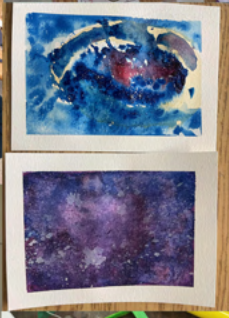


CAHEP

Community Arts & Heritage Education Project

ANNUAL REPORT

2022/2023



Incorporation – Not for Profit – February 18, 2005
Incorporation #: 1645817
Charitable Status – June 10, 2005
83559 1744 RR0001

Land Acknowledgement:

The land on which CAHEP does its work and wherein it resides is located on the traditional territory of the Ojibway people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850.

We acknowledge all of the First Nation, Métis, Inuit, and non-status Indigenous people who reside in this territory. CAHEP is committed to learning, in a spirit of reconciliation, from the many Indigenous people who have a social, cultural, legal, and historical presence in Northwestern Ontario.

We will move forward in the spirit of reconciliation and with great respect for all who live in the region.



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“From sculpting, painting, with pointillism, plain air, sketching, to breath, surfing, CAHEP has created an outlet post Covid, where students can disconnect with technology, and be present and engaged.”-Teacher



Dear Clara,

As we reflect on the past year, we want to express our deepest appreciation for your exceptional leadership and invaluable contributions to the Community Arts Heritage Education Project (CAHEP). Your tenure has been marked with visionary initiatives that have elevated CAHEP to new heights, making it a symbol of creativity, inclusivity, and community connection in Thunder Bay.

Under your guidance, CAHEP has become a source of multidisciplinary arts programming, enriching the lives of diverse groups within our community. Your unwavering commitment to large-scale, drop-in, multi-project programming has not only provided arts education to thousands but has also fostered a sense of belonging and cultural exchange among participants. Your emphasis on community engagement and feedback integration has solidified CAHEP as a dynamic and responsive force in Thunder Bay.

Your strategic vision for the future, which includes programming at major public events, reflects a thoughtful approach to meeting the unique needs of the community. Your dedication to diversity, inclusion, and financial sustainability has set a solid foundation for CAHEP's continued success. Looking ahead, we are excited to announce that Christopher Merkley and Christine Battle will be taking the reins of CAHEP. With their shared commitment to the values and vision you've instilled, we are confident that CAHEP will continue to thrive and evolve under their leadership. Christopher and Christine bring unique perspectives and expertise that will contribute to the ongoing success of the organization.

As you embark on new adventures, know that your influence will echo, and the CAHEP community will be forever grateful for your inspiring leadership. We extend heartfelt wishes for success in all your future endeavours.

With sincere appreciation,

CAHEP Board, Staff & Community

**SPECIAL PROJECTS:
SUPERIOR HIGH SCHOOL
LGBT+PROGRAM**

8.3 HRS OF SESSIONS

\$132.50/HR IN KIND LABOUR RATE

\$1099.75 TOTAL

AT SCHOOLS

386.3 HRS OF SESSIONS

\$132.50/HR IN KIND LABOUR RATE

\$51,184.75 TOTAL

ART CLUB

310 HRS OF SESSIONS

\$132.50/HR IN KIND LABOUR RATE

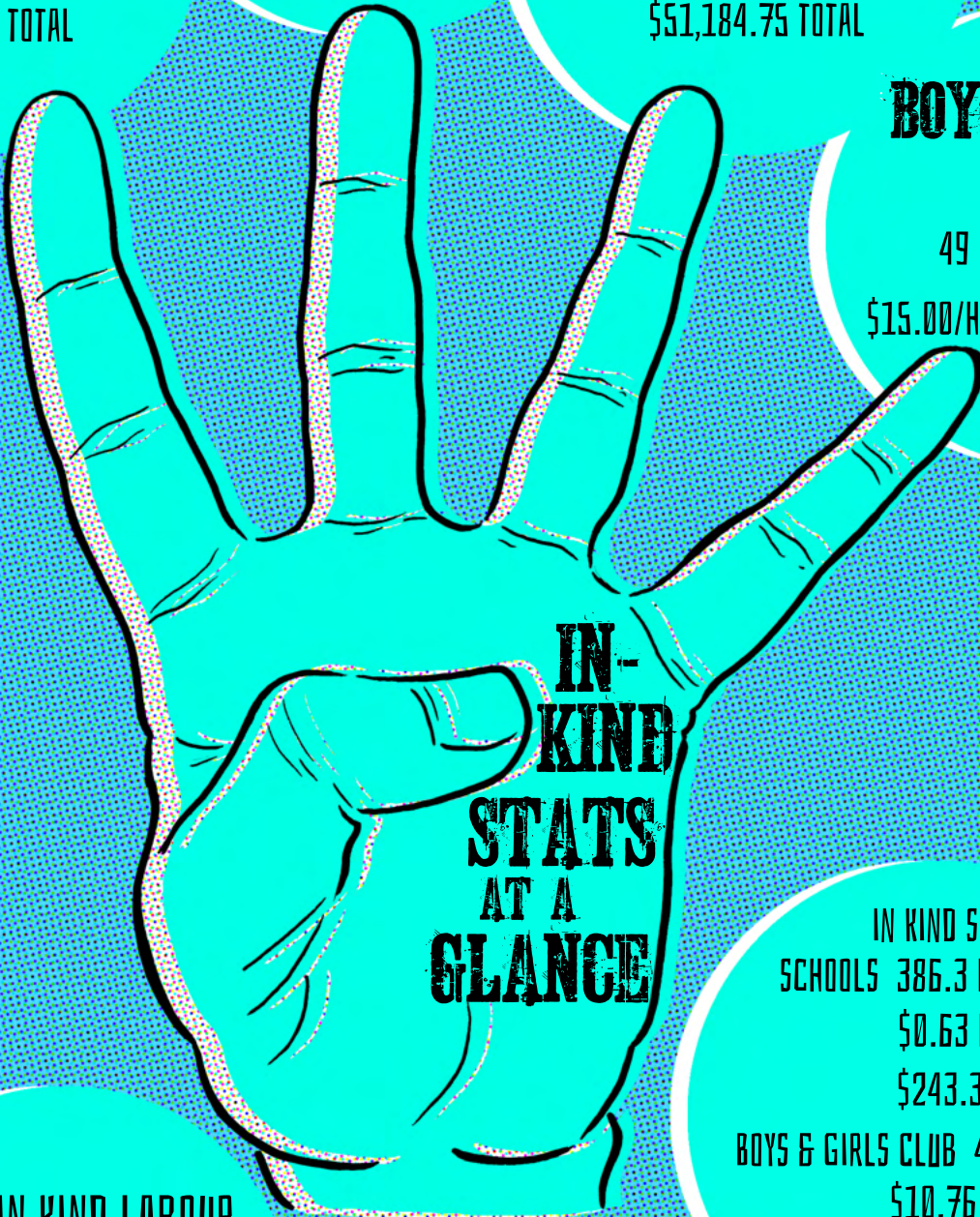
\$41,075.00 TOTAL

**BOYS & GIRLS
CLUB**

49 HRS OF SESSIONS

\$15.00/HR IN KIND LABOUR RATE

\$735.00 TOTAL



**IN-
KIND
STATS
AT A
GLANCE**

TOTAL IN KIND LABOUR

435.3 HRS

\$51,919.75

IN KIND SPACE
SCHOOLS 386.3 HRS
\$0.63 HR RATE
\$243.37

BOYS & GIRLS CLUB 49 HRS
\$10.76 HR RATE
\$527.24

\$770.61

TOTAL IN KIND SPACE
435.3 HRS
\$52,690.36

About CAHEP

Mandate

CAHEP's mandate is to develop and implement inclusive, culturally diverse, high-quality arts and heritage intergenerational programming for Thunder Bayites of all ages, most especially those from marginalized backgrounds. We increase the public's understanding and appreciation of and for the arts by planning and delivering arts-education projects -- led by professional contracted, freelance artists -- to participants from all walks of life and showcase the resulting work. We travel to various locales to deliver programming, reducing our rental costs and thus increasing our budget for programming activity, and making sure we are able to meet more people where they are at. CAHEP also provides financial support and professional development (PD) opportunities for local artists who range in age from 16-65+.

