Ending Poverty in Ontario:
Building Capacity and Organizing for Change

A Workshop for Engaging Low Income People

Spring 2008

A joint project of

CONTENTS

Introduction & Orientation

Workshop Activities

Handouts for Participants

Appendices

INTRODUCTION

Campaign 2000 and the Income Security Advocacy Centre (ISAC) are working with low income people and key community stakeholders to undertake this community organizing and capacity building project on poverty reduction.

In 2007 the Ontario Government committed to make poverty reduction a priority over its 4-year mandate. Campaign 2000 and the Income Security Advocacy Centre want to ensure that the voices of low income people are heard and reflected in this work. We also want to broaden community support to reduce and end poverty by outreaching to other stakeholders in our communities, such as labour, business, faith groups and health providers. We believe that the wider the range of voices providing input on what is needed to end poverty and tracking government progress on its promise, the more effective our efforts will be.

This manual has been developed to assist facilitators to hold community-based workshops with low income people and other community members active in ending poverty. The workshop is designed to encourage discussion about what is needed to end poverty in Ontario, and to identify actions that can be taken within your community.

Campaign 2000 and ISAC will be working with community partners to deliver these workshops in Thunder Bay, Ottawa, Sault Ste. Marie, Owen Sound, Windsor, and Toronto, and will be producing a "Call to Action" report at the end of 2008 for government and the community.

If you deliver this workshop in your community please share your results with ISAC (milned@lao.on.ca) and Campaign 2000 (JacquieMA@fsatoronto.com). This kit includes a report template (see Appendix M).

The desired outcomes of the workshop are:

1. An interactive discussion where participants identify what they feel is needed to reduce poverty in Ontario and what would make their lives better.
2. Participants leave with an understanding of the Ontario Government's plans to develop a poverty reduction strategy, and how this approach has worked to reduce poverty in other provinces and countries;
3. Participants identify possible actions which they can take themselves, within their communities and with advocacy organizations to ensure the voice of low income people is a key part of poverty reduction work in Ontario.

HOW TO USE THIS MANUAL

This manual has been assembled to support facilitators, community activists and educators to conduct discussions on ending poverty in Ontario. The activities are participatory and based on a popular education approach to communication and learning.

The activity section (pages 6-33) is designed to support a three-hour workshop (see page 5) for between a dozen and twenty-five participants. However, many combinations of activities are possible and a workshop of one-hour or a full-day can be designed from the materials in this manual.

The manual is divided into five sections: Introduction & Orientation, Workshop Activities, Additional Model Workshops and Facilitator Plans, Handouts for Participants, Appendices. The section *Handouts for Participants* can be photocopied in its entirety as a participant kit.

In the section *Additional Model Workshops and Facilitator Plans* you will find detailed facilitator plans for the basic three hour workshop as well as agendas and facilitator plans for a number of other possible workshops (one-hour, two-hours and a full day). Any of these can be adapted and tailored to the specific circumstances (time, space, number of participants, etc.) as necessary.

The *Appendices* contain some support materials that you will need. If you decide to use the Ending Poverty Bingo game (Activity 1.A), you will need to photocopy the Bingo card as a handout. An evaluation form that you can use or adapt is in Appendix B. Also, the reading copies of the Power Play (Activities 4 & 7) that you will need to share with volunteers can be found in Appendix C. The Appendices also contain some additional items such as energizers and evaluation tools as well as analytical and planning tools that could be used in a full-day workshop (see the section *Additional Model Workshops… for further instructions*).

Acknowledgements:

PREPARING FOR THE WORKSHOP

1. Room Set-up: the best set-up for this participatory workshop is a circle of chairs. People will not need table top surfaces to write. However, if people are seated behind tables, a circle is still advisable.

2. Accessibility: consider the needs of the workshop participants. It is strongly recommended that the space be wheelchair accessible. Also consider whether providing food, childcare, bus fare (e.g. tokens) will make the workshop more inclusive and engender greater attendance and participation of people who might otherwise be unable to participate. (This is especially the case if you decide to design and conduct a day-long workshop.)

3. Communication needs: everyone has different needs in terms of communicating with the group. This is especially true for people with difficulty seeing and people with other kinds of disabilities (such as hearing loss). Consider how best to support these needs. Establishing guidelines is one place for this (See Activity 3: Agenda / Respect) and, if you do a day-long session, you could design an activity for this using Appendix F: Guidelines for Democratic Communication.

4. Recommended maximum # of participants: the participatory process of this workshop works best for between a dozen and 25 participants. Larger numbers may necessitate less activities or a longer period of time.

5. Handouts:
   - The section *Handouts for Participants* can be photocopied as a participant kit. Additionally you may want to prepare an agenda handout for your session.
   - If you decide to use Ending Poverty Bingo you will find the Bingo card in Appendix 1 – this should be photocopied separately from the participant kit.
   - And you should also make either two or three copies of the reading copy of the Power Play (Appendix C).
   - Add any other handouts that are relevant for your session.

6. Co-faciltation: consider involving low income people as co-facilitators.

7. Supplies: Review the supplies you will need for each activity. You will find them listed in each activity description as "What you Need." In addition to photocopied handouts you will need:

   - Flip chart paper
   - Markers
   - Sticky notes –3 colours
   - Pencils or pens
   - Prizes (for Bingo)
   - Name tags (optional)
   - Copies of Quotes posters
   - Sticky dots

MODEL THREE-HOUR WORKSHOP

1. (10 minutes)   **Welcome & Acknowledgments**

2. (5 minutes)   **Framing the Workshop**

3. (10 minutes)   **Agenda / Respect**

4. (15 minutes)   **Power Play Act I**

5. (30 minutes)   **What's Happening Chart: What Increases Poverty?**

6. (5 minutes)   **Overview of Poverty Reduction Approach**

7. (15 minutes)   **BREAK**

8. (15 minutes)   **Power Play Act II**

9. (20 minutes)   **What's Happening Chart: What Reduces Poverty?**

10. (45 minutes)   **Action Planning and Next Steps**

11. (10 minutes)   **Evaluation and Wrap-up**

12. (0)   **Adjourn**

ACTIVITY 1   WELCOME AND ACKNOWLEDGEMENTS

Objective
- ❑ To convene and focus the group in a welcoming manner
- ❑ To acknowledge and thank the organizers and funders

Time   **5 – 15 minutes**

What you need
- ❑ Name tags (optional)
- ❑ Markers
- ❑ Agenda on Flip Chart paper
- ❑ Participant handouts

What to do

1. A representative of the local partner group/agency may wish to make a formal introduction of the workshop and workshop facilitator(s)

2. Welcome the group and announce that the session is beginning and introduce yourself

   - If you've had people fill out the Bingo cards as a warm-up, suggest that people take a moment to wrap up and then see who has a filled card or mostly filled and congratulate them or give out a prize (see Activity 1.A - Anti-poverty Bingo and handout)

3. Do a quick go-around for everyone to introduce themselves

   - If you've put up Ending Poverty quotes around the room and have asked people to survey them as they arrive, you could ask people to feature one quote that they connected with as a way of introducing themselves (see Activity 1.B – Anti-poverty Quotes and Anti-poverty posters)

4. Point out agenda and say that we will be looking more closely at it shortly

5. Acknowledge organizers and the support of funders:

   - Organizers are:
       i. Income Security Advocacy Centre
       ii. Campaign 2000

   - Funders include:
       i. George C. Metcalf Charitable Foundation
       ii. Provincial Learning Action Committee
       iii. Legal Aid Ontario / Aide juridique Ontario

Facilitator Notes

✋ *If you think most people will arrive early (or at least a significant number) you can urge them to read the quotes that you may use for an introductions activity (see Activity 1B) or hand out Bingo cards (see Activity 1A).*

✋ *If you have a favourite way of convening a group you should feel free to use it. For example, some people use stories, jokes or songs to draw the group's attention.*

✋ *Remembering names: one trick for remembering names is to prepare a blank note page and draw circles to show where people are seated. As people introduce themselves you can write their name in the circles. Even doing this once helps you remember almost all the names and then the name diagram is great to refer to for quick reminders.*

ACTIVITY 1.A   ENDING POVERTY BINGO

Objective

❑   To help identify all the ways people participate in the economy and survive day-to-day.

❑   To give early arrivals a structured activity to use their time well by meeting other people and getting to know something about them.

Time   **15 minutes**

What you Need

❑   HANDOUT: Ending Poverty Bingo Activity Sheet (see Appendix A), one copy per participant

❑   Pens, pencils or markers

❑   Prizes, e.g. candy, chocolate (optional)

What to do

1. Participants rove the room with a bingo card (Appendix A) to find people who have connected with the economy in ways written on the card. Have people sign each other's cards. Participants cannot have someone sign a second square until they have approached everyone else in the room.

2. Squares include: provided child care, attended a workshop, provided elder care, bagged groceries, planted fruits or vegetables, cooked meals, attended a demonstration, told stories, gave a presentation to a group, made a piece of art, worked a temporary job, volunteered for something, worked in a school, learned a skill from someone, cut hair, taught someone a skill

3. The first person with two filled-in lines (or with an entire card) wins; congratulate them and/or give them a small prize.

Facilitator Notes

✋ *This exercise works best if used in the case of people showing up early. It's a good way for people to spend some time getting to know each other. It's best to wrap this activity up before convening the session formally.*

✋ *If you have time you could design your own bingo sheet to represent what you know about the group.*

✋ *Prizes (e.g. something small like candy bars) can enliven this activity nicely. M&Ms or Smarties are a prize that people can share. You could hand out one or two packages of candy as a prize but then set out a small bowl of additional candy for everyone.*

ACTIVITY 1.B   QUOTES INTROS

Objective

- ❑   to learn names of participants
- ❑   to learn a little bit about each other
- ❑   to introduce the topic of the workshop using quotes and definitions addressing key issues

Time   **10 - 20 minutes**

What you need

- ❑   Copies of quotes posters (you can download a set of these posters from the ISAC website http://www.incomesecurity.org/ – follow the links to the on-line version of this manual)

What to do

1. Copy a selection of the quotes posters that you have downloaded on coloured paper, if possible.

2. Tape a selection of quotes to the walls around the room. Make sure you have a good diversity of quotes from different sources (consider gender, class, race, age, culture, etc.). You might also want to include quotes that are controversial in order to spark discussion.

3. As participants arrive, many will naturally be attracted to reading the posters. Facilitator should watch for this and, if necessary, as participants settle in, recommend that participants take a moment to read some of the quotes.

4. When the group is ready to begin ask participants either to choose one quote that they connect with – either because they agree or disagree with it or, if they prefer, share an expectation for the workshop (i.e. something they hope to get out of the session). They can refer to the quotes handout in their participant kits. The facilitator should read out two or three as examples and model introducing themselves with a quote.

5. Ask each person to introduce themselves and to read the quote they chose and explain in a few words why. This should only take one or two minutes each.

Facilitator Notes

- ☝ *Be aware of participants' language and visual abilities.*

- ☝ *The facilitator could read out some sample quotes to introduce the activity to people (this could help with people for whom English is a second, third or fourth language and for people who have difficulty reading).*

✋ *Do not post quotes too high on wall (as this may prevent some people from reading them) – Chest-height is a reliable guide.*

✋ *Consider the needs of people with difficulty seeing. While a person who is visually-impaired will likely already have means of meeting their communication needs, this activity can be greatly assisted if someone reads the quotes out loud. People could be paired up. Also, if you know in advance that you will have participants who are visually impaired you can offer to send all the handouts electronically in advance of the session.*

✋ *It can be helpful to have an additional set of the posters that you can pass around the group and which people can select to read.*

✋ *The quotes, especially controversial ones, may inspire or provoke a great deal of discussion. It is usually good to keep introductions quick in order to keep the energy moving early in an event. Be aware of potential controversy and worthwhile discussion and should you need to move things along, remind participants that there will be time and space during the workshop to get more deeply into the issues.*

ACTIVITY 2   FRAMING THE WORKSHOP

Objective

❑ To orient participants to process and reasoning behind the workshop

Time   5 minutes

What you need

❑ Nothing

What to do

1. Introduce the concept of this workshop:

   a. We want to talk about what a poverty reduction strategy is

   b. We'll talk about what ending poverty in your community would look like and what government action you think should happen

   c. We want to talk about what you are doing to end poverty and what more can be done

   d. This is one of a number of workshops happening around the province to ensure the voice of low income people is included in poverty reduction work.

   e. Based on workshop findings, Campaign 2000 & ISAC along with their community partners will be producing a "Call to Action" report at the end of 2008 for government and the community.

   f. ISAC and Campaign 2000 will continue to work with these communities to influence the provincial government's poverty reduction strategy and build support for ending poverty locally.

Facilitator Notes

✍ *It's possible that the local community partner might mention some of these points as they introduce the session facilitators. In this case, you can save time by simply affirming what has already been said.*

ACTIVITY 3   AGENDA / RESPECT

Objective

- ❑ to orient people to the process of the session
- ❑ to establish positive group behaviours

Time   **10 minutes**

What you need

- ❑ Agenda on Flip Chart paper
- ❑ Sample "Guidelines" (see below) on Flip Chart paper (optional)

What to do

1. Review the agenda for everyone.

2. If some participants shared expectations in the introductions (i.e. see Activity 1.B - Quotes Intros), then you could point out where those expectations will best be met.

3. In reviewing the agenda you could ask if there are any questions. Do your best to explain how the agenda can serve people's needs and expectations.

4. At this point it can also be a good idea to introduce some guidelines for group behaviour (see Reference Sheet 1 on next page). Some sample guidelines you could post include:

   a. speak for yourself; don't volunteer other people to speak.
   b. share the available time
   c. turn off cell phones and pagers during the meeting.
   d. don't interrupt when someone else is speaking

Facilitator Notes

- ☝ *You need to be cautious how much you let the agenda discussion open up. There is not much room for changing things. Most questions and concerns that participants will raise can be respected with more explanation of what will happen during the workshop. If someone raises an issue that is not included in the agenda, one possible response is that that point becomes part of the next steps discussion.*

REFERENCE SHEET 1

Guidelines for Democratic Communication

<u>Some useful guidelines for participation include:</u>

- Respect that there are different abilities to communicate in the group.

- Respect that there are different cultural ways to communicate in the group.

- If uncertain how to assist a person to communicate, ask the individual how they would like to proceed with a situation (for example, how would a person like to have their messages communicated).

- Be mindful of the disabilities (visible and invisible) that some participants may have. E.g. Regarding visual disabilities, flip chart notes should always be read out loud.

- Listen more.

- Speak for yourself; don't volunteer other people to speak.

- Turn off cell phones and pagers during the meeting.

- Don't interrupt when someone else is speaking.

- If the process is unclear ask the facilitator (or a fellow participant) to clarify.

- Respect the process.

- Minimize cross talk.

- Take your turn to speak.

- Listen actively.

- Speak from your experience as much as possible.

- Take responsibility for your own participation.

- Offer assistance to the process, if appropriate.

- Look at the person to whom you are speaking.

- Be aware of using acronyms and other jargon that may need translation or explanation for other group members (i.e. Take responsibility for the language you use).

- Give space for people who haven't spoken yet; your point may be shared by someone else.

- Try to think about what you are going to say before speaking.

