



## Partnership Grants Midterm Report

<b>File number:</b>	895-2017-1014 UM Ref#: 47354
<b>Host institution:</b>	University of Manitoba
<b>Project director:</b>	Shirley Thompson
<b>Project title:</b>	Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadizwin in First Nation Communities

The Midterm Report should provide an overall view of what the partnership has accomplished by the midpoint of the award, and provide sufficient information to allow the Midterm Review Committee to assess the progress of activities undertaken during this time. It is both a description of the activities and accomplishments to date, and a forward-looking document that confirms and updates the plan of activities designed to ensure the achievement of the stated goals and objectives of the partnership. It is expected that key members of the partnership will participate in the preparation of the report's contents and endorse it prior to submission.

**Instructions:** Provide information about your project for each of the seven evaluation criteria listed below. For each of the green text boxes below, provide the information requested while limiting your responses to 500 words. If you choose to include any charts, tables, graphics, diagrams, images, etc., include these at the end of the document as an appendix. In total, keep the appendices to a maximum of twenty pages. Do not enter text in the blue text boxes. The midterm review committee will assess your progress (i.e., exceeds expectations; meets expectations; may not meet expectations, clarification required; does not meet expectations) and provide feedback in the blue text boxes.

### Progress Summary

Provide a plain-language summary of the results of your project to date.

## Project Response:

Student capacity building in this partnership is focused on alleviating the housing and food crisis in First Nation reserves. This talent grant, to date, provided funding for 90 college, 15 master and 7 doctoral students to study Mino Bimaadiziwin in First Nation communities, related to food, housing or education. First Nation post-secondary students from two remote communities received stipends to attend a community-led program in either wood working in 2018/19 and/or home carpentry in 2019/20. However, all 90 Homebuilder students received one or both certificates from a one year Anokiwin Training Institute (1500 hour/program year) with longitudinal surveys showing mostly positive impacts on sustainable livelihoods and good evaluations of courses and programs.

The Homebuilder students designed and built homes with local wood materials, as a culturally appropriate hands-on way of teaching Indigenous youth, learning from a team of Elders, carpenters, architects, engineers, and graduate students. This team created a curriculum covering six areas: 1. Mino Bimaadiziwin/Personal development, 2. Carpentry, 3. Forest Stewardship, 4. Timber Harvesting and Lumber Production 5. Sustainable Home Design and Care, 6. Practicum. This curriculum and research will be freely shared, along with blueprints of homes and energy modelling designed. Towards long-term sustainability at the community-level, Wasagamack started the Mitik housing and sawmill corporation, to enable Homebuilder students to apprentice as well as build with local wood-use.

To date, 14 films, 35 conferences, 9 theses, 2 books, 8 workshops, 2 summer institutes and 12 peer-reviewed publications are effectively mobilizing partnership knowledge. Furthermore, this partnership assisted Island Lake communities and other First Nations to obtain grants for food or housing-related projects worth more than two million dollars. As well, 3 houses and a muskrat house were designed and built by postsecondary students. In addition, 4 mini-homes are set to be built in First Nations with 15 to 20 post-secondary and 3 to 6 graduate students. This partnership has resulted in dynamic MITACS and other research programs on: Indigenous housing design; feasibility of second-stage women's shelter, home air quality, land guardianship for traditional harvesting, wild rice cultivation, resilience of First Nations, community foundations/development, and education outcomes.

The actual partnership spending matched very closely the proposed, within 4% (\$51,273). As the goal of a talent grant is to fund students, the results were much more positive than proposed with student spending at 89% of the total grant, which is 11% higher than the 78% proposed. More spending on student stipends at (\$940,051) (81%) occurred compared to \$991,250 (73%) proposed. This increase is due to undergraduate student stipends increasing to 63% of the total grant versus 61% proposed. As well, graduate students' stipends increased to 19% of total grant versus 12% proposed. Furthermore, student safety, books and other supplies were 4% of the total grant spent versus 0.4% proposed. Also, student travel funding was 3.6% of total grant versus 3.0% proposed.

To ensure we fulfill our research and education goals under COVID-19 for 155 to 215 students we developed road-connected community partners. A full-year U of M Indigenous food systems certificate program as well as the graduate design/build studios on housing will start in Brokenhead Ojibway Nation (BON) in spring 2021 and fall 2021, respectively, to allow 65+ undergraduate and 15+ graduate students to collaborate on research and education.

**1) Research and/or related activities are proceeding and evolving as planned or, if not, the partnership has overcome challenges and adjusted plans appropriately and effectively to keep the project on track.**

With respect to the project's research and/or research-related activities, explain your accomplishments to date and the extent to which your project is meeting the measures of success as outlined in your application and/or Milestone Report. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvement related to research activities, describe how this feedback has been addressed. If you have experienced challenges, describe them and how they have been addressed. If you have significantly adjusted your plans, explain and justify these changes. Finally, briefly outline your plans moving forward and describe how they will allow you to meet the goals and objectives of your project.

### Project Response:

The Indigenous students in the Homebuilder (100 to 120) and Food (55 to 90) undergraduate programs benefiting from research stipends will surpass 150, totalling 155 to 215. At the three year point the program is three-fifths there with 90 graduates, which is better than projected. Program evaluation (n=57) for different Homebuilder courses were undertaken to evaluate and feedback to improve the year long woodworking program in 2019/20 and the year long construction certificate program in 2020/21 (n=33) with the results being mainly positive. A longitudinal study of sustainable livelihoods of First Nation youth at Brokenhead, Garden Hill and Wasagamack First Nations (n=169) is at the midpoint of a 3-year longitudinal survey, to result in two theses and several papers, and provides a preliminary indication of a beneficial impact of the program. Many more graduate students than originally anticipated can be funded due to our partners' developing a MITACS research program with us.

