



#Youth  
in Politics

# FINAL REPORT

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## EXECUTIVE SUMMARY

Since the last report of July 24, Youth in Politics (#YiP) continued dialogue with teachers and students about making civics teaching and learning more experientially. We planned for and successfully implemented two out of four Summer Institutes in Ottawa and Windsor. For the Summer Institutes we recruited 95 students and we were successful to collect 86 consent forms. From these Institutes there were ten proposed youth-led community projects.

To facilitate enrolment into the Summer Institutes, we engaged fourteen schools in our four project cities. In these schools, we worked with the guidance counsellors and civics teachers averaging at least two teachers per school, plus the principal and/or head of the civics department. In each city, #YiP Associates conducted lunch meetings to talk to students about their civics and leadership topics of interests for the Institutes. In addition to outreach in schools, we also reached out to over 22 community organizations in Toronto and Thunder Bay. Thereafter, we combined student expressed topics with knowledge from past Institutes that we had conducted under the Toronto initiative, New Initiatives for Student Engagement (NOISE).

To facilitate student-to-student engagement and to ensure authentic representation of youth voices on the project, for six summer weeks, we employed three grade 10 Interns in Ottawa, Toronto and Windsor. These Interns served as youth consultants and social media assistants; also, they provided content for our newsletters and contributed in the construction of youth-friendly communication tools.

Youth in Politics successfully implemented a professional development workshop to 17 participants from participating schools across the four project cities. To develop workshop materials and topics, we used part of the curriculum from the Summer Institutes and integrated themes from the Ontario civics curriculum. As such, we continue to engage #YiP student and teacher participants through our newsletter, Facebook and Instagram.



**... we continue to engage  
#YiP student and teacher  
participants through our  
newsletter, Facebook and  
Instagram.**



FIG 1. MILESTONES

Activity	Focus	Status
Outreach to schools	Introduce #YiP.	✓
Student outreach	Summer leadership Institute.	✓
Youth social media voices	Youth voices.	✓
Professional teacher development	Promoting student experiential activity.	✓
Student Civic action project	Facilitate student forerunners to trustee projects in schools.	✓
Students Trustee projects	Facilitate and support students to hold candidates' meetings.	Deferred

## 1. SUMMER INSTITUTE RECRUITMENT STRATEGY

The recruitment for the #YiP/NOISE summer institute followed York University's ethical standards as well as the established Ministry of Education guidelines. Since at this stage we had received permission from the school boards and had sufficient numbers of participating school, most of the recruitment in schools was done by the #YiP site associate in collaboration with civics teachers and guidance counsellors. In addition to schools, we developed working relationships with several community organizations in our four sites, consequently, some of the participants were recruited through the youth programs that the organizations provide. Working with community organizations was a strategic move to reach youth because permission to work with schools in Thunder Bay and Toronto was granted towards the end of the academic year. Recruitment through schools was limited as students were engaged in examinations. Overall, we contacted 22 organizations in Toronto and Thunder Bay between May and July. Appendix A presents a summary of the community organizations which we contacted in Toronto and Thunder Bay.

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## 2. YOUTH VOICES THROUGH STUDENT INTERNS

Three Student Interns served as Social Media Assistants In July and August: Vivian Ngo from C.W. Jeffery's Collegiate in Toronto; Nisrene Hannah Darwiche from Bell High School, Ottawa and Bayan Libden from St. Vincent Massey Secondary School, Windsor. The Interns were responsible for social media engagement, which included weekly posts on social media platforms-Facebook, Twitter and Instagram. Subsequently, they played a pivotal role in dialoguing with young people to actively participate in community/civic engagement. We believed that online dialogues between the interns and #YiP social media followers could shape the discourse about the ways in which young people view politics, the facilitators and barriers to their participation as well as the current state of the Ontario's political landscape. The interns also contributed to the design of a youth-friendly content for the Summer Institutes and contributed content to our newsletters (see appendix B). Finally, two interns attended and presented student ideas at the teacher professional development workshop. For more information on the Interns visit <http://yipproject.com/about-us/>. (or see screenshot in appendix C)

## 3. #YIP/NOISE SUMMER INSTITUTE



*Image 1: Group photograph of participants with Windsor Associate, Mavis Odei Boateng.*

### 3.1 WINDSOR SUMMER INSTITUTE

The Windsor summer institute was a 3-day interactive leadership workshop for grade 10 students from 5 high schools in the Windsor-Essex County: Leamington District High School, Vincent Massey, Assumption,

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Walkerville and Catholic Central High schools. It was held in August 2018 and was attended by 31 students and two representatives from the Windsor Essex County District School Board. The ultimate goal of the institute was to build student leadership skills so that they would act as forerunners to implement trustee election-related projects in their schools. Another objective was to build student civic knowledge, facilitate peer to peer conversations about young people governance potential. Additionally, the Institute Fellows were prepared to think critically about ideas they hold for a better Canadian society; as well, they were facilitated to think “scientifically” and to engage in projects that lead to environmental sustainability and will have social impact.

The Institute was organized in themed sessions, namely, youth political engagement/ pathways to youth activism, critical science/the environment, Critical analysis of space, critical media discourses, and, art-based presentation of ideas. There were five invited speakers and three workshop leads. The third Institute day, which was youth-led required the creation of social action proposals to ignite civic engagement in various communities within the Windsor-Essex County, resulted in eight project proposals. For this component Institute Fellows worked independently and, in the end, were given the opportunity to present their project proposals via a virtual platform to the Project Director, Nombuso Dlamini and Windsor Associate, Mavis Odei Boateng. See appendix 3 for a list of the topics. The engagement of Institute Fellows in various civic activities and the creative proposals presented during the third day is an indicator of the success of the Windsor summer institute.

### 3.1.2 Introductory Session

The Institute began with the arrival and registration of participants. The morning started with an introductory session in which Fellows got to know basic facts about their peers including their names, school and activities of interest relating to civic life. These introductions were followed by a survey that was administered in order to assess the Fellows level of civic knowledge prior to the Institute. Following the survey was a session that presented #YiP goals and objectives. It also offered information about the overall goals of the Summer Institute.



*Images 2 & 3: Students registering on the first day for the Summer Institute at the School of Social Work.*





*Images 4 & 5: An interactive session of participants with Keynote Speaker Admira Konjic.*

### 3.1.3 Civic Participation

One of the goals of the Institute was to introduce young people to the many routes towards civic action. To meet this goal, participants were exposed to leaders who discussed the how and why of their civic engagement. One of these leaders is Admira Konjic, who is the Vice President for Student Advocacy, University of Windsor Students' Alliance (UWSA). As a first-generation Canadian of immigrant parents, Admira spoke about the challenge of systemic racism throughout her education and of how she addressed this challenge by actively engaging with her community to make sense of her experiences. As she battled through post-secondary education, she began to see the value of student advocacy and started to volunteer with the student council, which ultimately led to election to her current position. Through this role, Admira uses her voice to increase awareness about racism on university campuses. The Fellows had opportunities to ask questions and to clarify their thoughts around racism on university campuses; as well, they discussed how they can be involved in promoting change in their respective schools and communities.

Institute Fellows were also exposed to a panel of three young politicians: Jeremiah Bowers, President, UWSA; Admira Konjic VP Student Advocacy, UWSA and Moussa Hamadani, Member, Student Council. Each panelist talked about their journey into political activism. They also highlighted how they balanced their school work with the duties of their respective roles as well as how their leadership experience has impacted career choice. Panelists emphasized the value of public participation and encouraged Institute Fellows to be open to leadership positions in their communities and schools.

Through an interactive workshop, Institute Fellows were facilitated to linking local civic issues with global

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happenings. Andri Cahyadi, a youth activist and registered Social Worker begun with a series of group activities to understand Fellow's experiences with activism. He awakened Fellows' interest and understanding through his presentation on globalization and his own involvement in the youth revolution in Indonesia. He spoke about global citizenship and how Fellows could contribute in influencing positive change in countries outside of Canada.

Fellows were engaged in stimulating leadership activities throughout the Institute. For instance, for one activity, they were asked to form teams where they responded to sample questions for civic discussions. Each team assigned a leader to present a summary of their discussion to the entire Institute. As a result of these activities Fellows identified several platforms in which they could be engaged civically as young leaders after the Summer Institute.



*Image 6: Mavis Odei Boateng, YiP's Windsor Associate with the smiley young politicians.*

#### **3.1.4 Critical Science and the Environment**

The Institute goal to facilitate critical thinking about the environment and was achieved through engaging Institute Fellows in a workshop, Thinking scientifically and environmentally: A guide to youth critical science. Institute Fellows participated with much enthusiasm as Chris Clovis, an expert in environmental science, critically prompted Fellows to understand the increasing need for environmental health, safety, and sustainability. This session addressed the question of truth and demonstrated ways to teach Fellows to identify and separate truth from falsehood. It showed Fellows how to use critical thinking and reasoning to develop a healthy scepticism about the information they are being presented and to identify fact from fiction and by doing so recognize the possible bias of the author or presenter. Using simulations,

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demonstrations and hands on activities, concepts from the grade 10 curriculum, Fellows were guided as they identified and attempted to understand the possible bias inherent in the activities. Many concepts, particularly in science are well established and can generally be accepted without question, however, some are contentious even within the scientific community. This workshop provided Fellows with tools to evaluate information, conduct research to increase their understanding of the issues and assess its validity for themselves.

### 3.1.5 Critical Analysis of Space

To build Fellows' critical awareness and analysis of space, the Institute provided activities that required the use of visual and sensory skills. For instance, Fellows engaged in a flaneur activity around the school of social work building. This was a reflective activity in which Fellows were asked to walk around the University of Windsor downtown campus buildings, observe the spatial formation and explore how it impacts them by noting its effects on them. The #YiP Windsor Associate and School Board representative coordinated this activity. Later, Fellows' observations were connected to a reflective activity dubbed head, heart, and feet designed by our partner organization, YouthREX.



*Images 7 & 8: Student participation in Workshop on Day 2.*

### 3.1.6 Critical Media Discourses

Fellows experienced the workshop, Media savvy or media critic: Building and interpreting the news, which was facilitated by Tony Vo, an online learning specialist at the University of Windsor. Fellows enhanced their critical media skills by using an Canva.com app to create a poster for their intended civic engagement project. Others took a series of pictures of each other around the School of Social Work building, which they used to produce various creative designs.

The #YiP website was also used to show Fellows different social media platforms so that they can also stay connected with each other and with the project. Fellows learnt how to navigate #YiP website for

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project information and application forms. Fellows also engaged with Bayan Abu- Libdeh, Windsor's Social Media Assistant and develop a local snapchat and Instagram page to stay connected locally in Windsor, a need that was identified by the Fellows themselves.

Lina Chaker, a youth activist offered a creative presentation on how students could stay engaged and provided opportunities for discussions on different platforms for activism in today's technological world. She defined key terms that are used around activism and slacktivism, also, she used various social media platforms as examples on how students could actively engage with their peers on social media.



*Image 9: Presentation by Lina Chaker.*

Fellows were also introduced to the co-founder of an online digital space dubbed Feminist Space Camp, Tita Kyrtasak. She facilitated the workshop "Representing and engaging your ideas in creative ways", which aimed to motivate Fellows to engage with today's digital spaces. Tita led the Fellows to learn and explore creatively how they can use the print and online media to engage with their audience for their civic action projects. She used her experience in using online digital space to communicate her passions and to creatively disseminate her information.

### **3.1.7 Civic Action Projects**

The Summer Institute offered a unique opportunity to Fellows to creatively suggest and implement action projects directed by any of the topics of the Institute themes. Participation in this session was optional and Fellows were encouraged to work in twos or threes. First, Fellows were given timelines to submit a 100-word proposal of their intended action plan for review. Eight action projects were proposed, reviewed and presented for funding to the Institute coordinator and #YiP Director who offered the fellows oral and written feedback. The feedback on student creative presentation was conducted through an online platform. Appendix E offers information on student action project topics.



*Image 10: Presentation by Tita Kyrtsakas on Representing Ideas in Creative Ways.*

### **3.1.8 Conclusion and Recommendations**

Fellows openly expressed excitement about the Institute. However, they also expressed frustration about its length and suggested that it be made over a period of a week. They articulated that this would facilitate more hands-on activities and better digestion of activities.

