

2024-2025 Impacts on Student Learning Grant

Letter of Intent Due: Friday, July 12, 2024

Summary of Grant Opportunity

The BC First Nations Education Steering Committee (FNEESC) and First Nations Schools Association (FNSA) are pleased to announce grants to support First Nations and First Nations schools in addressing the impacts of the COVID 19 pandemic on student learning and well-being.

Widespread research, echoed by input from First Nations representatives, highlights serious concerns about COVID-related academic setbacks, significant attendance challenges, and serious social and emotional impacts for students. In response, specific strategies have been identified to help mitigate learning loss, such as:

- Providing more learning time / more learning opportunities by, for example, offering summer school / summer learning programs, lengthening school days and periods, organizing extra-curricular activities and/or tutoring programs, etc.
- Implementing initiatives to address students' social emotional well-being.
- Making direct efforts to promote improved student attendance.
- Working in partnership with families to enhance at-home learning and family-school connections.

There is a total budget of approximately \$14,330,743 million for these 2024/25 Grants to Address COVID-related impacts on students this year. Please note that future funding for these grants is not certain.

Overview of the Grants

The funding is being allocated to each eligible First Nation using a base-plus-per-student funding model. Please note, we encourage each Nation to partner with a First Nation school where relevant to better support students and use the funding together. **The funding grant available for your First Nation has been sent to your Nation's representative via DocuSign.**

Eligible Participants

The activities funded using these grants should be intended for students who are eligible for the ISC Nominal Roll – including students who are ordinarily resident on-reserve and attending a First Nation, public or independent school.

Eligible Expenditures

- Wages / fees for a program coordinator / education staff
- Consulting fees
- Honoraria for Elders or knowledge keepers
- Gifts for volunteers, including parent volunteers
- Costs of hosting a meeting / information sharing session (facilities, catering)
- Rental fees related to hosting learning opportunities
- Materials, supplies, books, home learning kits, etc.
- Attendance incentive costs
- Meals and snacks for student participants
- Transportation costs to bring students to a community-based learning opportunity, or for a field trip to a nearby library, museum, cultural site etc.
- Training for students or for the program coordinator
- Computers or technology equipment directly related to program implementation
- 'Other costs' associated with home-based learning needs that directly relate to the activity, cost subject for review and approval by FNEESC, Programs Officer
- Administration fees (no more than 5% of the total program costs)

Ineligible Expenditures

- Capital expenses (buying transportation, purchasing a site, expanding or renovating a learning site, etc.)
- Purchase of furniture or major information technology (e.g. servers etc.)

Accessing the Grants

In order to access this grant, First Nations are asked to submit a Letter of Intent (LOI) using the provided LOI document sent via email or found on our FNEESC or FNSA website. Please submit your completed Letter of Intent by email to soniao@fnesc.ca by **Friday, July 12th, 2024**.

To support interested applicants, a Zoom information session will be hosted to answer questions and facilitate a sharing of ideas.

Wednesday, June 26th, 2024, from 3:30 – 4:30

Anyone requiring further information is also welcome to contact programs@fnesc.ca

Additional Important Notes:

- All First Nations are encouraged to supplement this funding grant with other financial resources, if appropriate, including any surplus education funding remaining from 2023-2024.
- First Nations are invited to use this funding for one or more of the eligible activities described in this information package. The scope of the planned activities should reflect each First Nations' expected circumstances and capacity in the coming year.

- Please submit plans that are consistent with your current expectations. If conditions change and revised plans are required, there will be appropriate flexibility to accommodate evolving circumstances. If your actual activities will differ significantly from your submitted plans due to new requirements, please inform FNEESC/FNSA of the program changes as soon as possible.
- No long-term funding has been identified for this initiative. We are not able to commit funds for multi-year plans.
- All Letters of Intent require a signature confirming endorsement from the First Nation (such as the Education Director / Coordinator, Band Manager, or Chief or Councillor).

For FNEESC to meet the requirements for this funding, all grants must be spent by March 31, 2025. We will require an Interim Report by March 24, 2025 in order to process your final 25% payment, and then a final report will be required by April 18, 2025. An Interim and Final Report template will be distributed prior to that date.

