

APPENDIX A:

WORKING GROUP INFORMATION

Appendix A - Working Group Information

A.1 Working Group Members

Name	Title
NWMO	
John Kielty	Social Research Associate
Cherie Leslie	Senior Engagement Advisor, Community Engagement
Becky Smith	Regional Communications Manager, Southern Ontario
Anna Lennox	Developmental Student – Engagement
MUNICIPALITY OF SOUTH BRUCE	
Vivian Kennedy	South Bruce Community Liaison Committee Project Coordinator
Steve Travale	Communications and Public Relations Officer
Alli Meyer	Student Community Liaison Committee Member
DPRA	
Megan Ketchabaw	Associate
Anoushka Martil	Principal

A.2 Summary of Working Group Meetings

Date	Summary of Meeting
November 20, 2020	<ul style="list-style-type: none"> • Kick-off meeting and introductions • Understanding expectations, determining scope, assumptions, and timing • Discussion of scoping questions (1-3) (see Section A.3 below)
November 23, 2020	<ul style="list-style-type: none"> • Discussion of scoping questions (4-8) (see Section A.3 below) • Confirmation of assumptions and timing
November 30, 2020	<ul style="list-style-type: none"> • Review and confirmation of workplan • Confirmation of next steps related to youth engagement planning (as part of Strategy development)
December 2, 2020	<ul style="list-style-type: none"> • Discussion on Strategy goals • Discussion on approach to the Strategy development process • Discussion on Strategy focus and supporting discussion (engagement) questions • Discussion of priority engagement groups
December 7, 2020	<ul style="list-style-type: none"> • Discussion on December 14-17 targeted engagement activities • Confirmation of goals • Discussion of guiding questions for engagement activities
December 18, 2020	<ul style="list-style-type: none"> • Review of feedback summaries from engagement activities (workshops and interviews with Principals) • Identification of strategic actions based on engagement feedback

A.3 Scoping Questions – Working Group Meeting Discussions

Preliminary questions explored by the Working Group during the initial meetings on November 20 and 23, 2020 included the following:

1. What spatial boundaries are we considering?
2. What is the timeline to be covered?
3. How are we defining the term 'youth'? What sub-groups should we be considering?
4. What engagement, if any, has been done with participants who attended the Feb visioning workshops?
5. What other previous work could be drawn on? What work/reports would be helpful and/or need to be reflected in this strategy? What other youth-focused initiatives (community, regional or other) should we be aware of as part of strategy development?
6. What 'existing' or newly created groups (youth and/or otherwise) would be helpful connect with, to inform the strategy?
7. Are there any upcoming events (-Nov to mid-Dec) that might be helpful to attend, observe or co-host that could feed into the development of the strategy?
8. Based on background reports and knowledge of previous youth-focused work in the community, what voice might be missing, or underrepresented, but would be helpful to include as part of strategy development?

APPENDIX B:

NWMO APM PROJECT OVERVIEW YOUTH PRESENTATION



Canada's Plan for Used Nuclear Fuel

Youth Engagement Strategy
December 15, 2020

1

NWMO

- Formed in 2002 as required by *Nuclear Fuel Waste Act*
- Mandate to collaboratively develop and implement national solution for used nuclear fuel
- Approach must be **socially acceptable, technically sound, environmentally responsible** and **economically feasible**
- Fair and inclusive site selection process to seek an informed and willing host
- \$23 billion national environmental infrastructure project over 150 years



21

2

Ontario's Energy Mix



Wind ~ 9.8%



Solar > 1%



Hydro ~ 25%



Biofuel > 1%



Gas ~ 6%



Nuclear ~ 60%

3



3

Used Nuclear Fuel



CANDU fuel bundle

- » ~ 20 kg natural uranium dioxide (UO₂)
- » ~ 0.5 m length
- » ~ 1 million kWh ~ 100 homes for a year

- Solid and extremely durable material
- Does not readily dissolve and does not vaporize
- Potential health risk for a very long time
- Must be safely contained and isolated from people and the environment, essentially indefinitely
- Excellent storage safety record

4



4

Current Interim Storage Facilities

Excellent Safety Record
Temporary Approach



5



5

Interim Storage Sites in Canada



Interim Storage Facilities

1. Whiteshell Laboratories, Manitoba
2. Bruce Nuclear Generating Station, Ontario
3. Pickering Nuclear Generating Station, Ontario
4. Darlington Nuclear Generating Station, Ontario
5. Chalk River Laboratories, Ontario
6. Gentilly Nuclear Generating Station, Quebec
7. Point Lepreau Nuclear Generating Station, New Brunswick

~2.9 million



6



6

Our Approach

- **Dialogue driven approach where people are involved from the very beginning**
- **Canadians told us**
 - Safety and security is top priority
 - This generation must take action – we owe it to future generations
 - Be consistent with best international standards and practices
 - Approach must be adaptable – allow improvements based on new knowledge or societal priorities



7



7

#DidYouKnow

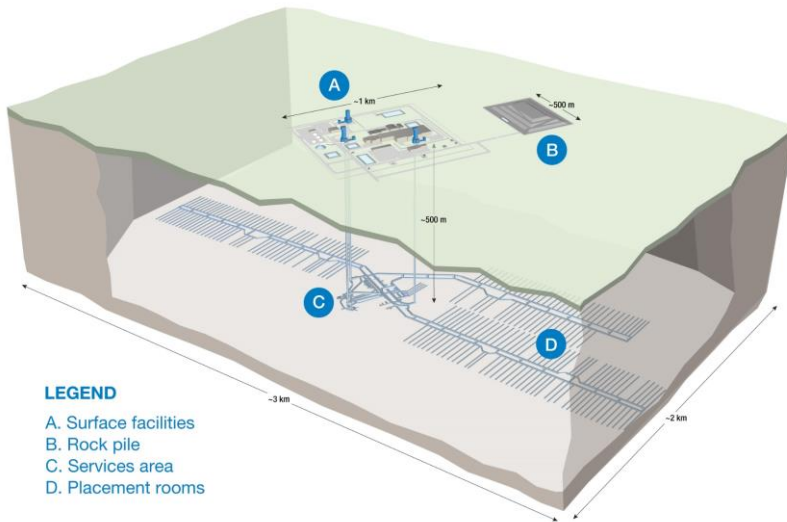
What is
Canada's
Plan for used
nuclear fuel?

8



8

Deep Geological Repository



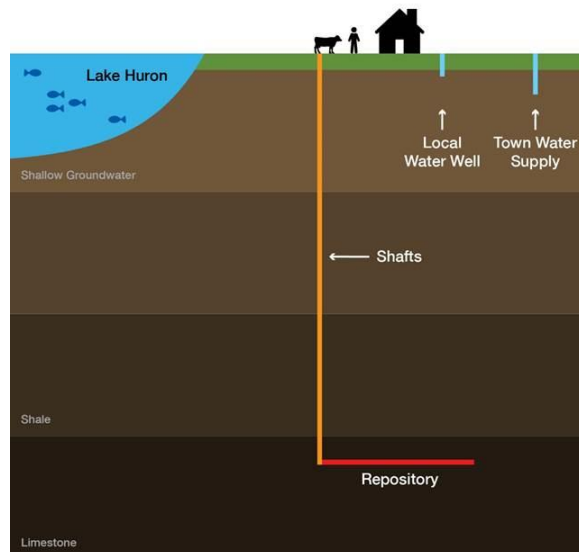
- LEGEND**
- A. Surface facilities
 - B. Rock pile
 - C. Services area
 - D. Placement rooms

9



9

Safety Criteria that Guide Site Selection



- Low groundwater movement at repository depth
- Favourable chemical composition of water at repository depth
- Resists changes from earthquakes and ice ages

10



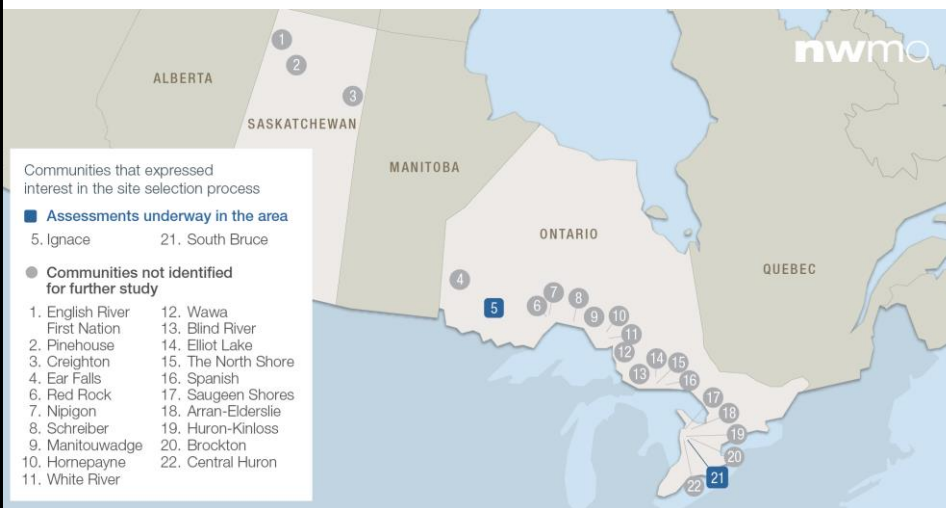
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WHAT IS THE MULTIPLE-BARRIER SYSTEM?

