Be prepared
LAND ACKNOWLEDGEMENT:

"TORONTO IS IN THE 'DISH WITH ONE SPOON TERRITORY'. THE DISH WITH ONE SPOON IS A TREATY BETWEEN THE ANISHINAABE, MISSISSAUGAS AND HAUDENOSAUNEE THAT BOUND THEM TO SHARE THE TERRITORY AND PROTECT THE LAND. SUBSEQUENT INDIGENOUS NATIONS AND PEOPLES, EUROPEANS AND ALL NEWCOMERS HAVE BEEN INVITED INTO THIS TREATY IN THE SPIRIT OF PEACE, FRIENDSHIP AND RESPECT."

THE "DISH", OR SOMETIMES IT IS CALLED THE "BOWL", REPRESENTS WHAT IS NOW SOUTHERN ONTARIO, FROM THE GREAT LAKES TO QUEBEC AND FROM LAKE SIMCOE INTO THE UNITED STATES. "WE ALL EAT OUT OF THE DISH, ALL OF US THAT SHARE THIS TERRITORY, WITH ONLY ONE SPOON. THAT MEANS WE HAVE TO SHARE THE RESPONSIBILITY OF ENSURING THE DISH IS NEVER EMPTY, WHICH INCLUDES TAKING CARE OF THE LAND AND THE CREATURES WE SHARE IT WITH. IMPORTANTLY, THERE ARE NO KNIVES AT THE TABLE, REPRESENTING THAT WE MUST KEEP THE PEACE. THE DISH IS GRAPHICALLY REPRESENTED BY THE WAMPUM.

THIS WAS A TREATY MADE BETWEEN THE ANISHINAABE AND HAUDENOSAUNEE AFTER THE FRENCH AND INDIAN WAR. NEWCOMERS WERE THEN INCORPORATED INTO IT OVER THE YEARS, NOTABLY IN 1764 WITH THE ROYAL PROCLAMATION/THE TREATY OF NIAGARA.

THE LAND ACKNOWLEDGEMENT STARTED IN BRITISH COLUMBIA, WHERE THERE ARE NO TREATIES AT ALL. ITS POPULARITY HAS SPREAD AS AN ACKNOWLEDGMENT OF INDIGENOUS PRESENCE AND ASSERTION OF SOVEREIGNTY. IT IS USED IN A VARIETY OF WAYS, SUCH AS AT OPENING EVENTS AND MEETINGS.

Ryerson Sources
MORE THAN A SHAME

IF YOU GAZE INTO THE WOODS YOU CAN EITHER SEE THE TREES OR THE FOREST. IT IS IMPORTANT TO SEE BOTH.

THERE ARE MANY YOUTH WHO DO NOT FIND THEMSELVES IN EITHER THE JUSTICE SYSTEM OR SCHOOL SYSTEM.

THEY HAVE BEEN PUSHED OUT, MARGINALIZED AND EXCLUDED. THESE ARE THE ONES FOUND ON THE STREETS, HOMELESS AND DISENGAGED. INDIVIDUALS LIVING IN A FOREST OF SOCIAL DYNAMICS.

THIS WORKSHOP PRESENTS KNOWLEDGE MOBILIZATION AND CHANGE EFFORTS TO EXTEND THE REACH AND SCOPE OF THE RESTORATIVE FRAMEWORK TO EMBRACE THESE CHALLENGES.
TWO AGENDAS

THE AFFECT AGENDA

- BE HAPPY
- BE SAD
- BE SHAMED
- BE SURPRISED AND STARTLED
- MAYBE MORE SHAME
- GET ANGRY
- EXPRESS FEELINGS
- BE HAPPY!

THE NARRATIVE AGENDA

- MY STORY
- YOUR STORY (JUST A BIT)
- THEIR STORY
- MY STORY AGAIN
- HER STORY
- HER’S AND MY STORY
- MORE OF YOUR STORY
- OUR STORY
IF YOU INSIST

• INTRO
• BACKGROUND AND FRAMEWORK (MY BIAS)
• SOME ICEBREAKERS...HAPPY...SAD
• INTERROGATING SHAME
• ACTIVITY “TREE OF SHAME”
• REFLECTIONS
• EXAMPLES
  • SYMONE’S STORY
  • THE SOCIAL INNOVATION HUB
  • YOUTHREX: KNOWLEDGE MOBILIZATION
• CONCLUSIONS ABOUT CHANGE!
• DANCING AND MUSIC!
INTRO, BIAS AND WHATEVER!
THIS WOULD BE ME!

