



MMERE DANE

FACILITATOR RESOURCE
& TOOLKIT



**SUPPORTING
BLACK YOUTH
ON A RESTORATIVE
JOURNEY**



SANKOFA
MISTAKES ARE NEVER
TOO BIG TO BE
UNDONE

DELTA FAMILY RESOURCE CENTRE IN
PARTNERSHIP WITH
PEACEBUILDERS INTERNATIONAL (CANADA),
FOR YOUTH INITIATIVE (FYI),
HELPING NEIGHBOURHOODS IMPLEMENT
CHANGE (HNIC)





This Resource was developed by Delta Family, PeaceBuilders, For Youth Initiative (FYI) and Helping Neighbourhoods Implement Change (HNIC) with funding from Ministry of Attorney General (MAG). The statements made and opinions given do not reflect the opinions of the Ministry, but rather reflect a historical context and analysis and are grounded in the literature of race theory.





TABLE OF CONTENTS

06	Indigenous Land & African Ancestral Acknowledgement Gratitude
07	Introductions <i>How We Work with Black Youth and Families</i>
08	Kawaida, Kwanza, and the Nguzo Saba (Maulana Karenga)
11	Adinkra Symbols Overview
12	About the Resource and Toolkit
<hr/>	
15	Module A: Understanding the Justice System Epa (Handcuffs- Law and Justice)
19	Module B: Identity & Self, Nguzo Saba Adinkrahene (Greatness)
24	Module C: Confronting Anti- Black Racism Akoben (Vigilance, Wariness)
43	Module D: Self- Advocacy & System Navigation Nkyinkyim (Initiative, Dynamism & Versatility)
46	Module E: Family Dynamics & Healthy Relationships Abusua Pa (Good Family)
57	Module F: Harm Reduction Bi Nika Bi No (One Shall Fight The Other)
72	Module G: Well-Being & Mental Health Baatán Awaamu (Compassion)
85	Module H: Financial Empowerment Nserewa (Wealth, Abundance, Affluence)
99	Module I: Art Expression Owia A Repue (Progress, Renewal, Vitality)
102	Module J: Nature- Based Learning Adwo (Peace, Serenity)
107	Module K: Conflict, Communication and Managing Challenges Nteasee (Cooperation and Understanding)
<hr/>	
113	Participant Handouts
141	Appendix: Toolkit for Youth Workers, Program Facilitators

INDIGENOUS LAND & AFRICAN ANCESTRAL ACKNOWLEDGEMENT

We acknowledge the land on which we are situated, T'karonto/Toronto. This land has been the site of human activity for time immemorial and is the traditional territories of the Huron-Wendat, Anishinabeg, the Chippewa, the Haudenosaunee Confederacy and most recently, the Mississaugas of the Credit River First Nations with recognition to The Dish with One Spoon Wampum Belt Covenant and Treaty 13. Ontario is covered by 46 treaties and other agreements and is home to many Indigenous Nations from across Turtle Island, including the Inuit and Métis. These treaties are agreements to peaceably share and care for the land and its resources. Indigenous Nations from across Turtle Island, Europeans, and newcomers were invited into this covenant in the spirit of respect, peace, and friendship. We are mindful of broken covenants and strive to make this right, with the land and with each other.

We are all Treaty people and many of us have come here as settlers in this generation or generations past. We would like to also acknowledge those of us who came here forcibly, specifically because of the Trans-Atlantic Slave trade. We honour and pay tribute to the ancestors of African Origin and Descent.

We are grateful for this land on which we live and are committed to justice and healing.

GRATITUDE

We take the time now to formally give thanks and sincerely express our gratitude for the support provided and amazing collaboration which provided the content shared within this resource.

We begin by acknowledging and honouring Creation, our ancestors and those on whose shoulders this work stands. We salute and honor the guidance wisdom and knowledge shared.

We also acknowledge the willingness, involvement, and dedication of our partners to this work. Their commitment to this community (Black youth, Black families who are engaged with the justice system) is unparalleled.

We thank our partners - Peacebuilders International (Canada), For Youth Initiative, Helping Neighborhoods Implement Change (HNIC); for their tremendous commitment to this task.

Our funder: Ministry of Attorney General; thank you for investing into Black youth, families and community.

We send sincere appreciation to our Subject Matter Experts (SME's) - consisting of individuals with special expertise in this field, partners, youth, and those with lived experience - you were pivotal in shaping the vision and the resource would not have been the same without you. Direct Your Life, Stolen from Africa, Urban Rez, Jody Yaa Consulting, youth and individuals with lived experience, staff of Peace Builders Canada (special acknowledgement of writer Saara Siddiqi) and staff of Delta Family made up this important group.

We sign off in solidarity.

Ase.

INTRODUCTION

The United Nations Convention on the Rights of the Child compliance process identified that Black and Indigenous youth are overrepresented in Canada's Criminal Justice system. Their complex needs are not adequately addressed through existing provincially funded program options, leading to further marginalization and poor outcomes for health, education, and further interaction with the justice system. Furthermore, provincially funded formal programs do not specifically centre the experience of Black youth. Through a needs review conducted by the Ministry of the Attorney General, justice-involved youth identified the following:

- The justice system is confusing and overwhelming, making it hard for young people and their families to navigate the process.
- Long wait times between being charged and first appearing in court impede young people from being connected to services quickly
- Anti-Black racism has decreased trust in the justice system and law enforcement.

As a response to this and increasing gun crime and community violence, the Ontario Government developed a strategy to address the needs of Black youth and young adults through a Justice Centre situated in Toronto's Northwest quadrant.

The resources outlined in this guide and toolkit build on the important and often unrecognized work of youth workers from grassroots and community organizations who have provided culturally responsive services to vulnerable youth and their families without adequate program funding and in the face of systemic barriers. These past contributions have fed the soil from which this initiative, *Mmere Dane* (Time Changes) grows. *Mmere Dane* is an Adinkra symbol signifying Change and refers to the changes which we hope that this process will inspire in participating youth.

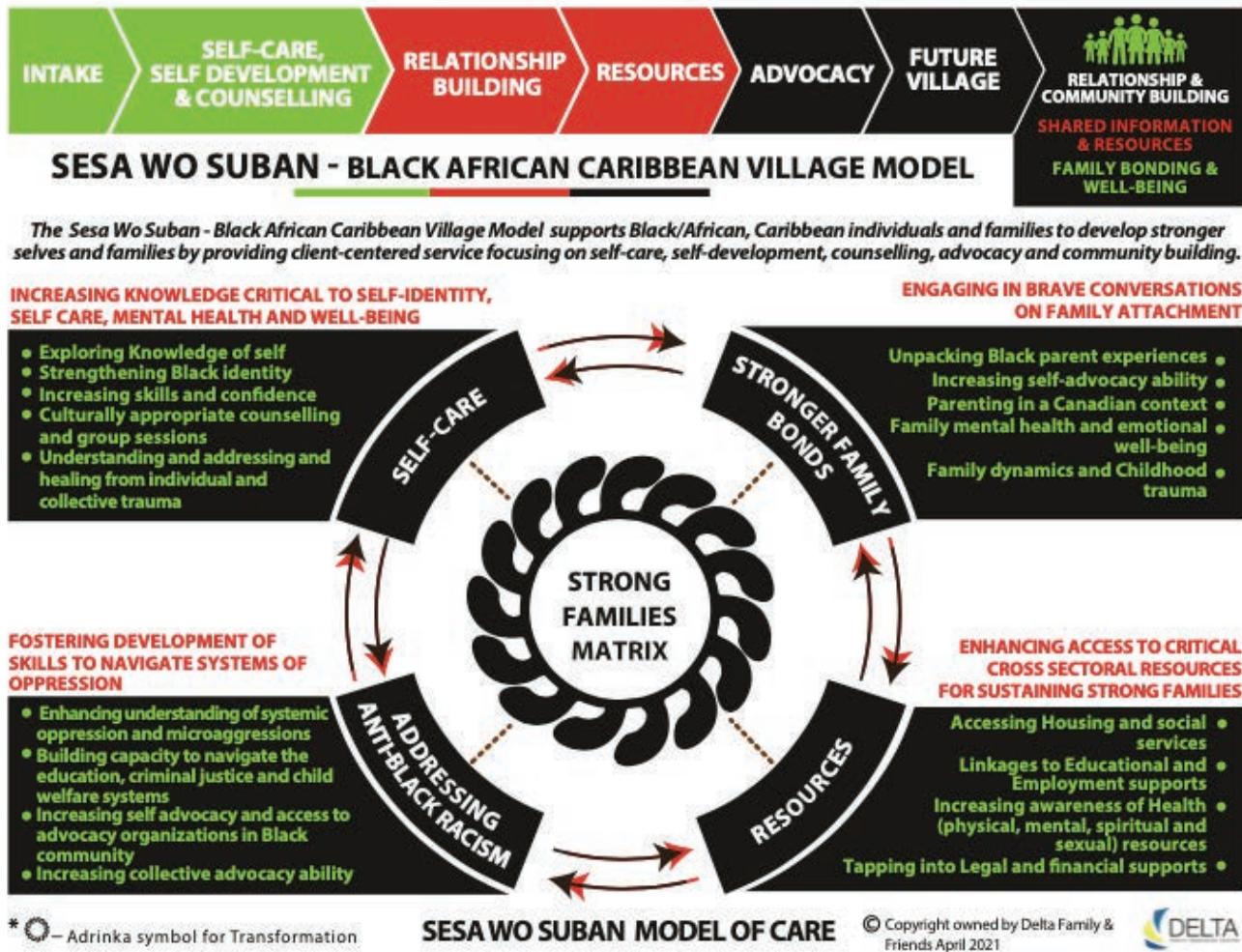
HOW WE WORK WITH BLACK YOUTH AND FAMILIES

We know that systems have not supported marginalized communities, and this is clearly demonstrated in the over-representation of Black people in the justice and child welfare systems or being excluded and pushed out from the education system. When we use the term Black here, we are referring to the diversity of Blackness that exists. Black people are not a monolith

To effectively support Black/African people, approaches which take their realities and anti-Black racism into account are necessary. Over the course of several years, Delta Family has worked with Black youth, parents, Black youth in Care, foster parents, community partners (including Children's Aid Society and Catholic Children's Aid Society) and volunteers from the community to develop a comprehensive approach to supporting Black individuals. *SESA WO SUBAN* is an Adinkra symbol (from Ghana) symbolizing Transformation. The *Sesa Wo Suban* Black African Caribbean Village Model supports Black/African, Caribbean individuals and families to develop stronger selves and families by providing culturally relevant, client-centered service focusing on self-care, self-development, counselling, advocacy, and community building. The system is based on four principles:

- Self-Care
- Stronger Family Bonds
- Accessing Resources
- Addressing AntiBlack Racism

- Addressing AntiBlack Racism



The process involves the following steps- Intake, Self-Care, Relationship Building, Resources and Advocacy, facilitating the individual's integration into the 'future village', with stronger relationships, access to resources, better wellbeing, and enhanced family bonding. Clients may enter the 'circle' at the point which best meets their needs at a given time.

The resource and toolkit developed for Mmere Dane reflects these principles. It includes activities which focus on Self-care, wellness and identity, creative expression as well as tips on understanding family dynamics and developing stronger relationships with family and others. Participants are exposed to various resources and equipped to understand systemic oppression, the impact of anti-Black racism, and given tools for self-advocacy and information about culturally relevant community groups and initiatives.

KAWAIDA, KWANZA AND THE NGUZO SABA (MAULANA KARENGA)

Kawaida is an approach to life which was popularized by Maulana Karenga, who also introduced the concept of Kwanzaa, the annual year-end celebration of African culture, history, and traditions, which is based on seven principles called the Nguzo Saba. Kawaida is rooted in the self-conscious culturally grounded content and quality of its message. It is unique "in its embrace of Africa as a moral, spiritual and intellectual ideal, in a word, as its cultural ideal. This is to say, Kawaida engages and embraces African culture as the paradigmatic and indispensable source of models, meanings and ways of being moral, spiritual, intellectual and social, in a word, of being human in

the world. Thus, at every time and turn, on every critical question about life and living, we ask, what does Africa have to say about this? Others might seek answers to such critical questions from other later ancient lands: Israel, Arabia, China, India, Greece, Rome, etc., but we ask Africa" (Karenga)

Kawaida has a clear and sustained focus and commitment to constantly search for and bring forth the best of what it means to be African and human in the fullest and most expansive sense of the words and practice. Karenga continues by stating that for with a commitment to Kawaida, "there is no narrative more central or sacred than our own history; no nation more divine, chosen or elect than our own people; and no culture more ancient, rich and revealing than the resourceful and enduring legacy left by our ancestors and our ongoing, equally valuable and valid African ways of being human in the world".

This cultural ideal of Africa is recovered and reconstructed from the best of our traditions and moral reasoning. And it is important to note that this cultural centering and the cultural core of what it means to African and human in the fullest sense have both continental and diasporan, historical and current sources and dimensions. For our culture is not a fossilized or mummified product, but a living process and project that produces ever new and renewed meanings, products and ways of being African in the world. Thus, through Kawaida, new discourses, new concepts were created and ancient knowledge from Maat and Ifa, were used to found and "inform a liberated and liberating language and logic, break thru the conceptual imprisonment and catechism of impossibilities imposed and taught by the dominant society and pose new life-enhancing ways of being African and human in the world".

Thus, the words of Dr Karenga,

*"one of the most important ethical and social obligations for us as African people, Kawaida teaches, is for us to constantly dialog with African culture, asking it questions in and seeking from it answers to the current and enduring critical issues of our time. And we always bear in mind the essential African ethical teachings on: the oneness of being; the sacredness of life; respect for the transcendent; the dignity and rights of the human person; the well-being and flourishing of family and community; the integrity and inherent value of the environment; and the reciprocal solidarity and cooperation for common good of humanity. And in all of this, as the Odu Ifa teaches, we must eagerly "struggle to increase good in the world and not let any good be lost."*¹

The Nguzo Saba are a series of seven principles which are used internationally to ground and unite African/Black people as we strive to strengthen Black communities. Created by Dr. Karenga, and African American scholar who crafted them after researching continental African values and traditions, the Nguzo Saba are the foundation of the year-end ceremony Kwanzaa, which is celebrated by African/Black people to celebrate African traditions, values and 'harvest'. Grounded in values such as Umoja (Unity), Kujichagulia (self-determination) and Ujamaa (collective economics), Kwanzaa is intentionally non-commercial, but rather a celebration of family, African values, our people, and our traditions.

¹ Dr. Maulana Karenga, Professor and Chair of Africana Studies

Nguzo Saba

The Seven Principles



Umoja



Kujichagulia



Ujima



Ujamaa



Nia



Kuumba



Imani

Umoja ▲ Unity

To strive for and maintain unity in the family, community, nation and race.

Kujichagulia ▲ Self-Determination

To define ourselves, name ourselves, create for ourselves and speak for ourselves.

Ujima ▲ Collective Work and Responsibility

To build and maintain our community together and make our brother's and sister's problems our problems and to solve them together.

Ujamaa ▲ Cooperative Economics

To build and maintain our own stores, shops and other businesses and to profit from them together.

Nia ▲ Purpose

To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

Kuumba ▲ Creativity

To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.

Imani ▲ Faith

To believe with all our heart in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.

Dr. Maulana Karenga

Creator of Kwanzaa
©1965

ADINKRA SYMBOLS

Adinkra are a West African symbol system which has existed for centuries. Adrinka are visual symbols that encapsulate evocative messages conveying traditional wisdom, philosophical thoughts, ideas or aspects of life or the environment. Once obscured, these West African symbols are now more commonly recognized. The historical roots of these symbols date centuries back and are believed to have their origin from Gyaman, a former kingdom in today's Côte D'Ivoire

The name "Adinkra" can be traced back to the word "Dinkra" of the Akan/Twi Language, of the Akan people of Ghana. "Dinkra" means: to be separated, taking leave or farewell.

History, philosophy and various religious beliefs were the core factors in the development of these symbols. Their roots stand strong to this day, with many modern-day individuals utilizing them to provide a range of products with definitive meanings. (Duah Prempeh, Adinkrabrand)

Recognizing that the African continent is vast, and many people in various parts of the continent may have similar systems which honour their values, this resource shares information about Adinkra as a means of exposing Youth Justice Workers, the youth, and families with which they work, to this particular system of West African values.

OVERVIEW

A needs review conducted by the Ministry of the Attorney General identified that Black youth involved with the justice system in Toronto's Northwest communities needed increased culturally relevant services and supports. Furthermore, young people and their families continue to experience challenges accessing formal justice services in this area. Such challenges have been aggravated by the COVID-19 pandemic. Mmere Dane grows from the advocacy efforts of grassroots and community-based organizations as well as the acknowledgement of the need from the Province of Ontario. The key objectives of the Mmere Dane Youth Justice pilot are to:

- a) Develop a customized curriculum, program framework, and referral strategy for youth participating in the Toronto-Northwest Pilot
- b) Develop legal education resources that can be delivered remotely to increase knowledge of the justice system and criminal justice processes in Ontario for youth accused of a criminal offence
- c) Build community capacity to support justice-involved youth and their families in Toronto-Northwest
- d) Work with leading experts on culturally relevant programming for racialized youth and their families, with a view toward informing service delivery

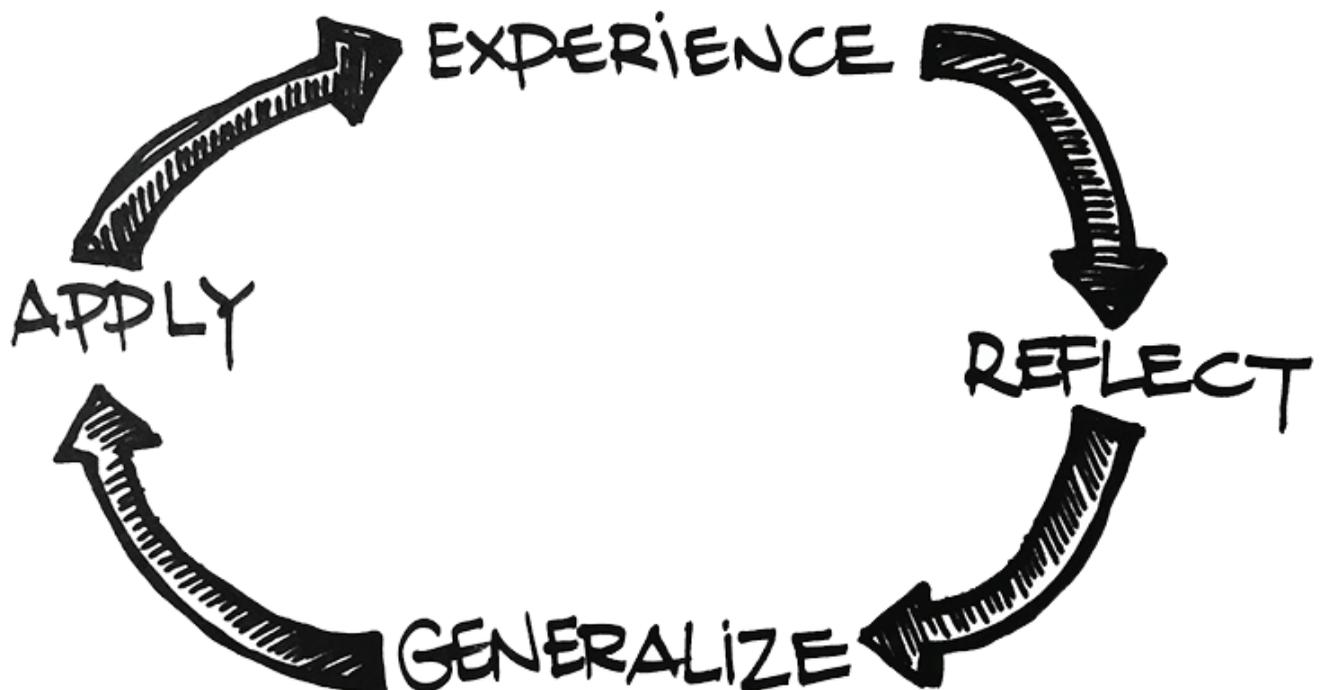
ABOUT THIS RESOURCE AND TOOLKIT

This is **NOT** a curriculum. This **IS** a resource and toolkit for community-based Youth Workers engaging youth referred from the Criminal Justice System who are at any point in the justice journey from pre-charge through to probation or reintegration which will support their journey in the process and beyond.

This initial resource will be used for the first year of Mmere Dane. A much more comprehensive resource is envisaged for the following years. What we want is a process that works for young people and is not just a linear or chronological series of workshops or check marks for youth. This is a process resource which includes sessions and exercises which will help and support Black youth in reaching independence with confidence.

The resource was developed by Delta Family Resource Centre (Delta Family) through a collaborative process with stakeholders and partners - Peace Builders Canada, For Youth Initiative and Helping Neighbourhoods Implement Change. Literature and best practices were reviewed, and youth, individuals with lived experience as well as youth justice workers were engaged to provide guidance and feedback; the existing resources of the partners also provided source materials.

The Experiential Learning Cycle underpins all the work. This is to ensure that every interaction is being driven by participant generated learning and acknowledges the diversity of learning styles and abilities. The Experiential Learning Cycle is depicted below:



The cycle prioritizes lived experiences. A youth participant will experience the activity and be encouraged to access their wisdom and thereby learn from self and potentially teach others. This model is consistent with activist values: encouraging people to trust their lived experiences, valuing self-respect, and learning from each other rather than one-directional learning.²

As youth participants move through the Experiential Learning Cycle, facilitators will provide continuous non-judgemental coaching that prioritizes the needs of youth, and addresses anti-Black racism, while upholding the following values:

- Awareness of the impact of Anti-Black Racism
- Empathy
- Respect
- Transparency and Authenticity
- Accountability

BLACK EXCELLENCE

Identified through the literature review was the importance of fostering a culture of Black Excellence and high expectations while addressing anti-Black racism. Justice programs were identified as sites of promoting youth as deviants or the problem. By positioning *Mmere Dane* within a Black Excellence framework (e.g., Hip Hop and Conscious Reggae as vehicles for self-empowerment), youth will see themselves as within a long tradition of greatness thereby building confidence and self-esteem. Special attention will be given to practice and reflection with a grounding in theory.

WORKING FROM THE HEART

Black youth have shared that more than a workshop or a workbook or exercises, they want a person who cares. Through centering their voices, we have designed a resource that works from the heart and is a process rather than a linear journey.

Working from the heart means that Black youth entering *Mmere Dane* will be valued and acknowledged as being the following:

- 1 Knowledge keepers of their unique stories and experience
- 2 Designers of their journey
- 3 Dynamic and Unique

RELATIONSHIP BUILDING

Black youth spoke out and let us know that one-on-one relationship building with program staff is vital for cultural responsiveness. Through offering a flexible approach free from judgement and with room to speak freely on sensitive topics, youth will lead their journey with a caring, supportive staff member alongside. All activities within the resource have been designed with flexibility and transferability to a variety of delivery methods (one-on-one in person or online; group-based in person or online). By designing in this way, *Mmere Dane* will be able to respond intentionally to the on-going challenges of a global pandemic.

² <https://trainings.350.org/resource/the-experiential-learning-cycle/>

In addition, *Mmere Dane* is non-linear and values everyone as dynamic and with unique character traits and needs. The resource does not have specific entry points. Activities in the resource may be done as stand-alone components or part of a larger journey. Youth, with support from staff will be encouraged to identify where they would like to begin their journey. For example, one youth may begin with nature-based learning while another may begin with healthy relationships.

SELF-REFLECTION AND ON-GOING PRACTICE AND LEARNING

Reflection and on-going practice are vital to learning and growth. *Mmere Dane* acknowledges that this will require youth to do personal work outside of regular program times. Youth involved with *Mmere Dane* will be provided with the book “Born in the Hood, Raised on the Block, Stories from the Streets” which was authored by youth living in social-housing communities across Toronto. This book will be used as reflection tool. Referred youth will be asked to do readings and share their reflections on the material that most resonated for them when 1:1 with staff. The book features the following chapters: Victim by Association; Thug Life; Thug Wives; Known to Police; Behind Bars; Fallen Soldiers; Mind vs. Matter; Letters to my Younger Me. Each chapter easily connects to and reflects material found within the *Mmere Dane* resource and toolkit.

In addition to this, youth along with staff may identify other practice components, readings, or social media resources (TikTok, Youtube, Instagram) for outside of regular program times.

THE PROVERBS

You will notice that each topic begins with a proverb. The proverbs are the wisdom of the ancestors from where the learning will grow and evolve. Facilitators using this guide may share the proverbs as:

- An introduction to a specific topic,
- A check-in conversation that explores the youth’s interpretation of the proverb
- As a reflection activity to be done outside of regular program time
- Or they may weave the wisdom throughout a fuller conversation

Through learning and engaging with the proverbs, youth will be grounded in ancestral wisdom and the *Nguzo Saba*.

TRAINING FOR USING THIS RESOURCE

Training for facilitators who will utilize this resource will be provided by the partner organizations. This is to ensure that the resources remain culturally responsive, grounded in Black excellence, and addressing anti-Black racism.

MODULE A

UNDERSTANDING THE JUSTICE SYSTEM

*Knowledge without wisdom
is like water in the sand.*
(Guinean Proverb)

Anti-Black Racism Awareness

The criminalization of Black people can be connected back to slavery. The system of slavery needed to deem Black people as having poor or no morals and being criminals so that Black people could be controlled, punished, and disciplined under the guise of making Black people more morally upright. Today, we see these same ideas push young Black people out of schools and into prisons, resulting in Black people being over-represented in the justice system, and Black people are disproportionately represented in jails in Toronto, Canada and even more so in United States. Statistics are similar for High school drop-out rates and representation in the provincial Care system – all the result of entrenched systems which are grounded in maintaining the traditional status quo.

Most systems are grounded in the philosophy of White Supremacy (the belief that White people are superior and that their dominance must be protected and sustained) and many of these systems (the justice, education, financial, Care, and health systems to name a few) often apply a different lens and harsher penalties when judging Black people. Not as many White youth are imprisoned, shot, or killed for stealing a car, but this has often been the experience of Black youth in North America. Community based organizations offering culturally relevant programs can help to address and/or balance these inequities.



