

Cultural Capital for Anti-Racism (CC4AR) Toolkit

Funded by:
The City of Calgary anti-systemic racism
capacity building fund



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1. Introduction

1.1. Background

In the Fall 2020 Issue of the Canadian Poverty Institute's (CPI) Spero Newsletter, the CPI reported on its participation in The City of Calgary's systemic racism consultations. Dr. Rita Yembilah presented on the increased risk of exposure to racism as a result of living with low-income and vice versa, and Dr. Nketti Johnston-Taylor, presented on the increased risk of exposure to legal problems as a result low-income and vice versa. At the same venue, Mr. Ike Kenzo of SOS Congo, a local foundation established to support black youth and is committed to telling the positive stories around blackness presented, bemoaning the lack of funding for homegrown initiatives to work proactively to pre-empt racism and other aspects of social injustice. A few connections later, the CPI invited SOS Congo to co-apply to the City of Calgary's anti-systemic racism capacity building fund, under the banner of the Cultural Capital for Anti-racism (CC4AR) project. Following a successful application for a year's project the CPI and SOS Congo designed and delivered a youth-involved and co-designed program or initiative based on the separate yet linked concepts of cultural capital, multidimensional poverty and wellbeing, and empowerment.

A key point of alignment between the CPI and SOS Congo was in capacity building to empower individuals and groups to avoid or mitigate risk factors of experiencing social inequity in its various forms. Some of these areas of deprivation are financial, social, spiritual, identity-based and indeed, systemic. One of the deliverables of this project was the development of a Toolkit. This toolkit fulfills that imperative and thus provides a guide and foundation for future implementation of the Cultural Capital for Anti-racism (CC4AR) program or initiative.

1.2. Program Objectives - Why should I as a black be a part of this program?

Given the background highlighted in section 1.1 above, there are 5 key objectives associated with this program or initiative.

1. To sensitize youth participants aged 14 - 22, and SOS Congo facilitators on the ***multidimensional nature of poverty***, emphasizing self-perception poverty, structural poverty and relationship poverty. It will also sensitize them on low income as part of the experience of poverty and/or impoverishment.
2. Grow the ***cultural capital***¹ of black youth to become self and system level advocates against racism. This involves discussing the set of skills, circumstances, competences and accesses that enable a more confident living of life, accompanied by an arguably reduced risk of experiencing social injustice.
3. The result of high cultural capital is ***empowerment***, which gives people tools and permission to advocate for self and others. So, the third objective of this program is so empower youth so that they are capable and confident to advocate for themselves and others.
4. ***Co-develop a curriculum with the youth and deliver a series of facilitated interactive sessions*** where the sessions are developmental and build upon the knowledge and experience from week to week. In so doing, weave in those separate but interconnected topics and themes mentioned in points 1, 2 and 3 into each session. These sessions can be online, in person or hybrid. Hybrid should accommodate both in person and online participation. The CC4AR program in 2021 involved up

¹ The sum of a person's operational skills and competencies, cognitive abilities, perceptions of self, values and norms, and general awareness that are built through education and lifelong socialisation.

to 15 youth per session as well as 5 SOS Congo facilitators working alongside CPI and guest speakers.

5. **Curate a list of qualified and energetic guest speakers** that will facilitate the interactive sessions. In 2021, speakers from the CPI, Ambrose University, Calgary Women's Immigration Centre (CIWA), Bank of Montreal, University of Calgary, anti-racism advocacy led capacity building sessions discussing financial literacy, starting a business, blackness and mental health access/promotion, black history in Alberta, accessing and affording tertiary education, research for advocacy and how government works. The aims were to link these additional topics to the foundational one of multidimensional poverty, cultural capital, and empowerment, and use that linked information to discuss how to identify and stop individual and/or systemic racism.
6. Based on the learnings from the interactive sessions, the **youth develop a research project** that centers on a social issue and calls upon the youth to leverage their cultural capital, knowledge of empowerment as well as other key topics covered in the program to devise strategies to mitigate, minimize or address the social issue.

To achieve the objectives outlined, the team is required to deliver a comprehensive educational and practical capacity building program to youth enrolled in SOS Congo programs to empower them toward self and systemic advocacy. As such this toolkit will provide a guide for trained and skilled facilitators to fulfil this requirement and address the objectives outlined. The facilitators will review and discuss risk factors affecting the black population and specifically black youth and also discuss avenues, strategies and perspectives/mindset required to mitigate these risk factors. In summary, this toolkit is a roadmap that will enable SOS Congo and the CPI to develop future capacity building programs for youth and organisations that SOS Congo works with.

1.3. Who is this toolkit for?

This toolkit is intended for SOS Congo, CPI or any organisation or individual that intends on delivering this program, supporting the delivery of this program or is a participant of this program. As such facilitators, its support team and the youth will benefit from having access to this toolkit. Facilitators may decide to provide only some aspects of this toolkit to the participating youth. In such cases, resources from this toolkit can be sent to the youth ahead of time to ensure that the youth are prepared for the upcoming sessions.

1.4. Breakdown of the toolkit

This toolkit comprises of 16 sections. Section one is the introduction. This section provides an overview and history of the program and highlights the key objectives of the program. Section 2 provides a brief overview of the 11 facilitated and interactive sessions. Section 3 provides some suggestions to the facilitators. Sections 4-15 provides the guidelines and resources for the 11 sessions and section 15 is the conclusion. The sessions outlined in the session plan in this toolkit were developed and built from the facilitated sessions conducted in 2021.

2. Program Overview

As mentioned in section 1, there are 11 facilitated interactive sessions this program. The twelfth session is the session where the youth present the findings and recommendations of their research project. This section provides an overview of the 11 sessions specifically topics, ideas and themes that will be discussed and tackled in each session.

2.1. Session 1: Introductions and program customisation with the youth

In this session, participants will be introduced to the CC4AR program or initiative. In alignment with the co-design approach, the facilitators will seek input and ideas from the youth. This will enable the main facilitators to customise the sessions to the needs of the youth registered in the program.

2.2. Session 2: Notions of poverty

In this session, participants will be introduced to the multidimensional notion of child-youth poverty, increase the understanding of the link between poverty and racism and sow seeds for self-reflection about poverty and well-being in our communities.

2.3. Session 3: Cultural Capital

In this session, participants will be introduced to the concept of cultural capital, will start reflecting on each other's cultural capital and will begin the journey of addressing racism using cultural capital.

2.4. Session 4: Empowerment

In this session, participants will be introduced to the meanings and dimensions of empowerment. This session will also look at how we can use our cultural capital as a key tool in the empowerment process and will explore how we can be empowered to tackle barriers that allow racism and poverty to thrive at the macro and micro levels.

2.5. Session 5: Positioning to do your research

This session will introduce participants to different types of research and the importance of understanding researcher positionality and the implications for research and advocacy. This session is important as it provides the foundation required for the participants to complete their research project based on the learnings, insights and reflection from the previous and future sessions.

2.6. Session 6: Education and scholarships

This session will introduce participants to the process of applying to post-secondary institutions, types of scholarships available and provide an overview into how these funding opportunities can be accessed. It also looks at other vocational opportunities and funding for these opportunities. It also reviews the challenges black youth face in accessing educational and scholarship opportunities and how they can use their cultural capital to dismantle those barriers and increase the individual and collective access to education and scholarship opportunities.

2.7. Session 7: Employment and job readiness

This session will introduce participants to the basics of preparing for employment and their careers. This session explores the importance of skill building, good mentors and networking and essentially mobilising their cultural power to advocate for themselves when it comes career development. This session also looks at how we can leverage the skills, knowledge and capacity developed in previous sessions to in the development of their careers for example, dealing with racism at the workplace.

2.8. Session 8: Financial Empowerment

This session will provide financial knowledge to the participants. This session will begin the journey of understanding the different services offered by the banks, understanding participants' individual finances, understanding how to avoid bad debt, pay down debt and promote individual savings. Participants will also learn about the different savings and investment accounts and will explore how the financial knowledge obtained can empower black communities and become a useful tool in the fight against racism and poverty.

2.9. Session 9: Mental health

This session will introduce participants to the mental health challenges faced by youth and discusses the challenges faced by marginalised communities in accessing the mental health supports required. It takes participants on a journey of exploring how we can tap into the knowledge gained from previous sessions, notions of empowerment and our cultural capital to advocate for ourselves and others and to help build the protective factors required to help manage mental health challenges.

2.10. Session 10: Black Canadian History

This session will introduce participants to Black Canadian history. It takes them through the journey of black Canadians from their first arrival in Canada to date. It discusses the historical importance of black people to the development of the Canadian economy and what this looks like today. Again, it looks at how we can draw on the notions of empowerment and cultural capital to be able to advocate for ourselves and other black people.

2.11. Session 11: How government works.

This session will introduce participants on how the government works with a focus on the municipal and provincial governments. It takes participants on a journey to understand how we can use the knowledge gained around empowerment and cultural capital to advocate for ourselves and others at the municipal and provincial levels.

3. Suggestions for facilitators

This section provides some suggestions for facilitators. These suggestions will help the facilitator deliver a robust program and support the quality of the program.

3.1. Facilitator/s to familiarise themselves with the entire Toolkit

Each of the sessions are developmental and build upon the knowledge and experience from week to week. So, it is highly recommended that facilitators read through the entire toolkit and the associated resources, "Resources for facilitators" before delivering the modules. The main facilitators can decide on the most suitable speakers to deliver parts of a session or an entire session based on the overview and goals of each session presented in the toolkit.

3.2. Knowledgeable, sensitive and engaging facilitator is needed

The facilitator guides provide some guidance on how to approach each of the sessions and activities. However, these guides which include the lesson plans are not exhaustive of all the possibilities and potential of each of the themes. The expectation is that the facilitator already has both knowledge and passion for the topics, is an excellent communicator, and has experience with motivating and delivering a programme to youth. A knowledgeable, sensitive, and engaging facilitator is needed to create safe and brave spaces for youth to unpack their personal stories, ideas, perspectives and opinions and to lead rich meaningful discussions with youth.

