



FINAL REPORT
2014-2015



KELLY SCHWAB

M.Community Economic Development

ACADEMIC SUPPORT

John F. Kennedy High School, Montreal

I am tutoring Secondary 4 and 5 students in History at John F. Kennedy High School. The school has selected fourteen students who are struggling in their history classes, a mandatory course in order to graduate High School. I tutor these students in small groups for a total of 10 hours a week. We work on their history notes, assignments and upcoming tests with the goal of their passing the course at the end of the year.

HIGHLIGHTS

I really enjoy working with youth, particularly teenagers. They are funny, confused and curious and often want to be engaged. It's fun trying to bring out that engagement!

I try to challenge my students to think about issues in new, complex ways that connect to their lived experiences.

Motivating youth can be difficult and takes tons of energy, which is a good challenge for me.

I enjoy seeing that lightbulb moment when something clicks for students.

Many of my students often needed an outlet to talk about all sorts of topics or to ask questions. They seem to like having a person beside their parents/teachers to talk to.

At the beginning it was hard to convince students to always attend school/tutoring. Towards the end, many students began asking to come several times/week.



14

NUMBER OF YOUTH
PARTICIPANTS



153

NUMBER OF HOURS
WORKED



ELENA BYK

B.Fine art, Design de mode

RELÈVE MODE

Lakeside Academy, Montréal

Le projet a mis du temps à démarrer. En effet, lors des premières rencontres, une dizaine d'élèves étaient présents. Des élèves sont partis et d'autres les ont remplacés au cours de l'année. C'était difficile que des élèves ne soient pas venus, ils ratent une leçon et on passe à autre chose le cours d'après. Je me suis rendue compte que je devais continuer à planifier de nouvelles activités et ne pas attendre les élèves manquants. Au fur et à mesure, les élèves qui étaient vraiment intéressés sont venus et nous avons trouvé notre rythme. Grâce à l'école, j'ai pu faire quelques journées entières de travail avec les étudiants. Cela a permis une cohésion dans le groupe, mais aussi de boucler des étapes importantes comme finir les dessins de la collection. Dans l'ensemble, tout s'est bien déroulé et nous avons aujourd'hui remporté deux prix (révélation de l'année pour un des élèves et collection la plus tendance masculin)

FAITS SAILLANTS

Pour contrer l'absentéisme, j'allais dans les couloirs lors de la sonnerie de la dernière période de la journée pour motiver les élèves.

Dans mon groupe, j'ai eu un élève qui a des problèmes de comportement à l'école (deux exclusions dans l'année). Il est arrivé au cours de l'année dans le projet et il a été très motivé.

J'ai souligné l'implication du jeune en lui permettant de modifier une tenue à son goût pour la collection. Il a pu ainsi faire sa place alors que la plupart des éléments étaient fixés.

Une étudiante qui avait des difficultés à imposer ses idées et à se faire confiance a été la porte-parole du groupe lors du gala.

Cette même élève avait des difficultés à prendre des initiatives et à suivre les indications données. Cependant, en étant mise de côté par le rythme de travail des autres élèves, elle en a réclamé.

Les tâches réclamées par l'étudiante ont alors été exécutées avec brio. Elle a gagné confiance en elle et a pu ainsi développer une habilité en couture.



7

NOMBRE DE
JEUNES



251

NOMBRE D'HEURES
TRAVAILLÉES

THIBAUT ZIMMER

B.Art education

VISUAL ARTS

John F. Kennedy High school, Montréal

The students at JFK High school have worked on various projects throughout the year. We took on many art workshops that aim to help the students better understand and apply art techniques and especially concepts. Throughout the creation of several murals within the school, our group was able to work cohesively. We then took on workshops that include new-media technology in order to reach our technologically-savvy students. Finally, our partnership with the Montreal Museum of Fine Arts has helped us develop a project around the theme of Heart. With our artworks, we organized and hosted our students' first Art Vernissage outside of the school to connect with our community.

HIGHLIGHTS

The students were extremely proud during our vernissage and dressed up for the occasion.

One student was able to sell his artworks at our vernissage..

One student has expressed how different and captivating our projects are in comparison to the other school art projects.

The students have gained much confidence in their art-making. They are visibly more comfortable and confident with themselves and their creativity.

A particular student loves to work on creating videos about our work and has stated that he loves to do that and hopes to continue creating documentaries.

The students have been able to teach each other certain techniques that I have taught them. They are now peer-teaching each other.



