

A photograph of a young child standing in a field of tall, golden-brown grasses. The child is wearing a dark long-sleeved shirt with a star pattern and dark pants. The background shows a dense line of green trees under a cloudy sky.

**2020  
ANNUAL REPORT**





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# MESSAGE FROM THE COORDINATORS

As with other years, this report provides a brief summary of the past year for TRACKS. It may go without saying that 2020 did not pan out the way we had hoped and planned. We say this as coordinators and community educators with TRACKS, but also in solidarity with everyone reading this as caring community members, parents, teachers, youth and learners. This year has been challenging for us all. However, as we look back on it through avenues like this annual report, it is easy to see that we have many triumphs to celebrate as well. As you browse this report, we would like to recognize that none of what was accomplished this year would have been possible without the support and strength of the people, places and more-than-human relatives we rely on in the Nogojiwanong community.

In this report you will also find a special feature on **TRACKS's Ten Year Anniversary!** Heading into 2020, we were so excited at the opportunity to celebrate such a big milestone for TRACKS. While many of our plans to celebrate the anniversary were cancelled, we cannot leave 2020 behind without acknowledging the last decade of TRACKS and all its success. Check out the last 14 pages of this report to see some of the work that was done as part of the 2020 Ten Years of TRACKS Project.

Perhaps more than any other year before, the unwavering support of our local, provincial and national funders has been the difference for TRACKS this year. Each and every one of our funders, who are listed later on in this report, proved their genuine commitment to meaningful youth education by providing enhanced flexibility on delivery targets and methods, and even increases in funding when possible. We are so proud to be funded by a complement of organizations that understand the importance of incorporating land-based learning and traditional ecological knowledge into youth education and have remained steadfast in their dedication to this, even considering the difficulty associated with transitioning this type of education to a virtual and physically-distant world.

Just as we are grateful for the funders that made it possible for us to creatively pivot our programming towards virtual workshops and at-home activities, we are also profoundly grateful for the enthusiasm of parents, teachers, and kids who relied on TRACKS to satisfy part of their craving for land-based exploration and Indigenous science education during this time.

## MIIGWECH. NIA:WEN. THANK YOU!

**Madison Laurin**  
Operations Coordinator

**Kelly King**  
Outreach & Education Coordinator

**Kristin Muskratt**  
Oshkwazin Coordinator



*We were lucky enough to attend the Actua National Conference in January 2020 and snapped this photo together while there. Actua is one of our incredible funders, mentioned again later on!*

# ABOUT TRACKS

TRACKS (**T**rent **A**boriginal **C**ultural **K**nowledge and **S**cience) is an educational program based on Michi Saagiig Anishnaabeg territory. We are hosted by Trent University within the **Indigenous Environmental Studies and Sciences Program (IESS)**, and operate in partnership with founding partner organization **Kawartha World Issues Centre** and the **First Peoples House of Learning**.



## PURPOSE STATEMENT

TRACKS is dedicated to educating young people to be able to address increasingly complex environmental issues by creating and delivering culturally relevant programming which combines Indigenous and Western sciences.

## PROGRAM INTENTIONS

-  To give youth the ability to relate Indigenous teachings and knowledge with western scientific concepts through a "**two-eyed**" way of exploring, seeing and educating
-  To contribute to a **continuous education stream** which combines Indigenous and Western sciences from the elementary to post-secondary level
-  To facilitate spaces where **intergenerational knowledge** and teachings can be shared
-  To **empower all youth** to be leaders in their schools, groups and communities regardless of their age, gender and background
-  To provide opportunities for youth to engage with the **outdoor environment** in a **hands-on and interactive** way
-  To **strengthen communities** through partnerships with First Nations, school boards and other non-profits in the greater Peterborough area.



# TRACKS OUTREACH & EDUCATION

TRACKS Outreach & Education (O&E) provides hands-on education experiences for non-Indigenous and Indigenous youth interested in the intersections of Indigenous and Western Sciences, engaging with school groups and offering camps for youth ages 6-12. O&E is supported by a multitude of funders committed to environmental stewardship, Indigenous rights and education nationwide.

## 2020 PROGRAM HIGHLIGHTS

TRACKS Outreach & Education (O&E) entered 2020 with plans to make TRACKS's 10th year it's biggest, most engaging year yet!

In the first two months of the year, O&E packed in many enriching learn opportunities. These included: the first **PA Day** of the year, outreach at the **Peterborough Regional Farmer's Market**, multi-day outdoor programming with **Kawartha Montessori School**, a World Water Day field trip event with **GreenUP**, as well as a suite of in-school workshop programming!