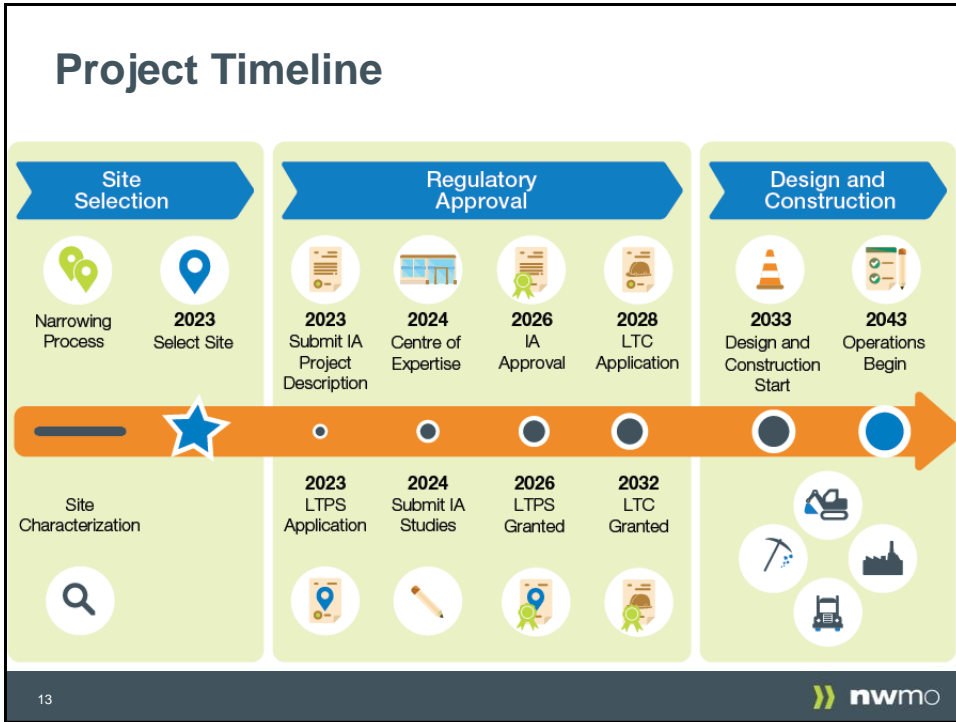


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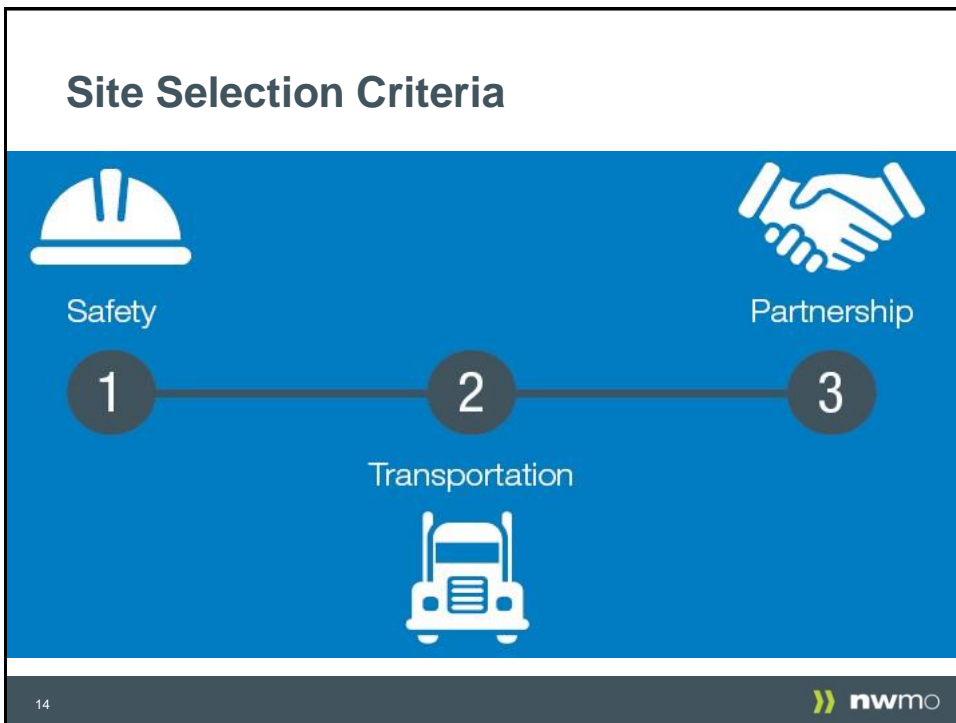
Site Selection



12



13



14

Many Dimensions of Well-Being



Communities will want to consider the APM project from all dimensions of long-term sustainability

15



15



16

APPENDIX C:

ENGAGEMENT ACTIVITY DETAILS

Appendix C – Engagement Activity Details

1 VIRTUAL WORKSHOPS

Three virtual workshops were held over Zoom with high school and post-secondary students on December 15 and 16, 2020, targeting different groups of youth within the community. Invitees were given the option of attending the workshop that best suited their availability.

Table 1 provides details related to these virtual workshops.

Table 1: Virtual Workshop Information

Workshop #	Date & Time	Location	Participants	# of Attendees
1	December 15, 2020 10:30 am to 12:00 pm	Virtual – Zoom	Youth who expressed an interest in an active role through the Community Liaison Committee (CLC) (post-secondary students/young adults)	4
2	December 15, 2020 4:30 pm to 6:00 pm	Virtual – Zoom	February 2020 Youth Visioning Workshop participants (high school and post-secondary students)	3
3	December 16, 2020 6:30 pm to 8:00 pm	Virtual – Zoom	Wider community youth (high school and post-secondary students)	4

The general aim of each workshop was to create an opportunity for an engaging dialogue among participants where they could share their thoughts and recommendations and provide the Working Group with valuable feedback that would inform development of the Youth Engagement Strategy.

In developing the format of the workshops, the Working Group aimed to create an environment where participants would:

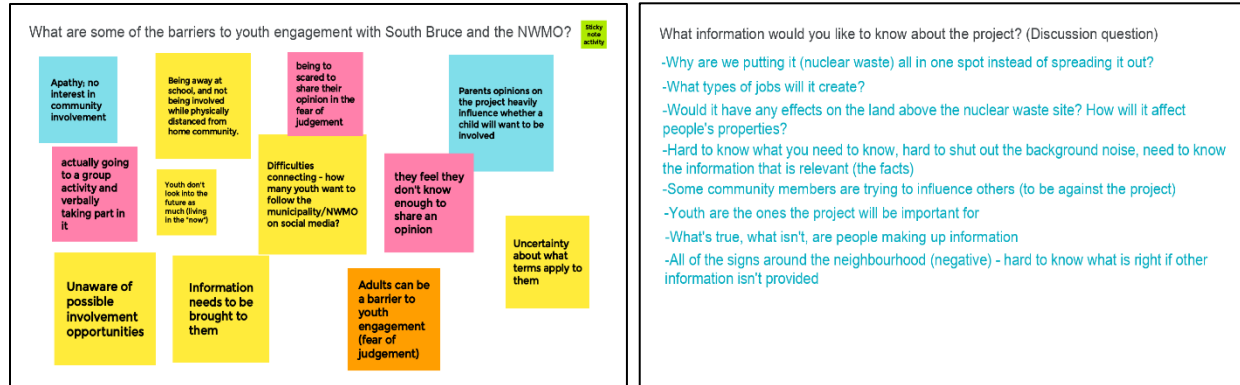
- Feel engaged and valued for their input and contribution to the strategy development process
- Enjoy the conversation
- Show interest in learning more about the project
- Want to get involved with strategy implementation moving forward

All workshops began by welcoming participants; the opening segment included an ice-breaker activity and individual introductions. The facilitator/Working Group then shared an overview of the workshop purpose, and agenda. The overview included a short Nuclear Waste Management Organization (NWMO) Adaptive Phased Management (APM) project youth presentation (provided in **Appendix B**).

Most of the allotted workshop time was spent asking participants to answer a series of pre-determined questions, which was led by the facilitator. Google Jamboard was utilized to support the discussion (see

Figure 1). Questions were presented on Google Jamboard and responses were either recorded by a facilitator or directly by participants through sticky notes on Google Jamboard.

Figure 1: Sample Google Jamboard Frames from Workshops



Following the Google Jamboard discussion, the facilitator reviewed next steps and opened the remaining time for any final questions from participants. A short SurveyMonkey feedback form was then shared with all participants via a link through the Zoom chat function. Participants were encouraged to complete the form prior to leaving the workshop (see **Appendix D** for feedback form details).

Details specific to the format and focus of each workshop are provided below in **Sections 1.1 to 1.3**; a summary of feedback received at Workshops 1-3 is provided in **Appendix D**.

