

# Government Relations Workshop: Part Three

## Speaker's Notes

### Slide 1



*In preparation for this part of the workshop, distribute a copy of the Government Relations Workshop: Part Three: Mini-Workshop—Developing Your Ask Handout to each participant. Topic to be addressed: Increasing Homelessness in Canada.*

### Slide 2



#### **READ:**

In part three of the Government Relations Workshop, we will explore in detail some suggested strategies to help you, individually and as a council, be more successful whenever you interact with any level of government.

As you complete this workshop, you will not only have a clear understanding of why we collaborate with governments as baptized Christians and followers of Jesus, but you will have skills which will help you be more comfortable in working with any level of government and be more successful in your efforts. All our work with government is to bring the long tradition of a passion for justice as evident in the bible, but likewise, to know that this work is grounded in and supported by the many teachings of the Catholic church and the principles of Catholic social teaching (CST).

### Slide 3



*Consider providing some time for participants to introduce themselves and learn a bit about each other. (3–5 minutes)*

### Slide 4



#### **READ:**

#### **“Reflect**

“Howard Thurman, Oscar Romero, and Dorothy Day—inspired by their encounters with God—decried the injustices they witnessed. Spirituality expands our empathy and awareness of others’ pain. It encourages us to challenge everything that hurts those around us, especially institutional, governmental, and economic injustice. Loving God leads to caring for the ‘least of these’ and ensuring everyone has a fair chance to experience God’s abundant life.

#### **“Pray**

Heart of the universe, Companion of every soul,  
help me experience the currents of Your love  
flowing through me to the world.  
Awaken me to the joy and pain of those around me  
and give me the courage to speak out when I see injustice  
or neglect.  
Help me to pray and protest  
and to further Your realm of Shalom  
in my relationships and citizenship.  
Amen.

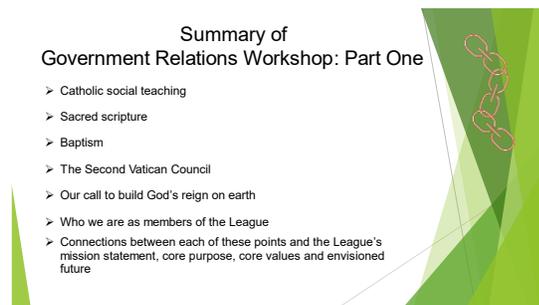
## “Act

As you watch or listen to headline news, attempt to see the world with God’s eyes. When you see an injustice, ask God for guidance to respond lovingly and prayerfully whether through a phone call to a representative or through peaceful protest.”

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Source: Bruce Epperly, “Prayerful Protesting” ([franciscanmedia.org/pausepray/prayerful-protesting/](http://franciscanmedia.org/pausepray/prayerful-protesting/))

## Slide 5



*Click to display each bullet.*

## **READ:**

Summary of Government Relations Workshop: Part One

The main reasons why the League collaborates with governments include:

- CST is a long tradition based on sacred scriptures.
- Sacred scripture dates back to our roots in Judaism and the Old Testament. We explored how fundamental collaboration is to our faith.
- Baptism reflects God’s call for each Catholic to be priest, prophet and king, as well as a disciple in the church inspired by the Spirit, to live this discipleship every day.
- Through the Second Vatican Council, we are called to “read the signs of the times” and be Christ for others in today’s world.
- The Reign of God: “But strive first for the kingdom of God and his righteousness, and all these things will be given to you as well” (Mt 6:33-34). “Your kingdom come. Your will be done, on earth as it is in heaven” (Mt 6:10). All of these reasons for advocacy come together in this line from the Our Father. We work together to further the reign, the kingdom of God.
- Who we are as members of The Catholic Women’s League of Canada.
- There are connections between these points and the League’s mission statement, core purpose, core values and envisioned future.

## Slide 6

Summary of  
Government Relations Workshop: Part Two

- ▶ collaboration process
- ▶ key CST principles
- ▶ "Two Feet of Christian Service"



### **READ:**

In part two of the Government Relations Workshop, we reviewed the:

- collaboration process
- seven key CST principles—a brief history and explanation
- “Two Feet of Christian Service” and the distinction between these two feet on which we walk, building God’s kingdom and bringing His love everywhere that our journey takes us.

Participants were given opportunities to brainstorm and discuss each topic.

## Slide 7

Government Relations Workshop: Part Three  
Topics

- Distinctions between collaboration and advocacy
- Collaboration as a political and public engagement
- The importance of networking and forming relationships in collaboration
- Youth engagement, participation and the key CST principles
- The Four Steps of Engagement in Government Collaboration
- Concrete application of the Four Steps of Engagement in Government Collaboration: A Mini-Workshop.
- Guidelines for government relations as an individual versus as a League representative
- Examples of government collaboration as an individual or group without representing the League.
- What now? How to become more actively involved in collaborating



*Click to display each bullet.*

### **READ:**

In part three of the workshop, we will address the following topics:

- Distinctions between collaboration and advocacy
- Collaboration as a political and public engagement
- The importance of networking and forming relationships in collaboration
- Youth engagement, participation and the key CST principles
- The Four Steps of Engagement in Government Collaboration
- Concrete application of the Four Steps of Engagement in Government Collaboration: A Mini-Workshop
- Guidelines for government relations as an individual versus as a League representative

- Examples of government collaboration as an individual or group without representing the League.
- What now? How to become more actively involved in collaborating.