ACTIVITY 4   POWER PLAY
Ending Poverty? Talking Food Blues Act I

Objective

❑   Share information about poverty and a "Poverty Reduction Strategy" by starting with something concrete to people's daily lives: food and food banks. Introduce key concepts and core players in poverty reduction. Use of performance to aid in remembering information, expose participants to pro/con arguments and have some fun.
❑   To promote the sharing of experience
❑   To share some facts and statistics

Time   **10 minutes**
(5 min. to read, 5 min. to share in large group)

What you need

❑   Three reading copies of power play (14 point type for easier reading – see APPENDIX C)

What to do

1.   This activity happens in two parts: 5 minutes to read the play out loud and 5 minutes for a group discussion.

2.   Explain that we will be looking at poverty and some of the players. We want to share a picture of what poverty looks like, what some of the assumptions are that people make about people who are poor, and look at some of the reasons poverty exists. We will start with some entertainment – a show, like a short radio play. Explain that we call this a "power play" and the one being used today was prepared for this workshop. This play serves to bring up some issues we will be dealing with during the day. There are 2 acts and we will start now with Act 1.

3.   Ask if there are a couple of people who would like to volunteer to read one of the roles. The facilitator should read one role (perhaps the food bank staff person) and two participants could take on the other roles.

4.   Tell participants they can read along if they want – it will be short – there are a few parts – and then we will take feedback. They will find Act I in their Participant Kit Handout #2.

5.   Read Act 1 (5 minutes)

6.   At the conclusion, share two or three of the following questions to prompt discussion (Participants can refer to Talking Points Handout #3):

   a)   Does this reflect your experience or understanding of poverty?

      b) Do you agree with Joan's opinion of poverty? That everyone can work?

      c) What do you think bad luck has to do with poverty?

      d) Do you think that newcomers, people of colour, women, people with disabilities and/or Aboriginal peoples experience poverty the same way?

7. Discuss for 5 minutes.

8. Refer to the "Talking Points Handout #3" to spark discussion. Alternatively, the facilitator can highlight any talking points that connect with how the discussion unfolds.

9. You can close this activity by pointing out that it flows straight into the next one in which we will go into more depth about what people have experienced and what they know about what causes poverty.

ACTIVITY 5   WHAT'S HAPPENING CHART: WHAT INCREASES POVERTY?

Objective

❑   To share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group.

Time   **30 minutes**

What you need

❑   Large What's Happening Chart on wall - either use large paper 4' x 5'; or put up three rows and two or three columns of flip chart paper horizontally, i.e.

         or

❑   Markers
❑   Sticky notes – one colour – buff yellow is best
❑   What's Happening Chart Handout (#5)

What to do

1. Explain that this activity allows us to share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group

2. Introduce the What's Happening Social Justice Chart.

    "This chart represents one way to look at how poverty is affecting our lives. The chart has six areas (plus one "other") that poverty has an impact on as well as looking at five different groupings of people affected by poverty."

3. Explain the purpose (objective) of the chart, and how to do it.

    "Basically we are making a picture of how poverty impacts our lives. Divide into groups – one group for each column – and, using sticky notes, think about and share examples of things that have made it harder to get by, to make ends meet; things that have had a negative impact and have contributed to increasing poverty. These could be events (such as the cuts to special diet allowance, or minimum wage not keeping pace with inflation) and trends (rising cost of living), which you have experienced or witnessed (perhaps to a friend or someone in your neighbourhood), or something you've seen on the news. The six areas (columns) are ways to look at the different aspects of daily life and they are a way to think about how poverty affects various aspects of our life. If you think of something that doesn't seem to fit, you can either choose the "Other" column or simply make your best guess about where it belongs."

4. The facilitator can put up at least one example per area (see facilitator notes for suggestions).

5. Divide participants into six groups – one for each column. Assign each group a column and for 10 minutes ask them to fill in as many sticky notes as they can for their column and the five rows. Before asking everyone to post their stickies, give everyone one minute to add to any of the columns. If something comes up that does not fit in one of the first six columns, suggest that participants use the "Other" column.

6. Everyone posts their contributions and then everyone can have a look at the chart as they finish posting. (You can call this a "Museum tour" – people come up and look closely at the chart the way people stroll by paintings in an art gallery).

7. The facilitator should read out a selection of the sticky note contributions to give everyone a quick sense of what's on the chart. While reading, if the facilitator notices any patterns (e.g. the same thing repeated or, perhaps notable missing pieces) these observations could be shared. (NOTE: Read out only a selection if there are more than two dozen, otherwise you will use up valuable discussion time).

8. Participants are then asked to talk about what they put up. Allow 10 to 15 minutes. You can start by asking for a few people to volunteer to explain one of the things that they posted. After a few have volunteered this information you can then ask if anyone wants to ask a question about something that they've seen. Finally, as a way of ending this step you can ask everyone if there's anything that's missing. It could be something we've simply forgotten, or it could be something that we think is so obvious it doesn't need mentioning; it could also be something that is not there because the person or persons who might post it are not present. For example, if there are no posts about immigration, could it be because there are no newcomers in the workshop? You could ask everyone to take a moment to think about who is not present and to think of one thing that they could add to represent those who are absent.

9. The chart should look like this:

What's Happening Social Justice Chart: What Increases Poverty?

	1. Income (Employment, Social assistance, child benefits, EI, pensions, etc.)	2. Child care	3. Housing	4. Health & Food	5. Education & Training	6. Transportation	7. Other
Everyone							
Racialized communities (people of colour, immigrants, refugees)							
Aboriginal people							
Women							
People with Disabilities							

Facilitator Notes

✍ *It is not necessary for every person to put something in every box. You may want to stress this point telling people to fill in what they know. The point of the exercise is to see what we know collectively and what's missing as well. In this way we can either dig for more information (that we have simply forgotten) or decide to go and learn more.*

✍ *Examples of contributions to this diagram that you may want to put up as a way of explaining and modeling the exercise include (make a selection of 4 or 5 of these that you think appropriate):*

- o ***Low Social assistance rates***

- o ***Low minimum wage that hasn't kept pace with cost of living***

- o ***High cost of university tuition***

- o ***Rising bus fares***

- o ***Lack of public transportation***

✍ *You should be alert to people wanting to challenge the column that names groups that are effected by poverty. The five choices included, of course, leave out many others such as seniors, youth, single white men, each of whom suffer poverty uniquely. We cannot look at every single group. However, if people wish to contribute something pertaining to groups that are left out, suggest that they simply add it to the diagram (perhaps placing it on the wall). This becomes an explicit and valuable critique of the tool of this chart.*

ACTIVITY 6 OVERVIEW OF A POVERTY REDUCTION STRATEGY APPROACH

Objective

❑ To share key points about what a poverty reduction strategy could look like based on examples from other provinces and countries.
❑ To identify concrete examples of how people's lives would be different if they weren't living in poverty.

Time 10 minutes

What you need

❑ Handout (in Participant Kit)
❑ Flipchart with the title: The Life I Want
❑ Sticky Notes (any colour)

What to do

PART A:

1. Facilitator is to take 3 or 4 minutes to share or highlight a selection of points regarding poverty reduction strategies in Canada and around the world, and what the Ontario Government's plans are [Refer to Handout #5, which participants also have]. Note that some of these points may have been raised in the workshop already.

   • Some countries and provinces have worked to address poverty by bringing in government led 'poverty reduction strategies"

   • These are multi-year plans which set out a target to reduce poverty, a plan of action, and then track results to make sure that poverty levels are actually coming down.

   • In the United Kingdom and Ireland these plans have had success in bringing down poverty rates. For example, the child poverty rate in the United Kingdom dropped by 23% within the first 5 years of their plan.

   • In Canada, Quebec passed a law in 2002 to eliminate poverty and put in place a 5 year action plan. This was the result of strong community mobilization across the province. The plan includes measures like: automatically tying social assistance rates to increases in the cost of living, expanding $7/day child

care spaces, tax benefits to help the working poor, and higher child benefits.

- Newfoundland & Labrador brought in a poverty reduction strategy in 2006 and have committed to being the province with the lowest poverty rates in Canada over 10 years.

- The kind of things they've done to address poverty include: a 5% increase to social assistance rates and annual increases tied to the cost of living, expanded drug and dental benefits; eliminated school fees and kept a university tuition rate freeze; increased supports to develop employment skills; and invested in affordable housing and child care.

- Here in Ontario, the Liberal Government committed during the last election to develop a Poverty Reduction Strategy.

- They committed to develop targets to measure and address poverty.

- Since then a Minister (Deb Matthews) has been appointed to head up their poverty reduction work, and a new Cabinet Committee with 14 provincial politicians has been set up (*see Handout #6 and point out the participating Cabinet Committee members who may be local MPPs*).

- They will start public consultations this spring to develop the strategy, and have stated the plan will be released before the end of 2008.

- So we have an opportunity to provide input to the government hearings, and to keep the public pressure on to make sure the Ontario Government develops an effective poverty reduction plan and meets their targets.

2. Note any significant dates that are relevant to this workshop, e.g. dates for local meetings, government consultations, conferences, etc.

- **SIGNIFICANT DATES:**

PART B: *THE LIFE WE WANT*

1. Tell participants that now that we have spoken about what poverty reduction has looked like elsewhere we would like to imagine a world in which poverty reduction has worked. Think ahead to ten years from now. Imagine that a poverty reduction strategy has worked for some years now and it has positively affected your life. Think about what your life looks like in this future world. What do you have in your life that perhaps you do not have at this time? What is life like for your children? Your neighbours?

2. Ask participants to turn to their neighbours for 3 or 4 minutes and discuss the following question:

   > If you were no longer living in poverty, what are the things that you would be able to do that you cannot do now?

3. If participants are unclear on the question, the facilitator can share some examples, such as:

   - Registering their child in summer camp
   - Buying new clothes instead of second-hand
   - Buying a new pair of winter boots
   - Shopping at the grocery store instead of going to the food bank

4. Ask participants to write down their answers on sticky notes. One answer per sticky note.

5. In the remaining 2 or 3 minutes, ask participants to put their sticky notes on the "The Life We Want" flip chart. Ask participants to share one of the answers they posted.

6. Facilitator should explain that this will be the vision that guides us as we start talking about what we can do to end poverty in our communities. Participants should feel free to continue to add things to this flip chart anytime during the workshop.

Facilitator Notes

- ✋ *It can be helpful if you make the flip chart page for this exercise visually distinct from other charts. You can draw a decorative box, or decorate the chart with simple drawings to make it prettier. Something that can positively frame the contributions people will be making.*

ACTIVITY 7   POWER PLAY II

Objective

❑   Share information about actions that could be taken locally on poverty and to keep up the pressure on the Ontario government to develop an effective Poverty Reduction Strategy.

Time   **15 minutes**
(5 min. to read, 2-3 to discuss, 7-8 min. to share in large group)

What you need

❑   Three reading copies of power play (14 point type for easier reading – see APPENDIX C)

What to do

1. This is Act 2 of the Power Play: ***Ending Poverty? Talking Food Blues***.

2. As with Act I, tell participants they can read along if they want – it will be short and then we will take feedback.

3. Ask if there are a couple of people (these could be the same as the first time around or two new people) who would like to volunteer to read one of the roles. The facilitator should read one role (perhaps the food bank staff person) and two participants could take on the other roles.

4. Tell participants they can read along if they want – it will be short – there are a few parts – and then we will take feedback. They will find Act II in their Participant Kit Handout #7.

5. Read Act II (5 minutes)

6. At the conclusion, ask everyone to turn to a neighbor and just talk for about one or two initial impressions. Share two or three of the following questions to prompt discussion (Participants can refer to Talking Points Handout #8):

    a) What did you think about what the different characters were saying?
    b) What did you connect to?
    c) Does this reflect your experience?
    d) Do you think poverty is "everything" and, if so, where would you start?
    e) Had you heard of a poverty reduction strategy before?
    f) Have you done any of the actions talked about in this play?
    g) Did you hear anything new?
    h) What's missing?

10. Give the small groups just 2-3 minutes.

11. Bring people back together and ask for some comments. Discuss for 7 to 10 minutes.

12. Refer to the "Talking Points Handout #4". The facilitator can highlight any talking points that connect with how the discussion unfolds. Alternatively, if discussion following the brief time in pairs or groups of three seems halting, the Talking Points can be used to spark discussion.

13. You can close this activity by pointing out that it flows straight into the next one in which we will go into more depth about what people have experienced and what they know about what causes poverty.

ACTIVITY 8   WHAT'S HAPPENING CHART
WHAT'S NEEDED TO END POVERTY?

Objective

- ❑ To share collective knowledge about how we can end/eliminate poverty and share ideas for solutions

Time   **20 minutes**

What you need

- ❑ The same large What's Happening Chart on the wall
- ❑ Markers
- ❑ Sticky notes – two colours – different from stickies used in Activity 5 – blue and orange are recommended, but any colours will do.
- ❑ What's Happening Chart Handout (#5)

What to do

1. Explain that we will share collective ideas about how we can reduce/end poverty. Refer people to the chart we used in the previous activity. Point out that it is on the wall and in their handouts kit (handout #9)

   "The first time we used this chart we looked at things that are making it harder to survive day to day, to make ends meet. Now we will focus on ending poverty:
   - What would make our lives better?
   - What do you do on a daily basis to survive?
   - What changes do we believe are needed to eliminate poverty?
   - What are you doing in your communities and what are people doing in Ontario, in Canada and around the world to resist and reduce poverty?
   - What actions could governments do, federally, provincially and municipally?"

2. Form pairs or groups of three.

3. Use two colours of sticky notes – one for things that the government is doing or **should** do and one for things that individuals and the community are doing or **could** do. Write this on two different coloured sticky notes than the ones that are already on the chart and post them where the group can see them:

   Blue:

Individuals & Community

   Orange.

Government

4. Allow 5 minutes. Ask participants to post responses to the chart and spend 5 minutes reading what others have posted.

5. The facilitator should read out a sampling of the sticky notes.

6. Discuss what is posted – solicit questions or comments on what is written, how we could bring about these alternatives, and so on.

7. To close this exercise, ask what, if anything, is missing and why. Then point out that the next activity is about planning for action which will allow us to get more concrete and detailed.

<u>Facilitator Notes</u>

✋ *It can be helpful to prepare your sticky notes prior to the session and you can stick them on this page until you need them:*

INDIVIDUALS
&
COMMUNITY

GOVERNMENT

ACTIVITY 9   ACTION PLANNING

SPECIAL NOTE

This activity largely depends on the time available. Since it happens towards the end of the workshop it can often be pressured by lack of time. Despite your plans you may have to make due with what time you have left. Therefore, if you have:

1. 10 to 20 minutes - use **Activity 9.A**

2. 20 to 40 minutes - use *Activity 9. B. Brainstorming and Next Steps.*

It may be possible to combine either of these options with the Clustering Report Back (Activity 9.C) or Dotmocracy (Activity 9. D)

Note that Appendix D: Action Plans is a list of possible actions that you can draw on should participants seem stuck for ideas in any of the following activities.

ACTIVITY 9.A   TOP TWO ACTIONS / NEXT STEPS

Objective

- ❑ To generate action suggestions that participants could take individually or together with others including any local agencies who support them
- ❑ To generate action suggestions that participants could recommend that government undertake
- ❑ To be systematic about creating change
- ❑ To prioritize and plan next steps

Time   **10 - 20 minutes**

What you need

- ❑ Sticky notes
- ❑ Markers
- ❑ Flip Chart paper

What to do

1. Start by affirming that a number of action steps have already been mentioned, referred to or implied in the discussions thus far. Now we want to be more systematic and thorough in looking at what could be done, both individually and with others.

2. Form pairs and ask each pair to discuss and identify two concrete actions that could be taken to end poverty. Create new stickies, with one action suggestion on each stickie.

3. Distribute sticky notes and markers.

4. If there's only a few minutes left then have people share their sticky notes with the group and discuss them with what time is left before you close the workshop. If you have 10 minutes left then you can have people share their stickies using the "Clustering Report Back" (see Activity 9.C).

5. To conclude this exercise, you could ask people which suggestion they are personally most interested in. Which could they see themselves doing immediately? And/or which do they feel is most urgent to recommend that the government do?

