

## CONNECTING YPI TO THE MANITOBA SOCIAL STUDIES CURRICULUM

In Manitoba, YPI is a project that fits well within the structure of the Grade 9 Social Studies Curriculum: Canada in the Contemporary World. YPI's outcomes directly align with several skills outcomes, as well as knowledge and values outcomes in Cluster 1: Diversity and Pluralism in Canada; Cluster 2: Democracy and Governance in Canada; and Cluster 4: Canada: Opportunities and Challenges.

Relevant outcomes are copied directly from the Manitoba Social Studies curriculum document in the left column of the table below, with alignment to YPI demonstrated in the right column.

OUTCOMES	CONNECTION TO YPI
<p><b>SKILLS FOR ACTIVE DEMOCRATIC CITIZENSHIP</b></p> <ul style="list-style-type: none"> <li>• S-100: Collaborate with others to achieve group goals and responsibilities</li> <li>• S-101: Use a variety of strategies in conflict resolution</li> <li>• S-102: Make decisions that reflect fairness and equality in their interactions with others</li> <li>• S-104: Seek consensus in collaborative problem solving</li> <li>• S-105: Recognize and take a stand against discriminatory practices and behaviours</li> <li>• S-106: Make decisions that reflect social responsibility</li> </ul>	<p>YPI is a group project for students, and as such, naturally aligns with the MB skills outcomes for active democratic citizenship. Students are asked to collaborate with one another to complete a set of complex tasks together in service of a shared goal. YPI offers resources to support this skill development, including resources on goal-setting and decision-making through consensus building. In YPI, students are required to make socially responsible decisions in the real world that impact their community, and are asked to stand up against discrimination and oppression through their actions together.</p>
<p><b>SKILLS FOR MANAGING INFORMATION AND IDEAS</b></p> <ul style="list-style-type: none"> <li>• S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary</li> <li>• S-201: Organize and record information in a variety of formats and reference sources appropriately</li> <li>• S-202: Select and use appropriate tools and technologies to accomplish tasks</li> </ul>	<p>YPI is an action research project, and students are asked to collect information from a variety of sources, including through online research and an interview. Students organize this information in preparation to share it through a presentation, which is completed using tools and technologies of their choosing.</p>
<p><b>CRITICAL AND CREATIVE THINKING SKILLS</b></p> <ul style="list-style-type: none"> <li>• S-300: Plan topics, goals, and methods for inquiry and research</li> <li>• S-301: Analyze the context of events, accounts, ideas, and interpretations</li> <li>• S-302: Draw conclusions and make decisions based on research and various types of evidence</li> <li>• S-303: Reconsider personal assumptions based on new information and ideas</li> </ul>	<p>Critical thinking is a targeted skill among students that is specifically measured through YPI's <a href="#">evaluation program</a>, the results of which are shared on an individual school level every year. Students are required to critically engage with information about social issues and their root causes in their community, and to share their conclusions with one another.</p> <p>In YPI, students are provided resources to support their planning, research and inquiry, and eventually their analysis and</p>

<ul style="list-style-type: none"> <li>• S-307: Propose and defend innovative options or solutions to address issues and problems</li> </ul>	<p>interpretation of their findings. After learning about their chosen social issue, students critically look at the solutions that are offered by social service charities, and are asked to choose one of these charities and make a proposal/defence on their behalf. As part of this work, interrogating personal bias and assumptions about marginalized people is often a meaningful takeaway that students share after participating in YPI.</p>
<p><b>COMMUNICATION SKILLS</b></p> <ul style="list-style-type: none"> <li>• S-400: Listen to others to understand their perspectives</li> <li>• S-401: Use language that is respectful of human diversity</li> <li>• S-403: Present information and ideas in a variety of formats appropriate for audience and purpose</li> <li>• S-404: Articulate their perspectives on issues</li> </ul>	<p>The culminating task of YPI is for students to create a presentation about their chosen social issue, advocating for a social service charity. The communication skills outcomes in the Manitoba curriculum are served in large part through this piece, with students delivering presentations, and acting as a supportive audience providing feedback for the presentations of their peers. Group and class discussions in Parts One to Three of YPI also serve these outcomes.</p>
<p><b>CLUSTER 1: DIVERSITY AND PLURALISM IN CANADA</b></p> <ul style="list-style-type: none"> <li>• 9.1.2: Human Rights <ul style="list-style-type: none"> <li>○ KC-001: Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights</li> <li>○ KC-004: Describe contributions of Canadians whose social and political actions have promoted human rights</li> <li>○ VH-008: Appreciate the efforts of Canadians who have helped to promote human rights</li> </ul> </li> <li>• 9.1.3: Living Together in Canada <ul style="list-style-type: none"> <li>○ KC-002: Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups</li> </ul> </li> <li>• 9.1.4: Pluralism and Integration <ul style="list-style-type: none"> <li>○ KI-019: Describe effects of stereotyping and discrimination on individuals, communities, and regions</li> <li>○ KH-030: Describe social and cultural injustices in Canada's past</li> </ul> </li> </ul>	<p>YPI provides an opportunity to introduce rights and responsibilities as outlined in the United National Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms in the context of social issues faced by disempowered people in society like poverty and different forms of discrimination and oppression. Social issues and their relation to rights and responsibilities are explored through group discussion at the beginning of YPI (see Part Two), and teams of students engage in deeper learning about their chosen issue through their research project.</p>