14

NUMBER OF YOUTH
PARTICIPANTS



120

NUMBER OF HOURS
WORKED



ELODIE LAMBERT

B.Sociology

ACADEMIC SUPPORT

Beurling Academy, Montréal

My project entails the tutoring of Secondary 1 and 2 students in English. For 3 out of the 5 school days I work with my students and their teachers to better improve their reading and writing skills. I work along side the teachers to make sure that I am up-to-date with their lesson plans in order to provide efficient and effective tutoring. I prepare worksheets and exercises that allow my students to continuously practice what they are learning. In addition, I also arrange English related games to help kickstart their brains before every tutoring session. These games often include Scattergories, Word Scramble or anagram games and Scrabble. I also come up with fun activities that encourage writing. For example, I have my students turn in a paragraph about a movie or TV show that they enjoy. Furthermore, my students come up with stories or their own topics to write about that they can later proofread themselves.

HIGHLIGHTS

Watching my students progress throughout the school year. Many of my students were unable to write a proper paragraph, but now most of them are able to do so with few mistakes.

Beurling Academy provided amazing support and encouragement to their students in the Youth Fusion tutoring services.

Beurling Academy also provided me with amazing support and resources. I was constantly asked if I needed any other resources and if the students were behaving accordingly.

The teachers provided their support and resources to help me better serve the students.

My 3 English Speakers of other Languages showed astounding progress throughout the school year! They are now a lot more open to making mistakes and learning from them.

My students never failed to amaze me with their eagerness to attend the sessions. Many of them even got permission to attend several times a week.

My students participated and worked with me to ensure that my tutoring methods were efficient and effective.



16

NUMBER OF YOUTH
PARTICIPANTS



120

NUMBER OF HOURS
WORKED



LIANNE LUCIANI

B.Bachelor of Arts

ACADEMIC SUPPORT

Beurling Academy, Montréal

Math tutoring to high school (grade 7-11) students was given three mornings per week from February to June. Students were scheduled to come to tutoring either Tuesday, Wednesday or Thursday during periods 1-4. Students were given support on the material they were covering in class. The students in the grade 10 CST Math started reviewing for the ministry exams, which they will be writing in June, in April.

HIGHLIGHTS

A grade 10 student transitioning from being disinterested in math to being highly motivated. She often says that it's really nice to finally understand math – and even fun.

Grade 10 and 11 students experiencing an increase in academic performance, many of them going from a failing grade to passing.

A grade 10 student starting to complete his math homework and returning to tutoring sessions with questions.

A grade 10 student gaining confidence in her mathematical abilities and starting to believe that there is a chance that she can pass the year (and final ministry exams).

A grade 7 student keenly attempting harder problems – even with the chance that she may get it wrong. Mistakes were permitted and were, in fact, an opportunity to learn.

Students expressing a general enthusiasm toward their math studies. Some students even expressing their enjoyment during our weekly hour together.

Strong, trusting relationships built between the students and me. They believed that I could help them and in turn worked very hard – listening to correction and instruction.

Receiving support from the administration, guidance counselor and resource team. A quiet classroom, materials and organized scheduling were provided.



38

NUMBER OF YOUTH
PARTICIPANTS



135

NUMBER OF HOURS
WORKED



CRISTINA ROOS

B.Human Relations, Applied Human Science

ACADEMIC SUPPORT

John F. Kennedy High School, Montréal

The objective is to offer a tutoring service to junior students, who were identified at risk by staff, teachers and administrators of JFK high school. This entailed being available and ready to help students from secondary 1 to 3 with any subject that they need assistance with. Over the school year, Math was the most frequent subject student needed support with. The tasks ranged from homework, reviewing in-class material, and studying. The scope of other subjects the tutor helped students with, ranged from french, history, biology, science, media and english. Each session varied based on student attendance, material, and academic competency

HIGHLIGHTS

Freedom to chose a subject helped create a working climate students were motivated to work in.

Strong support from staff and administrators helped with the assements of student academic need.

Freedom to break down 75 minute period into 15 minute work sessions helped productivity.

Students sharing their marks and results from work I helped them complete.

Building a strong relationship with sec 2 students and helping them study for the end of year math exam.

One on one tutoring session helped build trust which helped create a safe space for students to try new things.

Getting to observe and participate in the aquisition of math skills for students.



25

NUMBER OF YOUTH
PARTICIPANTS



135

NUMBER OF HOURS
WORKED

CHLOÉ MANSEAU-LAFOND

B.Theatre and Development (Théâtre d'intervention)

THÉÂTRE

École secondaire Cavalier de Lasalle, LaSalle

Je dispensais des ateliers dans 7 classes d'anglais langue seconde de secondaire 1 et 2 dans des classes spécialisées (classes d'adaptation scolaire et classes de dyslexie). À chaque période, je prenais entre 3 et 4 élèves dans un local séparé pour monter une courte pièce de théâtre en anglais (Molière, Shakespeare, Commedia Dell'Arte, etc.) d'environ une minute que nous présentions au reste de la classe à la fin de la période. Durant cette période, nous travaillions la prononciation, l'apprentissage de nouveaux mots, la création de personnage ainsi que l'aspect théâtral de la pièce. Tout se passait en anglais.

