

GRANTS TO ASSIST FIRST NATIONS' EFFORTS TO ADDRESS COVID-RELATED IMPACTS ON STUDENT LEARNING AND WELL-BEING

SUMMARY OF THIS GRANT OPPORTUNITY

The BC First Nations Education Steering Committee (FNEESC) and First Nations Schools Association (FNSA) are pleased to announce a one-time funding initiative to support First Nations and First Nations schools in taking a positive and pro-active approach to addressing the impacts of the COVID-19 pandemic on student learning and well-being.

FNEESC and FNSA recognize the stress that the lengthy pandemic has created for students, families, and importantly for First Nation community and school staff, as well. Accordingly, this funding opportunity has been designed to be as simple and as flexible as possible, suggesting a range of activities that can be implemented in the fall, winter. And/or spring of 2023-2024 for students who attend public, independent, and First Nation schools. This program is intended to respect First Nations control of First Nations education by supporting First Nations in designing programs and services they believe will meet the unique needs of their students.

This funding program also has been designed to respond to feedback from First Nations and First Nation school representatives about the many different grants provided to support First Nations and First Nations schools in the past two years. While the funding opportunities have been seen as valuable, extensive feedback suggests that the large number of separate funding programs was overwhelming, did not facilitate thoughtful planning of comprehensive initiatives, and resulted in excessive reporting.

Therefore, a number of funding sources have been combined for this opportunity in order to reduce the applications and reports required, including the following.

- Due to COVID restrictions on meetings and staff travel, over the past two years a significant surplus has accumulated in the BCTEA programs and services budget. \$5,029,773 million of BCTEA surplus funding is therefore available for these funding grants.
- Canada is providing \$11,734,513 million in 2023-2024 for before and After School Programming for students who attend First Nation, public, and non-First Nation Independent schools. That funding is being provided to FNEESC for allocation to all First Nations in BC to provide learning

activities before and after school to their students – regardless of where they attend school. As a majority of the funding previously provided through COVID learning loss grants has been used for after-school enrichment and tutoring initiatives, the Before and After School funding is being allocated through this opportunity.

→ Approximately \$711,229 is provided annually for the Innovations in Education Program, which was previously allocated through a proposal process. As creative approaches to addressing learning loss and students' social-emotional well-being are consistent with the criteria for both the Innovations in Education Program and this initiative, the Innovations in Education funding is being used to support these grants.

This has resulted in a total budget of approximately \$17,475,515 million for these 2023-2024 Grants to Address COVID-related impacts on students.

We are allocating this funding to each eligible First Nation community using a base plus per student funding model. **The funding allocated to your First Nation for this program has been sent to your Nation's representative via DocuSign.**

The funding can be used to support students who are ordinarily resident on-reserve and enrolled in a First Nation, public, or non-First Nation Independent School.

In order to access this grant, First Nations are asked to submit a Letter of Intent (LOI) using the attached template. Please submit your completed LOI by email to soniao@fnesc.ca by October 20, 2023.

All First Nations are encouraged to supplement this funding grant with other financial resources, if appropriate, including any surplus education funding remaining from 2022-2023.

In order for FNEsc to meet the requirements for this funding, all grants must be spent by March 31, 2024. We will require an Interim Report by March 25, 2023 in order to process your final 25% payment, and then a final report will be required by April 19, 2024. An Interim and Final Report template will be distributed prior to that date.

First Nations are invited to use this funding for one or more of the eligible activities described in this Letter of Intent information package. The scope of the planned activities should reflect each First Nations' expected circumstances and capacity in the coming months.

It is also expected that the activities funded through this program will be led by one or more coordinators at the local level, and costs for a coordinator can be included in the Letter of Intent.

Background:

Why Grants To Support COVID-Related Impacts on First Nations Students¹

- UNESCO has called the global COVID education disruption a “shadow pandemic” that may be as serious as the health crisis itself in terms of its long-term impact (Subramanian, 2021).
 - In Canada, 5.7 million children and youth attending elementary and secondary school have been impacted by school closures (Statistics Canada 2021).
- According to Mader (2021) in *the Hechinger Report*, “a deluge of data ... confirmed what has long been suspected: the coronavirus pandemic caused widespread learning loss while also amplifying gaps across racial and socioeconomic lines.”
 - Numerous studies indicate that students’ learning and academic achievement have been negatively affected by the pandemic (Vaillancourt et. al., 2021). New research suggests students still have not regained the academic ground they lost in the disruptions of the ongoing pandemic, and many high school students will continue to struggle after graduation (Sparks, 2022).
 - There is particular concern that students who were already facing challenges may be set back most severely, but all students have been affected.
- While students may be receiving daily instruction, altered conditions for learning may be impacting how students master grade-level content (Gallagher-Mackay et. al., 2021; Vaillancourt et. al., 2021).
 - Unprecedented educational and social disruptions have increased absenteeism, which is important for engagement in education and the ability of schools to meet students’ needs.
 - School closures and continued restrictions have seriously limited access to specialized educational services and programs for many students with exceptionalities.