As a result of its popularity, the Windsor #YiP team also recommended a recurrence of this Summer Institute. If this is to be implemented again, more time should be given to planning and securing facilitators to support Institute activities.

## **3.2 OTTAWA SUMMER INSTITUTE**

The Ottawa Summer Institute was a 2-day fun filled leadership workshop for grade 10 students from St. Pius X, Brookfield and Bell High schools. Its main objectives were to: (a) promote youth leadership; (b) enhance students' capacity to design and execute community civic action projects; and, (c) strengthen the students' civic knowledge and critical thinking skills. To fulfil these objectives, we selected young change agents who were active in their communities to serve as Institute facilitators. All presentations and workshops were layered to ensure that Institute leaders offered Fellows with diverse approaches on community participation. We also stressed that the presenters delineated their own pathways to community participation as well as highlight different local spaces where Institute Fellows could engage, civically. To incorporate the Fellows learning styles presenters were encouraged to include a variety of hands-on



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activities play-do creations and to limit lecturing to ten minutes at any given time. Consequently, the Institute was full of enjoyable activities that included: Kahoot quizzes, play-do creations, story-telling, poverty walk (see image 11) and others.



*Image 11: Fellows in Ottawa Institute participating in the Poverty Walk Activity.*

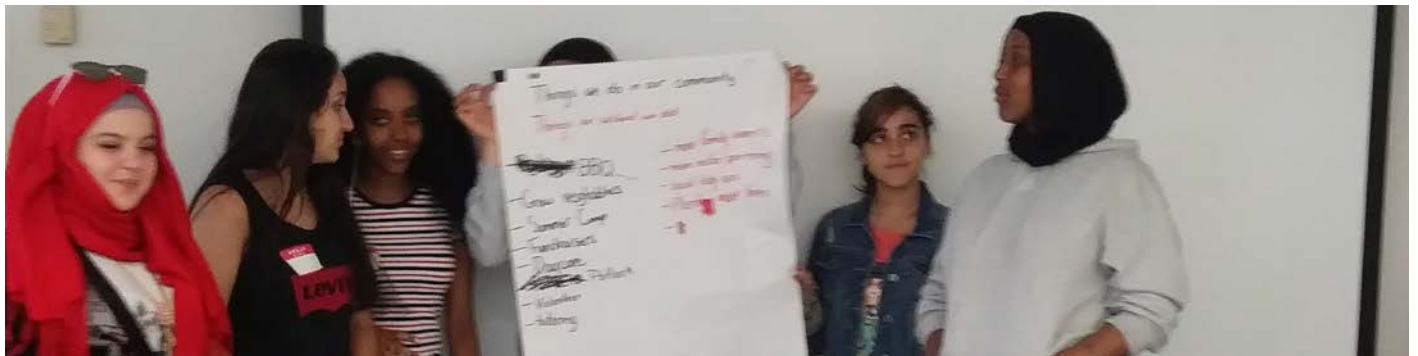
### **3.2.2 Overall Institute Activities**

Similar to the Windsor Summer Institute, Fellows demonstrated high levels of engagement in the and actively participated in all the sessions (see Appendix A for the agenda). Fellows appeared particularly keen in sessions that discussed: (a) how they can actively participate in politics, (b) the fight against human trafficking, (c) community action projects, and (d) how to use their talents to enhance their community engagement work. For example, in the Politics 2.0 session, they asked the following insightful questions (which we have paraphrased): (i) How can we overcome some of the structural barriers (such as age restrictions) to ensure that we meaningfully participate in organizations that promote civic participation? (ii) How can we circumvent the traditional structures (media and organizations) and become more active change agents in our communities? (iii) How can we develop more social capital within political institutions?

The Institute Fellows also expressed a desire to effect more changes in Ontario. Many wanted to organize and attend protests rallies against diverse forms of discrimination, advocate on behalf of their communities to their members of parliament as well as promote more positive environmental changes. The focus on the environment was also highlighted in the projects that Fellows proposed for community action. One project was designed to bring awareness about the harmful effects of pesticides on the bee population and the other proposed an implementation of better recycling practices at his school.



*Image 12: The Institute Fellows Participating in a Critical Media Activity.*



*Image 13: Fellows working on their group names and logos.*

### 3.2.3 Conclusion and Recommendations

Discussions at the Ottawa Summer Institute reinforced #YiP belief that young people are actively engaged in their communities. The Fellows shared that they: volunteered at their community libraries, engaged in their school councils, helped to plan community barbecues, grew vegetables in community gardens, fundraised for their schools and planned community potlucks. Also, Fellows believe that they have the power to solve contemporary issues, rejected the idea that young people are the future and emphasized that they are the present. They also verbalized that they have the capability to institute long lasting changes in their communities. The following #YiP team observations and recommendations are worth noting for future Ottawa Summer Institutes.

**Diversity:** Overall, #YiP targeted schools located in communities with high levels of ethnic, socio-economic and linguistic diversity. Some of our participating schools had high levels of recent immigrant and refugee students. Inevitable, some Institute Fellows from these schools were still going through settlement stages, which included language learning. Evidently, some of the Institute Fellows had limited English language proficiency. The 2018 Institute relied heavily on peer-to-peer translation, which, al-



though effective, revealed limitations of Fellow’s levels of Institute engagement. For future undertakings, a close analysis of student needs is necessary to secure resources such as translation support.

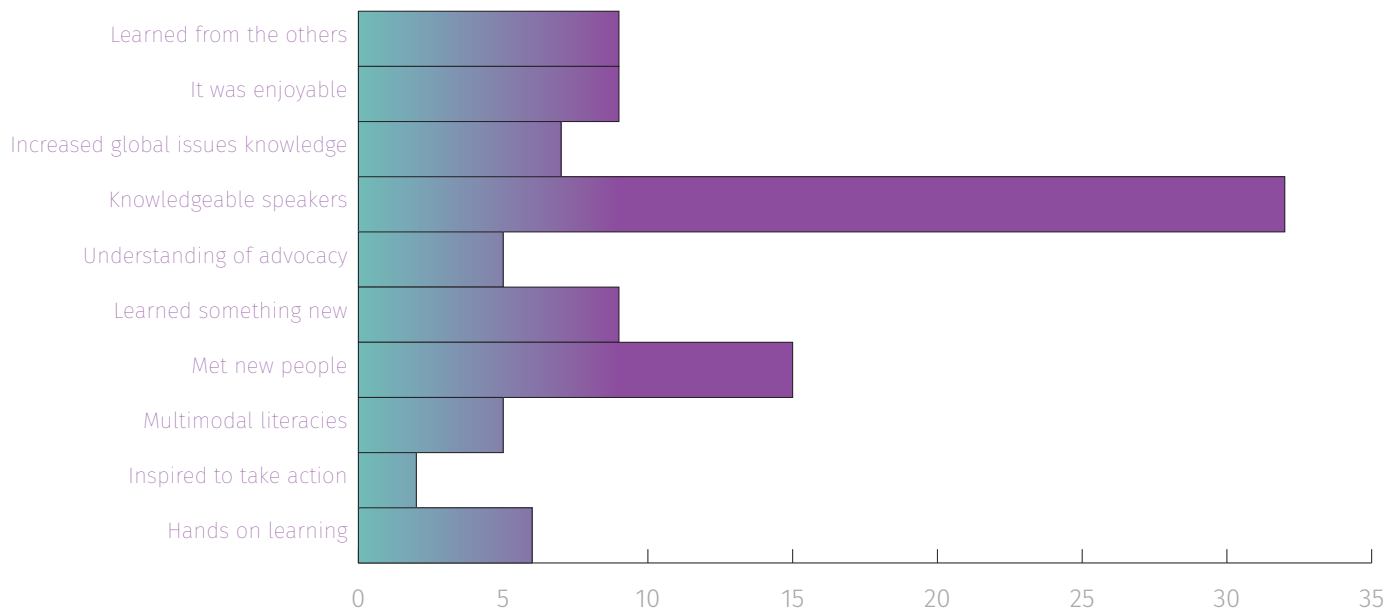
**Safe Spaces:** Related to the above recommendation is the concept of safe space. We noted that new immigrant Fellows were ‘cautious’ to engage with others. To create safe spaces that would promote increased engagement, an initial 2 Day Confidence-Building Institute that leads to an integration Institute is recommended.

**Varied political experiences:** while we were successful to secure facilitators with more youth engagement strategies, we noted the limited civic engagement experience of some of our partners. We believe the Fellows would have found the Institute more insightful if we had more presenters who participated in different forms of governance.

### 3.3 STUDENT FEEDBACK ON THE SUMMER INSTITUTE

Fellows feedback on the Institute is summarized in the following chart and narratives (n=66). This feedback is based on Fellows who completed our partner, YouthREX designed Rose, Bud and Thorn feedback form. As the name suggests, the form is divided into three sections: Rose (My favorite part about the Summer Institute was...); Bud- (Something I learned and will take away); and Thorn (The summer could have been better if). To analyze the Fellows feedback, we tabulated their responses and coded their narratives. Figure 2, 3 and 4 present the Rose, Bud and Thorn analytical themes.

FIG 2. ROSE: MY FAVORITE PART OF THE SUMMER INSTITUTE



In highlighting their favorite aspects of the Institute, one fellow noted, “My favorite part of the Institute was that I was able to learn about different issues in the world.” Another noted, “Hearing about all the different issues I was not previously aware of was my favorite part of the Institute”. By alerting Fellows to the different types of global social injustices, the Summer Institute enacted Strand B- Civic Awareness- of the Civics Curriculum particularly in helping students to “analyze key rights and responsibilities associated with citizenship, in both Canadian and global context, and some ways in which these rights are protected (p.148).” Other themes such increased understanding of advocacy and inspiration to action, supports Strand B of the Civics curriculum.