<p><b>CLUSTER 2: DEMOCRACY AND GOVERNANCE IN CANADA</b></p> <ul style="list-style-type: none"> <li>● 9.2.1: Law, Order, and Good Government <ul style="list-style-type: none"> <li>○ KC-005: Give examples of ways in which government affects their daily lives. Examples: rights and freedoms, security, laws, education, health care, services...</li> </ul> </li> <li>● 9.2.2: Representing Canadians <ul style="list-style-type: none"> <li>○ KP-046: Give examples of ways in which people can individually and collectively influence Canada’s political and social systems. Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...</li> </ul> </li> <li>● 9.2.4: Citizen Participation <ul style="list-style-type: none"> <li>○ KC-013: Describe their responsibilities and rights as citizens of Canada and the world</li> <li>○ VP-015: Be willing to exercise their responsibilities and rights as citizens living in a democracy. Examples: citizen involvement in political processes, freedom of speech, freedom of association...</li> </ul> </li> </ul>	<p>In Part Three of YPI, students begin to learn deeply about their chosen social issue, and this includes an analysis of what government is (or is not) doing to address the issue. Groups are asked to present their research on the social issue to the class so that students learn from the findings of their peers.</p> <p>YPI also provides an opportunity for students to learn how they can critically engage with social issues and affect positive change in their communities as citizens and social actors supporting rights. A significant finding of YPI’s evaluation program is that students feel empowered to affect change in their communities, and that they see pathways to action by learning about the work of social service charities and how they can become involved.</p>
<p><b>CLUSTER 4: CANADA: OPPORTUNITIES AND CHALLENGES</b></p> <ul style="list-style-type: none"> <li>● 9.4.1: A Changing Nation <ul style="list-style-type: none"> <li>○ KL-026: Analyze current Canadian demographics and predict future trends</li> <li>○ KH-033: Give examples of social and technological changes that continue to influence quality of life in Canada. Examples: education, health care, social programs, communication, transportation....</li> </ul> </li> <li>● 9.4.2: Engaging in the Citizenship Debate <ul style="list-style-type: none"> <li>○ KC-015: Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms</li> </ul> </li> <li>● 9.4.3: Social Justice in Canada <ul style="list-style-type: none"> <li>○ KI-023 Identify possible ways of resolving social injustices in Canada</li> <li>○ KE-052: Identify poverty issues in Canada and propose ideas for a more equitable society. Examples: homelessness, child poverty, health care, education, nutrition...</li> </ul> </li> </ul>	<p>As part of learning about the social issues students have chosen, they are asked to analyze trends, statistics, demographics and other data related to the issue, and its causes and effects. Students learn about social changes introduced by governments and the work of charitable organizations that have an impact on quality of life as it relates to their chosen issue.</p> <p>YPI provides an excellent jumping off point for educators to introduce the Canadian Charter of Rights and Freedoms by looking at how social issues like homelessness, gender equity, or systemic discrimination can pose challenges to the contained rights. Students then learn about the social justice work that many charities in their own community engage in that address these challenges, and students learn how they can contribute to this work through their projects.</p>