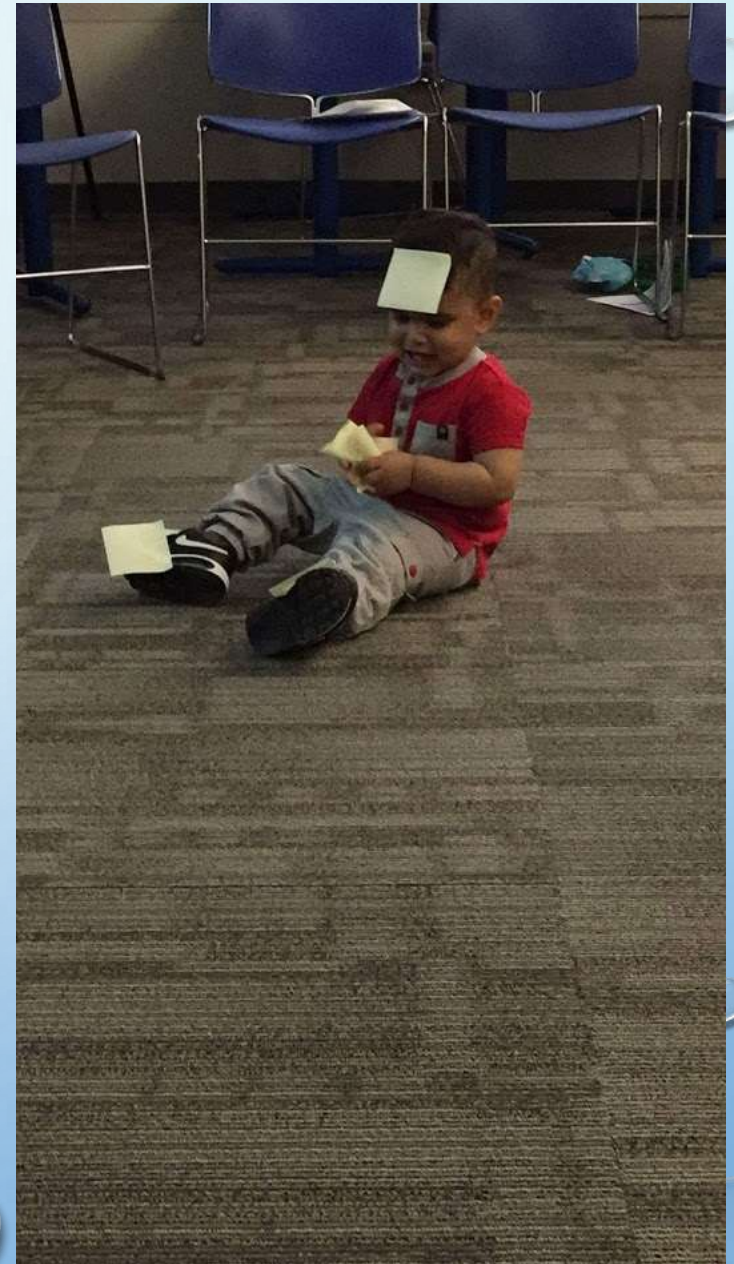
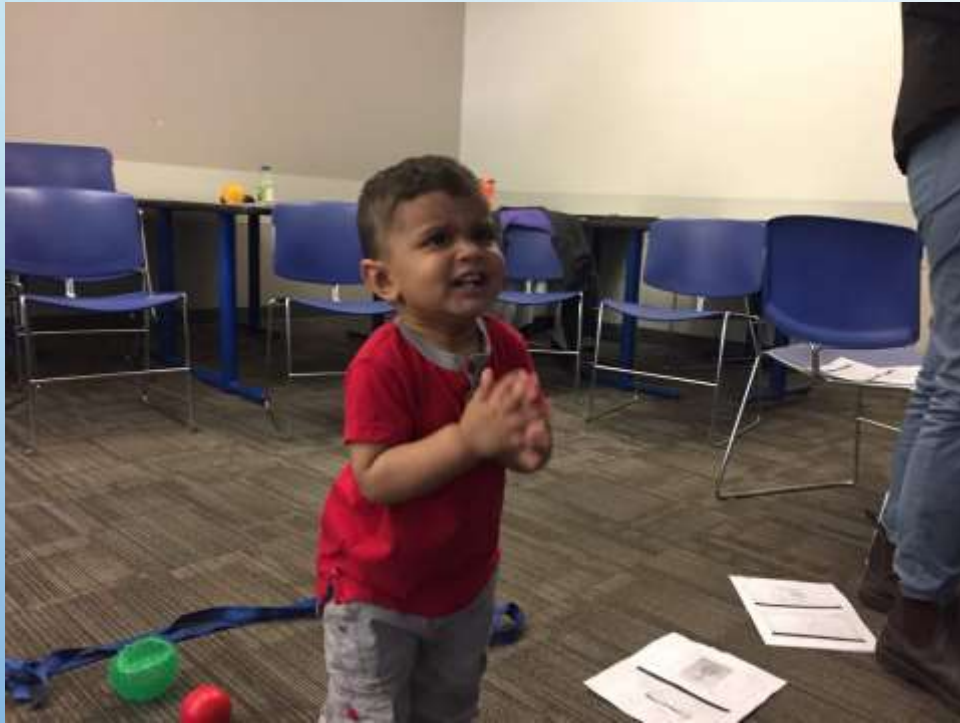


Be prepared



# 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.



Proposal accepted

*IIRP Canada Conference, "Leading & Sustaining Change,";  
May 2018*

# 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.

@Just Us: A Centre for Restorative Practices

# 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!

The background is a light blue gradient that transitions from a pale blue at the top to a slightly darker blue at the bottom. In the corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a three-dimensional appearance.

**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.)

# THE SIX

[HTTPS://WWW.YOUTUBE.COM/WATCH?TIME\\_CONTINUE=3&V=VQ6VZ0FINY8](https://www.youtube.com/watch?time_continue=3&v=VQ6VZ0FINY8)

WELCOME TO MY HOOD!





dignity+respect  
= Inclusion

# BREAK THE SILENCE

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=30PS-H6YKVK](https://www.youtube.com/watch?v=30PS-H6YKVK)

## POWERLESS

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=9W69E9JDRQ0&LIST=RD9W69E9JDRQ0](https://www.youtube.com/watch?v=9W69E9JDRQ0&LIST=RD9W69E9JDRQ0)

Youth

Racialized  
Youth

The N.E.E.T.S

THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE  
WILL BURN IT DOWN TO FEEL ITS WARMTH