EPA
(HANDCUFFS-
LAW AND JUSTICE)

UNDERSTANDING THE JUSTICE SYSTEM (1 Hour 10 Mins)

Goals:

- Engage in a youth led dialogue regarding the specifics of the young person's situation

Objectives:

- Deepen understanding of the overall process of the justice system
- Acquire specific knowledge related to specifics of the situation and options

Check-In (10 Mins)

- Build rapport with young person
- Develop initial comfort and psychological safety with the young person
- Identify that this is a 1:1 session focused on the specifics of their situation
- No question is irrelevant

Youth Justice System Map (50 Mins)

Materials: Printout of Youth Justice System Map

Instructions:

- 1 Facilitate a dialogue with young person regarding their specific situation
- 2 This does not necessarily mean going into all the details of the incident. Let the young person guide the conversation
- 3 Using the system map handout, facilitator should walk through the map identifying options available and next steps
- 4 Answer all questions
- 5 Share legal resources such as Justice for Children and Youth
- 6 Assist with Legal Aid application if needed
- 7 Support young person to identify a youth focused lawyer (Justice for Children & Youth has lists)

Closing (10 Mins)

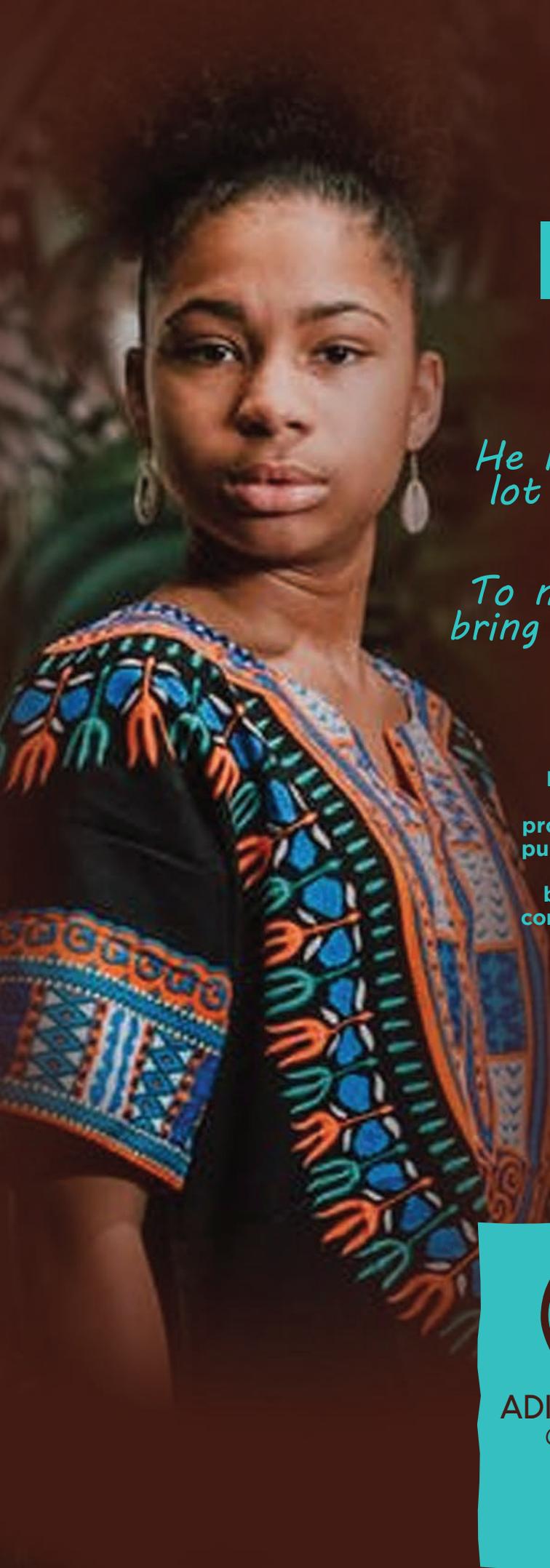
- Set follow-up meeting (in-person/telephone/videoconference) with young person with clearly identified action items

This diagram represents a simplified map of the pathways between the youth criminal justice system and the mental health system for youth aged 12 to 17. Each young person's case is very different, and some journeys through the system will not be reflected here. This system map is meant only as a general overview.

- 1** Provisions of the Youth Criminal Justice Act (YCJA)* work to reduce the use of criminal charges and formal court process for youth. When responding to youth offending behaviour, police officers are encouraged to use extrajudicial measures such as a caution, warning or referral to community services.
- 2** A police officer's decision to arrest or charge a youth is based on various factors, including the seriousness of the offence, whether the youth is known to police, and if they pose a risk of harm to themselves, someone else or the community.
- 3** At the bail hearing, the Youth Justice Court may release the young person or remand them into custody at a detention centre.
- 4** At the young person's first court appearance, the Crown Attorney may impose extrajudicial sanctions. The young person consents to participate in an extrajudicial sanction that may include community service work, counselling, and treatment. Where the youth does not consent to an extrajudicial sanction, the youth may proceed to trial.
- 5** If the youth is found guilty of committing an offence, the Youth Justice Court develops a pre-sentencing report to inform its decisions. This report includes the personal and family history and the present environment of the youth, and is based on interviews with family members, teachers, employers and the victim of the offence.
- 6** Where a young person is convicted of an offence, there are 18 possible sentencing options in the Youth Criminal Justice Act that include community-based sentences (probation), and two levels of custody sentences distinguished by the degree of restraint
(a) Open Custody Residential Facility
or (b) Secure Custody Facility.
- 7** Reintegrating the young person into the community to attend school, obtain employment or attend programs suitable to addressing the young person's needs.
- 8** All custodial sentences for youth are followed by a mandatory period of community supervision. A probation officer will work with the youth and if appropriate with their family to develop a plan, help meet the youth's goals, reduce the chance of re-offending, monitor compliance of court-ordered conditions, and return the youth to court for any non-compliance.
- A** Support from family, the school system and the community, and having access to the social determinants of health, are key to preventing youth from becoming involved with the criminal justice system.
- B** In many communities, mobile crisis intervention teams and specially trained crisis intervention team officers can be called upon to support youth experiencing a mental health crisis, and to accompany them to the hospital emergency department for treatment.
- C** At any point in the court process, the Youth Justice Court may order a psychological assessment of the youth, and may refer the youth to a mental health court support program for treatment and services.
- D** In rare cases, the Youth Justice Court may find the youth to be not criminally responsible (NCR), which means that at the time of the offence the youth was incapable of knowing what they were doing or that it was wrong. The case is then transferred to the Ontario Review Board (ORB), which reviews each case annually and makes a decision, called a disposition, about whether to release the youth or detain them in the care of a treatment facility. This decision is based on whether the youth poses a danger to themselves, others or the community.
- E** Support from family, the school system and the community, and having access to the social determinants of health, are essential to supporting the reintegration of youth back into the community and preventing recidivism.

*In Canada, YCJA is the legislation that affects young people who are in conflict with the law. The Act affects youth who are between 12 and 17 years old at the time of the offence. The youth criminal justice system is intended to prevent crime by addressing the circumstances underlying a young person's offending behaviour, to rehabilitate young people who commit offences and reintegrate them into society, and to ensure that a young person is subject to meaningful consequences for their offence.

Sources: Ontario Ministry of Children and Youth Services. (2011). Youth and the law. Retrieved from www.children.gov.on.ca/htdocs/English/topics/youthandthelaw/index.aspx; Youth Criminal Justice Act, S.C., c. 1. (2002). Retrieved from <http://laws-lois.justice.gc.ca/eng/acts/Y-1.5/index.html>.



MODULE B

IDENTITY & SELF, NGUZO SABA

He is like a drum which makes a lot of noise but is hollow inside
(Sudanese Proverb)

To neglect one's ancestors would bring ill-fortune and failure in life
(African Proverb)

Anti-Black Racism Awareness

Historically, during slavery and during colonization Black identity was deemed to be backwards, and a problem. These ideas meant Black people were often punished for trying to practice cultural traditions and even for speaking ethnic languages. As a result of being punished just for being who they were, Black communities had to give up or hide parts of themselves and embrace European cultures and traditions. Today, we see this resulting in internalized racism.



ADINKRAHENE
GREATNESS

BLACK IN TORONTO (IDENTITY AND CULTURE) (1 Hour 10 Mins)

Goal of Session (insert high level from the facilitator point of view)

- Enhance black youth understanding of black identity and culture and the role it plays in their experiences and lives (abr)

Objective (specific, tangible learning from the participant point of view)

- Clear articulation of own identity; sense of who they are and how they fit into the “bigger picture”
- Understand some different elements of culture and how it influences our actions, experiences, beliefs, etc.
- Understand how culture can contribute to conflict (interpersonal and systemic) and the responses to it.

Check-In/Opening Circle (5-10 mins):

Introduction(s):

- Name, preferred name (?), special meanings?
- Pulse check- how are you feeling today? (100% 80% 50% 10% 0%)
- One thing about yourself (identity)?

Icebreaker INFO BINGO (5 mins)

Materials Needed: Bingo card template with categories

Instructions:

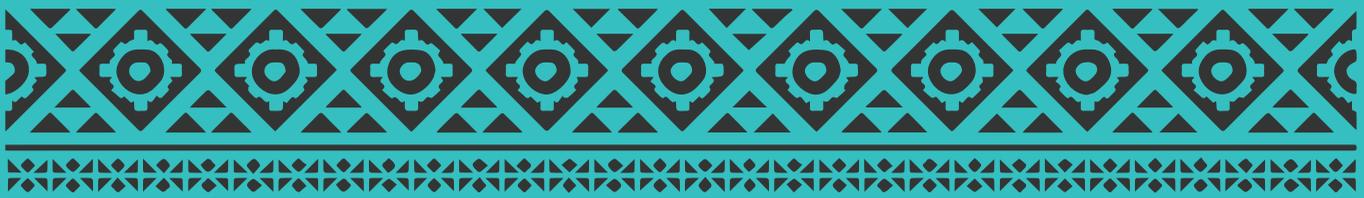
- Encourage the group to mix and mingle to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box.

Activity #1 – DIGGING BENEATH THE SURFACE (10-20 mins)

Materials Needed: Flip chart, Iceberg activity template, markers, pens, tape

Instructions: IDENTITY & CULTURE

- Brainstorm the word “identity” and “culture” and the correlation between both. Record all answers.
- Encourage youth to think outside the box- culture refers to any group that shares similar traits, customs, beliefs, behaviors, etc. That includes gender, ability, religion, age, sexual orientation, clothing, food, interests, etc.



- **Cultural Iceberg activity**

- Draw/show a picture of an iceberg on the flip chart.
- Ask youth/group if they know anything about icebergs. Explain that an iceberg is typically 10% above and 90% below the water level. This is like a person's culture - we only see about 10% of it when we look at them and the rest is beneath the surface (we need to ask questions to get to know them better and see the rest of the iceberg).
- Ask what they see when they look at you- what can they tell about your culture (language, ethnicity, age, religion).
- Then ask what traits they can't tell by looking at you. Record them in the 90% area.
- After they have brainstormed your iceberg, ask youth to draw their own iceberg and fill in at least 5 things for each part of the iceberg.

- **Debrief:**

Explain that people can belong to many cultures and that even within the cultures there may be other distinct groups. Our culture makes up how we see the world and contributes to our identity

Activity #2 – FOUR (4) CORNERS (Agree, Disagree, Don't Know, No Care), STEP FORWARD (10-20 mins)

Materials Needed: List of questions, tape, signs, time keeper

Facilitator needs to be prepared to help youth how identity/culture can shape experience, perspectives

Individual

- Tell participants that the activity is all about sharing opinions and perspectives.
- Explain that you will be reading aloud some questions/statements and participants will be asked to respond with one of the four answers/ taking a step.

Groups Version:

- Have youth participants stand in the middle of the room for a "neutral begin".
- Read questions or statement allowed and have participants go that most represents their views on the top
- Once answer is chosen, begin conversation as to why they chose that corner-

Session Debrief or Reflection Exercise: (7 mins)

- Where did opinions, perspectives, thoughts about these topics come from?
- How do/did you feel being challenged about deep-rooted beliefs?
- Was this easy or challenging for you to do?
- Were there any statements/questions that stood out? Why?

Closing Circle: (5 mins)

- One word- describe how you feel about today's session
- Breathing exercise/ Meditation
- How do you feel now? (100% 80% 50% 10% 0%)

IDENTITY: NGUZO SABA AND RITES OF PASSAGE (1.5-2 hours)

Goal of Session:

- Understanding of the Rites of Passage process and the Nguzo Saba principles

Objective:

- Understanding that as Black people/Africans, we have important traditions
Increased interest and pride in heritage/identify

Check-In/Opening Circle: Checking out what we give 'currency'/value

Circle - Check in by asking individuals to name a principle which they value and say why

Debrief: (10 mins)

- Look for commonalities, speak generally about cultural values, things which are valued by your culture, by all cultures. As Black people, are there things which we value?

Icebreaker - Connecting with your/our ancestors (15-20 mins)

Materials Needed: One-pager on Kawaida, Karenga

- Preamble - Ancestors are important to us - we all know people who have passed who we admire and value.
- In African, Eastern traditions (and many others) ancestors are venerated Ask participants to share ways in which they know that ancestors are valued and remembered.
- Ask each participant to name an ancestor (blood or otherwise) who they would like to remember and honour, telling us why this individual was important to them

Activity #1 - Discovering your day name? (25 mins)

Materials Needed: Short video on Rites

Instructions:

- Explain the concept of Rites of Passage - globally, on the continent and in Canada/Toronto
- Show short video on Rites
- Discuss Ghanaian practice of naming children after the day on which they were born
- Share the meanings of the various day names
- Have each individual find their day name by using google to find the day on which they were born
- Have participants share whether their day name fits - and what they can do to manifest it

Debrief:

- Day names are one tradition/ritual of our ancestors; our ancestors have many traditions, and it is important to understand their importance and relevance in our lives. ROP was traditionally a way of connecting to our traditions and honoring an important passage. In Toronto/North America, finding your day name is an important part of the ROP process. It is one way of connecting to our African heritage.

Activity: Nguzo Saba – what is your favourite principle? – 30 mins

Materials Needed:

Black Candle (from youtube) Select 10 minute clip

Copy of the Nguzo saba and meaning of each principle

Instructions:

- Refer to the values which were identified by participants in opening circle
- Mention that Africans have developed several systems and principles to guide how we live - maat, Nguzo Saba
- Show clip of Black Candle video
- History of Nguzo Saba - developed by Molefe Karenga, an American historian... Speak about his history, involvement in Black Panthers, imprisonment, Development of Kwanzaa
- Share the Nguzo Saba and discuss the 7 principles... Also talk about Kujistahi (self-respect)
- Ask participants to identify which of these principles resonate with them;
- What do these principles mean personally? To Black/African people as a whole?
- How can you manifest each principle?
- What do you commit to doing?

Debrief:

- Nguzo Saba are guiding principles for Black/African people everywhere.
- Greater than the personal - it is about our People as a whole
- Imagine a world where we practiced these principles. What would be different?
- What can we do?

Session Debrief or Reflection Exercise: 5 mins

- This session is about beginning the Sankofa principle - looking at the past to soar into the future
- We explored many aspects of our Black/African identity - role of ancestors, rites of passage, rituals, nguzo
- Rituals ground us and make us stronger...
- Learn more by looking at Black Candle, finding out about Rites of Passage processes in Toronto, connecting to organizations which promote pride in Black identity

Closing Circle: – 5 mins

- What's one thing you take away from this session?
- Name an nguzo saba principle you plan to manifest in our life

Additional Exercise: Name What's My Ritual

- Introduce concept of rituals
- Get each participant to talk about a ritual which they practice
- Talk about the importance of rituals in our lives - Rites as an important ritual to mark important transitions in our lives - birth, adulthood, marriage, eldership, ancestor

MODULE C

CONFRONTING ANTI-BLACK RACISM

*We are what our thinking
makes us*

(Nigerian Proverb)

Anti-Black Racism Awareness

Anti-black racism is defined as racism that is directed at people of African descent. Anti-Black racism is connected to the unique experience of slavery and colonialism that results in Black people being treated differently and more harshly by systems and individuals. To justify using people with darker skin as slaves, ideas were created to dehumanize African people and reduce them to less than human. Many of the stereotypes we know about Black people today are directly linked to slavery, idea that intended to dehumanize Black people. Further, in order for race to have meaning, a phenotype dichotomy was created which put Black skin on the bottom and White skin on top. The closer to White you were, the more human you were and the more rewards you received, the closer to Black you were, the less human you were and the less rewards you received and the more punishments you received. The dichotomy also meant, if White was good, Black was bad and White could only be good because Black was bad. Today, other races receive privileges at the expense of Black people.



AKOBEN
VIGILANCE, WARINESS



CONFRONTING ANTI-BLACK RACISM (1.5 – 2 Hours)

Goal of Session:

- to educate black youth on the school to prison pipeline through historical conversations on systemic anti-blackness and exclusion

Objective (specific, tangible learning from the participant point of view) :

- introduced to the connections between anti-black racism and its impact on black youth within the justice system
- Able to link the systemic oppression of black youth & communities to the Negative/high risk outcomes within the justice system

Check-In/Opening Circle: (10 Minutes)

- Facilitator Introduction
- Participant Introductions

Icebreaker Name : Where Are You From? (7 mins)

Materials

Needed:N/A Instructions:

- Participants are to be asked “Where are you from?” and answer accordingly . After hearing the responses and gauging where participants are from , participants are to be further asked if they have ever been asked “what’s your background”.
- The objective of this icebreaker is to generate opening dialogue around Canadian-ness and belonging and to highlight how often Black Canadians do not fit into the ideal description of what a Canadian is considered to be/look like.

Slide #5 : Great White North Speakers Notes :

*Read quote on slide

Understanding the labeling of the Great White North as not only referring to Canada as a geographical space of Whiteness (snow etc.) but a space whose identity revolves around one's proximity to whiteness and the privileges therein aka White Supremacy.

When we critically look at this understanding we come to realize that it's in fact a myth and that beyond the indigenous bodies that lay claim to this land, African peoples have been voyaging and living in Canada from its inception. So when we consider what happens and why our presence or impact is not accounted for, we are met with what we can identify as erasure, or in this case, a white washing in order to maintain the national purity in the social narrative of what constitutes Canadian-ness. We see a blatant protection of white supremacy which is the source of anti-blackness, exclusion, and systemic racism in Canada

Citation for further context:
Rethinking the Great White North

Race, Nature, and the Historical Geographies of Whiteness in Canada edited by Andrew

Baldwin, Laura Cameron and Audrey Kobayashi, UBC Press

Activity #1 – Quick Draw (7 mins)

Materials Needed: Pen and Paper, Timer/time keeper

Instructions:

- Participants have 30 seconds to draw what comes to mind when they think of a typical Canadian

Debrief:

- Participants are to show their drawings and are then to be asked if their conceptions of what it means to be Canadian / what a typical Canadian looks like affirms the idea of the great white north

Slide #7: Activity Debrief

Speakers Notes: Different images on the slide are symbols that are typically associated with Canadian culture. The idea is that the images on the slide would be reflected in the images drawn by participants in the activity

After that Debrief the question to be posed to the participants is “Where does Black Canadian Identity fit into this narrative/picture?”

Facilitator to explain that Black existences in Canada have been subject to erasure, and exclusion as a result of white supremacy. Black communities though resilient have had histories of trauma in this country because this nation was founded on anti-blackness though the venues of colonization and slavery. The process of understanding these systems has to start with reclaiming our histories and highlighting how Canadian systems have historically not excluded and erased Black people. Reclaiming our history allows for us to reclaim our identities and appropriately holding the systems accountable for their failures both presently and historically.

Slide #8: Reclaiming our History

Picture 1: The first named Black person to set foot on Canadian soil was Mathieu Da Costa, a free man who was hired as a translator for Samuel de Champlain's 1605 excursion. The first shipload of African slaves to reach British North America landed at Jamestown in 1619. Da Costa spoke many languages and was fluent in the indigenous Mi'kmaq language, his expertise is what gained him employment with Champlain's excursion.

Picture 2: Olivier Le Jeune was the first recorded slave purchased in New France. Olivier was a young boy from Madagascar, believed to have been approximately 7 years of age when he was brought to the outpost of Quebec in New France, by British commander David Kirke when he captured the colony in 1628. Olivier's existence refutes the claim that slavery didn't happen in Canada. In fact, slavery wasn't abolished in Canada until 1834.

Picture 3 : A Black Loyalist was an African American who joined the British military forces during the American Revolutionary War. Many of these Loyalists had been slaves who escaped from rebel masters to join the British in exchange for the Crown's promises of freedom through the Lord Dunmore Proclamation in 1775, however many Black Loyalist met empty promises in coming to Canada as the Canadian government failed in providing them adequate provisions unlike their white counterparts.

*Read Quote on Slide

Activity 2: Reflection (5 mins)

Instructions: Ask participants what kind of climate has anti-Blackness created? Encourage participants to share answers

Slide #10: Debrief of Activity 2

Speakers Notes: Show/read list of high-risk factors produced because of anti-blackness and provide context

Slide #11: Judicial System

Speakers Notes: An image-based slide that acts as transition to the content on anti-blackness and the judicial system

Slide #12: Root causes of Crime

Speakers Notes: Connect Root causes of crime to the high-risk factor list in slide 10

Slide #13: The Stats

Speakers Notes: Infographics showing the statistics on how race impacts criminality, infographic on school to prison pipeline, here the facilitator is to add additional context about the school to prison pipeline

Slide #14: Conclusion/ Reflection Questions

Speakers Notes: facilitator can pose the question to the participants and provide resources on how to seek support in navigating these systems

Closing Circle: Check Out (7 mins)

Instructions:

Ask youth to share takeaways, it can be them speaking about their experience in the workshop or a word describing how they feel after experiencing the workshop

POWERPOINT PRESENTATION

A GLIMPSE:

ABR

ANTI-BLACK RACISM 101

SESSION GOAL

TO EDUCATE BLACK YOUTH ON THE SCHOOL TO PRISON PIPELINE THROUGH HISTORICAL CONVERSATIONS ON SYSTEMIC ANTI-BLACKNESS AND EXCLUSION

LEARNING OBJECTIVE

INTRODUCED TO THE CONNECTIONS BETWEEN ANTI-BLACK RACISM AND ITS IMPACT ON BLACK YOUTH WITHIN THE JUSTICE SYSTEM

ABLE TO LINK THE SYSTEMIC OPPRESSION OF BLACK YOUTH & COMMUNITIES TO THE NEGATIVE/HIGH RISK OUTCOMES WITHIN THE JUSTICE SYSTEM

OPENING CIRCLE

INTRODUCTION

CHECK-INS: HOW ARE YOU?

Ice Breaker

Where are you from?

....But like ,what's your background?

The Great White North

***“the idea of whiteness as
the centre of debates about
Canadian history, geography,
and identity”***

QUICK DRAW!

You Will Need a Pen and Paper

Instructions: You have 30 SECONDS to draw the first thing that comes to your mind when you think of a typical Canadian

GO!

ACTIVITY



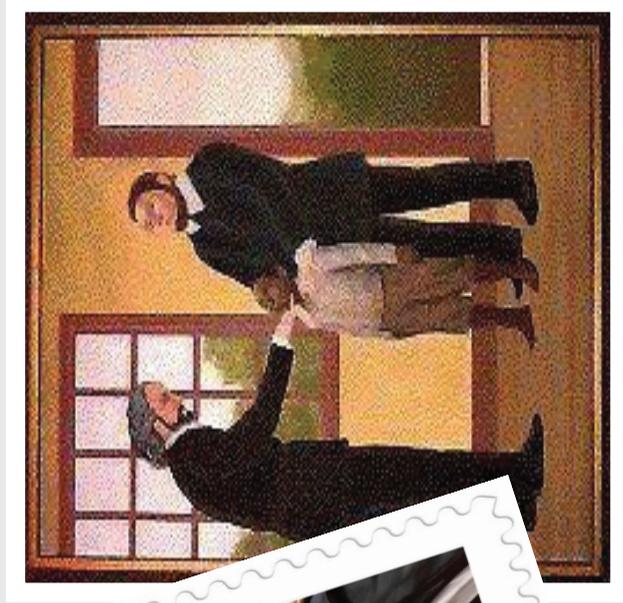
WHERE DOES BLACK
CANADIAN IDENTITY
FIT IN WITHIN THIS
PICTURE/NARRATIVE?

Tim Hortons.



Reclaiming Our History

Examples of Historical Blackness in Canada



THE ERASURE OF BLACK PRESENCE IN CANADIAN HISTORY IS A REFLECTION OF HOW BLACK COMMUNITIES ARE EXCLUDED IN CANADA. THIS EXCLUSION IS AN EXTENSION OF THE ANTI-BLACKNESS THAT IS HOUSED IN OUR SYSTEMS OF HISTORY, GOVERNMENT AND MAJOR INSTITUTIONS.

What Kind of Climate Does Anti Black Racism



Produce?

ACTIVITY 2: REFLECTION

Anti-Blackness creates a climate where Black people
are more subject to.....

- Demeaning Stereotypes
- Harsher punishment/discipline
- Over-policing
- Scrutiny
- Exclusion
- Poorer living conditions
- Low income
- Health issues (physical and mental)
- Discrimination
- Unemployment

HIGH RISK FACTORS

How do these things affect the Judicial System?





SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.



Black students represent 31% of school-related arrests²

Black students are suspended and expelled 3x more than white students.³

Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.⁴



BROWN AT 66 STILL SEPARATE. STILL UNEQUAL. #BrownAt66



IMPACT ON INDIGENOUS PEOPLES, AS WELL AS BLACK AND MARGINALIZED CANADIANS

MMPs contribute to higher rates of imprisonment and disproportionately affect Indigenous peoples and Black Canadians, as well as those struggling with substance use.

For example:

- Between 2007-2008 and 2016-2017, Black and other racialized offenders were more likely to be admitted to federal custody for an offence punishable by an MMP.

- The proportion of Indigenous offenders admitted with an offence punishable by an MMP has almost doubled between 2007-2008 and 2016-2017, from 14% to 26%.

