STUDENTS ON ICE
ARCTIC YOUTH EXPEDITION 2011
Iceland • Greenland • Labrador • Nunavik

PROGRAM REPORT

STUDENTS ON ICE is an award-winning organization offering unique educational expeditions to the Antarctic and the Arctic. Our mandate is to provide students, educators and scientists from around the world with inspiring educational opportunities at the ends of the Earth and, in doing so, help them foster a new understanding and respect for the planet.
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Dear Government of Nunavut – Department of Environment,

The Students on Ice Arctic Youth Expedition 2011 was a tremendous success! The program and experiences shared over the two-week journey exceeded my every expectation. 74 students had life-changing experiences exploring Iceland, Greenland, Labrador, and Nunavik (Northern Québec) that will undoubtedly help to shape their perspectives and their futures.

The highlights were abundant: meeting the President of Iceland, visiting glaciers, waterfalls and geysers, seeing polar bears in the wild, connecting with the natural world, learning from Inuit elders, fishing for Arctic char, Inuit throat singing and drum dancing, riding in a zodiac for the first time, making new friends, discussions with education team members and touching ice bergs were just some of the many highlights experienced by the inspiring youth on our team.

The awe-inspiring Polar Regions represent many things to our students and educators. They are natural treasures, symbols of peace, understanding, and cornerstones of our remarkable global ecosystem. They are the “Greatest Classrooms on Earth” and the perfect platform to engage youth and inspire them to connect with these regions and take a leadership role to protect the poles and the planet.

It is important to note a major milestone for all of us. We are very proud to announce that 50 students were awarded scholarships, among them 31 Inuit and First Nations youth. This is a record number of scholarships and it is thanks to the generous support of YOU, one of our key partners. We would like to thank our official Arctic expedition airline sponsor, First Air - The Airline of the North, for sponsoring all travel for Northern students and educators!

Although the main purpose of this report is to provide an overview of the expedition, we also wish to take this opportunity and acknowledge your generous support and investment in the education of youth.

Thank you so much for making a significant difference and positive impact in the lives of youth and for contributing to the success of the Students on Ice program.

In the Polar spirit,

Geoff Green
Founder & Executive Director
STUDENT TESTIMONIALS

We can think of no better way of conveying the impact, gratitude and sense of what these students have gained from the experience than to share their thoughts, in their own words. Below are copies of Thank You Letters submitted by recipients of the GN – Department of Environment Scholarships.

Kati Omilgoitok, Sherilyn Sewoe and Darcy Kuppaq

Government of Nunavut - Department of Environment

To whom it may concern,

I am writing this letter to express my sincere appreciation for my scholarship. I was fortunate enough to be selected for the Students on Ice 2011 team. This opportunity would not have been possible without your generous sponsorship.

This was an amazing experience and I would like to share some of my highlights:

- The day in Greenland when we were standing on proof of climate change. The place the ship was anchored had been covered with a glacier 60 years ago
- The day we sailed beside a blue whale and her calf
- The days we spent in the Torngat Mountains, listening to the Elders stories
- The moment of silence we shared as a group on Parliament Plains in Iceland
- Meeting the wonderful staff and youth from around the world

Words cannot begin to describe how this trip has changed me and I look forward to sharing my new knowledge with others. Protect the poles, protect the planet.

Sincerely,
Kati Omilgoitok
SOI 2011
To Government of Nunavut – Department of Environment:

Hi.

My name is Darcy. I’m 17 years old. I live in Hall Beach, Nunavut. I had the best experience in this expedition. One of them is when I was drum dancing in a zodiac with other drum dancers. It was filled with compassion and rhythm. After we did the show in the ocean it turned to a sunset. It was beautiful.

I learned a lot. I have a new perspective of the environment and also I can be a leader in my hometown. I even learned about my culture even more. I made a lot of new friends (Becky Uqatsiaq, Kendall White, Angie from Korea, and more…). They are there for me for who I am.

