



YOUTH FUSION PROGRAMMING
in **INDIGENOUS
COMMUNITIES**

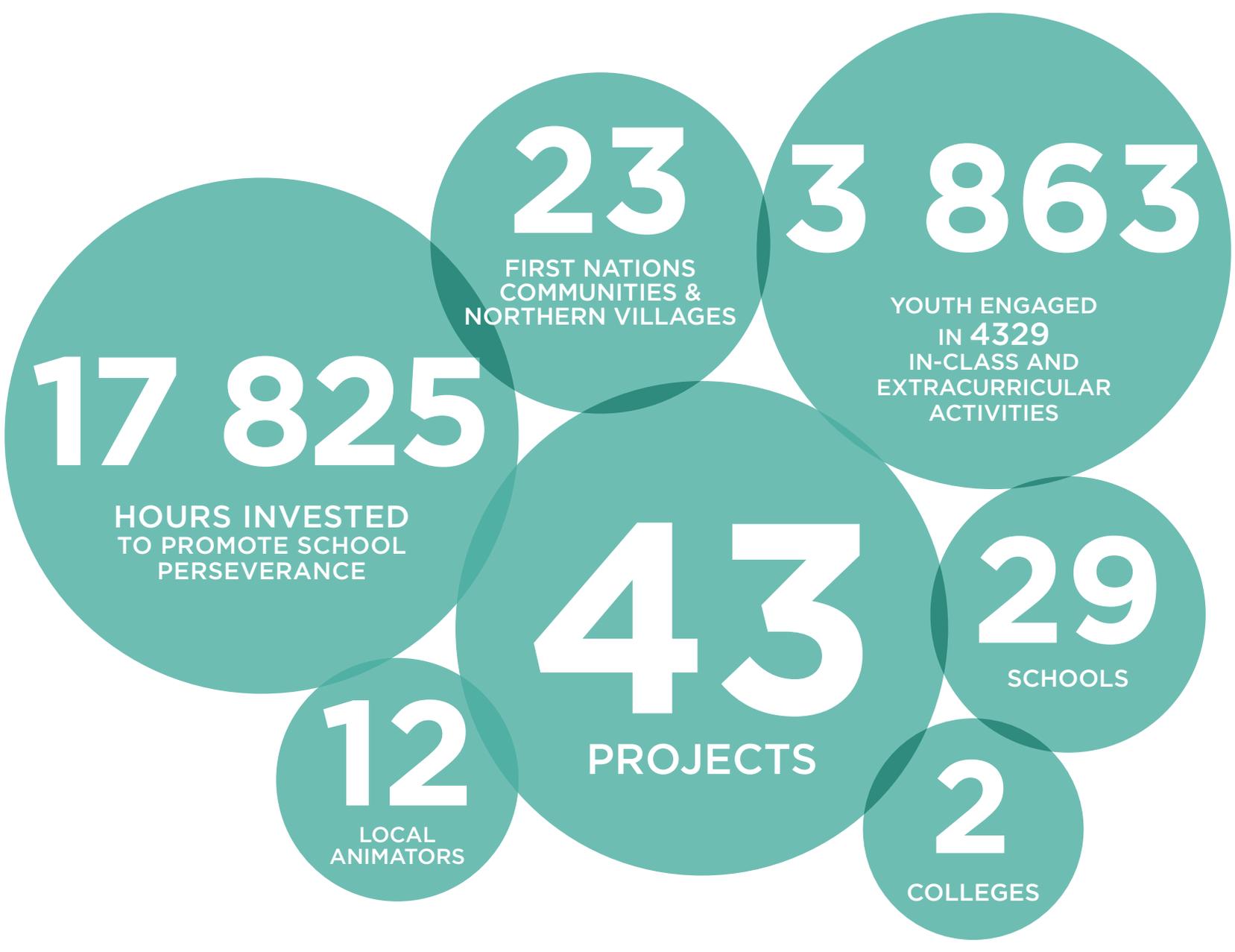
MIDTERM REPORT
2018-2019



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Université Laval
Whitesand First Nation



17 825

HOURS INVESTED TO PROMOTE SCHOOL PERSEVERANCE

23

FIRST NATIONS COMMUNITIES & NORTHERN VILLAGES

3 863

YOUTH ENGAGED IN 4329 IN-CLASS AND EXTRACURRICULAR ACTIVITIES

43

PROJECTS

29

SCHOOLS

12

LOCAL ANIMATORS

2

COLLEGES



YOUTH FUSION
PROGRAMMING

in **EEYOU
ISTCHEE**

—
CREE SCHOOL BOARD
MIDTERM REPORT
2018-2019
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KEAH HANSEN

Master of Arts - English and Film Studies
University of Alberta

MANAGER : LAURA TURMEL



ELEMENTARY ENGAGEMENT

Rainbow Elementary School, Waswanipi
Cree School Board

My primary goal, as the Project Coordinator at Rainbow School is to develop experiential learning activities that encourage students to grow more self-confident and excited about learning, all while fostering a sense of community. My dossier included esteem and skill-building activities of both a reflective and active nature such as a student council, a self-care club, creative writing workshops, yoga classes, circus club and sports. I also aimed to engage the students with the world beyond their school through reading and volunteering with Elders', partaking on interpretive nature walks, and participating in world-cooking classes. I think the main goal I set for myself at the start of my mandate was to respond to my position title as best as possible, and coordinate activities that engaged the students more fully in their commitment to learning. Correspondingly, I think the best part of my job is witnessing students going out of their comfort zones confidently.

HIGHLIGHTS

- I really loved the reading with Reading with Elders' sessions I organized with the Grade 3's and Elders in the community.
- I have gained skills in creating partnerships between key actors to create activities. I've also gained skills in programming development.
- For those who participated in Youth Fusion's Leadership Camp I think that was a great moment for them. It gave them a lot of confidence and self esteem.
- I think the in-class creative writing sessions were the most meaningful to the youth- the students really appreciated learning new creative forms.
- The Student Council was really proud of volunteering to help serve the Elders of the community at an Elders' Christmas Dinner.
- The students overcame being disrespectful, instead participating respectfully in activities.
- I initiated a Points for Pizza system near the end of my mandate- rewarding students for respectful behaviour which worked very well.



138 participants



431 hours



96 activities



CAROLINE MARTEL

Master of Arts - International Development and Humanitarian Action
Université Laval



MANAGER : LAURA TURMEL



LEADERSHIP & MEDIA

Willie J. Happyjack Memorial School
Waswanipi, Cree School Board

I will suggest that the leadership and media mandate is like running your own business. You're basically the owner of an experimental company dedicate for youth where the sky can be your limit in the field of creative possibilities. Working with high school students in Waswanipi is, first, an inspiring way to learn with them on a daily basis and, second, another way to keep you out of your comfort zone by launching projects and workshops that you probably never lead before. There's always a way to positively learn with the students and make a little, but relevant difference for them everyday. More concretely, I supervise, in collaboration with Daagoden Blacksmith, the Local Animator, short film creation workshops for the CLIP project, animate student council meetings to reinforce leadership in the school and art sessions where students can realize and express their talent, promote the lively initiatives in the community through a students newspaper, and much more.

HIGHLIGHTS

- I am very proud of having organized an Art Festival at Wille J. Happyjack Memorial School with three young First Nations film makers who provided concrete workshops, success stories, conferences and a musical concert.
- I have grown professionally by working hard on my perseverance to accomplish concrete results that will be appreciated by everyone in a totally new environment.
- The most meaningful project for youth so far has been starting mural projects on the walls of the school to make the environment more vibrant and representative of the students.
- The maturity, creativity and team collaboration of the participants in Clip, the short movie project, is really impressive! The team is proud of their ideas and achievements.
- The biggest challenge that the youth have overcome during my mandate is the Integration of a new student council at school and their collaboration and good management for different events during Halloween and Christmas.
- A final highlight of the semester for me was Healthy Day that included some active breaks, healthy lunch and professional workshops and conferences given by different community members





DANIEL BERLINGUETTE-POULIN

Bachelor of Arts - Political Science
Université Laval
Graduate



MANAGER : LAURA TURMEL



ELEMENTARY ENGAGEMENT

Voyageur Memorial Elementary School, Mistissini
Cree School Board

My main objective was to contribute to the growth of the students by offering relevant opportunities to help them develop skills that could be applied in their daily lives. To participate in the effort, I planned and animated activities during lunchtime and afterschool, as well as on other occasions. These included sports, boy's club, girl's club, healthy cooking, the facilitation of the student council and special one-time activities. Through the regular participation of several dozens of students in these activities, I formed meaningful relationships that allowed me to go beyond the role of an animator and embrace the position of a mentor and a confidant. I was therefore in capacity to obtain a more significant impact while engaging with the youth. Themes such as school perseverance, healthy relationships and community engagement were at the center of my daily dialogue with them. In the end, I am confident that my impact will resonate in the hearts of the youth for years to come.

HIGHLIGHTS

- My favorite moment came everyday when students entered my activities with smiles on their faces and visible excitement for what was to come.
- What I mostly gained was my capacity to adapt my actions and words to the environment and people with which I was interacting.
- The making of the first Student council led activity after weeks of planning showed to the council members what hard work and perseverance can lead to.
- The students were really proud of their performance but also helping getting the Talent Show together.
- Providing students healthy versions of their favorite meals and seeing them being proud after their first bite nurtured their feeling of accomplishment.
- Bringing together students from different ages to an activity was a challenge at first, but eventually became a platform for collaboration.
- Hearing students actively promoting Youth Fusion activities to their friends made me feel like I was accomplishing what I set out to do.





LARA ANTEBI

Bachelor of Arts - Sociology
McGill University
Graduate



MANAGER : LAURA TURMEL



PERFORMING ARTS

Voyageur Memorial Elementary School, Mississini
Cree School Board

The Performing Arts Project in Mississini aimed to encourage students to explore their creativity and develop their self-confidence through hands-on musical projects. Activities like Karaoke offered a safe space to have fun while learning to sing in front of others. More motivated students took on projects of their choosing, with the coordinator's support through individual and group coaching, which challenged them to persevere as they developed their musical skills. For example, some students learned to play ukulele to accompany their class in the school Christmas concert. Some youth also performed as opening acts for a local benefit concert, which included a group dance number, a rap song, and a cover song quartet, arranged by one of the students. In addition, the coordinator animated activities to introduce students to sound technology. One class recorded a story with sound effects, and a pair of students worked after school on a stop-motion film, complete with sound and music.

