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Young Women Young Leaders

An Action Guide for Participation

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Young Women, Young Leaders: An Action Guide for Participation

Contents

Introduction **3**

What is Young Women, Young Leaders? 4

What is an Action for Change? 4

What is the Action Guide for Participation? 4

Who is the Action Guide for? 5

How to use the Action Guide? 5

I – Setting the stage for young women's participation **8**

Figuring out the "why" 8

Reflecting on the "how" 10

II - Enabling young women's participation: The Action for Change **18**

The Action for Change: A 5-step process 18

Step 1 Explore motivation 19

Step 2 Learn about young women's participation and leadership 21

Step 3 Identify areas for change 23

Step 4 Plan an action and do it! 25

Step 5 Evaluate, celebrate and share ideas 27

III - Dinamicas and activties **30**

Dinamicas 31

Activities 44

IV - Getting informed **92**

Fact Sheet 1 – A snapshot of young women in Montreal, Quebec and Canada 93

Fact Sheet 2 – Women and politics 95

Fact Sheet 3 – Gender equality 97

Fact Sheet 4 – Young women's participation – barriers and actions for change 99

Fact Sheet 5 – Women's rights 103

Fact Sheet 6 – Taking action 105

Community resources list 107

List of key terms 109

Reference list **113**

Introduction

What is Young Women, Young Leaders?

Young Women, Young Leaders (YWYL) is an Equitas program that aims to strengthen the participation of young women in civic, political and community life in Montreal. It aims towards the meaningful inclusion and effective contribution of young women in decision-making processes that impact on their own lives as well as life in their community. To do this, YWYL supports Action for Change projects led by young women that address issues that most affect them in their daily lives. These are carried out in collaboration with a strong network of community organizations, mentors, municipal leaders and institutional partners.

The **YWYL** program has three phases:

1) Community organizations use this **Action Guide for Participation** to deliver capacity-building workshops and plan a project with groups of young women
2) Young women design and lead an **Action for Change** aimed at tackling barriers to participation in their community
3) During a city-wide **Young Women's Forum**, all of the participating young women's groups come together to present their Action for Change and share their ideas for increasing participation with stakeholders, local decision-makers and the larger community

What is an Action for Change?

An Action for Change in the context of the YWYL program involves a group of young women leading an initiative that specifically aims at strengthening their participation in their community. This includes deciding on the issue they want to address, planning and carrying out the necessary steps and deciding how to measure success. An Action for Change should include community awareness raising activities and outreach to local decision-makers to address barriers to participation affecting young women. The process will extend over a period of **six to eight months**.

An example of Action for Change might be a group of young women doing a poster campaign about the barriers to participation young women face in their community and presenting their ideas about solutions to city council.

What is the Action Guide for Participation?

The Action Guide for Participation (Action Guide) is a practical tool to support young women throughout the YWYL program, promoting their participation in civic, political, and community life.

The Action Guide is designed to:

- **Build knowledge** about young women's participation
- **Equip** young women and community organizations with **skills** to increase their participation
- **Support** young women in leading actions to address barriers to their participation and issues that affect them
- Ensure more opportunities for **equal and effective participation** of young women in youth organizations and youth-led actions

The Action Guide:

- Serves as a road map for those supporting the YWYL program
- Is a resource to help create the learning climate necessary for young women's engagement
- Guides the 5-step process leading to the realization of a collective Action for Change
- Prepares the groundwork for the Young Women's Forum, where young women will share ideas, experiences and recommendations with stakeholders, local leaders and decision makers

Who is the Action Guide for?

This Action Guide is aimed at:

- Young women (15 to 25) who will participate in workshops focused on building knowledge and skills with the goal of fostering more active participation. These young women may eventually use the Action Guide to support their peers in similar activities.
- Facilitators working with a group of young women to build their knowledge and skills and support them in their actions.

How to use the Action Guide?

The Action Guide has **four sections** and includes workshops, activities and resources to lay the foundation for young women to participate effectively and bring about change in their community. Below are suggestions on how to use the different sections in the guide.

I – Setting the stage for young women's participation focuses on building the knowledge, skills and attitudes of group facilitators. Use this section to learn more about the issues that young women face, the barriers to their participation, as well as how to create respectful, inclusive and participatory spaces, and how to effectively support your group through the YWYL program.

II – Enabling young women's participation: The Action for Change focuses on young women's engagement for social change. Use the five-step process provided to develop the Action for Change with your group of young women. They will identify their needs and the barriers to their participation and build their knowledge, skills, and attitudes in order to bring about change in their community through their Action for Change.

III – Dinamicas and activities contains the tools you will need in section II above.

IV – Getting informed includes a variety of reference materials to increase knowledge, clarify concepts and make links to community resources. Use it to increase your own knowledge as well as to complement activities and dinamicas you do with your group.

Finally, meet regularly with the group of young women and other stakeholders to discuss the project. Consider how to make the most of the program and share your successes and challenges.

Notes

Setting the stage for young women's participation

Facilitators should use this section to prepare themselves for working with a group of young women on an Action for Change

I – Setting the stage for young women's participation

This section will help you:

- Reflect on why your group is involved in YWYL
- Identify issues and barriers to young women's participation that are relevant for your group
- Reflect on what young women need to participate meaningfully and how to support them in the process
- Develop a draft plan for how to lead your group through the YWYL program and the Action for Change process

To do this, review the rest of this section to:

- Figure out the "**why**" of your involvement – Why is young women's participation important? Why should your group be involved?
- Reflect on the "**how**" of your involvement – What do young women need to participate meaningfully? What is your role in supporting them? How can you plan ahead and help make it happen?

Figuring out the "why"

Before you begin, it's important to understand why you would get your group of young women involved in a program like this one and figure out how to do it in a way that is most relevant for them. Keep reading to learn more.

Why young women's participation, why YWYL?

Every young woman has the potential to be a leader in her community and to actively contribute to civic, political and community life. Yet young women are often excluded or left behind and consequently their potential goes unnoticed.

Many girls start off interested in civic and political life at a young age, but their interest slips when they become teenagers. As children they are told by family and friends they can be and do anything they want, but as they grow up, they encounter gender stereotypes, discrimination, pressure to conform to traditional roles and other realities that act as barriers to their participation.[1]

Also, formal institutions (e.g., school system) and service providers (e.g., health services) sometimes overlook the specific education and support that young women need to overcome these barriers. That's why programs and inclusive spaces in the informal sector, where young women can actively engage and have opportunities to bring about change, are so important.[2] But even here, there are gaps. Needs assessments carried out by Equitas in 2009 and 2013 revealed an under-representation of young women in youth programs offered by community organizations in Montreal.

To address this gap, YWYL helps create a space in the community where young women feel they can belong, where they can work together to identify their strengths, plan how they can influence change and carry out effective actions for change. By participating in YWYL, young women contribute to changes in ideas, attitudes and community practices to address barriers that have traditionally prevented them from having a voice in the decisions that

impact on their lives. By engaging in activities specifically designed for them, young women build their knowledge and skills, while strengthening their self-perception and self-esteem. The YWYL program also advances equality and reinforces young women's leadership by connecting them with female role models, providing mentorship and creating opportunities to have their ideas heard by decision makers and community leaders. This in turn leads to more respectful and equitable communities where everyone has a voice and the opportunity to participate.

Why should your group get involved?

Take some time to consider how the goals of YWYL might be in line with the goals of your work with young women and determine the reasons why your organization and group of young women should get involved and work towards these goals.

YWYL goals are to …	My organization and our young women should be involved because…
• Build knowledge about young women's participation • Equip young women and community organizations with skills to increase their participation • Support young women in leading actions to address barriers to their participation and issues that affect them • Ensure more opportunities for equal and effective participation of young women in youth organizations and youth-led actions	• • • •

- There are 4 times more men than women elected at all levels of government
- Voter turnout for young women is 15 – 30% lower than the average population for elections at all levels of government
- Despite higher education levels, women's average annual salary in Quebec was only 73% of men's average salary in 2008 (See **Fact Sheets** for more information)
- The overwhelming majority (86%) of Canadians believe that there should be equal representation of women and men in leadership roles (Girls Action Foundation, 2013)

What barriers do the young women in your group face?

Reflecting on the needs, interests and concerns of your group is an important part of figuring out how to best support them as you go through the YWYL program. With this in mind, consider the main barriers to women's participation, outlined below. Take a moment to think about which of these might reflect the reality of the young women you work with. Mark the barriers that apply and think of specific examples, if possible.

It is important to keep in mind that discussion of these barriers may bring up different issues for the young women in your group. This may include disclosing sensitive personal experiences. It is a good idea to have on hand references to community resources for physical and mental health and crisis intervention in your community (i.e., *Centre de santé et services sociaux* – CSSS). Please see the community resource list for more issue-specific resources.

Some barriers to participation that the young women in my group face…	
Individual barriers	
☐ Personal attitude and ability (e.g., low self esteem, motivation) – such as…	_____
☐ Lack of knowledge, skills or access to information on how to participate – such as…	_____
☐ Competing priorities (e.g., balancing time, cost or energy) – such as…	_____
☐ Cultural or family constraints – such as…	_____
Societal barriers	
☐ Limited access and opportunities (e.g., for leadership, participation, decision-making, to support systems) – such as …	_____
☐ Stereotyping and discrimination – such as …	_____
☐ Lack of female role models – such as …	_____
☐ Others	_____

Keep this list in mind once you've completed it, as it will help guide the work of your group throughout the Action for Change process.

Reflecting on the "how"

What do young women need to participate?

To participate effectively and become agents of change in their community, young women need to access spaces and processes that are young women-friendly, that take into account their interests and motivation, that build their knowledge and skills, and that include opportunities for creating real change.

A part of supporting the young women you work with involves reflecting on your group (e.g., their needs, their interests, as well as opportunities and activities available to them) and ensuring that you create a space for them that is:

- **Safe and welcoming –** the physical and emotional environment is respectful of young women's identities, values and abilities. Young women feel respected, included and free to express themselves. Activities happen during hours when they can participate and in places where they feel safe.
- **Culturally relevant –** connects with the cultural roots and traditions of the young women involved. There is no one experience of being a young woman: every individual comes to the group with her own experience, influenced by her socio-economic status, ethnicity, race, sexual orientation, dis/ability and other personal characteristics.
- **Participatory –** involves young women in decision making and enables them to have an active role in giving input into the activities and the direction of the group.
- **Empowering –** young women can express themselves and take action through activities that build their knowledge, skills and strengths.
- **Action-oriented –** includes meaningful ways for young women to make a difference by providing opportunities for leadership and participation in the community, connecting with role models and mentors who provide insight, guidance and support, and ensuring access to relevant informational, emotional and practical support.

Research shows that in order to be successful:

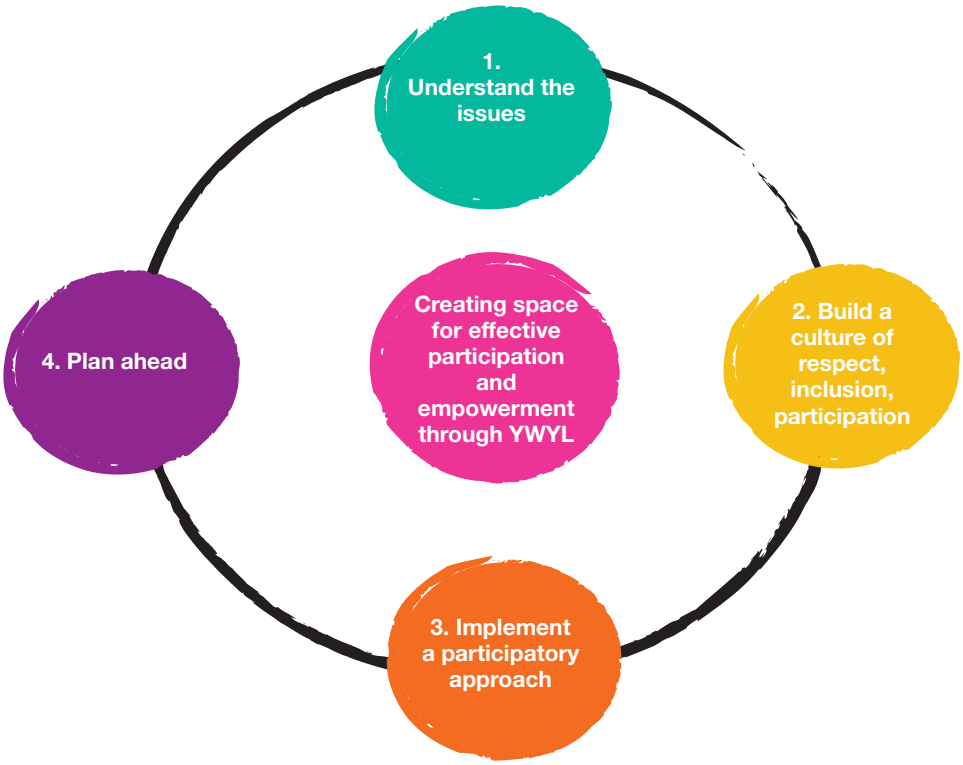
"1. Young women need to be valued – at home, in school and in the community, as well as in the development of policies and programs

2. Young women need to be given opportunities to learn and lead."

Source: Girls Action Foundation et al., 2013

What is your role in supporting young women?

Your role is essential. Throughout the YWYL program, you are one of the main supports to your group. In partnership with Equitas, you play a central role in creating the kind of space described above to effectively promote young women's participation and empowerment and to build their skills to become agents of change in their community. To do this, there are four areas where you will need to invest time in laying the foundation for success:



1. Understand the issues and increase your own knowledge of young women's participation

As a facilitator, you bring your own particular skills and knowledge to the group. While part of your role is to support young women's learning from each other (e.g., by asking open-ended questions that encourage reflection), it is also important to provide content expertise and guidance (e.g., cite real-world examples to illustrate a point). To effectively lead the process, there are six key content areas where it is important for the facilitator to have a basic understanding. In preparation, a starting point is to determine in which of these areas you already have adequate knowledge and in which you may need to increase your knowledge to best support group learning.

Use the scale (**1** – not very strong, **2** – could use a refresher, **3** – pretty strong) to rate your familiarity with each knowledge area listed below.

Area of knowledge	**Your rating** 1 – not very strong 2 – could use a refresher 3 – pretty strong	**Where to learn more…**
1. The profile of young women in Montreal, Quebec and Canada		Check out: **Fact sheet 1**
2. Women and politics		Check out: **Fact sheet 2**
3. Gender equality		Check out: **Fact sheet 3**
4. Young women's participation – barriers and Actions for Change		Check out: **Fact sheet 4**
5. Women's rights		Check out: **Fact sheet 5**
6. Taking action for young women's participation		Check out: **Fact sheet 6**

For those areas where you feel you need to increase your level of understanding, use the **Fact sheets** provided at the back of this guide as a starting point. You can also look into the various organizations and service providers listed in the **Community resource list** for additional information and resources. And Equitas can also help by providing additional resources, skills-building and support.

2. Building a culture of respect, inclusion and participation

Building a culture of respect, inclusion and participation involves recognizing and respecting young women's needs and experiences, and fostering group dynamics where they feel free and safe to take risks.

Facilitation is important in creating this climate. To 'facilitate' means to make easy. A good facilitator is someone who helps mentor learning, rather than imposing it on a group. Facilitators are coaches, listeners, trainers, learners, and managers of the group process. They are people whom young women can trust and who encourage them to have fun and to grow at their own pace.

Below are some facilitation tips to help you create a culture of respect, inclusion and participation in your group.

Take a moment to reflect on whether you as a facilitator…

- ☐ Listen carefully and ensure open lines of communication with the group
- ☐ Balance the needs of individual participants with those of the group
- ☐ Manage conflict and generate solutions in a transparent and participatory way
- ☐ Are aware of the influence you have on the group
- ☐ Encourage dialogue rather than debate
- ☐ Challenge participants in a respectful way
- ☐ Understand your own identity as a facilitator and how your experiences might be affecting the group
- ☐ Are inclusive of diverse opinions, even when you may not agree with them
- ☐ Model behaviour that you wish to foster in your group
- ☐ Use the varying strengths and abilities of individuals in the group
- ☐ Share your knowledge openly and respectfully, while recognizing that of the group
- ☐ Allow for shared decision making with the group
- ☐ Encourage feedback on your style and approach, and provide it to others

The **"Feel-Think-Act" approach** is an easy guide to ensure your debriefs and discussions are led according to a participatory approach.

"Feel" questions get at the participants' **experience** of an activity;

"Think" questions allow **critical reflection** and analysis;

"Act" questions focus on strategies and potential **actions**.

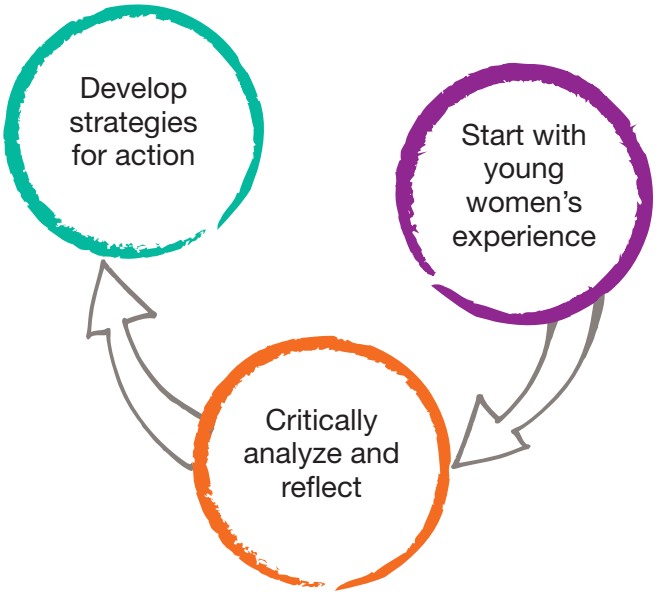
The "Feel-Think-Act" approach is particularly useful when quickly debriefing a dinamica, or when reflection questions are not provided after an activity.

See **Section III** for more on this approach.

3. Use a participatory approach

Key to creating inclusive and participatory spaces is the use of a participatory approach throughout the process. This approach promotes young women's empowerment by ensuring their voices, needs, and interests are at the centre of the process. A participatory approach:

1. **Starts with the experience** of young women through activities that build on their life experiences
2. **Encourages critical reflection and analysis** of the issues important to young women by enabling them to question their assumptions, share ideas, look for patterns in their experience and learn from their peers
3. **Develops strategies for actions** that lead to social change by including opportunities to practise and apply what has been learned



Below are strategies you can use to integrate a participatory approach into the learning process with your group.

Try to…
Start with the experience of young women…
☐ Create learning conditions that promote a sense of safety, openness and trust
☐ Use activities that encourage participants to share their experiences with the rest of the group
☐ Integrate opportunities that promote autonomy, participation and collaboration
Encourage critical reflection and analysis…
☐ Lead discussions that build knowledge, promote critical thinking and allow young women to come up with their own answers (see The "Feel-Think-Act" approach)
☐ Use a variety of tools such as dinamicas, activities, and debriefs (see Section III – Dinamicas and activities for more information)
☐ Encourage feedback from the group
Develop strategies for actions…
☐ Ensure activities lead the group to discuss and strategize about action and build their capacity to do so
☐ Share power and influence in the group to empower participants to define priorities, make decisions and strengthen leadership skills in action planning

4. Plan ahead and make it happen

Developing a concrete plan will help ensure that the YWYL program runs smoothly and effectively with your group. A plan includes a tentative schedule, a list of resources most likely needed, as well as a reflection on some of the possible obstacles the group may face and ways to overcome them.

To begin, review **Section II – Enabling young women's participation: The Action for Change**. This section presents the **five-step process** you will do with your group. Each step outlines objectives and includes workshops that build on each other to explore young women's motivation to participate, develop their knowledge and understanding about the barriers to their participation, and support a process for developing and carrying out an action in their community.