6. Or, if time permits you could prioritize next steps using Dotmocracy (Activity 9.D)

ACTIVITY 9.B BRAINSTORMING & NEXT STEPS

Objective

- ❑ To generate suggestions of actions that participants could take individually, and together with others (including any local agencies who support them)

- ❑ These actions could put pressure on the Ontario government to meet its promise, and build local community support for action on poverty.

Time   20 - 40 minutes

What you need

- ❑ Sticky notes
- ❑ Markers
- ❑ Flip Chart paper

What to do

1. If the What's Happening Chart for Reducing Poverty activity generated goals or actions that the group wants to focus on then you could form small groups according to those goals, e.g. "universal childcare", "increase social assistance rates."

2. Ask participants to self-select to form a small group to focus on one goal or action from the What's Happening Chart for Reducing Poverty. Make sure the groups get no bigger than five people. If more than five people want to focus on an issue, suggest that they form two groups.

3. Ask each small group to identify the next two to fours steps that need to happen for their chosen goal or action.

4. Suggest that the group may wish to start with a brainstorm of possible steps for five minutes (you can refer to Appendix J: Four Guides for Brainstorming). And then decide on which next steps they would recommend. Note these on flip chart paper.

5. In the full group, each small group can report their recommendations.

6. If time permits you could prioritize next steps using Dotmocracy (Activity 9.D)

Facilitator Notes

- ✍ *Brainstorms may start off slowly – don't let your nervousness about this show. It is very rare that a brainstorm does not work. If people ARE stuck for ideas, you can refer to Appendix D: Action Ideas for inspiration.*

- ✍ *Brainstorming works best when it is done quickly and lightheartedly. Humour helps keep ideas flowing.*

ACTIVITY 9.C   CLUSTERING REPORT BACK

Objective

- ❏ To report back from action discussions by clustering responses.
- ❏ To analyze similarities, differences and trends in the actions suggested.

Time   10 - 20 minutes

What you need

- ❏ Sticky notes
- ❏ Markers
- ❏ A Clustering Wall and Clustering Columns

What to do

1. Clustering Wall: Choose a wall that is visible to the whole group and where the group can post sticky notes. If the wall is not good for sticky notes, mount a few pages of flip chart paper with masking tape onto which the sticky notes can be stuck.

2. Prepare 6 or 7 sticky notes with symbols, and post them in a horizontal line, a bit higher than average eye level (between 5 and 6 feet). The purpose is to group sticky notes with similar ideas together under each heading. Point out that the symbols have no inherent meaning; they are arbitrary. For instance:

○	□	☆	◇	▱	△	▭

3. Explain that for the report back, the first person will put their sticky note under any one of the symbols they choose – For the first person to do this it does not matter where it goes. But the second person now has the choice to put their sticky under one that is already posted *if the idea on it connects in some way*, or they can put their sticky under a different symbol if it represents a different idea. (Note for people that if the idea on the sticky note connects with multiple columns they can simply choose the column where they feel it fits best.)

4. The columns of stickies will grow as people connect them. If the columns are all filled and someone has a new sticky that they feel doesn't connect to any existing columns, you can simply add a blank sticky (or quickly draw a new symbol) to create a new column. This is rarely necessary as 6 or 7 is most often the maximum number of columns a group needs.

5. As people post their stickies they will often refer to the columns with informal names such as, "I'm going to add this to the 'pester politicians' column" or "get media attention" column, etc…

6. Once everyone has posted, you can review the columns, reiterate that some sticky notes belong in multiple columns and ask the group for comments about what they see posted.

7. You can then, all together, create heading titles (or affirm the informal names) for each of the symbols. E.g. " pester politicians", "hold public event", "get media attention", "actions in the community", etc.

ACTIVITY 9.D   DOTMOCRACY

Objective

❑   To prioritize goals and actions.

Time   **10 minutes**

What you need

❑ Markers, or
❑ Sticky dots

What to do

1. Explain to participants that we will narrow our focus by seeing which issues the group thinks and feels are most important. Dotmocracy is a straw poll process to get an initial read on a group's priorities. It is a way to move a discussion forward. And it is not the same as decision-making. Dotmocracy merely shows us what the group has the most energy for.

2. Depending on the number of issues from which to choose you can give participants two or three dots (votes). If you have between 10 and 20 issues give participants two dots and for over 20 issues give them three dots.

3. Each participant is given a marker and is asked to put one of their dots next to the issue that they are the most excited about working on RIGHT NOW. (Remind them that this is a straw poll and not a decision).

4. Once everyone has placed their dots, tally the dots and read out the items that have gotten the most dots. Ask the group if this is a fair representation of what the group would like to see happen. Discuss.

5. If time permits, participants can be formed into planning groups – one for each top issue. The task would be to propose the next steps that should be taken on that issue. These could be reported on in the full group.

ACTIVITY 10 EVALUATION / WRAP-UP / NEXT STEPS

Objective

- ❑ To bring closure to the workshop, evaluate the process and discuss next steps.

Time 10 minutes

What you need

- ❑ Evaluation questionnaire handouts (See Appendix B)

What to do

1. State that we are at the end of the session- all that's left is wrapping up and evaluating.

2. Wrap up by restating the agreed on priorities and highlighting one or more of the possible next steps that the group could take.

   (a) Facilitator will write up a short report on the results of this workshop and the list of actions that have been developed and will share with participants and with ISAC and Campaign 2000 (please see Appendix L for a Report Template);

   (b) Possibly organize a follow up meeting to talk about next steps you can take;

   (c) Encourage participants to stay involved in this process. Encourage them to provide their contact info (telephone, e-mail or mail) in the written evaluation form.

3. Explain that you would like to do a brief **evaluation** (if there is time, include a questionnaire– it is best to combine both active and written forms):

   a. If you have time, do an active evaluation process such as Line-ups (see Activity 10.A), OR

   b. If rushed, simply solicit a few comments from participants: "would two or three people like to share a comment about how the session went for you? What worked? What didn't work? What did you connect with?"

   c. Distribute the relevant evaluation questionnaire (see Appendix B) and ask people to complete it.

4. Thank everyone for coming.

5. Gather all the stickie notes and flip charts so you can prepare a report (see Appendix M: Report Template).

6. You can collect the stickie notes using a template you can download from the ISAC website http://www.incomesecurity.org/ – follow the links to the Stickie Note Collection Template.

Facilitator Notes

✍ *Ideally you will prepare a summary report from all the charts and stickies, so be careful to save them. If you are facilitating the workshop yourself please use the Appendix M: Report Template.*

ACTIVITY 10.A   LINE-UP EVALUATION

Objective

❑   to conduct a quick and energetic evaluation of the session

Time   **5 minutes**

What you need

❑ Nothing

What to do

1. Re-visit the expectations from beginning of the session or reiterate the purpose of the workshop.

2. Remind everyone what we have gone through (point to agenda on flip chart).

3. Describe room as continuum (a line) – one wall is ***most positive*** and one ***most negative,*** e.g.:

    a. Most positive wall means "I had a GREAT time and that this event exceeded my expectations"

    b. The opposite wall means that "I needed more, my expectations weren't met, I'm disappointed" or "there's still unfinished business"

4. Have participants distribute themselves along the continuum (somewhere between the two walls) according to where they feel they belong.

5. Ask for 3 or 4 volunteers to share with the group why they chose their position.

Facilitator Notes

✋ *One advantage to this form of evaluation at the end of an event is that it is energizing for many people who might be tired and ready to leave. It helps if the facilitator can bring some humour and liveliness to the process. Especially when interviewing a few volunteers – you can ham it up and be a little theatrical – as though you were the host of a talk show.*

Additional

Model Workshops:

Facilitator Session Plans

and

Agendas

MODEL Session Plan - 3 hours
(1:00 p.m. – 4:00 p.m.)

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
12:30	30	prepare the room for the workshop	Set-up	❑ Write the agenda on a sheet of flip chart paper or on a board (chalk, dry erase) ❑ Place handouts you will be using on a table (e.g. Bingo sheets) ❑ Place markers and stickie notes on a table that is accessible to everyone or distribute them around the room ❑ Mount quotes posters around the room	Agenda on F/C Markers Stickie notes (colours) Handouts Quotes posters	
12:45	15	welcome early arrivals	Bingo and/or Quotes	for those people who arrive early, you could welcome them either by asking them to take a bingo sheet (**see Appendix 1**) and start finding others who can sign them (See Ending Poverty Bingo activity - *page 8*) and/or to circulate around the room and read some of the quotes that you have mounted and which we will use when the workshop begins.	Bingo cards	
1:00	10	❑ To convene and focus the group in a welcoming manner ❑ To acknowledge and thank the organizers and funders	Welcome & Acknowledgements	• *See Activity 1 – page 6* • A representative of the local partner group/agency may wish to make a formal introduction of the workshop and workshop facilitator(s) • Welcome the group and announce that the session is beginning and introduce yourself		
1:10	5	To orient participants to process and reasoning behind the workshop	Framing the Workshop	• *See Activity 2 – page 11* • introduce concept of workshop		
1:15	10	❑ To orient people to the process of the session ❑ To establish positive group behaviours	Agenda / Respect	• *See Activity 3 – page 12* • review agenda for everyone – connect to expectations if shared…	Agenda on F/C Sample "Guidelines" on F/C	
1:25	10	Share information about poverty and a Poverty Reduction Strategy by starting with something concrete to people's daily lives: food and food banks. Introduce key concepts and core players in poverty reduction. ….	Power Play I	• *See Activity 4 – page 14* • 5 min. to read • 5 min. to share in large group	3 Reading Copies of Power Play Talking Pts H/O in kit	

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
1:35	30	To share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group.	What's Happening Chart: What Increases Poverty	• *See Activity 5 – page 16* • Explain that this activity allows us to share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group	WHC on wall stickies markers	
2:05	10	Contextualize workshop by telling people about government plans or reminding / reiterating the public process	Overview of Poverty Reduction Strategy Approach	• *See Activity 6 – page 19* • Facilitator is to share or highlight a selection of the following points [current as of March 17/08]. Note that some of these points may have been raised in the workshop already. Also, participants have this as a handout.	H/O in kit	
2:15	15		BREAK			
2:30	15	Share information about actions that could be taken on poverty and a Poverty Reduction Strategy	Power Play II	• *See Activity 7 – page 22* • 5 min. to read • 2-3 to discuss • 7-8 min. to share in large group	3 reading copies of Power Play Talking Pts H/O in kit	
2:45	20	To share collective knowledge about how we can resist/reduce poverty	What's Happening Chart: What Reduces Poverty	• *See Activity 8 – page 24* • Explain that we will share collective ideas about how we can reduce/end poverty. Refer people to the chart we used in the previous activity	Sticky notes – 2 colours different from first round	

3:05	45	To generate action suggestions that participants could take individually or together with others …	Action Planning and Next Steps	• *See Activity 9 – page 26*
				• This activity largely depends on the time available. Since it happens towards the end of the workshop it can often be pressured by lack of time. Despite your plans you may have to make due with what time you have left. Therefore, if you have:
				  1. 10 to 20 minutes - use **Activity 9.A – *page 27***
				  2. 20 to 40 minutes - use *Activity 9. B. Brainstorming and Next Steps. – page 28*
				• It may be possible to combine either of these options with the Clustering Report Back (Activity 9.C) or Dotmocracy (Activity 9. D)
					Cluster stickies
					Cluster Wall
					Sticky notes
					Markers	

3:50	10	To bring closure to the workshop, evaluate the process and tie up any loose ends	Evaluation and Wrap up	• *See Activity 10 – page 32* • State that we are at the end of the session- all that's left is wrapping up and evaluating • Hand out evaluation forms if relevant	Evaluation forms	
4:00	0		Adjourn			

NOTE: For Agenda version of this plan, please see page 5

MODEL Session Plan - 1 hour
(7:00 p.m. – 8:00 p.m.)

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
6:30	30	prepare the room for the workshop	Set-up	❑ Write the agenda on a sheet of flip chart paper or on a board (chalk, dry erase) ❑ Place handouts you will be using on a table ❑ Place markers and stickie notes on a table that is accessible to everyone or distribute them around the room ❑ Mount quotes posters around the room	Agenda on F/C Markers Stickie notes (colours) Handouts Quotes posters	
6:45	15	welcome early arrivals	Quotes	for those people who arrive early, you could welcome them either by asking them to circulate around the room and read some of the quotes that you have mounted and which we will use when the workshop begins.		
7:00	10	❑ To convene and focus the group in a welcoming manner ❑ To acknowledge and thank the organizers and funders	Welcome & Acknowledgements	• *See Activity 1 – page 6* • A representative of the local partner group/agency may wish to make a formal introduction of the workshop and workshop facilitator(s) • Welcome the group and announce that the session is beginning and introduce yourself		
7:10	5	To orient participants to process and reasoning behind the workshop	Framing the Workshop	• *See Activity 2 – page 11* • introduce concept of workshop		
7:15	5	❑ To orient people to the process of the session ❑ To establish positive group behaviours	Agenda / Respect	• *See Activity 3 – page 12* • review agenda for everyone – connect to expectations if shared…	Agenda on F/C Sample "Guidelines" on F/C	
7:20	20	To share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group.	What's Happening Chart: What Increases Poverty	• *See Activity 5 – page 16* • Explain that this activity allows us to share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group	WHC on wall stickies markers	
TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO

7:40	5	Contextualize workshop by telling people about government plans or reminding / reiterating the public process	Overview of Poverty Reduction Strategy Approach	• *See Activity 6 – page 19* • Facilitator is to share or highlight a selection of the following points [current as of March 17/08]. Note that some of these points may have been raised in the workshop already. Also, participants have this as a handout.	H/O in kit	
7:45	10	To share collective knowledge about how we can resist/reduce poverty	What's Happening Chart: What Reduces Poverty	• *See Activity 8 – page 24* • Explain that we will share collective ideas about how we can reduce/end poverty. Refer people to the chart we used in the previous activity • Either ask pairs to form and each write one sticky note that can be placed somewhere on the chart or • Conduct this activity in plenary by asking people to suggest what could go on the chart – facilitator can fill out sticky notes as people make suggestions	Sticky notes – 2 colours different from first round	
7:55	5	To bring closure to the workshop, evaluate the process and tie up any loose ends	Evaluation and Wrap up	• *See Activity 10 – page 32* • State that we are at the end of the session- all that's left is wrapping up and evaluating • You could ask people to wrap-up by pointing out one action or next step that they feel is a priority – either something they would do themselves or that they would strongly recommend (to government or local partner group) • Hand out evaluation forms if relevant	Evaluation forms	
8:00	0		Adjourn			

Agenda for
Ending Poverty Workshop

1 hour model

1.	(10 minutes)	**Welcome & Acknowledgements**
2.	(5 minutes)	**Framing the Workshop**
3.	(5 minutes)	**Agenda / Respect**
4.	(20 minutes)	**What's Happening Chart: What Increases Poverty?**
5.	(5 minutes)	**Overview of Poverty Reduction Approach**
6.	(10 minutes)	**What's Happening Chart: What Reduces Poverty?**
7.	(5 minutes)	**Evaluation and Wrap-up**
		Adjourn

MODEL Session Plan - 2 hours
(7:00 p.m. – 9:00 p.m.)