## Slide 8



*Click on the black square and the “play” button in the bottom left.*

*(1½ minutes)*

## Slide 9

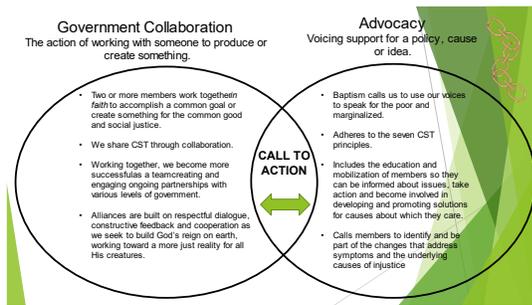


### **READ:**

For our discussions today, I remind you of the following guidelines:

- **Confidentiality:** To ensure comfort in sharing, we dedicate ourselves to the confidentiality of what is shared. Please do not presume that telling a friend what was shared in your group is acceptable. Please do not use a person’s name if you share a personal story. Instead, to protect confidentiality, say something like “Someone I know...”
- **Respect:** Ensure everyone has a chance to speak—time is limited, and we want everyone to have the opportunity to share their ideas.

## Slide 10



*Click to display each bullet.*

### **READ:**

This slide shows some key points to help distinguish between government collaboration and advocacy. These are similar but distinct actions, and one flows into the other.

Government collaboration is working with someone to produce or create something.

- Two or more members work together *in faith* to accomplish a common goal or create something for the common good and social justice.
- We share CST through collaboration.
- Working together, we become more successful as a team creating and engaging ongoing partnerships with various levels of government.
- Alliances are built on respectful dialogue, constructive feedback and cooperation as we seek to build God's reign on earth, working toward a more just reality for all His creatures.

Advocacy is voicing support for a policy, cause or idea.

- Baptism calls us to use our voices to speak for the poor and marginalized.
- Adheres to the seven CST principles.
- Includes the education and mobilization of members so they can be informed about issues, take action and become involved in developing and promoting solutions for causes about which they care.
- Calls members to identify and be part of the changes that address symptoms and the underlying causes of injustice.

The point where advocacy and government collaboration intersect is where we act!

*Point for discussion and engagement: For example, it is as simple as choosing wisely in our shopping and what actions we take in our homes.*

Collaboration in the League: "The envisioned future of The Catholic Women's League of Canada is an inclusive and engaged community of Catholic women inspired by faith. It is: A vital

participant in the church; A valued partner for social justice; A respected advocate to all government levels, Connected to the world.”

*Definitions of Government Collaboration and Advocacy created by the working groups as they relate to our faith and the League.*

## Slide 11

**Government Collaboration**  
The action of working with someone to produce or create something.

- Two or more members work together *in faith* to accomplish a common goal or create something for the common good and social justice.
- We share CST through collaboration.
- Working together, we become more successful as a team creating and engaging ongoing partnerships with various levels of government.
- Alliances are built on respectful dialogue, constructive feedback and cooperation as we seek to build God's reign on earth, working toward a more just reality for all God's creatures.

**Advocacy**  
Voicing support for a policy, cause or idea.

- Baptism calls us to use our voices to speak for the poor and marginalized.
- Adheres to the seven CST principles.
- Includes the education and mobilization of members so they can be informed about issues, take action and become involved in developing and promoting solutions for causes about which they care.
- Calls members to identify and be part of the changes that address symptoms and the underlying causes of injustice.

(8 minutes)

*Click to display each bullet. Then read through these points together, inviting thoughts or reactions from participants.*

### **READ:**

The goal of this discussion is to understand the distinction between collaboration and advocacy better.

Government collaboration is working with someone to produce or create something.

- Two or more members work together *in faith* to accomplish a common goal or create something for the common good and social justice.
- We share CST through collaboration.
- Working together, we become more successful as a team creating and engaging ongoing partnerships with various levels of government.
- Alliances are built on respectful dialogue, constructive feedback and cooperation as we seek to build God's reign on earth, working toward a more just reality for all God's creatures.

Advocacy is voicing support for a policy, a cause, or idea

- Baptism calls us to use our voices to speak for the poor and marginalized.
- Adheres to the seven CST principles.
- Includes the education and mobilization of members so they can be informed about issues, take action and become involved in developing and promoting solutions for causes about which they care.
- Calls members to identify and be part of the changes that address symptoms and the underlying causes of injustice.

Let's brainstorm some specific examples of collaboration and advocacy with any level of government. (5 minutes)

For example:

- I might **advocate** for excluding all single-use plastics in my parish.
- I might **advocate** in my parish council and parish for ONLY Fair-Trade Coffee.
- I might **collaborate** with my local town or city council to offer better access to a local food bank for people who don't have a car.
- I might **collaborate** with my local government to plant only indigenous species of trees and flowers to prevent invasive species from taking over and to ensure the trees are more likely to survive.
- I might **collaborate** with government to plant fruit trees to provide food for local birds and give them a better chance of surviving and raising their young successfully.

## Slide 12



*Click to display each bullet.*

### **READ:**

Collaboration is like a two-sided coin—political engagement on one side and public engagement on the other side.

### Political Engagement

- Call, write or meet with your member of parliament or legislative assembly or a civil servant.
- Organize a letter-writing/email campaign.
- Write a one-page brief/letter to a cabinet minister.
- Prepare and submit a petition.
- Organize a public meeting.
- Organize a demonstration or campaign.
- Work with the media.
- Write a press release.
- Use various social media.

## Public Engagement

- Identify the people who have a stake in the issue at hand.
- Prepare a speech.
- Write a letter to the editor.
- Engage on social media.
- Offer a public prayer witness.
- Engage in nonviolent direct action.
- Engage the younger generations.
- Partner with diverse organizations.

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*Source: Advocacy Toolkit: Helping ordinary people make a difference. Citizens for Public Justice.*

## Slide 13

### Network Building and Forming Relationships

- Work together with one or several groups. Building a network is as simple as forming a group of individuals dedicated to the same goal or cause.
- The League has a network at the parish, diocesan, provincial and national levels. This network is an asset in facilitating partnerships!
- Form relationships with decision-makers to put us in a better position to advocate for change and our causes. Find the right representatives to help our cause.
- Engage a diverse population, including the younger generation.
- Influence the process—find where the access is, who to contact, plan your approach, engage with the required representatives, meet face-to-face, be prepared and follow up.



