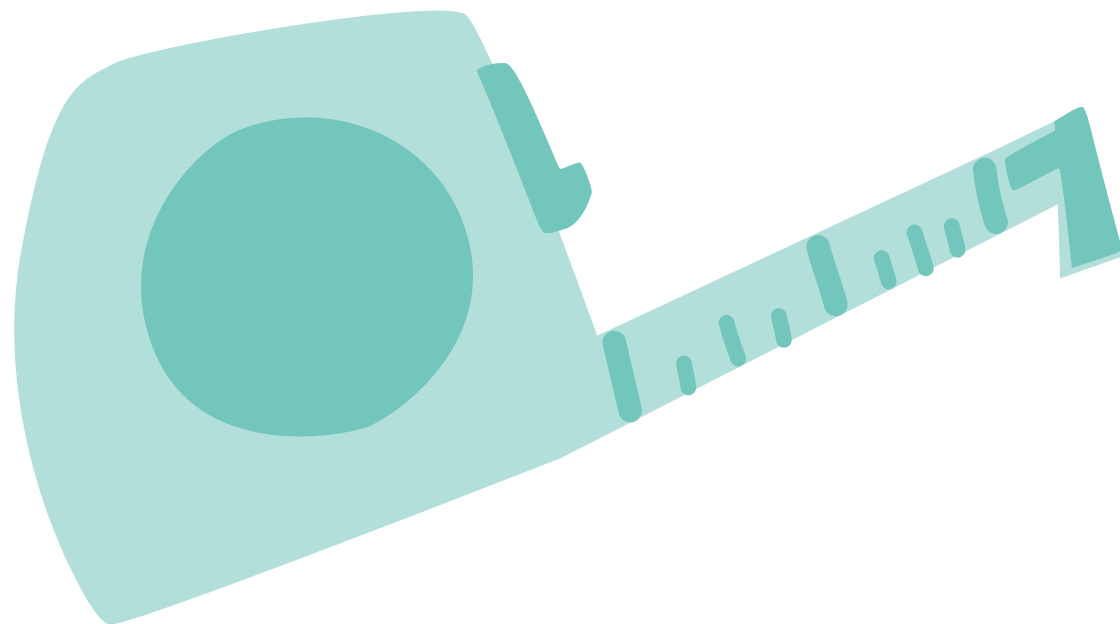
At the beginning of each workshop, you'll find the **learning goals**, **expected outcomes**, and a short description of the **method**.

There is also a suggested time-bound **agenda** and the **materials** needed for each activity, followed by a detailed description of how to run the workshop.

Generally, each workshop has been designed for an in-person, single-language setting with about 15 participants. However, we have included guidance below on providing accommodation and accessibility for multilingual events.

As a facilitator, you'll need to determine the timing for activities based on the group's needs. For example, an activity that we suggest will take 30 minutes may require longer if you have 15 people and the conversation is in multiple languages.

We fully encourage you to adapt the workshop outline to meet your group's needs. This may include changing the scripts to match your voice, adapting language and concepts to suit your audience, and mixing and matching the activities in a way that makes sense to your group. We hope you have fun holding creative, generative spaces for conversation and reflection.



## Checklist: Good Practices for Organizing Workshops with Residents

The following recommendations can be applied to any event you're organizing. They are a reference to support you when planning a workshop.

While the checklist includes some of the most common tips from residents<sup>7</sup>, it is not exhaustive. We also recognize that many of these tips require financial or other resources that some groups may not have.

We hope these recommendations can support you to take small steps in making your workshops and events more accessible and welcoming, wherever possible.

### Selecting a Venue

Ideally, your venue is:

- easily accessible by walking, public transportation and wheel-trans, and has nearby parking
- as local and familiar to communities as possible for place-based work (e.g. a school, community center, or local library)
- in a well-lit area, so participants feel safe on arrival and when leaving after dark
- following **AODA** recommendations and equipped for wheelchair users and people with mobility challenges (e.g. access ramps, accessible elevators, accessible bathrooms, and accessible parking)
- spacious enough to prevent overcrowding, allow for physical distancing, and ease of movement during the event
- child-friendly, with space to create child-minding areas
- equipped with comfortable seating and soft lighting
- equipped with garbage, recycling, and composting bins to reduce waste.



<sup>7</sup> This list of recommendations was generated through community consultations on best practices for resident engagement held by TSNS Advisory Group members and Social Planning Toronto in November 2022.

## Scheduling

- Hold events on weekday evenings (between 6 p.m.–9 p.m.) or on weekends (10 a.m.–4 p.m.) to support residents in attending.
- Be flexible and plan according to your participants' needs, as residents' schedules are often full of caregiving and other responsibilities.
- Be conscious of planning around national holidays and cultural and religious celebrations (e.g. Ramzan, Eid, Diwali, Vesak, Vaisakhi, Hanukkah, Lunar New Year/Spring Festival, Nowruz, and more).
- Promote the event long before its planned date (at least 4–8 weeks prior) to allow residents to organize their schedules to participate.



## Outreach

- Ideally, engage outreach workers from communities who possess cultural competencies, speak local languages, and are familiar with community assets and existing networks.
- Outreach to communities in multiple ways, including:
  - posters and flyers in easy-to-access neighbourhood spaces (e.g. community centres, community malls, libraries, schools, park message boards, supermarkets, bus stops, apartment building lobbies, daycares, etc.)
  - door-to-door canvassing and phone calls, particularly for seniors
  - smartphone messaging apps and online listservs, particularly for community groups and networks
  - social media platforms, particularly for youth and socio-economically privileged groups
  - email broadcasts by resident groups and organizations.
- Use simple and clear language in your materials. Create multilingual promotional materials (flyers, handouts, posters, etc.) where possible.
- Always include an accessible format in your shared documents. Microsoft Word documents tend to be most accessible for screen readers.
- Promote accessibility and safety protocols for your event during outreach so participants know what is expected of them. Include things like health safety (e.g. distancing and masking, staying home if you're feeling ill), emotional safety (e.g. awareness of the content, support persons or external resources available), and disability support (e.g. venue accessibility features, visual aids, and more).
- Provide multiple options for registration, including online forms, email, apps, telephone, and in-person.
- If evaluations, feedback, or next steps were outlined during an event, ensure you have a clear process to follow up with participants.
- List a contact person on outreach materials to ensure residents can speak to someone about any questions or concerns they may have.



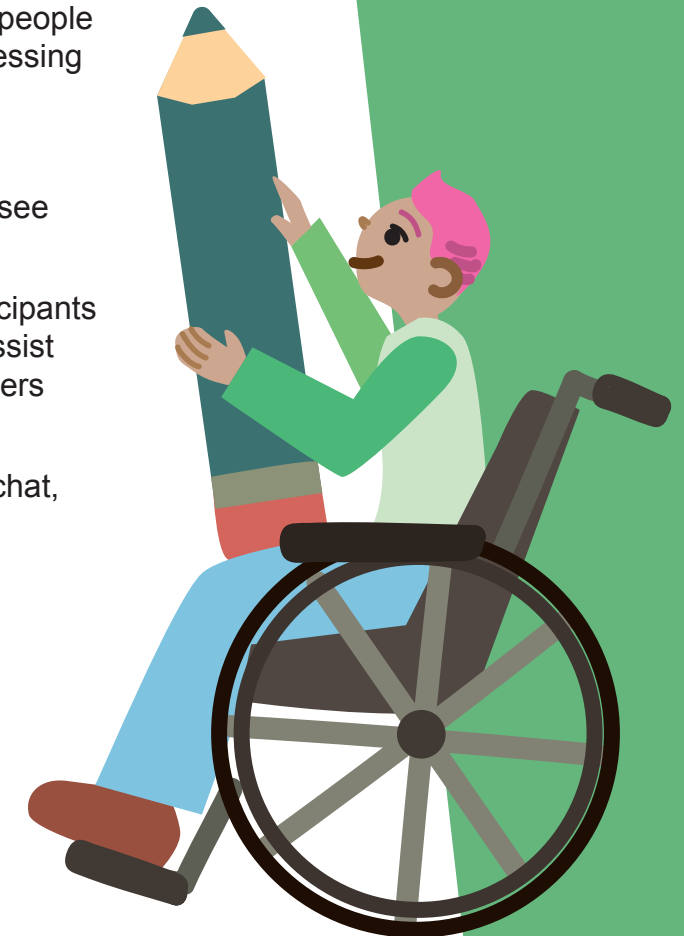
# Accessibility

## In-Person Events

- Promote the accessibility features at the time of your outreach, which includes listing:
  - the venue’s accessibility features, including unavoidable accessibility problems (e.g. elevator out of service, washroom availability)
  - the event safety features and protocols
  - what food and drinks will be provided, and what sensitivities they cater to
  - if there will be support persons (attendants, childcare, interpreters, etc.) on-site
  - whether there are transportation supports (e.g. transport honorariums, TTC passes, rideshares for seniors)
  - whether there are participation honorariums
  - who to contact in case of questions or accommodation requests.
- Ask participants in advance what access needs they may have. Provide clear guidance on what supports can and cannot be provided.
- Ensure that all handouts are available in electronic MS-Word format, and sent to participants ahead of time to support participants from the sight-loss community and those who use screen-readers as learning aids. For activities or handouts that rely on visual materials, ensure presenters or facilitators describe all visuals out-loud.
- Provide language support, such as interpretation (i.e. language or sign language) during meetings and translated materials. This includes providing alternative (alt) text for images used in presentations, resources, and promotional materials.
- Ensure that meals, snacks, and drinks provided cater to different food sensitivities and nutrition needs. Advertise what food will be available before the event.
- Provide PPE (masks, sanitizer, gloves, etc.) as needed to support people’s comfort and safety based on Public Health guidelines and in environments that require added safety measures (i.e. when working with seniors and medically vulnerable people)
- Create family-friendly spaces. This includes having multilingual support persons (attendants, childminders) on-site and being intentional about intergenerational engagement. For example, if parents want their children to join the discussions, use meeting and workshop methods to support their participation.

## Hybrid Events

- Have reliable and user-friendly technology. Test the technology (computers, videos, projectors, Wi-Fi, hyperlinks, microphones, speakers, etc.) in the venue before your event to create the most effective hybrid model.
- Ensure you have technical support on-site during your event to address inevitable technology mishaps. Have a reasonable ratio of technical support persons to participants.
- Use a virtual platform that allows for simultaneous interpretation, closed captioning and live transcription. Providing captioning can be helpful for people who are Deaf or hard of hearing. It can also benefit newcomers, English language learners, and people who find reading helpful in processing information.
- If sign language interpreters are engaged, ensure everyone can see them.
- Prepare all presenters and participants to speak slowly and clearly to assist interpreters. Offer gentle reminders throughout the event.
- Assign people to moderate the chat, field questions, and respond to participants engaging virtually.



## Online Events

- Share instruction handouts before the event and provide 1:1 practice support where possible so residents feel comfortable with the technology.
- Consider using online tools to support interactive participation. For example, pop-up surveys, online whiteboards, editable slides, video and audio links, etc.
  - Check out the accessibility features of these tools beforehand (e.g. can they be read by screen readers?) and adapt methods as needed to support access.
  - Send instructions beforehand and demonstrate how to use the tools during the workshop.
  - Ensure that anyone with access needs is paired with an attendant staff/volunteer/participant for assistance.
- Be considerate and intentional about whether you want to record the meetings. People are generally more comfortable and at ease when they are not being recorded. If you need to take notes on a community discussion, have an assigned team to do this.
  - If you do want to record the event, ensure you obtain consent from all participants who may be recorded beforehand.
  - To obtain consent, present clear policies on who can access the recording, for what purposes the recording may be used, and for how long the data will be stored.
  - Be accountable for deleting recordings when they are no longer needed.

## Physical Safety

- Create a checklist of possible safety hazards and emergencies and the contact numbers for people or institutions to call.
- Have a team of safety attendants at your event who are adequately trained in handling emergencies.
- Work with the venue staff before an event to get familiar with their safety and accessibility protocols and processes and familiarize them with your needs.

## Emotional Safety

- Create a welcoming, non-judgemental atmosphere that invites conversation, dialogue, and authentic sharing.
- Connect with venue and event staff and volunteers before your event to assess their understanding of nonviolent/compassionate communication and emphasize that discrimination of any kind will not be tolerated. Where needed, engage them in anti-discrimination and compassionate communication training and/or discussions before your event so they understand how to create safer spaces for your guests.
- Greet people as they come into the space. Familiarize them with the agenda, the accessibility and safety protocols, and the food and drinks. Assist them with seating and any other needs they have.
- Have clear facilitation to support the event's flow. Outline the agenda so people know what to expect. Create space for flexibility based on what happens during the event but help everyone keep to the agreed schedule.
- If the event deals with heavy topics, ensure participants can step away and have a designated and trained support staff/counsellor on-site as needed. You should also provide participants with a list of resources they may access if they need support after a session.
- Be clear on the parameters and protocols for note taking and documentation. Is participation meant to be confidential? If so, ensure people's names and identifying information are left out of notes. If the event is public and requires naming participants, be clear about this in your promotion.
- Create multiple feedback mechanisms for people to share openly and honestly about their experiences, such as options for anonymous feedback (evaluation surveys, comment boxes), as well as direct communication. Participants should know who to contact if they experience emotional discomfort or harm.
- Have a straightforward process for responding to and following up on any conflicts or harm at an event. Consider engaging experienced facilitators and conflict-resolution practitioners to support the processes.



# The Workshops

## Exploring the Community Engagement Spectrum

### Learning Goals

- To understand and define different forms of community engagement and how each affects public participation.
- To identify different motivations for and goals of community engagement processes.
- To explore challenges and opportunities to move toward greater public participation.
- To foster a sense of understanding among participants.

### Expected Outcomes

By the end of this workshop, participants will be more aware of their approaches to resident engagement, whether they are engaged in service delivery or community engagement. Participants will feel more comfortable identifying how they relate to residents and their reasons and goals for resident engagement. They will also be more aware of the opportunities and limitations of engaging residents at different stages in their work.

### Method

This workshop engages participants through interactive activities, reflective prompts, and small and large group discussions.