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
6:30	30	prepare the room for the workshop	Set-up	❑ Write the agenda on a sheet of flip chart paper or on a board (chalk, dry erase) ❑ Place handouts you will be using on a table (e.g. Bingo sheets) ❑ Place markers and stickie notes on a table that is accessible to everyone or distribute them around the room ❑ Mount quotes posters around the room	Agenda on F/C Markers Stickie notes (colours) Handouts Quotes posters	
6:45	15	welcome early arrivals	Bingo and/or Quotes	For those people who arrive early, you could welcome them either by asking them to take a bingo sheet and start finding others who can sign them (See Ending Poverty Bingo activity) and/or to circulate around the room and read some of the quotes that you have mounted and which we will use when the workshop begins.	Bingo cards	
7:00	10	❑ To convene and focus the group in a welcoming manner ❑ To acknowledge and thank the organizers and funders	Welcome & Acknowledgements	• *See Activity 1 – page 6* • A representative of the local partner group/agency may wish to make a formal introduction of the workshop and workshop facilitator(s) • Welcome the group and announce that the session is beginning and introduce yourself		
7:10	5	To orient participants to process and reasoning behind the workshop	Framing the Workshop	• *See Activity 2 – page 11* • introduce concept of workshop		
7:15	5	❑ To orient people to the process of the session ❑ To establish positive group behaviours	Agenda / Respect	• *See Activity 3 – page 12* • review agenda for everyone – connect to expectations if shared…	Agenda on F/C Sample "Guidelines" on F/C	
7:20	10	Share information about poverty and a Poverty Reduction Strategy by starting with something concrete to people's daily lives: food and food banks. Introduce key concepts and core players in poverty reduction. ….	Power Play I	• *See Activity 4 – page 14* • 5 min. to read • 5 min. to share in large group	3 Reading Copies of Power Play Talking Pts H/O in kit	

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
7:30	25	To share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group.	What's Happening Chart: What Increases Poverty	• *See Activity 5 – page 16* • Explain that this activity allows us to share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group	WHC on wall stickies markers	
7:55	10	Contextualize workshop by telling people about government plans or reminding/ reiterating the public process	Overview of Poverty Reduction Strategy Approach	• *See Activity 6 – page 19* • Facilitator is to share or highlight a selection of the following points [current as of March 17/08]. Note that some of these points may have been raised in the workshop already. Also, participants have this as a handout.	H/O in kit	
8:05	15	To share collective knowledge about how we can resist/reduce poverty	What's Happening Chart: What Reduces Poverty	• *See Activity 8 – page 24* • Explain that we will share collective ideas about how we can reduce/end poverty. Refer people to the chart we used in the previous activity	Sticky notes – 2 colours different from first round	
8:20	30	To generate action suggestions that participants could take individually or together with others …	Action Planning and Next Steps	• *See Activity 9– page 26* • This activity largely depends on the time available. Since it happens towards the end of the workshop it can often be pressured by lack of time. Despite your plans you may have to make due with what time you have left. Therefore, if you have: • 10-20 min. - use **Activity 9.A –** *pg 27* • 20-40 minutes - use *Activity 9. B. – pg 28 Brainstorming and Next Steps.* • It may be possible to combine either of these options with the Clustering Report Back (Activity 9.C) or Dotmocracy (Activity 9. D)	Cluster stickies Cluster Wall Sticky notes Markers	
8:50	10	To bring closure to the workshop, evaluate the process and tie up any loose ends	Evaluation and Wrap up	• *See Activity 10 – page 32* • State that we are at the end of the session- all that's left is wrapping up and evaluating • Hand out evaluation forms if relevant	Evaluation forms	
4:00	0		Adjourn			

Agenda for
Ending Poverty Workshop

2 hour model

1. (10 minutes)   **Welcome & Acknowledgements**

2. (5 minutes)   **Framing the Workshop**

3. (5 minutes)   **Agenda / Respect**

4. (10 minutes)   **Power Play Act I**

5. (25 minutes)   **What's Happening Chart: What Increases Poverty?**

6. (10 minutes)   **Overview of Poverty Reduction Approach**

7. (15 minutes)   **What's Happening Chart: What Reduces Poverty?**

8. (30 minutes)   **Action Planning and Next Steps**

9. (10 minutes)   **Evaluation and Wrap-up**

                              Adjourn

MODEL Session Plan - Full Day
(9:00 p.m. – 4:00 p.m.)

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
8:30	30	prepare the room for the workshop	Set-up	❑ Write the agenda on a sheet of flip chart paper or on a board (chalk, dry erase) ❑ Place handouts you will be using on a table (e.g. Bingo sheets) ❑ Place markers and stickie notes on a table that is accessible to everyone or distribute them around the room ❑ Mount quotes posters around the room	Agenda on F/C Markers Stickie notes (colours) Handouts Quotes posters	
8:45	15	welcome early arrivals	Bingo and/or Quotes	For those people who arrive early, you could welcome them either by asking them to take a bingo sheet and start finding others who can sign them (See Ending Poverty Bingo activity) and/or to circulate around the room and read some of the quotes that you have mounted and which we will use when the workshop begins.	Bingo cards	
9:00	15	❑ To convene and focus the group in a welcoming manner ❑ To acknowledge and thank the organizers and funders	Welcome & Acknowledgements	• *See Activity 1 – page 6* • A representative of the local partner group/agency may wish to make a formal introduction of the workshop and workshop facilitator(s) • Welcome the group and announce that the session is beginning and introduce yourself		
9:15	10	To orient participants to process and reasoning behind the workshop	Framing the Workshop	• *See Activity 2 – page 11* • introduce concept of workshop		
9:25	15	❑ To orient people to the process of the session ❑ To establish positive group behaviours	Agenda / Respect	• *See Activity 3 – page 12* • review agenda for everyone – connect to expectations if shared… • given that this is a full-day workshop, it is a good idea to spend a little extra time on guidelines for democratic communication – asking people what they need so that they have energy and focus for the entire day	Agenda on F/C Sample "Guidelines" on F/C	

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
9:40	10	Share information about poverty and a Poverty Reduction Strategy by starting with something concrete to people's daily lives: food and food banks. Introduce key concepts and core players in poverty reduction. ….	Power Play I	• *See Activity 4 – page 14* • 5 min. to read • 5 min. to share in large group	3 Reading Copies of Power Play Talking Pts H/O in kit	
9:50	35	To share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group.	What's Happening Chart: What Increases Poverty	• *See Activity 5 – page 16* • Explain that this activity allows us to share collective knowledge about how poverty affects us all, and to recognize that there is already strong knowledge and information in the group	WHC on wall stickies markers	
10:25	15	Contextualize workshop by telling people about government plans or reminding / reiterating the public process	Overview of Poverty Reduction Strategy Approach	• *See Activity 6 – page 19* • Facilitator is to share or highlight a selection of the following points [current as of March 17/08]. Note that some of these points may have been raised in the workshop already. Also, participants have this as a handout.	H/O in kit	
10:40	15		BREAK			
10:55	15	Share information about actions that could be taken on poverty and a Poverty Reduction Strategy	Power Play II	• *See Activity 7 – page 22* • 5 min. to read • 2-3 to discuss • 7-8 min. to share in large group	3 reading copies of Power Play Talking Pts H/O in kit	
11:10	40	To share collective knowledge about how we can resist/reduce poverty	What's Happening Chart: What Reduces Poverty	• *See Activity 8 – page 24* • Explain that we will share collective ideas about how we can reduce/end poverty. Refer people to the chart we used in the previous activity	Sticky notes – 2 colours different from first round	
11:50	10	Recap morning and explain that the afternoon will be used for detailed action planning	Recap	• Review what has been covered through the morning • Check-in with people about how they're feeling about the process so far • Tell everyone that the afternoon will focus on detailed planning and priority-setting		

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
12:00	60	nourishment	LUNCH	• Consider providing lunch		
1:00	30	To generate action suggestions that participants could take individually or together with others …	Action Planning *Activity 9.B. Brainstorming and Next Steps*	• *See Activity 9– page 26* • You will have more time than the Activity Descriptions outline. You can use the additional time of a full-day workshop to do more detailed planning and next steps • You can start with *Activity 9. B. Brainstorming and Next Steps – page 28* and adapt it to take advantage of more time • Once small groups have written possible actions on stickies you could use clustering to conduct a report back	Cluster stickies Cluster Wall Sticky notes Markers	
1:30	10	establish priorities that are worth going into greater detailed planning	Self-selection or Dotmocracy	• If the clustering has been successful in identifying a handful of priorities you could have groups self-select to form a planning group for the cluster of their choice • If there are no obvious priorities you could use Dotmocracy (see Activity 9.D) • Form planning groups according to the results of the dotmocracy		
1:40	50	do more detailed planning, especially identifying next steps (and who will do them) that could be taken	Action Analysis Groups	• See Appendix E for Action Analysis Chart process	Action Analysis Charts	
2:30	15		Break			
2:45	15	keep group energy high	Energizer	• At this point of the day, it can be difficult to maintain a good energy level for everyone • Consider conducting an energizer – see Appendix H for a selection of group energizers		
3:00	30		Action-Analysis Report Back	• Give each small group an opportunity to report back highlights (e.g. 5 minutes each) • If time is short then you could ask each group to highlight two next steps		

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
3:30	15	get concrete commitments from people	Next Steps discussion	• Review/recap the next steps that have been discussed • Ask the group if these next steps seem possible • Ask about what might be missing and remind people what has been discussed during the day (revisit the expectations that may have been shared) • Ask if anyone wants to put their name to specific next steps if this has not already been done		
3:45	15	To bring closure to the workshop, evaluate the process and tie up any loose ends	Evaluation and Wrap up	• *See Activity 10 – page 32* • State that we are at the end of the session- all that's left is wrapping up and evaluating • See Appendix I for alternative evaluation methods • Hand out evaluation forms if relevant	Evaluation forms	
4:00	0		Adjourn			

Agenda for
Ending Poverty Workshop

Full Day model

1.	(15 minutes)	**Welcome & Acknowledgements**
2.	(10 minutes)	**Framing the Workshop**
3.	(15 minutes)	**Agenda / Respect**
4.	(10 minutes)	**Power Play Act I**
5.	(35 minutes)	**What's Happening Chart: What Increases Poverty?**
6.	(15 minutes)	**Overview of Poverty Reduction Approach**
	(15 minutes)	**Break**
7.	(15 minutes)	**Power Play Act II**
8.	(40 minutes)	**What's Happening Chart: What Reduces Poverty?**
9.	(10 minutes)	**Recap morning**
	(60 minutes)	**Lunch**
10.	(30 minutes)	**Action Planning**
11.	(10 minutes)	**Prioritizing**
12.	(50 minutes)	**Action-Analysis Planning Groups**
	(15 minutes)	**Break**
13.	(15 minutes)	**Energizer**
14.	(30 minutes)	**Action-Analysis Report Back**
15.	(15 minutes)	**Next Steps Discussion**
16.	(15 minutes)	**Evaluation and Wrap-up**
		Adjourn

HANDOUTS
FOR

Ending Poverty in Ontario:
Building Capacity and Organizing for Change

A Workshop for Engaging Low Income People

Spring 2008

CONTENTS

1. QUOTES about POVERTY

Poverty is the worst form of violence.
Mahatma Gandhi

Anyone who has ever struggled with poverty knows how extremely expensive it is to be poor.
James A. Baldwin

There is enough for everybody's need, but not for everybody's greed.
Mohandas K. Gandhi

Poverty is like punishment for a crime you didn't commit. And one never really forgets either — everything serves as a constant reminder of it.
Eli Khamarov

Maybe it's low-wage work in general that has the effect of making you feel like a pariah. When I watch TV over my dinner at night, I see a world in which almost everyone makes $15 an hour or more, and I'm not just thinking of the anchor folks. The sitcoms and dramas are about fashion designers or schoolteachers or lawyers, so it's easy for a fast-food worker or nurse's aide to conclude that she is an anomaly — the only one, or almost the only one, who hasn't been invited to the party. And in a sense she would be right: the poor have disappeared from the culture at large, from its political rhetoric and intellectual endeavors as well as from its daily entertainment. Even religion seems to have little to say about the plight of the poor, if that tent revival was a fair sample. The moneylenders have finally gotten Jesus out of the temple.
Barbara Ehrenreich, Ch. 2: Scrubbing in Maine (pp. 117-118)

It is easy enough to tell the poor to accept their poverty as God's will when you yourself have warm clothes and plenty of food and medical care and a roof over your head and no worry about the rent. But if you want them to believe you—try to share some of their poverty and see if you can accept it as God's will yourself!

Thomas Merton, Seeds of Contemplation, chapter 14, p. 107 (1949).

Today I see more clearly than yesterday that back of the problem of race and color, lies a greater problem which both obscures and implements it: and that is the fact that so many civilized persons are willing to live in comfort even if the price of this is poverty, ignorance and disease of the majority of their fellowmen; that to maintain this privilege men have waged war until today war tends to become universal and continuous, and the excuse for this war continues largely to be color and race.
W.E.B. (William Edward Burghardt) Du Bois (1868–1963), U.S. civil rights leader, author. The Souls of Black Folk, preface to 1969 edition (1903).

We must measure our progress by the standard of care that we set for the least privileged among us [...] The true challenge of leadership is to rally a nation to its unfulfilled promise. To build a society based on equality, not privilege; on duty, not entitlement. A society based on compassion and caring; not indifference or neglect.
Paul Martin, Prime Minister - Elect, Toronto, November 14, 2003

Mr. Speaker, we must put Canada's families and children first...we will begin immediate consultations with our partners so as to be ready in the next budget to put in place a long term investment plan. To enable Canada to turn the corner on child poverty and break the cycle of poverty and dependency for Canadian families.
Prime Minister Jean Chrétien, PM's response to Speech from the Throne, October, 2002

We should essentially establish the elimination of child poverty as a great national objective, not unlike what we did with the case of the deficit.