**FIG 3. BUD: SOMETHING I LEARNED AND WILL TAKE BACK**

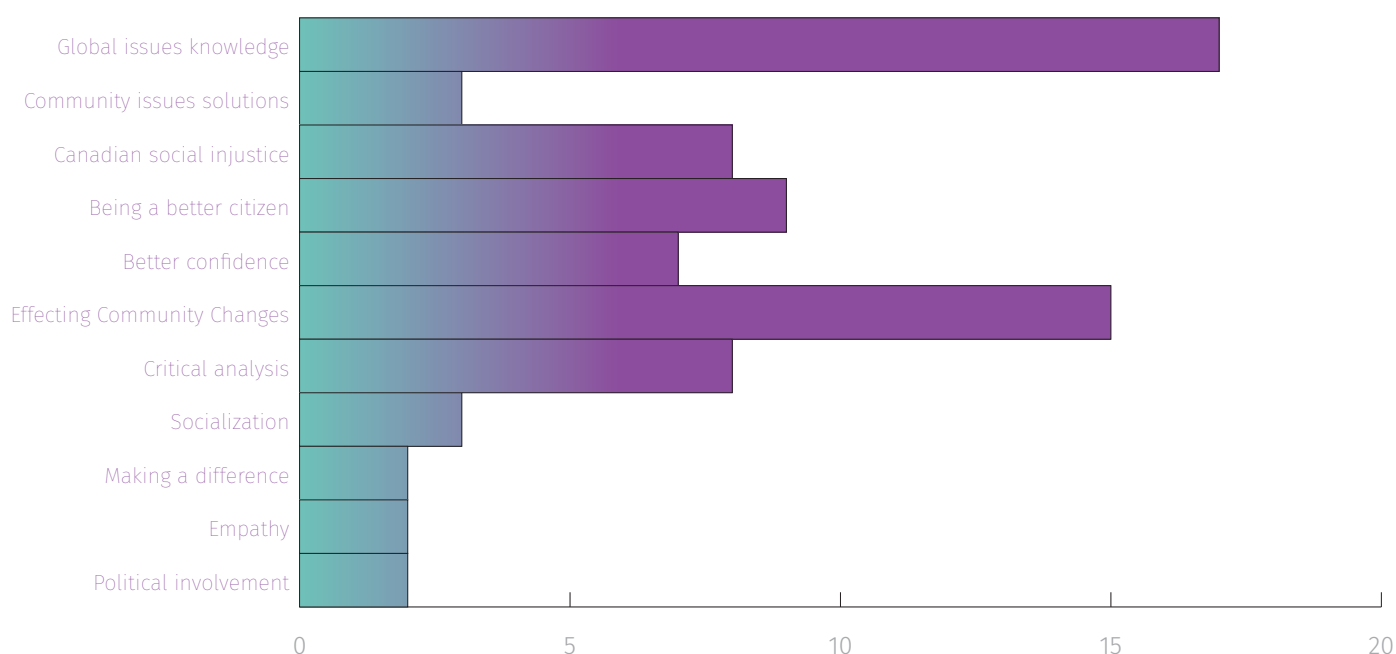
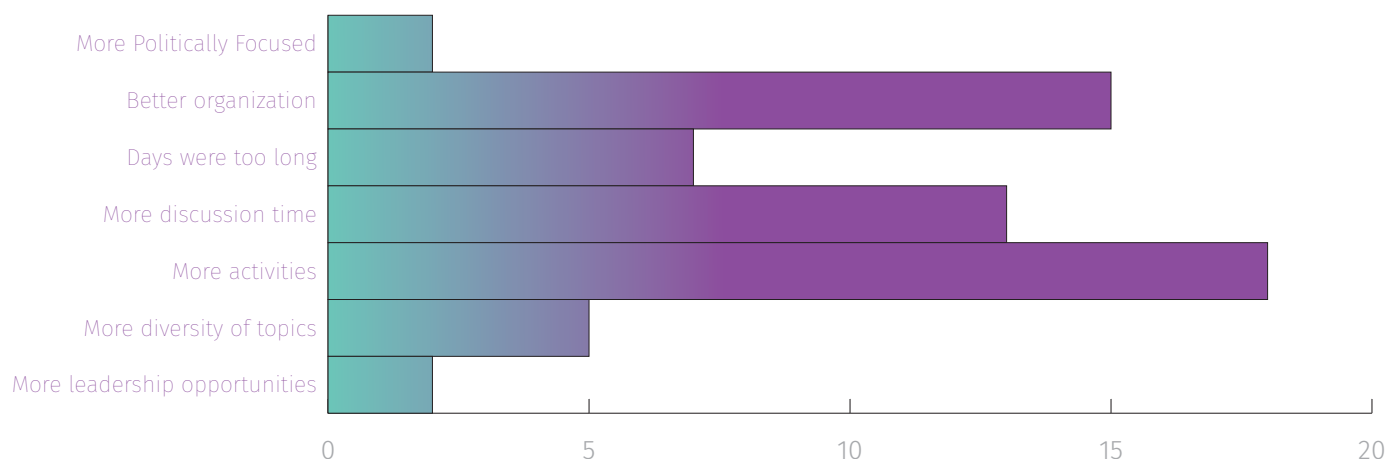


Figure 3 indicates that most Institute Fellows were prompted towards global awareness, effecting community changes, better citizenship activities and improved critical analysis abilities. These themes run across all strands of the Civics curriculum: the Institute stimulated an appetite for Fellows to become more active citizens and to participate more civically in their communities. The following quotes from an Institute Fellow summarizes this learning: “I will take away new knowledge about current and past world issues, as well as the possible solutions. I learned about different points of views...”. Figure 3 also indicates that Fellows developed more transferable skills such as increased self-confidence, greater empathy and socialization, which might positively improve their interpersonal skills. Evidence of these transferable skills is summarized in the following Fellow quotation: “The thing I will bring with me once I leave is that I know now that my age doesn’t affect the way I can make a difference. The things I have learned are strategys (sic) I could use to make a difference.” Therefore, as a result of the Summer Institute, Institute Fellows expressed that they became more aware of how they can effect changes in their communities.



**FIG 4. THORN: THE SUMMER INSTITUTE COULD HAVE BEEN IMPROVED IF...**



In highlighting how the Summer Institute could have been improved, some Fellows expressed the need to have a more political focus. Some of the Fellows also noted that they needed more discussion time, more diversity of topics, more leadership opportunities and more activities. These themes show that the Fellows have a strong appetite for experiential learning which matches the theme of civic participation. That is, the Fellows wanted less chalk and talk sessions in their Civics classes, which is the current practice (see Section 4: Teacher Professional Development). This desired improvement is summed up in the following quotes: “it could have been better if the speakers spoke more about politics. I also think that hands-on activities would have been beneficial (participant 8-Ottawa). And “More tips about civics and how to be a young political change (participant 20- Windsor).”

## 4. TEACHER PROFESSIONAL DEVELOPMENT

The #YiP Teacher Professional Development Workshop (TPDW) was an interactive and collaborative knowledge building event totaling 17 participants from Windsor, Ottawa, Thunder Bay, Toronto. Of the seventeen participants, two were #YiP student interns and one was founder and coordinator of Helping Hands, a non-profit organization which matches Toronto students with community placements.

### 4.1 THE WORKSHOP OBJECTIVES

The Professional Development Workshop Objectives were to:

- ➔ Facilitate teacher dialogue about the state of the Civics curriculum and envisioned changes and practices.
- ➔ Promote a teacher community of practice in order to share best practices on civics experiential learning.



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- Enhance teacher knowledge about the interconnection between social justice and community engagement in the civics curriculum.

## 4.2 THE WORKSHOP

The workshop was designed with the goal to facilitate interaction among participants and to make visible the link between #YiP and teachers' in the civics curriculum. We also wanted to ensure that the information presented was relevant to the teachers work realities and could be easily applied in a classroom context. The ensuing is a description of our workshop sequence.

1. Allison Whately Doucet, the #YiP Thunder Bay Research Associate, facilitated the workshop and began by reading the Land Acknowledgement to recognize the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Metis as original owners of present-day Toronto. Acknowledging the land is a form of enacting a decolonization of Civics education practice that is vital to civic awareness and creating active responsible Canadian citizens.

2. *Getting to Know #YiP*: Following the Land Acknowledgement, Nombuso Dlamini offered an overview of the #YiP project, its main tenets and overall objectives. Dlamini also offered a socio-historical overview of #YiP by drawing connections to her work that pre-dated and informs #YiP.



Image 14: Dr. Nombuso Dlamini discussing the #YiP Project.

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3. Shawnee Hardware, the #YiP coordinator conducted a session that made visible #YiP objectives with those of the Civics curriculum. At the beginning of Hardware presentation, teachers were asked to share their opinion on: 1) the changes they observed in the Civics curriculum since graduation from high school, and 2) changes they would like to see in the way that the civics curriculum is conceptualized.

In discussion, teachers acknowledged that presently, the civics curriculum is much more experiential and connected to real life events. They also desired:

- Civics would be a full semester course, which would help acknowledge its importance. Making civics a full semester course could help produce staffing stability and give enough time for teachers to get more comfortable with materials. More staffing stability and teacher's comfort with the subject may stimulate greater students' interest in the civics course. Teachers expressed concern of the dominant perception that Civics is a "throw away" or "dog's breakfast" course.
- Teachers expressed a desire to see Civics recognized by the College of Teachers as a teachable, which would give it more prestige and attract more qualified teachers to teach it. Workshop participants further shared that presently, the typical practice is that new teachers are assigned to teach Civics. These teachers often opt to teach Civics as a strategy to get their "foot in" the system.
- Teachers recommended that Civics be included in law or history courses. This was debated by teachers who had taught Civics as embedded within other courses (e.g. as part of history) and those who had taught it as it currently exists, stand-alone. Despite the debate, there was consensus that Civics should be given more prominence in the education system.
- Improvement in Civics Education Policy: Teacher participants acknowledged that the Ministry of Education recognized the need for further development and more formalization of the civics course. We learnt that the Ministry of Education representatives held at least two forums in Thunder Bay about ways to improve the teaching of civics. There was a session in Windsor where teachers were given information about proposed changes in the world history course stream.

Although not coherent across cities, teacher participants explained that there is desire for implementing changes in the Civics curriculum including the emphasis for a greater connection between Civics and community issues. For example, teachers noted that they are prompted to show students how school as a community works and as a follow up, to ask students to make connections between the school and their community structures. Moreover, more teachers are making a concerted effort to make Civics more interdisciplinary and to incorporate more 21st century teaching tools. For example, one participant noted that as an assignment, he tasked the students to observe a member of parliament's social media page to see how they use Twitter and to analyze their use of language and their overall engagement with their constituents. In addition to teaching the students about the role of an MP, this assignment bridges English Language Arts and Media Studies.

Following this discussion, Hardware described how Youth in Politics advances the Civics curriculum and how it connected to some of the observed changes identified above by the teachers. Participants were also offered a #YiP resource, A Summer Institute Workshop Curriculum Handbook (hard copy). The manual

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detailed the Summer Institute sessions' objectives; how the sessions aligned with the general and specific curricular objective; the methodology and resources needed to successfully implement the sessions. Finally, Hardware consolidated the message of #YiP's usefulness by highlighting the excerpts from the students' qualitative feedback on the Summer Institutes.

4. In session four our two Student Interns, Nisrene (Nizzy) Darwiche and Bayan Libdeh from Ottawa and Windsor respectively, shared their perspectives on working as a #YiP Student Interim and as participants at the Summer Institutes. Nizzy provided a sequential overview of the Ottawa Summer Institute and outlined her role as a Social Media Assistant which included: searching for social media marketing strategies; posting on #YiP's social media platforms-Twitter, Hootsuite and Instagram; and collaborating with other Social Media Assistants and other #YiP followers. She drew parallels between her school, Bell High School' efforts to inform students about the municipal election through school assemblies and morning announcements and #YiP's objective to promote greater participation in the trustee election. In closing, she offered the teachers techniques that they can share with their students to become more active citizens. These are the SMART (Specific, Measurable, Attainable, Relatable and Timely) and the WAKE (Why Statement, Attaching People Emotionally, Knowing your Audience and Expressing Yourself). Her overall message to the participants was that many young people are change agents in her community while other have untapped potentials which the teachers can help to stimulate.



Image 15: Nizzy presenting.

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Similar to Nizzy, Bayan discussed the many aspects of the #YiP Windsor Summer Institute as well as her experience as a student intern. She gave the participants an insider's view on how students would prefer to learn and how teachers can make classroom learning a more invigorating experience. In preparation for her presentation, Bayan created an online survey and asked students ranging from grades 9-12 what they expect from their Civics course; as well, she asked questions to evaluate her peers' current knowledge and understanding of Civics. Bayan shared that according to results of her survey, most students do not find the civics course interesting and would not have taken it if it were not mandatory. She found this revelation troubling since Civics is important to teach students about their rights and responsibilities as a Canadian citizen as well as to instill passion to promote social justice. She recommended that teachers use more communicative activities, group work as well as hands-on and experiential learning that is based on the students' lived experiences to stimulate the students' greater interest in the course. Both Nizzy and Bayan offered critical student voices at the workshop. More importantly, they expressed appreciation that they were part of the discussion and interpreted their presence to mean that teachers care and value their voice.



*Image 16: Bayan presenting.*

Participants also experienced a critical media literacy exercise. In groups, the participants had to assign words (from a preconstructed list) to four pictures that they were given. To complete the activity, participants had to first discuss their rationale for choosing the words in their groups before they assign these words to the pictures. This way there would have been a joint discussion about the meaning and usage of each word. This activity was designed to stimulate conversations about stereotypes as well as how stereotypes are embedded in our socio-normative discourses and our lived experiences. At the end of the activity, teachers were offered strategies to adapt this activity in their classroom such as starting

by analyzing commercial advertisements and then graduate to pictures from campaign trails or of the politicians' own advertisements.



Images 17 & 18: Our participants engaging in the Critical Media Literacy Activity.

5. When Civic Engagement Meets Social Justice: In their presentation, Janelle Brady and Matias de Dovitiis related their experiences as change agents, politically active citizens and social justice promoters. Brady and de Dovitiis led the participants in a spirited whole group discussion about meaning and purposefulness of youth civic engagement. Participants got opportunity to define civic engagement as captured in figure 5, below.