Please see Appendix One of this document for more information about suggested activities to be funded using the Impacts on Students Learning Grants.

LETTERS OF INTENT ARE DUE BY Friday, July 12th, 2024

Completed Letters of Intent can be emailed to: soniao@fnesc.ca

Interim Reports for funded projects are due **March 24, 2025**

Final Reports are due **April 18, 2025**

Appendix One

Suggested Activities That Can be Funded Using the Impacts on Student Learning Grants

1. OFFERING SUMMER SCHOOL / A SUMMER LEARNING PROGRAM

Given the scope of COVID-related learning loss and mental health impacts, many students will benefit from additional learning and socio-emotional support activities. Research shows that structured summer learning activities can promote continuous learning, counter learning losses, and provide much-needed nutrition, physical education, and other wellness supports. In First Nations settings, summer activities also can incorporate invaluable language and culture learning experiences – which can be especially beneficial for addressing students’ mental health and well-being. Summer learning opportunities can improve academic outcomes for children and youth, and they also have been shown to positively affect children’s self-esteem, confidence, and motivation.

Related activities could include:

- Summer learning “camps” or “gatherings” for groups of students, focused on First Nations language and culture learning, on-the-land-learning, literacy/reading and/or numeracy/math activities, and/or activities focused on student engagement and well-being.
- School-based activities / lessons in July or August, possibly with rotating cohorts of students involved at varying times.
- Gatherings of parents (possibly with students) to provide guidance, ideas and support for home learning during the summer months.
- On-the-land / cultural learning opportunities focused on academics and/or mental health supports for students and possibly families.
- Other ideas as appropriate.

Resources for support:

- See Appendix Two for sample summer learning program schedules, and possible activities to consider.
- The Royal BC Museum’s learning department offers learning opportunities for children across the province including live, two-way, interactive [digital field trips](#) and [outreach kits](#). These programs are designed to extend students’ learning of B.C.’s Natural and Human History, while also connecting to the BC Curriculum. Outreach kits bring stories and objects from the museum to the classroom. These free to borrow kits include inquiry based hands-on activities and resources from a wide range of themes including bats, the great bear rainforest, species at risk, ocean, freshwater and us, and more. For more information, contact outreach@royalbcmuseum.bc.ca.
- [Mind up Curriculum](#) to support social emotional learning – a developed curriculum that fosters students’ well-being through educational programs based in: neuroscience, mindful awareness, positive psychology, and social emotional learning.
- [Stream to Sea Resources](#) - a program created to foster aquatic stewardship, with students learning about the importance of watersheds and how to protect, care for, and maintain them.

- [Salmonids in the classroom](#) - an opportunity to raise and release salmon.
- [Indigenous Sport, Physical Activity, and Recreation Council \(ISPARC\)](#) – offers a variety of youth sport development programs and other health related opportunities. Some sessions are held virtually.
- Math challenges: <https://www.openmiddle.com/> or <https://makemathmoments.com/> or <https://tapintoteenminds.com/make-math-moments/> or <https://www.wouldyourathermath.com/category/9to12> or <https://wodbc.ca/index.html>
- FNEESC/FNSA resources:
 - *Language Revitalization: Promising Education Practices for Consideration by First Nation Schools* includes ideas for language and culture, and on-the-land learning opportunities.
 - Activity sheets with user-friendly, simple activities and questions summer program staff or volunteers could use when reading and discussing books with young children. <https://www.fnsa.ca/portfolio-items/childrens-book-activity-sheets-for-home-based-learning/?portfolioCats=21%2C6%2C9>
 - Novel study resources for use with secondary students are available by emailing programs@fnesc.ca.