FAITS SAILLANTS

Les élèves ont rapidement et facilement créé un lien de confiance avec moi puisque nous travaillions en petits groupes.

J'ai eu une discussion sur le décrochage scolaire avec un jeune très à risque (adaptation scolaire et comportements contre l'autorité). Je lui ai donné des trucs pour se motiver à l'école.

La prononciation des mots s'est nettement améliorée après les ateliers pour tous les élèves. Plusieurs d'entre eux ont aussi élargi leur vocabulaire (en classe de dyslexie notamment).

J'ai parlé des différents niveaux d'études avec plusieurs jeunes afin de les aider à faire des choix d'avenir éclairés et adaptés (Par exemple, une jeune fille a changé de plan de tatoueuse à infirmière)

Les élèves ont mentionné, après l'activité, être moins gênés devant leurs collègues, notamment en parlant anglais et en ayant moins peur du ridicule.

Les jeunes me parlaient régulièrement de leur vie personnelle et de leur relation avec leurs parents et amis. Sans m'impliquer dans leur vie, je pouvais leur offrir une oreille attentive.

Beaucoup d'élèves ont mentionné qu'ils aimeraient que l'activité se poursuive l'an prochain.



117

NOMBRE DE
JEUNES



87

NOMBRE D'HEURES
TRAVAILLÉES



LYDIA RISI

B.A. Political Science and Human Rights

ELEMENTARY LEADERSHIP & ENGAGEMENT PROJECT

Willie J Happyjack Memorial School and Rainbow Elementary School

This year, at the request of the school administration, Youth Fusion placed a project coordinator full-time at Rainbow Elementary School. The project coordinator worked in class with grade 6 classes 2-3 periods per day, to support classroom management and provide individual academic support to targeted at risk students. This helps facilitate the transition to high school. Extra-curricular activities, which included student council, sports, healthy cooking, media and arts, aimed to create opportunities for students to reappropriate their school as a creative space, where they feel safe and engaged. The student council got off to a strong start, and participants were even motivated to attend workshops on a ped-day.

HIGHLIGHTS

Elementary student leaders participated in a Community Asset Mapping exercise, and wrote, acted and recorded an original film which proposed a solution for bullying in their school.

The project coordinator helped the school regular potlucks, which gather up to 700 people. Students contribute by cooking and documenting the event through photography.

12 photo club students communicated with a Montreal high school by exchanging photos, accompanied by captions, on the themes of happiness, culture, art, family, laughter, etc.

Elementary students enjoyed creating original comic books, combining hand-drawing with computer graphics skills.

Daily after school activities took place at the school and in partnership with the Youth Centre and Brighter Futures.

Four high school students acted as leaders and role models by helping to animate the cooking class and film-making activities for elementary students.

The principal said that one at-risk student with behavioural difficulties was able to stay in school due to the daily individual support provided by Youth Fusion.

Students in grade 4-6 succeeded in writing, acting, and recording an original film on the theme of bullying.



61

NUMBER OF YOUTH
PARTICIPANTS



744

NUMBER OF HOURS
WORKED



CASSANDRE COMTOIS

B.A. Therapeutic Recreation

LEADERSHIP & HEALTHY LIVING PROJECT

Wabannuato School, Eastmain

This was Youth Fusion's second year with Wabannuato Eeyou School and both project coordinators returned to Eastmain for a second year. The focus of the project was to continue bridging the gap between school and community through partnerships with the Youth Council and the Cultural Department of Eastmain. The main objective of this project was to provide the students with healthy habits and leadership skills. Through teambuilding workshops and by facilitating the Student Council, Cassandre empowered the students to be positive leaders, to take ownership of their school, and to work together to make it a place where they feel they belong.

HIGHLIGHTS

58 students, in grade 5 to secondary 5, were involved in weekly Healthy Cooking classes. A number of students said that they made the recipes at home afterwards.

16 students, representing grade 5 to secondary 5 classes, attended weekly Student Council meetings and organized games nights, dances, party on ice, movie nights, haunted trail, bake sales, etc.

Students enrolled in the school's Work Oriented Training Program enjoyed cooking workshops where they received hands-on experience and learned about the expectations of working in the food industry.

During bi-monthly workshops with the grade 5 class, targeted due to numerous behavioural problems, students played games that promote team-work, listening, and communication skills.

Board games club and arts & crafts activities, offered on alternating weeks, reached 25 elementary students, who discovered new interests and practiced cooperative skills.

A winter weekend was organized where students enjoyed traditional food and were proud of their achievements during the snowshoe excursion and other winter activities.

More than 50 elementary students participated in lantern making workshops which culminated in a Lantern Walk around the community.