*Click to display each bullet.*

### **READ:**

Collaboration works well when we network or partner with others. It works even better when these bonds mature into relationships over time.

- Work together with one or several groups. Building a network is as simple as forming a group of individuals dedicated to the same goal or cause.
- The League has a network at the parish, diocesan, provincial and national levels. This network is an asset in facilitating partnerships!
- Form relationships with decision-makers to put us in a better position to advocate for change and our causes. Find the right representatives to help our cause.
- Engage a diverse population, including the younger generation.
- Influence the process—find where the access is, who to contact, plan your approach, engage with the required representatives, meet face-to-face, be prepared and follow up.

Building relationships help create networks with other councils or church groups that may share your goals and concerns. Too often, we work in isolation when support for a cause could increase significantly by working together.

Networking with government representatives:

- Research to find the right government representative to help your cause.
- Invite your representatives to events that relate to your cause. For example, Mary Lynn Porto from St. Joseph the Worker Parish Council (Thornhill, Ontario) shared how her council worked at establishing rapport with a member of parliament by inviting him to council events.
- Attend events where your government representative will be speaking.

Keep in mind to engage a diverse population, including the younger generation.

Influence the process. Find where the access is, who to contact, plan your approach, engage with the required representatives, meet face-to-face, be prepared and follow up.

## Slide 14

Network Building and Forming Relationships

- How does your parish council currently network with other councils and with representatives of local, provincial or federal governments?  
  
If your council does **not** presently network with any of these groups, discuss how you can do this moving forward.
- How do you keep diversity in mind when building your network? Are you engaging or inviting youth in your parish to be involved in League activities?  
  
If the answer to these questions is no, discuss how you can begin to do this. Be as specific as possible.



(5 minutes)

### **READ:**

We will now break into groups of up to four participants to discuss these two questions. After about five minutes, we will come together to share some key ideas from this discussion.

- How does your parish council currently network with other councils and with representatives of local, provincial or federal governments? If your council does **not** presently network with any of these groups, discuss how you can do this moving forward.
- How do you keep diversity in mind when building your network? Are you engaging or inviting youth in your parish to be involved in League activities? If the answer to these questions is no, discuss how you can begin to do this. Be as specific as possible.

## Slide 15

What About Youth?  
How Can We Better Network and Collaborate  
With Them?

- Young people have the right to influence decisions that affect them now and will affect them in the future. Canada is a signatory to the United Nations *Convention on the Rights of the Child* (UNCRC), a set of rights for young people up to 18 years old.
- The UNCRC reaffirms that young people “have the right to an opinion and adults have a responsibility to listen and take them seriously.”
- The federal government stands behind the convention’s commitments and vows to respect the voices of all youth.

(Canada’s Youth Policy, Government of Canada, 2018).



(3 minutes)

### **READ:**

What about youth? How can we better network and collaborate with them?

Young people have the right to influence decisions that affect them now and will affect them in the future. Canada is a signatory to the United Nations *Convention on the Rights of the Child* (UNCRC), a set of rights for young people up to 18 years old. The UNCRC reaffirms that young people “have the right to an opinion and adults have a responsibility to listen and take them seriously.” The federal government stands behind the Convention’s commitments and vows to respect the voices of all youth. (*Canada’s Youth Policy, Government of Canada, 2018*).

*Discuss the slide’s content from the League’s viewpoint and how we can better collaborate with them.* **(3 minutes)**

It is important to engage younger generations in a meaningful way! Youth will help sustain the League today and in the future—they **are** the future.

Some advantages of engaging younger generations include the following:

- Increases dignity, fairness and equality for children and youth.
- Adds a new perspective that adults may not have.
- Gives young people ownership of future solutions.
- Increases acceptance of young people as active citizens.
- Allows youth to express themselves as members of society.
- Inspires adults to take action introducing a sense of responsibility and regard for others’ opinions and needs.
- Young people will learn new skills and gain confidence.
- Enhances the community as a whole.
- Engages young people with the political process.

## Slide 16

**Application of CST and Canada's Youth Policy**

In February 2018, the federal government launched a dialogue with youth to help shape the country's first youth policy. A diverse cross-section of young Canadians discussed priorities, leadership, youth engagement and the role of government across 10 themes organized under these categories:

- School, jobs and housing**
  - Economic opportunity, innovation and money
  - Education and employment
  - Rural, remote and northern communities
- Engagement and empowerment**
  - Civic engagement and youth impact
  - Gender equality, inclusion and accessibility
  - Reconciliation with Indigenous Peoples
- Your health, your community, your world**
  - Canadian identity, immigration and international experiences
  - Environment and climate change
  - Physical and mental health
  - Service and volunteering

Source: [canada.ca/en/youth/corporateaffairs/150years.html](https://www150.communitec.gc.ca/communities/150years/150years.html)

(5-10 minutes)



*Click to display each bullet. Don't read the content in the parenthesis below—those are the answers!*

### **READ:**

In February 2018, the federal government launched a dialogue with youth to help shape the country's first youth policy. A diverse cross-section of young Canadians discussed priorities, leadership, youth engagement and the role of government across 10 themes organized under these categories:

#### School, jobs and housing

- Economic opportunity, innovation and money (*CST 4 and 7*)
- Education and employment (*CST 2*)
- Rural, remote and northern communities (*CST 2, 4 and 7*)

#### Engagement and empowerment

- Civic engagement and youth impact (*CST 2, 3 and 4*)
- Gender equality, inclusion and accessibility (*CST 2, 4 and 6*)
- Reconciliation with Indigenous Peoples (*CST 1 and 6*)

#### Your health, your community, your world

- Canadian identity, immigration and international experiences (*CST 3 and 6*)
- Environment and climate change (*CST 1, 5 and 6*)
- Physical and mental health (*CST 5, 6 and 7*)
- Service and volunteering (*Each CST principle is applicable depending on interpretation.*)

*These are suggested pairings, but any pairing would work if it can be justified.*

Now that we have looked at these 10 themes, we will break into small groups of 3–4 people to look at the relationship between these themes and the seven key CST principles.

