Workshop 5 G

Wednesday November 16, 2011
Time: 10:15 – 11:45 a.m.
Location: Alberta Room
First Nations Cutting-Edge Education

Session Abstract:
This session will highlight two initiatives:
SSHRC research collaboration to stabilize the Cayuga Language
An education collaboration with the NPAAMB to establish a synchronous E-learning secondary school:

Gai hon nya ni: the Amos Key Jr. E-learning
Woodland Cultural Centre  
184 Mohawk Street  
Brantford, Ontario

Formally a residential school, The Mohawk Institute was established in 1830 to 1969.

It opened in 1972 as a cultural education centre. Departments and Programs include:

- Museum & Art Galleries
- Reference Library
- First Nations Language Department
- Education Tours Program
- Education Outreach Program
The First Nations Language Department has developed venues and avenues to promote and stabilize First Nations Languages including:

- Community radio station
- An immersion/bilingual school board K-12 for Cayuga and Mohawk Languages
- Archiving and recording Longhouse Ceremonies and Music
- Sweetgrass First Nations Language Council Inc.
- Gai hon nya ni: E-Learning Institute
- CURA Research Project
The CURA Research Project/ Cayuga: Our Oral Legacy
The C.O.O.L Project received a grant from CURA (Community-University Research Alliance) in the amount of $1 Million to study, conduct research and stabilize the Cayuga Language.

The duration of the grant is from 2011-2015.

This project creates a unique research alliance between the Woodland Cultural Centre and Memorial University of Newfoundland. CURA is funded by the Social Sciences and Humanities Research Council of Canada, grant #833-2009-1001
The CURA Pilot Projects/2011-2012

✓ Godiwęnaę’
✓ Dwadewayęhsta’ Gayogoho:nq’
✓ Community Outreach Classes/Workshops
✓ Conversations for a Cayuga Grammar
✓ Digital Cayuga Language on line dictionary
✓ Oral Proficiency Interview OPI Workshops
✓ Gai hon nya ni: The Amos Key Jr E-Learning Institute
Niagara Peninsula Aboriginal Area Management Board
Welcome To The New NPAAMB Website
Providing Employment & Training supports to build a strong and vibrant labour market, that will enhance URBAN ABORIGINAL YOUTH as they become the leaders of today, for a better tomorrow.

Important Notice
Please view this important memo about our Fort Erie Office.

Upcoming Events
Dream Walkers Gathering
October 4-6, 2011
View the Poster
Register

Ultimate Dream Job Contest
August 29-October 17, 2011
View More Information

NPAAMB Media
Latest Videos Of:
Events • Stories • Testimonials

Employment
• Build Your Resume
• Get Great Tips
• Find A Job

Stay In School
• View Our Programs
• Upcoming Events
• Great Contests
Words of Wisdom from Urban Aboriginal Youth

““When you have an opportunity just run with it, do what you can and get it done. Keep searching, don’t give up – There’s going to be racism, there’s going to be heartache but what doesn’t kill us makes us stronger, keep going on the path, learn everything that’s out there, just never stop learning... Never stop learning. Just knowing that this is going to change something. That leaves me with a good feeling inside, not only with this but I can go somewhere else and help to be leaders ourselves.”
PART IV: CONCLUDING COMMENTS AND RECOMMENDATIONS

This report set out to gather words of wisdom from urban Aboriginal youth and I believe this study achieved that goal. The vision for this research was to seek a better way for NPAAMB to provide community support for urban Aboriginal youth in each of the five catchment areas and I believe that the words of the youth are a powerful indication of their shifting needs and realities. Further, this report can offer some unique insights into how NPAAMB, as an urban Aboriginal community organization, can offer additional services and supports to serve their urban Aboriginal youth clients.