The reason I wanted to go on this expedition is because I love to travel. The world seems unknown to me and it’s like eating an elephant just to hop on a plane. I passed on stories that my grandmother told me when I was a kid. They seem to enjoy my story. I learned that I am a beautiful person and I should never change. I’m excited to share my experience to my family and share photos. Thank you so much for giving me an opportunity to learn so much about the world and myself. I have so much to look forward to now that I have a new perspective to this world.

This was the best trip ever.

Darcy Kuppaq
EXPEDITION SUMMARY

This expedition was a unique opportunity for participating youth to expand their knowledge of the circumpolar world and to gain a new global perspective of the planet, its wonders, and its present and future challenges. A truly diverse group of 74 students participated in, and contributed to, the expedition program:

- **50** scholarship winners
- **14-22** years old student age range
- **52** Female students – **22** Male students
- **31** Aboriginal (Inuit, Métis or First Nations)
- **10** Canadian provinces & territories represented (Alberta, British Columbia, Manitoba, Ontario, Québec, New Brunswick, Newfoundland & Labrador, Nunavut, Northwest Territories, Yukon Territory)
- **4** Inuit Regions represented: Nunavut, Nunavik, Inuvialuit, Nunatsiavut
- **9** countries represented (Canada, USA, Iceland, Russia, Greenland, South Korea, Italy, Monaco, United Kingdom.)

Students on Ice brought together an international team of scientists, artists, educators, explorers, writers, societal leaders and social innovators. The educators’ experiences and enthusiasm ensured that students developed a deeper understanding and appreciation of the Arctic. For a full list of educators and biographies, please visit [studentsonice.com/arctic2011](http://studentsonice.com/arctic2011)
EDUCATIONAL GOALS

The expedition’s education program had four main goals:

1) **CONNECT** to the natural world.
2) **FOSTER** a new understanding and respect for the planet.
3) **DISCOVER** solutions to our most pressing challenges.
4) **INSPIRE** each other to make a difference.

EDUCATIONAL THEMES

The expedition’s education program had eight main themes:

1) **YOUTH**: have a key role to play in shaping the world of today and the world of tomorrow.
2) **ADVENTURE**: that follows the westward path of the Vikings.
3) **EXPLORATION**: of self, community, powerful ideas and the circumpolar north.
4) **SUSTAINABILITY**: is an imperative that should inform our decisions. By making sustainable choices and taking action, we can arrive at the best possible outcomes for the planet, humans and other living things, now and in the future.
5) **CREATIVITY** and **INNOVATION**: means thinking about new ideas and doing things differently. They are important across all sectors of society including the arts, sciences and the transition from brown economies to green economies.
6) **CHANGE**: is happening rapidly in the Arctic, a place of special importance to the planet. While global climate has changed over millennia, it is the rate of modern climate change that is alarming – particularly in the Arctic. Arctic climate change is happening in the context of complex cultural, governance and economic changes. Peoples’ capacity to choose, mitigate and adapt to particular changes will inform the future of the Arctic.
7) **INDIGENOUS WAYS OF KNOWING**: remain profound and relevant. Indigenous peoples continue to maintain their unique cultures within their distinct homelands. Despite modern influences and conveniences, indigenous peoples in the Arctic have retained their languages, core knowledge and beliefs. Indigenous knowledge contributes to the advancement of a sustainable Arctic and a sustainable planet.
8) **ENVIRONMENTAL LEADERSHIP**: as a global society, we need to move towards living more sustainably. Today’s youth have the opportunity to lead the way, be effective agents of change, and contribute to positive societal action.
EDUCATIONAL OBJECTIVES

Participating in a world-class interdisciplinary education program, students developed the knowledge, skills, perspectives and practices needed to be polar ambassadors, community builders and environmentally responsible citizens. Students learned about:

1) POLAR FUNDAMENTALS
   ...the geological, geopolitical, cultural, artistic and exploration history of the region; geography; terrestrial ecology; flora and fauna; glaciology; oceanography; marine biology; atmospheric sciences; and contemporary issues.