It is important to ensure that the topics and themes explored and discussed in each session is engaging and that the youth are able to take in the knowledge, personalize it, support and challenge each other. During sessions, it is advised that the facilitator follow the lead of the youth as they make new discoveries, uncover subtle forms of racism, find new ways to stand up against racism using their cultural capital and new understandings of empowerment, and help shape the future they want for themselves, their families and or their communities.

This is most frequently achieved through creating rich discussion and asking inspiring questions in small group activities. As such, it is recommended that facilitators incorporate group activities that include: opportunities for discussions and reflection in groups; opportunities for the youth to conceptualise solutions and operationalise the knowledge gained in the sessions. This requires flexibility and adaptability on the part of facilitators as it could result in students being or becoming empowered to mobilise their cultural capital to advocate against racism, poverty, justice related issues at the micro, mezzo and/or macro levels. The lesson plans contain such group activities and questions that can be used wholly or partially.

Power point slides should also be engaging, containing pictures, diagrams and is not text dense. Examples and resources are incorporated in the lesson plans in sections 4 -14 of this toolkit.

3.3. Customize the curriculum content

The facilitator and youth must have the freedom to customise the sessions and pursue the themes in meaningful ways and in keeping with their unique circumstance and experience. As such, we encourage facilitators to create an opportunity at the beginning of the program where youth input, feedback and ideas are discussed, understood and incorporated into the design and implementation of the program. It is also recommended that feedback is sought throughout the program. The "Reflection" section at the end of each

session presents a unique opportunity for this to occur. As mentioned, during sessions, it is advised that the facilitator also follows the lead of the youth as they make new discoveries and does regular check ins with the youth.

3.4. Decide on the approach for delivery

This toolkit can be delivered in a variety of ways. Before the commencement of the program, facilitators need to consider what approach they will employ in the delivery of the program. Things to consider, include the following:

- Will the program be run as part of an extracurricular club, will facilitators conduct a train-the-trainers program, run a youth leadership course or integrate the toolkit as a complementary unit within existing curriculum. Facilitators may also want to consider featuring the toolkit in a student leadership retreat, or run a weekly, bi-weekly or monthly class.
- Will the program be run online, in person or be hybrid? Do we have the necessary technological and other resources to ensure successful implementation of either method?
- If facilitators choose to run an online program, it is recommended that the PowerPoint presentations are used. It is also recommended that engagement tools such as breakout room functions for small group discussion are used, and PowerPoint slides are sent to the students ahead of time or after the completion of a session. It is also recommend that all sessions are recorded and that recordings are made available to young people who miss any of the sessions.
- We recommend that facilitators proceed through the toolkit in chronological order as are outlined in the toolkit as the sessions are developed to move the youth sequentially through complex and interrelated topics and themes.
- Young people often have other commitments for example, a job, school, household chores etc., and so the time commitment required for this program needs to be considered and be sensitive to the other commitments of the young people. So, it is recommended that the time commitment for each session is 2hours and the frequency of these sessions should be agreed upon with the youth. For example, will it be monthly, bi-weekly, monthly and so on?
- Facilitators are encouraged to create a fun atmosphere for learning and offer food or other celebratory offerings to encourage regular participation and attendance. Consulting and engaging parents is often a good strategy in facilitating engagement with young people under the age of 18.
- Facilitators must also consider how they will ensure ensure alignment and connectivity to the 3 key concepts/themes of this program in each session: poverty, cultural capital and racism.

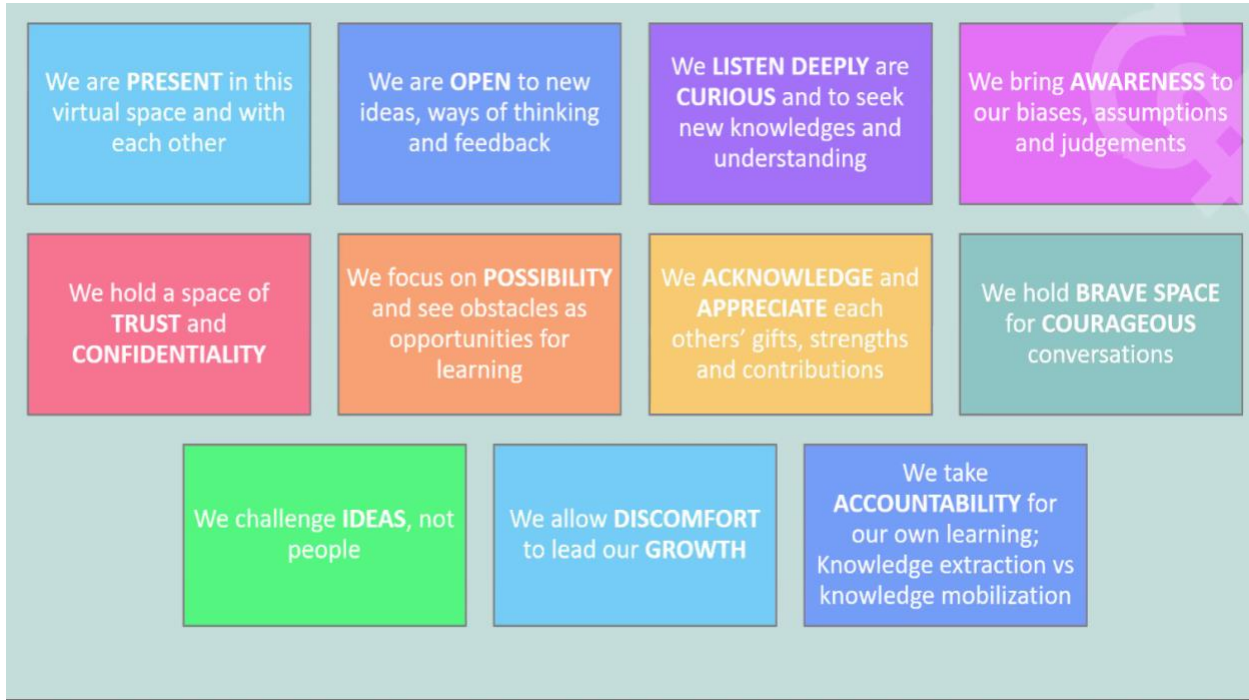
3.5. Ensure supports for each session

For each session it is recommended that two additional people are identified before the commencement of each session, to take notes and offer a summary of key points at the end of the session as part of the reflection and someone else who will monitor the chat for online sessions and manage question and answer during the in person sessions. It is also recommended that breakout sessions are organised. These roles should be discussed and coordinated before the commencement of the sessions.

3.6. Facilitators to set the right tone for each session

For each session it is recommended that the facilitator sets the tone for the session. This includes a land acknowledgement that can either be read out by the facilitator or is included in a slide at the beginning of

the session. The facilitator can also review the following tool developed by Tim Fox with the youth to help set the tone for the session with the youth:



Tim Fox (he/him)
Vice-President, Indigenous Relations & Equity Strategy
Calgary Foundation

3.7. All participating youth to fill in a registration form

It is recommended that all participating youth fill out a registration form prior to the commencement of the program or the commencement of the participant's start date, providing they are not starting no later than the 4th session of the program where the fundamental components of the program are discussed. This form will help SOS Congo to understand the demographic of the youth in the program and what they want to get out of the program. In so doing, SOS Congo can track the growth and development of the program on a yearly basis and be able to customise the program better that suites the needs of the cohort. It will also provide the relevant contact information and emergency contact information for each participant.

4. Session 1: Introductions and co-design with the youth

Overview and aim of this session:

In this session, participants will be introduced to the program, its expectations and key deliverables. In alignment with the co-design approach, the facilitators will seek input and ideas from the youth that will enable the facilitators to customise the sessions to the needs of the youth registered in the program.

Key outcomes:

By the end of the session, the youth will:

- Have an understanding of the history of the program and how it came about
- Have a robust understanding of the program expectations and deliverables of the program i.e. time commitment, research project etc.
- Have decided upon the schedule for the future sessions. When (dates and times) the sessions will be held, how often etc.
- Have an understanding of the content of the sessions and what their role is within the program.
- Provide their input on the program and their ideas will be prioritised and woven into the delivery of the program.

Duration:

2hrs max

Resources for the facilitator:

- CPI Spero report for program background
- 12 Icebreaker ideas for small groups discussions
- What is Jam board?

***Click on the links to access docs*

Session plan:

1) Facilitator to do land acknowledgement and provide an introduction to the program and the toolkit (25 mins)

****Resource:** Click on [CPI Spero report](#) for program background.

***Please note:**

- Pause for questions and comments
- Ensure there's a discussion on the **meeting of minds between the CPI and SOS Congo,**
- Ensure there is adequate review of the key objectives, outcomes and expectations of the program
- Ensure discussion on time commitment
- Ensure discussion on deliverables i.e. research project

2) Facilitator to facilitate introduction to each other, "Get to know you activities" (35 mins)

Activity1: Connection paired interviews (20mins)

Youth are placed into groups of pairs. Each group is placed into breakout sessions and are tasked with asking each other questions that will help build connection and connectivity between them. The youth continue to ask questions within their groups until they can identify 4 fun facts they both have in common. Each group is given 7 mins to discuss and will be asked to return to the main room to report on each other's responses to the questions asked. They will then share their areas of commonality with the bigger group. Participants have 13mins to report back to the larger group.

Connection Questions (to explore in small groups):

1. When is your birthday?
2. What school do/did you go to?
3. What languages do you speak?
4. Do you have brothers and sisters? How many? What birth order are you (Oldest? Middle? Youngest?)
5. What do you do when you relax?
6. What is the most valuable thing that you own?
7. What's on your bucket list?
8. What is your biggest fear?
9. Do you play sports? Which ones?
10. Do you play a musical instrument? Which ones?