FIG 5: SUMMARY OF CIVIC ENGAGEMENT





Brady and de Dovitiis' session enlightened participants about social justice issues like precarious employment and underemployment in Ontario, which is addressed by the 15 and Fairness campaign. They suggested ways that students and their community members can rally their local representatives such as school board trustees to address these causes. Both presenters also narrated their perspectives on their civics learning while they were in high school and gave offered useful information on ways to make civics teaching and learning process more interactive and hands-on.

de Dovitiis also led a discussion on the role of the school board trustee and a gradual reduction in their political power. He also provided practical steps that can be taken to empower school board trustees such as reporting issues to them and supporting their initiatives.

To cement session information and to stimulate discussion and collaboration, Brady and de Dovitiis included a group-based exercise. Group one participants discussed: *What is our understanding of civics in the education system?* Group two members discussed: *What is the value of civically minded students to the rest of society through a social justice and equity lens?* Group three members addressed: *How can we spark this through the Civics curriculum?* See appendix G.

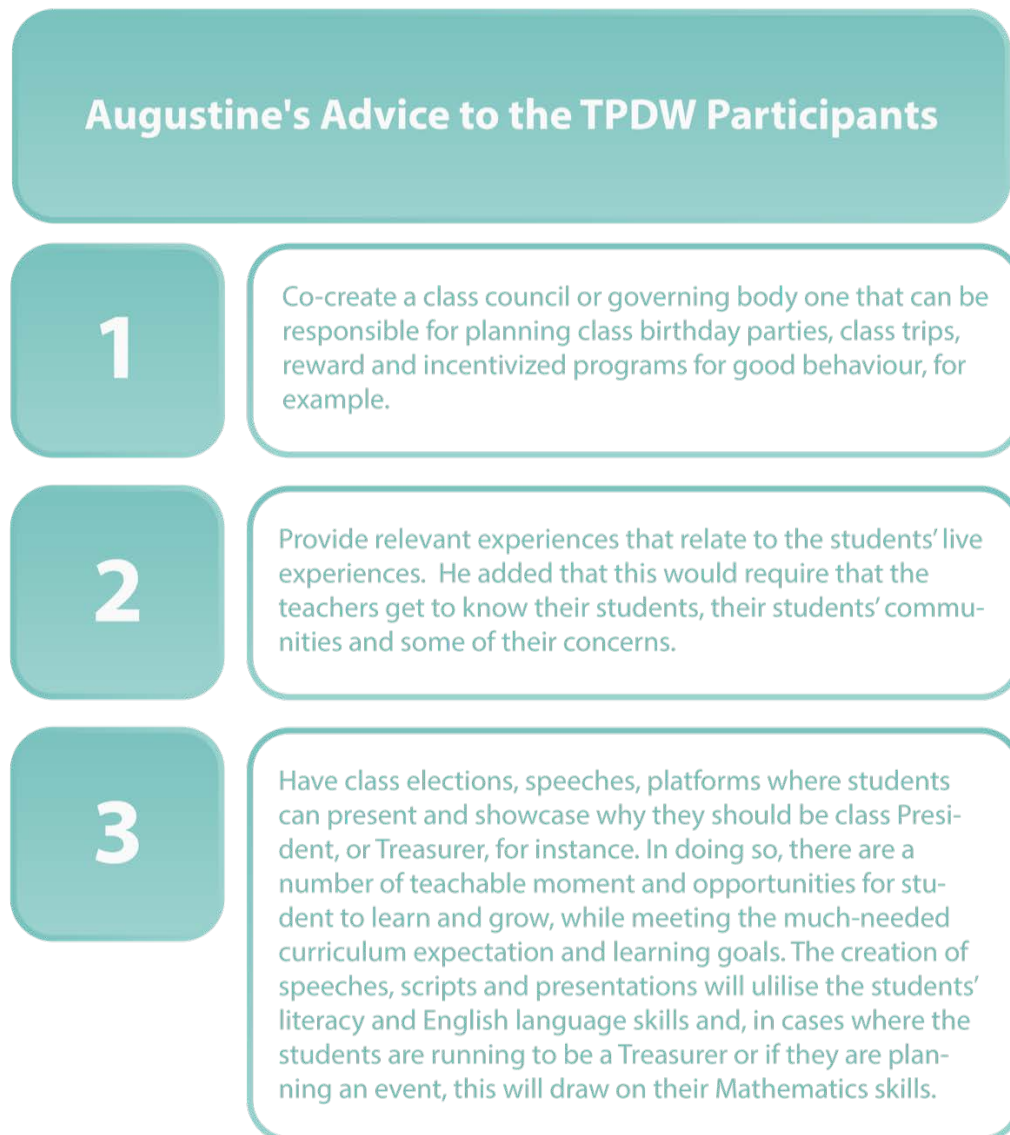


Image 19: Brady and de Dovitiis's presentation.

6. When Community Meets Civic Engagement: Augustine Obeng, a community activist, author and motivational speaker led a captivating session on the intersection between community life and civic engagement. Augustine shared his personal journey from a student of a working-class family to a York Student representative and to author of *Changing Lanes: The First XXV*. He narrated the importance of parental guidance and emphasized how his father encouraged him to achieve greatness despite his lack of so-

cial and financial capital. He is now a change agent in his community and he volunteers with youth-led and/or youth-focused organizations such as Generation Chosen, Pathways to Education and the Youth Association for Academics, Athletics & Character Education. Augustine also challenged participants to think of creative avenues through which they can recruit racialized students' lived experiences in classroom learning. The below chart summarizes Augustine's strategies for student engagement.

**FIG 6: AUGUSTINE'S STRATEGIES FOR STUDENT ENGAGEMENT.**



Drawing from his experiences working in an Indigenous community, Augustine ended in presentation with an activity in which all participants formed a circle and shared one important thing that they learned from his session.



*Image 20: Augustine Obeng*

In the penultimate session, participants worked in small groups to design a lesson plan or discuss a series of lessons that they could implement in their classes. The purpose of this exercise was to give the teachers the opportunity to consolidate and digest the information that they acquired throughout the day as well as to discuss the practicality of implementing these lessons in their classes. The teachers presented their lessons to and answered questions fielded by their colleagues. After the exercise, the teachers shared that they found the exercise very insightful. They expressed their appreciation for the opportunity to collaborate with other teachers from different schools. The three group presentations are summarized in appendix H.



*Image 21: All our participants designing their lesson plans.*



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A Look to the Future: the last session discussed #YiP next steps. Teachers were encouraged to share with their principals the funding state of youth in politics. They were also encouraged to continue the work that they had started through using #YiP online resources such as the Hosting a School Board Trustees All Candidate Meeting: A Student Guide. We also discussed alternative ways in which the teachers can continue general civic engagement initiatives such as hosting a Civic Engagement Club in their schools.

## 4.3 FUTURE CONSIDERATIONS

The following suggestions were noted for future teacher workshops

- ➔ The professional development workshop be conducted over two-days event to facilitate teacher-led presentations and workshops. This would give time to teachers showcase some of what they are already do in their classrooms.
- ➔ To enrich the conversation about the ways in which we can make civics teaching more experiential and socially just outreach should also focus on key community advocates for racialized community's rights.
- ➔ To bear witness to the civic teaching and learning conversations invitation should be extended to civic curriculum policy makers.



Image 22: Professional development participants.

# APPENDICES

## APPENDIX A: SUMMARY OF THE COMMUNITY ORGANIZATIONS CONTACTED IN TORONTO AND THUNDER BAY.

List of Community Organizations contacted in Toronto and Thunder Bay

NAME OF ORGANIZATION	CALLED	VISITED	EMAILED	OUTCOME
The SPOT 1 Yorkgate Blvd Suite #228 North York, Ontario M3M 3A1	✓	✓	✓	No student was recruited
Rexdale Women's Centre 21 Panorama Court, Toronto, ON M9V 4E3	✓	✓	✓	No student was recruited
Volunteer Toronto 344 Blood Street West, Suite 404 Toronto, ON, M5S 3A7 416-961-6888 <a href="https://www.volunteertoronto.ca">https://www.volunteertoronto.ca</a>	✓		✓	No student was recruited
Jane and Finch Boys and Girls Club 300 Grandravine Dr., North York, ON, M3N	✓	✓		No student was recruited
St. Alban's Boys and Girls Club 843 Palmerston Avenue, Toronto, ON, M6G 2R8	✓	✓		No student was recruited
Boys and Girls Club of Weston-Mount 121 Humber Blvd Toronto M6N 2H6	✓	✓	✓	No student was recruited
Driftwood Boys and Girls Club 30 Driftwood Court, - 2nd North York	✓	✓		No student was recruited
Rexdale Community Hub- Albion Boys & Girls of Greater Toronto 21 Panorama Court, Toronto, ON M9V 4E3	✓	✓		No student was recruited
Delta Family Resource Centre 2291 Kipling Ave Suite #123, Etobicoke, ON, M9V 4L6	✓	✓	✓	No student was recruited. However, the Youth Program Director was arranging for our Coordinator to connect with another organization who conducts similar work.
UrbanRez Solutions 4439 Lawrence Avenue East, Toronto ON, M1E 2T9	✓		✓	We were connected to 5 students. Only one submitted their signed parental consent letter.



## SUMMARY OF THE COMMUNITY ORGANIZATIONS CONTACTED IN TORONTO AND THUNDER BAY CON'T

Somalia Women and Children Support Network 1 York Rd, Etobicoke, ON, M9R 3C8	✓		✓	The last time we spoke on August 23, our coordinator was arranging a meeting to talk to students from Kipling Collegiate Institute.
Etobicoke North Youth Council 21 Panorama Court, Toronto, ON M9V 4E3	✓	✓		No student was recruited
Thunder Bay Indian Friendship Centre 401 Cumberland Street North, Thunder Bay, ON P7A 4P7	✓	✓		No student was recruited
Library - Waverley Resource Library (Main Administration) 285 Red River Road Thunder Bay ON P7B 1A9	✓	✓		No student was recruited
Library - Brodie Resource Library (Main Reference Library) 216 Brodie Street Thunder Bay ON P7E 1C2	✓	✓		No student was recruited
Library - County Park Branch Library County Fair Plaza 1020 Dawson Road Thunder Bay ON P7B 1K6	✓	✓		No student was recruited
Library - Mary J.L. Black Library 901 Edward Street S Thunder Bay ON P7E 6R2	✓	✓		No student was recruited
Sustainable Youth Canada c/o Emily Cross 434 Jameson Street Thunder Bay, ON P7G 1E2			✓	No student was recruited
The Regional Multicultural Youth Council (RMYC) 511 Victoria Avenue East Thunder Bay, Ontario	✓	✓	✓	We had a pizza party at an event that the RMYC. We recruitment 3 students from here.
Thunder Bay Boys and Girls Club 270 Windsor St, Thunder Bay, ON P7B 1V6	✓	✓	✓	No student was recruited
Thunder Bay Boys and Girls Club 420 Vale Ave Thunder Bay, ON P7C 5E7	✓	✓	✓	No student was recruited
Youth Service Canada James St N, Thunder Bay, ON	✓	✓	✓	No student was recruited

## APPENDIX B: NEWSLETTERS



### The Youth in Politics Project (#YiP) Newsletter No. 1

#### Greetings from the #YiP Team!

The #YiP Director, Nombuso Dlamini, Co-lead Uzo Anucha and the [#YiP team](#) welcomes you to our first newsletter. We are excited to share the work that young people are doing in schools and communities across Ontario. We are located in four Ontario cities: [Toronto, Ottawa, Thunder Bay and Windsor](#). We invite you to travel with us as we support, facilitate, and engage youth doing politics. Thank you to all the community leaders and teachers in our partnering schools for ideas and actions that have made it possible to build cohorts of young people who will be part of [#YiP/NOISE Summer Institute](#). Be in the look for more #YiP news in August 2018.

*To learn more about the diverse ways in which youth do politics,  
visit <http://yipproject.com/resources/>*

#### About #YiP

**Youth in Politics** is an experiential learning initiative aimed at increasing student civic engagement through using the Ontario 2018 school board elections as a case study. We facilitate youth action projects that are connected to youth learning about the governance of schools and communities.

Our principles of shared authority include shared instruction and knowledge, as well as promoting and developing collaborative relationships with students and their families, teachers, and the community at large. #YiP sees youth as cultural making subjects with the power to examine their schools and communities, decide what is good in them and what they want to change.

Visit us at [www.yipproject.com](http://www.yipproject.com) to find out more!