HIGHLIGHTS

- Working with the youth performers leading up to the local benefit concert, seeing their perseverance and creativity was the biggest highlight for me.
- I have learned a lot about conflict resolution, whether with students or colleagues, how to overcome disputes more effectively and with tact.
- The most meaningful moment for youth was working together on their chosen projects. Every session they were challenged but also had fun!
- The moment youth felt most proud was performing at the concert for excited family members, friends, and teachers. Also being interviewed afterwards for the local radio station!
- By working with students on a focused project, they learned to dive more in depth and persevered through the challenges that arose.
- My favourite aspect of the project was classroom collaborations with great teachers: we created something special that would have been difficult for either of us to achieve on our own.





ALEXANDRA FRANÇOIS

Bachelor of Arts - Political Science
Concordia University
Graduate

MANAGER : LAURA TURMEL



LEADERSHIP & HEALTHY LIVING

Voyageur Memorial High School, Mississini
Cree School Board

The project in Leadership and Healthy Living at VMHS aimed at engaging students to learn, to participate in school life and to develop healthier habits in their day to day lives. In order to make learning interesting, we provided in-class activities in the format of workshops rather than lectures to engage the youth as much as possible. With the implementation of the student council at VMHS, a great deal of students had the ability to take on a leadership role by being elected class Chief and setting an example to other students. The student council had a great impact in giving a voice to the student body. With some of the extra-curricular activities such as the girls' and boys' clubs, we focused on building healthy relationships, self-esteem and countering bullying. In sum, with the amalgam of activities provided at VMHS, we made sure that students would be able to learn valuable skills while having a great time.

HIGHLIGHTS

- My favorite moment has been the Halloween horror movie marathon at the Youth Center, where we had the opportunity to meet a lot of new students!
- I grew professionally thanks to my resourcefulness and my sense of improvisation in demanding situations.
- The most meaningful moment for the youth was our final sleepover, where we operated different stations, had a nice meal and were able to have a fun!
- My biggest accomplishment was without a doubt being available and consistent for the students.
- Our biggest challenge was having a healthy element (vegetables) in cooking classes as the youth rarely ever wanted to add any vegetables to the food. We got very creative around that!
- My final highlight was the cooking and baking competition, where the students were dedicated and took cooking and baking seriously to impress the judges, it was nice to see.





SHANNON COOK

Bachelor of Arts - Political Science
Concordia University
Graduate

MANAGER : LAURA TURMEL



LEADERSHIP & MEDIA

Voyageur Memorial High School, Mistissini
Cree School Board

The activities that I provided range from music, science, fashion, robotics, student council, arts and media. The goal is to be able to provide all these various activities to students who are at high risk of dropping out. The driving idea is that these activities will push students to come to school, stay in school, and hopefully graduate. My projects and goals as a Leadership, Arts, and Media Project Coordinator were to engage students in various forms of arts. The main focus of this project was the CLIP competition. CLIP allows students to write, edit, and film their own short movie. In addition, I had weekly art and photography club to showcase the student's creativity.

HIGHLIGHTS

- Students took ownership of their community when we went filming around the community with a few students to make a «Tour of Mistissini» video.
- Youth Fusion allowed me to discover my love of working with students in Eeyou Istchee. It gave me the experience to take the next step and become a teacher.
- I think the most meaningful moments to the youth were just talking and providing advice, praise, or simply just being someone to listen.
- I would have recording sessions with a few students and one of them in particular has started writing his own rap and recording on his own.
- I think one of the biggest challenges the youth faced was when we wrote our synopsis for the CLIP project.
- The highlight of the semester was when we had a school sleepover. We played loads of games, watched Christmas movies, had a pizza dinner and loads of fun!





VALENE MODEKWE

Master of Education - Counselling
University of Northern British Columbia
Graduate



MANAGER : LAURA TURMEL



ELEMENTARY ENGAGEMENT

Annie Whiskeychan Memorial School, Waskaganish
Cree School Board

This semester with Youth Fusion I intended to bring several positive objectives for Annie Whiskeychan Memorial School students. I wanted to help foster self-esteem, resiliency, and confidence with the students that I will work with, which I feel that I have accomplished. I planned to introduce several activities that work around identifying and naming feelings as well as emotions, which I did through the Leadership club. My goal with this is to help students work on grounding techniques and affect regulation. Therefore, during times of distress, they have the tools that might help them navigate through tough situations that bring up feelings of stress, anger, and anxiety. Bullying I understand is common in schools everywhere around the world, so I think introducing students to techniques that can help them regulate their emotions would be beneficial. The leadership club really aided in doing this.

HIGHLIGHTS

- Seeing the students make new connections and form relationships with one another through my activities were my favourite moments.
- I have learned a lot more compassion for myself and others as well as awareness of other worldviews.
- The most meaningful aspect of my activities for the youth was forming new friendships and making connections.
- My most proud moments were when students learned a new activity, or took on a leadership role through leadership club and brigadier program.
- The biggest challenge that students have overcome during my mandate is learning to trust myself as the coordinator.
- My biggest highlight was having youth learn new coping skills to deal with anger.





MARIE JEAN

Master of Arts - Museum Studies
Université de Montréal
Graduate

MANAGER : LAURA TURMEL



LEADERSHIP & HEALTHY LIVING

Wiinibekuu School, Waskaganish
Cree School Board

The Leadership and Healthy Living program in Waskaganish is based on several activities aiming to encourage students' self-expression in a safe space, develop their creativity and their imagination, and to encourage their growth in their classroom, their school and their community. It encourages their participation in arts and crafts workshops, traditional cooking class and social engagement projects. The program strives towards helping the youth to think about their future and help define their personal projects along with developing a healthier and happier lifestyle. In the student council, the youth are encouraged to carry projects for the school but also bring some issues to the Band Council, through the mentoring of the community Chief. Another important part of the program is informing and campaigning against bullying or discrimination in the school, as well as preventing students at risk of dropping out because of such issues.

HIGHLIGHTS

- A lot of laugh are had during the activities. I'm grateful for the trust of the students.
- The fact that nothing is a given when you work with youth forces you to always try for the best!
- The Haunted Hallway was the most meaningful project for students. They had a vision and brought it to fruition with so much dedication for their community.
- Students love cooking and baking, they always ask to help me even when it's not during an activity.
- For a lot of students, the biggest challenge they overcame was their shyness, building a new trusting relationship with a coordinator is hard for them.
- My biggest highlight is all the fun that was had at the student-run Healthy Canteen!

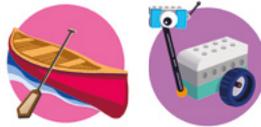




AMIR ZAKI

Bachelor of Science - Mechanical Engineering
Concordia University
Student

MANAGER : LAURA TURMEL



SCIENCE & ROBOTICS

Wiinibekuu School, Waskaganish
Cree School Board

As a Science and Robotics Coordinator, I had a range of projects and mandates I could work with depending on the situation of the school, the administration and students. The 1st aspect of my project is to work with the students on constructing and developing competitive Robots using Lego's Mindstorm EV3. I worked with teachers during their class time in order to interest the students for them to come to my lunch time activities. Another side of the project is to do the same with Science experiments. The project also includes doing any sort of different activities in order to interest the students to come and stay in the school, to build a bond with the students and to reach out to the students at risk. I tried to do so with the Ping Pong activity I organized at the high school and the dodge ball tournament I organized between the classes of grades 4-5-6 in the elementary.

HIGHLIGHTS

- Ping Pong activities when I was playing a 2v2 game of Ping Pong and the other team was so excited at each and every point because they were beating us.
- All the paper work and organization I had to manage as a youth fusion coordinator did make me grow on this professional level.
- The youth were most proud of helping during the haunted trail. I am most proud of the elementary grade 3 students doing robotics in class.
- The biggest challenges that students overcame was spending time studying and socializing despite their shyness.





ALEX MACKEY

Honours Bachelor of Social Science - International Development and Globalization
University of Ottawa



MANAGER : BAILEY WATSON



ELEMENTARY ENGAGEMENT

Luke Mettaweskum School, Nemaska
Cree School Board

The Elementary Engagement program is a Youth Fusion initiative that seeks to provide elementary school children in grades three to six with activities both during and outside of school. It seeks to accomplish this through a myriad of activities that promote healthy lifestyles, positive social interactions, and academic success. These activities include but are not limited to; boys and girls lunches, healthy cooking classes, in-class activities, and sports programs outside of the school. The activities utilize a wide range of possible interests, such as arts, literature, and physical activity in order to reach as many children as possible. The ultimate goal of the program is to promote school attendance and to ensure that the school environment is a fun place for the children to attend.

HIGHLIGHTS

- The boys' and girls' lunches continue to be a major success and by far the most popular activities amongst the elementary students.
- The children have enjoyed the cooking classes, have learned new cooking skills, and been exposed to new healthy culinary ideas.
- Coaching the goaltenders in the hockey program has been a success. The improvement has been noticeable and has given the students a stronger link to the community.
- The comic book creation workshops with the grade four class have been very well-received by the children and provide an additional creative outlet.
- Helping in the sec 2 gym class has led to stronger relationships with the high school students and assisted the teacher with classroom management.
- I have been asked to assist with mediating behavioral issues with certain students and enjoy being leaned on to help fill gaps in this regard.





MELISSA MARTELLA

Bachelor of Arts - Human Relations
Concordia University
Graduate

MANAGER : BAILEY WATSON



LEADERSHIP & HEALTHY LIVING

Luke Mettaweskum School, Nemaska
Cree School Board

My goal as a Leadership and Healthy Living Project Coordinator was to find different ways to engage high school students through lunchtime and after-school programming. Offering leadership activities and building student council from the ground up is an essential component in building students' self-esteem and gives them a sense of ownership over their school and its activities.