Regarding First Nation housing research, a household survey (n=415) was analyzed with Garden Hill First Nation to obtain data on housing conditions and youth employment statistics (Hoque, 2018; Barkman, Monias & Thompson, 2018), with the undergraduate student, Barkman, winning best presentation at a research conference. As well, home design workshops with First Nation communities considered culture, sustainability, etc. to produce open source designs of an engineer-stamped blueprint for a [stick-built home](#), a [log home design](#), as well as [interior designs](#) (Sellese, 2020). Furthermore, home designs were [modelled](#) for energy efficiency by graduate students and Manitoba Hydro for rebates and future improvement of housing designs. The 3 houses and a muskrat house were designed and built by postsecondary students. In addition, 4 mini-home builds are arranged in First nations in future with post-secondary students in the next four years. Research into remote First Nations for sawmill and housing corporations resulted in business plans, start-up funding and management funding for Garden Hill and Wasagamack. Research into the risks from inadequate housing for COVID-19 transmission has informed policy (Thompson, Bonnycastle & Hill, 2020; Bonnycastle, Thompson & Hill, 2020) and resulted in a MITACS research program on indoor air quality for a master and doctoral program with the partnership as well as some resources for temporary, culturally-appropriate housing (12 teepees built).

Under COVID-19 protocols, the partnership expanded beyond a focus on remote communities to include non-remote communities to allow possibilities for safe graduate/undergraduate collaboration and students to obtain U of M certificates. The partnership is funding 3 graduate research assistants (RA) and 5 to 20 postsecondary students working with 4 First Nation communities (including BON) to build tiny homes in each community as stipulated in [One House Many Nations \(OHMN\) MtS successful proposal](#) with Dr. Wilson as PI and Drs. Mallory-Hill, Coar and Thompson as co-investigators. This community-first approach is tackling homelessness by capacity building on housing design with Sketch-up software, and on trades by building tiny houses. Furthermore, student research on women's on-reserve second-stage housing feasibility is occurring through a MITACS with the National Aboriginal Circle Against Family Violence and Anita Olsen Harper. Thus, many funded graduate student research opportunities are occurring, in collaboration with the 100 to 120 funded Homebuilder students. Another MITACS research program to study Homebuilder housing design focusing on improving air quality in Indigenous housing by

### Project Response:

studying pollution from wood smoke, mould, as well as aerosols from viruses (e.g., COVID-19). The graduate architecture design studio with Professors Mallory-Hill, Coar and Bailey could not [risk bringing COVID-19 to the remote community of Wasagamack, which lacks hospitals, roads and airports](#) but community research, teaching and collaboration on projects with BON, near Winnipeg, will be possible under COVID-19 safety protocols. Travel back and forth to BON to build and design at least one tiny home with 5 to 10 BON post-secondary students and 15 to 35 graduate students in 2021/22 or 2022/23 can be undertaken safely and will reduce partnership costs, due to not requiring overnight stays or airplane travel.

Regarding food education, research towards an [Indigenous Food Systems Certificate program](#) at University of Manitoba is ongoing. A team of four Indigenous professors, Drs. Bobiwash, Rice, Ballard and Henhawk, as well as Drs. Shukla, Thompson, and others, have met regularly [to plan the Indigenous Food Systems program](#). A 1 year food certificate program was to start in May 2020 ([see proposed introductory course for program](#)), but due to COVID-19 the launch will start in May 2021. The 90-hour Permaculture Design Certificate in 2017 that was co-taught by an Elder was highly successful and will be repeated at BON in 2021 followed by University of Manitoba's [Agriculture 330 and 340 experiential learning courses](#) revised to include Indigenous content to occur one full day per week in the summer and fall (11 modules). The rest of the week will involve students in projects-based courses/internships at the University of Manitoba, BON and at the Metis food producer, Myera Inc that will yield valuable research. New courses are being researched to cover harvesting traditionally (hunting, fishing, medicines, ceremonies, sacred nature of food, etc.), community food sovereignty planning, etc. and existing courses, including the Homebuilders personal development courses, will be further evaluated. Our SSHRC partnership has been augmented with several MITACS partnerships to provide more undergraduate and graduate research stipends focused on Indigenous food to allow 15 to 25 undergraduate students/year in 2021, 2022, increasing to larger class sizes if safe in 2023, amounting to 45 to 75 Indigenous undergraduate students. Thus, the Indigenous students in Homebuilder (100 to 120) and Food (55 to 90) undergraduate programs will surpass 150, to total an estimated 155 to 215. This partnership has a dynamic Indigenous food systems education and research program to fund undergraduate and graduate research including: [funding from Canadian Agricultural Producers](#) on Wild Rice with Brokenhead Ojibway Nation (BON) for \$107,500/year for 3 years. Furthermore, a MITACS on Wild Rice is planned with Myera Inc. - a Metis food producer, and a MITACS is starting at Red Sucker Lake regarding research and education on Land Guardianship for traditional harvesting rights from 2021 to end of 2022. Partnership research on food has already resulted in the following publications: (Michnik, 2018; Thapa, 2018; Thompson, Thapa and Whiteway, 2019; Thompson, Harper and Whiteway, 2020; Michnik, Thompson and Beardy, submitted; Ahmed, Thompson & Turchini, submitted) and films including [Keeping the Tradition: Fishing, Trapping and Hunting](#), and another film regarding how [wild rice was the origins of the BON](#) community. Also, the permaculture design research with Island Lake resulted in Meechim Farm [designs plans](#) and [environmental management plans](#) and First Nation [community health garden designs](#). Thus, the food education and research program is able to meet its objectives despite COVID-19.

