URBAN REZ SOLUTIONS



Conflict management, violence prevention, mental health wellness, community engagement and entrepreneurship training. Facilitating training with service providers, corporate organizations, community groups and individuals to bring about various aspects of change in prosocial development, education and advancement.

With over 25 years combined experience we offer a wide range of intercultural workshops and seminars designed to enrich the client group.



<u>www.urbanrezsolutions.com</u>

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Urban Rez Solutions endeavours to give people the tools they need to help our communities heal, grow and flourish.

In order for communities to recover, truth and the seeds of hope must be

Anger in Urban and Native Communities

Reactions can be brought on by a

variety of incidents including,

unfair treatment,

unresolved conflict, racism,

feeling violated, neglected and/or

humiliated.

Residential Schools

LN

TENODER MILLING

OVERALL TDSB INFORMATION: THE TDSB's STUDENT AND PARENT CENSUS

Ethno-racial Groups: Kindergarten to Grade 12 (2011-12) TDSB's 2011 Student Census and 2012 Parent Census





Suspension Data by Student Demographic Variables

Demographic Variables		No Suspension	At Least One Suspension
Gender	Male	69.4%	30.6%
	Female	86.8%	13.2%
	All Students	77.8%	22.2%
Sexual Orientation	Heterosexual	79.3%	20.7%
	LGBTQ	74.3%	25.7%
	Questioning	85.4%	14.6%
	All Students	79.5%	20.5%
Racial Groups	Black	56.3%	43.7%
	East Asian	91.8%	8.2%
	Latin	71.6%	28.4%
	Middle Eastern	70.9%	29.1%
	Mixed	70.9%	29.1%
	South Asian	83.5%	16.5%
	South East Asian	85.6%	14.4%
	White	81.2%	18.8%
	All Students	79.5%	20.5%

Note: racial groups with less than 100 students are not included

Intersection of Disability, Achievement & Fauity

YEAR 4 (GRADE 12) STUDENT OUTCOMES

Self-identified Black students have the **lowest graduation rates** among all ethno-racial groups in 2011-12. However, graduation rates for Black students has increased by 16% when comparing 2006-07 and 2011-12.

Year 4 (Grade 12) Graduation Outcomes and

Students' Self-identified Ethno-racial Background (2006-07 and 2011-12)



Students' Ethno-racial Background



OVERALL TDSB INFORMATION: THE TDSB's STUDENT AND PARENT CENSUS

Family Income by Ethno-racial Background: Kindergarten - Grade 6



■\$100,000+ ■\$75,000 to \$99,999 ■\$50,000 to \$74,999 ■\$30,000 to 49,999 ■Less than \$30,000



anger is nothing more than an outward expression of hurt, fear, and frustration

Lateral Violence Defined

A product of colonization and has been applied to describe conditions of various oppressed and ethnic/non ethnic minority groups. When at the bottom of the social heap and cannot strikeout vertically (i.e. at those above you) frustration erupts and is directed instead at your peers in your midst. This amounts to the colonized colonizing one another. (i.e. Black on black crime.)

The Break Through!! Recognition for the need to change



Measuring Change

5. Take action by instituting change6. Develop and provide coping skillsand identify obstacles (Adaptation & transitional guidance)

7. Measure and evaluate impact of instituted change and communicate results

8. Maintenance and positive reinforcement



5 A's of Change



Assessment,

Awareness,

Acceptance,

Action,

Accountability

ASSESSMENT

An honest evaluation or analysis.

Where do we individually stand in relation to the existing anger issue?

Identify & articulate the need to change

2. State the areas of change

Awareness

Who have we become? Are we unknowingly a product of our enviornments?

Our historical reality and who we have become (e.g. self fulfilling prophecies and stereotypes) acknowledging that we have developed personal traits that are beneficial and detrimental regarding anger at hand.

An in depth understanding of the ignorance

ACCEPTANCE

The honest realization of the second bod something to do with who we've become and being accountable for the choices we've made.

This is not a blame game. We must be conscious of our responsibilities.

Accepting is not settling or complacency

ACTION



- Coming to an honest realization after conducting an assessment, developing an awareness and accepting our position; how and what are we going to change about the way we conduct ourselves?
- Continuously being aware of the initial A's and not repeating that history if it wasn't progressive
- Internal Makeover a social re-conditioning
- Catting apositio obtainable goale

ACCOUNTABILITY

The consequences of not being responsible.

Benefits of being part of the Rez Solution vs. The Problem

Seeing CHANGE come to fruition and

accomplishing the goals

 Measure and evaluate impact of instituted change and communicate results

Ingredients for Successful Change

S

Conscious Choice, Curiosity, Challenge, Courage, Change, Communication, Commitment

Take Back Your World Navigate Your Life

Urban Rez Solutions recognizes the cultural nuances of socio-economically marginalized communities and their uniqueness in regards to intergenerational anger. We firmly believe in incorporating principles of anger management into people's lives as a preventative measure thereby mitigating destructive behaviour. Our Change/Conflict management model features dynamic engagement that utilizes pop culture while imparting education, life skills and personality development.









Managing expectations & Self Talk

Let go of negative self-talk

Thinking before you act, selfreflection, self-empowerment, exercising choice, weighing consequences of your actions, (the short & long term), self-assessment, validating inner feelings, gut feelings & considering maintaining healthy relationships.

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VIOLENCE CHANGES EVERYTHING

Just Think 1st is a multimedia marketing campaign designed to generate awareness and collective call to action throughout the city of Toronto around gun violence and the importance of urging individuals who by virtue of lifestyle and or lack of conflict resolution skills have a heightened propensity to resort to gun violence as a solution to a problem or challenge.



#JustThink1st Justthink1st.com Brand O

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Just Think

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