### Agenda and Timing

Agenda Item	Description	Time (Minutes)	Materials Required
<b>Welcome Check In</b>	Welcome participants to the workshop, invite them to briefly introduce themselves, and name their interest in the workshop/topic.	10	
<b>Opening &amp; Community Agreements</b>	Offer a Land Acknowledgement and African Ancestral acknowledgment, run through housekeeping, review the agenda, and set up community agreements.	20	Agenda visible on a flipchart in the room.
<b>Explanation I: Starting perspectives</b>	Explain the idea of our “starting perspectives,” and the definitions of service delivery and community development.	10	Flipchart paper to display key terms.
<b>Activity I: What kind of work are you engaged in?</b>	Reflect in pairs and then the group on the role and nature of people’s work with residents.	30	Paper handout from <b>Connected Communities</b> , pens, markers, and paper for each participant.
<b>Break I</b>	Refreshments, bathrooms, rest.	10	Refreshments.
<b>Explanation II: Community Engagement Spectrum</b>	Explain the Community Engagement Spectrum.	10	Present the <b>Community Engagement Spectrum</b> on a flipchart; handouts with the visual and definitions for each participant.
<b>Activity II: Mapping Engagement</b>	Participants reflect, map, and discuss where their work is on the spectrum, and where they want it to go.	40	Same as above; markers/pens, multicoloured sticky notes/large dot stickers.
<b>BREAK II</b>	Refreshments, bathrooms, rest.	10	
<b>Activity III: Exploring collaboration &amp; empowerment.</b>	Explore the engagement in the forms of collaboration and empowerment. What would it take and when is it possible?	45	Chart paper or A4 paper, markers, pencils, and pens for note-taking in small groups.
<b>Closing Reflections</b>	Facilitator invites participants to share their key takeaways.	15	
<b>Evaluation</b>	Invite participants to complete a short evaluation.	5	Evaluation forms/links for participants.

## Suggested Set-up of In-Person Space



Facilitator on one side with a flip chart and round tables with 4-5 seats each spread around the room.

## Facilitator Script and Activity Instructions

Activity	Suggested Facilitator Script/Instructions
<b>Welcome Check In</b>	<p>Welcome participants to the room and support them to get seated and comfortable.</p> <p>Introduce yourself and then invite participants to share their names, pronouns, organizational affiliation (if any), and one sentence about why they are interested in this workshop on the community engagement spectrum.</p> <p>As participants share, write their interests on a flipchart paper.</p>
<b>Acknowledgements, Agenda and Community Agreements</b>	<p><b>A. Acknowledgements</b></p> <p>Offer a Land Acknowledgement and African Ancestral Acknowledgment to open the space.</p> <p><b>B. Housekeeping and Agenda</b></p> <p>Run through housekeeping items with the group.</p> <p>Review the agenda. Based on what was shared during introductions, highlight parts of the workshop that will address the group’s interests. Address any questions, comments, or clarifications, including what might not be covered in the session.</p> <p><b>C. Community Agreements</b></p> <p>Generate a set of community agreements with the group. You can do this by brainstorming, or the facilitator(s) can prepare 3–4 participation agreements in advance, then review them with the workshop participants and invite them to add to the list.</p>
<b>Explanation I: Understanding our starting perspectives or point of views</b> (Continued on next page)	<p>Introduce the idea of a “starting perspective” or “point of view” (5 min). Some key points include:</p> <ul style="list-style-type: none"> <li>• A “starting perspective” or “point of view” involves the language, terms, and assumptions that underpin and guide our approaches to how we communicate with others, build relationships, approach professional roles, and engage in community work.</li> <li>• A common strength and challenge in community engagement is that participants often have different starting perspectives or points of view. A diversity of opinion enables us to look at issues from different angles and design strong solutions. However, when differences are not well understood or explained, they can create tensions or frictions.</li> <li>• It is crucial to make space to understand each others’ points of view and starting perspectives to identify how we might build shared understanding and work together.</li> </ul>



## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Explanation I: Understanding our starting perspectives or point of views</b> (Continued from last page)</p>	<ul style="list-style-type: none"> <li>Developing a shared language on our approaches to community engagement lessens the chance for misunderstanding and conflict because everyone involved understands the expectations and norms for that approach.</li> <li>Individuals, groups, and organizations must clearly express their starting perspectives and the assumptions and expectations underpinning their approaches to better navigate the opportunities and limitations for community engagement and collaboration.</li> </ul> <p>After your explanation, invite one or two participants to share their initial reflections on the ideas presented <b>(5 min)</b>.</p> <p>Explain that the first activity will support participants in exploring their starting perspectives with each other.</p>
<p><b>Activity I: What kind of work are you engaged in?</b></p>	<p>Give each participant a copy of the <b>Connected Communities</b> handout. Read the definitions of service delivery and community development to the group <b>(3 min)</b>.</p> <p>Ask participants to take 3 minutes to reflect on these questions individually:</p> <ol style="list-style-type: none"> <li>Where does your project or organization's work best fit — in service delivery or community development?</li> <li>In your experience, what are the key differences in these approaches? Are there ways that these approaches overlap?</li> <li>Given the nature of your work, how do you currently see your relationship with residents/community members?</li> </ol> <p>Ask participants to form small groups of three people, and to share their reflections. Each person should take 5 minutes. Ask the group to keep themselves to time <b>(15 min)</b>. Give time reminders throughout the activity.</p> <p>Bring everyone back together for a quick debrief. Invite one person per group to briefly share one key insight <b>(10 min)</b>.</p>
<b>BREAK I</b>	

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions																									
<p><b>Explanation II: Community Engagement Spectrum</b></p>	<p>Present and explain the <b>Community Engagement Spectrum</b> to participants, defining each form of participation. Make sure that the spectrum is visible on a flipchart and that each participant has their own handout with the key definitions <b>(10 min)</b>.</p> <p><i>E.g. "This model of the community engagement spectrum is from the International Association for Public Participation (IAP2), and is widely used and adapted. You may have seen some different versions. It explains five forms of participation, including their goal, promise, and primary direction of communication. These include..."</i></p>																									
<p><b>Activity II: Mapping Engagement</b> (Continued on next page)</p>	<p><b>A. Mapping Engagement Forms (5 min)</b></p> <p>Ask participants to reflect on the definitions individually and consider their last three engagement projects. On a flipchart, have a diagram of the five forms of participation, and invite the participants to place one sticky note for each project at the form they felt their work was in.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Inform</th> <th>Consult</th> <th>Involve</th> <th>Collaborate</th> <th>Empower</th> </tr> </thead> <tbody> <tr> <td>★</td> <td>★</td> <td>★</td> <td>★</td> <td>★</td> </tr> <tr> <td>★</td> <td>★</td> <td>★</td> <td>★</td> <td></td> </tr> <tr> <td>★</td> <td>★</td> <td>★</td> <td>★</td> <td></td> </tr> <tr> <td></td> <td>★</td> <td></td> <td>★</td> <td></td> </tr> </tbody> </table> <p>Once all participants have placed their stickies on the chart, ask for <b>two to three reflections</b> on how people are currently running engagement processes.</p>	Inform	Consult	Involve	Collaborate	Empower	★	★	★	★	★	★	★	★	★		★	★	★	★			★		★	
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## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Activity II: Mapping Engagement</b> (Continued from last page)	<p><b>B. Small Group Discussions (15 min)</b></p> <p>Instruct participants to get into groups of three and to share the most positive engagement experience from their three stickies:</p> <ul style="list-style-type: none"> <li>• In what form did you engage participants and why?</li> <li>• What were the benefits and challenges you experienced in the process?</li> <li>• What made it the most positive experience?</li> </ul> <p>Each participant should take 5 minutes. Ask the groups to keep themselves on time. Give time reminders throughout the activity.</p> <p><b>C. Large Group Discussion (20 min)</b></p> <p>Invite everyone back together and ask for “popcorn” style sharing — where people respond at random to a question in a few words or sentences.</p> <p>Here are some guiding questions:</p> <ul style="list-style-type: none"> <li>• What new insights, if any, did you gain in this conversation?</li> <li>• Was there a common thread among your positive experiences?</li> <li>• Reflecting on your three projects, would you change the form of engagement in the future? If yes, why?</li> </ul>
<b>BREAK II</b>	
<b>Activity III: Exploring collaboration and empowerment</b> (Continued on next page)	<p><b>A. Large group exploration on collaboration and empowerment (20 min)</b></p> <p>Summarize that each form of engagement has pros and cons and can be useful at different times. Explain that while collaboration and empowerment can feel challenging to implement, they offer many benefits.</p> <p>Invite participants to reflect on the levels of collaboration and empowerment from the group’s map. Make a note based on the stickies — is the group carrying out engagement processes at more or less common levels?</p> <p><i>Note that the spectrum levels are not mutually exclusive in a project life cycle. Share the following visual on a flipchart and explain that a project could use different engagement levels at any stage.</i></p> <div data-bbox="459 1554 1361 1800" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><b>Project Cycle</b></p> <p style="text-align: center;">Design                      Implement</p> <p style="text-align: center;">Develop                      Evaluate</p> </div>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Activity III: Exploring collaboration and empowerment</b> (Continued from last page)	<p><b>B. Common Factors (5 min)</b></p> <p>On a flipchart, review some of the common factors of working at these two levels, and link this to reflections shared in the last activity:</p> <ul style="list-style-type: none"> <li>• Decision-making in these forms is either fully shared by organizational staff and community members (collaboration) or primarily in community members’ hands (empowerment).</li> <li>• Processes usually need a longer and flexible timeline because, in these forms of participation, decisions are mostly made by consensus.</li> <li>• Processes build on learnings along the way, and so plans can be less predictable.</li> <li>• Organizations must be comfortable with the unknown and flexibility, which is not always easy to manage with timelines, budgets, and organizational hierarchies.</li> <li>• Processes can feel risky as the outcomes cannot be predetermined. However, opening up to new possibilities allows for creativity and unique solutions to emerge.</li> <li>• With these forms of participation, processes usually require flexible budgets to respond to changing directions.</li> <li>• When public participation is focused on empowerment, organizations must let go of control and trust communities to lead the process, even if the outcome may not be what was expected.</li> </ul> <p><b>C. Discussion in Pairs (10 min)</b></p> <p>Invite participants to reflect on the following in pairs:</p> <div data-bbox="2045 1322 2843 1554" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>If you had the full support of your leadership to implement a project at these levels:</p> <ul style="list-style-type: none"> <li>• What would your greatest challenge be, personally?</li> <li>• What would your greatest strength be?</li> <li>• What would your greatest hope be?</li> </ul> </div> <p>Ask participants to write their greatest strength and hope on a sticky note and place it on the collaboration and empowerment map <b>(5 min)</b>.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Closing Reflections</b>	<p>Let participants know that the workshop is coming to an end. Remind participants that the workshop aimed to support them in developing a shared understanding of the resident engagement spectrum and to explore where their work is located, which includes the challenges and successes they have experienced. The last step in the workshop was to reaffirm our strengths and hopes.</p> <p>Thank participants for their openness and willingness to engage, share their ideas, and think more deeply about collaborative engagement.</p> <p>Invite participants to share one thing they are taking home from the workshop.</p>
<b>Evaluation</b>	<p>Ask participants to fill out the brief (3–5 questions) feedback survey to learn what worked and what could be improved in the workshop.</p>

# Relationships Matter: Community Development/ Service Delivery Partnership in Connected Communities

The Connected Community Approach is predicated on the idea of communities as ecosystems in which dynamic cross-sector links contribute to community strength and resilience. A good relationship between community development practitioners and service providers in a community lays a solid foundation from which the connected community approach can be realized.

The purpose of this document is to highlight the different yet complementary roles of community development and service delivery approaches in building connected communities.

## Definitions

### Service Delivery

Springs from a charitable model of care. Service delivery organizations play a critical role in meeting the immediate and individual needs of residents. The model is based on professionals helping to find solutions to meet individual needs.

### Community Development

Centres on community strengths and collective grassroots aspiration to improve their community through small and large scale change efforts. Community development focuses on relationships, power sharing and mutual trust among residents and between residents and organizations. It fosters collaborative long term planning among diverse players.

## Elements of Community Development & Service Development

Service Delivery	Community Development
Helps people to cope with society as it is	Helps people to work together to make society better
Focuses on problems in people's lives	Focuses on what is good & strong in the community
Addresses solutions to individual problems	Brings together people to collaborate on creative solutions to common problems
Relationships between professional and residents tend to be short term and issues specific	Relationships are usually long term & iterative in nature
Defines the role of residents as recipients of service and professionals as providers of service	Defines participation broadly, offering lots of ways for lots of people to contribute
Is driven by formal and often bureaucratic processes and centres around system norms	Centres around grassroots aspirations and community norms and expectations
Houses knowledge within the professional sector	Create opportunities for community-based knowledge exchange
Meets the needs of individual community members	Prepares communities for collective action

Example:

*Charise is engaged in climate action work within her community. Recently her landlord put her rent up, and since Charise is on a fixed income she can no longer afford her apartment. The stress of looking for a new place, packing and moving is taking energy away from her climate action work.*

As Charise faces these emerging challenges, a **social service approach** can assist her with her housing search, income support and budgeting to increase her financial stability, so that Charise moves through these challenges feeling supported rather than isolated, and emerges from them in a stronger position. The result will likely be that Charise will be well-equipped to re-engage in community development through her climate action work, coming from a position of strength because she was able to be supported through her emergent needs by service delivery practitioners. A **community development approach** can help Charise to connect with others, find resources, and design effective climate action in her community.

By connecting a community development strategy with strong service delivery mechanisms, we can foster conditions in which community members have access to support for emerging needs so that they are able to participate in community building efforts to the extent they choose.

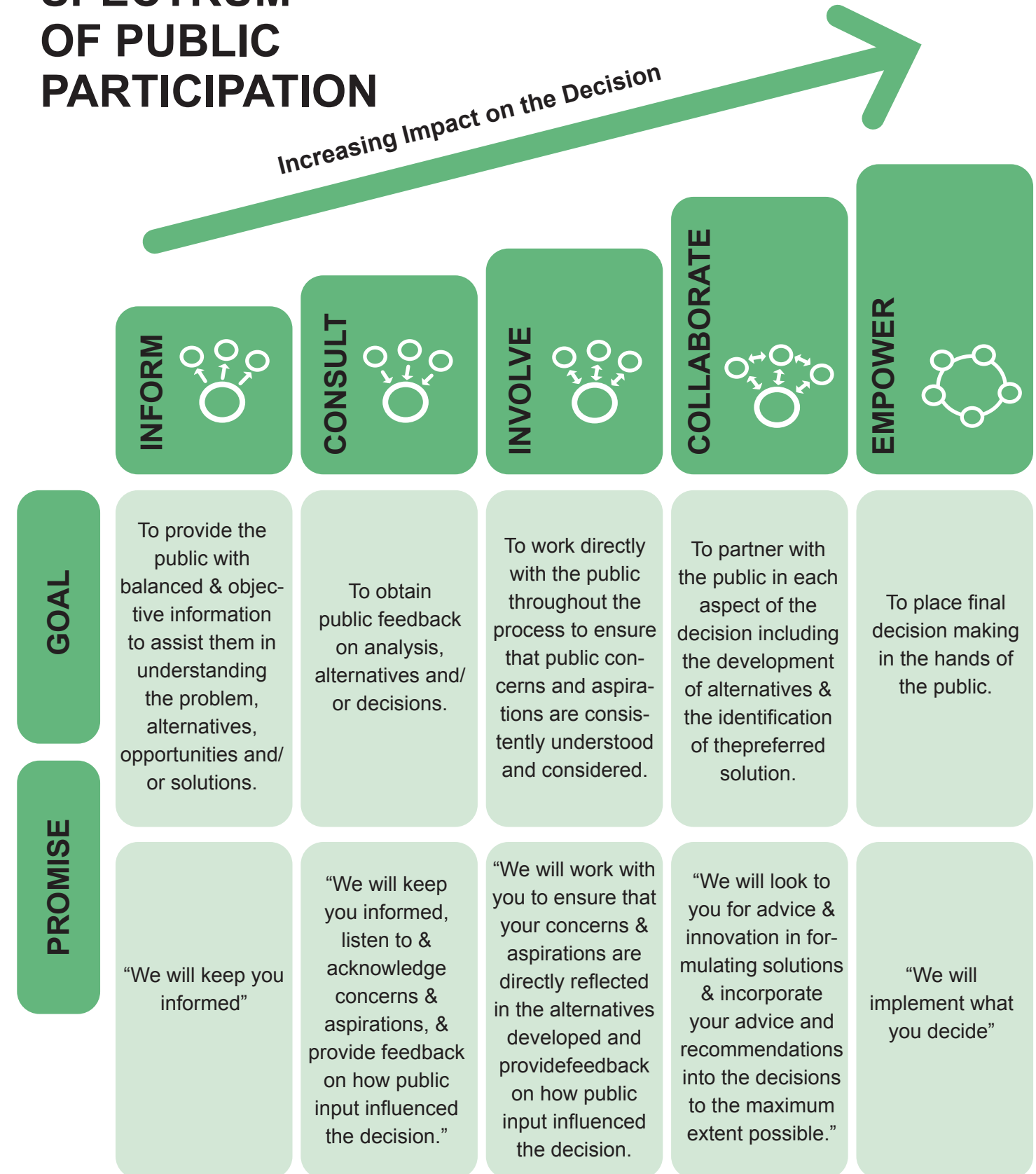
Each approach brings different but complementary strengths, and the combination of the two builds a foundation of strength for the community to build upon.