Then, as the landscape of education changed due to the COVID-19 pandemic, O&E found opportunities to engage with youth in new ways. In the summer, O&E worked with the **PVNCCDSB** to offer virtual literacy workshops, and compiled a long list of **online and onland resources and activities** for families. In the fall, O&E hired a motivated group of part-time staff to develop **four new virtual workshops**. These workshops were developed just in time for **Science Literacy Week**, through which O&E delivered 22 biodiversity themed workshops free of cost to 500 students! As the season changed to the winter, the O&E team continued offering virtual workshops and produced TRACKS's first ever activity book for print. When the **Winter Activity Book** was published at the end of December, our initial stock of 100 books sold out within 2 hours!

The work that O&E was able to do this year was made possible by a committed work-from-home staff team and the support of various funders committed to supporting education throughout the pandemic.



More than

**75%**

of these were delivered virtually!

### O&E BY THE NUMBERS

- 56** # of workshops delivered
- 4** # of new virtual workshops developed
- 100** # of Activity Books delivered

## WHAT DID PARENTS & TEACHERS THINK OF O&E PROGRAMMING THIS YEAR?

*"I was really impressed with the quality of education that my students received through attending this workshop. It is a very powerful thing to see that Indigenous knowledge is being valued in this way, and I know that it will have a positive effect on them as they continue their education. I am so impressed and will be recommending this to all of my teacher friends."*

**Amy Smith, Teacher, virtual workshop**

*"It brought authenticity to our Indigenous Studies program and made the material come off the page!"*

**Genevieve OGrady, Teacher, virtual workshop**

*"The workshop did a wonderful job of making visible the connections between Indigenous Knowledge and our science curriculum."*

**Mitch Champagne, teacher, virtual workshop**



# TRACKS OSHKWAZIN INDIGENOUS YOUTH LEADERSHIP

TRACKS Oshkwazin is a leadership program for Indigenous high school aged youth. Through lunch socials, PA Day camps, after-school programs, leadership summits and more, Oshkwazin provides a dedicated space for Indigenous youth to meet, discuss issues that matter to them, improve interpersonal skills, gain volunteer experience, receive traditional teachings and learn about Indigenous knowledges. Oshkwazin is a growing initiative supported by the Ontario Trillium Foundation's Youth Opportunities Fund (YOF).

## OSHKWAZIN BY THE NUMBERS

- 73 # Indigenous youth reached
- 10 # of workshops delivered
- 4 # of new **virtual workshops** developed

## WHAT DID YOUTH THINK OF OSHKWAZIN PROGRAMMING THIS YEAR?



This workshop gave me an opportunity to learn something none of my family members knew how to teach. I'd like to further my understanding of traditional crafting and continue to improve my moccasin work from here on out.

Participant,  
Oshkwazin Youth Virtual  
Conference



It was such a great opportunity to learn more about who I am, Miigwetch TRACKS!

Mya Simpson, Participant,  
Oshkwazin Youth Virtual  
Conference

## 2020 PROGRAM HIGHLIGHTS

Oshkwazin began its year in schools hosting **lunch socials** for Indigenous youth. Since 2018, Oshkwazin has provided a safe space and nutritious meal for Indigenous youth within **KPRDSB** and **PVNCCDSB** throughout the school year. This year, these lunch socials included workshops and skills-building opportunities such as beading, traditional storytelling and more!

When schools closed, Oshkwazin shifted its focus to ensuring that essential programming would remain available online for Indigenous youth. This included planning for a fall **Virtual Youth Leadership Conference** which took place in November. The conference, which was attended by 10 Indigenous youth, included an interactive **moccasin making workshop** and a **traditional medicines workshop**, each facilitated by local knowledge holders. The conference also included a keynote address on **Indigenous leadership in STEM**.

With a knowledgeable staff team, Oshkwazin was able to develop and begin offering four brand new virtual workshops! The workshops, now being offered by Oshkwazin for the very first time, are: *Activism and Leadership, Action Research, Indigenous Food Sovereignty and Traditional Beading (beginner & higher level).*



# THE YEAR IN NUMBERS

## YOUTH ENGAGEMENT

<b>1,339</b>	Total # of youth engaged
<b>1,109</b>	# of youth in camps & workshops
<b>57</b>	# of workshops for youth
<b>105</b>	# of Indigenous youth engaged

## EDUCATOR & PARENT ENGAGEMENT

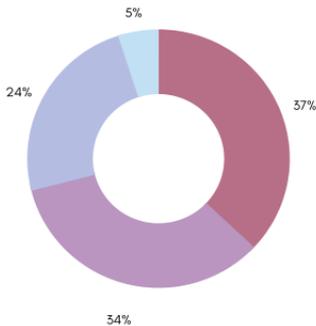
<b>101</b>	Total # of educators & parents engaged
<b>46</b>	# of educators in workshops
<b>26</b>	# of workshops for educators
<b>48</b>	# of parents engaged

## EMPLOYEE ENGAGEMENT

<b>11</b>	Total # of staff employed
<b>5</b>	# of Indigenous staff employed
<b>6</b>	# of University students employed (undergraduate & graduate level)