Once you have read Section II, make a plan using the chart below, including the time and resources you'll need to complete each step:

Steps	Workshop dates	Resources needed (e.g., materials, food, guest speakers)
1. Explore motivation	Workshop 1: Workshop 2:	
2. Learn about young women's participation	Workshop 3: Workshop 4:	
3. Identify areas for change	Workshop 5: Workshop 5b (optional): Workshop 6:	
4. Plan an action and do it!	Workshop 7: Workshop 8: Workshop 8b (ongoing):	
5. Evaluate, celebrate and share ideas	Workshop 9: Workshop 10:	

Next, it's important to assess the risks your group might face along the way and think of strategies to address these. Thinking about the risks ahead of time will help you manage your expectations and make adjustments when challenges arise.

Some possible risks or obstacles the group might face are…	Some of the ways to overcome them are…
• • • •	• • • •

Go for it!

Now that you understand the issues, you know how to create an inclusive and respectful learning environment using a participatory approach, and you have a plan, you're ready to get started!

As you make it happen, remember to document the milestones, the successes and the lessons learned along the way (with photos, videos, blogs, diaries or notes).. You'll have an opportunity to showcase these in dialogue with other groups of young women, local stakeholders and decision makers during the Young Women's Forum.

And have fun!

Enabling young women's participation: Action for Change

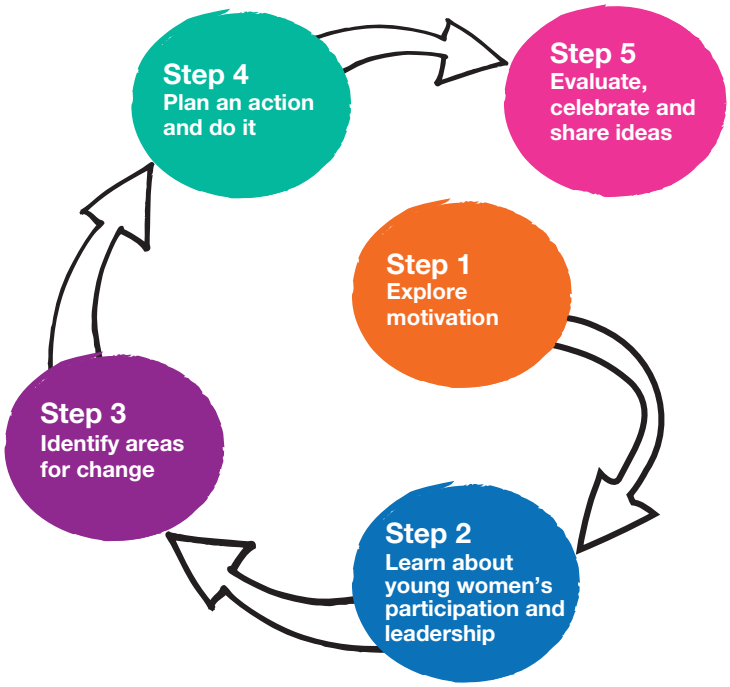
II - Enabling young women's participation: The Action for Change

This section outlines an overview of the process you will use to develop the Action for Change with your group, and a step-by-step description of how to do it.

Remember the Action for Change will be an initiative that specifically aims at strengthening the participation of your group of young women in their community and that the process will extend over a period of **six to eight months**. You can find some ideas for possible actions in **Fact sheet 6- Taking action**.

A diagram of the process and a brief description of each step are provided below.

The Action for Change: A 5-step process



Step 1 Explore motivation

Your group will learn about the Action for Change project on young women's participation that you will do as a group and explore your motivation to participate.

Step 2 Learn about young women's participation

Your group will analyze the power structures within your community and identify where young women have or do not have a voice and why. You will then identify barriers that affect young women's participation and the factors that keep these barriers in place.

Step 3 Identify areas for change

Your group will choose one societal barrier to young women's participation to address, identify specific changes you want to see in your community and define the goal for your Action for Change.

Step 4 Plan an action and do it!

Your group will decide on the specific action you will take to contribute to the desired change in increasing young women's participation in your community. You will then prepare a detailed plan for your Action for Change. Your group will carry out the Action for Change in your community and monitor its progress.

Step 5 Evaluate, celebrate and share ideas

Your group will evaluate the process and the results of your Action for Change. You will reflect on successes and consider how the Action for Change project contributed to changes in young women's participation in the community. You will then plan how to showcase the success of your project and also plan for the Young Women's Forum.

Step 1 Explore motivation

You will learn about the Action for Change project, explore your motivation to participate and get to know the other young women in your group

By the end of this step, you should be able to:

- Describe the process you will follow to do an Action for Change project on young women's participation
- Explain your motivation and that of other members of the group to participate in an Action for Change
- Identify your strengths and those of other members of the group
- Explain how your group will work together effectively

Summary of Step 1 (3 hrs)

- **Workshop 1 –** Getting started and defining your motivation (90 min)
- **Workshop 2 –** How do you want to work together? (90 min)

Workshop 1 Getting started and defining your motivation

Getting to know each other (20 min)

Do **Dinamica 2 – Four Corners**

Think
- What does this activity tell us about this group?
- What surprised you?

Why are we here? (20 min)

Do You will discuss the overall YWYL program, the Action for Change project that your group will do and how you will do it (see **Introduction**). You will have time to ask questions and give comments.

Why should you get involved? (35 min)

Do **Activity 1 – My motivation**

Wrap up (15 min)

Do **Dinamica 22 – Bull's eye**

Think What do you take away from this Workshop?

☑ Your group will debrief at the end of each workshop. The debrief is an opportunity to provide feedback to your group members and the facilitator about the process or the content of the workshop or project overall.

Workshop 2 How do you want to work together?

Exploring communication (10 min)

Do **Dinamica 8 – The noisiest game in the world**

Think How does the way we communicate affect the way we work as a group?

Establishing your group's guidelines for working together (15 min)

Do **Activity 2 – Group guidelines**

Exploring your strengths (35 min)

Do **Activity 3 – Our strengths**

Think Check out **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada**

Building a collective memory: Step 1 (20 min)

Do To recap Step 1 of the project (Workshops 1 and 2), choose one of the following: **Dinamica 18 – Graffiti wall**; **Dinamica 19 – That's a rap**; **Dinamica 20 – Vision board**; **Dinamica 21 – Treasure chest**

☑ The recap is an opportunity to keep an on-going record of your progress as you develop, plan and implement your Action for Change. As a group, decide which of the strategies above (**Dinamica 18**, **19**, **20** or **21**) you want to use to recap each step of the project.

Wrap up (10 min)

Do **Dinamica 23 – What's hot! What's not!**

Think After finishing Workshop 2, how do you feel about moving forward with this project?

Step 2 Learn about young women's participation and leadership

You will work together to identify barriers that affect young women's participation

By the end of this step, you should be able to:

- Define young women's participation in civic, political and community life
- Analyze the power structures within your community to identify where young women have or do not have a voice and why
- Identify the barriers that affect the participation of young women and the factors that keep these barriers in place

Summary of Step 2 (3 hrs 20 min)

- **Workshop 3** – Where are the young women in your community? (90 min)
- **Workshop 4** – What are the barriers to young women's participation and what keeps them in place? (110 min)

Workshop 3 Where are the young women in your community?

Understanding participation (30 min)

Do **Activity 4 – Defining participation**

Where are the young women in your community? (50 min)

Do **Activity 5 – Where are the young women in your community?**

- Check out **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada**.

  How do the issues that young women face affect their participation in the community?

- Check out **Fact sheet 2 – Women and politics**

  What do you think are the consequences of the under-representation of women in politics?

Complementary activity: **Activity 11 – Politics speed dating** and **Activity 12 – Women's rights**

☑ To give the group an opportunity to explore issues in greater detail, you can go further by doing activities beyond those outlined in this Step to successfully complete the Action for Change. Activities from **Step 3** are therefore suggested at different points throughout the process. These are complementary, optional activities and will require extra time outside of the Workshop schedule.

Wrap up (10 min)

Do **Dinamica 24 – Continuum**

Think What have you learned about young women's participation so far that you would really like to explore further?

Workshop 4 What are the barriers to young women's participation and what keeps them in place?

Thinking about gender (20 min)

Do **Dinamica 3 – Famous women**

Think Check out **Fact sheet 3 – Gender equality**

- What is the definition of gender and gender identity? How do you think one's gender identity influences our perceptions of people?

Complementary activity: **Activity 9 – Gender matters**

Thinking about young women's leadership (20 min)

Do **Activity 17 – Leadership quiz**

Think

- How can your leadership style contribute to the project? Do you think that everyone's leadership styles complement each other?

Complementary activity: **Activity 14 – Follow the leader**

Exploring the roots of the problem (45 min)

Do **Activity 6 – Tree of participation**

☑ At the end of this activity, you will decide with your group on two or three societal barriers to young women's participation that are most relevant for your community and that you may want to focus on in your Action for Change. You will make your final decision on which societal barrier you will address in Step 3.

Think Check out **Fact sheet 4 – Young women's participation – barriers and Actions for Change**

- Which societal barriers to participation do you think are most relevant for young women in your community?

Complementary activity: **Activity 7 – Power on and Activity 8 – One step forward**

Building a collective memory: Step 2 (15 min)

Do You will recap Step 2 of the project (Workshops 3 and 4) by continuing the process you started in Step 1

Think Now that you've completed Step 2, how do you feel about what you've accomplished so far? How does Step 2 build on Step 1?

Wrap up (10 min)

Do **Dinamica 25 – Heart, head, hands**

Step 3 Identify areas for change

You will choose one barrier to young women's participation to address and identify the goal for your Action for Change

By the end of this step, you should be able to:

- Describe a particular societal barrier that your project aims to address
- Identify specific changes that you would like to see in your community, linked to the societal barrier
- Determine a goal for your Action to increase young women's participation

Summary of Step 3 (3.5 hrs + 90 min optional)

- **Workshop 5** – Deepening your understanding (90 min)
- **Optional Workshop 5b** – Deepening your understanding (90 min)
- **Workshop 6** – Identify the specific changes you want to see in your community (2 hrs)

Workshop 5 Deepening your understanding

More on barriers to participation (30 min)

Do **Dinamica 9 – Obstacle course**

Think Discuss the societal barrier that your group chose to work on in Dinamica 9. What are some changes that you expect to see as a result?

Deepening your understanding of societal barriers to participation (60 min)

Do **Activity 13 – Interviewing women leaders**. Also choose at least one of the other activities listed in the chart below that corresponds to the societal barrier your group will focus on in the Action for Change. Do the activity with your group.

☑ We recommend that you plan additional workshops to do the other activities listed. These will help build your group's capacity to do the Action for Change.

ACTIVITIES	SOCIETAL BARRIERS		
	Stereotyping/ discrimination	Lack of access/ opportunities	Lack of role models
Activity 7 – Power on		X	
Activity 8 – One step forward	X	X	
Activity 9 – Gender matters	X		
Activity 10 – Our roots and branches		X	
Activity 11 – Politics speed dating		X	
Activity 12 – Women's rights	X	X	
Activity 13 – Interviewing women leaders			X

Wrap up (10 min)

Do **Dinamica 26 – Spider web**

Think Is your group ready to plan an action around a barrier to participation? If not, what does the group still need to do to prepare?

Optional Workshop 5b Deepening your understanding

Icebreaker (15 min)

Do To introduce the group to the resource person, choose an icebreaker from the Dinamica section

Invite an expert to talk (60 min)

Do A resource person will share her/his expertise and build your understanding of the barrier you are focusing on. The resource person will be determined based on the area you identified for knowledge and skill development.

Wrap up (10 min)

Do Choose a debrief technique from the Dinamica section.

Think How will the resource person's contributions influence your Action for Change?

Workshop 6 Identify the specific changes you want to see in your community

Identify the change you want to see (2 hr)

Do **Activity 15 – Identifying the change**

Building a collective memory: Step 3 (15 min)

Do You will recap Step 3 of the project (Workshops 5, 5b if applicable, and 6) using the same Dinamica as in previous steps.

Think What questions do you still have about the barrier your group is focusing on and the change you are working towards?

Wrap up (5 min)

Do **Dinamica 27 – Postcards**

Step 4 Plan an action and do it!

You will plan and implement your Action for Change

By the end of this step, you should be able to:

- Decide on what your Action for Change will be regarding young women's participation. Prepare a detailed plan for your Action for Change
- Assign tasks to individual members of your group
- Do the Action for Change and monitor its progress

Summary of Step 4 (3 hrs)

- **Workshop 7** – Prepare your Action for Change (90 min)
- **Workshop 8** – Build skills related to the project (90 min)
- **Workshop 8b (ongoing)** – Monitor the Action for Change (90 min)

Workshop 7 Prepare your Action for Change

Thinking about leadership (20 min)

Do **Activity 10 - The walk home**

Think Reflect on allies in your community and the role they can play in your Action for Change. How can women leaders in your community be allies? Which of them are in decision-making positions?

Planning for action (60 min)

Do **Activity 17 – Our action plan**

The action plan helps identify what needs to get done, who will be responsible, and what you will need to be successful. Take a moment during this Workshop to reflect on what skills you would like to strengthen in order to do your Action for Change more effectively (e.g., writing press releases, using multi-media software, research skills). A resource person will be invited in Workshop 8 to help address the need identified.

☑ Remind participants that that they will have an opportunity to showcase their Action for Change at an upcoming Young Women's Forum, where they will come together with other groups of young women from across Montreal who have done an Action for Change of their own. Other community members, leaders and decision makers will also be invited and interested to hear about what they have accomplished.

Wrap up (10 min)

Do Choose a debrief technique from the Dinamica section

Think What challenges do you foresee in doing you Action for Change? What can you do between now and the next Workshop to best prepare to meet these challenges?

Workshop 8 Build skills related to the project

Icebreaker (15 min)

Do To introduce the group to the resource person, choose an icebreaker from the Dinamica section.

Invite an expert – Skills building related to your Action for Change (60 min)

Do A resource person will be invited to support your Action for Change by sharing his/her expertise and building your skills. The resource person will be determined based on the area you identified for development.

Building a collective memory: Step 4 (10 min)

Do You will recap Step 4 of the project (Workshops 7 and 8) using the same Dinamica as in previous steps.

Think How will you use what you've learned from the resource person during this project? Beyond this project?

Wrap up (5 min)

Do Choose a debrief technique from the Dinamica section

Think Are there any loose ends that still need to be addressed before you set off to do your Action for Change?

Workshop 8b (ongoing as needed) – Monitor the Action for Change

Get started (15 min)

Do Think about what the group might need to focus on at this point and choose an energizer technique from the Dinamica section to get them started.

Status check (60 min)

Do **Activity 18 – Status check!**

Think Depending on the outcome of this activity, you may want to spend extra time revising the Action Plan, clarifying roles and responsibilities, celebrating major steps or milestones in the process.

Wrap up (15 min)

Do Choose a debrief technique from the Dinamica section.

Think Based on the work accomplished so far, what are the next steps?

Step 5 Evaluate, celebrate and share ideas

You will reflect on successes and consider how the action project contributed to changes in the community. You will also plan how to showcase the success of your project

By the end of this step, you should be able to:

- Evaluate the process and results of the Action for Change
- Identify how your action contributed to the changes you wanted to see
- Plan how to share your successes and plan for the Young Women's Forum

Summary of Step 5 (3 hrs)

- **Workshop 9** – Evaluate your project
- **Workshop 10** – Celebrate and plan next steps

Workshop 9 Evaluate your project

Reflect on progress (15 min)

Do **Dinamica 11 – Traveller's bridge**

Think What aspect of the Action for Change does this activity remind you of? What objectives did the group have and how have you adapted along the way?

Evaluate the process (60 min)

Do **Activity 19 – Evaluating the journey**

Wrap up (5 min)

Do Choose a debrief technique from the Dinamica section.

Think Based on the reflection you've had during this Workshop, what questions are you left with?

Workshop 10 Celebrate and plan next steps

Get energized! (15 min)

Do Choose an energizer from the Dinamica section to get started.

So what? Now what? (60 min)

Do **Activity 20 – Moving forward**

Building a collective memory: Step 5 (10 min)

Do You will recap Step 5 of the project (Workshops 9 and 10) using the same Dinamica as in previous steps.

Think Now that you built the memory for the whole project, reflect on the journey. How do you feel? What thoughts do you have?

Wrap up (5 min)

Do Choose a debrief technique from the Dinamica section.

Notes

Dinamicas and activities

III - Dinamicas and activties

What are dinamicas?

A dinamica is a short (5 to 15 minutes), energizing and interactive activity that is intended to **break the ice** or get the group to **relax** or **re-energize**. Dinamica activities are often used at the beginning of a session, but can be used at any time if the need arises.

Why use them?

Dinamicas are used to:

- Get to know each other better
- Make everyone comfortable
- Create a positive group dynamic
- Relieve tensions
- Re-energize the group
- Create a favourable environment for participation and learning
- Introduce a longer activity
- Have fun

In this Action Guide, dinamicas are mostly used at the beginning of workshops to set the tone, energize or introduce a topic, as well as at the end of workshops to wrap up, evaluate and to build a collective memory of the project.

How to lead a dinamica?

Explain that you will be conducting a short activity before beginning the main one.

- Specify the goal of the dinamica (e.g., to get warmed-up, to relieve tensions, to have fun)
- Give the name of the dinamica and explain briefly how it works
- If necessary, give an example to make sure everyone understands
- Conduct the dinamica enthusiastically to encourage participation
- Lead a debrief of the dinamica

How to debrief a dinamica: The feel-think-act approach

Following a dinamica, it is important to lead a brief discussion with the group to explore how the group felt about the activity (FEEL), to draw lessons from it (THINK) and to apply the learning (ACT), for example, suggest concrete ways for improving the group dynamic. Below are are some general questions to prompt discussion after a dinamica.

Feel	Think	Act
• How did you like this dinamica? Why? • How did you feel during the dinamica? • What was easy or hard about this dinamica?	• In one word, how would you describe this dinamica? • What did you learn while doing this dinamica? • What strategies did you use to succeed during this dinamica? • What lessons can we learn from this dinamica?	• If you were to do this dinamica again, what would you do differently? • Can what you learned during the dinamica help improve our group's dynamic? How? • How can you apply what you've learned from this activity to your everyday life?

Dinamicas

Legend:
- Icebreakers/Introductions
- Tone-setting and team-building
- Energizers
- Recaps
- Debriefs

Dinamica	Instructions
1. Pick your question	1. Everyone writes a question on a piece of paper and puts it in the facilitator's hat. Questions must be general and positive. For example: *What is your favourite movie? Who is your idol?* 2. Everyone takes turns picking a question out of the hat and answering it. 3. Explain that it may happen that someone will have to answer their own question. **Variation**: Each person writes an answer to an imaginary question on a piece of paper and puts it in a box. Answers should reflect positive questions. Everyone takes turns picking an answer out of the box and tries to guess what the question might be that goes with the answer.
2. Four corners	1. Write 4 words related to the same topic on 4 separate pieces of paper. 2. Place them in the 4 corners of the room. 3. Ask participants to stand next to the word that best describes them and introduce themselves if they don't know each other already. 4. Ask participants to explain their choice to the others gathered around the same word as them. 5. You can first conduct this activity on a general theme, and then repeat it, using a theme directly related to the main activity that you will be leading afterwards. Examples of themes: • Values: respect, cooperation, inclusion, fairness • Holidays: tropical island, ski resort, amusement park, campground • Leisure activities: music, sports, literature, video games • Types of music: rap, rock, pop, classical

Dinamica	Instructions
3. **Famous women**	1. Prepare cut-out pictures of real and/or fictitious famous women (e.g., Hillary Clinton, Michaëlle Jean, Beyonce, Barbie, etc.). 2. Ask participants to form a line with their backs facing you. 3. Tape a picture of a famous person to the back of each participant. Don't let them see who it is. 4. In groups of 3, participants will try to figure out which famous person they are by asking each other "yes" or "no" questions about their famous woman. 5. Once they discover who they are, ask the group to come together in a circle and lead a discussion based on the following questions: 9. How do these women participate in their community or in world issues? What barriers do they face? Which barriers have they overcome? How would it be different if they were men? 10. Would the way they are perceived in society be different if they were men? Why or why not?
4. **The big wind blows**	1. Make sure you have enough seats in the circle for all participants except for one person. 2. Explain to participants that you are the big wind, and whoever you blow on, has to move. 3. Instead of blowing, you call out, "The big wind blows on everyone who. .." and then add your own description, for example, "on everyone wearing black shoes," or "everyone who knows 2 human rights." 4. Everyone who fits the description must get up and change seats; in the general commotion, you also try to get a seat. Whoever is left standing gets to be "the big wind" next time.
5. **In the bag**	1. Ask the participants to put an object that is important to them into the same bag, without showing it to anyone else. 2. Invite everyone to take an object from the bag and guess who they think it belongs to and what it means. 3. Then, ask each person to explain what the object they put in the bag means to them.