The distinction between social service and community development is critical to a connected community. One of the challenges that residents and organizations often bump up against is that funding and organizational culture is often focused on a service delivery model, while the outcomes sought are those associated with community development. If we want people to be able to cope with our current systems, we need social services; if we want **“by the community for the community solutions”** to complex problems, we need to invest our resources, time and attention to community development approaches, like the **Connected Community Approach**.

Community organizations benefit when they locate their objectives either in a community development or a service delivery model. While these complementary approaches are both critical to community well-being, they are relationally very different. Articulating clear objectives and strategies through the chosen lens will create clarity about the role of the organization, its purpose and the relationship it is seeking with the community.

<https://connectedcommunities.ca/files/198/C3%20-%20Relationships%20Matter%20Blog%20Article.pdf>

# IAP2 SPECTRUM OF PUBLIC PARTICIPATION



[https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum\\_8.5x11\\_Print.pdf](https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf)



## The Workshops

# Finding Your Decision-Making Style

### Learning Goals

- To learn about various decision-making methods and how to use them (including consensus, majority and minority rule, and expert-led decision-making)
- To understand best practices for group decision-making
- To foster a sense of community and collaboration among participants
- To critically evaluate decision-making methods and their real-world applications

### Expected Outcomes

By the end of this workshop, participants will be more aware of their own decision-making style. They will feel more comfortable identifying the benefits and challenges of different decision-making methods and applying them to real-life scenarios.

### Method

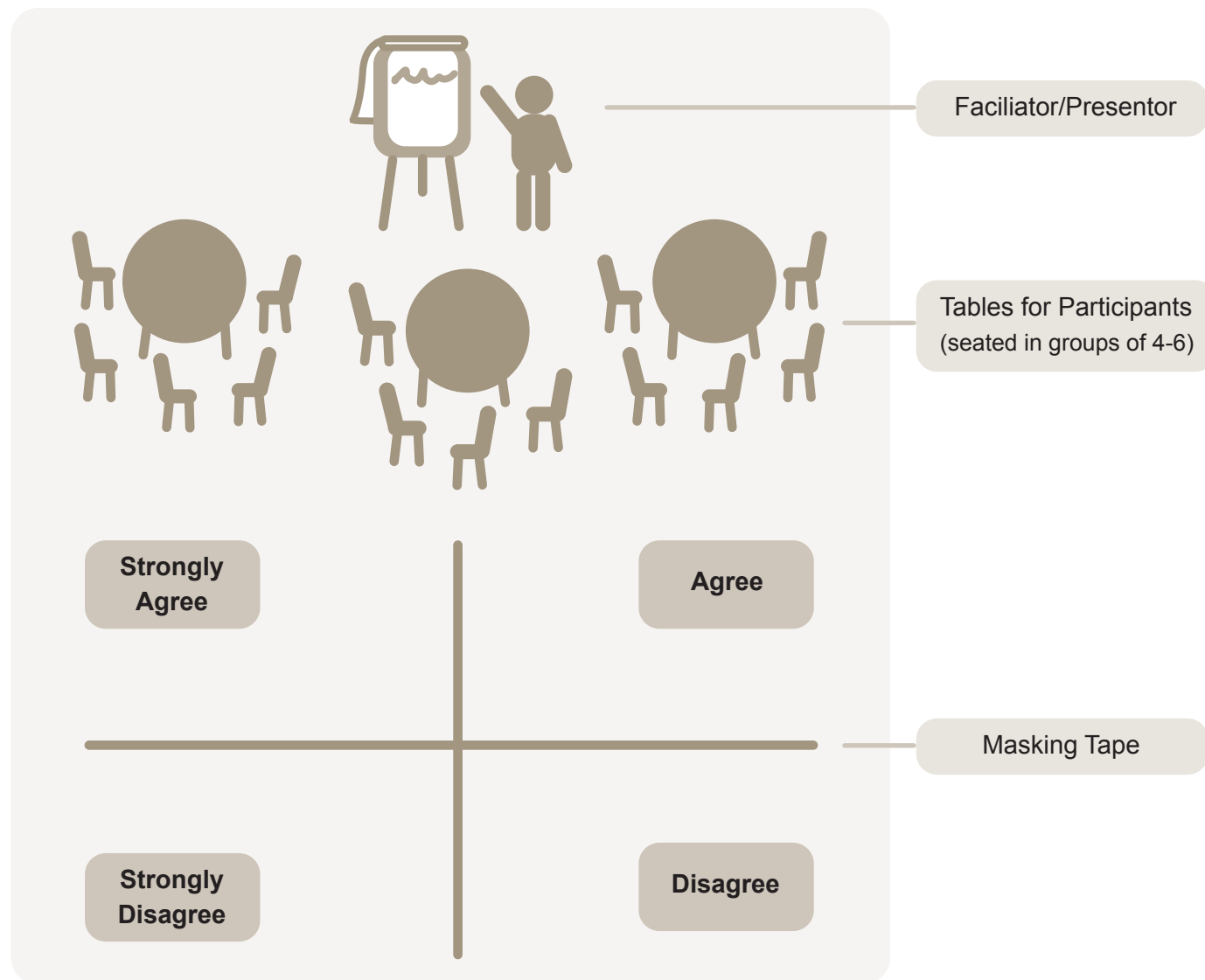
This workshop teaches through interactive activities, reflective prompts, group discussions, and role-playing scenarios. Facilitators should aim to be concise while talking, and foster space for participants to converse with each other meaningfully.



### Agenda and Timing

Agenda Item	Description	Time (Minutes)	Materials Required
Arrival Activities	Participant arrival, completion of "Entrance Cards," serving of any refreshments.	10	Pencils/pens, an " <b>Entrance Card</b> " for each participant, a name tag for each participant.
Introduction	Facilitator runs housekeeping, introductions, and finalizes Community Agreements.	15	Synthesized Community Agreements.
Icebreakers	"Name Tag Scramble" and "Highest Common Denominator."	20	Name tags, 1-2 sheets of paper per table, pens & pencils.
<b>Explanation I: Key terms and scope</b>	Explanation of key terms and workshop scope.	10	Projector/chart paper to display key terms (optional).
<b>Activity I: Trust Walk</b>	Following prompts to share experiences.	15	
<b>Activity II: Four Corners</b>	Following prompts to become aware of personal decision-making attitudes.	15	Space set up with labeled four corners.
<b>BREAK I</b>	Refreshments, bathrooms, rest.	10	Refreshments
<b>Activity III: Compass</b>	Following prompts to discover which decision-making method participants are most likely to use.	15	
<b>Explanation II: Decision-making models</b>	Facilitator explains different decision-making models.	15	<b>Handouts</b> (one per participant), <b>Additional Visuals</b> (as needed), pencils & pens.
<b>BREAK II</b>	Refreshments, bathrooms, rest.	10	Refreshments (optional).
<b>Small Group Discussions</b>	Discussion of the decision-making model people have landed in	15	Chart paper or A4 paper, markers, pencils & pens for note taking in small groups.
<b>Whole Group Discussion</b>	Present and discuss interesting points with the whole group	15	
<b>Scenarios</b>	In small groups, participants respond to decision-making dilemmas	35	<b>Scenario Sheet</b> (one per group), chart paper or A4 paper, pencils, and pens.
<b>Exit Activities</b>	Exit cards and final remarks	15	Paper, pens & " <b>Exit Card</b> ".

## Suggested Set-up of In-Person Space



Facilitators are encouraged to seat participants in groups near the front, facing the presenter. Open space is needed at the back of the room as participants will move around during activities! Use masking tape on the floor to divide the space into four quadrants. Mark the corners as “**Strongly Agree**,” “**Agree**,” “**Disagree**,” and “**Strongly Disagree**.” Signs can be posted on the walls or taped to chairs or easels in each corner.

### Materials Needed for Set-up:

- Adequate tables and chairs to seat participants
- Masking tape
- Items to mark the corners (chairs/easels)
- Chart paper and markers (low tech option) or projector and laptop (high tech option) to aid facilitator in broadcasting key points
- Labels for corners (either print **these** or create them yourself)

## Facilitator Script and Activity Instructions

Activity	Suggested Facilitator Script/Instructions
Arrival Activities	<p>Greet participants as they walk in and give each name tag and an <b>Entrance Card</b>. Ask them to fill out their accessibility needs and suggested community agreements on the entrance cards, and return them when complete. Direct participants to tables and offer refreshments, if applicable.</p> <p>As entrance cards come back, the facilitator should note accessibility needs and begin writing a set of “Community Agreements” based on participant suggestions. For a low-tech option, write the agreements onto flipchart paper. Otherwise, they can be typed into a document and projected to the room later.</p>
Introduction	<p>Introduce yourself as the facilitator and welcome the group to the workshop on decision-making. Briefly state (under a minute) your connection to the workshop topic and why you’re choosing to run this workshop.</p> <p>From there, you can share a <b>Land Acknowledgement</b> and an <b>African Ancestral Acknowledgement</b> to open and ground the space.</p> <p>Address any accessibility needs that folks should be mindful of. Deliver these messages with care and concern for the participants’ privacy. For example, if explaining that people may need to project their voices during discussions as some group members are hard of hearing, make sure you do not single out or identify the participants with access needs.</p> <p>Introduce the <b>community agreements</b>. Help folks understand that these are meant to support everyone to feel comfortable in participating and sharing — especially as decision-making can be a challenging topic.</p> <p>You can then read the list of Community Agreements based on the entrance cards. Ask the group if there are any objections to the agreements, and if so, what adjustments people recommend. Ask folks to pair any objections with a proposed alternative. Support the group to collaboratively refine the community agreements until there is a general agreement. At that point the community agreements can be placed as a shared commitment for the workshop.</p> <p><b>Note: This process shouldn’t take long, as the initial list will likely outline similar concepts.</b></p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
Icebreakers	<p>Choose one of the following icebreakers to get the group warmed up and comfortable with each other.</p> <p><b>“Name Tag Scramble”:</b> Introduce this activity as a fun way to learn some names.</p> <ul style="list-style-type: none"> <li>• Ask participants to drop their name tags in the center of the open space. Scramble the name tags. Then, ask participants to pick up one name tag each.</li> <li>• They are to walk around the space, introducing themselves to each other, until they can give the name tag back to its owner. Game ends when all name tags have been returned to their owners.</li> </ul> <p><b>“Highest Common Denominator”:</b> Introduce this activity as a chance to get to know each other and form connections based on similarities.</p> <ul style="list-style-type: none"> <li>• Ask participants to get into groups of 4–6 at each table. Provide each table with 1–2 sheets of paper and pens.</li> <li>• Instruct them to take 5–10 minutes to come up with a list of features that all members of the group have in common and record them on a sheet of paper (examples of common features can range from “we all have brown eyes” to “we all have a younger brother who likes cheese”).</li> <li>• Prompt the participants with the following list of questions: <ul style="list-style-type: none"> <li>○ “Where in the city have you all visited?”</li> <li>○ “What cuisines/food do you all enjoy?”</li> <li>○ “What physical features do you all share?”</li> <li>○ “Do you have the same taste in music/TV shows?”</li> </ul> </li> <li>• Once participants have had enough time to discuss their similarities, ask each group to appoint one person to present their list to the group.</li> <li>• Ask the first group to read out their first similarity, then ask whether any of the other groups shared that similarity. If they did, those groups must cross out their similarity — it no longer counts! For example, if one group had “we are all at a decision-making workshop today” in their list and so did another, both groups would need to cross out that line.</li> <li>• For the rest of the activity, have participants raise their hand after each similarity is read to indicate they must cross that one out, too. As more groups present, the list of similarities should get shorter, as obvious/common ones are eliminated and only unique ones remain. In the end, have the groups tally up how many unique similarities they have — congratulate the group with the most.</li> </ul>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
Explanation I	<p>Use this time to explain basic terms, the workshop’s goal, and set the stage for the next activities.</p> <p><b>Key terms to define</b></p> <ul style="list-style-type: none"> <li>• <b>Decision:</b> A conclusion or resolution reached after consideration.</li> <li>• <b>Decision-making method/process/framework:</b> The practices, processes, and principles (i.e. “consideration”) that informs what decision to make. A group can decide in many ways, and this workshop sheds light on a few.</li> <li>• <b>Group settings:</b> Workplaces, classrooms, resident-led groups, etc. — any place where multiple people work and make decisions together. The information in this workshop applies to all of these “group settings.”</li> </ul> <p>Let participants know that the next few activities will prompt them to think about their decision-making preferences as individuals and in groups.</p>
Activity I: Trust Walk (Continued on next page)	<p>Introduce the trust walk by preparing participants to hold space for each other to share relatable experiences as well as different ones. All experiences are valid; this is a safe space to acknowledge them.</p> <p>Have participants stand in a line. Tell them you will be reading prompts, and if the prompt applies to them, they can step forward.</p> <p>Start with a test prompt: “I am at a workshop today”</p> <p>Determine that everyone understood the instructions. Then, have everyone step back and begin the activity.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity I: Trust Walk</b> (Continued on next page)</p>	<p><b>Trust Walk Prompts:</b></p> <ul style="list-style-type: none"> <li>• “I have made a difficult decision recently.”</li> <li>• “I have been judged for a decision I made in the past.”</li> <li>• “Sometimes when making a decision I am unsure what the correct course of action is.”</li> <li>• “I have felt guilt or regret after making a decision.”</li> <li>• “I sometimes feel like my needs aren’t prioritized during group decision-making.”</li> <li>• “I sometimes feel ignored by authority figures who don’t treat me as an equal decision-maker.”</li> <li>• “There have been times where a group I was in made a decision that didn’t reflect my opinions.”</li> <li>• “I get overwhelmed/anxious during decision-making.”</li> <li>• “I feel knowledgeable and confident when describing the decision-making method my group settings use.”</li> <li>• “I feel confident that the decision-making method I use in group settings delivers positive outcomes.”</li> <li>• “I know how decisions are finalized in my group settings.”</li> <li>• “Overall, I have positive experiences making decisions in group settings.”</li> </ul>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity I: Trust Walk</b> (Continued from last page)</p>	<p>After reading each prompt, feel free to allow participants who stepped forward to briefly (up to <b>1 minute</b>) share specifics about their experience with the group if they would like to. Remember to ask participants to keep it concise, as storytelling can take time!</p> <p>From there, you can keep reading prompts as time allows or until you run out of space for participants to walk.</p> <p>Once you’ve finished the trust walk, invite folks to reflect on the activity experience.</p> <ul style="list-style-type: none"> <li>• How did it feel to do that trust walk? What is something new they observed? What stood out to them about the experience?</li> </ul> <p>You can ask them to share in the group, turn to a partner to debrief one-to-one, or write it down. Creating space to reflect on the activity helps participants digest what they learned.</p>
<p><b>Activity II: Four Corners</b> Continued on next page)</p>	<p>Introduce this activity as an opportunity for participants to think about their approaches and attitudes to decision-making.</p> <p>Invite participants to stand at the center of the open space. Tell them that you will be reading statements and they should move to the corner of the room that best corresponds with how they feel about them (the corners labelled as strongly agree, agree, disagree, strongly disagree).</p> <p>After reading each prompt, give some time (5 min) for participants in each corner to discuss why they agree or disagree with the statement (personal experiences, examples, and assumptions, etc.). Then, invite someone from each corner (if they are willing and comfortable) to share key points from the discussion with the larger group (3 min). Afterwards, participants can return to the center of the room and the next statement can be read.</p>



## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity II: Four Corners</b> (Continued from last page)</p>	<p><b>Four Corners Statements/Prompts:</b></p> <ul style="list-style-type: none"> <li>• “I use a written pros and cons list to inform all my decisions.”</li> <li>• “Flipping a coin or choosing at random is a valid way to make a decision.”</li> <li>• “A gut feeling is the best guide to making a decision.”</li> <li>• “Discussing potential decision outcomes with other people brings clarity to me about the best decision to make for myself.”</li> <li>• “If I am not 100 percent certain of the correct choice, I don’t finalize a decision.”</li> </ul> <p>During conversations, discuss how some people make decisions based on intuition, whereas others might use logic. The idea is to get participants thinking about their own approach to decision-making.</p>
<p><b>BREAK I</b></p>	<p>Give directions to the bathroom, refill refreshments (if applicable), and discreetly check in with those with accessibility needs. Encourage participants to relax and take care of their needs.</p> <p>Introduce this activity as an opportunity for participants to learn about their attitudes toward group decision-making methods.</p>
<p><b>Activity III: Compass</b> (Continued on next page)</p>	<p>As a facilitator, you will know which quadrant represents which decision-making style, but do not share that with the participants. Avoid telling them anything that might sway them to act on preconceived ideas of certain decision-making methods. Let participants react to the prompts authentically.</p> <p>Instruct participants to stand on the vertical line of masking tape on the floor. Tell them to sort themselves from least to most patient (least patient people at the front, most patient at the back). Give them 2–3 minutes to do this. Feel free to prompt with questions, such as, “How long can you wait in line?” etc. Get them to think of examples of how they exercise patience in their daily lives.</p> <p>Once they’re sorted, tell them they will follow prompts with minimal talking for the rest of the activity to avoid influencing each other.</p> <p>After you have read the prompts, have everyone make note of their quadrant before taking a break.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity III: Compass</b> (Continued from last page)</p>	<p><b>Four Quadrants Prompts:</b></p> <ul style="list-style-type: none"> <li>• “If you think most people in a group should agree to finalize a decision, step to the right.”</li> <li>• “If you think the most qualified people should make decisions for the group, step to the left.”</li> <li>• “If you think efficiency is important in decision-making, step to the left.”</li> <li>• “If you think decisions should be finalized by checking for agreement, step forward.”</li> <li>• “If you think decisions should be finalized by checking for dissent, step back.”</li> <li>• “If you think decision making should involve most people in a group participating, step to the right.”</li> <li>• “If you think decision-making should be a multi-step process, step back.”</li> <li>• “If you prefer a one-time vote to make a decision, step forward.”</li> <li>• “If you think the final decision should reflect the will of the majority, step to the right.”</li> </ul>
<p><b>Explanation II</b> (Continued on next page)</p>	<p>The goal of the previous exercise was to sort participants into four quadrants: those in the top left will agree most with decision-making through consensus; those in the top right will agree with decision-making through expert deciding; those in the bottom left will agree with decision-making through majority rule; and those in the bottom right will agree with decision-making through minority rule. Of course, this is not a magic test that will sort everyone exactly correctly. Still, it will give a general idea of what sort of group decision-making method aligns most with their own beliefs.</p> <p>Encourage participants to return to their seats to listen and comfortably take notes during the explanation.</p> <p>Distribute the <b>handouts</b>, use them as a guide, and explain each decision-making method to the participants. Their result on the previous compass activity can now be revealed.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Explanation II</b>	<p>Below is some additional information to potentially include during explanation. Encourage participants to take notes on points that resonate with them or annotate the handouts with their thoughts to share later.</p> <ul style="list-style-type: none"> <li>• <b>Consensus:</b> Emphasize that consensus does not mean unanimity. Add that many Indigenous groups traditionally use consensus in decision-making. Potentially present the sample <b>consensus-based decision making chart</b> to help better visualize how the method is put into practice. Ask participants to make note of any potential uncertainties they have with this method.</li> <li>• <b>Expert Deciding:</b> Ask the group guiding questions to prompt reflection. Do they prefer to have the expert be within or outside the group? Do they think this method is fair?</li> <li>• <b>Majority Rule:</b> Ask the group guiding questions to prompt reflection. What safeguards would they use to ensure the final decision represents a true majority (<b>quorum</b>, minimum benchmark of support, etc.)?</li> <li>• <b>Minority Rule:</b> Expand on how minority rule unintentionally happens. Explain how, when attempting decision-making through majority rule, it's important to clearly benchmark 50%+1 support and reach that level to finalize a decision. Failure to do so will result in a plurality, not a majority (use this <b>picture</b> to help explain).</li> </ul> <p>Explain how, when decision-making through consensus, it's crucial to take your time and be patient. When you don't allow proper time and different methods for people to voice concerns, it's easy for a loud minority to push through a decision without following the proper collaborative process to ensure genuine support.</p> <p><b>Potential question for participant reflection:</b> Do you think that minority rule can ever truly be equitable?</p> <p>Read and explain the <b>best practices sheet</b> last. Emphasize that the best decision-making happens when the process is transparent and consistent for everyone. Ask the group to reflect and share: What other points would they add to this sheet?</p>
<b>BREAK II</b>	
<b>Small Group Discussions</b> (Continued on next page)	<p>Invite participants to sit in the quadrant they were assigned based on their chosen decision-making method.</p> <p>Give each group time to discuss their newly discovered "best match" decision-making method.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Small Group Discussions</b> (Continued from last page)	<p><b>Small Group Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• "Does this decision-making method align with how you want to make decisions?"</li> <li>• "What is the biggest downside you foresee in using this method?"</li> <li>• "What is the biggest upside?"</li> <li>• "After hearing the explanations, does any other decision-making method appeal to you more? Why?"</li> </ul>
<b>Whole Group Discussion</b>	<p>Give participants time to share any interesting points from their discussion with the larger group.</p> <p><b>Large Group Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• "Are there any patterns we noticed in how different quadrants reacted to their results?"</li> <li>• "Did we feel that we were sorted accurately?"</li> </ul>
<b>Scenarios</b>	<p>Have participants form groups of 4–6 and get them to sit together. Give each group a different <b>scenario</b> and give them about 15 minutes to answer the following questions:</p> <ul style="list-style-type: none"> <li>• "What decision-making method is best for this scenario? Why?"</li> <li>• "What changes/additions would you make to your decision-making method to make it better suited to the scenario?"</li> </ul> <p>Give each group pens/pencils and paper for notetaking.</p> <p>In the end, have one person per group present their scenario and how they approached it.</p>
<b>Exit Activities</b>	<p>Give each participant a pen and an <b>exit card</b>. Have them fill out the card for themselves to keep.</p> <p>Once the exit cards are filled out, end the session by standing in a circle. Give everyone a chance to share an answer to an exit card question, or a word to describe their experience at the workshop, or to pass.</p> <p>Remind participants to take their handouts and exit cards when they leave. Thank everyone for attending and stay awhile to answer any questions.</p>

**Short Version of the Workshop:** To run an "express" version of the workshop, you can limit the time spent on introductions and icebreakers. You can focus on these four activities, and wrap up after the exploration of different decision-making methods:

- Trust Walk
- Four Corners
- Compass
- Explanation of Different Frameworks

# ENTRANCE CARD

Welcome to our workshop on Decision-Making!!  
Hand back this ENTRANCE CARD when you're done :)

**Any accessibility needs?**  
(ex. image descriptions, allergy considerations, etc)

**What's a ground rule that will make you feel safe  
to participate in our workshop?**

# EXIT CARD

Thanks for coming to our workshop on Decision-Making!!  
This EXIT CARD is yours to keep :)

**One thing I learned about my own  
decision-making style is...**

**The decision-making best practice/method that  
resonated with me most was...**

**STRONGLY  
AGREE**

**STRONGLY  
DISAGREE**



**AGREE**

**DISAGREE**

## Decision-Making through Minority Rule

### What is it?

Decision-making through minority rule means that a minority (less than 50%) decides for the entire group.

This method is surprisingly common, and can happen two ways: on purpose or by accident. More often than not, it happens by accident. A group will attempt to use another method (like consensus or majority rule) and finalize the decision without the proper level of support.

This method can be equitable and efficient when used intentionally in the appropriate scenarios.

### How do you do it? (intentionally)

Some organizations have a hierarchical structure, with an executive council (composed of a minority of members) that votes on final decisions that are then dictated to the broader group. This efficient method is best done if the executive was chosen on merit or elected by the broader group (representative democracy). The executive can also be open to feedback from the group.

Sometimes, a minority within a group is more impacted by a decision than everyone else. For example, it makes sense to have people living directly next to a park decide what sort of renovations are needed, even if this small group of people is a minority of the city.

The key to using this framework correctly is intentionally deciding which members will be the minority entrusted with making a decision that will be in the best interest of the broader group. The group needs to be certain that the voting class are key stakeholders in the issue, knowledgeable experts, or elected by the broader group to represent them.

#### Personal Notes

## Decision-Making through Majority Rule

### What is it?

Decision-making through majority rule means that the group with the most supporters (**often benchmarked at 50% + 1**) decides for the entire group.

This method is incredibly common. It is presented as a fair and democratic way to decide, as it makes the largest group of people in the broader group happy, without much compromise. It is also very efficient - it can be done in one round of voting.

Opponents to this method point to the fact that over time, this method leaves a minority (a minority that could be as large as just less than half the group) dissatisfied. It can also cause long-term divisions within the group.

### How do you do it?

In its most simplest form: group members are presented with two or more options, and a vote is counted using any method: secret ballot, raising hands, yays or nays. The option that most people voted for is the final decision.

Some groups institute additional rules to make decisions more solidly reflect the will of the broader group. Things like having multiple rounds of voting to reach **50%+1** support, or requiring a supermajority (**2/3rds**) instead of a simple majority (**50%+1**).

If your group uses **Robert's Rules of Order**, at the beginning of the meeting you will ensure you have the minimum number of members to conduct business (business like voting on decisions). This minimum number is called quorum, and it prevents a minority from making invalid decisions when most members are absent.

#### Personal Notes

## Decision-Making through Expert Deciding

### What is it?

Using this method, the group delegates decision-making to an expert. This expert has specialized or additional knowledge that most group members don't. Their knowledge qualifies them to make a decision. This method is incredibly efficient - only one person needs to decide, based on judgements they already have.

The expert can be within the group, or outside the group. The important part is that most, if not all group members, believe they are qualified to make the decision.

This method is not participatory, and could potentially alienate large portions of the group if not careful. It's also important to identify the correct expert with the necessary credentials.

### How do you do it?

One way of using this method is as follows:

- Identifying the expert
- Listening to their expertise
- Group members providing feedback
- Expert finalizing the decision

The expert can be identified through educational credentials they have - for example, someone who has a PhD in economics can be trusted to make an expert decision on tax policy. An expert can also be someone with lived/living experience of an issue - for example, someone who has experienced homelessness can be trusted to make an expert decision on shelter services.

There is a potential issue having multiple competing "experts" within a group. This could be a sign that the issue requires multiple perspectives, instead of just one, to make a decision.

#### Personal Notes

## Decision-Making through Consensus

### What is it?

Decision-making through consensus means approaching decision-making with the goal of having a solution that all members of a group support. This means that the concerns of everyone in the group have been listened to and addressed.

When a decision is finalized depends on the group's decision rule. Some groups decide that they need total unanimity to finalize a decision - all group members must agree on a decision. This means that if even one person doesn't support a decision, it can't be finalized. This can be time-consuming to achieve, but results in a course of action all members can support.

While unanimity is often the goal, many groups have a fallback of a supermajority (2/3rds agreeing) or "unanimity minus [1/2/3]" (everyone except a few people agreeing) in order to make some decisions faster. They still, however, approach decision-making in good faith with the goal of finding a solution that addresses everyone's needs.

### How do you do it?

The basic formula for making a decision using consensus is:

- Working together to come up with a proposal
- Identifying dissent and unsatisfied concerns within the group
- Collaboratively changing the proposal to get more people to agree with it

In order for this to work, group members need to listen carefully to each other, and work to find common ground. Values of inclusivity, participation, collaboration, and equality are important when decision-making through consensus.

#### Personal Notes

# Best Practices for All Decision- Making Methods

Different scenarios will demand the use of different decision-making methods. However, there are certain best practices that ensure that no matter which method you use, the decision-making process is efficient and effective.

The decision-making process should be accessible and transparent to all members of the group. All members of the group should know:

1. How to initiate decision-making
2. How proposals are made
3. The official benchmark at which a decision is ready to be finalized (50%+1, supermajority, etc.)

**All members, or at least all members who are stakeholders, should feel represented and considered in the decision-making process.**

## Scenario I

A group of friends (8 people) is deciding which restaurant to eat dinner at. One friend has several severe food allergies - any chance of cross-contamination will land them in the hospital. Another friend has sensory issues due to autism and can't tolerate certain food textures.