1.1 WORKSHOP 1 – YOUTH WHO EXPRESSED AN INTEREST THROUGH CLC

Youth who expressed an interest in an active role through the CLC (post-secondary students/young adults) were invited to participate in Workshop 1. The focus of the workshop was to get input into, and feedback on, youth engagement and the strategy development process. The Working Group was also seeking feedback from these participants on how to build APM project awareness and confidence and understand their interest in being involved in the strategy implementation phase.

Questions were crafted to address the focus of Workshop 1 and align discussions with the Strategy vision, goals and guiding principles identified in Step 1 (**Section 3** of the Report). These questions were asked of participants during the Google Jamboard facilitated discussion and included the following:

- *What needs to be reflected in the Youth Engagement Strategy?*
- *What are some of the barriers to youth engagement with South Bruce and the NWMO?*
- *What would make youth want to stay in the community? Or attract youth back to the community?*
- *How do we create APM awareness among youth?*
- *What can South Bruce and the NWMO do to help create awareness?*
- *In what ways could South Bruce and the NWMO build greater confidence in the project, among community youth?*
- *What field are you currently in or would like to pursue in the future?*
 - *If the project were to be in South Bruce, would it influence your career path and how?*

- *Do you have any ideas for maintaining or improving community cohesion among youth (related to the APM project)?*
- *If you had to pick two fun things to see/have in your community, what would they be?*
- *Can you name one thing that needs to happen that isn't happening? If you could say one thing needs to happen, what would that be?*

1.2 WORKSHOP 2 – FEBRUARY 2020 YOUTH VISIONING WORKSHOP PARTICIPANTS

Participants who attended Workshop 2 were made up of those who participated in the February 2020 Youth Visioning Workshop. In addition to the general aim of the workshops discussed above in **Section 1**, the focus of this workshop was to continue the conversation from February 2020. It included sharing a brief overview of 'what we heard' from the previous workshop; addressing some key issues that were raised; providing an opportunity for open and engaging dialogue that built on previous discussions; and collecting additional feedback from this group that would inform the Strategy.

Questions were crafted to address the focus of Workshop 2 and align discussions with the Strategy vision, goals and guiding principles identified in Step 1 (**Section 3** of the Report). These questions were asked of participants during the Google Jamboard facilitated discussion and included the following:

- *How have your interactions changed (with friends, family, school, community, etc.) since we last met, considering pandemic restrictions in place?*
- *How has your awareness of the NWMO Adaptive Phased Management (APM) project changed since February?*
- *If there was one thing that would help you feel more confident in the project, what would that be?*
- *What are some of the things that might be limiting you from being more active or involved in what is going on in your community?*
 - *Is there anything South Bruce or the NWMO can do to help?*
- *Have you given thought to what you might want to do in the future (in terms of a job or career)? Can you share your thoughts?*
- *Thinking about the future and what you might want to do, is there anything that would keep you in (or bring you back to) the community?*
- *What does fun look like?*
 - *In-person*
 - *Virtual*

1.3 WORKSHOP 3 – WIDER COMMUNITY YOUTH PARTICIPANTS

Wider community youth (those who did not participate in the February 2020 Youth Visioning Workshop) were invited to Workshop 3. The focus of Workshop 3 was to provide a brief overview of the APM project, collect feedback from participants on how the NWMO and the Municipality can build project awareness and confidence among youth, and receive inputs for consideration in the strategy development process.

Questions were crafted to address the focus of Workshop 3 and align discussions with the Strategy vision, goals and guiding principles identified in Step 1 (**Section 3** of the Report). These questions were asked of participants during the Google Jamboard facilitated discussion and included the following:

- *What do you love about your community?*
- *What matters most to you?*
- *What are some of the things that might be limiting you from being more active or involved in what is going on in your community?*
 - *Is there anything South Bruce or the NWMO can do to help?*
- *What information would you like to know about the project?*
- *How would you like to be involved going forward?*
 - *In what way should we involve other youth in the community?*
- *Have you given thought to what you might want to do in the future (in terms of a job or career)? Can you share your thoughts?*
 - *Thinking about the future and what you might want to do, is there anything that would keep you in (or bring you back to) the community?*
- *What does fun look like?*
 - *In-person*
 - *Virtual*

2 INTERVIEWS WITH ELEMENTARY SCHOOL PRINCIPALS

Interviews (virtual meetings via Zoom and Microsoft Teams) were held with three local elementary school principals between December 16 and 17, 2020. Questions were shared ahead of the meetings to provide principals time to reflect on the questions and prepare for the discussions. The intent of these interviews was to collect feedback on student interests, priorities, and challenges; understand best practices/lessons learned from past engagements; and discuss the potential for future engagement opportunities with schools.

The questions, which were directly aligned with the Strategy vision, goals and guiding principles identified in Step 1 (**Section 3** of the Report), included the following:

- *What type of engagement has been successful in the past; what has or has not worked well (including virtual engagement)?*
 - *Are there any specific communication methods or engagement activities that would be particularly appropriate for this age group (elementary school students)?*
 - *How do you think your students would like to be engaged now and into the future?*
- *What is important to youth? How does this change as students move from lower to higher grades?*
- *What challenges are students currently facing?*
 - *Are there any barriers to engagement or learning (i.e., connection with students and families, and as they move through elementary school)?*
 - *What is lacking in terms of support systems?*
 - *Are there any pandemic related challenges or impacts that need to be considered moving forward?*
- *In what ways are students connected to the community? (e.g., sports, etc.)*
- *Has the NWMO Adaptive Phased Management (APM) project been discussed with students, and if so, to what extent?*

- *Do you have a sense of the level of awareness of the APM project amongst your students? And teachers?*
 - *Is energy, specifically nuclear, discussed within the curriculum*
- *[Not immediately, but for future planning] Could you identify students who may be interested in (and who would be good candidates for) participating in the implementation of a youth engagement strategy moving forward?*

A summary of feedback collected during the three interviews in response to the above questions is provided in **Appendix D**.

3 OTHER INFORMATION SOURCES

In addition to the targeted engagement through youth workshops and interviews with elementary school principals, two other sources were included for the collection of feedback as part of the strategy development process: 1) a discussion with a representative from the Ontario Youth Apprenticeship Program (OYAP), to gain insight from their experience and inform the development and implementation of the Strategy; and, 2) drawing on specific feedback received from participants at the February 2020 Youth Visioning Workshop which directly serves to inform the Strategy. Further details on these two sources are provided below.

3.1 ONTARIO YOUTH APPRENTICESHIP PROGRAM

The Municipality of South Bruce had an existing meeting with a representative from the Ontario Youth Apprenticeship Program (OYAP) on December 15, 2020. The OYAP is a school to work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education Program. Given the timing of the discussion, the Working Group determined it would be valuable to gain some insight on youth training and education needs from this representative as it could assist with strategy implementation. The following questions we asked of the representative during the meeting:

- *Broadly, what challenges are there for youth retention in the community related to livelihoods? How do apprenticeships support addressing this?*
- *What insights can you share from your experience with the Skills Opportunities Showcase (SOS) trailer in how to best reach youth about skills training?*
- *Through SOS or other OYAP engagement efforts, how do you effectively reach new youth groups? How do you engage with different age groups (elementary, high school age, post-secondary school age) students on skills building, and what are the different approaches for different life stages?*

A summary of the feedback received from the OYAP representative in response to the above questions is provided in **Appendix D**.

3.2 FEBRUARY 2020 YOUTH VISIONING WORKSHOP

On February 18, 2020, a Youth Visioning Workshop was hosted at the South Bruce Municipal Office in Teeswater¹. A total of 21 students were in attendance, ranging from Grade 7 to post-secondary levels, with most attendees being secondary students. In addition to the project visioning questions asked, additional feedback was gathered to understand what students in the community might need going forward. While outside of the current engagement activities (Workshops 1-3 and interviews with elementary school principals) these additional questions directly relate to questions asked of students during Workshops 1-3; therefore, feedback received was considered during the strategy development process. The questions included:

- *What do you love most about your community?*
- *Is there anything you would like to learn more about? How would you like this information to be provided to you?*
- *What should we do to involve other youth in the community?*

A summary of the feedback received from February 2020 Youth Visioning Workshop participants in response to the above questions is provided in **Appendix D**.

¹ South Bruce Project Visioning Workshops – Community Conversations on Partnership Final Draft Report. Appendix G: South Bruce – Youth Workshop Additional Questions Memorandum (AECOM 2020). Retrieved from <https://www.town.southbruce.on.ca/content/news-updates/final-project-visioning-report.pdf>

APPENDIX D:

FEEDBACK RECEIVED THROUGH ENGAGEMENT ACTIVITIES

D1. Detailed Feedback from Workshop 1 (Google Jamboard Frames)

D2. Detailed Feedback from Workshop 2 (Google Jamboard Frames)

D3. Detailed Feedback from Workshop 3 (Google Jamboard Frames)

Appendix D - Summary of Feedback Received Through Engagement Activities

Feedback collected during Workshops 1-3, interviews with elementary school principals, the meeting with the Ontario Youth Apprenticeship Program (OYAP) representative and the February 2020 Youth Visioning Workshop is summarized in the sections that follow.

