



# MY T.O. IN 10

—— BUILD TOMORROW'S TORONTO

**ONLINE EVENT** – MAY 11 - JUNE 18, 2021

**SUMMARY REPORT**

# ABOUT THE PROGRAM

MY T.O. IN 10

Toronto is undergoing unparalleled growth. And in a post-pandemic world, we need to help youth reimagine what this city can offer its citizens.

My T.O. in 10 builds the new urbanists. In three years, high school youth will vote. In ten years, they will drive the innovation economy.

Ten years is the timeline for transformation. What will their Toronto be like?

My T.O. In 10 is their chance to envision their own city. How they will live and work. How they will cope with the crippling crisis of climate change. How a post-pandemic Toronto will foster personal and professional growth.

This online event – May 11th to June 18th – brought together Toronto's urban thought leaders - working to build and change Toronto - with students and educators across the city. It provided Toronto's emerging citizens with a thoughtful voice to affect this transformation.



# EXPERT TESTIMONIALS

MY T.O. IN 10

The experts provided their insights into city building.

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“I’m greatly inspired by the success of My T.O. In 10. It enables young people to look upon their city, to see where things can be improved by being proactive on a community level. It is extremely important to reach out to young people, to get them engaged, to move forward, and the real importance for me is that it’s a diverse culture at the table. That everybody feels that it is achievable. That you can become part of design at all levels. And from all financial backgrounds.”

- Bruno Weber, partner KPMB Architects

“Kids feel more and more disconnected. What I like about this program is that kids realize that they have a voice. Kids make up 20% of the population, and yet we design spaces without consulting them – without asking them what they think or want. My T.O. in 10 is great because it makes connections with the real world of city building. By understanding how cities are built they can understand how they can have their say and their input. It’s about empowering them.”

- Jeanhy Shim, President and Founder of Housing Lab Toronto

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# TEACHER TESTIMONIALS

MY T.O. IN 10

TDSB teachers facilitated the inquiries and welcomed the mentors into their online classrooms.

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“In my grade nine geography class, we did two projects and we had two mentors come in, one for each project, to talk to the students and give them ideas. And the students were able to see if some of their ideas could apply in the real world. I think it was a great experience in terms of the kids really seeing someone in the real world, a professional, and what they do. And not just hearing from me the whole time. The two times we had the mentors in where the only two times that I saw my some of my kids on camera! It was a really good experience. All the mapping skills we’ve been teaching them, they could now apply it to the real world and their own communities. It was really great.”

- Michael Krochmalnek, Grade 9 Teacher

“We had a guest speaker come in and she was a very outgoing professional. She was able to relate to the kids really well. And being not only a planner but a landscape architect, explaining her career and what she did to the kids. She was able to come in and speak about her international experience and also speak about our neighbourhood project. This year and in all geography classes across the board, we’re noticing a decline in students choosing geography in the senior grades. We’ve lost a lot of courses. Unfortunately, geography doesn’t have the spark anymore. We have to have these connections to the real world; that’s what’s been missing. This kind of mentorship is exactly what geography needs.”

- Nick Sissakis, Grade 9 Teacher

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# MENTOR TESTIMONIALS

MY T.O. IN 10

The mentors engaged students in the design process and local community building.

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“I joined a grade 9 class. Beforehand, the teacher and I had quite a bit of conversation about what we might do. She posed the idea of designing an outdoor classroom, so I put together a presentation of how we approach design problems. At the beginning of every project, we develop a mission statement or capture precedents we wanted to emulate in the project. So, I presented the front-end design work to the students. Their deliverable was to develop a photo essay as well as a mission statement for their outdoor classroom. They asked quite few questions about what it was like to be an architect. But then I joined them two more times. One was a working session. Then I joined again to see some of the final presentations.”

- Alistair Grierson, Intern Architect,  
KPMB Architects

“I have a lot of real estate and commercial real estate experience as an executive. I happened to get a school that was in Agincourt. So as a development person, I said to the class, you know there’s a redevelopment of your mall in Agincourt and that’s an example of community planning. And the developer owns assets all over Canada and the U.S., so this is the opportunity to interact with development and what actually gets built there. I centred it on that discussion, and we talked about green space, mental health and well-being.”

- Andrew Garrett, Senior Principal, Real Estate at  
Investment Management Corporation of Ontario

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# EARNED & OWNED MEDIA

MY T.O. IN 10



150,000 + Instagram reach



8,000 + Twitter impressions



100,000 + Earned media

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URBAN PLANNINGBUILDING

Impact Design Lab and CGC Educational Communications launch a youth program

By Building — Last updated May 21, 2021

Impact Design Lab, in partnership with CGC Educational Communications, is launching a six-week program that challenges youth to reimagine what Toronto will look like in a post-pandemic world.

My T.O. in 10 is an online event that brings together Toronto's urban thought leaders – working to build and change Toronto – with over 500 high school students and educators across the city.

"The last year has brought into sharp focus the need for equitable and sustainable cities and our firm is committed to advancing the dialogue around this," said Bruno Weber, a partner at KPMB Architects. "We want to contribute to the social and cultural well-being of our communities and create a positive impact through our work, which also includes mentoring the next generation of designers and architects. We believe My T.O. in 10 encourages the kind of forward-thinking in youth that we need now more than ever and KPMB is proud to be participating in and supporting this program."

From May 18th to June 18th, the program will offer youth and educators four different courses that explore ways to make Toronto a more liveable city: creating climate change resiliency, building "15-minute" communities within the city, making incremental neighbourhood improvements and designing spaces for improved mental health.

"As urban planners, we believe in the importance of hearing from all residents of the city on what they hope for Toronto in 10 years. My T.O. in 10 is a great forum to have those conversations and inspire youth to become involved in the communities that they live in. Bousfields is pleased to sponsor and participate in My T.O. in 10, an important initiative to engage youth in the future of our city," said Jocelyn Deeks, Partner – Community Engagement.

TRENDING THIS WEEK

Experts say big city rental markets turned corner in Ma...  
May 21, 2021

Canadians opt for more affordability and new lifestyle...  
May 20, 2021

Bank of Canada warns of rising risks from household deb...  
May 20, 2021

Impact Design Lab and CGC Educational Communications la...  
May 19, 2021

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intu\_edx Beautiful!

June 16

CANADIAN ARCHITECT

Weekly Architecture News  
May 26, 2021

Impact Design Lab and CGC Educational Communications launch a youth program

The six-week program challenges high school students to reimagine what Toronto will look like post-pandemic.



# COVERAGE HIGHLIGHTS

MY T.O. IN 10

The culminating event brought home in a clear way the importance of this program. Hearing from the experts, mentors and teachers that My T.O. in 10 has made an important difference in bringing these diverse voices together, we know that it is something to be continued. Teachers tell us that having mentors visit classrooms to work on projects with their students brings back some much-needed “sparkle” to their urban geography program. This in turn will keep students taking geography as a subject after Grade 9 so that they have the prerequisites for careers in city-building. Mentors and experts all said that the interaction with students was rewarding for them on so many levels, but primarily gave them the opportunity to hear from a group that has up until now been severely underrepresented in city-building discussions - our youth. We are thrilled to have completed this program successfully during a pandemic, with the support of KPMB Architects and Bousfields, Inc. and all of our amazing experts, mentors and teachers. We look forward to even better things to come.

**12**

EXPERT VIDEOS

**40+**

MENTORS

**500+**

YOUTH

**THANK YOU  
FOR YOUR SUPPORT**