**(5–10 minutes)**

## Slide 17



### READ:

Let's look at how we can better network and collaborate with young people using this model of participation.

These different rungs are not only applicable to young people—they can help us better understand how to invite the participation of all people.

As we read through each ladder rung, we will invite participants to give an example.

The following is modified from Adam Fletcher's adaptation of Roger Hart's Ladder of Participation. Starting at the bottom:

1. Manipulation happens when adults use young people to support a cause and pretend that the cause was inspired by the young people.
2. Decoration occurs when young people are used to help a cause in a relatively indirect way, although adults do not pretend that young people inspired the cause.
3. Tokenism is when young people appear to be given a voice but have little or no choice about what they do or how they participate.
4. Assigned but informed is where young people are assigned a specific role and told how and why they are being involved. *Community youth boards can embody this rung of the ladder.*
5. Consulted and informed happens when young people advise on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. *Youth advisory councils can embody this rung of the ladder.*
6. Adult-initiated, shared decisions with young people occur when adults initiate projects or programs, but the decision-making is shared with young people. *This rung of the ladder can be embodied by participatory action research.*
7. Young people-initiated and directed is when young people initiate and lead a project or program. Adults are involved only in a supportive role. *This rung of the ladder can be embodied by youth-led activism.*
8. Young people-initiated shared decisions with adults happen when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while enabling them to access and learn

from adults' life experiences and expertise. *This rung of the ladder can be embodied by youth/adult partnerships.* (10 minutes)

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Source: Adam Fletcher on behalf of The Freechild Project, "Ladder of Participation." [higherlogicdownload.s3.amazonaws.com/ASTC/00e37246-8bd9-481f-900c-ad9d6b6b3393/UploadedImages/Ladder\\_of\\_Participation\\_1.pdf](https://higherlogicdownload.s3.amazonaws.com/ASTC/00e37246-8bd9-481f-900c-ad9d6b6b3393/UploadedImages/Ladder_of_Participation_1.pdf)

## Slide 18



### **READ:**

Social justice is not new to the League, nor is collaborating with governments.

Watch this short video clip for an idea of how foundational this has been and continues to be for the League.

*Click on the black square to begin the video.*

(1 minute)

## Slide 19



### **READ:**

Now it is your turn!

- Are you ready to collaborate with government?
- We are here to help you take on an advocacy role in collaborating with government.
- How can the Catholic Women's League help and support your success?
- How can the League build energy for consistent and impactful engagement?

## Slide 20

VoiceLeaderCWL  
Partnership  
CollaborateGroupGoal  
Company  
RelationsSocial  
Government  
Collaboration  
FaithNetwork  
ActionInfluence  
Intelligence  
HelpService  
TeamEffort  
Justice  
CommunicationSkillSisters  
Cooperation

What collaboration with government have you done individually or as a council? As a family or parish community?

If none, what is preventing you from collaborating with government? Be as specific as you can.

How can the League provide support to your success?

(5 minutes)

*Click to display each bullet.*

### **READ:**

Are you ready? We will break into small groups of three to four women to discuss the following questions:

- What collaboration with government have you done individually or as a council? As a family or parish community? If none, what is preventing you from collaborating with government? Be as specific as you can.
- How can the League provide support to your success?

*Stay in the table groups for the mini-workshop starting on slide 22.*

## Slide 21

Four Steps in Engagement

**Step 1: Develop your ASK**  
What do you want?  
Clarify short- and long-term goals.  
What is your specific ASK?

**Step 2: Prepare your ASK**  
Identify who can grant what you specifically need.  
Research the key facts and figures.

**Step 3: Communicate your ASK**  
Share your ASK with the stakeholder.  
How was your ASK received?  
Is further refinement of the ASK required?  
What more is needed to achieve acceptance of your ASK?

**Step 4: Evaluate and develop the next steps**  
Determine engagement outcomes.  
Perform an analysis of how well you achieved the goals.  
Close the loop.

(5 minutes)

### **READ:**

We will use the model shown here to practice each step using a specific topic or issue. Today, we will use the topic “Increasing Number of Homeless People in Canada.” [Another way to approach this is to brainstorm together issues or concerns of the group and then select more than one. Members who share the concern or issue can join together based on their passion.]

We will work together through a workshop building on the four steps of the ASK by using a specific example. [This could be done as a whole group session with the possibility of table discussions or breakout rooms.]

Please note these steps are designed to assist with individual engagement. The Catholic Women's League relies on its resolutions process for any topic of concern where an individual, group of individuals or council would speak out on behalf of the Catholic Women's League. This process is found in the *Resolutions Handbook*.

### **The Four Steps in Engagement:**

#### **Step 1: Develop your ASK.**

- What do you want?
- Clarify short- and long-term goals.
- What is your specific ASK?

#### **Step 2: Prepare your ASK.**

- Identify who can grant what you specifically need.
- Research the key facts and figures.

#### **Step 3: Communicate your ASK.**

- Share your ASK with the stakeholder.
- How was your ASK received?
- Is further refinement of the ASK required?
- What more is needed to achieve acceptance of your ASK?

#### **Step 4: Evaluate and develop the next steps.**

- Determine engagement outcomes.
- Perform an analysis of how well you achieved the goals.
- Close the loop.

