



Annual Report 2019-2020

Innovating through disruption

let's talk 
science

Message from the President and Chair, Board of Directors



Hilary Foulkes, P. Geo



Bonnie Schmidt,
CM, PhD, FRSC

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As this annual report was being developed, we had to remind ourselves that half of our operating year took place before the COVID-19 pandemic changed our lives. In early March 2020, Let's Talk Science was on track to exceed all of our programming goals – and then our entire national education user base and volunteer network disappeared over the course of a few days! Our response to the resulting massive school disruption was guided by the principles that 'culture eats strategy for breakfast' and 'a good crisis should never go to waste', made famous by Peter Drucker and Winston Churchill, respectively. We responded in both conventional and unconventional ways to maximize our support for youth, educators, parents, volunteers and partners with online and offline initiatives.

Once we ensured our people were healthy and could work safely, Let's Talk Science moved quickly to support the rapid shift to distance/online learning. We are deeply thankful to our funding partners who trusted and encouraged us to be responsive during these unprecedented times.

The pandemic has underscored the critical need for our work as a national education and outreach charity that helps youth prepare for future career and citizenship roles through science, technology, engineering and math (STEM) engagement. Let's Talk Science has not 'wasted' this crisis and our culture has prevailed. As described in this report, we have innovated, learned and adapted in service to Canadian youth and educators. We are carefully assessing the impact and response of our revised programming and which aspects we will adopt permanently.

We are indebted to our board of directors, staff, volunteers, partners and supporters for their ongoing commitment to our mission. Without them, our work would not be possible. Together, we are proving that Let's Talk Science can be counted on to build and support an innovative team of talented and diverse staff, volunteers, educators and partners who share the common purpose of developing all Canadian youth and nurturing a scientifically literate society.

Hilary Foulkes, P. Geo

Bonnie Schmidt, CM, PhD, FRSC

IMPACT 2019-2020

Before the suspension of in-person programming in March 2020 because of COVID-19, Let's Talk Science was on track to reach or exceed targets for youth and educator interactions. Months of school closures across Canada - from Kindergarten to post-secondary - resulted in a 19% decrease in overall reach compared to the prior year. However, we innovated and transitioned quickly to support online learning. Hundreds of in-person events were cancelled but nearly half of the Let's Talk Science Outreach sites offered some programming online. Many other initiatives - both online and offline, for youth, educators and families were developed by our national team.



Programming used in over
4,000 schools
in over
1,200 communities
in every province
and territory

Impacted nearly
810,000
youth and
educators
across Canada

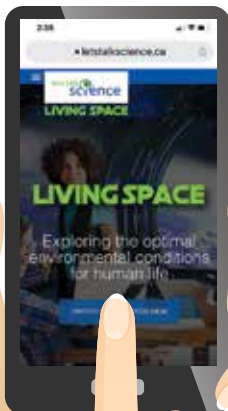
13,300
classrooms
participated
in national projects

Over
25,000
volunteer
hours
with youth
coast-to-coast-to-coast



50+
Outreach
sites
across Canada

Nearly
2,300
volunteers
were engaged



More than
190,000 people
accessed digital resources
during the school shutdown

3,800
learning sessions
delivered



Approximately
3.4 million
page views
of web content

Exploring STEM at Home

Science is everywhere. You don't need a fancy lab to teach it. In fact, a kitchen can become a classroom. With the right ingredients, kids can learn how to make an egg float, get raisins to dance in soda pop, and build a marshmallow structure that will support weight.

These are some of the activities and resources included in the Kitchen Science Showdown, a Let's Talk Science learning resource collection, designed to teach you about learning with food. This was one of the many learning resource collections on the STEM at Home page, one way Let's Talk Science responded to the needs of families during an upended year for education.

In late March and early April of 2020, Let's Talk Science polled parents and educators to learn about their needs during the pandemic.

Parents were looking for ways to engage their children while balancing working from home. They were most interested in short activities that kids could do on their own. Many wanted interactive activities (like games and experiments), and ways for their children to interact with educators or other experts.

Meanwhile, educators were already in contact with and distributing resources to their students. They, too, were seeking short, hands-on activities to share with students at home.



Embracing Online Opportunities

With in-person programs in limbo, Let's Talk Science expanded its online programming for educators, created new opportunities for youth, and launched an entirely new online section on its website for families.

STEM at Home gave parents and caregivers meaningful ways to keep their children exploring STEM. The initiative enabled youth to discover hands-on activities using common household items, watch engaging web series or videos curated by subject, and participate in cool competitions.

After listening to the needs of parents and caregivers, Let's Talk Science launched a weekly newsletter that serves up hands-on activities and resources to over 900 recipients. Activities on the website were organized by age and family-friendly themes, like space and dinosaurs.

More than 50 partners promoted the STEM at Home resources, including governments, school boards, teachers' associations, and community and post-secondary groups. Several of Let's Talk Science's financial supporters also shared STEM at Home with their employees.



Expanding Partnerships

Building on the many collaborations already in place, Let's Talk Science was able to offer even more novel learning resources.

For example, our partnership with Shaftesbury (who previously produced the Emerald Code series) grew to develop a new online series, The Solutioneers. This series follows a group of 12-year-old girls who use coding, robotics and technology in their everyday lives. It's engaging and empowering, as these girls work together to change the world using STEAM (science, technology, engineering, arts, and math). The series expanded to include a suite of complementary videos. One, Future Minds, showcases real youth doing scientific research. Another, MakerSpace, supports doing robotics at home.

Let's Talk Science also teamed up with Exploring By The Seat of Your Pants to showcase their video field trips, The Tech Bandits to dive into makerspace technology, and The STEAM Sisters to highlight their weekly adventures. All are aggregated on a new STEAM partners page.