### Project Response:

The committee positively noted that the community planning work scheduled for the start of the grant that included household surveys, home design workshops and fundraising appear to have been fully on schedule and produced the expected results. It agreed that the contribution to the training of First Nations Youth is laudable. However, the committee noted that the homebuilder training program appears to have been slightly different in scope from what was laid out in the grant proposal which called for 150-250 students to complete a certificate in homebuilding or food security, at the rate of 15 students x 2 communities x 5 years. It appears that instead a 2- year homebuilding and logging certificate were offered (38 graduates), and 57 students graduated with a homebuilder certificate, so the committee would have liked to have seen more about this shift in the report. Additionally, the committee would have liked to have seen more about the Indigenous food sovereignty element of the work. While some preliminary research on food systems seems to have taken place, the project had to postpone the Food Systems Education program by at least a year due to COVID-19, as well as architectural design studio courses. It is laudable that the project addressed risks from poor housing due to COVID-19 transmission. Given present and future uncertainties regarding the pandemic, it would be useful to undertake alternate ways of dealing with postponed projects, or substituting them with meaningful other projects.

Overall, the committee agreed that the project has achieved a good deal since inception and it acknowledged that spending on students meets and exceeds the target. With 14 films, 35 conferences, 9 theses, 2 books, 8 workshops, 2 summer institutes and 11 peer-reviewed publications, this Talent project has met expectations, and should be able to meet its objectives without much difficulty, but the committee needs some more information before making a final recommendation.

**Question for the team:** Please explain the status of the Indigenous food sovereignty element of the research program, and provide a plan as to how research and training in this area will be continued/expanded on in the second half of the project given the context of COVID-19.

### **Midterm Review Committee Feedback: May not meet expectations (clarification required)**

The Mino Bimaadiziwin partnership's stated goal was to fund 150 to 250 college and undergraduate students, which seems easily achievable at the midpoint based on the 90 graduates finishing in mid-August 2020. With 4 years remaining in the extended grant period of 7 years, we were able to fund three-fifths of the students in two years of programming. The partnership grant provided funding for Mino Bimaadiziwin Homebuilders in two communities resulting in 57 graduates (53 Homebuilder students + 4 train-the-trainers) from the 2018/2019 program, and 33 students expected to graduate from the 2019/20 program finishing in mid-August (these numbers were not reported previously due to COVID-19 delaying graduation). These 90 students of Anokiwin Training Institute (ATI), an Indigenous post-secondary vocational institute, were part of one or both of the 1500 hour/year theoretical and applied training programs, namely: 2018/2019 – the "Forestry, logging, sawmilling and home design (wood working)"; and, 2019/2020 - "Construction, carpentry and homebuilding skills (home construction)". In 2018/2019, 27 people graduated of the 29 people who started the ATI program in Garden Hill and 26 people graduated of the 40 people who started the ATI program in Wasagamack for a 77% success rate. In 2019/2020, 16 people will graduate from Garden Hill's class of 18 and 17 will graduate from Wasagamack's class of 23 people, with an 80% graduation rate. 90 Homebuilder students who started graduated with one or both ATI certificates, as well as other workplace certificates, however, some students dropped out of one or both ATI programs due to personal issues. Please note that the ATI program to build homes from local wood expanded into two certificate programs to deal with the need for student upgrading, as well as the lack of housing material from winter road closing before housing material could go up one year and the fire of all housing materials. Since COVID-19 lock-down the education program only continued with Garden Hill, as Wasagamack suspended all housing activities (including their CMHC houses) until September. However, student research with the Homebuilders continues through the WISE longitudinal survey and evaluations by phone and survey monkey for another two years, with new COVID-19 questions added. Further, some ATI Homebuilder students ( 5 to 15 student years) will be funded to continue with trade apprenticeship student programs.

Under COVID-19 protocols, our partners felt it prudent to expand beyond a focus on remote communities to include non-remote communities to allow possibilities for safe graduate/undergraduate collaboration and U of M teaching programs. The partnership is currently funding 3 First Nation graduate research assistants (RA) and 5 to 20 postsecondary students working with 4 First Nation communities (including BON) to build tiny homes in each community as stipulated in [One House Many Nations \(OHMN\) MtS successful proposal](#) with Dr. Wilson as PI and Drs. Mallory-Hill, Coar and Thompson as co-investigators. This community-first approach is tackling homelessness by capacity building on housing design with Sketch-up software, and on trades by building tiny houses. Furthermore, student research on women's on-reserve second-stage housing feasibility is occurring through a MITACS with the National Aboriginal Circle Against Family Violence and Anita Olsen Harper. Thus, many funded graduate student research opportunities are occurring, in collaboration with the 100 to 120 funded Homebuilder students. Another MITACS research program to study Homebuilder housing focusing on improving air quality in Indigenous housing by