A Drop the Pop Campaign was organized for elementary students in collaboration with the nutritionist and dental hygienist.



188

NUMBER OF YOUTH
PARTICIPANTS



1368

NUMBER OF HOURS
WORKED



FRANCES SMYTH & ÉLAÏNE CHARLEBOIS

B.A. History and Religion (2013), Concordia University / B.A. Sociology, Concordia University

ELEMENTARY LEADERSHIP PROJECT

Annie Whiskeychan School, Waskaganish

Youth Fusion runs daily after-school programming for elementary students in order to establish a safe and fun environment in which children can explore their interests and develop their abilities. Sports, Arts, and Healthy Cooking are offered to grade 3-4 and grade 5-6 groups separately, on a 6-day cycle. Teamwork and respect are always strong components of each activity. In addition to extra-curricular activities, Elaine worked regularly with the Transitions class, a group of Grade 4 students who are considered at-risk due to various learning disabilities.

HIGHLIGHTS

Worked with the Transitions class on 15 occasions, offering extra attention to small groups of students who are considered at-risk of drop-out.

I did a lot of cooking and baking with the students. I did after school and lunch time cooking on 20 occasions. I also did 2 hour in class work shops on healthy cooking and nutrition with 6 classes.

On a few occasions we did large collaborative art projects to put up in the school. The students worked well sharing the art and were proud to have it put up in the school.

Love is Louder week involved in class workshops on anti bullying and fun activities. There was a change in atmosphere in the school that week. Students were in higher spirits and more polite.

On three occasions the high school and elementary school did combined girl talk sessions. It was good to see the older and younger girls working and having fun together.

Students had a chance to grow their own spouts, celery, and sweet potatoes in class. It was important to show them they could grow their own food since fresh food is so expensive and hard to get.

Student leaders helped with Easter activities, decorating for summer day, and many other projects and events. It was great to see them helping out to make the school a better place.

The students invited to the leadership conference did a great job fundraising. They were really enthusiastic and excited to help fund their own trip. They baked goods around the school on their own and kept track of how much money was made.



160

NUMBER OF YOUTH
PARTICIPANTS



1026

NUMBER OF HOURS
WORKED



TIINA KUKKONEN

M.A. Child Studies, B.F.A. Art Education

ARTS, MEDIA, AND LEADERSHIP

Wiinibekuu School, Waskaganish

The aim of this project is to get high school students engaged in visual arts and media related activities. This is achieved through in-class and extra-curricular projects. The main focus this term was to engage students in collaborative art-making. In many cases, the work they produce enlivens the school for all students, and contributes to a feeling of pride and success.

Support was also given to the other Coordinator at Wiinibekuu with leadership related activities, such as student council and running the Girl Talk group for high school girls.

HIGHLIGHTS

Stairwell Project: in collaboration with one of the art teachers at the school, we developed a project that allowed the students to paint one of the stairwells of the school.

Canteen art: during morning and afternoon recess, art stations were set-up at the canteen where the students could complete quick, collective art projects.

Plaster casts: during one Girl Talk meeting, we made plaster casts of our arms that were then painted to reflect our interests/personalities. The girls were really into it.

«Stick Together» banner: during Love is Louder week, each student contributed to a collective banner by writing a positive message on a post-it note. The students responded really well to it.

Valentine's Day Dance: it was great to see so many students come out and enjoy themselves.

Go Green week: did in-class activities related to the environment, and made a goose sculpture from garbage that was collected from around the school.

Art show: organized an art show of the students' work and the stairwell project. It was great to see all of their art in one place and on display for everyone to appreciate.

Girls Fitness: took some girls to the gym and out for fitness walks by the river. Had fun while being active!



74

NUMBER OF YOUTH
PARTICIPANTS



1156

NUMBER OF HOURS
WORKED



JASMINE LANTHIER-BRUN

B.A. Communications and Human Relations (2011)

ELEMENTARY LEADERSHIP & COMMUNITY BUILDING

Waapinichikush Elementary School, Chisasibi

This year, Youth Fusion placed two project coordinators at Waapinichikush school, to better serve the large student body. Jasmine as focused on facilitating the Student Council, which consists of elected representatives of each grade 5 and 6 class, who are introduced to leadership skills by attend bi-monthly meetings, build school spirit by helping with school activities, and participate community events. In addition, Jasmine has launched new after-school science and photography clubs which integrate a strong educational component. Youth Fusion's activities at Waapinichikush also favour nutrition and physical activity, as well as motivation, social skills, and a dynamic school climate, all factors that contribute to school perseverance.

HIGHLIGHTS

Fruit Workshops: Organizing and leading a fun workshop about fruit for all grade 1 and grade 2 classes. Focus on the berries that grow locally. Showing students how to cut fruit for a yogurt sundae.