Following activity one, the facilitator facilitates the second activity

Activity 2: Choose from 12 Icebreaker ideas for small groups (15mins)

3) Youth led customisation

(45 mins)

It is important to discuss, solicit and incorporate young people's ideas on what they want to get out of the program and to support the design and customisation of the toolkit and the program.

Activity: Youth Customisation

This activity provides a guide on how to ensure youth input on the program. It comprises of 5 key parts they are outlined below:

- ***Break out session:*** Youth are split into groups containing 2 or 3 people. Each group is placed into a breakout session and they answer the following questions to understand what they intend to get from the program. A notetaker is identified and reports on the key points from the breakout session to the wider group. (10 mins)

Youth break out session questions:

- What do you hope to get out of this program?
 - What would you like to review or cover in these sessions?
 - What do you need for you to feel a sense of belonging?
 - What do you need to ensure you are engaged?
 - What is your personal story about racism? What would you like to learn about/tackle when it comes to racism?
 - What should the facilitator never do?
- ***Jam Board*** - When all smaller groups have returned to the main meeting room, each note taker reports to the wider group. The facilitator of the session writes the answers in a jam board for all to see. (10 mins)

**Resource: [What is Jamboard?](#)

- **Prioritisation** - The facilitator works with the group to prioritise the group's suggestions and recommendations (10 mins)
- **Integration** - The facilitator facilitates a discussion on how the groups' ideas will be integrated and incorporated into the future sessions. (10 mins)
- **Discussion** on the key expectations, deliverables and contents of the program given the discussion (10mins)

4) Reflection

(15 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- **The facilitator will facilitate a discussion with the youth asking the following questions (10 mins)**
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- **Main notetaker provides summary of session (3 mins)**

****Please note:**

This summary should include: a review of the expectations, deliverables and a review of how the current program will be customised based on the discussion in the session.

- **Facilitator provides final remarks and closes session (2mins)**

5. Session 2: Notions of poverty

Overview and aim of the session

In this session, participants will be introduced to the multidimensional notion of child-youth poverty, increase their understanding of the link between poverty and racism and sow seeds for self-reflection about poverty and well-being in our communities.

Key outcomes:

By the end of the session, the youth will:

- Be able to define poverty
- Understand the different dimensions of poverty, with a focus on standard of living poverty, self-perception poverty, relationship poverty and structural poverty.
- Understand and be able to plot their "poverties"
- Understand the relationship between poverty and racism
- Begin to understand how poverty and other things affect their functionings.

Duration:

2hrs max

Resources for the facilitator:

Yembilah, R and Lamb, C (2017) [Rights, capabilities and obligations: New perspectives of Child Poverty in Calgary](#)

Employment and Social Development Canada (2018) [Canada's 1st poverty reduction strategy, Opportunity for all](#)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review outcomes of this session

2) Activity/ group exercise

(10 mins)

Facilitator to ask youth to reflect and discuss the following questions:

- When you think about “poverty,” what do you think about?
- When you think about “wellbeing,” what do you think about?
- Why does poverty exist? Why do some people experience poverty?

3) Define poverty

(5 mins)

Facilitator to define poverty and encourage questions and or comments.

According to Employment and Social Development Canada:

"Poverty is the condition of a person who is deprived of the resources, means, choices and power necessary to acquire and maintain a basic level of living standards and to facilitate integration and participation in society (Employment and Social Development Canada, 2016)".

4) Facilitator to review the capabilities approach to poverty

(5 mins)

1. It is a **human rights approach**, and for children and youth, this is non-negotiable.
2. Protected in the **Convention on the Rights of the Child**.
 - a. **Capabilities**: The real opportunity to excel in life, create a meaningful way of being, or escape a life of relative poverty.
 - b. The presence of valuable and **viable options** for charting one's life journey.

5) Facilitator to review the interconnectedness between poverty and racism

(10 mins)

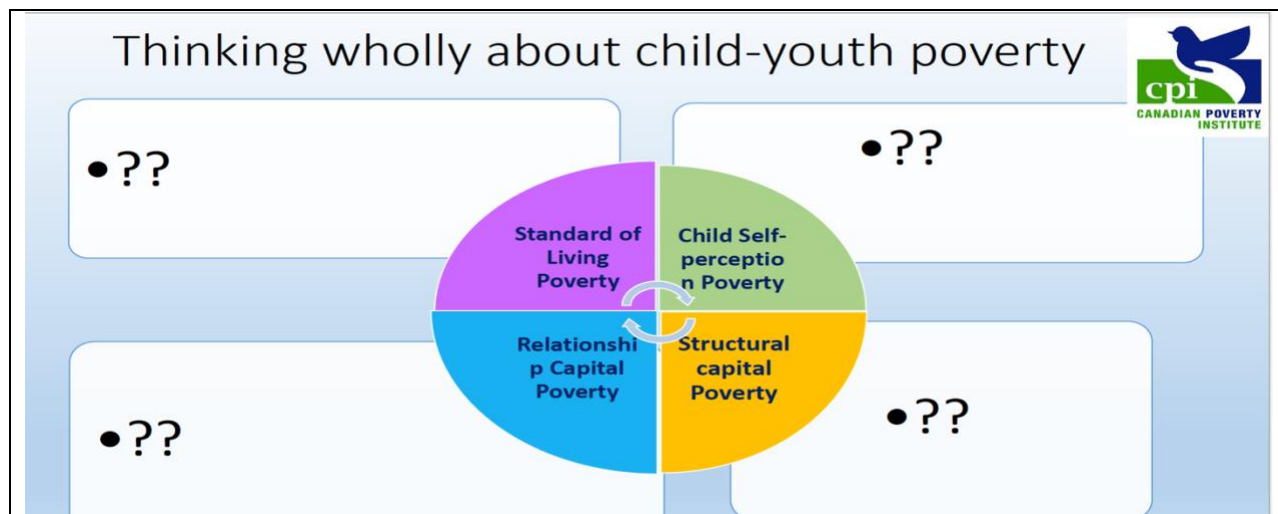
- Common parlance: What is racism?
- We know that when a racialized person, any racialized person, experiences poverty, they have an increased chance of experiencing racism.
- We also know that when a person is experiencing racism through their life, their chance of ending up in poverty goes up.

Let's pick your brain

3. Why are these statements generally true?

7) Facilitator to review and discuss the different, "poverties"

(20 mins)



Standard of Living Poverty: The experience of child poverty that is linked to lack of, or inadequate financial resources in the household to meet a basic but comfortable living. **2.Child**

Self-perception Poverty: A sense of self that can produce a dim outlook on life, one’s prospects and how to make something fulfilling of oneself.

Relationship Capital Child Poverty: Where a child or youth’s near and far relationships of trust, nurturing, experiences building, and influences are in a state of disrepair.

Structural Capital Child Poverty: When a child/youth needs support from governmental institutions and social supports to attain functionings, but where that support is not forthcoming.

****BREAK - 10MINS****

8) Group activity and reflection on the different "poverties". (30 mins)

Facilitator asks youth to answer and reflect on the following questions, based on the "poverties", to understand what meaning they are attaching to the different poverties and facilitate a group discussion. (15mins)

- a. How does the idea of **Standard of Living Poverty** make sense to you?
 - b. How does the idea of **Child Self-perception poverty** make sense to you?
 - c. If you do not connect to these ideas of poverty, why is that so?
-
- a. How does the idea of **Relationship Capital Poverty** make sense to you?
 - b. How does the idea of **Structural Capital Poverty** make sense to you?
 - c. If you do not connect to these ideas of poverty, why is that so?

9) Reflection and Growth Exercise: Plot your “poverties” (10 mins)

Youth participants will be asked to plot their “poverties”, with a focus on what is lacking/inadequate in their lives right now. This exercise will be done as an individual exercise. Not all boxes must be filled. Youth should be asked to bring to next workshop. Youth are welcome to discuss with the group if they wish.

Standard of living Poverty	Self perception poverty
Relationship poverty	Structural poverty

10) Reflection

(10 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (5 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (3 mins)
- Facilitator provides final remarks and closes session (2mins)

6. Session 3: Cultural Capital

Overview of the session

In this session, participants will be introduced to the concept of cultural capital, will start reflecting on each other's cultural capital and will begin the journey of addressing racism using cultural capital.

Key outcomes:

By the end of the session, the youth will:

- Be able to explain what cultural capital is
- Be able to explain the different types of cultural capital and provide examples
- Understand their cultural capital
- Have some understanding of how to growth their cultural capital and deploy them
- Specifically have some understanding of how they can use their cultural capital to address racism

Duration:

2hrs max

Resources for the facilitator:

Bourdieu, P (1986), '[The Forms of Capital](#)', in Richardson, P (ed.) *Handbook of Theory and Research for the Sociology of Education*. Westport, CT: Greenwood, pp. 241–58

Richards, B (2020), '[When class is colorblind: A race-conscious model for cultural capital research in education](#)', *Sociology Compass*, July

Session plan:

1) Introduction

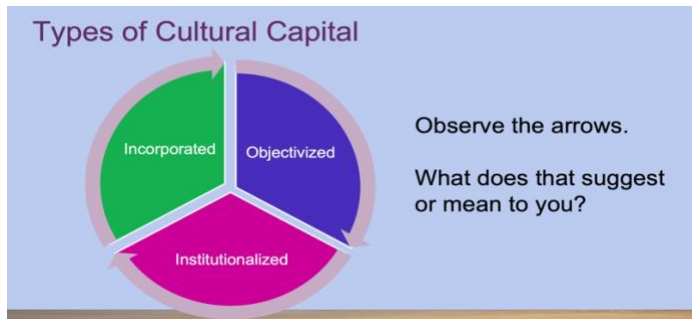
(15 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- ***Activity 1: Choose from 12 Icebreaker ideas for small groups**
- Discuss briefly the poverties map and any other questions from the previous session
- Review Session outcomes

2) Facilitator to review the Concept of Cultural Capital

(10 mins)

1. The set of social abilities and non-verbal communication that positions people to take their place in society. It consists of tangible (things we can see, feel, touch) and intangible aspects.
 - a. Some aspects of cultural capital are objective, others do not make social sense.
 - b. A good chunk are individual based.
 - c. A similar good chunk are society based.
 - d. Cultural capital exists in all social settings, not limited to euro-centric worldview.
2. Egs: Linguistic styles, perception of others, confidence level, cognitive abilities, awareness of issues, looks, social privilege etc.



