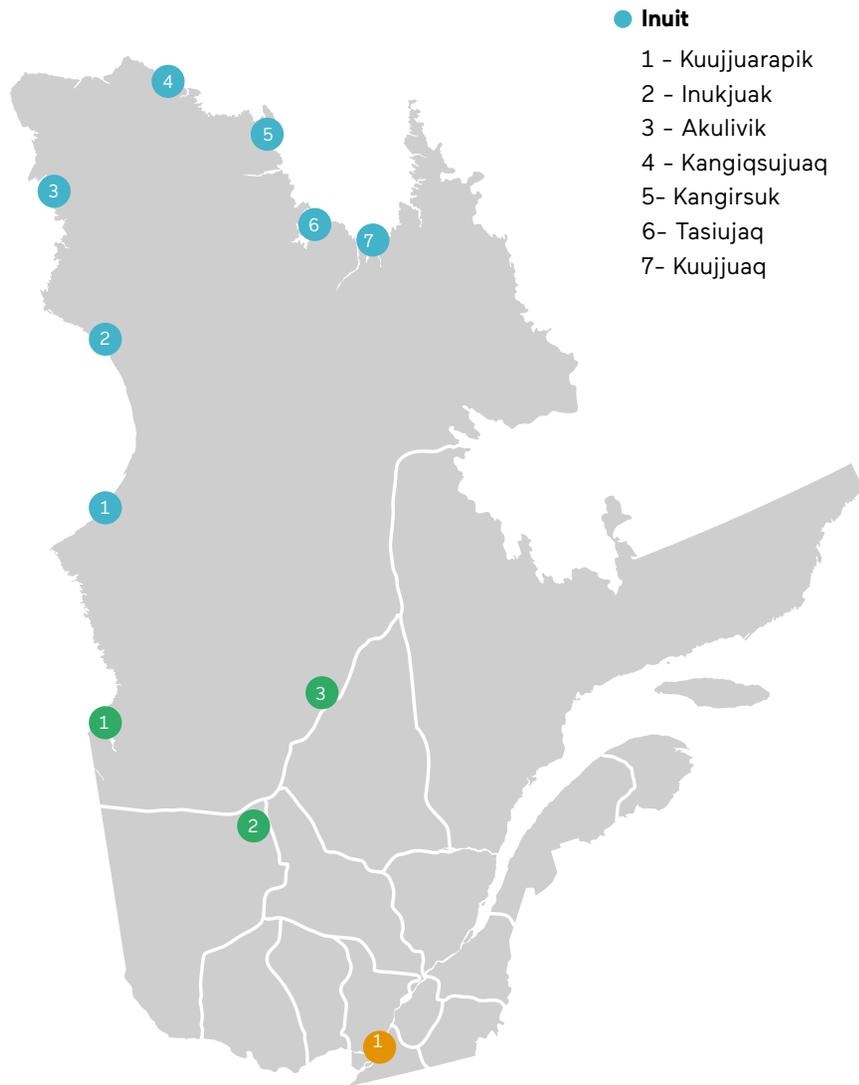




2017-2018



MCGILL STUDENTS AND ALUMNI IN INDIGENOUS COMMUNITIES



● Inuit

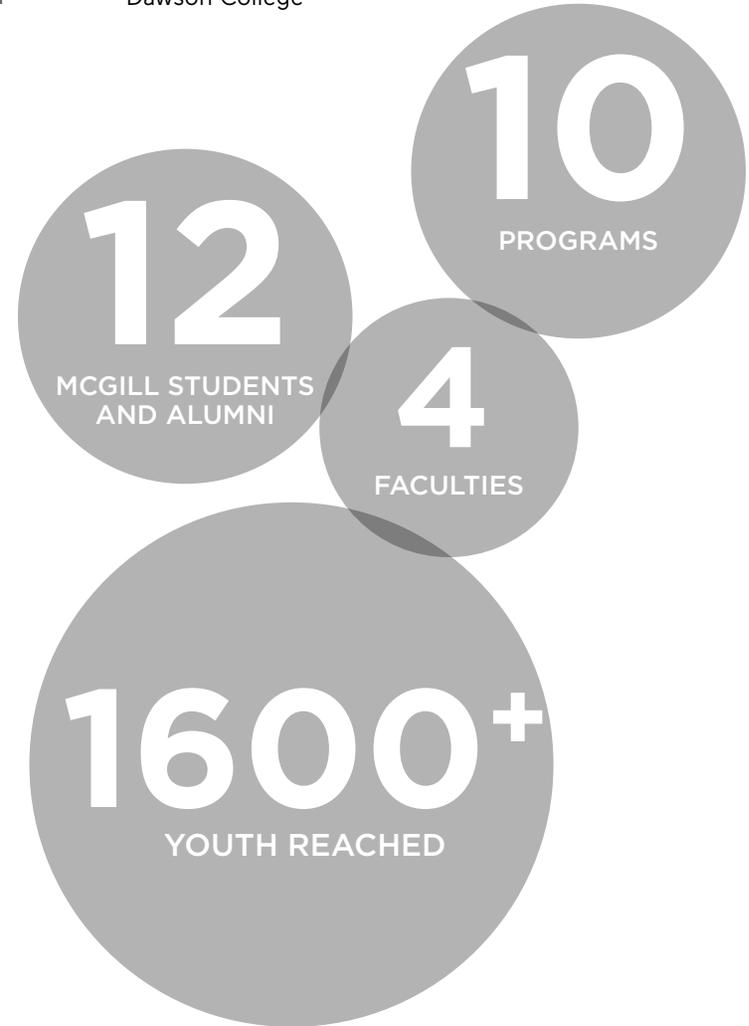
- 1 - Kuujjuarapik
- 2 - Inukjuak
- 3 - Akulivik
- 4 - Kangiqsujuaq
- 5- Kangirsuk
- 6- Tasiujaq
- 7- Kuujuaq

● Cree

- 1 - Waskaganish
- 2 - Waswanipi
- 3 - Mistissini

● Urban Indigenous

- John Abbott College
- Dawson College





YOUTH FUSION
PROGRAMMING

in **EYOU
ISTCHEE**

—
CREE SCHOOL BOARD
—





JADE ADAMS

Masters of Arts - Teaching and Learning
McGill University
Student

MANAGER : LAURA TURMEL



LEADERSHIP, ARTS & MEDIA

Willie J. Happyjack Memorial School
Waswanipi, Cree School Board

Leadership, Arts and Media at Willie J. Happyjack Memorial School offers students a chance to develop interests, test out skills, keep busy after school, and make friends with students in other classes. The programming acts as a safe space where students can hang out and participate in activities such as board games, photo club, art projects, cooking classes, weekly radio show, movie night, and many more. In addition, students join longer term projects such as student council and the CLIP project. This year, approximately 16 students worked together to create a short film and many went all the way to Montreal to attend the CLIP Gala to showcase their movie. Within the community, Youth Fusion partnered with the local radio station, teachers in the school, the public health department, and the Youth Centre for various activities. Students are encouraged to get active in their community, make suggestions for programming, and develop their personal leadership styles.

HIGHLIGHTS

- The students worked on a suicide prevention video called Spirit Woman, with the Public Health Department and created a meaningful movie.
- Through my work I have developed so many skills related to outreach and relationship building. I am very proud of the connections I've made.