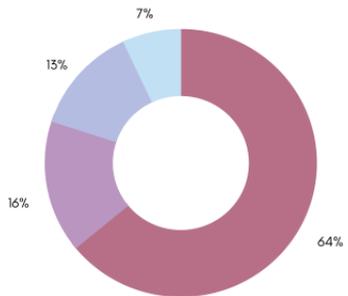


## REVENUE



Federal Grants	37%	\$62,506
Provincial Grants	34%	\$58,764
Local Grants & Sponsorships	24%	\$41,795
Workshop Fees	5%	\$5,412
Miscellaneous Income	5%	\$2,870
<b>TOTAL</b>		<b>\$171,345</b>

## EXPENSES

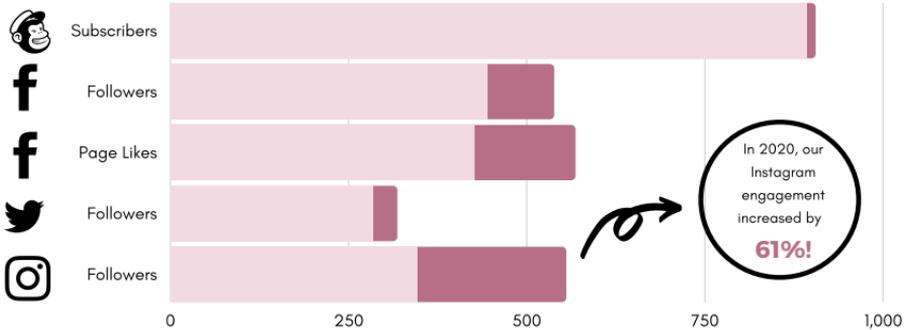


Staff	64%	\$105,256
Financial Administration	16%	\$25,864
O&E Program Expenses	13%	\$20,328
Oshkwasin Program Expenses	7%	\$11,927
<b>TOTAL</b>		<b>\$163,375</b>



# THE YEAR IN NUMBERS

## SOCIAL MEDIA ENGAGEMENT



## NEW ENGAGEMENT THIS YEAR



**94** new followers  
**426** new page likes

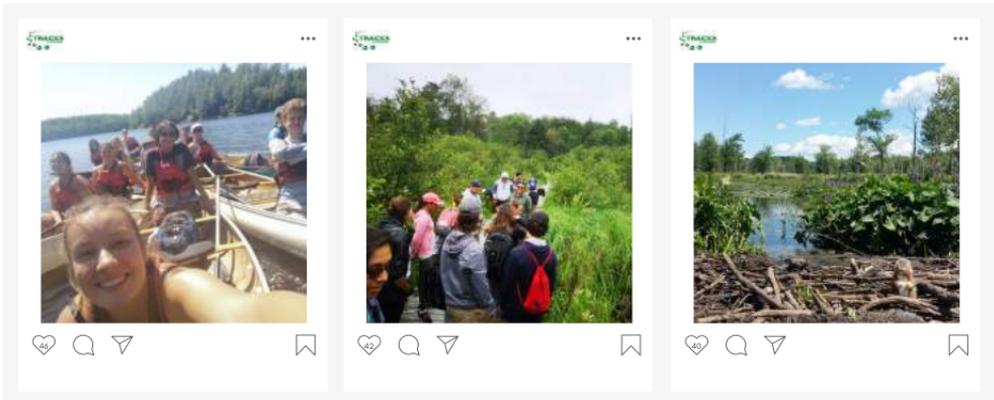


**34** new followers



**210** new followers  
**99** new posts  
**2,341** likes on new posts

## TOP INSTAGRAM POSTS OF 2020



# THE FACES OF TRACKS IN 2020: CHI MIIGWECH!

Each and every year, TRACKS is grateful to employ impressive young people who work to make TRACKS what it is.

This year, we were faced with much change. Throughout it all, we have been incredibly fortunate to rely on such a talented, caring, creative and resilient staff team through uncertain circumstances. As a program, we are so grateful to have worked with this group of people over the last year.

## LAUREN MACLACHLAN

Lauren graduated from Trent in June where she studied International Development Studies and Indigenous Studies. Lauren is a settler-Canadian with Scottish, Irish, and Lebanese ancestry. She loves arts and crafts, spending time in nature, and working with kids!

**Role with TRACKS in 2020:** Office & Programming Support

### What did Lauren have to say about working with TRACKS this year?

"I cannot express enough how much I enjoyed working with TRACKS....It really demonstrated to me how fulfilling it is to be doing work that you love and care about, and what a difference it makes when you have great supervisors and a great team of people."



## SHAELYN WABEGIJIG

Shaelyn grew up in Rama First Nation, and her people are Algonquin from Timiskaming First Nation. She is Caribou Clan and resides in Nogojwanong (Peterborough). She completed her undergraduate degree from Trent in Indigenous Studies and Philosophy.

**Role with TRACKS in 2020:** 10 Years of TRACKS Project Lead

### What did Shaelyn have to say about working with TRACKS this year?

"I've had the opportunity to build relationships and connections, meet people and have conversations that have changed the way I see the world."