Moving the Let's Talk Science Challenge Online

Anything that highlights the use of STEM beyond the classroom, helps kids to better understand its importance in real life and the workplace. The Let's Talk Science Challenge helps youth connect STEM around us while fostering their scientific literacy.

Two dozen English and three French Let's Talk Science Challenges were cancelled because of COVID-19. In their place, Let's Talk Science transitioned these in-person competitions into a series of online events and engineering design challenges for students in Grades 5-8.

Every week in the spring, 400-550 youth participated in the eight-week online challenge. It included a high energy STEM quiz show and an engineering design challenge (based on the week's theme) where students posted their STEM creations. The challenge ended up attracting participation from students in regions that hadn't been served by previous in-person events.

"I love the energy and the enthusiasm for science that is evident in the presenters, and is therefore likely to transmit to the next generation," said Carrie Agapie, whose two daughters participated in the French Online Challenge. "The use of interactive survey questions, visual countdowns, and game board transitions were big factors in making the time engaging and keeping the students captivated."

With demand from participants, the weekly challenge evolved into a summer series called Brain Busters. Let's Talk Science is now considering ways to maintain an online challenge in future years to serve this new, broader audience.

Let's Talk Science hosted over 40 online Let's Talk Science Challenge quizzes, engineering challenges, and summer Brain Buster quiz shows, with nearly 5,600 youth registrations.

Careers Competitions

In the spring, students from Grades 5 to 12 were challenged to propose a likely future career concept for the next That's a Real Job video. To launch the competition, Let's Talk Science developed a promotional video that showcased some of the previous videos in the That's a Real Job series (e.g. 3D organ designer, robotics engineer) and encouraged youth to think outside the box and come up with a future career idea of their own. This video was viewed to completion over 2 million times.

The That's a Real Job contest received entries like stem cell developer, space waste manager and planet designer. The grand prize winner was Grade 5 student Alixandria Casullo, from Richmond Hill, Ontario, who proposed the role of an artificial intelligence ethical counsellor.

"They'll look at codes and see if there's any bias in them. In the future, we'll use a lot of robots and AI," says Alixandria.

At school, she likes astronomy and coding, and she understands that science can come into play in any job, current or imagined. "You never know what job you'll have, so it's important to know everything," she says.

Let's Talk Science will turn Alixandria's inspiration into a future That's a Real Job video, and use it in a national marketing campaign to help more youth think outside the box about their futures.

These STEM-related jobs aren't science fiction. They're real jobs or they will be soon. Let's Talk Science keeps coming up with new ways to get youth to think about STEM careers and their futures.



"Thank you for making such an amazing effort in producing the French Challenge online. The program succeeded in making the learning of science fun. You kept the kids engaged and coming back, week after week, all while encouraging them to develop a greater love and appreciation of STEM subjects." –
Carrie Agapie, parent



That's a Real Job winner,
Alixandria Casullo

let's talk
SCIENCE

parlons
SCIENCEs



My confidence in science, technology, engineering and math (STEM) has only increased. I'm even more excited to share ideas at school.

– *Melanie McComb, Teacher Leader, Brandon, Manitoba*

Educators Get Inspired

"When they have a passionate teacher then students become passionate too. It is contagious," said an educator from a virtual professional learning session.

No surprise. The best science education has a way of engaging anyone. In this case, Melanie McComb isn't a student, but a teacher in Brandon, Manitoba. She's among the educators who've used Let's Talk Science resources in the classroom and participated in the organization's professional learning.

McComb says her confidence in science, technology, engineering and math (STEM) has only increased. She's now even more excited to share her ideas at school.

"I've thoroughly enjoyed my experience as a Teacher Leader with Let's Talk Science," says McComb. "I enjoyed meeting – in person and virtually – like-minded people who are passionate about learning and teaching science and STEM to students and to other teachers."

Teacher Leaders are individuals who share their experience and knowledge through facilitated

sessions, within their local community of educators. Forty-one educators, including six from Indigenous schools, were named Let's Talk Science Teacher Leaders and began training.

Teacher Leaders, like Melanie, and Let's Talk Science facilitators support local educators across Canada with classroom and online learning. To help inspire teachers, Let's Talk Science offers professional learning including webinars, self-paced learning, face-to-face training and live broadcasts. A blended approach better suits teacher preferences and schedules.

No matter the platform, the goal is to help teachers use STEM in meaningful ways. With the right tools and support, teachers can embrace strategies to help their students become active learners and creative, innovative and critical thinkers. Last year, Let's Talk Science Professional Learning opportunities reached educators in more than 800 schools and more than 400 communities in all provinces and territories across Canada.

Transforming Educator Practise during COVID-19

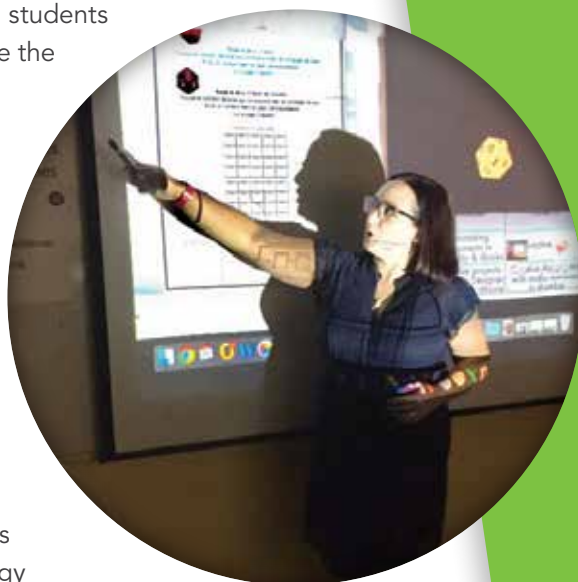
While the global pandemic changed the learning landscape for teachers and students alike, Let's Talk Science was evolving how it supported educators even before the pandemic.