FORMER PROF...
CHILD AND YOUTH WORKER
RESTORATIVE FACILITATOR/TRAINER
ACTIVIST
PEACEMAKING ADVOCATE
COMMUNITY DEVELOPER
“FELLA” WITH YORK UNIVERSITY/YOUTHREX PROJECT
NO LONGER WORKING FOR THE MAN....I AM THE MAN!

FATHER OF 5, GRANDFATHER OF TWO, PARTNER ..AND DESCRIBED BY MY KIDS AS OFTEN NOT RIGHT.... AND ESPECIALLY NOT THE GENIUS HE THINKS THAT HE IS!!!!!!!

M.SC.,(RESTORATIVE PRACTICES), B.A, C.C.W, CYC (CERT.)
WELCOME TO MY HOOD!

THE SIX
HTTPS://WWW.YOUTUBE.COM/_WATCH?TIME_CONTINUE=3&V=VQ6VZ0FINY8
BREAK THE SILENCE
HTTPS://WWW.YOUTUBE.COM/WATCH?V=30PS-H6YKVK

POWERLESS
HTTPS://WWW.YOUTUBE.COM/WATCH?V=9W69E9JDRQ0&LIST=RD9W69E9JDRQ0
Racialized Youth

Youth

The N.E.E.T.S

Street Involved Youth

THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE WILL BURN IT DOWN TO FEEL ITS WARMTH
- AFRICAN PROVERB -
THE HARD DATA

• ONTARIO CHILD HEALTH STUDY; 1983; EPIDEMIOLOGICAL STUDY
  • 18% OF CHILDREN HAVE SERIOUS MH DISORDER.......... 18/100
  • 20% OF THEM GET SERVICES........................................ 3.6/18
  • DO NOT GET SERVICES ........................................ 14.4/18

OR

• ROYAL COMMISSION ON LEARNING (1993) ......
  • THE 40% FACTOR (ADD IN POVERTY AND FAMILIAL STRESS/CHILDHOOD ADVERSITY)

OR “THE SPIRIT LEVEL” (2009):

• META-ANALYSIS OF ECONOMICS: INEQUITY, POVERTY AND LACK OF MOBILITY
• EXACERBATES ALL SOCIAL ILLS; MENTAL HEALTH, SUBSTANCE ABUSE, VIOLENCE, TEEN PREGNANCY, CHILD HEALTH

• ONTARIO CHILD HEALTH STUDY; 2014; REPLICATED TO LOOK AT ECONOMICS AND ENVIRONMENTAL ASPECTS
Poverty of Relationships

The compartmentalization of our culture has resulted in material wealth yet poverty of social and emotional opportunity.
The Relational Landscape is Changing

Children have fewer emotional, social and cognitive interactions with fewer people.

The impact of “modern” life on the developing child has yet to be fully understood.

What about rites of passage?
they describe twenty-four programs that have proved successful in changing the lives of seriously disadvantaged children.
HOW CAN BRILLIANT BUT ISOLATED EXPERIMENTS AIMED AT SOLVING THE MOST PRESSING AND COMPLEX SOCIAL AND ECOLOGICAL PROBLEMS BECOME MORE WIDELY ADOPTED AND LEAD TO TRANSFORMATIVE IMPACT?
SCALING SOCIAL INNOVATIONS TO EFFECT LARGER-SCALE CHANGE INVOLVES A MORE COMPLEX AND DIVERSE PROCESS THAN SIMPLY ‘DIFFUSING’ OR SPREADING A PRODUCT OR MODEL.

#KNOWLEDGEMOBILIZATION

&

#THEORYOFCHANGE
Scale Up: Impacting laws and policy

Scale Deep: Impacting cultural roots; relationships, changing hearts and minds

Scale Out: Impacting greater numbers
THE CONTROLLED EXPERIMENT
LINES OF ENQUIRY: THE PROJECTS

- Youth Shelters
- Colleges; The Social Innovation Hub & International
- Community Based; TCBN & BBNC
- Boys and Girls Clubs
- York University/YOUTHREX
- Professional Associations; OACYC & AVLIC
- Digital Footprint & Advocacy
- The Shed in the backyard
Change the world

All depends on how you look at things!
"Many of the truths that we cling to depend on our point of view." ~ Master Yoda
ONE WAY TO MOBILIZE
The doors and windows of perceptions.