Dinamica	Instructions
6. **Embodied greetings**	1. Ask participants to move around the room to get to know the space you will be working in. Remind participants to try to move without bumping into people or objects in the room. 2. Ask participants to greet those they pass only using their elbows. Let this happen and then add other greetings such as: Greet each other with only your right knee; with only your left index finger; with your feet; with your right eye, etc. 3. After a few different styles of greetings, ask participants to notice each other's shoes and invite them to get into groups according to the kind of shoes they are wearing. 4. Once in groups, ask participants to introduce themselves to one another if they have not met. Ask them to share one way they are like their shoes (for example, clean shoes = very neat person). 5. Instead of shoes, you could ask them to make groups based on their birth month, number of siblings, favourite type of music, etc. *Adapted from: Girls Action Foundation, Amplify Toolkit, (2009) www.girlsactionfoundation.ca*
7. **Zig zag**	1. Set up chairs in a circle and ask participants to sit down. 2. Ask everyone to introduce themselves and name one of their qualities. As much as possible, ask each person to name something different. 3. Invite one person to be the leader who will stand in the middle of the circle. Remove one chair from the circle before continuing. 4. The leader has 3 options: 1) If he or she points to a person and says 'zig', that person needs to name the quality of the person on her right; 2) If she points to a person and says 'zag', that person needs to name the quality of the person on her left; 3) If she says 'zigzag', everyone changes places. During this time the leader also tries to find a place to sit. 5. Anyone who makes a mistake or who can't find a chair becomes the next leader.

Dinamica	Instructions
8. **Noisiest game in the world**	1. Choose 2 or 3 participants to be "Messengers." Invite them to move to one end of the room and ask them to make up a message to send, such as the name of a movie, a song or a saying. The number of Messengers can vary according to the size of the room and the number of participants. 2. Choose an equal number of participants (2 or 3) to be "Receivers." They stand at the other end of the room, a good distance away from the Messengers. 3. All the other participants stand between the Messengers and Receivers and try to stop the communication of the message by providing interference. To do this, they can shout and call to their friends, trying to distract the Messengers and the Receivers as much as possible. 4. The Messengers must try to get their message understood by the Receivers, by shouting even louder, by acting out their message, or by doing both. 5. You can set a time limit for the message to be transmitted (10, 15 or 30 seconds, depending on the complexity of the message). The Messengers and the Receivers are replaced if the message has not been transmitted in the allotted time. 6. Lead a discussion about how to get one's message across effectively, what challenges can get in the way, and how to work effectively as a team. *Adapted from: Equitas, Play It Fair! (2008)*
9. **Obstacle course**	1. Create an obstacle course by using objects available around you, for example: going around a chair, along a wall, over a bench, under a table, etc. Place a large sign at the beginning of the obstacle course (flipchart) with two or three societal barriers to young women's participation your group is thinking about addressing. 2. At the end of the obstacle course, place a large sign (flipchart) with the words "Increasing young women's participation", and explain that this is the goal. Next to this sign, place another flipchart with the following question:"How can we encourage young women's participation in the community?" Have a few markers available. 3. Divide the group into at least 2 teams of equal numbers. When you give the signal, a team member from each team will 1) go through the obstacle course towards the goal, 2) write down an answer to the question on the flipchart, 3) return through the course and tag a teammate, who will then do the same, until the whole team has gone through the course, written an answer to the question and returned to the starting point. 4. Once everyone has completed the course, form a circle around the flipchart and lead a discussion. Begin by reviewing the ideas written by participants on the flipchart about how to encourage participation of young women in the community. Then discuss how the barriers on the sign at the beginning of the obstacle course can get in the way. Have the group select the barrier that is most important to address in their community *Adapted from: Equitas, Je m'engage, ensemble nous bâtissons (2012)*

Dinamica	Instructions
10. **The walk home**	1. Explain to participants that this game is a bit like "Tag." 2. Divide the group into teams of 3. The participants who are not in a team of 3 will be the cars to start. If the total number of participants is a multiple of 3, select 1 team (3 people) to be the cars. 3. In each of the teams, designate 1 person to be the woman walking home and 2 people to be the roof of a safe place. 4. Ask the two people making the roof to stand face to face, holding hands. Ask the women walking home to stand under the roof. 5. Explain to the participants that when the women are under a roof, they are safe from the cars, but when they leave their safe places to run into the street, the cars can tag them. 6. Explain to the roofs that their role is to protect the women walking home, and therefore they can move around and work with the women to protect them from the cars. 7. When you give the signal, the women walking home must move from one roof to another. Say, "The women are going for a walk!" This will be your signal to let the participants know that they have to switch roofs. 8. Explain to the cars that they have to try to tag the women as they move from one roof to another. If a car succeeds in tagging a woman, the car becomes a woman, and the tagged woman becomes a car. 9. When the women have moved from one roof to another several times, switch roles and begin again. 10. Lead a discussion that explores potential allies to women's participation by asking the following questions: How did it feel when you were running in the street? How did it feel when you were standing under a roof? What role did the roofs play in this dinamica? What is an ally? Who are potential allies in increasing the participation of young women in a community? *Adapted from: Equitas, Play it Fair! (2008)*

Dinamica	Instructions
11. **Traveller's bridge**	1. Divide the group into 2 teams. Ask the teams to go to opposite ends of the room. 2. Give a piece of newspaper to each person. 3. Explain that the room is an ocean and that each person is a traveller that can't swim. The teams need to use their pieces of newspaper so that all the travellers can get across the ocean without getting wet. 4. The travellers can jump from one piece of newspaper to another and more than one traveller can be on the same piece of newspaper at a time. However, no one can be on a piece of paper if someone wants to move it. If one traveller touches the water, the whole team has to go back to the beginning and start again. 5. Specify that this is a race between the 2 teams. Begin the race and give 1 point to the first team whose travellers all cross the ocean without touching the water. 6. Play the game a few times, taking away one or two pieces of paper each time. As the travellers have fewer and fewer pieces of paper to use, they will have to stick closer together on the same piece … or jump farther! V**ariation**: To use this activity to discuss power and privilege, provide advantages to one team, such as more pieces of paper, and disadvantages to the other, such as smaller pieces of paper. If you do this, it is important to lead a debrief that explores how participants felt during the activity and how they think this reflects some of the advantages and disadvantages that some people may have in their communities. *Adapted from: Equitas, Play it Fair! (2008)*
12. **Back to back**	1. Divide the group into teams of 2. 2. Have the teams sit on the floor back to back with their elbows linked and try to stand up without letting go. 3. Put on some lively music to begin the dinamica. 4. When one team manages to stand up, it joins another team that also succeeded in standing up and together the 4 of them try to do the same thing again. 5. Continue the dinamica until participants can meet the challenge of standing up together as one whole group.

Dinamica	Instructions
13. **Towers**	1. Divide the group into teams of 3-5. 2. Hand out a number of objects like books, building blocks, small plastic bowls, or materials from the recycling box to each team. 3. Ask the team to build the highest possible tower with the materials in 3 minutes. 4. Once they are done, lead a discussion focusing on leadership and teamwork. **Variation**: To use this dinamica to discuss power and privilege, provide advantages to some teams, such as more materials or a roll of tape, and disadvantages to other teams, such as fewer materials or having team members wear oven mitts during the task. If you do this, it is important to lead a debrief that explores how participants felt during the activity and how they think this reflects some of the advantages and disadvantages that some people may have in their communities.
14. **1,2,3!**	1. Ask each person to find a partner and to stand facing each other. 2. Ask each team to count from 1 to 3, going back and forth between each other. Do this at least 3 times or until everyone has mastered this. 3. Next, ask the teams to count back and forth from 1 to 3 but to clap their hands instead of saying 1. Do this at least 3 times. 4. When everyone is able to do this, ask the teams once again to count from 1 to 3, by clapping their hands (1), jumping (2) and saying 3. 5. When this has been mastered, ask the teams to replace 3 with a happy sound like “Hey!” 6. The teams must now succeed in doing this three times in a row: clap their hands, jump and yell “Hey!” 7. Lead a discussion on team work, cooperation and active listening. *Activity suggested by a friend of Equitas*
15. **My side**	1. Place 5 or 6 chairs in the centre of the room. 2. Form 2 teams and have them stand at opposite sides of the room. 3. Then explain the object of the game as follows: you have 1 minute to bring all the chairs to one side of the room. 4. When teams are ready, give the signal for them to start without giving any time for teams to discuss before starting. 5. If participants are unable to bring all the chairs to one side after the 1 minute, give them another chance. This time, ask the teams to work out a peaceful solution, which means they will need to discuss how to solve the problem. 6. After the 1 minute is up, explain that the goal was not necessarily to bring all the chairs to your own side of the room, but rather to get participants to talk about cooperation, teamwork and competition.

Dinamica	Instructions
16. **Inclusion...** **exclusion...**	1. Prepare little stickers of 2 to 6 different colours depending on how many people are playing. 2. Ask the participants to stand in a circle with their backs to the centre of the circle. 3. Tell the group that you will be placing a coloured sticker on their back. Each person will know the colour of the sticker on the other people's backs, but not their own. 4. Ask participants to walk around the room and to group themselves according to the colour of their sticker but without talking. For example, if you have prepared 3 different colours of stickers (yellow, blue, green), the participants must discover as quickly as possible the colour of their sticker and form 3 groups. It is important to make sure that each person is included in a group. 5. Play the game again by placing a new sticker on everyone's back and asking them this time to form groups where everyone has a different coloured sticker. **Variation**: You can play this a third or fourth time, preparing stickers where at least 2 or 3 people are excluded. Lead a discussion on exclusion and inclusion and discuss solutions to the problem of exclusion. *Adapted from: Equitas, Play it Fair! (2008)*

Dinamica	Instructions
17. **Sharing power**	1. Arrange chairs in two concentric circles where the chairs in the inner circle are facing outwards and those in the outer circle are facing inwards. 2. Ask participants to sit in the chairs. Everyone should be facing a partner. 3. Introduce the dinamica as a creative listening activity. Tell participants that you will call out a theme. See the list below for suggestions or come up with your own. 4. Give participants 1 minute to speak to the partner facing them on a given theme. Give them another minute so that their partner can speak on the same theme. 5. Each time a theme is completed, the participants sitting in the inner circle move one chair to the right so that they have a different partner for every theme. 6. Continue the process until all the themes are discussed. 7. Examples of themes: • Describe an animal that you consider powerful and explain why. • Describe an object that looks powerful to you and describe its characteristics. • Describe a character trait of yours that that you consider powerful. • Describe a characteristic you admire in someone else because you think it is powerful. • Describe a woman you consider powerful and explain why. 8. Lead a group discussion that explores power by asking the following questions: How did it feel to be listened to with attention? How did it feel to listen attentively to someone else.? How often do you listen to others with this kind of attention? When have you used power for positive outcomes? Share a time when you thought you wouldn't have the power to do something and then you discovered a solution. *Adapted from: Girls Action Foundation, Amplify Toolkit (2009) www.girlsactionfoundation.ca*
18. **Graffiti wall**	1. Provide everyone with a small box of crayons or markers and an index card. 2. Explain that each index card represents a brick that will be used to build a wall to illustrate the group's progress during the project and serve as a record of what they accomplish together. 3. At each meeting, each person will be asked to add a brick to their wall that reflects their feelings about each step of the project; something they learned, or something they absolutely want to remember. 4. Invite participants who wish to present their brick to the group. Add everyone's brick to the wall and watch it get bigger over time. 5. At the next meeting, the facilitator should review the previous step of the project by selecting a few bricks from the wall and asking participants to share what they represent.

Dinamica	Instructions
19. **That's a rap**	1. Form small groups of 3-5 people. 2. Invite each group to identify key elements of each step of the project such as the highlights, something they learned, or something they want to remember. 3. Ask the groups to compose a rap, song, or poem that describes the workshop. They can base their work on a familiar tune or poem. They should aim to add 1 verse for every step of the project. 4. Ask the groups to share their work with everyone. 5. At the next meeting, the facilitator should review the previous step of the project by inviting some groups to present their work.
20. **Vision board**	1. Invite the group to identify key elements of each step of the project such as the highlights, something they learned, or something they want to remember. Ask the group to create a "vision board" of their learning using cutouts of images, key words, articles or photographs from magazines and newspapers. 2. As participants add something to the vision board, ask them to explain to the group why they chose these images. 3. Participants should be encouraged to look for additional materials to add to their vision board between workshops. 4. At the next meeting, the facilitator should review the previous step of the project by selecting a few items from the vision board and asking participants to share what they represent. *Adapted from: YWCA Canada, Change the World By Having Fun, Youth Civic Engagement Toolkit (2012)*
21. **Treasure chest**	1. Create a treasure chest for the group using a cardboard box, for example. Explain that the goal over time is to fill the treasure chest with significant experiences, learning, successes, failures of the group. 2. Invite the group to discuss possible ways to decorate and fill the chest from one workshop to another. For example, the group may deposit drawings, photos, magazine clippings and materials used during workshop activities. 3. At the end of each step of the project, invite the group to add a few items to their treasure chest that best reflects the session. 4. A group member can keep the treasure chest until the next meeting. At the next meeting, the facilitator can begin reviewing the previous step of the project by taking a few items from the treasure chest and asking participants to explain their meaning.

Dinamica	Instructions
22. **Bull's eye**	1. Draw a large circle on a piece of material or flipchart with a bull's eye in the middle and place it on the floor. 2. As you read out different statements, ask participants to stand on the part of the circle that indicates how much they agree with the statement. The more they agree, the closer to the bull's eye they should stand. 3. Gather feedback from the group by making statements such as: I enjoyed today's workshop; I learned something new from today's workshop; I feel like we are working towards our end goal. 4. Ask participants to explain their answers and to give examples. 5. Record the ideas, insights and challenges on flipchart. **Variation:** Instead of having participants vote with their feet, place the bull's eye on the wall and provide them with different coloured stickers for each statement you read.
23. **What's hot!** **What's not**	1. Ask participants to sit in a circle. 2. Ask them to think of a special moment during the workshop. Invite them to think about that precise moment and what they liked or did not like before, during and after that special moment, as well as how they felt or what they were thinking during that particular moment. 3. Use a talking stick, a microphone or some other object to give everyone a turn to speak. 4. Place the talking stick in the middle and invite the participants to express themselves. They can express a positive comment by beginning their sentence with: "It was hot when…" and they can express a negative comment by beginning their sentence with: "It was not hot when…". 5. Invite each person to share comments. 6. Continue the process until everyone has had the chance to speak. *Adapted from: Equitas, Play it Fair! (2008)*

Dinamica	Instructions
24. **Continuum**	1. Hang three pieces of string across a wall. Write 'Agree' at one end of the three ropes and 'Disagree' at the other end. 2. Write three statements that reflect what you want to discuss with your group on large pieces of paper. For example: I enjoyed today's workshop; I learned something new from today's workshop; I feel like we are working towards our end goal. 3. Tape a statement above each piece of string. 4. Give three sticky notes to each participant. Everyone must "vote" according to whether they agree or disagree with each statement. Participants can nuance their responses by hanging their post-it notes wherever they want along the rope. 5. Ask participants to explain their answers and to give examples. 6. Record the ideas, insights and challenges on a flipchart that you will tape to the wall. **Variation**: If you don't want to use rope and post-it notes, ask people to vote with their feet and stand along an imaginary line.
25. **Heart, head, hands**	1. Write down the following questions on a flipchart and ask participants to share three things that they got from the workshop in terms of their feelings (heart), their learning (head) and some actions or next steps to take their learning forward (hands). **Heart**: How did you enjoy today's workshop? **Head**: What new ideas, information, skills did you learn? **Hands**: What are some things you would like to do differently now that you have done this workshop?
26. **Spider web**	1. Invite participants to form a circle. 2. Explain that, in turn, they will be asked to identify one thing they liked or learned during the workshop. 3. Take one end from the ball of yarn and hold it in your hand. Share your thoughts about the workshop and throw the ball of yarn to another person. Make sure to keep hold of the end of the yarn in your hand. 4. Invite the person who caught the ball to share her thoughts and throw the yarn to another person, while holding on to one piece of it. 5. Continue in this way until everyone has an opportunity to share and a spider web has been formed.

Dinamica	Instructions
27. **Postcards**	1. Create a postcard on which participants write to you, the facilitator. 2. On the postcard, write a few sentences that the participants will have to complete regarding the workshop. Here is an example: Dear …. The best part of today was …. because…. However, I didn't really enjoy …… because…. 3. Collect the postcards and summarize the main ideas to take into consideration for the next workshop.
28. **Questions under the chair**	1. Write the following questions on sticky notes. Make sure to prepare enough questions for all the participants (some people will receive the same questions). • What did you like most about today's workshop? • What did you like less about today's workshop? • Complete the sentence: I would like to know more about… • Complete the sentence: Next time I would… 2. Stick one question under each participant's chair. 3. Ask each person, in turn, to find the question under her chair, read it out loud and give an answer. 4. Use a flipchart to record responses, ideas, insights, and comments

Activities

How to use this section

The activities included in this section of the Action Guide are meant to support the five steps of the Action for Change process. Each workshop outlined in Section II includes suggestions for specific activities, but you may choose to replace or supplement these with other activities found below. The activities are organized according to the Step to which they are assigned.

Index of activity by Step

Step 1 Explore motivation

Activity 1	My motivation
Activity 2	Group guidelines
Activity 3	Our strengths

Step 2 Learn about young women's participation

Activity 4	Defining participation
Activity 5	Where are the young women in your community?
Activity 6	Tree of participation

Step 3 Identify areas for change

Activity 7	Power on
Activity 8	One step forward
Activity 9	Gender matters
Activity 10	Our roots and branches
Activity 11	Politics speed dating
Activity 12	Women's rights
Activity 13	Interviewing women leaders
Activity 14	Follow the leader
Activity 15	Identifying the change

Step 4 Plan an action and do it!

Activity 16	Leadership quiz
Activity 17	Our action plan
Activity 18	Status check!

Step 5 Evaluate, celebrate and share ideas

Activity 19	Evaluating our journey
Activity 20	Moving forward

Activity 1

35 min

Participants will identify their motivation to participate in the YWYL program, writing what they need from their community and what they can offer

My motivation

Purpose

- To think about young women's participation and personal ways to make a difference
- To explore young women's needs and offers in terms of community participation

Before you start…

- Make sure you have sticky notes, markers and paper
- Review the **Introduction** section of this guide in order to present the key elements of the YWYL program to the group

Instructions for facilitators

1. Invite the group to think about what they need from their community and what they have to offer to their community as young women.
2. Write the words "needs" and "offers" on two pieces of paper. Post these words on the wall beside each other.
3. Give 2 sticky notes to each participant.
4. On one sticky note, ask participants to write what they need in their community to participate. For example, they could mention having a safe space and welcoming environment to talk about issues, having a specific project or a common goal. Stress the fact that you are looking for ideas about participation. Review the definition of participation in the **List of key terms** section with the group to help them.
5. On the second sticky note, ask participants to write what they can offer to their community as engaged young women. For example, they could mention volunteering at a community organization, helping children to do their homework after school, cleaning up their street, getting involved in local politics, starting a solidarity group on facebook, participating in a community radio show, or making a mural.
6. Ask everyone to post their sticky notes on the wall below the words "needs" and "offers".
7. Invite 1 or 2 participants to come up to the wall and to organize the notes so that similar ideas are grouped together.
8. Read the ideas out loud and ask participants to add other ideas if they wish.
9. Lead a discussion based on the following questions:
   - What are some similiarities across the needs and offers represented by the group?
   - How do you feel about young women's participation in the community?
   - What do you hope to gain from participating in the YWYL process?