In November 2019, Let's Talk Science announced that it was entering into a partnership with global learning technology leader D2L to support STEM-based training for teachers and volunteers. Users can access content through Brightspace, a leading cloud-based learning management system. This makes access to learning modules even easier.

As COVID-19 accelerated so did Let's Talk Science's ability to offer robust, interactive training opportunities to educators. In a very short time, nearly 1,000 educators completed numerous online training workshops and were enrolled in professional learning communities for sustained engagement.

When the pandemic hit, the Let's Talk Science team also quickly shifted gears to provide a series of workshops on building digital skills and using technology effectively for students. As teachers were moving their own classes online, and adjusting to working in a virtual environment, the Let's Talk Science training sessions proved to be a timely way to support student learning.

Almost all educators who participated said they were very likely to implement the resources and materials they learned, and more than one-third said that the sessions boosted their level of knowledge and confidence.



Building Educator's Online Confidence

Overall, Let's Talk Science training helps teachers to build the very thing they want to instill in their students: a sense of exploration.

"Being part of the Teacher Leader program at Let's Talk Science has given me the opportunity to learn new concepts, try new activities with my students and collaborate with teachers around the country,"

– Stéphanie Gaudet, a teacher in Moose Jaw, Saskatchewan.

On the other side of the country, Celine Gallien, an education support teacher – STEM in Moncton, New Brunswick, says Let's Talk Science training helps to focus on what matters to students.

"It has enriched my own teaching practice by providing tools and lessons that enhance student learning, and an inquiry-based and hands-on approach. This supports teachers on their journey to providing a more student-centred learning environment," says Gallien.



Partnering Together

The Horizon Project was an ambitious initiative, conducted in association with Food Banks Canada and ultimately involving nearly 300 organizations.

Everything had to be sourced, from more than 113,000 kilograms of learning resources, including 4.5 million beads used for “unplugged” coding activities, to the most basic supplies.

“The food banks told us we shouldn’t even count on the families having pencils around the house. And one of the biggest problems we had was sourcing tape,” says Schmidt.

Nothing was easy at a time when the pandemic had disrupted supply chains. Then there were the logistics related to assembling and shipping the kits.

The project distributed nearly 75,000 kits in English and French to youth aged 9-12, including more than 13,000 kits to Indigenous youth. The approach was a reminder that you don’t need tech to continue learning; you simply need to be inquisitive.

Inspiring Vulnerable Youth

“At this age, kids typically like going to school, they’re super curious, and they can work independently,” says Schmidt. “Science is a platform for asking questions about the world.”

While that’s true, children this age are also at a higher risk of disengaging. “We can’t afford to leave anyone behind,” says Schmidt. “The Horizon Project aims to send a caring signal to vulnerable youth that we believe in them and that learning is key for their future.”

The recipients were also encouraged to enter a draw to win one of more than 200 educational prizes. To enter (by using prepaid postage), they had to draw or write what interests them when they dream about the future or complete a Little Inventors challenge to design a solution that improves the health of our oceans.

As Schmidt notes, the pandemic has underscored the importance of science literacy and public trust in science. Let’s Talk Science promotes STEM learning, through the Horizon Project and everything else it does, fosters invaluable critical thinking, problem-solving and decision-making skills.



Collaboration Through Crisis

Along with the benefits for the recipients, the Horizon Project became an extensive friend-building opportunity for Let's Talk Science. When searching for community organizations to distribute the kits locally in all jurisdictions, it was great to have every organization approached say yes. Horizon was a showcase of collaborating and innovating through a crisis.

Some key partners included Scholar's Choice (provided supplies), First Book Canada and Rideau Hall Foundation (provided reading books), Mormark Printing and Fraser Direct (packaged the kits), Purolator (supported shipping), and Arctic Buying Company (shipping across the territories and northern Manitoba).

Ramping up the labour for the assembly during the pandemic was a particular challenge. "Fraser Direct said it was one of the most complicated projects they've taken on," says Schmidt.

Early feedback from the children has been encouraging. The project hopes to inspire participating youth to dream about their futures "They have it in themselves," says Schmidt, but mainly to have fun exploring STEM.

This year was about validating the need, conceptualizing the project, pulling together so many community organizations that shared the vision, and distributing the kits. The full impact of Horizon will be measured in 2021.

In one sense, we might see the project's ultimate success many years down the road. That's when today's children can look back on the pandemic time, and reflect on "at least one spotlight of positive energy," says Schmidt.

But what the participants might feel then, they're already thinking now, "Somebody was thinking about me."

The Horizon Project is supported by The Government of Canada's Emergency Community Support Fund, Community Foundations of Canada and: Brant Community Foundation, Bulkley Valley Community Foundation, Chatham Kent Community Foundation, Community Foundation of Halton North, Community Foundation for Kingston & Area, Community Foundation of Lethbridge & Southwestern Alberta, Community Foundation of Medicine Hat & Southeastern Alberta, Community Foundation of North Okanagan, Dauphin & District Community Foundation, Durham Community Foundation, Edmonton Community Foundation, Fondation communautaire de la Péninsule acadienne, Foundation of Greater Montreal, Fredericton Community Foundation, Fundy Community Foundation, Gwaii Trust Society, Hamilton Community Foundation, Niagara Community Foundation, Oakville Community Foundation, Ottawa Community Foundation, Red Deer & District Community Foundation, St. Albert Community Foundation, Toronto Foundation, The Greater Saint John Community Foundation, The Yukon Foundation, Victoria Foundation, and Yellowknife Community Foundation.