Note to self to close barn door before ram gets you!
PICK UP A SQUARE AND PUT ON IT ONE ELEMENT THAT IS AN ASPECT OF CHANGE!

PUT IT IN THE MIDDLE.
INTERROGATING CHANGE
Interrogation Map: Change

Think and Feel?
Hear?
See?
Say and Do?
PAIN
GAIN
ACTIVITY

YOUR THEORY OF CHANGE
YOUR THEORY(S) OF CHANGE

<table>
<thead>
<tr>
<th>Theory</th>
<th>Success</th>
<th>Failure</th>
<th>Questions and Puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOUP HAS MORE THAN ONE INGREDIENT

CHANGE AGENTS NEED TO HAVE MORE THAN ONE OAR IN THE WATER,
WHERE TO START?

“GO TO THEM AND THEY WILL BE THERE!”

BLENDING PERSPECTIVES....AOP AND RP!
THE TREE OF SHAME!
INSTRUCTIONS

• IN YOUR GROUP ON A LARGE PIECE OF FLIP CHART PAPER DRAW A TREE.

• THIS EXERCISE ASKS YOU TO ANALYZE SHAME FROM THREE DISTINCT PERSPECTIVES BY ANSWERING THESE QUESTIONS IN YOUR GROUP:
  • WHAT ARE THE VARIOUS SOURCES OF SHAME? ........ROOTS
  • WHAT ARE THE IMPACTS?........TRUNK
  • WHAT ARE THE VISIBLE AND INVISIBLE OUTCOMES THAT ARE OFTEN CONSIDERED TO BE THE PRESENTING PROBLEMS?........BRANCHES

• TAPE THE FINISHED PRODUCT ON THE WALL. WALK AROUND AND VIEW OTHERS.
THE TREE OF SHAME

Lost Boys

Outcomes

Leads to

Root Causes
TYPICALLY WE THINK......
"Shame corrodes the very part of us that believes we are capable of change."

Brené Brown
Shame is the intensely painful feeling that we are unworthy of love and belonging.

Brene Brown, PHD, LMSW
The difference between shame and guilt is the difference between ‘I am bad’ and ‘I did something bad’.

Dr. Brene Brown
The Compass of Shame
Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:
- isolating oneself
- running and hiding

Attack Other:
- ‘turning the tables’
- blaming the victim
- lashing out verbally or physically

Attack Self:
- self put-down
- masochism

Avoidance:
- denial
- abusing drugs and alcohol
- distraction through thrill seeking
Shame erodes the very bonds that hold us together. It divides rather binds.

R Kelly
Brown On Empathy

Shame cannot survive being spoken... and being met with empathy.

Brene Brown
I am ashamed.

I am ashamed of you.

You don't belong.

We have our eyes on you.

I am ashamed of you.
I am ashamed.

You don't belong.

We have our eyes on you.

I am ashamed of you.

I am ashamed.

Exclusion
Carding
Pushout
Streaming
Shunning
Bias
Discrimination
Labelling
Ism....

Narratives writ small and large.
DEBRIEF

• KEY ASPECTS:
  • IT IS INTERSECTIONAL. MULTIPLE DYNAMICS OFTEN COMBINE TO CREATE OVERWHELMING SENSES OF SHAME THAT AFFECT ENGAGEMENT AT MANY LEVELS.
  • ECONOMICS (POVERTY), RACE CULTURE, IDENTITY AND A PREDOMINANT CAPITALIST IDEOLOGY OF INDIVIDUAL SUCCESS ALL CONTRIBUTE TO FORMS OF SHAMING.
  • IT CAN OFTEN BE INTERGENERATIONAL.
  • THE BEHAVIOURAL AND PSYCHOLOGICAL MANIFESTATIONS CAN BE SEEN IN THE COMPASS OF SHAME.
  • AT AN INDIVIDUAL AND GROUP LEVEL NARRATIVES DEVELOP AROUND SHAMING WHICH OFTEN GETS MISREAD AS “ANTI-SOCIAL”.
  • IT IS THE PLACE AND SPACE OF “NOT HAVING” AND THE “ABSENCE OF ANY FORM OF PRIVILEGE”.

MODELS OF THINKING

THINKING FAST AND THINKING SLOW

What were you thinking at the time?

What have you been thinking since?
MORE THAN THINKING.
THE STORIES IN OUR LIVES.