The recommendations that have come out of an analysis of the conversations in this study are summarized as follows:

- Culture and language activities/opportunities
- Provide culturally aligned programming and services
- Alternative learning solutions
  - E-learning
  - Tutoring
  - Mentoring
  - Safe study solutions
• Career Assessment and Professional Development
  o Résumé and cover letter
  o Portfolio development
  o Skills and career assessments
  o Social networking
  o The art of interviewing
  o The art of finding employment

• Counselling Services
  o School
  o Career
  o Employment
  o Mentoring
  o Substance abuse

• Short term and long term incentives
• Extend supports throughout high school years
• Assistance with transportation and associated costs
• Education around policies and laws related to rights for Aboriginal people including the implications of Bill C31
• Increased work/co-op placements
• Workshops that lead to Certificates
When asked what would help them achieve their goals and dreams the participants across all the transcripts offered the following:

- Getting hired full-time
- Finishing high school
- Having financial support
- Being awarded a scholarship or bursary
- Getting my driver’s license
- Changing attitude/mindset
- Finding that place inside myself—that internal motivation/drive
- Having a mentor
- Being aware of options and the steps necessary to take advantage of those options
- Finding or creating a network of support systems (school, family, community)
- Getting connected and involved with community organizations like NPAAMB
- Getting connected with people who are willing to be leaders in the community
Gai hon nya ni*

The Amos Key Jr. E-Learning Institute
*They are learning
HISTORY

GAI HON NYA NI* THE AMOS KEY JR. E LEARNING INSTITUTE IS MODELED AFTER THE
AWARD WINNING SUNCHILD E LEARNING COMMUNITY FROM THE SUNCHILD FIRST
NATION, IN ALBERTA.

NPAAMB. ENTERED INTO AN AGREEMENT WITH SUNCHILD IN MARCH, 2010 TO BRING
THE TECHNOLOGY AND 10 YEARS OF EXPERIENCE TO ONTARIO.

NPAAMB. LAUNCHED THE PILOT IN SEPTEMBER, 2010.

THE INSTITUTE WAS REGISTERED WITH THE ONTARIO MINISTRY OF EDUCATION AS A
PRIVATE SECONDARY SCHOOL IN AUGUST AND IN OCTOBER WAS GRANTED OFFICIAL
STATUS WITH BSID # 889964
WHY E-LEARNING?

OUR EXPERIENCED TEACHERS HAVE A PASSION FOR TEACHING FIRST NATION STUDENTS AND FACILITATE THE TEACHING VIA ONLINE ‘SYNCHRONOUS’ CLASSES OVER THE INTERNET IN REAL TIME, WITH REAL TEACHERS, WITH REAL VOICES AND WITH REAL STUDENTS.

LOCAL MENTORS WILL HELP STUDENTS WITH TECHNICAL ISSUES AND ENCOURAGE STUDENT PARTICIPATION FOR ULTIMATE SUCCESS.

OUR E-LEARNING MODEL IS DIFFERENT FROM CONVENTIONAL DISTANCE LEARNING PROGRAMS BECAUSE IT ALLOWS DIRECT INTERACTION BETWEEN STUDENTS AND TEACHERS ON A REGULAR BASIS.

CURRENTLY, IF YOU ARE READY OR IF YOU KNOW SOME ONE WHO NEEDS TO COMPLETE THEIR HIGH SCHOOL STUDIES, TO GAIN THEIR ONTARIO SECONDARY SCHOOL DIPLOMA ~ OSSD, THEN CONTACT US FOR MORE INFORMATION TO GET YOU ON THE PATH TO SUCCESS TO COMPLETE GRADES 11 & 12.

IN SEPTEMBER, 2011 THE GAI HON NYO NI: E LEARNING INSTITUTE WILL ALSO OFFER GRADES 9 & 10 APPLIED AND ACADEMIC SECONDARY SCHOOL CREDITS. THESE CREDITS WILL INCLUDE: NATIVE STUDIES AND NATIVE LANGUAGES: CREE, OJIBWE, CAYUGA AND MOHAWK!
GETTING STARTED

TO GET STARTED ONE NEEDS TO HAVE:

A RELIABLE LAP TOP OR DESK TOP COMPUTER

A SET OF SPEAKERS OR HEAD PHONES

A USB MICROPHONE

A COMBINATION HEADSET WITH A MICROPHONE

CONNECTIVITY TO THE INTERNET

A QUIET WORK SPACE

SELF DISCIPLINE AND MOTIVATION
Our Team:

Our Trustees
Amos Key Jr.
Al Loft

Our Principal/Teacher
Gary Donovan, OCT

Our Teachers
Dr. Cristina Lai, OCT
Ms. Melanie Huddark Amik, OCT

Our Mentor
Kim Logan

Our Sponsor
NPAAMB Niagara Peninsula Aboriginal Area Management Board
www.npaamb.com
## Courses for 2011-2012

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Courses Recommended for Development
For Grade 10

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<td>SNC2D</td>
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<td>Native Studies</td>
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<td>NAC2O</td>
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Fees:

The fees for taking the Gai hon nya ni: on line courses are:

Fees for September, 2012 will be $950.00 per course

OR $3,800.00 for 4 credits per semester

If tuition is paid for four courses in semester 1 and/or semester two; Grade 9,11 & 12 courses fee includes:

• One fully loaded lap top computer
• 19” screen with camera
• Head set with microphone
• All credit course text books

Connectivity ~ access to the internet is the responsibility of the student

Contact: Principal ~ Gary Donovan Toll Free at
1-877-695-2557 ext 1
e mail: donovan@amoskeyjr.com
What Makes Gai hon nya ni: Different

We are committed to embed the components and competencies of EQ-I emotional intelligence throughout the courses:

- **Intrapersonal Components**
  - Emotional Self Awareness (ES)
  - Assertiveness (AS)
  - Self Regard (SR)
  - Self Actualization (SA)
  - Independence (IN)

- **Adaptability Components**
  - Problem Solving (PS)
  - Reality Testing (RT)
  - Flexibility (FL)

- **General Mood Components**
  - Happiness (HA)
  - Optimism (OP)

- **Interpersonal Components**
  - Empathy (EM)
  - Social Responsibility (RE)
  - Interpersonal Relationship (IR)

- **Stress Management Components**
  - Stress Tolerance (ST)
  - Impulse Control (IC)
What makes Gai hon nya ni: different

Gai hon nya ni: is committed to offering up to four secondary school credits for those who wish to study their languages.

These course credits will be much more than teaching numbers and colours. They will be embedded with aspects of traditional identity, histories and intellect including: social, artistic, spiritual, emotional, psychological and philosophical intelligence that derive from being born into the three First Indigenous Civilizations of Ontario.

The Mushgegowuk Civilization       Cree and Oji Cree
Anishinaabeg Civilization          Ojibwe, Pottawatomi, Odawa
Onkwehonweh Civilization           Mohawk, Oneida, Cayuga, Onondaga, Seneca, Tuscarora
Let’s not be prisoners of our past... but leaders of our future!
Imagine attending this cutting-edge private secondary school with the convenience of your laptop or computer, in real time, with a real teacher and students interacting with fellow Aboriginal/First Nation Youth using the internet.
If you are interested, or you know someone who may be interested, please get in touch today at www.amoskeyjr.com or www.npaamb.com or call 1 877 695 2557 ext 3.
As long as you have a good internet connection you can study and take courses.
YOU MIGHT WANT TO UPDATE YOUR EQUIPMENT
As long as you have a good internet connection you can study and take courses from:

- the library
As long as you have a good internet connection you can study and take courses from:

- the comfort of your home
As long as you have a good internet connection you can study and take courses while:

- travelling or moving
Our E-Learning model is different from conventional distance learning programs because it allows direct interaction between students and teachers on a regular basis.
If you are ready to complete your High School studies, then contact us for more information to get you on the path to success.
In a world where education and training are the key to meaningful employment, E-Learning is an innovative tool for Aboriginal communities to improve the rate of success for their people.
Our new on-line private secondary school offers traditional learning at your fingertips.
Adaptability & Stress Management
Reality testing, flexibility, problem-solving, stress tolerance, impulse control

"I could do school work while two kids crawled and cried all over me and was able to review the lessons on-line after the kids went to sleep."