Possible activities / expenses could include:

- Wages and benefits (for a program Coordinator, teachers, Education Assistants, etc. who will be involved in the summer learning programs)
- Facility fees
- Meals / snack costs
- Honoraria for knowledge keeps / Elders who assist with the summer program
- Gifts for summer program volunteers
- Transportation costs related to the summer activities (e.g. costs to bring students to the program, travel to a field trip or for an opportunity offered as an attendance incentive)
- Attendance incentives
- Required materials / books / supplies

2. OFFERING BEFORE OR AFTER SCHOOL EXTRA-CURRICULAR ACTIVITIES / RECREATION, ARTS, OR CULTURAL PROGRAMS

Fun, engaging before and after-school or weekend programs may be implemented in order to provide extended learning hours during the school year. Such initiatives can scaffold learning to help students catch up and attain grade level expectations in their regular classrooms, promote student engagement in order to boost attendance rates, and promote mental health and wellness for students.

Related activities could include:

- Math or reading clubs, cultural activities, art clubs, sports and recreation opportunities to build student engagement and attendance, cooking and nutrition clubs, etc.
- Field trips / travel to opportunities in nearby communities, such as library programs, sports and fitness centers, museums, etc.

- Opportunities for students (and parents) to be exposed to various careers / career exploration activities, including field trips to directly experience post-secondary settings, career fairs, etc., including but not limited to activities to promote education, health and science related careers.
- Training opportunities for students (e.g. Drivers Ed, etc.)
- On-the land / outdoor activities offered outside of school hours.

Resources available for support:

- [Mind up Curriculum](#) to support social emotional learning – a developed curriculum that foster’s children’s wellbeing through educational programs based in: neuroscience, mindful awareness, positive psychology, and social emotional learning.
- [Stream to Sea Resources](#) - a program created to foster aquatic stewardship, with students learning about the importance of watersheds and how to protect, care for and maintain them.
- [Salmonids in the classroom](#) - an opportunity to raise and release salmon.
- [Indigenous Sport, Physical Activity, and Recreation Council \(ISPARC\)](#) – offers a variety of youth sport development programs and other health related opportunities. Some sessions are held virtually.
- Math challenges: <https://www.openmiddle.com/> or <https://makemathmoments.com/> or <https://tapintoteenminds.com/make-math-moments/> or <https://www.wouldyourathermath.com/category/9to12> or <https://wodb.ca/index.html>
- The Royal BC Museum’s learning department offers learning opportunities for children across the province including live, two-way, interactive [digital field trips](#) and [outreach kits](#). These programs are designed to extend students’ learning of B.C.’s Natural and Human History, while also connecting to the BC Curriculum. Outreach kits bring stories and objects from the museum to the classroom. These free to borrow kits include inquiry based hands-on activities and resources from a wide range of themes including bats, the great bear rainforest, species at risk, ocean, freshwater and us, and more. For more information, contact outreach@royalbcmuseum.bc.ca.

Possible expenses could include:

- Wages and benefits (for a program Coordinator, teachers, Education Assistants, knowledge keepers, etc.).
- Facility fees
- Meals / snack costs
- Honoraria for knowledge keeps / Elders who assist with the extra-curricular activities
- Gifts for program volunteers
- Transportation costs related to the extra-curricular activities (e.g. travel to a field trip, cultural site, or a learning opportunity in a nearby community, etc.)
- Attendance incentives
- Required materials / books / supplies

Note: transportation costs are for bringing students to the community or to a nearby field trip location (such as a library, museum, cultural site ...).

3. ORGANIZING A BEFORE OR AFTER SCHOOL TUTORING PROGRAM

Evidence suggests that well-planned tutoring initiatives can be useful to help students overcome learning loss and be prepared for grade level learning in the classroom.

Related work could include:

- Tutoring support for numeracy / math, literacy / reading, technology, or other academic supports.

Resources for support:

- FNESC/FNSA Tutoring resources are available:
 - Activity sheets with user-friendly, simple activities and questions volunteer tutors could use when reading and discussing books with young children. <https://www.fnsa.ca/portfolio-items/childrens-book-activity-sheets-for-home-based-learning/?portfolioCats=21%2C6%2C9>
 - Novel study resources for use with secondary students are available by emailing programs@fnesc.ca.
- Trifold Novel Studies: <https://www.differentiatedteaching.com/what-are-trifold-novelstudies/>
- Books for Grade Levels: <https://www.differentiatedteaching.com/category/corecurriculum-instruction/reading/>

Possible expenses could include:

- Wages and benefits (for a program Coordinator, tutors, teachers, Education Assistants, etc.).
- Facility fees
- Meals / snack costs
- Honoraria for knowledge keeps / Elders who assist with the tutoring program
- Gifts for tutoring program volunteers
- Transportation costs related to the tutoring program (e.g. costs to bring students to the program)
- Attendance incentives
- Required materials / books / supplies

4. IMPLEMENTING ACTIVITIES TO ADDRESS STUDENTS' SOCIAL-EMOTIONAL WELL-BEING

Related activities could include:

- Accessing counselling services for students who need supports.
- Providing social-emotional learning opportunities for students (which might include having a specialist / consultant make a presentation)
- Providing opportunities for Elders to mentor students.
- Organizing cultural activities to assist students in building their self-identity and pride and improve their mental health and wellness.

Resources available for support:

- [Mind up Curriculum](#) for before or after school activities to support social emotional learning – a developed curriculum that foster's children's wellbeing through educational programs based in: neuroscience, mindful awareness, positive psychology, and social emotional learning.

“We were struggling to provide counselling services to our students; it is hard to access counsellors. So we advertised widely to find counsellors who could support us virtually. The counsellors we hired visited the school in-person to be introduced to the students, and then are available virtually. We set up a room where students can meet with the counsellor privately, or we help students connect to a counsellor from home. It might not be ideal but it is working well.”

Input at the 2023 FNSA Authorized Representatives Meeting

Possible expenses could include:

- Wages and benefits for a program Coordinator
- Honoraria for Elders / knowledge keepers etc.
- Fees for a counsellor or social-emotional learning expert
- Facility fees
- Meals / snack costs
- Transportation costs (for specialists to come to the community, or for cultural activities / on-the-land opportunities)
- Required materials / books / supplies

5. EFFORTS TO PROMOTE IMPROVED STUDENT ATTENDANCE

Related activities could include:

- Meetings of school and community staff to plan a comprehensive attendance approach for students who attend a First Nation school and/or students who attend a public school.
- Meetings with school district partners to plan attendance supports for students who attend public schools.
- Incentives for students and families.
- Purchase of attendance promotional materials (lawn signs, posters, swag with attendance counts logos, etc.).

Resources available for support:

- An *Attendance Toolkit* is available with numerous suggestions for attendance campaigns. Contact programs@fnesc.ca to request a copy by email or mail.

Possible expenses could include:

- Fees for a Home-School Coordinator or Attendance Lead to organize activities to enhance attendance.
- Costs of meetings with attendance teams, families and the community to plan for attendance campaigns and/or to promote the importance of attendance.
- Purchase of promotional materials.

6. EFFORTS TO ENHANCE AT-HOME LEARNING OR FAMILY-SCHOOL CONNECTIONS

Related activities could include:

- The purchase and distribution of materials for families to use at home, possibly with accompanying videos or remote supports to facilitate their use, such as science kits, learning toys and games, books, physical education equipment, art and music supplies, etc.

- Meetings with families to discuss education-related topics and share information about how families can support learning and attendance.
- Parent training sessions on a range of topics, including how to effectively read with children at home, or Internet safety and limiting screen time, etc.

Resources available for support:

- A Parents Toolkit is available that includes a series of short, reproducible papers that can be adapted and shared with parents to provide information about topics in three general areas: appreciating the importance of parental involvement in education; understanding the structure of the school system, how to build positive relationships with school staff for the benefit of students, and what to do if difficulties arise; and thinking about how to create healthy and supportive learning environments at home.
- *Attendance Counts: An Information Guide for Families* could be used as a resource for a facilitated meeting on the important topic of attendance. Contact programs@fnesc.ca to request a copy by email or mail.
- Activity sheets with user-friendly, simple activities and questions parents can use when reading and discussing books with their young children at home. <https://www.fnsa.ca/portfolio-items/childrens-book-activity-sheets-for-home-based-learning/?portfolioCats=21%2C6%2C9>

“In our community, I organized a series of Zoom sessions for parents, during which we read through each section of the Parents Toolkit together. I had pizza delivered to the parents who participated, and they could keep their cameras on or off – however they felt comfortable – as we read through the information sheets and talked about how we could use the ideas. Some parents who don’t usually attend events joined us. Some parents even joined sessions from their cars if they were out. And the exciting thing is we heard feedback from students showing that people are using the information. For example, a student told us their family is sitting down for family meals more often now!”