Thank you to Let's Talk Science's project delivery partners for their vision and to our many donors who generously contributed to the Horizon Project.



Verschuren/Shibinsky Families

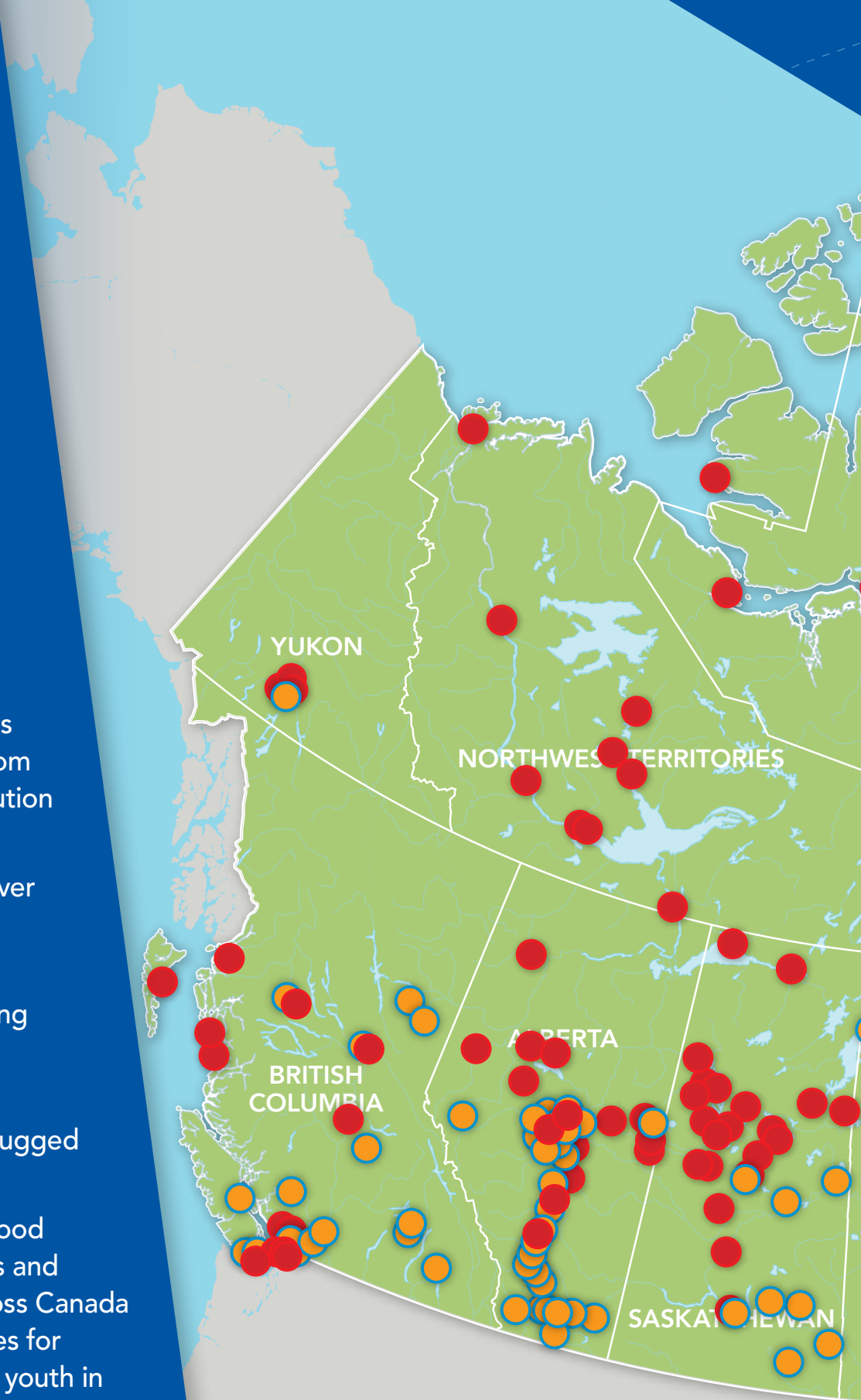


Gerald Heffernan



FUN FACTS

- ➔ Over 300 organizations contributed to the success of the Horizon Project, from development and distribution to financial partners.
- ➔ 75,000 youth, including over 13,000 Indigenous youth, received Horizon kits
- ➔ Over 113,000 kg of learning resources shipped across Canada
- ➔ 4.5 million beads for unplugged coding activities
- ➔ Over 120 organizations (food banks, Indigenous groups and community partners) across Canada received Horizon packages for distribution to vulnerable youth in Grade 4-6 in over 170 communities



- Let's Talk Science Outreach partner site distribution
- Food Banks Canada distribution

Horizon Kits Impacting Youth



tion

"I really connected with the students when we met in-person. They said 'I want to be a scientist like you.' Growing up, I didn't have that."

– *Shalini Iyer*,
Studying Master's in
Neuroscience at York



STEM Role Model Inspires Inner-City Youth

Shalini Iyer knows that for some students, the most meaningful lessons and inspiration can happen outside school. When Iyer prepares science activities for young people in Toronto's Jane-Finch area, she is doing more than offering a fun after-school program. She is serving as a role model.

"I really connected with the students when we met in-person," says Iyer. "They said 'I want to be a scientist like you.' Growing up, I didn't have that."

Iyer is a university student and Let Talk Science volunteer, who worked as a program assistant with the San Romanoway Revitalization Association (SRRRA) last year.

SRRRA is a social service organization that aims to create a safer and healthier environment for children and youth in the community. That happens through breakfast and after-school programs, including activities to enhance the learning skills needed for long-term success in school and life. These programs take place at a community centre in the San Romanoway neighbourhood - located in the broader Jane-Finch community of Toronto, Ontario.