¹ References

- Allensworth, E. and N. Schwartz. 2020, June. School Practices To Address Student Learning Loss. *EdResearch for Recovery*. www.annenberg.brown.edu/
- Gallagher-Mackay, K., P. Srivastava, K. Underwood, E. Dhuey, L. McCreedy, K. B. Born, A. Maltsev, A. Perkhun, R. Steiner, K. Barrett, B. Sander on behalf of the Ontario COVID-19 Science Advisory Table. 2021, June. *COVID-19 and Education Disruption in Ontario: Emerging Evidence on Impacts*. www.covid19-sciencetable.ca
- Hanover Research. 2020. *Best Practices for Learning Loss Recovery*. www.wvde.us
- Hristova, B. September 2020. Students fear COVID-19, Canadians think pandemic will hurt child education, reports say. *CBC News*.
- Mader, J. 2021. *5 Ways Schools Hope To Fight Covid-19 Learning Loss*. www.hechingerreport.org
- Sparks, S. 2022, February. The COVID academic slide could be worse than expected. *Education Week*.
- Statistics Canada. 2021. *School Closures and COVID-19: Impacts on children*. www150.statcan.gc.ca
- Subramanian, S. June 4, 2021. The Lost Year. *Macleans Magazine*.
- Vaillancourt, T., P. Szatmari, K. Georgiades, and A. Krygsman. September 2021. The impact of COVID-19 on the mental health of Canadian children and youth. *FACETS*. www.facetsjournal.com

- Some research suggests that children and youth are now moving and playing less at school (and in their communities) than before the pandemic, which has consequences for their healthy development.
- Since COVID-19 was declared a pandemic, many concerns have been raised about a growing mental health crisis among young people. Many students have been set back in social and emotional learning, and family stress and trauma have led to increases in mental health problems for many children and youth (Vaillancourt et. al., 2021). Decreases in the social and emotional wellness of students could lead to more decreases in academic learning (Sparks, 2022).
 - Statistics Canada (2021) reports that many Canadian children feel isolated without peers and are less confident that school is a safe place due to COVID concerns and requirements. In 2020, 64% of youth aged 15 to 24 reported a decrease in their mental health during the pandemic.
 - A survey from Children's Healthcare Canada (CHC) and a study from Brock University show that students are aware — and afraid — of the virus, increasing the anxiety felt by children and youth, as well as families (Hristova, 2020).

Concerns about academic setbacks, significant attendance challenges, and serious social and emotional impacts have been clearly echoed by representatives of First Nations and First Nations schools in BC.

In response, specific strategies have been identified to help mitigate learning loss, such as:

- Efforts to add learning time by, for example, extending the regular school year, offering summer school, lengthening school days and periods, etc.
- Enrichment programs, such as after-school learning activities, acceleration academies, summer learning camps, etc.
- High-dosage, one-on-one tutoring programs.
- Activities to address students' social emotional well-being.
- Home literacy programs.

2023-2024 GRANTS TO ADDRESS COVID IMPACTS ON FIRST NATIONS STUDENTS

Funding will be allocated for a range of supports to supplement regular school programming in response to COVID-related impacts on students.

All First Nations are eligible to use their funding grants to sponsor one or more of the initiatives described below.

The initiatives funded through this program can take place any time between when your Letter of Intent is approved and March 2024, and may be scheduled during or after school hours any time between September and March, and/or on weekends / holidays throughout the school year.

Eligible Activities

1. Providing Additional Hours for Learning and Wellness Activities

- Given the predicted scope of learning loss and mental health impacts due to COVID, many students will benefit from additional learning and socio-emotional support activities in the coming months.
- Adding to regular school hours may be achieved by extending the school-day or adjusting school calendars.
- Additional hours may also be provided through structured after-school programs, weekend or holiday learning opportunities, and/or summer programs.
- Funding grants can be used to provide a range of meaningful learning and social-emotional opportunities outside of regular school operational hours, as described below.