1 WORKSHOPS 1-3

Table 1 below provides a summary of key themes that emerged from the discussions and indicates how those themes align with the Strategy vision statement: *To see youth fully engaged, informed, and thriving in their community of South Bruce.*

Table 1: Youth Engagement Strategy Workshops 1-3: Summary Themes

Alignment with Strategy	Summary Themes
"Fully Engaged Youth"	
Barriers and challenges to engagement	<ul style="list-style-type: none"> • Not interested/lack of desire or motivation • Unaware/do not know what is going on • Away at school/physically distanced from the community • Not future thinking • Scared to share opinions/fear of judgement • Not convenient • Time • Opinions of parents and adults • Do not know enough to share opinions • Uncertain about what terms apply to them (i.e., if engagement is applicable to them) • Being shy and not wanting to get out • School or work • Not seeing change from being active (in the community)
Addressing barriers and challenges to engagement	<ul style="list-style-type: none"> • Communicate through a variety of platforms (Instagram, Facebook, websites, etc.) and use the ones that are already in use • Social media polls (Instagram, Facebook, etc.) • Big signage for announcements at town entrances • Grab attention/make it eye catching and then make it quick and easy • Provide information to local businesses and they could share the information
Understanding changes in engagement (considering COVID-19 pandemic)	<ul style="list-style-type: none"> • Programming through social distancing, time slots and Zoom events • Screen time has increased • Less in-person time
Make it fun and engaging	<p><u>In-person:</u></p> <ul style="list-style-type: none"> • Ice breakers • Meeting new people/talking with people/making connections • Talking about your feelings • Prizes • Games • Being with friends • No judgement <p><u>Virtual:</u></p>

Alignment with Strategy	Summary Themes
	<ul style="list-style-type: none"> • A presentation first, then follow up with Kahoot! (questions on project information and geared toward different age groups) • Zoom breakout rooms • Education videos • Polls • Being with friends • No judgement
Understanding community connections	<ul style="list-style-type: none"> • Community is close and connected (and to other small communities) • The people, everyone is friendly • Rural landscape • Spirit • Farming and nuclear community • Community support at events
Understanding how to engage youth	<ul style="list-style-type: none"> • Make connections with local high schools (Nuclear Waste Management Organization (NWMO) or Municipal co-op or internship opportunities) • Need to understand what the opportunities are to know how to be involved • Workshops at schools (e.g., through innovation labs) during school time • Make it optional and easy to attend • Through social media
<i>“Informed Youth”</i>	
Creating Adaptive Phased Management (APM) project awareness	<ul style="list-style-type: none"> • Use social media (e.g., Instagram (most used)) <ul style="list-style-type: none"> ◦ Contests, ads ◦ Promote follow for follow-back (to get youth following NWMO and South Bruce on social media) • Ask youth what they want to learn about • Workshops and presentations in schools (in applicable class settings, at science fairs, school clubs) • Provide information on project benefits and positive project messaging • Be honest • Create interactive opportunities • Be inclusive and provide accessible information and opportunities for people with disabilities, low-income families, etc.
Building APM project confidence	<ul style="list-style-type: none"> • Make youth more knowledgeable (often only know negative side) • Provide information through different formats that: is easy to understand, youth connect with, and is geared to more ages • Actively counteract incorrect information • Be honest and transparent • Indicate why this option is better than all other alternatives • Demonstrate that transportation is safe/could something go wrong from point a to point b? • Are there any problems with the plan?
Changes in APM project awareness	<ul style="list-style-type: none"> • “I know a bit more than I did”/gained a better understanding • Question some of the scientific research • Hard to know what the truth is
Needed APM project information	<ul style="list-style-type: none"> • Why one site? • Types of jobs created • Impacts to land above the DGR and people’s properties • Need to know what information is correct/need the facts

Alignment with Strategy	Summary Themes
Maintaining or improving community cohesion (related to APM project)	<ul style="list-style-type: none"> • Transparency • Make sure information gets across to youth • Provide a safe space for thoughts and ideas to be shared/give youth a voice • Get people from all age groups • Provide a definitive definition for "Willing Host" • Let them know about the opportunities like jobs, etc. • Provide all ways of learning e.g., person to person, video, etc.
<i>"Youth Thriving in Their Community of South Bruce"</i>	
Retention (reasons for staying in or reasons that would attract youth back to the community)	<ul style="list-style-type: none"> • Feeling of home (including family and friends)/small town feel • Sense of community/tight knit community/community spirit • Jobs • Extra-curriculars (e.g., sports and interests) • Prosperous main street (including restaurants, theatres, stores) • Existing roots in South Bruce for career area of interest • The people • Safety (know who people are) • Not a big fan of the city • Connections
Jobs and career interests	<ul style="list-style-type: none"> • Pharmacy • Teaching (high school) • Developmental service work/social service work • Electrical engineering • Television broadcasting (sports) • Large animal veterinary medicine • No idea, maybe farming • Kinesiology, then chiropractic • Health sciences
Youth priorities (for the community)	<ul style="list-style-type: none"> • Grocery store • Support for young/new entrepreneurs • Improved recreation facilities/Extra-curricular groups for young adults • New recreation facilities (water park, dog park, etc.) • More family events • Busier main street/store fronts full and open for business • More things that are inclusive for ALL people
Youth priorities (personal)	<ul style="list-style-type: none"> • Shopping local will keep the community going • The people (including family and friends) and the community • Staying connected (to family and friends) • Community events

Detailed feedback received from Workshops 1-3 collected through Google Jamboard, is provided in Appendices D1-3.

1.1 WORKSHOP FEEDBACK FORMS

Prior to leaving the virtual workshops, participants were asked to complete a short SurveyMonkey feedback form. A summary of the responses received from participants is provided below.

Of the 10 workshop participants who completed the feedback form, eight indicated that they would like to be involved in the future, and two indicated that they are undecided regarding future involvement. Those who would like to be involved, suggested that they might like to be involved in the following ways:

- Through activities, workshops, meetings, and events
- In a way that is fast and easy
- Through social media
- Using existing knowledge to help groups of people understand
- Learn about the project and understand the benefits

Participants also provided feedback on what they liked about the workshops and made suggestions for future improvements. A summary of their likes and suggestions for improvement is provided below.

What participants liked about the workshops:

- The discussion/conversations and talking face to face
- The Google Jamboard sticky notes (sometimes it is scary to voice opinions out loud) and interactive activities
- Friendliness
- Educational videos
- Thought provoking questions

Suggested improvements:

- Get more people involved and more aware
- Provide project facts to educate youth on how the project is going to work
- More engagement through activities, quizzes, and active activities
- Give examples of feedback you would like to hear, and ask more specific questions
- Reduce the number of ‘non-youth’ participants
- Provide a summary of the discussion
- Make it longer to enable more discussion

2 INTERVIEWS

Table 2 provides a summary of key themes that emerged from the interview discussions and indicates how those themes align with the Strategy vision statement: *To see youth fully engaged, informed, and thriving in their community of South Bruce.*

Table 2: Youth Engagement Strategy Interviews with Elementary School Principals: Summary Themes

Alignment with Strategy	Summary Themes
<i>“Fully Engaged Youth”</i>	
Understanding barriers and challenges	<ul style="list-style-type: none"> • Parents <ul style="list-style-type: none"> ○ Need to provide consent and support ○ Correlation in student achievement and parental involvement ○ Parent engagement ○ Limited by what parents know ○ Financial stress gets transferred to family

	<ul style="list-style-type: none"> • Financial constraints, funding, socio-economic and access to tools and resources (e.g., Science, Technology, Engineering and Math (STEM), robotics, etc.) • Information needs to be kid-friendly and in ‘their’ language (e.g., cartoons) • Mental health is a huge challenge – mental condition determines ability to participate <ul style="list-style-type: none"> ○ Cannot afford private care (i.e., mental health) • Uncertainty and anxiousness with pandemic • Different learning styles, not all like STEM • Learning disabilities, supporting families • Low literacy levels in grades 1-3 (6-8 months behind) • Overall lots of pressure • No in-person engagement due to pandemic • Rural community – difficult to access programs and services • Transportation • Long wait lists for support
<p>How and when to engage <i>(including engagement that has worked well in the past)</i></p>	<ul style="list-style-type: none"> • Students are virtually and technologically advanced, screens get their attention <ul style="list-style-type: none"> ○ Online learning much easier for older elementary than younger age-groups • Social media – Twitter, school websites, Instagram, Snapchat, WhatsApp, Facebook <ul style="list-style-type: none"> ○ Instagram preferred over Facebook • School messenger • Education on Google platforms (e.g., Google Meet), Flipgrid • Use youth champions • Youth are natural leaders; they should lead, and adults should listen and support • Contests increase participation • Engagement between sub-age groups for elementary is different • YouTube generation • Hands-on learning activities • Engagement through sports and recreation/active/outdoors <ul style="list-style-type: none"> ○ Need more free sports offered in the community (otherwise can be financial burden/limit participation) • Videos • Elephant Thoughts program was very successful • Small budgets which limit engagement • Family oriented events • Free learning opportunities
<p>Future engagement – strategy implementation</p>	<ul style="list-style-type: none"> • Open to supporting future engagement (implementation) • Eager to take on new projects/initiatives • Educational partner • Need consent from parents but have students in mind who would be interested – youth leaders • Could reach out to Trustees
<p><i>“Informed Youth”</i></p>	
<p>Knowledge of APM project</p>	<ul style="list-style-type: none"> • Sporadic information • Need details/fulsome information for both sides (open to presentations) and factual information • Teachers need to know to translate to students • Nuclear waste – big scary word – break it down