The kids who take part are diverse. Like many of the kids she worked with at the Centre, Iyer is a person of colour. When she was their age, she didn't see many people who looked like her in certain careers.

"Having that representation can really make an impact," says Iyer. In December 2019, she finished an undergraduate degree in biomedical science and psychology at York University. In September 2020, Iyer is starting a Master's in Neuroscience at York, and will be researching brain development and the relationship to autism spectrum disorders.

The Let's Talk Science and SRRRA partnership began in 2017 thanks to the relationship and financial support of the Gordon & Ruth Gooder Charitable Foundation. Let's Talk Science started to work with SRRRA, to bring engaging STEM-based learning to youth who wouldn't typically have access to a scientist in a classroom. Iyer didn't have access to scientific role models when she was growing up, in a similar community nearby.

"One or two teachers did cool science experiments," she says. That was it. Her community, the one SRRRA serves and others like it can be challenged with resources. They're less affluent, and many of the kids are labelled marginalized MVP (most vulnerable youth). "It's great that Let's Talk Science is visiting these areas," says Iyer.

Learning changed perceptions

Let's Talk Science aims to expose all children and youth to hands-on STEM learning. The experiences at SRRRA are designed to change youths' perception of science.

"We teach them that science is everywhere, applied in real life, and is something to look forward to outside school as well," says Iyer.

As a program assistant, Iyer helped with the after-school program three times a week, with each group including Kindergarten to Grade 3, Grades 4-6, and Grades 6-8. Activities ranged from coding using micro:bits, to making fossils, to building a catapult. Faculty of Education students at York worked alongside Iyer, as one of their placements, to help deliver the engaging content.

When the world began to shut-down, all in-person sessions were paused and Let's Talk Science delivered STEM activity workbooks and supplies for the kids to use at home. This activity inspired the Horizon Project. The kids were so excited to get them, says Iyer, and some even asked for more than one.

To continue students' learning, Let's Talk Science began bringing STEM learning to SRRRA remotely via Zoom. "We transformed our existing outreach to do it virtually," she says.

Iyer says these opportunities deepen students' understanding of science and helps them see it in the world around them. For instance, when Iyer started, she would ask questions like "Does art involve science?" Students would respond no in the beginning. She would point out things like how paint mixes or sticks to paper. Workshops catered to the children's interests, like art and sports, or making computer games. After continued visits and near the end of the year, she asked the same question and the students would respond, yes and be able to explain why.

Their learning also appears to have continued at home with parents/caregivers, helping to reinforce STEM concepts introduced through the program.

Program dispelled stereotypes

At first, some children accepted that science is everywhere but couldn't describe that in detail. As the after-school program went on, more and more they could see the interconnectedness of science with every aspect of their life. That's part of being able to connect a range of careers to STEM.

Can they see their own possible future in it? When asked to draw a scientist, SRRRA participants now frequently depict persons of colour and an equal mix of male and female figures. That shows how the program has dispelled some stereotypes associated with a job in STEM.

When asked who they know in science, the majority of the children also respond with "Let's Talk Science" and the names of Let's Talk Science staff and volunteers. It's clear that Let's Talk Science has had a positive influence on the children's connection to science and also highlights the importance of having role models in STEM.

Iyer recalls one middle school student trying to work out an engineering challenge. This student was hesitant to jump in, perhaps because she was one of the few girls amidst all the boys. She eventually found her voice and started to ask Iyer how to become a scientist, what would she have to do in high school to set her on the right learning path.

"She just needed that confidence, that boost, that person who felt her ideas were good," says Iyer.

Working with the SRRRA affected Iyer too. She wanted to give back to the community and inspire students to take on a path similar to hers. What she found was that she gained "valuable experiences and skills that I will carry with me as I continue to pursue my career as a scientist."

Building relationships with the students and coming up with strategies to keep them engaged has been hugely beneficial to Iyer.

"It provided me the opportunity to think critically and outside the box," she says. "Being able to develop creative projects and innovatively solve problems is a critical skill used on a day-to-day basis as a researcher. Being a researcher, it is very easy to get lost in scientific jargon. Working as a program assistant strengthened my decomposition and communications skills, being able to break down complex scientific concepts for various audiences."

What's most gratifying to Iyer is the enthusiasm shown by the students and the idea that she may have ignited a spark.

"There wasn't a week where the students wouldn't eagerly approach me and ask, 'Is it Let's Talk Science day? What are we doing? While peering into my bags to get a glimpse of the science activity, excitement in their eyes. I hope I was able to touch the hearts of the SRRRA students and give them a memorable educational experience."





Creativity Delivers Inspiring Outreach Efforts

Science demands creativity. So do the methods to teach it.

Before COVID hit, Chris Murray was visiting more than 50 classes per semester around Orillia as a Let's Talk Science volunteer. When schools shut down in the spring of 2020, Murray, an associate professor of physics and sustainability sciences at Lakehead University, took his lessons online.

One Grade 11 environmental science class (pictured above), in Orillia, took part in a weekly Let's Talk Science virtual workshop with Murray. Normally, Lakehead would provide the materials needed for the hands-on activities. Instead, Murray had the students improvise, like making water filters from whatever they could find around their homes. Having to scramble like that was a lesson for the students too.

"It gives them a chance to be innovative," Murray told a local newspaper. "Everybody's coming to the activity with different things, depending on what they have around them."

The idea that necessity is the mother of invention certainly applies to Let's Talk Science Outreach during the pandemic. And just as volunteers like Murray found ways to keep supporting students, Let's Talk Science discovered new means of engaging volunteers.