- AFRICAN PROVERB -

Street Involved  
Youth



# 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.

So W

Both the  
REWA  
shape  
childho

Relati  
he



# The Relational Landscape is Changing

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

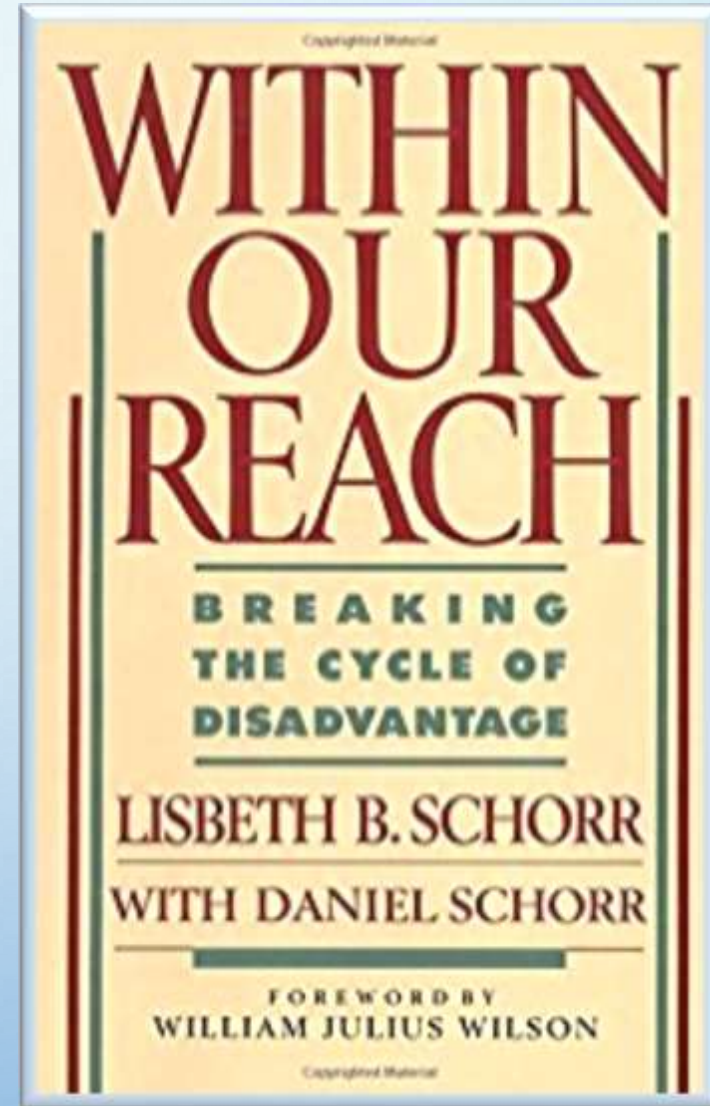
The impact of “modern” life on the developing child has yet to be fully understood.



What about rites of passage?

## WITHIN OUR REACH....

they describe twenty-four programs that have proved successful in changing the lives of seriously disadvantaged children.



# The Problem

**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



All depends on how you look at things!

[Change the world](#)



"Many of the truths that we come to  
depend on our point of view." ~ Master Yoda

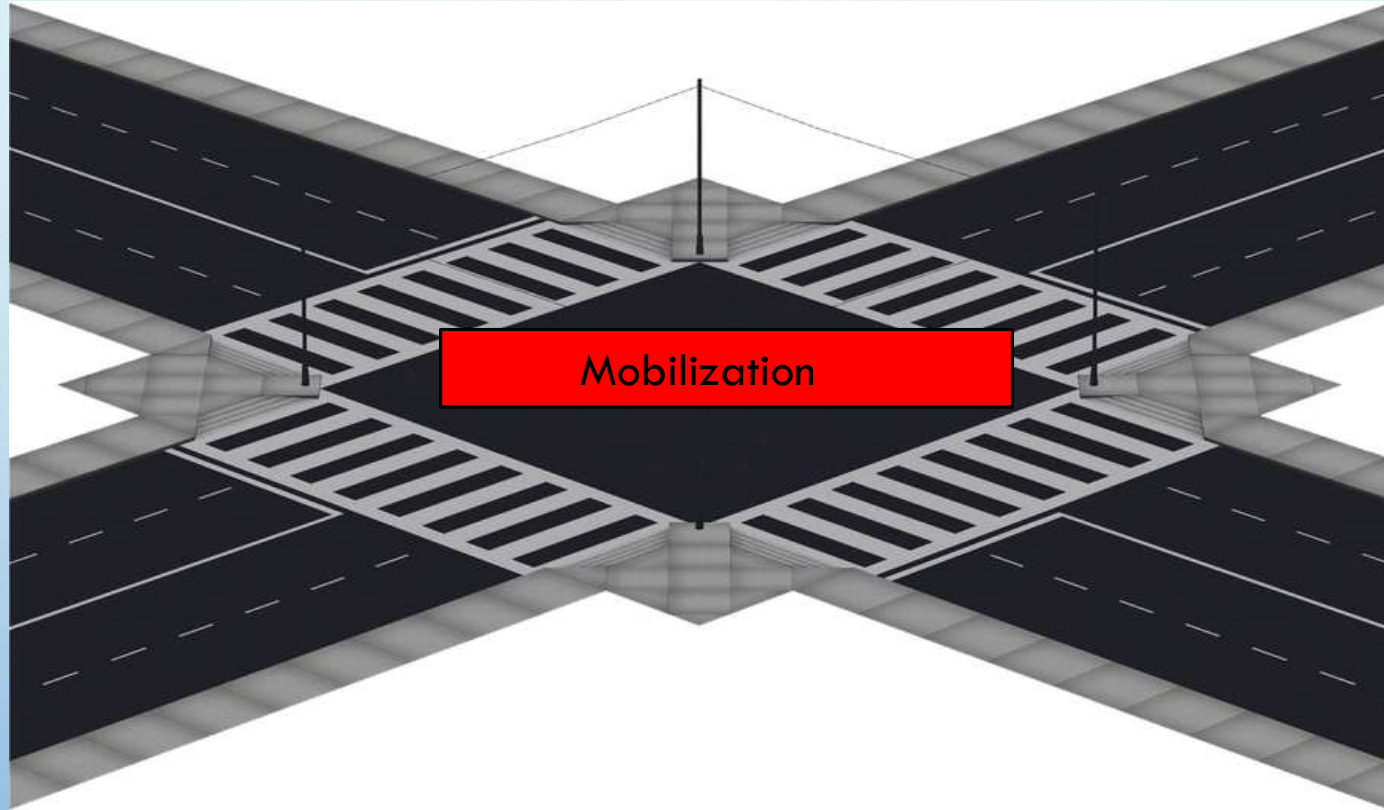
depend on our point of view." ~ Master Yoda  
"Many of the truths that we come to