Activity 2

15 min

Participants establish group guidelines for working together

Group guidelines

Purpose

- To set a tone of openness and respect for working together effectively throughout the project

Before you start …

- Make sure you have flipchart and markers

Instructions

1. Prepare a flipchart with a large circle.
2. Invite participants to close their eyes and think about what makes them feel good when stepping into a learning environment, for example: feeling welcome when you arrive, having peers that listen to you and share their ideas.
3. When you think enough time has passed, ask participants to share the behaviours they appreciate from themselves and others when working in a group. Write their suggestions inside the circle on the flipchart. (3 min)
4. Ask participants to name things that they don't like when working in a group, for example: when others interrupt or talk on their cellphone, when people arrive late. Write the suggestions outside of the circle on the flipchart. (3 min)
5. Explain the importance of group guidelines to ensure a successful workshop and project process. Guidelines represent the kind of behaviours we would like to see from ourselves and others in the group. They serve as a point of reference throughout the lifespan of a group. They also reflect how we think people ought to treat each other in a community.
6. Based on the ideas presented by participants in points 3 and 4 above, invite the group to suggest guidelines for the group, and write 'OUR GUIDELINES' as a heading on a sheet of flipchart paper. Let participants know that everyone can suggest a guideline, and that the group must agree to it before it is listed as a guideline.
7. If no one suggests anything, make a suggestion yourself based on the ideas presented. Typical examples include no insults or rude judgements, returning from breaks on time, and listening to each other. This will break the ice and encourage greater participation.
8. When the list is complete, invite the participants to sign the guidelines. This could also be done by tracing their right or left hand on the flipchart paper and writing their name in the centre. Place the guidelines on display for the duration of the program.

Activity 3

35 min

Participants interview each other to identify the strengths within the group

Our strengths

Purpose

- To highlight the strengths of each person, including the facilitator's, in terms of experience, knowledge and skill.
- To determine how each member of the group can contribute to the success of the YWYL program

Before you start …

- Print one copy of **Interviewing a star** (see below) per participant, make sure you have flipchart, markers, pens or pencils

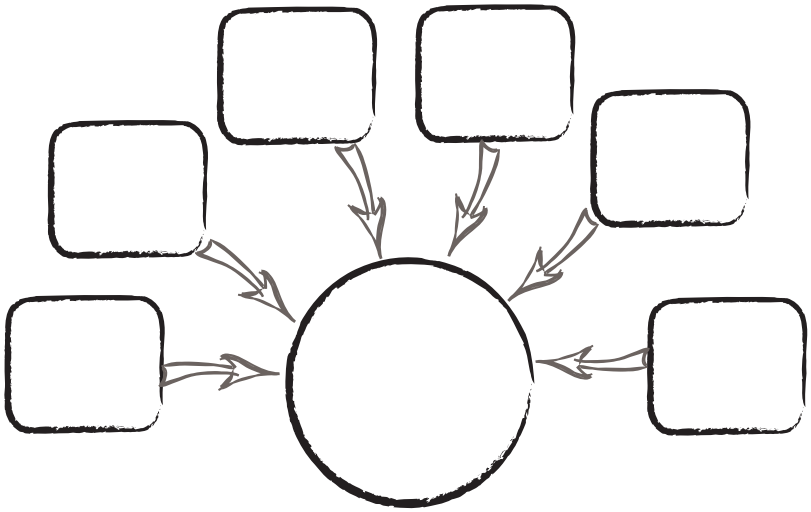
Instructions

Part A (15 min) – In pairs…

1. Hand out copies of the **Interviewing a star sheet** (see below) to each participant. You should also have a copy.
2. Have the participants work in pairs. Encourage them to pair up with someone they don't know very well.
3. Explain to the participants that there are two roles. One role is a "journalist" and the other role is a "star." Explain that they will each get the chance to play both roles.
4. Ask participants to decide between them who will be "the journalist" and who will be "the star" for the first role-play.
5. Explain that although the role of the "star" involves acting like a star, the participant playing this role has to provide real answers, not pretend ones, when answering the questions from "the journalist". Explain that this activity is about getting to know each other while also having fun.
6. Once they have decided on their roles, ask them to complete the questions on the **Interviewing a star** sheet. Explain that they will use this information for their "report" back to the group. Once the first "star" has answered all the questions, tell them to switch roles (5-6 minutes per interview).

Part B (20 min) – With the whole group…

1. Invite participants to sit in a circle.
2. On a flipchart, prepare a chart like the one below. Write the name of each participant at the top of one of the squares. Ensure you include a square for yourself.



3. Have each participant introduce their “star” by sharing answers from their interview. Suggest that they begin with question 1 or 2, and then share a strength of the “star” they interviewed.
4. As you listen to the “reports”, write down participants’ strengths in their corresponding box.
5. Once everyone has spoken, agree on a name for your group and write it in the middle circle of the chart.
6. Lead a discussion based on the following questions:
   - Are you surprised by the results of this activity? Why or why not?
   - What strengths does our group share? What are some unique strengths?
   - How will our strengths contribute to the success of the YWYL program?
7. Place the chart up on the wall and remember to take the information into account as you plan the next steps. Ensure you keep a record of the information for subsequent workshops.

Adapted from: Girls Action Foundation, Amplify Toolkit (2009) www.girlsactionfoundation.ca and Equitas, Je m’engage, ensemble nous bâtissons (2012)

Interviewing a star

Star's name:

1. Did you have a nickname as a child?

2. What are you most proud of so far in your career?

3. What talent do you have that your fans might not know about?

4. What is one of your strengths that you bring to a team?

5. What's one thing you would like to learn how to do better?

Activity 4

30 min

Participants play a game to collectively define participation and answer questions about young women's participation

Defining participation

Purpose

- To define participation
- To explore what young women's participation looks like in a community

Before you start …

- Make sure you have a ball, sticky notes, flipchart, marker, pens or pencils

Instructions

Part A (5 min) – With the whole group…

1. Have participants stand in a circle and explain that they will be tossing a ball to each other in a random order. Ask them to call out words or make sounds relating to the word "participation" when they catch the ball.
2. After saying their word, participants will toss the ball to someone else.
3. Keep going until everyone has had the ball at least once.

Part B (10 min) – Individually…

1. Prepare a flipchart with 3 columns and write the following questions above each column: What does participation look like? What does participation feel like for young women? Why does young women's participation matter?
2. Give each participant 3 sticky notes of different colours and a pen or thin marker.
3. Ask them to write down on one note what participation in the community looks like based on what they have experienced, witnessed, or heard about (Colour 1).
4. On the second note, ask them to write down what participation in a community feels like for a young woman participating (Colour 2).
5. On the third note, ask them to write down why young women's participation is important (Colour 3).
6. Ask participants to put up their sticky notes in the appropriate column on the flipchart.

Part C (15 min) – With the whole group…

1. Invite 2 participants to come up to the flipchart and to group similar notes together and share some to the answers.
2. Lead a discussion based on the following questions:
   - What kinds of participation seem to be the most common from these notes? What kinds seem least common?
   - What kinds of participation were not mentioned but do happen?
   - Do you think the examples would be different if there were young men in the group? If so, how?
   - How do your definitions compare to the definition of participation in the **List of key terms** section of this guide?
   - How can participation make a difference? Why is it important? What can it lead to?
   - How is young women's participation different from men's?
   - How does participation have an impact on what decisions are made in a community

Activity 5

50 min

Participants draw a map of their community to identify the places that influence young women's participation

Where are the young women in your community?

Purpose

- To determine places in the community that have an influence on young women's participation
- To identify decision makers in the community
- To identify gaps in terms of young women's participation in the community

Before you start …

- Make sure you have flipchart, markers
- Review **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada** as well as **Fact sheet 2 – Women and politics** to support the facilitation of this activity

Instructions

Part A (30 min) – In small groups…

1. Divide participants into groups of 4 or 5.
2. Ask participants to draw a map of their community (it could be their neighbourhood, borough, or city) and to include places that are important to young women, such as their homes, schools, parks, local hangouts.
3. Invite the groups to share some of the places they listed and why.
4. Ask participants to add to their maps places such as institutions and organizations that have an influence on young women's lives. There may be overlap with some of the places identified in point 2 above. Their maps should also include places such as government offices (municipal, provincial, federal), schools or school boards, religious institutions, health and welfare institutions such as the CLSC.
5. Invite the groups to share some of the places of influence they listed and why.
6. Ask participants to identify the person in charge within each place of influence. Have them write the name of the person (or the role, if they don't know the person's name) as well as the gender of that person. If they don't know, ask them to imagine.

Part B (20 min) – With the whole group…

1. Invite each group to present their maps to the larger group.
2. Lead a discussion based on the following questions:
   - How do you feel about the places of influence in your community? Are there places that you feel that young women are represented and have a voice?
   - Are there places where you feel young women should participate but they don't or can't? Why?
   - Who are the decision makers in your community? Do you feel that you can share your ideas with them? Do they listen to you?
   - What can you do, as young women, to influence decision makers and outcomes on issues that affect you?
   - What kind of changes would you like to see regarding your community and the place young women have in it?
3. Ask participants to review some of the statistics and issues presented in **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada** and ask them how these issues may affect women's participation in community life.
4. Ask participants to review some of the statistics about women's participation in politics from **Fact sheet 2 – Women and politics** and ask them what they think are the causes or consequences of women's disproportionate representation in leadership positions.

Activity 6

45 min

Participants will explore the causes and consequences of the underrepresentation of young women using a tree metaphor

Tree of participation

Purpose

- To analyze the causes and consequences of under-representation of women in civic, political and community life
- To identify barriers to young women's participation

Before you start …

- Make sure you have flipchart, markers, pieces of paper (optional)
- Review **Fact Sheet 1 – A snapshot of young women in Montreal, Quebec and Canada** and **Fact sheet 4 – Young women's participation – barriers and Actions for Change** to better understand participation

Instructions

1. On a flipchart, draw a tree with roots, a trunk, branches and leaves. Make the parts of the tree large enough so that you can write in them.
2. Tell participants that the tree is the "Tree of Participation". Inside the trunk, write the issue or problem to be explored together: **under-representation of young women in civic, political and community life**. Explain that the roots of the tree represent the underlying causes, the trunk of the tree represents the issue itself, and the branches and leaves represent the consequences on young women (branches) and on the broader community (leaves).
3. Ask participants to identify possible causes and write their answers in the roots of the tree.
4. Ask participants to think about the effects of the problem on young women (branches) and on the broader community (leaves) and write their answers in the branches and leaves respectively.

   Variation: Instead of a large group discussion, you could ask each participant to reflect on the causes and consequences individually. Ask participants to write their thoughts on pieces of paper and place them on the tree in the appropriate places.
5. Review the ideas with the group and ensure that the causes and consequences are clear to participants. Make adjustments as necessary.

6. Lead a discussion based on the following questions:
   - How do you feel about what emerged from the Tree of Participation?
   - Are there certain causes or consequences you think are more important than others? Are there some that speak to you personally? Which ones and why?
   - Who are some of the principal actors identified in the Tree of Participation? How do they contribute to the problem or help to reduce it? How do these actors compare to those (decision makers) you identified in the mapping activity from the previous workshop (Activity 5)?
7. Explain to participants that the causes and consequences they identified in the Tree create barriers to young women's participation, both individual and societal. (Refer to **Fact sheet 4 - Young women's participation – barriers and Actions for Change** for examples of barriers). Ask participants to identify which are the greatest barriers to the participation of young women in the community? Then as a group decide on two or three societal barriers to young women's participation that are most relevant for your community and that you may want to focus on in your Action for Change.
8. To support this discussion ask participants to refer to **Fact sheet 4 – Young women's participation – barriers and Actions for Change** and compare the barriers to the causes and consequences identified in the Tree of Participation. Ensure you discuss the difference between individual and societal barriers. Stress the importance of focusing on societal barriers in their Action for Change.

Activity 7

60 min

Participants will brainstorm to reflect on power and empowerment

Power on

Purpose

- To explore personal views on power and women's experiences of empowerment and disempowerment

Before you start …

- Make sure you have flipchart, marker and art supplies

Instructions

Part A (25 min) – With the whole group…

1. Write the word POWER at the centre of a piece of flipchart. Lead a brainstorm about what power means by asking participants to call out the words that come to mind when they think of the word 'power'.
2. As participants call ou their words, write them exactly as they are said on the flipchart, around the word POWER.
3. On another flipchart, write down SOURCES OF POWER and ask participants to identify what these can be. Write their answers on the flipchart. Examples may include: money; position; knowledge and information; capacity to inspire fear or joy; humour; togetherness or solidarity; experience; education; numbers (for example, in terms of female to male population).
4. On a third flipchart write EMPOWER and DISEMPOWER and ask the participants what they understand by these terms. Clarify, if necessary, by referring to the **List of key terms** at the end of this Guide.
5. Explore how some sources of power can both empower and disempower by asking the group to identify situations when they feel empowered or disempowered.
6. Lead a discussion based on the following questions:
   - Where do you feel empowered and disempowered in society? Why?
   - How does power affect participation in decision-making in a community?
   - What are some structures in society that empower people or disempower them? Why?
   - What needs to change for a 'disempowering' structure to become an 'empowering' one?

Barriers addressed in this activity

- Lack of knowledge and skills
- Lack of access and opportunities

Part B (10 min) – In small groups…

1. Divide participants into 2 groups: Group A (Empowered) and Group B (Disempowered)
2. Tell each group they will have 10 minutes to create a skit, a drawing, or a poster to represent the concept they have been given (either 'empowered' or 'disempowered') keeping in mind the discussion from Part A.

Part C (25 min) – With the whole group…

1. Invite each group to present their work.
2. Lead a discussion based on the following questions:
   - What is the main message of the group's presentation? How does it portray the concepts of 'empowered' and 'disempowered'?
   - Can you give some examples of women who are empowered in society? How are these women empowered? How are these women using their power to change society?
   - How does empowerment affect young women's participation in the community?
   - What institutions in society limit or promote the empowerment of young women?
   - What are some ways we can encourage empowerment of young women?

Adapted from: Girls Action Foundation, Amplify Toolkit (2009)
www.girlsactionfoundation.ca

Activity 8

60 min

Participants do a role play activity and explore the opportunities of young women in society, as well as broader questions of identity and gender discrimination

Barriers addressed in this activity

- Stereotypes and discrimination
- Lack of access and opportunities

One step forward

Purpose

- To think about gender and discrimination
- To understand how gender, identity and experience can have an impact on young women's opportunities in life

Before you start …

- Make sure you have role cards (below), flipchart and markers
- Review **Fact sheet 3 – Gender equality** to prepare for this activity

Instructions

Part A (30 min) – Individually…

1. Copy and cut out the **Role cards** below. Hand out a role card to each participant, specifying that 2 people may receive the same card. Ask participants to read their cards without showing them to anyone else.
2. Ask participants to imagine they are the person on their card. To help them, ask them a few questions which they will answer in their heads: What was your childhood like? Describe the house you lived in. What were the games you used to play? What were your parents like? What is your life like now? Where do you live? What do you do during your spare time or holidays? What motivates you and what scares you? Where would you like to be 5 years from now?
3. Ask participants to stand in a line facing you.
4. Read a **Statement** from the list provided below. If participants believe that the statement applies to the person on their card, they take one step forward. Otherwise, they stay where they are. Continue on with the other statements. At the end, some participants will be way out in front, while others will not have moved at all.
5. Ask participants to describe who they were and lead a discssusion based on the following questions:
   - How did you feel when you couldn't move, or when you stepped forward?
   - How did you define the person you were playing? What characteristics did you consider?
   - How does our identity affect our position in this activity?
   - Do you think our gender influences whether or not a person moves forward in life? Would you have taken more or fewer steps if your role was the opposite sex?
   - How do different aspects of our identity add up (intersect)? How does this affect our opportunities?
   - Have you ever experienced situations where you felt discriminated against because of who you are?
   - Do you always feel respected and listened to? Why?

Part B (30 min) – In small groups…

1. Explain that in Part A, the group explored how a person's identity and experience can affect her/his opportunities as individuals. Now, they will look at how society shapes these opportunities by placing importance on certain factors.
2. Ask participants think about how they imagined the role they were given. Ask them what factors (or characteristics) they used to make judgments about whether to step forward or not (e.g., money, popularity, physical appearance, intelligence, support network, physical ability, culture, available services). List these on a flipchart. (5 min)
3. Divide participants into 2 groups and explain that one group will focus on "young men", the other on "young women".
4. Have participants analyze the list of factors they came up with and complete the following sentence.

> In our society, the three most important factors that give "young women" (or "young men") access to opportunities and power are
>
> 1._____, 2. _____and
> 3. _____ ,
>
> because _____
>
> _____
>
> _____.

   Participants can choose factors other than the ones identified by the group, if they think of more important ones. Explain that each group must come up with a creative way to present their completed sentence. (10 min)

5. Have participants present and lead a group discussion based on the following questions:
   - Is anyone surprised by any of the results?
   - How does the list for women compare with the list for men? Do you agree with rankings each group gave?
   - Where do these factors come from? How are they linked to stereotypes? Do some apply more to women or men?
   - Does society value certain personal characteristics and not others? Why?
   - How do you think access to opportunities and power affects young women's and young men's ability to participate in their communities?
   - Which of these factors could have an impact in your group?
   - What do we want to change about access to opportunities and power of young women?
   - What are we able to change and how can we do it?

Adapted from: Council of Europe, Gender Matters Manual (2007) and Equitas, Speaking Rights in Manitoba (2012)

Role cards

You are the most popular girl at school.	You are a female lawyer at a big law firm.
You are female fashion model.	You are a lesbian.
You are a young woman with a disability and use a wheelchair.	You are the male president of a big company.
You are a young single mother working as a cashier earning minimum wage.	You are a young woman studying sciences in university.
You are a young indigenous woman living on a reserve.	You are a young man who dropped out of high school.
You are a male politician.	You are a female politician.
You are a stay-at-home mother.	You are a young male businessman.
You are a male nurse.	You are a female car mechanic.
You are a young woman who does not speak French or English.	You are an Arab Muslim young woman living with your parents.
You are a young woman who is overweight.	You are a young woman with a learning disability.

Statements

1. You have never been in serious financial difficulty.
2. You have never been called names because of you who are.
3. Your parents are professionals (doctors, lawyers, etc.)
4. You have never tried to change your appearance to avoid being judged or made fun of.
5. You love to read.
6. You went to private school or summer camp.
7. You have never been discouraged from participating in a sport or social club because of who you are.

8. You were encouraged to attend CEGEP or University.
9. You have never seen members of your ethnic group or nationality, gender or sexual orientation portrayed in degrading roles in the media (TV, Internet, or print).
10. You live in a place where you are not afraid of violence because of who you are.
11. You are generally able to avoid places that are dangerous.
12. Your friends and family tell you that you can be anything you want to be.
13. You feel that your views are really listened to.
14. You think you can study and practise whatever profession you choose.
15. You have never been blamed for the actions and reactions of others because of what you wear.
16. You have never been refused opportunities because of who you are.
17. You do not feel afraid to walk alone at night.
18. You have never had your decisions questioned because of your ethnic group or nationality, sexual orientation or gender.

Activity 9

60 min

Participants will create a gender mural and list characteristics associated with being male or female

Gender matters

Purpose

- To think about gender stereotypes, roles and issues

Before you start …

- Make sure you have magazines, markers, glue, flipchart, scissors, **List of characteristics** (below)

Instructions

1. Ask participants to cut out pictures of men and women from magazines, flyers, catalogues, newspapers, or other sources.
2. Glue the pictures of men on a flipchart and the pictures of women on another. Display both of these on the wall.
3. Ask participants to write characteristics they associate with men and women next to the pictures. If necessary, give them the **List of characteristics** provided below.
4. Explore the question of stereotypes associated with men and women by asking participants to explain why they chose those characteristics.
5. Lead a group discussion using the following questions as a guide:
   - Do you agree with the characteristics associated with women? With those associated with men?
   - Why do we associate particular characteristics with women and others with men?
   - Are certain characteristics linked to power in society? Why?
   - Can a woman have certain so-called “masculine” characteristics? Can a man have certain so-called “feminine” characteristics? Why?
   - Are some of the characteristics that describe you different from those traditionally used to describe women or men? In what way are they different? What are the consequences of this kind of stereotyping?
   - How does this kind of stereotyping affect how women participate in their communities?
   - What can we do to change gender stereotypes and discrimination within our group? When we are with our friends or family? Within the community?