## What's Happening with #YiP?



### #YiP in Thunder Bay

July 5, 2018 - #YiP Project Director Dr. Nombuso Dlamini and Research Associate Allison Whately-Doucet collaborated to hear political voices of youth of the Regional Multicultural Youth Council (RMYC) in Thunder Bay, Ontario.

### Toronto Community Visit

July 6, 2018 - Zakaria Abdulle (left), running for school board trustee visited Toronto communities in hopes of engaging student leaders such as Hrithik Sharma (right), and increasing voter turnout for the upcoming 2018 Ontario Municipal and School Board Elections.

To find out more about Zakaria's journey and how you can get involved within your community, visit his [website](#) or email him at [voteabdulle@gmail.com](mailto:voteabdulle@gmail.com).



### Upcoming Events

- Join #YiP at the Scarborough Civic Centre Library on July 18, 2018 to hear youth voices and discuss youth leadership!
- Sign up online and join us for the #YiP NOISE Summer Institute! Available at 4 locations across Ontario: Toronto, Ottawa, Windsor and Thunder Bay. Contact your region's coordinator by email for more information. [Sign Up!](#)

• Don't forget to vote! The 2018 Ontario Municipal & School Board Elections will be taking place on Monday, October 22, 2018. [Read More](#)



## Stay Tuned!

Future opportunities with **#YiP** coming soon! #YiP invites high school students who are interested in joining our **Action Advisory Committee**. For more information on how to get involved, checkout our [social media](#) pages. Details coming soon: **End of July 2018**.

## Connect with #YiP

Follow us on Facebook, Twitter, and Instagram for more updates!



Address: Kaneff Tower 635, York University, 4700 Keele Street, Toronto, ON M3J 1P3

Telephone: 416-736-5727

Toll-free: 1-888-575-5727

Our mailing address is:

[ypp@yorku.ca](mailto:ypp@yorku.ca)

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#).



## The Youth in Politics Project (#YiP) Newsletter No. 2

### A Look at Our First Institute!

Fellows gather to kick off the  
Windsor #YiP/NOISE Summer Institute.

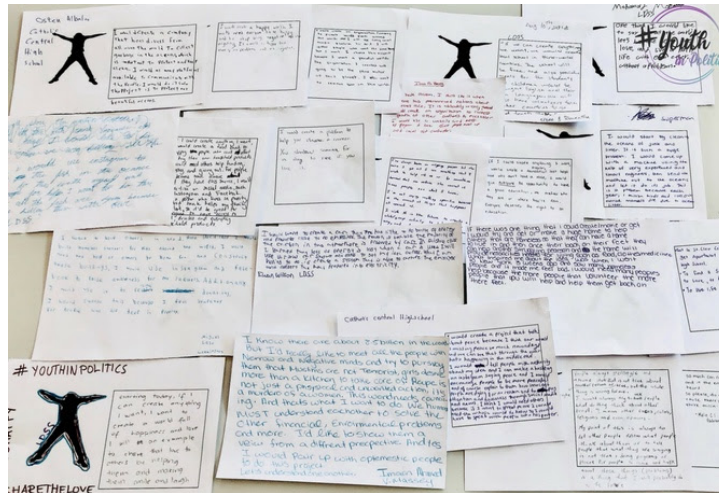


August 9 and 10, 2018 - Students took part in discussions on youth civic participation.



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## Highlights from the Windsor #YiP NOISE Summer Institute



Hosted at the School of Social Work at the University of Windsor, students from Vincent Massey Secondary School, Catholic Central High School, Leamington District Secondary High School, Assumption College Catholic High School, and Walkerville Collegiate Institute attended the Windsor #YiP/NOISE Summer Institute. According to Bayan, our Windsor #YiP Intern:

" The program covered a wide range of interesting and educational topics . Guest speakers came to talk to us about what politics and social justice really are, and how we-the youth- would be able to further our careers in the field. We discussed how to think critically and question information in the media and to find truth in what is presented to us. More guest speakers came and talked about the why, when, where, what and how they got involved and enacted change in their communities and gave advice on how we can do the same in our own.

We learned how to present information to the media using the available wide range of tools and in the most creative ways we can. We talked about how even in our own presentation, we can know whether what we're doing is activism or slacktivism?

The Institute was very interactive and created a safe space for participants to discuss topics that in a classroom setting many would not feel comfortable talking about. A lot of the time we were encouraged to ask questions and in the case of some of the guest speakers- participate in hands-on activities.

Overall, the two days of attendance were filled with valuable lessons that I'm sure even in the most subconscious of ways, will be applied to many of the participants' futures. "

## #YiP Spotlight: Youth Interns

### Bayan Abu-Libdeh, Windsor

#### #YiP Social Media Intern

Bayan recently joined the #YiP team and kick-started her role by supporting preparations and implementation of the Windsor #YiP/NOISE Summer Institute. She captured many Institute memorable moments and hopes that other youth will be inspired to come together to participate in civic activity, make a change and have their voices heard. Welcome to the team Bayan!



## Coming to a Location Near You...

### Missed out on the Windsor #YiP NOISE Summer Institute? No

**Problem!** The #YiP NOISE Summer Institute is still being offered at three other locations:

- **Ottawa:** August 16-17, 2018 at Carleton University
- **Toronto:** August 23-24, 2018 at York University
- **Thunder Bay:** August 16-17, 2018 at Lakehead University

For more information on location details and the application process, please visit us at:

[www.yipproject.com/noisefellow/](http://www.yipproject.com/noisefellow/).

OR

Contact your site representative directly via email:

- Ottawa: [Alyssa Schenk](#)
- Toronto: [Shawnee Hardware](#)
- Thunder Bay: [Allison Whately-Doucet](#)

## Connect with #YiP

Follow us on Facebook, Twitter, and Instagram for more updates!





## The Youth in Politics Project (#YiP)

Newsletter No. 3

### Take a Look at Our Ottawa Institute!

Fellows gather to kick off the  
Ottawa #YiP/NOISE Summer Institute.



August 16 and 17, 2018 - #YiP Institute Fellows took part in group activities and discussions on youth civic action.

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## Highlights from the Windsor #YiP NOISE Summer Institute



Hosted at the School of Social Work, Carleton University, students from St. Pius X High School, Brookfield High School and Bell High School attended the Ottawa #YiP/NOISE Summer Institute. Nisrene, our Ottawa #YiP Intern stated:

" The #YiP Summer Institute held in Ottawa was an absolutely fantastic workshop. On day one, we started off the day getting to know the staff and the other students attending the Summer Institute. This was a nice way to start off the day as I got to know all the different faces in the room and I got to learn about the different events and opportunities people have had in their life. Following introductions, we were presented about getting to know #YiP, and it was an amazing presentation. I learned about how #YiP started and it was very inspiring as I got to hear Dr. Dlamini's story on how she started Youth In Politics. Hearing her story was inspiring because it showed me that when you are passionate about something, chase it, let the world know about it and work to achieve it. Seeing how hardworking she is was very motivating.

Throughout day one, we did more workshops on how to build up and interpret news on issues that you care about. These workshops were helpful as I learned different skills that could be used in my future career. We also had an exchange student come in to teach us about the different political views in different countries. She travelled from Ukraine to Ottawa, so hearing different ways she tried to help her community politically was very interesting. Later that day, we had a special speaker come in to talk about inequalities in the world (race, age, gender, etc.), and this session was truly an eye-opener. Though some people may not experience issues of racism and discrimination, it was an interesting thing to see how people can perceive others just from appearance or beliefs. The moral of this talk was that no matter the circumstance, we are all equals.

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Going into day two was very exciting as we were all coming off such an amazing day one, and day two was just as amazing, if not better. To start off the day, we played some team building exercises which helped us learn to communicate with people who may have different ways of communicating. Following this activity, we had a guest speaker come in to teach us about biostatistics and how to think environmentally and scientifically, which was actually very shocking to sit through as environmental politics is something that I realized is very overlooked and not spoken enough about. Now after this discussion, my favourite speaker arrived. We had a guest named Mikhaela come in to talk about issues regarding human trafficking and she really made me realize how much awareness needs to be raised towards this issue. Hearing her personal stories and how much work she did to help women experiencing this issue really brought a tear to my eye. Mikhaela is the pure representation of an amazing leader. She taught us different ways to advocate for others, and how to engage our ideas in different ways. I learned skills from Mikhaela that will definitely last me forever. Her ability to show us ways to turn our passions into drive was something I think many youth should experience. Following Mikhaela's session, we got to meet our last speaker of the #YiP Summer Institute Ottawa, and this speaker was Maya. Maya is a poet, and writes many powerful spoken word pieces regarding issues that our society is facing today. In this session, we learned how to creatively expressing our passions and issues we care about. I really enjoyed her session, seeing a young girl doing so much for her community and expressing it so creatively was really amazing to see.

This is when our day came to an end. I cannot express how outstanding the #YiP Summer Institute Ottawa was. Hearing many different stories from different people was so nice because it showed all the different perspectives of life. From the incredible speakers, to the excellent staff, the #YiP workshop was a life changing experience. Youth in Politics is a project I believe that all youth should get involved in! "

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## #YiP Spotlight: Youth Interns



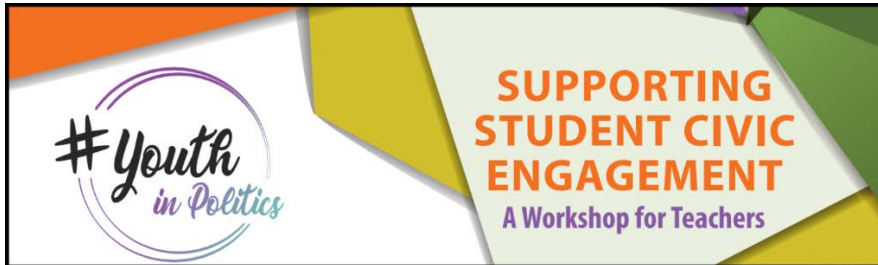
### Nisrene Darwiche, Ottawa

#### #YiP Social Media Intern

Nisrene (Nizzy) joined the #YiP team after attending the #YiP/NOISE Summer Institute in Ottawa. Her energetic, ambitious, and positive attitude made her a perfect fit for the #YiP team. She is passionate about social justice, and strongly believes that projects such as #YiP encourage youth to take action in order to make a change both locally and globally. Welcome to the team Nizzy!



## What's Coming Up Next?



**Attention Teachers! #YiP is hosting a Teacher Professional Development Workshop on September 14, 2018.**

This workshop is designed to support teachers with promising and best practices around experiential education built on youth engagement.

**Where: York University, Kaneff Tower, Rm 519**  
**Time: 9am - 4pm**

For more information contact Shawnee Hardware at  
[coordinator@yipproject.com](mailto:coordinator@yipproject.com) or (416) 736-5727

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## Connect with #YiP

Follow us on Facebook, Twitter, and Instagram for more updates!



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Address: Kaneff Tower 635, York University, 4700 Keele Street, Toronto, ON M3J 1P3



## The Youth in Politics Project (#YiP) Newsletter No. 4

### Missed the #YiP Teacher Professional Development Workshop?

Have no fear... We have your workshop summary here!



September 14th, 2018 - Teachers across Ontario travelled to York University to attend the #YiP Teacher Professional Development Workshop on fostering innovative youth civic action.

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## Highlights from the #YiP Workshop



Augustine challenged the teachers to think of creative avenues in which they can engage/utilize racialized students' lived experiences in classroom learning.



Dr. Dlamini provided teachers with an overview of the #YiP project, outlining its main tenets and the expectations of the different components of the project.



Our #YiP Youth Interns from the Ottawa and Windsor locations also made a special appearance at the teacher workshop.



Bayan (left), gave a presentation about the results of a social media survey on 'what young people want'. Nizzy (right), shared her journey of working with #YiP and the peer engagement strategies that were used throughout the project.

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# #Youth in Politics

## #YiP Teacher Professional Development Workshop



### What was on the Agenda?

Our very own Dr. Nombuso Dlamini gave a warm welcome to the attendees, introduced the purpose of the workshop and offered background about the Youth in Politics project. Dr. Shawnee Hardware followed with a presentation that shows the alignment of #YiP goals and activities to the Civics Curriculum. The #YiP NOISE Summer Institute Youth Interns then discussed their role as social media assistants through their talk on 'Echoing Student Voices'.