	<ul style="list-style-type: none"> • Trust is very important • Connecting school to real-life is important • Aware of project and students challenged to learn about the project • Information from families who are connected to nuclear work • Older students have family who are aware/involved in the project – getting information from family • Generation is more environmentally cautious • Energy is taught but not nuclear specifically
“Youth Thriving in Their Community of South Bruce”	
Existing support and connections/level of involvement	<ul style="list-style-type: none"> • Sports • Extra-curricular activities • Fairs and markets • Farming • Families are close, so kids connect through families • Overnight school camps
Understanding priorities	<ul style="list-style-type: none"> • STEM-related activities (a priority for educators) • 21st century learners • Curious • Being connected (most important to students)– relationships (e.g., family, friends, school) • Sense of belonging • Recognizing self and value • Ability to express themselves • Younger students want more family time • Older students want time with friends (social connections)

3 OTHER INFORMATION SOURCES

3.1 ONTARIO YOUTH APPRENTICESHIP PROGRAM

A summary of the feedback from the OYAP representative during the meeting with the Municipality is provided below.

Challenges for youth retention in the community:

- The need to travel outside of the region for most post-secondary education
- Perception - that there are no “good” careers available in the region

How apprenticeships can support youth retention:

- Local youth can register with local employers/sponsors
- The local Georgian College campus has really stepped up and offers many Trade Schools in key skilled trades
- Even if youth need to travel to other regions for Trade School, we believe there is a greater chance they will return to the local area to continue/complete their apprenticeships

Experience with Skills Opportunities Showcase (SOS) trailer:

- The SOS Trailer provides an opportunity for Elementary and Secondary students; and the community at large to safely experience the Skilled Trades through simulators and activities
 - The OYAP goal for the SOS Trailer is to keep a full pipeline of students exploring the opportunities in the Skilled Trades

How OYAP has effectively engaged with youth:

- Bruce Grey Catholic District School Board and OYAP piloted KinderTrades program prior to COVID-19
- SOS Trailer for Grade 6 and up in both school boards
- OYAP and our Community Partners host events

3.2 FEBRUARY 2020 YOUTH VISIONING WORKSHOP

The most frequently mentioned responses from February 2020 Youth Visioning Workshop participants, to the questions noted in **Appendix C** (and provided again below) included:

What do you love most about your community?

- Welcoming, friendly and kind people
- Small town/everyone knows everyone
- Sports/sports teams/athletic opportunities

Is there anything you would like to learn more about?

- What if something went wrong? What are the safety plans?
- The process behind storage and overall plan for the facility
- What will happen in 150 years?
- Is it really going to benefit our area and how?

How would you like this information to be provided to you?

- Community presentations, workshops and question periods
- In-school programming (workshops, hands on activities, etc.)
- Social media (including Facebook)

What should we do to involve other youth in the community?

- In school education sessions, workshops and assemblies
- More workshops like this one

For complete details on the additional questions asked and responses received from February 2020 Youth Visioning Workshop participants, refer to *South Bruce Project Visioning Workshops – Community Conversations on Partnership Final Draft Report. Appendix G: South Bruce – Youth Visioning Workshop Additional Questions Memorandum, AECOM 2020*¹.

¹ South Bruce Project Visioning Workshops – Community Conversations on Partnership Final Draft Report. Appendix G: South Bruce – Youth Workshop Additional Questions Memorandum (AECOM 2020). Retrieved from <https://www.town.southbruce.on.ca/content/news-updates/final-project-visioning-report.pdf>

*D1. Detailed Feedback from Workshop 1 (Google Jamboard
Frames)*

What needs to be reflected in the youth engagement strategy? (Discussion question)

- Knowing what the youth want and being able to see what is important to them and connect it to what we can do about it
- Social justice, environmental consciousness is important to be reflected
- Create a safe space to allow people to express what they feel
- Emphasis on hiring local, education in high school now to provide information to youth about what trade are available, etc.
- Youth are not always pushed to do in person engagement - be conscious of how youth want to be engaged (social media, surveys, etc.)
- A lot of youth learn by doing
- A mix of what they are comfortable with and pushing them outside of their comfort zone

Use of the term youth:

- Depends on what is being discussed / age category you are looking for
- Context is important
- Student
- Young adult
- Leaders of tomorrow

What are some of the barriers to youth engagement with South Bruce and the NWMO?

Sticky
note
activity

Apathy; no interest in community involvement

Being away at school, and not being involved while physically distanced from home community.

being to scared to share their opinion in the fear of judgement

Parents opinions on the project heavily influence whether a child will want to be involved

actually going to a group activity and verbally taking part in it

Youth don't look into the future as much (living in the "now")

Difficulties connecting - how many youth want to follow the municipality/NWMO on social media?

they feel they don't know enough to share an opinion

Unaware of possible involvement opportunities

Information needs to be brought to them

Adults can be a barrier to youth engagement (fear of judgement)

Uncertainty about what terms apply to them

What would make youth want to stay in the community? Or attract youth back to the community?