3) Incorporated cultural capital discussion (20 mins)

Facilitator to discuss: (8 mins)

- Its key tenets
- How our way of being and doing is learned through socialisation and acculturation
- Examples

Break out session: (12 mins)

Youth to be placed in break out rooms:

- For the next **7 minutes**, come up with “things” that can be seen as incorporated cultural capital.
- Youth will share for 5 mins.

4) Objectivised cultural capital discussion (20 mins)

Facilitator to discuss: (8 mins)

- Its key tenets
- How a person’s sense of value/worth is linked to “objects” in their life
- Examples

Break out session: (12 mins)

Youth to be placed in break out rooms:

- For the next **7 minutes**, identify as many objectivized cultural capitals as your group can.
- Youth will share for 5 mins.

****BREAK - 10 MINS****

5) Institutionalised cultural capital discussion (20 mins)

Facilitator to discuss: (8 mins)

- Its key tenets
- How our sense of accomplishment and relevance is linked to learning, training and “accreditation.”
- Examples. What aspects do you recognise in yourself?

Break out session: (12 mins)

Youth to be placed in break out rooms:

- For the next **7 minutes**, write down as many examples of **institutionalized** cultural capital as you can
- Youth will share for 5 mins.

6) Anti-racism: Why does Cultural Capital Matter?

(10 mins)

Facilitator to guide discussion on, why cultural capital matters in the fight against individual and systemic racism?

Items to guide thinking and discussion:

- The educational system you have experienced
- The health care system
- The neighborhood in which you live
- Your experiences on transit
- Your experiences with law enforcement (if applicable)

7) Reflection and growth exercise:

Facilitator will ask the youth to plot their “Cultural Capital.” With a focus on what is there, what is lacking/inadequate in their lives at the moment

(10 mins)

Incorporated Cultural Capital	Objectivized
Institutionalized	Cultural capital(s) that you wished you had or had more of.

8) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)

7. Session 4: Empowerment

Overview of the session

In this session, participants will be introduced to the meanings and dimensions of empowerment. This session will begin the journey of exploring how we can become more empowered for systemic and individual change.

Key session outcomes:

By the end of the session, the youth will:

- Have an understanding of the meanings and different dimensions of empowerment
- Have an understanding of empowerment as a process and an outcome
- Have an understanding of power and the instruments of power
- Have an understanding of how we can be empowered to tackle barriers that allow racism and poverty to thrive
- Have an understanding of how we can use our cultural capital as a key tool in the empowerment process

Duration:

2hrs max

Resources for the facilitator:

Perkins, D.D (2010), "[Empowerment](#)", in Couto, R.A (ed.), *Political and Civic Leadership: A Reference Handbook*. Thousand Oaks, CA: Sage, pp. 207 - 218.

Sadan, Elisheva (1997), "[Empowerment: Definitions and Meanings](#)" in Empowerment and Community Planning: Theory and Practice of People-Focused Social Solutions. Tel Aviv: Hakibbutz Hameuchad Publishers [in Hebrew]

[Key concepts of Social Work's notion of empowerment](#) (YouTube link)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- ***Activity 1: Choose from 12 Icebreaker ideas for small groups**
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Facilitator to facilitate group discussion on the meanings of empowerment

(10 mins)

- Youth to discuss the following questions:
 - What does empowerment mean for you?
 - Is empowerment a process or an outcome? Why?
 - How will we know if we are empowered?

3) Facilitator to discuss, different schools of thought on empowerment (community psychologists and social work) (20 mins)

Community psychologists' notion of empowerment:

"If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together..."

Lilla Watson
Australian Aboriginal visual artist, activist, and educator,
in response to mission workers

Perkins and Zimmerman's definition of empowerment:

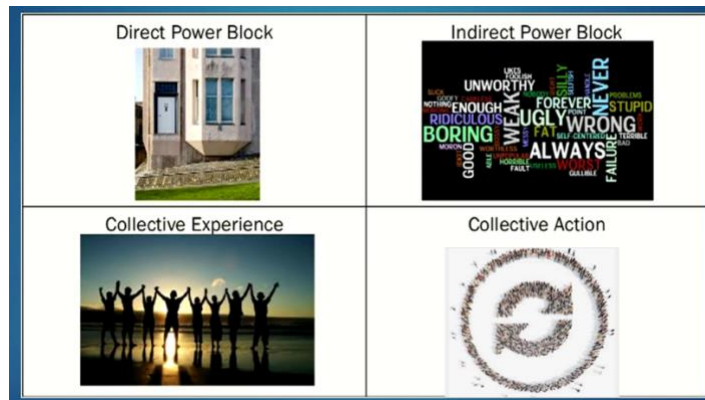
"Empowerment has been defined as an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources; or a process by which people gain control over their lives, democratic participation in the life of their community, and a critical understanding of their environment (Perkins & Zimmerman, 1995)".

Social Work's notion of empowerment

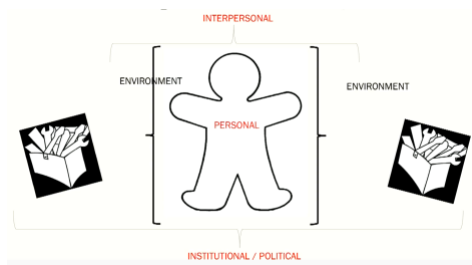
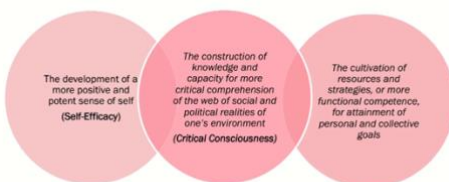
The concept of empowerment also has deep roots in social work practice. Building upon the work of empowerment theorists of the 1980s and 1990s and applied broadly in the 2000s. **Barbara Solomon's** early work (1976) used an **empowerment** paradigm to explicate practice in oppressed communities. **Solomon** viewed **empowerment** as the process of a client's own endeavors to gain resources that will enhance the mastery of his or her affairs and that of her communities.

[Key concepts of Social Work's notion of empowerment](#) (Click on link to access video)

**Summarise key concepts and ideas from the video for the session.



Three Interlocking Dimensions of Empowerment



****BREAK - 10 MINS****

4) Break out session discussion

(20 mins)

Facilitator to break youth into smaller groups and breakout sessions and discuss the following questions:

- What stood out for you? How has your understanding of empowerment changed?
- What are the commonalities between the two perspectives of empowerment?
- What are some examples of direct power blocks, indirect power blocks?
- How can we develop/create/mobilize our collective experiences to create collective action?

5) Empowerment as a process and outcome

(5 mins)

Empowerment is viewed as both a process and an outcome. Use the content in the boxes below to have this discussion with the youth.

▶ Recognise that empowerment is both a process and an outcome

▶ **Process:** Persuading communities about empowerment and why to not fear it. [Success story!](#)

▶ What can or should this process look like?

- ▶ Community meetings
- ▶ Public messaging
- ▶ Drama pieces
- ▶ Showing the benefits of empowered women and girls, non-dominant genders

▶ **Outcome:** The tangible results of empowerment

▶ What does this look like?

- ▶ Entering professions
- ▶ Pursuing ambitions
- ▶ Economic independence
- ▶ Rejecting harmful practices
- ▶ Advocating for self & others
- ▶ Voicing descent

Forcefully but not disruptively

6) Facilitator to discuss examples of empowerment and how can communities become empowered?

(10 mins)

I) Resource: Video - example of empowerment: [Pakistan's first female truck driver](#)

II) Empowerment as civic participation

A process in which individuals take part in decision making in the institutions, programs, and environments that affect them (Wandersman, 1984, p. 339).

- Not simply volunteering or community service
- Voice in deliberation of community issues
- Involved in decision making

Citizen Participation can be viewed as a *means* to an end.

- Improve the quality of a community.
- Increase the commitment or community acceptance.

Citizen Participation can be an *end* itself.

- Essential feature of democracy
 - Is high voter turn-out an indicator of a health democracy?
 - Is low voter turn-out an indicator of a failing democracy?
- Building relationships and connections among others (sense of community)

7) Power and the instruments of power

(5 mins)

Facilitator to use the information in the boxes below to discuss power, what comprises power, how it can be used or manifested. This is important as it helps to understand the notion of empowerment better.

Critical consciousness

+

knowledge of oppression

=

POWER

▶ THE WAY POWER CAN BE USED OR MANIFEST

- ▶ 1) Control resources that can be used to bargain, reward and punish other groups
- ▶ 2) Control channels for participation in decisions
- ▶ 3) Shape the definition of a public issue or conflict
- ▶ 4) Self-empowerment

8) Break out session and report back to the wider group

(25 mins)

This break out session, brings together the concepts discussed thus far in the session and enables students to start thinking about the deployment of power and their cultural capital as important components and foundations of empowerment.

Questions to discuss in break out session include:

- What power and cultural capital do you possess?
- How can you deploy it to address/overcome/navigate: Direct power blocks and indirect power blocks - to address poverty and racism?
- What does empowerment look like as you do this?

9) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself? This program? Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)

8. Session 5: Research, research positionality and the research project

Overview of the session

This session will introduce participants to different types of research and the importance of understanding researcher positionality and the implications for research and advocacy. This session is important as it provides the foundation required for the participants to complete their research project based on the learnings, insights and reflection from the previous and future sessions.

Key session outcomes:

By the end of the session, the youth will have an understanding of the following:

- The different types of research
- Why we conduct research
- Researcher positionality and the implications for research and advocacy
- The research project
- Understanding of the implications of researcher positionality on this research project

Duration:

2hrs max

Resources for the facilitator:

[Positionality and Research: How our identities shape inquiry](#) (click link for video)

[Positionality in qualitative research](#) (Click link for video)

Lin, A. M. Y. (2015). [Researcher positionality](#). In Francis M. Hult, & David Cassels Johnson (Eds.), *Research Methods in Language Policy and Planning: A Practical Guide* (pp. 21-32). London: Routledge.