**Keynote speakers Janelle Brady and Matias de Dovitiis spoke to the intersectionality between politics and social justice in Ontario. Both speakers are well-known community organizers and activists : Brady is Vice President of the Ontario NDP and Matias is a 2018 school board trustee candidate currently working as Executive Director for the DUKE Heights BIA.**

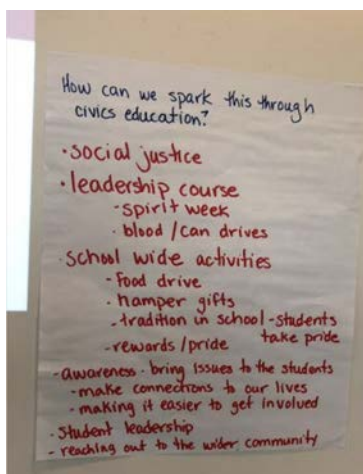
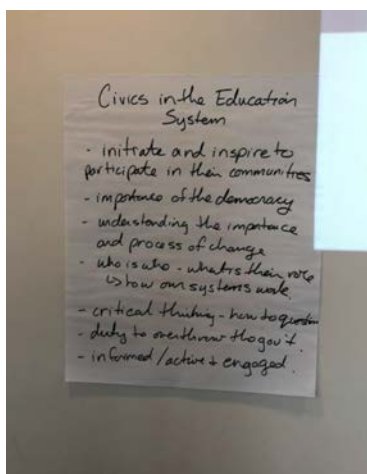
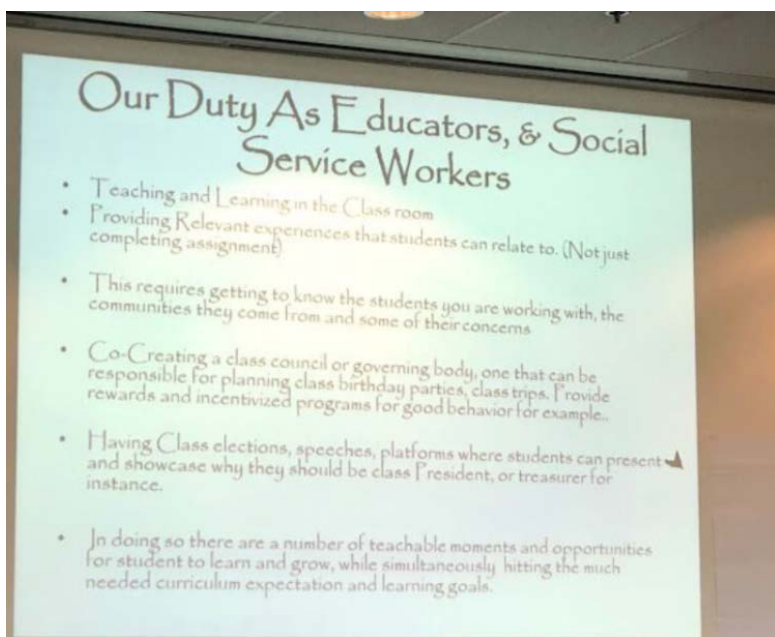
In the afternoon, Augustine Obeng took led a workshop on 'When Civics meets Community Engagement'. His energetic and vibrant personality had everyone smiling and up on their feet. Augustine is a published writer, educator, motivational speaker, community leader, mentor and social worker from the Jane and Finch community.

**Attendees also got opportunity to further explore the day's workshop and discussion by breaking into small groups to create lesson plans that they could implement in their communities and classrooms.**

Dr. Dlamini concluded the workshop by taking a look into the future of #YiP and

discussing the next steps towards the Ontario Municipal and School Board Trustees  
Elections taking place on October 22, 2018.

## A Glance at the Workshop Activities



## Connect with #YiP

Follow us on Facebook, Twitter, and Instagram for more updates!







## The Youth in Politics Project (#YiP) Newsletter No. 5

### Youth Summer Participants: Election Leaders

Are you and your parents ready for the October 22 elections?



**2018 | Ontario Municipal  
& School Board  
Elections**

**Election Day: Monday, October 22, 2018**

### Let's Make a Change!

**Reasons to be Part of the Next Election and How to Get Involved**

#### **Motivating Parents to Vote**

Are you interested in civic life? Then inform your parents about the value of civic participation, and encourage them to support your passion by voting in the elections! Parents also need to be part of and learn more about the governance of their children's schools and communities.

## What Does the Local School Board Trustee Do to Represent Parents, and Why is this Important?

The local school board trustee regularly communicates with parents and guardians and seeks input when the board is developing policies, making major decisions or determining its multi-year strategic plan. These communications may take the form of a trustee e-newsletter, social media, online journals, blogs or postings on the trustee's own website. The trustee is often the first point of contact when parents have questions or concerns about their child's local school. While individual trustees do not have the authority to direct board staff to undertake any particular action, they can help in answering questions, finding solutions or facilitating interaction with the school and board administration. As a parent/guardian you may contact your trustee directly to raise concerns or discuss issues of interest.

## Run for Student Trustee

Youth Summer Participants: As a student trustee, you will have the power to influence your trustee. School board trustees create the policies that govern things like...



Transportation to and from school



Accommodation for students special education needs



Facilities and equipment for in-class and after-school activities



Student support services



Administration of schools



Hiring of teachers and other staff

For more information on [how to become a student trustee](#), please refer to the steps on page 20 of the student's guide.

## Top 5 Things You Should Know About Your School Board Trustees:

- 
- 1) They set the strategic direction for the board and monitor its progress
  - 2) They set school policies and assess their effectiveness
  - 3) They decide how to distribute funds
  - 4) They provide you with the support you need to achieve your educational goals
  - 5) They get the community involved in the classroom and are receptive to the needs of students, parents, and community members
- 

## Encourage Others to Get Up and VOTE!

Informed parents equals informed youth!

Informed youth can lead to intergenerational knowledge transfer, which would help break the cycle of a 'selected few' participating and governing adults.



---

For more information on the upcoming elections, check out these helpful resources below:

- The 2018 Voters' Guide for Ontario Municipal Council and School Board Elections [click here](#)
- Hosting a School Board Trustee All Candidates Meeting: A Student's Guide [click here](#)
- 2018 Ontario Municipal & School Boards Elections Webpage [click here](#)

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## Connect with #YiP

Follow us on Facebook, Twitter, and Instagram for more updates!



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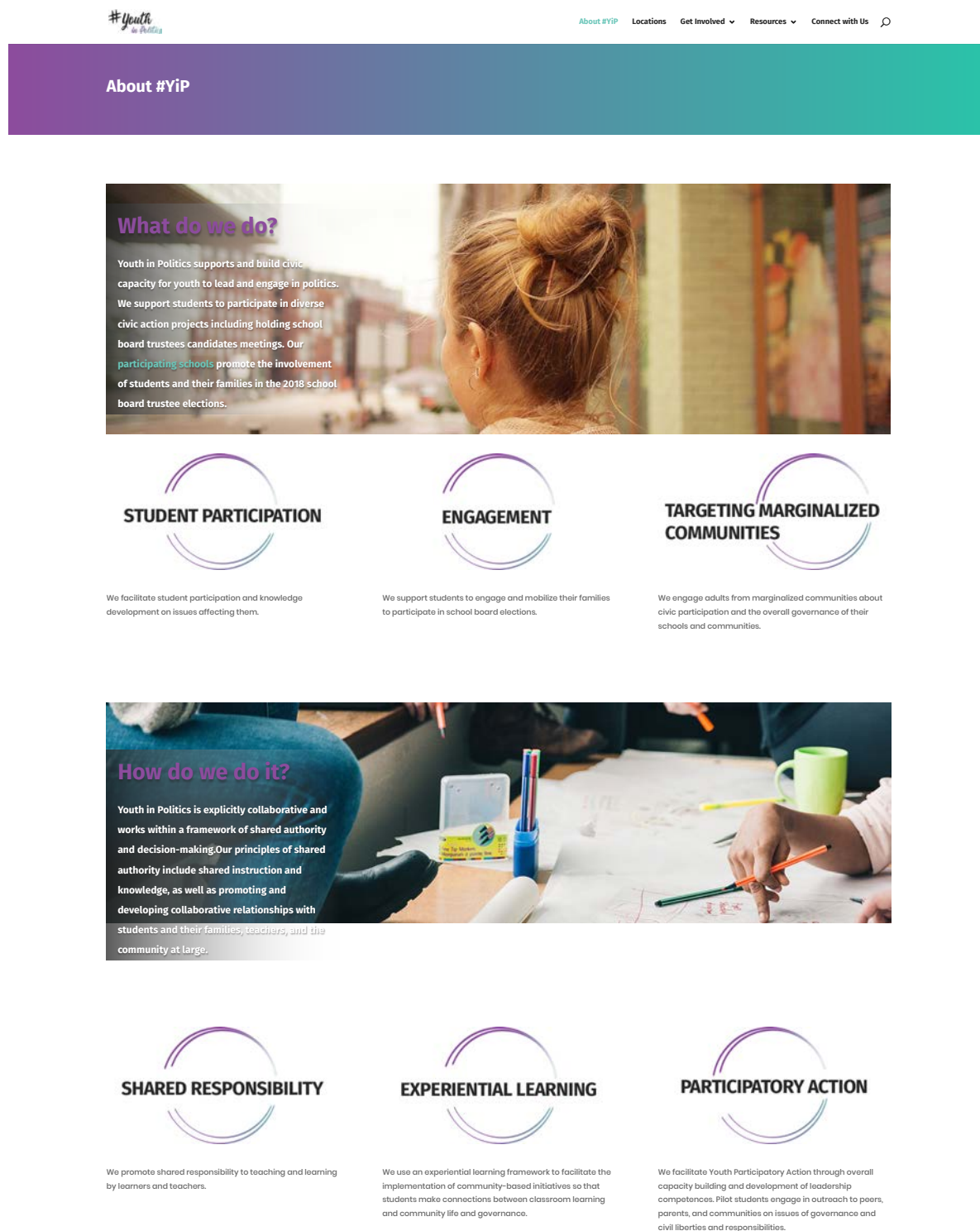
Address: Kaneff Tower 635, York University, 4700 Keele Street, Toronto, ON M3J 1P3

Telephone: 416-736-5727  
Toll-free: 1-888-575-5727

Our mailing address is:  
[ypp@yorku.ca](mailto:ypp@yorku.ca)

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#).

## APPENDIX C: YIP WEBSITE, “ABOUT US”





## #YiP offers resources to students, teachers and parents!

### Skills development

Join #YiP for a governance skills development institute this summer.

BECOME A #YIP NOISE  
FELLOW

### Planning Guides

A youth friendly guide about school board trustees and how to hold candidates' meetings.

SEE THE GUIDE

### Grants

#YiP offers small grants for students to organize and hold a candidate meeting.

APPLY NOW!

### Support & Guidance

Adult (e.g. teachers) and youth leaders guidance and support to community civic action.

CONTACT US TO FIND OUT  
MORE

## Meet the Team



**Dr. S. Nombuso Dlamini**  
Director



**Dr. Uzo Anucha**  
CoLead and YouthREX Director



**Shawnee Hardware**  
Research Associate & Coordinator



**Cynthia Kwakyewah**  
Research Assistant

#### ABOUT DR. DLAMINI

Dr. S. Nombuso Dlamini is an Associate Professor in the Faculty of Education at York University and the Director of Youth in Politics. Dlamini served as the inaugural Jean Augustine Chair in the New Urban Environment; York University (2010-2015) after serving as the Research Leadership Chair at the University of Windsor. Dlamini's research include youth projects that focus on civic engagements, and youth negotiation and production of diaspora identities, and, gender based projects examining immigrant women's Canadian work experiences, immigrant women's production of social capital, and ethnic minority women's health and socioeconomic livelihood. She teaches in the area of youth culture, identity and civic engagement.

Dlamini's youth-based writings include the acclaimed University of Toronto Press publication *Youth and Identity Politics in South Africa, 1990-94* (Anthropological Horizons); *Engaging the Canadian Diaspora: Youth Social Identities in a Canadian border city* and, *Female Youth Participation in the Urban Milieu: Unpacking Barriers and Opportunities*.