Vision

Enriching lives through arts and heritage education.

Mission

Delivering intergenerational arts and heritage education programming in efficient and effective ways by,

- Promoting creativity-creative thinking as a crucial 21st century competency;
- Recognizing the transformative possibilities of arts and heritage projects;
- Delivering online and in-person arts and heritage programming via CAHEP's In-school and Community-Engaged Art Programs;
- Staging public online and/or physical showcases of participants' work from CAHEP's programming;
- Providing meaningful online and in-person professional development opportunities for Northwestern Ontario new generation, emerging, mid-career, and established diversely-situated artists, i.e., artists from different gender, race, class, culture, ethnicity, age, ability, LGBTIAQ2S+, national, and educational backgrounds;
- Supporting artist-directed programming and/or participant-centred programming facilitated by artists;
- Ensuring accessible and inclusive online and in-person programming for participants;
- Engaging in-community outreach and partnership building with groups and individuals from diverse backgrounds.

TESTIMONIALS & REPORTS FROM CAHEP PARTNERS, ART EDUCATORS, FUNDERS AND COMMUNITY

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Winter FunDays return

Winter FunDays return on Sunday, offering free, family-friendly activities like snowshoeing, dogsledding, and bannock-making each Sunday through March 19.

TBNewsWatch.com Staff
Jan 3, 2023 3:45 PM



Past Winter FunDays have included family friendly activities like snow sculpting. (File photo)

Listen to this article
00:00:58

THUNDER BAY – A popular series of free family-friendly winter events is set to resume this coming Sunday, as the City of Thunder Bay launches its Winter FunDays programming for 2023.

Participants on Sunday will have the chance to sculpt a "field of mini snow-folk" with the Community Arts and Heritage Education Project (CAHEP).

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City of Thunder Bay celebrates Culture Days

Culture Days runs through Oct. 16 and includes a variety of free or pay-what-you-can local arts and culture activities.

TBNewsWatch.com Staff
Sep 26, 2022 10:27 AM



Listen to this article
00:02:04

THUNDER BAY – The City of Thunder Bay is marking Culture Days with a variety of free and pay-what-you-can activities celebrating local arts and culture.

Programming runs through Oct. 16 as part of the annual nation-wide event.

On Sunday, Oct. 2 from 1 to 4 p.m., the city will host an event at the Baggage Building Arts Centre with activities including interactive art, live music, and crafts with partners the Community Arts & Heritage Education Project (CAHEP) and Willow Springs Creative Centre.

Other programming includes

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Superior Collegiate & Vocational Institute
23 January

Today we had Métis, 2-Spirited artist Ash Moreau visit one of our grade 10 art classes to make multi-media Padula flowers. Padula is not a specific flower found in nature but instead the term is used to describe a design of flower created in the artist's head and traditionally seen in Métis beadwork and other art.



HOME > LOCAL NEWS

What's Poppin': Canada Day

Head out and enjoy Canada Day this weekend!

Justin Hardy
Jul 1, 2022 9:00 AM



What's Poppin' - Canada Day

Listen to this article
00:02:21

July 1, 2022

Canada Day at Fort William Historical Park:

Community Groups 12 p.m. to 5 p.m. in the Camelot Parking Lot

- CAHEP
- Willow Springs
- Fabs Space
- Thunder Bay Museum
- HMCS Griffon

TESTIMONIALS & REPORTS FROM CAHEP PARTNERS, ART EDUCATORS, FUNDERS AND COMMUNITY



News Sports Business Opinion A&E Life Specials Classifieds Weather Obituaries Parcel Services 2023 Readers' Choice Winners

Businesses coming through to improve lives

By Sandi Krasowski Local Journalism Initiative Reporter The Chronicle-Journal May 23, 2023



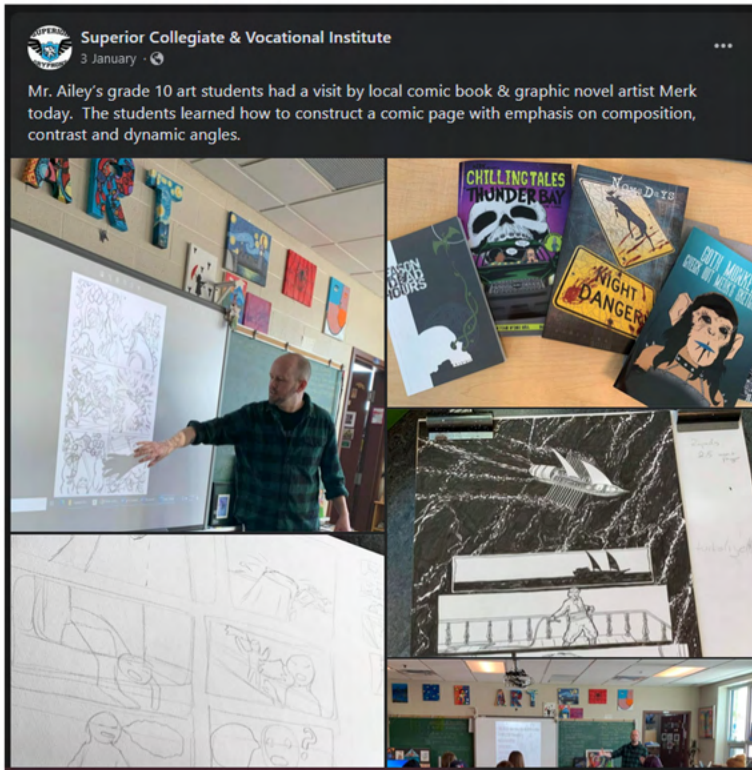
BioPed Footcare and Orthotics co-owners Alex Lagadin, left, and Mark Thomas are aiming to collect new or gently used footwear to contribute to the national goal of 250,000 pairs for the Soles4Souls campaign.

Sandi Krasowski



Jessica Stolz, owner of Dough Bagel, is in the middle of a fundraising initiative to help increase art education in the schools.

"I've partnered with the Community Arts and Heritage Education Project (CAHEP) to raise money for in-school art education programs that they offer throughout schools in Thunder Bay," Stolz said. "I will be donating \$5 per dozen bagels for the month of May and all money will be allotted specifically for artists' fees and supplies for in-school programming for the 2023-2024 school year."



Lakehead Public Schools
29 May · 🌐

Community Arts & Heritage Education Project Celebrates 3 Years of Delivery

St. James Public School was pleased to host an art extravaganza and media event to celebrate the success of the Community Arts & Heritage Education Project (CAHEP). CAHEP is a project that has been bringing professional artists into the classroom at nine schools over the last three years. Students from St. James Public School, Kingsway Park Public School, Sherbrooke Public School, Algonquin Avenue Public School, Odgen Community School, McKenzie Public School, Valley Central Public School, Claude E. Garton Public School, and Westmount Public School explored pottery, visual arts and crafts, and learned the history and culture behind art as well. Thank you, CAHEP!



Liked by just_a_north_shore_girl and others
doughbagelco ✨ CAHEP Fundraiser ✨

In May of this year, Dough Bagel Co held our first fundraiser for @cahepthunderbay called Bagels for Arts Education in the Bay (B.A.E. In The Bay)

Collaborative arts community creates city of inclusivity

BY ABHIJIT RAO

I CAME to Canada in August of 2019 — a new immigrant in Thunder Bay, looking for a place to call home. I had moved from the United States after living there for almost two decades. As I drove past the border at Pigeon River and saw the stunning amethyst-coloured mountains, I knew Thunder Bay would be my first home in Canada.