HANG YOUR HAT ON THESE





Knowledge



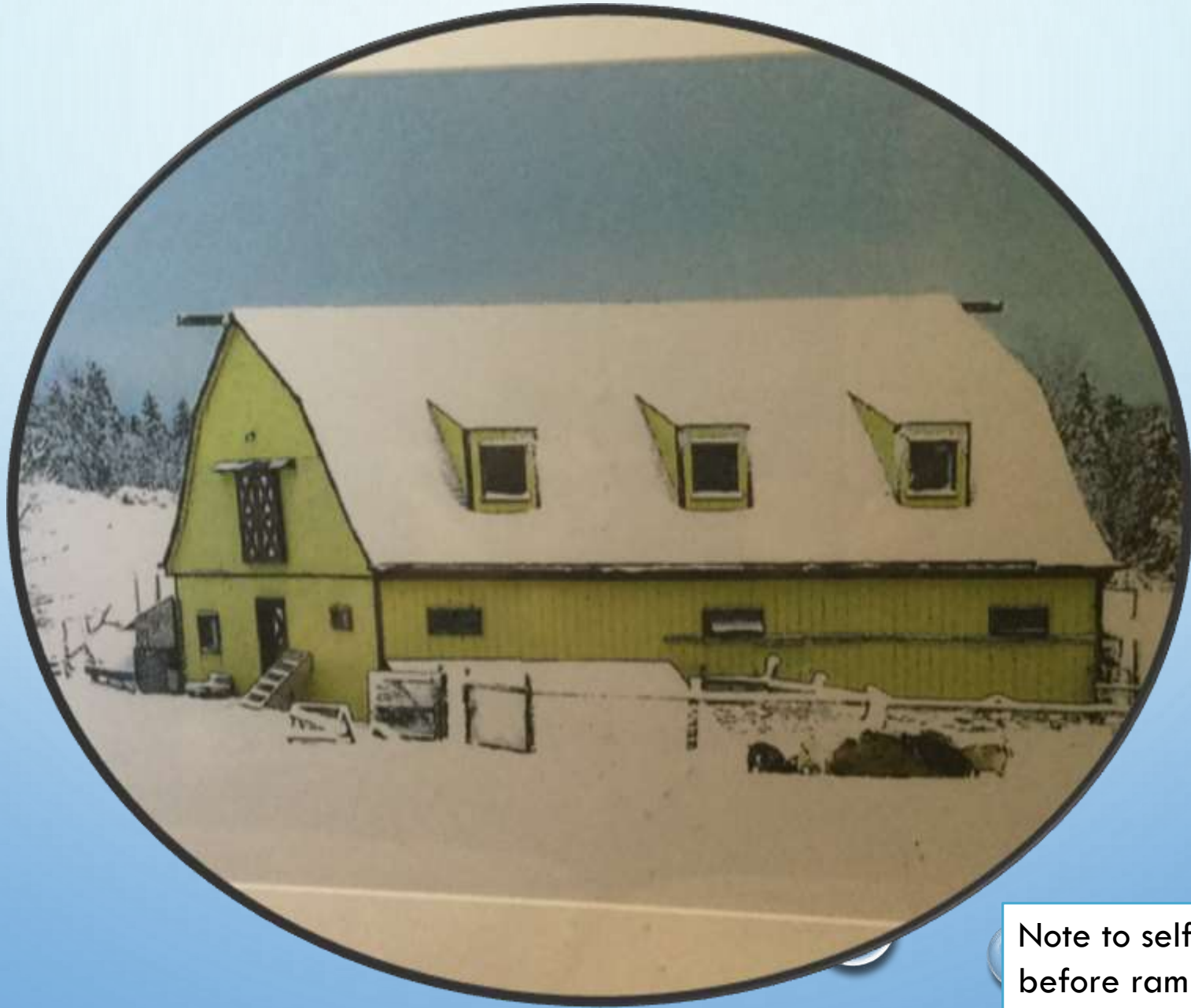
Mobilization

Change

# ONE WAY TO MOBILIZE



The doors and windows of perceptions.



Note to self to close barn door  
before ram gets you!

# ICEBREAKER



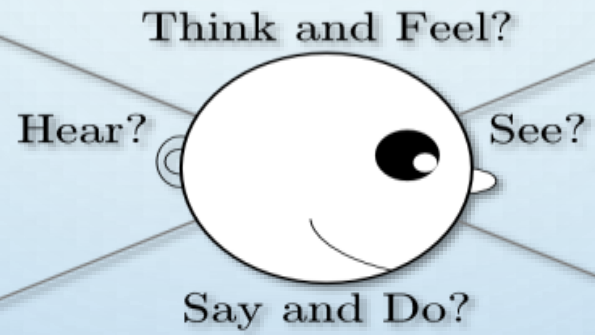
PICK UP A SQUARE AND PUT ON IT ONE ELEMENT THAT IS AN ASPECT OF CHANGE!

PUT IT IN THE MIDDLE.

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the top and bottom edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

# INTERROGATING CHANGE

# Interrogation Map: Change



PAIN

GAIN

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the top and bottom edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

ACTIVITY

# YOUR THEORY OF CHANGE

# YOUR THEORY(S) OF CHANGE

Theory	Success	Failure	Questions and Puzzles



# 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!



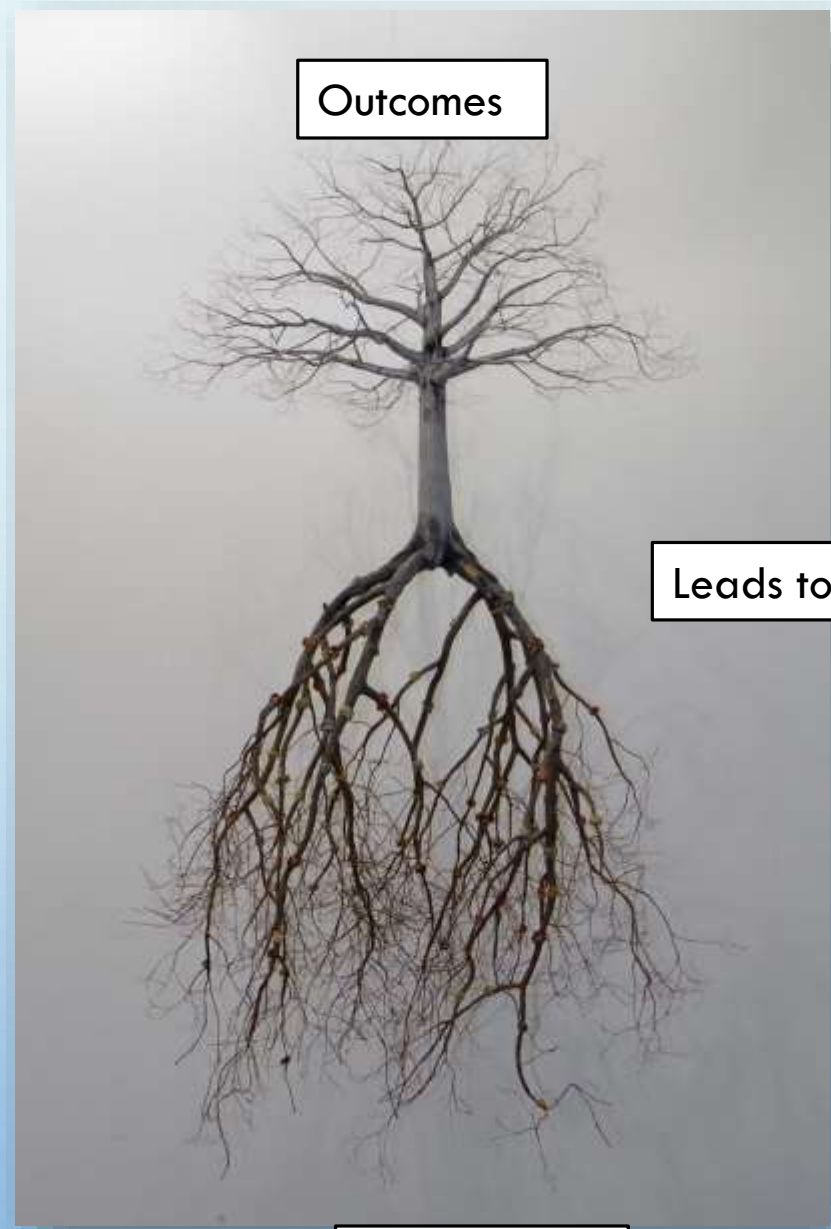
# THE TREE OF SHAME!