Dlamini is also known for her global work on youth social identities, gender parity, and the effects of new urbanism in global literacy and education. She has spearheaded interdisciplinary projects in Sub-Saharan Africa including a SSHRC-funded project in

#### ABOUT DR. ANUCHA

Dr. Uzo Anucha is an Associate Professor at the School of Social Work, York University and the Provincial Academic Director for the Youth Research and Evaluation eXchange (YouthREX) based at the School of Social Work at York University, with regional hubs at the Schools of Social Work at Carleton University, King's University College at Western University, and Laurentian University and a Community Hub in Windsor at the United Way of Windsor-Essex. YouthREX's mandate is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge eXchange, and evaluation leadership. YouthREX is primarily funded by the Ministry of Children and Youth Services. To learn more about YouthREX:

Online Youth Work

Hub: <http://exchange.youthrex.com/>

Website: <http://youthrex.com/>

Twitter: @REXforYouth

#### ABOUT SHAWNEE

Shawnee has completed a PhD in Language, Culture and Teaching from York University. She also holds a M.Ed. in Curriculum, Teaching and Learning Studies from Memorial University. Her research interests include student engagement, youth civic engagement, English language teaching and learning, and socio-linguistics. She has worked as an educator in Jamaica and Japan. She has always worked as a Program Assistant for Memorial University's intercultural education project- the Culture-to-Community project.

#### ABOUT CYNTHIA

Cynthia Kwakyewah is the Communications Specialist for the #YiP Project and a master's student at York University Having a passion for youth civic engagement and leadership, Cynthia has worked with youth in community-university research projects. For instance, as a Youth Researcher in the Engaging Girls, Changing Communities (EGCC) Project, she conducted peer-interviews with other young women on girl's leadership and civic activities. Towards the end of the project, Cynthia helped pilot youth action initiatives that encouraged young women to re-define leadership and engage in community life in their own terms.

Tanzania, (2008 – continues to date with the support of U of Windsor), which is designed to enhance teachers' capacities in serving marginalized children in the global south. She led research and workshops in the (2005-2012) CIDA-funded *Social Work in Nigeria Project (SWIN-P)*, an international collaboration between the University of Benin, Nigeria and three Canadian universities – York University, the University of Windsor and the University of British Columbia. Damini was also a project co-applicant in an IDRC-funded research program entitled *HIV Prevention for Rural Youth (HIVPR)*, Nigeria (2008-2012). This program was intended to develop youth knowledge and competencies to combat HIV/AIDS.



**Mavis Odei Boateng**  
Research Associate

#### ABOUT MAVIS

Mavis Odei Boateng, BA, MA, MSW is a multifaceted and passionate helping professional. She will be starting her PhD in Social Work at the University of Windsor starting September 2018. She has experience with youth development, community engagement, project management, and qualitative research.

She recently interned with the Office of Human Rights, Equity and Accessibility (OHREA) at the University of Windsor where she honed her program development and community engagement skills. Mavis has also interned with CommUnity Partnership, Glengarry Site, where she worked with diverse populations experiencing multiple challenges, especially, barriers to social services, and varying degrees of mental health conditions.

Her work experience spans three countries; she has worked in Ghana, the United States, and Canada in both leadership roles and employee positions. In the United States, she worked as a Counselor at the Cayuga Rehabilitation Centre and Research Assistant at Cornell University. In Canada, Mavis volunteered at Compassion Canada and Goodwill Industries in London, Ontario and has served as a student representative on various administrative committees at the University of Windsor. She has tremendous experience in students' governance. Recently, she co-founded the MSW Peer Mentorship Program at the School of Social Work.

She is excited to join the Youth in Politics project as a Research Assistant for the University of Windsor. She will work with Dr. Nombuso and her dynamic team to connect with young people and relevant community stakeholders to achieve the goals of this project.



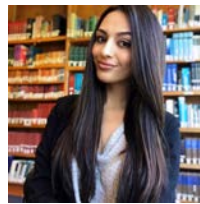
**Allison Whately-Doucet**  
Research Associate

#### ABOUT ALLISON

Allison Whately-Doucet is a student at Lakehead University finishing my thesis for the Master of Education Social Justice Specialization within the Education for Change program. My thesis is an examination of neoliberal ideology (or marketplace values) and its influence on parent-teacher interactions and expectations.

After graduation from Montreal's Concordia University in 2006 with a specialisation in Early Childhood and Elementary Education, I held a position as a French Immersion elementary teacher in Moncton, New Brunswick for 10 years.

I am excited to be a part of the project with #YIP with a goal to spark interest and enthusiasm for civic engagement by youth in Northwestern Ontario. The young folks in high school today will be the future leaders of tomorrow, so their participation in civic activities is vital to ensure better awareness of the critical issues that affect everyone.



**Lily Khorshid**  
Communications Associate

#### ABOUT LILY

Lily is entering the first year of her PhD studies at York University in Education: Language, Culture, and Teaching. She holds a MEd from York University and completed her BA in Psychology from Western University. Her research interests include understanding the construction of youth identity, as well as their lived experiences as Canadian youth; particularly through examining their educational and workplace experiences. Lily's previous work experiences range from teaching in a classroom with preschool-aged children, to volunteering at a shelter for young women, and working within academic institutions. She is beyond thrilled to be joining the #YIP team and is looking forward to the launch of this project.



**Vivian Ngo**  
Social Media Assistant

#### ABOUT VIVIAN

Vivian Ngo is a grade 10 student attending C.W Jefferys Collegiate Institute. She is working towards becoming a lawyer in the future and hopes to attend the University of Toronto. She volunteers at multiple schools as a classroom assistant marking students' work, shelving books, and supervising the students. She is the Promotional Representative for her school's student army council and plans on joining the yearbook committee, leadership classes and the badminton club when she enters grade 10. She loves music, particularly R&B, and enjoys playing the piano, reading, and watching TV shows during her free time. She loves art, especially drawing characters from her favourite cartoons. She hopes that she can use her artwork to inspire and connect other youth like herself, to show more interest towards politics. She hopes to learn how to be a better leader in her community, and to gain a better understanding on how youth can be more involved politics.



**Bayan Abu-Libdeh**  
Social Media Assistant

#### ABOUT BAYAN

My name is Bayan Abu-Libdeh and I go to Vincent Massey Secondary School and I am in the 10th grade. I am hoping to study law, philosophy, and psychology. I would like to attend either the University of Toronto or Western University. I was a part of my school's World Affairs and Model U.N clubs where we discuss the current issues around the world. I hope to continue attending them when school starts in September, along with joining the debate team.

In my free time, I enjoy reading fiction novels and aspire to be a writer as well. Two of my favorite books are *The Forgetting* by Sharon Cameron and the more classic, *To Kill a Mockingbird* by Harper Lee. Another hobby and enjoyment of mine would be photography. I love being able to capture moments in time so that I could look back and enjoy the memories that accompany them.

I am very passionate about all the issues we see in our society and around the world. These issues include Gender Equality, Poverty, Global Warming, Racism, etc. I hope to not only bring awareness to these issues, but to also play a part in bringing a good foot forward into the future anyway I can.



**Nisrene Darwiche**  
Social Media Assistant

#### ABOUT NISRENE

My name is Nizzy and I study at Bell High School in Ottawa, Ontario. When I graduate from high school, I hope to study Special Education. I have volunteered in Special Education classes, summer camps and school events. I am also a tutor for children ages 6-12, and I am a hockey trainer for young kids as well. Going into grade 10, I hope to join more clubs at my school and to take on a bigger leadership position on the student council board. I love the arts, particularly drawing, painting, photography and playing my ukulele. The arts have always been part of my life, as I've always loved to tell stories through different forms of art. Things that have inspired me to become a leader in life have been the WE Foundation, which is a movement that brings people together and gives them the tools to make a better world. For two years now, WE has impacted my life in an amazing way and has taught me tons about social justice and leadership. Another thing would be my family – they have always encouraged and supported me to do my best! I believe that all youth have the ability to make a change locally and globally. In the future, I hope to inspire others through my art pieces, to gain more knowledge on youths' different perspectives of the world, and to use my art to show other youth how they can be more involved with politics!

## What's happening with #YiP?

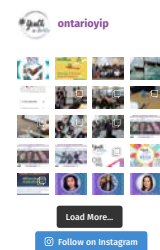
### Twitter



### Facebook

Unable to display Facebook posts.  
[Show error](#)

### Instagram



### Newsletter

Get #YiP updates direct to your inbox.

First Name
  Last Name

Email

**SUBSCRIBE!**

## Funders & Partners

## APPENDIX D: NOISE SUMMER INSTITUTE AGENDA



# DAY 1

## NOISE Summer Institute Agenda

### Morning

#### Registration and Breakfast

Introductions

Pre-evaluations

Getting to know #YiP: Presentation

Keynote Address: Politics 2.0: What young people need to know?

### Mid-morning

#### Break

Panel discussion with young politicians/school board trustees (candidates)

Small group discussion and presentations: Facilitators & Barriers to Youth Civic Engagement

### Afternoon

#### Working Lunch: Youth Ideas Activity

Presentation: Thinking scientifically and environmentally: A guide to youth critical science

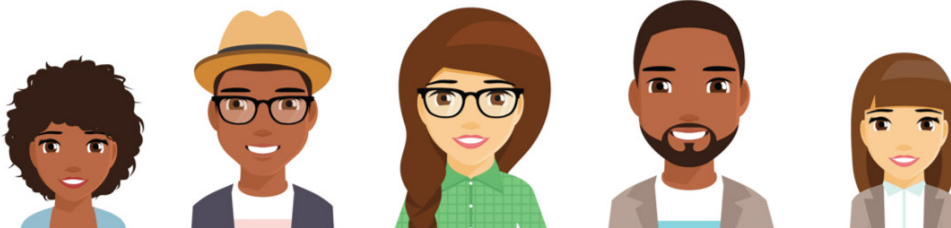
Workshop: Pathways to Youth Activism

### Late Afternoon

Youth Flaneur Activity (Around the University space)

A look at Day 1

#### Closing and Directions for Day 2





# DAY 2 & 3

## NOISE Summer Institute Agenda

### Morning

#### Registration and Breakfast

Activity 1: Build it for me, Advised by Me and With Me

Workshop: Media savvy or media critic? Building and interpreting the news.

Presentation 1: Youth Civics Engagement: From Activism to Slacktivism

### Afternoon

#### Working Lunch: Youth Ideas Activity

Activity 2: Word Association Activity

Presentation 2: #YIP Students' Civic Action Project

Workshop: Representing Ideas & Engaging your Ideas in Creative Ways

### Mid-Afternoon

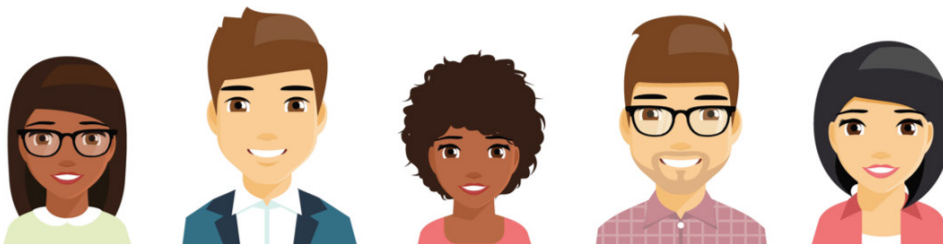
Artnote: Creative Productions

Reflections

Chatting Community Action Snapshots for Day 3 [optional and online]

### Day 3: Mid-Morning

Zoom Videoconference to discuss Community Action Snapshots





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## APPENDIX E: SUMMARY OF SUMMER INSTITUTE FELLOWS' PROJECTS


**Issue of School waste:** I have found large amounts of garbage and not recycled materials in schools. There are many ways to reduce and better take care of the waste. Schools and campaign programs can push for litter-less lunches and also washable plates, bowls, and utensils for school cafeterias. Schools can also add compost bins to collect food waste, and even create a school garden. In order to enforce recycling, “reverse vending machines”, machines that will reimburse the student or teacher that uses the machine to recycle plastics and papers, and possibly even batteries and light bulbs, are a good option. In addition, schools can ask the government for subsidies for these machines and other changes to be in effect.