Spices Workshops: Allowing students to learn about and smell different spices that were then incorporated in the recipes they had during their Healthy Cooking Class.

Swimming: Making use of the new & beautiful swimming pool that is next door to the school. Bringing the older students there once a week for free.

Outdoor Club: Getting kids outside during the wintertime with sports such as snowshoeing, sledding and cross-country skiing.

Trip to Kilometre 20: Bringing students on a fun field trip to the nearby beach for some sports, games, a fire-building contest as well as food cooked on a bonfire.

American Sign Language Club: Collaborating with a special educator at the school to offer a club to learn sign language! The students were so proud to show off their learned signs.

Library Club: Allowing kids time to read books in the library as well as bringing a whole bunch of board games and puzzles for them to use. The kids loved learning new board games and this club was a big hit!



202

NUMBER OF YOUTH
PARTICIPANTS



1068

NUMBER OF HOURS
WORKED



MATTHEW WOLKOW

M.F.A Film production

PROJET CLIP

École secondaire John F. Kennedy, Montréal

Dans l'ensemble, le projet s'est bien déroulé. Les jeunes ont présenté un film qui portait sur une thématique qu'ils ont eux-mêmes choisie.

Ils ont mérité le prix du meilleur scénario au gala. Après le gala, ils étaient fiers d'avoir remporté ce prix.

FAITS SAILLANTS

Le projet a permis à une jeune, qui habitait dans une maison de jeunes et qui était souvent absente, de rattraper à l'école.

Une autre jeune en difficulté scolaire s'est beaucoup impliquée dans le projet. Elle s'est fait de nouveaux amis, et cela lui a permis de persévérer à l'école.

Bien que la majorité du groupe était des élèves de secondaire 5, deux jeunes de secondaire 3 qui se sont impliqués cette année, étaient vraiment enthousiastes à l'idée de poursuivre le projet l'an prochain.

La thématique de l'homophobie, dont traite le film récompensé au gala, semble avoir eu une bonne influence dans cette école.

Je crois que le fait de gagner un prix au gala a été significatif pour ces jeunes de secondaire 5, car plusieurs d'entre eux ont été refusés au Cégep malheureusement.

Au début de l'année, deux filles de secondaire 5 ont manqué plus d'un mois d'école. Quand elles sont revenues, elles ont participé au projet et elles n'ont pas eu d'absence prolongée depuis.



15

NOMBRE DE
JEUNES



140

NOMBRE D'HEURES
TRAVAILLÉES

ARIEL ST-LOUIS LAMOUREUX

B.A. Design for Theater



MULTIMÉDIA

École secondaire Calixa-Lavallée, Montréal

Dans le cadre du 100e anniversaire de l'arrondissement Montréal-Nord, trois classes d'Accès Réussite de l'école Calixa-Lavallée raconteront leur quartier par le média de la vidéo. Dix équipes ont hérité d'une thématique pour aborder l'histoire et leur relation avec Montréal-Nord. C'est par le biais de courtes capsules diffusées sur le web et à la maison de la culture de Montréal-Nord, le 5 mai prochain, que ces élèves prendront la parole. Le 100e de Montréal-Nord donne l'opportunité à 65 étudiants de Calixa-Lavallée de s'engager dans le récit de leur quartier, mais aussi d'ouvrir leur horizon en rencontrant des citoyens partageant le même lieu de vie.

FAITS SAILLANTS

Au tournage, une équipe disposait de 1h30 pour filmer une scène de dialogue. Ils étaient sceptiques face à la réussite de leur tournage, mais ils ont réussi.

Une équipe a pris conscience de l'augmentation de leur confiance. Ils m'ont dit qu'au début ils ne pensaient pas être capable, mais que de réussir leur donnait envie d'en faire encore plus.

Lors d'un tournage dans un aréna public, un élève s'est lui-même porté volontaire pour approcher les gens, leur expliquer le projet et leur demander une autorisation pour les filmer.

Lors d'un tournage, un élève a pris l'initiative d'amener sa propre caméra pour obtenir le plus d'images possible pour le projet de son équipe.

Dans les couloirs et en classe, les élèves demandent souvent quand va avoir lieu la prochaine étape de leur projet. Ils ont souvent hâte de travailler sur leur capsule.

Une élève qui ne tournera son projet qu'en avril prochain, a commencé dès décembre à combler les rôles du scénario de son équipe.

Les idées des élèves ont réussi à convaincre deux restaurants, deux personnalités publiques et des personnes âgées de la résidence voisine de participer à leurs projets.

À deux reprises, les élèves ont réalisé un photomaton dans la salle commune de leur école. Ils ont amassé presque 100\$ pour leur projet.