What decision-making method should they use? Why?

### Notes



## Scenario 2

A group of friends (8 people) is deciding which restaurant to eat dinner at. One friend is a chef that went to culinary school. Another friend is a local tour guide with knowledge of all the hole-in-the-wall local restaurants. These two friends keep arguing about which restaurant is the best.

What decision-making method should they use? Why?

Notes

## Scenario 3

A group of friends (8 people) is deciding which restaurant to eat dinner at. Most people are adventurous eaters and will eat anything, but three friends have very particular tastes and care a lot about what's for dinner. However, these three friends can't make a unanimous decision.

What decision-making method should they use? Why?

Notes

## Scenario 4

A family (2 parents, 3 adult kids) is deciding where to go on summer vacation. Most members of the family travel frequently, however this is a rare opportunity for one of the parents to travel outside the country. As well, the oldest daughter is financing the whole trip.

What decision-making method should they use? Why?

Notes

## Scenario 5

A family (2 parents, 3 adult kids) is deciding where to go on summer vacation. The youngest daughter has a husband living out of the country who she hasn't seen in 6 months and would like to visit. The parents prefer to visit a colder climate than where their son-in-law lives.

What decision-making method should they use? Why?

Notes

# Scenario 6

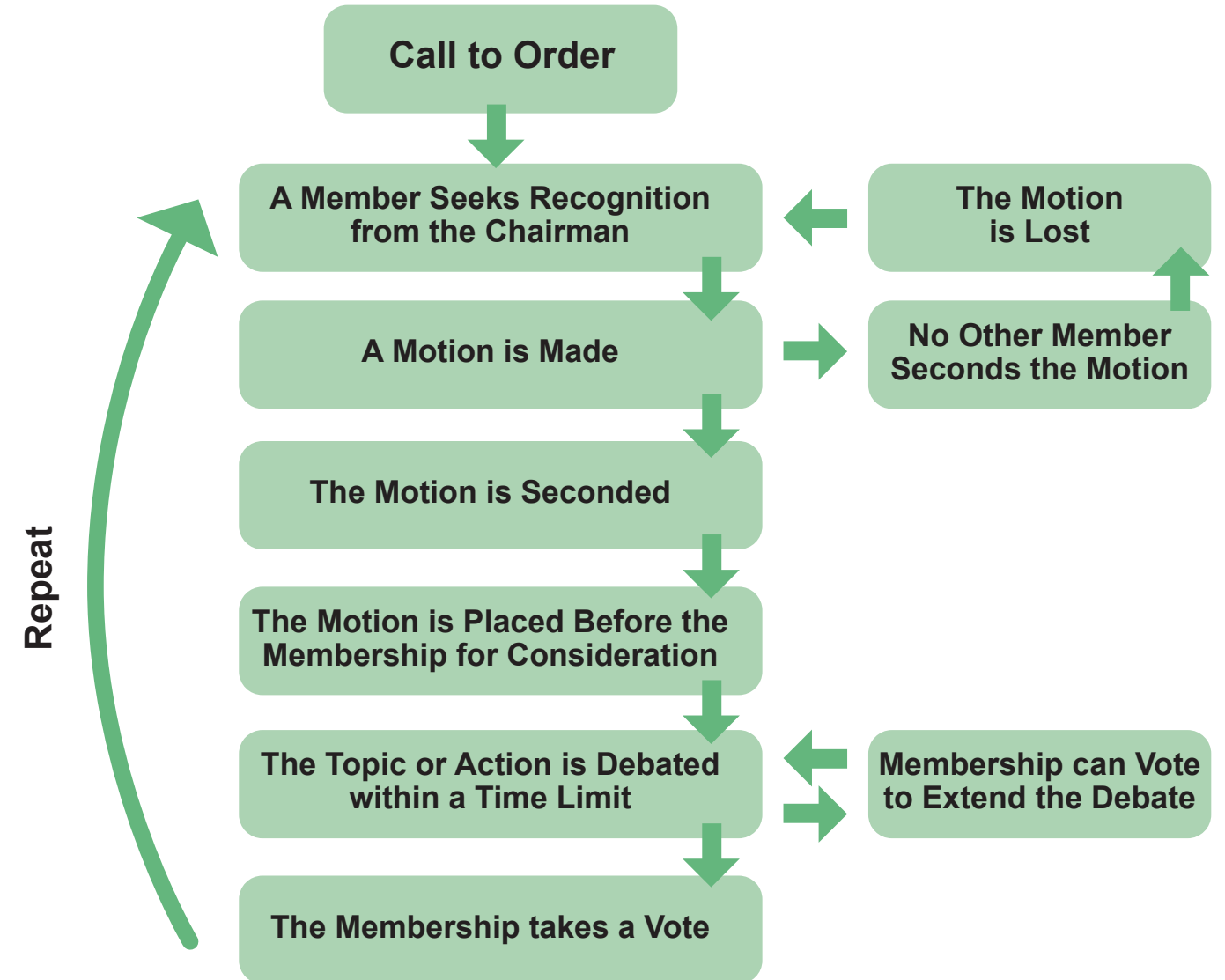
A family (2 parents, 3 adult kids) is deciding where to go on summer vacation. The kids want to go to Italy, but the parents want to go to Paris.

What decision-making method should they use? Why?

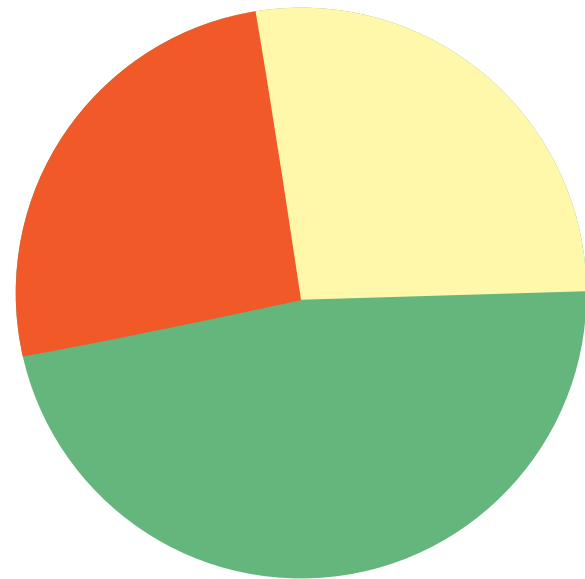
Notes

Notes

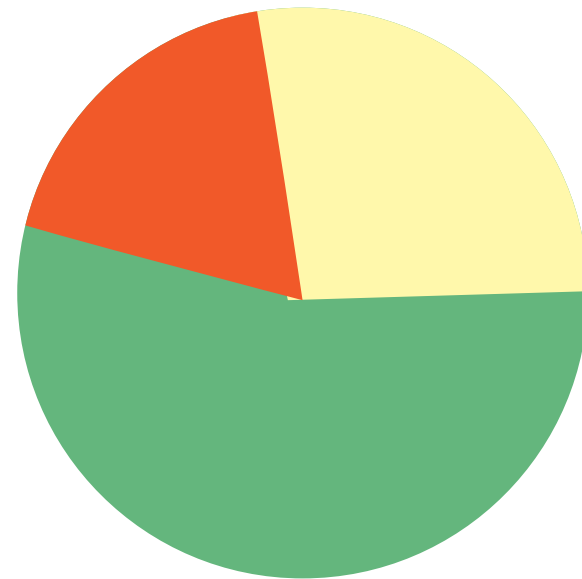
# Robert's Rules of Order Flow Chart



# Plurality vs Majority Chart



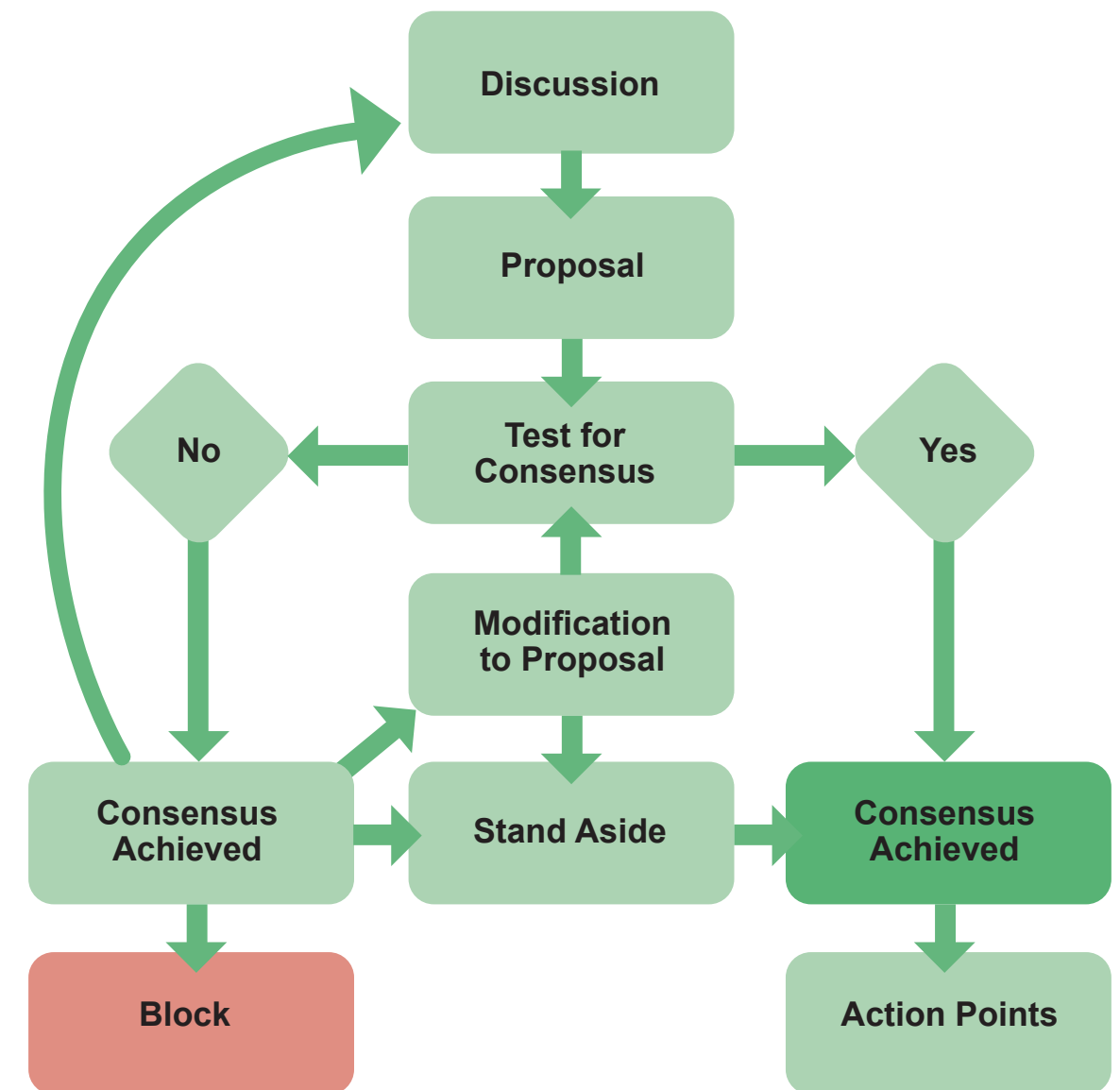
Plurality



Majority

Source: [https://en.wikipedia.org/wiki/Majority\\_rule](https://en.wikipedia.org/wiki/Majority_rule)

# Consensus Based Decision Making Chart





## The Workshops

# What's Listening Got to Do with It?

### Learning Goals

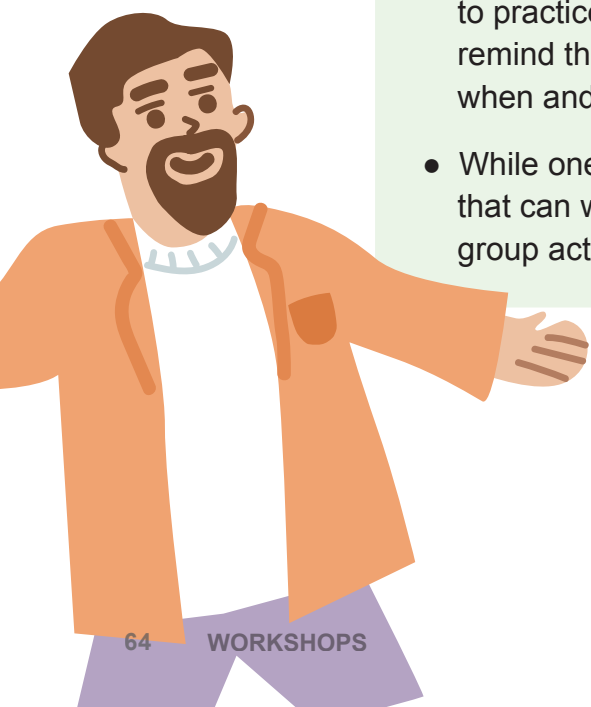
- To understand the empathetic dimensions of active listening
- To increase awareness of how active listening supports group processes
- To strengthen active listening skills
- To foster a sense of community and collaboration among participants

### Expected Outcomes

By the end of this workshop, participants will be more aware of their skills and capacities for active listening. They will feel more comfortable connecting with and communicating supportively with others in both one-to-one and group settings.