- Nicole Shawana
Interpersonal Skills
Empathy, social responsibility, interpersonal relationship

“I am so grateful for the Amos Key Jr. E-Learning Institute because without it I wouldn’t have graduated.”

- Nicole Shawana
Intrapersonal Skills
Self-regard, assertiveness, emotion self-awareness, independence, self Actualization

“Thank you to Amos and everyone who had a part in developing the E-Learning Institute... and especially to Mr. Gary Donovan who throughout my time in the on-line school was always understanding, supportive, and encouraging. His genuine commitment to help students attain their high school education played a key role in helping me graduate. Thank-you!”

- Nicole Shawana
Our E-Learning model is different from conventional distance learning programs because it not only allows direct interaction between students and teachers on a regular daily basis, but the lessons and archives are available 24/7.
When our students login, they can access lessons, archives or go to the classroom.
In the lesson section:
- the students will begin by finding the objectives laid out
GLS1O - Learning Strategies 1:
Skills for Success in Secondary School

GLS1O24
Unit 2 - Skills for Success in School
Lesson 4 - Presentation Skills

Objectives

- Use technology to improve your research, learning, and presentation
- Use forms of writing to suit your audience and purpose
- Use verbal and non-verbal communication skills
- Use teamwork skills in a variety of situations

If you have any questions about the objectives or the lesson, please email your instructor.
In the lesson section:

- There are numerous examples of concepts,
Team Roles

Working with a team can be an effective way to learn from others. As well, it can teach you to accept criticism gracefully, view others as equals, and share knowledge and information. You can also accomplish more with a team in a shorter period of time than you can alone.

There are many ways to work with people and develop your teamwork skills. You can join sports teams, music groups, community-service clubs, church groups, and special community projects. By taking advantage of these opportunities, you will be better prepared for the workforce.

Team members often have two roles: a team role and an individual role. Team roles are the responsibility of every member of the team. They involve tasks that help the team to work well together. Individual roles are assigned to specific members of the team. In a well-balanced team, these roles match the strengths of the team members to which they are assigned.

<table>
<thead>
<tr>
<th>Team role</th>
<th>Involves</th>
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<tbody>
<tr>
<td>Initiating</td>
<td>Bringing a problem to the attention of the team</td>
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<tr>
<td>Information Gathering</td>
<td>Gathering facts relating to a problem</td>
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<tr>
<td>Opinion Seeking</td>
<td>Ensuring that all members state their opinion about the problem and possible solutions</td>
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<tr>
<td>Clarifying</td>
<td>Ensuring that a proposed solution is clear to everyone</td>
</tr>
<tr>
<td>Elaborating</td>
<td>Ensuring that a proposed solution is clear to everyone</td>
</tr>
<tr>
<td>Consensus testing</td>
<td>Asking if the team is ready to decide on a solution</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Reviewing all points related to the problem and its solution</td>
</tr>
<tr>
<td>Energizing</td>
<td>Inspiring the team to take action</td>
</tr>
</tbody>
</table>

All team members are responsible for the roles identified above. In addition to helping team members work together, these roles help the team accomplish goals in an efficient manner.
In the lesson section:
- There will be video clips that assist with the learning
Additional Resources

Understanding The Importance Of Team Work - An

Here is a great video on how Ants work together and use team work to accomplish great tasks.
In the lesson section:

- ends with suggested websites that students might access to enhance their learning of this particular topic.
Websites

Here are some sites that you may find useful:

http://www.studygs.net/
http://www.educationatlas.com/study-skills.html
http://www.adprima.com/studyout.htm

Recap

In this lesson we examined an outline of the unit's concepts for study purposes. We also looked at some study tips...This sets the stage for our next unit, Unit 2: Relationships in Geometry
Each lesson ends with a summary of concepts covered.

Each lesson ends with an assignment that each student must work on and hand in electronically to their teacher.
Lesson

Unit Review

Use the study outline below to go over the concepts that you need to know for the unit test. Email me if you have questions or need help on example problems.