2007-2008
14% of Indigenous offenders

2016-2017
26% of Indigenous offenders

Data shows that:

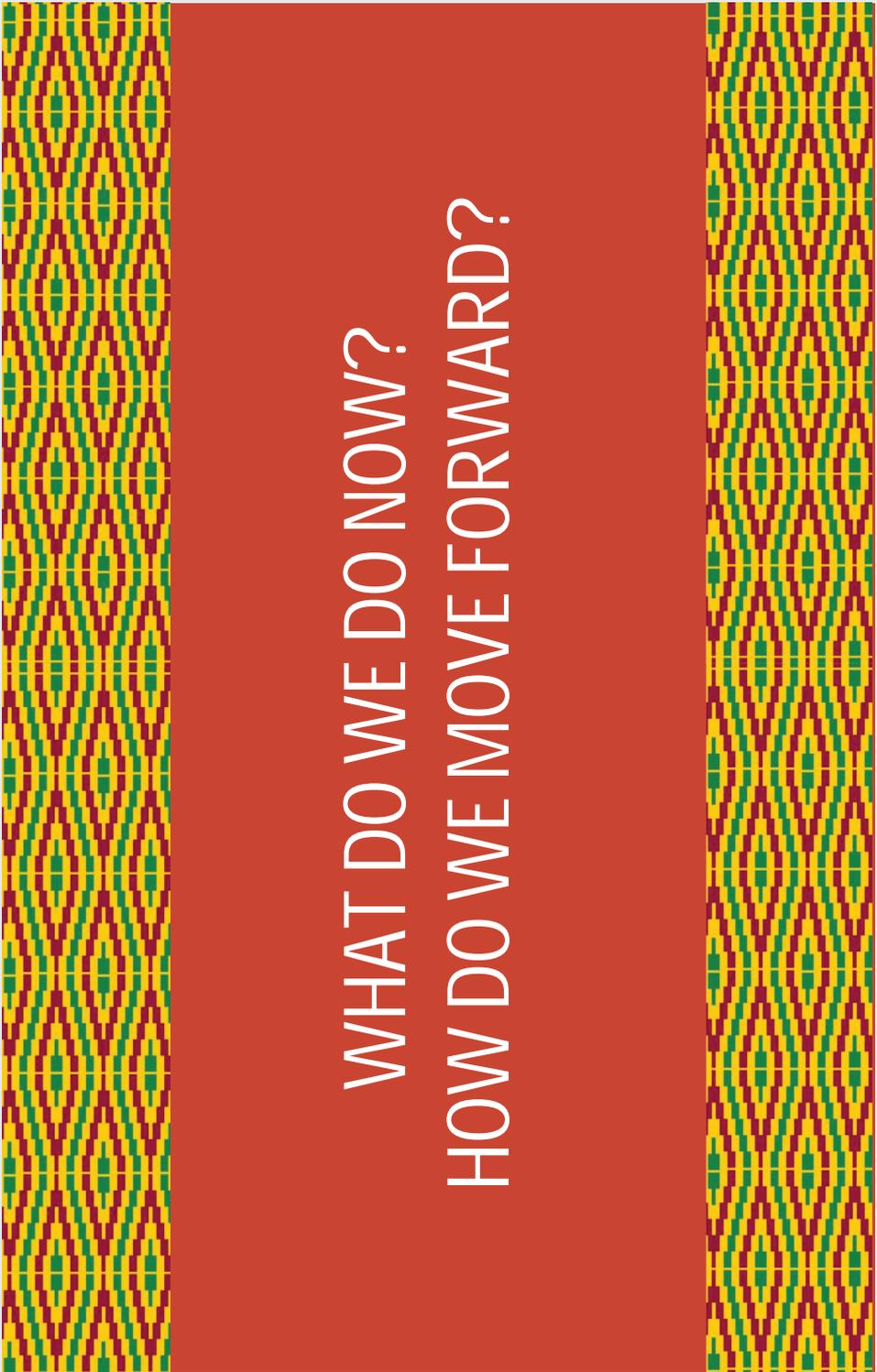
Indigenous adults in 2020:

5% accounted for of the Canadian adult population **BUT** **30%** represented of federally incarcerated inmates

Black adults in 2018-2019:

3% accounted for of the total adult population **BUT** **7.2%** represented of federally incarcerated inmates

THE STATS

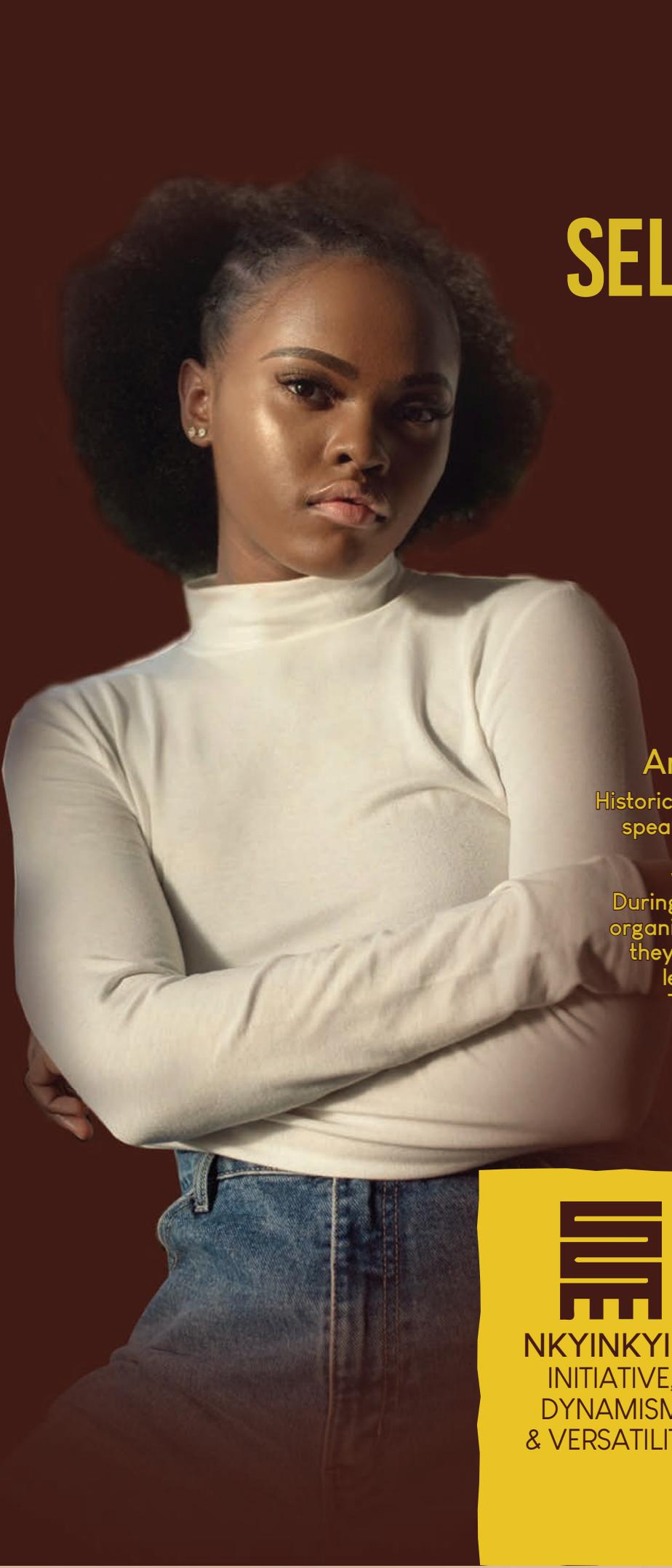


WHAT DO WE DO NOW?
HOW DO WE MOVE FORWARD?

Closing Circle

CHECK-OUTS:

WHAT ARE YOUR TAKEAWAYS?



MODULE D

SELF-ADVOCACY & SYSTEM NAVIGATION TOOLS

*Don't fight a lion
with a stick*

Anti-Black Racism Awareness

Historically, Black communities were punished for speaking up for themselves. Black people were not to challenge those who were in power, who were most often of European descent. During time periods where Black people did try to organize and advocate for Black empowerment, they were met with extreme violence. This has led to the silencing of the Black community. Today Black voices continue to be ignored, silenced and deemed too angry.



NKYINKYIM
INITIATIVE,
DYNAMISM
& VERSATILITY

SELF-ADVOCACY & SYSTEM NAVIGATION TOOLS (2 Hours of Content)

Goals:

- To deepen community connection and recognition of strengths and excellence

Objectives:

- Identify personal assets and strengths and how to leverage them for self-advocacy
- Identify an issue and develop a plan for advocacy

Opening (10 Mins)

- How are you?
- Explain that today's session is focused on self-advocacy and system navigation
- Self-advocacy is an important instinct to cultivate
- Fighting is a form of self-advocacy; however, it often leads to negative outcomes
- Self-Advocacy is the healthier form, it takes all our strengths, knowledge and skills and channels it towards problem-solving

Issues Brainstorm (15 Mins)

Materials: Flipchart & Markers

Instructions:

- 1 As a group, brainstorm a list of issues that a young person can face
- 2 Examples may include
 - a) Parent has gotten sick, and you need to start supporting financially
 - b) You are about to be suspended from school for something you didn't do
 - c) You are in legal difficulty
 - d) You need to find a new place to live
 - e) You need to switch schools
- 3 Ask participants to consider things that may have happened to their friends or family
- 4 Facilitator to document all the suggestions
- 5 We will come back to this brainstorm following the next activity

Strengths-Based Asset Mapping (45 Mins):

Materials: Blank Paper, pencils, pencil crayons

Instructions:

- 1 Let participants know that we will be creating personal asset maps
- 2 An asset map is a way to identify the strengths that we have within and around us
- 3 Generally, people make asset maps in groups and for communities; however, we are going create a personally focused asset map
- 4 Ask participants to draw a small stick figure or place their name in a circle in the centre of the page
- 5 Let participants know that you will be asking questions for them to consider for their asset maps
- 6 As the facilitator you will be circulating around the room answering questions and guiding the mapping process

Questions to Ask:

- 1 HUMAN ASSETS - Choose a colour that you will use to represent this part of your map. Human Assets are the trusted people in your life that you can go to for support. Think about all the spheres of your life (home, work, school, medical, legal, community-based, religious). Do you know how to get in touch with each person?
- 2 SUPPORTIVE ACTIONS - Choose a colour to represent this. Make a small bubble around each Human Asset and list the supportive action they can provide. Supportive actions are things other people can do to help you out (e.g. write a letter, go to an appointment with you, drive you, lend you some money, be a reference etc.)
- 3 PHYSICAL ASSETS - Choose a colour to represent this part of your map. Physical assets are places that you can go to that make you feel safe, healthy, and happy. Again, think of all the spheres of your life. Do you know how to get to each location? How easy is it to get there?
- 4 ORGANIZATIONS - Choose a colour that you will use to represent this asset. Organizations can be formal like schools, government, social service agencies, youth centres, private organizations or businesses or they can be informal groups. For example, the elders that play dominoes on a weekly basis in your community. How do you get in touch with these organizations/groups?
- 5 PERSONAL/SPIRITUAL/EMOTIONAL ASSETS - Choose a colour that will represent your strengths, skills, knowledge and wisdom. These can be anything from athletic; quick-thinking; strong writer; makes friends easily; hopeful or positive thinker. Think of all the areas of your life.

This is your basic asset map which can be used in case of emergency or when you find yourself in a situation.

Issue Focused Asset Map (35 Mins)

Materials: Blank paper, pens, pencil crayons

Instructions:

- 1 Distribute fresh pieces of paper to everyone.
- 2 Bring back the ideas generated through the Issues Brainstorm
- 3 Ask participants to select an issue from the list that is most likely to happen in their life or to come up with an issue that is currently happening
- 4 Create an issue specific map or action plan listing various assets and supportive actions you have identified through your personal asset map
- 5 With this list, you can self-advocate and mobilize the people, places, and organizations you need to make things easier for you. You are powerful and hold the knowledge to problem-solve.

Debrief:

- 1 How was this process for you?
- 2 Were new assets or actions identified as you created this new map?
- 3 What have you learned about yourself through mapping?
- 4 What have you learned about system navigation?

Key Teachings:

- you are powerful and hold the knowledge to problem-solve
- Problem-solving does not have to be a solo adventure
- Creating an action plan is the first step for advocacy and system navigation
- System navigation is not a solo adventure, we all need people

Closing Circle (10 Mins)

- Ask participants to reflect on mapping and how it can be used in their life?

MODULE E

FAMILY DYNAMICS & HEALTHY RELATIONSHIPS

*Wha does hurt eye does
mek nose run watah.*
(Caribbean)

I If yuh nah hear you guh feel
(Caribbean)

Anti-Black Racism Awareness

During slavery and colonialism Black familial systems were intentionally undermined, broken down and eventually replaced with Eurocentric models of family. This forceful disruption of Black family systems has created ripple and generational impacts and trauma that are seen today. Though Black families have been and continue to be resilient, it is important for us to acknowledge these historical impacts which create present day harmful family dynamics that are often difficult for families to navigate. Our Indigenous cousins have shared a similar history in Canada, and many Indigenous communities continue to be traumatized by the government- mandated practice of forcibly removing children from their families.



ABUSUA PA
GOOD FAMILY

HEALTHY RELATIONSHIPS: FAMILY DYNAMICS (1 Hour 10 Mins)

Goal of Session (insert high level from the facilitator point of view)

- Enhancing Black youths' awareness on family dynamics and the importance of healthy relationships

Objectives (specific, tangible learning from the participant point of view)

- Exploration of what 'family' means, and how this may be different for African/Black folk
- Acknowledgment of how your family influences your identity/culture
- Exploring common causes of conflict in families and the impact of trauma on our lives
- Identifying and increasing knowledge on what healthy family relationships look like
- Understanding boundaries and how they correlate with healthy relationships.

Check-In/Opening Circle: (5-10 mins)

- Introduction: Name, preferred name, special meaning(s)
- One word you think of when you hear the term "family"

Icebreaker Name (10 mins)

Materials Needed: N/A

Instructions:

- 1 With a partner name one (1) thing you love about yourself and one (1) thing you want to share about your family?
 - Bring it back to larger group and share what you learned about your partner

Activity #1 (20 mins)

Materials Needed: Flip chart, markers, pens

Instructions: Pose the following questions to the group (in triads or in an one-on-one session)

- 1 How do you define 'family'? What does family mean to you? What do you value in family
- 2 Record responses and encourage conversation
- 3 Are Black families different? If so, how and why?
- 4 How does family influence your identity/who you are?
- 5 What would you see in a family in which there are healthy/unhealthy family relationships?

Debrief:

- Family means different things to different people. What are some common theses which emerge? Are Black families different from others? If so, how? What does this mean/what is the impact of any differences?
- Exploration of how family influences your identity, beliefs, status, options, choices, and how we react to these influences.
- Discuss what healthy family relationships look like - trust, love, communication, honesty, ability to deal with conflict; Unhealthy - disrespect, anger, tension, ridicule,

Activity #2 (15 mins)

Materials Needed: Flip chart, markers, pens

Instructions: Pose the following questions to the group (in triads or in an one-on-one session)

- What are some common causes of conflict in families?
- What is your understanding of trauma? What types of trauma have you or your family experienced? How do we deal with trauma - what happens if we don't? What is the experience of Black people to trauma? How do we cope?
- What are boundaries? What are some types of boundaries? Why are boundaries important?
-Give examples. Can you share a personal boundary?

Debrief:

- Identification of the common causes of conflict in families. Are they always the same or do they change as you grow older? Why is this so?
- Expand definition of trauma and how it affects us all. Impact of trauma on individuals and families. The increased incidence of trauma experienced by Black people. Coping mechanisms - fight, flight, ignore, medicate? Others?
- Boundaries provide parameters which can promote safety;

Activity #3 – Role Play/ Scenarios (20 mins)

Materials Needed: Scenarios, props for role play

Instructions:

- Individuals: Develop scenarios with youth and have them identify whether it is healthy or unhealthy. Discuss
- Groups: Break participants into groups and provide them with a scenario for role play.
 - After the group performs, the rest of group will identify if it is healthy or unhealthy.
 - Once answer is chosen, begin conversation on why that was the answer.

Debrief:

- What stood out most from the scenarios? Can you relate to any scenarios?

Session Debrief or Reflection Exercise: (7 mins)

- What did you learn about family dynamics and your own personal family dynamics?
- Two characteristics of healthy and two characteristics of unhealthy relationships
- Ask participants to list a) a Reflection, b) a Takeaway

Closing Circle: (3 mins)

- Identify one person in your life that demonstrated healthy relationships
- One word: to describe how you feel
- How do you feel now? (100% 80% 50% 10% 0%)

HEALTHY RELATIONSHIPS: INTIMATE PARTNER & PEER RELATIONSHIPS

(1 Hour 20 Mins)

Goals:

- Identify the nuances within Consent Laws of Canada
- Discuss personal space and physical boundaries
- Discuss traditional gender roles and their impact

Objectives:

- Develop a sense of what a healthy relationship looks and feels like
- Deepen personal understanding of one's own needs and ethics
- How to navigate and negotiate power in our relationships

Check-in (15 Mins)

- How are you?
- What areas of our lives have the strongest relationships?
- Provide overview of the session
 - Personal Space
 - Critical Thinking
 - Consent Laws

Skittles Game (20 Mins)

Materials: A few bags of Skittles Candy, Flipchart paper and markers

Instructions:

- 1 Distribute 3 skittles to each participant
- 2 Ask them to answer the question that connects to the colour of skittles they have in their hand
 - a) Blue = An important relationship in their life
 - b) Red = A characteristic of a healthy relationship
 - c) Green = A little fact about themselves
 - d) Purple = A toxic characteristic of relationships
 - e) Yellow = Why they need relationships
- 3 Listen to each participant. Encourage youth to eat Skittles upon completion

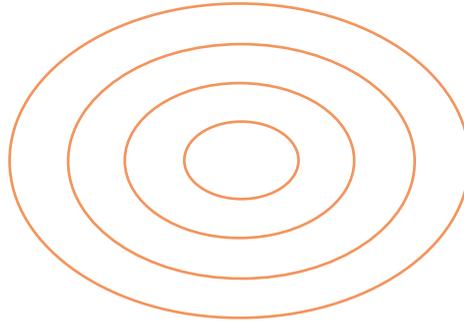
***People have various relationships, including loving relationships, throughout their lives. For most people, important early relationships are formed with members of their family. Young children look to their parents or to other trusted adults for unconditional love.

Interpersonal relationships are then formed. These relationships are social associations, connection, or affiliations between two or more people. Human relationships can fulfill various emotional, social physical, intellectual and economic needs.

Our culture shapes the way we see our world and the relationships in it. People's relationships change as their culture changes. ***

Instructions:

- 1 Explain to participants that they are going to identify the various relationships they have with people. Ask participants to make a personal list of their relationships and connections with other people.
- 2 Invite a few participants to share their list voluntarily. Note the different kinds of relationships they mention, such as those with relatives, friends, or neighbors.
- 3 On a piece of paper or board draw a diagram of four concentric circles (like the one below)



- 4 Ask participants to take out a blank piece of paper or provide: Explain.
 - Draw a series of four circles, from small to large, like the one illustrated. Use your whole sheet for the larger circle.
 - In the smallest circle write your name.
 - Think about the different people in your life. Just outside the small circle, write the names of those closest to you.
 - In the two outer circles, put the names of those who are not as close.
- 5 Ask participants to form groups of three or four with those sitting closest to them and have them take about two minutes each to explain their drawings to the other members in their group.
- 6 Facilitate a discussion with the following questions.
- 7 Did everyone in your group list the same kinds of relationships or were there differences? Did everyone place their family members, friends, neighbours, teachers, religious leaders, or others in the same circle or different circle
 - Name some words that describe what you value in the people you feel closest to. (Probe for honest, respectful, sharing, caring, trusting, fun, safe, understanding, reliable, interesting, loving. Write these words as you hear them)
- 8 Reserve 10 minutes for participants to explore the qualities they value in their relationships.
 - Think about one person on your page whom you would like to have move closer towards the inner circle. Pick one word that most describes what you value in that person.
 - Now think about one or two of the words on the board that you think people would say describes you. Celebrate a quality you value highly in yourself or others by writing it down on your paper.
 - As you write think about what the words means to you. Points for reflection

Debrief:

- Why do we form relationships? What qualities define friendship? Trust? Affection? What else? What can we gain from becoming friends with someone from a different background or group.

Personal Space Walk (15 Mins)

Materials: None

Instructions:

- 1 Ask the group to get into pairs based on similar height
- 2 One person will stand on one side of the room while the other will stand opposite to them
- 3 Let participants know that one partner will stay in place while the other walks towards them.
- 4 The stationary person will say stop when the walking partner has come in close enough
- 5 Do the exercise
- 6 Discuss with participants the following:
 - a) What are you noticing about the distances between people?
 - b) What does this say about our personal space and comfort?
 - c) What would happen if we changed partners?
- 7 Partners switch roles - person walking is now stationary
- 8 Redo activity and discuss the same questions
 - a) Include question about what things have changed?
 - b) Bring in ideas of trust and how long you have known the person
- 9 Introduce concept of personal space and how we all have it and it is deeply individualized based on culture, upbringing, history, trauma (e.g. expectations of space around elders, around different races, genders etc.) The average "Canadian" is comfortable at 2-3 feet away from another person in conversation, and this has changed considerably during the pandemic

This OR That (20 Mins)

Materials: List of statements

Instructions:

- 1 Let everyone know that you will be reading a series of statements and participants will have to choose This statement or That
- 2 One side of the room is This and the other side is That
- 3 Let participants know that they **MUST** chose a statement

Statements:

THIS

Snap a bra strap
Take a nude picture of yourself
Punch someone in the face
Record a fight
Comment meanly/threatening on a post using your own account

THAT

Slap an ass
Circulate a nude picture of someone else
Post something about them on social media
Walk away from a fight
Create a spam account for mean/threatening comments

Debrief:

- This is a personal ethics conversation combined with legal information. Debrief the group's responses as you go through each statement. Foster a healthy debate atmosphere so exploring the pros and cons of each statement

GO OVER CANADIAN CONSENT LAWS FOR YOUTH INCLUDING CHILD PORN LAWS AND CYBERBULLYING

Quick Overview of Consent Laws

- All sexual activity without consent is a criminal offence, regardless of age.
- Age of consent to sexual activity is 16 years old (the age is higher if the relationship is one of trust, authority, or dependency)
- Exceptions to this include youth close in age
 - 14- or 15-year-old can consent if the person is LESS THAN 5 years older, and it is not with an authority figure.
 - 12- and 13-year-old can consent with a partner who is LESS THAN 2 years older, and it is not with an authority figure.

Sexual exploitation

A 16- or 17-year-old cannot consent to sexual activity if:

- their sexual partner is in position of trust or authority towards them, for example their teacher or coach
- the young person is dependent on their sexual partner, for example for care or support
- the relationship between the young person and their sexual partner is exploitative

The following factors may be considered when determining whether a relationship is exploitative of the young person:

- the young person's age
- the age difference between the young person and their partner
- how the relationship developed (for example, quickly, secretly, or over the internet)
- whether the partner may have controlled or influenced the young person

Sexual offences

The Criminal Code protects all Canadians from sexual abuse and exploitation. For example, it protects everyone, including children, against:

- sexual assault
- sexual assault with a weapon
- aggravated sexual assault
- voyeurism
- trafficking in persons
- non-consensual distribution of intimate images

Child sexual offences

The Criminal Code also protects children through child-specific offences including:

- sexual interference
- invitation to sexual touching
- sexual exploitation

Other child-specific sexual offences include:



Child pornography

Child pornography is broadly defined and includes:

- any representation of a person who is, or is depicted as being, under the age of 18 years, engaged in explicit sexual activity
- any representation whose dominant characteristic is the depiction of the sexual organs or anal region of a person under the age of 18 years for a sexual purpose
- written, visual and audio material that advocates or counsels unlawful sexual activity with a person under the age of 18
- written, visual and audio material whose dominant characteristic is the description of unlawful sexual activity with a person under the age of 18 for a sexual purpose

It is against the law for child pornography to be:

- made
- distributed
- made available
- sold
- possessed or accessed
- advertised
- exported or imported

The maximum penalties for these offences range from 10 to 14 years.

Closing Circle (10 Mins)

Write a short reflection on something you learned from the session?

- E.g. Consent Laws
- This or That Activity
- Concentric Circles Activity

Facilitator to share personal reflection handout activity as takeaway assignment.



PARTICIPANT
HANDOUTS

ACT LIKE A MAN³

Instructions: Inside the box, please write down all the things that have been said, shown or expected of you as a man. Think about the following questions when writing in the box:

- How are men supposed to be different from women?
- What feelings is a “real man” supposed to have?
- How do “real men” express their feelings?
- How are “real men” supposed to act sexually?

Answer the following questions outside of the box:

- What are names applied to persons outside the box?
- What things happen physically to people outside the box?



³ Originally created by the Oakland Men's Project

ACT LIKE A WOMAN⁴

Instructions: Inside the box, please write down all the things that have been said, shown or expected of a woman. Think about the following questions when writing in the box:

- How are women supposed to be different from men?
- What feelings is a “real woman” supposed to have?
- How do “real women” express their feelings?
- How are “real women” supposed to act sexually?

Answer the following questions outside of the box:

- What are names applied to persons outside the box?
- What things happen physically to people outside the box?



⁴ Originally created by the Oakland Men's Project

MODULE F

SYSTEMIC OPPRESSION & HARM REDUCTION

*Water that has been begged
for does not quench the thirst*
(Soga People of Uganda)

*You cannot tell a hungry child
that you gave him food
yesterday*
(Zimbabwean Proverb)

Anti-Black Racism Awareness

Anti-Black racism and its impacts have been ignored and denied for centuries. Black people have been blamed for problems that are institutional and systemic, resulting in internalized blame and shame. Further, the impact of day-to-day anti-Black racism leads to various forms of racial trauma and harm which leads people to cope through self-medication. On the other side, Black people are often criminalized for substance use which is seen as normal in other communities. It is important for us to discuss harm reduction in a way that accounts for anti-Black racism".



BI NKA BI NO
ONE SHALL FIGHT
THE OTHER

HARM REDUCTION: ANTI-OPPRESSIVE PRACTICE & ASSET MAPPING

(2 Hours of Content)

Goals:

- To equip youth with vocabulary and knowledge focused on privilege and intersectionality
- To map personal and community assets

Objectives:

- To build knowledge focused on intersectionality
- Increase capacity to identify and reach out to personal and community assets

Check-In (10 Mins):

- 1 Welcome and build safety through establishing group guidelines
- 2 Identify the focus of the session and that the activities may bring up some feelings regarding our place in the world
This session will be an opportunity to examine those feelings and identify ways to celebrate our assets

The Cost of Privilege (75 Mins):

Materials:

- 7 flip charts stations of privilege with 7 questions each. You'll have to write these up using the smaller post-it note style flip chart paper. Use easy to read marker colours and write big enough to see the questions if you're standing back.
- Stacks of Monopoly money (let the participants know there is no face value, each bill is worth \$100.00)
- Tape (in case the flip chart doesn't stick)

Instructions:

- 1 The purpose of this exercise is to explore our privilege as related to various social identities. Privilege refers to ways that individuals or groups can enjoy advantages based on their real or perceived membership in identity categories (gender, race, sexuality, nationality, religion, etc.). This exercise is not meant to make anyone feel guilty or ashamed of having or not having privileges but rather explore how we all have some privilege and how this can impact our lives.
- 2 Point out the 7 flip chart stations.
 - a) Each station includes a list of 7 statements related to a specific social identity.
 - b) Each statement describes one possible example of privilege related to that category's system of oppression and privilege, the likelihood that an individual might experience advantage or disadvantage.
 - c) The stations and the questions are not exhaustive or comprehensive, just a sample.
 - d) Do not over analyze the statements; the goal is to begin reflection and discussion. If you can quickly answer yes then take one bill (all the money is worth the same amount, ignore the denomination).
 - e) If your answer is no, then do not take a bill. Each list is meant to focus on your status in life, you may not have always enjoyed the privileges that you identify today, or you may have less in a category than you once did.

- f) Travel from station to station reading statements and collecting money for each statement. You won't be required to share how much money you collected so be as open to the experience as feels comfortable for you.

Statements for the Flipcharts:

Sexuality Privilege

- 1 I can love whoever I want to love and will be accepted across the world.
- 2 I can move about in public without fear of being harassed or physically attacked because of my sexual identity.
- 3 I do not have to fear negative consequences if my friends or family find out about my sexual identity.
- 4 If I want to, I can easily find a religious community that welcomes people of my sexual identity.
- 5 No one questions the "normality" of my sexuality.
- 6 People don't ask me why I "chose" my sexual identity.
- 7 I easily can find sex education literature about my sexual identity.

Ability Privilege

- 1 I can assume that I will easily have physical access to any building.
- 2 I have never been taunted, teased, or excluded due to a disability.
- 3 I can do well in a challenging situation without being told I am an inspiration because of my ability status.
- 4 I can go shopping alone and expect to find appropriate accommodations to make the experience hassle-free.
- 5 I do not have to request accommodations due to my ability status.
- 6 If I am not hired for a job, I do not question if it was due to my physical or mental ability.
- 7 Other people do not assume my mental ability is limited because of my physical ability.

Gender Privilege

- 1 If I have a child at this age, few people will judge my decision.
- 2 I do not have to think about the message my clothes send about my sexual availability.
- 3 I never worry about being recognized as the gender with which I identify.
- 4 A decision to hire me will never be based on assumptions about whether I might plan to have a family soon.
- 5 I am less likely to be sexually harassed at school or work than persons of other gender identities.
- 6 In general, I am not under much pressure to be thin or to worry about how people will respond to me if I'm overweight.
- 7 Major religions in the world are led mainly by people of my sex.