Barriers addressed in this activity

- Stereotypes and discrimination

List of characteristics (if necessary)

Dependent	Independent
Strong	Takes care of his or her appearance
Sensitive	Submissive
Dominant	Good at cooking
Considerate	Faithful
Courageous	Discrete
Gentle	Good at business
Spiritual	Pretty
Sweet	Handsome
Decisive	Helpful
Patient	Funny
Laid back	Anxious
Hero	Nervous
Passive	Active
Confident	Accommodating
Successful	Powerful
Leader	Ambitious

Activity 10

Our roots and branches

60 min

Participants reflect on the lives of women in their family to explore how the role of women in society has changed over time

Purpose

- To reflect on how the role of women in society has changed over time
- To explore how gender discrimination shapes young women's experience and opportunities to participate

Before you start …

- Make sure you have copies of **Our roots and branches** for participants and prepare a flipchart version of it
- Review **Fact sheet 5 – Women's rights**

Instructions

Part A (15 min) – Individually…

1. Explain to participants that this activity will examine the changes in women's lives over three generations of family: self, mother, and grandmother.
2. Distribute a copy of **Our roots and branches** (below) to each participant and review it with them.
3. Ask them to draw or write the answers to the following questions on their "family tree"

   Roots: Ask each participant to write her grandmother's name and imagine her as a young woman. What work did she do? Where did she live? How did she contribute to her community?

   Trunk: Ask each participant to write her mother's name and imagine her as a young woman. What work did she do? Where did she live? How did she contribute to her community?

   Branches: Ask each participant to write her name. What work do you do? Where do you live? How do you contribute to your community?

Barriers addressed in this activity

- Lack of access and opportunities
- Individual barriers (e.g., cultural or family constraints, competing priorities)

Part B (15 min) – In pairs…

1. Once everyone has finished their tree, ask each participant to pair up.
2. Invite each pair to share their trees and stories with each other and reflecting on the following questions:
   - In general, how is the work of women different across generations? How is it similar? How has time (and in some cases migration) changed the role of women in your family and in your community?
   - How will the leaves (i.e., your daughters, if you decide to have children) have different lives from the women who came before them?

Part C (30 min) – With the whole group…

1. Draw a large tree on a piece of flipchart.
2. Ask for a few volunteers to briefly share something they learned or noticed through their conversation with their partner. Ask them to focus on the situation of women in general, not on the individual women discussed. (10 min) Record some of the responses in the appropriate place on the flipchart.
3. Lead a discussion based on the following questions:
   - How has the role of women in society changed over time?
   - How did women contribute to their communities in the past? How do they contribute today?
   - What major advances have been made and what is still left to be done? (Refer to **Fact sheet 5 – Women's rights**)
   - What factors do you think influence young women's participation today?
   - What opportunities do you have to bring about change or participate in decision making in your community?
   - What opportunities do you think your female children will have that you and your relatives may not have had?

Adapted from: Girls Action Foundation, Amplify Toolkit (2009)
www.girlsactionfoundation.ca

Our roots and branches

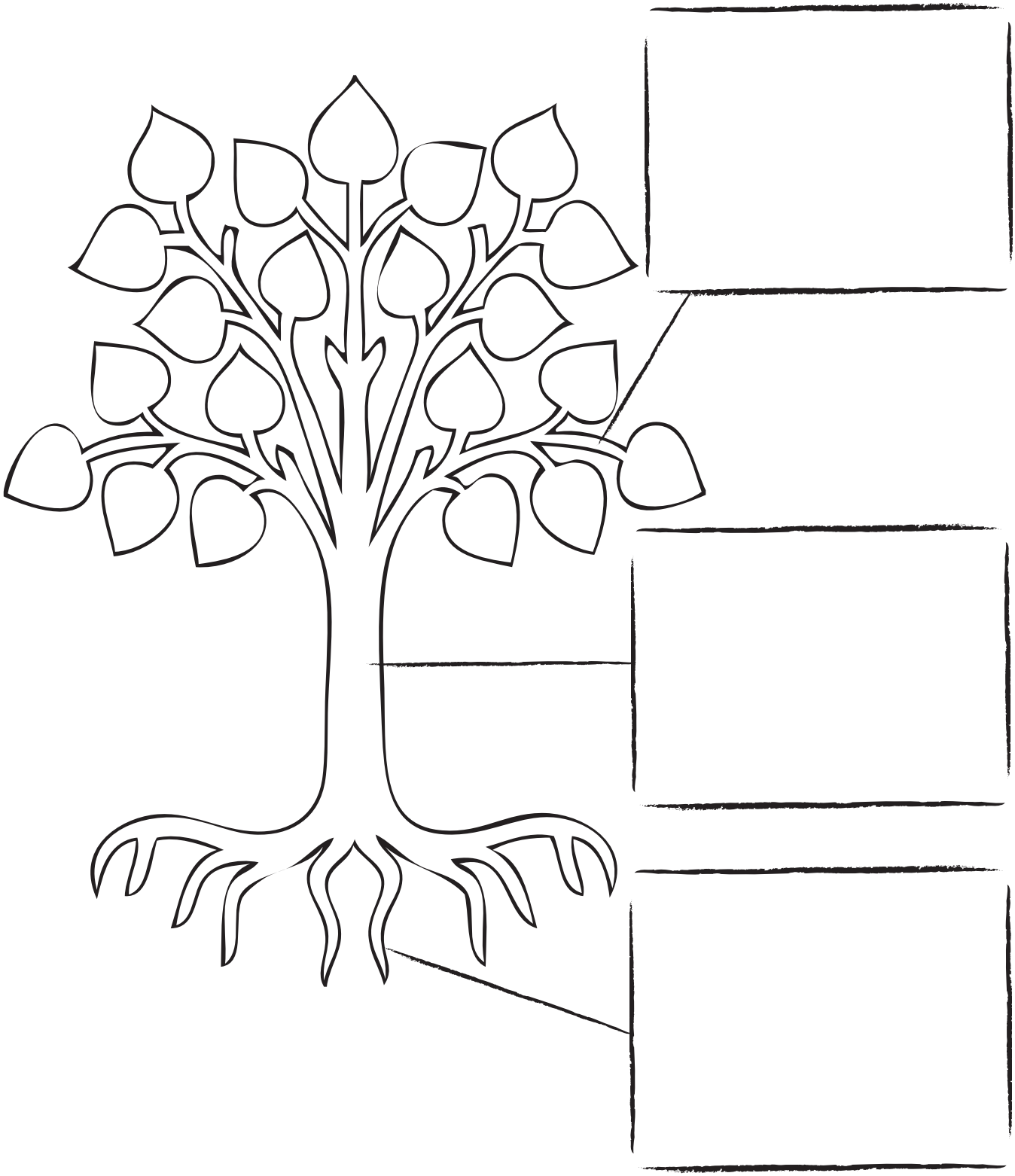


Image adapted from: S. Livers. "Tree With Roots/white clip art" http://www.clker.com/clipart-tree-with-roots-white.html

Activity 11

60 min

Participants play a quiz game to learn more about politics and government

Politics speed dating

Purpose

- To develop an understanding of the political system in Montreal, Quebec and Canada
- To learn more about women's participation in government

Before you start …

- Prepare cut-out copies of **Questions and answers** (below)
- Make sure you have small prizes such as chocolate or candy
- Review **Fact sheet 2 – Women and politics** to support your own understanding of the topic

Instructions

1. Distribute all the cut-out **Questions and answers** (below) to participants, making sure no one has an answer to their own question.
2. Ask the group to mingle with others in the group to find the person with the corresponding question or answer. As soon as a match is made, the pair should yell out "gotcha".
3. Once someone yells out "gotcha", ask the whole group to stop and listen to the question followed by the answer. You can then award the pair a small prize (a sweet or chocolate). Participants then continue looking their next match, until the group has answered all the questions.
4. At the end of the activity, lead a discussion using the following questions:
   - Did any of the statistics or information surprise or shock you?
   - Based on the information you learned, do you think our political systems are women friendly? In terms of women's representation? In terms of bringing women's issues forward?
   - Why is it important for young women to participate in the political system?
   - Do you know of any women that have made or are making a change through politics?
   - What role do you currently play within the political system? What other ways are there for you to participate?
5. Ask participants to refer to **Fact Sheet 2 – Women and politics** and review the information provided.

Barriers addressed in this activity

- Lack of knowledge and skills
- Lack of access and opportunities

Questions and answers

Cut out each of the following questions and answers separately.

Question There are _____ times more men than women representatives at all levels of government in Canada.	**Answer** Four.
Question Which level of government has responsibilities over national defence, foreign affairs, employment insurance, telecommunications, Aboriginal rights, criminal law and immigration?	**Answer** The federal government.
Question What is “First-Past-the-Post”?	**Answer** The name commonly given to Canada’s electoral system.
Question What kind of democracy is Canada?	**Answer** A representative democracy, because citizens elect others to speak for them in government.
Question What three criteria do you need to be able to vote in Canada?	**Answer** You must be 18, registered on a list, and a Canadian citizen.
Question Where do representatives meet at the provincial level in Quebec?	**Answer** The National Assembly.
Question What right were women granted in 1918 at the federal level and in 1940 at the provincial level in Quebec?	**Answer** The right to vote.
Question Who became the first woman Premier of Quebec and in what year?	**Answer** Pauline Marois, in 2012.
Question Who became the first woman MNA in 1961?	**Answer** Marie-Claire Kirkland.
Question Which level of government has responsibility over libraries, parks, community water systems, local police, roadways and parking?	**Answer** The municipal government.

Question Voting, becoming a candidate, joining a party, signing a petition, and participating in a demonstration are all examples of what kind of participation?	**Answer** Political participation.
Question What type of political system that exists in Canada?	**Answer** Constitutional monarchy.
Question What political action is a right, is easy and has an impact on government?	**Answer** Voting.
Question Which level of government has the highest proportion of women representatives for Montrealers?	**Answer** Municipal government.
Question Which level of government grants powers to municipalities?	**Answer** The provincial government.
Question During the last elections, young women's turnout was highest for which level of government?	**Answer** The provincial government.
Question What are three examples of political participation that you can engage in before the age of 18?	**Answer** Participate in a youth forum, write to your representative and participate in your student council.
Question Canada is autonomous and makes its own decisions even if it is linked to which body?	**Answer** The British Crown.
Question Who became the first woman Prime Minister of Canada in 1993?	**Answer** Kim Campbell.

Adapted from: World YWCA and UNFPA, Empowering Young Women to Lead Change (2006)

Activity 12

60 min

Participants guess what rights teammates are drawing and determine which rights are the most relevant to them

Women's rights

Purpose

- To describe human rights and reflect on their relevance to the group

Before you start …

- Make sure you have the **List of human rights**, flipcharts and markers
- Review **Fact sheet 5 – Women's rights**

Instructions

Part A (20 min) – In small groups…

1. To prepare for the activity, make a list of 10 rights, choosing from the List of human rights below. At one end of the room, tape 2 flipcharts to the wall leaving space between them.
2. Begin by asking participants to name some human rights. Ask them what these rights mean in practice in their daily lives.
3. Form 2 teams. Have each team sit next to one of the flipcharts taped to the wall. Stand at the other end of the room.
4. Explain to the group that this is a race where the members of each team must identify the right that one team member will be drawing. The first team to guess all the rights that are drawn wins.
5. Have a member of each team run to you so you can whisper in their ear one of the rights taken from the list.
6. They then go back to their respective teams and draw this right. The others must try to guess which right it is. Once they have guessed correctly, another member of the team runs to you to hear the next right.
7. The game ends when one of the teams has identified all the rights.

Barriers addressed in this activity

- Lack of knowledge and skills
- Stereotyping and discrimination

Part B (20 min) – In small groups…

1. Working in the same 2 teams, tell participant's that a new country has just been founded and that they are its leaders. The country must determine which rights it will grant to its citizens in the first year of the country's existence. The challenge is that citizens will be granted only 5 rights. Each team must choose 5 rights the country should focus on, by choosing from those listed in the Universal Declaration of Human Rights (see below).
2. Reassemble the whole group. Each team presents the rights it has chosen and explains why.

Part C (20 min) – With the whole group…

1. Lead a group discussion using the following questions as a guide:
   - Do you agree with the rights that were chosen?
   - How did you decide which rights to choose?
   - What is your own experience of these rights?
   - Do you think that men and women have the same experience of the rights discussed in this activity? Why or why not?
   - What do you think women's experience of human rights looks like in your community?
   - Do you think it is important for women to know their rights? Why?
   - What can you do to ensure women's rights are respected? Where can you find out more about women's rights?
   - How can you educate other young women about their rights? What events could you organize in your community to promote women's rights?
2. Go over **Fact sheet 5 – Women's rights**.

List of human rights

Summary of the articles of the Universal Declaration of Human Rights:

Article 1. Right to equality

Article 2. Freedom from discrimination

Article 3. Right to life, freedom, personal security

Article 4. Freedom from slavery

Article 5. Freedom from torture and degrading treatment

Article 6. Right to recognition as a person before the law

Article 7. Right to equality before the law

Article 8. Right to remedy by competent tribunal

Article 9. Freedom from arbitrary arrest, exile

Article 10. Right to a fair public hearing

Article 11. Right to be considered innocent until proven guilty

Article 12. Freedom from interference with privacy, family, home and correspondence

Article 13. Right to free movement within and out of any country

Article 14. Right to asylum in other countries in the face of persecution

Article 15. Right to a nationality and freedom to change it

Article 16. Right to marry and raise a family

Article 17. Right to own property

Article 18. Freedom of belief and religion

Article 19. Freedom of opinion and information

Article 20. Right to peaceful assembly and association

Article 21. Right to participate in public affairs and free elections

Article 22. Right to social security

Article 23. Right to satisfactory work and to join trade unions

Article 24. Right to rest and leisure

Article 25. Right to adequate living standards

Article 26. Right to education

Article 27. Right to participate in a community's cultural life

Article 28. Right to social order ensuring respect of human rights

Article 29. Responsibilities to the community in which free and full development is possible

Article 30. Right to keep these rights from violation by the state or by individuals

Source: Speaking Rights in BC, Equitas, 2011

Activity 13

Interviewing women leaders

60 min

Participants interview women leaders in their community to learn more about the successes and challenges of young women's participation

Barriers addressed in this activity

- Lack of role models
- Lack of knowledge and skills

Purpose

- To increase awareness about leadership and participation of women in the community
- To examine different types of social change that women are creating in their communities and to reflect on their successes and challenges

Before you start …

- Make sure you have copies of **Interviewing women leaders**, flipchart, markers, note pads, pencils or pens
- Identify one or more women leaders in your community that your group would consider to be positive role models for young women. Invite them to speak about how they became leaders, and to share their experience in being part of positive change in the community. Choose women that the young women in your group would admire and want to be like.

  ☑ You may want to invite women leaders with experience or expertise related to the barrier and areas of participation your group has chosen to focus on for their Action for Change. You will need to plan ahead and invite a woman leader a few weeks before of this activity.

Instructions

Part A (15 min) – With the whole group…

1. Hand out a copy of **Interviewing women leaders** (below) to each participant and tell them that they will be interviewing women leaders that they consider to be positive role models for young women.
2. Ask each woman that you have invited to briefly share her story (5 minutes each):
   - What does she do?
   - How did she get where she is today?
   - What is the most challenging part of her job or position?
   - What is the most rewarding part?

Part B (30 min) – In small groups…

1. Divide participants according to the number of women guests present.
2. Tell participants they are now journalists for a magazine. Using their **Interviewing women leaders** worksheet, they will interview the women for the next cover story. The story that they are writing about is "Life as a Women Leader: A Behind the Scenes Story." The magazine wants them to find out the following information for the story: the physical, emotional, and economic stressors these women experience; their challenges and successes; where they see themselves in a few years; and their advice for young women wanting to create change, etc.

3. Brainstorm with participants some examples of questions they might ask. If needed, provide examples: What are you particularly proud of? What would you do differently? What do you think contributed to your leadership development? What would you recommend to a young woman interested in your line of work? How have you been a part of change in your community?
4. Each group will have 5 to 10 minutes to interview a woman leader. They will then repeat this process with each woman leader present.

Part C (15 min) – With the whole group…

1. Ask participants to form a circle, including the women leaders.
2. Go around the circle, asking participants to reflect on their experience and share the most significant learning from the activity.

Variation: Lead an alternate debriefing dynamica from the **Dinamica section** of this guide.

Interviewing women leaders

Name of woman leader:		
Questions asked	Answers (main points)	Personal reflections

Name of woman leader:		
Questions asked	Answers (main points)	Personal reflections

Name of woman leader:		
Questions asked	Answers (main points)	Personal reflections

Adapted from: Girls Action Foundation, Amplify Toolkit (2009)
www.girlsactionfoundation.ca

Activity 14

Follow the leader

60 min

Participants reflect on the role of leadership by taking turns leading the group through a timed challenge

Purpose

- To describe how leaders emerge and their different styles
- To identify what leadership exists in the group
- To reflect on what supports young women's leadership

Before you start …

- Make sure you have the **List of challenges**, blank paper; recycled materials such as old newspapers and cardboard boxes, art supplies, small prizes
- Review **Fact sheet 6 – Taking action** and **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada** for examples of young women's leadership

Instructions

Barriers addressed in this activity

- Lack of knowledge and skills

Part A (30 min) – In small groups…

1. Hand out paper and pencils or pens to each participant.
2. Divide participants into teams of equal numbers, if possible (either 3 or 4 participants per team)
3. Explain to the group that they will be given a series of challenges, and each challenge must be completed in 5 minutes. A different team member will lead each new challenge, and no team member should lead more than one challenge unless everyone else has had a turn. After 5 minutes, the teams that were able to complete the challenge will receive small prizes.
4. Explain that at the end of each challenge they will be given 2-3 minutes to evaluate the team leader for that challenge. The leader should also evaluate herself or herself at this time. Emphasize the importance of being respectful in giving comments. Encourage participants to list qualities that made the leadership effective and areas where the leadership could have been improved. These notes should be saved for the group discussion to follow the challenges.
5. When everyone understands the instructions, ask participants to choose a leader and read the first challenge from the **List of challenges** (below). All groups do the same challenge simultaneously.
6. After 5 minutes, hand out prizes to the groups able to complete the challenge and invite each group to give feedback to the leader.
7. Have groups choose a new leader and read the next challenge until everyone has had a turn at leading a challenge.

Part B (30 min) – With the whole group…

1. When each participant has had an opportunity to lead a team, bring the group together in a circle to discuss what they learned.
   - Have participants comment on the experience of evaluating and being evaluated by their peers on their leadership styles.
2. Lead a group discussion based on the following questions:
   - Did you learn something about your leadership style?
   - Why is leadership an important skill for young women?
   - What contributes to the development of leadership?
   - What can you do to support each other in developing this skill within this group?
   - What opportunities exist in your community for young women to develop their leadership skills?
   - Do you know of any examples of strong young women leaders? What qualities do they have?
3. Go over an example of a young woman leader you may be familiar with, or refer to **Fact sheet 6 – Taking action** for examples of projects favouring the leadership of young women, and **Fact sheet 1 – A snapshot of young women in Montreal, Quebec and Canada** for examples of young women leaders.

List of challenges

Challenge!: Build a human machine using all team members. Teams must be able to explain what the machine does, and what each team member's function is within the machine.

Challenge!: Put on a 2-minute dramatic piece that begins with the line "Is she still breathing?"

Challenge!: Create a name for an imaginary country and design its national flag. Team members must be able to explain the significance of each element of the flag's design.

Challenge!: Design and make the national costume of an imaginary country from old newspapers and any available art supplies. One team member must model the costume, and all team members must be able to explain the significance of the costume to the imaginary nation.

Challenge!: Choreograph a dance and explain what it represents, e.g. rain dance, wedding dance, etc. All team members must participate in the dance.

Adapted from: World YWCA and UNFPA, Empowering Young Women to Lead Change (2006)

Activity 15

Identifying the change

2 hr

Participants identify the change they want to see in their community and develop a goal for their Action for Change.

Purpose

- To have participants identify specific changes they want to see happen in order to increase young women's participation in the community
- To define a goal for their Action for Change

Before you start …

- Make sure you have flipchart and markers
- Review **Fact sheet 4 – Young women's participation – barriers and Actions for Change and Fact sheet 6 – Taking action** to support your facilitation of this activity

Instructions

Part A (60 min) – With the whole group…

1. Begin by reviewing the group's thinking **from Activity 5 – Where are the young women in your community? and Activity 6 – Tree of participation**. These activities represent the current situation in the community.