Back in the U.S., I had worked in the post secondary education sector and was a practicing ceramic and metal artist. I was hoping to become part of the ceramic community in the Thunder Bay area and meet with the local artists to hopefully collaborate with them. However, life had different plans; soon the world was to come under the shadow of a global pandemic.

Being in Thunder Bay felt very safe, and I could not have asked for a better place — especially when news poured in relating the challenges other countries were facing at curbing the spread of the pandemic. However, being a new immigrant in a global lockdown was also an isolating experience.

At such a time, when the future looked ambivalent, I was introduced to Clara Sacchetti-Dufresne, co-executive director of the Community Arts and Heritage Education Project (CAHEP), during the early days of the pandemic. Betsy Birmingham, a friend and well-wisher, had come across an opportunity for delivering art education programming. Given my background in education and art, she thought it might fit my skill set. It did not take more than five minutes of meeting with Sacchetti-Dufresne to discover a friend, supporter, and a kindred spirit.

I joined the CAHEP team as a contract artist to deliver art programming for the various initiatives run through the organization. Through my experiences I was introduced to CAHEP's art programming initiatives for children, youth and adults throughout the city. Through CAHEP, I received opportunities to run art projects such as teaching ancient pottery techniques to elementary students to dyeing silk scarves for the 55-Plus community group.

The programs were delivered online during the lockdown with individual kits delivered to the homes of the partici-



ONE CITY,
MANY VOICES

The Thunder Bay Anti-Racism and Respect Advisory Committee and Diversity Thunder Bay produce this monthly column to promote greater understanding of race relations in Northwestern Ontario.

pants and later to hybrid and in-person delivery as the lockdown requirements were lifted. It was a fulfilling experience watching the look of discovery in the eyes of elementary students when they made their first ceramic bowl, or seeing the sense of wonder in a mature attendee as they unfolded their first dyed silk scarf. Through the programming, I finally felt I was meeting my potential both as an educator and an artist.

During the workshops, I was able to interact with other artists in meaningful ways and learn from them not only their craft, but also sustainable ways for deploying art education in the Thunder Bay community. CAHEP's collaborative work environment ensured artists were also becoming familiar with the different grant opportunities, the grant writing process, and the funding agencies.

This was an invaluable education for me in learning how to develop a network and find ways to create sustainable support for one's artistic journey. I realized CAHEP was not just providing art programming to the community, but also building a strong community of self-reliant artists and art educators that could support themselves and each other within a collaborative framework.

In 2021, I joined the CAHEP staff as a project co-ordinator. Through this role, I received multiple opportunities to co-ordinate year-long art programming initiatives supported through the various funding agencies. A couple projects that still stand fresh in my memory are the international students' cookbook and the gender-based art programming.

Through a collaboration between CAHEP and United Way, a group of international students from Lakehead Universi-

ty developed a cookbook of recipes from their home countries. The international students set up a planning team and a group of cooks that eventually created a printable cookbook and video recordings of these recipes. The students took up roles such as web developers, graphic designers, video editors, and content writers and worked with the cooks to develop a culturally rich cookbook. Visit dishesfromhome.uwaytbay.ca to see their website.

Multiple students from the project were able to showcase their professional skills and successfully receive job offers. Consequently, the project not only brought Thunder Bay's cultural diversity to the local community but proved how food can bring communities together under one voice.

The Johansen Larsen Foundation, for multiple years, has supported CAHEP in art education initiatives. For the past two years, CAHEP has been able to work with artists from the 2SLGBTIAQ+ community to bring gender conversations to youth through the medium of art. Through the programming, the artists were able to both showcase their art as well as develop project management skills, and the youth found a space to discuss concepts such as identity and gender in a safe and creative way.

These experiences are a slice of the substantial repertoire of CAHEP's art programming which includes school programming, Boys and Girls Club, Winter Fun Days, Speak Up, amongst other initiatives.

When I came to Thunder Bay in 2019, I was hoping for a place to practice my art and find an art community. My CAHEP experiences far exceeded these expectations. Here, I met a dedicated group of artists and art educators that even the pandemic could not slow down. They kept going just so the community could do art, heal, and recover during those extraordinary times.

CAHEP helped me grow not only as an artist and educator, but also as a person. Within the CAHEP family, I finally found my true artistic home.

Abhijit Rao is an academic support zone co-ordinator in the Student Success Centre at Lakehead University. The views and opinions expressed in this column are those of the author.

Clara and Christine,

I am a Grade ¾ Teacher at Sherbrooke Public school who has been extremely fortunate to be part of the classes that receive a hands-on learning experience through CAHEP art throughout this school year, and last. This learning opportunity has had a profound impact on the students in our school and within my classroom, and my hope is that this program can continue in the future as it has become an integral component of our arts-based learning, connection with community members, and mentorship from trained artists.

The CAHEP art program creates lessons and activities that meet the requirements of the Ontario Arts Curriculum. Each activity that is delivered is carefully crafted to meet various curriculum expectations. In addition, these expectations are not limited to ONLY the arts. They weave connections on a cross-curricular basis by incorporating language expectations, health, and many more. When CAHEP arrives, they come prepared with all of the required materials to execute a lesson efficiently and effectively. There is little to no prep time required onsite to deliver the lessons, thus, it is never a disruption to the learning environment or any burden within the school setting.

One of the hardest parts about being a teacher is finding time to prepare for lessons, especially the arts. We have a large portion of our day dedicated to language and math instruction, therefore, fulfilling the preparations of creating art exemplars, delivering art instruction, and finding time to clean up art supplies can be extremely challenging and often limiting. School budgets do not always allow for unique art supplies and the limited supplies we do have must be shared school-wide, which also poses challenges with accessibility to a broad variety of materials and class-set of various art supplies. CAHEP allows our school to access art supplies, delivers instruction, and provides more opportunity for hands-on one-to-one support in classrooms. This one-to-one support makes the arts more accessible to children and helps them to build connections with other people in our community, ask questions, and lean into new ways of thinking and doing things.

As a teacher, I value the ability to have someone who is skilled at their trade teach students about their trade. Many of the artists that have come into our classroom through CAHEP can speak to the students about gallery exhibitions they have been a part of, formal post-secondary training they have had, and their journey throughout their career/education in the arts. Unlike the artists that have come into our school, I have had no formal arts training. I just can't think of a better way for students to learn about the big ideas; creating and presenting, reflecting, responding, analyzing, exploring forms and cultural contexts (The Ontario Arts Curriculum 2009) than through an artist themselves. In addition, CAHEP has brought in a variety of artists who work with different materials and have different styles. This has allowed my students to see just how broad art can truly be. In addition, CAHEP has provided access for students to experience all of the fundamental concepts as outline in the curriculum, including line, shape and form, space, colour, texture, and value. From sculpting, painting with pointillism, plein air sketching, to breath surfing, CAHEP has created an outlet post-covid where students can disconnect with technology and be present and engaged. A piece of the educational puzzle that can be so hard to navigate, yet so important. This in-person face to face learning holds an immense amount of value and it is essential for a healthy part of our students learning experience. Students have learned about different community members and events through CAHEP and are always looking forward to the days they are coming to our classroom.

I sincerely wish you the best in advocating for funding and hope that you will continue to share your program with Sherbrooke school. Thank you for your efforts this far. We look forward to our next CAHEP session.