HIGHLIGHTS

- I enjoy being able to connect with my participants on a deep level and find that many of our conversations are fulfilling.
- This program has allowed me to learn administrative skills, communication skills with school staff and the value of developing a connection with the youth.
- An open-door policy for my lounge was important. It created a climate of trust for the youth and helped to instill a sense of ownership.
- I am most proud of creating meaningful bonds with my youth and coming up with different activities that tailored to each of their interests.
- I was having difficulty reaching the sec 4 & 5 students, but I overcame that challenge by empowering them to choose the activities.





NANCY MAYAPPO

High School Diploma
Wabannutao Eeyou School
Graduate



MANAGER : BAILEY WATSON



LEADERSHIP & MEDIA

Wabannutao Eeyou School, Eastmain
Cree School Board

As a Leadership, Art's and Media Project Coordinator, my focus is dedicated primarily to the Clip Project, a project in which youth work cooperatively to create their own film. Furthermore, I provide art and crafts workshops for elementary students and art and photography sessions for secondary students. I look forward to adding even more programming in the Winter 2019 semester!

HIGHLIGHTS

- I enjoy being able to communicate and share moments with the students. It's a privilege to be there for them when they need me educationally or emotionally.
- I have experienced professional growth and have become a more experienced coordinator.
- The youth have benefited from sharing their opinions and ideas for activities and having them followed through.
- The students enjoyed the Beard and Moustache Day to celebrate Movember.
- Many students overcame their initial shyness and made a lot of new friends thanks to the activities and the Student Council.
- One of my favorite highlights was having lunch with the youth and knowing that we all shared a connection.



75 participants



405 hours



27 activities



MATHILDE NOTEBAERT

Bachelor of Anthropology
Université de Montréal
Alumni



MANAGER : LAURA TURMEL



ELEMENTARY ENGAGEMENT

Waapinichikush Elementary School, Chisasibi
Cree School Board

As an Elementary Engagement project coordinator, my first objective was to involve the students in the school life. In order to do so, I held different types of activities to reach a majority of students. During the library club students could come read, play board games, and listen to legends and tales. The boys and the girls clubs were the most popular activities. The students had the chance to gather together and play games, sports or do any other activities. I also wanted to work on self-esteem and self-confidence with them. For that matter I put into place a drama club. Finally, thanks to elections of class representatives that were conducted in the grades 5 and 6 classrooms I formed a student council. My second objective was to promote healthy lifestyles in the school. I wanted to raise awareness on the importance of being active and having healthy eating habits. I was organizing at least twice a week, after school sports activities and giving healthy cooking classes once per week.

HIGHLIGHTS

- My favorite moments were the sport activities with the students. It was so much fun!
- Working in a remote community forced me to develop my autonomy and my adaptability in order to face diverse situations.
- Organizing activities on a daily basis allowed me to get to know the Youth very well and build relationships of trusts in a pleasant context.
- The members of the student council were very proud to have the responsibility of representing their peers and they took their roles seriously.
- Working on their self-confidence was the most challenging aspect of the project that the students overcame.
- Organizing special activities for the youth and taking part in the school and community events were all really great moments that I shared with youth.





CARLEE LOFT

Bachelor of Arts - Psychology
 McGill University
 Graduate



MANAGER : LAURA TURMEL



LEADERSHIP & HEALTHY LIVING

James Bay Eeyou School, Chisasibi
 Cree School Board

The approach to the Leadership & Healthy Living project in Chisasibi is to support the community in cultivating an environment where youth can share their gifts with the community through direct support in existing initiatives and the facilitation of additional youth centered activities. All activities organized are geared towards capacity building in leadership and healthy living skills. Additionally, this project strengthens the understanding among youth that educational institutions are not strictly places of academic growth, but also places where they can gain valuable life skills, support, and experience to grow into confident community leaders. Within this project «leadership skills» are any skills that contribute to a youth's confidence, feelings of agency, and sense of being a valuable member of their community. «Healthy living» within this project encompasses both physical and mental health and is promoted as an important component of positive leadership. In my role as the Leadership & Healthy living coordinator I strive to make healthy living and leadership opportunities more accessible and achievable through fun and engaging activities - while operating on a foundation of respect and use of safe space principles. Whenever possible community members and leaders are incorporated in this process, as this is key in making meaningful progress regarding the project objectives.

HIGHLIGHTS

- Most of my highlights come from my time spent with the group home. One I particularly remember was playing «don't let the balloons touch the floor» with not only the youth but the group home workers. All of us were on the floor, flailing around to hit the balloons and laughing so hard some of us were crying.
- I have pushed previous comfort zones in diving into projects and really honed my ability to think quickly and stay positive no matter how an initiative is going. Additionally, there is not a day that goes by where I do not feel my communication skills (with coworkers, students, partners in the community) and my practice in empathy increasing - for this opportunity I am very grateful.
- The most meaningful moments for student council were being a part of the community Christmas parade and handing out Cree language books to the children in the crowd, and most recently, the student gala where the youth truly ran the show!
- My most proud moment was the winter gala - the youth were fantastic with coming up with ideas for the night, decorating, and really being the heart of the event (big shout out to our student MCs and each member of the council who took lots of care to make sure everyone got their door/ticket duty done according to schedule).
- The biggest challenge was getting started late with the student council. We immediately took on two big projects with quite the time crunch: building a float to enter the Christmas parade and a Christmas/winter gala all within 4 weeks (two to finish the float, two to finish the gala). They were very willing to meet up extra, even on weekends to get things done!
- A final highlight is seeing «unlikely» friendships formed within initiatives (like the student council and the cooking class) where it is clear the youth are feeling more support from their peers; and personally, the development of youth coming to my office when I'm there to talk to me about what's going on in their lives - that they feel comfortable doing so is something I am grateful for.

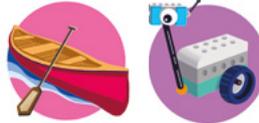




CLAIRE MURCHISON

Bachelor of Science - Kinesiology
University of Saskatchewan
Graduate

MANAGER : LAURA TURMEL



SCIENCE & ROBOTICS

James Bay Eeyou School, Chisasibi
Cree School Board

The Science & Robotics project at JBES and WES in Chisasibi has seen strong participation, notably from students in Grade 5 to Sec 2. The focus of this project was to facilitate fun, active learning of science and technology, inside and outside the classroom. Sixteen different homeroom classes of students in Secondary 1 & 2 experienced regular sessions of programming LEGO robots, as well as other science workshops. Students showed curiosity and determination in accomplishing these activities. A dedicated, and increasingly larger group of Grade 5-6 students attended robotics club and science club after school. These clubs provided a relaxed environment for students to do fun science and technology activities alongside their peers, forming closer bonds with each other. A highlight was when two local Cree community members who work at the Water Treatment Plant attended science club, and spoke to a group of 17 students about their jobs. Students were able to perform water tests with hi-tech devices!

HIGHLIGHTS

- I do not have a single particular favourite moment, but nearly every moment at elementary science club on Wednesdays was great.
- I gained resilience from dealing with tough situations and developed stronger pedagogical skills when animating science and technology activities.
- The most meaningful moment for the students was the special visit at Waapinichikush science club, from community mentors Kyle and William from the Wastewater Treatment Plant.
- Youth were most proud of their accomplishments of mastering the basics of computer programming, using the LEGO Mindstorm EV3 software and the robots.
- The major challenge related to the project of Science & Robotics that the youth have overcome is not feeling scared to ask questions!
- Grade 5 students who attended my clubs helped me communicate with their peer who is deaf, helping me learn important signs such as "computer lab".





BUILDING
LOCAL CAPACITIES

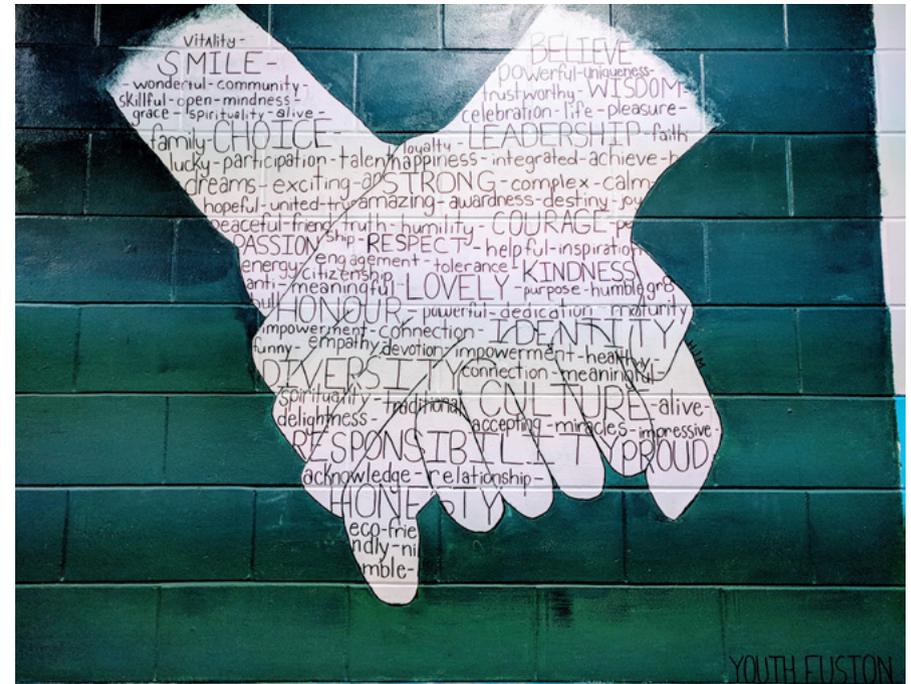
our **LOCAL
ANIMATORS
PROGRAM**

DAAGODEN BLACKSMITH



LEADERSHIP & MEDIA

Willie J. Happyjack Memorial School, Waswanipi Cree School Board



HIGHLIGHTS

- My favourite moment as Local Animator was the Haunted House because of how involved and motivated the students were!
- My greatest accomplishment was also The Haunted House because we only had a couple hours to prepare and we made a pretty decent one.
- The biggest challenge that I have overcome is my shyness and being able to facilitate my own activities.
- The professional skills that I have gained thanks to my work experience as a Youth Fusion Local Animator are responsibility, loyalty, maturity and leadership.