## **Slide 22**

Example Building Workshop Session



## Slide 23

**Step One: Develop Your ASK**

- What do you want?
- Clarify short- and long-term goals.
- Identify who can grant what you specifically need.
  - How is this issue reflected in a specific CST principle and a core value of the League?
  - How does it affect your community?
  - What is your specific ASK? What exactly do you want them to do?
  - Who benefits and who loses?
  - What to ASK: Who suffers? Whose voices are missing, and how does this affect the common good?
  - Who to ASK: Who has the critical decision-making power? Who benefits?
  - What is the issue? What would it take to improve the issue? Look for a win-win solution.
  - Is there anything your group could do to support the needed change(s)?



*Click to display each bullet.*

### **READ:**

How do you progress through developing what you want to collaborate with the government about?

Developing the ASK takes time to listen to others, research the facts and determine why the concern is important to you and the government level you wish to approach.

Your issue may have many facets. Developing the ASK requires narrowing down which aspect of the topic you want to address.

- What do you want?
- Clarify short- and long-term goals.
- Identify who can grant what you specifically need.
  - How is this issue reflected in a specific CST principle and a core value of the League?
  - How does it affect your community?
  - What is your specific ASK? What exactly do you want them to do?
  - Who benefits and who loses?
  - What to ASK: Who suffers? Whose voices are missing, and how does this affect the common good?
  - Who to ASK: Who has the critical decision-making power? Who benefits?
  - What is the issue? What would it take to improve the issue? Look for a win-win solution.
  - Is there anything your group could do to support the needed change(s)?

## Slide 24

**Key Issue: Increasing Homelessness**

**What is prompting the ASK?**

- The media is bringing attention to the increasing amount of homelessness in the community.

**What are the contributing factors?**

- Is it the availability of affordable housing, addiction issues, mental health issues or access to financial support?

**Can you narrow it down to one contributing factor?**

- If we focus on the amount of financial aid available, the ask would be to increase the amount.

**Who would be in the best position to respond to your concern?**

- If about financial assistance, we would direct the concern to the provincial government.

**What could they do about it?**

- They could increase the amount allotted for housing.



*Click to display each bullet.*

### **READ:**

Example: Key Issue—Increasing Homelessness

- What is prompting the ask? The media is bringing attention to the increasing amount of homelessness in the community.
- What are the contributing factors? Is it the availability of affordable housing, addiction issues, mental health issues or access to financial support?
- Can you narrow it down to one contributing factor? If we focus on the amount of financial aid available, the ask would be to increase the amount.
- Who would be in the best position to respond to your concern? If about financial assistance, we would direct the concern to the provincial government.
- What could they do about it? They could increase the amount allotted for housing.

## Slide 25

**Key Issue: Increasing Homelessness Continued**

**What solution(s) could you put forward to improve the situation?**

- Consider the potential amount saved in health care and policing.

**What is the connection to CST and one core value of the League?**

- The CST key principle is Life and Dignity of the Human Person and the core value is social justice.

**How does this impact the community?**

- It increases the need for health care and policing.

**What is the specific ASK?**

- Increase the amount provided for housing, make more affordable housing available, direct payments to landlords, etc.

**What could your group do to support needed change?**



### **READ:**

- What solution(s) could you put forward to improve the situation? Consider the potential amount saved in health care and policing.
- What is the connection between CST and one core value of the League? The CST key principle is the Life and Dignity of the Human Person and the core value is social justice.
- How does this impact the community? It increases the need for health care and policing.
- What is the specific ASK? Increase the amount provided for housing, make more affordable housing available, direct payments to landlords, etc.

- What could your group do to support needed change?

## Slide 26

Guidelines When Developing Your ASK

- Use clarity by keeping the ASK focused and straightforward.
- Use positive language.
- Tailor the message to the audience addressing why listening would benefit them.
- Acknowledge the current situation and the need to look at the problem, possible solution(s) and benefit(s).
- Distribute clear, concise position statements
- Use evidence—facts carry more weight than anecdotal evidence.
- Economic arguments are important.



*Click to display each bullet.*

### **READ:**

Guidelines to consider when developing your ASK

- Use clarity by keeping the ASK focused and straightforward.
- Use positive language.
- Tailor the message to the audience addressing why listening would benefit them.
- Acknowledge the current situation and the need to look at the problem, possible solution(s) and benefit(s).
- Distribute clear, concise position statements.
- Use evidence—facts carry more weight than anecdotal evidence.
- Economic arguments are important.

## Slide 27

What Do We Want to Ask For?  
Does it Require Change(s) to:

- legislation?
- policy?
- regulation(s)?
- programing?
- funding?



*Click to display each bullet.*

### **READ:**

What do we want to ASK for? Does it require change(s) to:

- legislation?
- policy?
- regulation(s)?

- programming?
- funding?

Can you think of some examples specifically related to homelessness? *Brainstorm (3 minutes)*

## Slide 28



**Step Two: Prepare Your ASK**

- Identify who can grant what you specifically need.
- Analyze if the economic argument calls for more or less government involvement.

Key sources for social research are:

- polling data
- newspaper articles, organization websites and parliamentary reports
- government and political party websites
- Rich Site Summary (RSS) feeds (e.g., CBC News or CTV News).

Is the economic argument calling for more or less government involvement?

*Click to display each bullet.*

### **READ:**

Prepare your ASK.

- Identify who can grant what you specifically need.
- Analyze if the economic argument calls for more or less government involvement.

Key sources for social research are:

- polling data
- newspaper articles, organization websites and parliamentary reports
- government and political party websites
- Rich Site Summary (RSS) feeds (e.g., CBC News or CTV News).

Is the economic argument calling for more or less government involvement? What are the sources of data and information that you can access? (E.g., media, provincial and national statistics and other organizations conducting similar research.)