Kait Larsen
Grade ¾ Teacher
Sherbrooke Public School



Impact on Stakeholders

(Adapted from Christine Battle's External Evaluation on Art Club)

A professional artist leads the class with an introduction of the tools, techniques, and materials required to complete an art project — one that has been co-created with the teacher to ensure that curriculum goals or objectives are met. Students have the freedom and time to fully explore the artforms and materials for each session, hone and improve their skills with expert help from professional and assistant artists, and use their skills and abilities to constructively manage and innovatively use project materials in the creation of their very own piece of art.

There are no right or wrong responses in this "open-ended" experience, according to one of CAHEP's artists, because it focuses on the learner and the medium. Literally, it means "follow the flow and see what happens" (even though the projects are planned). It may be disorganized and even completely sloppy. It's frequently thrilling. As a professional artist leads participants through a creative process to produce an artistic cross-curricular masterpiece, the learner's experience is fundamentally personal and a moment-by-moment encounter with the materials and the art form.

Art workshops engender critical thinking – due to the fact that each student's final product is completely unique and personalized. All participants have access to identical art materials, equipment and instruction, Yet, the art created is diverse, raising questions and self-reflection about such difference among students and educators alike.

Stakeholder Testimonials

"Working one-on-one with students, they opened up more and I felt much more confident. I think this experience strengthened my social skills and also my passion for teaching arts." - Artist

"Unlike the artists that have come into our school, I have had no formal arts training. I just can't think of a better way for students to learn about the big ideas; creating and presenting, reflecting, responding, analyzing, exploring forms and cultural contexts than through an artist themselves." - Teacher, Sherbrooke School

"You guys are amazing. I hope you get all of the grants."
- Margaret, PR Cook participant

"The Community Arts & Heritage in Education Project supports and promotes diversity, equity, inclusion, and anti-discrimination as a part of its ongoing programming. They have made substantial contributions by providing many artist visits to my classes the last couple years." -Keith Ailey, Superior Collegiate & Vocational Institute



Diversity and Inclusion Statement

CAHEP supports and promotes diversity, equity, inclusion, and anti-discrimination as a part of its ongoing programming and day-to-day operations and as part of the work it does in creating and sustaining partnerships in its many community collaborations.

CAHEP will make every effort to identify and remove barriers to inclusion, to promote diversity and equity, and, to uphold anti-discrimination, wherever and whenever possible, with its staff, contracted artists, volunteers, community partners, participants, and audience members.

The latter will include the protected grounds as specified in Canada and Ontario's Human Rights Codes, i.e., age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex (including pregnancy and breast feeding), sexual orientation, sexual identity, receipt of public assistance, and record of offences (unless otherwise warranted).

CAHEP is committed to employment diversity with respect to all aspects of employment. All decisions regarding recruitment, hiring, promotion, compensation, employee development decisions, and all other terms and conditions of employment, will be made without regard to race, religious beliefs, colour, gender, sexual orientation, marital status, physical and mental disability, age, ancestry or place of origin.

CAHEP will make every effort to make its volunteer pool, staff, and the contracted artists hired representative and reflective of the communities in which its services are provided. CAHEP aims to ensure that the workplace and its practices are free of deliberate or unintentional (systemic) barriers so as to increase diversity, inclusion, and equity and so as to engage in anti-discrimination practices and protocols.

“CAHEP allows our school to access art supplies, delivers instruction, and provides more opportunity for hands-on one to one support in classrooms. This one-to-one support makes the arts more accessible to children and helps them build connections with other people in our community, ask questions, and lean into new ways of thinking and doing things.” - Teacher



Our Artists (arranged Alphabetically)

Amber Bail
Nitika Batra
Christine Battle
Brayden Cassidy
Ashlyn Chilson
Julie Cosgrove
Nate Cross
Tiina Flank
Mallory Gresch
Peyton Harris
Chantal Hughes
Shawna Liikala
Chloe Maria
Merk
Ashley Moreau
John Murray
Heather Peden
Abhi Rao
Kaitlyn Rut
Evalina Sacchetti
Clara Sacchetti-Dufresne
Vikki Schembri
Aleksa Shermack

“I used to think artists were naturally talented, but today I learned that I can practice art to become an artist. I am pleased with how my stamp and collage turned out.” - Student



Programming Highlights

This year was a very strong and very challenging year on several fronts. The previous few years were centered around Covid and how to continue the work that we do. This meant online and/or hybrid learning. The previous year was the emergence from that, transitioning to more in-person and hybrid programs. THIS year was the next step to returning to in-person programming, doing it strong, stepping up our game and creating a valued presence in our community and schools.

- CAHEP reached 15,455 participants and volunteers, delivering 155 different projects across 601 sessions; (For reference, we reached 1474 more participants and did 135 more sessions than the previous year.)
- We provided 291 professional development opportunities for new-generation artists;
- We employed and/or contracted 28 artists;
- Our average cost per participant, in 2023 dollars, was \$12.78 (Thunder Bay art class average cost per participant is \$46).

New-generation artist training: CAHEP employed a mentorship model to train new generation art educators. In order to ensure sustainability of art programming and maintain the quality of instruction, preparing future art educators is critical. CAHEP paired senior art instructors with novice instructors to work collaboratively on projects. This partnership ensured the novice instructors had a safe and structured learning curve. Two of our novice art educators now feel comfortable to coordinate programming as independent art instructors.

Art Club: CAHEP extended the Art Club programming beyond the three main schools (Algonquin, Sherbrooke, Kingsway) by regularly including two additional schools: St. James, and Ogden. We also entered other schools on a limited basis. We wrapped up the 3 year Art Club grant with a celebration at each of the 5 main schools we programmed at. CAHEP also started offering programming to Superior CVI last year and continued that this year. They received three art workshops that explored conversations around gender and identity through art.

Sustainable Support to Artists: One key objective we continued this year was engaging artists for multiple programming projects. In the past CAHEP employed more artists, but most provided single-session workshops. This year CAHEP offered artists more sessions than in the past, which translated into more sessions for the students with the same artists. This not only helped students to become familiar with the artists, but also provide continuity in the art education provided by the artist.



Programming: In-School

Speak Up

Total Participants:847

Total number of projects:13

Volunteers: 45

Artists:4

Schools: Kingsway Park Public School, Sherbrooke Public School, Algonquin School, St James Public School

CAHEP's Speak Up Program is funded by the Canadian Women's Foundation. It utilizes art education to develop leadership skills for girl and girl identified Grade 7-8 students at 4 schools. Speak Up employs feminist focussed educational practices and theories, which include grappling with uncertainty, cultivating flexibility, celebrating multiplicity and diversity, and encouraging the practices of self reflection, especially in regards to gender bias.

1. Aleksa "Get to Know You" Series: Free Creative Expression

50 participants

This series aimed to build relationships and empower participants to drive their artistic journey. Through theater games, art stations, and collaborative decision-making, participants explored their artistic inclinations. The sessions fostered a sense of community, strengthening bonds and promoting individuality. In these sessions, the youth started to build a foundation of diversity, unity, and resilience within the group.

Impacts: Strengthened connections, sparked entrepreneurial thinking, and fostered an environment of inclusivity and empowerment among female/non-binary youth.

2. Aleksa "Colouring Book"

58 Participants

These sessions led to the creation of a Speak UP coloring book, showcasing not only artistic prowess but also a flair for business. Discussions reflected an entrepreneurial spirit, emphasizing teamwork and laying the groundwork for merging art and commerce.

Impact: Cultivated teamwork, sparked excitement and understanding of how to create/cost/sell art, and established a connection between art and commerce.



3. Aleksa "Notebooks"

51 Participants

Focused on creating personalized notebooks, these sessions prompted conversations beyond art creation, challenging traditional gender norms. Amid folding, punching, and sewing, discussions unfolded, **revealing layers of creativity and prompting** introspective discussions.