Study Outline

Use the following checklist to help you determine what you know well and what you need to learn and review from each section.

**Big Ideas Covered So Far**

- Rectangles with the same perimeter can have different areas, and the rectangle with a maximum area for a given perimeter is a square. Rectangles with different areas can have the same perimeter, and the rectangle with a minimum perimeter for a given area is a square.

- You can determine the area or perimeter of a geometric shape by decomposing it into simpler shapes whose formulas you know.

- To calculate the surface area of a right pyramid, add the area of the base and the area of the faces. To calculate the surface area of a cone, add the area of the circular base and the area of the curved surface.

- The volume of a pyramid is \( \frac{1}{3} \) the volume of a prism with an identical base and height. The volume of a cone is \( \frac{1}{3} \) the volume of a cylinder with an identical base and height.

- The surface area of a sphere is four times the area of the circular cross-section that goes through its diameter. The volume of a sphere is \( \frac{2}{3} \) the volume of a cylinder with the same radius and height.

- If you multiply one dimension of a prism or cylinder, you must divide another dimension by a proportional amount to keep the surface area or volume constant.

- A cube is the square-based prism with the least surface area for a given volume, and a cylinder with equal height and diameter is the cylinder with the least volume for a given volume. A cube is the square-based prism with the smallest surface area for a given volume.
When you see our classroom it is split into three sections.

Stories from the River’s Edge

CBC.ca
The top left indicates the names of all participants in the classroom. Beside their name it will show if they are speaking with the microphone, if they have raised their hand, or if they have agreed with a statement by showing a green check mark or disagreeing with a red X.
The bottom left is a chat box, where students can answer questions by text rather than using a microphone.
The classroom area occupies the rest of the Screen.
Here we can bring in power point slides.
We can bring videos in the classroom.
Pictures to enhance discussion

Snake mounds – Hiawatha FN
The classroom is not limited to teacher led discussions.

Students can type in responses, or put up their answers from homework questions.
After watching the video, the thoughts that went through my mind are how important it is for children to be raised in a good home, and the commonalities between unsuccessful students. I hate to say drugs are the root of all problems of these teens, it seems to be more of life symptom of a deeper problem. The main girl they spoke about, was born when her mother was just 15 years old, halting the mother's personal growth, and hindering her daughter’s future as a result. Apparently the mother was raped, giving her daughter the worst start possible at life, and making the daughter sad and about how she came to be. Like most teenagers, they're third world, which means drugs and alcohol were a common coping strategy for these kids, because probably its most simple to acquire, and the easiest way to escape their lives. The kids seem to lack the will power and ambition to be successful, something I can relate to, wondering if in the end, is it all worth it? Growing up in a broken home with a slum-like life, changes these kids’ perspective of the world, they become more accustomed to the way of life that parents live, it becomes satisfying, perhaps giving these kids a sense of freedom without responsibility. The deaths of the teens is, in my opinion, may be caused by the overwhelming responsibility brought on by moving away from their families at a young age. But there is an upside to all this, when a person lives through this they usually become a stronger person, which may permanently break the cycle of life they once lived, the life of drugs, depression, and low-income jobs will not be a part in their children’s future, and it all starts with getting educated.
This next example shows where a student is given control of the screen and it is their computer screen being shown. In these cases the teacher can review the situation and make recommendations as to how to remedy a problem.
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<td>Height of prism</td>
<td>Volume</td>
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Notes: Is this right? Before the volume never changed... But,
In this case a student is leading the discussion by showing their power point, as part of a project.
General Mood
Optimism, happiness

“A tremendous weight has been lifted from my shoulders and I can now stand a little taller and sleep a little better knowing I finished high school. I can now attend post secondary and choose a career that my kids can be proud of. I am honoured to be the first graduate of the Amos Key Jr. E-Learning Institute and I know there will be many more to come. I’ve been telling everyone I know!”

- Nicole Shawana
Graduating is Your Choice!
And is only a click away...

Galhonyani
The Amos Key Jr
E-Learning Institute

+ =

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Youth
Success

‘they are learning’