## JAZZMIN FOSTER

Jazzmin is a Two Spirit Person of mixed ancestry, Anishinaabe, Mi'kmaq, French, Scottish & Norse, studying in the IESS program at Trent. Jazzmin is passionate about incorporating Traditional Ecological Knowledge into modern day living to help foster a sustainable global culture. Her inspiration comes from her son and Two Spirit community.

**Role with TRACKS in 2020:** Development & Delivery supporting O&E and Oshkwasin programs



## GENEVA WALKER

Geneva has an undergraduate degree in Indigenous Environmental Studies from Trent and is currently finishing a Masters of Environment and Business at the University of Waterloo. Geneva is passionate about braiding Indigenous and Western science together, and can be found around most hiking trails in Nogojwanong.

**Role with TRACKS in 2020:** Office Support & Social Media Lead



## GRACE MCKEOWN

Grace is a proud Anishinaabe-kwe from Alderville First Nation and belongs to the Martin clan. Working with TRACKS, she is excited to be putting her cultural knowledge into a scholarly setting to educate non-Indigenous people and Indigenous peoples and Traditional Ecological Knowledge

**Role with TRACKS in 2020:** Outreach & Education Development and Delivery



## LEAH GRIMES

Leah is a Bachelor of Education student at Trent University. She is passionate about creating positive spaces for learning. Leah loves promoting environmental conservation through outdoor education and making connections to the land.

**Role with TRACKS in 2020:** Outreach & Education Development and Delivery



## JAIDA PONCE

Jaida is a Kichi Siibi Anishinaabe-Kwe from Ardoch Algonquin First Nation. Jaida has studied Anishinaabemowin throughout K-12 and continues to work on her fluency. Jaida enjoys sharing Indigenous knowledges and empowering leadership skills in Indigenous and non-Indigenous youth

**Role with TRACKS in 2020:** Oshkwazin Development and Delivery



## SARA CROUTERS

Sara is currently a Masters student in the Sustainability Studies program at Trent. She is a proud mama to Jackson. She is passionate about outdoor and experiential education, youth activism/leadership and food justice.

**Role with TRACKS in 2020:** Oshkwazin Development and Delivery



## FLASH FORWARD!

Tune in to our social media through 2021 to learn more from these teachers and others still to be introduced!



## OUR ANIMAL TEACHERS



**TRACKS THE CHIPMUNK**



**GAAG THE PORCUPINE**



**WAAB-KOOKOOKOO THE SNOWY OWL**

Tracks was the first of our Animal Teachers to be introduced over social media. During the spring, summer & fall, Tracks helped us learn as they explored their environment. Then, for the winter, Gaag and Waab-kookookoo took over to teach us from their perspectives.



# STEERING TEAM, FUNDERS AND SUPPORTERS

## 2020 STEERING TEAM

In 2020, we have been very thankful for the direction and guidance provided by:

Betty Carr-Braint (First Peoples House of Learning)

Chris Furgal (Indigenous Environmental Studies & Sciences)

Jamie Jacques (PhD Candidate, Indigenous Studies, Trent University)

Julie Cosgrove (Kawartha World Issues Centre)

## 2020 FUNDERS & SUPPORTERS



**United Way**  
Peterborough & District  
uwpeterborough.ca



**Community  
Foundation**  
of Greater Peterborough



**TD Friends of the  
Environment  
Foundation**



**NSERC  
CRSNG**

Ontario  
Trillium  
Foundation



Fondation  
Trillium  
de l'Ontario



**TRENT UNIVERSITY**  
INDIGENOUS ENVIRONMENTAL STUDIES &  
SCIENCES PROGRAM

## 2020 ACTUA NETWORK MEMBERSHIP

A network  
member of  
actua.ca

**actua**  
Youth · STEM · Innovation

Actua provides training, resources and support to its national network of members located at universities and colleges across Canada in the delivery of science, technology, engineering and mathematics (STEM) education outreach programming. Each year, these members engage over 350,000 youth in 500 communities nationwide. Please visit Actua at [www.actua.ca](http://www.actua.ca).

2020 Actua National Funders

Canada

Google.org



SUNCOR



TD READY  
COMMITMENT



LORENZO MARTIN

Imperial





**SPECIAL FEATURE:  
LOOKING BACK AT TEN YEARS OF TRACKS**





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## **TEN YEARS IN NUMBERS**



## **A TIMELINE OF TEN YEARS**

To honour the work that TRACKS has been doing in different ways since 2010, this section will highlight some of the biggest, most exciting past events and milestones of TRACKS's history, including large grants and awards from other amazing organizations. Since it is our ten year anniversary, we will include ten highlights. They are included in the order of the year they occurred.



## **TEN YEARS OF TRACKS PROJECT: THEMES & INTERVIEW HIGHLIGHTS**

In this section, we are showcasing the work that 10 Years of TRACKS Project Lead, Shaelyn Wabegijig, curated during the first months of 2020. Thank you Shaelyn, for your creativity and dedication to this project!

