



GBA PLUS: SELF-LEARNING AND GROUP ACTIVITIES FOR INCLUSIVE PROGRAMMING



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PURPOSE

This tool aims to enhance the understanding of intersectionality and how we can apply intersectionality to support groups with unique vulnerabilities. These activities facilitate better application of GBA Plus principles within organizational staff, fostering a deeper and more practical comprehension through individual or small team engagement.

TWO OF THE ACTIVITIES THAT SUPPORT YOUR LEARNING ARE:

1

The **Intersectionality Reflection** activity involves watching Kimberlé Crenshaw’s “The Urgency of Intersectionality” video. This prompts readers to consider systemic barriers affecting newcomer and immigrant populations, followed by reflection questions.

2

Applying a **GBA Plus Lens** activity requires watching a video about a client’s story and reflecting on strategies to provide quality and inclusive services.



INTERSECTIONALITY REFLECTION ACTIVITY

Total estimated time: 45 minutes

INTERSECTIONALITY REFLECTION ACTIVITY

Intersectionality Reflection Exercise



WATCH THE "THE URGENCY OF INTERSECTIONALITY" [VIDEO](#).

Please note: the video is about 19 minutes long and has an option to watch with French subtitles.



Kimberlé Crenshaw,
American Civil Rights Advocate



AFTER WATCHING THE VIDEO, PLEASE TAKE A MOMENT TO THINK ABOUT THE FOLLOWING QUESTIONS:

What are the similarities between the Canadian context and the American context that Crenshaw discussed?

What other groups of people in Canada experience the marginalization that Crenshaw discussed?

[Empty dashed box for response]

What ideas or experiences from the video can you apply to the newcomer/immigrant and migrant population you serve?

[Empty dashed box for response]

Within your role at your organization, how do you consider the effects of systemic barriers when planning and delivering your programs and services?

A systemic barrier refers to a structure, policy, practice, or situation that, whether on purpose or by accident, puts certain groups of people at a disadvantage because of certain factors of their identity. For example, newcomers may not find affordable housing because of systemic barriers such as discrimination, language difficulties, or a lack of Canadian credit history or references.

[Empty dashed box for response]

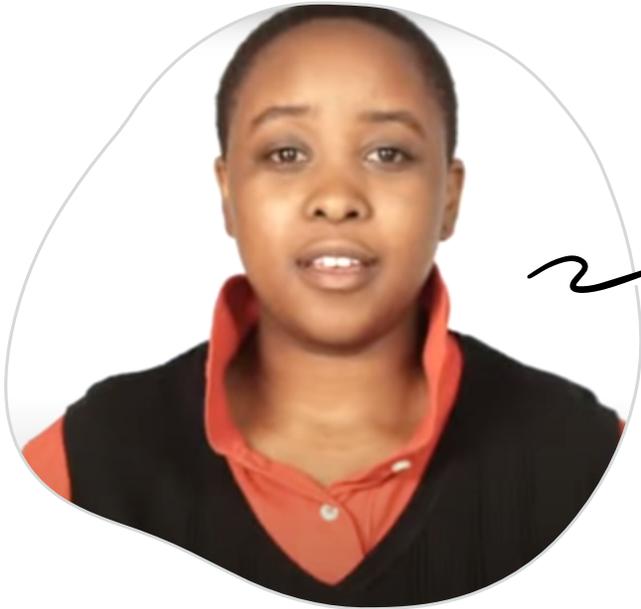
Can you identify any systemic barriers that might be affecting who can access the programs you offer? (for example, are there certain groups of people that seem less likely to use your services?)

[Empty dashed box for response]

APPLYING A GBA PLUS LENS ACTIVITY

Total estimated time: 30 minutes

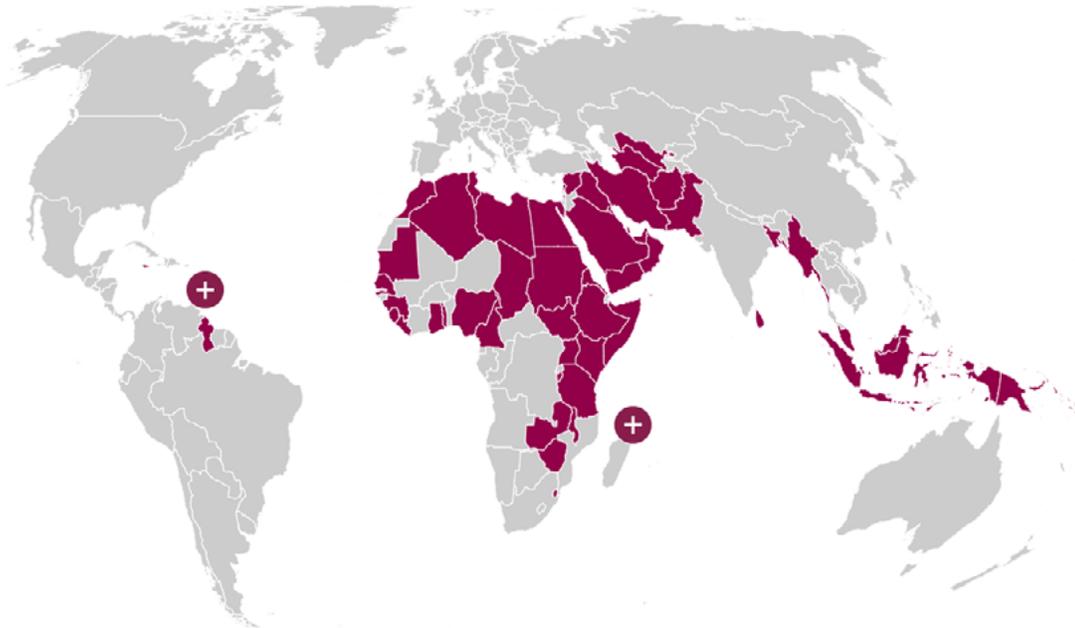
APPLYING A GBA PLUS LENS ACTIVITY



PLEASE WATCH THIS ONE MINUTE VIDEO CREATED THROUGH THE POSITIVE SPACES INITIATIVE.



PLEASE LOOK THROUGH THIS INTERACTIVE MAP FROM HUMAN DIGNITY TRUST.



APPLYING YOUR EXISTING KNOWLEDGE OF GBA PLUS, PLEASE REFLECT ON THE FOLLOWING AFTER WATCHING THE VIDEO AND EXPLORING THE INTERACTIVE MAP:

Reflection Exercise Questions

What strategies can you use to ensure that you are providing high-quality, safe, and accessible services without letting personal bias interfere with the service that you are providing?

Think about clients you may have had from some parts of the world where they cannot express their sexual identity or sexuality.

How can clients feel safe and celebrated in a new country?

What other intersecting factors could be considered in designing a program or intervention for Chris?

Think of the resources Chris (from the video) does and doesn't have access to.

What training would be beneficial for service delivery providers to ensure they are aware and responsive to the needs of diverse people?