A FORM OF WITH!
“ALL THAT WE ARE IS STORY. FROM THE MOMENT WE ARE BORN TO THE TIME WE CONTINUE ON OUR SPIRIT JOURNEY, WE ARE INVOLVED IN THE CREATION OF THE STORY OF OUR TIME HERE. IT IS WHAT WE ARRIVE WITH. IT IS ALL WE LEAVE BEHIND. WE ARE NOT THE THINGS WE ACCUMULATE. WE ARE NOT THE THINGS WE DEEM IMPORTANT. WE ARE STORY. ALL OF US. WHAT COMES TO MATTER THEN IS THE CREATION OF THE BEST POSSIBLE STORY WE CAN WHILE WE’RE HERE; YOU, ME, US, TOGETHER. WHEN WE CAN DO THAT AND WE TAKE THE TIME TO SHARE THOSE STORIES WITH EACH OTHER, WE GET BIGGER INSIDE, WE SEE EACH OTHER, WE RECOGNIZE OUR KINSHIP – WE CHANGE THE WORLD, ONE STORY AT A TIME…”

RICHARD WAGAMESE; AUTHOR OF INDIAN HORSE AND MANY OTHERS!

IS THERE A RESTORATIVE STORY?…..MORE IMPORTANTLY IS THERE A RESTORATIVE NARRATIVE?
TOWARDS A HIGHER JOURNEY: DISRUPTING COMMUNITIES

2011 TO 2018
“NARRATIVES OF HOPE, IMAGINATION AND POSSIBILITY....”
ENTERS INTO THE CHILD AND YOUTH WORKER PROGRAM

2011-2012
TAHJ LOOR-WALTERS
1998 - 2013

Was murdered in his own community!
O’She Doyles-Whyte
1996 - 2013

Was murdered in his own community 2 weeks after his friend!
Kwame Duodu
1997 - 2013

Was murdered in his own community 2 weeks after his friend!
TAHJ GROUP; OCTOBER 2013

STEERING COMMITTEE WAS CREATED TO MEMORIALIZE THE YOUNG LIVES.....AND OTHERS LOST!

• MEMBERS OF UNIFOR – SCOTT M. & ROLAND K.
• FORMER HIGH-SCHOOL VP – PAUL RASO
• COMMUNITY PASTOR – BARRY RIEDER
• COMMUNITY WORKERS
• FAMILY MEMBERS
SYMONE RETURNS TO COLLEGE
ENTERS THE SOCIAL INNOVATION HUB AS AN ALTERNATIVE FIELD PLACEMENT:

PURSUES PROJECT TO BUILD A COMMUNITY HUB BASED ON PEACEMAKING PRINCIPLES
“EVERY CHILD HAS THE ABILITY TO WRITE THEIR LIFE STORY, BUT WITHOUT MEMBERS OF THE COMMUNITY WHO ARE COMMITTED TO MAKING A CHANGE, MANY OF THEIR STORIES WILL END IN TRAGEDY. THOUGH WE MAY NOT BE ABLE TO REACH ALL YOUTH, WE ARE DETERMINED NOT TO GIVE UP ON ANY OF THEM AND WILL THEREFORE CONTINUE OUR WORK………..”

TOWARDS A HIGHER JOURNEY! TAHJ
SECURES LAND FROM METROLINX
(WITH PARTNERS: CAPG & TCBN)

32 METERS OF FRONTAGE TO BUILD
COMMUNITY CENTRE IN JANE FINCH
SYMONE PRESENTS AT

IIRP; 2016
ORILLIA, 2016
OTTAWA, 2017
HIRED BY:

1) TORONTO COMMUNITY BENEFITS NETWORK (TCBN) THEN HIRED BY........
2) DUKE HEIGHTS BIA AND YORK UNIVERSITY; OSGOODE HALL, LAW DEPT.; JAMILI JIVANI
TCBN RECEIVES GRANT FOR: $1.2 MILLION THRU THE BLACK YOUTH ACTION PLAN (BYAP) FOR 3 YEARS (MIN. OF CHILDREN AND YOUTH)

FOCUS:

• BUILD NETWORK FOR BLACK YOUTH
• SUPPORT ENTRY INTO “GOOD” JOBS E.G TRADES WITH METROLINXS
• DEVELOP INCUBATOR TO NURTURE SOCIAL ENTERPRISE MINDSET AND SKILLS
PEACEMAKING Circles

Identity shift
Ongoing support
Competencies: 5 C's

Relational engagement & connection
Reach out
Reach in
Relentless

Vocational paths
Pathways and partnerships with industry

Tri-Mentor Model
Mentees
Junior Mentor
Senior Mentor

Integrated program model for transformational identities

“I HAVE I CAN I AM.”