# TEN YEARS IN NUMBERS

That's an average of  
**3,300**  
youth per year!



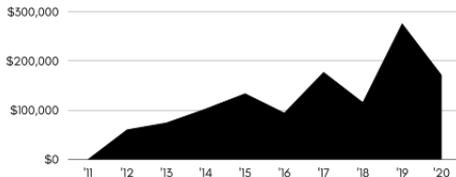
## YOUTH ENGAGEMENT

<b>29,810</b>	Total # of youth engaged
<b>15,163</b>	# of youth in camps & workshops
<b>750</b>	# of workshops for youth
<b>79</b>	# of camp programs

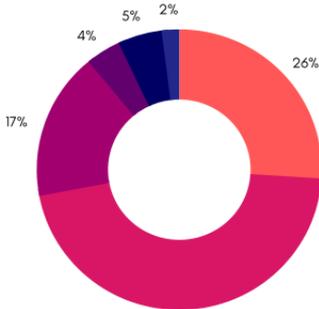
## EDUCATOR ENGAGEMENT

<b>789</b>	Total # of educators engaged
<b>508</b>	# of educators in workshops
<b>26</b>	# of workshops for educators

## GROWTH OVER TEN YEARS: REVENUE



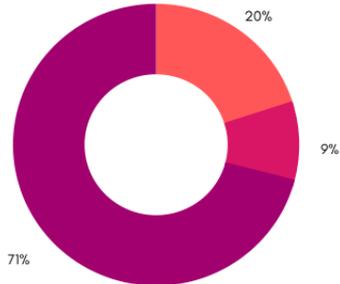
## REVENUE



Federal Grants	26%	\$310,582
Provincial Grants	46%	\$549,545
Local Grants & Sponsorships	17%	\$201,762
Camp Fees	4%	\$46,022
Workshop Fees	5%	\$62,855
Other Miscellaneous Income	2%	\$29,900
<b>TOTAL</b>		<b>\$1,200,442</b>

## EXPENSES

*Program Expenses include things like materials and activities, honourarium for guests, staff training, and more!*



Staff	71%	\$825,859
Financial Administration	9%	\$107,015
Program Expenses	20%	\$252,612
<b>TOTAL</b>		<b>\$1,163,464</b>



# A TIMELINE OF TEN YEARS

## 2010

TRACKS Youth Program came to fruition with the support of the community, and led by a group of dedicated students and faculty within the Indigenous Environmental Studies and Sciences Program at Trent University, including Dr. Dan Longboat and Dr. Chris Furgal.

## 2011

A full year of community consultation, research and program building took place. Partnerships were created with First Nations in the area.

### 1 2011 PROGRAM HIGHLIGHT: PARTNERSHIP WITH THE KAWARTHA WORLD ISSUES CENTRE

The Kawartha World Issues Centre (KWIC) became involved in supporting TRACKS early in its development as a program. KWIC is a charitable Global Education and Resource Centre which promotes dialogue and understanding of world issues to enable people to engage in positive social and environmental change. Through partnership with KWIC, TRACKS has been able to expand its network, access funding and community support opportunities and more; for example, in 2011 the program officially launched with an OTF Seed Grant through KWIC.



#### FLASH FORWARD!



In 2020, TRACKS and KWIC still work very closely in partnership to support all aspects of TRACKS, participate in outreach events together, and more!

## 2012

With partnerships and exciting programs developed, TRACKS ran its first full summer of camps!

## 2013

TRACKS continues to expand its programming in all aspects.

### 2 2013 PROGRAM HIGHLIGHT: COLLABORATION WITH TEACH OUTSIDE THE BOX

Early in 2013, TRACKS and representatives from a number of other community education organizations in Peterborough met to begin planning an exciting new initiative in response to an identified need from teachers and teacher candidates for deeper engagement in **diversity and equity issues**.

TEACH Outside the Box was created as space for future teachers with a genuine interest in these issues to come together and share their experiences. It is a unique opportunity for teacher candidates and community educators to participate in a series of **interactive workshops** and an optional **community placement** that fosters their abilities to create diverse and inclusive spaces for students, families and communities in their teaching careers. Since 2013, TRACKS has been a community placement option for teacher candidates and has provided a full day workshop on how to deliver **Indigenous and land-based education** in Ontario classrooms.



## 2014

TRACKS continues to expand its programming in all aspects.

## 2015

TRACKS continues to expand its programming in all aspects.

### 3 2015 PROGRAM HIGHLIGHT: INNOVATION IN EDUCATION AWARD FROM NAAEE

TRACKS won the Inaugural Innovative Education Award in August 2015 for its track record of successful innovation using the environment as a pathway to STEM Learning. The \$25,000 grant, in partnership with Trent University's Indigenous Environmental Studies and the Kawartha World Issues Centre, has furthered our work in advancing innovation in science, engineering, technology and math (STEM) learning through projects involving real environmental problems (E-STEM).