Impact: Empowered participants to challenge stereotypes, fostering open dialogue, and creativity.

4. Aleksa "Discovering Themes: Acrylic Painting"

54 Participants

These sessions empowered the youth to discover the strength of their opinions and voices. Using devised theater and acrylic paint, the young artists discovered new interests, uncovered themes, and found common ground. The youth then expressed their feelings and opinions through paintings. Their canvasses became platforms for dialogue and reflections of what participants had discovered about themselves.

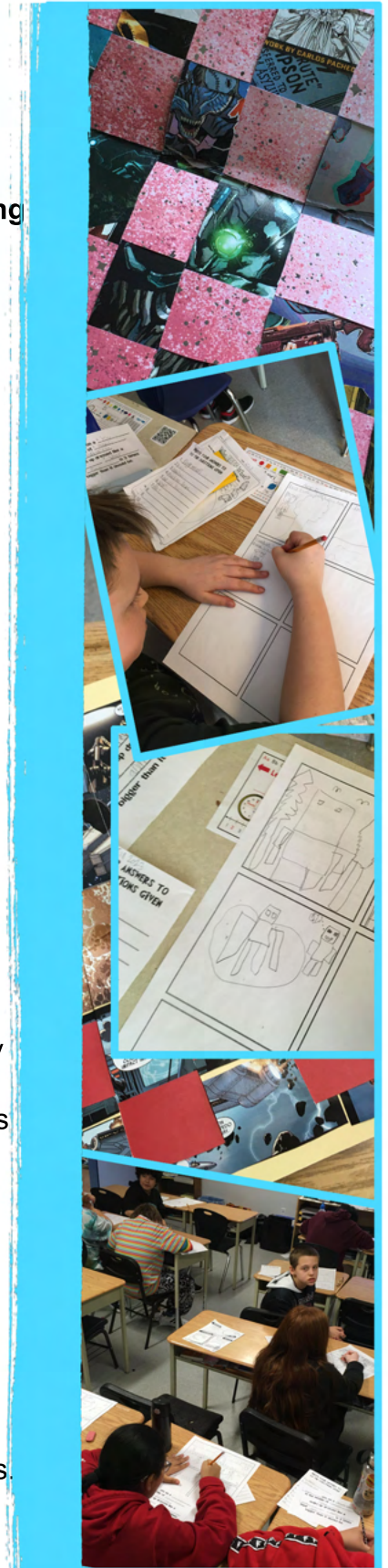
Impact: Nurtured self-expression, empowered voices through music and art, and created a space for dialogue on societal/systemic challenges.

5. Aleksa "IWD Celebration":

62 Participants

While celebrating International Women's Day, participants delved into profound discussions, dissecting the lyrics of MILCK's "Quiet" and the iconic "Barbie Girl." These musical explorations seamlessly intertwined with reflections on societal expectations, especially those related to gender norms. The theme of International Women's Day (IWD), "Every Woman Counts", inspired the crafting of "I am" statements and collaborative art.

Impact: The sessions became catalysts for empowerment, offering platforms for both individual and collective expression. Through shared experiences and diverse perspectives, participants illuminated the strength in their diversity and brought the groups closer together. The creative journey celebrated the resilience of female and non-binary voices and ignited conversations that resonated with personal triumphs, challenging societal expectations.



6. Aleksa "Cookie Decorating/Holiday Party":

54 Participants

Amidst the festive season, these sessions became more than just a cookie-making extravaganza. The participants dived into the world of culinary art, mastering the art of flooded cookies. Beyond the icing and sprinkles, the activity instilled a sense of independence and accomplishment.

Impact: Boosted confidence, instilled a spirit of independence, and fostered an appreciation for trying new things.

7. Aleksa "Songwriting":

50 Participants

In these sessions, young artists explored the power of music and its ability to convey meaningful messages. They began by breaking down lyrics, crafting individual statements and lines. Using computer programs, they added personalized beats to their creations. Working in smaller groups, they wrote verses reflecting their unique perspectives, which then came together in a collective anthem that spoke about their shared voices.

Impact: These sessions sparked a love for music and provided a space for genuine self-expression. Beyond the creative process, the platform fostered discussions on societal challenges. The resulting collective anthem became a powerful testament to the strength found in the unity of diverse voices.

8. Aleksa "Self-Expression - Geometric Drawings - Communicating with Each Other" Sessions:

50 Participants

In these sessions, the youth embarked on activities designed to build communication within the group, using drawings created from simple geometric shapes as a starting point. The process involved participants creating drawings, and the others recreating them by asking questions. As the drawings were revealed and discussions unfolded, the project became a platform for exploring communication styles, emphasizing the importance of clear communication, and delving into the complexities of interpreting intentions based on chosen words and individual perspectives. Beyond the artistic outcomes, project improved group dynamics and helped to forge meaningful connections among participants.

Impact: These sessions not only strengthened communication skills but also dismantled existing cliques, fostering a more inclusive and connected group dynamic. The participants found common ground and shared understanding, creating a space where meaningful connections could thrive.



9. Aleksa "Free Art" Sessions:

106 Participants

In these sessions, the youth were immersed in a treasure trove of professional-grade art supplies, sparking inspiration and emboldening them to venture into new artistic realms without fear of the outcome. The focus extended beyond structured projects, encouraging participants to explore their unique ideas and create personal works of art - an opportunity often hindered by limited access to art supplies outside the program. The sessions prompted participants to engage in discussions on family dynamics as they translated personal experiences into art. The diverse range of art supplies provided a platform for youth to express themselves and convey emotions non-verbally, offering a means for some to overcome literacy challenges.

Impact: Beyond nurturing a love for creative freedom, these sessions provided a vital platform for emotional expression. The access to high-quality art supplies facilitated artistic exploration and served as a bridge for participants to overcome barriers and engage in the therapeutic process of creating and sharing their unique stories.

10. Aleksa "Performance - Theatre"

73 Participants

With a foundation of trust, resilience, and bravery cultivated within the group, we began an immersive exploration of performance and theatre. This transformative project unfolded as participants navigated the intricacies of ensemble building, delved into conflict scripts, and engaged in improv games. The activities allowed participants to explore the nuances of performance and to examine real-life scenarios through performance. Through exploring theatre, participants discovered the power of finding their voices, experimenting with different personalities, and expressing themselves in ways that extended beyond the boundaries of everyday life. The project enhanced the group dynamics, provided a meaningful space for self-reflection, and empowered each participant to embrace the art of theater as a powerful tool for personal expression.

Impact: The project fostered enhanced teamwork, encouraging self-reflection, and empowering participants to confidently express themselves through the medium of theater, and in front of others.



11. Chantal Hughes “Fiber Arts”

68 Participants

In the world of fiber arts, Chantal Hughes skillfully led participants through the fascinating realms of wet and needle felting. These engaging sessions not only unlocked the secrets of transforming wool into expressive art but also provided a unique hands-on experience with a variety of techniques. The artistry involved in creating intricate felt pieces, from felt sheets to charming felt animals, was fascinating and brand new for the participants. Navigating the delicate art of controlling and handling wet and dry materials, the youth honed their artistic skills while gaining valuable insights into safely using tools, including sharp needles. The sessions unveiled the enchanting world of fiber arts and also ignited a newfound passion for working with textiles. As participants marveled at the finished art, it became evident that this lesser-known and marketable art form had opened doors to a world of creative possibilities.

Impact: These sessions not only introduced participants to the captivating realm of fiber arts but also provided a hands-on experience with various techniques, fostering a deep appreciation for textile craftsmanship and igniting a passion for this unique and marketable art form.

