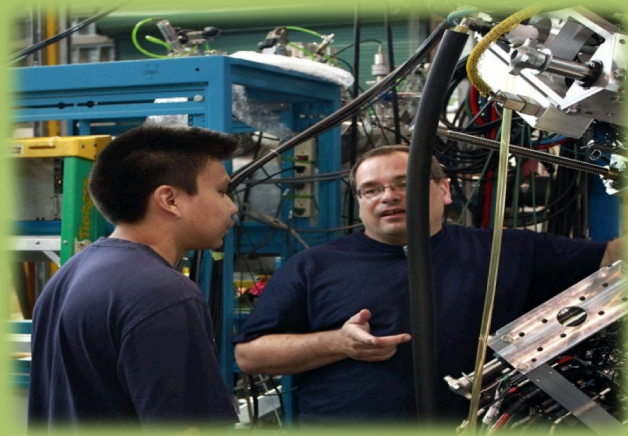


Emerging Aboriginal Scholars Summer Program



Independent Directed Studies



Start working on your future today!

Five week summer program provided by the Pacific Institute for Mathematical Science (PIMS) and the First Nations House of Learning (FNHL) at the University of British Columbia



Outline

Congratulations for enrolling in this five week summer program.

Would you like to earn 4 credits towards your High School graduation?

You can earn 4 IDS credits (considered an elective) by completing the following:

	Evaluation
Attend and participate in all classes, activities and work experience opportunities while at the camp	10%
Demonstrate a commitment to learning and planning for the future by completing some, or all, of the activities related to your work experience.	20%
Complete a journal of your daily experiences.	10%
Attend a workshop on understanding First Nations issues – particularly with regard to post-secondary education and careers.	5%
Complete one math assignment	5%
Complete one English / First Nations studies assignment.	5%
Create a portfolio in which you will connect your summer experiences, activities and assignments to your educational and career goals.	35%
Present your portfolio to partners invested in helping you meet your goals	15%

Journal

The intention of keeping a journal is to help you to identify and understand your strengths, weaknesses and interests. While your journal is personal to you, you should use it to initiate materials for your portfolio.

Your journal entries may include:

- A brief outline of what you did that day in class or at work experience (perhaps in point form).
- What did you find easy, interesting and/or challenging?
- Did you learn anything completely new?
- What were you most successful at today? What was enjoyable? What was challenging?
- Did you learn anything new today (eg, safety procedures, a particular employee's role/responsibilities, how to operate a piece of equipment)?
- Are there any questions you would like to ask tomorrow?
- How might these activities be connected to future education and/or employment plans?

Please feel free to contact me at any time via email at aboriginalscholars.ids@gmail.com

Portfolio



The portfolio is worth 35% of your IDS credits.

Your portfolio should be a personal record of your experiences while attending this program, and how these experiences may help you to plan your future.

You may produce an electronic or hard copy of your portfolio.

So what should you include in your portfolio?

- Reflect on all that you have done this summer and connect it to your post-secondary plans and goals. How might you meet some of your goals?
- Work experience! Did you enjoy it? Hate it? Did it help you decide what you would like to do in the future? (Or definitely not do?) What was the most boring bit? Most surprising? Most enjoyable? Funniest moment? What did you learn about yourself?
- One Math and one English assignment from your classes.
- What did you learn, or find interesting, from the workshop on understanding First Nations issues with regard to post-secondary education and careers, or any other similar workshop or lecture you have attended?
- Some pages, or copies of pages/comments from your journal.
- Is there someone who inspires you with regard to your future? Tell us about them.
- Lots of pictures! Ask someone to take pictures of you completing various tasks in the classroom and on work experience and with people you meet. Also take pictures of others who are helping you (ask for permission first).



Post-secondary plans

So many choices! Sometimes it can be difficult to know where to start!

This summer program provides a great opportunity to start thinking about your goals for the future

These four resources are a great way to start.