Developed in collaboration with the North American Association for Environmental Education (NAAEE), the ULIEA was open to non-profit organizations in the U.S. and Canada that serve to motivate K-12 about science and research through E-STEM programming and education about the environment. TRACKS was named as one of five winners.

TRACKS was recognized for innovating E-STEM learning through a unique organizational structure, program delivery, curriculum design, and relationship building model, striving to foster cultural pride among Indigenous youth, while engaging them in E-STEM, and helping them to recognize themselves as scientists in both Western and traditional settings.



#### MORE FROM THE 2015 AWARDS COMMITTEE

“...the TRACKS program is innovative in how it integrates Indigenous knowledge traditions with western STEM traditions and how we acquire knowledge through the scientific process. TRACKS makes both traditions relevant to the learners it serves.”

doGoodery



**2016**

TRACKS has its busiest and biggest year yet, reaching over 6,500 youth in a single year!



## 2016 PROGRAM HIGHLIGHT: OSHKWAZIN YOUTH LEADERSHIP PROJECT IS FUNDED AND BEGINS TO GROW

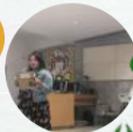
In 2016, TRACKS partnered with the Kawartha World Issues Centre (KWIC) to apply to the Youth Opportunities Fund through the Ontario Trillium Foundation. TRACKS and KWIC imagined a program which would create a space for Indigenous high school aged youth to engage with one another to form healthy, close relationships and to be connected with mentors to gain valuable cultural experiences, training and leadership development opportunities.

### FLASH FORWARD!



After two years of planning and visioning, Oshkwasin Youth Leadership Program ran its first full year of programming in 2018.

Then, in the summer of 2019, it ran its first Youth Ambassador program. Learn more in highlight 9!



### WHAT IS THE YOUTH OPPORTUNITIES FUND?

The Youth Opportunities Fund provides grants and capacity building supports to grassroots groups, community-based organizations and collaboratives focused on improving the wellbeing of children, youth, and families facing systemic barriers.

The specific grant through which the Oshkwasin Youth Leadership Program is funded, is one which focuses on grassroots groups led by youth, for youth.



2017

TRACKS takes a year to focus on community partnerships and consultation to chart the way forward.

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## 2017 PROGRAM HIGHLIGHT: KANIKENK'HA:KA (MOHAWK) FLINT CORN SEED-SAVING & EDUCATION PROJECT



### WHAT IS FLINT CORN?

Flint corn is named for its hard kernels, which come in a multitude of colors.

For this project, a variety of corn seeds which originally came from Mohawk communities in Ontario and New York State were used. The seeds were approximately 20 years old at the time of planting, which means that they **predated GMOs!**

The Flint Corn Project, which began in 2017, was a partnership between TRACKS Youth Program and Farms at Work, to engage the local community, including youth of all ages, in learning about, growing and preparing traditional Indigenous foods.

Throughout the project, participants were able to engage with Haudenosaunee and Western scientific knowledge, as well as other cultural perspectives, for a deeper understanding of Indigenous agriculture. For example, youth and community members were able to learn about **Haudenosaunee flint corn**, seed saving, corn lyeing, the Three Sisters (corn, beans, and squash), growing ceremonial tobacco, and more!

### FLASH FORWARD!

In 2020, TRACKS runs a Three Sisters workshop which calls back to some of the learning from this project!



2018

Programming resumes with support from the community and a new organizational structure.

6

## 2018 PROGRAM HIGHLIGHT: NEWEST NETWORK MEMBER WITH ACTUA

On August 9, 2018, Actua announced TRACKS Youth Program as its 36th network member.

Actua provides training, resources and support to its national network of members located at universities and colleges across Canada in the delivery of science, technology, engineering and mathematics (STEM) education outreach programming. Each year, these members engage over 350,000 youth in 500 communities nationwide.

actua  
YOUTH · STEM · INNOVATION

“ The TRACKS Youth Program has shown strong leadership in developing successful practices in STEM education for Indigenous youth. ”

Jennifer Flanagan,  
CEO of Actua

2019

Programming resumes with support from the community and a new organizational structure.

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## 2019 PROGRAM HIGHLIGHT: INAUGURAL GIIZHIGOONG (SKY WORLD) PROGRAM

For the first time in the spring of 2019, TRACKS offered this exciting, limited-time workshop.

This workshop was offered inside of the ROM Travelling Planetarium, an inflatable dome with a digital projector that recreates constellations in the sky and offers interpretations of constellations according to Anishinaabe traditions (among other Indigenous cultures around the world). Inside the dome, students learned about **Anishinaabe constellations and stories of the sky**. When not spending time in the planetarium, students learned about the Western science side of astronomy, **magnetic fields** and the **northern lights**.