12. Nate Cross “Clay tiles and sculptures”

72 Participants

Nate Cross led an engaging and highly anticipated session focused on clay tiles and sculptures, responding to the enthusiastic request from students who had connected with him in previous years. The project began with designing intricate tiles on paper, where participants explored their artistic ideas. Under Nate's guidance, they delved into the realm of clay, learning techniques to safely carve and shape their visions from solid blocks. As they navigated the challenges of thickness, some experienced the surprise of having their pieces cut in half before firing, only to discover the seamless results afterward. Finally, under Nate's expert guidance, the youth artists painted and finished their unique clay tiles and sculptures. The session not only provided hands-on experience with clay but also taught valuable lessons about the artistic process, patience, and the magic of transformation through firing and painting.

Impact: Enhanced understanding of the clay sculpting process, instilled resilience through artistic challenges, and provided a platform for creative expression and exploration. The experience fostered a sense of accomplishment as participants witnessed their unique clay tiles and sculptures come to life through firing and painting, showcasing newfound skills and creativity.



13. Mallory Gresch and Nate Cross – “Art Culmination Celebration/Free Art”

99 Participants

In the program's concluding weeks, the youth, empowered by their creative journey, took the reins, guiding the sessions towards a culmination of their artistic exploration. Partnering with experienced, multidisciplinary artists, the month unfolded as a collaborative venture. Artists, well-versed in diverse styles and techniques, worked closely with the youth, sharing skills, and ensuring they had the right supplies for their independent creative endeavors. Their imaginative spark ignited a unique pizza art portrait competition, showcasing individuality and creativity. Exploring various art forms, they crafted personal works for themselves, family, and friends, reflecting the diverse skills acquired over the year. The collaborative construction of plaster cast sculptures highlighted their teamwork and artistic growth. A drawing prompt competition added an extra layer of creativity, challenging participants to express their uniqueness. Outdoor education rooms transformed into vibrant art galleries, providing a space for the youth to exhibit their creations and celebrate a year of artistic empowerment and self-expression.

Impacts: Fostering individuality and creativity, showcasing diverse skills and techniques, promoting teamwork and artistic growth, providing mentorship for independent projects, and offering a platform for self-expression and empowerment.

“The way I see light, shapes, and lines is different from the way someone else sees it during our drawing class today I saw the differences in all of our work I think that’s kind of neat. We were all taught about shadows and light and lines, and we all came up with something original, I enjoy creating my own characters drawing them and bringing them to life is more enjoyable than copying someone else’s work.” - Student





SPEAK UP

AVERAGE OF 65 PARTICIPANTS PER SESSION,
FOR A TOTAL OF 847 PARTICIPANTS FOR SPEAK UP.
TOTAL OF 45 VOLUNTEERS FOR 13 SESSIONS

Art Club and Days of Art Program

Regular and Days of Art Summary Stats, 2022-2023

- Delivered in-person programming to seven elementary schools from Grade 4-Grade 8
- Delivered 25 projects
- Delivered 310 hrs of programming
- Engaged 5540 Participants
- Contracted 13 different professional local artist-arts-educators
- Worked with 473 volunteers, who contributed 120 hours of their time to CAHEP programming

Art Club: Regular Programming

Schools: Kingsway Park Public School, Sherbrooke Public School, and Algonquin Ave Public School

Art Club: Days of Art Programming

Schools: Claude E. Garton Public School, Ogden Public School, Valley Central School and St. James Public School

Art Club and Days of Art Events: Selected Project Descriptions

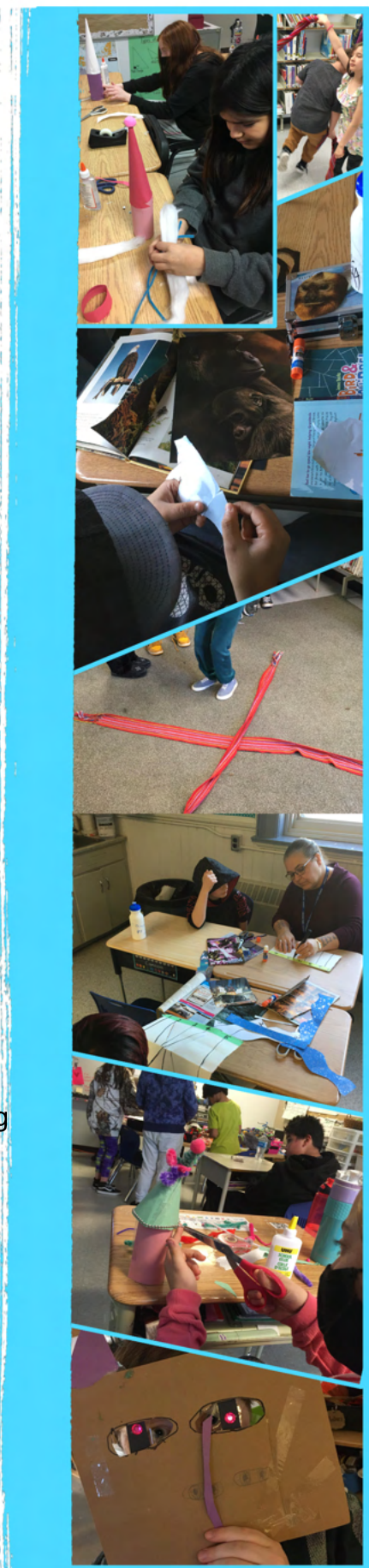
Comic Arts: Mad Libs: Students drew comics inspired by mad libs based on their recent learnings in school, e.g. they had to include a character from a book they were reading in class.

Photography and Mixed Media: Students learned close-up/macro photography of natural objects with example photos, e.g. tree bark, cracked ice on the ground. Students did their own compositions, created abstract artworks using splicing techniques. The students did this while visiting the conservatory, seeing many plants they'd never encountered before.

Landscape painting - Exploring a technique of minimalist landscape painting focusing on colour and form, this exercise linked to the curriculum as the class explored regions of Canada.

Paper flowers - As spring approached, we shared the joy through creating paper flowers mixed with crafting materials, much like a simplified origami

Culinary arts: Local restaurant owner and head chef John Murray from the Red Lion walked the students, from start to finish, the processes of making lasagna and pizza from scratch. On separate occasions he brought in prepped ingredients to walk them through assembly of the dishes but also had them prepare dough, sauce and pasta with base ingredients. He often incorporated lessons from owning and organizing a restaurant, going through math and logic problems.



Art Club and Days of Art Program

Metis Jigging - A cultural sharing of Metis history and experience, our artist involved the classes in learning Metis Jig dancing and what that dance represents and means to their people. Also sharing the tradition of the Metis sash, the students learned much while having a ton of fun. The artist also brought a number of culturally significant artifacts from drums, to animal bones, to bison hide (prepared by the artist themselves), explaining the historical significance and use of the items.

Recycled Robots - An artist let exploration of how to use traditionally tossed or recycled materials and transforming them into robots or other fantastical creations.

Salt Watercolour - Demonstrating how utilizing something as simple as salt mixed with watercolour creates astounding effects. The artist led them on using this technique in an exploration to play with and understand abstraction.

Yarn Penguins - Linking to the curriculum the students were learning at that moment, penguins, they created their own penguins with yarn through a challenging ball & snip technique. Every one was different and unique, like each student.

Collage - A wild collage exercise mixing collage of comics & magazines with an overlay grid pattern of coloured paper, making for a wildly fun optical illusion creation.