### Midterm Review Committee Feedback: May not meet expectations (clarification required)

studying pollution from wood smoke, mould, as well as aerosols from viruses (e.g., COVID-19). The graduate architecture design studio with Professors Mallory-Hill, Coar and Bailey could not [risk bringing COVID-19 to the remote community of Wasagamack, which lacks hospitals, roads and airports](#) but deems that community research, teaching and collaboration on projects with BON, near Winnipeg, is low risk under COVID-19 safety protocols. Travel back and forth to a build/design studio at BON to build at least one tiny home with 5 to 10 BON post-secondary students and 15 to 35 graduate students in 2021/22 or 2022/23 will be safer and reduce costs, not requiring overnight stays or airplane travel

Regarding food education, an [Indigenous Food Systems Certificate program](#) at University of Manitoba research team has resulted. A team of four Indigenous professors, Drs. Bobiwash, Rice, Ballard and Henhawk, as well as Drs. Shukla, Thompson, and others, have met regularly [to plan the Indigenous Food Systems program](#). Although our one-year food program was set up to start in May 2020 ([see proposed introductory course for program](#)), due to COVID-19 the launch will start in May 2021. The 100-hour Permaculture Design Certificate in 2017 that was co-taught by an Elder was highly successful and will be repeated at BON in 2021 followed by University of Manitoba's [Agriculture 330 and 340 experiential learning courses](#) revised to include Indigenous content to occur one 8 hour day per week in the summer and fall (11 modules each). The remainder of the week during that time will involve students in projects-based courses/internships at the University of Manitoba, BON and at the Metis food producer, Myera Inc that will yield valuable research. New courses are under development to cover harvesting traditionally (hunting, fishing, medicines, ceremonies, sacred nature of food, etc.), community food sovereignty planning, etc. As well, existing courses, on the land education can be offered. Our SSHRC partnership has developed a dynamic research program on food, which has been matched with several MITACS partners to allow research stipends to fund 15 to 25 undergraduate students/year in 2021, 2022, increasing to larger class sizes if safe in 2023, amounting to 45 to 75 Indigenous undergraduate students. Thus, the Indigenous students funded in the Homebuilder (100 to 120) and Food (55 to 90) undergraduate programs will surpass 150, totalling 155 to 215.

This partnership has a dynamic Indigenous food systems education and research program to fund undergraduate and graduate research including: [funding from Canadian Agricultural Producers](#) on Wild Rice with Brokenhead Ojibway Nation (BON) for \$107,500/year for 3 years. Furthermore, a MITACS on Wild Rice is planned with Myera Inc. - a Metis food producer, and a MITACS is starting with Red Sucker Lake First Nation regarding research and education on Land Guardianship for traditional harvesting rights in January 2021 to end of 2022. Partnership research on food has already resulted in the following publications: (Michnik, 2018; Thapa, 2018; Thompson, Thapa and Whiteway, 2019; Thompson, Harper and Whiteway, 2020; Michnik, Thompson and Beardy, submitted; Ahmed, Thompson & Turchini, submitted) and films including [Keeping the Tradition: Fishing, Trapping and Hunting](#), and another film regarding how [wild rice was the origins of the BON](#) community. Also, the permaculture design research with Island Lake resulted in Meechim Farm [designs plans](#) and [environmental management plans](#) and First Nation [community health garden designs](#). Thus, the food education and research program is able to fulfill its objectives despite COVID-19.



<b>Midterm Review Committee Feedback: May not meet expectations (clarification required)</b>

## Appendix A: Media and publications.

Partnership Media and Publications
<b>1. Partnership Website</b> <a href="http://ecohealthcircle.com/">http://ecohealthcircle.com/</a>
<b>2. Partnership Facebook Page</b> <a href="https://www.facebook.com/MinoBimaadiziwinPartnership/">https://www.facebook.com/MinoBimaadiziwinPartnership/</a>
<b>3. Bi-Monthly Newsletter (From January 2018 to March 2020)</b> <a href="http://ecohealthcircle.com/mino-bimaadiziwin-newsletters/">http://ecohealthcircle.com/mino-bimaadiziwin-newsletters/</a>
<b>4. Partnership YouTube Channel</b> <a href="https://www.youtube.com/results?search_query=eco+health+learning+circle">https://www.youtube.com/results?search_query=eco+health+learning+circle</a>
<b>5. Videos developed</b> <ol style="list-style-type: none"> <li>1. Thapa, K., Thompson, S. &amp; Suzuki, K. (2020). <i>Wisdom of Elder Victor Harper</i>. Retrieved from <a href="https://www.youtube.com/watch?v=EU5XLg_w14U&amp;feature=youtu.be">https://www.youtube.com/watch?v=EU5XLg_w14U&amp;feature=youtu.be</a></li> <li>2. Suzuki, K. &amp; Thompson, S. (2019). <i>Mino Bimaadiziwin Partnership: Building youth, building capacity</i>. Retrieved from <a href="https://youtu.be/RFoud5l-Thc">https://youtu.be/RFoud5l-Thc</a></li> <li>3. Brokenhead Ojibway Nation. (2019). <i>Baaskaandibewiziibiing: Youth and Elders Tell Their History Project</i>. Retrieved from <a href="https://youtu.be/k1MXq_giqbY">https://youtu.be/k1MXq_giqbY</a></li> <li>4. Brokenhead Ojibway Nation. (2019). <i>Keeping the Tradition: Fishing, Trapping and Hunting</i>. Retrieved from <a href="https://youtu.be/ubm5PE8YeYw">https://youtu.be/ubm5PE8YeYw</a> .</li> <li>5. Brokenhead Ojibway Nation. (2019). <i>Long Journey: Life Stories with Eunice and Kenny</i>. Retrieved from <a href="https://www.youtube.com/watch?v=cFZDFB12FgE">https://www.youtube.com/watch?v=cFZDFB12FgE</a></li> <li>6. Brokenhead Ojibway Nation. (2019). <i>The Story of Our Name: Baaskaandibewiziibiing</i>. Retrieved from <a href="https://youtu.be/CaedgkvjERw">https://youtu.be/CaedgkvjERw</a></li> <li>7. Thompson, S., Suzuki, K., Sumner, J. and Little Saskatchewan First Nation (producers). <i>Returning Home: 4 Vignettes with Little Saskatchewan First Nation and Students. We are coming Home.</i>(<a href="https://youtu.be/ZPL3PxmlfzQ">https://youtu.be/ZPL3PxmlfzQ</a>) 8 years displaced.</li> </ol>