The Hon. Paul Martin, Federal Minister of Finance

POVERTY IS . . .
Feeling ashamed when my dad can't get a job
Not buying books at the book fair
Not getting to go to birthday parties
Not getting a hot dog on a hot dog day
Pretending that you forgot your lunch
Not being able to play hockey
Being teased for the way you are dressed
Not getting to go on school trips.
Grade 4 & 5 children, North Bay, Ont. Excerpts from Our Neighbour's Voices: Will We Listen? (The Interfaith Social Reform Coalition)

Like slavery and apartheid, poverty is not natural. It is man-made and can be overcome and eradicated by the actions of human beings. Make Poverty History. Make History in 2005.
Nelson Mandela's speech to Trafalgar Square crowd, 2005

We are the first generation that can look extreme and stupid poverty in the eye, look across the water to Africa and elsewhere and say this and mean it: we have the cash, we have the drugs, we have the science - but do we have the will? Do we have the will to make poverty history? Some say we can't afford to. I say we can't afford not to.
Bono's Speech to Labour Party Conference, 2005

This coalition is serious and this campaign is going to win. But first we need to be clear about the challenge to overcome. Five years ago world leaders committed to halving poverty by the year 2015. Five years on, they're failing on that promise. And they will continue to fail unless they fundamentally change their ways. And they won't change unless we tell them to. Starting today.
Adrian Lovett's Speech to Trafalgar Square crowd, 2005

Poverty is the single biggest killer in the world today, and the fact that it is the most preventable is bizarre, insane.
Minnie Driver, actress

Recognise that the world is hungry for action, not words!
Nelson Mandela's speech to Trafalgar Square crowd, 2005

The war against terror is bound up in the war against poverty.
Colin Powell, 2005

Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom. In this new century, millions of people in the world's poorest countries remain imprisoned, enslaved, and in chains. They are trapped in the prison of poverty. It is time to set them free.
Nelson Mandela's speech to Trafalgar Square crowd, 2005

Poverty makes you sad as well as wise.
Bertolt Brecht

Poverty is to be without sufficient money, but it is also to have little hope for better things. It is a feeling that one is unable to control one's destiny, that one is powerless in a society that respects power. The poor have very limited access to means of making known their situation and their needs. To be poor is to feel apathy, alienation from society, entrapment, hopelessness and to believe that whatever you do will not turn out successfully.
Canadian Royal Commission on the Status of Woman, Report, 1970

If there is no struggle, there is no progress - Those who profess to favor freedom and yet renounce controversy are people who want crops without plowing the ground.
Frederick Douglas, Abolitionist Leader 1817 – 1895

We cannot allow some people to be left at the back of the human rights bus... We must ensure the rights of individual groups or people --be they indigenous peoples, or peoples of Asian or African or American descent, or Jews or Muslims-- are not sacrificed on an altar of progress for some while there are setbacks to others.
Matthew Coon Come, National Chief Of The Assembly Of First Nations

If I am not for myself, then who will be for me? And if I am only for myself, then what am I? And if not now, when?
Rabbi Hillel

As long as someone else controls your history the truth shall remain just a mystery
Ben Harper

Solidarity is not an act of charity, but mutual aid between forces fighting for the same objective.
Samora Mach

Some of these quotes can be found on the following websites:

- **Campaign 2000** - http://www.campaign2000.ca/media/quotes.html

- **Make Poverty History** - http://www.oxfam.org.nz/imgs/pdf/press%20pack%20key%20quotes.pdf

2. Ending Poverty? Talking Food Blues
ACT I - What Is Poverty?

Facilitator:	The scene is a large food bank warehouse with three characters who are all members and volunteers of the Food Bank. Bob is a staff member of the Food Bank; Mary is a volunteer (a recently unemployed office manager who wants to do some social justice work before she finds a new job); and Joan is a volunteer who is also a user of the foodbank (and who has three children).
Mary:	These boxes are heavy.
Joan:	Remember to lift it by bending your knees. It's easy to hurt your back if you're not careful.
Bob:	That's good advice.
Mary:	This is a lot of boxes. Is it always so many?
Bob:	Well, it ebbs and flows. Sometimes it's all boxes of soup: smaller, heavier. Other days it's all cereal: bigger, lighter. It all depends. These were put here by accident and we have to move them over to the storage room to make space for the food drive.
Joan:	This'll be the fourth Food Drive I'm working on. Always lots to do at this time of year.
Mary:	You know, I've contributed to food banks for years but this is the first time I've actually volunteered to help out. And I was just wondering about how permanent these things are. I thought when they started they were supposed to be temporary.
Joan:	They *are* temporary, if by "temporary" you mean "permanent."
Bob:	Very funny, Joan. But it's a good point. And I think most everyone who works and volunteers here still hopes they *are* temporary. But with over ten years with no increase to the minimum wage and erosion of the social safety net, people need food banks more than ever.
Joan:	Don't forget about housing. That's my problem. I got a decent enough place, but it's real hard to keep it. My social assistance cheque never covers it all which is why I come here.
Mary:	You mean you use this food bank *and* volunteer here?
Joan:	Does that seem strange to you? If I had my way, everyone who used this place would have to put in time!
Mary:	You would make people work for their food?
Bob:	Joan thinks everyone should work.
Joan:	Everyone can work. And should!
Mary:	But how is that different from workfare?

Joan:	Workfare's not such a bad idea. People get used to handouts and then they get lazy.
Bob:	Joan and I have this argument all the time. So, Joan, you think people are poor because they're not looking hard enough for work?
Joan:	I got a job – in fact, I *had* three jobs - all part-time - but two of them went south. And the one I've still got is an on-call thing which isn't so dependable. And, of course, to top it off, fifty cents of every dollar I make gets deducted from my cheque, so I don't make much at all. But I never stop looking and I never stop trying. That's more than most people.
Mary:	But if it's just a question of everyone trying harder, isn't that like blaming people for being poor?
Joan:	Look, one reason I like to volunteer is it makes me feel better than spending hours circling want ads and waiting for those calls that never come. I think everybody can do a bit. And help comes better to those who help themselves. But I agree that some people just have bad luck. It was bad luck that I got a job just when the clothing company closed down.
Bob:	I agree that there *is* bad luck out there for some. But I don't think you get 10% of the Ontario population living in poverty because of bad luck. Why did that clothing company close down, Joan?
Joan:	Okay, okay, it went to Mexico. I see your point. It's not all about luck. But that doesn't mean people aren't taking advantage of social assistance. As poor as it is.
Mary:	But I thought social assistance was supposed to help people who were having a hard time to meet their basic needs?
Bob:	Once upon a time, maybe it did - though I'm not even sure about that. But too many people (and that includes the government) assume that everybody's the same and can do the same and can work hard the same way and has the same opportunity. But that's not how our economy is structured.
Joan:	Yeah, I'd love to get off the system, but most of the jobs I've applied for don't offer any benefits. One of my kids has asthma – if I get a job without health benefits I'd have to pay for her medication and I can't afford it on a minimum wage job. At least medication costs are covered while I'm on assistance – that's one good thing.
Mary:	Factories going to Mexico, jobs not offering benefits – it sure doesn't sound like bad luck to me. I think ALL jobs should have benefits. But isn't minimum wage supposed to be the minimum you need to live on?
Joan:	Hardly. More like the minimum companies can get away with paying. Even if you're working a full-time minimum wage job you still end up below the poverty line.
Mary:	Just what *IS* the poverty line?
Joan:	About $18,000 for a single person and $34,000 for a family of four. And minimum wage even at the new level of $8.75 doesn't get you to the poverty line (unless you work triple over-time).
Mary:	You know your stuff, Joan. I've never thought about how expensive some of those things can be. But still, I guess I'm surprised a bit at just how many people use food banks. I didn't know there was that much need.

Bob:	Well, here's another stat for you: that 10% of the Ontario population that lives in poverty is one point three million people which means that 345,000 children are living below the poverty line.
Mary:	I didn't think it was that bad. I just don't get it. We're one of the richest nations on earth. Sure a lot of jobs have gone south. But the economy's pretty good isn't it? We're not spending as much of our money on war as our neighbour over the border.
Joan:	Sure we're one of the richest countries in the world. But you have to wonder where all those riches concentrate. And it isn't with us.
Bob:	So, you agree that it isn't just about working harder and avoiding bad luck?
Joan:	Ha, ha, very funny. So I'm contradictory. Never said I was perfect.
Bob:	Joan, you're one of the most informed people I know. We may disagree on some points, but you always make me think about things. And like we were saying, as you can see from who comes here, the wealth isn't with immigrant families either. Newcomers have less support than they used to – government funding just hasn't kept up.
Joan:	Sure, I agree that people of colour, have it tougher. I know this one family that was just making it – Fatima is trained as teacher and was doing some childcare and some sewing and her husband is an engineer and was driving a cab. But he got a real bad case of the flu and lost weeks and weeks of work. He let a friend drive his cab but he had an accident. Real bad luck – like I was saying - coming to this food bank was hard for them, but I know it made a real difference.
Mary:	Well, the government should do more, that's all there is to it.
Bob:	Which government? The feds who got out of funding housing? Or the province who have downloaded all sorts of services to the City without downloading all the money? Or the City who keeps raising bus fares?
Joan:	Well, people have to do more; governments have to do more. I tell you, what they need is the resourcefulness of someone who lives on fifteen dollars a day for rent, food, transportation and everything else.
Mary:	But most people just don't seem to care.
Joan:	Exactly my point: and then you only have yourself to blame.
Bob:	Okay, okay, we're not going back to that one again. Have you heard that the Government of Ontario is talking about a Poverty Reduction Strategy.
Mary:	Really? Now *that* sounds positive. But can you hold that thought while I run for some coffee? Meet you back here in twenty minutes?

END OF ACT I

3. Talking Points from Power Play Act I

1. Does this reflect your experience or understanding of poverty?

2. Do you agree with Joan's opinion of poverty? That everyone can work?

3. What do you think bad luck has to do with poverty?

4. Do you think that newcomers, people of colour, women, people with disabilities, and/or Aboriginal peoples experience poverty in the same way?

4. What's Happening Chart: What Increases Poverty?

On stickie notes write examples of things that have made it harder to survive day-to-day; things that have had a negative impact and have contributed to increasing poverty. These could be events (such as the cuts to special diet allowance, or minimum wage not keeping pace with inflation) and trends (rising cost of living), which you have experienced or witnessed (perhaps to a friend or someone in your neighbourhood), or something you've seen on the news. *You can use this handout for notes.*

	1. Income (Employment, Social assistance, child benefits, EI, pensions, etc.)	2. Child care	3. Housing	4. Health & Food	5. Education & Training	6. Transportation	7. Other
Everyone							
Racialized communities (people of colour, immigrants, refugees)							
Aboriginal people							
Women							
People with Disabilities							

5. Overview of Poverty Reduction Strategy Approach

- Some countries and provinces have worked to address poverty by bringing in government led 'poverty reduction strategies"

- These are multi-year plans which set out a target to reduce poverty, a plan of action, and then track results to make sure that poverty levels are actually coming down.

- In the United Kingdom and Ireland these plans have had success in bringing down poverty rates. For example, the child poverty rate in the United Kingdom dropped by 23% within the first 5 years of their plan.

- In Canada, Quebec passed a law in 2002 to eliminate poverty and put in place a 5 year action plan. This was the result of strong community mobilization across the province. The plan includes measures like: automatically tying social assistance rates to increases in the cost of living, expanding $7/day child care spaces, tax benefits to help the working poor, and higher child benefits.

- Newfoundland & Labrador brought in a poverty reduction strategy in 2006 and have committed to being the province with the lowest poverty rates in Canada over 10 years.

- The kind of things they've done to address poverty include: a 5% increase to social assistance rates and annual increases tied to the cost of living, expanded drug and dental benefits; eliminated school fees and kept a university tuition rate freeze; increased supports to develop employment skills; and invested in affordable housing and child care.

- Here in Ontario, the Liberal Government committed during the last election to develop a Poverty Reduction Strategy.

- They committed to develop targets to measure and address poverty.

- Since then a Minister (Deb Matthews) has been appointed to head up their poverty reduction work, and a new Cabinet Committee with 14 provincial politicians has been set up (*see Handout #6 and point out the participating Cabinet Committee members who may be local MPPs*).

- They will start public consultations this spring to develop the strategy, and have stated the plan will be released before the end of 2008.

- So we have an opportunity to provide input to the government hearings, and to keep the public pressure on to make sure the Ontario Government develops an effective poverty reduction plan and meets their targets.

6. Ontario Cabinet Committee on Poverty Reduction

(Dec. 2007—updated by Campaign 2000 Office)

Ontario needs everyone at his or her best to truly succeed as an economy and society. That means creating opportunity for all, not just some. It means ensuring every Ontarian can contribute to and benefit from Ontario's prosperity.

This is a new committee. Members will work to develop poverty indicators and targets, and a focused strategy for reducing child poverty and lifting more families out of poverty. The goal of this committee is to make progress in the fight against poverty over the course of the government's four-year mandate.

Committee contact information is also available online at:
http://www.premier.gov.on.ca/team/committee.asp?Team=15

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Ministry	Office of Francophone Affairs 777 Bay St, 6th Flr Toronto ON M7A 2J4
Tel	416-325-4949
Fax	416-325-4980
	ofa@ofa.gov.on.ca
Toll Free	1-800-628-7507

Hon. **Michael Chan**

MPP Markham - Unionville
Minister of Citizenship and Immigration

- Citizenship and Immigration

Ministry	Ministry of Citizenship and Immigration 400 University Ave, 6th Flr Toronto ON M7A 2R9
Tel	416-325-6200
Fax	416-325-6195
	mchan.mpp@liberal.ola.org
Toll Free	1-800-267-7329
TTY	1-888-335-6611
Constituency	450 Alden Rd., Unit 5 Markham ON L3R 5H4
Tel	905-305-1935
Fax	905-305-1938
	mchan.mpp.co@liberal.ola.org

7. Ending Poverty? Talking Food Blues
ACT II – Taking Action

Bob: Like I was saying, the Government of Ontario has promised to create a Poverty Reduction Strategy by the end of the year.

Mary: Well, my mother doesn't think we need one.

Bob: Do tell.

Mary: "The poor will always be with us." That's what she learned in church. And that's what she tried to teach me.

Joan: And did you believe that?

Mary: I suppose I did. But I've never been comfortable about that. And I suppose I don't want to believe it. Maybe that's why I'm here.

Bob: We could use more people like you – willing to step in and do something.

Mary: But is it enough? I see so much need and it doesn't feel like enough.

Joan: It will probably never feel like enough. Maybe that's what "the poor will always be with us" means. But I think it also means that we have to do this work. And we have to do other things too. Like change the system.

Mary: I'm confused. What *IS* being poor then? If it's everything then how on earth are we supposed to start? We can't fix everything all at once.

Joan: Why not? Give the poor enough money and let them spend it the way they want!

Bob: And do you think everyone is going to make good decisions with that money?

Joan: Well, maybe not.

Mary: Yeah, I agree. So, what was that you said about the government strategy?

Bob: That's right. I heard that the Ontario government has promised to do something about poverty – they want to develop a "Poverty Reduction Strategy".

Mary: So, what's different about a poverty reduction strategy? Isn't the government always fancy talk and little action?

Bob: Feeling a little cynical, are we? I understand. But I think we owe it to the people we're helping to hope that something positive will come of this. I guess a poverty reduction strategy is a long-term plan, and it sets a target – so the government must develop programs and track them to make sure they're making progress on reaching the target to reduce the number of people living in poverty.

Joan:	I was reading in the paper about what they did in England: they set a target to reduce the number of children living in poverty by 25% over 5 years and 50% over 10 years, and then they set up programs to help them meet that target. And they almost did it which is amazing. They got 23% less kids in poverty after the first 5 years of their strategy, and they're still working on it. I'd call that success.
Mary:	And you think something like that can work in Canada?
Bob:	They're *doing* it here in Canada now. I was at a meeting last night where they talked about what Newfoundland and Quebec are doing – their governments developed poverty reduction strategies and it's helping people. And you'd like this part: both governments have adjusted social assistance rates so they automatically increase each year as the cost of living goes up. And Newfoundland increased the rates by 5%, and increased their minimum wage as well. They're also expanding childcare spaces, affordable housing, and have programs to help low wage workers.
Mary:	We should move to Newfoundland.
Bob:	I'd prefer Montreal. Joie de vivre and all that. But seriously, the Ontario government will be consulting with people across the province from April to July to hear what people think should be in Ontario's Poverty Reduction Strategy.
Joan:	Sure they consult and then they consult and then they come out with a study and then almost nothing happens and then the government changes and someday they consult us again.
Bob:	I know. Consultation can be a way that a government avoids action. But it's also always an opportunity that can be exploited to some extent. And if we say nothing, then for sure we're going to be ignored.
Mary:	How can we make sure they listen?
Bob:	That's what we're all talking about now, as a matter of fact. At the community meeting I was at last night, we told the government representative who showed up that they had to include the real experts in their consultations – like the people who visit our food bank who really know how to stretch a dollar and survive on a tight budget.
Joan:	Well, they should include new immigrants and people from racialized communities, single moms like me and Aboriginal people too.
Bob:	Oh, so *now* you think consultations are okay?
Joan:	Like I said, I'm a walking-talking-contradiction. Just call me a hopeless optimist. I agree we have to use the opportunity.
Mary:	But what's so important about all those groups you just mentioned. Why can't the head of this food bank just go and tell the government what it looks like from here?