SDOH

EDUCATION JOBS $ $ $
EVIDENCE BASED AND PROMISING PRACTICES SOURCES FOR PROGRAM MODEL

From
1. Evidence-Based Practices to a Comprehensive Intervention Model for High-Risk Young Men: The Story of Roca Roca model
2. Tri-mentoring “Reducing risk for youth violence by promoting healthy development with pyramid mentoring: a proposal for a culturally centred group mentoring.” YouthRex Summary
3. Empowerment-Based Positive Youth Development: A New Understanding of Healthy Development for African American Youth. The 5 C’s. The Article
4. “Boys to Men” model. York Region Project
THE SOCIAL INNOVATION HUB (SIHUB) OF GEORGE BROWN COLLEGE IS AN EARLY STAGE INCUBATOR AND CONNECTOR FOR THE GENERATION OF INNOVATIVE IDEAS, PROJECTS AND SOCIAL ENTERPRISES.

IT IS AN ALTERNATIVE FIELD PLACEMENT OPTION LASTING FROM 4-8 MONTHS, 3 DAYS A WEEK IN THE GRADUATING YEAR OF COLLEGE PROGRAM.
MCCONNEL’S FOUNDATION’S RECODE INITIATIVE TO:

“DISRUPT BUSINESS AS USUAL; TO FOUND AND GROW NEW SOCIAL ENTERPRISES; TO CREATE PARTNERSHIPS ACROSS INSTITUTIONAL AND SECTORAL BOUNDARIES — IN SHORT, TO ‘RECODE’ OUR CULTURE’S OPERATING SYSTEMS IN ORDER TO ACHIEVE A MORE JUST, SUSTAINABLE, AND BEAUTIFUL WORLD.”
SOCIAL ENTERPRISE VS. CHANGEMAKER

A SOCIAL ENTERPRISE IS AN ORGANIZATION THAT APPLIES COMMERCIAL STRATEGIES TO MAXIMIZE IMPROVEMENTS IN FINANCIAL, SOCIAL AND ENVIRONMENTAL WELL-BEING—THIS MAY INCLUDE MAXIMIZING SOCIAL IMPACT ALONGSIDE PROFITS FOR EXTERNAL SHAREHOLDERS.

SOCIAL ENTERPRISES OFTEN USE FOR-PROFIT BUSINESS STRATEGIES TO FUND THEIR SOCIAL CHANGE.

ALL SHARE THE GOAL OF ABANDONING THE NEED FOR GOVERNMENT OR DONOR SUPPORT.

E.G “Detailing Knights” & GO
Back to the TCBN Grant
Who We Are

The Social Innovation Hub (SIHub) of George Brown College is an early stage incubator and connector for the generation of innovative ideas, projects and social enterprises.
Social Innovation Hub

The Social Innovation Hub at George Brown College is an alternative placement for GBC students in the School of Community Services; an early stage incubator and connector for the generation of innovative ideas, projects and social enterprises.

Mission: Our mission is to create a sustainable ecosystem within the School of Social and Community Services, & George Brown College, that develops graduates with the skills and confidence to become the next wave of leaders in social entrepreneurship and social innovation.

Vision: We envision a world where social entrepreneurship and innovation contribute to economic and social justice.

- Exposure to Social Justice, Social innovation practice and the range of Social Enterprises through course work
- Identification of Problems & Opportunities based on knowledge & experience of their communities
- Provide tools, space, partners and mentors
- Provide opportunities to work in teams

Year 4

What conditions do we need to construct so our students who face employment barriers become creative, innovative & entrepreneurial citizens?

How do we support Non-profits & communities to find alternative ways to address complex social issues in the face of neoliberalism & austerity measures?

How do we provide GBC Students with more work integrated learning opportunities to incubate social enterprises, & innovative projects focused on social justice and social change?