(<https://youtu.be/yQF8GtQAPVQ>), Youth Role models combat crystal meth  
(<https://youtu.be/tPd-xFgLkY0>), Back to the School <https://youtube.com/Pd-xFgLkY0>)

8. Wilson, A. (2018). *One House Many Nations: Hacking Colonial Systems of Dominance*. Retrieved from <https://www.youtube.com/watch?v=opybdEQ5QiY>
9. Thompson, S. & Suzuki, K (2019). *Boreal Homebuilders Program*. Retrieved from <https://youtu.be/nW84gdC6-lk>
10. Pritty, P., Suzuki, K. & Thompson, S. (2018). *Our Home Our Native Land*. Retrieved from <https://www.youtube.com/watch?v=6Sv4X1Wkila&app>
11. Harper, V., Suzuki, K. & Thompson, S. (2018). *Wasagamack First Nation: Our Ancestral Land and Culture*. Retrieved from <https://www.youtube.com/watch?v=i4p9dpuBT4A>
12. Suzuki, K. & Thompson, S. (2017). *Visions for the Land: Garden Hill First Nation*. Retrieved from <https://www.youtube.com/watch?v=D1UFd3fMb80>
13. Suzuki, K. & Thompson, S. (2017). *High School - Then What? Education in Wasagamack First Nation*. <https://www.youtube.com/watch?v=SCONswCF4BE>
14. Thompson, S. (2020,). *Exploring Health and Housing in Remote First Nation Communities- Garden Hill and Wasagamack FN*. Retrieved from <https://www.youtube.com/watch?v=aSL8VYwcCyl>

#### 6. Media reports (**Newspaper/Radio/Television**)

1. [Meloney, N. \(2020\)](#). Measures to stop spread of COVID-19 in First Nations limited by lack of infrastructure: report. CBC News. Retrieved from <https://www.cbc.ca/news/indigenous/covid-19-manitoba-first-nations-risk-let-them-eat-cake-1.5578448>.
2. Stackelberg, M. V. (2019). Homes on remote First Nations are mouldy before they're even built, experts say. *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/manitoba/first-nations-housing-mould-1.5074196>
3. Elash, A. & Walker, C. (2019). This First Nation produces clean water. So why are so many residents afraid to drink it? *CBC News*. Retrieved from <https://www.cbc.ca/news/indigenous/garden-hill-first-nations-drinking-water-1.4907864>

4. New training program aims to tackle housing crisis in northern First Nations. (2018). *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/manitoba/first-nations-housing-program-1.4855478>
5. Thompson, S. and others. Mino Bimaadiziwin Homebuilder program updates, Wasagamack Radio and Television Channel. 2017-2019.
6. Thompson, S. and others. Mino Bimaadiziwin Homebuilder program updates, Garden Hill Radio and Television Channel. 2017-2019.

## **7. Peer-reviewed Publications (published peer-reviewed journal, book chapters, reports)**

1. Thompson, S., M. Bonnycastle & S. Hill. (2020). *COVID-19, First Nations and Poor Housing: "Wash hands frequently" and "Self-isolate" akin to "let them eat cake" in First Nations with Overcrowded Homes lacking Piped Water*. CCPA: Winnipeg. ISBN: 978-1-77125-505-9. Retrieved from: <https://www.policyalternatives.ca/publications/reports/covid-19-first-nations-and-poor-housing>
2. Bonnycastle, M., Thompson, S. & S. Hill. (2020). *FAST FACTS: COVID-19, First Nations and Poor Housing*. CCPA: Winnipeg. Retrieved from: <https://www.policyalternatives.ca/publications/commentary/fast-facts-%E2%80%9Cwash-hands-frequently%E2%80%9D-and-%E2%80%9Cself-isolate%E2%80%9D-akin-%E2%80%9Clet-them-eat>
3. Thompson, S. & Pritty, P. (2020). Eco-carnivores and sustainable food security in remote Indigenous communities: The foodshed of Garden Hill First Nation case study. In Katz-Rosene, R. and Sarah Martin (Eds.), *Green Meat: Sustaining Eaters, Animals, and the Planet*. Montreal: McGill-Queen's University Press.
4. Thompson, S. & Pritty, P. (2020). Damming Food Sovereignty of Indigenous Peoples: A Case study of Food Security at O-Pipon-Na-Piwin Cree Nation. In Settee and Shuklah

