Extra-curricular arts and singing activities continue to engage a large number of students in grades 3-6, including many with academic and behavioral difficulties. Emma also works on Academic Engagement, providing individual tutoring in to grade 5 and 6 students who are targeted by their teachers. Supported by Rogers Youth Fund, the tutoring program aims to help students transition to high school.

- Two singing recitals and art shows were held, each attended by 60 parents, teachers, and community members. Sixteen children performed folk and pop songs, and 45 students' artworks were displayed at the school.
- Emma adapted Youth Fusion’s leadership camp activity manual to an elementary audience.
- Emma worked regularly with students at risk due to FAS, unstable family situations, suicide attempts, self-harm, and substance abuse.

- Arts and crafts activities, such as drawing, painting, sewing, weaving and beading, were held 3-4 times per week and reached 149 students in grades 3-6.
- 42 weekly singing classes promoted artistic expression and literacy, as students read and memorize lyrics and perform in front of the community; 54 students participated.
- Emma organized a weekly broomball game to give girls a chance to shine in competitive sports. Over 20 girls attend this activity each week.
- Emma co-facilitated weekly healthy cooking classes, as well as outdoor activities such as snow-shoeing and hiking with Youth Fusion’s sports coordinator.
- In addition to arts activities, Emma offered 227 in-class academic support sessions to 18 students in grade 5 and 6, in the subjects of English and Math.
Following a student survey and consultation with school administration, the elementary project facilitated a weekly rotation of diverse extra-curricular activities, including art, healthy cooking, girls’ club and boys’ club. In addition, this year, Caroline has offered activities at the pool, developed a popular 4-part in-class art workshop, and tutored individual students who were targeted by teachers.

- Teachers reported that certain students produced work during Caroline’s classroom art workshop that surpassed their participation in art class throughout the fall.
- 8 students attended the Second Annual Elementary Leadership Camp which was held in Eastmain, as a reward for participation in YF activities throughout the year.
- They worked on their Leadership skills, while having fun and making friends with youth from 4 other Cree Nations.

- 23 healthy cooking classes reached a total of 34 participants, and involved preparing healthy versions of students’ favorite foods by following a recipe, measuring ingredients, cooking and cleaning up afterwards.
- As a certified lifeguard, Caroline supervised and animated 25 sessions in the community pool including games and stroke improvement. 50 students were involved!
- Caroline developed a series of in-class art workshops exploring different styles of painting and creative expression, which ran in all Gr3-6 art classes and reached 111 students.
- 15 arts workshops, attended by 51 different students, provided structured craft activities and encouraged students to begin their own projects.
- In addition, Caroline held 70 in-class tutoring sessions for 22 students in grade 5 & 6 who were targeted by their teachers. The school and Band Office provided funding for tutoring.
The Media program at Wiinibekuu School is designed to get students working with technology-based media such as photography, radio-broadcasting, video, DJ-ing, and more, while making school a more enjoyable and creative place for youth and allowing students to enjoy the transformative experience of expression. In the Winter semester, Sarah broadened the scope of the project by offering in-class Writing and Art workshops in secondary 1-5 classes, and involving classes from all levels in creating a Mural on the theme of Cree Youth Culture.

- Photo prints were auctioned at a Photo-Club exhibition and students reaped the rewards of their work. One student earned $150 on the sale of her prints.
- 140 students stayed after school for the presentation of the Video Yearbook.
- Collaboration between the Band office, local artist Tim Whiskeychan, 2 youth artists and all of Wiinibekuu Art Classes produced a mural which 120 students helped create!
- 14 students participated in the Wiinibekuu School Radio Show and 2 became proficient with the soundboard. They broadcast 25 episodes and received positive feedback from parents and community members who tuned in.
- 7 Photo-club sessions began with workshops on global and historical photography and camera fundamentals; students tried their hands at taking photos in local natural and traditional settings.
- Boys’ fitness classes were held in the evening at the Gathering Place. Due to high interest from students, they increased from one to two weekly sessions, and involved 5 students.
- Sarah developed a resource kit for all High School English teachers to discuss the day to honour missing and murdered aboriginal women.
- 52 sessions involving 120 students from all 7 Art Classes at Wiinibekuu involved them in the process and creation of Cree Youth Culture Mural.
This year, Youth Fusion facilitated student council elections in September and 20 representatives took part in weekly meetings. The student council fostered an environment where youth from all grade levels could speak in confidence without the social pressures of peer-groups. Extra-curricular programming was also expanded to include an Art Club, in addition to regular sports, fitness, and healthy cooking classes.

- Liz collaborated on the Breakfast Program committee with 4 teachers and the nutritionist.
- Volleyball tournament between secondary 5 students and school maintenance staff.
- Student council created a Halloween Haunted Hallway and participated in the community’s Christmas Parade, in partnership with the school’s Student life animator.

89 ACTIVITIES

- Weekly student council meetings fostered a safe environment where students from all levels could work together and develop empathy. 20 youth were involved in planning student life activities.
- 30 students discovered new foods and learned about nutrition during lunch-time healthy cooking classes, which were mentored and co-facilitated by Chisasibi’s nutritionist.
- During twice-weekly fitness sessions, 35 students learned how to use gym machinery and establish a workout routine, in collaboration with instructors at the community gym.
- 60 students attended open gym sessions, held once a week in partnership with the high school physical education teacher.
- 30 students participated in Art Club and worked on school improvement projects such as decorating for Halloween and Christmas, and painting the school vision teepee.
James Lyng High School serves many students with special needs, who benefit from receiving additional academic support, tailored to their individual learning styles. The school has prioritized support secondary 4 students in Science, as well as secondary 5 students who will re-take the science exam this year. This is one of the courses required to obtain a high school diploma.