18 Social Enterprises
23 Investors
77 Hubsters
2014 - 2018
3 External partners
37 Innovative Projects

Leadership/communication
Teamwork/ Collaboration
Problem-solving/creativity

Deshawnia Dookie of Black Lotus advocates for mental health & wellness amongst people of colour & provides structured yoga programs for stress reduction as well as mindful intention, action and eating habits: https://blacklotusyoga.com

TAHJ Hub to unite 4 corners of Jana & Finch– a project facilitated by Simone Walters with CAPG, MentalX & Skills for Change

Freak People Co. is a feminist queer social enterprise that produces handmade, fair wage & Environmentally sustainable clothing. With the purchase of a tshirt one funds a Power Pack – feminine hygiene kits for homeless women. https://www.etsy.com/ca/shop/FreakPeCo?ref=shop_home_active
“APPRENTICING WITH A PROBLEM”

A NEW MODEL OF TEACHING AND LEARNING
HABITS OF MIND

TO FACILITATE STUDENTS’ DEVELOPMENT OF SKILLS AND ATTITUDES TO SUCCEED AS SOCIAL ENTREPRENEURS AND SOCIAL INNOVATORS.

Confidence  Entrepreneurial habits of mind
Leadership
Innovative thinking
Teamwork
Digital Citizens
Social justice
Adaptability
Social change
Creativity

DIGITAL CITIZENS

TEAMWORK

INNOVATIVE THINKING

ADAPTABILITY

SOCIAL JUSTICE

LEADERSHIP

SOCIAL CHANGE

CREATIVITY

CONFIDENCE
RESTORATIVE JUSTICE ENTERPRISE

Just Us: A Hub for Restorative Practices

- Training / Workshops
- Certificate Education
- Research
- Program Development
- Presentations / Publications
- Resource Development
- Project Initiatives / SHSM
- The Restorative Campus & Residence
- International Placements
Fostering Peace: A Mindset Kit and Program
Model, Implementation, Challenge, International Conference (IIRP)
IN JAMAICA
FROM TORONTO TO NEW DELHI TO RAJAHSTAN

#KNOWLEDMOBILIZATION

&

#WHATTHEORYOFCHANGE
Street involvement begins at age 4-5
Totally immersed in street life by age 8;
often not go home
18-22 year old's who apply for a 4 year program
Program modalities:
- Theatre
- Skill development/training
- Circle Up
INTRODUCING THE NOTION OF "CONSENT"
THE TRAIN TO RAJAHSTAN
WOMEN’S PROJECT
IDENTITY AS WIFE/MOTHER; INTERGENERATIONALLY GRANDMOTHERS BY AGE OF 40 ILLITERATE IN ALL LANGUAGES “SPEND LIFE OF WORK IN STRAIGHT ROWS” THE MODEL OF WORKING…….

What’s the Theory of Change?
NUDGE

#THEORYOFCHANGE: THE CONCEPT IS A RELATIVELY SUBTLE POLICY SHIFT THAT ENCOURAGES PEOPLE TO MAKE DECISIONS THAT ARE IN THEIR BROAD SELF-INTEREST. IT'S NOT ABOUT PENALISING PEOPLE FINANCIALLY IF THEY DON'T ACT IN CERTAIN WAY. IT'S ABOUT MAKING IT EASIER FOR THEM TO MAKE A CERTAIN DECISION. RICHARD THALER
NUDGE AND OTHER PRINCIPLES

• FREE THE WOMEN TO PARTICIPATE

• RECOGNIZING THE STRUCTURAL ASPECT OF IDENTITIES, ROLES AND WHAT CONSTITUTES BALANCE

• ROLE MODELING THE “CHANGE YOU WANT TO SEE”. WOMEN LEAD AND MEN DO!

• CIRCLE UP…..ALL THE TIME!

• THEN START A PARALLEL PROCESS WITH MEN
THE ACTIVITY FOR THE CHILDREN AND THE WORDS ON CARDS IS A “WORKSHEET ACTIVITY FOCUSED ON INDIVIDUAL IDENTITY. THIS IS A BIG FOCUS OF OURS WHEN WORKING WITH GIRLS IN INDIA. WE USE A VARIETY OF METHODS - DRAWING, ROLE PLAYING, STORY TELLING AND WORD ASSOCIATION FOR THE GIRLS TO DEVELOP SELF IDENTITY STATEMENTS AND DIFFERENTIATION STATEMENTS/POSITIONS WHILE ACKNOWLEDGING THEIR ROLES IN GROUPS SUCH AS FAMILY, SCHOOL AND FRIENDSHIPS."
BBNC Restorative Community Circle

Do you want to have your voice and perspective heard? Do you want a positive change in the community? Come join our new restorative practice of a community circle! An open, safe and completely inclusive space to discuss issues impacting our community, hearing different perspectives and points of view. It’s Time for a meaningful and positively impactful conversation for change.