2) ENVIRONMENTAL ISSUES, SOLUTIONS and LEADERSHIP
   ...environment understood in the broadest sense of the word, where the planet is regarded as a global ecosystem in which all natural and human created systems are interconnected; issues such as climate change, conservation, biodiversity, energy, population growth, consumption, resource depletion, cultural change, adaptation and resiliency; dependency of social and economic systems on natural systems; the importance of environmental factors to human well-being; and locally-relevant sustainable living practices. Consideration was also given to contemporary social, economical and geopolitical issues ranging from health and wellness, and quality of life, to community design, financial systems, sovereignty and international law.

3) Students began to REFLECT on expedition experiences and TRANSLATE these experiences in ways that are personally relevant to home life and future aspirations. Students were supported in planning next steps and making decisions. Students are motivated to TAKE ACTION!
EDUCATIONAL FORMAT

Our approach to education wove together elements of experiential, expeditionary, and problem-based learning. Active participation and critical thinking are important elements in the SOI learning process. Several different learning formats were used on the expedition. All students participated in the following activities:

Lectures:
- Geological, political, and cultural history of the region
- Terrestrial ecology
- Marine Biology (from micro-organisms to cetaceans)
- Seabirds
- Ice, glaciology and Oceanography
- History of Exploration in the region
- Environmental issues facing the region

Workshops and Hands-On Activities (on-ship, on-shore):
- Wildlife identification and observation
- Working with education team members on ongoing scientific research (i.e., seabird surveys, measuring pollution levels in ice-core samples, plankton tows focusing on marine diversity)
- Nature interpretation through various activities (i.e., photography, art, journal writing, music)
- Technology and Nature (i.e., cetacean vocalization, GIS mapping)
- Inuit cultural workshops on throat singing, traditional Inuit games, drumming, sewing
- Creative expression through landscape art (oil painting and water colours), sculpture, Inuit printmaking, journal keeping and songwriting
- Youth forums on leadership and steps towards sustainable living
- Hiking and shore walks
- Ecological footprint, Expedition footprint

Pod Teams (small groups of 10 students and 2 educators):
- Peer teaching seminars
- Reflection on expedition experiences through journaling, dialogue
- Mentored discussions aligning educators with students’ interests.
THE ARCTIC 2011 JOURNEY

By sailing to the heart of a remote wilderness region, our goal was to create transformative experiences with an exciting itinerary. Below are highlights from each day of the expedition. We invite you to visit the website studentsonice.com/arctic2011 for detailed daily summaries, photographs, videos and journals.

July 23: Day 1  **Toronto, Canada:** Our team of students, chaperones, educators and expedition staff assembled in Toronto for pre-expedition activities. Other team members met us tomorrow in Reykjavik, Iceland.

July 24: Day 2  **Reykjavik, Iceland:** After our arrival, we visited the famed Blue Lagoon – a geothermal wonder – where students and educators will relax in geothermal seawater! Later in the day, after checking into our rooms at the University of Iceland, we got to know each other and explored Reykjavik centre!

July 25: Day 3  **Suðurland, Iceland:** The team departed on an all-day excursion of a long hike in beautiful Thingvellir National Park. Thingvellir is probably the most historic site in Iceland, located in a rift valley between the American and European geological plates. The area was added to the UNESCO world heritage list in 2004. Today the team met the President of Iceland and enjoyed a private address in his residence!