Sticky
note
activity

Jobs

**Prosperous
main street**

Family/friends

**the feeling of
home,
community,
safe**

Extra-curriculars

**Sense of
community
identity;
family and
friends**

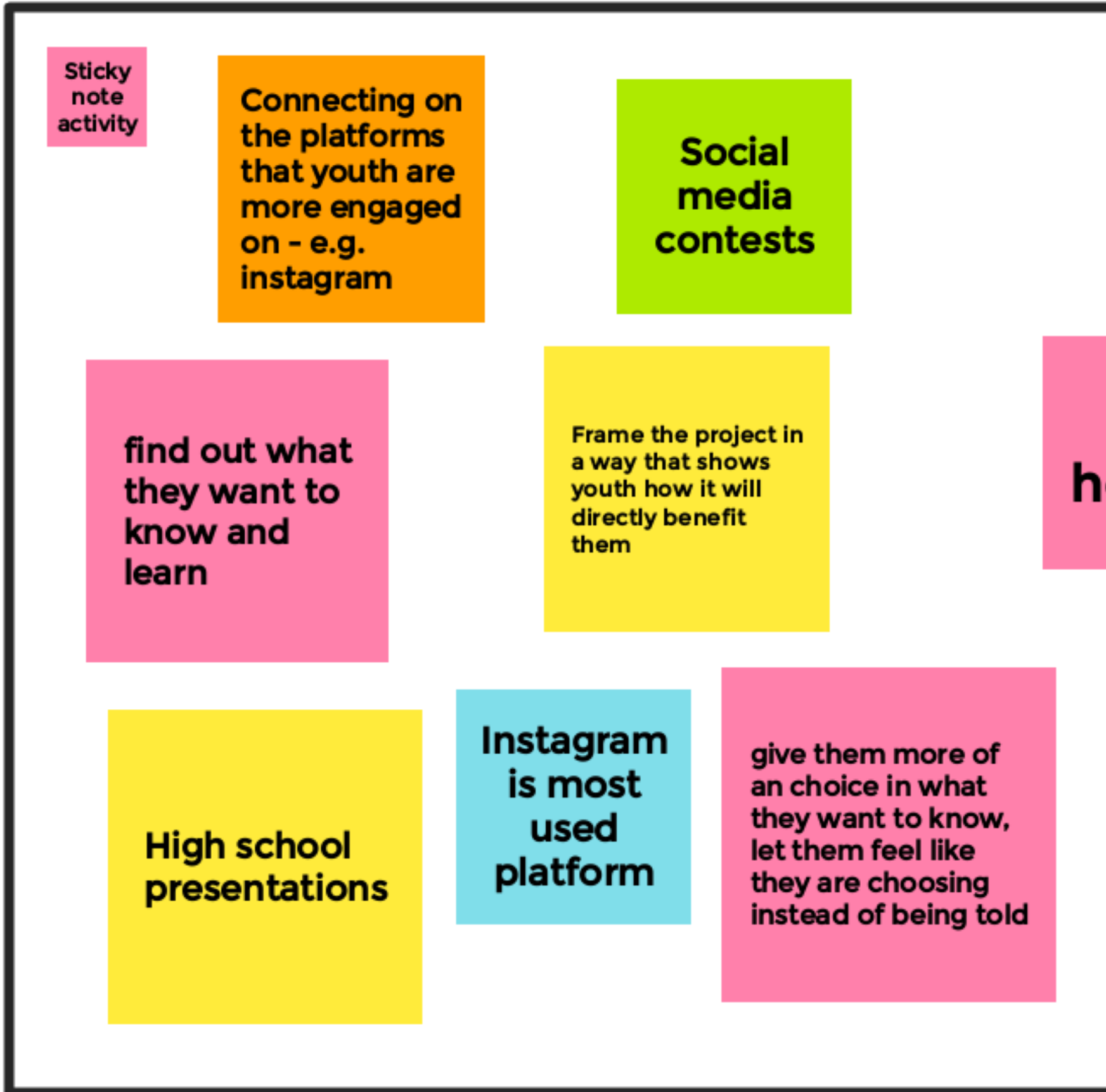
**Restaurants,
theatres,
stores**

**Ability to be
involved in
interests**

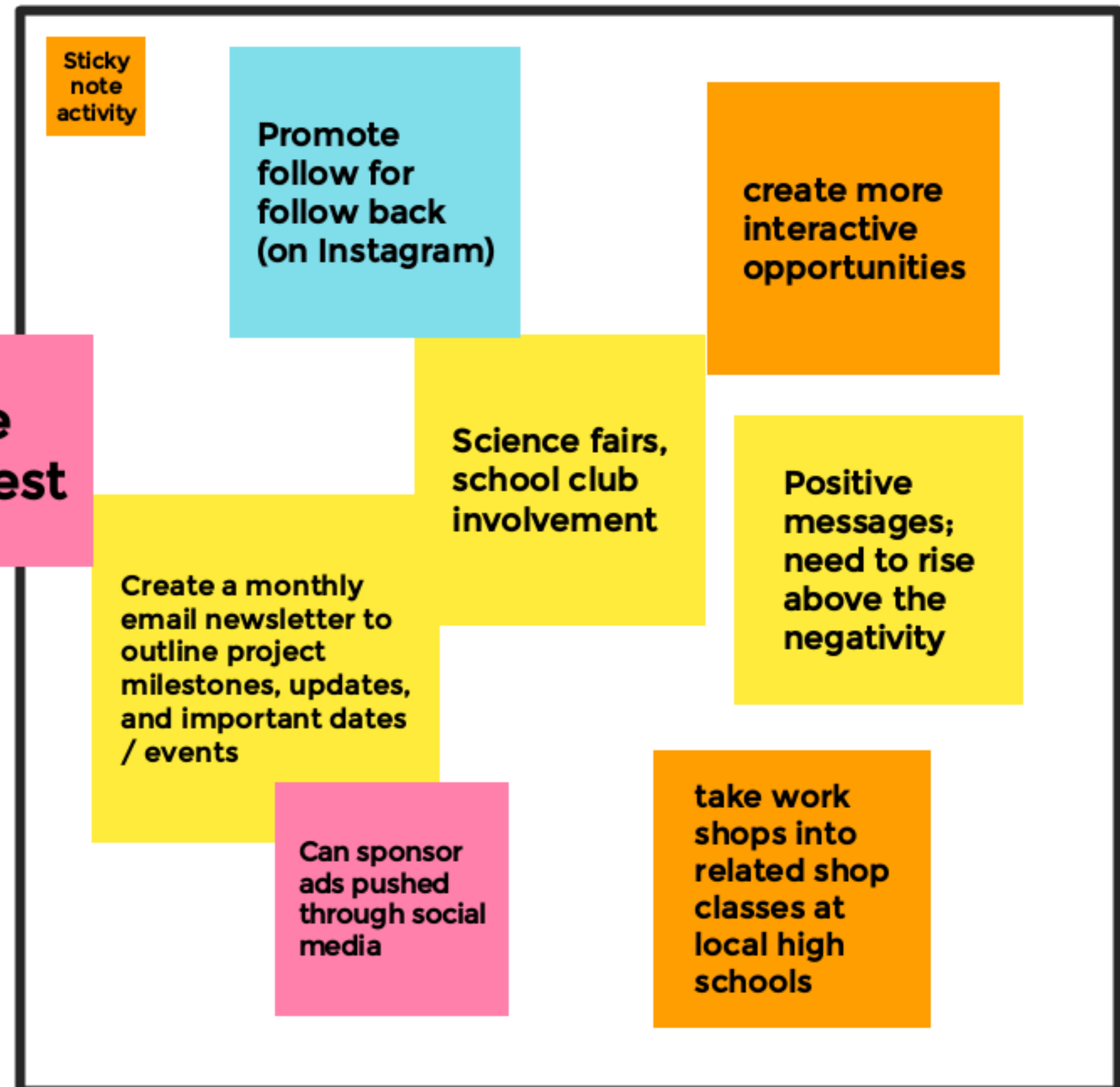
Sports

**being able to
have a job in a
field they
actually enjoy**

How do we create APM awareness among youth?



What can South Bruce and the NWMO do to help create awareness?



In what ways could South Bruce and the NWMO build greater confidence in the project, among community youth? (Discussion question)

- Try to get them more knowledgeable (often know the negative side more than positive)
- Engage them in a way that they understand and can connect with
- NWMO needs to actively counteract some of the things that have been said (provide the correct information)
- Honesty and transparency
- Why is this option better than all other alternatives

What field are you currently in or would like to pursue in the future?

Sticky
note
activity

Pharmacy

High-school
science
teacher

I have my
diploma for
DSW and
currently
taking social
service work

Electrical
Engineering

If the project were to be in South Bruce, would it influence your career path and how?

Yes:



No:



- Yes, DSW (Developmental Services Worker) / Social Work
- People coming to the area and people needing support, job opportunities at the site
- No, possibly more opportunities for where to work, but wouldn't impact decision overall

Do you have any ideas for maintaining or improving community cohesion among youth (related to the APM project)?

Allow youth to have a voice - related to CLC?

Get people from all age groups

Provide a definitive definition for "Willing Host"

provide all ways of learning like person to person, video, etc.

Transparency

really getting the information across to them

let them know about the opportunities like jobs, etc.

Providing a safe space for thoughts and ideas to be shared

If you had to pick two fun things to see/have in your community, what would they be?

Sticky
note
activity

**Water
park**

**Improved
recreation
facilities**

**more things
that are
inclusive for
ALL people**

**Dog
park**

**Grocery
store**

**More
family
events**

**Extra-curricular
groups for young
adults**

Can you name one thing that needs to happen that isn't happening? If you could say one thing needs to happen, what would that be?

**Support for
young / new
entrepreneurs**

**busier
main
street**

**Store fronts
full and open
for business**

**I would like to
see pushback
against the
negativity I
see online**

**we aren't inclusive to
all people, we are
educating the "basic"
person but what
about everyone else?
people with
disabilities, or low
income living families,
etc**

D2. Detailed Feedback from Workshop 2 (Google Jamboard Frames)

How have your interactions changed (with friends, family, school, community, etc.) since we last met, considering pandemic restrictions in place?

I work with
Lakehead Res Life
so we program with
the students
through social
distancing, time
slots and zoom
events

I live with
my
friends

I haven't been
able to talk
with ppl as
often in person.
So my screen
time went up

I spent most of
my time on
FaceTime with
my mom, Dad
and sister

How has your awareness of the NWMO Adaptive Phased Management (APM) project changed since February? (Discussion question)

I have gained a better understanding but I also question some of the scientific research at times when some things come out that shed light on the opposite of originally said

I know a bit more on what the plan is for it

Hard to know what the truth is and what is not

If there was one thing that would help you feel more confident in the project, what would that be?

Sticky
note
activity

I think there should be more information through various formats that gears to more ages as I tend to see a lack of information lately

If the transportation wasn't completely safe like if there was something that could go wrong from point a to point b

Know if there is any kinks or problems with the plan

What are some of the things that might be limiting you from being more active or involved in what is going on in your community?

Sticky
note
activity

**Being shy
and not
wanting to
get out**

**Distance from
the
community
(physical) -
virtual helps**

**Being outside of the
community and not
knowing what's
going on**

Is there anything South Bruce or the NWMO can do to help? (Discussion question)

-Instead of focusing on one platform need to focus on a variety - Instagram, Facebook, websites

Have you given thought to what you might want to do in the future (in terms of a job or career)? Can you share your thoughts?

Yes:

No:

**Broadcasting
(sports and
television)**

**Large
animal
veterinary
medicine**

**No idea,
farming
maybe**

Thinking about the future and what you might want to do, is there anything that would keep you in (or bring you back to) the community?

Sticky
note
activity

Less available
resources in South
Bruce right now
(not as many mental
health services,
hiking
opportunities, etc.)

I'd like to stay
in the
community bc I
like the small
town. Not a big
fan of city

Family (huge factor),
roots in the vet
industry in the SB
area, love the
small-town feel,
safety (know who
people are at home),
tight knit
community

The people
that are here,
the
community
spirit is
awesome.

What does fun look like?

In-person:

Sticky
note
activity

Virtual:

Sticky
note
activity

I liked the
educational
videos

Breakout
rooms on
zoom are
an option

Kahoot! - make
questions geared
toward the project.
Could do
presentation first
and then follow up
with Kahoot! and
geared toward age
groups

D3. Detailed Feedback from Workshop 3 (Google Jamboard Frames)

What do you love about your community?