Shifting Outreach Online

Most volunteers are post-secondary students dealing with the disruption of their own studies. Still, several sites offered virtual outreach to students.

For example, Let's Talk Science Outreach at the University of Toronto, along with the Canadian Cancer Society, hosted a Let's Talk Cancer symposium online from May 28-29. This was a first for the 5th annual event, and it made the learning accessible to Grades 11-12 students from across Canada.

More than 200 students attended the sessions via Zoom. They learned about the basics of cancer, the challenges clinicians and researchers face, and new and exciting tools being developed for detection and treatment.

Sue McKee had to figure out quickly how to go virtual, too. She's the Director of the Let's Talk Science Outreach program in Ottawa, for the University of Ottawa and Carleton University. In normal times, volunteers would offer youth in-person learning in their classrooms. Or students would go to the campuses to explore, like a visit to the coral reef fish tank at the University of Ottawa.

"All of that has changed to virtual," says McKee.

Some outreach involved dropping off materials to schools and doing lesson plans virtually. McKee's

team also targeted youth in lower socio-economic areas, by delivering science kits (like everything you need to make a kaleidoscope) through community centres and other partners.

After the pandemic hit, one of McKee's early outreach efforts was with Inuuqatigiit, the Centre for Inuit Children, Youth and Families. Ordinarily, Let's Talk Science would go to their after-school program every week for hands-on programs. Instead, McKee developed videos that Inuuqatigiit could use to guide activities. The young people could easily do experiments at home, like gathering different items that a bird could use to build a nest, from cotton balls to sticks. Which pile would disappear faster?

Household science became a common theme. Many Let's Talk Science Outreach volunteers created videos with fun DIY experiments. One on YouTube, from a McGill University microbiology and immunology student, showed how to extract DNA from a banana. All you need is a baggie, dish soap, water, a coffee filter and rubbing alcohol.

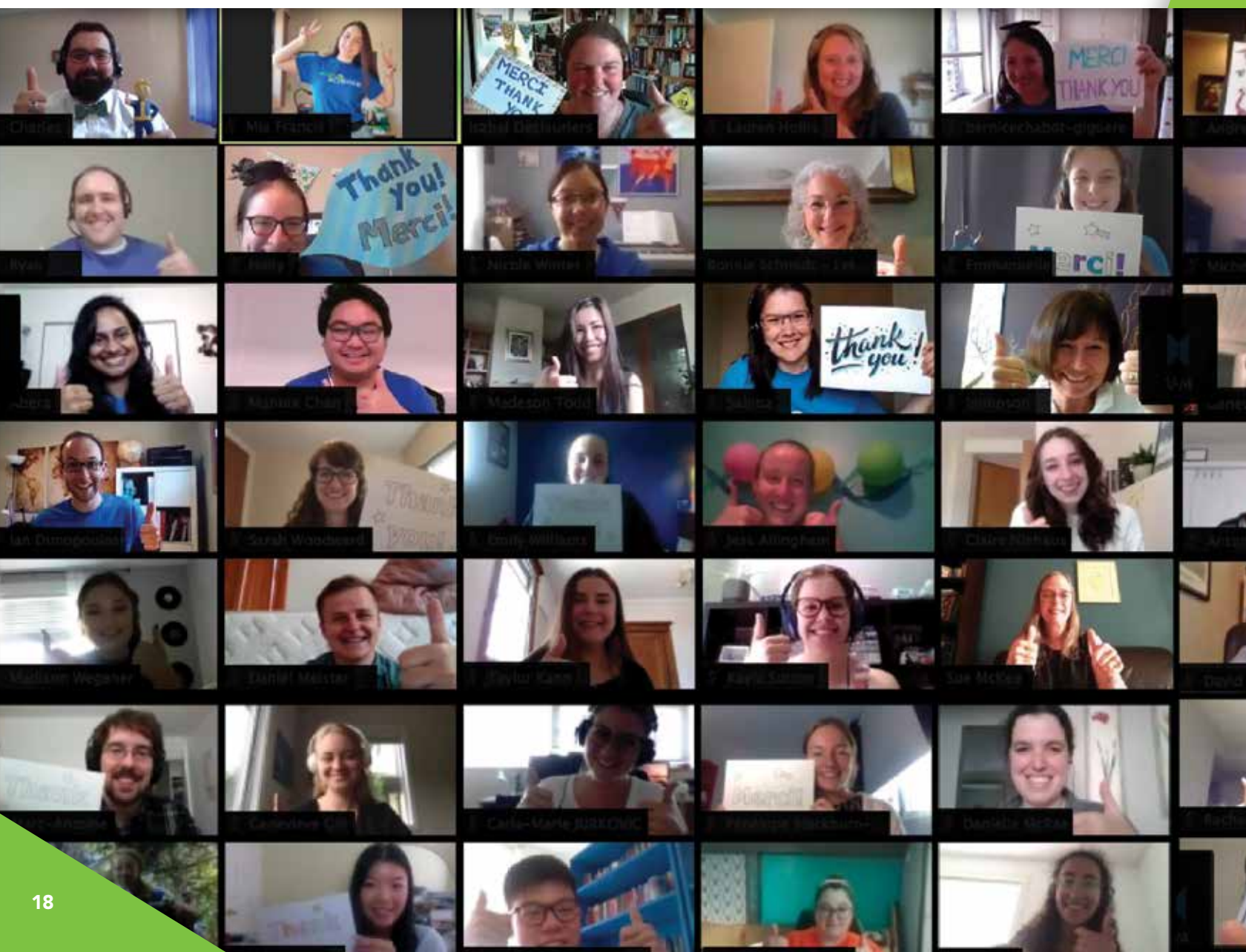
It was yet another example of how outreach activities can have a significant impact, despite challenging times.