BC Grad Planner – choosing courses in grades 11 and 12

http://www.bced.gov.bc.ca/graduation/docs/grad_planner.pdf

The BC Grad Planner includes information about:

- In-School Course Credits
- Other options for gaining credits, such as IDS
- In-School Career Preparation Programs
- Financing Your Future

It suggests that students may want to use Focus Areas to help plan the courses they wish to take in high school and to research post-secondary programs. The Focus Area(s) should be based on your own interests and aptitudes and include one or more of the following:

- Business and Applied Business
- Fine Arts, Design, and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts and Humanities
- Science and Applied Science
- Tourism, Hospitality, and Foods
- Trades and Technology

BC Education Planner – post-secondary career and education options

<http://www.educationplanner.ca/>

The BC Education Planner is a publicly funded resource that allows you to compare post-secondary programs in BC and helps you make well-informed decisions about your education and career options. You can use Focus Areas to direct your research on this site.

Scholarships and Awards

www.scholarshipscanada.com

Educate yourself about scholarships and rewards.

- Do you know the difference between a bursary and a scholarship?
- Do you know what percentage of scholarships require an academic average?
- How many scholarships and bursaries are for aboriginal students only?
- Does your band provide any scholarships?

Aboriginal education



Association of Universities and Colleges of Canada
Association des universités et collèges du Canada

<http://www.aucc.ca/policy-issues/aboriginal-education/>

Below are two of their online publications that you might find useful:

Creating opportunities in education for Aboriginal students

A summary of university programs and services aimed at Aboriginal students.

Inform yourself – find some facts and figures about aboriginal students and education.

Aboriginal student resources

Programs and services offered by universities to Aboriginal students.



Work Experience

During and after your work experience, use the following four pages and consider some or all of the following questions.

- What skills have I used?
- What motivated or demotivated me about the work?
- Which bits did I find interesting or boring?
- Did the organisation and work fit with my values?
- Did I enjoy the work?
- What was the culture of the organisation like?
- How would I have changed the experience to make it just right for me?
- What does this mean for my future career choices?



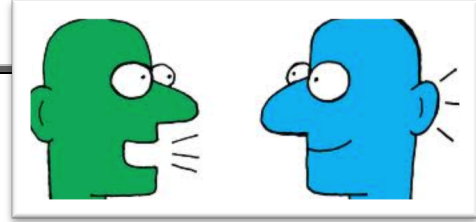
You might like to take the pages to your work experience and ask someone there to help you complete them.

Employability Skills



Communication	<ul style="list-style-type: none"> • Speak effectively • Write clearly and concisely • Listen to understand 	
Comprehension	<ul style="list-style-type: none"> • Analyze, think critically, solve problems • Read and comprehend material • Apply skills learned in school 	
Learning	<ul style="list-style-type: none"> • Show a positive attitude to learning and growth • Ask questions to further your understanding and/or learning 	
Team Skills	<ul style="list-style-type: none"> • Provide leadership • Work effectively with others • Be flexible 	
Social & Ethical Awareness	<ul style="list-style-type: none"> • Appreciate ethnic and cultural diversity • Show honesty and integrity 	
Technical Skills	<ul style="list-style-type: none"> • Use new equipment/tools • Use mathematics • Use computers 	

Communication Capability



Communication Capability:

Rating: OK, Good or Excellent, and comments

Verbal Communication

talking to people, answering phones, asking questions, sharing information

Written Communication

writing letters, taking orders, taking notes,

Reading

Reading instructions, booklets, stories, invoices,

Social Communication

talking in breaks, at lunch time, asking about peoples interests, showing interest in others work,

Listening & Understanding

Following instructions, repeating instructions back to supervisor, clarifying when unsure of instructions,

Reflect on your Communication Capability development: Which of these communication skills is your strongest skill, and which of these skills do you believe you need to continue develop?

My Strongest Communication Skill –

One Communication Skill I need to continue to develop –



Personal Attributes

Discuss with your employer what the attributes are of the people who work at this work site, and the personal attributes that would make a successful employee in this industry.

Task:

1. Rank each of the 13 attributes below in order of importance according to the industry you are working in.
2. For 6 of the personal attributes provide an example of how this attribute applies to this industry.