- At the 2018 CLIP Gala the students travelled to Montreal to see their movie on the big screen and received the award for Best Screenplay!
- Before we started fundraising for our own projects, students worked together to raise money and collect donations for a community in Nunavik.
- There were often many students of various ages involved in activities so participants had to practice team-building and patience.
- Students planned fundraising activities as a student council and raised money to attend the leadership conference.



177 participants



1193 hours

**376
activities**



SHANNON COOK

(January - June 2018)

Bachelor of Arts - Political Science
McGill University
Student

MANAGER : LAURA TURMEL



SCIENCE OF THE LAND

Voyageur Memorial Elementary School, Mistissini
Cree School Board

The Science of the Land program at Voyageur Memorial Elementary School in Mistissini is based on exploring scientific projects and staying active outside. Throughout the year students attended regular science club where we would perform a new experiment each week. I was also given the opportunity to run in-class scientific workshops on material ranging from animal taxonomy to exploring the human brain and body. In addition, the second part of the Science of the Land program was to keep kids active. This was done through regular sport activities such as basketball, baseball, hockey, sliding, snowshoeing, etc. Despite the main goal of this project it expanded to also include regular activities such as board game club or multimedia club, which allowed students to explore their creative side. Ultimately, this programme helped students find and develop their passion while motivating them to come to school every day. This allowed so many students to develop self-confidence in their own skills.