This immersive experience was hosted as part of Science Odyssey Week. The goal of Science Odyssey week is to support events which bring science "to the streets and open doors to labs, museums, research centres and more".

### BY THE NUMBERS

- 240** # of youth engaged
- 6** # of workshops delivered
- 3** # of drop-in events
- 61** # of adults engaged

### FLASH FORWARD!



After postponing a similar Sky World program in 2020, TRACKS will be running the virtual Giizhigoong program in the spring of 2021.

Giizhigoong 2021 will include at-home activities for kids and a series of webinars facilitated by Indigenous knowledge holders.



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## 2019 PROGRAM HIGHLIGHT: FNIYES NATIONAL SCIENCE CAMP



Put on each year by the **First Nations and Inuit Youth Employment Strategy**, the National Science camp is hosted by post-secondary institutions to provide the opportunity for First Nations and Inuit youth aged 12-15 to participate in a variety of dynamic educational experiences available in a University, focusing on science and technology, traditional knowledge, and cultural awareness.

From July 21st - July 28th, TRACKS O&E and Oshkwasin were involved in hosting a group of 50 First Nations and Inuit students from across the country for a National Science Camp.

### BY THE NUMBERS

- Indigenous youth **50**
- Chaperones **29**
- Workshops Delivered **>30**
- Canadian Provinces & Territories Represented **11**

While staying at Trent University, TRACKS was able to plan and deliver over 30 workshops for this group to learn about Indigenous science and knowledge in the territory. The goal of the camp was to help students understand how science and technology can help First Nations improve life on reserve. Activities included: **water quality and micro-invertebrate sampling, cultural awareness in nursing, forest surveying, visiting a black oak savannah ecosystem and much more!**

## 2019 PROGRAM HIGHLIGHT: OSHKWAZIN SUMMER AMBASSADOR PROGRAM

2019 was the pilot year of the OShkwazin Youth Ambassador Program. As part of the Oshkwazin Youth Leadership Program, our Oshkwazin Youth Ambassador program employs high school aged Indigenous youth over the summer to help develop the Oshkwazin program and continue to imagine what sorts of programming Oshkwazin can do in the future. This is one of the ways that Oshkwazin ensures youth input in its programming.

The Oshkwazin Youth Ambassadors also get to shadow our Outreach & Education Summer Instructors through camps to learn leadership skills and scientific knowledge in practice.

### HOW DO OSHKWAZIN AMBASSADORS SPEND THEIR SUMMER?

Each year, the Oshkwazin Youth Ambassador summer employment opportunity is planned in collaboration with the Oshkwazin Youth Ambassadors themselves.

In 2019, the group of four ambassadors were interested in building leadership skills and learning about the history of Canada, as well as the experience of being Indigenous in present day Canada. To facilitate this learning, the ambassadors took two overnight trips, one at a **leadership retreat in Bark Lake** and the other in **Canada's capital city of Ottawa**. The ambassadors were also responsible for **facilitating camp programs, writing blog posts** and a **final spoken report** which was presented at an End of Summer Celebration dinner.



### WHAT SORTS OF TOPICS WERE IDENTIFIED AS IMPORTANT TO LEARN ABOUT IN OSHKWAZIN PROGRAMS?

Oshkwazin is directed by the learning desires and needs of the Indigenous youth involved in the program. In 2019, the Oshkwazin Youth Ambassadors helped the program to come up with an extensive list of topics and teachings that they viewed as important to learn as Indigenous youth. These topics and teachings include:

- Indigenous sustainability practices
- Bushcraft skills
- Traditional hunting and harvesting skills
- Traditional medicines and their uses
- Gender equity in Indigenous spaces
- Indigenous climate action
- Decolonized educational practices

### FLASH FORWARD!

Oshkwazin has since run many events and workshops in which students have been able to learn these skills and receive teachings on topics such as birch bark canoe building!



**2020**

TRACKS celebrates ten years of culturally-relevant programming and starts delivering virtual programming for the first time ever!

## 10 2020 PROGRAM HIGHLIGHT: TRACKS CELEBRATES ITS TEN YEAR ANNIVERSARY

To celebrate the milestone of ten years since the idea for TRACKS began in collaboration with the IESS program at Trent, the TRACKS Coordinators and Steering Team planned a full year of celebratory programming, events and promotion!

To raise awareness of our ten year anniversary, our Ten Years of TRACKS Project Lead designed an awesome and informative display, including highlights from our first decade as a program. In the end, TRACKS was showcased at Trent University's busiest place and time: Bata Library during midterms before reading week! Another aspect of the Ten Years of TRACKS Project included interviews with former staff, participants and other stakeholders. Check out some of the insights from these interviews in the next few pages of this report.

While the rest of the celebratory plans were put on hold for the year, as TRACKS pivoted to virtual engagement during the COVID-19 pandemic, it is still important to look back on this milestone with pride.