### Method

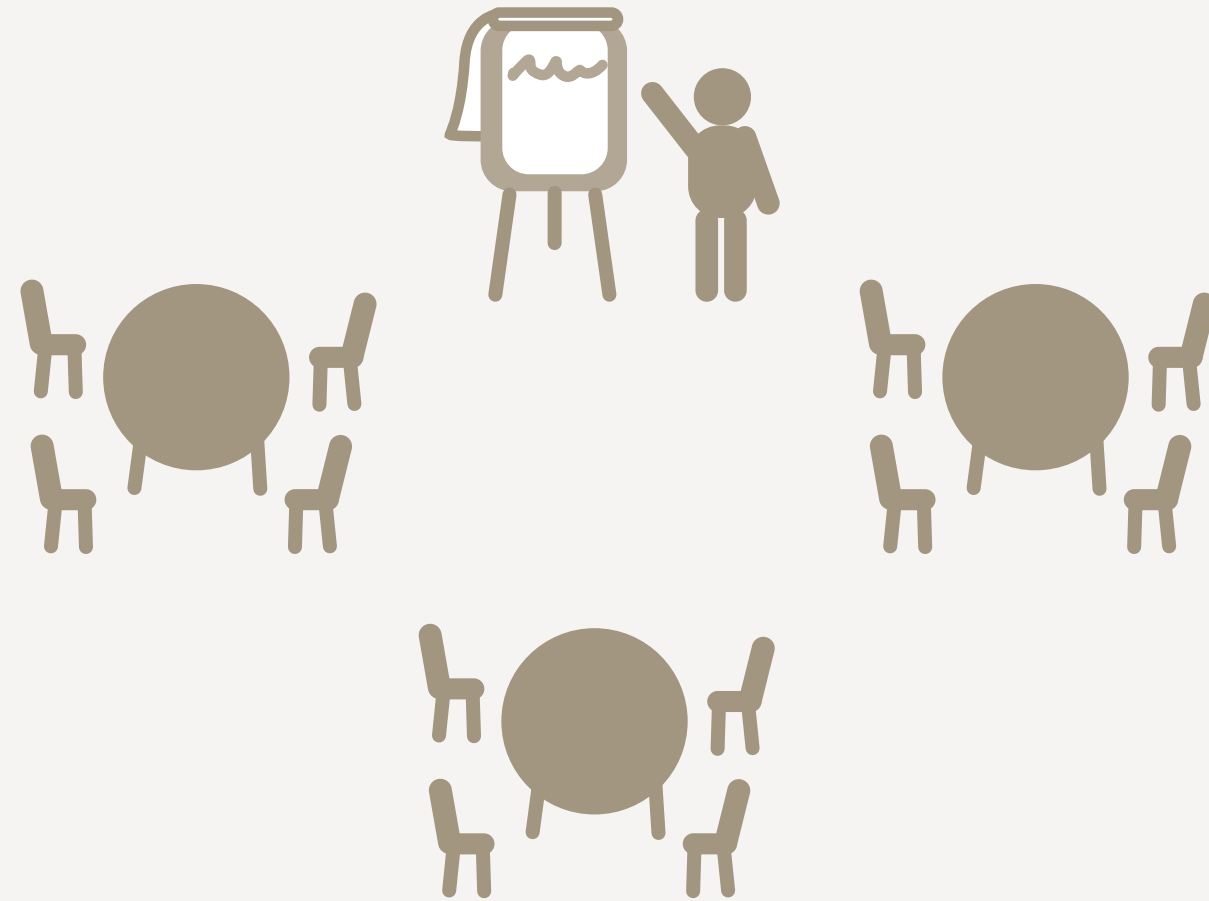
- This workshop teaches through interactive activities, responses to prompts, group discussions, and role-playing scenarios. It is a practical workshop, enabling the participants to practice active listening skills as they learn them and/or remind them of the importance of active listening skills and when and how to use them.
- While one facilitator can run the workshop, a facilitation team that can work with and support participants in their small-group activities would be beneficial.



### Agenda and Timing

Agenda Item	Description	Time (Minutes)	Materials Required
<b>Welcome</b>	Welcome, Land Acknowledgment, African Ancestral Acknowledgement, review of agenda and objectives, participant introductions and warmup, community agreements.	30	Flip chart and markers.
<b>Workshop Introduction</b>	Workshop introduction, opening remarks, and questions.	20	Flip charts around the room, markers.
<b>Defining Active Listening</b>	Brainstorm with the group, and then explain the working definition.	20	Paper and pen for each participant.
<b>BREAK I</b>	Refreshments, bathrooms, rest	10	
<b>Explanation 1: Three Levels of Listening</b>	Introduce activity and presentation on the three levels of listening.	20	Add summary to flipchart.
<b>Activity 2: Listening at Three Levels (Round 1)</b>	Practice active listening in groups of four. There will be two rounds, with group members switching roles.	20	Handout from the <i>Barefoot Guide</i> , <b>identifying different roles</b> . Optional handout: <b>Emotion Faces</b> (or an accompanying list of emotions)
<b>Listening At Three Levels (Round 2)</b>	Repeat the exercise. Ask the small groups to write down their summary reflections before going to break.	30	
<b>BREAK II</b>	Refreshments, bathrooms, rest	20	Refreshments
<b>Large Group Debrief</b>	Invite each small group to share a few of their reflections and learnings with the others.	30	Flip chart paper, markers.
<b>Closing Reflections</b>	Invite participants to digest their learnings through journaling.	15	Papers, markers, pens for participants.
<b>Evaluation</b>	You can invite participants to complete an evaluation form (on paper or online) to get feedback on the event.	10	Evaluation form.

## Suggested Set-up of In-Person Space



Space at the back  
of the room

Arrange tables that can seat **four** participants each, with space in-between for noise control. Have some space at the back of the room for people to take breaks, stretch, and gather in small groups during the workshop.

## Facilitator Script and Activity Instructions

Activity	Suggested Facilitator Script/Instructions
<p><b>Welcome, introductions, and community agreements</b></p>	<p><b>A. Welcome participants</b>, briefly introduce yourself (and/or the team), and the workshop. Share any housekeeping details as needed.</p> <p><b>B. Offer a Land Acknowledgement and an African Ancestral Acknowledgement.</b></p> <p><b>C. Introduce easy icebreaker questions to help participants get to know each other.</b></p> <p><b>Example:</b> “Introduce yourself with your name, your pronouns, and the answer to one or two of the following questions:</p> <ol style="list-style-type: none"> <li>1. Choose a movie title for the story of your life.</li> <li>2. If you were an animal, what would you be?</li> <li>3. What was your favourite story or show growing up?</li> <li>4. If you could play any instrument, which one would you choose?</li> </ol> <p><b>D. Review the agenda for the workshop and expected outcomes. Ask if anyone has any questions or needs clarifications.</b></p> <p><b>E. Develop the Community Agreements with participants.</b></p> <ul style="list-style-type: none"> <li>• Invite the group to brainstorm agreements. You can invite participants to use sticky-notes to add their ideas to a flipchart, or to share them out loud while you write them on the flipchart.</li> <li>• Alternatively, you can use past Community Agreements and ask participants to confirm/add to them.</li> <li>• Ask for group consensus on the agreements before proceeding.</li> </ul>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Workshop Introduction</b></p>	<p><b>What's Listening Got to Do with It?</b></p> <p><b>Invite participants to answer the following questions with a show of hands.</b> (Raise your hand to answer “yes.”)</p> <ul style="list-style-type: none"> <li>• Have you ever been in a meeting or discussion where, after a few minutes, you feel like no one is listening to the speaker?</li> <li>• Have you ever been in a conversation where it seemed like the other person wasn't listening, even if they nodded their heads and perhaps said words like “I understand,” “yes,” or “I hear you”?</li> <li>• In meetings where you felt like no one was listening, have you stayed silent or stopped engaging in the discussion — even when questions are being asked to the group?</li> </ul> <p><b>Invite participants to share any reflections on the following questions:</b></p> <ul style="list-style-type: none"> <li>• How did you feel during those meetings or conversations where it seemed like no one was listening?</li> <li>• How did it impact your desire and capacity to engage with others and participate?</li> <li>• How would you describe those meetings or conversations?</li> </ul> <p>Allow time for people to share their reflections. Write the emotions and experiences on a flip chart.</p> <p>Introduce the concept of the workshop. After five people have shared, summarize what you've heard about how being listened to impacts participation. Then, introduce the concept of the workshop. You can use this sample script or create your own:</p> <div data-bbox="491 1427 1351 1749" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><i>“This workshop is titled ‘What's Listening Got to Do with It?’ As we've just heard, listening impacts us a lot. Listening is a core skill for anyone who wants to build authentic, trusting, and supportive relationships and is a key component of community engagement. While it seems like a simple and obvious activity, listening well actually requires deep and continuous practice. We're here to explore and learn how to listen better to each other with presence, kindness, and openness.”</i></p> </div>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Defining Active Listening</b></p>	<p><b>Introduce Active Listening.</b></p> <ul style="list-style-type: none"> <li>• Explain that active listening is a way to build communication skills.</li> <li>• Ask the group through a show of hands, “How many of you have heard the term ‘active listening’ before?”</li> <li>• Invite each participant to write down their definition of active listening (<b>2 min</b>).</li> <li>• Direct participants to share their answers with the person seated next to them (<b>7 min</b>).</li> <li>• Ask a few people to share what they heard about active listening with the rest of the group — and write these ideas on a flipchart paper.</li> <li>• From there, introduce the working definition of active listening:</li> </ul> <div data-bbox="2045 842 2924 1137" style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><b>Active listening</b> is a communication skill that involves paying full attention to what someone is saying to demonstrate unconditional acceptance and unbiased reflection. It requires being an engaged participant in communication, not just a passive receiver. Active listening is essential to building trust and a crucial leadership skill in group setting. When you practice active listening, you are making a conscious effort to hear what another person is saying and, more importantly, understand the complete message being communicated.</p> </div> <p><b>Explain the upcoming activities.</b> Share that these activities, sourced from <b>The Barefoot Guide</b>, will support participants in deepening their understanding of active listening through practice.</p>
<p><b>Activity 1: Speaking at the Same Time</b></p>	<p>Invite participants to choose a partner. Ideally, they should find someone they do not know and sit at enough distance from other pairs in the room. Share the instructions:</p> <ul style="list-style-type: none"> <li>• In your pairs, tell each other what you want to do this weekend. However, when I say, “Go,” you and your partner must speak at the same time. Ready? Go!”</li> </ul> <p>After 1 minute or so, ask participants if this ever happens in life in some ways. Ask each person if they remember anything like this happening in the past and how that made them feel. Have a facilitator document responses and observations on a flipchart.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Explanation 1: Listening at Three Levels, as part of Active Listening</b></p>	<p>Provide a short description of the “Three Levels of Listening” from <i>The Barefoot Guide</i>, along with an example of what you might hear in conversation when listening at each level:</p> <p><b>“Listening for the Head” (the Thinking Level):</b> thoughts, facts, concepts, arguments, ideas and the principles behind these.</p> <p><b>“Listening for the Heart” (the Feeling Level):</b> feelings, emotions, mood, experience and the values behind these.</p> <p><b>“Listening for the Feet” (the Will Level):</b> intentions, energy, direction, motivation, the will.</p> <p>Then link this to a fuller definition of “Active Listening”:</p> <p><b>Active listening</b> is the practice of preparing to listen, observing what verbal and non-verbal messages are being sent, and then providing appropriate feedback to show attentiveness to the message being presented. Active listening is listening on purpose. Active listening is being totally engaged while another person is talking to you. It is listening with the intent to understand the other person fully, rather than listening to respond.</p> <p>Active listening includes asking questions such as, “How did you feel?” or “What did you think?” This form of listening conveys a mutual understanding between the speaker and listener. Speakers receive confirmation their point is coming across, and listeners absorb more content and understanding by being consciously engaged. Active listening aims to eliminate any misunderstandings and establish clear communication of thoughts and ideas between the speaker and listener. It may also be referred to as <b>Reflective Listening</b>. Actively listening to another person creates a sense of belonging and mutual understanding.</p> <p><b>In summary, active listening techniques include</b></p> <ul style="list-style-type: none"> <li>• Being fully present in the conversation</li> <li>• Showing interest by practicing good eye contact</li> <li>• Noticing (and using) non-verbal cues</li> <li>• Asking open-ended questions to encourage further responses</li> <li>• Paraphrasing and reflecting back what has been said</li> <li>• Listening to understand rather than to respond</li> <li>• Withholding judgment and advice</li> </ul> <p>Ask the group if any questions or clarifications are needed at this stage. Let them know they will have a chance to explore further through practice in the next activity.</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity 2: Listening at Three Levels (Round 1)</b></p>	<p>Break participants up into small groups of 4. If working with a team of facilitators, have one support each small group.</p> <p>Let the participants know that in each small group, there will be one speaker and three listeners — one listening at the level of the heart, one at the level of the head, and one at the level of the feet. Remind them what each level represents, &amp; give each participant a <b>handout</b> of the roles for their reference.</p> <p>Once each person in a small group has chosen their roles, introduce the activity.</p> <p><b>STEP 1 – Sharing the Story (5 minutes) Speaker</b></p> <p><b>Speaker</b></p> <ul style="list-style-type: none"> <li>• Ask the speaker to choose an example of something they seek guidance on in their daily life, work setting, or community.</li> <li>• Explain that the question or issue they choose should not be something they are uncomfortable sharing in the group or something that will bring up strong emotions for them. Encourage them to keep it light and practical!</li> <li>• Ask the speaker to share their story in 5 minutes or less.</li> </ul> <p><b>Listeners</b></p> <ul style="list-style-type: none"> <li>• Instruct the listeners to pay attention to the level they are listening at (head, heart or feet) and note their observations at that level.</li> <li>• Encourage the listeners not to talk until the speaker is finished.</li> <li>• Even after the speaker has finished speaking, encourage the group to sit in silence for a little while to enable the speaker to bring up more thoughts as needed.</li> </ul> <p><b>Step 2: Reflecting the Story Back (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Each of the listeners will then take turns to reflect back to the speaker what they heard from the level they were listening at.</li> <li>• The speaker should listen carefully and then comment on how correct or perceptive the feedback was and what they are learning.</li> </ul> <p><b>Step 3: Group Discussion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• The group can then have 5 minutes of open dialogue on any issues that emerge.</li> </ul>



Activity	Suggested Facilitator Script/Instructions
<b>Activity 2: Listening at Three Levels (Round 2)</b>	Once the first round is over, invite the small group participants to switch roles. They should pick a new speaker and listeners and repeat the exercise.
<b>Large Group Reflection</b>	Bring everyone back together.  Make time for each small group to share their experiences of listening and what they learned about themselves and the act of listening. They can also share any questions they have with the large group.  As a facilitator, you can write the responses on a flipchart and group them to summarize and reflect the common and unique learnings. Make space for the group to reflect on each other's questions and provide insights and guidance.
<b>Closing Reflections</b>	Put some gentle music on and invite each participant to take some time to digest the workshop. Invite them to write down or draw their key learnings from the day. Here are some prompts:  <b>On Listening</b> <ul style="list-style-type: none"> <li>• What is something new that I learned about my own listening style and capacities?</li> <li>• At what level do I find it easiest to listen (head, heart, or feet)?</li> </ul> <b>On Speaking</b> <ul style="list-style-type: none"> <li>• How did it feel to be listened to at the different levels?</li> <li>• How did it feel to be listened to without interruptions?</li> <li>• Did I feel heard and understood when my story was reflected back to me?</li> <li>• What have I learned about how I express myself?</li> </ul> <b>On Active Listening practice</b> <ul style="list-style-type: none"> <li>• Reflecting on the definition you wrote down at the beginning of the day, has your understanding of Active Listening shifted or changed?</li> <li>• Is there anything you might shift about your listening practice?</li> </ul>
<b>Closing Circle</b>	Invite participants to share one inspiring takeaway from the workshop in a closing circle.
<b>Evaluation</b>	If time allows, invite participants to fill out an evaluation of the workshop. You can offer them a paper version, a link to an online form, or both.

# Barefoot Guide Toolbox

## Listening at the Three Levels

Listening, like questioning, is a foundation skill for any social development practice. This reading reveals a very useful model for listening and observing and includes some ideas on the helps and hindrances to effective listening.

We need to listen to thoughts, to feelings and to intentions.