1.1 Extra-Curricular Opportunities During The School Year

Fun, engaging after-school learning and social-emotional programs may be very helpful in the upcoming school year. In particular, learning losses in math are predicted to be particularly serious, and extra-curricular programs could be very beneficial for addressing such concerns.

Sample ideas for extra-curricular activities to support student learning and to address student's social/emotional health are included in Appendix Two.

In order to provide extended learning hours during the school year, grants can be used to offer various types of extra-curricular after school programming. 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 who have been impacted by the pandemic.

→ Funding grants can be used to cover the costs of an extra-curricular program coordinator, staff to run after-school programs, counselling for participating students, snacks, attendance incentives, and related materials and supplies.

1.2 Weekend or Holiday Academies / Programs in the Fall

Some schools across the continent are extending learning time in many creative ways, such as offering weekend or week-long “learning academies” during spring or fall breaks.² In targeted, small group environments, teachers can use research-based strategies to improve students’ skills and help ensure they are prepared to access the curriculum. Early evidence suggests that these types of approaches show promise for significant learning gains, especially when they involve engaging and relevant learning approaches that extend and enhance classroom learning, combined with exciting opportunities to build curiosity, self-confidence, and self-identity. Weekend or holiday academies / programs may also focus on cultural and social-emotional activities to support students’ mental health and wellness, and they may involve families to promote parental and family involvement and support for education, which is tied to positive home learning environments, attendance, and improved student achievement in school.

→ First Nations wanting to offer this type of extended learning opportunity can use their funding grant to support program design and implementation components, including facility costs, staffing, counselling for participants, materials and supplies, etc.

2. Innovations in Education

The impacts of Covid-19 in education has shown the need to implement new education programs, strategies, and technologies to improve educational outcomes.

- Piloting or expanding remote learning opportunities and learning supports for K-12 students. This could include, but is not limited to, online tutoring, home-based projects, or literacy and numeracy learning apps and games.
- Implementing new or adapting existing programs to support students but not limited to; anti-racism program, anti-bullying, behavioral support, or mental health programs for students.

² Paul Bennett. 2021, February. How will the education system help students overcome COVID learning loss?
<https://policyoptions.irpp.org/magazines/february-2021/how-will-the-education-system-help-students-overcome-covid-learning-loss/>

For example; Mental Health workshop that focuses on selfcare techniques that students can employ when struggling with poor mental health and stress.

- Designing and implementing models and materials to support effective teacher induction / orientation activities to help teachers develop an awareness of community protocols, expectations, and values related to education.
- Creating diverse learning approaches, including: land-based learning opportunities; working with the school community to consider new school schedule options to better incorporate language and culture learning etc. To Support language learning, language can be taught through Independent Directed Studies, Culture course developed where students are able to receive graduation credits.

3. Tutoring

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.

→ First Nations and First Nation schools can use their funding grants to sponsor all components of tutoring initiatives, including funding to pay wages of paraprofessionals to provide supports to small groups of students during the school day, or wages for tutors to provide assistance outside of school hours – either in-person or remotely. Funding can also be requested to pay the costs of facilities or snacks if in-person group tutoring sessions are being offered after school or on weekends.

Note: To support tutoring initiatives, FNEESC and FNSA have sponsored the development of resources for tutors to use with students – i.e. easy to use learning units that can be readily implemented in tutoring initiatives or after school / weekend supplemental learning opportunities. The materials include engaging, inquiry-based novel studies for the early elementary, late elementary / middle school, and secondary levels, specifically designed for use by tutors and leaders of before and after-school clubs to build First Nation students' literacy / reading skills. These resources are available on the FNEESC and FNSA web sites, and printed copies will be mailed to all First Nations with this call for Letters of Interest.

4. Home-Based Learning Activities

Research related to overcoming learning loss strongly suggests that home-based supports can be very helpful.

For example, outside of school, parents can boost literacy by reading books with children and using literacy-related activities to help their children build their reading skills. In fact, a review of home-

based literacy programs targeting low-income children from grades K - 8 suggests that they can be a very valuable complement to school-based programs.³ Home-based reading programs can be particularly beneficial when they provide engaging, relevant books that are matched to students' reading levels and interests, and evidence demonstrates the importance of offering guidance for parents to help improve their children's comprehension skills.

In fact, offering specific training for parents on how to effectively support literacy and numeracy skills at home can be invaluable. Research also suggests the importance of gentle nudges from teachers or program staff — such as texts, emails, or phone calls — to encourage families' continued reading and home learning activities over the summer and during school breaks.