HIGHLIGHTS

- One of my highlights was the grade 6 sleepover, we all had an awesome night together and were able to make deeper connections with the kids.
- We made personal qualities bracelets and I got «patient». I never described myself as someone who was patient but my work has let me develop it.
- Conflict resolution sessions. Students learned to control their emotions in difficult situations and avoid fights.
- The Talent Show! All the performances were awesome, plus some got very emotional after performing because they were so proud of themselves.
- Another highlight was working alongside the basketball team and bringing them to two tournaments in Oujé-Bougoumau.



YOUTH FUSION
PROGRAMMING

at

JOHN ABBOTT

and

DAWSON

COLLEGES





EMILIE LESAGE

(September - December 2017)

Bachelor of Arts - International Development
McGill University
Student

MANAGER : LAURA TURMEL



ELEMENTARY ENGAGEMENT

*Annie Whiskeychan Memorial School, Waskaganish
Cree School Board*

My project aimed to encourage students in grades 3 to 6 to become more engaged in school life, to identify new interests and develop skills which will serve them both within and outside of the school environment. To achieve this, I held daily activities at lunch and after school. In boys' and girls' clubs, SOS (Service Our School) Team, JR Youth Fusion, Lounge, Healthy Cooking, sports, art, and other activities, we focused on building trust and openness with each other to foster a sense of community. Healthy cooking classes allow students to experience skills learned in school in real life applications while increasing their independence and physical health. All activities dealt with anti-bullying initiatives in some way, while also developing leadership, teamwork and decision-making skills. Students learned to feel comfortable collaborating, experimenting and persevering within the safe space they had created for themselves and their peers. A greater sense of self-confidence will surely help them overcome the challenges and make the choices they are bound to be faced with.



83 participants



281 hours

54

activities

HIGHLIGHTS

- We played a group juggling game in Boys Club. The amount of patience, perseverance and support they expressed was amazing to see! Almost as amazing as their excited celebration when they succeeded.
- Haunted Hallway was a huge success! So many students participated in putting on what we were told was the scariest one in many years, and we raised so much money for the secondary 5 Orientation Trip.
- We made muffins with a group of at-risk girls and then delivered them altogether to the Elders at the MSDC. We even got to play giant Snakes and Ladders while we were there!
- In the midst of a tragic time in the community, teachers and school staff worked with Youth Fusion to cook and serve breakfast to every student in the school as a way of showing our support.
- We developed a special activity for a group of girls that was always suspended. After noticing the effort we were making to get them involved, they started coming to regular activities, they even started coming solo sometimes!



MARIE-CATHERINE GAGNON

Bachelor in Women Studies
McGill University
Graduate

MANAGER : BAILEY WATSON



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

Dawson College,
Montreal.

This year, my project focused on fostering a safe space for students to connect and learn from each other. We hired two local animators to help organize activities, outings and projects with the students. They contributed greatly to the success of our project at Dawson, by encouraging students to participate to our activities and by being a constant presence at the Centre. Throughout the year, I wished to create a trusting and supportive environment for students who were new to Dawson and to Montreal, and to encourage students from different backgrounds to connect with one another. For doing so, we organized various activities, such as outings around Montreal, potlucks and cooking classes at the Centre, study skills workshops, sports activities, cultural events, board games afternoons, as well as a winter retreat. The biggest success of this project is the honest relationships built with the students, and the fact that we got them to discover what Dawson and Montreal have to offer.



40 participants



496 hours



70 activities

HIGHLIGHTS

- I love seeing my relationship with students grow with time. It is really inspiring to evolve around such incredible humans.
- Working with youth from different Nations was really enriching. Through my students, I learned to be a better listener, team player and leader.
- During Indigenous Days, we organized a week of events aimed at sharing Indigenous cultures at Dawson. It was a great accomplishment for the Centre.
- The youth were proud of the sense of belonging that we created at the Centre throughout the year. It really became a safe and inclusive space.
- At first, it was harder to be open to students they didn't know, but students showed leadership and included students in our activities.
- The Winter Retreat was really successful in encouraging youth to develop healthy life habits and leadership skills.



YOUTH FUSION
PROGRAMMING
IN **NUNAVIK**

—
KATIVIK ILISARNILIRINIQ
—



SAMIHA SHARIF

(February - June 2018)

Bachelor of Arts with Honours, International Development
McGill University
Graduate



LEADERSHIP & HEALTHY LIVING

Kativik Ilisarniliriniq.
Jaanimmarik School, Kuujjuaq.