- **"Listening for the Head"** - the Thinking Level - to thoughts, facts, concepts, arguments, ideas and the principles behind these
- **"Listening for the Heart"** - the Feeling Level - to feelings, emotions, mood, experience and the values behind these.
- **"Listening for the Feet"** - the Will Level - to intentions, energy, direction, motivation, the will.

Inasmuch as we are challenged to listen at these three different levels we are also challenged to express ourselves more clearly from these three levels.

### The Thinking Level

This is the most obvious way to listen - it appears to be "objective" - but it is not as effective as we imagine. Can we truly follow with our own thoughts, the thoughts of the speaker? We think much faster than he/she speaks - how do we use this extra mental time - to build a picture and digest what we are hearing, to listen more deeply, or to think our own separate thoughts or to construct hasty replies?

How often do we have to call ourselves back from a day dream or a rehearsal of what we are going to say next in reply to the speaker?

### Hindrances

In listening we therefore have problems of attention and accuracy, but difficulties also arise from the different frames of reference held by speaker and listener. Our knowledge, concepts, vocabulary and way of thinking derive from the past - our own, individual past education and experience.

If we do not allow for the fact that the other person has his own, perhaps very different, frame of reference, it is all too easy to get our wires crossed, or to assume a level of understanding which is not real. We continually run the danger of over-complicating or over-simplifying what we hear.

We have all had the experience of talking to someone and then hear them say, "I know just what you mean" and then go on to describe something unrelated to your conversation.

### Help

The listening process is supported on this level by the cultivation of a genuine interest in where the other person is coming from - an open-minded approach which does not judge his/her words according to my preconceptions, by listening non-judgementally.

# Listening at the Three Levels (Cont.)

## The Feeling Level

Listening to feelings can give us important clues about what really matters. Strongly expressed or strongly denied feelings can provide fruitful entry points to key issues that lie behind experiences.

Listening on this level means penetrating a step deeper into the speaker's experience - apparently rational statements may be covering feelings of distress, anger, embarrassment, etc. These may be "heard" more through the tone of voice, facial expression, gesture, etc. than what is actually said.

Eyes are also useful tools in the listening process!

Even strong emotions can be hidden, especially if we are not used to, or are shy about, expressing feelings openly and honestly.

Silences are also important to "listen" to. They are very powerful

## The Will Level

If the will does not shift nothing will and so our ability to read a person's or group's will is a prime enabler of our ability to work effectively, in a real way.

To sense the real intentions of another person, what they want,

in expressing the feelings of the speaker - sometimes silence expresses feelings of disagreement or inadequacy, boredom or anger.

### Hindrances

When we listen, the message from the speaker does not land on untilled ground. Certain people, situations and issues cause a strong reaction in us, against the unresolved feelings we have from our own experiences which can block our ability to listen to the meaning behind the words spoken and to the feelings of the speaker.

### Help

When we calm our own reactions and stop them overriding our sensitive listening we can develop the quality of empathy.

This means putting ourselves in the speaker's place and under-

why they are telling you this or that, can be one of the hardest aspects of the art of listening. Often, speakers are themselves only dimly aware of what they actually want in a situation. Skillful listening can help to discover,

# Listening at the Three Levels (Cont.)

## The Will Level (Cont.)

"behind" the thoughts and "below" the feelings involved.

These hidden levels are the real sources of potential energy and commitment. This will often involve sensing what is left unsaid.

The future lies asleep in people's will-forces.

### Hindrances

One impulse of the will which is only too quick to awaken is the urge towards power and conflict, to impose our own will and resist the other person's. Resistance at the level of intention is often rationalized into arguments which can never be resolved, because the

basic will to reach agreement is not present. If we allow these conflicting forces to arise in us whilst listening, we create an immediate barrier to a creative future work relationship.

Self-protection may be deep-rooted and lie behind defensive listening.

### Help

If we can hold back "my way" of acting in the situation, and continually look for elements of common direction, understanding and experience, we may be able to open the way towards future co-operation.

## Ineffective Listening

Speaker Says	Barrier/Listener Hears
Thought	<ul style="list-style-type: none"> <li>• Closed Mind</li> <li>• Fixed frame of reference</li> <li>• inattention</li> </ul>
Feeling	<ul style="list-style-type: none"> <li>• Our own likes and dislikes</li> <li>• Distrust</li> </ul>
Intention	<ul style="list-style-type: none"> <li>• "My Way"</li> <li>• "Conflict ridden habits"</li> <li>• "Rationalization"</li> </ul>

## Effective Listening

Speaker Says	Barrier/Listener Hears
Thought	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Open Minded</li> <li>• Understanding of the past</li> </ul>
Feeling	<ul style="list-style-type: none"> <li>• empathy</li> <li>• sensitivity to the present</li> </ul>
Intention	<ul style="list-style-type: none"> <li>• Cooperative attitude to the future</li> <li>• Skilled in understanding behaviour</li> </ul>

**ACTIVE, EFFECTIVE listening (and expressing) on these three levels will be a substantial, creative contribution in many areas of social and professional life.**

## The Workshops

# Tapping the Power Within

### Learning Goals

- To inspire and elevate people’s sense of their own strengths/gifts and “power within.”
- To gain a deeper understanding of how individuals’ strengths/gifts benefit their work and collaborative efforts.
- To foster a sense of community and collaboration among participants.

### Expected Outcomes

By the end of this workshop, participants will gain perspective, inspiration and clarity on their own strengths/gifts and how these relate to their sense of power within. They will have explored different perspectives and understandings of how personal strengths/gifts can be woven together to create stronger collaborations.

### Method

This workshop teaches through interactive activities, responses to prompts, small and large group discussions, storytelling, and arts-based engagement.

- While an agenda is offered below, there is no “correct” order for the workshop activities. All activities outlined in this workshop can be longer or shorter based on the facilitator’s comfort with the process, participant involvement, and whether they want the session to be longer or shorter.
- The order of these activities can also be changed. For example, “Exploring the Power Within” can be done before or after “Exploring Inspirational Messages.”
- The facilitator is encouraged to use this workshop guide flexibly rather than as a fixed agenda. The outcomes of these activities depend on who is learning, participant engagement, their needs, and what available time.

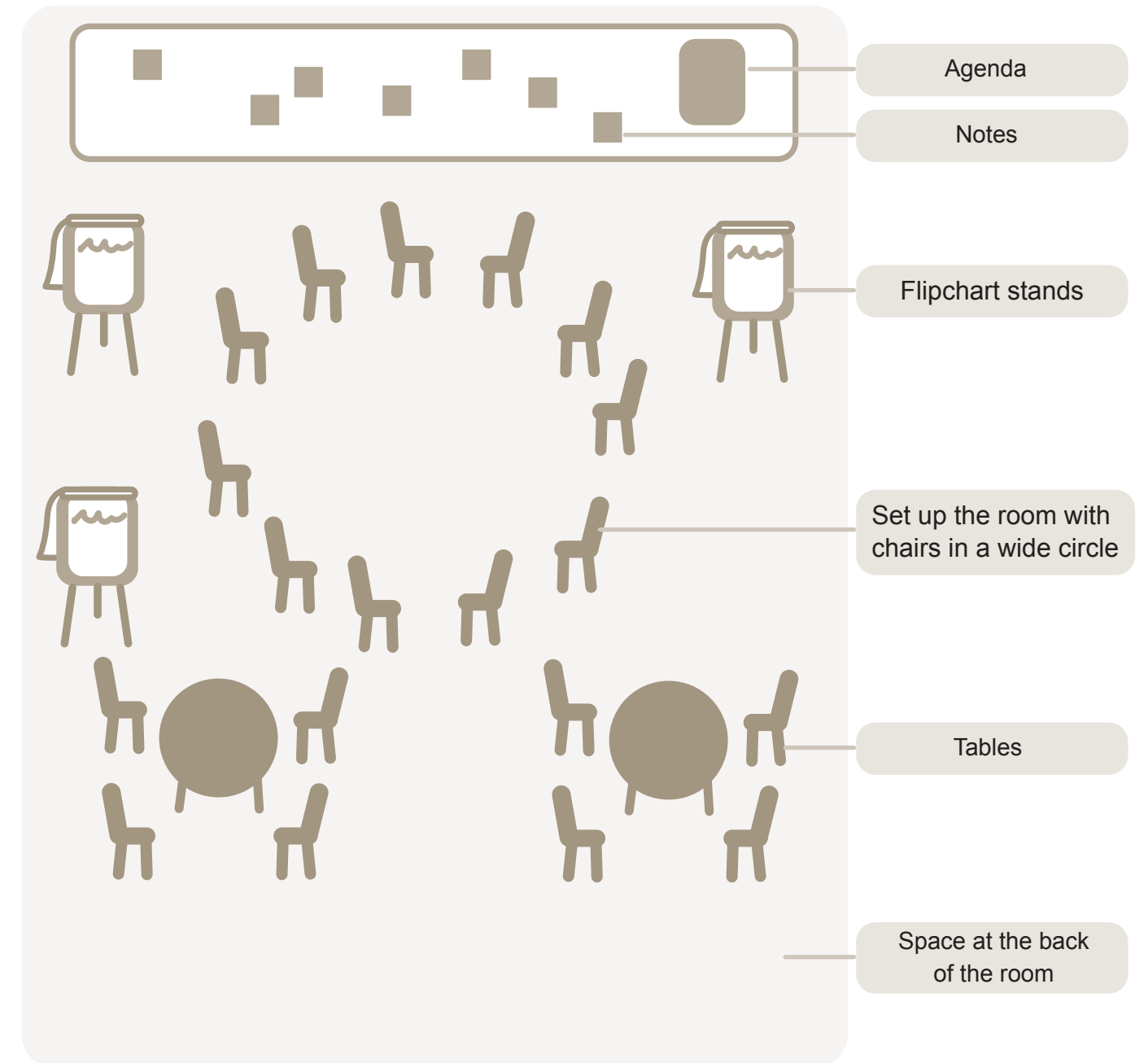
### Agenda and Timing

Agenda Item	Description	Time (Minutes)	Materials Required
Opening	Welcoming participants, opening the workshop, housekeeping, Land Acknowledgement, and African Ancestral Acknowledgement.	10	Display/handout on house-keeping items.
Introduction & Overview of Workshop	The facilitator introduces themselves briefly and reviews the agenda and expected outcomes with participants. Community Agreements are generated with participants.	20	<ul style="list-style-type: none"> <li>• Name tag(s) for facilitator(s), markers/pens.</li> <li>• Agenda on display/handout.</li> <li>• Hand out of Workshop Objectives &amp; Outcomes.</li> <li>• Flipchart paper with participation agreements.</li> <li>• Marker for notes.</li> <li>• Tape.</li> </ul>
Icebreaker Check In	“Superpowered People.”	20	Name tags, paper, pens/markers & crayons/pencils.
Activity I: Inspirational Messages	Exploring reflections on personal power through reflective prompts, storytelling and group discussion.	60	<ul style="list-style-type: none"> <li>• Handout on Inspirational Quotes.</li> <li>• Flipchart paper, markers, tape, wall space.</li> <li>• Blank paper, crayons/markers for participants.</li> </ul>
Break	Refreshments, bathrooms, rest.	15	
Activity II: Exploring Power Within	Exploring the dynamics of the “power within” at a collective level through the Powercube framework and storytelling.	60	Handout with “power within” definitions, flipchart for notes, markers, tape.
Break	Refreshments, bathrooms, rest	15	
Activity III: Fuelling Power Within (Continued on Next Page)	Creative writing and arts-based activities to explore personal power in the service of connection and collaboration.	60	<p>“Fueling our ‘power within’” poster on 8x11 blank paper (the first piece of the paper quilting activity).</p> <p>Yellow, blue and pink Post-It notes: 1–2 pieces of each colour for each participant. (If you don’t have sticky notes, use colored paper and tape.)</p>

## Agenda and Timing (Cont.)

Agenda Item	Description	Time (Minutes)	Materials Required
<b>Activity III: Fuelling Power Within</b> (Continued from last page)	Creative writing and arts-based activities to explore personal power in the service of connection and collaboration.	60	<ul style="list-style-type: none"> <li>• Pens or fine to medium-tip markers.</li> <li>• Flipchart paper for sticky notes.</li> <li>• Blank paper and color pencils/crayons for different type of expression.</li> <li>• Wall space for flipchart paper.</li> </ul>
<b>Debrief and Check-Out</b>	Space to collectively reflect on the workshop learnings and key takeaways.	20	
<b>Evaluation</b>	Time to collect participants' reflections on the workshop.	10	Evaluation form (paper or online), pens, stickies, etc.

## Suggested Set-up of In-person Space



This workshop will work best if the room has flexible space. Set up the room with chairs in a wide circle. Have some tables to the side for people to work on if needed. If possible, have three flipchart stands around the main circle and an open wall-space nearby to host the agenda and gather notes as they are generated. Have some space at the back of the room for people to take breaks, stretch, and also gather in small groups during the workshop.