Holmes, Andrew Gary Darwin (2020). [“Researcher Positionality - A Consideration of Its Influence and Place in Qualitative Research - A New Researcher Guide.”](#) *Shanlax International Journal of Education*, vol. 8, no. 4, 2020, pp. 1-10.

Session plan:

1) Introduction (5 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) What is research? (25 mins)

Group discussion: (8 mins)

- What is your understanding of research?
- Why do we conduct research?

- What are the different types of research?

Facilitator to discuss the following:

(17 mins)

I) What is research:

Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings.

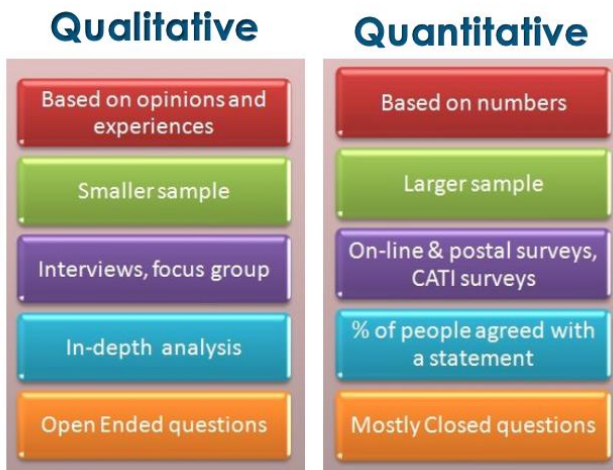
II) Why do we do research?

Research allows you to pursue your interests, to learn something new, to hone your problem-solving skills and to challenge yourself in new ways.

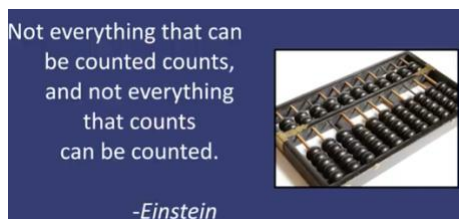
III) 3 main reasons for doing social research:

- **Explore** – say you may want to explore and better understand the experiences of racism of black youth, how you can use cultural capital to empower oneself for success / or you want to explore how you can use the knowledge developed from the program to ensure greater access to good quality and culturally appropriate mental health supports
- **Describe and** – what is your experience of mental health challenges as a black person / what is racism?
- **Explain** – evidence suggests that 60% of people incarcerated are black buy only 8% of the pop is black – you want an explanation for that.

IV) Discussion on different types of research _____



V) The importance of qualitative research in social research:



3) Researcher positionality and implications for research

(20 mins)

I) Group discussion:

Facilitator to facilitate a group discussion on the following question:

- What is your understanding of researcher positionality?

II) Facilitator to discuss researcher positionality (using the items below):

[Positionality and Research: How our identities shape inquiry](#) (click link for video)

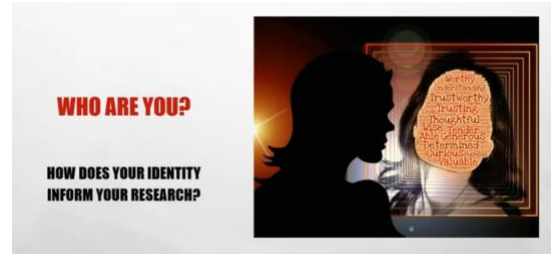
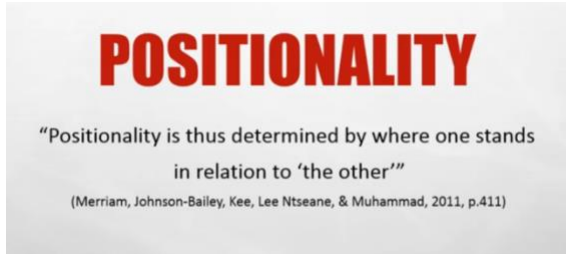


Table 1: Human Interest, Knowledge, and Research Paradigms (summary based on Habermas, 1979; 1987)

Types of Human Interest	Kinds of Knowledge	Research Paradigm
Technical (Work)	Instrumental / Descriptive (cause-effect regularities)	Positivist e.g., natural sciences, experimental psychology, cognitive science
Practical (Communicative)	Practical / Descriptive (sociocultural understanding)	Interpretive e.g., ethnography of communication, interactive sociolinguistics, ethnomethodology, conversation analysis, discourse analysis
Critical (Emancipatory)	Emancipatory / Reflexive / Transformative (self-knowledge, transformed consciousness/practice, ideological critique)	Critical e.g., critical ethnography, critical sociolinguistics, critical literacies, critical pedagogy

III) Group Discussion:

Facilitator to facilitate discussion on the following questions. These questions will test the youth's understanding of researcher positionality and its implication on research and will enable the youth to learn from each other.

- Given your understanding of research and researcher positionality:
 - What is your researcher positionality?/How do you identify?
 - How will that impact how people perceive you?
 - How will that impact how you conduct research? / What type of research method do you think you should adopt in this social research given your positionality as a researcher?

****BREAK - 10 MINS****

4) Overview of the research project and tips

(10 mins)

Facilitator to provide an overview of the research project. It is recommended that the facilitator works with SOS Congo staff to determine the research project for this cohort. The sections below provide some valuable ideas and tips for discussion.

Facilitator to review the following information:

I) Review of the assignment:

(3 mins)

- Cohort to be split into groups of 3/4
- Think of an issue, challenge you would like to explore, statistic you would like to explain etc.
- Key purpose this research project:
 - Youth to explore how they can use the learnings from sessions on cultural capital, empowerment, poverty to advocate for themselves and the community and/or address racism and/or other related issues and challenges? Some of these issues and challenges are may be discussed later in the program i.e. mental health.
 - Youth to explore how they can as an individual, group or community be empowered to address or minimize those issues, thrive and be successful?

II) Project key sections:

(3 mins)

- Introduction
- What is the issue?
- How does it manifest? Examples
- Why does it exist and or persist?
- What can be done to address or manage issue?
- How can we be empowered to address/mitigate issue:
 - ◆ Role of individual
 - ◆ Role of community
 - ◆ Policies etc.
- What questions, remain outstanding for you
- Conclusion and recommendations for individual, community and government level

III) Delivery of research project:

(3 mins)

- 20 mins presentation using PowerPoint
- Each person has approx. 5 mins of presentation
- Use visuals
- Tell a story
- Include quotes of participants – ensuring anonymity
- Make presentation visually appealing and engaging
- Ask others to critic your presentation

Questions from the group

(1 mins)

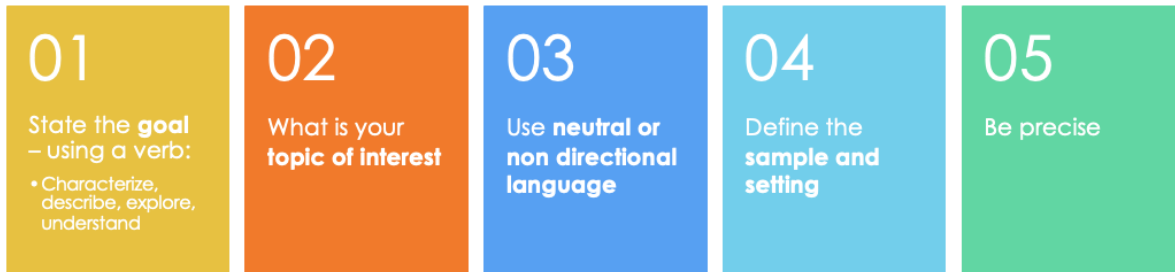
5) Discussion on Conducting the research

(20 mins)

Facilitator to review the following items on conducting research.

I) Writing a good research question?

Facilitator to discuss the key principle in writing a good research question



II) Examples of research questions:

The aim of the research is:

- To **understand** interpersonal systems-level factors relevant to delivering health care to emergency department patients who are homeless.
- To **explore** the challenges black people face in securing a successful career in the 21st century and make recommendations to address and or mitigate these challenges.
- To **examine** how and to what extent do black people face significantly more challenges in accessing mental health supports than their white counterparts.

III) Group discussion

Facilitator to facilitate a discussion on the following questions:

- Given your understanding of research and researcher positionality what is the implication for research if you were going to explore one of the three research topics/questions above?
 - What type of research will you conduct?
 - What sort of information will you need? How will you get this information?
 -
 -

IV) Data collection

Approach	Application/purpose
Interviews	Explore individual experiences and perceptions in rich detail
Focus group	Generate unique insights into shared experiences and social norms
Observation	Learn about <u>behaviours</u> and interactions in natural settings; study cultural aspects of a setting or <u>particular context</u>

V) Review Interview tips:

- Build a good rapport with participants ...!!! Open Questions – not complex
- Typically have a schedule of questions
- Open to emerging issues, avenues & themes
- Hour glass style of questioning
- Avoid leading questions & conveying your view
- Keep track of when topics are mentioned
- Be aware of any power dynamics and researcher positionality

VI) Ensuring credible sources of information

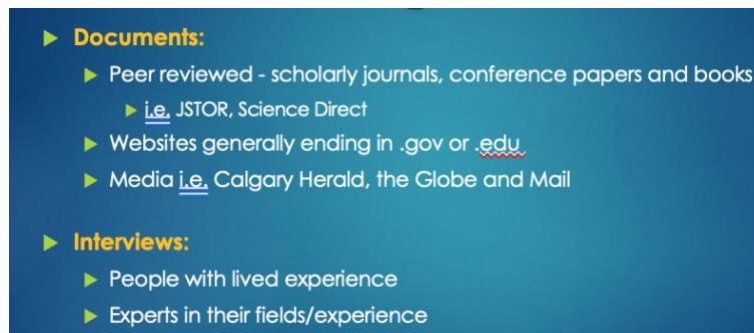
Credible sources are written by authors respected in their fields of study. Responsible, **credible** authors will cite their **sources** so that you can check the accuracy of and support for what they've written.