YOUTH FUSION
PROGRAMMING
IN **NUNAVIK**

—
KATIVIK ILISARNILIRINIQ
MIDTERM REPORT
2018-2019
—



ANGÉLIQUE BIELSKI-MONGEAU

Bachelor of Arts: English, Media and Cultural Studies Major, Entrepreneurship Minor
 Bishop's University
 Graduate



MANAGER : MATT SCHLECK



LEADERSHIP & MEDIA

Kativik Ilisarniliriniq
 Asimauttaq School, Kuujjuarapik

The Leadership and Media program made its premier this year at Asimauttaq School in Kuujjuarapik, the southern most community in Nunavik. The program aims to empower high school students with media tools such as radio, photography, video, digital arts, and social media in a way that will both enhance the class curriculum and have an impact outside of the school's walls . Through in-class and after-school activities, the youth are encouraged to foster their autonomy and creative expression, as well as positive school and community attachments. The "Photo Club" and "Humans of Kuujjuarapik" page promote personal achievement and a positive vision of Inuit culture, the community, and its inhabitants. Furthermore, by doing the promotion of the Pigunnaniq Festival, the students have learned the many steps of event promotion and media coverage.

HIGHLIGHTS

- During the Festival, a youth who was very apprehensive to use the camera in class came to me and asked if she could help to film the show.
- I am constantly improving my own leadership skills by getting more at ease in the classroom, learning new skills, and capturing the youth's interests.
- The High School Halloween dance, organized by the Student Council, was a successful event. For many of them, this was their first school dance.
- The poster-making workshop for the festival. The youth were extremely proud to see their design printed, displayed and distributed in the community.
- When working on the radio advertisement for the Festival, the biggest challenge for the youth was to get over their fear of being recorded. The youth gradually overcame their shyness as they learned to edit.
- While working on a radio recording, a student proposed to continue the activity when their normal class was cancelled, which we did!





CHRISTINE LUSSIER

Bachelor of Arts
Concordia University
Graduate

MANAGER : MATT SCHLECK



ELEMENTARY ENGAGEMENT

Kativik Ilisarniliriniq
Asimauttaq School, Kuujjuarapik

The Elementary Engagement program involves demonstrating healthy life habits to youth in the primary-level education spectrum. The students and I have cooking classes that are always simple, healthy, and realistic to make with what can be found in the local grocery stores. My mandate also consists of promoting healthy interpersonal relationships among students. With different activities ranging from art to sports, activities are organized to nurture cooperation, inclusion, and positive interactions. My goal is to have youth engaged in activities regularly to nurture also a sense of belonging, through organizing regular and constant art activities, hosting a Girls Club, and forming teams when dividing tasks to do cooking activities, etc.

HIGHLIGHTS

- When the students see me and come running towards me for a hug.
- Working with other employees, as in the past I usually worked alone and/or from home.
- When the youth feel validated through our activities, as we encourage and congratulate them on their efforts.
- Students creating art they initially thought was too complex, but succeeding in the end.
- A big challenge for youth is having a hold of their emotions, and sometimes apologizing when they saw that they accidentally hurt someone.
- Having the youth practice their Inuktitut with and without me.





FLORIAN OLIVIER

Master of Sciences, Environmental Science
UQÀM
Graduate



MANAGER : MATT SCHLECK



PERFORMING ARTS

Kativik Ilisarniliriniq
Asimauttaq School, Kuujjuarapik

The main focus of the Performing Arts program was to offer extracurricular music lessons for students. Those sessions provided a safe place for the children to come try instruments. In addition, the project coordinator worked directly with the school team to offer some in-class workshops (body percussion, singing, and digital recording). Workshops were also offered at the Youth Center for primary students and at the Katittavik Centre for secondary students.

HIGHLIGHTS

- When we were practicing the song "Papaoutai" in class, the kids liked it and were happy to practice it.
- I'm getting better at giving clear and understandable instructions adapted to the age group I'm working with.
- The Pigunnaniq Festival was definitely a highlight of this semester, for the students who participated.
- Students were proud to go on stage and play their songs. I was also proud of them.
- One of my students was very nervous and had stage-fright, but still went on stage and performed really great!
- I still really like when students are asking me if I'm in their class for the next period, because they like it when I'm with them.





REBECCA LESSARD

Bachelor of Communication Studies
 Concordia University
 Graduate

MANAGER : MATT SCHLECK



LEADERSHIP & MEDIA

Kativik Ilisarniliriniq
 Kiluutaq School, Umiujaq

As the first Leadership and Media Coordinator in Umiujaq, a community of approximately 450 on the Hudson Bay, my mandate is two-pronged. Leadership skills were introduced and built on through cooking classes, the organization/execution of community and school events, and working towards the establishment of a student council, which has not existed in Kiluutaq school for many years. On the media side, the students have been introduced to a variety of activities with an eye on digital literacy: photography, video/filmmaking, new media and digital arts (ex. GIFS, Memes). I also photographed school events, often with help from students, to aid in keeping the school's social media current and vibrant.

HIGHLIGHTS

- Going outside and capturing the beauty of the land on camera with students!
- A lot is new for me! I am learning to work at a different pace than I am used to, and to re-frame my expectations and explore the less obvious paths.
- Creating the Facebook page "Umiujaq Memes" with the youth and following its progress: Some of the memes have been shared multiple times and seen by over 1000 people!
- Making a "ghost movie" the week of Halloween, and then screening it at movie night!
- At first the youth did not seem excited by the idea of a student council, but we still have been able to have regular attendance to our exploratory student council lunches.
- I love going to the public skate at the arena, and skating/playing games with kids of all ages!





EVE DESROCHES-MAHEUX

Master of Anthropology
 Université Laval
 Graduate



MANAGER : MATT SCHLECK



SCIENCE OF THE LAND

Kativik Ilisarniliriniq
 Kiluutaq School, Umiujaq

Throughout this semester, I started implementing the Science of the Land program at Kiluutaq School, in the village of Umiujaq. My main focus was to encourage secondary students to participate in "Nurrait," an extracurricular cross-country skiing program. Through weekly trainings, workshops, and fundraising, the participating youth developed many social and life skills such as: Making healthy life choices, teamwork, communication, and perseverance. My second focus was to increase youth interest in science, mainly by proposing science activities relevant to their daily lives.

HIGHLIGHTS

- During her first time skiing, a youth wanted to go back home but I convinced her to keep going. I'm happy that her first time ended with a feeling of success.
- During the first "Movie Night", the youth were proud to be entrusted with important tasks.
- On a very cold day, we went skiing anyway. It was very hard, but at the end, the youth did it!
- Perseverance is definitely the biggest challenge the youth had to overcome while learning to ski.
- This is a very personal highlight, but feeling that the youth began to trust me, and wanted to spend time with me, is an amazing feeling.





JORDYN STAFFORD

Combined Honours Bachelor of Science Environment, Sustainability & Society and Environmental Science
Dalhousie University
Graduate



MANAGER : MATT SCHLECK



ENVIRONMENTAL DESIGN

Kativik Ilisarniliriniq
Innalik School, Inukjuak

In conjunction with the Pirursiivik Greenhouse and Social Arts Project in Inukjuak, the Youth Fusion Environmental Design program is working to educate and inspire youth to become more environmentally and socially aware. Through social art and growing projects, youth are learning the value of looking after our environment. From sprouting seeds and sporing mushrooms, to hydroponic towers, the students are gaining hands-on knowledge about the natural world. Social art projects such as recycled art & crafts and Inuit drumming workshops help to foster interest and address environmental and social problems using creativity. Large ongoing initiatives including the construction of "cold frame" garden boxes, murals and "living walls" for local organizations help create valuable partnerships between Youth Fusion, the youth and the community.

HIGHLIGHTS

- Watching a student who suffered from severe depression become more energetic and positive after routinely participating in Youth Fusion programming.
- On a professional level I have refined my ability to adapt to constantly changing conditions.
- Inuit Drumming Workshops with a local drummer.
- We revamped the entire school recycling program.
- The youth overcame their fears of public speaking to present at national and regional conferences.
- Grade 3 students whisper lovely compliments to their plants to help them grow!





GENEVIÈVE OLIGNY-ROY

Bachelor of Science
UQÀM
Graduate



MANAGER : MATT SCHLECK



PERFORMING ARTS

Kativik Ilisarniliriniq
Innalik School, Inukjuak

Innalik school has more than 500 students, from kindergarten to secondary. From a cozy space in the school we created a beautiful music room where students come to practice. We have a great variety of music instruments that the youth can use. Every Wednesday the "Music & Chill" welcomes secondary students for an open jam. Also, some small group guitar lessons take place every week. Multiple in-class activities give a chance to all the youth to express their creativity though music, dance, circus, movie making, singing, body percussion and more. In addition, I extended my work to the family house, where it supports the drumming class. Once a week I was also invited to give music class at the Qullik center, for the girls in rehabilitation.

HIGHLIGHTS

- Every time I pass in front of some class (especially the one where we are making a movie) the students ask me when I am coming into their class next.
- Working as an Performing Arts coordinator for Youth Fusion gave me the opportunity to be creative in organizing different activities for the youth.
- A student that was missing school often got really motivated to come back after being offered to perform at a local show.
- At first we were missing a drummer for the band, but then we recorded the same person for drums and guitar. After mixing them together we made a great song!
- A secondary student learned her first guitar song because she wanted to come to the Pigunnaniq Festival.
- Students remember the dance choreography and the words of the song we created together. Every time we practice it's so much fun!





