

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Indigenous Youth Outreach Project

*Note: the project name should be concise, distinguishable from other projects, and easily identifiable for volunteers, partners, and clients.*

---

## SECTION A – ORGANIZATIONAL INFORMATION

- Name of Organization:** Level Justice
- Mailing Address of Organization:** 720 Bathurst Street, Toronto ON, M5S 2R4
- Website of Organization:** [www.leveljustice.org](http://www.leveljustice.org)
- Type of Organization:**
  - Charity
  - Not-for-profit
  - Association
  - Government
  - University
  - Law firm
  - Other please specify

- Brief overview of the organization's mandate (2 to 4 lines maximum):**

Founded in 2004, Level is a Canadian charitable organization that levels barriers to justice by building empathy, disrupting prejudice, and advancing human rights. We pursue our mission through outreach and public legal education initiatives, human rights research and events, and through specialized mentorship programs.

We believe that if stakeholders are empowered to understand, shape, and use the law, they can become active participants in breaking down barriers to justice. We also believe that if our legal professionals have empathy and cultural humility, we can create a justice system that serves the people who need it the most.

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

## 6. Organization Contact Person

*\*Note: Desneige Frandsen is the Primary Organization Contact.*

Name: Shelan Markus

Title: Executive Director

Telephone Number: (778) 997-0528

Email Address: [shelan@leveljustice.org](mailto:shelan@leveljustice.org)

Name: Desneige Frandsen

Title: Program Manager – Indigenous Youth Outreach Program (IYOP)

Telephone Number: (705) b17-7585

Email Address: [desneige@leveljustice.org](mailto:desneige@leveljustice.org)

## 7. Preferred mode of contact: Phone Email

## 8. Lawyer supervisor(s)

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:

*Note: Please check only **ONE** of the following.*

Lawyer Supervisor - Insured

Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Lawyer Supervisor – Non-insured (*only permitted in a joint supervision model*)

Name: Shelan Markus

Title: Executive Director

Organization/Firm: Level Justice

Telephone Number: (778) 997-0528

Email Address: [shelan@leveljustice.org](mailto:shelan@leveljustice.org)

The lawyer supervisor is:

An employee of your organization

A board member

Other (please specify relationship)

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

**Note:** Shelan Markus will be the primary lawyer supervisor. However, additional lawyer supervisor(s) may volunteer in each delivery location to help provide supervision and mentorship.

**9. How often will the lawyer supervisor be available to meet with the student(s)?** The primary partner organization contact, Desneige Frandsen, will be available to meet with students on an as-needed basis, and at least once per month. The primary lawyer supervisor, Shelan Markus will be available to meet with students at least once per semester, including at the outset of the project, and to review any final deliverables.

**10. Can student volunteers on this project complete their work virtually and from home? Please confirm yes/no.**

Programs will likely take place in person but there could be opportunities for remote volunteer work.

---

## SECTION B – PROJECT INFORMATION

**11. Please describe the project tasks:**

*Note: If there are multiple projects, please complete a separate Project Description Form for each project.*

### **Description of Project**

The project will involve supporting online/remote or in-person justice education sessions for Level's Indigenous Youth Outreach Program (IYOP). It will feature two components: (i) assisting in leading and delivering justice education and mock trials for youth (ii) researching and drafting new mock trial scenarios (iii) drafting of a Cultural Humility reflection on your work with IYOP throughout the school year.

**Part I:** The project will involve support for Level's online/remote or in-person justice education sessions for Level's Indigenous Youth Outreach Program (IYOP).

IYOP is a justice education and mentorship program for First Nations, Métis, and Inuit youth aged 11-18. Youth work with justice sector volunteers on fun and engaging activities that teach them about the Canadian criminal justice system while incorporating Indigenous pedagogy, including smudging feasting, Elder teachings, and a focus on restorative justice.

Level launched IYOP in Toronto in 2012, serving 25 youth and engaging 12 justice sector volunteers at the time. Since then, the program has grown to serve over 300 youth and work with over 125 justice sector professionals from Ontario, Manitoba, Saskatchewan, Alberta, Nova Scotia, Nunavut, and the Northwest Territories.

# PROJECT DESCRIPTION FORM

**(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)**

Typically, IYOP runs 6-10 justice education sessions with Indigenous students in a particular school location. Volunteer students participate in relationship-building exercises, identity work, and justice education games and experiences with the program participants.

**Part II:** IYOP relies on a mock trial handbook to ensure the smooth delivery of sessions. These handbooks contain mock trial scenarios for use by volunteers in the program. During off times (i.e. durations where students are not supporting mock trials), student volunteers will be expected to conduct legal research for use by the partner organization, pending review and approval by the supervising lawyer.

**Part III:** The final part of volunteer work with Level Justice includes completing a short cultural humility exercise. This is a reflection exercise and can be anywhere from a few sentences to a page long. For this exercise, volunteers will ask themselves things such as: how did the program go? What did they learn about themselves throughout participating in the program? What did they learn about the students that they worked with? Did they have fun, or were they nervous?

