

Preface

The Nova Scotia Youth Project has developed a digital resource to be used by service providers, organizations, and businesses who work closely with BIPOC (Black, Indigenous, People of Color) youth.

The Anti-Racism Considerations for Programming, Outreach, and Resource Development is a compiled list of current best practices, often utilized in grassroots and community based organizations who work with historically excluded and underserved youth.

The goal of this checklist is to provide a tangible and accessible entryway for service providers to platform anti-racism in their communities and workplaces. This document was created by The Youth Project, in consultation with The Khyber Centre for the Arts and MacPhee Centre for Creative Learning.



Content

Resource Creation	3
Language	6
Feedback	7
Outreach	8
First Voice	
Consultation /	
Contribution	11
Programming	12
Debriefing	14

Resource Creation

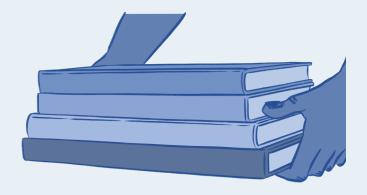
A resource is any media created or collected by your organization that is publicly available to youth, including but not limited to: instagram posts, newsletter articles, long-form google documents and graphic resources.

The resource topic is relevant to the mission, principles, values of the people who are creating the content.

The organization's mandate aligns with the topic of the resource.

The topic has been identified as significant to the service users of your organization. O For resources that are specific to global events, this can look like a collection of resources, both tangible and intangible, including fundraising efforts, first voice narratives, book lists, consciousness raising or informational articles/videos, reputable media sources, and local organizations.

> Tip: An example of this type of resource is The Youth Project's "<u>In</u> <u>Solidarity with</u> <u>Palestine and</u> <u>Columbia</u>" (2021).





For resources that 0 are specific to a significant date or celebration, (i.e. Transgender Day of Remembrance). the resource draws from a variety of lived experiences and describes the intentions of the organization that created it. Be specific about 0 why you have chosen to create this resource! Are there other organizations or groups who can be platformed instead? • What lived experiences are a part of your team, how are they relevant to your

resource?

O What can your organization do to amplify historically marginalized voices? E.g. offer employment of various capacities and types, creating responsive and flexible working frameworks, uplifting programming by and for folks of historically marginalized communities, and prioritizing mentoring relationships to support new works and emerging leaders.

- □ The resource contains first voice experience AND credits the individual/ organization from which it originated.
- □ The resource uses simple and approachable language, and includes a glossary to define terms that do not have a substitute, or are significant to the understanding of the content.

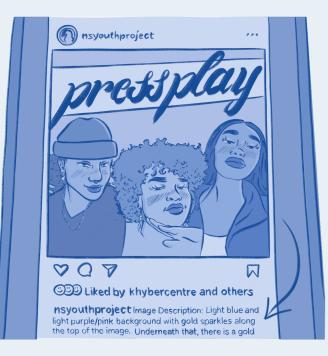
□ The resource points to systemic and institutional pressures rather than placing the problem on individual bodies or people.

An exception is naming of people who hold positions of power, and weaponize their power against others (ex. John A. MacDonald, Egerton Ryerson, Tim Houston).

- The resource values growing and evolving understandings.
- O It is realistic and specific enough to capture the service user's attention, while also being mindful of shorter attention spans.

O It creates space for service users to engage their own unique and creative ideas, encouraging youth agency and exploration.

- □ The resource (if digital) is compatible with screen readers, graphic resources must be accompanied by plain text documents to account for various access needs.
- Print format resources include large, discernable text using a sans serif font type and high contrast colours.
- Image descriptions accompany any picture or graphic.



Language

□ The resource uses language that is reflective of liberatory futures, meaning the focus is on the possibilities, evolving skill sets, innovation of youth and their ability to create new and sustaining communities, solutions and futures.

Intentional word choice, including the use of reclaimed language, is identified through a footnote or other method that acknowledges the different ways that people relate to language through their lived experiences.

> Uses language that encapsulates a wide range of family groups, including chosen families.

Use gender neutral language when making reference to groups of people. Use gender specific language when talking about specific experiences and worldviews.