National Volunteer Conference moves online

Over 150 Let's Talk Science Outreach site coordinators gathered virtually in June for the annual National Conference. It became the largest multi-day training event in the outreach program's history.

"Cannot wait to see and hear what all the sites were able to accomplish come next year," said one volunteer. "This was my first Let's Talk Science Conference and I really enjoyed it. Even if it was virtual, it still felt like I truly got to 'meet' a lot of awesome people."

Let's Talk Science Outreach connects young people with thousands of volunteers to engage in STEM learning opportunities. These role models inspire youth to think about their future in STEM. Thanks to their quick response and the use of technology, Let's Talk Science was able to provide meaningful professional development during the virtual conference.



Let's Talk Science Outreach in 2019-2020:

Let's Talk Science Outreach was hard hit by the pandemic because of its focus on in-person programming, which was halted in mid-March, and the engagement of post-secondary student volunteers, whose own learning was also disrupted.

In 2019-2020:





- ➔ More than 145,000 interactions with children and youth (including 18,500+ interactions through virtual outreach)
- ➔ Over 11,000 Indigenous youth interactions
 - ➔ Partnered with more than 1,800 educators
 - ➔ Delivered 3,700 hands-on/minds-on activities (including 380+ virtual activities)
 - ➔ Visited over 340 unique communities across Canada

For a full list of Outreach locations visit
letstalkscience.ca/volunteer



Supporter Listing

Let's Talk Science gratefully acknowledges gifts received between September 1, 2019 and August 31, 2020

-  10 years or more of support
-  5 years or more of support
-  in-kind support
-  new supporter

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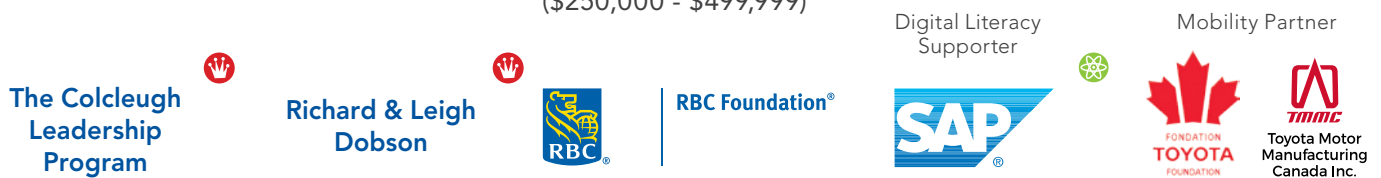
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STOKES
SEEDS

ZGM
MODERN
MARKETING
PARTNERS

3M

Pioneers

(\$1,000 - \$9,999)

Automotive Recyclers
of Canada

Bentley Systems
Incorporated

Bonavista Energy Corporatio
Cadillac Fairview Corporation
Limited

Centre for Commercialization
of Regenerative Medicine

Chemistry Industry
Association of Canada

CIBC Children's Foundation
(Miracle Day)

Drone Delivery Canada

EIDCA Specialty Products
Company

Enbridge Gas Inc.
- London & District

Enterprise Holdings
Foundation

Federated Co-operatives
Limited

G. Murray & Edna Forbes
Foundation at the South
Saskatchewan Community
Foundation

Gilead Alberta

Helena Anyadike
Memorial Fund at The
Winnipeg Foundation

IBM Canada Ltd.

Innovative Medicines Canada

Inception Lifebank
Cord Blood Program

International Scientific
Association for Probiotics
& Prebiotics

L'Oréal Canada Inc.