July 26: Day 4  **Saudarkrokur, Iceland:** This morning the team headed north on an all-day drive from one side of Iceland to the other. En route to Saudarkrokur, the team visited the beautiful fishing village of Hvammstangi to visit the Icelandic Seal Centre. The team enjoyed traditional country fare at a farm and visited with some Iceland horses. In the afternoon, the team checked into the Saudarkrokur accommodations and had a session of Student-Staff speed dating!
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>July 27: Day 5</td>
<td><strong>Akureyri &amp; Siglufjordur, Iceland:</strong> The students had some free time to explore the beautiful town of Akureyri and attended a presentation by staff of the Arctic Institute, located in town. Later in the day, students departed for Siglufjordur and boarded the MV Clipper Adventurer!</td>
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<tr>
<td>July 28: Day 6</td>
<td><strong>Isafjordur, Iceland:</strong> The first landing provided an excellent opportunity for participants to explore Iceland’s diverse and rugged Westfjords region – an area of the country known for its spectacular narrow fjords and steep mountains. The spectacular landscape was perfect for hiking. That evening, the team bid farewell to Iceland and began the journey to Greenland.</td>
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<td>July 29: Day 7</td>
<td><strong>Expedition Day - Denmark Strait:</strong> The group spent the day at sea sailing across the Denmark Strait. The shipboard lecture and seminar series kicked off. Much of the day was spent out on deck in search of whales and seabirds. These waters are a haven for humpback whales, minke whales, orcas and dozens of seabird species.</td>
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<tr>
<td>July 30: Day 8</td>
<td><strong>Greenland:</strong> Welcome to Greenland’s magnificent eastern coastline! Due to sea ice and fog, the sea day was extended until a suitable place was located to sail into the Greenlandic fjords!</td>
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<td>July 31: Day 9</td>
<td><strong>Prins Christian Sund &amp; Herjorlfnes, Greenland:</strong> Another full day of Zodiac landings, cruises and educational activities. Students attended a glaciology workshop on a glacier, while others toured another nearby glacier by zodiac. In the afternoon, the team landed on a beautiful spot full of grasses, wildflowers...and mosquitos!</td>
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<td>Aug. 1: Day 10</td>
<td><strong>Uunartog, Greenland &amp; Nanortalik Community Visit:</strong> This morning was a visit to the small island of Uunartog, where they enjoyed the soothing waters of some ancient hot springs! In the afternoon, the team was welcomed to Nanortalik, enjoyed kayak and umiaq demonstrations, a visit to an open air museum of the old settlement and hikes to ancient Viking ruins.</td>
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<td>Aug. 2: Day 11</td>
<td><strong>Expedition Day - Davis Strait:</strong> A bid farewell to Greenland and the start of the journey across the Davis Strait to Labrador. This included a vigilant watch for wildlife, lectures and presentations.</td>
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<td>Aug. 3: Days 12</td>
<td><strong>Torngat Mountains National Park, Labrador:</strong> This morning they began two days of adventure in one of Canada’s most spectacular parks. With its glaciers, soaring mountains, and one of the most diverse selections of Arctic mammals, this was a day of breathtaking grandeur. It included a visit to kANGIDLUASUk base camp, a tour of the research facilities, connecting with youth and Elders and meeting several of sponsors and supporters who joined the expedition for the last few days.</td>
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<td>Aug. 4: Day 13</td>
<td><strong>Saglek Fjord, Torngat Mountains National Park, Labrador:</strong> The amazing experience with the base camp youth, Elders and Park staff continued! the team enjoyed a day long landing in the North Arm of Saglek Fjord where students fished, cooked and ate country food (char, caribou, mussels, bannock), visited with Elders and hiked to a lake and waterfall. Later this day, the team continued on to Rose Island, the site of repatriation of over 100 Inuit peoples’ remains.</td>
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<tr>
<td>Aug 5: Day 14</td>
<td><strong>Nachvak Fjord, Torngat Mountains National Park, Labrador:</strong> Today was spent exploring this beautiful fjord – workshops (Mock Arctic Council, leadership, botany, biology) took place on land and visits to an old camp, and zodiac cruises to spot whales and polar bears!</td>
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<td>Aug. 6: Day 15</td>
<td><strong>Killiniq Island / Cape Chidley, Labrador:</strong> As the expedition winds down, a final stop at Killiniq Island and Cape Chidley for the last landing!</td>
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<td>Aug. 7: Day 16</td>
<td><strong>Kuujjuaq, Nunavik:</strong> An opportunity to spend some time exploring the community and visiting with locals before boarding our FirstAir charter flight back to Ottawa.</td>
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<td>Aug. 8: Day 17</td>
<td><strong>Ottawa, Canada:</strong> Welcome to Canada’s Capital! Prior to bidding fond farewells and embarking on their respective journeys home, our team were the guests of honour at the Canadian Museum of Nature for a celebratory Welcome Home event!</td>
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EDUCATION PROGRAM OUTCOMES