- The resource avoids passive language around issues of violence, colonization, ableism and racism.
- The resource avoids explicit mention of graphic violence.
- The resource works from the understanding of language as not just descriptive, but productive. The words we use actively create the world we want to live in and how people are perceived; we can reframe oppressive narratives, stereotypes and prejudices through intentional word choice.
- Rather than committing to direct translation, select culturally relevant words, examples and phrases.
- □ Try to utilize language/ phrases that create an inviting tone in your message (especially in outreach). It's best to avoid language that is too academic, or hard to follow as it can alienate service users.

Feedback

The opportunity to provide feedback should always be clearly indicated on a resource.

There are a variety of options for providing feedback, including but not limited to: verbal, written, audio recordings, informal chats, arts-based feedback, instagram comments/DMs, etc.

> Include anonymous feedback options that provide confidential space to discuss the impact of a resource.

□ Feedback should always be explicitly optional.

When an error or mistake is identified in a resource, the team takes steps to discuss how it will be corrected and if possible, a gracious response is delivered to the person(s) who brought the issue to the attention of the team. Remember that feedback is a gift and requires emotional labor.

- From the onset of resource creation and throughout the creative process, community members and/or target populations are engaged in a feedback process.
- Center critical lived experiences, especially those who are historically left out of conversations around your resource topic.
- Consider sharing feedback across your staff team/ collaborators as a form of relationship building and learning.
- Consider the various platforms for receiving feedback and their accessibility features.
- Ask for specific feedback about representation, learning new things, and things that service users would like to see in future iterations of the resource.



Disability Justice Audit Tool

written by Leah Lakshmi Piepzna-Samarasinha, envisioned by Stacey Park Milbern and Leah Lakshmi Piepzna-Samarasinha.

Accessibility Toolkit: Humber College

written by Professor Anne Zbitnew, in consultation with Tangled Art + Disability Board Members Kim Fullerton, Lenore McMillan and Fran Odette. The printed toolkit and the accessible PDF was designed by Professor Jennie Grimard.

Additional Resources

Outreach

Outreach is an effort by individuals from an organization to connect with other organizations or communities. Often regarding a task, an opportunity, or a potential partnership. For service providers, outreach could look like sending emails to service users or setting up meetings.

□ When connecting with youth, there has to be a purpose as to why you are reaching out to them. Is it for the organization's gain or the youth? Both can be true, and the benefit should be clearly communicated. What's in it for me? What kind of say will I have over how my story, words, knowledge is documented or shared? When reaching out to youth via email for a program, project, or opportunity, make sure to share important information when it's available. Ex:

Date, time, location. Name of the organization. If transportation is available (If in person). If participation will be compensated and how much. If food & refreshments will be provided. If ASL (American Sign Language), and any other additional accessibility support is available. Required tasks for participation & goals. Possible discussion topics.

Certain projects will require outreach to a general population (ex. youth under the age of 25) while others might require you to do some outreach for an underrepresented or underserved community (ex. Indigenous youth under the age of 25). When reaching out to youth & underrepresented youth for a program or opportunity, it is important to consider the following:

- O How much will they be paid? Include hours expected or an estimated time commitment.
- O What are the questions you are hoping to answer?
- O How will you support the youth in completing the work? What access needs need to be met in order to do so without undue hardship?
- O What are the service user's wider goals? How will this task support their skill development?
- O What kind of mentorship or support can you provide? How will you establish a line of communication?

experiences requires the creation of a safer environment, including clear expectations around sharing and checking in with oneself, and support with skill building around self-maintenance and safer selfdisclosure.



O Be transparent about your limitations as well! Ex. location of the service/gathering area is located in a physically inaccessible area. Such as a building with stairs and no elevator.

O Offering food and refreshments by itself is not sufficient payment for participation.

Be mindful of how white people take up space (consistently speaking, generalizing their experience as a universal experience, downplaying or disregarding racism, etc.); in some cases, even in the absence of these behaviors, the presence of white folks can be a barrier to folks sharing culturally specific experiences.

> Recruiting multiple youth of varying identities and

First Voice Consultation & Contribution

First Voice refers to perspectives pertaining to a particular identity or community from those who claim/belong to those identities and communities.

Advisory & Consultation

Pay advisory committees & consultation participants an honorarium that is reflective of the skills they are bringing and work they are providing.

□ No work should be unpaid labor.

Do not overwhelm your advisory committee or consultation participants with too much work and not enough breaks.

- Having food & beverages be available will make participants feel more at ease.
- Make sure to give your participants a comfortable amount of time to finish up their tasks.
- Make sure that your participants have access to an active listener or someone to debrief with if the content for discussion is potentially triggering.