Joan:	All those "groups" are the people who are at greatest risk of experiencing poverty. That's what poverty looks like. And I forgot to mention people with disabilities. When you're poor and disabled or a person of colour experiencing job discrimination, you have more stresses in life than other people. Trust me, I know. And we can't speak for other people. I'm sure the government might like us to. And, sure the food bank perspective is important. But the view from the grassroots - from the eyes and hands of the people who come here - THAT'S what the government needs to listen to.
Bob:	I have to agree. Grassroots voices are absolutely important. But traditionally they are hard to include. That's why we need a mix of voices, from this food bank to other groups in our community – like faith leaders, labour reps, and business groups.
Mary:	So how do we include new voices? It's not like I have that much to say.
Bob:	Don't sell yourself short. I heard about these workshops where people are going to talk about poverty and poverty reduction. They're participatory.
Mary:	What good can workshops do?
Joan:	Well it's a way to meet people and connect and talk out some of our ideas.
Bob:	That's right. They're a way to get ready for things like consultations. And workshops aren't enough, of course. We have to do all the tried-and-true stuff as well - like writing letters to politicians and the local media. We could write Deb Matthews who has been made the minister in charge of this process; she's from London, Ontario.
Joan:	And, you know, I was just thinking, it's the 10th anniversary of the food bank next month. What if we did a special media event – "10 years is too long" – we could call it an "un"celebration – find out why we're not happy that we're ten years old.
Mary:	I'd work on that! What do we do next?

END OF ACT II

8. Talking Points from Power Play Act II

1. What did you think about what the different characters were saying?

2. What did you connect to?

3. Does this reflect your experience?

4. Do you think poverty is "everything" and, if so, where would you start?

5. Had you heard of a poverty reduction strategy before?

6. Have you done any of the actions talked about in this play?

7. Did you hear anything new?

8. What's missing?

9. *What's Happening : What Reduces Poverty?*

On stickie notes write examples of changes, goals, action that could reduce, if not end, poverty.

Write government actions on one colour and individual/community actions on a different colour. *You can use this handout for your notes.*

	1. Income (Employment, Social assistance, child benefits, EI, pensions, etc.)	2. Child care	3. Housing	4. Health & Food	5. Education & Training	6. Transportation	7. Other
Everyone							
Racialized communities (people of colour, immigrants, refugees)							
Aboriginal people							
Women							
People with Disabilities							

10. For more information

www.incomesecurity.org
Started in 2001, the Income Security Advocacy Centre (ISAC) is a community legal
clinic that works with low income people and advocates to address systemic issues and
improve income security for people in Ontario. Website provides information on
provincial income security programs such as Ontario Works (OW), the Ontario
Disability Support Program (ODSP), and the Ontario Child Benefit, and on community-
based anti-poverty campaigns and coalitions.

www.campaign2000.ca
Ontario Campaign 2000 is a non partisan coalition of 66 organizations across the
province committed to working together to end child and family poverty in Ontario. A
provincial member of the national coalition Campaign 2000, the name dates from the
1989 unanimous House of Commons resolution to end child poverty in Canada by 2000.
The coalition started in 1991.

http://www.campaign2000.ca/on/index.html
Also part of the Campaign 2000 website, this section includes reports, discussion papers
and suggestions for actions you can take to lobby government to end child & family
poverty. E.g. the latest Ontario Report Card on Child & Family Poverty in Ontario; and
A Poverty Reduction Strategy for Ontario – Campaign 2000 Discussion Paper (2007).

www.25in5.ca
25-in-5: Network for Poverty Reduction is a multi-sectoral network comprised of more
than 100 Ontario and Toronto-based organizations and individuals working on
eliminating poverty. The network was started in August 2007. Current activities
include: forums to keep partners up to date on poverty reduction work; clearinghouse of
current media reports; updates on government work to develop a poverty reduction
strategy for Ontario.

www.povertywatchontario.ca
A website set up in 2008 by the Social Planning Council of Ontario to monitor and
inform on cross Ontario activity on the poverty reduction agenda. Provides short
updates on recent community meetings on poverty reduction held across the province.

_____

Poverty reduction is being discussed in many communities and organizations across Ontario.
The above list of websites is meant to be a starting point for finding more information
on poverty reduction in Ontario and not a comprehensive list of available resources.

APPENDICES
FOR

Ending Poverty in Ontario:
Building Capacity and Organizing for Change

A Workshop for Engaging Low Income People

Spring 2008

List of Appendices

a) Ending Poverty Bingo

b) Evaluation Form

c) Power Play Ending Poverty? Talking Food Blues

d) Action Ideas

e) Action-Analysis Charts

f) Guidelines For Democratic Communication

g) Wealth Squares

h) A Selection Of Energizers

i) Some Additional Evaluation Tools

j) Four Guides for Brainstorming

k) Some Useful Stories To Tell In Workshops

l) Headlines For What's Happening Chart

m) Report Template For Summary Of Workshop By Facilitators

ENDING POVERTY BINGO

Do not sign your own sheet.
Collect the signatures (or initials) of your fellow participants.

A person can sign or initial a box if they have done what the box asks. E.g. if they have "attended a workshop" they would initial that box. Get as many different signatures as you can. If you are the first to complete two rows you can yell "BINGO." Also, if you are the first to complete a full sheet, yell "BINGO."

PROVIDED CHILD CARE	ATTENDED A WORKSHOP	PROVIDED ELDER CARE	BAGGED GROCERIES
_____	_____	_____	_____
PLANTED FRUITS OR VEGETABLES	COOKED MEALS	ATTENDED A DEMONSTRATION	TOLD STORIES
_____	_____	_____	_____
GAVE A PRESENTATION TO A GROUP	MADE A PIECE OF ART	WORKED A TEMPORARY JOB	VOLUNTEERED FOR SOMETHING
_____	_____	_____	_____
WORKED IN A SCHOOL	LEARNED A SKILL FROM SOMEONE	CUT HAIR	TAUGHT SOMEONE A SKILL
_____	_____	_____	_____

EVALUATION FORM

ENDING POVERTY IN ONTARIO:
a Workshop for Building Community Capacity and Organizing for Change
Produced by the Income Security Advocacy Centre and Campaign 2000

Thinking about the workshop you just attended, please indicate whether you <u>agree or disagree</u> with the following statements. Check (✓) only ONE circle for each statement.

1.	I learnt something new in this workshop	Strongly Disagree ⬭	Disagree ⬭	Agree ⬭	Strongly Agree ⬭
2.	The workshop leaders were knowledgeable and prepared	Strongly Disagree ⬭	Disagree ⬭	Agree ⬭	Strongly Agree ⬭
3.	The workshop topics were well covered.	Strongly Disagree ⬭	Disagree ⬭	Agree ⬭	Strongly Agree ⬭
4.	I was comfortable participating in the workshop.	Strongly Disagree ⬭	Disagree ⬭	Agree ⬭	Strongly Agree ⬭

5.	I would like to be part of efforts to influence the provincial government's poverty reduction strategy and build support for ending poverty in my community. If yes, please provide your contact information so we can stay in touch.	Yes ⬭ No ⬭ Name: _____ Organization (if applicable): _____ E-mail or mailing address: _____ _____ Phone: _____

PLEASE TURN OVER ➔

6.	One thing I like best about this workshop is: _____ _____ _____
7.	One thing I learned in this workshop is: _____ _____ _____
8.	One change that this workshop should consider is: _____ _____ _____
9.	Would you like to be added to ISAC's and Campaign 2000's e-lists, where you will receive information about ISAC's anti-poverty work and other initiatives? ISAC Campaign 2000 Name: _____ ◯ ◯ Email address: _____

THANK YOU FOR YOUR PARTICIPATION! And THANK YOU TO OUR FUNDERS!
Metcalf Foundation
Provincial Learning Action Committee (PLAC) / Comité d'action provincial sur la formation (CAPF)
Legal Aid Ontario / Aide juridique Ontario

POWER PLAY
ENDING POVERTY? TALKING FOOD BLUES

The following copy of the Power Play
is in 14 point type
for easier reading by volunteers.

Two copies should be made.

ENDING POVERTY?
Talking Food Blues

(or Why Does Poverty Persist
and Just What Does
Reducing It Mean?)

A Power Play in Two Acts

ACT I
What Is Poverty?

Facilitator: The scene is a large food bank warehouse with three characters who are all members and volunteers of the Food Bank. Bob is a staff member of the Food Bank; Mary is a volunteer (a recently unemployed office manager who wants to do some social justice work before she finds a new job); and Joan is a volunteer who is also a user of the foodbank (and who has three children).

Mary: These boxes are heavy.

Joan: Remember to lift it by bending your knees. It's easy to hurt your back if you're not careful.

Bob: That's good advice.

Mary: This is a lot of boxes. Is it always so many?

Bob: Well, it ebbs and flows. Sometimes it's all boxes of soup: smaller, heavier. Other days it's all cereal: bigger, lighter. It all depends. These were put here by accident and we have to move them over to the storage room to make space for the food drive.

Joan: This'll be the fourth Food Drive I'm working on. Always lots to do at this time of year.

Mary: You know, I've contributed to food banks for years but this is the first time I've actually volunteered to help out. And I was just wondering about how permanent these things are. I thought when they started they were supposed to be temporary.

Joan: They *are* temporary, if by "temporary" you mean "permanent."

Bob: Very funny, Joan. But it's a good point. And I think most everyone who works and volunteers here still hopes they *are* temporary. But with over ten years with no increase to the minimum wage and erosion of the social safety net, people need food banks more than ever.

Joan: Don't forget about housing. That's my problem. I got a decent enough place, but it's real hard to keep it. My social assistance cheque never covers it all which is why I come here.

Mary: You mean you use this food bank *and* volunteer here?

Joan: Does that seem strange to you? If I had my way, everyone who used this place would have to put in time!

Mary: You would make people work for their food?

Bob: Joan thinks everyone should work.

Joan: Everyone can work. And should!

Mary: But how is that different from workfare?

Joan: Workfare's not such a bad idea. People get used to handouts and then they get lazy.

Bob: Joan and I have this argument all the time. So, Joan, you think people are poor because they're not looking hard enough for work?

Joan: I got a job – in fact, I *had* three jobs - all part-time - but two of them went south. And the one I've still got is an on-call thing which isn't so dependable. And, of course, to top it off, fifty cents of every dollar I make gets deducted from my cheque, so I don't make much at all. But I never stop looking and I never stop trying. That's more than most people.

Mary: But if it's just a question of everyone trying harder, isn't that like blaming people for being poor?

Joan: Look, one reason I like to volunteer is it makes me feel better than spending hours circling want ads and waiting for those calls that never come. I think everybody can do a bit. And help comes better to those who help themselves. But I agree that some people just have bad luck. It was bad luck that I got a job just when the clothing company closed down.

Bob: I agree that there *is* bad luck out there for some. But I don't think you get 10% of the Ontario population living in poverty because of bad luck. Why did that clothing company close down, Joan?

Joan: Okay, okay, it went to Mexico. I see your point. It's not all about luck. But that doesn't mean people aren't taking advantage of social assistance. As poor as it is.

Mary: But I thought social assistance was supposed to help people who were having a hard time to meet their basic needs?

Bob: Once upon a time, maybe it did - though I'm not even sure about that. But too many people (and that includes the government) assume that everybody's the same and can do the same and can work hard the same way and has the same opportunity. But that's not how our economy is structured.

Joan: Yeah, I'd love to get off the system, but most of the jobs I've applied for don't offer any benefits. One of my kids has asthma – if I get a job without health benefits I'd have to pay for her medication and I can't afford it on a minimum wage job. At least medication costs are covered while I'm on assistance – that's one good thing.

Mary: Factories going to Mexico, jobs not offering benefits – it sure doesn't sound like bad luck to me. I think ALL jobs should have benefits. But isn't minimum wage supposed to be the minimum you need to live on?

Joan: Hardly. More like the minimum companies can get away with paying. Even if you're working a full-time minimum wage job you still end up below the poverty line.

Mary: Just what *IS* the poverty line?

Joan: About $18,000 for a single person and $34,000 for a family of four. And minimum wage even at the new level of $8.75 doesn't get you to the poverty line (unless you work triple over-time).

Mary: You know your stuff, Joan. I've never thought about how expensive some of those things can be. But still, I guess I'm surprised a bit at just how many people use food banks. I didn't know there was that much need.

Bob: Well, here's another stat for you: that 10% of the Ontario population that lives in poverty is one point three million people which means that 345,000 children are living below the poverty line.

Mary: I didn't think it was that bad. I just don't get it. We're one of the richest nations on earth. Sure a lot of jobs have gone south. But the economy's pretty good isn't it? We're not spending as much of our money on war as our neighbour over the border.

Joan: Sure we're one of the richest countries in the world. But you have to wonder where all those riches concentrate. And it isn't with us.

Bob: So, you agree that it isn't just about working harder and avoiding bad luck?

Joan: Ha, ha, very funny. So I'm contradictory. Never said I was perfect.

Bob: Joan, you're one of the most informed people I know. We may disagree on some points, but you always make me think about things. And like we were saying, as you can see from who comes here, the wealth isn't with immigrant families either. Newcomers have less support than they used to – government funding just hasn't kept up.

Joan: Sure, I agree that people of colour, have it tougher. I know this one family that was just making it – Fatima is trained as teacher and was doing some childcare and some sewing and her husband is an engineer and was driving a cab. But he got a real bad case of the flu and lost weeks and weeks of work. He let a friend drive his cab but he had an accident. Real bad luck – like I was saying - coming to this food bank was hard for them, but I know it made a real difference.

Mary: Well, the government should do more, that's all there is to it.

Bob: Which government? The feds who got out of funding housing? Or the province who have downloaded all sorts of services to the City without downloading all the money? Or the City that keeps raising bus fares?

Joan: Well, people have to do more; governments have to do more. I tell you, what they need is the resourcefulness of someone who lives on fifteen dollars a day for rent, food, transportation and everything else.

Mary: But most people just don't seem to care.

Joan: Exactly my point: and then you only have yourself to blame.

Bob: Okay, okay, we're not going back to that one again. Have you heard that the Government of Ontario is talking about a Poverty Reduction Strategy.

Mary: Really? Now *that* sounds positive. But can you hold that thought while I run for some coffee? Meet you back here in twenty minutes?

END OF ACT I

ACT II
Taking Action

Bob: Like I was saying earlier, the Government of Ontario has promised to create a Poverty Reduction Strategy by the end of the year.

Mary: Well, my mother doesn't think we need one.

Bob: Do tell.

Mary: "The poor will always be with us." That's what she learned in church. And that's what she tried to teach me.

Joan: And did you believe that?

Mary: I suppose I did. But I've never been comfortable about that. And I suppose I don't want to believe it. Maybe that's why I'm here.

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Joan: And, you know, I was just thinking, it's the 10th anniversary of the food bank next month. What if we did a special media event – "10 years is too long" – we could call it an "un"celebration – find out why we're not happy that we're ten years old.

Mary: I'd work on that! What do we do next?

END OF ACT II

ACTION IDEAS

The following "Action Ideas" are meant only as suggestions to assist low-income people in developing solutions for ending poverty in their communities and across Ontario. Don't be afraid to come up with your own creative strategies too!

Mobilize for Action

1. Encourage other low-income people in your community to work with you to take action to end poverty in your community. Food banks, meal programs, community kitchens, community gardens and local OW, ODSP or EI offices may be good places to approach people.

2. Identify people that might have been missing from your initial discussions. Groups like new immigrants, people of colour, low-wage workers, single moms, seniors or people with disabilities will all have unique perspectives and ideas for ending poverty.

3. Forming support groups, providing information about existing benefits and programs that people may be eligible for, and fundraising to provide food, TTC and free child care at your meetings may help ensure that more people can participate in an ongoing way.

4. Explore new technologies like Facebook and You Tube for reaching youth.

5. Approach organizations about providing meeting space and other support.

Lobby Politicians

6. Organize a meeting with your MPP or members of the Ontario Government's Cabinet Committee on Poverty Reduction.

7. Organize letter-writing, fax or postcard campaigns to keep poverty issues – and your local MPP - in the spotlight.

8. Participate in the Ontario Government's consultations on a poverty reduction strategy and encourage others to make presentations too.