VII) Group discussion:

Facilitator to facilitate a discussion on the following questions

- **Can you think of any examples of not so-credible sources of information for research?**
- **Can you think of any examples of credible sources of information for research?**

IX) Discussion on credible sources of information for research:



▶ **Documents:**

- ▶ Peer reviewed - scholarly journals, conference papers and books
 - ▶ i.e. JSTOR, Science Direct
- ▶ Websites generally ending in .gov or .edu
- ▶ Media i.e. Calgary Herald, the Globe and Mail

▶ **Interviews:**

- ▶ People with lived experience
- ▶ Experts in their fields/experience

Any questions:

6) Break out session: Researcher positionality and implications for this research project (25 mins)

Youth participants to be put into breakout rooms to discuss these questions to increase their understanding of researcher positionality and its implications for their research project.

- Given the research topic you have identified, what is the research question?
- Given the discussion on research, researcher positionality - how does that affect how you conduct your project?
- What research techniques will you employ: interviews, focus groups etc?
- What sort of information do you need to help address question?
- Where will you get that information from: is it from interviews, documents? Who do you need to interview?
- How will you work together to put together project, what is the communications plan etc?
- How can you use the learnings from sessions on cultural capital, empowerment, poverty to advocate for yourself and community and/or address racism or topic/issue/challenge identified?

7) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)
 - Homework: Youth to meet and finalise the answers to the questions posed in the breakout session.

9. Session 6: Education and scholarships

Overview of the session

This session will introduce participants to the process of applying to post-secondary institutions, types of scholarships available and provide an overview into how these funding opportunities can be accessed. It also reviews the challenges black youth face in accessing educational and scholarship opportunities and how they can use their cultural capital to dismantle those barriers and increase the individual and collective access to education and scholarship opportunities.

Key session outcomes:

By the end of the session, the youth will understand:

- What the differences are between a Certificate, Diploma, Applied Degree, Undergraduate or bachelor's degree, Master's Degree and a Doctorate?
- What is the difference between a Major, a Minor, Honors Degree, and a combined degree
- Things to consider when applying to university
- How to obtain and access funding for post-secondary
- How they can use their cultural capital to dismantle those barriers and increase the individual and collective access to education and scholarship opportunities.

Duration:

2hrs max

Resources for the facilitator:

[Apply for Free Money to Pay for School](#) (click to access link)

[Scholarships, grants and bursaries for Canadian students](#) (click to access link)

[Canada Student Grants and Loans – What student grants and loans offer](#) (click to access link)

[Grants, scholarships, and other financial supports](#) - British Columbia (click to access link)

[Get Canadian scholarships and chase your dream - TD Bank](#) (click to access link)

[Grants, Funding, and Scholarships - University of Calgary](#) (click to access link)

[Ways to Prepare Yourself for University](#) (click to access link)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Each group presents the responses to questions asked in the previous session re., their research project **Approx.: 2-3 mins per group** **(10 mins)**

3) Group discussion:

(20 mins)

What issues and challenges do young black youth face in the following?

- In understanding the application process
- In accessing the university of their choice
- In accessing funding for university
- In fitting in
- In finding and accessing appropriate support/resources at the university

4) Facilitator to present on the following questions: (10 mins)

- What are the differences between a Certificate, Diploma, Applied Degree, Undergraduate/Bachelor's Degree, Master's Degree, and Doctoral Degree?
- What is the difference between a Major, a Minor, Honors Degree, and a combined degree

****BREAK - 10 MINS****

5) Facilitator to facilitate a discussion on the following items (20 mins)

Things to consider when applying to university/other post-secondary institutions:

- What do you like to do? What are you gifted in doing?
- What do you want to become when older?
- What is the application process?
- University specialization - What department(s) is this university known for? Ex: University of Calgary is a research-based university. Can you think of other examples?
- How can you maximize your first-year experience?
- Develop a financial plan ahead of time
- Explore funding opportunities
- General departments: Faculty of Arts, Faculty of Education, Faculty of Medicine, Faculty of Kinesiology, Faculty of Nursing, Faculty of Science, Faculty of Business, Faculty of Engineering
- Find someone who is already in your field to get a sense of what that career path is like? What is the pay like? What does a typical day look like etc.?
 - For example, if you do not like the sight of blood you cannot be a nurse or a doctor
- If possible shadow that person for a day to see what a typical day in the life of that person looks like.

6) Discussion on student support at post-secondary institutions (5 mins)

Facilitator to comment on the following:

- Career Services, Financial Aid Office, Leadership and Student Engagement, Student Success Centre, Student Wellness Services, The Q-Centre, Writing Symbols Lodge
- International Student Services: Provide support for immigrants

7) Discussion on the application process to university/other post-secondary institution: (10 mins)

Facilitator to comment on the following:

- Early vs. Standard admission
- Application fee for citizens vs. immigrants

- When should I apply?
- How many degrees can I apply for?
- Things to consider: competitive average, supporting documents, transcripts, English Language Proficiency
- Overview of the application process: research different programs and requirements, submit application on website and pay the application fee, upload any outstanding documents, apply for scholarships and awards, check the login portal for updates on your status, submit application to live on campus if applicable, accept admission and pay deposit

8) Review of undergraduate funding opportunities, processes and useful tips (10 mins)

Facilitator to comment on the following:

- Scholarships: based on academic merit)
- Bursaries: based on financial need
- Awards: based on multiple requirements (athletic awards, citizenship awards, artistic awards, external awards)

9) Group discussion: (10 mins)

Facilitator to facilitate a group discussion on the following question:

- How can you use your cultural capital to dismantle the barriers discussed earlier and increase the individual and collective access to education and scholarship opportunities?

*Note for students: Think about your answer with your research project in mind

10) Reflection (5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)

10.Session 7: Employment and job readiness

Overview of the session

This session will introduce participants to the basics of preparing for employment and their careers. This session explores the importance of skill building, good mentors and networking and essentially mobilising

their cultural capital to advocate for themselves when it comes career development. This session also looks at how the youth can leverage the skills, knowledge and capacity developed in previous sessions in the development of their careers and when dealing critical issues such as racism at the workplace.

Key outcomes:

By the end of the session, the youth will:

- Better understand how to prepare for employment and their careers
- Better understand the importance of skill building, good mentors and networking
- Better understand how to build reciprocal relationships with mentors and how to network
- Better understand how they can leverage the skills, knowledge and capacity developed in previous sessions to in the development of their careers for example, dealing with racism at the workplace.

Duration:

2hrs max

Resources for the facilitator:

Indeed's - [7 Reasons Why it's So Hard to Get a Job After College](#) (With Helpful Tips) (click to access link)

[Career Focus: Top 6 reasons you should do a work placement](#) (click to access link)

[Preparing Young People for Tomorrow's World of Work Today](#) (click to access link)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review outcomes of this session

2) Group discussion in breakout session and return to report

(25 mins)

- What does employment and job readiness mean to you?
- What challenges have you faced/do black people face in preparing for a job/employment? Why do we face these issues and challenges?
- Knowing what you know now, what can you do to addresses these issues and challenges?
- Have you or do you know anyone who has faced racism in the workplace? What was the situation?
- Knowing what you know now, would you do anything differently?

3) How to preparation for career/employment:

(30 mins)

Facilitator to review and walk the youth through the following items as foundational to preparation for career/employment:

I) Sharpen your skills:



Technical skills and soft skills are crucially important.

Soft skills are more about “how” you work, rather than “what” you do, and effective communication skills are at the heart of it all.

II) Engage in professional development and obtain work experience

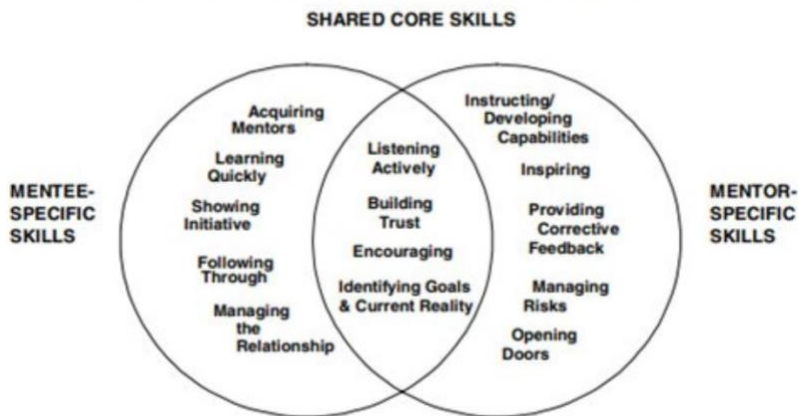
Professional Development

- ▶ Join a professional association or network.
 - ▶ Benefit from insider information
 - ▶ Building networks: friends, mentor
 - ▶ Events
- ▶ Volunteer Opportunities
- ▶ Join social groups like:
 - ▶ Toastmasters
 - ▶ Rotary – Rotaract, Interact
 - ▶ Calgary Black Chambers – mentorship component
 - ▶ Black North Initiative
- ▶ Courses

The slide also features a photograph of a group of people at the top right, the **Rotaract** logo in the center, and a **TOASTMASTERS YOUTH LEADERSHIP PROGRAM** logo at the bottom right.

III) Find a mentor and or a sponsor

- What is a mentor? / What is a sponsor?
- How to find a good mentor? / Sponsor?
- How to ensure that the relationship is mutually beneficial? ___



IV) The 80:20 rule discussion with the group

Only 20% of the jobs out there are being advertised.

80:20 rule

- ▶ Only 20% of the jobs out there are being advertised. True or false???
- ▶ What does this tell you!!!!??
- ▶ Which means that we are spending 100% of our time to find the 20% of jobs
- ▶ How do we access the remaining other jobs?