Race Privilege

- 1 Mainstream media routinely depict people of my race in a wide range of roles.
- 2 My racial group does not need to be educated about systemic racism for their daily physical safety.
- 3 I can be sure that if I need legal or medical help, my race will not work against me.
- 4 I can take a job without people thinking I was hired only because of my race.
- 5 I can do well in a challenging situation without being called a credit to my race.
- 6 I am never asked to speak for all the people of my racial group.
- 7 I can go shopping without concern that store employees will monitor me because of my race.

Religious Privilege

- 1 I can assume that I will not have to work or go to school on my religious holidays.
- 2 I can be sure that mainstream media will celebrate the holidays of my religion.
- 3 My religious views are reflected by most government officials and political candidates.
- 4 Food that honors my religious practices can be easily found in any restaurant or grocery store.
- 5 Places to worship or practice my religion are numerous in my community.
- 6 Most people do not consider my religious practices to be “weird.”
- 7 I do not need to worry about negative consequences of disclosing my religious identity to others.

Economic Privilege

- 1 I can be sure that my social class will be an advantage when I seek medical or legal help.
- 2 I am certain that I will not have to skip meals because I cannot afford to eat.
- 3 My family has a savings account with at least a month’s expenses in case of emergency.
- 4 I won’t have to decide against visiting a doctor (not covered by OHIP) due to economic reasons.
- 5 I don’t have to rely on public transportation; I can afford my own vehicle.
- 6 My neighborhood is relatively free of obvious drug use, prostitution, and violent crime.
- 7 Most experts appearing in mass media seem to be from my social class.

Nationality/Citizenship Privilege

- 1 If I apply for a job, my legal right to work in this country probably will not be questioned.
- 2 I will never be denied housing in Ontario due to my citizenship.
- 3 I can go into any bank and set up a checking account without fear of discrimination.
- 4 I can be reasonably sure that if I need legal, education, or medical assistance, my citizenship status will not matter.
- 5 I do not fear that my employer will threaten me with deportation.
- 6 If I wanted to, I could travel freely to almost any country and be admitted back into Canada.
- 7 If I were a victim of a crime, I wouldn’t think twice about seeking police assistance due to my citizenship status.

Debrief:

- 1 How did the exercise feel?
- 2 What was it like focusing on privilege and advantage?
- 3 What identities (systems of privilege) were not represented today?
- 4 If we had them how would that affect your collection of money?
- 5 Why is it important for us to be aware of our privilege as Black people?
- 6 Would our answers be different if we lived in a different part of the city? Or community?
Different country?
- 7 Explain that privilege is connected to power and the dominant group that makes the decisions or that society is built around



CELEBRATE YOUR INTERSECTIONS, YOUR CULTURE BRAINSTORM/ DISCUSSION (20 Mins)

Materials: Flipchart paper

Instructions:

- 1** Thinking about your culture, what do you celebrate about your community?
- 2** What gives you power?
- 3** What are the things that your community has and that others do not?
- 4** How can we leverage our privileges and intersections when we are in uncomfortable places/spaces?

Closing Circle (15 Mins)

- Ask the group to consider the session and share an insight they learned about their privileges

HARM REDUCTION (2 Hours 15 Mins)

Goals:

- Introduce concepts of harm reduction in a substance use context
- Build vocabulary and knowledge focused on harm reduction and substance use
- To show how a variety of factors affect how risky using a substance is and how risk is different for everyone at different times.
- To share harm reduction tools (how to stay safer) if youth decide to use.

Objectives:

- Critical thinking and decision-making focused on substance use and harm reduction

Check-In/Opening (20 Mins):

- · How are you today?
- · Introduce the topic of Harm Reduction

Substances Brainstorm (30 Mins):

Materials: Pencil and paper

Instructions:

- 1 Separate the group into two teams for a competitive brainstorm activity
- 2 Let the teams know that you will be timing them as they complete this task
- 3 In their groups, they are racing to come up with the most street names for drugs and substances (e.g. Cocaine = Blow)
- 4 Set a timer and provide the groups with two minutes to come up with as many names as they can
- 5 Upon completion of the two minutes, take up their answers and cross off any shared answers
- 6 Determine a winner
- 7 Reintroduce the topic of Harm Reduction and frame the discussion as one that recognizes the following:
 - a) People around the world have been using drugs for much of history – caffeine, tobacco, alcohol, cannabis, and so on—largely to help them manage their daily lives (though recreational drug use has always existed, too).
 - b) Substance use is deeply embedded in the fabric of many societies. For example, many of us use drugs to celebrate milestones and to help us deal with grief and sadness. We use drugs to mark rites of passage and to pursue spiritual insight. We use them to get going and to unwind.
 - c) For example, caffeine is used to perk us up for work, and pills to help us control our weight. We use tobacco, alcohol, and cannabis to help us relax during or after a stressful day. And we use these same drugs to help us ring in the New Year or cheer on our favourite sports team. Some of us use substances to cope with boredom and frustration.
 - d) There's no culture on earth that does not in some way celebrate, depend on, profit from, enjoy and also suffer from the use of drugs (though the types of drugs used may be vastly different from culture to culture). (Adapted from HeretoHelp program)

Debrief:

- 1 How did we learn about all these street names? 2. What does our culture tell us about substance use? Neighbourhood? Wider community? Our African, Caribbean and Black culture?

Harm Reduction 101 (30 Mins):

Materials: video, projector, video link: Harm Reduction 101 (start video and play until 1:55 mark) <https://www.youtube.com/watch?v=W7epsLmN604>

Instructions:

- 1 Play video from start until 1:55 mark.

Debrief:

- 1 Can someone please define harm reduction?
- 2 What are some harm reduction strategies that you know, or have used?
- 3 How safe do we feel using those strategies?

** Facilitator to debunk any glaring points of misinformation **

Risk Line-Up Game with Harm Reduction (40 mins):

Materials: Risk Line-up cards, High Risk Sign, Low Risk sign, tape (activity taken from Winnipeg's Teen Talk Program)

Instructions:

- 1 Post the LOW RISK and HIGH RISK cards far apart from one another on a wall.
- 2 Ask probing questions first (i.e. what they think a risk is). Risk can be explained very simply as "the chance of something bad happening, or someone getting hurt."
 - a) Ask youth, "What do we mean by 'high risk' and 'low risk'?"
 - b) "High Risk" means there is a big chance that something bad could happen, and "Low Risk" has a lesser chance of something bad happening.
- 3 Hand out the Risk cards, explain to youth that their job is to tape the cards up in order from lowest level of risk to highest.
- 4 Ask students to then put the cards in a line, talking amongst themselves to determine the order of risk.
- 5 If you want to involve more people, holding the LOW RISK/HIGH RISK cards can be a job, or you can ask cardholders to grab a partner who will move them to their spot along the continuum.

Note: Where they position the cards does not really matter since the point of the activity is to discuss that a variety of factors determine the level of risk.

Debrief:

- 1 Questions to ask youth, "Do these look like they are in the right order to you?", "Do you think anything needs to move?", "What factors make one substance more risky than another?"
- 2 Risks are different for everyone, and everyone in this room may have a different looking line-up. For example: if alcoholism is in a person's family, this might make getting wasted every weekend pretty risky. If someone was allergic to beer, then chugging it could be risky. If someone was using meth but did not have a good support system, access to medical care, or other fulfilling parts of their life, that could be very risky.
- 3 We can see that there are many factors that can influence risk, such as: genetics, family history, supports, the type of job someone has, whether or not they are in school, the coping skills someone has developed, whether or not someone has a good doctor or health care, their peer group, and how they see themselves. Some of these things may change throughout our lifetime (like getting a good healthcare provider or developing coping skills) and others we cannot change (like our genetics).
- 4 It is important to know ourselves and what the risks may be to each one of us in particular.

Ways to Reduce Risk Debrief:

- 1 The best way to avoid harm from using substances is not to use them at all, and that is not a choice everyone can or wants to make.
- 2 It is important for everyone to have accurate information to lessen the amount of harm that could happen to themselves or others.
- 3 For each of the Risk cards ask youth "If someone was to... how could they be safer?"

Using alcohol:

Risks: Alcohol poisoning (an overdose of alcohol which can result in vomiting, passing out, and sometimes brain damage and death), substances slipped into a drink (which could result in sexual assault or theft), impaired driving, doing things you wouldn't do sober, and alcohol can be used as a way to coerce someone into having sex.

Harm reduction: Arranging a safe way home (knowing the bus route, having a secret cab fare stash, having a designated driver), keep your drink with you at all times, know your limits (if 12 beers get you falling down drunk, consider bringing only 6, drink water in between alcoholic drinks, drink other stuff from an alcohol bottle, buddy system, know the recovery position, etc.

Using illegal drugs:

Risks: Overdosing (taking too much of a drug which can result in hospitalization or death), may have to deal with cops (get charged or fined), harder to know what is in the substance, may be skier to buy, and doing things you would not do while sober.

Harm reduction: Try to buy from people you know (better chance of getting what you paid for and you can ask questions), ask how much you should take but then start with a lower dose to see how your body responds (e.g. ecstasy), use a "buddy system" (one person designated to stay sober and watch for warning signs), drink water

Mixing substances:

Risks: Mixing is the number one cause of overdose reactions. One drug can interfere with how the body distributes, breaks down, or gets rid of another drug, making it almost impossible to predict the effects. Combining drugs can lead to amplified harmful effects. Ex. Mixing heroin and alcohol (both downers) can slow the heart right down into a coma.

While the risks of this example are not the same as mixing alcohol and heroin, another example of risks associated with mixing substances could be those who smoke spliffs (mixing weed and tobacco). Spliffs cause more harm than if they were just smoking weed or tobacco because people usually inhale deeper and hold the smoke in their lungs longer than smoking a cigarette alone.

Harm reduction: Try not to mix, if you are taking medication talk to your health care provider about the effects of using other substances while on meds.

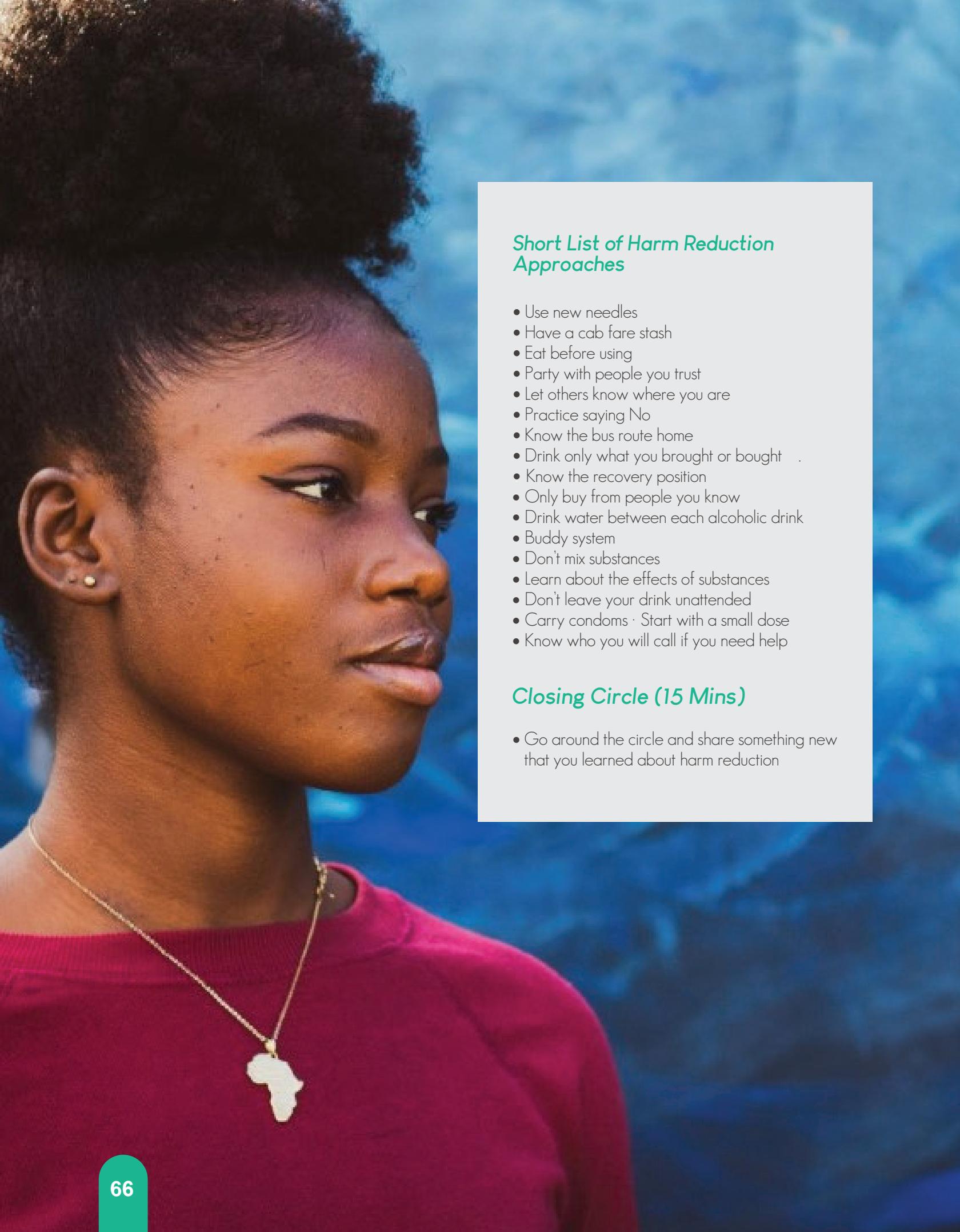
Injecting drugs:

Risks: HIV, Hep C, vein damage, and can be easier to overdose because your body cannot reject it by vomiting (same with smoking)

Harm reduction: rotate injection sites, use only small amounts, use new needles every time, do not share any equipment (including water), get new needles from Street Connections (if living in Winnipeg), clean needles with bleach or boil needles between uses - better than nothing, but it is not guaranteed to kill the Hep C virus. Note: HIV/Hep C can be transmitted through straws for snorting cocaine - each person use their own straw)

Substance use and sex:

- Questions to ask youth: "Do drugs and alcohol affect whether people choose to have sex or not?" Yes, and it can also affect how safe the sex is. We often make different decisions under the influence of drugs and alcohol than we would when sober. It is not uncommon for people to think they would have done things differently if they were sober.
- If someone thinks that sex might be a possibility in a situation where people are not sober, what are ways they could be safer?" They could carry condoms, talk about boundaries when you are sober, use a buddy system check in with each other.
- Let youth know that legally people are not recognized as able to say yes to sex when they are under the influence of drugs or alcohol. If someone got another person drunk or high so they would have sex, that is sexual assault and they can be charged.
- What do you think the number one date rape drug in Canada is?" (youth may say "Roofies" or "GHB") The answer is alcohol.
- FYI date rape (rape committed during or after a date, by someone known by the victim) - accounts for 69% of reported rape in Canada.



Short List of Harm Reduction Approaches

- Use new needles
- Have a cab fare stash
- Eat before using
- Party with people you trust
- Let others know where you are
- Practice saying No
- Know the bus route home
- Drink only what you brought or bought
- Know the recovery position
- Only buy from people you know
- Drink water between each alcoholic drink
- Buddy system
- Don't mix substances
- Learn about the effects of substances
- Don't leave your drink unattended
- Carry condoms · Start with a small dose
- Know who you will call if you need help

Closing Circle (15 Mins)

- Go around the circle and share something new that you learned about harm reduction



PARTICIPANT HANDOUTS

**SMOKING WEED
AS SOON AS YOU
WAKE UP**

**GETTING DRUNK
EVERY WEEKEND**

**RIDING YOUR
BIKE NO HANDS,**

**HIGH ON
MUSHROOMS**

CHUGGING BEER

**MIXING PRESCRIPTION
DRUGS AND ALCOHOL**

**INJECTING ILLEGAL
DRUGS**

**SNIFFING GAS
TO GET HIGH**

**STAYING UP ALL NIGHT
DRINKING RED BULL**

MODULE G

WELL-BEING & MENTAL HEALTH

*A bridge is repaired only when
someone falls into the water.*

Somali Proverbs

*One whose seeds have not sprouted
does not give up planting.*

Kenyan Proverb

Anti-Black Racism Awareness

Access to culturally relevant mental health supports have not been readily available to the Black community, and the stigma which exists in many Black communities regarding mental health makes it difficult for people to recognize and/or accept that they or their close ones are NOT 'OK' and ask for help. Many of the individuals who have been killed by the authorities because of being perceived a 'threat' have suffered from mental health challenges— it sometimes seems that Black men just have to breathe to be perceived as a threat. As a direct result of community protests regarding the over-representation of persons with mental health challenges being harmed by the authorities, work is now underway to establish a specially trained unit which will respond to 911 calls which involve individuals experiencing Mental Health challenges.



BAATAN AWAAMU
COMPASSION

WELL-BEING AND MENTAL HEALTH

Goal of Session (insert high level from the facilitator point of view)

- Increased knowledge of black youth on the importance of mental health and well-being.

Objective (specific, tangible learning from the participant point of view)

- Understanding of mental health, wellness and importance
- Unlearning unhealthy habits and fostering new habits of well-being
- Identifying informal and formal mental health and well-being supports
- Self motivation

Check-In/Opening Circle (10 mins):

- Introduction(s):
- Name, preferred name (?), special meanings?
- Pulse check- how are you feeling today? (100% 80% 50% 10% 0%)

Icebreaker Name (10 mins)

Materials Needed:

Instructions:

- 1 With a partner name two (2) thing you do for self-care?
 - Bring it back to larger group and share what you learned about your partner

Activity #1 – Name (20 mins)

Materials Needed:

Instructions:

- 1 Ask participants how they define “well- being”
 - Record all responses on flip chart and encourage conversation
 - 2 What does well being look like? Feel like?
 - Record all responses on flip chart and encourage conversation
- What does it look like when its unhealthy?

Informal VS Formal Supports

- 1 Divide flip chart in half and label each side with formal and unformal
- 2 Ask participants to name what informal supports look like? (friend’s, neighbors, family etc.)
- 3 Ask participants to name what formal supports look like? (social worker, doctor etc.)
 - Record all responses

Facilitator Guiding prompts:

- Can we give examples?
- Can you expand on that thought?
- How does it tie into mental health...wellbeing?

Debrief:

- Well-being is important to how we live and function today. Mental health well-being practices are also tied to our culture and identity.

Activity #2 – 7 C's of Resiliency Rotation (20 mins)

Materials Needed: Worksheet, pen, pencil,

Instructions:

- Individuals: Hand out worksheet to group and have them fill out. Discuss
- Groups: Have participants fill out the worksheet and bring responses to larger group.
- Participants will share a few responses to the group

Debrief (7 mins):

- How do you feel after that exercise? Importance of grounding yourself with healthy well-being practices.

Session Debrief or Reflection Exercise:

- What did you learn about your own mental health and well-being?

Three things: Strength, Improvement, Take away

Closing Circle (3 mins):

- Identify one new wellbeing practice you will incorporate into your schedule?
- One word: to describe how you feel
- How do you feel now? (100% 80% 50% 10% 0%)
- Breathing exercise.



PARTICIPANT
HANDOUTS

WHO ARE YOUR SUPPORTS?



Informal Supports

(These are supports like friends, neighbours, family, the kind lady at your mosque — people that you can get support from during irregular hours and/or for a variety of things. These are the people you could reach on a Sunday evening at home, if you needed to.)



Formal Supports

(These are supports like doctors, social workers, childcare workers — people that you can get support from during set hours and/or in a designated location and usually for a specific type of help. You may or may not have to pay for this type of support.)

7 C'S OF RESILIENCY ROTATION

Competence: The importance of gaining experience to develop new skills.

Three skills that I have learned or developed:

_____ , _____ , _____

Confidence: Believing that you can do things, or at least believing you can try. Three things that I like about myself:

_____ , _____ , _____

Connection: Building connection with others and communities allows you to build a support network that you can call on when you need them.

Three people I can talk to if I am stressed or upset:

_____ , _____ , _____

Character: An idea of who you are, what your values are, and what you want.

Three words that describe who I am:

_____ , _____ , _____

Coping: The ability to manage feelings and behaviours in times of difficulty.

Three things that help me relax if I am stressed:

_____ , _____ , _____

Control: The ability to exercise restraint or redirection over behaviours and emotions.

Three things or people that can help me relax if I am having trouble controlling myself, my emotions or my behaviours:

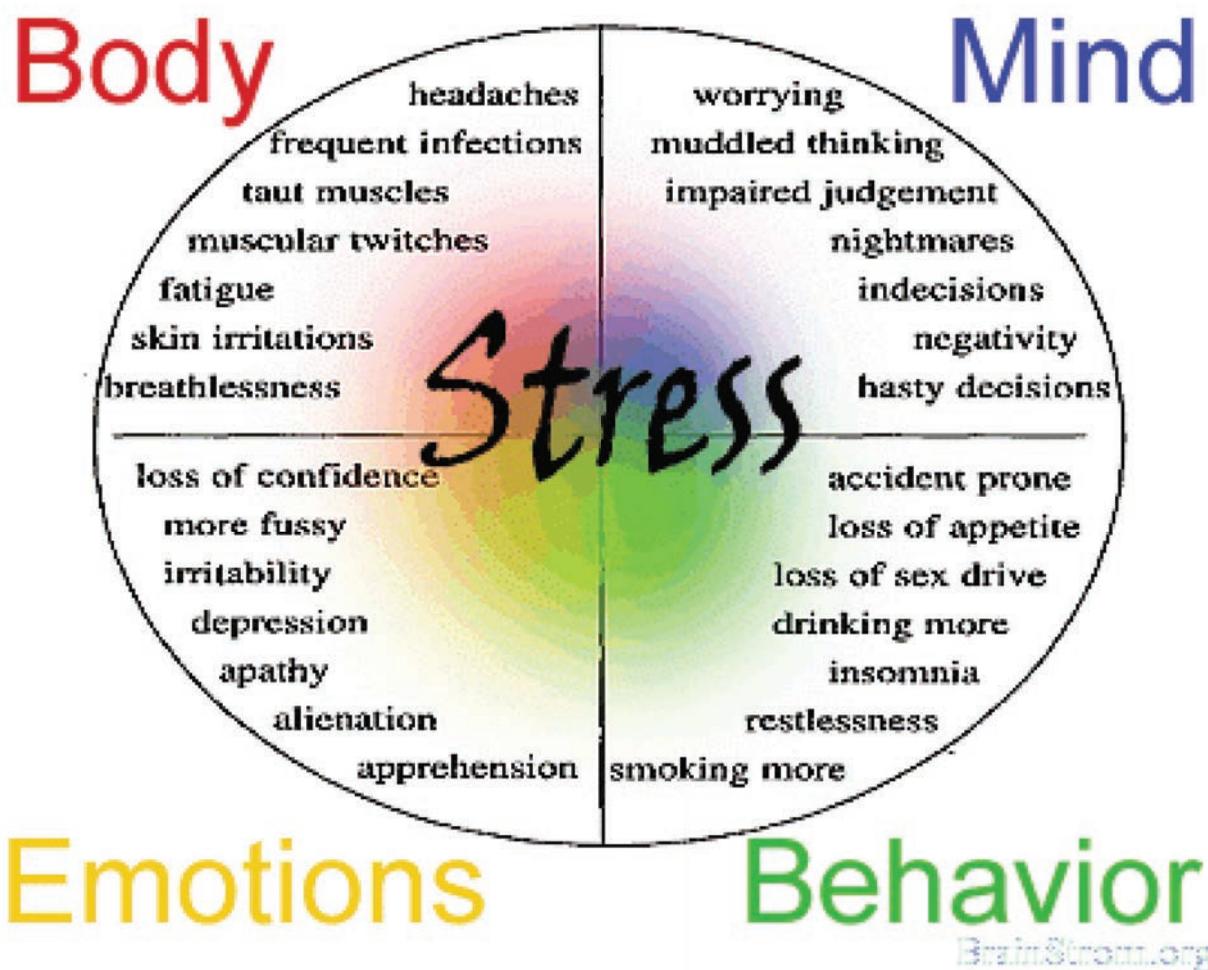
_____ , _____ , _____

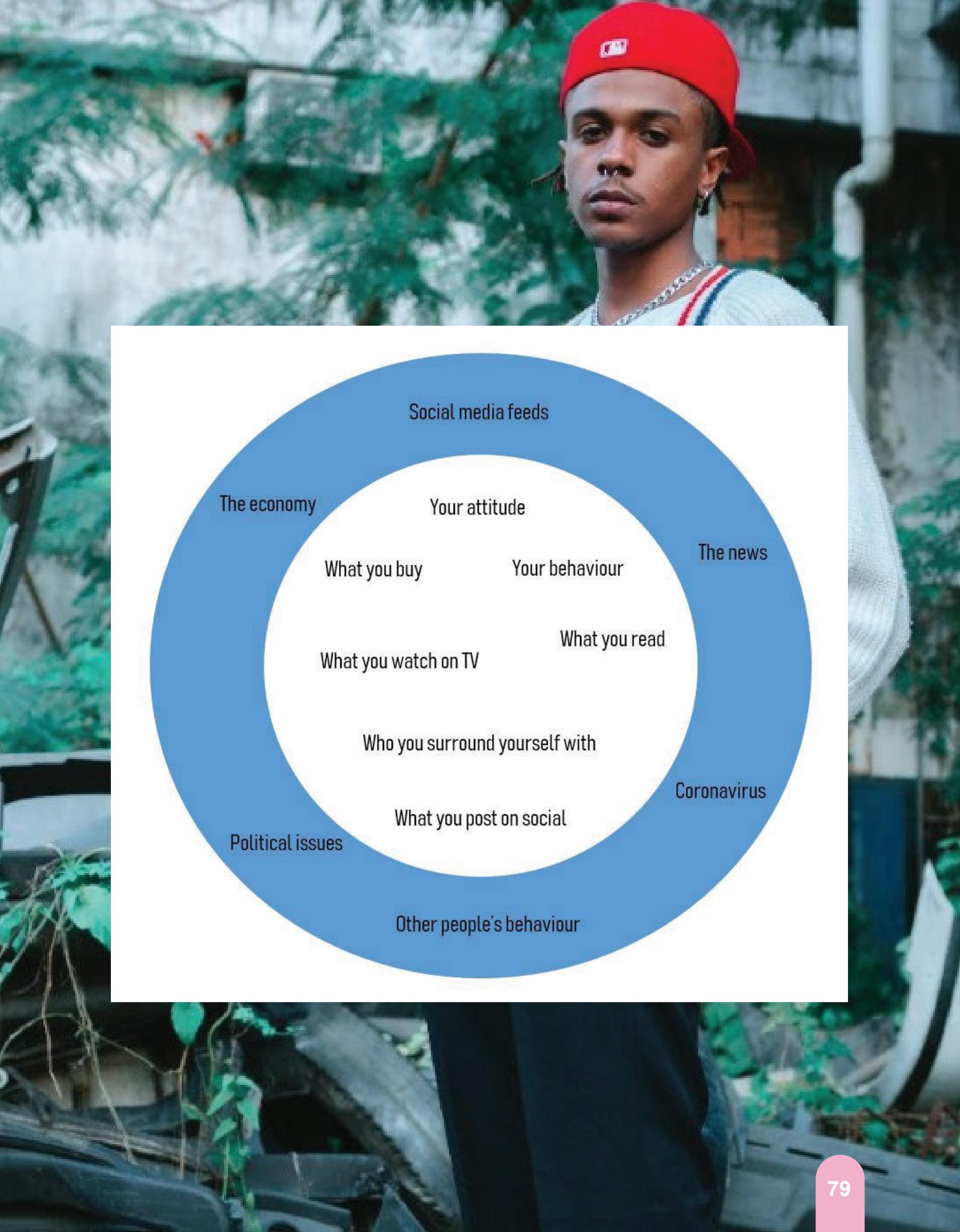
Contribution: Giving back to one's community or the wellbeing of others without reward, simply gratitude. Giving to others is more important than taking, but it is also important to take when you need it.