”

*I felt so proud and empowered to showcase how TRACKS bridges the knowledge and sciences of Indigenous and Western cultures. It's a bridge that some people don't know exists, but nevertheless flourishes within TRACKS and in Trent University's Indigenous Environmental Studies and Sciences Program. I believe this is the bridge of the future; the bridge that can save humanity. Our work teaches how both knowledge systems can complement each other to create a just and sustainable future. I am honored to assist in introducing people to this bridge and to TRACKS Youth Program.*

Shaelyn Wabegijig,  
10 Years of TRACKS Project Lead



### **CHECK OUT THE BATA LIBRARY DISPLAY**

*(It was even more awesome in person!)*



# TEN YEARS OF TRACKS PROJECT

## THEMES & INTERVIEW HIGHLIGHTS

The Ten Years of TRACKS Project was created to honour the work TRACKS has been doing for a decade and the profound impacts that the program has had on people over that time.

As part of the Ten Years of TRACKS Project, we knew it would be most important to interview some of TRACKS's past staff, volunteers, participants and other community stakeholders to share what they learned while working with TRACKS. Interviewees were asked about their memories, experiences, and thoughts of TRACKS. We asked them why they think the work that TRACKS does is so important and what they would like to see happen in the next 10 Years of the TRACKS program.

The following pages outline some themes that came from these conversations.

### THEME 1: CHANGE IN THE WORLD

By nurturing the youth, TRACKS makes a difference in the world. TRACKS's work ripples out to support healthy people, healthy communities, and a healthy future for all generations. We demonstrate the power of bridging the teachings of different knowledges and peoples. At TRACKS, Indigenous perspectives are centred and Indigenous peoples are represented.

”

"It is beautiful to witness how prioritizing Indigenous Culture and Knowledge with youth and other spaces can be so transformative."

- Julie Cosgrove

”

"TRACKS creates a safe space for the Western world to have access to our teachings without being culturally appropriative. It gives the opportunity for our teachings to be integrated into Eurocentric models without being exploited."

- Jazzmin Foster

”

"It's facilitating conversations of belonging. We belong in science, we belong in these conversations, in these movements."

- Juliana Lesage

### THEME 2: CHANGE IN EDUCATION

TRACKS's programming offers innovative education practices. The youth engage in experiential learning on the land. There is a collaborative partnership of teaching and learning between staff and participants. The learning environment fosters respect of one another's teachings, gifts, and learning styles. TRACKS understands their responsibility to support the vision of the youth.

”

"When I teach, I'm not just the teacher, I'm also the learner in that relationship. The knowledge that they carry, no matter their background, they have value to bring. At TRACKS, we all learn together. We respect and honor each other's space and the knowledge we bring."

- Cherylane James

”

"Youth need places like TRACKS to expose them to nature so they recognize the healing power of nature. Not just that they are responsible to help nature, but nature wants to help them too."

- Christine Walter

”

"We have to remember we're teaching living knowledge to living people in living spaces."

"We [must] call Indigenous or Anishinaabe [knowledge a science] because it's very empirical and rational itself."

- Beedahbin Peltier



# TEN YEARS OF TRACKS PROJECT

## THEMES & INTERVIEW HIGHLIGHTS

### THEME 3: CHANGE IN YOUTH (INCLUDING STAFF!)

The TRACKS program teaches children and youth how to live in a good way and how to share what they learn with others. TRACKS connects young people to communities, teachers and places where all youth can see themselves represented. TRACKS ignites their inner fires so they are empowered to become leaders in their communities.

In their interviews, previous staff members spoke about the value TRACKS added to their lives as well! They shared stories about the wealth of connections and relationships they grew by mentoring young people and learning how to combine Indigenous and Eurocentric sciences.

“All the youth gain some sort of understanding of what it looks like and means to live in a good way. I love that about TRACKS - that it's not just about the youth as individuals but how it can ripple out into the world just by people holding those teachings in their heart....This program can really help those young ones to understand themselves, who they are, and where they fit. Not just in community, but provincially, nationally, globally, and within the cosmos. TRACKS covers it.”

- Jazzmin Foster

”

“Nature is the tool that young people need today to stay emotionally, physically, mentally, and spiritually healthy.”

- Christine Welter

”

“Thanks to TRACKS, I learned an incredible wealth of knowledge and activated my love for education and community building within the nonprofit sector, but also interpersonally as a young Anishinaabekwe.”

- Kyla Judge

“JESS and TRACKS provide an outlet for students to be immersed in other ways of knowing and thinking, where the authority of Indigenous knowledge is valued and, coupled with science and technology, leads to innovative problem solving for the environmental issues facing our world”

- Dan Langboat



*This quote from TRACKS co-founder Dan Langboat was not collected as part of the 10 Years of TRACKS project, but it only makes sense to end with his words here. Nia:wen Dan, and all others involved in the founding of TRACKS!*

**MIIGWECH. NIA:WEN. THANK YOU  
TO ALL OF THE INTERVIEW PARTICIPANTS!**



# TRACKS YOUTH PROGRAM

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