

GBA PLUS – SCENARIO EXAMPLES FOR DISCUSSION

EXAMPLE SCENARIO #1:

Kevin arrived in Canada from the Philippines 8 months ago. He spent a few months in Toronto before moving to Weyburn to join family. Kevin speaks fluent English, and has a good job as well as stable housing.

Kevin approaches your SPO and confides in one of your staff that he is gay. He is not out to his family, who are fairly socially conservative, or to the larger Filipino community in the area. However, he has seen other gay couples in Canada who seem happy, which has made him feel comfortable in approaching your SPO. Kevin is worried about his parents' and siblings' reactions and about being rejected from his cultural community. He asks your organization for more information on the history of 2SLGBTQIA+ identifying people in Canada as well as recommendations for community supports and connections so he can make new friends who better understand him.

What guidance would you give to Kevin? Which resources and recommendations would you provide?

EXAMPLE SCENARIO #2:

Bahar came to Canada from Iran 5 years ago. She has been your coworker at a SPO in Regina for 1 year. Bahar takes the bus to work daily at your downtown offices. She often encounters people whom she assumes are Indigenous; some of these people appear to her to be drunk and homeless. Often, they ask her for money and on occasion, have tried to follow her.

One day, Bahar comes into the office and begins venting to you. She says that Indigenous people are all lazy and that they need to quit doing drugs and get jobs. It is clear to you that Bahar doesn't fully understand the history and impacts of colonialism and racism against Indigenous peoples in Canada. Bahar has been open to learning from her mistakes in the past, so you would like to recommend some resources and PD to her.

Which resources and training would you recommend to Bahar?

EXAMPLE SCENARIO #3:

Manuela arrived in Saskatoon from El Salvador one month ago. She initially connects with your SPO by calling and asking about services that could help her to secure employment.

Manuela is blind and often accompanied by a family member in public. Manuela tells you that she has not previously been able to benefit from tools like a cane, screen reader technology on a smartphone, a guide dog, or support programs for people with disabilities because her father was ashamed of her disability. Since she has come to Canada, though, she has heard that some of these kinds of supports are available locally. You notice that Manuela's family often speaks for her as if she is not there, and often disregard her stated wishes, saying that her disability prevents her from doing any of the things (like going to post-secondary or finding a part time job) that she would like to do in Canada.

What guidance, resources, and recommendations would you provide to Manuela?

Group #3 Discussion Summary and Notes:

- Trying to get her into a program without family – connect to resource-case management. One on one so her voice is heard. MJMC does case management. SODS do needs assessment, referrals and case management. IWS does assessment – needs assessment. Refer. Org help with disability – ready willing and able. Referrals other org. Sask abilities.
- Assign her parents to a counsellor to help them understand and be educated. Huge part is to educate family. Support groups?
- Finding out lang of choice before meeting to have translator
- Not a single referral or single agency. Purpose of case management is to get many resources and options. CNIB
- Technology – cell phone settings, help by a digital literacy on phone. Maybe cnib too.
- Humbolt does needs assessment thru prov funding
- Libraries have services – screen readers, magnifiers.
- Post sec interest – make appointments with accessibility departments
- Ready willing and able can help with employment – job shadowing too.
- Sods and Rods have employment services –
- Really listen to client, what does client need and want. Reach out to people who can help facilitate
- Ensure main stream agencies are trained in GBA Plus – may be more of an issue in rural areas.
- Share resources between SPO's in the province. And community colleges, school boards, Sask Poly and others who have resources.

EXAMPLE SCENARIO #4:

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You are the ED of a SPO that is taking training on EDI. Recently, EDI training has been made mandatory for the first time for your entire team.

One of the modules in the training covers issues related to ongoing gender discrimination in Canada. Some of the topics covered are the wage gap, missing and murdered Indigenous women and girls, and the sexism and harassment that many women face in STEM (Science, Technology, Engineering, Mathematics) careers.

During the group discussion portion of the module, you realize that one of your direct reports, John, disagrees strongly with the training. John begins ranting to the group about how feminism is no longer needed in Canada in 2023, and that women are actually the ones who have it easier than men these days. According to John, feminism has given women a victim complex that encourages them to complain about everything while it is still men who do all the hard work to keep society going.

John's views are contrary to those of your organization. How, if at all, would you approach John about the remarks he has made? Which recommendations, if any, would you make to further John's learning on women's rights? How, if at all, would you address the impact John's remarks may have had on your team?

EXAMPLE SCENARIO #5:

You are leading an after-school program for children at your SPO in Moose Jaw. One of the families you work with has a third-grader named Natasha. Natasha is the only member of the family who speaks English fluently, while you are only fluent in English.