Three ways I can give back to my community:

_____ , _____ , _____

THE BODY MIND BEHAVIOUR EMOTIONS CONNECTION





MINDFULNESS & SELF-CARE (2 Hours 15 Mins)

Goals:

- Introduce concepts of self-care and mindfulness

Objectives:

- To develop a list of mindfulness and self-care activities
- To practice self-care and mindfulness activities

Check-in/Opening (15 Mins):

- How are you today?
- Introduce the topic of self-care and mindfulness
- This session will be full of trying and practicing different techniques so that by the end you will have a list of things you can do on your own

What is Self-Care? (30 Mins):

Materials: Flipchart paper, annotated Zoom page, or Google Jamboard

Instructions:

- 1 Ask the question “what is self-care?”
- 2 Elicit from the group, their ideas and how they define self-care
- 3 If using the flipchart, facilitator is to document the answers
- 4 If using annotated Zoom or Google Jamboard encourage participants to write or draw their answers
- 5 Ask why is self-care important?
- 6 Provide participants with this context
 - a) Self-care is an act with the intention of nurturing and loving yourself. It can be as simple as eating regularly, sleeping, spending time with friends and family, or involve deeper inner work such as working towards greater self-compassion. There sometimes is a stigma in the Black community and other communities of colour regarding mental health, that people who speak about mental health concerns are “crazy” or “mad”. But it is important to emphasize the value of lifting ourselves and each other up during times of difficulty. Especially given the COVID-19 pandemic and increased media coverage on the killings of Black people by law enforcement, and personal experiences of racism or injustices, it is far easier to become overwhelmed. According to the American Psychological Association, racial trauma is a form of race-based stress that affects Black, Indigenous, People of Colour (BIPOC), their reactions to dangerous events, and experiences of racial discrimination. Racial trauma can present itself similarly to PTSD. <https://www.talkspace.com/blog/black-lives-matter-racial-trauma-media-mental-health-impact/>
 - b) That BIPOC are exposed to trauma is reason enough to engage in a self-care routine.
 - c) As Audre Lorde has stated, caring for yourself is a form of self-preservation and, thus, “an act of political warfare.”

Sleep Hygiene Brainstorm (20 Mins):

Materials: Flipchart paper, annotated Zoom, or Google Jamboard

Instructions:

- 1 Elicit from the group “How do you know when you haven’t slept well?” Document answers
- 2 Identify issues that haven’t been shared
 - a) Mood. Not getting enough sleep can cause irritability and moodiness all day. Regulating mood can be an issue.
 - b) Behavior. Not getting enough sleep can lead to risk-taking behaviors such as drinking alcohol and driving recklessly.
 - c) Thinking. Sleep deprivation can result in attention problems, memory problems, lead to bad decision-making, slow down reaction time and stunt creativity. These are all important for academic success.
 - d) Academic performance. Sleep deprived people are more likely to do poorly in school, fall asleep during class, have multiple school absences or be consistently tardy.
 - e) Athletic performance. Sleep deprived youth are more likely to perform poorly in after-school sports due to slower reaction times.
 - f) Driving. Youth are the most prone to fall asleep while behind the wheel. This can be highly dangerous, especially combined with other negative effects such as slower reaction times and being easily distracted.
- 3 Ask the group, “What causes a bad night of sleep?” Document answers
 - a) Identify that some of the causes can be addressed through self-care and mindfulness and this session will cover several practices
- 4 Ask the group, “What steps can we take to improve our sleep?”
 - a) Youth need 8-10 hours of sleep a night and most youth get 7 hours or less of restful sleep each night
 - b) Maintain a regular sleep schedule including on non-school nights, try to keep the difference in sleep and wake times within an hour
 - c) Create a sleep-friendly physical environment, a cool quiet and dark space
 - d) The bed should only be used for sleeping. Try not to do homework, read a book, or listen to music in bed.
 - e) Create a nightly routine that doesn’t involve too much screen time
 - f) Exercise daily and take regular breaks outside during the day
 - g) Try to go to bed with a full belly
 - h) Manage substance use before bedtime and try not to eat within an hour of intended sleep time
- 5 Remember that to function, the human body benefits from intentional rest
- 6 By practicing sleep hygiene, we address multiple self-care strategies
- 7 For more information regarding the power of rest and why it is so politically important for Black people, check out the profile Nap Ministry on IG

5, 4, 3, 2, 1 (20 Mins):

Materials: None

Instructions:

- 1 When we are stressed, frazzled or overwhelmed, this short exercise can be done to bring us back into clarity
- 2 Ask the group to close their eyes and take 2 or 3 deep breaths then open their eyes to their immediate surroundings
- 3 Ask a participant to identify 5 things they can see
- 4 Ask another participant to name 4 sounds they hear
- 5 Ask another participant to name 3 things their body is feeling/touching
- 6 Ask another participant to name 2 things they can smell
- 7 Ask another participant to share 1 thing they can taste

Debrief:

- 1 How was this exercise for you? What did you think or feel?
- 2 Was it difficult or easy and why?
- 3 Taking time to intentionally notice the world around you and notice things that are normally overlooked helps our brain to sort through stress. It is like restarting a computer that isn't loading
- 4 The mind focuses on the present moment
- 5 This can be used anywhere and can also be done with friends or family when they are stressed or overwhelmed

Gratitude Jar (20 Mins):

Materials: Paper and pencils, jars for each participant

Instructions:

- 1 Ask the participants "What does Gratitude Mean?"
- 2 How does your family or community practice gratitude?
 - a) Prayer
 - b) Charity
 - c) Speaking it out loud
 - d) Journaling
 - e) Does not practice gratitude
- 3 Ask participants to take a piece of paper and fold it half. Fold the paper two more times.
- 4 Open the paper and there should be 8 boxes
- 5 Take a moment and tear the paper along the folds you have made
- 6 We are going to take a moment and write up to eight things we are grateful for this week
- 7 Once done, date the little slips and slide them into your gratitude jar
- 8 Each week, you can write a few gratitude's and place them in your jar.
- 9 By doing this each week, you can see a visual representation of gratitude in your life
- 10 You can see the jar filling up

Debrief:

- 1 What does gratitude teach us?
 - a) Personal benefits of gratitude
 - b) Emotional benefits of gratitude
 - c) Social benefits of gratitude
 - d) Career related benefits of gratitude
 - e) Health benefits of gratitude
 - 2 . Practicing gratitude creates openness, optimism, and happiness
 - 3 If you don't want to do this with a jar, you can write in a book instead
-

Words of Affirmation (20 Mins):

Materials: Paper and pens

Instructions:

- 1 Let participants know that words are powerful because they hold weight and shape our perceptions
- 2 We know this because of all the hateful words that have been used against us
- 3 Using words of affirmation is an act of resistance and resilience
- 4 Affirming ourselves build confidence and self-esteem
- 5 Practice writing 3 different affirmations

Affirm means to validate and state positively, so to affirm yourself means to validate who you are, remind yourself that you are worthy and deserving of being loved, being seen and being happy.

Words of Affirmation are an opportunity to change the way my brain receives professional feedback. Affirmations are emotional support and encouragement that you are providing yourself.

How to practice your affirmations?

- 1 Important to understand that the effectiveness of affirmations depends on your commitment and dedication to continuous practice.
- 2 Affirming yourself will get easier over time and your ability to self-regulate will be very much improved
- 3 Every word you speak is an affirmation. And so, it's just that sometimes our affirmations to ourselves about other or our situations are not positive. Affirmations help us to consciously flip the switch and begin speaking in the direction we want to travel.

How To Create Effective Affirmations?

When creating affirmation, think of the areas in your life where you need a mindset shift - whether that is related to appearances, work, health, finances, spirituality, personality. And start small, your brain won't accept you saying "I'm brave" over and over again if you don't believe it. So instead trying to convince yourself of something, simply take one step using phrasing like:

I am capable of...

I can learn to...

I am working on...

I can start...

I can be aware...

I am trying...



Add post notes around on your walls, have a reminder on your phone with these phrases and messages, and soon your affirmation will go from “I’m trying to be braver” to “I am so brave”. Affirmations are all about manifestations once you start to repeat something over and start to believe your actions are going to shift to match that goal, and mindset.

Another way to channel affirmation is by journaling all the good things that directly relate to the goal you are trying to achieve. For example, if you are practicing being braver, maybe one day you confronted your boss about an uncomfortable work environment that you’ve always been too afraid to do - write that down.

If you are trying to be more responsible with your money, maybe you didn’t buy an unnecessary piece of clothing that you really wanted as an act of financial discipline - write it down.

Maybe you worry too much and chose today to focus on all the things you’re excited about instead of worrying how you’ll achieve them - write it down. Soon you will have a physical representation of just how strong you are, how the small things can mean just as much as the big, and how capable you are of changing the trajectory of your life and your thoughts.

A great profile to follow on Instagram for words of affirmation is @iamjoelleon

Closing Circle (10 Mins)

Materials: None

Instructions:

- 1** Take a deep breath in and exhale
- 2** Do this 5 times
- 3** What are you feeling?
- 4** What is the colour of that feeling?
- 5** Imagine that colour leaving your body as you exhale
- 6** When you inhale, you invite a new colour to inhabit your body
- 7** What is that colour?
- 8** What does that colour mean?



MODULE H

FINANCIAL EMPOWERMENT

Wealth is like hair in the nose: it hurts to be separated whether from a little or from a lot. ~
(Malagasy Proverb)

Anti-Black Racism Awareness

Financial Empowerment: Black communities in Toronto are over-represented in poverty. There has been evidence of more pay day loan companies in predominately Black communities as well as higher interest rates for Black people seeking loans and credit cards. Understanding the impacts of this on the Black community and through an ABR lens allows us to see the importance of financial empowerment while understanding how other communities benefit from the exploitation of Black communities.



NSERewa
WEALTH,
ABUNDANCE,
AFFLUENCE

FINANCIAL EMPOWERMENT

Goal:

- Participants learn the importance of being able to manage money; and the impact it has on quality of life. Competency: Capacity Building

Overview:

Financial literacy is the ability to use knowledge and skills to make effective and informed decisions about managing money. Participants learn the importance of financial literacy by understanding how money impacts credit and how credit affects daily decisions such as the home they live in to the car they drive. The Texas Reality Check online tool will assist participants with future financial goal planning and help them learn if they earning enough to afford the lifestyle they want.

Objectives:

- Participants learn the importance of financial literacy.
- Participants learn the impact credit has on daily decisions.
- Participants learn strategies to make informed decisions about money management.

Welcome (5 minutes):

- Welcome participants to today's session and provide a brief description and overview of Financial Literacy.

Guidelines (5 Minutes):

- Ask group to create 5-10 guidelines to follow. Document on flip chart paper and display where visible to the group.

Icebreaker (10 minutes):

- Ask each participant to answer the following question.
a) What would you like to learn today about financial literacy?

Pre-Test (10 minutes):

- Administer Pre-Test.
- Ask participants to circle the word pre- test at the top.
- Review answers after participant's complete test
- Inform participants that throughout the session you will review the content in further detail.



Financial Literacy

Pre-Test/ Post-Test (ANSWERS)

Instructions: Circle the correct answer.

- 1 Which of the following factor does not affect your credit score?
 - a) Total debt
 - b) How many new credit accounts you've recently opened
 - c) Checking your credit report at least once a year
 - d) Payment history for loans and credit cards, including the number and severity of late payments

- 2 _____ is the ability to use knowledge to make effective and informed decisions about managing money.
 - a). Credit report
 - b) Financial literacy
 - c) Credit score
 - d) None of the above

- 1 Credit scores are like report cards you might get at the end of a school term, but instead your activity ends up with a scoring range.
 - a) True
 - b). False

- 2 A good credit score is between a 580-669.
 - a) True
 - b). False

- 3 Good credit history can get you lower fees and interest rates when borrowing money. The better your credit, the lower the interest rate and fees.
 - a) True
 - b). False

- 4 As long as you pay your payments on time it doesn't matter how much you still owe on your credit card. It only hurts your credit if you pay late.
 - a) True
 - b). False

- 5 A credit score reflects payment patterns over time, with an emphasis on recent information.
 - a) True
 - b). False

Handout (30 minutes): Importance of Financial Literacy

Review Importance of Financial Literacy handout with the group. Ask for a volunteer to read “What is Financial Literacy” and another volunteer to read “Why is Financial Literacy Important”.

Inform participants that understanding how credit works is an important part of financial literacy. Write the key points of understanding how credit works on the flip chart paper and display where it is visible to the group.

Review section “Good credit is important”. Handout (30 minutes): Equifax Credit Score

Review the handout, Equifax Credit Score with the group. Create a pie chart on a sheet the flip chart to provide a visual example of Equifax Score ratings.

Ask participants if they are aware of their own Equifax Scores? If not, encourage participants to access their own credit score by visiting annualcreditreport.com for additional information. Inform participants that federal law allows them to receive one free credit report from each of the three bureaus (TransUnion, Experian, and Equifax) at least once a year.

Handout (30 minutes): Maintaining Good Credit

Review the Maintaining Good Credit handout with the group. Review the tips for maintaining good credit or improving a current credit score. Encourage participants to provide their own examples. Write their responses on a sheet flip chart and allow them to review as a group.

Review the section “Improve Your Credit Score” with the group. Emphasize to the group that it takes time to improve credit scores. Outline the following facts about rebuilding credit scores:

- 1** Delinquencies remain on your credit report for seven years.
- 2** Most public record items remain on your credit report for seven years, although some bankruptcies may remain for 10 years and unpaid tax liens remain for 10 years.
- 3** Inquiries remain on your report for two years.

Handout (20 minutes): Needs Versus Wants

Review the Needs Versus Wants handout with the group. The handout provides participants the opportunity to list their needs and wants and decide whether they need or want everything on the list. This allows participants to be more strategic about their spending habits.

Post-Test (10 minutes):

Administer post-test to participants. Ask them to circle post-test at the top of the test. Ask group if their scores improved from the pre-test.

Closure (10 minutes):

Ask each participant to share with the group what they learned from today’s session on financial literacy. Use the following prompt to help participation.

- 1** Something I learned today about financial literacy that I think will help me is _____.
- Participant Evaluation Form (5 minutes): Administer Participant Evaluation Form.

10 TIPS FOR STARTING A SMALL BUSINESS THAT YOU HAVEN'T HEARD A THOUSAND TIMES ALREADY

Mike Kappel

Contributor Small Business Strategy

Mike Kappel is the founder and CEO of Patriot Software, LLC.

Starting a small business can be both difficult and rewarding. Try these tips for startup owners... [+]

If you've thought about opening your own business, you might have begun to look for advice. There are so many tips for starting a new business out there that choosing which ones to follow can get confusing.

As a seasoned entrepreneur, I can tell you that there is no perfect formula for starting a small business. I've learned that the best business advice usually forces you to think in a new way. So, I've compiled a list of tips for starting your own business that you might not have heard.

Tips for starting a small business

Opening your own business is often a learn-as-you-go process. But, the more smart decisions you make early on, the better chance your company has for success. If you have an entrepreneurial idea, try these ten tips.

1. ADDRESS EXCUSES

Countless people dream of becoming entrepreneurs, but they never do. They're burdened with excuses and fears of failing. From money to time to responsibilities, you can make a million cases for not starting a business.

Let's face it, being your own boss is scary. In most cases, new business owners have a lot to lose with little insight into their chances of success. Worrying about the risks of business ownership is normal.

But, excuses only slow you down from reaching your goals. If you really want to start a business, you need to address the reasons you think you can't start a business and get rid of them. Find a solution to the issue rather than let it hold you back.

2. ABSORB EVERYTHING

Listen to what others have to say—friends, family, experts, even yourself. When it comes to things that have to do with your entrepreneurial goals, be a sponge. As you learn, start to work out the idea in your head. Write things down. Keep notes from all the resources you come across to develop a detailed plan.

When you tell people about your startup, read their body language. Do they like the idea? Or, are they just being nice and really think you're going in the wrong direction? Encourage your listeners to be honest with you. The collective opinion you get from peers could be a reflection of how consumers will react.

Don't ignore the power of advice from experts and veteran business owners. These folks know first-hand what does and doesn't work. Smart entrepreneurs learn from the mistakes other business owners have made.

3. BE A SOLUTION

Rather than starting your idea with what to sell, think about what it will solve. It's a lot easier to gain a solid customer base when your business is fixing a problem. Your startup should fill a hole in a certain market or niche.

For example, I didn't create Patriot Software just because I had a passion for software. I wanted to solve an issue that small business owners like me faced. After doing some research, I found I could provide payroll and accounting software that is easy-to-use and affordable.

Home in on why you are opening your own business. Understanding your motives will help you create a brand and market your company. Know what problems your target customers face and how you can solve them.

4. KEEP IT SIMPLE

If you're like many entrepreneurs, you have a business idea and you're ready to run with it. Be careful not to let your concept snowball into something overcomplicated. You could end up with an expensive, elaborate end-product that nobody wants to buy. As a new business owner, try to start small and narrow your focus. Learn how to test your business idea. Create a simple, quality good or service. A successful business idea should fulfill promises to customers and exceed expectations.

Cut unnecessary features that water down your offerings and cost you money. As a small business, you don't need all the bells and whistles of a giant corporation. It will be easier to add to your business as it grows.

5. COUNT THE COSTS

Once you start to develop your business idea, add up how much it will cost. You will need to factor in every business expense necessary to launch and operate. Some costs to keep in mind include your location, rent, supplies, marketing, and more.

Come up with the most educated number you possibly can. Then, take whatever you think that dollar amount is and quadruple it. Seriously, quadruple it. You'll experience unexpected costs of running a business around every corner. It's better to be over prepared than short on funds when bills start to roll in.

When you're thinking of the cost to start a business, don't forget about your personal budget. Look at how much money you need to live, including rent, food, gas, healthcare, etc. Lay these expenses out in order of which ones you must pay (e.g., mortgage) to ones that can slide if the money runs out (e.g., entertainment). Once you have a grasp on all your expenses, start to create a business budget. At first, you might need to get some outside capital to make ends meet, like a small business loan. Go over all of your options before putting your money into the startup.

6. IMAGINE YOURSELF WITH ZERO MONEY

I mean zero. There is a high probability that this will happen. I've had several businesses not make it for the long haul. And, I've come close to bankruptcy.

Launching an unsuccessful business idea is a reality for many entrepreneurs. Over half of new businesses fail within the first five years of opening. How would you handle having no incoming money?

It's a good idea to come up with a "just in case the worst outcome happens" plan. You might need to get a job on-the-fly or temporarily live with your parents. You might have to go without comforts that you're used to. Figure out how you would get by if your business plan went south.

Look at your current sources of income. What do you earn from your current job? How long would your savings last if you quit? What unexpected things could mess up your plan (e.g., you wreck your car or your furnace breaks)? Prepare yourself for all the situations that could happen if the business idea doesn't work out.

7. EARN WHILE YOU BUILD

If you want to start a small business, don't quit your day job—yet. Launching a successful startup is a process. Build your business in stages and gradually transition from employee to entrepreneur.

As a new business owner, it will take some time to earn a steady income. Keep your nine-to-five and work on the business during off hours so you can earn during those tough, first stages. Once you have a healthy inflow of cash from your company, you can tackle business ownership full time.

8. SPEAK UP ABOUT YOUR BUSINESS

One challenge many business owners face is that they don't know how to sell. It can be intimidating to share your business with the world, especially when you're new.

If you're worried what people will think about your business, you need to get over it. If you can't convince consumers to buy from you and support your company, it's difficult to make money. Not outgoing? Fake it 'till you make it. If you really want business success, you can't afford to be shy.

In my early days as an entrepreneur, I had to do public speaking for the first time. Back then, I didn't have any training or experience in talking to large groups of people, not to mention I wasn't very keen on the idea of facing my worst fear.

But, if I wanted my young company to succeed, I need to get out of my comfort zone. This came in the form of planning and hosting nearly 70 three-day conventions for my customer base of network recruiters.

I can't begin to tell you how afraid I was. As it turned out, I became a lot more comfortable in front of people after speaking at the conventions. Though I was more introverted than extroverted, I learned to "put myself out there" for the sake of my business.

Be ready to speak confidently about your business, even if it makes you uncomfortable. As a new business owner, you will need to market and network constantly. From networking with clients to negotiating supplier payment terms, you must be able to communicate.

9. KNOW THE LEGAL REQUIREMENTS FOR STARTING A SMALL BUSINESS

Starting a business is exciting. Laws are not. But, you need to understand the rules that come with opening a business. If you fail to follow government regulations, you could face steep penalties. From forming a legal structure to setting up an accounting system, you must follow laws. You need to register the business with your state. You must also take care of business-specific tax liabilities. And as you hire workers, you need to follow employer laws.

The rules that apply to you depend on your state, business structure, and industry. Consider talking to a small business accountant as you set up your company.

10. BALANCE PASSION WITH WISDOM

One of the most important ingredients in a successful business idea is passion. Passion will consistently drive you to improve your process so your business grows.

That said, don't let passion take over all your decisions. Passion will move you forward, but knowledge will point you in the right direction.

Conduct market research on your industry and talk to target customers to find out your business's potential. Ask experts questions about launching a startup. Reach out to professionals that can help you with certain areas of business, such as financial advisors and lawyers.

As your business starts to come together, think of it like driving a car. Let your passion hit the gas pedal and your mind control the steering wheel. That way, you can be confident about the direction you're headed and sustain the momentum you need to get there.

FINANCIAL EMPOWERMENT – SO YOU WANT TO START A BUSINESS (1 hour, 10 mins)

Goal: participants explore the concept of becoming an entrepreneur and start reflecting on this as a career path

OBJECTIVES

- Participant reflection on career paths and what their goals are moving forward
- Participants begin self assessment which can support and guide next steps in their working future
- Learn tips and strategies on starting a business for financial gain and empowerment

Check In/Open Circle (5-10 mins)

- Name, Preferred Name, Special Meaning
- Pulse Check: How are you feeling?
- One word you think of when you hear the term “ financial empowerment”

ICEBREAKER (5-10 Mins)

- Share one (1) hobby that you have and enjoy doing.

Activity #1 – Is Entrepreneurship What You Want? (30 mins)

Materials Needed: Flip Chart, markers, pens, tape

- 1 Encourage youth to reflect on why they want to start a business or why not; talk about passion and why passion is important and, how to define your passion.
 - Why do you want to start a business? Is it money, freedom, and flexibility, to solve a problem or some other reason?
 - What are your skills?
 - What types of businesses do you know about?
 - Do you want to provide a service or a product?
 - What do you like to do?
 - Do you have any experience in doing a side hustle?
 - Do you know anyone who has a side hustle or a business?
 - What are some important steps in starting a business?

Debrief (10 mins)

- What did you learn about yourself and career path
- Why are these questions important before starting a business?
- Activity is meant to start you on reflecting on what's next

Session Reflection (5 mins)

- What did you learn about yourself today?

Closing Circle (5 mins)

- How are you feeling after the session?
- One tip about starting a side hustle or a business?





PARTICIPANT
HANDOUTS

Financial Literacy Pre-Test/ Post-Test

Instructions: Circle the correct answer.

- 1 **Which of the following factor does not affect your credit score?**
 - a) Total debt
 - b) How many new credit accounts you've recently opened
 - c) Checking your credit report at least once a year
 - d) Payment history for loans and credit cards, including the number and severity of late payments

- 2 **_____ is the ability to use knowledge to make effective and informed decisions about managing money.**
 - a) Credit report
 - b) Financial literacy
 - c) Credit score
 - d) None of the above

- 3 **Credit scores are like report cards you might get at the end of a school term, but instead your activity ends up with a scoring range.**
 - a) True
 - b). False

- 4 **A good credit score is between a 580-669.**
 - a) True
 - b). False

- 5 **Good credit history can get you lower fees and interest rates when borrowing money. The better your credit, the lower the interest rate and fees.**
 - a) True
 - b). False

- 6 **As long as you pay your payments on time it doesn't matter how much you still owe on your credit card. It only hurts your credit if you pay late.**
 - a) True
 - b). False

- 7 **A credit score reflects payment patterns over time, with an emphasis on recent information.**
 - a) True
 - b). False

UNDERSTANDING HOW CREDIT WORKS

Credit is being able to borrow tomorrow's money to pay for something today. Credit history indicates whether or not borrowed money was paid back as agreed.

Credit report is a system lenders use to document your credit history. It provides information on money that you have borrowed and a history of your payments.

Good credit is important:

- 1** Good credit gives lenders or creditors confidence to lend you money. Loan rates are usually determined using your credit report and credit score.
- 2** Good credit history can get you lower fees and interest rates when borrowing money. The better your credit, the lower the interest rate and fees.
- 3** Depending on the interest rate of the loan you qualify for, it could mean the difference between hundreds and even thousands of dollars in savings. Every time you set a major financial goal, like becoming a homeowner or getting a new car, your credit is likely to be a part of that financial picture. A good credit score could also mean that you are able to rent the apartment you want, or even get cell phone service that you need.

Credit scores are like report cards you might get at the end of a school term, but instead of letter grades, your activity ends up within a scoring range. Your score is generated each time a lender requests it.

WHAT IS A GOOD CREDIT SCORE?

One of the most well-known credit scores is the Equifax Credit Score. Credit Scores are used by many lenders, and often range from 300 to 900. A Credit Score above 660 is considered a good credit score on these models, and a score above 800 is usually perceived to be exceptional.

Factors that Affect your credit Scores

Payment history for loans and credit cards, including the number and severity of late payments

Utilization rate

Type, number and age of credit amounts

Total debt

Public records such as bankruptcy, civil judgments, or tax liens

How many new credit accounts you've recently opened

Number of inquiries for your credit report

Maintaining Good Credit

The following are useful tips towards maintaining good credit or improving your current credit score.

Ask yourself the following before buying something requiring credit:

- * Do I really need this now or can I wait?
- * What is the total cost of using my credit?
- * How much is the monthly payment and when is it due?

- * How many months will I have to make this payment?
- * Can I afford the monthly payment?
- * What will happen if I don't make the payment on time?

IMPROVE YOUR CREDIT SCORE

A credit score reflects credit payment patterns over time, with an emphasis on recent information.

- Pay your bills on time. Delinquent payments and collections can have a major negative impact on a credit score.
- Keep balances low on credit cards and other “revolving credit.” High outstanding debt can affect a credit score.
- Apply for and open new credit accounts only as needed. Don’t open accounts just to have a better credit mix. It probably won’t improve your credit score.
- Pay off debt rather than moving it around. Also, don’t close unused cards as a short-term strategy to improve your credit score. Owing the same amount but having fewer open accounts may lower your credit score.
- Paying your bills on time is the most important contributor to a good credit score. Even if the debt you owe is a small amount, it is crucial that you make payments on time.
- In addition, you should:
 - Minimize outstanding debt
 - Avoid overextending yourself
 - Refrain from applying for credit needless!

