



Description of Workshops

Workshop 1

The ice is melting but hopes are rising in the North

In recent years, the Établissements verts Brundtland (BGE - Brundtland green establishments) movement has worked to strengthen its ties with Northern communities by working to adapt BGE's values to the North and including the concerns of those communities in the movement's deliberations.

A concrete pilot project is taking shape in Akulivik, where young Inuit—bolstered by their experience in Paris for the 2008 International Polar Year—are currently putting a lot of effort into their communities. They are taking charge of the recycling and helping to ship the first container from Nunavik: a first! Through this experience, adapted to the reality of their environment, these youth are fully engendering values that are inherent to responsible citizenship and are learning practical ways to build a new era in which the environment, the economy and society all co-exist harmoniously.

Are they finding school more interesting? Young people tell their stories. Let's hear what they have to say . . . about pride, commitment, success and hope!

Facilitators:

Alain Massé, Forêt d'Arden awareness officer and trainer and BGE project manager.

Kim De Silva, teacher in Akulivik, and a few students

Workshop 2

The *Pare-chocs* program: scientific knowledge to instill hope

Mental health studies show that depression affects nearly 16% of high school youth (the majority are girls) and is a variable associated with academic performance. To tackle this problem, the Centre de transfert pour la réussite éducative du Québec (CTREQ – Quebec transfer centre for educational success) launched the *Pare-Chocs* program in October 2006, based on research by Diane Marcotte, Professor of Psychology at the Université du Québec à Montréal (UQÀM). The aim of the program is to give mental health professionals the tools to improve intervention among depressed youth, helping them to develop skills that protect against depression. Over the course of a dozen meetings with two facilitators, a group of adolescents come to better understand and manage cognitive distortions experienced during depression.

The workshop sheds light on lessons learned in the *Pare-chocs* program from a pedagogy-of-hope perspective. How can an improved identification and a scientific understanding of depression guide us to appropriate responses that foster individual health and development? What factors can promote greater objectivation of the world? How can a collective approach help to foster this objectivation?

Facilitators:

Bruno Thériault, project manager, Centre de transfert pour la réussite éducative du Québec (CTREQ)

An academic professional who uses the *Pare-Chocs* program (to be determined)

Workshop 3

Engaging Youth for Health's Sake: A Social Approach

From anti-smoking to social mobilization

While government public health policies focus on the anti-smoking campaign and anti-smoking regulations are transforming public places to protect the public's health, tobacco company marketing campaigns are targeting youth to sell them on the "pleasure" of smoking, as others sell them on "too beautiful to be true" body images in order to get them to buy beauty products/lines, food, etc.

Montréal's Direction de santé publique (public health department) has proven that it is possible to react to this social marketing by providing youth with the required skills and by promoting their engagement.

Thoughts on ways to mobilize youth based on lessons from the field.

Facilitators:

François Lamy, Monique Lalonde, Anne Chabot
Écoles et milieux en santé (healthy schools and communities)
Direction de santé publique de Montréal

Workshop 4

Experience of Collective for a Poverty-Free Quebec: AVEC Approach With Persons Living in Poverty

The workshop presented by the Collectif pour un Québec sans pauvreté (Collective for a Poverty-free Quebec) describes an annual activity that has been held for the past seven years: the Parliamentary Lunch. On the invitation of the Speaker of the National Assembly, persons living in poverty have the opportunity to meet directly with Parliamentarians, explain their situation and propose solutions. It is a memorable event for these persons who are committed to fighting poverty and an example of the "AVEC" ("with") practices developed at the Collective. AVEC is an essential principle in the Collective's actions: persons living in poverty should be directly involved at every step of processes that concern them. From this experience, we can together identify milestones of a pedagogy of hope.

Facilitator:

Marie-Anne Paradis-Pelletier, coordinator of research and development on the AVEC approach
Collective for a Poverty-free Quebec

Workshop 5

World Shop: Committed to Changing the World

As part of an extracurricular activity, a group of high school students came together to create a social economy enterprise dedicated to awareness-raising and promoting fair trade. World Shop participants have delved into an intense, ongoing learning process.

World Shop takes an educational approach to solidarity and international co-operation as it bridges the gap between the efforts of participants and communities in the southern hemisphere to achieve a common objective: to help improve the well-being and living conditions of Southern populations, to help reduce poverty, foster sustainable development and make the world a fairer and

more equitable place. Furthermore, by raising their awareness of fair trade values, issues and principles, youth have a multiplying effect in their communities.

By offering youth the practical means to make a real difference in the lives of the disadvantaged and by instilling in them a feeling that they are helping numerous other youth make the world a better place, the World Shop project instills hope both in the North and in the South.

Facilitators:

Jean-Pierre Denis, co-founder of CLUB 2/3, Oxfam-Québec youth division
Nicolas Bergeron, program head, World Shop, and committed youth

Workshop 6 (at this moment, only this workshop will have interpretation services)

Des idées dans l'air (DIDA - ideas in the air) or How to Engage Youth in combatting Climate Change

The DIDA educational kit uses an interdisciplinary approach to climate change that is artistic, ethical and scientific. A visual artist created a series of four works on climate change. Interpreting these works spurs youth to discover the artist's perspective on this crucial issue and speculate on the causes, repercussions and solutions that need to be implemented. Fact sheets, a pedagogical guide and a weekly thematic guide support the work performed by youth, who themselves get an opportunity to present their own perspectives on climate change through art or other media.