9. If a federal election is called, go to all candidate debates or organize your own and ask local candidates what they and their party will do to end poverty in your community.

10. Ask your municipal council to work with anti-poverty groups to develop a local poverty reduction strategy for your community. Improving local infrastructure like public transportation and affordable housing and more effectively coordinating community services can have a significant impact on reducing poverty.

Build Community Support

11. Approach local unions, business associations, community organizations, faith groups, health care providers about what they can do to help end poverty in your community.

12. Organize a "Call to Action on Poverty" meeting and invite a broad cross-section of people in the community to brainstorm local solutions for ending poverty.

Media

13. Approach local media to publish more stories about poverty in your community.

14. Approach your local newspaper about writing a regular column on poverty issues.

15. Approach your local radio and cable television stations about hosting a regular show on poverty issues or doing a feature program.

16. Write letters-to-the-editor.

Raise Awareness

17. Create a skit or a workshop about life in poverty and approach local schools, community groups, business associations, union locals and faith groups to build broader support for ending poverty in your community.

18. Organize a forum on poverty to raise awareness in your community.

19. Set-up a table at community events.

20. Use photographs or a collection of stories to illustrate poverty in your community and approach the local library, community centres, cafes or art galleries to display them.

21. Create a "Speaker's Bureau" of low-income people willing to speak to the media or to community groups, offer training so new folks can get involved, and line up speaking engagements.

22. Organize a local film night every month with different films or showcase your own videos. Then have a discussion afterwards.

ACTION-ANALYSIS CHARTS

Objective

❏ To plan for action based on a long and short term goal and sharing and analyzing both what supports and hinders the short term goal

Time   40 – 60 minutes

What to do

❏ Markers
❏ Masking tape
❏ Action Analysis Charts drawn on flip chart (one for each small group)

What to do

1. Explain that we will use a chart to come up with specific action ideas or "next steps for action."

2. Show everyone the Action-Analysis Chart that you have drawn on a sheet of flip chart paper.

3. The main long-term goal for this analysis is "Reducing Poverty in Ontario". We will identify short-term goals which we will analyse in order to come up with some action steps.

4. Short-term goals could come from a brainstorm or you could suggest a few short-term goals that you feel represents the group's interests, e.g.:
   a. Participating in government consultations for a Poverty Reduction Strategy
   b. A letter-writing campaign to pressure the government on housing policy
   c. A community fundraiser to support a local anti-poverty advocacy group
   d. Refer to "Appendix C: Action Ideas"

5. Form small groups of about 3 to 5 people each. People could vote with their feet and choose a chart with a short-term goal that they favour.

6. They can start their analysis by listing things that "support" or "hinder" the short-term goal. Emphasize that these are things that they know about already. If they want to list something that they are unsure about (i.e. it neither hinders nor supports, as far as they know), then they can post it under the middle column "unknown/uncommitted".

7. After the group has worked for 20 minutes tell them to think about the last level of the chart: ACTION. Urge them to think about next steps that they can take with respect to the things that they have listed above.

8. For the report back, ask each group to report their action steps.

9. Often there are numerous next steps listed and, if a few small groups have formed to do charts then it is possible that anywhere between a dozen and two dozen next steps are being proposed. At this point prioritization is very helpful and you could apply Dotmocracy (see Activity 9.C).

ACTION-ANALYSIS CHART

long term goal:	**Ending Poverty in Ontario**	
short term goal:		
What exists (i.e. what do we already have or know) that **SUPPORTS** the short term goal?	unknown / uncommitted	What exists (i.e. what do we do or what do we lack) that **HINDERS** the short term goal?
Based on what we've written above what **ACTIONS** could we take to advance the short term goal?		

GUIDELINES FOR DEMOCRATIC COMMUNICATION

Objective

❑ Promote an environment of democratic communication
❑ Promote respect for different communication needs of participants

Time   **5 – 10 minutes**

What to do

❑ Copies of guidelines as a handout
❑ A few guidelines on flip chart

What to do

1. Introduce the notion that we need to affirm some guidelines for democratic communication. Everyone has different communication needs and we want to identify some basics.

2. Common basics could include:
   - Respect a person's right to speak without interruption
   - Everyone has the right to pass rather than saying something
   - Volunteer yourself only

3. Refer to a more detailed handout which you could choose to share in advance of the workshop, in a kit of workshop materials or at another point in the workshop.

4. Once you have shared a few basic guidelines ask participants if there are any other guidelines that they wish to name or call attention to any other guidelines that are important for their participation.

   ### *Some useful guidelines for participation include:*
   - The individual is asked how they would like to proceed with a situation (for example, how would a person like to have their messages communicated).
   - Respect that there are different abilities to communicate in the group.
   - Respect that there are different cultural ways to communicate in the group.
   - Listen more.
   - Speak for yourself; don't volunteer other people to speak.
   - Turn off cell phones and pagers during the meeting.
   - Don't interrupt when someone else is speaking.
   - If the process is unclear ask the facilitator (or a fellow participant) to clarify.
   - Respect the process.
   - Minimize cross talk.
   - Take your turn to speak.
   - Listen actively.
   - Speak from your experience as much as possible.
   - Take responsibility for your own participation.
   - Offer assistance to the process, if appropriate.
   - Look at the person to whom you are speaking.

- Be aware of using acronyms and other jargon that may need translation or explanation for other group members (i.e. Take responsibility for the language you use).
- Give space for people who haven't spoken yet; your point may be shared by someone else.
- Try to think about what you are going to say before speaking.

Facilitator Notes

✋ ***Checklist of considerations to support democratic communication***
- What communication needs do participants and potential participants have?
- How are you equipped to meet the needs of people whose disabilities are:
    - Perceptual (e.g. visual or hearing impaired)
    - Illness-related (e.g. multiple sclerosis)
    - Developmental (e.g. Down Syndrome)
    - Psychiatric (e.g. bi-polar, chronic depression)
    - Mobility (e.g. quadriplegia, paraplegia)
    - Environmental (e.g. asthma, sensitivities to allergens, chemicals - including perfumes)
- How do we understand the concept of democratic communication?
- How can we better promote broad democratic communication?
- What type of meeting is to be held? A meeting can be focused on one process or involve a variety. Being clear about which process is being used can help keep a group focused and committed (e.g. is the meeting in decision-making mode or in creative discussion mode?). Meeting types include:
    - decision-making
    - information
    - public dialogue
    - negotiation
    - coalition building
    - project planning
    - creative brainstorming
    - workshop
- How does the physical meeting space affect communication.
- What budget or other resources are available to support participants' needs for democratic communication?
- Is it necessary to get agreement on the agenda before the meeting happens?
- Who is the best person to facilitate the meeting? Should the meeting be co-facilitated?
- Who is the best person to open the meeting (welcome participants, set the tone, introduce facilitators)?
- What are the necessary pre-meeting materials that participants should receive?

Facilitating democratic communication
- watching the time (keeping to the agreed schedule and pacing things well)
- keeping the group focused on the agreed short & long term objectives
- providing adequate opportunity for all to participate
- encouraging active participation
- affirming and drawing on the full range of experience and knowledge in the group
- making sure that the time and space is being shared (not monopolized by any one person or interest)
- identifying conflict frankly and not being afraid to address it
- offering process suggestions whenever necessary (e.g. be willing to re-negotiate agenda if necessary)

- name issues through problem posing
- keep an eye on people's energy levels and, regardless of agenda and schedule, be willing to suggest changes
- remind group members of participation guidelines if and when necessary
- share responsibility for sharing information (ask if someone else in group can answer a question raised)
- share process responsibility when possible (e.g. keeping time, recording notes, filling in late-comers about what has happened so far)

WEALTH SQUARES

Objective

❑   to examine the distribution of wealth in Canada

Time   45 minutes

What to do

1. Set up ten squares (use sheets if necessary) in a line on the floor. Ask each person to stand on a square. Explain that each person represents 10% of the population. Each square represents 10% of the total wealth in Canada. **Wealth** is not just money but includes all of what someone owns (their assets). This includes property, stocks, etc. Income is how much someone makes in a year. Wealth is accumulated and is a good indicator of power in society.

2. Select one individual who represents the wealthiest individual. Ask this person to take over 5 squares and move everyone else into the remaining five squares.

3. With 9 people squished into the five remaining squares, ask the second wealthiest (select another person) to take the next two squares. Everyone else moves to the remaining three squares.

4. With 8 people in the three squares, ask the third wealthiest person to take over one square, and the five remaining people to try to squish into one square. Note that there is no room and some of the five remaining people will have to stand outside the square because they have less than nothing.

5. Start with people still in their squares (if they feel comfortable) and ask:

    a. How do the people at the bottom end feel?
    b. How does the person at the top end feel?
    c. What does each end of the line say about the other?
    d. What do these people at/near the bottom have in common with each other?
    e. What do we know (generally) about which people are on which square?
    f. What do the white men in the bottom third have in common with the white men further up the line? What's different?
    g. What do people of colour or women in the bottom third have in common with people of colour or women further up the line (note for the group that there is a low percentage of people of colour in upper economic spheres). What's different?

6. Possibly ask the following:

    a. What do the individuals in the bottom three squares want?
    b. Why do a lot of people tend to think they can get what they want through individual solutions?
    c. What is the benefit of working collectively?

A SELECTION OF ENERGIZERS

SIXTEEN

OBJECTIVE: To pick up the energy of the group quickly, to have some fun
 # OF PARTICIPANTS: 4 or more
TIME: 5 minutes
WHAT YOU'LL NEED: Nothing
STEPS:

1. Have all participants stand (or otherwise position themselves) in a tight circle.
2. Ask all participants to do what the facilitator does simultaneously.
3. Shake right hand sixteen times while counting out loud from 1 to 16. (Make sure everyone counts out loud). Repeat with the left hand and then the right foot and then the left foot.
4. Repeat the sequence starting with the right hand and this time count only to eight. Repeat sequence counting to four. Then two, then one.
5. End with a SHOUT! You will notice that the game speeds up as you count down. Encourage everyone to take a big breath for the last round and to shout out "one" if they feel like it.

   NOTES: *This game does not require great physical ability. Encourage participants only to participate up to their comfort level. If someone is unsteady on their feet, in a wheelchair or otherwise physically disabled, they can count to sixteen with or without shaking their arms and legs.*

MY BONNIE

OBJECTIVE: Energize the group, stretch, have fun
 # OF PARTICIPANTS: 5 or more
TIME: 5 minutes
WHAT YOU'LL NEED: Chairs
STEPS:

1. The song "My Bonnie lies over the ocean" is sung
2. Every time the letter "B" appears in the song, participants either a) raise their hands or lower their hand b) stand if they are sitting or sit if they are standing.

   The song:

   My bonnie lies over the ocean, my bonnie lies over the sea
   My bonnie lies over the ocean, oh bring back my bonnie to me.

   Bring back, bring back, bring back my bonnie to me, to me.
   Bring back, bring back, bring back my bonnie to me!

   NOTES: If some people in the group do not know the song it's best to sing through it quickly once.   Any song can be used with a repeating phrase or sound.

BUSES

OBJECTIVE: energizer, share knowledge about the make-up of the group
 # OF PARTICIPANTS: 12 or more
TIME: 10 - 20 minutes
WHAT YOU'll NEED: Nothing
STEPS:

1. The facilitator explains to the group that you are all at a very chaotic bus station where the busses have different destinations than what you are used to. The facilitator will call out the destination (category) of the busses and everyone is to quickly self-organize to "get on the bus that *matches* their destination".
2. Start with a simple category that everyone is likely to share and be comfortable with such as eye colour or zodiac symbol (assuming most people are familiar enough with the zodiac). Once the facilitator calls out the category everyone must find those people in the group who match their choice and form a small group. E.G. For eye colour, all brown-eyed people must find each other, all blue-eyed must find each other and so on.
3. Once the chaos has settled, the facilitator can call for attention and do a go-around to ask what exactly the groups are. You can also take a moment and ask participants to introduce themselves to each other in their bus.
4. Other possible bus destinations (categories) include: Number of languages spoken, number of siblings, country (or continent or province/state) of birth, decade of birth, number of children, gender, birth order in your family, number of years with the organization you are in, ethnicity, etc.

   NOTES:
   * *Keep the game moving fast; if some people have failed to find their fellow bus-riders, use the go-around to unite them.*
   * *Some people will probably ask for a definition of one or more categories. Remember that this game allows people to self-organize, therefore, they can, if they wish, create their own definition. Encourage this if necessary.*
   * *This game is not about judging people's abilities, therefore, when participants ask if they must be fluent in a second or third language to justify joining a group, the facilitator can respond that it is up to them to determine their ability.*
   * *The choices of categories should be culturally appropriate and relevant to the group and caution should be used if deciding to use categories such as gender, race, ethnicity or skin colour. Don't be afraid of these categories, but it is wise to check with representatives of a group if it is appropriate to use categories that might create tension or spark controversy.*
   * *This game is usually light enough to end quickly and move on. However, be alert to moments of tension such as differences of opinion about what gender or ethnicity means. Should these tensions surface you may need to devote some time to debrief the exercise.*

ELEPHANTS AND GIRAFFES

OBJECTIVE: energizer
 # OF PARTICIPANTS: 7 or more
TIME: 5-10 minutes
WHAT YOU'LL NEED: nothing
STEPS:
1. Everyone stands or sits in a circle with one person in the centre.
2. The facilitator explains that the caller is to point to a person at random and yell "elephant" or "giraffe".
3. When a person is called an "elephant" they must raise their arms together in front of their face as if they were the trunk of an elephant and the two people to either side must put both their hands against the ears of the "elephant" to mimic elephant ears.
4. When a person is called a "giraffe" they must raise their arms together over their head as if they were the neck of a giraffe and the two people to either side must both bend down and touch the ground as if they were the legs of a giraffe.
5. If someone makes a mistake (e.g. forgets to bend down) they become the new person in the middle.

NOTES: This game is best played fast with the calling moving from one person to the next quickly and with surprise.

SOME ADDITIONAL EVALUATION TOOLS

PROS & CONS

OBJECTIVE: to conduct a quick, energetic evaluation of a workshop or meeting
 # OF PARTICIPANTS: 5 or more
TIME: 15-20 minutes
WHAT YOU'LL NEED: Flip chart paper, markers, post-it notes
STEPS:

1. Re-visit the expectations from beginning of the session.

2. Remind everyone what we have gone through (point to agenda on flip chart).

3. Write each of the pro/con question as a title on flip chart paper. For example, 'what did you like about this session/activity' and 'what did you not like as much about this session/activity' or 'what worked' and 'what could have been better'

4. Hand out several stickie notes or separate sheets of paper and markers on which participants can individually, or in conversation with a partner, write their responses to each question.

5. After 5 - 10 minutes have participants post their responses on the larger flip chart. Invite everyone to do a 'gallery tour' and view what others posted.

6. Spend several moments asking for volunteers to share their feedback, or commenting on others comments that they find interesting, or have questions they have about someone else's posting.

HEAD, HEART, HANDS, FEET

OBJECTIVE: to conduct an evaluation that records a broad range of collective or individual reflections
 # OF PARTICIPANTS: 5 or more
TIME: 15 minutes+
WHAT YOU'LL NEED: flip chart paper, stickies, markers
STEPS:

1. Make four flip charts: one each for: "Head", "Heart" "Hands" and "Feet". For "Head" write "What did I learn? (new ideas, facts, concepts, different ways of thinking, etc)". For "Heart" write "How did I feel? (different emotions, discoveries about beliefs, etc). For "Hands" write "What would I change about the workshop?" For "Feet" write "What will I do? (what action steps will I take, what new learnings will I share, etc?" It helps to draw a graphic on each page representing head, heart, hands, feet.