The Leadership and Healthy Living program in Kuujjuaq is based on several activities aiming for better self-expression, the development of creativity and a healthy imagination, a sense of belonging and pride towards Inuit culture, community, and self-knowledge. Through cooking classes, movie nights, creation of a yearbook, the development of a student council, a support group for students trying to quit smoking, resume workshops, and anti-bullying workshops - youth are called upon to redefine their interests, to become agents of change in their school, and to develop healthier lifestyles. Additionally, students participated in the National Mental Health Awareness Week and the "Quit to Win" challenge. Students were taught to think about healthy attitudes, healthy relationships, and about their potential to be a leader in their community.



HIGHLIGHTS

- When one of my students came to me and trusted me enough to tell me that they were suicidal. At this moment I felt like I was doing the job right.
- I have learnt the meaning of collaboration, of supporting and encouraging each other, and of the value of good work with good quality versus more quantity.
- Witnessing the youth bonding and creating meaningful friendships during the Leadership Conference.
- Finishing the yearbook in 2 and a half months and having a copy in our hands, it was exciting when they arrived from the publisher!
- Youth Fusion Local Animator received the Nirlimmarik award and \$200 dollars on the Awards and Feast night.



KRISTA LIBERIO

(February - May 2018)

Bachelor of Sciences, Anthropology and Psychology
McGill University
Graduate



LEADERSHIP & HEALTHY LIVING

Kativik Ilisarniliriniq.
Sautjuit School, Kangirsuk.

The Leadership & Healthy Living coordinator role means finding out what health means for the community, and then helping to gather the tools to make it happen. It also means encouraging leadership, so allowing the community to realize the steps it takes to realize that goal rather than do it for them. It doesn't just mean showing others your idea of leadership or health, but letting them take on the role of a leader where it is appropriate, like on the land!

HIGHLIGHTS

- Going out on the land with the secondary students on a camping trip and seeing how knowledgeable they were and how many skills they had. I had a student tell me that they finally felt like they were “home”. This gave them the chance to be in a place where they truly felt comfortable and free.
- The countless times students approached me needing to talk in the Youth Fusion room. We would often just sit with some snacks and talk about random events or issues on their mind. Every time we did this, it was something special to be shared and remembered. It was an awesome way to get to know the students and gain their trust.
- Collapsing at the top of a big hill with students before snowboarding down. Looking over the village together and sitting eating snow while we spoke of our appreciation of the land. Taking an intense walk up the mountain only to relax and chat, and then fly down the hill on a snowboard was truly memorable.
- Students performing at the school talent show, from the outgoing ones to the very quiet ones. I saw both staff and students come out to help and make it happen. Best of all, we had a past Youth Fusion coordinator join us, who was awesome company and a fantastic musician!
- Seeing girls of different ages come together and be friends through the Girl's Club. This was a process as many of the girls began the club bullying each other, but eventually found their places as role models and leaders over using aggressive behaviour.
- Seeing students cook meals and share together. They loved choosing the recipe and making it happen the following week. A meal always began with a prayer on behalf of a student and then many “mamatuqs” were said.





NESSA GHASSEMI-BAKHTIARI

(January - June 2018)

Bachelor of Arts, Environment: Ecological Determinants of Health
McGill University
Graduate



LEADERSHIP, ARTS & MEDIA

Kativik Ilisarniliriniq.
Arsaniq School, Kangirsujuaq.

In 2018, the Leadership, Arts & Media program at Arsaniq School consisted of engaging educational activities that gave the chance for students to express themselves creatively and enforce their leadership skills. The primary goal of my mandate was to facilitate the production of a film for the CLIP project, which was completed both in class and after-school. Students worked many hours on the creation of a short documentary to submit to a festival in Montreal. They researched the format of different films and were encouraged to think critically about the theme of “change makers”. They interviewed positive leaders and represented their ideas in a poignant script on what it means to be a change maker in Kangiqsujuaq. Smaller video projects were also completed with the A/V Club. Other regular activities were student council, healthy cooking classes, sports, visual arts & photography club, and movie nights. My objective throughout the project was to create a safe alternative space for youth to hang out after-school and during evenings. In this context, they were able to learn and practice new skills while increasing their sense of confidence.