CHLOÉ LAFLAMME

Bachelor of Science, Biochemistry
 McGill University
 Graduate



MANAGER : MATT SCHLECK



LEADERSHIP & ENTREPRENEURSHIP

Kativik Ilisarniliriniq
 Innalik School, Inukjuak

The Leadership & Entrepreneurship program at Innalik is full of energy! The Business Club has started a new venture this year: "Cake in a Box!" After community consultation and group deliberation, the club found a need for a party service in Inukjuak. Starting with delivery of customized cakes, we bake and decorate as per our customer's wishes. The Innalik Student Council has also flourished, with more members than ever before. From making Halloween decorations for the school, to delivering holiday "candy-grams" to classes, they are a group of students with ideas and a willingness to work hard. Students from Grade 1 to Secondary 5 have also had the chance to participate in leadership and team-building activities in class. We've built marshmallow towers, drawn portraits of classmates, and tangled ourselves in human knots! Finally, partnering with a school in Kahnawa:ke, we've just started a pen-pal program between Grade 6 students. I can't wait to continue developing new initiatives!

HIGHLIGHTS

- When youth took the initiative to talk about re-structuring the student council, to form a dedicated group filled with involved and interested students.
- This job has made me more comfortable adapting plans "on-the-go," changing from plan C to D with ease, while staying calm and keeping youth engaged.
- The youth are very proud of being able to provide a service that is well regarded in the community.
- The way that the students in Business Club speak about "Cake in a Box" makes me feel like they are proud of the business they have started.
- Three of the youth presenting a workshop about life in Nunavik at the Canadian Roots Exchange Conference in Saskatoon, in collaboration with youth from Kangirsuk.
- It is wonderful being able to step back from leading the group, and watching youth step up and organize themselves, taking more initiative every time.





CAMILLE LARENTE

Short Program on Clinical Care in Global Health
UQAT
Part-Time Student



MANAGER : FLORENCE DONTIGNY DUPLAIN



SCIENCE OF THE LAND

Kativik Ilisarniliriniq
Tukisiniarvik School, Akulivik

This project focused primarily on winter sports and land knowledge. I put in place a lot of outdoor activities and taught science activities related to them. For example, we linked practical exercises in survival skills to science concepts such as biology and metabolism. In terms of outdoor activities, we mainly did skiing. Since we were on the land for those activities, we made links with cultural and traditional knowledge as well. The activities took place during class time, after school, and occasionally at the Youth Center in the evenings.

HIGHLIGHTS

- The "Ski Nights" events were my favorite. Seeing the youth being proud of themselves for having completed the trail made me be proud of them.
- It is my first work experience with youth, and I must say I love it! Their energy is contagious!
- I think the moment that was the most meaningful for the youth was when we went all the way to the airport by ski.
- One of my highlights was when some of the girls came to me to confide in me about personal matters.





MARC-ANTOINE MORIN

Master of Philosophy
UQÀM
Graduate



MANAGER : FLORENCE DONTIGNY DUPLAIN



LEADERSHIP & MEDIA

Kativik Ilisarniliriniq
Tukisiniarvik School, Akulivik

There were three main elements of focus in this project : Media, Leadership and Healthy Living. First, I regularly organized media related workshops (editing, photo, dubbing, etc.) during and after school. Our goal is to eventually create a short film with the students. I also helped run the student council by guiding discussions and meetings with the student body. Finally, we organized multiple cooking workshops in class and after class which were very popular.

HIGHLIGHTS

- One of my favorite moments was simply an improvised walk with 3 students and a teacher one Saturday evening. It was an informal moment where we really bonded.
- Some groups or individuals need more time to adjust to you and your activities. So I learned to be patient and persistent.
- In collaboration with my Youth Fusion colleague, we organized a ski outing after which the students were given poutine. It was a really nice evening.
- Two students did a dubbing video after class. They recorded their voices on top of a Spongebob clip which was really fun.
- Two students, who at first were the most undisciplined of the class, became more and more interested in my activities after time.





SAMANTHA PAGE

Community Studies Diploma
Algonquin College
Graduate



MANAGER : FLORENCE DONTIGNY DUPLAIN



LEADERSHIP & HEALTHY LIVING

Kativik Ilisarniliriniq
Nuvviti School, Ivujivik

The Leadership and Healthy Living program in Ivujivik focused on building healthy habits and relationships. With this in mind, we regularly hosted team-based sports and "Girls Club", created opportunities for students to lead, and offered an open student lounge with a concentration on leadership skills. The current focus of the project is to instill the confidence in students that they may need to take the initiative to be successful in and outside of their community.

HIGHLIGHTS

- Watching many of the quietest participants open up during the semester. Some of them even ran some sports and activities!
- I learned the value of using time and patience to try and build a relationship with even the most challenging participants.
- In the "Girls Club", many of the girls really enjoyed having a safe space to relate to one another in.
- Before events at school, we would decorate the hallways and do random acts of kindness.
- We had a fun "Outdoors Day", where the participants showed me around town with pride and taught me lots of new and fun outdoor games.





THOMAS GAUDET-ASSELIN

Certificate in Indigenous Studies
 Université Laval
 Part-Time Student



MANAGER : FLORENCE DONTIGNY DUPLAIN



PERFORMING ARTS

Kativik Ilisarniliriniq
 Ikusik High School, Salluit

The Performing Arts project in Ikusik School has kept growing since its beginning in September! The after-school activities are individual instrument classes on Mondays, choir on Tuesdays, group guitar class on Wednesdays, percussion workshops on Thursdays and cooking on Fridays. In addition, music workshops are run in class during school periods. A recent addition to the project is musical recess, where guitars and books from the library are brought to the lobby for the students to play and hang out. Since mid-October, music classes have been provided at Salluit's Family House every Saturday, and occasional activities are organized at the Rehabilitation Center. Moreover, we went at the local FM station during some evenings to animate a radio show of 1 or 2 hours. Finally, I started to work with the church about two weeks ago to implement a choir project and some guitar classes. These activities outside of the school setting provide a safe space for youth to hang out during the evening.

HIGHLIGHTS

- When we talked about LGBTQ+, gender issues, and sexual orientation with some students.
- As a future music therapist, this experience has shown me areas where I can improve in terms of animation skills, and gave me my first experience in leading a teenage group.
- Attending and playing at the Pigunnaniq Festival was a very meaningful moment for the youth.
- The students were very proud to play in a band, in front of people.
- Despite dealing with personal, family or relationship issues, the youth were present in activities and confided in me.
- Creating a boys rock band ! We had a blast rehearsing Seven Nation Army for the Christmas concert.





INGRID MURPHY

Master of Sociology
UQÀM
Full-Time Student



MANAGER : FLORENCE DONTIGNY DUPLAIN



PERFORMING ARTS

Kativik Ilisarniliriniq
Arsaniq School, Kangirsujuaq

The Performing Arts project at Arsaniq School in Kangiqsujuaq started during the Fall of 2017. The community already had many instruments, but not all of them were being used and accessible. The idea was first to bring them together in a music room in order to create a safe space where students could express their creativity. At first, some of them were more interested in individual lessons to learn one specific instrument. However, the in-class activities allowed the students to approach music as a collective experience and develop other types of artistic and social skills. Since a lot of students had a really strong artistic profile, we also explored different kinds of art such as arts and crafts, cooking, painting, theatre, etc. Since the beginning of the program, more and more students have become interested to learn music and are actively involved in their learning, which means they are coming regularly to the activities.

HIGHLIGHTS

- During individual music lessons, I have a privileged contact with the youth coming every week and it's the best way they can learn at their own pace.
- As time goes by, I'm getting closer to at-risk youth. Seeing their motivation and resilience is making us grow together within a positive context.
- A group of primary students started to come regularly to weekly singing activities. They are creating strong bonds while learning new songs.
- For the Christmas concert, one group worked hard to prepare a video in French. They were proud to show the final result to their family and friends.
- I'm always impressed when I see students performing on stage and overcoming their shyness. It's always very rewarding for them.
- The Pigunnaniq festival is an amazing opportunity for the youth to meet with other young talented musicians in Nunavik as well as Inuit role models.





ANNIE CAMERON

Bachelor of Science, Biology
 McGill University
 Graduate

MANAGER : FLORENCE DONTIGNY DUPLAIN



SCIENCE OF THE LAND

Kativik Ilisarniliriniq
 Arsaniq School, Kangirsujuaq

The Science of the Land project aims to empower students to pursue their curiosity outdoors and in the classroom. I provided weekly science activities in many of the classrooms at Arsaniq School in Kangiqsujuaq. These sessions emphasized “everyday science”: Natural phenomena such as insulation and weather, topics like electricity and magnetism, and health-related subjects like nutrition, respiration, and circulation. The outdoors portion of the Science of the Land mandate is largely achieved through partnerships with the organization Jeunes Karibus, a cross-country ski program for high school students that prepares them for a 5-day cross country ski expedition in the new year. High-commitment events associated with the Science of the Land mandate are often also outdoors excursions. For example, this term we led the Jeunes Karibus participants on a weekend camping trip 10 km away from town.

HIGHLIGHTS

- The “Science Club” I started for students in grades 4-6 has been surprisingly popular! It’s heartwarming to see so many students interested in science!
- Youth Fusion provides its employees with excellent training on cultural sensitivity that is not only important in the north, but is also relevant to any workplace.
- Seeing the village after 20km of skiing over the weekend during our Jeunes Karibus outing was immensely rewarding for everyone!
- Our students were able to complete a 10 km ski home despite being tired from the ski the previous day.
- The students were able to ski a significant distance (20 km in 2 days) pulling their belongings behind them in sleds.
- Secondary students requested science activities during their lunch hour. Their interest in science extended beyond the classroom!





HYUNGU KANG

Master of Science, Public Health Epidemiology
 University of Alberta
 Full time student

MANAGER : FLORENCE DONTIGNY DUPLAIN



LEADERSHIP & HEALTHY LIVING

Kativik Ilisarniliriniq
 Sautjuit School, Kangirsuk

The Leadership and Healthy Living project in Kangirsuk, Nunavik focuses on centering youth voices in school and in community spaces. The project has been organized into dynamic phases of engagement, mobilization, and action toward youth-led and youth-driven initiatives. To do this, we prioritized the transformation of space into more accessible, inclusive, and safer spaces as an alternative option for learning. We have also prioritized a strong communications strategy to share opportunities (ie. jobs, training, programs, etc.) to ensure that access to information is not a barrier for participation. In effect, this has given opportunity for the coordinator and youth to build relationships based on trust and solidarity. This engagement process continues to be critical in mobilizing young Kangirsumiut towards projects that centre their autonomy. The Leadership and Healthy Living mandate has engaged young Kangirsumiut in projects related to Truth and Reconciliation, student council, animator jobs, intergenerational spaces, and media-related projects and we are looking forward to creating channels that can be sustained through young Kangirsumiut themselves.