Circle Keeper: Toni Morra, B.A. CYC, Hon.
SHARE365 Program Worker

Date: Every Monday (beginning Monday April 9th)
Time: 3:30pm to 5:30pm
Location: Birchmount Bluffs Neighbourhood Centre, Upstairs,
The Lion’s Den
93 Birchmount Rd., Scarborough, Ont. M1N 3J7
647-347-1810
Restorative Community Circles

The Birchmount Bluffs Neighbourhood Centre's new Restorative Community Circle met on the afternoon of Monday, April 8th. Community members gathered in the Birchcliff Room to "give a voice to each person equally, to have meaningful and impactful conversations about issues that are affecting the community."

Restorative Circles, a modern interpretation of the talking circles used by Indigenous Peoples of North America, aim to bring together people from all walks of life for open dialogue. Toni Morra, a BBNC Share 365 program worker, runs the weekly circle. Beginning each session with a fun ice-breaker, she hopes to encourage participants to build rapport while strengthening each person's relationship with the community.

The talk was lively. A key topic was how to communicate in a way that promotes social inclusion and understanding. Participants shared stories of increased morale, people reporting more of a sense of belonging, and having even experienced less crime and vandalism. Getting to know and respect others in our community not only promotes awareness of issues and challenges, but also builds a foundation of trust, consistency and accountability between members.

Another notable recognition was the rare diversity found in Scarborough. It is a multi-cultural centre, unparalleled in the world. Tolerance and inclusion of many racial, cultural, and religious groups, from mainstream to marginalized, secures us a rich and livable community. To me, the poster welcoming people to Scarborough General Hospital (inset, below) exemplifies this strength.

Circle meets Monday’s from 3:30 to 5:30 pm at Birchmount Community Centre in the Birchcliff Room. All members of our community are welcome to attend any or all sessions. If you need more information, or have questions, Toni Morra can be reached at 416-347-1810 or by email: toni.m@bbnc.ca.
YOUTHREX: RESEARCH AND EVALUATION EXCHANGE
YORK UNIVERSITY, DEPT OF SOCIAL WORK

WEBSITE
HTTP://YOUTHREX.COM/

Practice Based Evidence  #knowledgemobilization  Evidence Based Practice

Lived Experience
MISSION:
TO MAKE RESEARCH EVIDENCE AND EVALUATION PRACTICES ACCESSIBLE AND RELEVANT TO ONTARIO’S GRASSROOTS YOUTH SECTOR THROUGH KNOWLEDGE MOBILIZATION, CAPACITY BUILDING AND EVALUATION LEADERSHIP!
BASED ON:
ONTARIO’S YOUTH ACTION PLAN WAS LAUNCHED IN 2012; A KEY ACCOMPLISHMENT OF THE PLAN IS **STEPPING UP: A STRATEGIC FRAMEWORK TO HELP ONTARIO’S YOUTH SUCCEED.**

- **STEPPING UP** is an evidence-based strategic framework for improving youth outcomes. The framework identifies seven themes of youth well-being that also inform the work of YOUTHREX:
  - Health & Wellness
  - Strong, Supportive Friends and Families
  - Education, Training and Apprenticeships
  - Employment and Entrepreneurship
  - Diversity, Social Inclusion and Safety
  - Civic Engagement & Youth Leadership
  - Coordinated & Youth-Friendly Communities.
WORKSHOP FOR YOUTHREX: SUPPORTING YOUTH; NURTURING RELATIONSHIPS WHILE NAVIGATING BOUNDARIES

DE-COLONIZING THE POWER IN YOUR OWN PRACTICE WHILE BEING COLONIZED

ADDRESSING SYSTEMIC SHAME; CREATING TRANSFORMATIONAL PATHWAYS
“WHILE WE DISCUSS EACH ROOT SEPARATELY, MANY, IF NOT ALL, OF THEM FREQUENTLY INTERCONNECT AND INTERTWINE IN WAYS THAT CREATE DEVASTATING CUMULATIVE IMPACTS FOR FAR TOO MANY OF OUR YOUTH. THESE INTERCONNECTIONS MUST BE RECOGNIZED IN LONG-RANGE COMPREHENSIVE STRATEGIES TO ADDRESS THE ROOTS OF THE SERIOUS VIOLENCE THAT CONFRONTS US AS A SOCIETY.”