HIGHLIGHTS

- An all-girl production team practiced their interview skills and worked together on a short film during the Friendship Games, a girls basketball tournament hosted at Arsaniq.
- My experience as project coordinator in Kangiqsujuaq was extremely challenging and incredibly rewarding. It reinforced my desire to work in relational care and youth intervention.
- I think it was meaningful for the youth to have an alternative space to hang out during Friday evenings, when we would cook some healthy snacks and watch movies together.
- Completing the documentary-project “Next Time, You Can Think of Us” and being rewarded for their work at the Festival Education of the Future in Montreal by winning the awards for Best Cinematography and Jury’s Choice was a definite highlight.
- During the time they were working on the Clip project, a fellow classmate and production team member passed away. It was an extremely challenging time, but the students somehow managed to gather the courage to persevere and worked together on finishing the project.



EMILY BOYTINCK

(September 2017 - June 2018)

Bachelor of Sciences, Environment
McGill University
Graduate



LEADERSHIP & ENTREPRENEURSHIP

Kativik Iisarniliriniq.
Innalik School, Inukjuak.

The Leadership and Entrepreneurship project prioritizes the development of critical leadership skills in youth from Kindergarten to Secondary 5 at Innalik School. The project works in five unique ways to encourage students develop and expand upon their capacities for communication, teamwork, and creativity : 1) Weekly in-class activities with 11 different classes promote the development of a safe and supportive classroom environment; 2) Lunch time meetings encourage project development amongst motivated upper-year students of the student council; 3) Targeted individual and small group activities allow at-risk students to be implicated in projects that encourage school attendance; 4) After-school programming facilitates artistic expression through art workshops, music classes, and circus; 5) Collaborative projects with local and regional actors foster strong links between the school and the community.



438
participants



1298
hours



564
activities

HIGHLIGHTS

- The trip to Montreal with the student council to participate in Youth in Business Gala at the Education of the Future Festival was incredible.
- My experience as a Youth fusion coordinator in Inukjuak taught me how to adapt to any situation in a calm and deliberate manner.
- At the picnic at the end of the year, students spoke about how they had never felt so welcome and part of a group as they had with student council.
- The Old Rock Café was a strong source of pride for many students involved. It was very satisfying for them to go through every step of the process.
- Despite starting late and being the only team from the north, Innalik students won the community involvement award at the Youth in Business Gala.
- Students wrote, translated, and performed in an awareness video about Tuberculosis that was watched nearly 4000 times!



ANNIE CAMERON

(January - June 2018)

Bachelor of Sciences, Biology
McGill University
Graduate



SCIENCE OF THE LAND

Kativik Ilisarniliriniq.
Asimauttaq School, Kuujjuarapik.

The Science of the Land project in Kuujjuarapik aimed to encourage students to explore and pursue their curiosity both in the classroom and outdoors through science and outdoors activities. The "outdoors" portion of this project involved winter outdoor sports like cross country skiing and snowshoeing, with some camping in the warmer months. In-class science activities explored natural phenomena such as insulation and weather, everyday phenomena like electricity and magnetism, and health-related topics like nutrition, respiration, and circulation. In the last week of the program, students were given the opportunity to engage in a scientific investigation of the soil and water quality in Kuujjuarapik.

HIGHLIGHTS

- It was amazing for me to see the students' enthusiasm for science during a visit from CÉGEP André-Laurendeau.
- By working with youth, my peers, and local adults, I gained competences in event planning, outdoor education, and science education.
- Many of the students had never crossed the river on foot before, and were proud of themselves for making it to the other side on snowshoes.
- During the camping trips, our students proved how capable they are in land survival skills by setting up our campsite by themselves.
- The Jeunes Karibus students went outdoor camping on the coldest weekend of the year.



124
participants



1188
hours



498
activities



SAMANTHA BARCELO

(February - June 2018)

Bachelor of Nutritional Sciences, Dietetics Major
McGill University
Graduate



ELEMENTARY ENGAGEMENT

Kativik Iisarniliriniq.
Asimauttaq School, Kuujjuarapik.