Feedback from a participant in the 2023 FNEESC Education Conference

“It might be useful to use the Parents Toolkit in staff professional development sessions. It could help our staff build *our* capacity for sharing information with families.”

Input from a March 2024 Attendance Capacity Building Session for First Nation School Staff

Possible expenses could include:

- Fees for a Home-School Coordinator or Parent Advisory Lead to lead activities to enhance parental engagement in education.
- Costs of hosting meetings or a retreat for community / school education staff to plan for parent engagement activities, or for families to discuss relevant topics, including paying associated facility, catering, materials, travel costs, etc.
- Purchasing tablets with home learning programs, or books and educational games and toys (e.g. yahtzee, snap circuits, boggle, arts and crafts supplies, notebooks and pens / pencils, colouring books and crayons, etc.)

Appendix Two

Sample Summer Learning Program Schedules and Learning Activity Ideas

Schedule Template

Week: _____ Theme: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
					Field Trip
	Snack	Snack	Snack	Snack	
	Lunch	Lunch	Lunch	Lunch	Lunch

Sample Week One

Sample Theme: Water

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:30	Reading Centers	Reading Centers	Nature walk and learn	Reading Centers	Field Trip related to theme
10:00	Novel Study	Novel Study		Novel Study	
10:30	Snack	Snack	Snack	Snack	
11:00	Nature walk and learn	Math Challenges	Project based on Nature walk	Math Challenges	
11:30		Science Sessions	Creation Station	Science Sessions	
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Project based on Nature walk	Preparation for a community meal	Reading Centers	Preparation for a community meal	Creation Station/ guided art project/ activity based on field trip
1:30	Creation Station	Storytime	Novel Study	Storytime	
2:00	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play

Sample Week Two

Sample Theme: Plants

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:30	Reading Centers	Reading Centers	Nature walk and learn	Reading Centers	Field Trip related to theme
10:00	Novel Study	Novel Study		Novel Study	
10:30	Snack	Snack	Snack	Snack	
11:00	Nature Walk and Learn	Math Challenges	Project based on Nature walk	Math Challenges	
11:30		Science Sessions	Creation Station	Science Sessions	
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Project based on Nature walk	Preparation for a community meal	Reading Centers	Preparation for a community meal	Creation Station/ guided art project/ activity based on field trip
1:30	Creation Station	Storytime	Novel Study	Storytime	
2:00	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play

Sample Week Three

Sample Theme: Animals

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:30	Reading Centers	Reading Centers	Nature Walk and Learn	Reading Centers	Field Trip related to theme
10:00	Novel Study	Novel Study		Novel Study	
10:30	Snack	Snack	Snack	Snack	
11:00	Nature Walk and Learn	Math Challenges	Project based on Nature walk	Math Challenges	
11:30		Science Sessions	Creation Station	Science Sessions	
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Project based on Nature walk	Community meal preparations	Reading Centers	Community meal preparations	Creation Station/ guided art project/ activity based on field trip
1:30	Creation Station	Storytime	Novel Study	Storytime	
2:00	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play

Sample Week Four

Sample Theme: Community

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:30	Reading Centers	Reading Centers	Nature Walk and Learn	Novel Study wrap-up celebration	Community meal, with a showcase of student work and a certificate ceremony
10:00	Novel Study	Novel Study			
10:30	Snack	Snack	Snack	Snack	
11:00	Nature Walk and Learn	Math Challenges	Project based on Nature walk	Math Challenges	
11:30		Science Sessions	Creation Station	Science Sessions	
12:00	Lunch	Lunch	Lunch	Lunch	
1:00	Project based on Nature walk	Community meal preparations	Community meal preparations	Final community meal preparations	
1:30	Creation Station				
2:00	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play	Clean up and outdoor play