Creative Movement - Combining the playful concepts from the book "beautiful oops" with the creativity of marble oops paintings, and the power of yoga and mindfulness. First will delved into the pages of "beautiful oops", where mistakes transform into beautiful creations. We drew inspiration from the book's delightful message, that every mishap is an opportunity for something extraordinary. Next, it was a hands-on adventure, using marbles as our artistic tools to create unique oops paintings. As the marbles roled and bounced, turning unexpected twists into colourful patterns, we embraced the spirit of beautiful oops in our own artwork. But the excitement didn't stop there! We transitioned into a special yoga session where we explored poses and movements inspired by the book themes. Through mindful breathing and gentle stretches, we connected with the idea that just like in beautiful oops we can turn challenges into opportunities for growth and creativity. This art club session is not just about making art or doing yoga. It's about discovering the beauty in every oops moment and learning that there's magic in turning mistakes into something extraordinary.



Art Club and Days of Art Program

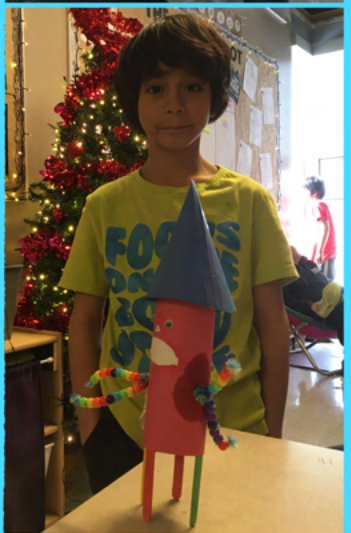
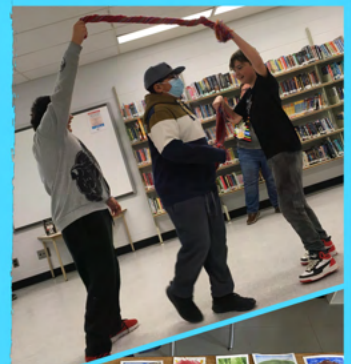
Art Extravaganza -

To celebrate our 3 year journey with these students and schools, funded by the OTF, we held an 'Arts Extravaganza'. This consisted of having all 13 classes at 5 different schools involved in the celebration. A group of core artists/art educators visited each of the 5 schools, rotating through each class to have fun and explore creatively with 2 different art sessions; an abstract collage piece and the fun illustration game 'exquisite corpse', which is a group drawing exercise with surprising and imaginative results. We provided a bevy of food (in part through our wonderful fundraiser Dough Bagel) to the students, some of whom come from places where proper food and nutrition is an ongoing challenge.

It was a great way to end our 3 year run with these schools, all of which embraced the program and our artists, creating strong community ties. The 'Arts Extravaganza' also included a media event held at St James Public School which included various media, politicians and school board officials enjoying the day as the students expressed their talents and visions. We ended each session by putting all the art up on the wall and creating a beautiful 'gallery' to round out the afternoon.

The experience was wonderful. The teachers and administrators really came out to celebrate the time we'd had together building arts and creativity with these students. It was a delightful capping to three years of hard work, a strong connection to the community and a very wide exploration and sharing of arts and culture.

"Many of the artists that have come into our classroom through CAHEP can speak to the students about gallery exhibitions. They've been part of, formal post, secondary training, they've had, and their journey throughout their career and education in the arts." - Teacher



Cultivating Creative Excellence: A Journey with CAHEP's Multidisciplinary Art Club

Adapted from Evaluation Notes by Christine Battle

Unveiling the Five Creative Habits:

The essence of the art club lies in its commitment to nurturing five fundamental creative habits among participating students, as outlined by Lucas et al. (2019). These habits serve as guiding principles, shaping the artistic journey of these young minds:

1. Inquisitive:

The art club encourages a spirit of inquiry, fostering a culture where wondering and questioning are embraced. Students are not merely creating art; they are actively exploring and challenging assumptions, laying the foundation for a curious and inquisitive mindset.

2. Persistent:

In the face of artistic challenges, the club instills the value of persistence. Students are encouraged to stick with difficulty, daring to be different and tolerating uncertainty. Through this, they develop resilience and discover the rewards that come with embracing their uniqueness.

3. Imaginative:

Playing with possibilities and making connections are the keys to unlocking an imaginative mindset. The art club's diverse range of techniques allows students to explore new horizons, fostering a creative environment where ideas are connected, and possibilities are endless.

4. Collaborative:

Art is not created in isolation but thrives in a collaborative environment. The program actively promotes the sharing of artistic products, the exchange of constructive feedback, and appropriate cooperation. Students are not just learning to create; they are learning the art of collaboration.

5. Disciplined:

Valuing the need for knowledge and craft in shaping creative products is at the core of the art club's philosophy. Through a disciplined approach, professional artists guide students in the development of techniques, critical reflection, and continuous improvement. This disciplined mindset is instilling an appreciation for the meticulous nature of their craft.

Art club is not merely shaping artists; it is shaping future innovators and critical thinkers, ready to leave their mark on the canvas of the world.



Superior Collegiate and Vocational Institute

Total Number of Students: 85
Number of Projects: 4
Number of Sessions: 5
Number of Hours: 8.33

Engendering Plant Life

These workshops were designed by LGBTQIA+ GENZ artists for a thought-provoking exploration of gender and gender expression through the medium of art. Emphasizing individual comfort and choice, the workshops aimed to create a safe and inclusive space for participants to engage in creative expression. The goal was not only to encourage reflection on gender-related themes but also to make the artistic experience memorable by introducing participants to new mediums they might not have tried before. Whether through crafting Metis padoula flowers, creating gender-inclusive botanical tiles, or exploring flipbook animation, the workshops sought to foster a meaningful connection between art, nature, and personal identity while embracing the diverse and unique expressions of each participant.

Metis Padoula Flowers Crafting Workshop - Participants at Superior High School explored sustainability and creativity by crafting flowers from recycled materials. Against a winter backdrop, stories of gendered traditions and the interconnectedness of ecosystems unfolded. Discussions on the adaptability of berry plants and personal journeys emphasized being true to one's spirit, fostering a supportive environment for authenticity. The celebration of art, tradition, and meaningful conversations encouraged participants to embrace their creativity, connect with nature, and celebrate their unique identities.

Gender-Inclusive Botanical Clay Tile Making Workshop - Participants ventured into the vibrant diversity of nature, creating tiles inspired by plants outside the gender binary. The workshop successfully merged art and nature, showcasing individual preferences and highlighting the richness of nature's diversity. The inclusive space fostered expression and appreciation for the diverse gender spectrum found in the plant kingdom.

Flipbook Animation Workshop - This provided a unique platform to explore the interconnectedness of gender and plants. By bridging the gap between animation principles and the themes of plants and gender. Encouraging students to animate subjects beyond traditional gender norms showcased the fluidity found in nature and personal identity. The workshop demonstrated how artistic expression, ranging from simple plant animations to more complex themes, serves as a powerful tool for self-discovery and communication, linking the realms of gender, nature, and personal identity.

There was also an additional session, unrelated to the 'Engendering Plant Life' course that brought local comic artist Merk in to talk comics, storytelling and sequential art. It culminated with the class telling their own comic stories.



Superior Evaluation

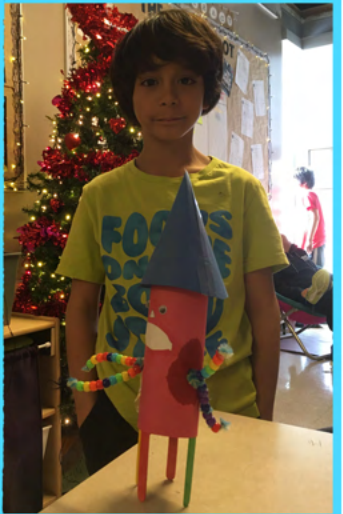
Based on Christine Battle's Evaluation

The "Engendering Plant Life" project involved LGBTIAQ2S+ artists collaborating on three impactful art projects at Superior High School, engaging over 75 participants. The goal was to explore the intersections of gender, sexuality, and their connections to a healthy planet and personhood. The projects were guided by mentorship from CAHEP staff, allowing artists to reflect on their experiences and design sessions with the intention of fostering creative risk-taking.