Note: To support the implementation of such findings, FNEC and FNSA have created a list of children's books written by Indigenous authors, as well as activity sheets for parents that share user-friendly, simple activities and questions to help guide parents when they are reading and discussing the listed books with their children at home. First Nations are welcome to use the list of books and the accompanying activity sheets to provide books and support materials for homes. It may be useful, for example, to provide students a book and activity sheet to take home to share with their parents; then students who return the activity sheet signed by their parent confirming that the outlined activities were completed can be rewarded with another book or a small prize. The book lists, ordering information, and downloadable activity sheets are posted on the FNEC and FNSA web sites. *Note: These resources may be useful for tutoring and/or before and after school clubs, as well.*

→ Letters of Intent for these grants can include a request for funding to purchase books for home reading – including books from the recommended list and/or other books, as appropriate, as well as prizes. The home reading programs can begin anytime – as this can be a summer home reading program, or an initiative that runs during the school year.

In addition to reading, research also suggests that any efforts caregivers can make to engage with their children in studying math at home can help. For example:

- Research studies published in the *Journal of Experimental Psychology and Science* support a tablet-based math app for elementary students, called Bedtime Math, which helps parents and caregivers bring math learning into the home in an engaging way.
- www.youcubed.org also provides resources that can be shared with families to help them support mathematics.

³ Geoffrey D. Borman, Arizona State University. 2020 June. *PRACTICE BRIEF. What Can Be Done to Address Learning Losses Due to School Closures?* <https://edpolicyinca.org/publications/what-can-be-done-address-learning-losses-due-school-closures>.

- First Nations may use this funding for any types of home-learning projects, including funding for a coordinator to facilitate the home support activities.
- Funding can be used to purchase tablets with home learning apps to provide to families for home study opportunities, or to access other supplies for home learning kits, including supplies to support family-based First Nations language and culture learning activities.
- Other potential activities to be funded include small gatherings with students and parents to provide training and support for home learning options, possibly using blended in-person and distance learning models, or mental health supports for students and possibly families to help them deal with any trauma or emotional distress resulting from prolonged physical distancing, illness in communities, or economic dislocation – which may impede or even prevent future learning (which could involve accessing support from people with expertise in mental health, trauma training, etc.)

Parental support for education broadly is also invaluable for student engagement, attendance, and wellness, all of which are directly tied to student outcomes.

- First Nations may use this funding to support parents in accessing information and resources that will assist them in creating home environments that support learning and school success and will encourage them to be involved in the school, such as parent retreats, parent workshops, zoom information sessions, and training opportunities focused on specific topics of interest.

5. Partnerships with Community Organizations

In response to COVID-related learning loss, partnerships are needed now more than ever.

For example, library-based literacy initiatives, in which local libraries promote reading, can be found across the country, and some studies suggest that students who participate in library programs may score higher on reading tests and display greater interest in reading. Accordingly, experts are encouraging libraries and schools to work together in designing summer, after-school, or weekend reading programs. Teachers can help identify struggling readers and refer those students to reading programs. In addition, teachers can also provide instructional support and help ensure that library programs align with the school-year curriculum. Collaboration in planning instructional strategies for partnership programs may be particularly important, as libraries (or other community-based partners) may not be able to employ certified teachers for project design and implementation.

The Oregon State Library published a research brief listing components of effective library-based reading programs. In particular, the brief encourages libraries to engage students and their families by promoting relevant content. In addition, library programs should develop opportunities for students to discuss books they are reading and create projects based on those books. Programs also

should encourage students to read outside of the library by giving away free books and giving students library cards.⁴

Overall, a variety of community and municipal organizations may be able to assist First Nations by creating unique programs for their students, such as library story times or book groups, or community recreation centres offering learning programs for children and teens.

→ This funding can be used for supervising and transporting students in the summer, after school, or on weekends to access opportunities developed in partnership with relevant organizations / agencies located in neighbouring communities.

6. Leveraging Technology to Address Skill Gaps

Because many students have now adapted to learning online or in a hybrid model, it may be possible to leverage experience with technology for remediation / to enhance other types of learning opportunities. For example, various programs can be used to assess students, build particular skills, and monitor student progress. With technology, students can work at their own pace, which allows more flexibility. If students don't have connectivity access at home, software programs can be used when they are at school, or the community may be able to provide Wi-Fi hotspots and other tools for students who need them.⁵

→ This funding can be used for technology-related learning loss supports.

Funding Grant Requirements

- All First Nations that access this grant must submit a final report outlining the activities undertaken.
- ***All applicants are encouraged to subsidize their budgets using education surplus funding or other resources, if available.***

Important Notes:

- 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 FNEC/FNSA of the program changes as soon as possible.