Sticky
note
activity

How close and
connected we
are

the rural
landscape

The
people

Farming and
nuclear
community

Community
support at
events

everyone
is friendly

all our small
communities
are connected

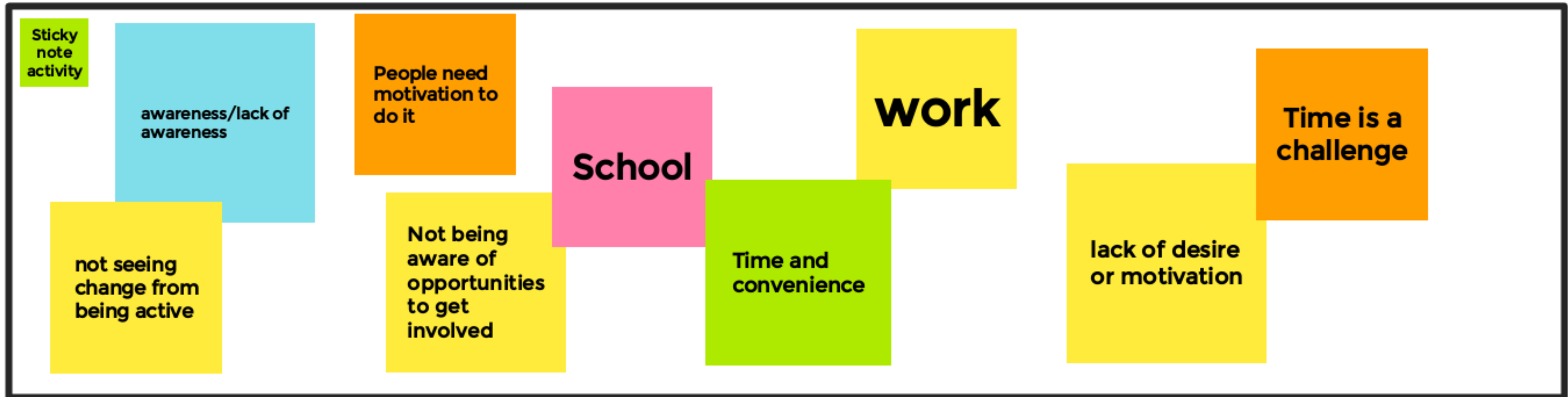
spirit

How
friendly
everyone
is

What matters most to you? (Discussion question)

- Most important is the shops - shopping local is important and will keep the community going
- Respectful, friendly people, everyone getting along and being welcoming
- Staying connected - talking with family, keep people's spirits up during this time
- With COVID you appreciate what your community has. Family and friends have always been important. Everyone is being careful and we look out for each other
- Physical aspect - community events are not happening because of COVID (fall fairs etc.) this has impacted us
- Family and community - they have always had my back and got me to where I am today

What are some of the things that might be limiting you from being more active or involved in what is going on in your community?



Is there anything South Bruce or the NWMO can do to help? (Discussion question)

- Use channels (e.g. social media) that people already use
- Big signs (e.g., the big yellow sign) for announcements and where people will see it
- Social media polls, Instagram, Facebook, etc.
- Needs to be eye catching
- Grab attention first, and then it needs to be quick and easy (this is important)
- Connect information to local businesses and they could share the information (a lot of youth already follow local businesses on social media)
- Polls are easy

What information would you like to know about the project? (Discussion question)

- Why are we putting it (nuclear waste) all in one spot instead of spreading it out?
- What types of jobs will it create?
- Would it have any effects on the land above the nuclear waste site? How will it affect people's properties?
- Hard to know what you need to know, hard to shut out the background noise, need to know the information that is relevant (the facts)
- Some community members are trying to influence others (to be against the project)
- Youth are the ones the project will be important for
- What's true, what isn't, are people making up information
- All of the signs around the neighbourhood (negative) - hard to know what is right if other information isn't provided

How would you like to be involved going forward?

In what ways should we involve other youth in the community?

Sticky
note
activity

Connection to the high schools in the area - co-op or internship opportunities (with NWMO and South Bruce)

Workshops at school (in an innovation lab at school) - kids can easily go and it's free, don't have to look for it it's at the school

Make it an option - don't force people

Need to know what the opportunities are to understand how to be involved

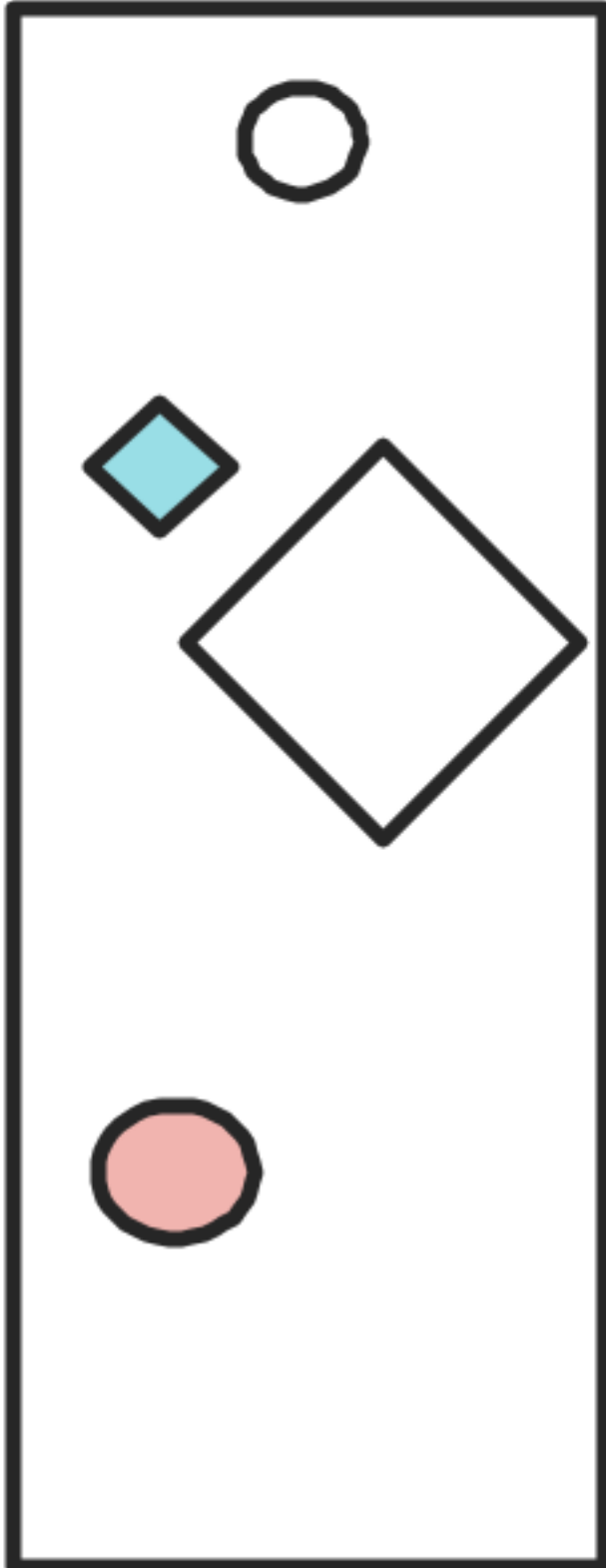
Sticky
note
activity

Social
Media

Have you given thought to what you might want to do in the future (in terms of a job or career)? Can you share your thoughts?

Sticky
note
activity

Yes:



No:



**Taking kinesiology -
then plan to attend
CCMC and return to
the community as a
chiropractor**

**Last year of
university - hoping
to attend teachers
college next year**

**Television
broadcasting
(sports
broadcaster or
host)**

**Health
sciences**

Thinking about the future and what you might want to do, is there anything that would keep you in (or bring you back to) the community? (Discussion question)