HIGHLIGHTS

- I am learning how to be a better ally as a non-Indigenous settler, in facilitating spaces and information so that people can be their own agents of change.
- Some of the most meaningful conversations and acts of gratitude have come from recognizing the individual challenges, the structural challenges, and the need to be unapologetic for what the youth are going through.
- As one youth expressed to me, the ways in which we have fostered our relationships with one another, based on trust and solidarity, allowed youth to engage with their own expressions of struggle and triumph. Many youth have come to be reminded of their worth and potential through the spaces we have created together.





LAURENA SEGURA

Bachelor in Classical Singing
 Université de Montréal
 Graduate

Université 
 de Montréal

MANAGER : FLORENCE DONTIGNY DUPLAIN



PERFORMING ARTS

Kativik Ilisarniliriniq
 Sautjuit School, Kangirsuk

My main objective is to give the kids at Sautjuit School the technical means and confidence to accomplish their musical goals, whatever they may be. If this means casual guitar strumming, songwriting or music production, I want to enable the students by teaching lessons, giving workshops, and being open to questions. I also want to provide a space for students to share their music with each other and with members of the community through such activities as open mics, the Christmas show, and the Spring talent show. With the participation of the students (and permission from the school and parents) we are working towards sharing our artistic creations online. Many teenagers come and record their songs in Sautjuit studio. Soon we will begin to make music videos for these songs. With all this in mind, I wish for the program to be fun, entertaining and judgement-free, and a place of hands-on learning. After all, it is my job to motivate and implicate the students in the program. The music room is also a place for relaxing, hanging out and having discussions. Many teens seem to need this space on a daily basis. My hope is that, through the Youth Fusion Performing Arts program, students acquire the musical confidence and know-how they can continue to build on for years to come.

HIGHLIGHTS

- My personal favorite moment was recording music with students !
- Working as a coordinator has made me a better listener, educator, and person. I am better at understanding the needs of my group and adapting my activities to them.
- There is a young girl at school who I know has been through a great deal of trauma. She does not speak in class and barely makes eye contact. She has been coming to music room. When she has the microphone in her hand, she really sings her heart out. To see her come out of her shell has been a real privilege. I am glad she feels comfortable enough with me.
- The Christmas concert gave the youth great pride. Only smiles in the house!
- Some children have greatly improved their attention span in the music room. I am thinking of one kid in particular who went from switching instruments every minute, to focusing on the piano for 15 minutes at a time. This is a fantastic achievement.



143
 participants



424
 hours

162
 activities



CORÉLIA KOSTOVIC

Master of Competitive Intelligence and Communication Strategy
 Université de Poitiers, France
 Graduate



MANAGER : MATT SCHLECK



PERFORMING ARTS

Kativik Ilisarniliriniq
 Ajagutak School, Tasiujaq

Populated by roughly 300 inhabitants, Tasiujaq is a small town benefiting from a consistent music room and activities. As a female Performing Arts coordinator, one part of my mandate was to empower girls in music! By observing how younger kids were interacting with the instruments in the music room and witnessing their strong curiosity, I developed customized tools to foster their interest into skills such as identifying the music notes on a melodic instrument and structuring their own rhythm. At the end of this first semester, all primary classes know their seven music notes (Do Ré Mi...), have been exposed to basic rhythm theory (1/2, 1/8, 1/16 notes) and most of them can now play the recess bell melody that they hear daily. They also experienced the Celtic harp, and after my regular visits in the classrooms with the guitar, I have seen more and more girls willing to try playing the guitar.

HIGHLIGHTS

- The interaction with the Celtic harp! The secondary boys were even more enthusiastic than the girls to try it, and younger boys even ended up hugging each other.
- I have grown my empathy and my ability to put someone else's context into perspective. I also strongly grew my abilities in managing a group.
- Playing the guitar in the classrooms and singing not only with a YouTube video, but with a live instrument, made the experience much more engaging to the youth.
- The students reproducing on the xylophone the simple melody they hear on the recess bell. Also, integrating throat singing into their Christmas song.



90
 participants



460
 hours

196
 activities

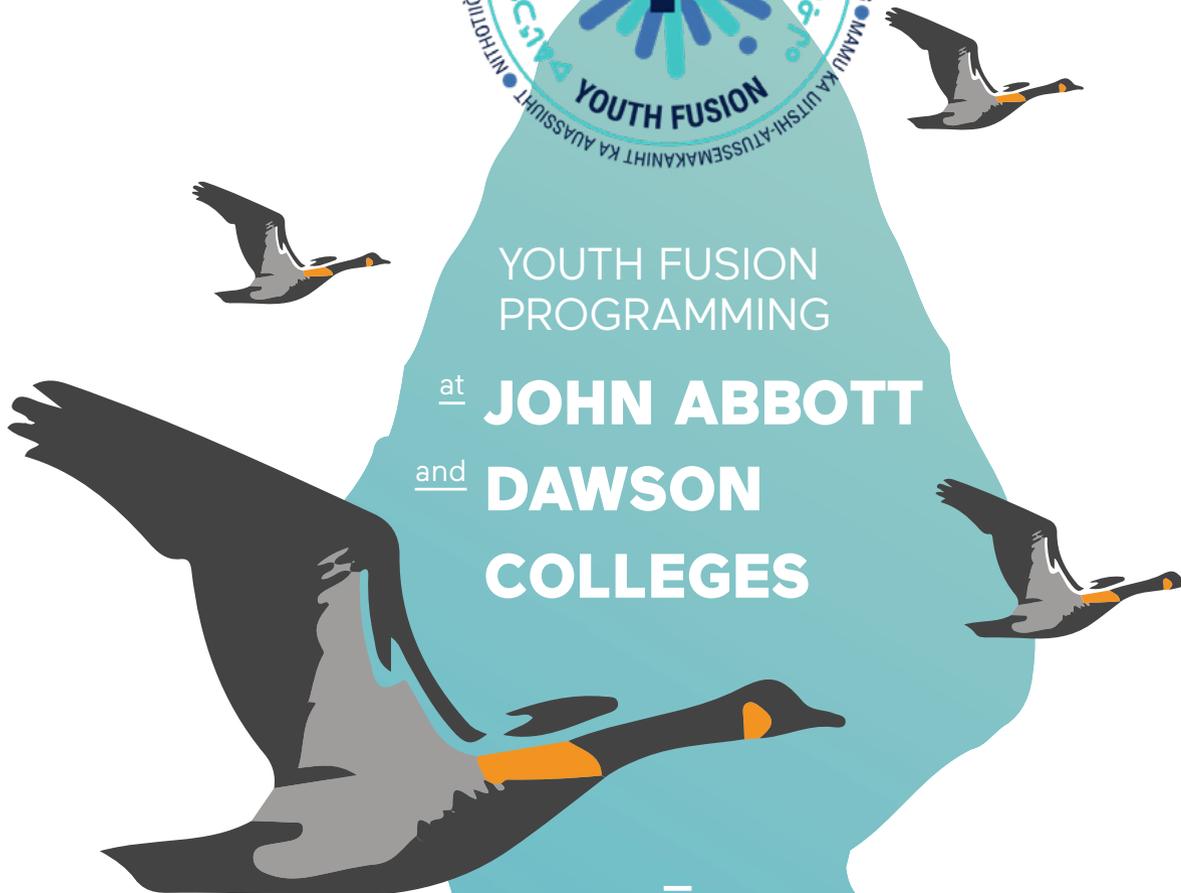




YOUTH FUSION
PROGRAMMING

at **JOHN ABBOTT**
and **DAWSON**
COLLEGES

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MIDTERM REPORT
2018-2019
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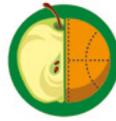


MARIE-CATHERINE GAGNON

Masters - Public Health, Global Health
Université de Montréal
Student



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 three local animators to help organize activities, outings, and projects with the students. They contributed greatly to the success of our project, by encouraging youth to participate to our activities and by being a constant presence at the First Peoples' Centre. Throughout this mandate, I wished to create a trusting and supportive environment for students who were new to Dawson and to new to Montreal. I always encouraged students from different backgrounds to connect with one another. We organized various activities, such as outings around Montreal, potlucks and cooking classes at the First Peoples Centre, study skills and stress management workshops, cultural events, board games afternoons and a weekend-long retreat. The biggest success of this project is the honest relationships built with the students and the fact that the First Peoples' Centre became a place where students could go to for support.



35 participants



210 hours



**48
activities**

HIGHLIGHTS

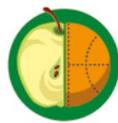
- The weekend-long retreat in the Eastern Townships was a great way to start the year, to get to know new students and to connect to one another.
- I have learned a lot through supervising local animators. I learned how to communicate, listen and guide better.
- The fall retreat was a highlight because it allowed students to get out of their comfort zone and connect with others
- I enjoyed how the First Peoples Centre became a safe space for all students. In one year at Dawson, I saw the FPC become more inclusive and supportive of everyone.
- Originally, we wanted to create an official Dawson club but had started too late to meet the administrative deadline. Fortunately, students still found ways to get involved at Dawson.
- I loved seeing students grow and new friendships emerging through our programming. This is a great accomplishment as a group and as a project coordinator.



SAMIHA SHARIF

Bachelor of Arts, International Development
McGill University
Graduate

MANAGER : BAILEY WATSON



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

John Abbott College
Sainte-Anne-de-Bellevue

The Leadership, Healthy Living and Community Building program 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 Indigenous culture, community, and self-knowledge. Through sharing a meal together, educational workshops, board games, art, and traditional activities – youth are called upon to redefine their interests, to become agents of change in their school and to develop healthier lifestyles. Additionally, this semester students went to see the light show at the Botanical garden, went to a Hockey game and had a lovely Christmas party. Students were taught to think about healthy attitudes, healthy relationships and about their potential to be a leader in their community.