What are the implications of your ask:

- financial
- operational
- impacts on others

## Slide 29

**Steps in Preparing Your ASK**

What to look for in the research:

- How can we best ensure a win-win experience?
- Know who you're talking to. Does the official you approach already care about this issue? Know the background of the officials you plan to approach.
- Identify possible community allies who agree; those who may disagree.
- Keep in mind that you are likely to be asked questions about cost concerning your ASK.

**Discuss this question:** Who in the local community might share your concern?

**Build on Example:** Increased Number of Homeless People in Canada

(3 minutes)



*Click to display each bullet.*

### **READ:**

Steps in preparing your ASK: What to look for in the research:

- How can we best ensure a win-win experience?
- Know who you're talking to. Does the official you approach already care about this issue? Know the background of the officials you plan to approach.
- Identify possible community allies who agree; those who may disagree.
- Keep in mind that you are likely to be asked questions about the cost concerning your ASK. You don't always need exact dollar figures, but you can stress how it will reduce costs in the long run; for example, a particular social problem will be avoided.

Who in the local community might share your concern?

- Other League councils
- Agencies: The Salvation Army, shelters and other organizations that currently house or locate housing for the homeless.

How could a response in the short term possibly reduce financial costs in the long term?

*Discuss (3 minutes)*

## Slide 30

### Step Three: Communicate Your ASK

- Share your ASK with the stakeholder.
- How was your ASK received?
- Is further refinement on the ASK required?
- What more is needed to achieve acceptance of your ASK?
  - Acknowledge that many levels of government are involved in any issue.
  - Ensure you are talking to the proper official who will lead toward communicating with others.
  - Who should you collaborate with:
    - At the municipal level: city councillors, staff and boards.
    - At the provincial level: members of provincial parliament, legislative assembly, national assembly or house of assembly (depending on your province/territory), standing committees, various other committees and employees.
    - At the federal level: MPs, standing committees, public employees, boards and advisory bodies.
    - The Canadian Senate and senators.



*Click to display each bullet.*

### **READ:**

#### Communicate your ASK

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    - At the federal level: MPs, standing committees, public employees, boards and advisory bodies.
    - The Canadian Senate and senators.

Depending on the specific ASK, which level of government(s) could respond to:

- increased funding?
- direct payment to landlords?
- more affordable housing?

## Slide 31

Who Does What in Government?

Federal	Provincial	Municipal
<ul style="list-style-type: none"><li>- Crown-Indigenous relations and Northern affairs</li><li>- employment and social development</li><li>- environment</li><li>- health</li><li>- immigration and citizenship</li><li>- infrastructure</li><li>- international trade and global affairs</li><li>- national defence</li><li>- regional development and diversification</li></ul>	<ul style="list-style-type: none"><li>- children and youth services</li><li>- community and social services</li><li>- education</li><li>- energy</li><li>- environment</li><li>- health delivery and long-term care</li><li>- labour</li><li>- natural resources</li><li>- northern development and mines</li><li>- training, colleges and universities</li></ul>	<ul style="list-style-type: none"><li>- building permits and inspections</li><li>- community and social services</li><li>- economic development</li><li>- fire protection</li><li>- parks and recreation</li><li>- policing</li><li>- public health and inspections</li><li>- public housing</li><li>- solid waste management</li><li>- transportation systems</li><li>- water and sewer</li></ul>



*Click to display each bullet.*

### **READ:**

#### **Federal**

- Crown-Indigenous relations and Northern affairs
- employment and social development
- environment
- health
- immigration and citizenship
- infrastructure
- international trade and global affairs
- national defence
- regional development and diversification

#### **Provincial**

- children and youth services
- community and social services
- education
- energy
- environment
- health delivery and long-term care
- labour
- natural resources
- northern development and mines
- training, colleges and universities

#### **Municipal**

- building permits and inspections
- community and social services
- economic development
- fire protection

- parks and recreation
- policing
- public health and inspections
- public housing
- solid waste management
- transportation systems
- water and sewer

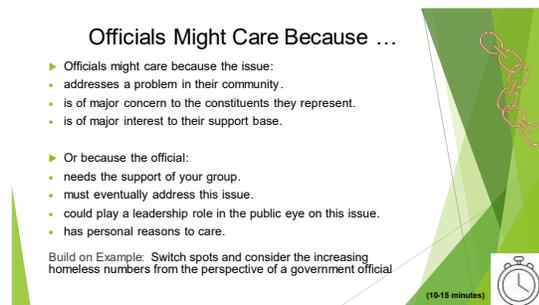
## Slide 32

Officials Might Care Because ...

- ▶ Officials might care because the issue:
  - addresses a problem in their community.
  - is of major concern to the constituents they represent.
  - is of major interest to their support base.
- ▶ Or because the official:
  - needs the support of your group.
  - must eventually address this issue.
  - could play a leadership role in the public eye on this issue.
  - has personal reasons to care.

Build on Example: Switch spots and consider the increasing homeless numbers from the perspective of a government official

(10-15 minutes)



*Click to display each bullet.*

### **READ:**

Officials might care because the issue:

- addresses a problem in their community.
- is of major concern to the constituents they represent.
- is of major interest to their support base.

Or because the official:

- needs the support of your group.
- must eventually address this issue.
- could play a leadership role in the public eye on this issue.
- has personal reasons to care.

*Build on Example:* Switch spots and consider the increasing homeless numbers from the perspective of a government official.

*Point for discussion/engagement:* Continue the mini-workshop on the theme of homelessness in Canada.

**(10–15 minutes)**

### **READ:**

You are building a case for why the government official you want to address needs to listen and respond to your concern.

Assume you are the government official receiving the ASK. As a group, we will brainstorm answers to the following questions: *See the next slide for these questions on the screen.*

- What exactly is their “ASK”?
- Are you in a position to say “yes” or help in any way?
- Is their position coherent and supported by research and data?
- Is their position shared by others?
- Is their position already in agreement with my political platform?
- What is our government currently doing to address this concern?
- Is their position in agreement with the platform of my competitors?