   Prepare a flipchart entitled **CHANGES**, **GOAL** and **ACTIONS** which includes a) the barrier to young women's participation, b) specific changes, and c) the goal for the Action. (See example below). As you move through the discussions in Part A and B, fill in the relevant parts of the chart.

2. Explain to the group that it is important to think about some specific changes they want to see related to the **societal barrier** they have selected to address in their Action for Change. Stress that these changes must be realistic.

3. Explain that change can happen at an **individual level** (e.g., increased confidence of a young woman to express herself); at a **group level** (e.g., increased ability of a group to peacefully resolve conflicts); or at a **community level** (e.g., a change in community policy or programming to increase young women's access).

   Since the Action for Change aims at changes in the community, encourage the group to target changes at this level. Have them decide on **one or two changes at most** that they expect to see.

   Encourage them to be as specific as possible and to identify who the change is directed towards. Indicate that examples of changes are included in **Fact sheet 6 – Taking action**.

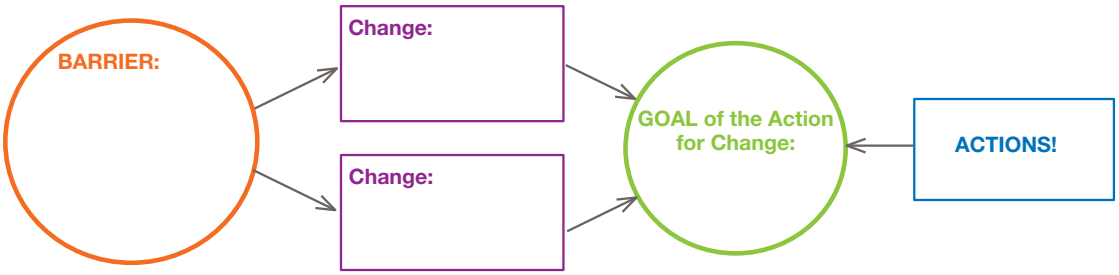
Part B (60 min) – With the whole group…

1. Once the group has decided on one or two specific changes have them formulate a goal for their Action.

   For example:

   *The **change** we want to see as a result of this Action is young women in the community….*
   The goal of our Action is to ……..

   CHANGES, GOAL and ACTIONS



   Invite participants to brainstorm some **examples of actions** that help lead to the changes identified. Inform the group that they will have time to identify a course of action and develop their action plan in an upcoming activity.

   Check out **Fact sheet 6 – Taking action**. What do you think about the examples of actions that young women have taken across the country? How do they contribute to the change you want to see in your community?

   Identify some ideas for Actions that will help meet the goal you have set.

   _____

   _____

   _____

   _____

   This will form the basis for the work you will do in **Step 4 Plan an action and do it!**

2. Lead a discussion based on the following questions:
   - Do you feel that the changes you have selected are possible?
   - Is the goal you have set for the Action for Change realistic?
   - What will success look like? That is, how will we know that we have been successful in reaching our goal?
   - What challenges do you expect from engaging in this project?
   - How will you overcome these as you go through the process?

Activity 16

20 min

Participants answer a quiz to reflect on their leadership styles

Leadership quiz

Purpose

- To identify participants' leadership styles and reflect on the leadership that exists in the group

Before you start …

- Make sure you have copies of the **Leadership quiz** (below).

Instructions

1. Explain to participants that they will explore leadership together. Hand out a copy of the **Leadership quiz** (below) to each participant and give them 10 minutes to fill it out.
2. Invite everyone to share what kind of leader they are and discuss the following questions:
   - Do you agree with the results of the quiz?
   - What do you see as the role of the different leadership styles in this project?

Leadership quiz – Circle the answer that best describes what you would do in that situation.

You never leave your house without:

a. Flyers or postcards to publicize an upcoming rally
b. Updating your Facebook profile first
c. Water and yummy snacks
d. Interesting reading material
e. Pen and paper
f. Your trusty Swiss army knife

There's a large pothole in the road in front of your home. To address this issue you:

a. Coordinate a letter-writing campaign among your neighbours
b. Call a few friends who know people on city council to see who your best "in" is to getting that fixed
c. Contact the appropriate town or city office to rectify the problem
d. Look into the local government budget allocations for road work and safety
e. Make a street sign that warns people about it and maybe even paint the outside in a bright colour so it's more noticeable
f. Fill it in yourself

Which word do you most associate with "creating change"?

a. Envision
b. Collaborate
c. Heal
d. Explore
e. Fight
f. Create

You're at a meeting for a small local project working to protest some budget cuts in your local school district. Someone says, "We need a few volunteers to help out with an upcoming meeting!" Before you raise your hand, your internal dialogue probably sounds something like:

a. "I could design some flyers and create a Facebook group to help get the word out."
b. "This is great! I'll call Eva and Jasmine as soon as I get home."
c. "I could provide childcare for the meeting."
d. "I can do some research into other communities who've done this well."
e. "I hope we'll discuss whether to organize a rally or a sit-in."
f. "Another meeting?! When are we going to get started with some hands-on projects?"

You are making an important group decision. It might be about family finances, a key work project, a campaign strategy, or another critical issue. You are most likely to feel frustrated with the process when:

a. You feel like people aren't saying what they actually mean
b. The broader community isn't consulted and choices are made in a vacuum
c. There isn't an equal playing field
d. Decisions are made without all the needed information
e. People are too quick to compromise
f. People complain about something and don't provide a path forward

Which of the following phrases would your friends and family mostly likely use to describe you?

a. Always knows just what to say, or how to express themselves
b. A true collaborator with a rich group of friends and colleagues
c. A real backbone of the family or community
d. Deeply inquisitive and in constant pursuit of new and better information
e. Guided by an unwavering moral compass
f. A real problem-solver

It's Sunday afternoon. You are most likely :

a. Leisurely wandering around a museum or doing some writing
b. Throwing a big party with friends that you think ought to meet each other
c. Cooking a special dinner for your family and friends
d. Poring over the Sunday paper and doing some much-anticipated reading
e. Attending a local screening, meeting, or community event
f. Tinkering around in your workshop or garden

Leadership quiz – Results

If you selected mostly a's, you are a …
COMMUNICATOR: Communicators like you tell the stories and share information that build our power, bringing us closer together and closer to a better future. Here's how:

- Using your creativity and expression to share knowledge in compelling and accessible ways, whether through art, film, story telling, music, online, or infinite other ways.
- Reminding people about all the ways we're connected.
- Spreading news, information and ideas to other changemaker personalities.

If you selected mostly b's, you are a …
NETWORKER: Networkers like you play a crucial role in creating change! Networker traits include:

- A love and skill for making introductions and making new friends and contacts.
- A skill for bringing all types of people and changemaker personalities together over common ideas, goals, and actions.
- An outgoing, open-natured personality that's constantly trying to strengthen and grow the community.

If you selected mostly c's, you are a …
NURTURER: Nurturers like you create change possible by:

- Providing support, care, and just about every other kind of sustenance to changemakers and change efforts.
- Having (and keeping!) a source of strength so large that it can be shared with others when they need it.
- Always being ready, able, and willing to help.

If you selected mostly d's, you are an …
INVESTIGATOR: Investigators like you play the crucial role of exposing both the problems we face and the solutions. Here's how:

- Reading, inquiring and constantly learning.
- Researching facts, questions, issues, and stories thoroughly until the entire picture is clear.
- Asking the hard questions and exposing uncomfortable truths, even when it's challenging.

If you selected mostly e's, you are a …
RESISTER: Resisters like you are on the front lines of changemaking! Resisters help by:

- Standing up to the bullies and bad guys.
- Practicing civil disobedience.
- Halting destructive projects with a wide range of tools, from lawsuits to injunctions to blockades.
- Helping other changemakers find their own power to resist injustice.

If you selected mostly f's, you are a …
BUILDER: Builders like you are aren't waiting for the solutions, they're out there creating them. Here are just a few ways you might be doing that:

- Using engineering, design, or science to make stuff that doesn't trash people or the planet.
- Creating community gardens, time banks, or other methods for sharing resources and strengthening community.
- Starting new businesses that foster healthy communities and a healthy planet.

And if you responded with a variety of selections, you are a multi-faceted talent who will contribute to changemaking in a variety of important ways.

Congratulations!

Source: YWCA Canada, Change the World By Having Fun, Youth Civic Engagement Toolkit (2012)

Activity 17

60 min

Participants identify an Action for Change and develop their action plan

Our action plan

Purpose

- To define an Action for Change
- To develop an action plan

Before you start …

- Prepare a flipchart version of **Action for Change: our action plan**
- Review **Fact sheet 6 – Taking action** to get a sense of examples of actions

Instructions

1. Begin by reviewing the results of the **CHANGES, GOAL and ACTIONS** flipchart you prepared with the group in **Activity 15 – Identifying the change.**
2. Building on this information, have the group select an Action for Change that they feel would be most effective to achieve their desired changes. Stress that other actions may very likely be necessary to fully achieve their goal. Therefore, they should view their Action for Change as a contribution to increasing young women's participation in their community. Refer to **Fact sheet 6 – Taking action** for examples of actions.
3. Have participants agree on **one** Action for Change that they will carry out as a group. Ask them to explain how their action contributes to adressing the **societal barrier** to young women's participation they chose to work on.
4. Participants may have a lot of ideas for actions they want to do, but remind them that it's important to do something realistic with the time and resources available. If the group is having a hard time coming to a consensus through discussion, you can invite the participants to vote on an action.
5. Once your group has decided on an Action for Change, prepare a flipchart version of the chart below **Action for Change: our action plan** to guide you in developing your action plan.

   After you have drafted your action plan, explain to the group that a resource person will be invited to the next Workshop to help support them with skills building. Before wrapping up, take a moment to reflect as a group on what skills they would like to strengthen in order to carry out the Action for Change most effectively (e.g., writing press releases, using multi-media software, research skills, others).

   ☑ Depending on your group you may need more time for this activity.

Action for Change: Our action plan			
Societal Barrier we are addressing:			
Change we want to see and **for whom**:			
Our Action for Change:			
Our Goal:			
What needs to be done	**Person responsible**	**Help, support, resources needed**	**Completed by when**
First...			
Second...			
Third...			
...			
Potential obstacles			
Strategies for overcoming the obstacles			
How we will know we are successful			

Activity 18

60 min

Participants use a continuum activity to monitor the progress of their Action for Change

Status check!

Purpose

- To gauge how participants are feeling about progress made so far
- To provide a space for discussing challenges and issues that arise and propose strategies to resolve them

Before you start …

- Make sure you have string, sticky notes, and questions on pieces of paper

Instructions

1. Hang 5 pieces of string across a wall. Write “yes” at one end of the string and “no” at the other end.
2. Prepare the following statements on individual pieces of paper:
   - I am feeling good about our Action for Change.
   - As a group, we work well together.
   - We are facing roadblocks we need to address.
   - We should continue to implement our activities as described in our action plan.
   - I think our Action For Change will contribute to the change we want to see.
3. Tape one statement above each piece of string.
4. Give 5 sticky notes to each participant. Everyone must “vote” as to whether they agree with each statement. Participants can answer “yes” or “no” or nuance their responses by hanging their sticky notes wherever they want along the string corresponding to each statement.
5. Ask participants to explain their answers and to give examples. Encourage participants to share any solutions they may have to address difficulties they have surfaced.
6. Draw some conclusions about the overall process so far and decide on next steps.
7. If there is time left, use it to get organized and keep going with the work underway.

Activity 19

60 min

Participants will reflect on the Action for Change and determine how well they did both in terms of process and results achieved

Evaluating the journey

Purpose

- To reflect on the Action for Change project and the results achieved

Before you start …

- Make sure you have flipchart, markers and sticky notes

Instructions

Part A (20 min) – Individually…

1. Begin by inviting the group to do an individual reflection activity. Ask participants to close their eyes and think about what they achieved since the first workshop together. Use the questions below to support the activity. Give participants enough time between each question to think about their answers:

   You've just completed the first leg of a long journey in support of young women's participation. The journey began on the first day of your work together.

   Think back to that first day of our journey together, how did you feel?

   Fast forward to today, how do you feel about what you've accomplished?

   What was the journey like getting here? Were there bumps along the road? What were they? How did we work together as a team to overcome them?

   Are there things we had to leave behind in order to reach our destination today?

   What are some of the things you picked up on the way? Maybe new friends, new skills, new knowledge, new interests?

   Where does your journey go from here? Will you continue along a similar path to support young women's participation? Will you do something else?

2. After each question, invite the participants to share some of their answers out loud using 1 or 2 words that come to mind and write down the words that are shared on a flipchart. Encourage them to keep their eyes closed throughout the activity.
3. Ask participants to open their eyes and review some of the words that were shared during the visioning activity. Invite participants to elaborate on some of their thoughts.

Part B (40 min) – With the whole group…

1. Prepare a flipchart with the following image. The person represents the individual (yellow), the road represents the process (green), and the little house represents the results of the Action for Change (blue).

2. Begin by reviewing with participants the success factors that they identified in their action plan. (see **Activity 17 Our action plan**)
3. Provide 3 large sticky notes to each participant, one of each colour.
4. Ask each participant to answer the following questions on the appropriate sticky note:
   - The blue house represent the results of the project: What are the results of the action? Do you think we reached our goals?
   - The green road represents the process we undertook to do our project: What was most useful in the process we followed for our Action for Change? What was less useful in the process?
   - The yellow person represents our individual learning: What new knowledge, skills, and connections did you develop as a result of being involved in this process?
5. Invite participants to post their answers on the flipchart.
6. Try to group the answers and share the common ideas with the group.
7. Lead a discussion using the following questions as a guide:
   - Are we satisfied with the results of our Action for Change?
   - How has this experience helped you as a young woman in your community? How has it changed the situation for other young women in the community?
   - Based on our experience together and what we've learned, what can we do as individuals or as a group to increase the impact of the action?
   - What would you do differently next time? What would you recommend for a future Action for Change?

Activity 20

60 min

Participants will work in groups to identify key successes, lessons learned and results from the action, and decide on how to share these

Moving forward

Purpose

- To determine the key successes, lessons learned and changes resulting from the Action for Change process
- To plan how to share these during the Young Women's Forum
- To explore ideas for future action

Before you start …

- Prepare flipcharts with questions, make sure you have markers, candles

Instructions

Part A (20 min) – In small groups…

1. Explain to participants that they have an opportunity to showcase their Action for Change at an upcoming **Young Women's Forum**, where they will come together with other groups of young women from across Montreal who have done an Action for Change of their own. Other community members, leaders and decision makers will also be invited and interested to hear about what they have accomplished. Explain that this activity will help them plan out what they want to tell people, and how they want to do it.
2. Divide participants into 4 groups.
3. Explain that each group will receive a flipchart with one of the following questions written on it:
   - What were the main successes of the Action for Change?
   - What lessons did you learn through the Action for Change process?
   - What changed as a result of the Action for Change (in yourselves, in your group, in your community)?
   - Why did the Action for Change matter to you?
   - Why was the Action for Change important for your community?
4. Each group will have 4 minutes to write their answers on the flipchart. After 4 minutes, they will pass their flipchart over to another group, and receive a new one. They must read the new question and the answers provided by the other group, and add any missing information to the answer, or write down any comment or question they have about the answers already provided. Keep rotating the flipcharts until all the groups have worked on all 4 flipcharts.

   ☑ Recall the thinking from **Activity 19 – Evaluating the journey** to get the group to build on their conclusions. Remind participants about the **Building a collective memory activity**, which may be helpful in recalling key moments and learning.

Part B (35 min) – With the whole group…

1. Post the flipcharts on a wall and have the group form a circle. Have participants go over the main points.
2. Based on this information, lead a discussion with the group to decide:
   - The **key points** (successes, lessons learned, results/changes) they want to showcase
   - The key **recommendations** and **messages** they have for stakeholders and decision makers in their community
3. After they have decided what to say, decide:
   - How you want to tell this story at the Young Women's Forum (e.g., show a video and discuss, make a storyboard)?
   - How do you want to tell this story in your community (e.g., invite media, organize a public event)?
4. Finally, explain that the Action for Change is not the end of a journey; rather, it is an ongoing process. With this accomplishment behind them, the group can use this moment to start thinking about where to go from here. Lead a discussion on:
   - Ideas for additional actions they can undertake as a group in the future (if possible, set a time to start)
   - Others who may be interested in joining the group
5. Get commitment from participants on actions suggested and establish a time frame.

Variation: For this last discussion, form a circle, distribute a candle to each participant and dim the lights. Ask participants to complete this sentence: "For me, the Action for Change was _____ and today I commit to _____." When the first participant shares her thought, light her candle. As the next person shares, have the first participant light her candle and so on until everyong has shared and has a lit one another's candles. Explain that as the group is about to collectively blow out the flame (and wrap up this Action for Change process), to remember that it is a flame that they lit together, through each others' support and hard work, that it represents a great accomplishment, and that with their stated commitments, it can keep getting stronger through future actions.

Getting informed

IV - Getting informed

This section provides additional information and resources to the facilitator and group as they go through the Action for Change process. It contains the following:

- Fact sheets with statistics, concepts, real examples and interesting information to increase participants' knowledge and complement the activities the group will do as part of the Action for Change process:

  Fact Sheet 1 – A snapshot of young women in Montreal, Quebec and Canada

  Fact Sheet 2 – Women and the political system in Montreal, Quebec and Canada

  Fact Sheet 3 – Gender equality

  Fact sheet 4 – Young women's participation – barriers and Actions for Change

  Fact Sheet 5 – Women's rights

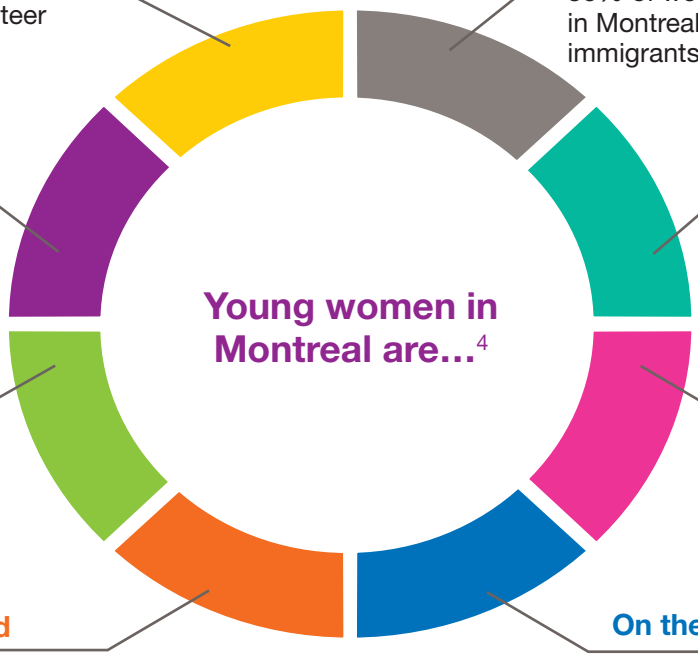
  Fact Sheet 6 – Taking action

- A Community resource list containing links to community organizations, government bodies and service providers that can provide more information, be a resource for young women and whose work is in line with the YWYL program.

- A List of key terms that explain important concepts used throughout the Action Guide.

Fact Sheet 1 A snapshot of young women in Montreal, Quebec and Canada

In 2011, there were almost **105 000** young women (15-24) in the city of Montreal and they represented 6% of the total population[3]



Engaged in the community
More than 1 in 3 young women in Quebec volunteer

Multicultural
30% of women in Montreal are immigrants

Political
More than 60% of women (18-24) voted in the 2012 Quebec election

First Nations
620 young women (15-24) identify themselves as being First Nations (0.5% of population)

Working
In 2012, 24.4% of women (15-24) were working full time and 35% were working part time

LGBTQI
6% of Quebecers (18-34) identify as LGBTQI

Educated
In 2010, 68% of women (15-24) had a high school diploma and 50.4% of women (25-34) had a university degree

On the move
Young people (20-29) are the largest group of Quebecers moving to Montreal (mostly for studies)

Examples of young women leaders in Montreal[5]

Cathy Wong is a Development Agent for the Youth Sector at The YMCAs of Québec. In 2013, Cathy was elected as the President of the Conseil des Montréalaises. In the past, she was the President of the Forum Jeunesse de l'île de Montréal and The Montreal Youth Council.