No two expeditions are alike. The students and staff are unique to each expedition and although we have set objectives, we know that each individual and group experiences their own highlights, faces different challenges and comes away with new knowledge, skills and sense of self, unique to them. Created from student feedback and staff observations, we offer the following program outcomes.

HIGHLIGHTS:

Iceland
- Visiting sites of geological activity – geysers, Continental Divide, volcanic craters, hot springs
- Meeting the President of Iceland and enjoying a private address in his residence
- Getting up close with Icelandic horses and enjoying traditional Icelandic food at a country farm
- Learning about the history of Vikings and the mythology of elves and giants in the land
- Yoga on the hilltop in Saudarkrokur

Community Visits - Nanortalik, GREENLAND & Kuujjuaq, NUNAVIK
- Students were grateful and felt fortunate to have such a warm welcome and cultural experience in the communities of Nanortalik and Kuujjuaq
- In Greenland, students watched kayak and umiaq demonstrations by local Inuit and toured an open air museum of the old settlement of Nanortalik
- Inuit games and throat singing were demonstrated by our team as a gift to the community
- Students interacted with youth in each community and enjoyed connecting with the young people
Visit to kANGiDLUASUk Base Camp in the Torngat Mountains

- Connecting with youth involved in the base camp
- Touring the research facilities
- Hiking the surrounding area
- Volleyball on the beach with other youth
- Meeting at speaking to the Elders
- Eating country food (char, bannock, caribou!) and BBQ on the beach
- Bonfire on the beach with songs and dancing

Connecting With the Natural World

- Hiking to geysers, waterfalls and volcanic craters in Thingvellir National Park, Iceland; to bird cliffs in Isafjordur, Iceland; to ancient Viking ruins in Greenland; and in the fjords of the Torngat Mountains
- Spending time in ancient hot springs while enjoying the view of ice bergs in the fjord on Unartoq Island, Greenland
- Quiet, reflective time alone was given on the ship and on the land
- Some students had never hiked, let alone walked, for extended distances in their lives and felt a great sense of accomplishment
- Many aboriginal youth demonstrated leadership skills by teaching other students about the landscape, flora/fauna, wildlife, and survival skills in the North
- Plant and wildlife observation and identification
- Field-based scientific experiments
**Wildlife**
- Polar bears on shore and swimming in the fjord
- Blue Whale and her calf, right beside the ship, a rare event for many
- Students were humbled to be so close to the animals
- Identified birds (murres, gulls, eider ducks, puffins, etc) and hikes to the top of bird cliffs
- Huge bull caribou on shore of our landing in the Torngats
- Arctic char so abundant you could see it swimming beneath the zodiacs

**The Education Program**
- Processing and recording the experience by writing in a journal
- Mentoring opportunities with the education team members (i.e. – during various workshops, activities, meal times)
- Pod Teams supported student learning by connecting youth with peers and mentors in smaller educational circles
- Workshops on Inuit culture (printmaking, sewing, traditional Inuit games, drumming and throat singing)
- Workshops and presentations on marine mammals, sea ice, ocean currents, glaciers and ice and birds
- Presentations on climate change, the IPY, and geopolitical issues as they relate to the Arctic
- Presentations and workshops on youth action, leadership, being inspired and inspiring others
- Discussions on environmental advocacy, leadership and community involvement (i.e. Simulation of the UN Arctic Council Meeting)

**Group Cohesion**
- The group worked extremely well together and connected quickly
- Several older Inuit students (graduates of the Nunavut Sivuniksavut program) acted as great role models and mentored younger northerners
- Staff interacted with students regularly throughout the day (at meals, free time, on deck), always available to answer a question or to have a conversation
- Students were mature, focused and engaged
- Student-led discussions and workshops (fostering leadership, independence, responsibility)
Sharing Inuit Knowledge and Traditions