⁴ <https://www.clevelandmetroschools.org/cms/lib/OH01915844/Centricity/domain/6750/additional/Resource-Compilation-Toolkit.Overcome.Learning.Loss.pdf>

⁵ Overcoming COVID-19 Learning Loss. August 19, 2020. Education Week. <https://www.edweek.org/leadership/overcoming-covid-19-learning-loss/2020/08>

- This is a one-time only funding grant opportunity. No long-term funding has been identified for this initiative. It is intended to assist First Nations and First Nations schools in addressing the extraordinary challenges that have arisen as a result of the COVID-19 pandemic.
- 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).

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

	<ul style="list-style-type: none"> ▪ 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.

APPENDIX TWO

SAMPLE IDEAS FOR EXTRA-CURRICULAR ACTIVITIES

The following guiding questions may be useful as you begin planning extra-curricular activities at any time in the year.

1. What will students learn or experience? Why?
2. Have we asked students what they would like to do? Are we providing opportunities for student voice and choice?
3. Do we have overarching goals or themes for the activities we want to offer?
4. How will this activity encourage students to join in?
5. How will we ensure that students develop a sense of belonging if they join in?
6. Who will lead this initiative?
7. What resources and people are available in the community?

Full Day / Multi Day Extra-curricular Activity Ideas

- Land Based Learning - Engaging students in activities that will foster a stronger connection to their natural surroundings.
- Cultural Activities
 - Hide tanning
 - Beading
 - Sewing - regalia and other projects
 - Cooking and preserving
 - Hunting and gathering - seasonal
 - Medicine gathering and preparation
 - Drum making
 - Fish preparation
 - Storytelling
 - Singing
 - Drumming and singing
- [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.
- [One Book, One Community](#) - a community literacy initiative in which a group reads the same book over an extended period, with various engaging activities planned around the themes in the book. Look online for other great ideas from groups that have run this activity.
- Local Expert Day - bringing in people to share various types of expertise with students.
- Art Project – possibly bringing in a local artist to work with students.

After School Activities

- Dinner preparation and delivery: students plan a meal (including budgeting, researching recipes, etc.), make the food, package and deliver it to Elders, or sell meals for fundraising.
- Movie and a Meal: complemented with oral language activities, such as discussing: “Who is your favourite character, and why?” or “Something I didn’t understand about the movie was _____. Can anyone explain that?”

- Woodworking or Small Engine Repair Club: involving an expert or experts to support different projects.
- Reading Club: students read a book and complete a fun related activity such as a craft, baking project, or drama activity.
- Yearbook / Photography Club.
- Nutrition Program: students learn how to plan, budget, shop, and create nutritious meals.
- Picnic Pals: students plan a picnic and a destination and bring invited guests.
- Model Club: students select models and paints, and build away.
- Dungeons and Dragons Club
- Any club supervised with a staff or community member who has a passion to share.
- Certificates: such as Serving it Right, small vessel operation certification, drivers education, CPR and first aid, babysitting certification course, etc.
- A club that promotes and fosters a [Circle of Courage](#); students brainstorm ideas, plan, and execute student led initiatives to develop their own Circle of Courage.
- Physical Activity Club: students try a variety of physical activities, such as introductory lessons in martial arts, yoga, etc.
- Outdoor club: by creating or identifying an appropriate outdoor space, students connect with nature while they play, explore, and learn. (Older groups may learn and practice survival skills and more in-depth outdoor activities).
- Genders and Sexualities Alliances
- Student Governance

Lunch-time Activities:

- Groups focused on board games, making healthy snacks, arts and crafts, crocheting or knitting, puzzles, Lego, robotics, coding, gardening, etc.
- A Lunch Club: a group of students sets a menu, preps and cooks a lunch for guests they invite.
- Lunch and Learn: students come and learn a new skill / get introduced to a craft, hobby etc., possibly with food and a guest speaker.

Other and Resources:

- [Vinyasa Yoga for Youth](#) - bringing the power and peace of Yoga to youth everywhere through Yoga classes in communities, teacher trainings, and collaborations.
- [Mind up Curriculum](#) for social emotional learning – a developed curriculum that foster's children's well-being through educational programs based in: neuroscience, mindful awareness, positive psychology, and social emotional learning.
- [Missoula Children's Theatre Tour](#) - a 2 person team of professional actor/directors can visit communities for 5 days to work with students on a high quality children theatre production.
- [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.
- [ArtStarts](#) – has a website with a directory of artists who will collaborate and perform in schools.