# 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



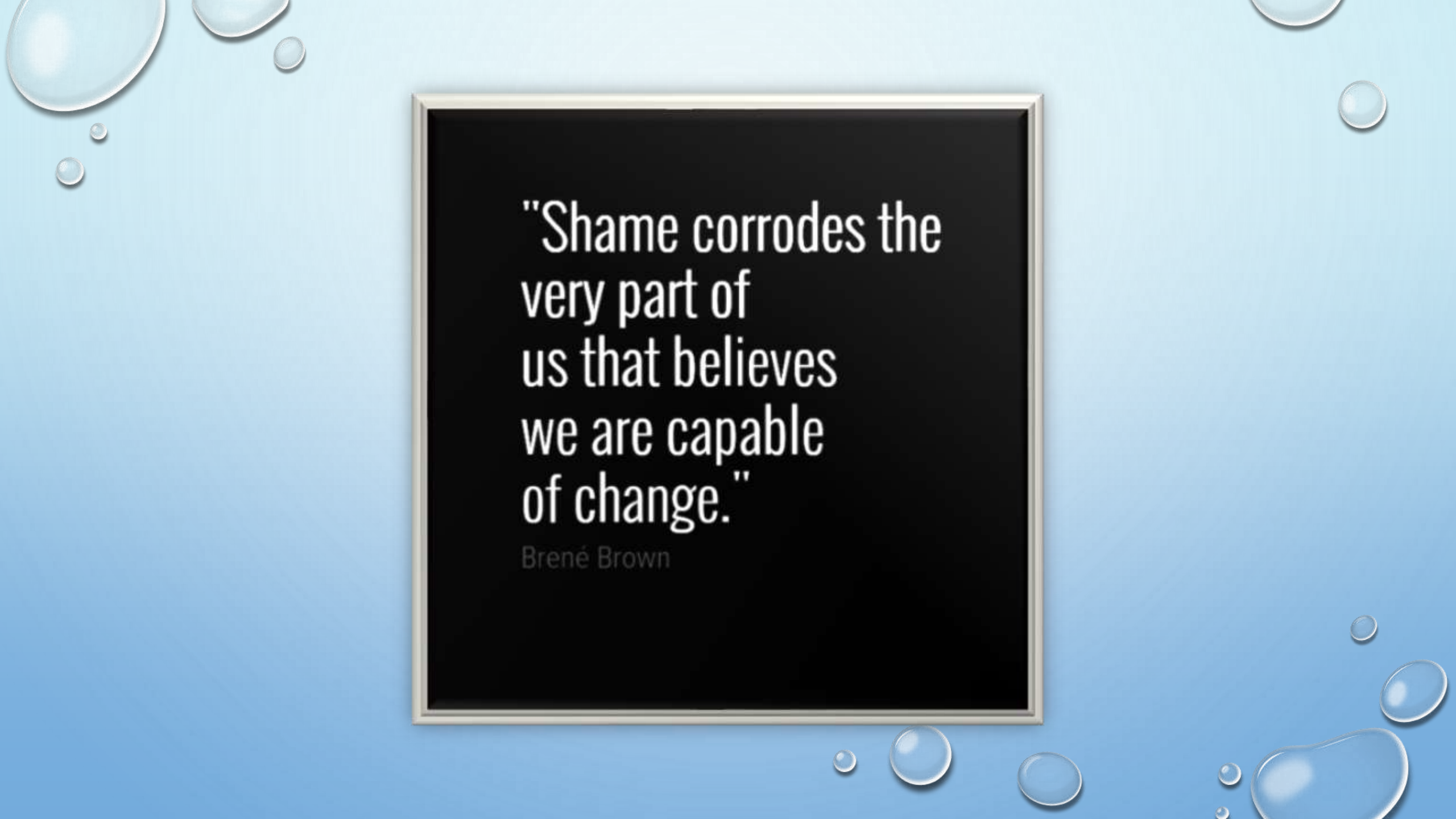
Outcomes

Leads to

Root Causes

The background is a light blue gradient that transitions from a pale blue at the top to a slightly darker blue at the bottom. In the corners, there are several realistic-looking water droplets of various sizes, some with highlights and shadows, giving them a three-dimensional appearance.

**TYPICALLY WE THINK.....**

The image features a light blue background with several realistic water droplets of various sizes scattered around the edges. In the center, there is a black rectangular box with a thin, light-colored border. Inside this box, a quote is written in white, sans-serif font. The quote reads: "Shame corrodes the very part of us that believes we are capable of change." Below the quote, the name "Brené Brown" is written in a smaller, grey font.

"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:**

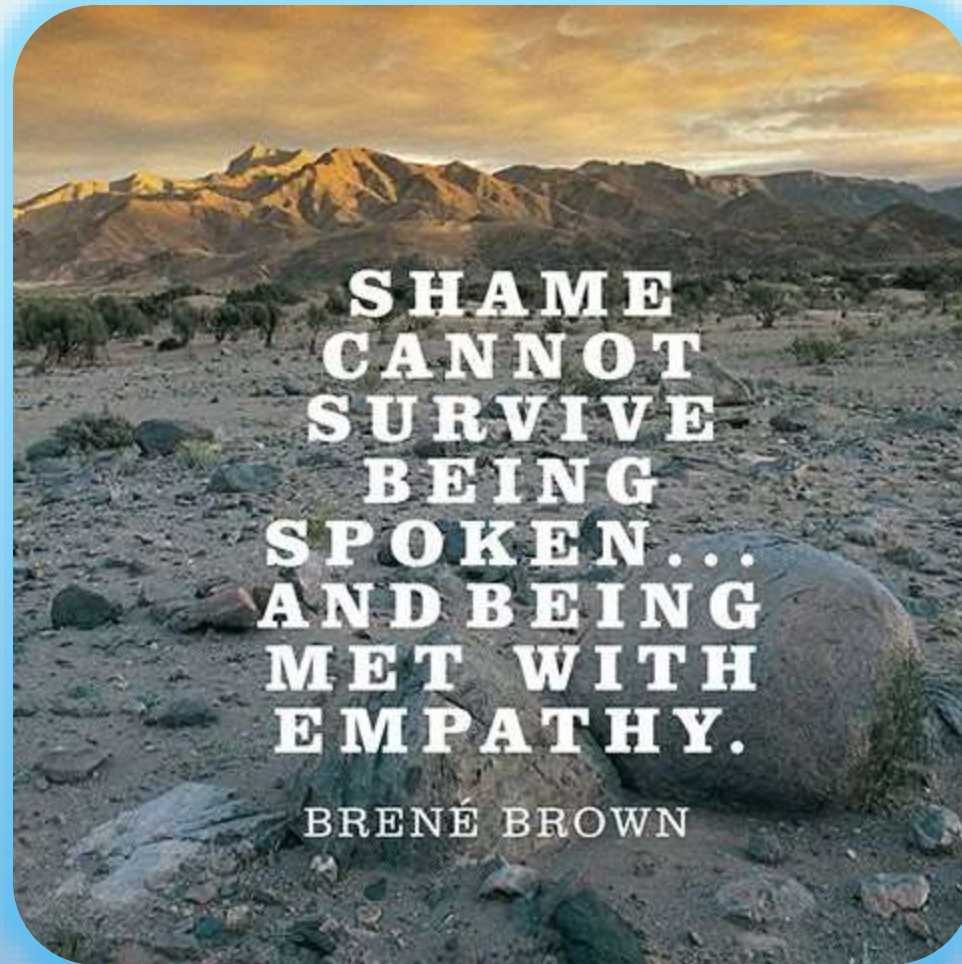
- denial
- abusing drugs and alcohol
- distraction through thrill seeking



Shame erodes the very bonds that hold us  
together. It divides rather binds.