- (Eds.), *Indigenous Food Systems: Concepts, Cases, and Conversations*. Toronto: Canadian Scholars Press.
5. Thompson, S., Pritty, P., & Thapa, K. (2020). *Eco-Carnivorism in Garden Hill First Nation. Green Meat? : Sustaining Eaters Animals and the Planet*, 107. McGill-Queen's Press-MQUP.
  6. Thompson, S., Thapa, K. &Whiteway, N. (2019). Sacred Harvest, Sacred Place: Mapping harvesting sites in Wasagamack First Nation. *Journal of Agriculture, Food Systems, and Community Development*, 9 (1), 1-29. Retrieved from <https://www.foodsystemsjournal.org/index.php/fsj/article/view/764>
  7. Mallory-Hill, S., Coar, L., Bonnycastle, M., Harper, E., Harper, I., Monais, E. & Wilson, A. (2019). Boreal Builders: Exploring Sustainable Housing Design in Remote First Nation Communities through Participatory Planning and Training. *Sustainable Urban Environments: Research, Design and Planning for the Next 50 Years*.
  8. Oyegunle, A. & Thompson, S. (2018). Wasting Indigenous Communities: A Case Study with Garden Hill and Wasagamack First Nations in Northern Manitoba, Canada. *The Journal of Solid Waste Technology and Management*. 44 (3), 232-247.
  9. Herrmann, T.M., Loring, P.A., Fleming, T., Thompson, S., Lamalice A., Macé, M., Coxam, Laurendeau, G., Blangy, S., (accepted.) Community-Led Initiatives as Innovative Responses: Shaping the Future of Food Security and Food Sovereignty in Canada. In: Hossain K, Nilsson LM, Herrmann TM. (Eds.) (in prep.). *Food Security in the High North: Contemporary Challenges across the Circumpolar Region*. Routledge.
  10. Michnik, K., Thompson, S. & Beardy, B. (submitted). Move your body, your soul, your heart to share and harvest food: Food Systems Education for Youth and Indigenous Food Sovereignty in Garden Hill First Nation, Manitoba. *Journal of Canadian Food Studies*.
  11. Thompson, S., Bonnycastle, M. and Hill, S. (in prep.) Northern Manitoba in Triple Jeopardy from COVID-19. In: Levasseur, K. & Rounce, A. (Eds). *Manitoba in Lockdown: Public policy responses during COVID-19*. Winnipeg: The University of Manitoba Press.

12. Ahmed, N., Thompson, S. & Turchini, G. (in prep.). An Ecosystem Approach to Wild Rice-Fish Cultivation. *Reviews in Fisheries Science and Aquaculture*.

## 8. Books

1. Thompson, S., Harper, V. and Whiteway, N. (2020). *Keeping our Land the Way the Creator Taught Us: Wasagamack*. Winnipeg: Manitoba First Nations Education Resource Centre.
2. Thompson, S., Harper, V. and Whiteway, N. (accepted with revisions). *Stories, Maps and Community Development for Mino Bimaadiziwin of the Anishiniwuk*. Winnipeg: Aboriginal Issues Press.

## 9. Student Theses

1. Selanese, Catrina (2020). Home Interiors and Furnishings in Remote Northern First Nation Communities: Exploring Sustainable and Culturally Appropriate Solutions through the Boreal Builders: Interior Designs for Wasagamack. Master Practicum for Department of Interior Design. University of Manitoba.
2. Hasan, T. (2020). Building on Indigenous capacity: opportunities for self-determination through post-secondary education in Wasagamack First Nation. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/34507>
3. Stormhunter, T. (Trea) (2019). Resource Extraction and First Nation Communities in Canada. Sydney: Cape Breton University.
4. Wojtuszezwska, V. (2019). On the Importance of Language: Reclaiming Indigenous Place Names at Wasagamack First Nation, Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33841>
5. Goulet, E. (2019). Listening to the Voices and Stories of Northern Manitoba Aboriginal Survivors of Spousal Violence: A Case Study of the Pimicikamak Cree Nation in Cross Lake, Northern Manitoba. Master thesis. Brandon University. Retrieved from <http://ecohealthcircle.com/wp-content/uploads/2019/04/Complete->

6. Michnik, K. (2018). Reclamation, participation and self-determination: Land-based learning and community gardening and farming in Garden Hill First Nation. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33632>
7. Hoque, A. M. R. (2018). Waakia'ligan: Community Voices on Housing at Garden Hill First Nation, Manitoba. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33692>
8. Thapa, K. (2018). Indigenous land rights and Indigenous land use planning: Exploring the relevance and significance to Wasagamack First Nation, northern Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33359>
9. Okorosobo, T. (2017). Building livelihood and food security through social enterprise: a case study of Garden Hill First Nation community in Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/32579>

**Appendix B: Inkind and Cash Contributions**

Org type	Organization name	Year 1		Year 2		Year 3	
		Cash	Inkind	Cash	Inkind	Cash	Inkind
Host institution	University of Manitoba	\$70,000	\$28,000	\$14,634	\$11,120	\$103,446	\$0
First Nation Organization	Anokiiwin Training Institute		\$5,000		\$4,250		\$4,250
First Nation Organization	Indigenous Development Support Services		\$22,000	\$184,676	\$20,000		
University	Brandon University		\$0	\$6,217	\$11,475	\$1,722	
University	Lakehead University		\$0		\$4,500		\$13,678
Private Business	Comheart		\$5,000		\$5,000		
First Nation Organization	Wasagamack First Nation		\$250,000		\$330,000		\$320,000
First Nation Organization	Brokenhead First Nation				\$22,500		
First Nation Organization	Garden Hill First Nation		\$90,000		\$70,000		\$70,000
First Nation Organization	Island Lake Tribal Council (ILTC)		\$25,000	\$36,000	\$4,000		
First Nation Organization	Wasagamack Heath Authority						\$12,000
University	University of Winnipeg	\$800	\$8,350	\$7,589	\$5,071	\$380	\$5,071
First Nation Organization	Four Arrow Regional Health Authority (FARHA)		\$20,000		\$5,000		
Private Business	Sundial Performance Buildings	\$10,000	\$240,000				
University	University College of the North		\$4,971				
First Nation Organization	Aki Energy		\$10,000				
First Nation Organization	Kistiganwacheeng Employment and Training		\$150,000				
Other Organization	Endow Manitoba, Winnipeg Foundation					\$45,000	\$4,000
Other contributor 5							
<b>TOTALS</b>		\$80,800	\$858,321	\$249,116	\$492,916	\$150,548	\$428,999