The objective of my mandate is to encourage elementary students to become more involved in school life through physical activities, healthy cooking classes, team building activities and student council. Through the various physical activities offered, students get to discover a new activity or interest, and develop their self-confidence, teamwork skills and motivation to move in a fun atmosphere. The healthy cooking classes allow the youth to develop their culinary skills, to gain confidence in the kitchen, and to try new foods. The team building activities encourage collaboration, trust and fairness within the classroom, as well as develop quick-thinking, creativity and active listening. Participants in the student council also develop initiative and responsibility, improve their leadership and communication skills, and help to create a positive relationship between the school and the community.



75
participants



885
hours



372
activities

HIGHLIGHTS

- For the student council's first bake sale, the youth were very excited and motivated to sell their homemade goods - we sold out in 30 minutes!
- I was able to work with kids for the first time, and I really enjoyed working with this age group - despite how challenging it can be!
- It was very meaningful for the youth to be able to vote on the recipes for our cooking classes and to participate in the preparation process.
- The student council was very proud of their first bake sale. Throughout the entire process, they collaborated and maintained an inclusive space.
- Not being able to walk down the hall without at least one "Hi Sam!" and/or a hug from an elementary student.



XANTHE FIOCCA

Bachelor of Science - Psychology
McGill University
Alumni

MANAGER : FLORENCE DONTIGNY- DUPLAIN



LEADERSHIP, ARTS & MEDIA

*Tukisiniarvik School, Akulivik
Kativik School Board*

The leadership & Healthy living project at Tukisiniarvik School aimed to promote a healthy lifestyle and teamwork among youth. The program offered in-class activities to promote leadership and team building for students from grade 4 to secondary 3. A recess squad was also started with the grade 6's in order to prevent bullying on the playground. During the afternoon recesses, the grade 6's led games in groups of 2 or 3, that they were taught in class. This program helped the animators develop leadership skills, increased inclusive playing between all ages, and prevented conflict on the the playground. The grade 3 students were offered outdoor games everyday for 15 minutes in order to release some energy and increase their concentration during class. After-school activities were offered everyday from Monday to Friday. These included; Jewellery making and traditional beading, dance club, primary soccer, healthy cooking club, running club, yoga, and crafts. Activities were held either at the school or at the Youth Centre. Also, creating a student council allowed secondary students to have a voice in the school, and gave them a chance to add their culture and opinions to school life.



104 participants



349 hours



**222
activities**

HIGHLIGHTS

- The Recess Squad, which gave the 10 animators the task of being good role models and provided organized games to the youth during recess.
- Connecting with youth and youth coordinators at the Youth Centre through games, crafts and beading.
- The large interest in running for student council elections and the large turnout to vote for student council.
- The healthy cooking club had a high attendance every week and the youth decided which recipes they would like to make.
- A competition to build the tallest tower using only popsicle sticks, clothes pins, and pipecleaners. The tallest tower was almost one meter!



JULES LAURENT-ALLARD

Bachelor in International Development
McGill University
Graduate



PERFORMING ARTS

Kativik Ilisarniliriniq.
Ajagutak School, Tasiujaq.

The Performing Arts mandate in Tasiujaq aims at providing spaces and means of creation for the students. With a focus on two structured events, the Pigunnaniq Music Festival (December) and the Local Concert (June), the mandate allows to balance between punctual moments of free expression and long-term commitments towards a higher goal. Performing Arts is a fascinating domain, since it brings the youth out of their shell, fostering confidence, creating meaningful bonds through common creation, laughter and shared emotions. The mandate is a balance between in-class and extracurricular activities, which allow periods of disciplined teaching as well as moments of free exploration. Since vulnerability is at the core of creation, the Performing Arts mandate offers a very stimulating professional challenge. It requires trust and sincere fun with the students. This emotional investment is rewarded throughout the year with an ever-greater involvement of the youth.



80
participants



1059
hours



199
activities

HIGHLIGHTS

- The Talent Show was a great event. I was fascinated to witness the passions, the doubts, the pride of the accomplishment in each participant.
- The mandate confirmed my passion for working directly with people where sincere relationships are at the core of the success of the job.
- The regular jam sessions were awesome examples of inclusive creation. We found spaces for both individual expression and group creation.
- Live performance is the core aim of Performing Arts. Every youth who went on stage, filled with doubts yet confident, found amazing rewards.
- Every time a youth sings, jams on an instrument, engages in role play, it pushes them to embrace vulnerability.
- The bi-weekly movie nights allowed to foster independence, reliability and trustworthiness in our young Local Animators.

FUSION JEUNESSE

.ORG

SIÈGE SOCIAL

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