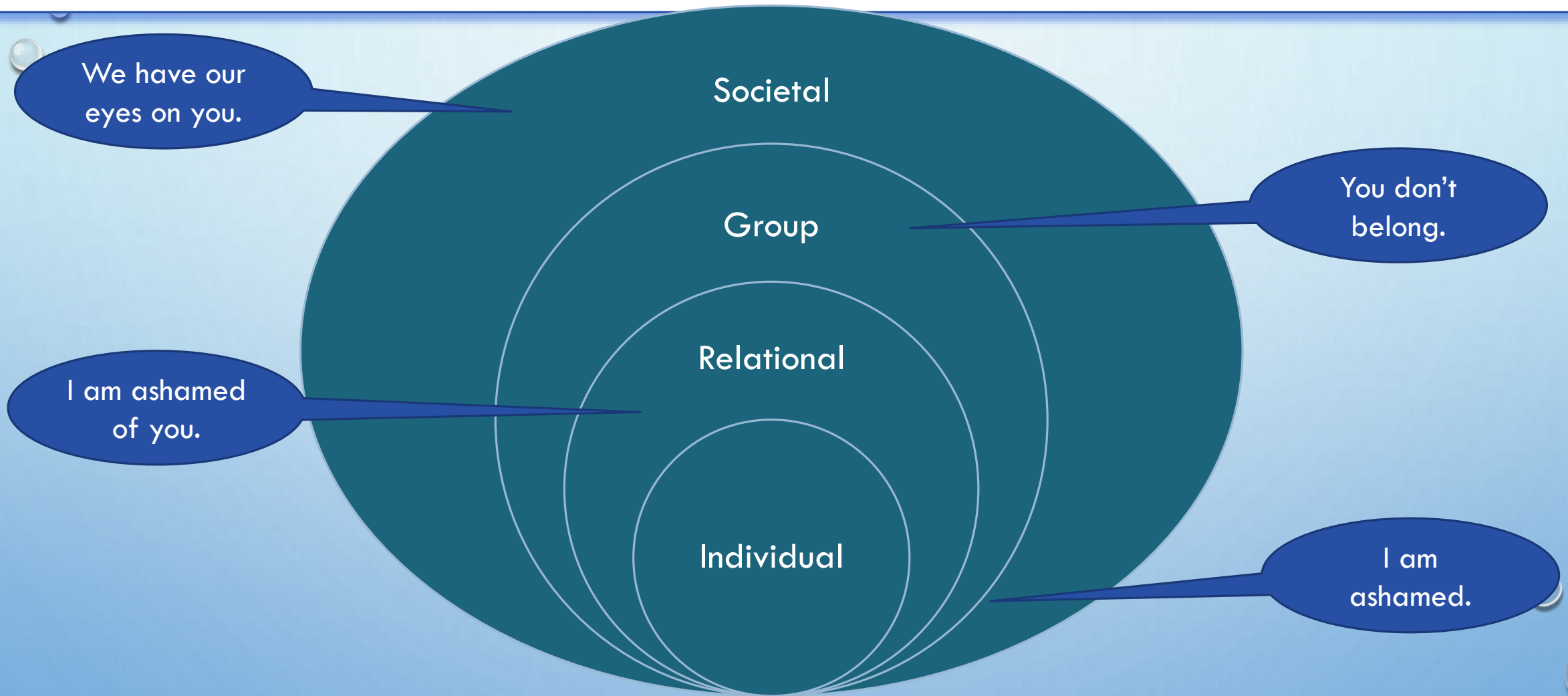
R Kelly

[Brown On Empathy](#)

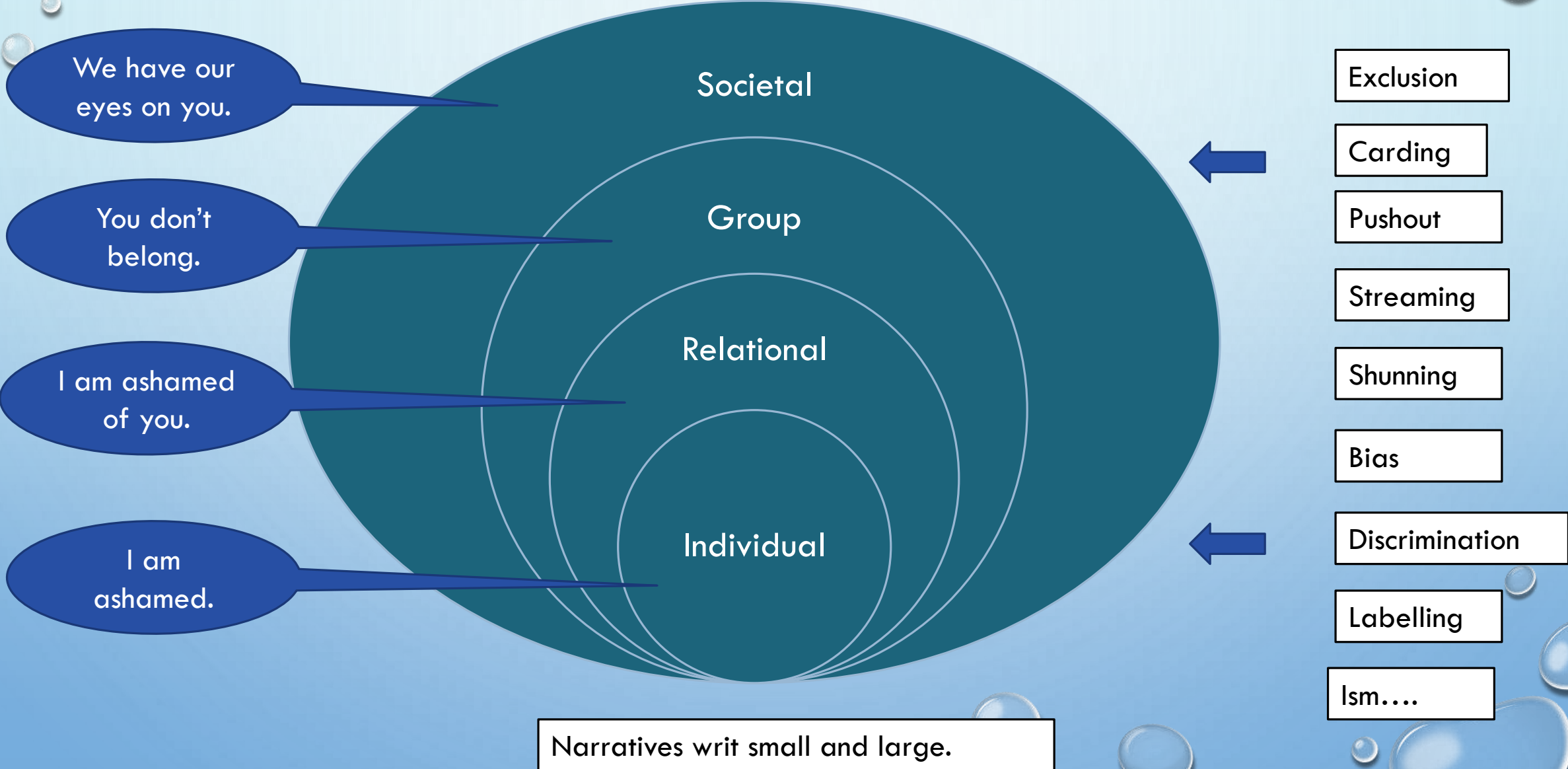


BRENÉ BROWN

# THE LAYERING AND INTERSECTIONALITY OF SHAME



# THE INTERSECTIONAL AND INTERGENERATIONAL LAYERING OF SHAME & SHAMING



# 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”.

What were you  
thinking at the  
time?

# MODELS OF THINKING

THINKING FAST AND THINKING SLOW

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 WAGAMEESE; AUTHOR OF INDIAN HORSE AND MANY OTHERS!

IS THERE A RESTORATIVE STORY?...MORE IMPORTANTLY IS THERE A RESTORATIVE NARRATIVE?