Additional Resources

A Youth-Engaged Approach to Addressing Anti-Black Racism in Social Services - Wisdom2Action

Why People of Color Need Spaces Without White People

Programming

Refers to any activity led by or supported by an adult, where youth are sharing space, cocreating knowledge, or engaging with a facilitated activity.

Accessibility

□ Are there any barriers to accessing the program? Such as: lack of funds for travel, physical inaccessibility, lack of representation, fear of facing violence, loud sudden noises (ex: ringing a bell or the area is under construction).

□ Clear and visible instructions (i.e. on a piece of chart paper).

The facilitator welcomes participants to the space, creates room for ongoing dialogue around needs and wants. Creating lower sensory spaces and blocking time for decompression and rest, including ample time for washroom/smoke breaks, with clearly indicated timelines for when activities will begin again.

Adaptability

- Flexibility for adding community guidelines as they develop.
- D Opportunities for feedback from participants.
- □ Space and time for check-ins.
- Designate spaces for youth to take breaks.

Feeding People

- Dietary considerations.
- Covid considerations.
- Supporting folks with food insecurity or histories of food insecurity.

Supporting folks with various diets or food routines.

Flexible Environment

Creating dedicated spaces for activities.

□ Lower sensory spaces.

□ Enough staff or volunteers available to allow someone to take a break without compromising ratio or facilitation.

Create an agenda in a way that makes space for slower movers and folks who need time settling in.

Name tags, welcome table, pronouns, checkins, etc.

Other Considerations

Transparency (Ex: Will ASL interpretation be provided? Are there stairs but no elevator?)

□ Low-Barrier (low barriers can include

limited information gathering, anonymity and free of charge.

□ Calling in vs. calling out (providing space for learning).

- □ Group norms (what is prioritized).
- □ Explicit and repetitive stating of community guidelines in different formats / ways.
- Debriefing with youth, cleanup & doorway conversations.
- Leave extra time in your space rental for cleanup and for folks to approach you with questions.
- Leaving folks with closure, resources for support, ways to get in contact.
- □ Take time to learn people's names and the correct pronunciation of their name, assert that this is important for all staff and participants.

□ Consent is key! (Consent before sharing private or personal information; respect people's boundaries and get consent before physical interactions).



HOW WAS THE WORKLOAD? WAS IT TOO MUGH? TOO LITTLE? WERE THE INSTRUCTIONS CLEAR? DO YOU FEEL YOU WERE SUITABLE FOR YOUR GIVEN ROLE? WOULD YOU BE BETTER PLACED ON A DIFFERENT TASK? DO YOU FEEL YOU WERE SUPPORTED ENOUGH TO SUGGEED?



Debriefs

A debrief is a lowpressure meeting that takes place soon after an event, program, or project with the involved team members and support staff. Debrief meetings are an opportunity to reflect on the project and to discuss lessons learned. Debriefs can also be useful after a harmful. confrontational, or unexpected incident happens.

Feedback for Facilitators

Not only can debriefs be helpful for improving on a particular project or work model, they can also give better insight into the skills and experiences of your team members.

The team leader or

coordinator should always give the opportunity to receive feedback as well. Some feedback questions you can consider as team leader are: How was the workload? Was it too much or too little? Were the instructions clear? □ Do you feel that you were suitable for the role that you were given? □ Would you be better placed on a different task? □ Do you feel that you were supported enough to succeed?

Participant Debrief

The opportunity to debrief an particular event should be given to participants IF they want to.

Providing an opportunity to give direct and honest feedback will be beneficial to making the project land better. Also, it will give the participants a chance to talk to each other after the work is done.

Ex. If you are having a focus group on the topic of isolation during the COVID-19 Pandemic, then having a moment to talk about any lingering feelings can help participants feel like they are being heard & supported.Here are some examples of questions that you might ask in a participant debrief:

- □ How is everyone
 feeling?
- Does anyone need a quick break before debrief?
- Would anyone like to speak to a team member/staff in private?
- Do you feel like we represented you well in our reporting?
- Is there anything that we can improve upon next time?

Created by the Youth Project in Collaboration with The Khyber Centre for The Arts & The MacPhee Centre for Creative Learning (2023).

Please <u>fill out this form</u> if you would like to offer any feedback.