60

NUMBER OF YOUTH
PARTICIPANTS



473

NUMBER OF HOURS
WORKED



AL BARAA AL ZOABI

Maîtrise Génie Aéronautique

PROJET ROBOTIQUE - FLL

Écoles primaires Wilfrid-Bastien, Chénier, St-Ocatve, Ste-Marguerite-Bourgeoys, Simone-Desjardins et John F. Kennedy High School, Montréal

J'ai aidé les élèves et les entraîneurs des écoles à se préparer pour les compétitions en les offrant des conseils et des guides de design et de programmation.

FAITS SAILLANTS

Je fus nommé par l'équipe de l'école Chénier pour le titre de meilleur mentor au Festival de robotique au stade Uniprix

Trois des équipes que j'ai visitées ont gagné des prix dans les qualifications et au Festival



140

NUMBER OF YOUTH
PARTICIPANTS



212

NUMBER OF HOURS
WORKED

XINA COWAN, LYDIA AUDLALUK & ZOE KROONENBURG

B.A. Human Relations, Minor in Psychology

LEADERSHIP & HEALTHY LIVING COORDINATOR

John Abbott College, Montreal

This fall, Youth Fusion launched a pilot program to help integrate and engage First Nations and Inuit students at the CEGEP level. Students from reserves and from remote northern communities face many barriers to school success at college, including home-sickness and isolation, as well as language and cultural barriers within the education system. Indeed, 58% of the Aboriginal students surveyed by Youth Fusion at John Abbott Collage indicated that they found it challenging to stay in school.

Youth Fusion's project coordinator works alongside two Inuit students to cooking, sports, fitness, and weekly outings. The project aims to familiarize students with the college facilities and city; build ties among Aboriginal students, and even provide an incentive for students to consume less drugs and alcohol. The project coordinator also provides some academic support to participating students. This project is funded by Kativik School Board, Cree School Board, and Concordia University.

HIGHLIGHTS

Cooking workshops are extremely popular, and bring together Aboriginal students from all different backgrounds. They have fun connecting, and learn how to cook healthy meals at home on a budget.

Monday lunch-time workouts at John Abbott's fitness centre are a great opportunity for students to hop on the treadmill or bike, or weight train. During the winter, we had a floor hockey team!

Adapting to a college workload is challenging - students can get overwhelmed with work and really benefit from one-on-one help. This is also a great chance to connect with them on a personal level.

Hiring two Inuit students has been win-win: it has strengthened Youth Fusion's connection with the student body, and has empowered Zoe and Lydia as young, working women.

Students volunteered at Projets Autochtones du Quebec, a homeless shelter for Aboriginal people. They also hosted a bake sale for the Native Women's Shelter of Montreal.



58

NUMBER OF YOUTH
PARTICIPANTS



805

NUMBER OF HOURS
WORKED

VINDYA SENEVIRATNE

Honours Specialization in International Relations, Minor in French Language and Translation at Western University

LEADERSHIP & HEALTHY LIVING PROJECT

École Luke Mettaweskum School

The objectives of the Leadership and Healthy Living project in Nemaska are to encourage students to stay in school and be active participants in their community. In addition to a weekly roster of student council, nutrition and physical activities, Youth Fusion supervises the school's student lounge and healthy canteen, which contribute to students' sense of belonging at school. The daily activities support school perseverance factors such as: School climate, including security, respect, absence of discrimination, involvement of student leaders as role models, involvement of the community; Nutrition and physical activity; self-esteem, autonomy and social skills; peer group; motivation; and contributing to a culture of high expectations for at-risk youth.

HIGHLIGHTS

12-15 students attended Student Council meetings to plan, prepare, and organize activities for school and community, such as a bake sale fundraiser.

15 students planned, decorated, and rehearsed for 2 weeks to prepare for the Community Haunted House, which was attended by a large portion of the community.

20 students began consistently attending the local fitness centre, and with the Vidya's guidance, were able to achieve fitness goals that contribute to a healthier lifestyle.

7 students attended Healthy Cooking lessons where they honed their cooking skills and learned the value of nutritional knowledge.

20 students attended sports sessions after school where they had an opportunity to get in some exercise and learn the importance of teamwork.

3 students hosted our first-ever student run radio show, giving them the opportunity to practice public speaking and problem-solving skills.

2 students became the "sports leaders" of the group, where they always encouraged their peers to participate in community sports.



41

NUMBER OF YOUTH
PARTICIPANTS



506

NUMBER OF HOURS
WORKED



SATYA MILLER & MATT SCHLECK

B.F.A. Art History and Studio Arts

B.A. English

PERFORMING ARTS

Ajagutak School, Tasiujaq



This year, Youth Fusion launched a Performing Arts program in Tasiujaq, an Inuit village of 303 people located on the coast of Ungava Bay. Working closely with the Ajagutak School, the coordinators of the new program manage to reach all 84 students. In-class and after school activities involved music games, dance, guitar, djembe, flute, ukulele, photo and film projects. Satya and Matt also animated daily recess activities, and coordinated the Christmas Show, Talent Show, and 2 community jams.