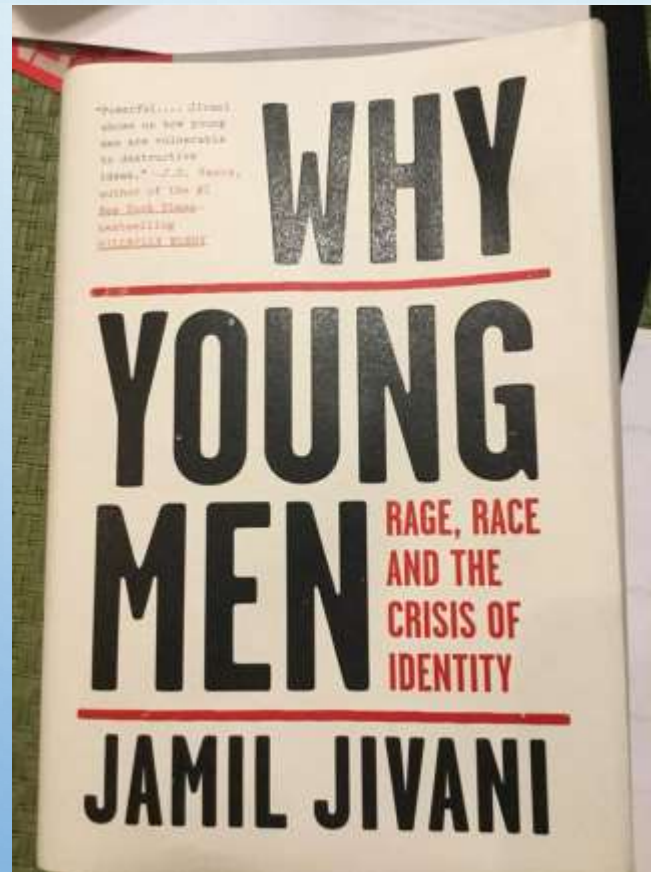


2011 TO 2018

# TOWARDS A HIGHER JOURNEY: DISRUPTING COMMUNITIES



“NARRATIVES OF HOPE, IMAGINATION AND  
POSSIBILITY....”





2011-2012

**ENTERS INTO THE CHILD AND YOUTH WORKER  
PROGRAM**





Was  
murdered in  
his own  
community!

**TAHJ LOOR-WALTERS**  
**1998 - 2013**



Was  
murdered in  
his own  
community  
2 weeks after  
his friend!

**O'She Doyles-Whyte**  
**1996 - 2013**



Was  
murdered in  
his own  
community 2  
weeks after  
his friend!

**Kwame Duodu**  
**1997 - 2013**



# TAHJ FUNDRAISER; SEPTEMBER 2013



# **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

# COMMUNITY MURAL; AUGUST 2014





POWER  
MURALS  
www.powermurals.com  
1-800-450-0000

"Shalok Tiya"  
2011  
Beloved



2014

# **SYMONE RETURNS TO COLLEGE**

2015

**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.....”

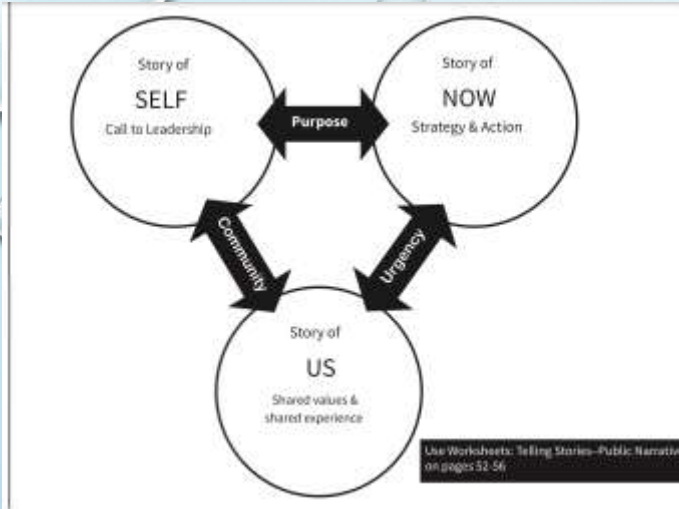
**TOWARDS A HIGHER JOURNEY! TAHJ**

2016

**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

2017

## **HIRED BY:**

- I) TORONTO COMMUNITY BENEFITS NETWORK (TCBN)  
THEN HIRED BY.....**
- II) DUKE HEIGHTS BIA AND YORK UNIVERSITY;  
OSGOODE HALL, LAW DEPT.; JAMILI JIVANI**

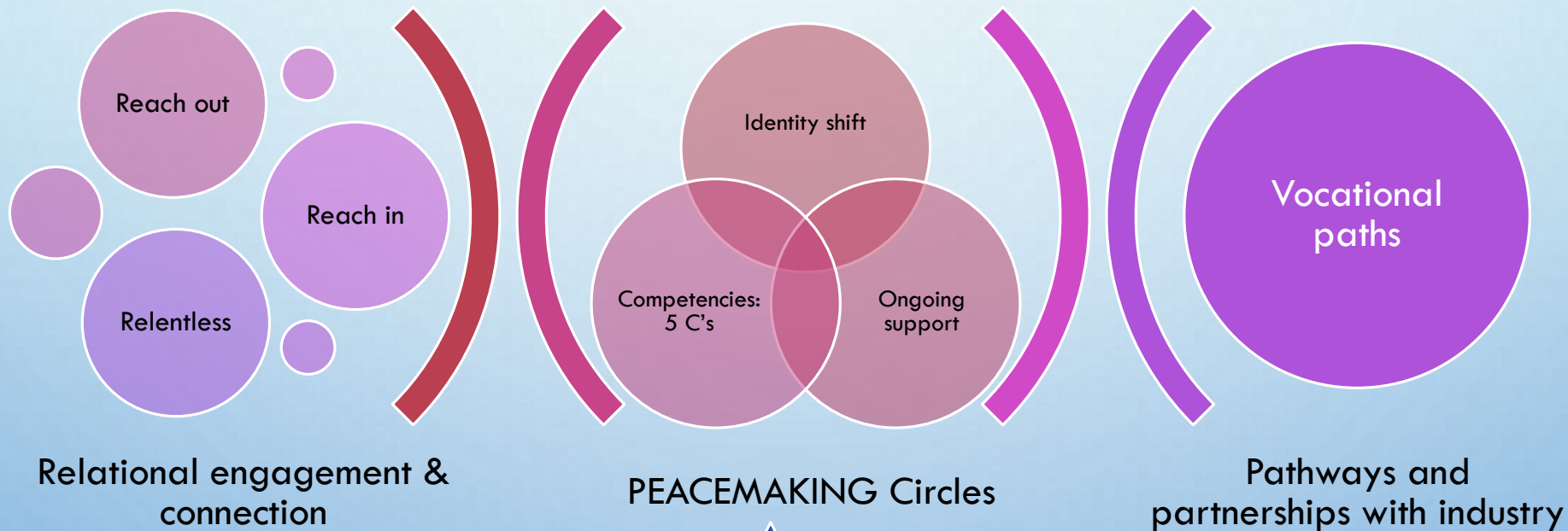
**TCBN RECEIVES GRANT FOR:  
\$1.2 MILLION THRU THE BLACK YOUTH  
ACTION PLAN (BYAP) FOR 3 YEARS  
(MIN. OF CHILDREN AND YOUTH)**

**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

# Integrated program model for transformational identities

“I  
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N.  
I  
A  
M.”



Tri-Mentor Model

Mentees

Junior Mentor

Senior Mentor

E  
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SDOH

# 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.

25  
Students

33  
Projects

100 +  
Partners

\$10,000  
+ Grants/  
Fees





School of Social & Community Services

School of Deaf & Deafblind Studies

Social Innovation Hub

# 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.

Year 4

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

Early Stage Incubator

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

Train Leaders in Social enterprise & Innovation

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?