## **Role of Student Volunteers**

Student Volunteers will be in charge of:

- Under the guidance of the IYOP Facilitators, lead small justice education group activities during program sessions
- Partnering with students to prepare them for a mock trial and sentencing circle activity
- Providing education on different career paths in the justice system
- Ensuring that they are present at all scheduled justice education sessions they are involved in

Not required, but If interest is expressed, other potential tasks the volunteer may assist the IYOP Facilitators by:

- Assist by conducting outreach of a Judge for the youth mock trial activity
- Assist by conducting outreach of Lawyer volunteers for the youth mock trial activity
- Contacting and coordinating with courthouses where the youth mock trial can take place
- Contacting and coordinating with law firms where a youth field trip can occur

Volunteers are expected to commit 1-2 hours per week over the course of 8 weeks in the fall semester (October – November). In the winter semester, volunteers are expected to commit to 1 – 2 hours per week for 12 weeks (January – March). Sessions will generally take place in person; however, some sessions may be on Zoom. In addition to attending the program sessions, volunteers must complete:

- A one-hour introductory training session with Level
- A one-hour Cultural Humility and Empathy Training session

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

## Role of Supervising Lawyers

The Supervising Lawyer will review and approve all legal research and mock trial scenarios before they are used by the partner organization and will be available to provide guidance and mentorship throughout the project.

The Supervising Lawyer and/or a volunteer lawyer will attend each IYOP presentation. The IYOP Program Manager will instruct student volunteers on their involvement for each session. A lawyer will supervise all student volunteers during PLE sessions.

Any questions specific to a participant's legal rights will be referred to the Supervising Lawyer for follow-up, and Student Volunteers are not permitted to offer legal advice.

## Which types of law are used in this project?

- Criminal
- Indigenous
- Human Rights

## 12. What is the main project output?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

## 13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form. If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

I consent to PBSC saving a duplicate of the project deliverable.

I do not consent to PBSC saving a duplicate of the project deliverable.

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

Level is open to information sharing between our organizations; however, if Level materials are to be used to assist with PBSC youth or student offerings, we would like to be included in the conversation. We are happy to engage in pre and post-project feedback meetings to gauge project progression and possible areas for improvement.

## 14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

**Note:** PBSC's Client Impact Survey is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality.

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

Level has our own pre- and post-program survey that we distribute to youth participants; if PBSC would like to share some of the metrics they are looking for, we may be able to incorporate them into our measures. If the survey is meant to be completed by the Level Program Manager, the PBSC volunteers may provide the link to the Program Manager.

## 15. Do you have PBSC placements with students from any other PBSC chapter(s)?

*If so, which chapters? Do the placements relate to the same project?*

Yes – Level is partnered for IYOP delivery with:

1. Uvic
2. UOttawa
3. UofSask
4. UBC
5. Osgoode

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

- 6. McGill
- 7. Manitoba
- 8. Lincoln Alexander
- 9. Calgary

**16. What type of training will the organization provide to the student(s)?**

*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.*

- A virtual one-hour introductory training session with Level that will be completed BEFORE volunteers interact with youth.
- During the volunteer's third week of participation, a virtual one-hour Cultural Humility and Empathy Training session will be completed.
- 1 independently completed cultural humility and empathy exercise to be completed within the last 3 weeks of volunteer involvement with the project.

**17. How many students would you like assigned to this project?**

4 - 6 students

**18. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

1 - 2 hours per week

**19. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

Students are expected to be able to attend all program sessions but any additional work is flexible and can be completed remotely.

**20. Is workspace provided for the student volunteer(s) at your organization?**

No.

**21. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)**

In cases where the Students Volunteers work remotely, they will need a computer, internet access, telephone and Zoom account to be able to complete their volunteer work.

---

## SECTION C – STUDENT REQUIREMENTS

**22. Is there an expectation for the student(s) to be bilingual?**

No.

# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

23. Can first year law students volunteer for this project? Yes  No

24. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.)

None. However, an interest in or completion of Indigenous Law, Indigenous Legal Traditions, and Canadian Criminal Law will be an asset.

25. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)

Given the nature of clientele served (youth), student volunteers should possess comfort working with youth, and a high degree of humility.

---

## SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

26. Which project model(s) most accurately describes this project? If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project's activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

27. Which communities does this project serve? Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below. You will have the opportunity to choose the type of law in the following question.

- 2 Children & Youth
  - Domestic Violence Survivors
  - Women
  - Homeless & marginally housed
  - Immigrants, refugees & newcomers
- 1 Indigenous (First Nations, Inuit, Métis)
  - LGBTQ+
  - Linguistic minorities
  - People living in poverty
  - People living with disabilities & chronic illnesses



# PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

- People living with HIV
- People living with mental health challenges
- Precariously employed individuals
- Prisoners & former prisoners
- 3 Racialized communities
- Religious minority communities
- Self-represented litigants
- Seniors
- Trans and gender diverse individuals
- Two-Spirit individuals
- Veterans
- Other: General Project – no specific community being served (*note: comments are mandatory if this option is selected*)

Comments:

[Click or tap here to enter text.](#)

**Project reviewed by On-site Supervisor**

*Heather Heavin*

box sign

1x37H2P-188P22K

**Signature**

Aug 16, 2024

**Date**

**Note: A final/complete copy of this Project Description Form must be provided to:**

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office