The first project involved creating Padoula Flowers inspired by Metis Culture and Nature, with artists sharing their cultural journey as two-spirit individuals. The second project aimed at exploring social justice through a multi-session challenge, encouraging students to work in unfamiliar mediums. The final session focused on expressing gender through flip book animations, highlighting the connection between humans and plant life.

Throughout the project, LGBTIAQ2S+ artists emphasized the importance of visibility and dispelled myths by sharing personal stories. Difficult conversations were incorporated through artistic experiences, creating a safe space for students to express themselves authentically. The project not only built community but also challenged preconceived notions about LGBTIAQ2S+ individuals.

The artists valued "Voice and Choice," allowing students to find meaning in their experiences and make connections to their own work. The inclusive facilitation process aimed at building confidence, self-esteem, and community. The project had a profound impact on both students and artists, fostering creativity, self-discovery, and a sense of belonging. The ripple effects extended beyond the classroom, benefiting students, their families, and community partners. Overall, the project successfully supported the creative risks of students, helped artists understand themselves better, and contributed positively to the LGBTIAQ2S+ community.



Community Art

- Delivered 105 projects
- Delivered 215 sessions
- Engaged 8750 Participants
- Worked with 119 Volunteers
- Engaged in 101 mentorship hours with young artists
- Worked with 6 other partners

Community Art has become a solid block of CAHEP programming, reaching to various areas of the community through a number of partners, groups and programs. It has become a mix of drop in art at larger events (which allows us to reach new people) and helming sessions for specific groups. The following is an overview of those partners/groups and select programs.

The City of Thunder Bay

Summer Celebration/Canada Day- 5 projects exploring different media and artistic techniques.

Live on the Waterfront- A weekly outdoor music/community event that gave CAHEP a wonderful space to have several accessible but yet challenging projects each week through the summer, reaching artists of all ages.

Winter Fun Days- A three month long weekly multi group event that allowed us to have several artists per session doing several projects, exploring and celebrating different art media and techniques, both indoor and out.

Quest -We join a large group of other stations at Quest:Tech & Gaming event with STEAM based art and activities.

Kite Festival - Beautiful wind chimes were created to compliment the vibe of the kite festival.

Culture Days - A multi project, multi artist drop in event exploring Matisse style collage and fabric dying techniques.

Snow Day -Painting in the snow with food safe materials was outside while a wall hanging with wood and craft materials was created inside.

Youth Week - An inspiring Picasso faced collage project exploring portraiture and abstraction was created.

FABS - Fabulous Active Babes doing a fun silk tie-dye project.

Festival of India -A multi project drop in session exploring paint and colour with a fun approach, creating dipped flowers and more.



Community Art: The Boys & Girls Club

- Delivered 51 projects
- Delivered 49 sessions
- Delivered 49 hrs of programming
- Engaged 588 Participants
- Contracted 11 different professional local artist-arts-educators

We continued to develop our relationship with the Boys & Girls Club with our after school program running once a week (multiple certain weeks and every day during march break). A drop in arts & crafts program, we skewed younger this year as the demographic seemed to be younger this year. We continued working with B&G Club to assist them wherever we could. Part of this program was funded by the TBCF.

Select Project Descriptions

Group Drawing/cut outs - Large scale drawing and craft paper design on painted backgrounds, each a different geographic region, as they work together in groups to create an imaginative, shared work.

Masks - Valentine's day paper masks were made and decorated to celebrate love and creativity.

Cards - Animal based, pop up style greeting cards were made for family and friends.

Butterflies - Out of craft supplies and recycled materials, beautiful butterflies emerged from the student's imaginations.

Pizza - Learning how to make pizza from scratch in the B&G kitchen with a local chef.

Labyrinth - With cardboard, wood, glue, markers and imagination, they designed and created beautiful labyrinth games, where you guide a marble through a constructed maze, with magnificent artwork as the base.

Music - A local musician walked them through a song that they added to, creating a dance to accompany.

Mobiles - With found materials mixed with craft supplies, magical mobiles were created.

Tesselations - With various illustration and colouring media, the group explored the wonderful intersection of math and art in tessellation drawings.



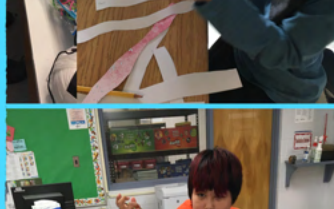
Community Art : Other Programs

Fort William Historical Park - Voyageur Winter Festival. A multi day outdoor event with two event sites. One outdoor site painting and crafting art in snow and an indoor event with several illustration based programs.

Young at Art - Just began at the end of that 2022/2023 fiscal year. It is a multi level engagement program at an elderly/assisted living facility that brought different artists and art programs in monthly to them but also supplied materials and youtube based videos (that we created) for other residents to access. There was also a technology component to this program, assisting residents in the use of phones, tablets, etc with the help of international students three times per month. NHSP funded.

Rowan Tree Collective- Working with the newly created Rowan Tree Collective, a non-profit programming hub for adults with autism and other neurodiverse folks, we provided a program to create holiday greeting cards with participants that were then used as a successful fundraiser for their program.

“This learning opportunity has had profound impact on the students in our school, and within my classroom, it has become an integral component of our art space learning, connection with community members and mentorship from trained artists.” - Teacher



Professional Development

-Mentoring of developing new-gen artists. An ongoing program to build young artists working with senior artists. Estimated 1000+ hrs for 2022/23. Fees to senior artists \$1989.00.

-Natural Dyeing workshop for local artists by textile artist and CAHEP staff artist Abhi Rao.

-Engaging a class of Gen Z LU Business students to study and present CAHEP with consultation presentations to improve various aspects of the organization. Numerous staff, artists and board members were involved in the meetings, presentations and follow ups, which led to further development and reworking of the website and more.

-Online anti-racism workshop was available to staff as they were encouraged to register and attend.

-Equitable Evaluation Workshop led by Christine Battle.

-Individual artist support - Merk (\$300 for assisting in development of new graphic novel) and Abhi Rao (\$269 support attending Natural Dye Workshop).

“There is more than one way to make a masterpiece. I thought I was making one thing and then I made something totally different. I wish we could do this all day.” - Student



Funders and Community Supporters:

Operating Grants:

City of Thunder Bay, Community, Youth & Cultural Funding Program



Ontario Arts Council, Arts Organizations in Communities and Schools Program



ONTARIO ARTS COUNCIL
CONSEIL DES ARTS DE L'ONTARIO

an Ontario government agency
un organisme du gouvernement de l'Ontario

Project Grants:

Canadian Women's Foundation



Johansen Larsen Foundation



Johansen Larsen Foundation

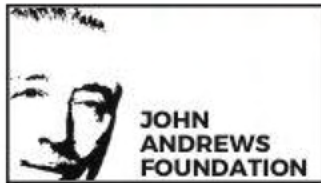
Ontario Trillium Foundation



Thunder Bay Community Foundation



John Andrews Foundation



Educational Partners:

Algonquin Ave Public School
Claude Garton Public School
Kingsway Park Public School
Lakehead University
Ogden Community School
St James Public School
Sherbrooke Public School
Superior Collegiate and Vocational Institute
Valley Central Public School

Community Partners:

Boys and Girls Club
Rowan Tree Collective
Fort William Historical Park
PR Cook Apartments
Dough Bagel Co.

Artistic Practices Partners:

City of Thunder Bay, Dept of Culture
The Painted Turtle Art Shop

“You can show anything through art. Never give up on making it. It’s so much fun!”
- Student