### Slide 33

Meeting With a Government Official Role Play

- What exactly is their “ASK”?
- Are you in a position to say “yes” or help in any way?
- Is their position coherent and supported by research and data?
- Is their position shared by others?
- Is their position already in agreement with my political platform?
- What is our government currently doing to address this concern?
- Is their position in agreement with the platform of my competitors?



*Click to display each bullet.*

#### **READ:**

- What exactly is their “ASK”?
- Are you in a position to say “yes” or help in any way?
- Is their position coherent and supported by research and data?
- Is their position shared by others?
- Is their position already in agreement with my political platform?
- What is our government currently doing to address this concern?
- Is their position in agreement with the platform of my competitors? **(10–15 minutes)**

## Slide 34

### Step Four: Evaluate and Develop Your Next Steps

- Determine engagement outcomes.
- Perform an analysis on how well you achieved your goals.
- Close the loop.

### **READ:**

Evaluate and develop your next steps.

- Determine engagement outcomes.
- Perform an analysis for how well you achieved your goals.
- Close the loop.

## Slide 35

### Step Four: Evaluate and Develop Next Steps

#### Determine engagement outcomes

- How was your ASK received?
- Is further refinement of the ASK required?
- What more is needed to achieve acceptance of your ASK?
- Should you meet/engage with other stakeholders?

#### Perform analysis on goal achievement

- Develop an evaluation plan based on data.
- Interpret and share results.
- Apply evaluation findings.
- Evaluate the impacts.

#### Close the loop

- Acknowledge receipt of feedback.
- Recognize the efforts of all involved!
- Determine the next steps if necessary.

*Point for discussion/engagement – conclude mini-workshop on theme of homelessness in Canada.  
Discussion: Time to reflect on what worked and what did not.*

### **READ:**

Determine engagement outcomes:

- How was your ASK received?
- Is further refinement of the ASK required?
- What more is needed to achieve acceptance of your ASK?
- Should you meet/engage with other stakeholders? Did your engagement work? How was it received? What helped your engagement? Do you need to engage others for better success?

Perform an analysis on goal achievement

- Develop an evaluation plan based on data.
- Interpret and share results.
- Apply evaluation findings.

- Evaluate the impacts. How well was your success? Did you have an impact? Do you need more time to continue? What worked?

What outcomes can you identify from your collaboration efforts?

- Success or progress in your specific ask?
- A new or improved relationship with the government official?
- New learning for your council members?

Analysis of your collaboration efforts:

- What would you do differently next time?
- What did you learn from the process?

Close the loop:

- Acknowledge receipt of feedback.
- Recognize the efforts of all involved. Whom do you need to thank officially?
- Determine the next steps if necessary. What might be fun/helpful/new to try now? Acknowledge the efforts and successes, even if minor!

*This slide concludes the Example Building Workshop.*

## Slide 36



*Distribute copies of the “Government Relations Workshop: Part Three Mini-Workshop—Developing Your ASK Handout.” (20–30 minutes)*

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*Image source: PowerPoint Stock Images*

## Slide 37

Guide to Parish Government Collaboration

- Ensure that the concern/issue:
  - aligns with CST.
  - reflects one or more of the League's core values (faith, service, social justice).
- Investigate if the League has addressed the topic in past or current resolutions. If yes, study action plans from the resolution.
- Communicate your concern or issue and intent to advocate/collaborate with government officials and at what level with parish and diocesan presidents.
- Always remain non-partisan in your collaboration/advocacy activity.
- Clarify when you are writing a letter with a personal concern that you are not acting as a representative of the League (no use of League letterhead or "speaking for" anyone else).

*Click to display each bullet.*

### **READ:**

Here are some guides to collaborating at the parish council level with government:

- Ensure that the concern/issue:
  - aligns with CST.
  - reflects one or more of the League's core values (faith, service, social justice).
- Investigate if the League has addressed the topic in past or current resolutions. If yes, study action plans from the resolution.
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- Clarify when you are writing a letter with a personal concern that you are not acting as a representative of the League (no use of League letterhead or "speaking for" anyone else).

## Slide 38

How Can Members Collaborate with Government Officials Without Representing the League?

Willow Park volunteers in cooperation with Public Works dug holes and planted 40 trees in the Willow Park Natural Area north of The Village on Oct. 1. The trees were donated by local residents Gene and Elaine Deetman. Residents were invited to bring their children and grandchildren to help plant and claim a tree that was then tagged with their name on it. The initiative was run in the hopes the children will care for their tree and grow with it in years to come. "Thank to everyone who helped make this project a huge success," local resident Sharon Zuffi said.



### **READ:**

The 2018-2021 national theme of *Care for Our Common Home* inspired three Parkland Holy Trinity Parish Council members to begin a dialogue with the Town of Stony Plain's public works department with an ASK to plant trees in the Willow Park Natural Area. Over regular contact with several government staff, including the support of the town council, permission was given to plant 50 trees. The town marked the sites for the trees, and a team of members and neighbours got together to plant the trees. One member's husband augured the holes, another member and her

husband dug and donated the trees from their acreage, and in one afternoon, all the trees were planted.

### Slide 39



**READ:**

The second year of the project saw members collaborate as a parish council with the Town of Stony Plain to plant another 50 trees—bringing the total to 100. In addition, the council petitioned the town to allow it to install a bench honouring the contribution of the League over 100 years. Members were successful in their collaboration efforts and, as you can see, were able to add a visual reminder of the League’s contribution for everyone who takes the opportunity to walk through the natural area.