HIGHLIGHTS

Youth Fusion offered over 200 in-class activities, over 200 recess activities, and over 125 after-school activities in Tasiujaq this year.

2 students from Tasiujaq traveled to the Salluit Youth Fusion Regional Talent Show, and were awarded the prize for "Rising Star."

Youth Fusion animated daily recess activities for elementary and secondary students, to promote cooperation and physical activity on the playground.

Satya & Matt involved 3 local partners who led group lessons in guitar, flute, piano and throat singing on a weekly basis.

With support from KRG, Youth Fusion hired a Secondary 5 student, Sapina Saunders, to animate additional Arts & activities during the spring semester.

Secondary students filmed the first ever documentary about Tasiujaq, including interviews with local professionals.

The French 1.0 class filmed an edited a music video for popular Inuit artist Jaaji Okpik.

Students & community members performed and showed their films at the Talent Show, sharing the stage with Nunavik artist Saali Keelan.



84

NUMBER OF YOUTH PARTICIPANTS



1160

NUMBER OF HOURS WORKED

RECENT GRADUATES



SHANICE YARDE

B.Human Relations and Psychology

COOKING CLUB

James Lyng High School, Montreal

The Cooking Club is one of the most popular program at James Lyng High School. It's been a privilege to have worked with these youth over the past two years, watching them learn and grow as both individuals and as a group. The Cooking Club is an important space for the youth at J.L. because we do more than cook. We talk, dance, sing and rap in addition to cooking hearty meals that we enjoy together. After a long day at school, the Cooking Club is a place the youth come to relax, unwind and most importantly eat the food they take part in preparing and cooking. Their willingness to show up and participate is a testament to the importance of the program. In addition to the skill building opportunities, youth are also receiving a meal. They often come hungry for a combo of reasons such as not eating breakfast/lunch or lack of access to food on top of being in school all day. Therefore, I almost always make sure to choose recipes that are substantial so they're guaranteed dinner.

HIGHLIGHTS

The youth are so independent! I used to write out the directions on the board but now they pick their ingredients and apply their learned skills.

We've had powerful convos discussing police brutality and systemic violence, especially against people of colour. They also shared their experiences.

The Celebrity Chef series was such a hit this year. We welcomed chefs from restaurants in the area and tried new dishes like Tandoori Chicken Tacos.

Participants in the Cooking Club cooked yummy chicken wings for the Open House at the beginning of the year. There were none left by the end.

We treasure our radio in the kitchen and always blast music to sing/rap/dance to while we prepare and cook food. I know the latest songs because of them.

We continued our cook-off tradition participating in cook-offs throughout the year in the Cooking Club. As usual, their creativity was so impressive.

I facilitated sex ed workshops with the nurse throughout the Winter so it was great to sometimes continue the conversations/answer more questions.



32

NUMBER OF YOUTH
PARTICIPANTS



200

NUMBER OF HOURS
WORKED



ÉRIC BURNET

M.Communication Studies, Human Geography

ACADEMIC SUPPORT

Beurling Academy, Montréal

Youth Fusion's tutoring project at Beurling Academy consists of providing extra academic support in core courses to students at-risk of failing or simply needing extra assistance. Tutoring takes place one-on-one or in small groups. Subjects covered by this coordinator include Math, French and occasionally English. The project also involved meeting and coordinating with school teachers, administration and support staff to best assist the targeted students.

HIGHLIGHTS

Seeing students make an effort in a subject for the first time because of a one-on-one environment.

Witnessing one student learn new study and organisational skills, and go from failing math to helping other students with it.

Providing a small group setting for French As A Second Language students to feel more comfortable in and to start coming out of their shell.

Receiving reports from the class from which small French groups were being drawn that behaviour and concentration improves in the class when the total number of students goes down.

Being able to help younger students not only with their class work, but with overall study skills, organizational skills and methods to decrease anxiety about tests.



39

NUMBER OF YOUTH
PARTICIPANTS



235

NUMBER OF HOURS
WORKED



ÉRIC BURNET

M.Communication Studies, Human Geography

MUSIC

Beurling Academy, Montréal

Youth Fusion's music project at Beurling Academy consists of lunchtime and after-school extra-curricular lessons, workshops and open jam sessions that take place in the school's music room. The project is also punctuated by in-class activities, mainly assisting the B.A. music teacher Gary Lindner, as well as various field trips. Past trips have included studio recording sessions, a visit to an instrument-making workshop. Overall, the project is coordinate in an open club format where students of various ages and backgrounds can mingle, learn from each other and collaborate. Its strength is the links forged between students and the knowledge, experience and commitment they pass on to each other from one year to the next.

