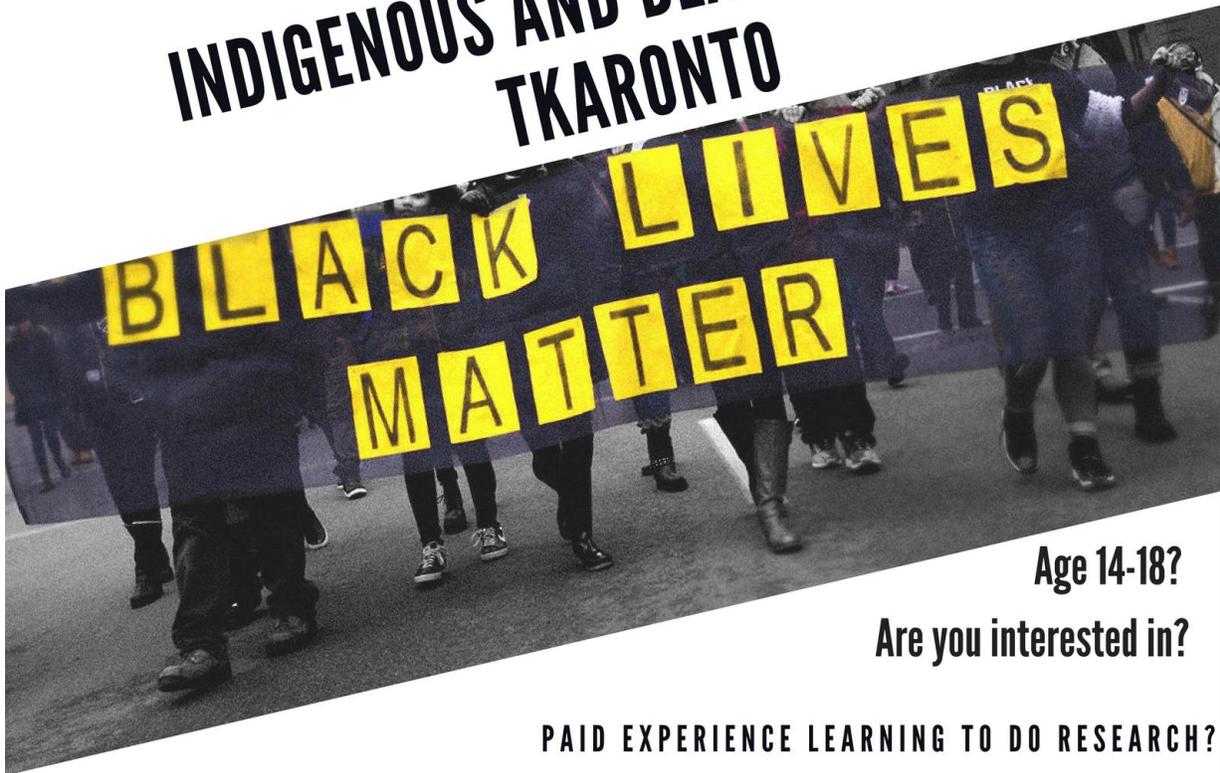




# CALLING ALL INDIGENOUS AND BLACK YOUTH IN TKARONTO



**Age 14-18?**

**Are you interested in?**

**PAID EXPERIENCE LEARNING TO DO RESEARCH?**

**EXPLORING SOCIAL MOVEMENTS LIKE BLACK LIVES  
MATTER AND IDLE NO MORE?**

**BUILDING RELATIONSHIPS WITH OTHER YOUTH AND  
COMMUNITY MEMBERS?**

For more information, and to apply:  
<http://www.evetuck.com/msom/>

**CONTACT [EVE.TUCK@UTORONTO.CA](mailto:EVE.TUCK@UTORONTO.CA)**

## **Making Sense of Movements**

**What?** Since 2012 and 2013, two social movements have brought attention through mainstream media to injustices endured by Indigenous and Black communities. Starting within months of each other, Idle No More and Black Lives Matter bring awareness to the lack of freedom and self-determination in Indigenous and Black communities, to call out racism and state violence, and to create new conditions of engagement between communities and leaders. They were both founded by women, and have been drastically impacted by the leadership of youth.

Both movements have a lot in common the surface but also have distinct differences. Idle No More has focused on environmental concerns, especially tar sands drilling, broken treaties, and violence against Indigenous women and girls. Black Lives Matter has focused on issues in policing, political representation, and limitations on freedom. Compelling questions emerge when comparing these movements.

The Making Sense of Movements Project seeks to accomplish the following objectives: (1) Understand how Indigenous youth and Black youth are making sense of these two prominent social movements, especially with regard to postsecondary decision-making; (2) Identify connections between injustices against Indigenous youth and Black youth in Toronto, and lay ground for further research addressing reconciliation in Canada.