One day, while you are waiting for the children to be picked up following an activity, Natasha asks to share a secret with you. Natasha goes on to share that although she has always been told that she's a girl, sometimes she really feels more like a boy. Natasha doesn't always want to dress or act like a girl. Natasha then asks you if it is wrong or bad to feel this way?

How would you respond to Natasha? Would you approach Natasha's family to discuss what has been shared? If yes, how would you approach the family? Which, if any, resources or supports would you recommend to Natasha's family?

EXAMPLE SCENARIO #6:

Shivansh arrived in Canada from India 18 months ago with his family. The family originally settled in Saskatoon, but Shivansh moved to Kindersley after his brother was offered a job there. In your role as an employment counsellor, your SPO recently helped Shivansh to find a job at a local coffee shop.

A few weeks after starting his new job, Shivansh drops by the SPO to say hello, and you ask about his new job. He shares that he likes his employers and finds it helpful to get to know the customers and others in the community. However, Shivansh also shares that he has overheard

some of the other staff making derogatory comments about his accent and the fact that some weeks, he is assigned more hours than them despite being “fresh off the boat”. He feels that it is hard to fit into a rural community as one of the only non-white residents and that it has been harder to make friends than he had thought it would be.

What advice and guidance would you offer to Shivansh? Which resources and supports would you recommend to him?

EXAMPLE SCENARIO #7:

Andriy arrived in Canada from Ukraine with his daughter and grandchildren 6 months ago. They have found a house, car and a school for the children and are hoping to stay in Saskatoon long-term.

Andriy is in his mid-60s, and looking to return to work for a few more years to help out his daughter with rent and expenses. He is hoping to find an office job, but feels he will not seem like a good candidate to Canadian employers because of his age and the fact that he can only speak conversational level English. In his previous career several years ago in Odesa, Andriy taught computer science at a community college. He would like to use this skill set again in his work in Canada, if he can.

What advice and guidance would you offer to Andriy? Which resources and supports would you recommend to him?

EXAMPLE SCENARIO #8:

You are a departmental manager at a SPO in a mid-sized center. Your department has recently hired a new employee, Amar. Amar was not living in your city at the time of his interview, so the interview was conducted over Zoom and all you saw of Amar during the hiring process was his face.

When Amar arrives for his first day of work, you learn for the first time that he uses a mobility device, a wheelchair. As the day goes on, you learn that Amar cannot use the desk he has been assigned due to the height differential and that, even with all the movable furniture rearranged, Amar cannot turn his wheelchair around in the office boardroom where weekly team meetings are held. Amar also points out to you that there are many cords, piles of boxes, and other obstructions on the floor that present potential hazards to him. After reading the staff handbook and HR manual, Amar remarks that your organization does not have a plan in place for how someone who cannot use the stairs would be evacuated from the building in the case of a fire or other emergency.

As Amar’s manager, how would you approach making the workplace more accessible for Amar? Who would you work with within your organization to increase accessibility? Would you need to work with any community groups outside of your organization? If yes, which groups do you

think you would need to contact? Would you need to make changes or additions to your internal policies and procedures to accommodate Amar?

EXAMPLE SCENARIO #9:

You work at a SPO in Regina with many employees. At this organization, you are on the Social Committee. One of your tasks is to arrange the catering, entertainment and games for the annual office party for the December holiday season. This year, you have planned a Secret Santa gift exchange for all interested staff as well as a magician as the main entertainment. There will also be a special themed cocktail.

One of the employees, Maria, approaches you and says that for religious reasons, she cannot participate in the gift exchange, watch the entertainment, or drink alcohol. She wants to attend the party with her colleagues and doesn't want to be difficult, but feels that there will be nothing for her to do and that she will feel left out if she chooses to go.

How do you respond to the concerns that Maria has raised? Are there other ways that Maria could be made to feel included at the party and/or during the holiday season? If so, how?

EXAMPLE SCENARIO #10:

You work as an Early Childhood Educator (ECE) in the daycare of a SPO in Saskatoon. One of the children you work with, Léo, is 5 years old. Léo and his family moved to Saskatchewan from Cameroon 8 months ago. Léo understands basic English, but his first language is French.

You've noticed that Léo often has difficulty paying attention and seems withdrawn from the other children, preferring to play alone. When you talk with Léo about his favourite topic of dinosaurs, he will communicate freely and loves to spend hours playing with dinosaur toys and watching videos about dinosaurs. However, when you try to talk with him about other things, Léo often seems uncomfortable, gives only short replies, and avoids eye contact.

Based on your previous professional experiences, you begin to suspect that Léo might fall on the autism spectrum. You don't know much about how autism is perceived in Cameroon, or how the boy's family will react if you approach them. However, you want to make sure Léo has access to the right supports before he starts school in the fall.

What advice and guidance would you offer to Léo and his family? Which resources and supports would you recommend to them?

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