35 participants



188 hours



**46
activities**

HIGHLIGHTS

- I created a space at the Indigenous Student Resource Center where students felt like they could talk to me. This was particularly important during moments of great stress.
- I learned to be more observant, patient and accommodating.
- The students really enjoyed going to the Botanical gardens. I am glad we built a space where youth felt like they could bring their children too.
- I think being in college can be difficult. The ISRC became a place where a lot of students could come and ask for homework help.
- I adored watching the animators grow, plan their own events, and become more confident.



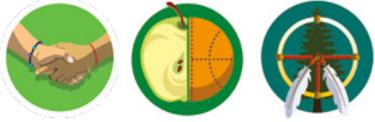
BUILDING
LOCAL CAPACITIES

our

LOCAL ANIMATORS PROGRAM



THERESA ETOK



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

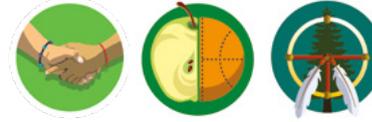
John Abbott College,
Sainte-Anne-de-Bellevue



HIGHLIGHTS

- I liked when we would bead and have good conversations with students.
- I'm most proud of managing my time with school and work.
- I gained communication skills with my colleagues.

MIAH OTTER



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

John Abbott College,
Sainte-Anne-de-Bellevue



HIGHLIGHTS

- My favourite moment was the Christmas Party. I enjoyed being able to talk to the students one last time before I had to take time off school for while.
- One accomplishment I am proud of is fulfilling the entire Youth Fusion mandate.
- One of my biggest accomplishments was learning to better manage my time and priorities.
- The skills I have gained coordinating activities and events have found their way into my day-to-day life.

KARAHKWINETHA SAGE GOODLEAF-LABELLE



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

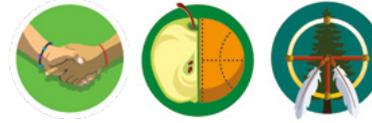
Dawson College,
Montreal



HIGHLIGHTS

- My absolute favorite moment was when we were making the Mug Hugs and the students were just telling stories.
- I am proud that I brought all the different nations together to play boardgames.
- The biggest challenge was making sure that the actives are at a specific time in which everyone (or the majority of students) could participate.
- I am now much better at preparation, researching and also making a timely schedule.

CLAUDIA CATAFORD-CLERMONT



LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

John Abbott College,
Sainte-Anne-de-Bellevue



HIGHLIGHTS

- The Christmas Party, it was nice having students eat a hot meal and playing board games. Having fun during a stressful time in the semester was nice.
- I am most proud of how comfortable I've become with the students. I've noticed I engage much more than I used to.
- The biggest challenge I've overcome was balancing my time for work and school. It was stressful this semester but I overcame it.
- A professional skill I have learned thanks to my experience as a Youth Fusion animator is how to manage my time and money.

LYLEE HORN



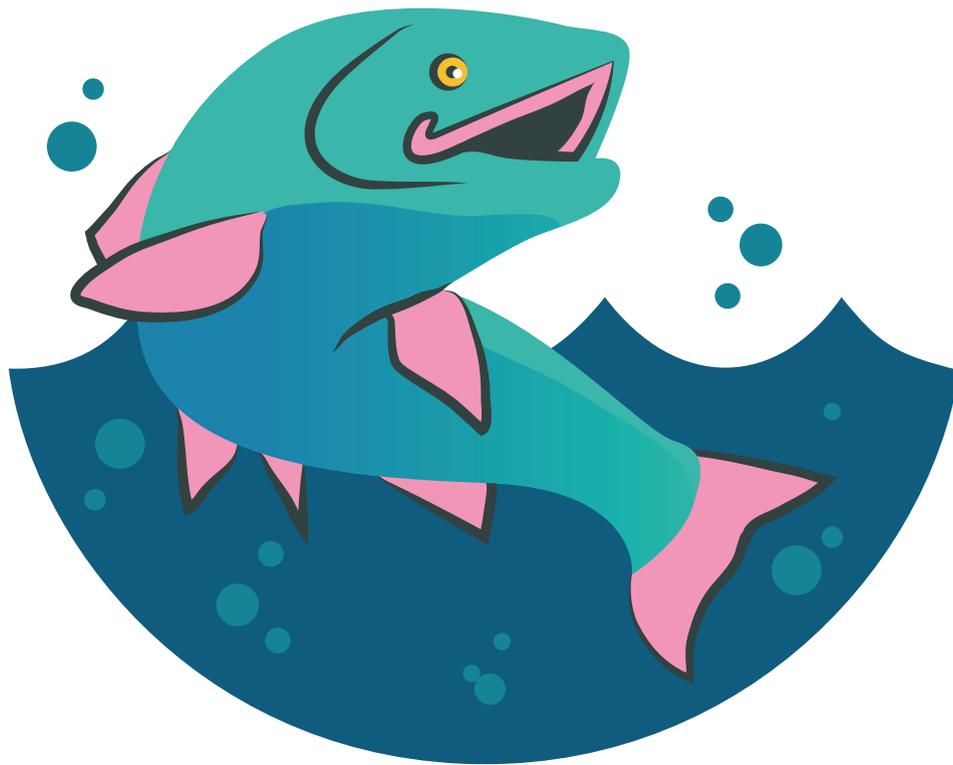
LEADERSHIP, HEALTHY LIVING & COMMUNITY BUILDING

Dawson College,
Montreal



HIGHLIGHTS

- I enjoyed my workshop with making DIY natural lip scrubs. It brought together Indigenous women of different nations.
- I am proud that I helped to encourage and bring awareness to the students about sustainability.
- I was a challenged to come up with activities on a weekly basis while managing school, but I did it!
- I learned how to manage my time, and lead workshops. I also had the opportunity to learn things that are of interest to the participants.



YOUTH FUSION
PROGRAMMING
IN **GESGAPEGIAG**

—
MIDTERM REPORT
2018-2019
—



SIMA YOUSSEF

Bachelor of Arts - Political Science
Concordia University
Graduate

MANAGER : BAILEY WATSON



SCIENCE AND ENVIRONMENTAL DESIGN

Wejgwapniag School, Gesgapegiag

This program was created to foster environmental awareness in youth by presenting workshops on environmental issues and by designing a project that will be sustained around the school space. The environmental design project is meant to help students develop, creativity, organizational and planning skills, and civic involvement. It will allow students the opportunity to take part in a project that they have entirely designed on their own, and take on leadership roles throughout the year.

HIGHLIGHTS

- Grades 7- 8 students picked up garbage around the school and community. The public reception to this was very positive.
- Working with youth helped me become a more compassionate and empathetic person.
- Students from the environmental club each got to create a positivity box, with one put in every classroom at Wejgwapniag School.
- The youth received positive feedback online from parents and several community members when we picked up garbage around the community. This recognition made them proud.
- The students experienced having creative blocks for art projects. This was overcome by helping students use search engines to find ideas that could inspire them.
- With the science club, students get to bring home their science experiments and proudly show them to their family members.





LAYLA IMPERATORI

Bachelor of Arts- Urban Planning
Concordia University
Student

MANAGER : BAILEY WATSON



SCIENCE OF THE LAND

Kahnawake Education Center
Kateri Elementary School, Kahnawá:ke

The Science of the Land Project Coordinator's project aims to develop student's scientific knowledge and their abilities on the land while staying active. This is an innovative program that transfers the objectives of the curriculum in science through externally applied activities. The activities allow students to discover opportunities for post-secondary education and STEM career opportunities.

HIGHLIGHTS

- The connection I built with youth was a major highlight.
- I have come out of my shell and have learned a lot about leadership.
- It was meaningful when a student told me they were happy to have science club because they learn more.
- The students were proud when they began experiments and found that they can answer their own scientific questions for themselves.
- We overcame apathy and disruptive behavior by assigning different roles during workshops.
- The final highlight would be our science club and how students have a enjoyable environment to go to after class where they can learn new things.





DOUGLAS LEBO

Bachelor of Science- Biochemistry
McGill University
Graduate

MANAGER : BAILEY WATSON



SCIENCE & ROBOTICS

Kahnawake Education Centre
Kateri Tekakwitha Elementary School,
Karonhianónhnha Tsi lonterihwaienstákhwa,
and Kahnawake Survival High School

The project in Science and Robotics in Kahnawà:ke has been successful for several years, engaging youth in the community of around 9,000. Students at three community schools, Kahnawà:ke Survival School, Karonhianónhnha Tsi lonterihwaienstákhwa, and Kateri Tekakwitha School, have formed teams to construct and program LEGO Mindstorms robots, building interpersonal skills and technological literacy. These FIRST Lego League teams are set to travel to a qualifying competition in Montréal in February, where Kateri is looking to defend its title as last year's winner in this year's Into Orbit challenge. Robotics is facilitated in two 5th grade classrooms to complement the science curriculum, and hands-on science workshops have been a rousing success in the 3rd-6th grade. Students have constructed working models of the human digestive system, mummified apples, and extracted strawberry DNA, preparing them for their science fair and learning that science can be fun and rewarding.

HIGHLIGHTS

- I was beautiful to be walking through the school cafeteria and hearing youth shout hello and tell me they cannot wait until we do another science activity.
- Science workshops with a special needs class have been very rewarding and helped me understand teaching with this very kind group of at-risk youth.
- It was meaningful to help students develop interesting science fair projects from their own lives, about Mohawk instruments and tools, and what they find interesting.
- The students constructed models of the digestive system, which was messy and fun. They then built and presented a project to their classes.
- A few disinterested students at KSS came to robotics and now regularly contribute their skills.