**Who?** This study pursues these and other questions by engaging Indigenous youth and Black youth aged 14-18 living in Toronto.

**How?** This project will engage youth in participatory photography techniques as a way to explore injustices against Black and Indigenous youth, and drawing connections between those injustices. The use of photography is a creative approach that will allow youth to explore their identity and define and contribute to their communities specific to their concerns and priorities. Results from this project will take form as photography displays on a project website, posters, reports to research users, Prezis and other public formats. Photography taken by youth will be used in innovative ways such as screen printing and comic book art, under the guidance of artists.

**Why?** We are doing research that tries to understand how social movements impact your decision-making and community relationships. We are doing this research to learn more about what Indigenous and Black youth think about their schools and communities, and the policies that affect them. This study will contribute to future research intent on specifying the implications of these movements for simultaneous processes of reconciliation and inquiry in Canada.

## LIST OF REFERENCES

- Allen, D., & Hutchinson, T. (2009). Using PAR or “abusing its good name”? The challenges and surprises of photovoice and film in a study of chronic illness. *International Journal of Qualitative Methods*, 8(2), 115-128.
- Barrera, J. (2013, March 26). Journey of Nishiyuu walker’ names now “etched” into “history of this country.” Aboriginal Peoples Television Network National News, n.p., March 26, 2013. Last accessed online on January 25, 2016 at <http://aptn.ca/news/2013/03/26/journey-of-nishiyuu-walkers-names-now-etched-into-history-of-this-country/>
- D’Aliesio, R. (2012, December 31). With events worldwide, #IdleNoMore movement grows too big to track. *The Globe and Mail*. Retrieved from <http://www.globeandmail.com>
- Dimitriadis, G. (2011). Studying resistance: Some cautionary notes. *International Journal of Qualitative Studies in Education*, 24(5), 649-654.
- Foster-Fishman, P. G., Law, K. M., Lichty, L. F., & Aoun, C. (2010). Youth ReACT for social change: A method for youth participatory action research. *American Journal of Community Psychology*, 46(1-2), 67-83.
- Idle No More. (n.d.) Retrieved from <http://www.idlenomore.ca/>
- Johnson, G. A. (2011). A child’s right to participation: Photovoice as methodology for documenting the experiences of children living in Kenyan orphanages. *Visual Anthropology Review*, 27(2), 141-161.
- Mitchell, C. (2011). *Doing visual research*. Los Angeles, CA: Sage.
- Nykiforuk, C. I., Vallianatos, H., & Nieuwendyk, L. M. (2011). Photovoice as a method for revealing community perceptions of the built and social environment. *International Journal of Qualitative Methods*, 10(2), 103-124.
- Palmater, P. (2015). *Indigenous Nationhood: Empowering Grassroots Citizens*. Halifax, NS & Winnipeg, MB: Fernwood.
- Reynolds, C. (2015, July 28). Deaths ignite grassroots Black Lives Matter Toronto movement. *The Toronto Star*. Retrieved from <http://www.thestar.com/news/gta/2015/07/28/deaths-ignite-grassroots-black-lives-matter-toronto-movement.html>
- Shor, F. (2015). "Black lives matter": Constructing a new civil rights and black freedom movement. *New Politics*, 15(3), 28-32.
- Smith, M. (2015, July 31). A call to action: Black Lives Matter Toronto continues the fight against racism. *The Globe and Mail*. Retrieved from <http://www.globeandmail.com>
- Snelgrove, C., Dhamoon, R., & Corntassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. *Decolonization: Indigeneity, Education & Society*, 3(2).
- Streng, J. M., Rhodes, S., Ayala, G., Eng, E., Arceo, R., & Phipps, S. (2004). *Realidad Latina: Latino adolescents, their school, and a university use photovoice to examine and address the influence of immigration. Journal of Interprofessional Care*, 18(4), 403-415.
- Tavin, Kevin. (2003). “Wrestling with angels, searching for ghosts: Toward a critical pedagogy of visual culture.” *Studies in Art Education* 44.3 (197-213).
- Tuck, E. (2011). Humiliating ironies and dangerous dignities: a dialectic of school pushout. *International Journal of Qualitative Studies in Education*, 24(7), 817-827.
- Tuck, E. (2012). *Urban youth and school pushout: Gateways, get-aways, and the GED*. New York, NY: Routledge.
- Tuck, E. & Yang, K.W. (Eds.). (2014). *Youth Resistance Research and Theories of Change*. New York, NY: Routledge.
- Wang, C. & Burris, M.A. (1994). Empowerment through photo novella: Portraits of participation. *Health Education & Behavior*, 21(2), 171-186.
- Wang, C., & Burris, M. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369-387.