****BREAK - 10 MINS****

4) Understanding your personal brand and climbing the career ladder

(20 mins)

- Resource: [Your elevator pitch](#)
- **Maintaining the job and climbing the career ladder**
- The importance of networking and relationships



The slide is titled "Networking" and features a blue background with a green accent. It contains a list of bullet points and two photographs. The top photograph shows a group of people in a meeting, and the bottom photograph shows a group of people looking at documents together. The text on the slide is as follows:

Networking

- ▶ What do we mean by networking?
- ▶ Building connection and credibility
- ▶ Access to information and opportunities
- ▶ Start with low hanging fruit
- ▶ Networking events
- ▶ Volunteering

Not what you know but who you know!!!

5) Group discussion in breakout sessions

(20 mins)

Facilitator to put youth into breakout sessions to discuss the following questions:

- How can you leverage the skills, knowledge and capacity developed in previous sessions to prepare for career development and enhancement?

6) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)

- What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
- What are you more aware of that you were not before?
- What will you take away from today's session? / How will you take action on this take away?
- What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)
 - Homework: Youth to meet and finalise the answers to the questions posed in the breakout session.

11.Session 8: Financial Empowerment

Overview of the session

This session will provide financial knowledge to the participants. This session will begin the journey of understanding the different services offered by the banks, understanding participants' individual finances, understanding how to avoid bad debt, pay down debt and promote individual savings. Participants will also learn about the different savings and investment accounts and will explore how the financial knowledge obtained can empower black communities and become a useful tool in the fight against racism and poverty.

Key session outcomes:

By the end of the session, the youth will have an understanding of:

- The different banking services, their pros and cons
- The importance of budgeting and how to budget
- Savings programs and government investment accounts
- Strategies to increase savings
- How to build good credit
- How the financial knowledge obtained can empower black communities and become a useful tool in the fight against racism and poverty.

Duration:

2hrs max

Resources for the facilitator:

Money Mentors, [Stretch your dollars, budgeting basics](#) (click to access link)

FDIC 2012, [For young adults and teens: Quick tips for managing your money](#) (click to access link)

Momentum - [Match your savings program](#) (click to access link)

Momentum - [Improving Education Savings: Policy Options for Families on Low Incomes](#) (click to access link)

[Budget template](#) (click to access budget template)

Employment and Social Development Canada (2017). [Canada Education Savings Program](#) (click to access link)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Group discussion on the following question:

(15 mins)

Facilitator to facilitate a discussion on the following questions:

- What is your understanding of financial literacy?
- How is financial literacy a key tool to fight racism?
- What are the different services that banks offer?

3) Facilitator to deliver a presentation on the following: (45 mins)

I) Bank services, their advantages and disadvantages (20 mins)

- Financial literacy is a key tool to fight racism
 - A poor person is much more likely to suffer from social injustice
- Bank services:
 - Chequing account
 - Savings account
 - Credit card
 - Loan
 - Mortgage
 - Line of credit

II) The importance of budgeting, how to budget and review of a budget template (10 mins)

- Budgets are crucial
 - Pay for necessary expenses
 - Save for wants and needs
 - Important to have a good history of paying your bills on time - the impact on credit scoring and interest rates banks offer you for loans all
- [Budget template](#) (click to access budget template) - Using budget template, walk the youth through filling it in and provide an example that will support and enhance their understanding.

III) Savings programs (15 mins)

- Momentum programs : Match your savings
 - <https://momentum.org/programs-services/manage-your-money/>
- Government Savings Programs:
 - RESP (Registered education savings plan)
 - RRSP (Registered retirement savings plan)
 - RDSP (Registered disability savings plan)
 - TFSA (Tax-free savings account)

****BREAK - 10 MINS****

4) Facilitator to deliver a presentation on the following: (20 mins)

I) Savings strategies/tips (10 mins)

1. Have a goal - set aside savings for emergency fund, going back to school, vacation etc.
2. Pay yourself first! - make a habit of putting money in your savings account first
3. Make it automatic - set up automatic transfers from your chequing to savings account
4. Avoid high-cost lending



II) How to build good credit

(10 mins)



1. Review your payment history and pay bills on time
2. Use credit wisely and don't go over your limits
3. Increase the length of your credit history (have credit for a long time)
4. Limit the number of credit applications
5. Use different types of credit (i.e.. credit card, mortgage, phone bill etc.)

8) Group discussion

(15 mins)

Facilitator to facilitate group discussion on the following question:

- How can financial knowledge obtained can empower black communities and become a useful tool in the fight against racism and poverty?

9) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)
- Facilitator provides final remarks and closes session (1 mins)

12.Session 9: Mental health

Overview of the session

This session will introduce participants to the mental health challenges faced by youth and discusses the challenges faced by marginalised communities in accessing the mental health supports required. It takes participants on a journey of exploring how we can tap into the knowledge gained from previous sessions, notions of empowerment and our cultural capital to advocate for ourselves and others and to help build the protective factors required to help manage mental health challenges.

Key session outcomes:

By the end of the session, the youth will understand:

- Some of the mental health challenges faced by black people in Canada
- The difference between positively flourishing mind and a declining languishing mind
- Mental health problems that significantly affects our thoughts
- Challenges in navigating a system not build for us to flourish in
- How can you draw on your power and cultural capital to help yourself, advocate for yourself and advocate and help others?

Duration:

2hrs max

Resources for the facilitator:

Calhoun, A (2021), [The Intersection of Black Youth Mental Health and Racism](#)

Gattis, M. N., & Larson, A. (2016). [Discrimination and mental health outcomes and mental health outcomes of black youth experiencing homelessness.](#)

Salami, Denga, Taylor, Ajayi et al (2021). [Original qualitative research - Access to mental health for Black youths in Alberta.](#) Health Promotion and Chronic Disease Prevention in Canada Research, Policy and Practice. Vol 41, No 9.

Mental Health Commission (2021). [Shining a light on mental health in black communities..](#)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Group discussion on the following questions:

(15 mins)

Facilitator to facilitate a group discussion on the following questions:


- What is your understanding of mental health?
- What are some of the mental health challenges faced by black people in Canada?
- Why do these challenges exist?

3) Facilitator to present on the following: What is mental health? How do mental health challenges come about? How is it diagnosed (15 mins)


Mental Health

- Mental health is dealing with the wellbeing of our mind.
 - ⇒ It is the capacity for all to think, feel and to act in ways that enhances our abilities to enjoy our lives.
 - ⇒ It helps us deal with the challenges we face on a day to day basis.

The wellbeing of your mind is essential for your health and your community's health.



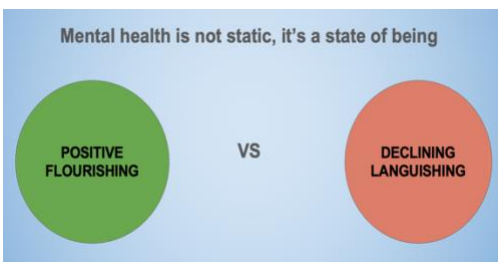
- Mental Illness - a significant change in someone behavior and the way they interact with others
 - It must be diagnosed by a trained clinician



****Important to highlight:** You can have all the symptoms but without a clinician’s diagnosis you are just having mental health struggles. The diagnosis is important in order to access the proper supports in the community. Even with a mental illness, with the proper care you can flourish

4) Facilitator to present on the following: The difference between the positive flourishing mind and the declining languishing mind: (10 mins)

- You can have a positive, flourishing mind or a declining, languishing mind.
- When your mind is in the “positive” state your thoughts and feelings are in your control, so are the actions you take. Consequently, you can easily address challenges you face.
- Declining mind - your thoughts are not in your control, you can’t change your thinking, feelings and what you do. Consequently, when the way you think, feel and behave is out of your control you cannot function on a day to day basis.



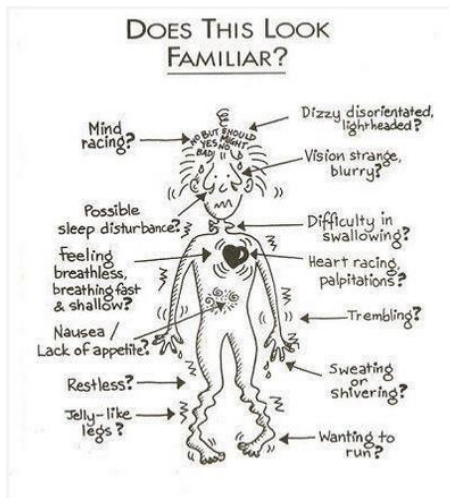


- A declining mindset will change how you interact with others and how you conduct your relationships - this is then said to be a mental health problem

****BREAK - 10 MINS****

5) Facilitator to present on the following: Mental Health problems that significantly affects our thoughts (10 mins)

- **Stress** - a physical, mental or emotional strain or tension
 - A condition or feeling experience when a person perceives that demands exceed the personal and social resources the individual is able to mobilize
- **Anxiety** - the worry we have based on the demand being placed on us
 - The inability to let go of worry (prolonged anxious state)



When your thoughts are out of your control your behavior changes. Anxiety changes your behavior. In this state it becomes very difficult to get things done and the individual tend to withdraw. Some people turn to self-medication. There are systems in place to help you when your mind is not well.

6) Facilitator to facilitate a discussion on Navigating a system that was not built for us to flourish in (15 mins)

7) Group discussion (15 mins)

Facilitator to facilitate group discussion on the following question:

- How can you draw on your power and cultural capital to help yourself, advocate for yourself and advocate and help others?