## Appendix C: Revised Budget submitted in year 1.

### Revised Northern Teaching Lodges Comprehensive Budget

students 1,939,500  
% of grant 77.58

Personnel costs	Year 1		Year 2		Year 3		MIDTERM Year 4		Year 5		Year 6		Total
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	
Student salaries and benefits/Stipends													
Undergraduate	12	106,000	36	360,000	36	360,000	36	360,000	28	260,000	0	0	1,446,000
Masters	3	32,500	3	32,500	5	68,750	6	83,750	6	58,750	5	43,750	320,000
Doctorate	0	0	1	10500	2	21,000	2	21,000	2	21000	1	10,500	84,000
Non-student salaries and benefits/Stipends													
CONSULTANT		25,000											25,000
project manager		20,000		60,000		60,000		60,000		60,000		0	260,000
community	1	15,000	3	30,000	1	30,000	1	30,000	1	30,000		0	135,000
													2,270,000
Travel and subsistence costs			Year 1		Year 1		Year 1		Year 1		Year 1		
Applicant/Team member(s)													
Canadian travel			10,000		10,000		10,000		10,000		6,000		56,000
Foreign travel			0		0		0		0		0		0
Students													
Canadian travel			15,000		15,000		12,000		30,000		6,500		89,500
Foreign travel			0		0		0		0		0		0
													145,500
Other expenses													
Professional/Technical			2,000		2,000		2,000		2,000		2,000		12,000
Supplies			2,000		2,000		2,000		2,000		2,000		12,000
Non-disposable equipment													0
Computer hardware			7,200		0		0		0		0		7,200
Other			11,550		0		0		0		0		11,550
Other expenses (specify)													0
SCC & exSCC calls			500		500		500		500		500		3,000
Freight			500		0		350		100		0		1,250
Community event			7,500		7,500		7,500		7,500		0		37,500
													84,500
Total		254,750		530,000		573,050		589,100		481,850		71,250	2,500,000



## Appendix D: University of Manitoba's Grants in aid of research statement of account with our explanation

2018/2019

Family Name, Given Name and Initial(s) of Grantee: Thompson, Shirley				Council/Personal Identification No. (CID/PIN) 65461		Date 2019-05-04	Year Ending 2019-03-31
Institution						University Account No.	Grant No. 895-2017-1014
FUNDS AVAILABLE FOR CURRENT YEAR							
Balance of grant at close of previous year					\$464,539.80		
Current year grant					\$500,000.00		
Federal Granting Agency authorized transfer							
Total funds available for current year    A					\$965,439.88		
EXPENDITURES INCURRED FOR CURRENT YEAR							
Canadian and				Total	Revised	Remarks	
1)	Salaries to students						
a)	Bachelor's	\$128,026.64	\$0	\$128,026.64	\$318,150	1. \$128,026.64 paid to undergraduate students as stipend labeled as Scholarship Bachelor Canadian (this one labeled correctly) in the University of Manitoba 's Financial statement. 2. 144, 400 paid to same undergraduate students by cheque before their direct deposit set up (it was badly labeled under the category Honorarium in Materials, supplies and other expenditures of this statement). 3. See detail breakdown in Appendix -D	
b)	Master's	\$15,656.47	\$487.82	\$16,144.29	none		
c)	Doctorate	\$19,848.25	\$15,11.13	\$21,359.38	none		
2)	Salaries to non-students						
b)	Other			\$48,776.53	\$558	1. Payment to the Collaborator -Undergrad Students stipend at Brandon University and UWinnipeg. 2. Project Manager's salary \$34,504	
4) Professional and technical services/contracts				\$6,636.56	\$0	Stipend for First Nation undergraduate student from Island Lake to go to University of Saskatchewan for a specialized land use/house-planning student and intern program, was moved from Professional and technical services/contracts to Students stipend (documentation in bill).	
6) Materials, supplies and other expenditures				\$179,805.88	\$33,543	1. \$144,000 in Students Stipend before direct deposit for students in remote communities without bank access has to fall under Honorarium category, which falls under Materials, Supplies and Services under the U of M's statement. Notes were made each time that the purpose was stipend not honorarium due to students not having bank accounts. 2. \$1862.88 was billed from Island Lake Tribal Council (ILTC) for Noah McKay's university undergraduate stipend- and so moved to Undergraduate student stipend. 3. Due to lack of safety and clothing stores in the community, as well as the economic poverty, the students received sub-40 below clothing for safety for conducting research training outdoors as well as safety equipment when operating chainsaws, which were approved by SSHRC as acceptable student expenditures.	