Needs Versus Wants Worksheet

Instructions: List some of your needs in the spaces below. Try to think of needs that are immediate as well as things that you’ll need in the next couple of months. Then write down some wants.

- 1 Decide if you really need or want everything on the list. Are some “needs” actually “wants?” Cross off the “wants” that are least important to you.
- 2 Put stars next to the items that are particularly important to you.

MODULE I

ART

EXPRESSION

*A Birds sing not
because they have
answers but because
they have songs*
(African Proverb)

Anti-Black Racism Awareness

There are many ways in which Black communities express themselves creatively through art, music, dance and other avenues. Though often not encouraged because Black artists have not had the same historical success as artists from other groups in areas other than music and dance, it is important that we create spaces for young Black people to exist and create in multifaceted ways.



OWIA A REPUE
PROGRESS,
RENEWAL,
VITALITY

ARTS EXPRESSION (65 Mins of Content)

Goals:

- Educate black youth on non-traditional forms of healing and therapeutic connections which are informed by interests, experiences and firmer understanding of self

Objective

- Understanding of different art expressions and how it ties to our identity, culture and experiences.
- Bring awareness and understanding how art expression is linked to forms of healing and therapy.

Check-In/Opening Circle (5-10 mins):

- Introduction(s): Name, preferred name (?), special meanings?
- Pulse check- how are you feeling today? (100% 80% 50% 10% 0%)
- Name your interest in one form of art (Music, instruments, theatre, film etc.)

Icebreaker Name: BREATHING EXERCISE/ MEDITATION (5 mins)

Materials Needed: Meditation guide (YouTube)

Instructions:

- 1 Sitting straight, relax, eyes closed.
 - Facilitator will play meditation guide
 - At the end: How are you feeling?

Activity #1 – SOUND BOARD (20 mins)

Materials Needed: Paper, pen, music player, speaker

Instructions:

- 1 Encourage youth to think of how art expression can be therapeutic and forms of healing
- 2 Music: Ask youth/participants to list at least 5 songs, they listen to frequently, connects to them and how they feel
 - Report back: listen to songs youth highlighted- why did you choose this song? How do you feel when you hear it? How does it connect to your life/experiences? (repeat through list)

Debrief:

- Music is a form of therapy. Provide counsel and calmness, clarity and understanding to one's self. Ties back to our culture and identity.

Activity #2 – EXPRESS IT! (20 mins)

Materials Needed: Paper, pen, crayons, markers, music player, speaker, drums

Instructions:

- Youth will choose a form and prepare something to share back with the group.
 - Music: One song with lyrics to share back
 - Poetry: write and share back to group
 - Dance: Small performance
 - Instruments: either play a portion through speakers or perform

Debrief:

- Why did you choose this form? How do you feel? How does it connect to your identity, culture life/experiences? Art is a form of therapy. Provides counsel and calmness, and brings clarity and understanding to one's self. Ties back to our culture and identity.

Session Debrief or Reflection Exercise (5 mins):

- Ask youth to share one takeaway thought (learned a new song, new love for an art form etc)

Closing Circle (3 mins):

- One word- describe how you feel about today's session
- Breathing exercise/ Meditation
- Choose one: Quit. Continue. Reset

MODULE J

NATURE BASED LEARNING

*We do not inherit the
earth from our ancestors
we borrow it from our
children.*

(Haida Proverb)

Anti-Black Racism Awareness

Nature based learning: For many Black people in Toronto, growing up in urban settings means being disconnected from nature. In a lot of ways, nature helps us to be grounded and connected to ourselves. Understanding the ways in which nature and being in nature is deemed an experience only for the privileged is important to understanding how this narrative needs to be shifted to allow Black youth to experience more than what is deemed acceptable according to society.



ADWO
PEACE,
SERENITY

NATURE-BASED LEARNING

Contributor: *Tanika Riley*

Source: *Indigenous Elders I have meet along the Path*

Name of Activity	Medicine Walk
Purpose of exercise	To foster a deeper intimate connection with Asase Ya (Mother Earth)
Specific Goals	<ul style="list-style-type: none">● To walk in silence in Nature● Participants connect with an element of Asase Ya● Learn about the medicine/healing properties of Asase Ya
Expected Outcomes	<ul style="list-style-type: none">● Participants feel a deeper connection to Asase Ya● Participants feel rejuvenated in their energy/spirit● Participants have a greater understanding that Asase Ya provides healing to us through her energy and plant life
Link to key principle?	Importance, reverence, and protection of Nature as part of our spiritual connection to the other world
# Participants	10
Duration	40 minutes
Materials	Sage or Incense Blanket/Mat to sit on ground if damp Drum
Instructions	<ul style="list-style-type: none">● Group Smudges before walk● Group walks together through a forested part of the property in silence only those that are called to share something do so● Facilitator and/or others who have knowledge of medicinal plants along the way can share (asking plants if you are taking part of them for any reason)● Participants are then asked to walk alone and find a natural element they feel called to, and sit with that element and commune with it● Use example of tree giving us carbon dioxide CO₂ and oxygen, O₂, as an example of our intimate relationship with Nature● Drum will sound to gather everyone back into the circle and people can share their experiences/message to the group

Key Messages

- Asase Ya is our source of healing
 - The current destruction of Asase Ya is a reflection of our internal destruction (spiritual, family, mental etc)
 - Fostering a connection with Asase Ya personally and sharing that with youth is of DIRE importance for the next 7 generations
 - Asase Ya is our source for medicines and physical healing
-

Handouts

None

Debrief Suggestions

Sit in circle

Allow silence for first few minutes

Ask who feels called to share experience, insights, regarding Medicine Walk

Ask what element they felt called to commune with

Facilitator Tips

Be calm and in tune with the energy of the natural surroundings

Respect that everyone is on a different level in their connection with Asae Ya and work with where they are at

Model your own wonder, reverence and excitement for Asae Ya during the Workshops

Allow the energy of Asae Ya to come through you and listen for messages that need to be shared with the group

Other Comments

NATURE BASED LEARNING (3 Hours 40 Mins)

Goals:

- To foster a sense of connection and comfort within the local natural environment
- Restorative Justice through nature

Objectives:

- Knowledge of local trails and plants
- Knowledge of local Indigenous history
- Deepen connection to ecosystems and community

** Partnerships to be developed with Adinkra Farm, Africanadian Food Basket and Black Creek Community Farm for additional nature-based learning opportunities**

Check-In (10 Mins):

- 1 How are you?
- 2 Prepare group to go on a trail walk to the Humber River
- 3 Ask the question "When you think of nature, what comes to your mind?"
- 4 Ask the question "How many of you have been to the Humber River?"

Finding Nature within the Urban (1 Hour)

Materials: Maps, TTC fare, Water, Snacks; optional items include - Journals, Pens, Binoculars, Cameras

Instructions:

- 1 Prepare the group to go on a walk to the nearby Humber River trail.
- 2 Indicate the Humber River has a rich and storied history play this video:
https://www.youtube.com/watch?v=V_sPRzE6Wbl&t=83s
- 3 Follow with this video: <https://www.youtube.com/watch?v=ykhfyLRcXs&t=334s>
- 4 Generate discussion regarding the two videos
- 5 Introduce the concept that nature and humanity are interconnected and that we are comprised of the same elements
- 6 Provide each young person with copy of the City of Toronto's trails map. Can be printed from this site:
(<https://www.toronto.ca/wp-content/uploads/2017/08/867d-parks-trails-map-west.pdf>)
- 7 Provide a short tutorial on how to read the map.
- 8 Ask youth to mark their home on their personal maps
- 9 Proceed either by public or walking to the opening to the nearest entrance to the Humber River trails (Weston Road across the Street from Emery Collegiate near St. Lucie Park)
- 10 Enjoy the time with the group. Listen to the conversations and participate
- 11 Arrive at trail opening and begin storytelling the history of the Humber River/Cobecheonk and its importance to pre-Colonial, and colonial history found here:
<https://cms.driftscape.com/feature/49ef2c97-c66e-11e8-8000-a4480fe5cbe4>

- 12 Introduce concept that nature is a factor in all justice matters and that for restorative justice to take place, we need to repair/heal our relationship with nature and that looks and feels different for each of us
- 13 Let participants know that this trail is paved from Finch Avenue all the way to Lake Ontario and travels through different types of natural landscapes

Nature Walk (2.5 Hours):

Instructions:

- 1 Let young people know that the walk is beginning and to remain quiet so that their other senses can focus
- 2 Walk to Raymore Park or Cruickshank Park while on the Humber River Trail
- 3 Assemble the group in a clearing and ask the question:
 - a) What did you notice?
 - b) What sounds did you hear?
 - c) What scents did you smell?
- 4 Ask participants to find a natural element in the area that is calling to them and spend 10 mindful minutes near/on/in that element
- 5 Bring the group back together and ask the question:
 - a) What did you notice in your body during the mindful moment?
 - b) What was your brain thinking?
- 6 Reintroduce the concept of restorative justice and how we must include nature into any conversations of injustice because we are all interconnected
- 7 Share examples of environmental racism and degradation that would not happen if we acknowledged our interconnectedness both naturally and in humanity (i.e. clean water in Indigenous communities; Flint, Michigan water crisis; Pacific salmon in the Humber river because of unsustainable fishing practices done by settlers) (Salmon run facts: <https://www.youtube.com/watch?v=lokddEnvc>)
- 8 Things go off-balance either in the natural ecosystem or inequity is experienced by specific communities while others benefit. Without including nature in the conversation of equity and balance, we can't effectively restore the balance.
- 9 Our physical environment matters, how we interact with one another is impacted by how we live in the world
- 10 Ask the question, "How does your physical environment impact your experiences?"

Debrief & Closing:

- 1 Walk to the bus stop and begin the debrief while in transit
- 2 Questions to ask:
 - a) What is something new you learned or experienced?
 - b) Would you return to the Humber River trail or explore other trails? Why or why not?

MODULE K

CONFLICT, COMMUNICATION AND MANAGING CHALLENGES

Shut mout' no ketch fly
(Caribbean)

*The one nearest to the
enemy is the real leader*
(Ugandan Proverb)

Anti-Black Racism Awareness

The ways in which Black people communicate with each other is influenced by the diversity of our unique histories and backgrounds. Yet, there is a way in which these kinds of communications styles are deemed unprofessional or uneducated. As a result of this, many Black people have to conform by adjusting their communication styles to meet the norm. This is also known as code switching. When Black communities cannot communicate in ways that are natural, normal and grounded in who we are, it impacts the message, and how people hear and receive the message.



NTEASEE
COOPERATION AND
UNDERSTANDING

COMMUNICATION: CONFLICT STYLES SESSION (2 Hours of Content)

Goals of Session:

- To uncover personal and cultural views of conflict
- Introduce conflict styles
- Introduce concept that conflict is neither positive nor negative; it is inevitable and always leads to growth, knowledge, and new learning

Objective:

- Self-Awareness
- Identification of conflict style

Check-In/Opening Circle (15 Mins):

- How are you doing today?
- Ask youth to share the name of someone they feel is a powerful leader and what makes that person a leader?
- Let participants know that the session is focused on leadership through different conflict styles
- Facilitator to document the names of leaders and characteristics shared
- Facilitator to use this information for later debrief

Conflict Styles (30 Mins):

Materials:

- A sign with "A" written on one side and "Ostrich-Avoid" written on the other side
- A sign with "B" written on one side and "Teddy Bear-Accommodate" written on the other side
- A sign with "C" written on one side and "Shark-Compete" written on the other side
- A sign with "D" written on one side and "Fox-Compromise" written on the other side
- A sign with "E" written on one side and "Owl-Collaborate" written on the other side
- Tape the signs around the room with the letter side up

Instructions:

- 1 We're going to explore different ways of dealing with conflict or conflict styles. How would you answer the question - "When conflict happens, I usually..." Take a few answers. What do you notice about those answers?
 - 2 Now we're going to look deeper into that question. I'm going to ask you a few questions and I want you to go to the lettered area - ABCD or E - that matches your answer to the question.
 - 3 Ask the following questions (A, B, C):
- A:** You are going out with friends and an argument breaks out about where to go for the evening. You...
- a) Move to the back of the group so you don't have to give your opinion
 - b) Go along with whatever is decided, even if it is not what you really want to do

- c) Strongly state your preference and try to persuade others to go along with your plan Offer a
- d) suggestion that is a combination of the top choices of the group
- e) Ask questions to get more information and try to find an idea that makes everyone happy

B: At dinner, an auntie starts to gossip and talk negatively about a cousin whom you really like. You.....

- a) Go to another room to keep out of the discussion
- b) Go along with what your aunt is saying, even though you don't agree
- c) Get into a heated discussion while expressing your thoughts and try to get your aunt to "see it your way"
- d) State how your cousin has faults like everyone else, but is still a good person (try to find a middle-ground)
- e) Try to bring all concerns out into the open so the issue can be resolved

C: You have been called out online and your friends are deciding how to handle the situation between you and some others who live in a different community. You.....

- a) Have strong preferences but decide not to share them to avoid looking bothered by the situation or weak
- b) Give in to the choices of the group to make them happy
- c) Adamantly express your preferences and reasons why your choices are the right ones
- d) Try to find an option halfway between what you want and what the group wants
- e) Explore all the options on how to handle the situation

Debrief:

- Ask participants - who was in the same "letter" or spot more than once? Which one? Then ask, looking at the questions, what do you think each corner was called?
- Flip the signs over
- Debrief very briefly. By show of hands, how many of us were Accommodating? How many of us were Competing?
- Ask the group to describe the characteristics of each animal and connect it back to the Conflict
- Style Thinking back to the leader you identified in the check-in, based on what you know of the individual, what kind of style do you feel that person is and why?

Key Teaching Points

1. *There is a time and place for each style*
2. *No style is better than the other*
3. *You can move through each style in a single day*

What is your Conflict Style? (20 Mins):

Materials: Copies of revised Thomas-Kilmann Conflict Modes Instrument for each participant and pencils

Instructions:

- 1 Provide handout to each participant
- 2 Briefly go through the handout specifically the scoring sheet
- 3 Remind participants to think of a specific conflict as they are completing the inventor

Debrief:

- 1 By show of hands, who was a shark? Owl? Ostrich? Teddy Bear? Fox? Were you surprised by your conflict style?
- 2 What surprised you the most?
- 3 Remind participants that there is a time and a place for every style and no style is favoured over another when in conflict.
- 4 The important aspect is determining which style will get your needs met

Personal Leadership Types (30 – 45 Mins):

Materials: handout of leadership types

Instructions:

- 1 Give the brief context of the activity.
- 2 We will explore Personal Leadership Styles and this activity will be used as a critical thinking and reflection exercise building on the Conflict Styles
- 3 Explain that you will be describing four different roles. As you are describing them, tell participants to reflect on whether it applies for them.
- 4 Describe the Roles - It is best to avoid reading the role as a list.
- 5 Describe the role in your own words. For example:
 - a) EAST - people in this role are ideas focused and see the big picture. They look at things and dream and wonder what else might happen. They are rarely at a loss for a new idea. They might get sidetracked by new ideas or overwhelmed about how to make things realistic. They might lose track of time. They like thinking about the future and experimenting
 - b) SOUTH - people from the South are relationship people. They see relationships in their interactions. They are driven by their values such as loyalty, responsibility, independence when working through situations. They may have trouble saying no to suggestions and may take responsibility for things when they go wrong even if it isn't their fault.
 - c) WEST - focused on facts and information. West people want to see all the information before deciding something, weighing all the sides. They use data and logic and are often practical. They might be perceived as stubborn or unable to decide because they need details.
 - d) NORTH - Sometimes called the warrior. They like to act and enjoy rising to challenges. They are assertive, active and tend to sometimes act before thinking. They carry a sense of urgency and are not always tactful. They can lose patience with others and may try to be in control, or to move ahead without the support of the group.
- 6 As you describe each position, physically signal where that position is in the room. You will next be moving people to that place in the room.

Don't give people the handout at this stage. If you do, people will often focus too much on details, saying "This line applies to me. This line does not." Instead, you want people to get the general feel of each team type.

7 Get people moving

8 Answer any questions and quickly get people moving into the four groups. Give them the first task: to talk about what it's like in that position. This helps them understand that group. People may show some resistance saying things like, "But I'm all those things." Encourage them to find a spot that best fits them. They can listen in on others' conversations if that helps. Sometimes people will create Southeast or Northwest positions. That is fine. Stand with any people who are alone so they can have a dialogue (or encourage them to converse with a nearby group: for instance, encourage the Southeast to chat with the South group but share in the large group from their own perspective).

9 Large group dialogue - Give a question for the small group to answer. Then facilitate a dialogue with the large group. Give each group a chance to speak. Repeat this a couple of times with appropriate questions. For example:

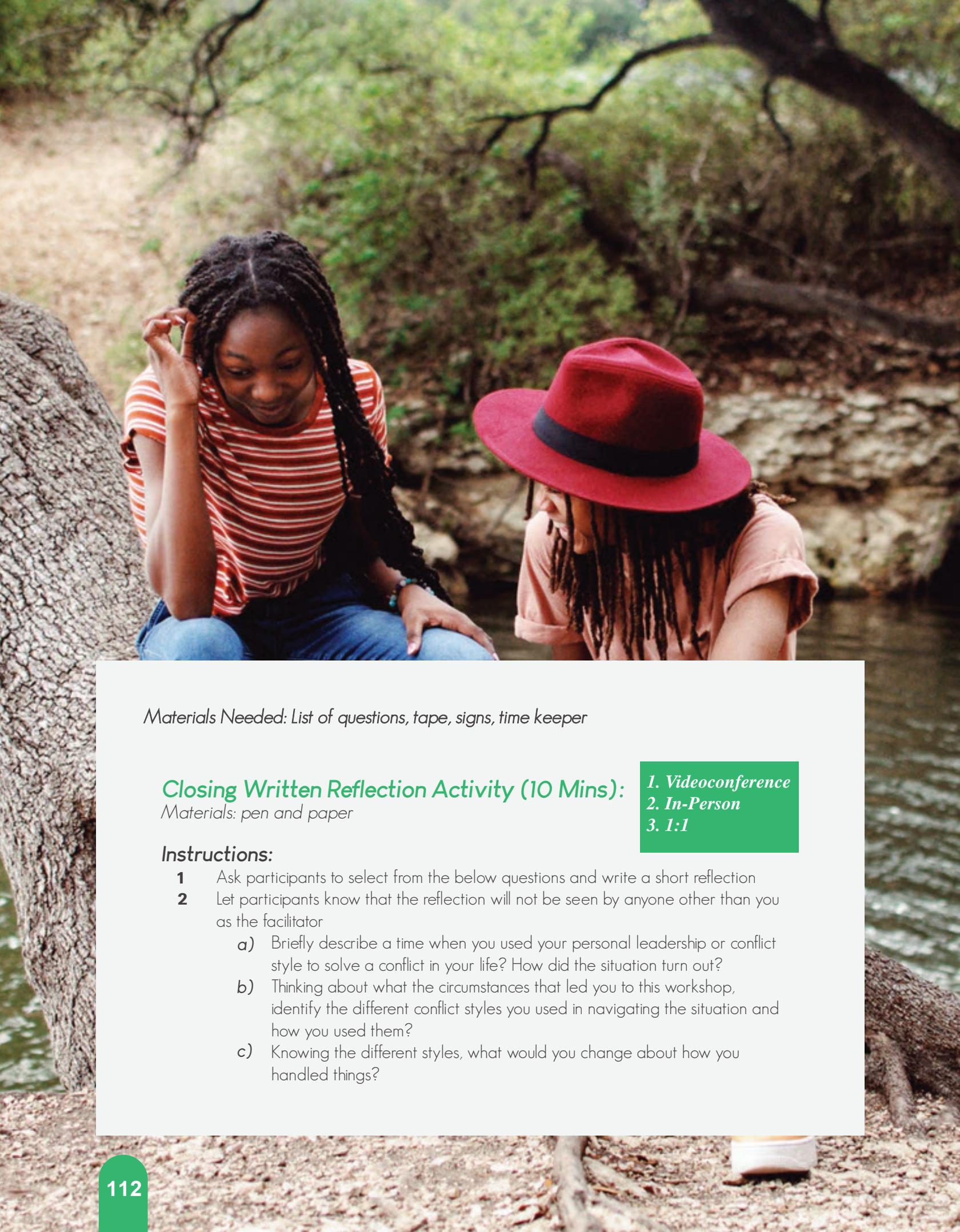
- What do you like about your role?
- What do others find annoying about your role? or What annoys you about the other roles?
- What would help you work better with the other roles?

10 During this conversation, notice the styles surfacing even in how people talk. When the North people go first, make note of that aloud. Or when the Souths ask permission from the other groups to go next, acknowledge that. Or when the Wests make a list... Or when the East ask, "Can we just add one more thing?" Each time this is a chance to help people internalize the concept and see how it works.

11 Stay light and encourage humor, especially as groups share what annoys them about the other groups. People laughing helps them learn and remember.

Debrief:

After the sharing, people need a chance to think about how they might use this. If people got it, often the remainder of the workshop will include references and jokes about the roles. Encourage it! 1. How does your conflict style overlap with your Personal Leadership Style? 2. Which style do feel a stronger connection to and why? 3. How have you seen these styles play out in your life?



Materials Needed: List of questions, tape, signs, time keeper

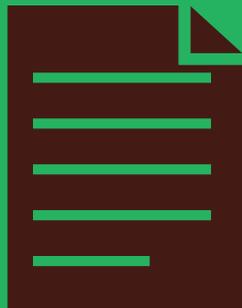
Closing Written Reflection Activity (10 Mins):

Materials: pen and paper

- 1. Videoconference
- 2. In-Person
- 3. 1:1

Instructions:

- 1 Ask participants to select from the below questions and write a short reflection
- 2 Let participants know that the reflection will not be seen by anyone other than you as the facilitator
 - a) Briefly describe a time when you used your personal leadership or conflict style to solve a conflict in your life? How did the situation turn out?
 - b) Thinking about what the circumstances that led you to this workshop, identify the different conflict styles you used in navigating the situation and how you used them?
 - c) Knowing the different styles, what would you change about how you handled things?



**PARTICIPANT
HANDOUTS**

CONFLICT STYLES INVENTORY

Picture yourself in a situation where your ideas differ from another person's. For each of the following, choose the statement (circle the letter A or B) that best describes how you would respond. Sometimes neither statement will be very typical for you but try to choose the one that seems more accurate of the two. Only you will see the finished exercise.

1. A. There are times when I let others take responsibility for solving the problem.
B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
 2. A. I try to find a compromise solution.
B. I attempt to deal with all their and my concerns.
 3. A. I am usually firm in pursuing my goals.
B. I might try to soothe the other's feelings and preserve our relationship.
 4. A. I try to find a compromise solution.
B. I sometimes sacrifice my own wishes for the wishes of the other person.
 5. A. I constantly seek the other's help in working out a solution.
B. I try to do what is necessary to avoid useless tensions.
 6. A. I try to avoid creating unpleasantness for myself.
B. I try to win my position.
 7. A. I try to postpone the issue until I have had some time to think it over.
B. I give up some points in exchange for others.
 8. A. I am usually firm in pursuing my goals.
B. I attempt to get all concerns and issues immediately out in the open.
 9. A. I feel that differences are not always worth worrying about.
B. I make some effort to get my way.
 10. A. I am firm in pursuing my goals.
B. I try to find a compromise solution.
 11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.
 12. A. I sometimes avoid taking positions that would create controversy.
-

- 
- B. I will let others have some of their positions if they let me have some of mine.
- 13.** A. I propose a middle ground.
B. I press to get my point made.
- 14.** A. I tell others my ideas and ask them for theirs.
B. I try to show others the logic and benefits of my position.
- 15.** A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.
- 16.** A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.
- 17.** A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tension.
- 18.** A. If it makes the other person happy, I might let that person maintain their views.
B. I will let them have some of their positions if they let me have some of mine.
- 19.** A. I attempt to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had time to think it over.
- 20.** A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.
- 21.** A. In approaching negotiations, I try to be considerate of others' wishes.
B. I always lean toward a direct discussion of the problem.
- 22.** A. I try to find a position that is intermediate between others' and mine.
B. I assert my wishes.
- 23.** A. I am very often concerned with satisfying all our wishes.
B. There are times when I take responsibility for solving the problem.
- 24.** A. If the other's position seems very important to them, I would try to meet their wishes.
B. I try to get the other person to settle for a compromise.
- 25.** A. I try to show others the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.
-

26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all our wishes.
27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes the other person happy, I might let that person maintain their views.
28. A. I am usually firm in pursuing my goals.
B. I usually seek the other's help in working out a solution.
29. A. I propose a middle ground.
B. I feel that differences are not always worth worrying about.
30. A. I try not to hurt the other's feelings.
B. I always share the problem with the other person so that we can work it out.



Scoring – Circle your answers below for each of the questions above.

Your conflict style is the one where you have the most answers. If you have several answers under different styles, this could mean you use different styles depending on the conflict.

	Competing	Collaborating	Compromising	Avoiding	Accommodating
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
TOTAL					



A/ Avoiding — “The Ostrich”

Committed to Personal Goals LOW

Committed to Relationships LOW

The “ostrich” deals with conflict by withdrawing from the person and denying that there is a conflict by “swallowing their feelings” about the person involved in the conflict. This type of person may also avoid issues or goals that may cause conflicts. Because the avoider does not want to rock the boat, they feel helpless to accomplish their own goals, but they also will not co-operate to help others.

Possible Positive Results

- An unpleasant situation is avoided
- Survivor, doesn't get caught up in the day-to-day garbage

Possible Negative Results

- Nothing gets resolved, and the anger toward the other person may build
- Needs are not met
- May lose self-confidence
- May develop anxiety, disappointment, anger and resentment

When to use this style

- When it is a trivial issue, or you don't have time to deal with it
- When it is not the right time or place
- When there are more important issues pressing
- When you see no chance of getting your concerns met
- When you would have to deal with a very angry person
- You are unprepared or taken by surprise
- When others around you can solve the conflict more successfully



B/ Accommodating – “Teddy Bear”

Committed to Personal Goals **LOW**

Committed to Relationships **HIGH**

An accommodator wants to be accepted and values the relationship more than the issues that are causing the conflict. They take action to smooth over the situation through apology or finding reasons to adjust behaviour or opinions, while ignoring their own needs. The “teddy bear” may also find it easier to agree than to disagree.

Possible Positive Results

- An unpleasant situation is avoided
- Nice to be around, nurturing

Possible Negative Results

- Needs are not met
- May lose self-confidence
- Seen as pushover

When to use this style

- When the issue is not so important to you, but it is to the other person
- When you discover that you are wrong
- When continued competition would be detrimental
- When preserving harmony without disruption is most important



C / Competitive – “The Shark”

Committed to Personal Goals HIGH

Committed to Relationships LOW

The Shark is assertive and uncooperative—an individual pursues their own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means “standing up for your rights,” defending a position which you believe is correct, or simply trying to win.