8) Strategies to help self and others (15mins)

Strategies and tactics to help self:

- Connect with someone/people who can listen to you without judgement. Connections are important for our mind's wellbeing - relationships are very important, an understanding relationship
- Be physically active, sweat - it helps release some of the cortisol or stress hormones released when our minds go through a negative experience
- Take notice of your own wellbeing and that of the people around you that you care about. Do you notice changes in them? Be mindful and present
- Learn something new - it enhances the way your mind works; you get to develop new skills of how your mind works
- Give back - volunteer or donating, it elevates your mood

Strategies and tactics to help others:

- Assess an individual with the intention to help/assist them. e.g. "I'm concerned about you because I'm seeing this and that... I want to know how you are doing?"
- Give reassurance to the individual - give them autonomy and control, do not give them advice. Advice takes away the person's control and autonomy, let them feel the sense of agency and validation.
- Attend to the individual - listen without judgement, pay attention to what they say, listen to the emotion behind the words, validate that emotion, confirm their emotion, follow up.
- Point the individual to appropriate emotional supports, be a beacon for professional support.
- Encourage the individual and others to be of support. Encourage them to receive and others to be a support

9) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)

13.Session 10: Black Canadian History

Overview of the session

This session will introduce participants to Black Canadian history. It takes them through the journey of black Canadians from their first arrival in Canada to date. It discusses the historical importance of black people to the development of the Canadian economy and what this looks like today. Again, it looks at how we can draw on the notions of empowerment and cultural capital to be able to advocate for ourselves and other black people.

Key session outcomes:

By the end of the session, the youth will have some understanding:

- Of the history of black people in Canada
- Of racism, its history, different types and how it manifests
- Of what is required to be anti-racist
- How they can draw on the notions of empowerment and cultural capital to help dislodge the systems of oppression that allow racism to persist.

Duration:

2hrs max

Resources for the facilitator:

Government of Canada, [Historic Black Canadian communities](#)

The Canadian Encyclopedia, [Black History in Canada](#)

Milan and Tran (2004). [Blacks in Canada: A long history](#). Canadian Social Trends, Statistics Canada - Catalogue No. 11-008

Historica Canada. [Black History in Canada: Education Guide](#)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Group discussion

(15 mins)

Facilitator to facilitate group discussion on the following questions:

- When did the first black person arrive in Canada?
- Why did they come over to Canada?
- Who are some of the important historical figures?

3) Facilitator to present an overview of the history of black people in Canada from 1600 and onwards **(20 mins)**

Items to present on include:

I) [Time line of black people in Canada and important events and dates](#) (Click link for resource)

II) Black history in the prairies

- 1879 - Annie Saunders was one of the first black settlers in Alberta - came as a nanny for the McLeod family, she is also one of Alberta's first female entrepreneurs
- John Ware- the first black cowboy. Come to Canada in 1882 - his story is often used to demonstrate that there's no racism in Canada and black people can be successful, but it's a completely false narrative
- Charles Daniels fought for desegregation of theaters in 1914
- Many censuses are inaccurate because black people they were wrongly documented. For example many were documented as Norwegian instead of Negro).

4) Racism and Anti-Racism group discussion

(15 mins)

Facilitator to facilitate group discussion on the following questions:

- What is racism?
- What experiences have you experienced?
- How did you know it was racism? / How did it make you feel?

****BREAK - 10 MINS****

5) Racism and Anti-racism

(45 mins)

Facilitator to present an overview of racism, its history and anti-racism. Topics to present upon include:

I) History of racism, colonisation and slavery

- Race is socially constructed
- The categorization system and the attributes associated with the categories
- It's implication and influence on colonisation, slavery and racism

II) What is racism?

Racism is:

- A system of dominance and subordination
- An ideology which assumes the superiority of a social group over another, based on race
- A conscious or unconscious attitude or value based on an assumption about characteristics of a particular group or religion
- The institutional power to put these perceptions into practice
- The resulting benefit of one group over another

(Augie Floras)

III) Systemic and individual racism

There is a personal experience of racism and a communal experience of racism.

Sociologist say that the societal manifestation of race or racism are just as important if not more important than the individual manifestations of race/racism because it recognizes that these individual instances happen because they are allowed to happen in the larger society.

However, we cannot minimize the individual/personal experience of racism.

Systemic racism refers to the structure, rules, and norms of an organization, or provincial or federal policy, that was constructed out of the beliefs and values of the dominant cultural group. These structures or systems serve to preserve the position of authority, social privilege, economic standing and cultural norms of the dominant cultural group that is in power and prevent access to power, privilege and resources of all other racial groups (McKinnon, 2020).

Individual racism - An individual person's racist assumptions, beliefs or behaviours that are formed out of, generational teachings, and unconscious socialization due to the structure of systemic racism within a community.

IV) Group discussion:

What does the system say about you before you enter the building?

V) The work of anti-racism

What is required to be anti-racist:

- Anti-racism is about breaking prejudgments
- The work of anti-racism is to interrupt and stopping ideologies and stereotypes which we hold about another
- This must be done for the individual and the system

VI) Group discussion

Facilitator to facilitate discussion on the following question:

- How can you draw on the notions of empowerment and cultural capital to help dislodge the systems of oppression that allow racism to persist?

6) Reflection

(5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)

14.Session 11: Advocacy

Overview of the session

This session takes participants on a journey to understand how we can use the knowledge gained around empowerment and cultural capital to advocate for ourselves and others at the municipal and provincial levels.

Key session outcomes:

By the end of the session, the youth will have some understanding of:

- The definition/meaning of advocacy
- How governments work
- How we can lobby the government for change
- How can leverage our power and cultural capital to advocate for anti-racism, anti-poverty etc.

Duration:

2hrs max

Resources for the facilitator:

Young and Quinn (2012). [Making research evidence matter. A guide to policy advocacy in Transition countries](#). Open Society Foundations.

Government of Canada, [Get ready for advocacy](#)

Plan International, [An Advocacy Toolkit](#)

Ontario Non-profit Network, [Advocacy Toolkit. A guide for non-profits to meaningfully engage your community](#)

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review Session outcomes

2) Group discussion

(15 mins)

Facilitator to facilitate group discussion on advocacy:

- What is your understanding of advocacy? What comes to mind when you hear advocacy?
- How do we advocate for ourselves and for others?

3) What is advocacy?

(15 mins)

Facilitator to present an overview the following:

- What is advocacy
- The value of advocacy
- The purpose of advocacy
- Types of advocacy

- **Advocacy** is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions.
 - Who has ever "advocated " for something?
 - What was your experience?
- The purpose of advocacy is to bring about change whether its accomplished through raising:
 - public awareness
 - increasing support
 - influencing policy



Types of advocacy

- **Self-advocacy**- Individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights **Individual advocacy** - a person or group of people concentrate their efforts on just one or two individuals.
- **Systems advocacy** - changing policies, laws or rules that impact how someone lives their life (VanReusen et al., 1994).

4) Facilitator to present on: the different levels of government

(15 mins)

All about Government



- Government makes decision based on **laws, financial distribution and set policies**
- **Important to know** who is capable of making the changes that you want to know about so it's important to know who is responsible for what:
- **The levels of government and areas of jurisdiction:**
 - **Canada (federal):** national defense, criminal justice, immigration, human rights , national finance
 - **Alberta (provincial):** health care, education, transportation, natural resources, social assistance, environment, human rights
 - **Calgary municipal:** roads, fire, transit, local parks, recreation, police.

5) Presentation to speak on policies and policy change

(15 mins)

- Why do policies matter
- How are policies/decision made

6) Advocacy strategies - getting involved

(20 mins)

- **Vote:**
 - Know your candidates/when where to vote
 - Encourage others to vote
- **Persuading others**
 - Social media/ Write a letter
- **Community organizing**
 - The process of bringing people together to create system and community change → goal to change power dynamics

- Address an issue/ Change a decision
- Hold authorities accountable/Gain power

It is important to:

- Review the spectrum of allies: find active allies and active apposition
- Understand the different types of relationships: confrontation (protest), negotiation, co-optation (influence) and collaborative

7) Facilitator to lead a group discussion on the following questions (25 mins)

- What issue are you passionate about?
- What is the specific change that you want?
- What are you asking for?
- How would you do it, who is on your side?
- How will you use your power and cultural capital to advocate for the issue just mentioned

8) Reflection (5 mins)

It is important to reflect on the session and what the youth learned, became aware of from the session and would like to change, improve or discuss going forward.

- The facilitator to facilitate a discussion with the youth asking the following questions (3 mins)
 - What did you learn today?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (1 mins)

15.Session 12: Research project presentation

Overview of the session

In this session, students will deliver their research project, which draws upon the key topics and theme discussed in class. Each group will have between 15 - 20 mins to deliver the presentation.

Key outcome:

All participating students will present an aspect of their research project and respond to questions from the facilitators and other youth participants.

Duration:

2hrs - 3hrs

Session plan:

1) Introduction

(10 mins)

- **Introductions** - Facilitator will ask all participants to introduce themselves and will facilitate an icebreaker activity.
- **Activity 1: Choose from 12 Icebreaker ideas for small groups*
- Discuss briefly any questions from the previous session
- Review session outcome

2) Youth deliver presentations

(1.30hrs - 2.5hrs)

3) Reflections

(20 mins)

It is important to reflect on the entire program and today's session and what the youth learned, became aware of from the session and would like to change, improve in future iterations of the program.

- The facilitator to facilitate a discussion with the youth asking the following questions (16 mins)
 - What did you learn today and throughout the program?
 - About yourself?
 - This program?
 - Your cohort?
 - What are you more aware of that you were not before?
 - What will you take away from today's session and the program in general? / How will you take action on this take away?
 - What did we miss/not cover?
- Main notetaker provides summary of session (2 mins)
- Facilitator makes final remarks (2 mins)

16. Conclusion

This toolkit provides a guide and foundation for future implementation of the Cultural Capital for Anti-racism (CC4AR) program or initiative or other programs. It contains the background of the project, overview of the sessions, provides guidelines to facilitators and in depth session plans. It is advised that this toolkit is read from cover to cover and the resources reviewed for further context and information to support the delivery of the material in this toolkit.

The session plans in this toolkit provides the road map for each session and includes ideas, examples, useful links, resources for facilitators as well as screenshots from the program delivered in 2021. It is important that facilitators also customise the session, with input from the youth and their personal experiences and secure guest speakers who are considered experts in the area we would like them to present on.