Activity Ideas

Novel Studies	<ul style="list-style-type: none"> ▪ FNESC Novel studies (available on the FNESC/ FNSA web sites) ▪ Trifold Novel Studies: https://www.differentiatedteaching.com/what-are-trifold-novel-studies/ ▪ Books for Grade Levels: https://www.differentiatedteaching.com/category/core-curriculum-instruction/reading/
Community Meal Preparations	<ul style="list-style-type: none"> ▪ Learning relevant traditions from elders ▪ Making decorations ▪ Planning menus ▪ Preparing food ▪ Practicing / preparing to share talents (drumming, singing, plays, puppets, movie making, visual art, digital creations) ▪ Making gifts for participants
Math Challenges	<ul style="list-style-type: none"> ▪ https://www.openmiddle.com/ ▪ https://makemathmoments.com/ ▪ https://tapintoteenminds.com/make-math-moments/ ▪ https://www.wouldyourathermath.com/category/9to12 ▪ https://wodb.ca/index.html
Nature Walks and Learning	<p>Opportunities for children to learn from elders or community members in a natural setting, such as:</p> <ul style="list-style-type: none"> ▪ Oral storytelling related to place ▪ Harvesting ▪ Active games ▪ Unstructured play ▪ Meditation ▪ Scavenger hunts ▪ Community clean-ups ▪ Language learning ▪ Nature sketching/ journaling
Creation Stations	<ul style="list-style-type: none"> ▪ https://bookcreator.com/ ▪ https://blog.teaching.com.au/loose-parts-in-the-learning-environment ▪ Chatterpix (demo: https://youtu.be/_lom-DiDlc8) ▪ Theme related projects (e.g.: map-making, flower pressing, habitat dioramas, painting, claywork, etc.) ▪ Note: there are many ways to include language learning in these projects
Field Trips	<ul style="list-style-type: none"> ▪ Field trips will vary depending on community, weather, and theme choices. They offer great opportunities to include elders, community members, and specialists such as biologists, trappers, language speakers, etc. ▪ Destinations could include local rivers, beaches, fisheries, museums, areas with traditional medicines or foods, locations where artists work, waste management centers, and so many more!

Science Sessions	<ul style="list-style-type: none"> ▪ Construction Challenges: https://teachingideas.ca/2020/11/23/stem-challenge/ ▪ Experiments: https://science-u.org/index.html ▪ National Geographic- All Grade Levels: https://kids.nationalgeographic.com/; https://www.nationalgeographic.com/ ▪ Research and on-the-land learning based on themes (see for example FNESC Learning First Peoples Classroom Resources- Lesson ideas: http://www.fnesc.ca/learningfirstpeoples/)
Reading Centres	<ul style="list-style-type: none"> ▪ Small group guided reading ▪ Independent reading ▪ Buddy reading ▪ Word games and puzzles: https://bilingualkidspot.com/2018/11/03/english-word-games-for-kids/ ▪ Digital reading resources. (https://www.readworks.org/; https://simbi.io/; https://www.getepic.com/sign-in)
Storytime	<p>This could take many forms such as:</p> <ul style="list-style-type: none"> ● Teacher reading to students (Book Ideas: https://www.readingpowergear.com/book-lists) ● Community member telling stories orally ● Children sharing stories with the class

A Few Considerations

- Using themes can be a good way to guide teaching and provide a meaningful sequence and rationale for a daily and weekly summer program schedule.
- The ideas shared in this appendix were identified with an intermediate (grades 4-7) group of students in mind. Similar ideas could be used for primary or elementary students. Older students are often able to work on one project for a whole block of time, while younger ones may need more activities that are all shorter in length. Many of the activities listed here could be enjoyed by students of all ages, with proper adjustments.
- Make your plans - and be ready to change them! Having back-up activities is essential, as you never know when bad weather, bugs, or staff absences may require you to cancel your original plans.
- When asking community members or elders to participate, invite them well in advance. Be sure to ask about community protocols for guests. Generally, protocols include offering gifts or honoraria to thank them for their knowledge and time.
- Listen to your students! The benefit of summer programs is that there is not a set curriculum. If students are super passionate about a project, you have the flexibility to explore it in a deeper way and adjust your day accordingly.