Activity	Suggested Facilitator Script/Instructions
Opening	<p>Welcome participants to the room and support them to get seated and comfortable. Offer a Land Acknowledgement and African Ancestral Acknowledgment to open the space. Run through any housekeeping with the group.</p>
Introduction & Overview of Workshop	<p><b>A. Introduction (5 min)</b></p> <p>Introduce yourself as the facilitator with a short biography (3–4 sentences), including your name, role, and any relevant background information.</p> <p><b>B. Workshop Overview, Objectives and Outcomes (5 min)</b></p> <p>Note: The agenda must be visible to the participants throughout the workshop — on a handout and/or on a wall. Review the remainder of the agenda, providing a brief overview of each item.</p> <p>Present the agenda to the group and attend to any questions, comments, or clarifications.</p> <p>Review the workshop objectives and expected outcomes. Ensure they are visible to participants on a handout and/or a flipchart paper in the room:</p> <div data-bbox="438 1130 1370 1514" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>“The Power Within” is a creative workshop with an array of activities that include sitting and movement, individual reflection, small group reflections and discussions, storytelling, creative writing, and art-based activities designed to help participants:</i></p> <ul style="list-style-type: none"> <li>• <i>reflect upon their own experiences and practices as a powerful source of knowledge;</i></li> <li>• <i>map their strengths/gifts to explore their “power within”;</i></li> <li>• <i>gain a deeper awareness and understanding of their strengths/gifts in relation to their work and collaborative efforts.</i></li> </ul> </div> <p><b>C. Community Agreements (10 min)</b></p> <p>Generate a set of community agreements with the group. You can do this through a brainstorm, or the facilitator(s) can prepare 3–4 participation agreements in advance, review them with the workshop participants, and invite them to add to the list.</p>



Activity	Suggested Facilitator Script/Instructions
Icebreaker Check In	<p><b>Superpowered People!</b></p> <p>Invite participants to participate in the opening icebreaker to set the workshop’s tone:</p> <div data-bbox="1992 540 2946 963" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>Our first activity is meant to be fun, humorous, and creative. Let’s take a moment to get to know each other as we explore our dreams or wishes for extraordinary abilities. Allow your mind to be free to dream!</p> <ul style="list-style-type: none"> <li>• Think about a superpower you wish you had. It can be something you wish to improve (an existing skill or character trait), or an extraordinary superhero ability.</li> <li>• Add that superpower to your name. What will your superpower name be?</li> </ul> <p><b><i>For example, Ryan wishes he could fly (superpower). His superpower name could be “Flying Ryan” or “Soaring Ryan”. Ryan will then write his new superpower name on his name tag.</i></b></p> </div> <p>Allow workshop participants time to think of their superpower name (30 secs).</p> <p>Prompt participants to help others summarize their superpower into 1–3 words (5 min).</p> <p>Ask people to form small groups of three with those next to them to share their names and superpowers through storytelling (5 min).</p> <p>Bring everyone back together to debrief on the check-in activity (10 min).</p> <ul style="list-style-type: none"> <li>• Invite people to share, popcorn style, on the following prompts: How was that activity? How did it make you feel?</li> </ul>



## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity I: Inspirational Messages</b> (Continued on Next Page)</p>	<p><b>A. Inspirational Quotes (15 min)</b></p> <p>Introduce the activity to the group and let them know that it will create space to find the “power within,” first by self-reflecting on inspirational quotes and then storytelling in small or large groups.</p> <p>Distribute handouts with quotes written on them. You can use this sample set or create your own:</p> <div data-bbox="484 673 1268 1318" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><b>Quotes on The Power Within</b></p> <p>“The more you use the power within you, the more you will draw it to you.”</p> <p>“You have the power within yourself to make anything possible; you must diminish the doubt and ignite the self-belief.”</p> <p>“There’s power in allowing yourself to be known and heard, in owning your unique story, in using your authentic voice.”</p> <p>“I began to recognize a source of power within myself that comes from the knowledge that while it is most desirable not to be afraid, learning to put fear into perspective gave me a great strength”</p> <p>“The power is within you. It always has been. How far are you willing to expand the horizons of your thinking and stir that power awake?”</p> </div> <p>Review the quotes with participants by reading each one aloud. You can ask the workshop participants to volunteer to read the quotes to increase participation.</p> <p>Once the quotes have been read aloud, ask participants if they have any personal quotes to share on “the power within.” Write these on a flip chart paper</p> <p>Engage the group: Ask which quotes stood out the most? The least? Why? (Note: Don’t take too much time discussing; these prompts are to help the participants transition into Activity 1 for deeper self-reflection.)</p>

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity I: Inspirational Messages</b> (Continued from last page)</p>	<p><b>B. Reflective Writing/Drawing (10 min)</b></p> <p>Invite participants to engage in individual reflection. Ask them to pick a quote (or two) that resonates with them. Have them write/draw on paper what this quote means to them.</p> <ul style="list-style-type: none"> <li>• How does it speak to them? What is it saying to them?</li> <li>• How do they relate to it or not?</li> <li>• Does it remind them of a time in their lives? Think about an initiative or a moment in their lives (e.g. personal, work, community, etc.).</li> <li>• How does it motivate them?</li> </ul> <p><b>Note:</b> Give folks a time-check towards the end of 10 minutes. Allow time for the workshop participants to wrap up this activity, for it contributes to the next!</p> <p><b>C. Storytelling (20 min)</b></p> <p>Ask participants to form small groups of 3–4 people. Explain that group members will take turns to share their stories, taking 3–5 minutes each. Remind them to keep track of time. Here are the activity instructions:</p> <ul style="list-style-type: none"> <li>• Share a story of your reflective writing or drawing, and/or</li> <li>• Share a time in your life. (e.g. personal, work, community, etc.) that your chosen quote speaks to.</li> <li>• Think of “How?” “When?” “Where?” and “Why?” in telling your stories.</li> <li>• Take 3–5 minutes to share your stories with one another. Support each other by listening well and keeping track of time!</li> </ul> <p><b>D. Large Group Reflection</b></p> <p>Bring everyone back together for a large group discussion. You can use these questions to guide the conversation:</p> <ul style="list-style-type: none"> <li>• How did this activity make you feel? Why?</li> <li>• What new strategies did you learn?</li> <li>• What things did you recall that you may have forgotten?</li> </ul> <p><b>Note:</b> If you choose to let this session run for longer, you could invite each group to share a story.</p>
<p><b>BREAK I</b></p>	

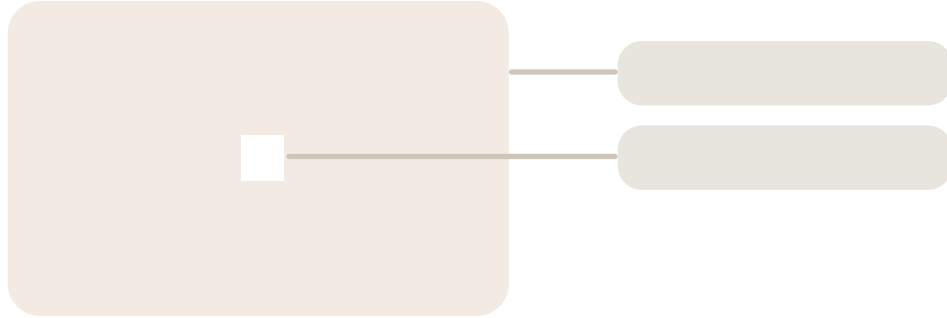
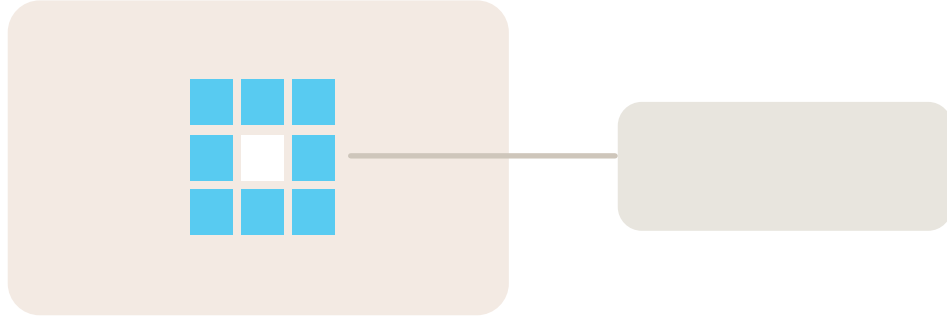
## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity II: Exploring Power Within</b> (Continued on Next Page)</p>	<p><b>A. Large Group Exploration (15 min)</b></p> <p>Explore the term “power within” according to the “powercube” — a framework that analyzes power by exploring the various aspects of power (level, spaces, and forms) and their interrelationship (how they interact with each other). “The more you use the power within you, the more you will draw it to you.”</p> <div data-bbox="500 600 1277 939" style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>The <b>“power within”</b> according to the <b>Powercube Model</b>: “Power within’ has to do with a <b>person’s sense of self-worth and self-knowledge</b>; it includes an <b>ability to recognize individual differences while respecting others</b>. ‘Power within’ is the <b>capacity to imagine and have hope</b>; it <b>affirms the common human search for dignity and fulfilment</b>. One form of power that has <b>the ability to act and change the world through development and social change.</b>”</p> </div> <p>Explore the terms above, taking the time to reflect with participants on the language used (referred to in bold lettering). Inquire what the language means to the participants. How does it resonate with them? Use the following prompts to guide the conversation:</p> <ul style="list-style-type: none"> <li>• What does ‘power within’ mean to you?</li> <li>• How does it make you feel?</li> <li>• How do you relate to the description?</li> </ul>

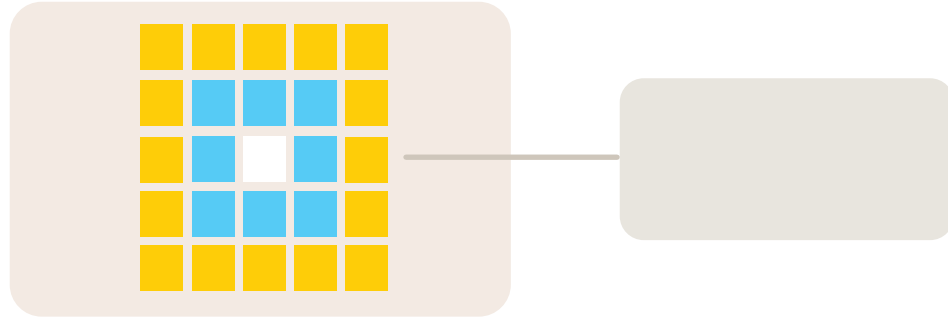
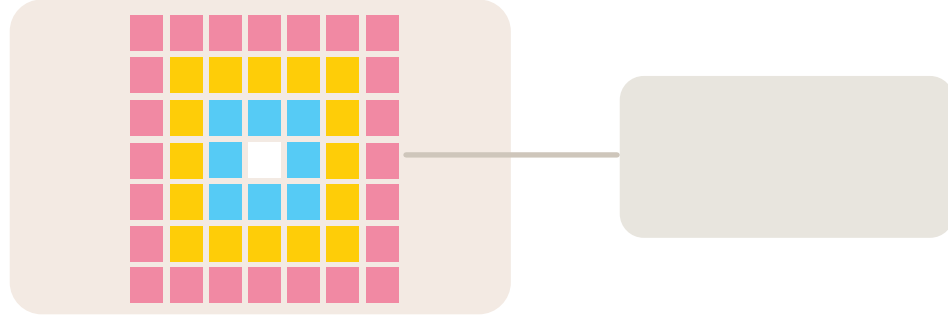
## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity II: Exploring Power Within</b></p>	<p><b>B. Small Group Success Stories (20 min)</b></p> <p>Guide participants to the next step of the exercise by inviting them to get into new small groups of three. Encourage them to group with people they haven’t yet connected with.</p> <p>Once participants are in their groups, explain that each group member should share an initiative they collaborated on with others in their community that was successful (or even partially successful), and that made them feel happy. Tell them to take about 3–5 minutes per participant and ask them to keep track of the time.</p> <div data-bbox="2023 741 2884 1318" style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>Reflecting on your “power within,” use the following questions to help guide their stories as you share. You do not need to answer all the questions, but tap into the most joyful parts of the story:</p> <ul style="list-style-type: none"> <li>• Think of the role you played. Why were you a part of this initiative?</li> <li>• Why was the initiative (or parts of it) successful?</li> <li>• What elements of it allowed you to feel joy and celebrate your success?</li> <li>• What made it successful? Share collaborative efforts.</li> <li>• How did you contribute to that success? What skills did you bring?</li> <li>• What did you learn from others?</li> <li>• What will you change next time around?</li> </ul> </div> <p><b>C. Large Group Debrief (20 min)</b></p> <p>Bring everyone back together for a large group discussion. Questions to guide the conversation:</p> <ul style="list-style-type: none"> <li>• How did this activity make you feel? (Was it motivating? Inspiring? Exciting? Why?)</li> <li>• How do you feel reflecting on a successful moment through the “power within” lens?</li> <li>• What things did you recall that you may have forgotten?</li> </ul> <p>Write their answers on flipcharts and summarize some key insights at the end of the discussion .</p>
<p><b>BREAK II</b></p>	

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity III: Fuelling Power Within</b> (Continued on Next Page)</p>	<p><b>Note:</b> Tape the premade title card, “Fueling our ‘power within,’” to the wall, to form the quilt’s centre.</p>  <p><b>Explain the activity to the group:</b> “This activity has three parts that will amplify your power within, and support you to think through how you can use your strengths to connect to and collaborate with others. We will spend some time personally reflecting on what motivates us to do our work, mapping our gifts, and exploring ways we can use our gifts to connect with others to support our work in community building using collective power.”</p> <p>Introduce the parts below, one by one. Remember to keep the coloured papers/stickers separate for each step!</p> <p><b>Part 1 – Identifying your gifts (Individual reflective activity – 5 mins)</b></p> <ul style="list-style-type: none"> <li>• On one or two <b>BLUE</b> Post-it notes, write your NAME and STRENGTHS/ GIFT(S) you bring to your work. For example, think of your skillset, character traits, tools or practices you use in your community work.</li> <li>• Participants can also draw their answers to create pictures of their strengths on the blue post-its. Provide crayons/coloring pencils.</li> <li>• Have participants put these <b>BLUE</b> post-it notes on the wall around the “Fueling our ‘power within” title card to form the first layer of the paper quilt.</li> </ul> 

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<p><b>Activity III: Fuelling Power Within</b> (Continued from last page)</p>	<p><b>Part 2 – What motivates you? (Individual reflective activity – 5 mins)</b></p> <ul style="list-style-type: none"> <li>• On two or three <b>YELLOW</b> Post-it notes, briefly describe what motivates you to your work in the community you serve. (Guiding questions: What are you passionate about? Why do you care? What drives your work?)</li> <li>• Participants can also draw their answers on the post-its.</li> <li>• Building the paper quilt: Have participants put their <b>YELLOW</b> Post-its on the wall around the <b>BLUE</b> Post-its to build the second layer of the quilt. Have them place their <b>YELLOW</b> Post-it near their BLUE one (if possible).</li> </ul>  <p><b>Part 3 – Drawing on collective power – Strategizing collaborative efforts (20 min)</b> (Depending on time, this can be a small or large group activity)</p> <ul style="list-style-type: none"> <li>• Participants review the paper quilt by looking at others’ gifts and passions, looking for ways to collaborate and strategize.</li> <li>• On two or three <b>PINK</b> Post-its, invite participants to write how the strengths and motivations could be brought together. This could include ideas on how to collaborate, activities they see a need for, or anything else that springs to mind.</li> </ul> <p>Note: If participants are already part of a team, the workshop and this activity could be focused on their existing work, and the pink layer could be an opportunity to think through strategies or feasible next steps for collaboration.</p> <ul style="list-style-type: none"> <li>• Add <b>PINK</b> Post-its on the wall around the <b>YELLOW</b> ones to form the third layer of the paper quilt!</li> </ul> <p><b>Bring the group together to reflect on their experience of making the quilt as a team.</b></p> 

## Facilitator Script and Activity Instructions (Cont.)

Activity	Suggested Facilitator Script/Instructions
<b>Debrief &amp; Check-Out</b>	Let participants know that the workshop is coming to an end. Have a short debrief on the day's activities. Invite participants to take turns sharing on what they learned, or unlearned, today about the 'power within'?
<b>Evaluation</b>	Ask participants to fill out the brief (3–5 questions) feedback survey, so you can learn what worked and what could be improved in the workshop.

## Conclusion

We hope this toolkit has been useful to you and your community collaborations. If you found it inspiring, feel free to share it with other groups! This workshop toolkit was a collaborative project by members of the Toronto Strong Neighbourhoods Strategy (TSNS) Advisory Group and Social Planning Toronto (SPT).

The tools and activities in this guide have aimed to create equitable engagement models that build on resident leaders' expertise, facilitate meaningful engagement and partnerships, and support enhanced community development outcomes for sustainable, resident-led neighbourhood work in Toronto. We are grateful to everyone who contributed their expertise to this exciting collaboration.