Mount Sinai Hospital

Ontario Institute for
Regenerative Medicine

RBC Royal Bank

Shultz Family Fund at
The Calgary Foundation

SickKids Research Institute

The Smart & Caring Fund
at the South Saskatchewan
Community Foundation

Sunnybrook Health
Sciences Centre

The University of British
Columbia

The University of Toronto

TransAlta Corporation

Winnipeg Airports Authority

Best Buy Canada Ltd

The HeinzSeed Company

Scholar's Choice

University of Guelph
Department of Plant Agriculture
You Be The Chemist Canada

The Annan Family

Glenda & Darren Casimir

The Foulkes Family

Warren & Joanne Granger

Gerald Heffernan

David Lapides
& Ilana Krygier Lapides

Vanessa Nelson

Michele Noble

Will Rogers & Helen Ferkul

Bonnie Schmidt

Sam Z. Solecki

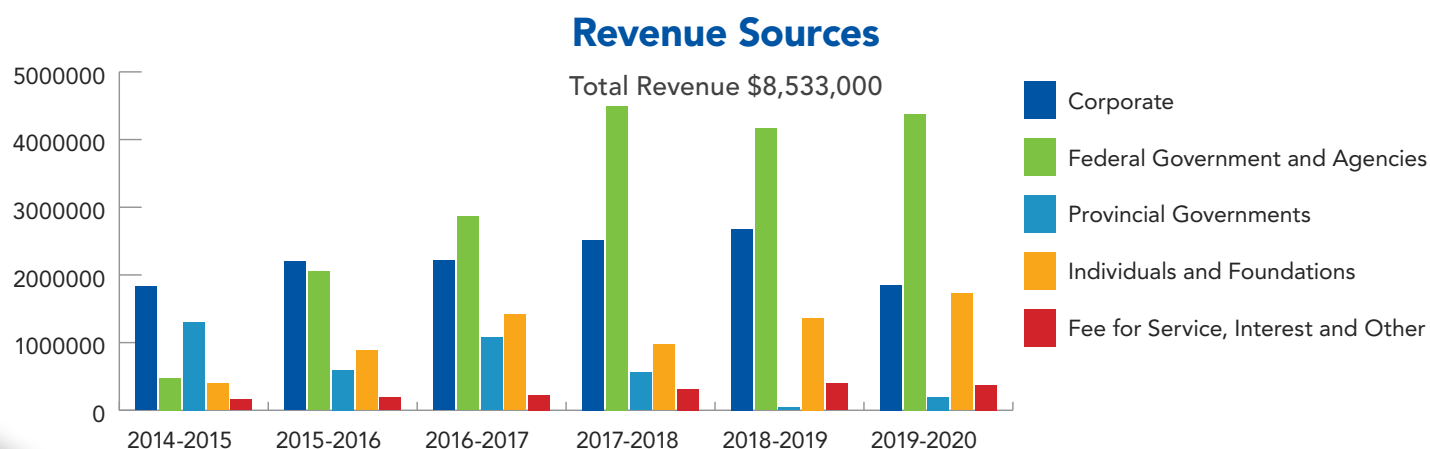
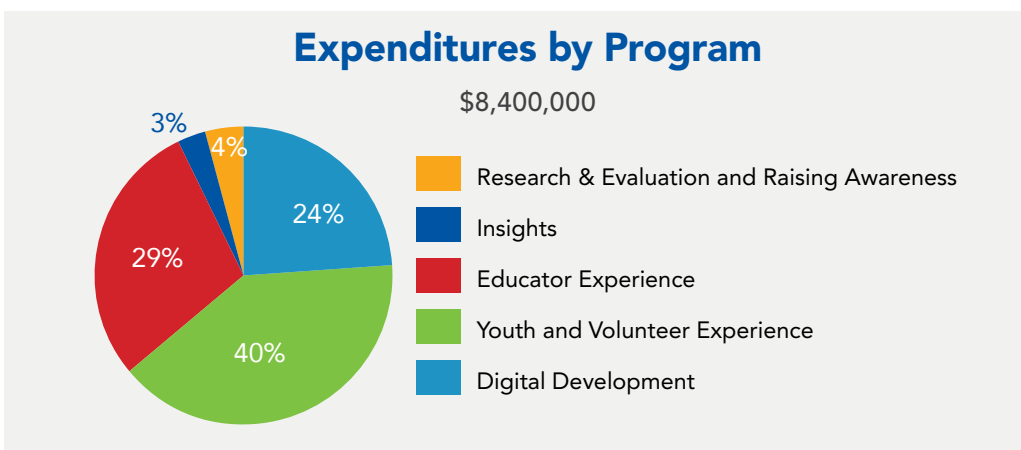
Linda Thomas

Craig & Cheryl White

Statement of Financial Position

Year ending August 31, 2020 with comparative figures for 2019

REVENUE	2020	2019
Corporations	1,853,000	2,675,000
Federal Government and Agencies	4,378,000	4,165,000
Provincial Governments	199,000	42,000
Individuals and Foundations	1,727,000	1,362,000
Fees and Other	376,000	396,000
	\$8,533,000	\$8,640,000
EXPENDITURES		
Program Wages and Benefits	5,137,000	4,803,000
Program Delivery and Development	1,760,000	2,074,000
Marketing and Communications	424,000	339,000
Training, Development and Conferences	173,000	370,000
Information Systems and Technology	386,000	401,000
General and Administrative	520,000	542,000
	\$8,400,000	\$8,529,000
Increase in Resources	133,000	111,000



Engaging Donor Employees

In 2019-20, over 200 employees from 32 donor corporations gave over 300 hours to support in-person and virtual events engaging youth, educators and Let's Talk Science volunteers across Canada. Participation ranged from judging contests to speaking engagements, completing career profiles, joining Let's Talk Science sites for community events, and kit building to provide additional Outreach activity materials.



"It is an honour to be a Visionary Donor to Let's Talk Science. The organization has not only made significant inroads raising the value of science literacy in the community, a mandate consistent with Amgen's attention to attracting bright young minds into the field of science, they have also provided meaningful thought leadership and helped shape education policy in Canada and around the world. It has been a critical component of the value proposition at Amgen Canada that staff have the opportunity to support the community and they have enthusiastically participated as volunteers and role models both in person and virtually."

– *Brian Heath, Vice-President & General Manager, Amgen Canada Inc.*

"It has been a pleasure supporting Let's Talk Science over the years. Between the incredible work and dedication from volunteers and staff, to the interest and excitement of the many youth taking part in programming, it has been an enriching experience to see such commitment, passion and collaboration geared at expanding access to the sciences across Canada."

– *Adrian Kupesic, Director Public Affairs, Science and Sustainability, Bayer Inc.*



"Partnerships are not limited to our financial support, they are an opportunity to build relationships between community organizations and our employees. Whether through offering Let's Talk Science our booth space at educational events, participation in the Let's Talk Science Challenge and Career Exploration or activities with Outreach volunteers, Rio Tinto is pleased to support Let's Talk Science in the development of educational STEM activities for all Canadian students."

– *Claudine Gagnon, General Manager (interim) CSP, Atlantic Operations, Rio Tinto*

"Employee engagement is an important part of the Roche Canada philanthropy program. Our partnership with Let's Talk Science allows our employees to share their skills, knowledge and time through various in-person and online opportunities, such as building kits, speaking at or judging a Challenge, participating on a Career Panel, or speaking at a Symposium where they have the occasion to profile their career path. We look forward to our continued partnership with Let's Talk Science where we can encourage students to participate and engage in STEM education."

– *Vanessa Federovich, Vice President, People & Culture and Corporate Services, Hoffmann-La Roche Limited*





Let's Talk Science
1-877-474-4081

Charitable registration number:
88540 0846 RR001

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