- A great opportunity to be exposed to issues, culture, people & other aspects of the Arctic
- Learning about Traditional and more sustainable ways of living on the land
- Visiting and learning about Rose Island (the site of repatriation of over 100 Inuit remain) from Nunatsiavummiut elders
- Aboriginal students appreciated their time together with Inuit elders and Inuit youth mentors
- All students had the chance to share and appreciate Inuit culture and consider it in relation to their own culture
- Youth-led workshops in throat singing and traditional Inuit games
- Visit to kANGIDLUASUk base camp and the trip up North Arm in Saglek Fjord with Inuit youth and elders

Art Program

- All students – regardless of what their experience or talent – were drawn to the art workshops on the ship and on land, working independently or as a team to create beautiful work
- Organizing an art show to showcase the students’ talents using a variety of art mediums
- Students participating in oil painting, printmaking and sewing seal skin wall hangings and hair accessories
- Traditional sewing of seal skin was a particularly well-attended workshop by young Inuit females

CHALLENGES

- Homesickness and worry about family
- Seasickness and sea days
- Processing all of the information and the experience
- Ensuring the students had enough time for reflection (and processing)
- Difficulty transitioning from life on the expedition to life at home
- Managing the cultural differences and learning needs of a diverse student population
STUDENT LEARNING OUTCOMES

- Increased sense of confidence and independence
- A respect and understanding of polar regions and natural surroundings
- New knowledge, skills and awareness drawn from a variety of areas: science, art, research, history, culture, written expression
- A thirst for learning, becoming more informed, and broadening perspectives
- A willingness and openness to new experiences: meeting new people, travel, and being away from home
- Exposure to inspiring scientists, social innovators, leaders – discussions about potential careers
- A sense of community and building connections/networks
- Cross-cultural learning (Northern Aboriginal youth, International youth, Canadian youth)
- Greater sense of capacity and autonomy fostered by self-directed learning
- Self-reflection and introspection (for some students, the first time they have kept a journal)
- Understanding the delicate balance required for the survival of Northern eco-systems
- Better understanding Canada’s role and Arctic Council’s role in decisions about the future of the Arctic
- The importance of the Arctic in ocean currents and global ocean circulation
- The opportunity to share their passions with others
- Increased communication and interpersonal skills
- Flexibility: sharing space with others, being open to stepping outside of comfort zone or thinking outside of the box
- Resources and skills to prepare and deliver presentations and workshops; both are elements of the students post-expedition outreach initiatives upon return home
- Development of the knowledge, skills, perspectives and practices needed to be polar ambassadors and environmentally responsible citizens
POLAR AMBASSADOR ALUMNI PROGRAM

Since the first Students on Ice expedition in 1999, our Alumni have been returning home ready to make meaningful contributions to their families, communities, countries and the planet at large by sharing what they have learned in Antarctica and the Arctic. The Students on Ice Ambassador Program has grown from a desire to offer Alumni opportunities and ideas to extend their Students on Ice experience by engaging in a challenging and rewarding program of personal development and service.

The Polar Ambassador Pledge is a promise that all students, educators, chaperones and staff make to one another. The promise is that we will make changes in the way we live and act in the world. Part of this means sharing the experience of visiting a polar region. The other critical part of this commitment is to reducing our impact on the environment by changing things at home, at school, in our communities and countries. Following the expedition, the students are expected to give presentations about their experiences to their schools, local groups and sponsors. Post expedition, we provide alumni with a number of resources, tools and guidance to encourage and support them with their respective initiatives.

This has proven to be a great way for the students to process their thoughts, ideas and experiences. Through this pledge, the students have now become ambassadors for their country, city, communities, school, and sponsor organizations.