2. On stickie notes ask people to spend up to 10 minutes writing thoughts (and drawing pictures) to be put on each chart. After 10 minutes or so ask people to post them. Hold a "museum tour" where people walk around and read what others have written

3. Ask for volunteers to speak about something they wrote. (You might also wish to affirm that participants can keep their reflections private and/or simply use this exercise for private reflection.)

   NOTE: Another option is to produce this as single form on a piece of paper and to collect the papers.

FOUR GUIDES FOR BRAINSTORMING

a. QUANTITY: the more ideas produced, the better. The group records all of the participants' ideas as they come up. This does not mean that every idea will work or prove totally useful, but it is a way to bring as many good ideas or combinations of ideas as possible out into the open. It also means that everyone can participate, no matter what their level of "expertise" in a particular problem.

b. PLAY-GIARIZE or build on each other's ideas – even including those from fields totally different than the one the group is looking at. "Stealing" ideas is taboo in a culture that puts so much emphasis on private property, yet groups need ways to develop ideas (problems, solutions, plans) together.

c. WILD IDEAS help the generation process. These ideas are often just slightly off the norm, and yet they can "threaten" the status quo – that's why they're labeled wild.

d. NO EVALUATION OR CRITICISM until the brainstorming is finished. This guide, perhaps the most difficult to follow, can make sure you produce as large as pool of ideas as possible. One of its many side effects is that it makes sure participants don't use evaluation as a means of controlling or judging other people's ideas. It also makes the skill of evaluation explicit rather than leaving it as a submerged process.

SOME USEFUL STORIES
TO TELL IN WORKSHOPS

Arrow in the Bullseye

There was once a general of war who was tired of fighting. He had spent his whole life perfecting his skill in all the arts of war, save archery. Now he was weary and wished to end his career as a fighter. So he decided that he would spend the rest of his days studying archery and he began to search far and wide for a master to study with.

After much journeying he found a monastery where they taught archery - he entered the monastery and asked if he could live there and study. He thought that his life was now over and the remainder of his days would be spent in study and meditation behind these monastery walls. He had been studying for ten years, perfecting his skill as an archer, when, one day, the abbot of the monastery came to him and told the former-general of war that he must leave. The former-general protested saying that his life in the world outside the monastery was over and that all he wished was to spend the rest of his days here. But the abbot insisted, saying that the general must now leave and go into the world and teach what he had learned.

The former-general had to do as he was told. Having nowhere to go when he left the monastery he decided to return to the village of his birth. It was a long journey and as he neared the village he noticed a bulls-eye on a tree with an arrow dead-centre. He was surprised by this only to notice more bulls-eyes on trees and, in the centre of each, an arrow. Then, on the barns and the buildings of the town he saw dozens, hundreds of bulls-eyes with arrows in the centre of each one.

The peace he had attained in tens years of monastic life had left him and he approached the elders of the town, indignant that after ten years of devoted study he should return to his own home and find an archer more skilled than he. He demanded of the elders that the master archer meet him by the edge of town in one hour. Waiting by the mill the general could see no one coming to meet him though he noticed a young girl playing by the river. The girl noticed him and came over.

"Are you waiting for someone," asked the girl looking up at the former-general.

"Go away," he said.

"No, no," said the girl, "you look like you're waiting for someone and I was told to come and meet someone here."

The former-general looked unbelievingly at the little girl and said, "I'm waiting for the master archer responsible for the hundreds of perfect shots I see around here."

"Then it is you I was sent to meet. I made all the shots," said the girl.

The former-general looked even more skeptical, convinced that this girl was trying to humiliate him. He said to the girl, "If you're telling the truth then explain to me how you can get a perfect shot every single time you shoot your arrow."

"That's easy," said the girl. "I take my arrow and I draw it back in the bow and point it very, very straight. Then I let it go and wherever it lands I draw a bulls-eye."

Bugs

A father and son were riding along slowly in their horse-drawn cart as they returned home from town. The father was flicking a whip to snap flies out of the air to save the horse from being pestered. The boy watched and watched as his father skillfully snapped the whip, each time hitting his target perfectly. Flies fell to the ground by the dozens.

After some time the boy turned to his father and said, "Dad, can you teach me how to do that?"

"Sure, son," said the father with a smile and handed his son the whip. The boy took some time to learn how to use the whip and after much concentration and many attempts he hit his first fly. As they drove along, the boy practiced and was soon hitting most of the flies he aimed at. Then he saw a big, fat bug swing into his view and he took aim. Just before he snapped the whip his father grabbed his arm and stopped him. The boy turned to his father and asked, "why'd you stop me?"

"Look at that bug, son, it's a bee."

"So?" the boy said.

"Son," the father replied, "those bugs are organized."

One Wish

In a small cottage beside a stormy sea there once lived an aging couple who lived a hard life. The man's blind mother lived with them. They were poor and they were kind. No matter how little they had they were always willing to share with those who were in need. They asked little enough for themselves. Though there was one sorrow in their life they wished dearly to end, and that was their lack of a child. One day the man went down to the seaside where he cast a line absent-mindedly into the surf. He wasn't trying very hard to catch anything so he was quite surprised to feel a tug on the line. He pulled it in and saw that he had hooked the largest and most colourful fish he had ever seen. He walked into the surf to grab the fish and remove the hook and the fish spoke, "Kind sir, please release me and I will give thee a wish." The man had heard of many strange things in his life, but a talking fish was surely a stranger sight than he ever imagined seeing. "Surely, I will release thee, magical creature. But I cannot make a wish without asking my family. Might I ask that I return here tomorrow to tell you my wish?" "I will be here tomorrow," said the fish. And the man freed the fish, made his way home and told his wife and mother of his strange encounter. They spoke about what they would wish for. The man suggested riches, saying that they could live better, have more to share, that life need not be as hard as it had been. The woman reminded the man that his mother was blind and that he could use his wish to make her see once more. But the mother said that she knew what sorrow it was to be childless and that she would dearly love to have a grandchild. The wife said to the husband, "go to sleep, trust in the divine, the morning is wiser than the evening." The next morning the woman woke her husband, leaned over him saying, "This is what you will wish for." And she leaned closer and whispered. The man nodded and smiled and said, "You are the wisest woman in the world." He made his way down to the sea and sure enough, the magical, colourful fish awaited him. They greeted each other cheerfully and the man told the fish how hard it had been to decide on one wish. "And what would be your wish, kind sir?" asked the fish. The man looked calmly at the fish and said, "I wish that my mother lives long enough to see her grandchildren eat from golden plates." And it was so.

The Sermon

One day Mulla Nasruddin was asked to come and deliver a talk. The day arrived and he went to the assembly, stood before the people and asked, "Do you know what I am going to talk about today?" And the people answered, "No!" Nasruddin was indignant saying, "If you are so

ignorant that you don't know what I am going to speak about then I cannot bear to stay." And he left.

The next week Nasruddin returned, this time asking, "Do you know what I am going to speak about?" And the people, remembering what had happened the week before all answered, "Yes!" Nasruddin looked surprised and said, "If you know what I am going to say then I have no need to say it." And he left.

He returned again the next week and asked before the assembled, "Do you know what I am going to say?" This time half the people answered "Yes!" and the other half answered "No!" "In that case," said Nasruddin, "those of you that know tell those of you that don't." And he left.

Stop Eating Sugar

There was once a father who was told by doctors that his son had diabetes. The father was told to tell his son to stop eating sugar or else he would die. The father, obedient of the doctor's instructions told his son to stop eating sugar. But the boy refused saying, "can't and won't!"

The father thought about forcing his son to stop eating sugar but knew, as he thought this, that enforcing this would be an impossibility. His son could eat sugar the first time he was out of sight of his father and thus endanger his life.

The father loved his son very much and was at his wit's end when the boy suggested: "You know, father, there's that wise woman who loves a few valleys over. If she were tell me to stop eating sugar, I would."

The father thought this an odd situation, but, if that's what it would take to save his son's life, he would do it. They packed their few belongings and made the long journey to the home of the wise woman.

Once inside, the father told the wise woman the reason for their visit. The wise woman nodded, then said, "Come back in fourteen days and I will tell you what I must."

The father was irritated. After all, their request was simple enough. But, he had little choice and left.

After fourteen days they returned to the home of the wise woman. Once inside, the wise woman looked at the boy and said, "you must stop eating sugar or else you will die."

"Okay," said the boy and he turned and left the room.

The father looked at the wise woman and said, "I mean no disrespect, but you can see we are poor and that the journey was long and costly. I must ask you why you could not have said those words fourteen days ago?"

The wise woman was smiling and she nodded and said, "Ah! you see, I felt that for me to tell your son to stop eating sugar, I had to stop eating sugar first."

The Star

There was an old man who lived in a village beneath a tall mountain. The man was an ascetic whose daily devotion was to go without food and water from dawn until sunset. This he did for many years and, for as long as any of the villagers could remember, he had always been amongst them. He was loved and respected for his wisdom and kindness. On morning a villager arose early and was amazed to see that there was a star from the heavens that had come down to sit atop their mountain. That villager knew immediately, as did everyone else who saw it, that it must be a gift from the heavens to the old man who everyone loved so well. When the old man awoke and opened his dor he was startled to see the entire village population standing before him.

They pointed to the star and insisted that he go up the mountain to receive this gift. He said that it was enough that it was there and he had no need to climb the mountain. But the villagers insisted and, perhaps only to please them, he agreed. He fetched a small bottle of water from which he intended to drink when the sun had set, for it would be a full-day's journey to go up and down that mountain. As he set off up the slope a young girl joined him saying she wanted to go. Together they traveled. After some time the girl said she was thirsty. The old man passed her his bottle. She said, "I'll drink only if you drink." Now the old man had a problem. How could he let the girl suffer? But if he drank and broke his devotion, the gift of the star would surely be gone and the villagers disappointed. He drank. And he gave the girl the bottle. She drank. Slowly the old man raised his head, for he was sure that the star would be gone. But when he looked up, there on the top of the mountain, were two stars.

Fill It

There once lived a farmer who worked hard to till his land and feed his three children. His wife had died some years before and he realized that he was getting on in years and should think about how he would one day pass on the land to his children. Should he die suddenly he didn't want there to be any fighting over who would get what. So he called his two sons and his daughter together and told them that he had designed a contest. Each would have a turn at filling the shed beside the barn as full as they could. The one to fill it the most would be the winner and would get to have the first choice of land to inherit. The children agreed and the father turned to his oldest child, his son, and nodded.

The boy went all over the land and gathered every stone and boulder and pebble and brought them back to the shed where he piled them all in. He pushed and shoved and carried until he closed the shed door with difficulty. The shed's walls and door bulged with the weight of the stones inside. The boy, knees and elbows scraped and bloodied, turned to his father.

The father nodded and smiled and said, "That is a very good effort. I am most impressed." Then he bent down and picked up a handful of dirt which he threw into the shed through a small window. The sand disappeared inside. "A very good effort," repeated the father. "Now let us see how your brother can do."

The shed was cleaned out and the second child, taking a wheelbarrow, gathered as much sand and dirt as he could from all over the farm. Load after load, he piled the sand and dirt into the shed. He pushed it in and stamped it down and packed it tight. With the door shut and bulging he still pushed sand and dirt in under the crack. He packed it into the window. Again the walls of the shed bulged from the weight of the sand inside. The boy turned to his father.

"Very impressive. A mighty feat. I congratulate you." The father went over to a bucket of water and dipped a ladle in. He brought this back to the shed and poured the water in through a crack in the roof. The water disappeared inside. "A good and noble effort, my son. Now let us see what your sister can do."

The young girl disappeared into the house. The shed was cleaned out and prepared. After a while the girl emerged from the house with her hands cupped around something small. She walked into the shed and placed something down. She stepped back and her brothers and father saw that it was a candle. And the light from that candle filled that shed to its furthest corner. The girl turned and faced her father and brothers and they smiled at her.

HEADLINES
FOR WHAT'S HAPPENING CHART

The following pages are a set of graphics and headlines that can be photocopied, cut and taped up on the What's Happening Chart on the wall. The graphics can be cut out and placed above the headline they illustrate.

$ Income

Childcare

Housing

Health & food

Education & training

Transportation

INCOME
(Employment, Social assistance, child benefits, EI, pensions, etc.)

CHILD CARE

HOUSING

HEALTH & FOOD

PEOPLE WITH DISABILITIES

EDUCATION & TRAINING

RACIALIZED COMMUNITIES
(people of colour, immigrants, refugees)

ABORIGINAL PEOPLE

TRANSPORTATION

OTHER

EVERYONE

WOMEN

REPORT TEMPLATE
FOR SUMMARY OF WORKSHOP BY FACILITATORS

Date:

Report from: *[your name and location]*

Number of attendees:

1. Summary of the "The life we want" flipchart
List the answers and note whether a particular point was repeated by more than one group.

2. Summary of "What's Happening?" Charts
Set up a table such as below, in MSWord (or compatible word-processing program), and input each piece of info from the sticky notes collected. Save in landscape format so easier to read. Input words / headings from each sticky in bullet point form in appropriate column. Use regular fonts for the sticky notes from the "What increases poverty?" chart, and **bold font** for the sticky notes from the "**What's needed to end poverty**?" chart.

	Income	Childcare	Housing	Health & food	Education & training	Transport	Other
everyone							
women							
racialized groups							
Aboriginal people							
People w disabilities							

2. Summary of Actions people can take:
Set up a table as below, in MSWord (or compatible word-processing program), with the headings from the "clustering report back", then list all the actions recorded on sticky notes under the appropriate heading on the table – **bold** those that the group identified as **priority actions**.

Example:

Lobby Politicians	Build Community Support	Media	Raise Awareness	Mobilize for Action	Other
• meet MPP	• hold community meeting	• do OP Eds	• meet with service clubs		

4. Summary comments from facilitator:

FOR MORE INFORMATION:

www.incomesecurity.org
   Started in 2001, the Income Security Advocacy Centre (ISAC) is a
   community legal clinic that works with the community and advocates to
   address systemic issues and improve income security for people in
   Ontario. Website provides information on provincial income security
   programs such as Ontario Works (OW), the Ontario Disability Support
   Program (ODSP), and the Ontario Child Benefit, and on community-
   based anti-poverty campaigns and coalitions. .

www.campaign2000.ca
   Ontario Campaign 2000 is a non partisan coalition of 66 organizations
   across the province committed to working together to end child and
   family poverty in Ontario. A provincial member of the national
   coalition Campaign 2000, the name dates from the 1989 unanimous
   House of Commons resolution to end child poverty in Canada by 2000.
   The coalition started in 1991.

http://www.campaign2000.ca/on/index.html
   Also part of the Campaign 2000 website, this section includes reports,
   discussion papers and suggestions for actions you can take to lobby
   government to end child & family poverty. E.g. the latest Ontario
   Report Card on Child & Family Poverty in Ontario; and A Poverty
   Reduction Strategy for Ontario – Campaign 2000 Discussion Paper
   (2007).

www.25in5.ca
   25-in-5: Network for Poverty Reduction is a multi-sectoral network
   comprised of more than 100 Ontario and Toronto-based organizations
   and individuals working on eliminating poverty. The network was
   started in August 2007. Current activities include: forums to keep
   partners up to date on poverty reduction work; clearinghouse of current
   media reports; updates on government work to develop a poverty
   reduction strategy for Ontario.

www.povertywatchontario.ca
   A website set up in 2008 by the Social Planning Council of Ontario to
   monitor and inform on cross Ontario activity on the poverty reduction
   agenda. Provides short updates on recent community meetings on
   poverty reduction held across the province.

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Poverty reduction is being discussed in many communities and organizations across Ontario.
The above list of websites is meant to be a starting point for finding more information
on poverty reduction in Ontario and not a comprehensive list of available resources.