Possible Positive Results

- Emotions are expressed and released
- Standing up for your rights (but at expense of others)
- Way of venting anger and achieving goals in the short term
- Distancing of self from others
- Gets job done, decisive

Possible Negative Results

- The other party may be angry
- Conflict may escalate
- Aggressive person may feel guilty later
- Isolated, tends to be surrounded by people who say yes
- Feelings of frustration and bitterness
- This is seldom an effective way of resolving a conflict, it may only defer the conflict

When to use this style

- When you need a quick decision (i.e., an emergency)
- When you meet a steamroller type of person and you need to stand up for your own rights



D/ Compromiser “The Fox”

Committed to Personal Goals MEDIUM

Committed to Relationships MEDIUM

For the compromiser, each person must give up something to resolve the conflict, so each person wins partially and loses partially. This is effective if each person retains what is most important to them, while giving up on the issues that are less important. However, if the person lets go of something, they hold dear for the sake of compromise, this can result in unhappiness and resentment.

Possible Positive Results

- Emotions are expressed, which can be satisfying in itself
- A dialogue may be established based on mutual needs
- Results in confidence and self-esteem
- Voice of reason and moderation

Possible Negative Results

- Needs may not be met (but if they are met, it may result in feelings of increased self-worth and self-confidence from being straightforward. It may also improve relationships from being open and honest).
- Deal with effects rather than causes

When to use this style

- When goals are moderately important and not worth the use of more assertive methods
- When people of equal status are equally committed
- To reach temporary settlement on complex issues
- To reach solutions on important issues quickly
- As backup mode when competition or collaboration don't work



E/ Collaborative “The Owl”

Committed to Personal Goals HIGH

Committed to Relationships HIGH

The collaborator confronts conflict openly and fairly. “The owl” attempts to explore how the needs of both people may be met for a win/win solution instead of assuming that something will have to be given up. This is a problem-solving technique that avoids the pitfalls of compromise.

Possible Positive Results

- Emotions are expressed, which can be satisfying in itself
- Produces win/win solutions
- Develops respect, trust
- Effects change
- Results in confidence and self-esteem
- Gets the job done and keeps everyone happy

Possible Negative Results

- Takes a lot of time on the part of the other people
- It may seem unrealistic

When to use this style

- When you don't want full responsibility
 when there is a high level of trust
- When you want to gain commitment from other people
- When you need to work through hard feelings, animosity

EXAMPLES OF FEELINGS, NEEDS AND VALUES

There are a tremendous variety of feelings, needs and values that may play a significant role in the experience of people in conflict. The examples listed on the following pages give us some idea of that variety.

FEELINGS YOU MAY HAVE WHEN YOUR NEEDS ARE SATISFIED

AFFECTIONATE

compassionate
friendly
loving
open-hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL

expectant
encouraged
optimistic

CONFIDENT

empowered
open
proud
safe
secure

EXCITED

amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL

appreciative
moved
thankful
touched

INSPIRED

amazed
awed
full of wonder

HAPPY

amused
delighted
glad
joyful
jubilant
pleased
tickled

REFRESHED

enlivened
rejuvenated
renewed
rested
restored
revived

PEACEFUL

calm
clear-headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

EXHILARATED

blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

FEELINGS YOU MAY HAVE IF YOUR NEEDS ARE NOT SATISFIED

AFRAID

apprehensive
dreading
full of foreboding
frightened
mistrustful
panicked
petrified
scared
suspicious
terrified
wary

ANNOYED

aggravated
dismayed
disgruntled
displeased
exasperated
frustrated
impatient
irritated
irked

ANGRY

enraged
furious
incensed
indignant
irate
livid
outraged
resentful

AVERSION

animosity
appalled
contemptuous
disgusted
dislike
hate
horrified
hostile
repulsed

CONFUSED

ambivalent
baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled

DISCONNECTED

alienated
aloof
apathetic
bored
cold
detached
distant
distracted
indifferent
numb
removed
uninterested
withdrawn

SAD

depressed
dejected
despairing
despondent
disappointed
discouraged
disheartened
forlorn
gloomy
heavy-hearted
melancholy
unhappy
wretched
unsettled
upset

FATIGUED

beat
burnt out
depleted
exhausted
lethargic
listless
sleepy
tired
weary
worn out

EMBARRASSED

ashamed
chagrined
flustered
guilty
mortified
self-conscious

DISQUIET

agitated
alarmed
discombobulated
disconcerted
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
turmoil
uncomfortable
uneasy
unnerved

PAIN

agony
anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

TENSE

anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE

fragile
guarded
helpless
insecure
reserved
sensitive
shaky

YEARNING

envious
jealous
longing
nostalgic
pining
wistful

NEEDS AND VALUES

CONNECTION

respect
acceptance
belonging
love
kindness
compassion
consideration
thoughtfulness
friendliness
empathy
understanding
patience
nurturing
sensitivity
gentleness
generosity
sharing
mutuality
friendship
community
support
cooperation
teamwork
communication
trust

AUTONOMY

choice
freedom
independence
self-reliance
individuality
solitude
space
privacy
confidentiality

STRENGTH

resourcefulness
power
agency
endurance
resilience
competence

RESPONSIBILITY

commitment
accountability
reliability
consistency
hard work

RECOGNITION

appreciation
acknowledgement
good reputation

FAIRNESS

justice
equality
inclusion
participation
consultation
openness

HONESTY

integrity
directness
transparency
clarity

POLITENESS

tact
diplomacy

ORDER

organization
efficiency
accuracy
punctuality
neatness
professionalism

FLEXIBILITY

spontaneity
innovation
open-mindedness
creativity
self-expression

PEACE

quiet
calm
tranquility
serenity
harmony
relaxation

FOCUS

concentration
attention

SAFETY

security
stability
familiarity
predictability

HEALTH

exercise
nutrition
rest

PRACTICALITY

pragmatism
realism

MEANING

contribution
purpose
growth
discovery
learning
challenge
stimulation

SPIRITUALITY

faith
religious practice
TRADITION
history
cultural heritage
ENJOYMENT
fun
celebration
beauty
humour
play

PERSONAL LEADERSHIP STYLE

North (Warrior)

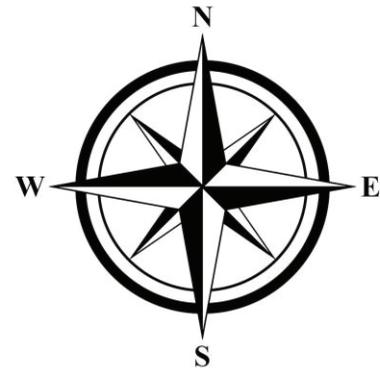
- Assertive, active, decisive
- Likes to be in control of relationship and steer course of events
- Quick to act, expresses urgency for others to act now
- Enjoys challenge of difficult situations and people
- Can get defensive quickly, argue, try to outsmart you
- Can lose patience, pushes for decision before it is

- May get autocratic, want things their way

West (Analyst)

- Weighs all sides of issues
- Uses data analysis and logic
- Seen as practical and thorough in task situations
- Introspective, self analytical
- Can become stubborn and entrenched in position
- Can be indecisive, collect unnecessary data, mired in

- May appear cold, withdrawn



East (Visionary)

- Sees the big picture
- Very idea oriented, focus on future
- Insight into mission and purpose
- Likes to experiment, explore
- Can lose focus on tasks and not follow through
- May become easily overwhelmed, lose track of time
- Tends to be highly enthusiastic early on, then burn out

South (Nurturer)

- Allows others to feel important in determining direction of what's happening
-driven regarding all aspects of personal/professional life
- Uses relationships to accomplish tasks
- Innocence and trust in others based on vulnerability and openness
- Supportive, nurturing, feeling-based
- Has trouble saying "no" to requests
- Internalizes difficulty and assumes blame
- Prone to disappointment when relationship is seen as secondary to task
- Difficulty confronting, dealing with anger

COMMUNICATION: ACTIVE COMMUNICATION SKILLS (2 Hours 10 Mins)

Goals:

- 1 Identify parts of active communication and the ways in which conflict resolution is impacted Introduce the
- 2 concept of interest-based or collaborative problem-solving

Objectives:

- 1 SelfAwareness
- 2 Learn ways to actively communicate
- 3 Practice active listening and communication
- 4 Empathy building

Check-In/ Opening Activity (15 Mins):

- How are you today?
- To get started we will be playing a game called Number Rocket

1. In-Person
2. Videoconference

Materials: None

Instructions:

- 1 This game can be played in-person or online and is best played with more than 5 people
- 2 The goal is to count to 20 as a group. Someone will start with "1," then someone else will say "2" and so on. There is NO ASSIGNED ORDER and NO PLANNING
- 3 Anyone can say a number. However, if two people speak at the same time, you go back to 1 and start again from the beginning.
- 4 If the group gets to 20 and wants to continue, the group can see how high they can count or go backwards from 20 to 1.
- 5 Optional: Depending on the size of the group, you can require that every person contributes at least one of the numbers.

Debrief:

- 1 What was it like to play this game?
- 2 How successful were we in solving the problem?
- 3 How did our group solve the problem? What methods were used?
- 4 What was the leadership of the group?
- 5 How did competition factor into your problem-solving?
- 6 Why did we play this game?
- 7 At the conclusion of the debrief, let the participants know that we played Number Rocket to begin the journey into communication skills. The entire session will be focused on practicing active listening and communication.

Birthday Line-Up (5 Mins):

Materials: None

Requires adaptation for 1:1
or videoconference

Instructions:

- 1 Let the participants know that we'll be doing a quick activity to get us up and into groups
- 2 Provide the following instruction: "Your task is to get in order of birthdays Month and Day. WITHOUT -
- 3 SPEAKING or WRITING to one another."
- 4 Let the group know to form a line where everyone is facing the trainers
- 5 Point to one side of the room and indicate that January will start there all the way to December on the other side of the room.
- 6 Trainers watch and identify the group dynamics at play a. Pay close attention to the methods of communication and specifically body language being used
- 7 After the line forms, ask each person to nod yes if they feel they are in the right spot of the line-up.
- 8 Go through the line-up asking people their birth month and day.
If you someone is in the incorrect spot, switch them to the correct spot in the line-up
- 9 Give the group a round of applause for completing the task and move into the next activity without debriefing.
- 10 Preparation for next activity: use the birthday line up to create pairs. Start with the January side of the line and pair with the other end of the line. Continue until everyone is paired.

Back-to-Back Drawing Exercise (30 mins):

Materials Required: Clipboards (or firm surface); blank paper, markers/pencils. Flipchart prepared in advance with a line drawing (use letters and numbers along with geometric shapes) or individual handouts of a lined drawing

1. In-Person
2. Videoconference with some modifications
3. 1:1

Instructions:

- 1 Handout paper and pencil
- 2 Each pair sits back-to-back (with one person facing the flipchart stand and the other facing way.
- 3 Give one person in each pair the clipboard and marker
- 4 The individual facing the flipchart is to describe the image to their partner.
- 5 The individual facing the flipchart must describe the image to their partner using only their voice
- 6 The person drawing is not allowed to turn around and look at the flipchart. After they pairs are done, they may turn around and look at their drawing and the flipchart together
- 7 When finished, do a show and tell of the drawings and debrief.

Debrief:

- **What was it like to give directions?**
 - **What types of directions did your partner give?**
- 7 How do you feel you did with communicating?
 - 8 What did the drawer say to indicate their understanding?
 - 9 Did you trust your partner to tell you the right information?
 - 10 What did your partner do to build trust with you? How was it communicated?

- 11 As participants provide responses, trainers to reframe the discussion and provide the active communication terms such as:
 - 1 Encouragement
 - 2 Clarifying
 - 3 Restating
 - 4 Paraphrasing
 - 5 Minimal encouragers

The purpose of reframing the discussion is to develop relevant vocabulary for active communication.
- 12 Switch participant roles with their partners.
- 13 Repeat the exercise with the roles changed
- 14 Trainers to draw a new line drawing on the flipchart

Elicit from the group any new learnings they gathered through flipping roles?

“I Never Said I Thought You Were Ugly” (10 mins)

Materials Required: flipchart paper with the phrase “I never said I thought you were ugly” written on it; Markers or pens

Instructions :

- 1 Let the group know that we’re doing a quick reading exercise and that we will be inviting folks to read the sentence out loud to the group. Volunteer if you are comfortable with reading out loud. ****TRIGGER WARNING****: hurtful language
- 2 Write the above sentence on a whiteboard - I NEVER SAID I THOUGHT YOU WERE UGLY.
- 3 Read the sentence out loud for the group without intonation
- 4 Underline the first “I” and ask someone to read the sentence putting the emphasis on the underlined word.
- 5 Ask the group what they heard? What was the message?
- 6 Repeat this process for every word in the sentence.

In debrief, identify second language component and ethno-racial diversity. Each language has a natural speaking pattern. In the case of English, the below is what you hear. Now, if you speak a second language - you may have default tonal patterns in your speaking.

For example:

I never said I thought you were ugly = defensive
 I never said I thought you were ugly = defensive
 I never said I thought you were ugly = shifting blame
 I never said I thought you were ugly = I said something, I said someone else thinks you’re ugly

I never said I thought you were ugly = I know you are ugly
 I never said I thought you were ugly = clarifying, I thought someone else was ugly
 I never said I thought you were ugly = clarifying, I think you are ugly
 I never said I thought you were ugly = clarifying, I think you are dumb

Note: this is an exercise that needs to be done out loud to hear the tonal elements. The group will identify what they heard. The point is that 1 sentence with 8 words has 8 meanings.

KEY & PEELE -Text Message Video (30 Mins)

Materials Required: video projector, screen, video of Key & Peele Text Message can be found here <https://www.youtube.com/watch?v=XaIB3NUxCMQ>

1. In-Person
2. Videoconference
3. 1:1

Instructions:

1. Play video for participants and laugh
2. Debrief with the below questions
3. Debrief the Communication Exercises as group activities:
 - a) What was the point of doing all of these activities together? Participants may need to be prompted to remember Birthday Order.
4. How is social media impacting our communication? Speaking? Spelling? Handwriting? Emojis?
5. Introduce concept of code-switching and have a discussion with the group.

Important Points to Cover: Birthday Order - non-verbal communication; Back to Back Drawing - Verbal communication only; I never said I thought you were ugly - Tonal

All three parts of communication need to match for a message to be heard and understood. If any one of those elements doesn't match up, the message can be misconstrued.

Listeners tend to focus on the element that doesn't match and take that as the true meaning of the message.

Give them PIE (30 Mins):

Materials Required: "Give Them PIE" handout and a ball

Instructions:

1. Introduce the concept of PIE
2. This is a handy way to invite someone to problem solve with you during a conflict or to give feedback constructively
3. PIE is an acronym. That stands for:
 - P = Positive Opening**
 - I = Impact**
 - E = Exploration**
4. Using a ball, the trainer states a situation (e.g. your friend is always late when you meet up) and tosses the ball to someone in the circle who must give PIE
 - You want to break up with someone
 - You want to ask for an extension
 - You want to explain something to an authority figure who has wronged you
 - You are always paying for a friend
5. Repeat this process, giving participants a chance to practice.

Debrief:

- Elicit from the group, how the activity went? What was challenging? Identify a location that they will practice this skill.

Closing Circle (10 Mins):

1. Identify a communication skill from today that you will try to work on until we meet again?
2. Facilitator to document so that there is some accountability



**PARTICIPANT
HANDOUTS**

GIVING FEEDBACK OR RAISING YOUR CONCERNS CONSTRUCTIVELY

We all have times when we disagree, feel annoyed, upset or angry about someone else's behaviour.

The choices we make about how to bring up our concerns can often make a big difference in how the other person responds. When people feel accused, blamed, or judged, they often react defensively and refuse to admit that there's a problem, or blame us in return.

If you want someone to listen to you and change their behaviour...

... try giving them PIE.

Positive opening

Impact

Exploration or Expectation

Positive opening

This part is optional, but it helps set a friendly tone. It could be any of the following, depending on the situation

- Showing some understanding of what they want, how they see things, or what they've been going through
- Giving them the benefit of the doubt, that they didn't mean to cause you problems
- Appreciating something good that they've done

Impact

Explain the impact of what they did. How did it affect you and your needs? This is much easier for most people to hear than blame, judgment, or criticism.

Exploration

OR

Expectation

Ask to talk things over:

Say what you need from them in future

See the examples on the next page.

Examples of giving PIE

To a classmate:

Positive opening

Carlos, most of the time I've really enjoyed working on this project with you. You're incredibly creative, and I love that.

Impact

I feel really frustrated, though, when you tell me you're going to buy the paint and then you show up without it. This project is due in two days.

Exploration

Could we talk about this?

To a little brother or sister:

Positive opening

Jaden, I know you didn't spill your juice on purpose.

Impact

I had to spend two hours in the laundromat washing it out of my sheets, though.

Expectation

You need to wait till you're done eating before you come into my room. OK?

To a teacher:

Positive opening

Ms. Ejigu, we want to do a good job on this essay you assigned.

Impact

We just don't think it's realistic to expect us to finish it and study for the exam in the same week.

Exploration

Could we talk about this?

You can switch up the order, too:

To a friend:

Positive opening

Jazzmin , I know you're really busy...

Expectation

Could you please try to be on time next time we get together, though?

Impact

It really bothers me when you're this late to meet me.

To a friend:

Exploration

Emanuel, there's something I really need for us to talk about.

Positive middle

We've been friends for so long, and I've always felt I could trust you.

Impact

I couldn't believe you kissed Tashi at the party. I feel so hurt and so angry. I don't know if I can trust you now. Why would you do something like that?

COMMUNICATION: *Managing Challenges* (1 hr 40 min)

Goals:

- Introduce sources of conflict and types of conflict
- Introduce methods of conflict resolution
- Introduce resources and where to seek assistance

Objectives:

- Critical thinking and self-awareness
- Personal cultural understanding of conflict
- Ability to identify the sources and types of conflict in personal life

Check-In/Opening (10 Mins):

- How are you today?
- Introduce the session focus of managing challenges
- Introduce idea that managing challenges is a key life skill and builds resilience
- To get started we will start with a personal reflection activity called "How Do You Handle Conflict?"

How Do You Handle Conflict?

Materials: Handout for each participant

Instructions:

- 1 Distribute handout to all participants
- 2 Encourage participants to consider a specific area of their life when answering the questions (i.e. family, friends, intimate relationship, work)
- 3 Let participants know that this is a personal reflection activity, and they will be invited to share if they feel comfortable

Debrief:

- 1 How does your culture view conflict?
- 2 How does your family view conflict?
- 3 What does society tell us about how to handle conflict?
- 4 What does it tell us as Black youth?
- 5 Indicate to participants that this session will be focused on managing challenges and that as Black people, there is a long history of resilience and ability to survive

Sources of Conflict (20 Mins):

Materials Needed: flipchart paper or slide deck with the Sources of Conflict listed

Instructions:

- 1 Explain each of the different sources of conflict
- 2 After each explanation elicit from the group examples they may have come across in their own life or through the media
- 3 Important for facilitator to have a list of examples prepared from pop culture that would be of relevance and connection

a) **Data Conflict** -- disagreement about facts or implications, for example a teacher believes that you are always late because you aren't interested in school when the truth is different. This is usually due to lack of information or misinformation.

- b) **Resource Conflict** – two people want the same things, for example there is only one chocolate left in the box and both people want to eat it.
- c) **Interests Conflict** – two people have different needs, for example one family member likes playing loud music, while the other enjoys silence.
- d) **Psychological Needs Conflicts** – these may include power, friendship, belonging, acceptance (and may surface as conflicts over material things). For example, if someone was told they weren't allowed to join a group, their need for belonging and feeling included might not be met.
- e) **Structural Conflicts** – conflicts due to the social structure, such as the shortage of resources, organizational structures, power imbalances, or historical conflict.
- f) **Relationships Conflict** – can be rooted in clashing personality types, prejudice or hatred, negative past experiences, failed or poor communication, or repetitive negative behaviour. For example, one person in a relationship wants to text or talk every night, and the other doesn't. Or a friend consistently bails on your plans without even letting you know.
- g) **Values Conflict** – differences in fundamental, religious, or moral principles. These are issues that underlie our belief system and are seen as unable to be compromised.

Debrief:

- 1 As Black youth which of these sources of conflict play out the most in our life?
- 2 Which of these are connected to our community?
- 3 How do we see our family, and community family managing these sources of conflict?

Approaches to Conflict Resolution (30 Mins)

Materials: Flipchart or slide deck listing the three different approaches

Instructions:

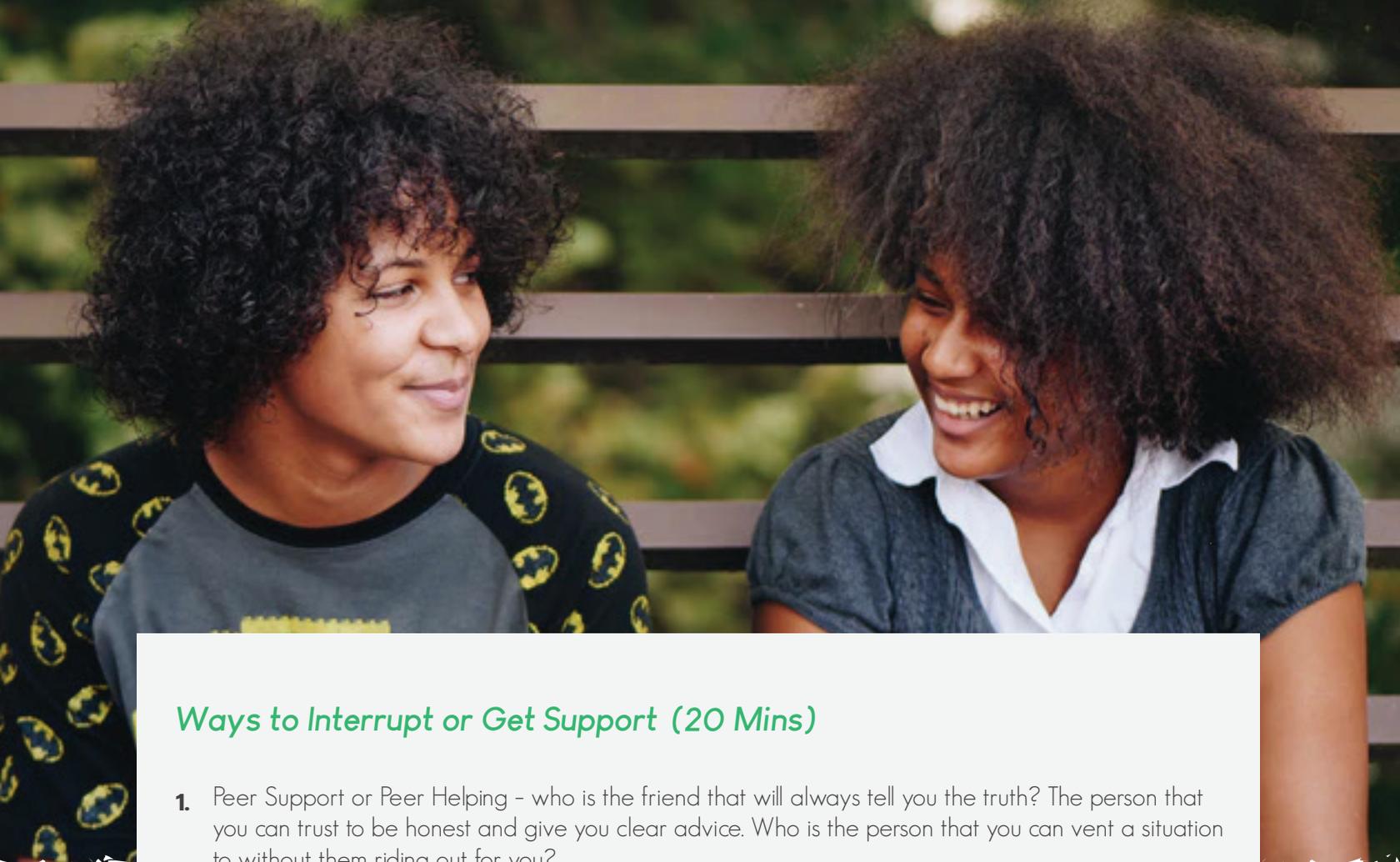
- 1 Explain each approach to conflict resolution
- 2 After each approach, generate discussion about its historical relevance to the Black community in Canada and specifically Toronto.
- 3 Generate a pros and cons list for each approach
 - a) **Power-based** approaches to handling conflict use power to force or pressure other people into do something they would not otherwise do. Power-based approaches include public pressure, non-violent direct action, boycotts, physical force, intimidation, the use of authority, wars etc. (Local examples - Black Lives Matter protests, JFAAP organizing)
 - b) **Rights-based** approaches to handling conflict appeal to a general standard and apply it to a particular case. "What's the rule that applies to everyone? How do we apply it here?" These standards may be written out in laws, policies, contracts, religious moral codes, etc., or may just be understood in given cultures or contexts. (Local example - this is the approach that was used from the justice system; from your perspective and recognizing that there is embedded ABR within the interaction it can be said that justice system used a power-based approach)
 - c) **Interest-based** approaches to handling conflict ask the question "What needs or underlying interests are you trying to meet by taking a certain position? What is important to you about having what you're asking for?" Interest-based approaches to conflict try to figure out the underlying needs of the people in the conflict and come up with new ways of meeting as many needs as possible.

- 4 *Each of these approaches to conflict have value.* Power-based and rights-based approaches can sometimes accomplish what interest-based approaches cannot. The problem is that people often automatically use power-based and rights-based approaches when an interest-based approach might have resulted in a more creative, more satisfying solution for all.
- 5 For this session, we will be focusing on Interest-Based approaches while recognizing the impacts of Power-Based and Rights-Based approaches to managing challenges.

Win/Win Warm Up – Candy Game (10 Mins):

Materials Required: 4 bags of individually wrapped gum or candy

- 1 Participants form pairs and stand across from each other at arms-length. Instruct the participants to grasp each other's hands as if they were shaking hands.
- 2 Tell the participants that they have 30 seconds to play this game. The instructions are as follows:
 - a) "The point of the game is to get as many points as possible. You get one point every time you successfully make the back of your partners hand touch your own hip. Each time this happens, you will receive a piece of candy. Make sure to record your score for the final payout."
 - b) (The demonstration makes it clear how to score a point. The instructions are relatively unclear on purpose because the participants usually use their first or automatic instinct when asked to make their partner's hand touch them, which is usually to try and pull it towards them using force. Some participants will realize that if they work together, they can make their hands swing back and forth, each time touching their partner's hip and scoring a lot more points.)
 - c) Give the participants 30 seconds. Ask the participants to tell you how many points they got.
- 1 How did the participants who managed to get a lot of points play the game? (Ask them to demonstrate).
- 2 How did the participants who didn't get a lot of points play the game? (Ask them to demonstrate).
- 3 Give everyone candy!
- 4 Discuss our tendency to think in terms of competition automatically, instead of thinking in terms of mutual gain.
- 5 Introduce the terms "win-lose," "lose-lose," and "win-win." Ask the participants what kind of outcome they feel is the best and why?
- 6 Connect this discussion to sources of conflict
- 7 How likely is it to get to win-win outcomes?
- 8 What will it take for win-win outcomes to happen?
- 9 Draw parallels with civil rights and social justice movements, Black Liberation when compared to the perception of neighbourhoods that conflict with one another
- 10 Build a common understanding with youth that they share more with youth living in other NIA communities rather than differences

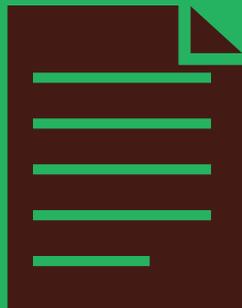


Ways to Interrupt or Get Support (20 Mins)

1. Peer Support or Peer Helping - who is the friend that will always tell you the truth? The person that you can trust to be honest and give you clear advice. Who is the person that you can vent a situation to without them riding out for you?
 - a) This person can lend support and help you strategize for a difficult conversation so that you get the best outcome
 - b) Community PEERS (Peers Elevating & Extending Resources & Supports) is a local non-crisis support line which operates Monday - Saturday (12PM - 8PM) 647.875.8967
2. Interest-Based Negotiation - With strategy, finesse and strong listening skills you can get to a win-win outcome. Think through what you need and listen for what the other person needs. Wants and needs are different
3. Mediation - done by someone who can listen to everyone involved and help the people come to a resolution. Youth Workers, Community Workers are skilled in this. You can also reach out to Canadian Multicultural Mediation Services (416.203.2869) or the Jamaican Canadian Association (416.746.5772)
4. Peace Circles and Healing Circles are offered through many different organizations - Peacebuilders International (Canada) (416.960.0105). They bring together affected people with the person who has caused the harm. It is a powerful tool used in many communities of colour with long traditions started in our communities of origin.