Alternative Placements with community partners & mentors



Student Pathways

Problem-solving/creativity



Deshawna 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://blacklotusto.com>  
Partnered with Sketch

Leadership/communication



**TAHH Hub** to unite the 4 corners of Jane & Finch – a project facilitated by Simone Walters with CAPG, MetroInx & Skills for Change

Teamwork/Collaboration



**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/FreakPplCo?ref=search\\_shop\\_redirect](https://www.etsy.com/ca/shop/FreakPplCo?ref=search_shop_redirect)

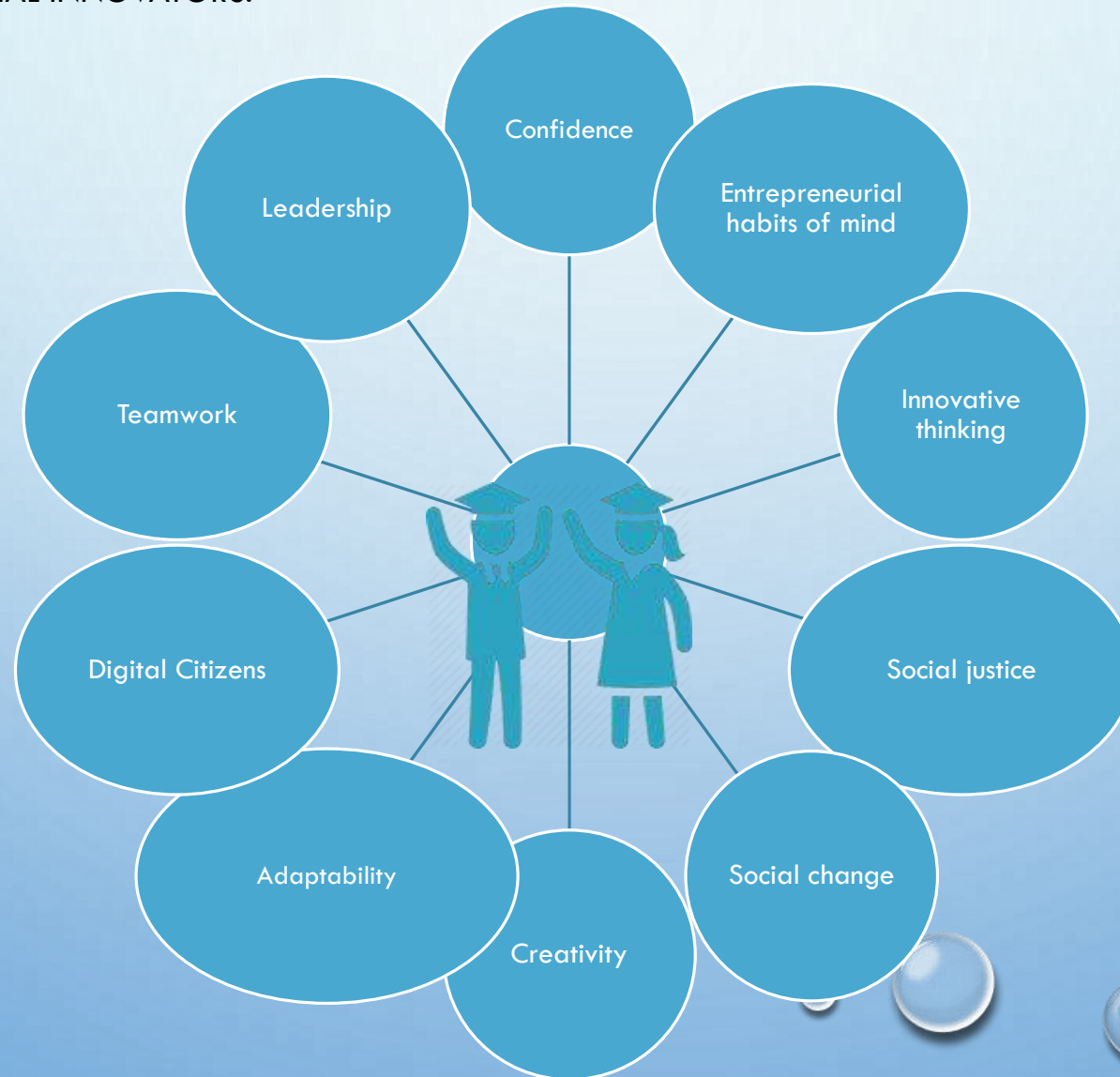
- Exposure to Social Justice, Social Innovation practice and the range of Social Enterprises through course work
- Identification of Problems & Opportunities based on knowledge & experience of their communities
- Provide tools, space, partners and mentors.
- Provide opportunities to work in teams

# “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.



# RESTORATIVE JUSTICE ENTERPRISE



# DOING WITH CIRCLES

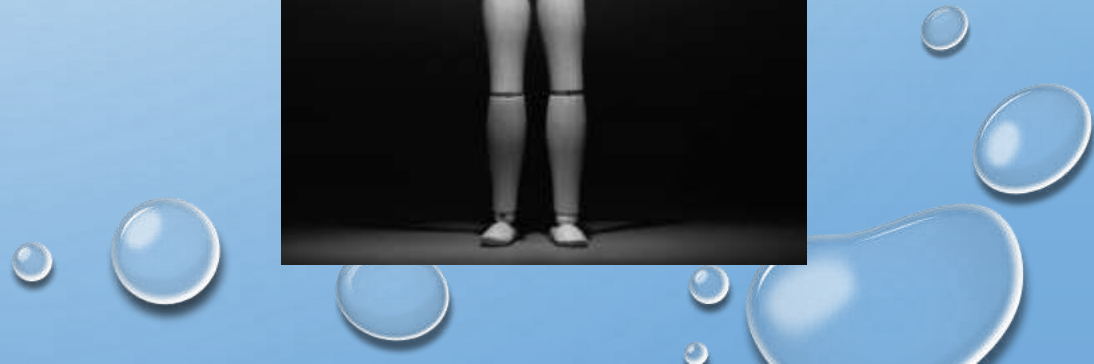
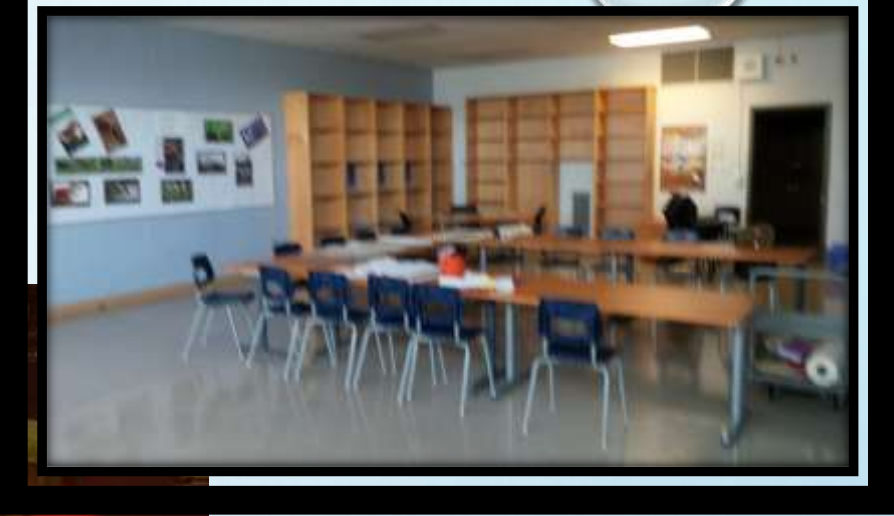






**Fostering Peace: A Mindset Kit and Program Model, Implementation, Challenge, International Conference (IIRP)**





# IN JAMAICA





# HOW FAR CAN A CIRCLE GO?

#CIRCLEUP

# FROM TORONTO TO NEW DELHI TO RAJAHSTAN

#KNOWLEDGEMOBILIZATION

&

#WHATTHEORYOFCHANGE

# THE NEW DELHI PROGRAM



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



## SUPPORTING NURSE PRACTITIONERS

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. "



Go to them and  
they will be  
there!