HIGHLIGHTS

Having students from the project perform extra songs at the Christmas and Spring concerts, gaining experience and self-confidence.

Guiding a grade 7 student with a learning disability and who is grieving the loss of his mother to learn drums, begin composing music and performing.

Helping a group of very at-risk grade 7 students to organize, record (in a professional studio) and perform original hip hop compositions.

Witnessing a very withdrawn student who is repeating grade 10 gain confidence and new friends as he learned drums and played with the senior Youth Fusion band.

Seeing senior students involved in the project for four years work on their interpersonal, organisational and life skills as they mature.

Helping students from different grade levels, cultural backgrounds and socioeconomic levels form collaborative links and friendships.

To have the music project be a place that school can count on when one of the students is in need of a safe place or a resource person to talk to.

Helping a very at-risk grade 8 students with language difficulties learn bass, perform music and work on making friends and interacting with others.



16

NUMBER OF YOUTH
PARTICIPANTS



150

NUMBER OF HOURS
WORKED



ADAM O'CALLAGHAN

B.Musique/Performance Jazz (2008)

MUSIQUE

École secondaire Pierre-Dupuy, Montréal

J'ai mis en place des ateliers de musique, pratique libre tous les jours, des ateliers avec certains jeunes pendant les heures de cours et des ateliers avec des groupes TED pendant les heures de cours. Préparation de pièces durant l'année pour performances au spectacle de Noël et Cabaret musique à la fin de l'année. Enregistrement de pièces originales des élèves, individuellement ou collectivement lorsque c'est possible.

FAITS SAILLANTS

Un jeune rappeur qui manque de confiance est dirigé vers les ateliers par une autre intervenante. Il commence à venir régulièrement pour l'enregistrement de ses textes originaux.

Un étudiant, qui a commencé à jouer du piano avec moi en octobre, présentera trois pièces avancées lors du gala méritas.

Un jeune élève à risque fréquentant les ateliers développe des habilités sur plusieurs instruments au cours de l'année. Il est un participant important au spectacle de fin d'année.

Lors d'ateliers avec le groupe TED, nous enregistrons les textes que les jeunes ont écrits (avec musique). Plusieurs s'épanouissent pendant ce processus et les enseignants sont agréablement surpris.

Une élève impliquée depuis quelques années dans les ateliers continue à se surpasser, apprenant la basse et le piano cette année.

Une première sortie à l'opéra inspire les jeunes qui y assistent.

Une élève autiste très douée en musique commence à fréquenter de façon régulière les ateliers du midi et devient une participante clé au spectacle de fin d'année.

La participation de plusieurs élèves au spectacle de Noël en collaboration avec l'école impressionne beaucoup les élèves adultes et crée de nouveaux liens dans l'institution.



25

NOMBRE DE
JEUNES



472

NOMBRE D'HEURES
TRAVAILLÉES



ALEX CLAUDE

B.A. Creative Writing

ELEMENTARY LEADERSHIP & ENGAGEMENT

Voyageur Memorial Elementary School, Mississini

Youth Fusion's daily extra-curricular activities at VMS successfully engage students who are at-risk of drop-out due to low attendance and behavioural issues. Participants gain positive associations with school and develop their self-esteem and healthy decision-making skills. Because student leaders and role models contribute to a school climate that fosters perseverance, Youth Fusion launched an elementary student council. Class representatives from grade 5 and 6 met on a weekly basis, and honed their leadership abilities by planning school-wide events. Finally, Susannah provided individual Math tutoring for selected students in remedial classes, giving them a space to learn at their own pace, and strengthening the academic skills that will facilitate the transition to high school.

HIGHLIGHTS

Seven students were targeted by their teachers to receive individualized academic support in Math.

The Student Council organized an Attendance Challenge for all grade 5 and 6 classes during the month of December, in order to help counter absenteeism. The winning class received a pizza party!

The Student Council organized a food drive to collect non-perishable items and donate them to a local charity, «Wreath of Hope.»

The principal reported that some troubled girls developed strong relationships with the project coordinator and had fewer discipline issues thanks when participating in Youth Fusion activities.

Healthy cooking classes, in collaboration with the nutritionist, reached 66 students, and encouraged healthy eating habits, kitchen safety, and team-work.

Poetry workshops in all grade 6 classes supported literacy skills, self-esteem and self-expression; over 60 student poems were collected in a graduation anthology.

Extra-curricular activities per week focused on visual and performing arts, including: drama, hip-hop dance, singing, painting and crafts.



135

NUMBER OF YOUTH
PARTICIPANTS



563

NUMBER OF HOURS
WORKED