Closing Circle (10 Mins):

1. Share an insight you had from today?
2. What stood out for you?



**PARTICIPANT
HANDOUTS**

Time To Get to Know Yourself: How Do You Handle Conflict?

1. What are some ways you react when you disagree with someone

	Often	Sometimes	Never
Yell or threaten the person			
Avoid or ignore the person			
Change the subject			
Try to understand the other side			
Complain to someone in authority			
Call the other person names			
Let the other person have his or her way			
Try to reach a compromise			
Get your friends on your side			
Talk to find ways to agree			
Apologize			
Hit or push back			
Cry			
Make it into a joke			

2. Think of past conflicts - What feelings did you walk away with and why?

3. How do you see your family handle conflicts?

4. How does your culture/cultures view conflict?

5. How does this affect how you deal with conflict?

6. What helps you deal with conflict in a constructive way?

APPENDIX:
MMERE DANE
TOOLKIT FOR YOUTHWORKERS,
PROGRAM FACILITATORS

INTRODUCING THE TOOLKIT

This resource kit details activities and tools that can be used when working with youth either individually or in groups. These tools have been tried and tested countless times across the city with skilled youth workers for the purpose of engaging youth.

Within this document, you will find a short compilation of games that can be used in group-based settings; activities to be used 1:1 to build comfort for dialogue; templates that can be used; and generalized evaluation questions.

With gratitude to all the Youth Workers engaging Black youth across the city of Toronto. This guide would not be possible without your commitment and advocacy!

Respectfully,
Mmere Dane Team

NAME GAMES

3x Name Game is a low risk game.

Materials: None

Time: 15 Minutes

Instructions:

1. The purpose of this game is to start quick thinking and listening
2. Everyone is seated in a large circle
3. The game begins with one person in the circle
4. The object of the game is to not be in the centre
5. The person in the centre is IT and has to say someone's name 3 times in a row
6. If they succeed, IT switch spots with that person
7. The person in the circle can block by saying their own name once before IT says it 3 times.
8. Play this game for a few rounds

Name Scream is a low-risk game.

Materials: None

Time: 15 Minutes

Instructions

1. Participants go around the circle and tell the group their name.
2. Players stand in a circle, all with their heads looking down.
3. The facilitator yells "look up". All players look up at someone else (they cannot change who they are looking at after they look up).
4. If two people happen to be looking at each other (i.e. make eye contact), they both have to scream each other's names.
5. This activity is a great way to get the energy up.

Name Ball Toss is a low-risk game.

Materials: A Small Ball

Time: 20 Minutes

Instructions:

1. Participants to go around the circle and tell the group their name.
2. Players stand in a circle
3. Trainer to introduce a ball and toss it to another player while saying their name.
4. This player tosses ball to another participant while saying their name.
5. This goes on until everyone has had the ball once
6. Variation: add another ball and make it a speed challenge without dropping the balls

ENERGIZERS

Hand Tap Game is a high-risk game and requires a level of comfort and trust between the group **(15 mins)**

Materials: Large table that everyone can fit around while standing up

Instructions

- 1 Ask participants to form a tight circle around the table
- 2 Ask everyone to raise their right hand and place it in front of the person to their right.
- 3 Then ask everyone to raise their left hand and place it across the right hand in front of them.
- 4 An interlocked pattern of arms should be created between all the participants
- 5 Let people know that you would like to practice passing a “hand tap” around the circle
- 6 Facilitator to start and indicate the direction they will be sending the tap (right hand tapping to the right)
- 7 Everyone is then asked to tap in sequence of their hands on the table. This is confusing because everyone’s arms are interlocked, and an individual’s right and left hand have someone else’s hand in between them.
- 8 Practice going to right.
- 9 Practice going to the left.
- 10 Then introduce a “double-tap.” When a “double-tap” is made the direction of the tapping changes. (e.g., tap is being sent to the right and I double-tap and now send it left)
- 11 Once everyone understands this concept, indicate that this is an elimination game.
- 12 If you tap out of turn or at the same time as someone else or pause for too long, your hand is eliminated.
- 13 Continue play until there is either one person left or a small group remaining (depends on the length of your game)
- 14 For advanced game play, introduce the “pound.” A “pound” is made by creating a fist and tapping the table. When done, it skips a hand in the direction of game play. A “double-pound” skips a hand while also changing direction.

Wink Detective is a low risk game **(15 mins)**

Materials: None

Instructions:

- 1 The game requires one participant to be a Detective
- 2 The Detective leaves the room and the class decides on a Wink Murderer.
- 3 The Wink Murderer is responsible for winking at others within the classroom.
- 4 If you have been winked at, you **MUST** pretend to die in an exaggerated manner
- 5 The Detective returns to the room and the game play begins
- 6 The Detective has 3 guesses to determine the **Wink Murderer**
- 7 Play the game 3 rounds (at minimum).

Fruit Salad is a moderate risk game. It involves running and scrambling for chairs. **(20 mins)**

Materials: Chairs in a circle

Instructions:

- 1 The object of the game is to not be the last person standing.
- 2 All participants are seated in a large circle with chairs.
- 3 Trainer begins the game by standing in the centre of the circle and giving instructions.
- 4 Tell the group that you will be going around the circle and providing everyone with the name of a fruit. Participants must remember their fruit.
- 5 Go around the circle saying "apple, peach, pear, plum, banana"
- 6 Add additional fruits for groups larger than 25 people
- 7 Once everyone has been given a fruit, explain that the person in the middle will call out a fruit and everyone of that fruit group must get up and switch seats
- 8 The person in the middle may call out more than one fruit eg. Apples, Peaches or they may call out FRUIT SALAD.
- 9 If FRUIT SALAD is called out, everyone must scramble to a new chair.
- 10 You may not switch into the chair immediately to your left or right.
- 11 The object of this game is to not be the last person standing.

** Facilitators can play this game and then use the fruit groups to form groups for a follow-up content focused activity.**

Where the Wind Blows is a moderate risk game. It involves running and scrambling for chairs. **(20 mins)**

Materials: Chairs in a circle

Instructions:

- 1 The object of this game is to learn about the group and not get stuck in the centre of the circle
- 2 All participants and trainers are seated in a large circle with chairs
- 3 The person in the centre starts the game by stating "The wind blows to everyone..." and completes the sentence.
- 4 If the statement applies to you, you **MUST** get up and switch seats.
- 5 You are not allowed to sit in the immediately to the left or right of you.
- 6 The last person standing is now in the centre and calls out a statement "The wind blows to everyone..."
- 7 Continue for 5 rounds (at minimum). For advanced game play, facilitators can suggest a topic to use for the statements and then a relevant debrief can follow.

Pass the Squeeze is a moderate risk game as it requires hand holding. This game should be played when trust has been established within the group **(20 mins)**.

Materials: A Marker; A place to keep score

Instructions:

- 1 Divide the group into two teams. Let the group know this is a competitive game that requires silence and focus.
 - 2 The groups will be seated on the floor, in lines holding hands, with eyes closed.
 - 3 One trainer will be holding hands with one end of each team
 - 4 The trainer will squeeze the hands being held.
 - 5 Each team must pass the squeeze down the line
 - 6 Once the squeeze has reached the end of the line, the person can open their eyes and run to grab a marker
 - 7 The team to get the marker gets a point.
 - 8 Play this game until everyone has had a chance to grab the marker
-

Rhythm Game is a low-risk game.

Materials: None

Instructions:

- 1 This is a large group game which requires one person to be selected as the Detective
 - 2 The Detective leaves the room while the group identifies the Rhythm Leader
 - 3 The role of the Rhythm Leader is to create a rhythm that everyone follows
 - 4 Rhythm Leader must try to do this without being caught by the Detective.
 - 5 The Detective returns to the classroom to watch the rhythm and has 3 guesses to identify who it may be.
 - 6 This game can be played a few rounds.
-

Number Rocket is a low-organizational, low risk game. It is played as a large group.

Instructions:

- 1 Everyone is seated in a circle.
 - 2 The object of this game is to count to 10 as a group.
 - 3 The game requires focus and listening.
 - 4 As an individual player, you are only allowed to speak a number once, if someone speaks at the same time as you, the group must restart the counting.
 - 5 Everyone's eyes must remain closed and no planning is allowed.
 - 6 Try a practice run and then commence the game.
-

Two Truths and a Lie is a low to medium risk game as it requires participants to share personal information.

Materials: None

Instructions:

- 1 Objective of the game is to determine which statement is a lie
- 2 Have everyone sit in a circle
- 3 Each person prepares three statements, two of which are true and one of which is a lie.
- 4 In any order, the person shares the three statements to the entire group.
- 5 The rest of the group votes on each statement, and the person reveals which one is the lie.

TEAMBUILDING GAMES

Human Knot is a medium-high risk game. It requires participants to have close connections and touch other participants. This activity should be played after the group has spent a considerable amount of time together and built a level of trust.

Materials: None

Instructions:

- 1 Separate the participants into groups of 6
- 2 Have each group stand in a circle, facing inward
- 3 Tell everyone to reach their right arm towards the center and grab someone else's hand.
- 4 Make sure no one grabs the hand of the person right next to them
- 5 Next, have everyone reach their left arm in and grab someone else's hand
- 6 Now, the fun begins!
- 7 The groups must untangle themselves. If an individual feels uncomfortable or expresses disinterest engage that person can be responsible for the untangling of their group
- 8 For advanced gameplay, debrief the game based on leadership qualities demonstrated and communication skills demonstrated

Life Highlights Game is medium-high risks for participants. It requires youth share personal stories. This activity should be played after the group has spent a considerable amount of time together build trust.
(30 mins)

Materials: None

Instructions:

- 1 Begin by asking each participant to close their eyes for one minute and consider the best moments of their lives.
- 2 This can include moments they've had alone, they've shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures.
- 3 After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed.
- 4 Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life.
- 5 The leader of the activity will ask each participant what their 30 seconds entailed and why they chose it
- 6 This will allow participants to get a feel for each other's passions, loves, and personalities.

Debrief Questions:

- 1 Did anyone learn anything interesting or new about their peers?
- 2 How hard was it to narrow down one specific event?
- 3 Did that one event change the course of your life or your perspective?
- 4 Why was this event so important to your identity/who you are?

Magic Carpet Ride is a medium-high risk activity. It requires participants to share tight spaces with their peers. This activity should be played after the group has spent a considerable amount of time building trust together. Materials: One sheet of plastic/ flip chart paper which is large enough to accommodate 5 people to stand on it (not too large or the activity becomes too easy) **(20 mins)**

Instructions:

- 1** Everyone is going for a magic carpet ride; however, the carpet has malfunctioned and is out of control.
- 2** As a team, you need to all make it back to the ground safely. The only way to do this is turn off the magic carpet
- 3** The OFF button is on the underside of the carpet.
- 4** Each member must have always at least one foot on a carpet
- 5** If someone falls off (both feet come off the carpet) then must start over
- 6** Get every member of the group to step on the sheet. Once they are ready, they can begin. If you have imposed a time limit, start the timer.
- 7** Observe the group during the activity to ensure that no one slips or falls.

Variations

- If it is a large group, you can get each team to go in turns and time them. The team that can complete the task fastest wins.
- If the team completes the task easily, introduce a time limit.

Debrief Questions:

- 1** What worked? What didn't work and hindered your progress?
 - 2** What problems did you encounter during the challenge?
 - 3** Did you identify a leader?
 - 4** What leadership was demonstrated during the challenge?
 - 5** What were the individual roles people played? Was everyone comfortable with their role?
 - 6** How well did you communicate during the challenge?
 - 7** What did you learn from the challenge?
-

Classification Game is a low-medium risk game. It involves self-disclosure. Can be played early in a group's development as it is up to a person's comfort level how much they would like to disclose. **(20 mins)**

Materials: None

Instructions:

- 1 This activity encourages participants to get to know each other better and enables them to collectively consider the nature of all individuals within the team.
- 2 Before splitting the room into teams of four, explain the concept of "pigeon-holing someone," which means classifying someone as something or stereotyping someone.
- 3 It should be made clear that this type of classification is subjective and unhelpfully judgmental.
- 4 Instruct the participants to introduce themselves to those in their team and quickly discuss some of their likes, dislikes, etc.
- 5 After the introductions, reveal to the teams that it will be their job to discover how they should classify themselves- as a team- into two or three subgroups by using criteria that contains no negative, prejudicial, or discriminatory judgments. Examples of these subgroups can include night owls and morning people, pineapple pizza lovers and sushi lovers, etc.

Debrief Questions:

- 1 Did anyone learn anything interesting or new about their peers?
- 2 Why is it important to consider both individual and the team when in conflict?
- 3 By dividing yourself into subgroups, how did this change the dynamics of the whole group?
- 4 Is there any IRL examples of subgrouping - how does these groups affect our daily interactions. List from positive and negative attributes.

Salt & Pepper is a low-risk game **(15 mins)**

Materials: Small pieces of paper with list of well-known pairs (think Beyonce & JayZ; peanut butter and jelly; Mario and Luigi)

Instructions:

- 1 Write one half of each pair on the sheets of paper (Mario on one piece, Luigi on another, and so on).
- 2 Provide each participant with one part of a pair
- 3 Participants are to mingle with each other to find their pair
- 4 They can only ask each other yes or no questions to determine who they are
- 5 Once they figure out their word, they need to find the other half of their pair.
- 6 When they find each other, have them sit down and find three things they have in common with each other while the rest of the team continues.

Debrief Questions:

- 1 What type of questions was useful or helpful in this activity?
- 2 How is framing questions in a certain way important in this activity and in everyday life?
- 3 What is the difference as well as benefits/disadvantages in asking closed or open questions?

BUILDING COMFORT FOR DIALOGUE

Everyone is different and communication may be difficult for some. Here are some tried and tested ways to engage young people in challenging personal conversations.

Empathy is a vital skillset and is often hard to articulate because of trauma or we lack the vocabulary. The following resources can encourage youth to share while building comfort and vocabulary.

MUSIC EXPRESSION

Goal:

- Youth will learn to express themselves using music as a vehicle
Materials Required: Device to search and play music

Instructions:

- This is a 1:1 activity.
- Encourage young person to find a song that evokes the feelings they are experiencing today
- Listen to the song together and build a dialogue around what is heard either musically or lyrically

LISTENING TRIAD

Goal: Participants will learn to understand interests in a situation, especially feelings and needs. The group will also learn to build empathy along with associated vocabulary.

Materials Required: A deck of Grok card for every 3 people

- Can be purchased from here: <https://groktheworld.com/collections/all-grok-products>)
- Can be made with the attached lists of words

Instructions:

- 1 One person volunteers to be a speaker (to share a personal experience in 3 - 4 minutes); It could be an experience from the past or present, at school, work or home - there need to be feelings in the story, usually it is something that was upsetting - but not the worst trauma in your life as you only have 4 minutes!
- 2 The other two roles are listeners with specific tasks. Person 2 - listens for facts and feelings (orange deck of cards)
- 3 Person 3 (or 4, if there is a group of 4) - listens for values/needs (red deck of cards)
- 4 The listeners may ask open ended questions of the speaker in order to understand the story more thoroughly. Keep the cards down until the speaker is finished.

- 5** After 3 or 4 minutes, each listener checks the cards. The facts listener summarizes first what was heard first then identifies feelings he heard. The listener selects up to 5 cards representing the key feelings they heard.
- 6** The needs/values listener then does the same with summarizing and selecting up to 5 cards.
- 7** Check with the speaker to confirm and clarify.
- 8** Summaries should take no longer than a minute.
After a few minutes of summary, and feedback, change roles. 8 minutes per person x 3 is 45 minutes. If you have more than 3 people in a group, it may be best to do this in pairs.
- 9** Alternatively, have a group of 4 but only 3 will likely have the chance to play a role. Listeners summarize, in 30 seconds or a minute, and check if they have heard the speaker - and speaker feels understood. Everyone can be a listener at least twice even if not everyone gets to be a speaker.

Trainer's TIPS:

The goal is not problem solving, but rather being understood. Purpose is to practice deeper levels of listening beyond simple restatement. 10 minutes max per round.

Cards should stay face down until speaker has finished. Listeners may observe feelings or needs not represented in the cards; these are fine and should be expressed and checked with the speaker.

This can also be done 1:1 with a youth worker and engaged youth

To make your own Grok Cards use the below worksheets.

FEELINGS/EMOTIONS

When needs wanting to be satisfied:

When needs are satisfied:

Annoyed

bitter
edgy
exasperated
frustrated
grumpy
impatient
irritable
irked

Angry

agitated
enraged
exasperated
furious
irate
outraged
resentful
upset

Aversion

appalled
contempt
disgusted
dislike
horrified
repulsed

Confused

baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled
torn

Discomfort

agitated
alarmed
discombobulated
disturbed
perturbed
rattled

restless

shocked
startled
surprised
troubled
turbulent
uncomfortable
uneasy
unsettled

Disconnected

apathetic
bored
distant
distracted
indifferent
numb
uninterested
withdrawn

Embarrassed

ashamed
flustered
guilty
self-conscious

Fearful

afraid
apprehensive
anxious
distress
frightened
hesitant
nervous
panicked
paralyzed
petrified
scared
tense
terrified
worried

Pain

agony
devastated
grief

heartbroken

hurt
lonely
miserable
regretful
remorseful
Sad
depressed
despondent
disappointed
discouraged
disheartened
dismayed
gloomy
heavy hearted
hopeless
troubled
unhappy
wretched

Stressed/Tired

burnt out
depleted
exhausted
fatigued
listless
overwhelmed
restless
sleepy
weary
worn out

Vulnerable

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky
tender

Yearning

envious
jealous

longing

pining
wishful

Affectionate

compassionate
friendly
loving
sympathetic
tender
warm

Interested

absorbed
alert
curious
enchanted
engaged
fascinated
intrigued
spellbound
stimulated

Glad

alive
amazed
amused
awed
encouraged
energetic
enthusiastic
excited
grateful
happy
hopeful
inspired
invigorated
joyful
motivated
optimistic
pleased
thrilled
wonder

Grateful

appreciative
moved
thankful
touched

Hopeful

encouraged
expectant
optimistic

Peaceful

calm
comfortable
centered
composed
content
fulfilled
relaxed
relieved
satisfied

Rested

alert
alive
energized
invigorated
refreshed
rejuvenated
relaxed
renewed

**The following
can be confused
as feelings when
they are
perceptions:**

Abandoned
Abused
Attacked
Betrayed
Blamed
Cheated
Criticized
Ignored
Intimidated
Manipulated
Misunderstood
Neglected
Overworked
Patronized
Pressured
Provoked
Rejected
Put Down
Threatened
Tricked

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UNIVERSAL HUMAN NEEDS/VALUES

The needs below are grouped into categories of core needs, 3 meta-categories and 9 subcategories

WELL BEING (peace)

Sustenance/Health

abundance/thriving
exercise
food, nutrition
nourishment
rest, sleep
shelter
sustainability
support/help
wellness
vitality, energy, aliveness

Safety/Security

comfort
confidence
emotional safety
familiarity
order, structure
predictability
protection from harm
stability
trust, faith

Rest/Recreation/Fun

acceptance
appreciation, gratitude
awareness
balance
beauty
ease
equanimity
humor
movement
play
relaxation
rejuvenation
simplicity
space
tranquility
wholeness
wonder

CONNECTION (love)

Love/Caring

affection, warmth
beauty
closeness, touch
companionship
compassion, kindness
intimacy
mattering/importance
nurturing
sexual connection
respect, honoring
valuing, prizing

Empathy/Understanding

Awareness, clarity
acceptance
acknowledgment
communication
consideration
hearing (hear/be heard)
knowing (know/be known)
presence, listening
respect, equality
receptivity, openness
recognition
seeing (see/be seen)
self esteem
sensitivity

Community/Belonging

cooperation
fellowship
generosity
inclusion
interdependence
harmony, peace
hospitality, welcoming
mutuality, reciprocity
partnership, relationship
support, solidarity
trust, dependability
transparency, openness

SELF-EXPRESSION (joy)

Autonomy/Authenticity

choice
clarity
congruence
consistency
continuity
dignity
freedom
honesty
independence
integrity
power, empowerment
self-responsibility

Creativity/Play

adventure
aliveness
discovery
initiative
innovation
inspiration
mystery
passion
spontaneity

Meaning/Contribution

appreciation, gratitude
achievement, productivity
celebration, mourning
challenge
efficacy
effectiveness
excellence
feedback
growth
learning, clarity
mystery
participation
purpose, value
self-actualization
self-esteem
skill, mastery

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Body Sensations

Relaxed

Airy
Calm
Floating
Flowing
Lax
Light
Mellow
Still

Energized

Buoyant
Bubbly
Buzzy
Effervescent
Electric
Expansive
Flushed
Goose bumpy
Warm

Comfortable

Fluid
Full
Fuzzy
Loose
Open
Radiant
Radiating
Releasing
Spacious
Strong
Tender
Warm

Mild discomfort

Antsy
Bloated
Blocked

Breathless
Chilly
Closed
Cool, cold
Congested
Constricted
Contracted
Clammy
Disconnected
Dizzy
Drained
Dull
Empty
Faint
Frail
Full
Fuzzy
Hollow
Lethargic
Light-headed
Limp
Puffy
Sensitive
Shaky
Shivery
Shuddery
Sneezy
Sore
Spacey
Tingly
Vibrating

Agitated

Frantic
Frozen
Hot
in a knot
Intense

Itchy
Jittery
Jumbled
Jumpy
Nervous
Sharp
Spinning
Squirmy
Scrunchy
Shaky
Twisted
Twitchy
Unstable

High discomfort

Achy
Bruised
Broken
Burning
Heavy
Icy
Nauseous
Numb
Leaden
Paralyzed
Pressure
Prickly
Pulsing
Queasy
Quivery
Racing
Sweaty
Tense
Tight
Trembly
Tremulous
Wobbly
Wooden

TEMPLATES

We can all use templates to assist with our work. In the following pages, we have shared a few examples to get you started.

GOAL SETTING WORKSHEET

S.M.A.R.T. GOAL CHECKLIST

- S - SPECIFIC
- M - MEASURABLE
- A - ACHIEVABLE
- R - RELEVANT
- T - TIME-BOUND

MY GOAL IS:

GOAL START DATE:

GOAL FINISH DATE:

WHY IS THIS GOAL IMPORTANT TO ME? HOW WILL I KNOW I SUCCEEDED AND HOW WILL I FEEL?

WHAT ARE THE CHALLENGES OR PROBLEMS THAT MIGHT ARISE? HOW MIGHT I OVERCOME THEM?

WHAT SPECIFIC ACTIONS WILL HELP ME ACHIEVE THIS GOAL?



Date:

To Whom It May Concern,

This letter is on behalf of [N-A-M-E] regarding his/her support from The _____program at XXXX XXXX XXXXXX XXXXXX Centre . [N-A-M-E] first approached this writer in [YEAR] for programming services and supports offered through the XXXX XXXX XXXXXX XXXXXX Centre.

During his time in the _____ [N-A-M-E] participated willingly and discussed circumstances that led to his/her conflict with the law.

[N-A-M-E] has been in contact with this writer, I have confidence that *his/her intention is to live his life wholehearted and grow to become a productive member of society.*

The _____ offers a one of a kind wraparound holistic approach that places the youth and their families at the core of its programming while relatable practitioners provide safe spaces where the critical healing process can begin and be sustained. Our practitioners include youth justice workers, and family counsellors who will provide support and leverage their expertise in navigating the criminal justice and public education systems, free of charge, to our Black (and racialized) youth and their families.

Should you have any questions, comments or concerns, please do not hesitate to contact me at your earliest convenience.

Thank you,

[WORKER'S NAME],
TITLE -
Mobile: (647) XXX-XXXX
Business:(416)XXX-XXXX

Date: June 8, 2021

To Whom It May Concern,

This letter is to confirm that on [Month/Day/Year], [Mr./Miss NAME] has successfully completed the _____ youth program offered through the XXXX XXXXXX XXXXXX Centre. [N-A-M-E] has discussed circumstances that led to his/her conflict with the law.

[N-A-M-E] is currently completing his/her high school diploma and has expressed an interest in seeking employment as well as completing volunteer hours necessary for high school graduation. [N-A-M-E] participated willingly in each session and demonstrated an understanding of where positive change can be made in his/her life.

[N-A-M-E] has indicated an interest in receiving ongoing support through the Oz youth program monthly.

The five (5) main sessions covered:

- 1.
- 2.
- 3.
- 4.
- 5.

We also spent time learning about _____

If you should have any further questions, please contact me at the information provided below.

Thank you,

[WORKER'S NAME],
TITLE - _____

Mobile: (647) XXX-XXXX
Business: (416)XXX-XXXX

EVALUATION QUESTIONS

We all need to evaluate our programs and the work that we are doing. Ongoing evaluation helps us to build better more responsive programs to the specific needs of the young people we are engaging. Here is a compilation of questions that can be used throughout your program and in a variety of formats, your choice!

- 1** What did you learn?
- 2** Did the workshop help you to identify skills that you can put on your resume? (yes/no/not sure/prefer not to say) If yes, what did you learn that you already have?
- 3** Did you feel included?
- 4** Did you meet or learn about someone new who you can relate to and could be a positive influence in your life?
- 5** Answer the following statements with yes/no/not sure/prefer not to say
 - I was given the opportunity to express my point of view
 - I was treated with respect
 - This program has helped me to better understand the impact of my behaviours
 - This program has helped me to strengthen my relationship with my family
 - The skills I learned will help me in my future
 - I have a better understanding of and was given information about resources, services, and programs to help me in my community





LAST THOUGHTS

In closing, feedback on this manual is always valued. Indeed, we may revise it in the future, so we encourage you to send feedback, comments, and suggestions to mmeredane@dfrc.ca.

Be sure to check out the supporting Webinars - 'Know The Ledge', developed by Delta Family and Stolen from Africa to support this work. Delta Family has also developed a Mini Series of five short videos, called "Ready, Get Set ..." to assist youth and their families prepare for engaging with the justice system. The videos focus on:

- Road Map of The the Justice System
- Things You Need to Know for Your first court appearance
- Words You'll Hear in Court and What they mean
- How community agencies can help your outcome
- Tips on choosing a good lawyer

Mmere Dane team
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