			See detail breakdown in Appendix E
8) Travel	\$44,625.92	\$44,041	\$584 included in supplies and other expenditures.
12. Non-student salaries and benefits/stipends 13. Non-disposable equipment	\$445,375.20	\$34,504 \$976	Project coordinators salary. Memory card for video documentation and research (\$99), General equipment under 2500-parts for project truck (\$493) and sawmill (\$384).
Total expenditures incurred for current year	\$445,375.20	\$469,275	The \$23,899.80 difference between University of Manitoba's Financial Administrative Support Tool (FAST) Reporting and University of Manitoba's Annual Grants in Aid of Research Statement of Account. The difference is that the money was missing from our account to transfer to Dr. Shukla at UWinnipeg and Dr. Harms at Brandon U but were not accessed.
Balance (A-B)	\$520,064.68	\$496,164.88	
UNSPENT BALANCE			
Outstanding commitments at close of year		\$862.74	

## Appendix E: Students salaries and benefits/stipends- Year 2

<b>1. Students salaries and benefits/stipends- Year 2</b>					
<b>Undergraduate mislabelling as</b>	<b>\$</b>	<b>Masters</b>	<b>\$</b>	<b>Doctorate</b>	<b>\$</b>
Bachelor/College Scholarship Canada	\$128,262	Masters Canadian-Student 1	\$5,048	Doctorate Canadian- Student 1	\$9,416
Stipend paid to FN students by cheque before their direct deposit set up (under the category Honorarium in Materials, supplies and other expenditures)	\$144,400	Masters Canadian-Student 2	\$4,358	Doctorate Canadian- Student 2	\$10,432
Payment to the Collaborator -Undergrad Student at Brandon University and UofW	\$24,400	Masters Canadian-Student 3	\$2,500	Doctorate Foreign-Student 1	\$1,511
FT Undergrad Student Support (FT FN students who worked in data collection for survey)	\$9,945	Masters Canadian-Student 4	\$3,750		
Island Lake Tribal Council (ILTC)- funding for a FN student to go to USask	\$11,143	Masters Foreign-Student 1	\$488		
<b>Total</b>	<b>\$318,150</b>		<b>\$16,144</b>		<b>\$21,359</b>
<b>Total Paid to all students</b>					<b>\$355,654</b>

Appendix F: Students salaries and benefits/stipends- Year 3

<b>1. Students salaries and benefits/stipends- Year 3</b>					
<b>Undergraduate mislabelling as</b>	<b>\$</b>	<b>Masters</b>	<b>\$</b>	<b>Doctorate</b>	<b>\$</b>
Bachelor/College Scholarship Canada	\$387,173	Masters Canadian-Student 1	\$5,683	Doctorate Canadian- Student 1	\$8,481
Scholarship Bachelor Canada (stipend for Linden Comber, a FN students, who SIN number starts with 9 instead of 6- system put him under foreign category)	\$8,065	Masters Canadian-Student 2	\$4,857	Doctorate Canadian- Student 2	\$12,047
Payment to the Collaborator - Undergrad Student at UofW	\$15,000	Masters Canadian-Student 3	\$3,353	Doctorate Canadian- Student 3	\$15,225
		Masters Canadian-Student 4	\$8,303	Doctorate Canadian- Student 4	\$13,306
		Masters Canadian-Student 5	\$13,798	Doctorate Foreign-Student 1	\$3,393
		Masters Foreign-Student 1	\$4,618	Doctorate Foreign-Student 2	\$789
		Masters Foreign-Student 2	\$9,000		
		Masters Foreign-Student 3	\$16,877		
		Masters Foreign-Student 4	\$1,073		
		Masters Foreign-Student 5	\$10,000		
		Payment to Collaborator - Masters Student at Lakehead University	\$30,000		
<b>Total</b>	<b>\$410,238</b>		<b>\$107,562</b>		<b>\$53,240</b>
<b>Total Paid to students</b>					<b>\$571,040</b>

## Appendix G: Supplies and services Itemized for Year 2

Supplies and services Items for Year 2		
Category	\$	Remarks
Student Workshop Fees	\$8,626	Workshop fee for 6 day program with Arbor Canada to train 3 train-the-trainers – who were FN students in adult education
Student Safety Supplies	\$15,859	Students safety supplies & Winter clothing
Books student supplies	\$1,223	Reference book material for community education and research
Communication for student	\$883	Cell phone rental for community organizer/student
Food for students	\$1,763	Food supplies for students during workshops/ programing
Elder Honorarium	\$1,600	Elder Honorariums (Ivan Harper \$1000), home design workshop (Nora Whiteway \$400, Ivan Harper \$200)
Printing, Copying, Stationary, Other materials (chainsaw blade), parcels, postals and supply	\$3,589	Disposable materials for use of the program

## Appendix H: Supplies and services Itemized for Year 3

Supplies and services, Year 3		
Category	\$	Remarks
Professional/Technical services	\$631	KNH Sawatzky & Associates for Engineering stamping housing design working with student
Student Safety Supplies	\$1,126	Phase 2 recruit: students safety & winter clothing
Programming and cultural supplies	\$2,624	Paid to Lakefish Net for fishing net for food programing
Cell phone rental	\$1,495	Cell phone rental for community organizer/student in Island Lake
Safety courses	1,062	Online safety training for new students
Travel (COVID-19 incurred expenses)	\$1,140	per diems given to remote Homebuilder First Nation Student to pay expenses and mileage while self-isolating in Winnipeg after AFN conference in Toronto.
Other service	\$703	Partnership website hosting (\$496.21) Farmers Edge for Soil testing (\$207.16)
Food for students	\$1,170	Food supplies for students while they are in the community to support the programing
Student Workshops	\$606	Student fees/expenses to attend workshops
Printing, Copying, Stationary, Books, parcels, postal, tobacco	\$2,344	
<b>Total</b>	<b>\$12,901</b>	