An example of Enthusiasm has been completed for you

Sense of Humour Rating_____	Adaptability	Common Sense Rating_____
Enthusiasm : Rating 1 <i>For example: Teaching – being able to teach requires lots of enthusiasm to keep students interested in class.</i>	Reliability – Rating_____	Balanced Attitude to work and home life - Rating_____
Enthusiasm Rating_____	Ability to deal with pressure Rating_____	Motivation Rating_____

Positive Self Esteem Rating _____	Loyalty Rating _____	
Personal Presentation Rating _____	Honesty & Integrity Rating _____	Commitment Rating _____



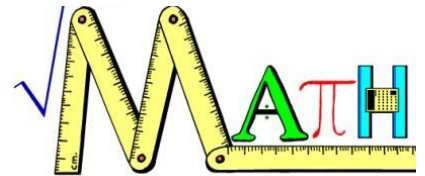
You must include one assignment from each class.

Suggestions:

English – “Where I’m from” poem

Math – a piece of work from class or one of two questionnaires available from your IDS facilitator.

Assignments



Your additional learning for IDS may relate to some or all of the following PLOs.

British Columbia Government ⁽¹⁾

Planning 10

Personal Interests and Attributes

B1 relate personal attributes and interests to education and career planning

Post-Secondary Education and Training

B2 compare a variety of post-secondary education and training institutions and programs

Labour Market Information

B3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest

Job Seeking and Job Keeping

B4 demonstrate an understanding of employability skills (e.g., communication, problem solving, team work)

Support Networks and Resources

B8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)

Costs of Education and Career Options

D2 identify the costs and funding sources associated with various education and career options

BC First Nations Studies 12

Skills and Processes

A1 apply critical thinking – including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position – to make reasoned judgments about a range of issues, situations, and topics

A2 demonstrate effective research skills, including, accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources.

A3 demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.

Land and Relationships

B1 describe the location of the traditional territories of British Columbia First Nations.

B2 analyse the relationship of First Nations peoples with the natural world.

English 12 First Peoples

Oral Language

Purposes

A2 interact and collaborate in pairs, small groups, and large groups to

- achieve common goals
- achieve consensus
- support the learning of self and others
- explore ideas, information, emotions, and experiences
- deepen discussion
- gain insight into others' perspectives
- comprehend a variety of texts
- reflect and make meaning
- respond personally, critically, and creatively
- create a variety of texts

Thinking

A9 speak and listen to make personal responses to texts, by

- relating reactions and emotions to understanding of the text
- generating thoughtful questions
- making inferences
- explaining opinions using reasons and evidence
- suggesting contextual influences and relationships

Reading and Viewing

Strategies

B6 during reading and viewing, select, adapt, and apply a range of reading strategies to construct, monitor, and confirm meaning, including

- comparing and refining predictions, questions, images, and connections
- predicting
- making inferences and drawing conclusions
- reading the text aloud or listening to it read aloud
- summarizing and paraphrasing
- using text features
- determining the meaning of unknown words and phrases
- clarifying meaning

Writing and Representing

Purposes

C1 write meaningful personal texts that elaborate on ideas, information, and understandings to

- experiment
- express self
- make connections
- reflect and respond
- remember and recall

Citations

British Columbia Government ⁽¹⁾

Prescribed Learning Outcomes. (2011). British Columbia Government Website.

http://www.bced.gov.bc.ca/irp/plo_db.php

FNESC ⁽¹⁾⁽²⁾

Teaching Mathematics in a First Peoples Context Grades 8 and 9 (updated September 2011) First Nations Education Steering Committee Website.

<http://www.fnesc.ca/wordpress/wp-content/uploads/2011/03/MFP-8-9-Sept-12-adendum-version1.pdf>

This booklet was created by Kay Lever for PIMS, June 2014

IDS Final Presentation – assessment rubric

Student name _____

		Mark
Overview of Summer Program Experience	Student provides a clear overview of their summer program experience including the various activities the student participated in. (5 marks)	
Identity	Student demonstrates knowledge of their Aboriginal identity. (5 marks)	
	Student provides information about their Aboriginal community. (5 marks)	
	Student reflects on their own identity, such as through their "Where I'm from" poem. (5 marks)	
Post-Secondary and Career Planning	Student identifies potential post-secondary and career interests that fit with his/her personal attributes. (8 marks)	
	Student identifies support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources). (8 marks)	
	Student connects summer program experiences (including work experience) with post-secondary and career interests. (8 marks)	
Presentation Skills	Student uses a variety of presentation techniques. (3 marks)	
	Student speaks clearly and loudly and, engages their audience by making and maintaining eye contact (3 marks)	
Total		/50

Assessed by _____

Date _____