## 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 9<sup>th</sup>)

**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](tel:647-347-1810)



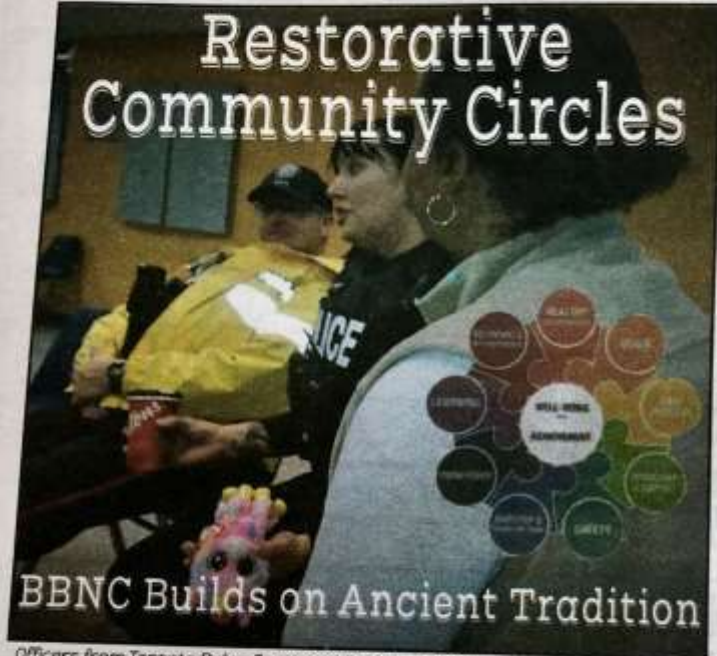
April 2018

# THE BLUFFS Voice

FREE to Read - FREE to Share

Vol. 3 No. 4 - A Publication of Bluffs Community News

## Restorative Community Circles



### BBNC Builds on Ancient Tradition

Officers from Toronto Police Service, 41 Division join the community conversation

by Matthew Medland

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 a meaningful and impactful conversation 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 communities, where social inclusion is encouraged and developed, have experienced increased morale, people report more of a sense of belonging, and have 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 to 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 main-stream 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 647-347-1810 or by email: [toni-m@bbnc.ca](mailto:toni-m@bbnc.ca)



# YOUTHREX: RESEARCH AND EVALUATION EXCHANGE YORK UNIVERSITY, DEPT OF SOCIAL WORK

WEBSITE

[HTTP://YOUTHREX.COM/](http://youthrex.com/)

Practice Based Evidence



#knowledgemobilization



Evidence Based Practice



Lived Experience

The background is a light blue gradient with several realistic water bubbles of various sizes scattered across the top and bottom edges. A white rectangular box with a thin blue border is centered in the upper half of the image, containing the mission statement text.

**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 WELLBEING 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



WITH



ADDRESSING SYSTEMIC SHAME; CREATING  
TRANSFORMATIONAL PATHWAYS

# THE ROOTS OF YOUTH VIOLENCE; ONTARIO GOV'T REPORT, 2007-2008

“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**

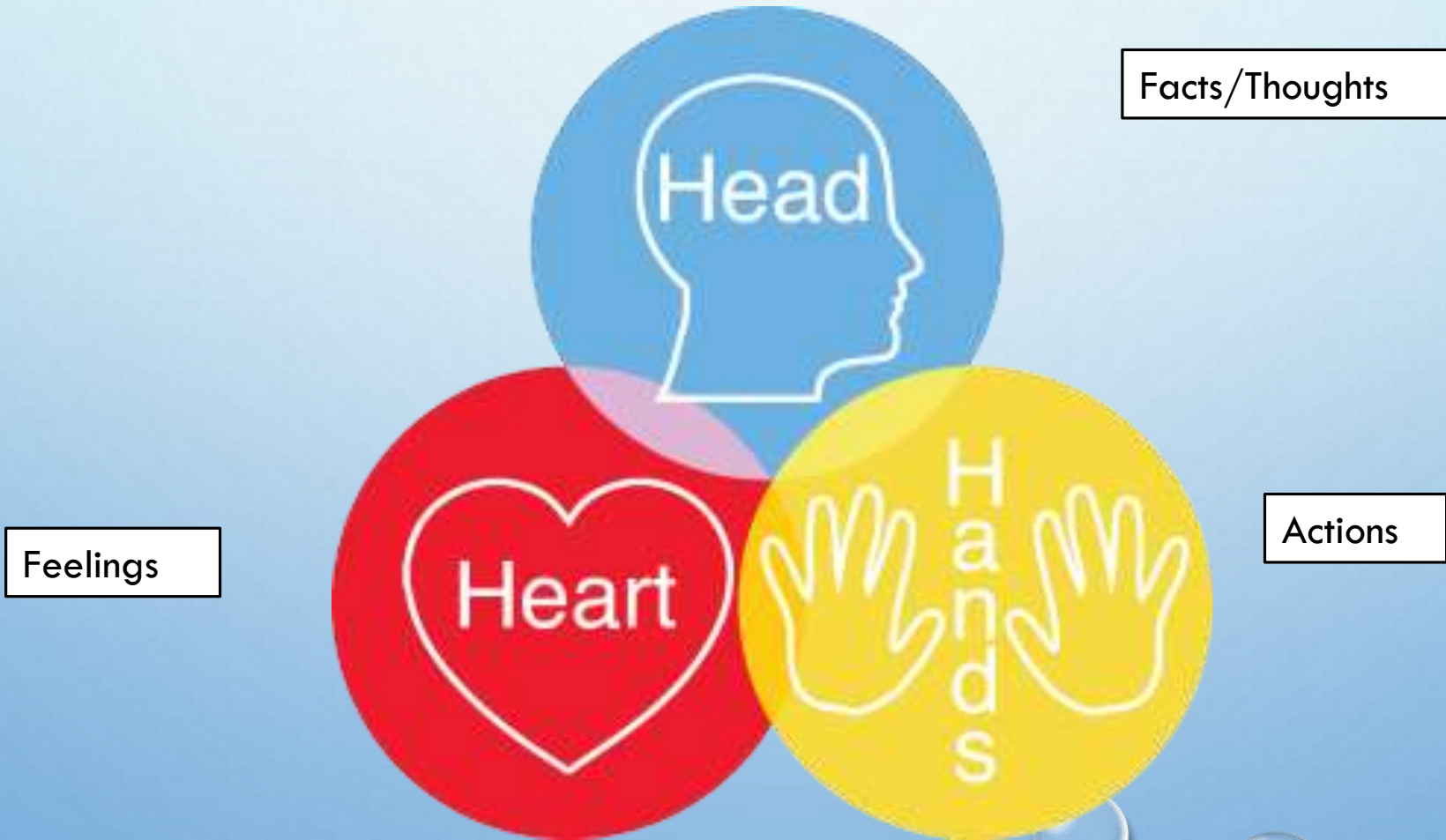
## ***RECOMMENDATION 23***

- 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.

# DEVELOPMENT

- 1 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





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

-Ray Sholom Tendler



And then  
what are you  
going to do?



# ADVOCACY: MODELS

[BLM](#)  
[Idle No More](#)  
[Desmond Cole](#)

[Dreamchild](#)  
[Break the Silence](#)  
[To this day](#)  
[Photo voice](#)



# LINES OF ENQUIRY: THE PROJECT OUTCOMES



Youth Shelters

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



College; The Social Innovation Hub

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



Community Based

TCBN: Grant for \$1.2 million; Ongoing; NBCC



Boys and Girls Club

140 trained customized day long WS x3 ; Expand to GTA



York University/YOUTHREX

2 Webinars: 130 participants; 5 Workshops: 125 participants



Professional Assocs; 1) OACYC 2) AVLIC

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



Digital Networking & Advocacy

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



The Shed in the backyard

Dogs ate screwdrivers and poster by Banksy





a  
Picture  
is worth a thousand  
Words



MUSIC TO WALK OUT TO!

DREAMCHILD

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JKWR2KHIOEG](https://www.youtube.com/watch?v=JKWR2KHIOEG)