**Bee Decline:** The issue I've decided to address is the bee decline in Canada recently. As pollinators, bees have an essential role in our ecosystem and they help produce the foods we eat. Similar to what we learned on Day 2 of the Summer Institute about the limited water on our planet, in order to sustain the growing population, it is crucial that we save the bees. The main reason for their decline is the use of pesticides, especially neonicotinoids, which harm the bees. Other factors include turning land into metropolitan areas (less plants), mites, and climate change. Although the bee populations are slowly rising, it would be ideal if the number of bees was the same as it was in the past. Steps of action to take are to raise awareness, ban use of all neonicotinoids (three types are still legal in Canada), and plant gardens in our schools.

**Pollution:** One of the problems that we are having and the guest speaker Mr. Chris has talked about in his presentation is the pollution. Pollution is very harmful to the environment and to us as humans, it affects our lives in many different ways and it can change it. One of the ways is that it can kill the animals and that we rely on to survive like fish in the ocean that is being killed by the plastic that is thrown in the ocean, or the birds that can't breathe the polluted air because of the factories and what humans are doing.

**Bottled water:** In our world, there is a grave issue concerning the waste we create and the environment it effects. A seemingly small action can lead to great damage, evident through the butterfly effect. This is why our communities are so important and I find it necessary to get them involved. In the North Pacific Gyre there is an accumulation of marine debris called the Great Pacific Garbage Patch. It is filled with waste and water bottles which take up to 450 years to decompose. Therefore, I hope to eliminate the use of water bottles in schools and increase the number of recycle bins within my community.

**The Voting Problem:** After attending the Youth in Politics camp, my eyes have opened up, I have realised a big problem in my community, voting. In Windsor, not that many people care about politics and regard it as “boring” or they say that they don't have time for it. The problem of not voting is that it will allow bad leaders to emerge victorious. I strongly recommend that all citizens who are eligible to vote should vote to make a fair election where the most liked candidate will win. We need to make more programs like Youth in Politics to make people aware. Every vote counts!



**Male Privilege:** [Information blocked had identifying features that would bridge participant ethics] The issue I've decided to write about is male privilege, relating to the presentation about Indonesia. This issue negatively affects my family because my father thinks he's the king of the family. Like pioneer times, my mother must stay at home and raise us, while my father is the only one who works. [REDACTED]

**Garbage:** Littering can have many negative impacts and concerns in our community. As the result garbage can produce germs and create a breeding ground for bacteria, this could create illnesses such as Malaria and Typhoid. A negative impact that littering could have in the community is the caution of it entering our waterways; this is caused when heavy plastic or any pieces of garbage are dumped and move around when it rains, and they would later on enter things such as sewers which would later on block drainage pipes which could result in pipes bursting. Everyone of is guilty of littering so what could the community do to help resolve this serious issue? Well that's quite simple schools should put it in their curriculum and not just inform students about this issue just on earth day because everyday is earth day. Another way to help with the littering issue is to join the Adopt a Street program to help clean neighborhoods. In Conclusion Littering is a serious issue and we should work together to make the community a clean-living space

**Racism and Islamophobia:** An issue that resonated with me was Racism. I have both seen and experienced Racism, wearing the hijab, I encountered discrimination from the Western society. Infect my teachers of grade 5 was rude against me for example "is that hijab you are wearing to tight for you to hear?!" Although it's NOT because of my Hijab. In conclusion I'd like to address my issue: Racism against Muslim women by the western society because of practicing Islam and by the Muslim society for not wearing proper coverings. I'd like to talk in depth about this issue, if this report gets approved.

**Homelessness:** For this project, I decided to choose one of less-known social justice issues seriously plaguing Windsor. That is homelessness. Homelessness is a very common issue in our community and there are existing measures to try and combat it, however it seems to be more on the rise recently, especially among teenagers and youths. At the institute we focused on civic activities, on a local scale, being about the wellbeing of all members in the community. I feel that the homeless people in our community are slowly being abandoned. There are many issues that Windsor faces that are really rooted in homelessness; drugs, alcoholism, high crime rates etc. I even remember an incident when my house was almost burned down because a homeless person was residing in a house a few houses down and was messing around with fire. My project is on Homelessness and on how it can have a huge impact on society if not combated.

## APPENDIX F: TEACHER PROFESSIONAL DEVELOPMENT AGENDA

### Day 1: Thursday, September 13, 2018- 6:30-8:30 pm [Hotel Dining Room]

Number of Attendees: 15

Facilitated by Nombuso Dlamini, #YiP Director

### Day 2: Friday, September 14, 2018- 9 am-4 pm

Number of Participants: 20

Facilitated by: Allison Whately-Doucet, #YiP Thunder Bay Associate and Nombuso Dlamini

Program

Time	Activity	Speaker(s)
8:00-8:50 AM	<b>COMPLIMENTARY BREAKFAST AT SCHULICH DINNING ROOM</b>	
9:00-9:30	Getting to know #YiP	Dr. S. Nombuso Dlamini
9:30-10:00	#YiP and the Civics Curriculum	Dr. Shawnee Hardware
10:00-11:00	Keynote: Presentation and Workshop: The Intersection between Politics and Social Justice in Ontario.	Janelle Brady and Matias de Dovitiis
11:00-11:15	<b>Break</b>	
11:15-12:15	Echoing Student Voices	#YiP Summer Institute Interns
12:15-1:00	<b>Lunch</b>	
1:00-1:30 pm	Workshop: When Civics meets Community Engagement	Augustine Obeng
1:30-3:00	Small Group Lesson Planning and implementation strategies	Group Work
3:30-3:40	A look to the future: Next steps towards October 22, 2018	Dr. S. Nombuso Dlamini
3:40-4:00	<b>ADMIN</b>	
	<b>SAFE TRAVELS</b>	



## APPENDIX G: BRADY AND DE DOVITIIS GROUP DISCUSSIONS

### Group one

#### What is our understanding of civics in the education system?

- Initiates and inspires students to participate in their communities
- Teaches students the importance of democracy
- Enhances students understanding of the importance and process of change
- Helps students to understand the role of the different branches of government
- Promotes critical thinking
- Makes the students active and informed citizens
- Instills a duty to scrutinize government

### Group two

#### What is the value of civically minded students to the rest of society through a social justice and equity lens?

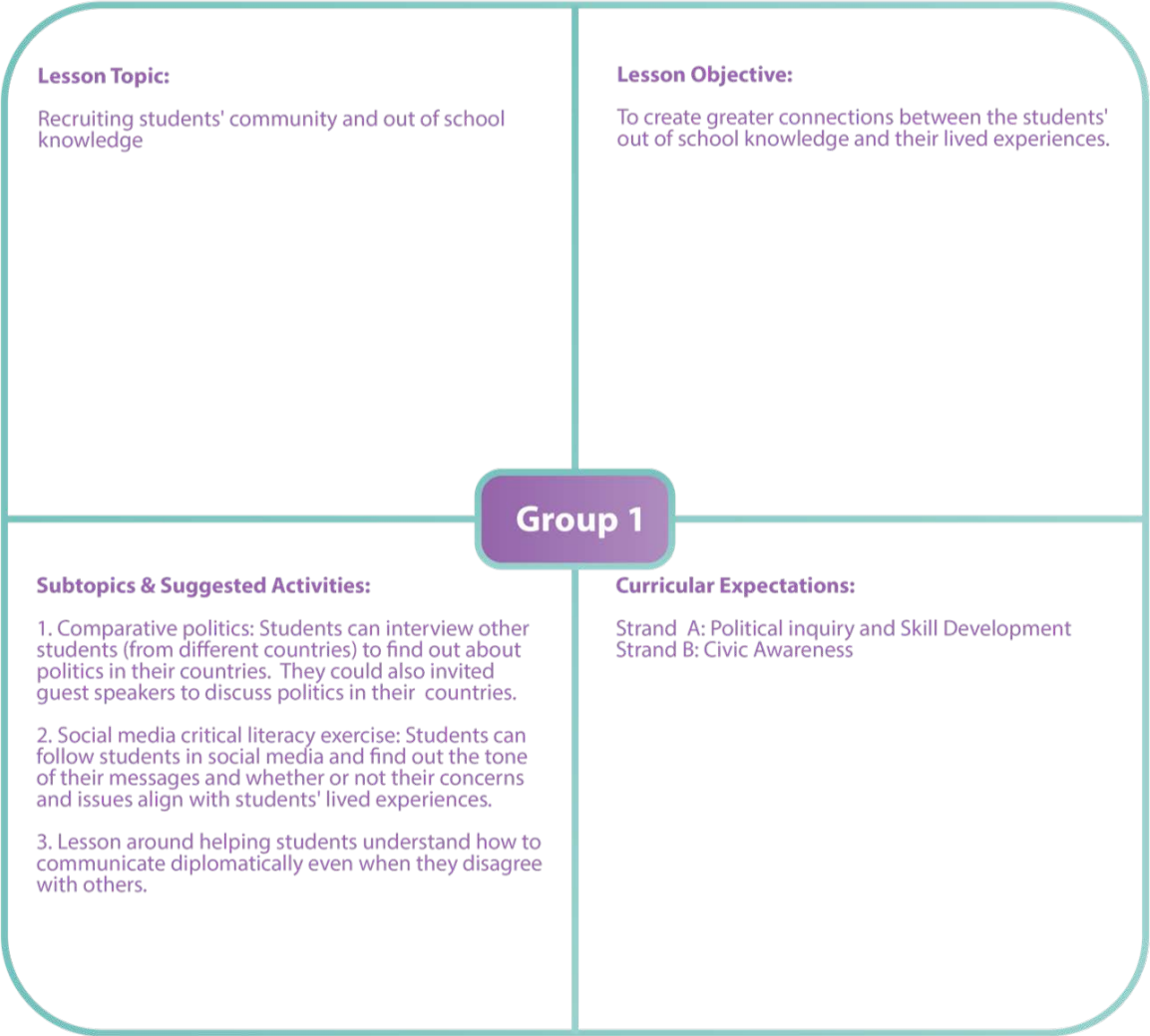
- Creates valued people who are willing to help others
- Creates voices among students
- Educates the students so they know the difference between causing a reaction and causing a “problem”
- Helps students to unpack privilege
- Creates responsible, empathetic and inclusive people
- Looks more for solutions
- Helps students understand how to operate within the system and how to change the political landscape

### Group three

#### How can we spark this through the Civics curriculum?

- Develop leadership course and leadership clubs such as a spirit week
- Lead school wide activities such as a food drive, pride week, hamper gifts, and others
- Broaden students’ awareness of key social justice issues. In doing this, teachers need to make connections to the students’ lives and make it easier for the students to get involved
- Promote student leadership
- Reach out to the wider community

# APPENDIX H: SUMMARY OF THE THREE GROUP PRESENTATIONS





**Lesson Topic:**

The Notwithstanding Clause in Canadian Government

**Lesson Objective:**

To increase the students' understanding of the saliency of the notwithstanding clause.  
To help student understand the appropriate usage of the clause.

**Group 2****Subtopics & Suggested Activities:**

1. Describe the article-Solicit from the students what they think it is. We could use document analysis of newspaper articles. We can also do a historical and contemporary analysis of its usages.
2. Compare what it means in Quebec.
3. Understanding the Provincial and Federal powers of the clause. How could the clause be used in

**Curricular Expectations:**

Strand A: Political inquiry and Skill Development  
Strand B: Civic Awareness

**Lesson Topic:**

Communities around us

**Lesson Objective:**

To reconceptualize the students' understanding of a community as a space or a group of people with similar beliefs and objectives.

**Group 3****Subtopics & Suggested Activities:**

- A. Role activity: What is a Community? They will role key players in their community, their expected roles and their assumed status
- B. In groups, students can also survey their community members to find out key issues that they face. They write letters/emails to the respective member of government representatives to bring these issues to to their attention.
- C. Community involvement: Allow students to research places where they can volunteer in their communities. Or ask community leaders to visit the class to discuss how students can get involved.
- D. Use of Art Installation: In which the design and perform artistic pieces around the need for a healthy and cohesive community.

**Curricular Expectations:**

Strand A: Political inquiry and Skill Development  
Strand B: Civic Awareness



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