- POVERTY
- RACISM
- COMMUNITY DESIGN
- ISSUES IN THE EDUCATION SYSTEM
- FAMILY ISSUES
- HEALTH
- LACK OF A YOUTH VOICE
- LACK OF ECONOMIC OPPORTUNITY FOR YOUTH
- ISSUES IN THE JUSTICE SYSTEM
PILLAR 1: A REPAIRED SOCIAL CONTEXT: SOCIAL OPPORTUNITY AND ANTI-RACISM

RECOMMENDATION 23

• THE PROVINCE MUST SUPPORT THE CONTRIBUTION OF YOUTH WORKERS TO INITIATIVES THAT ADDRESS THE ROOTS OF VIOLENCE INVOLVING YOUTH.

• THE PROVINCE SHOULD RECOGNIZE THAT YOUTH WORKERS BRIDGE THE DIVIDE BETWEEN YOUTH AND THEIR COMMUNITIES AND SCHOOLS, PROVIDE CONNECTIVITY AND COUNSELLING TO THE MOST DISADVANTAGED YOUTH AND SERVE AS ROLE MODELS, ESPECIALLY WHEN THEY ARE FROM THE SAME NEIGHBOURHOODS OR SHARE SIMILAR CIRCUMSTANCES.
• I LECTURE (ONE HOUR)

• TO

• TWO WEBINARS

• 5 HALF DAY WORKSHOPS; 3 AS PART OF THE “CRITICAL YOUTH WORKER” CERTIFICATE

• CREATION OF ROLE AS A ‘FELLA’; NEXT SOMETHING ELSE!

• LINK RESOURCES OF YOUTHREX WITH TCBN (EVALUATION); LINK YOUTHREX TO COLLEGE PROGRAMS
PRINCIPLES TO GUIDE EFFECTIVE ADVOCACY

Facts/Thoughts

Feelings

Actions
The distance between the head and the heart is the longest 18 inches in the world.

-Rav Sholom Tendler

And then what are you going to do?
ADVOCACY: MODELS

Educational
“Data’s a good idea & story”

Disruptive
“Let’s put things on pause”

Voice Driven
“Ther’s and yours”

Advocacy

Expressive
“Acts of Righteous Drama”

Relational
“Keep your enemies close”

Digital

Better Beginnings

Advocates office
Anthony Malcolm

Introverts

BLM
Idle No More
Desmond Cole

Dreamchild
Break the Silence
To this day
Photo voice
LINES OF ENQUIRY: THE PROJECT OUTCOMES

Youth Shelters

College; The Social Innovation Hub

Community Based

Boys and Girls Club

York University/YOUTHREX

Professional Assocs; 1) OACYC 2) AVLIC

Digital Networking & Advocacy

The Shed in the backyard

2 Shelters; 55 Trained/Intro; 3 Advanced; Proposal Pending

14 Days; 135 Trained; 2 Workshops; 300 Grade 11/12’s; Int'l placements

TCBN: Grant for $1.2 million; Ongoing; NBCC

140 trained customized day long WS x3 ; Expand to GTA

2 Webinars: 130 participants; 5 Workshops: 125 participants

1) #hashtagfail; Write for Newsletter 2) Train ED/Prog MGR; Progressive Disc.

Linkedin:3000; FB, 5 sites, 200 on mine; Twitter: 879 Followers

Dogs ate screwdrivers and poster by Banksy
RICK KELLY’S 10 TIPS

• BE LIKE PAUL REVERE! ANYBODY REMEMBER THE OTHER GUY?
• BUILD A SCAFFOLD…..YOU KNOW WHERE!
• USE EVIDENCE! DATA WOULD BE NICE!
• NUDGE….DON’T BLUDGEON
• YES….AND! THERE IS NO NO!
• THINK IN GEOMETRIC TERMS….THE SHAPE OF THINGS TO COME!
• BE ARITHMETICAL….INCREMENTAL AND FRACTAL!
• ONE PEBBLE, MANY RIPPLES!
• AS MADELEINE ALBRIGHT SAID “I’M NOT GOING TO SHUT UP!”
• DISRUPT WITH “RIGHTEOUS ANGER”!
& REMEMBER
• SILOS ARE FOR HOLDING GRAIN!
A Picture is worth a thousand Words
MUSIC TO WALK OUT TO!

DREAMCHILD
HTTPS://WWW.YOUTUBE.COM/WATCH?V=JKWR2KHIOEG