


Dialog 4, Handout I

Discovering Individual Capacity



Places I like to be, or that might make sense to try: (places that create enthusiasm, motivation, energy)

What I enjoy:

I can do these things:
(my abilities)

I would like to do/learn these things:

These are the best things about me:
(personal qualities, life-shaping)

These things are important to me:
(including family identities and traditions, religious beliefs, relationships, preferences for activities indoors/outdoors, day/night, structured/loose environment, quiet/noisy, big/little)

My hopes and dreams, for now and for later:
(living, working, leisure, relationships)

"A gift is anything you have or do which allows for a meaningful interaction with at least one other person." -Judith Snow

Dialog 4, Handout II

POWER SHUFFLE

Facilitator Note:

This is a list of questions that allow a group to explore labels and their own individual comfort with the types of labels that can be attached to people in our community. Some labels we can choose not to reveal to others (e.g.: religious beliefs) while others we can not hide (e.g.: gender). People can choose to cross the room or not.

Facilitators need to be sensitive to group dynamics and can feel free to edit the questions or reframe questions for the needs of a group of participants. However, the order of questions should not be changed. The group must have time to adjust to the more provocative questions.

Participants are asked to "Cross the Room if you are":

- Female
- Male
- Your ancestors were White European
- You are aboriginal, native, Inuit, Dene, First Nations
- You are Caucasian
- You are of African or Caribbean descent
- Christian
- Jewish
- Muslim
- Sikh
- You are of East Indian or Middle Eastern descent
- Immigrant to Canada
- Your ancestors came to Canada of their own free will and have never had to relocate unwillingly once here.
- You live on land that once belonged to native people
- Your family or relatives received homesteading or land staking claims from the federal government.
- You first language was not English
- From a farming community
- You or your family receive or received federal farm subsidies, farm price supports, agricultural extension assistance or other federal benefits
- Financially did not have enough
- Had enough
- Had more than enough
- Parents did not finish high school
- You did not finish high school.
- Have returned to school as a mature student
- Been denied a promotion because you are a woman
- Paid less because of your gender.

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- Have trained males with less seniority or education, only to have them to be promoted and paid more than you
- Have stated an idea that gets credited to a male colleague
- Have been told that men earn more money because they have families and children to take care of.
- If you've never had to worry that clearly labeled facilities, such as swimming pools, restrooms, restaurants and other bars were in fact not open to you because of your skin colour
- Been labeled fat, called fat, or think you are fat whether you are or not.
- Have a visible or hidden physical disability or impairment
- A family member has a disability
- You have provided care to both your children as well as sick or aging parents.
- Are gay, lesbian, bisexual, or trans-gendered
- Have a friend or family member who is gay, lesbian, bisexual or trans-gendered
- You are a single mother
- You are proud to be who you are.

Adapted from:
Helping Teens Stop Violence
A Practical Guide for Counselors, Educators, and Parents
Allen Creighton, Battered Women's Alternatives with Paul Kivel,
Oakland Men's Project

Dialog 4, Handout III

A Guide to Developing Community Connections



Ties and Connections

There are a number of important ways that people relate to each other. The list below includes a number of types of ties and connections, all of which can lead to a greater sense of community and belonging.

- **Friendship:** having friends, relationships, including a "best friend". Mostly these can be described as "strong ties"
- **Acquaintance:** having a network of acquaintances
- **Membership:** being a member of associations and organizations
- **Keeping in touch:** with trends and movements of interest; subscribing to them; belonging to "social worlds"
- **Being part of a family:** having an active connection with family life
- **Having a partner:** or someone to whom a long-term commitment has been made
- **Being a neighbor:** living next door to, or at least near to someone (down the street or across the road)
- **Knowing or being known in a neighborhood:** using the resources of the neighborhood (usually the area within easy walking distance from where you live) and recognizing and being recognized by others who use them too

Four main themes to consider which impact all relationships are:

- **Time:** The amount of time people spend together and the length of time they have spent together in the past
- **Intensity:** Some ties and connections are invested with a lot of emotion. They mean a lot to us, perhaps more than anything or anyone else. Others are less important, and some not very important at all.
- **Intimacy:** We share confidences with some people more than with others. Some of our ties and connections involve a lot of trust.
- **Reciprocity:** The exchange of services between people. This may range from simply following the rules of politeness, to providing practical help, to sharing major parts of our life and work.

(Adapted from Friends: A Manual for Connecting Persons with Disabilities and Community Members, Amado, Conklin and Wells, and Ties and Connections, Ordinary Life Working Group, King's Fund Centre)

Dialog 4, Handout III (continued)

A Guide to Developing Community Connections

The People We Know



Another way to look at the people we know is to think about the role they play in our lives. These descriptions were developed by John O'Brien as he studied successful circles of support in Connecticut.

- Anchor:** *personal commitment to...*
- a source of continuity by sharing life over time
 - stands by the person in difficult times
 - growing knowledge of the person
 - includes the person in life decisions
 - protects the other person
- Allies:** *personal relationships in which people...*
- share time and activities
 - share knowledge of person's gifts & challenges
 - share knowledge of the community
 - make contacts for one another
 - lend practical help
 - enjoy one another
- Associations:** *formal and informal groups organized...*
- to animate civic life by promoting member's interests
 - to develop member's skills
 - to work for change in policies & practices members see as unfair or unjust
- Assistance:** *cash transfer and organized services which make available...*
- money with option of person control
 - personal assistants
 - devices, adaptations, redesign of activities
 - teaching
 - advice
 - representation
- Agendas:** *political action to insure just and effective public policies such as...*
- personal assistance services
 - inclusive school classrooms
 - individual ownership of home
 - safe and accessible transportation

Name people in your own circle on the exercise on the following page.

Dialog 4, Handout III (continued)