By drawing on youth's reflections about climate change and by bringing them to think about individual and collective behaviours that cause climate change, encouraging them to come up with their own artistic or media creations for dissemination at a local or national event, DIDA incites youth to become committed, acknowledges their work and helps share their fears and hopes regarding climate change with as many people as possible.

Facilitator:

René Prince, teacher, Commission scolaire des Bois-Francs (Bois-Francs school board)

A number of youth who participated in the DIDA project

Workshop 7

The C-Vert Project or How do Inner City Youth Become Environmental Leaders?

How can inner city youth become environmental leaders? By spending several months participating in nature-centred experiences, community commitment initiatives in an urban environment, which are developed and led by the youth themselves! More than 100 adolescents between the ages of 14 and 16 have taken an interest in C-Vert initiatives. The workshop will provide time for dialoguing with the team and youth, who will explain how C-Vert builds environmental skills and knowledge, self-esteem and a sense of belonging, while promoting the emergence of leadership that plays a clear role in ensuring the ecological well-being of the community.

Facilitator:

Michel Séguin, co-ordinator, C-Vert project, Stephen R. Bronfman Foundation
A number of youth who participated in the C-Vert project

Workshop 8

Je cultive ma citoyenneté

Je cultive ma citoyenneté (cultivating my citizenship) is a strategic, dynamic, non-partisan project to introduce students from both junior and senior high school to the Quebec farming industry, the environment and responsible consumerism in the current context of market globalization. Designed by the Union des producteurs agricoles (UPA) and the Centre de développement pour l'exercice de la citoyenneté (CDEC), in close co-operation with participating teachers and students, *Je cultive ma citoyenneté* strives to develop citizenship skills.

How does *Débats de citoyens* allow and encourage a form of hope-centred learning? Experimenting with compromise and a quest for common solutions that are acceptable to all youth involved in the project may be a vehicle for a pedagogy of hope.

Through themes that examine local, responsible or global consumerism and organic farming, youth uncover the complexities of citizenship and must live with the diversity of points raised by these issues.

Facilitators:

Christian Giguère, Director General, Centre d'exercice pour le développement de la citoyenneté and the Commission scolaire de Montréal (Montréal school board)

A number of committed youth

Workshop 9

The Pacific Path / Different but not Indifferent, or How do You Turn Youth into Peace Ambassadors in Their Communities?

Worried about the growing phenomenon of violence and concerned with promoting pacific conduct, the Pacific Path Institute (formerly the Centre international de résolution de conflits et de médiation (CIRCM)) collaborated with the school community to design a peace initiative: *The Pacific Path* program for preschool and grade school and the *Différents mais pas indifférents* (different but not indifferent) program for high school. These programs promote the use of pacific conduct and mediation as a conflict resolution method. Since these programs were officially launched, a team of trainers for the *Pacific Path* and the *Différents mais pas indifférents* program from the Pacific Path Institute has dedicated itself almost exclusively to developing, implementing and assessing its programs. By giving youth the skills necessary for sound conflict management, the *Pacific Path* and *Différents mais pas indifférents* programs give students an increased sense of responsibility, confidence, satisfaction and accomplishment, while encouraging them to become involved in their community and resolve conflicts in a just and respectful manner.

Facilitators:

Ginette Vézina, consultant/trainer, Pacific Path Institute
A number of young mediators

Workshop 10

Youth Serving Their Community . . . Through Show and Tell

In 2006, the Musée des Deux-Rives and Partenaires pour la Revitalisation des Anciens Quartiers (partnership to revitalize old neighbourhoods, PRAQ) partnered to offer a group of young dropouts an unusual project: to turn them into citizens serving their community. For six months, these youth were armed with digital recorders or cameras and mandated to capture the essence of their community. They took training (photography, interviewing, writing, etc) and participated in workshops to develop their interpersonal skills and employability. Seizing the opportunity to share their own perspectives of their community, these youth ventured into uncharted territory, often capturing insightful images of their own reality.

Outcomes: there was a photo exhibit —open to all—a sizeable event featuring the fruits of their labour, and more importantly, an acknowledgement of their work, the discovery of meaning to their actions and a profound feeling of being full members of their community.

Facilitators:

Geneviève St-Jacques Thériault, director general, Musée des Deux-Rives
Youth who participated in the project

Workshop 11

Getting in Touch with Nature with *J'Adopte un cours d'eau* (Adopt a River program)

The purpose of the Adopt a River program is to raise awareness, educate and, most importantly, encourage youth between the ages of 10 and 17 to help protect the environment and shoreline ecosystems in a context centred on sustainable development and watershed management. In tackling a given challenge affecting their river, youth discover the nature that surrounds them, conduct physico-chemical and bacteriological analyses, and collect and identify benthic macroinvertebrae to find an indication of the quality of their river. Once data are collected, it is all brought together through analyses, report preparation and community action.

By giving youth a direct link to nature, by offering them the opportunity to work with hundreds of other young people on a worthwhile environmental project, the Adopt a River project provides the hope that, by working together, it is indeed possible to change the current. . . of events.

Facilitators:

Colette Chayer, Louis-Philippe-Paré school
Participating youth in the Adopt a River program