With the help of partners and supporters, students are inspired and gain a life changing experience that will shape and define their future. Following our expeditions, students become friends for life, form important networks, and are ambassadors for the Polar Regions and our planet.
MEDIA

The expedition website was live throughout the expedition and received on average 20,000 hits a day! The site feature professional quality photos and videos and the blogs were written by students and staff. We maximized the effectiveness of our media exposure with a strategic outreach to national media outlets promoting the expedition via the web, radio, newspaper and television. Media coverage of students and staff were linked on the expedition website via the news portal http://studentsonice.com/arctic2011/news.html

Below is an overview of media featuring SOI Arctic Youth Expedition 2011 participants:

Newswire
- Canadian News Wire Press Release
- Marketwire Press Release
- NationTalk

National Print Media
- Metro – all national editions
- Kalaallit Nunaata Radioa (Greenlandic Broadcasting Corporation)
- Canada.com

Television
- CTV News
- CBC Ottawa
- CBC Iqaluit
- RUV, Icelandic State Television

Regional Print Media
- Nanaimo News Bulletin
- Labradorian
- Winnipeg Sun
- Nunavut North
- The Nation Magazine
- Sudbury Local News

Radio
- CBC Ottawa
- Radio-Canada
- CBC Toronto
- CBC Newfoundland
- CBC Iqaluit
- CBC Yukon
- CBC NewsNorth
- CBC Labrador
- CKLN Radio Toronto
- OK Radio Labrador
- CHON-FM Yukon

Website coverage (Canada and International)
- Students on Ice
- Canadian Museum of Nature
- First Air – The Airline of the North
- WWF Canada
- Fisheries and Oceans Canada
- MUN Fisheries and Marine Institute
- UNEP/GRID Arendal
- Hong Kong Daily Standard
- Inuit Tapiriit Kanatami
- APECS
- Earth Rangers
- CPAWS
PARTNERS

Without the financial and in-kind support we received from individuals, foundations, corporations, government departments, organizations and friends of SOI, we would not be able to offer the Arctic program! Thank you to everyone for their fantastic support in 2011:

Air Labrador
Association of Polar Early Career Scientists
Canada Goose Expedition Clothing Outfitters
Canadian Museum of Nature
Canadian Polar Commission
Don & Gretchen Ross
Earth Rangers
East Asia Regional Council of Schools (EARCOS)
Environment Canada
EYES Project
FIRST AIR – The Airline of the North
Government of Newfoundland & Labrador – Dept. of Fisheries and Aquaculture
Government of Newfoundland & Labrador – Housing Corporation
Government of Newfoundland & Labrador – Dept. of Innovation, Trade & Rural Development
Government of Nunavut – Department of Culture, Languages, Elders and Youth
Government of Nunavut – Department of Environment
Government of Yukon – Department of Education, First Nations Programs & Partnerships Unit
Harold Ford Jr.
Dick & Lois Haskayne
Aboriginal Affairs & Northern Development Canada
International Polar Year Federal Program - Government of Canada
Inuvialuit Regional Corporation
Inuit Tapiriit Kanatami
Kakivak Association
Kitikmeot Inuit Association
Leacross Foundation
Makivik Corporation
Marine Institute - Memorial University of Newfoundland
National Capital Commission (NCC)
Natural Sciences and Engineering Research Council of Canada
NCC Investment Group Inc.
Nunasi Corporation
Nunatsiavut Government – Department of Education
Nunavik Research Centre
Nunavut Research Institute
Oceans North Canada – PEW Environment Group
Parks Canada
Podium Audiovisual
Prince Albert II of Monaco Foundation
Principality of Monaco
Provincial Aerospace Ltd.
RBC Blue Water Project
Royal Canadian Geographic Society
Stornoway Diamond Corporation
The Schad Foundation
The Snyder Family Foundation
Umami Sustainable Seafood Inc.
United States Senator Sheldon Whitehouse
WWF – Canada
Woodward Group of Companies
Yellow Pages Group / Yellow Media, Inc.
Youth Science Canada
Yukon College Research Centre of Excellence – Northern Climate Exchange Program