Elsie Lefebvre was elected as the youngest female MNA in Quebec in 2004. She was 25. She is currently a Montreal City Councillor for Villeray.

Young women in Quebec and Canada still face issues in their daily lives[6]:

Health and self-esteem

- In Montreal, 46.4% of teenage girls show high levels of distress (compared to 19.1% of boys)
- In Canada, by the age of 18, 50% of women think they are fat, even though their weight is healthy
- 60% of 16 year-old girls in Quebec have friends who are dieting; 53% wish they were thinner themselves

Violence

- At least 1 in 8 Canadian women has suffered an aggravated sexual assault before the age of 18
- In Quebec, 43% of 16 year-old girls experience violence in romantic relationships with boys
- In Montreal, teenage girls (12-17 yrs) represent 3% of the population, but are the victims of 26% of all sexual assaults

Work

- Women most often occupy "typically" feminine jobs. In Quebec, the top 3 occupations for women are secretary, salesperson, and cashier
- In 2008, Quebec women earned only 73% of men's salaries
- A survey of the Board of Directors of Quebec's 100 biggest companies found that:
  - Only 15.8% of Board Members were women
  - 28 of the 100 had no women on their Board

Stereotypes and traditional roles

- Women spend twice as much time on domestic chores as men
- Primarily, women stop working to take care of young children
- 90 % of sexual assaults are not reported to the police. Some women may feel they have provoked a sexual assault by their behavior and attitude.

School

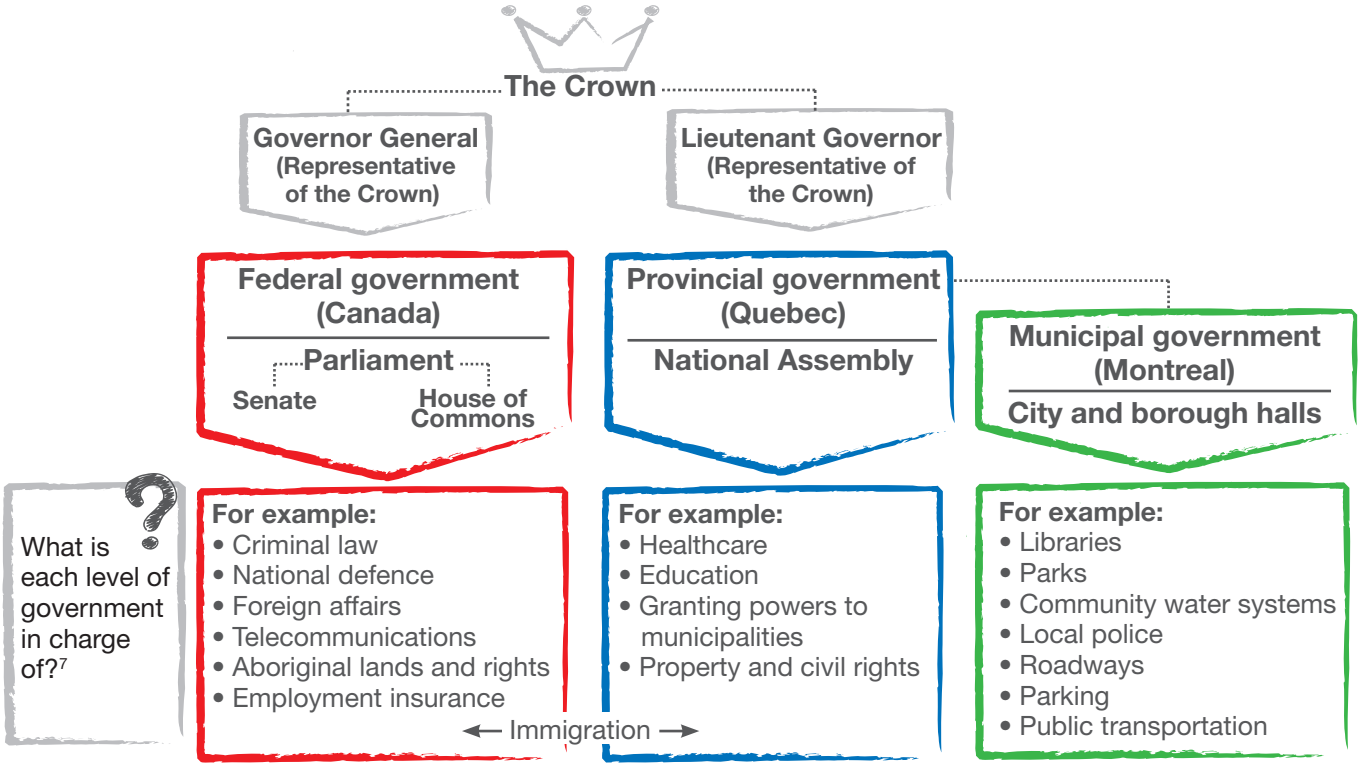
- 28% of young women in Montreal drop out of school
- Some girls leave school because of pregnancy and mental health issues
- Girls still tend to specialize primarily in certain sectors like education, health and social services

Politics

- Women are not yet represented at the same levels as men:
  - Only 16% of mayors in Quebec are women
  - Only 29% of city councilors are women
  - Only 33% of MNAs are women
  - Only 25% of MPs are women

Fact Sheet 2 Women and politics

The Canadian political system and the three levels of government



Canada's political system is a **constitutional monarchy**. This means that, even though Canada is linked to the British Crown (the reigning monarchy of the United Kingdom), our government is autonomous and makes its own decisions.

Canada is a **representative democracy**. This means citizens in a region elect representatives to present their issues and represent them in government.

The **electoral system** in Canada is called **single-member plurality** or "first-past-the-post". This means that the candidate that has the greatest number of votes becomes the elected representative for a region even if the party does not get enough votes to win a majority.

Participation of women in the Canadian political system

	Federal (Canada)	Provincial (Quebec)	Municipal (Montreal)
What percentage of elected representatives are women?	25% of Members of Parliament (MPs) are women	33% of Members of the National Assembly (MNAs) are women	40% of elected officials in Montreal (Mayors and city councillors) are women
What percentage of women (18-24) voted at the last election?	41% (2011)[8]	63% (2012)[9]	Less than 30% (Approximation based on 2005 turnout)[10]
What percentage of the entire population voted at the last election?	61% (2011)[11]	75% (2012)[12]	39% (2009)[13]

Why participate?

- Women represent more than 50% of the population, but there are 4 times more male representatives than female representatives in all levels of government in Canada
- If more women get involved, it is more likely that policymakers will address the issues that are important to them and that they will become decision makers
- You can create change by learning about how decisions are made
- You can help initiate positive change around you, make new friends, and you can make sure that your ideas are heard
- You can become a leader and put your community on the map!

There are **so many ways to participate!**

You can:

- Join the youth wing of a political party
- Attend and ask questions at municipal council meetings
- Volunteer on a city committee
- Work as an election official on election day
- Start a campaign to raise awareness in the community about issues important to young women
- Participate in student council elections
- Write to your government representative
- Join an organization that promotes the participation of women in politics, like Equal Vote
- Become a candidate

Why vote?

It's a right!
Voting is a fundamental right in Canada. Democracy relies on citizens' votes.

It's easy!
Voting is one of the least time-consuming ways to get involved in politics, and only occurs at each level of government every few years.[14]

It means something!
Voting is a way to express your interests and preferences. It is a way to show if you agree or disagree with a particular candidate's or party's views on issues. Every vote counts!

To vote in federal provincial or municipal elections, you must be…

- Over 18
- Registered on the voters' list
- A Canadian citizen
- For provincial and municipal elections, a resident of Quebec for a minimum of 6 months[15]

Not 18 yet?

You can still participate! You can vote or get involved in student bodies at your school and in youth councils and forums, like the *Forum jeunesse de l'île de Montréal*.

Electoral firsts for women!

1921: Agnes Campbell-McPhail became the first woman MP

1959: Elsie M. Gibbons became the first woman mayor in Quebec

1961: Marie-Claire Kirkland became the first woman MNA

1993: Kim Campbell became the first woman Prime Minister of Canada

2012: Pauline Marois became the first woman Premier of Quebec

Fact Sheet 3 Gender equality

Gender is...[16]

Attached to stereotypes

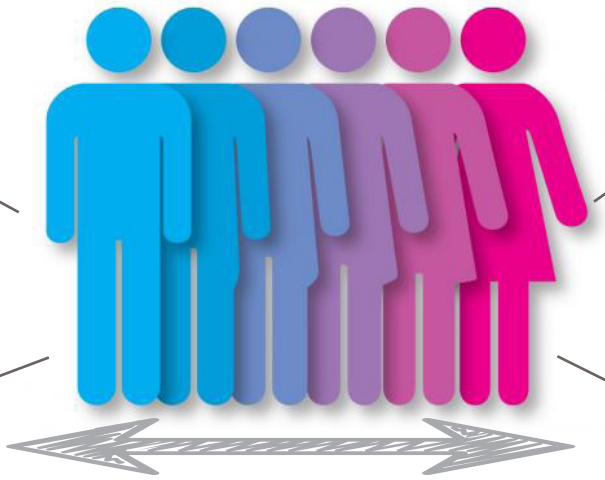
Children are taught stereotypes about their gender by family, friends, the media, etc. For example, girls may be seen as fragile and emotional, while boys are seen as strong and rational.

A relational term

It refers to women or men and to the relationship between them, which may not reflect reality.

A spectrum

There is a range of physical, mental, and behavioral characteristics related to femininity and masculinity. Each individual experiences these in different ways.



Not the same as sex

Gender refers to the social and cultural roles given to women and men by society. Sex refers to the biological (physical) differences between women and men.

A cultural term

Its meaning is different between societies and from one person to the next.

An evolving term

The meaning of gender changes over time as the roles attributed to men and women change.

What is gender identity?

Gender identity describes each person's deeply-felt, internal and individual experience of gender. This may not coincide with their sex at birth. Therefore, a person might change their body, the way it functions, or the way they dress, speak, or behave to more closely match their own gender identity over the course of their life. Gender identity highlights that gender must be seen as a spectrum, and does not consist of only two categories, man or woman.

What is a stereotype?

A stereotype is a belief about a person or group based on false or incomplete information and generalizations. Stereotypes ignore the fact that every person has a different identity that is complex and can change over time.

What is gender equality?

Gender equality refers to equal rights, access and opportunities of all individuals. No one should suffer any form of discrimination based on their gender. Equality does not mean that everyone should be treated exactly the same but that their contributions should be valued equally. Their rights should be protected equally and their ability to participate and opportunities in life should not be limited by their gender.

Stereotypes about women persist in Canada. For example, in a survey of youth aged 12-17:

- A third of teenage boys responded that a woman's most important role is cooking and taking care of the family.
- Half of the teens surveyed thought that men should be the ones responsible for providing for their family.

How can you promote gender equality?

- Reflect on your own gender identity. Think about where you fit on the gender spectrum. Identify stereotypes and how gender roles affect the way you behave and treat others.
- Engage your peers – of any gender – in talking about barriers to gender equality. To achieve equality across a society, everyone has to change.
- Think of the world using a gender equality perspective. Look at the ways 'men' and 'women' interact and try to see how being a 'man' or 'woman' has an impact on a person's opportunities, roles and interactions.[17]

You can do a **gender analysis** with others by taking a closer a look at your community and asking questions like:

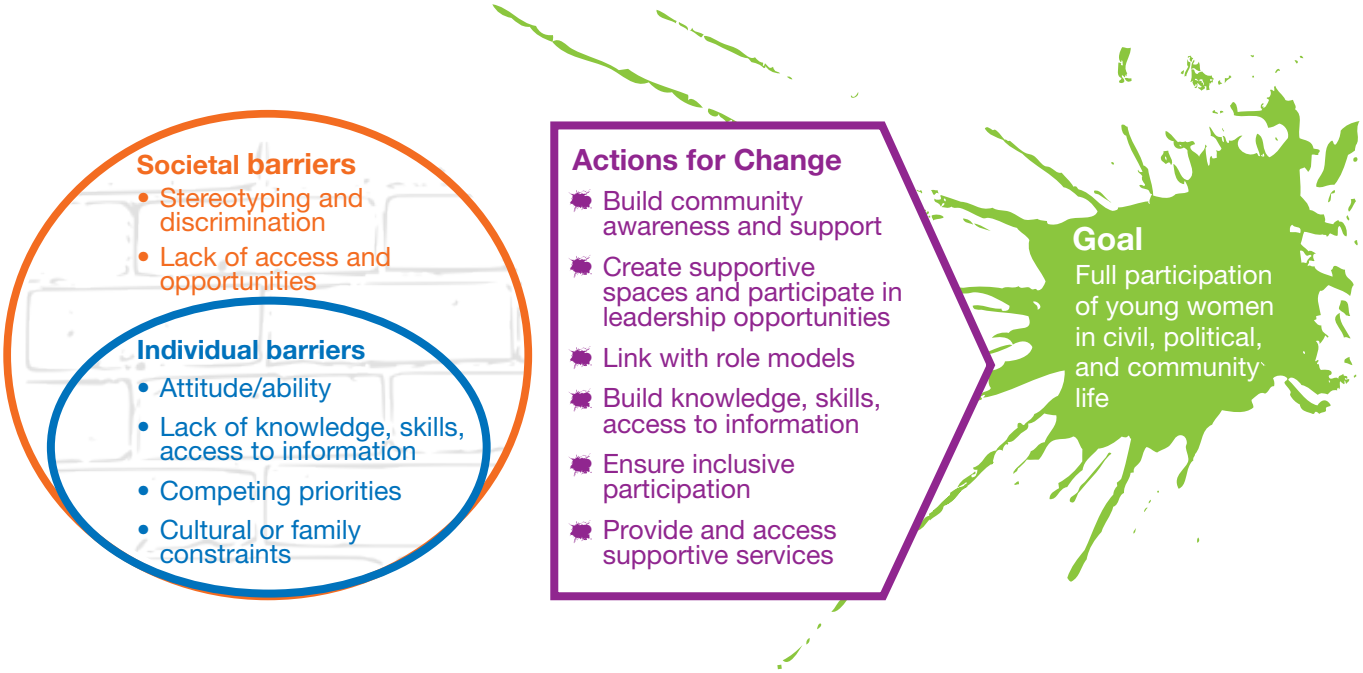
- **Who does what?** What are the different gender roles in the community? Who does what, how and where?
- **Who has what?** Who has access to and control of knowledge, resources, services and decision-making? Who decides? How? Whose interests and needs are met and represented? Who is left out?
- **Why?** What are the social, political, cultural and/or economic situations that explain the answers to the above questions?
- **What are the cross-cutting issues faced by all young women?**

What are some other factors that, along with gender, impact on young women's participation?

- **Ethnicity or nationality**: Young women can experience discrimination based on their ethnicity or nationality, economic insecurity, and feel like they have a lack of role models.
- **Status**: Young women who are immigrants may face discrimination, difficulty fitting in, cultural tensions with their parents, excessive family responsibilities, and an insecure status or economic instability.
- **Location**: Rural and urban young women can face different challenges. Young women in rural areas can experience additional challenges due to the greater distances they have to travel to have access to services and to participate.
- **Sexual orientation**: Young women who identify themselves as lesbian, gay, bisexual, transsexual, transgender or intersex (LGBTI) can experience discrimination, social rejection and harassment based on their sexual orientation.

It is important to remember that each young woman has a different experience and identity. For example, not all immigrant young women experience discrimination. Similarly, not all First Nations women experience violence. Only by looking at different factors together can we better understand the situation of another young woman.

Fact Sheet 4 Young women's participation – barriers and actions for change



Societal barriers to participation: some examples	
Stereotyping and discrimination	• Young women often feel pressure from their parents, peers, the community or the media to conform to certain behaviours that reinforce stereotypes[18] • Some institutions stereotype, exclude or discriminate against young women based on gender, sexual identity, etc.[19] • Adults may not take young women seriously, which leads them to feel unheard, unappreciated and unrepresented in communities.[20] • The potential of young women can also be limited by a "glass ceiling" in politics and business.[21]

Actions for Change: some ideas	
Build community awareness and support	• Start a community-wide discussion to challenge gender roles, gender stereotyping and discrimination, and to work on gender equality issues • Raise awareness about the situation of young women and the barriers to their full participation in a community[22] • Raise awareness about policies that promote equality, such as the Gender Equality Policy adopted by the City of Montreal [23] • Organize a public event to demonstrate that young women have a voice (and good ideas) on community issues • Meet with local leaders and decision makers to make sure women's issues are being taken into account

Societal barriers to participation: some examples	
Limited access and opportunities	• Young women may have few leadership opportunities in their community.[24] • Young women often have limited access to and participation in decision-making processes happening in their communities.[25] • Young women lack practical support to cover the costs of getting involved, such as childcare, transportation, or food[26] • Young women lack access to or information about knowledge or skill-building events[27]
Lack of role models	• Young women lack positive role models or are unable to relate to current women leaders, who are often portrayed by the media as being more aggressive than they truly are[32] • Young women do not always benefit from real-life examples of successful women who started off in similar situations to theirs and who can act as mentors[33]

Actions for Change: some ideas	
Create supportive spaces and participate in leadership opportunities	• Create inclusive spaces for young women to engage with decision makers and push for meaningful participation (e.g., not simply being on a decision-making body, but having a real say)[28] • Identify community pratices that exclude women and create awareness to try and change those practices • Lead community actions that promote women's participation and empowerment in fields that directly affect their lives, such as health, education, and economic security[29, 30] • Promote and access support systems and programs (e.g., affirmative action, daycare, health services, financial support) that can increase women's ability to participate • Connect young women to skill-building events[31]
Link with role models	• Set up or participate in job shadowing to observe and exchange with professional women • Create opportunities for female mentorship and positive role models of successful participation and leadership for young women[34]

Individual barriers to participation: some examples	
Lack of knowledge, skills or access to information on how to participate	• Many young women believe they do not have enough knowledge about the decision-making process and important issues and that they lack skills in areas such as public speaking[35] • Young women may lack knowledge on the barriers to women's participation and gender inequality, and the impacts these have on their lives[36]

Actions for Change: some ideas	
Build knowledge, skills and provide access to information	• Organize activities that build knowledge about the law, politics, government services, other decision-making structures. • Organize activities to explore what the situation of young women is in their community, and what the issues are (using a participatory approach) and how to get involved[37] • Develop skills such as critical thinking, communications, public speaking, and technical skills, such as social media campaigning[38]

Individual barriers to participation: some examples	
Cultural and family constraints	• Cultural or family customs and practices impose more domestic responsibilities on young women[39] • Young women may face cultural or family barriers to participating in initiatives outside of the home (e.g., more restrictive hours, locations, perceptions of acceptable activities or of what participation in community or political life means)[40]
Competing priorities	• Young women may have less time and resources to get involved because of job instability, lower salaries, the responsibility of taking care of young children, etc.[41]
Personal attitude and ability	• Young women often suffer from a considerable drop in self-esteem during adolescence that makes them doubt that they have the necessary skills to participate. Media images can make this worse[43] • Young women may not be interested in politics, or may not feel represented in the current system and therefore are not motivated or interested to participate, especially in formal organizations[44] • Young women may have other characteristics that lead to discrimination and reduce participation, such as where they live, language skills, or physical disabilities[45] • Young women may face health barriers that make it difficult for them to focus on participation, such as depression or violence[46]

Actions for Change: some ideas	
Ensure inclusive participation	• Involve families in community activities • Raise awareness about the benefits of participation for young women • Make sure activities are culturally sensitive and include young women of diverse backgrounds • Collect examples of successful and accepted women leaders from different cultures and backgrounds
Provide and access supportive services	• Participate in activities that build self-esteem and are relevant to young women's realities • Build community spaces where there is trust and possibility for participation • Create activities that accommodate diverse abilities and needs • Access support for physical and mental health • Access emotional support and crisis support[42] • Make sure activities are accessible by providing or accessing support services (e.g., daycare during workshops, transportation allowance)

Notes

Fact Sheet 5 Women's rights

What are human rights?