YOUTH FUSION
PROGRAMMING
IN **INNU**
COMMUNITIES

—
MIDTERM REPORT
2018-2019
—



FANNY DRIGNY

Masters in Sociology and Anthropology
Denis Diderot University - Paris VII
Graduate

SUPERVISOR : XINA COWAN



LEADERSHIP & HEALTHY LIVING

Mingan

Teueikan School, Ekuanitshit

The Leadership & Healthy Living pilot project was launched in Ekuanitshit in October 2018. The first step in this project was to ensure that Teueikan School and the community were aware of the activities that were being offered through Youth Fusion. Thanks to the support of the school administration and teachers, as well as the enthusiasm of the students, several activities got off the ground in the first weeks of the program's launch. Different workshops were brought into the classrooms that focused on hygiene, cooking and kitchen safety, peer to peer debates, education focusing on children's rights and lastly, entrepreneurship. With time, meaningful connections were made between the school and the community. Our most successful partnership was with La Maison de la Culture Innue (The Innue Cultural House), where we hosted traditional art workshops for the elementary students in grades 4, 5 and 6, and for the secondary students in grades 7 and 8.

HIGHLIGHTS

- I was moved by how quickly I was able to build strong relationships with the students.
- As a coordinator, my mandate allowed me to be proactive and to develop my sense of initiative.
- The youth were very proud that they were able to develop new competencies, such as cooking, debating, and organizational skills.
- Celebrations such as Halloween and Christmas were nice opportunities for informal relationships to be built within the school.



60
participants



420
hours

30

activities



JEAN-FRANÇOIS CORNEAU

Bachelor of Interdisciplinary Arts: Cinema Concentration
UQAC

SUPERVISOR : LAURA TURMEL



LEADERSHIP ET MÉDIAS

Mashteuiatsh

Kassinu Mamu School and Amishk School, Mashteuiatsh

This year's project enabled the students to produce 2 short films between September and December. They had the difficult task of choosing which film would be selected to go to the CLIP Film Festival. The second short film that was not chosen for the competition was still completed and hard work was put in by all the students.

FAITS SAILLANTS

- It was empowering to see the youth successfully bring their two films to life.
- Reading aloud the scripts written by the students was a proud moment for everyone.
- During the Fall semester, we were able to really embrace the natural beauty around us while filming outside.



39
participants



600
hours

54

activities



YOUTH FUSION
PROGRAMMING
IN **WEMOTACI**

—
MIDTERM REPORT
2018-2019
—



ANDREA OTTAWA

Certificate in Gerontology

UQTR

Part-time student



SUPERVISOR : XINA COWAN



LEADERSHIP & HEALTHY LIVING

Wemotaci

Nikanik School, Wemotaci

This is the pilot Youth Fusion project at Nikanik School. I facilitate a range of leadership activities every week, be it in the classroom with teachers, through a weekly breakfast initiative, or after school. The students really appreciate the cooking classes, the breakfast initiative, and all traditional outdoor activities with me and their Atikamekw culture teacher. This past November, I recruited 2 local animators, Maryann and Wactan. They have been a huge help, and are learning very valuable skills. In 2019, our goal is to concentrate on projects that require the support of every student. This goal will manifest through a year book, a student lounge, and a mural that will be done in collaboration with Atikamekw artist Meko Ottawa.

FAITS SAILLANTS

- The students have loved coming to our weekly breakfasts. We are now aiming for the students to be part of the whole process by helping with the preparation and the clean-up.
- Our outdoor activities have been a huge success! These activities have allowed our students to develop new capacities while learning their culture.
- The local animators, Maryann and Wactan, have helped to organize and facilitate a range of popular activities, including volley-ball tournaments.







HARRISON BRIAND

Technical Diploma, Water and Wastewater Technician
Algonquin College
Graduate



MANAGER : SCOTIA BILOSKI



ENVIRONMENTAL DESIGN

Lakehead District School Board
Armstrong Public School, Whitesand First Nation

The Environmental Design project is currently in the ideation phase! The students have been learning about environmental issues that impact the community of Armstrong. The students have identified a need for a recycling and compost system in the community. The grade 5/6 students will also be building a new set of hockey nets, since their old one got destroyed last year. Thus far, the after-school activities have been the most successful. We have seen an increase of youth joining the community centre activities since the fall. We have a basketball league that runs every Thursday after school. This is a great opportunity for the whole community to come out and get exercise together. We get a variety of adults, parents, teachers and youth to participate. This January, we also started an after-school chess club in partnership with one of the teachers for grades 5-8. I will also be starting a grade 3/4 Science Club!

HIGHLIGHTS

- My favourite thing about being a project coordinator is being able to get to know and connect with the youth.
- I have learned how to proactively respond to situations instead of just reacting to them.
- The students appreciate when I spend time with them outside of school. After a volleyball game, I'll hang out with the youth at the multiplex. We play games and have a lot of fun!
- I would say my 7/8s were most proud of the wind turbine they built to create electricity when we learned about renewable energy.
- The biggest challenge the youth have had to overcome during my mandate is being able to trust a new person in their community.
- One highlight for me was the cover letter and interview process for the local animator position. I was very impressed that the students took it seriously and had prepared for their interviews. They did a really good job and I was very proud of them.



50 participants



418 hours

**110
activities**



TIJA HAUTA

Honours Bachelor of Science Forestry
Lakehead University
Full-time student



MANAGER : SCOTIA BILOSKI



ENVIRONMENTAL DESIGN

Matawa Education Council
Matawa Education Centre, Thunder Bay

In the spring, students will be building a community space in their school yard. The Matawa yard backs onto the International Friendship Gardens. This is where there are monuments of the different cultures represented in Thunder Bay. The students want to create their own community gathering area to also be represented in this space. The students would also like to include a variety of trees and shrubs to tie into the community space. As of right now, the students do not have a place to go and sit outside, they would like to change that.

HIGHLIGHTS

- I was invited on a trip to Sleeping Giant Provincial Park and a student taught me how to pluck and sear a goose.
- I have learned about myself and I have developed a better sense of empathy and more patience.
- Anytime that the Ojibwe culture can be tied into the activities that we are doing, it makes for an engaging lesson.
- The students gain a better understanding of the classroom material after a Youth Fusion activity. They then are able to relate the knowledge back into the classroom.
- I'm starting to see a regular, core group of students attend my activities each week. It's clear that they are really committed, and that inspires me!



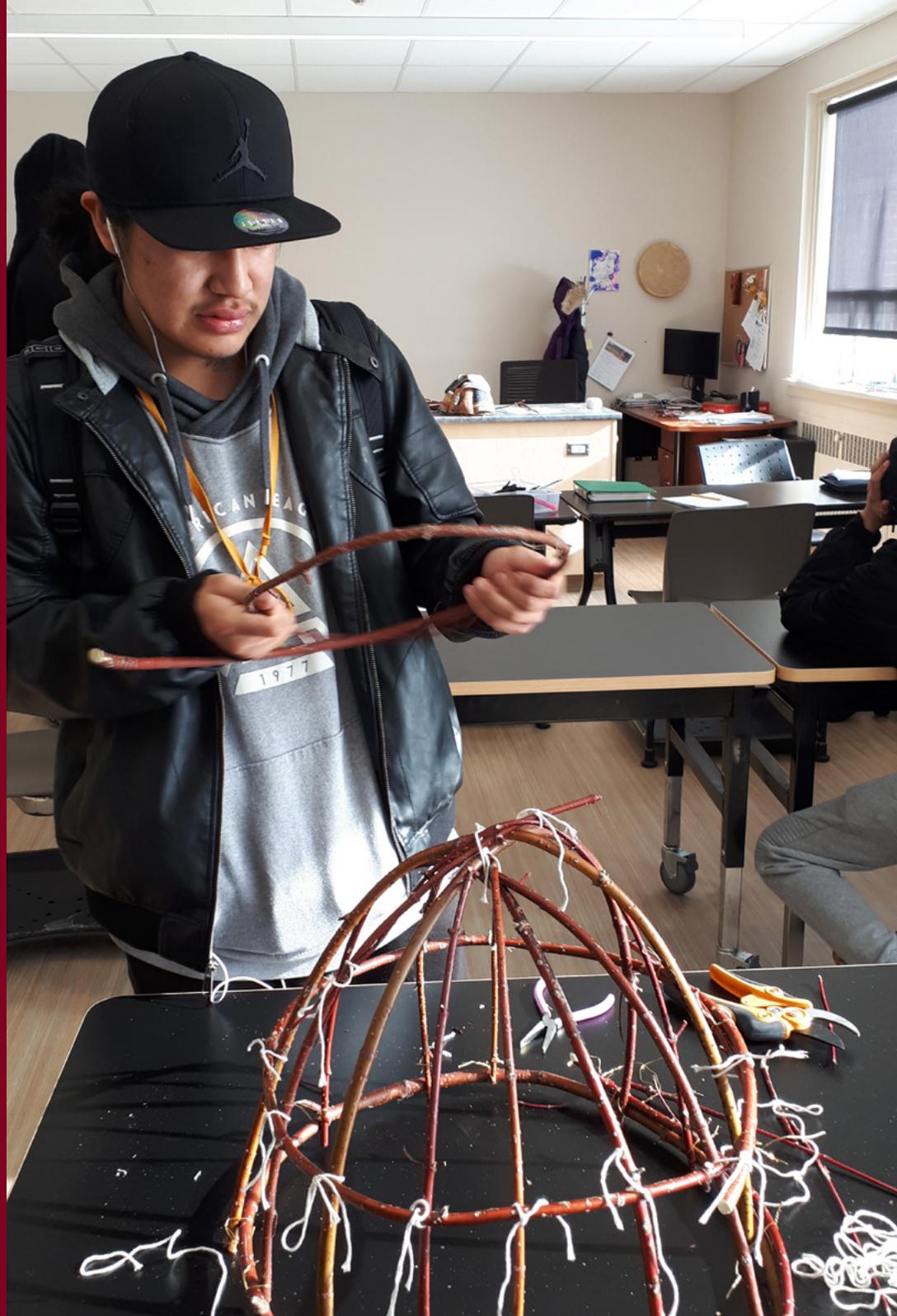
21 participants



198 hours

85

activities





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