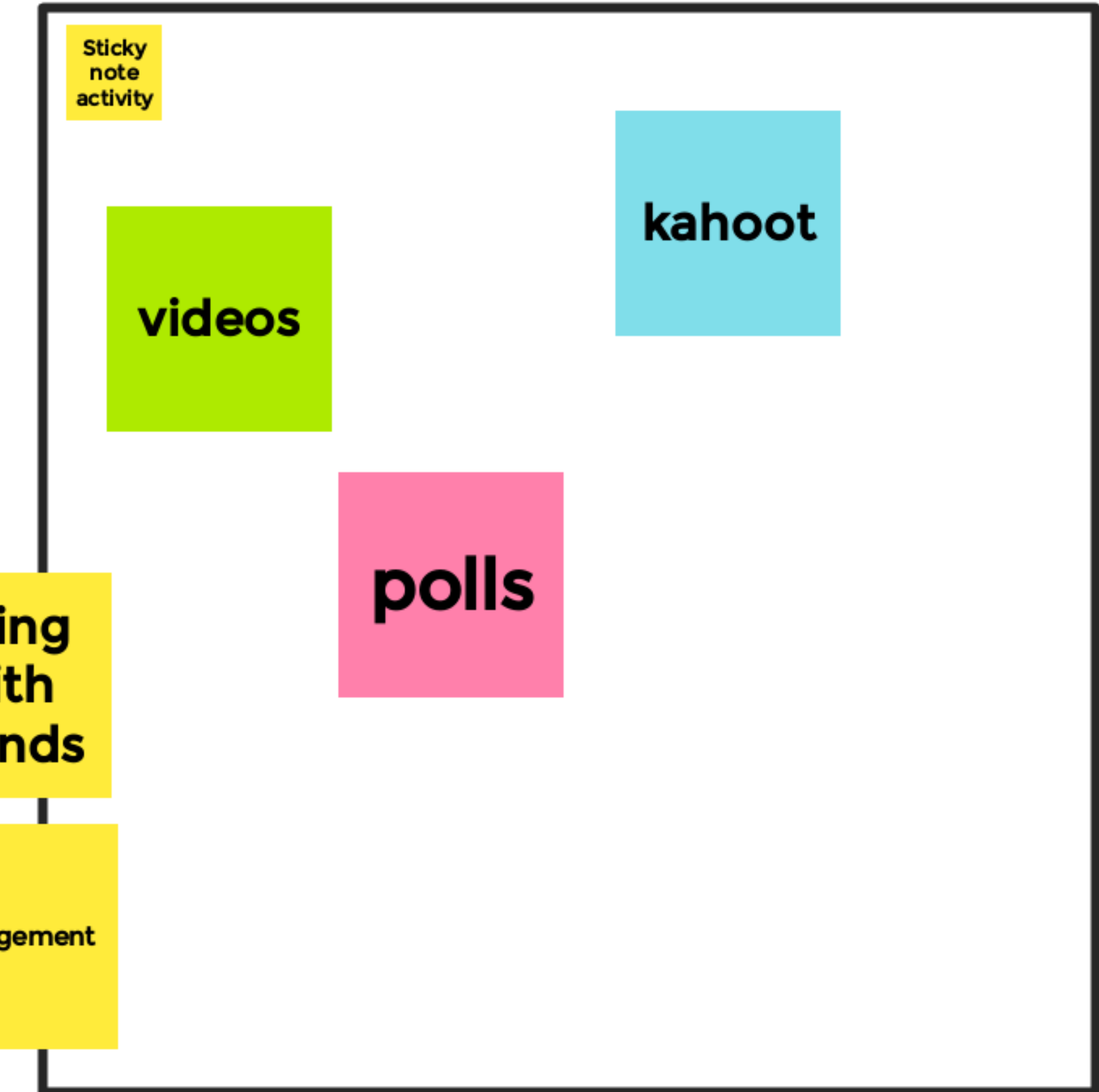
- Like the people, know the people, feeling of community, you get to know everyone
- Small community and homey feel
- Plan on returning to the community
- Small town feel
- Safe, hometown feeling
- Connections

What does fun look like?

In-Person:

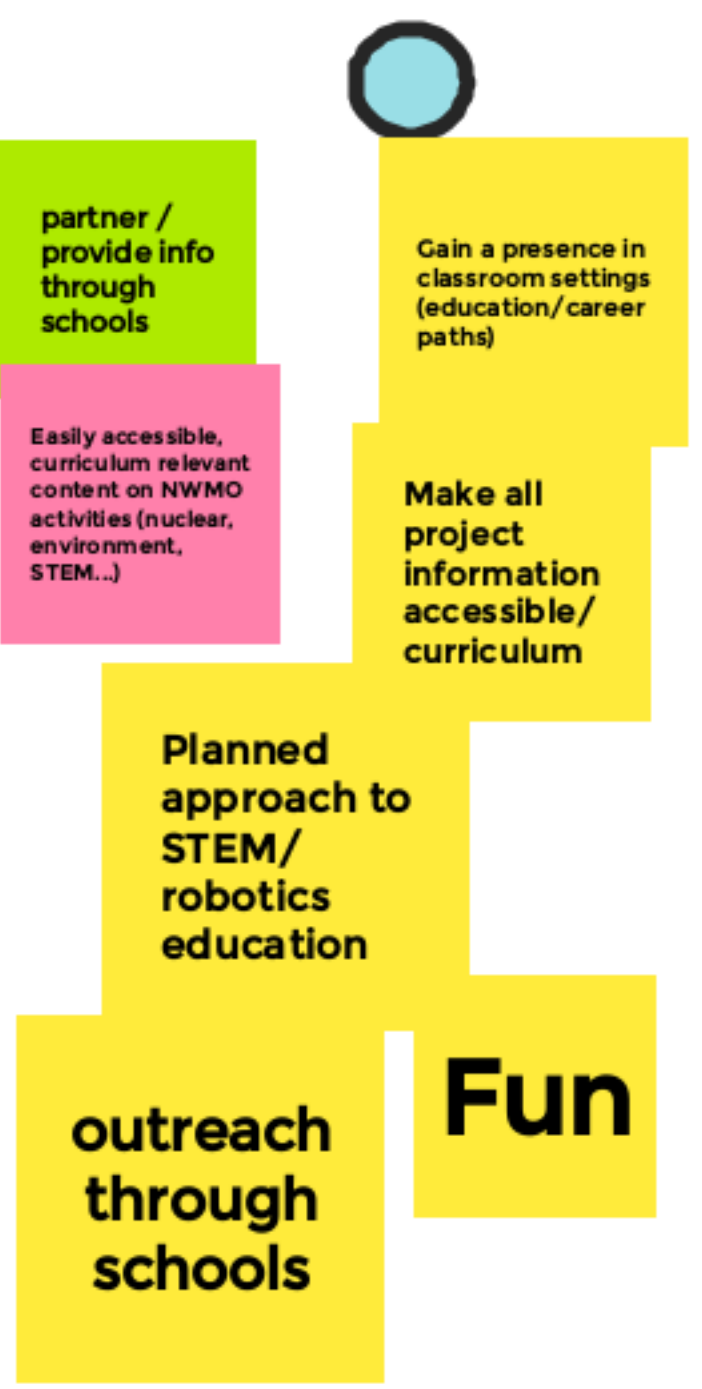


Virtual:



APPENDIX E:

FEEDBACK FROM WORKING GROUP KEY STRATEGIC ACTIONS WORKSHOP (GOOGLE JAMBOARD FRAME)



Outreach through schools



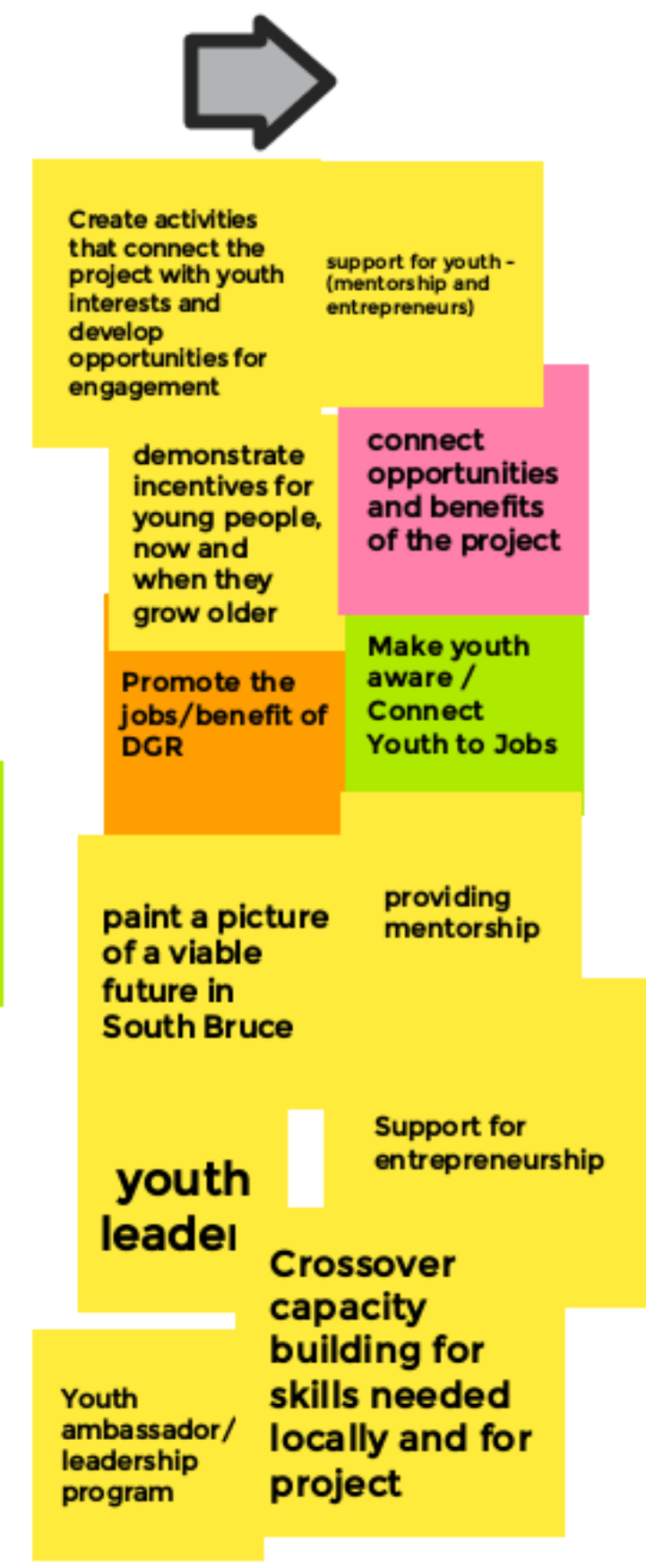
Develop social media approach for local youth engagement



Provide clear and easy to understand factual information



Support family and community initiatives



Connect with youth and support them so they can create the future they want for themselves