- In May 2014, Tsfoina assisted a second school, LCCHS, with science exam preparation and reached an additional 7 students.
Lakeside Academy has many students and teachers interested in science and technology. The robotics team can provide an avenue for students to gain experience, leadership opportunities, technical knowledge, chances to succeed, and general fun.

- 25 students participated in hands-on robot workshop
- 20 students participated in robotic experts presentation
- 30 students will participate in upcoming FIRST Kickoff at the Science Centre
The students who joined this project did so because they were all interested in learning more about robots and gaining the skills and knowledge necessary to build an effective, competitive machine. They are learning time management, autonomy, and many hands-on skills in the process.

- Team members were taught safe practices for tool and machine use.
- The fundamental physics of the robots' components were explained.
- Students come to school on weekends to work closely with mentors.

- Organized a table for the LCCHS Open House so the students could demonstrate the previous year's robot to students and parents.
- Worked with the administration to secure more space for the robotics project, including a large room of our own.
- Broadened students' technical knowledge through open-ended problem solving and interaction with mentors.
- Since joining our team last year, one of our students has remarkably improved their attendance and made honor roll for the first time.
- Students who participate in the robotics program appear more social and confident as the season progresses.
Pour plusieurs années l'école Centennial High School a montré un intérêt pour un programme de robotique, mais manquait de fonds pour le réaliser. Grâce au support de Fusion Jeunesse, les étudiants du club de robotique de l'école prennent le temps à l'heure du dîner et après les heures de cours pour travailler ensemble sur le projet de la compétition de robotique FIRST LEGO League FLL. Les jeunes sont très motivés pour développer leurs propres design de robot et les programmer pour résoudre les missions proposées par le défi.

Les étudiants passent leur propre temps (midi, à la maison, etc.) travaillant pour améliorer leur projet.

- Les professeurs de sciences travaillent avec les élèves, pendant les heures de classe, et les donnent du temps pour travailler sur leur projet FLL.
- Plusieurs élèves ont montré leur nouveau respect pour les sciences et les robotiques récemment à l'exposition des sciences CRHS.
- Les élèves recherchent des façons de venir en aide aux victimes des catastrophes naturelles.
This year, an impressive 25 students have taken part in Youth Fusion’s leadership activities. Students volunteered in the school, the community, and beyond; got involved in the decision-making process every step of the way, and challenged stereotypes about youth in Nemaska. In addition, extracurricular sports, dance, outdoor activities, healthy cooking classes, eat half-give half, and outdoor activities, created a holistic approach to healthy living.

- The student council, called “The Core”, involved 25 elected representatives and volunteers, who attended weekly meetings, which included team-building activities, planning sessions and participating in community events.
- The Core helped plan the Love Is Louder anti-bullying week, including Free Hug Day, Friendly Notes, and Positive Tasks, and made a movie to educate their peers about bullying.
- 35 different students and a Phys. Ed. teacher participated in weekly physical activities included hiking, floor hockey, broomball, soccer, dodge ball and other active games.
- Twice a day, Katerina supervises the student-run canteen and drop-in student lounge, which regularly attracts 30 students.
- There has been great enthusiasm for the boot-camp style Ladies’ Fitness program, with focus on proper training techniques in a non-judgmental atmosphere.
- Four school sleepovers have allowed elementary and high school students to bond through team-building games, sports, arts and crafts, and movie-watching.

KATERINA ROUSIANOS
Bachelors of Commerce, Major in Psychology

LEADERSHIP & HEALTHY LIVING PROJECT
LUKE METTAWESKUM SCHOOL
NEMASKA

- Katerina attended the Community Round-table for Capacity Building and was involved in facilitated discussions with the High School Students.
- 10 student council members participated in a community feast to celebrate visiting members of the Innu Community.
- Katerina visited each classroom to present Student Council’s anti-bullying video and to provide education about overcoming bullying and violence.
This year, the Environment project at James Lyng has two main areas of focus: the Outdoor Activities Club, which builds connections between inner-city students and the natural world, and the garden project. Through a combination of in-class and extra-curricular activities, this project successfully reached a diverse group of students from all grades, including many who have special needs or who are at risk due to socio-economic factors.

- During a 4-day trip to the School of the Sea in Tadoussac, 10 students visited the sand dunes, went whale watching, studied birds and marine life and learned about the history of marine life in the St. Laurent river.
- A partnership and grant with Éco-Quartier du Sud-Ouest allowed the school to create outdoor garden boxes, and offer paid stages to two students, in secondary 2 and 5, who will maintain the garden throughout the summer.
- Through participation in the Environment project, one highly at-risk participant was recruited for a summer position at Santropol Roulant’s garden.

- Outdoor club participants experienced the natural world and developed skills in orienteering, survival and rock climbing. Trips included fall and winter camps and 13 local outings to Mount-Royal and other parks.
- Five students developed leadership skills through planning outdoor club fieldtrips and through designing various aspects of the school garden.
- 50 students have been involved in creating and maintaining the school’s indoor garden, which provides opportunities for students to get their hands dirty and learn by trial and error, as they experiment with growing plants and composting.
- Green team is responsible for maintaining the school’s aquarium, terrariums, and tree; environmental themes are also explored through films, food, and crafts.
- Eight classes, including a total of 123 students, were involved in planning, building, planting, labeling and maintaining the school’s outdoor garden, over the course of 45 classroom workshops.