### Slide 40



**READ:**

With the 2018-2021 national theme, *Care for Our Common Home*, a parish council in the Northwest Territories reached out to its church when members realized the church was using Styrofoam dishes and asked it to eliminate its use of Styrofoam. This action was received well by the parish and resulted in removing these single-use products.

With that successful action accomplished, members asked themselves, why not request the same action from their town council? The council wrote a letter to the Town of Hay River, asking for the elimination of Styrofoam to be brought before the city council. The members were invited to present at one of the town council meetings to speak about this issue. This presentation resulted in a decision by the town council to eliminate Styrofoam from its town office and the recreation

centre concession. In addition, the town passed a policy to be more conscious of the environment in future decisions.

## Slide 41



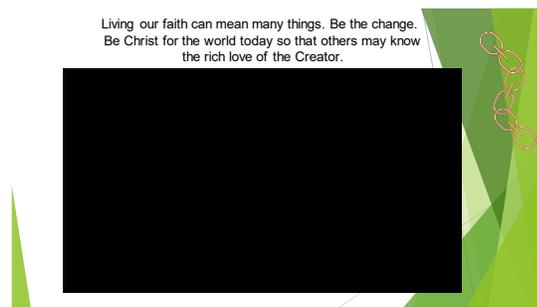
### **READ:**

Every time Lorette resident Andrea Adams safely crosses the busy main road with her young daughter to get to the community splash pad or soccer field, she knows who to thank—the Notre Dame de Lorette Parish Council members. The council lobbied for seven years for traffic-calming measures along Provincial Road 207, also known as Dawson Road. “It’s become a lot safer and secure,” Adams says of recently installed flashing crosswalks along the busy thoroughfare that bisects this community 30 kilometres east of Winnipeg.

As a result of the council’s efforts, the province installed crosswalks equipped with flashing lights at three spots on Dawson Road—one each at Lorette Collegiate, Lorette Community Complex and near the Notre-Dame-de-Lorette Parish. The council was recognized for three decades of service to its community and beyond with the Premier’s Volunteer Service Award.

The council’s original objective was to slow down the traffic. But, while traffic may be moving slower in Lorette these days, the group has not let up on its work of advocating for social justice well beyond its community of 3,200.

## Slide 42

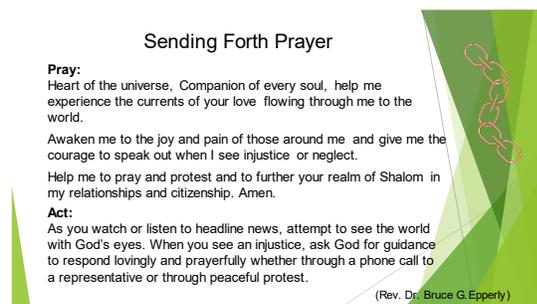


### **READ:**

This short clip illustrates ways in which you can make a difference!

We return to the beginning of our workshop, where we studied how our collaboration with governments for change is deeply rooted in our sacred scriptures, our baptism, Catholic social teachings, the call of the Second Vatican Council to be in the world “reading the signs of the times” and our call to holiness and finally our mandate to build God’s kingdom here on earth, now!

## Slide 43



### **READ:**

#### **“Reflect**

“Howard Thurman, Oscar Romero, and Dorothy Day—inspired by their encounters with God—decried the injustices they witnessed. Spirituality expands our empathy and awareness of others’ pain. It encourages us to challenge everything that hurts those around us, especially institutional, governmental, and economic injustice. Loving God leads to caring for the ‘least of these’ and ensuring everyone has a fair chance to experience God’s abundant life.

### **PRAY TOGETHER:**

#### **“Pray**

Heart of the universe, Companion of every soul,  
help me experience the currents of your love  
flowing through me to the world.

Awaken me to the joy and pain of those around me  
and give me the courage to speak out when I see injustice  
or neglect.

Help me to pray and protest  
and to further your realm of Shalom  
in my relationships and citizenship.  
Amen.

## “Act

As you watch or listen to headline news, attempt to see the world with God’s eyes. When you see an injustice, ask God for guidance to respond lovingly and prayerfully whether through a phone call to a representative or through peaceful protest.”

---

Source: Bruce Epperly, “Prayerful Protesting” ([franciscanmedia.org/pausepray/prayerful-protesting/](http://franciscanmedia.org/pausepray/prayerful-protesting/))

## Slide 44

**Helpful Resources**

A councillor’s workbook on engaging with young people. Local Government Association, 2019.  
[local.gov.uk/sites/default/files/documents/11\\_167920A%20Councillors27s320Workbook%20on%20engaging%20young%20people-website-v01.pdf](http://local.gov.uk/sites/default/files/documents/11_167920A%20Councillors27s320Workbook%20on%20engaging%20young%20people-website-v01.pdf)

Advocacy. Canadian Jesuits International.  
[canpadijesuitsinternational.ca/outreach/advocacy/](http://canpadijesuitsinternational.ca/outreach/advocacy/)

Advocacy Toolkit: Helping ordinary people make a difference. Citizens for Public Justice.  
[cpj.ca/cpis-advocacy-toolkit/](http://cpj.ca/cpis-advocacy-toolkit/)

Canada’s Youth Policy. Government of Canada, 2018.  
[canada.ca/content/dam/ycj/documents/YP-ENG.pdf](http://canada.ca/content/dam/ycj/documents/YP-ENG.pdf)

Hart, R. “Children’s Participation from Tokenism to Citizenship.” *Innocenti Essays* No. 4. UNICEF, 1992.  
[unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/](http://unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/)

Engaging Young People in Open Government: A communication guide. Organisation for Economic Co-operation and Development.  
[oecd.org/meps/openance/Young-people-in-OG.pdf](http://oecd.org/meps/openance/Young-people-in-OG.pdf)

Global Issues: Youth. United Nations.  
[un.org/en/global-issues/youth](http://un.org/en/global-issues/youth)