Human rights are fundamental rights that belong to all people. Human rights are based on the principle that every human being is born equal, in dignity and rights. All human rights have the same importance and they cannot be taken away under any circumstance.

What is the *Universal Declaration of Human Rights*?

The *Universal Declaration of Human Rights* (UDHR) is the legal document that describes and sets out what human rights are. It was adopted on December 10, 1948 by the United Nations. The *UDHR* is shared across the world and is recognized as the human rights standard each country should achieve.

What are women's rights?

Women's rights mean that women should have the same rights, privileges and opportunities as men, without being discriminated against because of their sex. If women are being discriminated against there are ways they can use the law to have their rights recognized and protected. Women's rights are the human rights found in the UDHR and in other international documents such as the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Women's rights are also found in the equality section of the Canadian Charter of Rights and Freedom, in the Quebec Charter of Human Rights and Freedoms and in the Montreal Charter of Rights and Responsibilities.

CEDAW provides a **definition of discrimination against women** used internationally. It includes any distinction, exclusion or restriction made on the basis of sex that has the effect of limiting the enjoyment or exercise of women's rights and participation in political, economic, social, cultural, civil and any other field. Discrimination of women can be either:

- Direct, when the goal is to treat men and women differently

  Ex: A job ad says women should not apply

- Indirect, women and men are treated the same but this has unequal consequences for women

  Ex: Only people over a certain height can apply for a job (excluding most women), or no one is allowed to take leave of more than three months from a job (this discriminates indirectly against women who become pregnant).

What is CEDAW?

CEDAW is a document that defines women's rights, and sets out protections for women's rights internationally. It promotes the rights of women in areas where they are discriminated against, or face barriers, for example: political participation, security of the person, education, work, and health care.

Why do we need women's rights?

While women should have the same rights as men, in reality this is not always the case. The concept of women's rights emphasizes the equal worth of women, their importance in society, and their right to benefit from all the same protections, advantages and opportunities as men. Ensuring women's rights includes making sure women can participate fully in political, economic and community life.

How can you make sure women's human rights are respected?

- Be informed about laws and policies, and how they impact on women
- Participate in programs that inform women, men and children about women's rights
- Make sure that all of your actions and the actions of those of around you do not discriminate against women
- Become a mentor for other young women and girls
- Join an organization that promotes women's rights or human rights
- Raise awareness about women's rights issues in your community

As a young woman, how are your rights protected?

Universal Declaration of Human Rights (UDHR)
www.un.org/en

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
www.unwomen.org

Convention on the Rights of the Child (CRC)
www.unicef.org

Declaration on the Rights of Indigenous Peoples (DRIP)
www.social.un.org

Canadian Charter of Rights and Freedoms
www.chrc-ccdp.gc.ca

Quebec Charter of Human Rights and Freedoms
www.cdpdj.qc.ca

Montreal Charter of Rights and Responsibilities
www.ville.montreal.qc.ca/charterofrights

What do these documents do to protect women's rights?

UDHR: Sets out that everyone has the same human rights, and should not face discrimination

CEDAW: The countries that ratified CEDAW agree to stop gender discrimination and eliminate all laws and policies that discriminate against women

CRC: Establishes that children should not suffer from discrimination based on their or their guardian's sex, and gender equality should be an integral part of children's education

DRIP: Sets out that indigenous peoples have the same rights as others and should not suffer from discrimination, individually or as a people; this applies equally to indigenous women and men

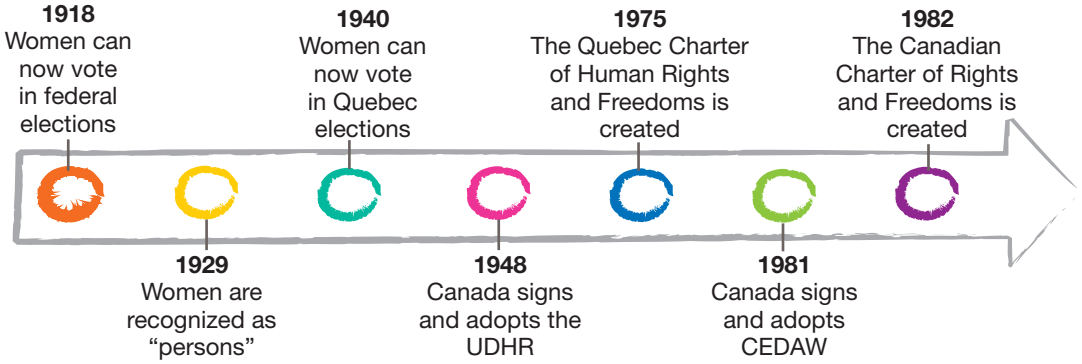
Canadian Charter: All rights and freedoms in the Charter are guaranteed to men and women equally regardless of sex and gender

Quebec Charter: All rights and freedoms in the Charter are guaranteed to men and women equally regardless of sex

Montreal Charter: The City supports the equal participation of men, women and young people of diverse origins in decision making

Concretely, these documents together encourage governments to end laws and policies that are discriminatory against women and to promote the establishment of programs to achieve equality. In Montreal, for example, there is an Equality Policy.

A short timeline of women's rights in Canada[48]



Fact Sheet 6 Taking action

Examples

CHANGE	GOALS	Possible ACTIONS
Citizens and government are aware of the barriers to women's participation and are working to confront these.	**Individual:** Young women are aware of the barriers to their participation and what they can do to overcome these.	Ask local women in positions of power what barriers they faced and how they overcame them, and create and distribute a pamphlet about those barriers and opportunities for young women.
	Community: The community and local government become more aware of the issues facing young women and think about what changes need to take place.	Organize a poster campaign about the barriers to participation young women face in your community and possible solutions, and present your ideas to the municipal council.
Young women's issues and voices are better represented in politics	**Individual:** Young women know more about women's issues, the political system and how to participate.	During elections, create campaigns and debates to talk about young women's issues. Hold mock elections and talk about the importance of voting.
	Community: More young women take on leadership roles. Community leaders are more aware of young women's issues and government works harder to address young women's issues.	Meet and work with your city councillors and local MNAs and MPs to learn more about their work and propose solutions to local issues. Participate in youth forums or councils to raise women's issues.
Stereotypes about women are changed and women and men are treated more equally	**Individual:** Young women know more about discrimination, who has power in society, and how to create change	Organize a workshop on discrimination and power for young women in your community, identifying challenges and allies for creating change
	Community: Community awareness about stereotypes and discrimination against women leads to shifts in values, practices and policies that impact negatively on women.	Start a petition against a discriminatory law or in favour of a policy that would improve young women's access to decision making. Start a social media campaign about female sterotypes and how these limit the potential of young women.

Young women creating change![49]

Ambassadrices de Montréal-Nord

- **Goal**: Increased community awareness about young women's participation
- **Program**: The Ambassadrices de Montréal-Nord is a group of young women that meets to develop leadership. Their project has created awareness about women's engagement in their community. They created a borough-wide poster campaign to motivate young women to participate. In March 2013, they were invited to present their project during a borough council meeting in Montréal-Nord's borough hall.
- **Change**: Citizens and government are aware of the barriers to women's participation and are working to confront these

Women in House Program - McGill University

- **Goal**: Young women's voices and issues are better represented in politics
- **Program**: Every year since 2001, young female students from McGill University go to Ottawa for two days to shadow a female MP or Senator, discover Parliament and participate in panel discussions about women's representation. The program aims to spark interest in politics to address the under-representation of women in Parliament.
- **Change**: Young women are more informed about and interested in politics, and have positive role models

The Quebec Charter for a Healthy and Diverse Body Image

- **Goal**: The community is more aware of discrimination against women, and values, practices and policies start to shift
- **Program**: In 2007, Léa Clermont-Dion and Jacinthe Veillette, both 16, each started a petition in their school to condemn extreme thinness and to call for measures to increase young women's self-esteem. They both presented their petition to the National Assembly and, in 2009, the Minister of Culture, Communications and the Status of Women introduced the Quebec Charter for a Healthy and Diverse Body Image to directly address the issue.
- **Change**: Stereotypes about women are changed and women and men are treated more equally

How do we know we are having an impact?[50]

Individual young women are:	Young women's **groups and organizations** are:	Within the **community:**
• Aware of the barriers to participation • Willing or motivated to participate • Have knowledge about decision-making structures • Have skills for participating and raising awareness • Have positive attitudes and behaviours to help them succeed	• Aware of the barriers to participation • Participating in activities and making decisions • Helping to change power relations within their organization and the community • Accessing resources for young women • Accessing independent information from various sources • Working together on actions for change in the community	• Policymakers and community leaders are aware of the barriers to young women's participation • Young women are being consulted in local, provincial and national decision making and are represented at the three levels of government • There are changes in cultural norms and practices (i.e., changing gender roles and community practices) • Government services, laws and policies do not discriminate against women

Community resources list

Young women's participation

Girls Action Foundation http://girlsactionfoundation.ca/

YWCA Canada http://ywcacanada.ca/en

Forum Jeunesse de l'île de Montréal www.fjim.org (FR)

Gender equality

Secrétariat à la condition féminine du Québec http://www.scf.gouv.qc.ca/ (FR)

Status of Women Canada http://www.swc-cfc.gc.ca/

Human rights and women's rights

Canadian Human Rights Commission http://www.chrc-ccdp.gc.ca

City of Montreal – Charter of Rights and Responsibilities www.ville.montreal.qc.ca/charterofrights

Commission des droits de la personne et des droits de la jeunesse du Québec www.cdpdj.qc.ca

United Nations www.un.org/en

UNICEF www.unicef.org

United Nations Social Policy and Development Division www.social.un.org

United Nations Women www.unwomen.org

Fédération des femmes du Québec http://www.ffq.qc.ca/ (FR)

Because I am a Girl http://becauseiamagirl.ca/

Politics

Apathy is Boring http://www.apathyisboring.com/

Equal voice http://www.equalvoice.ca/index.cfm

Elections Canada http://www.elections.ca/home.aspx

Directeur Général des Élections du Québec http://www.electionsquebec.qc.ca/english/

Élection Montréal http://election-montreal.qc.ca/index.en.html

Parliament of Canada http://www.parl.gc.ca/

National Assembly of Quebec http://www.assnat.qc.ca/en/index.html

City of Montreal http://ville.montreal.qc.ca

Borough of Côte-des-Neiges – Notre-Dame-de-Grâce http://ville.montreal.qc.ca/cdn-ndg

Borough of Verdun http://ville.montreal.qc.ca/verdun

Borough of Ville-Marie http://ville.montreal.qc.ca/villemarie

Borough of Villeray – Saint-Michel – Parc-Extension http://ville.montreal.qc.ca/vsp

Taking action

Institut du Nouveau Monde http://www.inm.qc.ca/ (FR)

Girls Action Foundation http://girlsactionfoundation.ca/

Social media; photography; storytelling

Girls Action Foundation http://girlsactionfoundation.ca/

LOVE – Leave out Violence http://www.quebec.leaveoutviolence.org/

Media Smarts http://mediasmarts.ca/

Community mapping

Where are the resources in my community?

Ville de Montreal ville.montreal.qc.ca/

Arrondissement.com http://www.arrondissement.com/ (FR)

Mental health

Tel-Jeunes http://teljeunes.com/accueil

Centres de santé et de services sociaux directory (CSSS) http://www.msss.gouv.qc.ca/en/repertoires/csss/

Anorexia and Bulimia Quebec (ANEB) www.anebquebec.com

Discrimination and sexism

Commission des droits de la personne et de la jeunesse www.cdpdj.qc.ca/en/

The Canadian Human Rights Commission http://www.chrc-ccdp.gc.ca

Violence and bullying

LOVE – Leave out Violence http://www.leaveoutviolence.org/

V Day www.vday.org

Related toolkits

Council of Europe, Gender Matters Manual (2013). Toolkit available at:
http://www.eycb.coe.int/gendermatters/pdf/GenderMatters_EN_2013.pdf

Girls Action Foundation, Amplify Toolkit (2009). Toolkit available at:
http://girlsactionfoundation.ca/en/amplify-toolkit-1

Equitas, *Play It Fair!* Toolkit (2008). Toolkit available at:
http://www.equitas.org/en/what-we-do/children-and-youth/play-it-fair-canada/play-it-fair-toolkit/

Equitas, Speaking Rights Toolkit (2011). Sample activities available at:
http://equitas.org/wp-content/uploads/2011/01/SpeakingRightsSample.pdf

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List of key terms

These definitions are provided to help you understand some important concepts. Try to explain them in your own words or find examples from your community when you are discussing them as a group.

Community and Action for Change

Community

A community is made up of a physical space and the people who share that space. A community can be a city, or a neighbourhood, or a place where a group regularly comes together to share experiences (such as a community centre or a young women's group). Ideally a community should include and respect the rights of all of the people within it.

Action for Change

An Action for Change is when an individual or a group works toward a specific goal to make positive change in their community. This includes thinking about the issue they would like to address, planning the steps to raise awareness, and deciding how to measure success. For example, a group of young women could lead an action to address the lack of knowledge about politics in their community by organizing a panel discussion with local women representatives on how they got elected and what work they do.

Democracy and participation

Democracy

A democracy is a political system in which all eligible citizens can participate in government decision making, either directly or indirectly through representatives. Votes are held regularly in a democracy to decide referendums or to elect representatives for government.

When there is democracy within a country the government must respect citizens' human rights and freedoms. Individuals must be free to participate and have a voice in decision making by either participating in politics or being able to vote and elect representatives. A democracy must also have institutions in place that make sure that government's power is limited. This includes having diverse political parties, an independent judicial system, and freedom of the press (media that is not censored).

In a democracy, it is important that all citizens can participate equally in politics (including women), and give input in decisions that impact on their lives. It is also important that citizens are able to challenge the laws and actions of government that might discriminate against them or prevent them from participating equally in society.

Participation

Participation happens when individuals are included in a group **and** they are able to take part in decision making and influence outcomes. For example, young women's participation means that young women should be asked to be a part of a group, but they should also be consulted and be able to give input into decision making. Their ideas and suggestions should be listened to and taken seriously.

Civic participation

Civic participation is getting involved in a community and feeling responsible for working to make a difference on issues that are important to that community. This includes building knowledge, skills and motivation of individuals taking part in creating change. Civic participation can mean getting involved in politics and voting, but it can also mean creating change in other ways, like volunteering to improve community life. For example, a young woman can get involved in a local youth council in her city to raise awareness on an issue that is of particular importance to her and other young women, such as public transportation or the environment.

Power, oppression and empowerment

Power

There are different kinds of power. There is the kind of power one person has over another, where the person with less power is controlled by the other person in a negative way. An individual can also have power over her own life which means she has access to information, positive self-esteem, opportunity, choice and the ability to make her own decisions. There is also the power that a group can have together to challenge structures in place and create change. Everyone has power in some area of their lives and using that positively can help to counterbalance negative use of power and control by others.

Choice and freedom

Having choice and freedom means that an individual is free to make her own decisions without being blocked by another person. A part of having choice and freedom is also having the knowledge and information to be able to make well-informed choices.

Oppression

Oppression is when a group in society uses its power to control another group. The group who holds power will also put systems in place to ensure that they hold onto that power in the future. Oppression is larger than discrimination because it happens to the less powerful group repeatedly over time. It also places the less powerful group in a position within society where they are unable to give input into or control decisions that impact on their lives, and they are denied their basic human rights. For example, when women were prevented from voting in Canada, this was a form of oppression.

Anti-oppression

Anti-oppression means looking at who holds power, controls and makes the decisions in a country, community, or situation, and thinking about how to change the power imbalance so that it is more equal. This involves looking at how certain groups have been left out, and prevented from participating in decisions that affect their lives because of gender, ethnic group or nationality, culture, ability, or other personal characteristics. A part of overcoming oppression is to *empower* excluded groups so they can fully participate in decision making, in community life, and have their rights recognized and respected.

Inclusion and exclusion

Exclusion is when an individual or group is prevented from participating in community life and does not have the opportunity to make decisions about things that have an impact on them. When an individual or group is excluded against their will, this can be a form of oppression. A community that is inclusive is one where all individuals and groups are included and their needs and interests are taken into account, their rights are recognized and respected, and they can participate in decision making that affects their lives.

Empowerment

Empowerment happens when a group that is lacking in power and is being oppressed, gains the tools, skills and knowledge to take control over their own lives and influence the decisions that impact on them. They do this by also challenging and changing existing power structures and imbalances. Empowerment usually happens from the bottom up, where the group experiencing oppression takes responsibility and takes part in changing their situation and their community and having their rights recognized and respected. For example, young women who engage in a community project aimed at increasing their political knowledge empower both themselves and others because they gain the necessary information to understand their situation and can then take issues forward that benefit all women.

Equality, discrimination and women's rights

Equality

Equality is when each person in a society has equal rights and opportunities, no matter what their sex, age, sexual orientation or gender identity, ethnic group or nationality, or other personal characteristics are. In order to have equality, powerful groups often have to give up some power so that everyone enjoys a more equal access to power and can fully participate in a society.

Discrimination

Discrimination is when an individual or group is treated unfairly because of a characteristic they share. For example, unfair treatment because of gender, age, ability, ethnicity or nationality can all be forms of discrimination. Discrimination can be direct and intentional. Discrimination can also be indirect (unintentional). It does not matter whether an action that discriminates is done on purpose or not, if it has a negative and unfair impact on a group and is linked to a characteristic they share, it is still considered discrimination. For example, discrimination occurs if a young woman is not hired for a position based on her age or gender, even though she is as qualified as other applicants. Discrimination can be compounded by many characteristics that "intersect": for example, a young woman may be discriminated against because of being a woman, being young, being from another country, and living in poverty all at the same time.

Women's rights

Women's rights are the human rights found in the Universal Declaration of Human Rights (UDHR) and in other international documents such as the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Women's rights are also found in the equality section of the Canadian Charter of Rights and Freedom, in the Quebec Charter of Human Rights and Freedoms and in the Montreal Charter of Rights and Responsibilities. Women's rights mean that women should have the same rights, privileges and opportunities as men, without being discriminated against because of their sex. If women are being discriminated against, there are ways they can use the law to have their rights recognized and protected.

Gender, gender identity and gender equality

Gender

Gender is made up of the characteristics, roles, and behaviours that individuals are given in a society based on their sex. It also refers to the relationship between people of different genders. Gender roles do not always reflect reality and may be based on stereotypes that are taught to children and reinforced in a community. For example,

the idea that girls are fragile, pretty and want to be protected, while boys are strong and powerful is an example of inaccurate gender roles. Gender is different from sex, which refers to the biological differences between men and women.

Gender identity

Gender identity describes each person's deeply-felt, internal and individual experience of gender. This may not be the same as the sex they were identified as at birth. A person might change their body, the way it functions, or the way they dress, speak, or behave to more closely match their own gender identity over the course of their life. Gender identity highlights how gender must be seen as a spectrum, and is not comprised of only two categories, man or woman.

Gender equality

Gender equality refers to equal rights, access and opportunities of all individuals. No one should suffer any form of discrimination based on their gender. Equality does not mean that everyone should be treated exactly the same but that their contributions should be valued equally. Their rights should be protected equally and their ability to participate and opportunities in life should not be limited by their gender.

Gender perspective

Using a gender perspective involves looking at the values, behaviours and other factors that lead to the unequal status and differential treatment of individuals based on their gender, and how to change this. A gender perspective also looks at how gender has an impact on a person's opportunities, roles in a community and interactions with others.

Socialization, beliefs, and stereotypes

Socialization, beliefs and values

Socialization describes how an individual learns beliefs and values that shape their understanding of reality and the people and events around them. Individuals are socialized by parents, family members, the community, and media. A belief is what an individual or group thinks is the truth about an event, people or things in the world around them. Values are the set of beliefs held by an individual or group about what is good and bad, and how they should behave based on this understanding of what is right and wrong. The values and beliefs that are learned do not always reflect reality, and it is important for individuals to reflect on why they think the way they do, and how they might need to change values and beliefs over time as they learn more about the world around them.

Stereotypes

A stereotype is a belief about a person or group from false or incomplete information and generalizations. Stereotypes overlook the fact that every person has a different identity that is complex and can change over time.

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