

CHANTÉ PROJECT

Fort Peck Community College Newsletter



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EXPERIENTIAL EDUCATION

BY: RHONDA SORENSEN

We are proud to announce the Chanté Project's pilot internship course. Students from Brockton and Wolf Point are enrolled in the FPCC 3 credit early college opportunity. They spend approximately 30 hours in the field at a designated work-site and 10 hours in an entrepreneurship class with Mark Sansaver and other business leaders at Great Northern Development Corporation (GNDC).

Brockton students Povee Youngman and Princess Russell are both high school juniors. With an interest in science, and a desire to work together, they were placed at The Ft. Peck Tribes Office of Environmental Protection for their work-site. Starting up the internship course was a rough transition for nearly all the students. It definitely comes with an increased level of responsibility, time management, and communication between all collaborating parties. However, these increased responsibilities and skills are meant to better prepare students for life after high school before the stakes get too high.

Regardless of the challenges both Youngman and Russel have expressed appreciation for the hands-on-learning opportunity and are optimistic about staying with the program.

"The internship at the OEP is fun. On the first day they took us to some of their work sites where they test the water for anything bad! Our supervisors are great to work with." - Youngman

"GNDC is fun too, we talk about what different businesses do. I have learned lots of new things." - Russell

The first iteration of the internship course will end the last week of April and will be offered again in fall 2020.



PEER MENTORING IN POPLAR

By: Todd Whalen

A year ago the Chanté Project and Poplar High School piloted a peer to peer mentoring program in an English class. The program had such success then, that even with teacher turnover, it came back and grew this year. January is National Mentor Month, and Mr. Whalen's English Language Arts Class students (pictured above) challenged themselves to be better together.

Whalen notes his class faced many challenges, and was able to tackle these frustrations as they arose because of the strength in their partnerships. His students never gave up on one another. In the end each group, both the Mentors and the Mentees had academic success.

"My favorite part of this experience was working together."
- Poplar Student

Students who were failing are no longer failing and there was even a student who started with a C average and ended up with an A-.

"I would recommend expanding this program to other classes." - Poplar Student

Whalen recommends this program for other classrooms to help improve student grades and moral. He also expressed a big thank you to Poplar's Chanté Coordinator Mrs. Redpath for her persistence and compassion as she joined the classroom on several occasions.

The peer to peer mentoring project is also finding success in our other three districts.

NYCP Recap
By: Roxann Smith

Carly and I recently attended the 2020 Annual Convening of Native Youth Community Projects (NYCP) in Denver, CO. It was a great opportunity to hear from nearly 100 like-funded NYCP Grantees. We were given time to visit with other projects in our region and discuss successes and challenges. A take-away from this session was how much geography can effect project capacity. Many of the other NYCP projects are located much closer to larger colleges, universities, and towns so they are able to draw a bigger pool of student and professional mentors.

"The enemy of art is the absence of limitations."
- Orson Wells

We were able to demonstrate some of the creativity that defines our project on the afternoon of the first day during one of four project overview sessions. We broke the PowerPoint mold by asking participants to embark on a short journey of grounding themselves in the space, practicing self-reflective journaling, and sharing stories of change with each other. The session concluded with everyone receiving a daisy as they listened to a Joy Harjo poem about tending to our inner children and their joyful curious spirits. It was powerful watching 100 daisies and smiles flood out onto the streets of Denver that afternoon.

Ultimately, the NYCP meeting was a good chance to get caught up on what is new in the world of Indian Education nationally as well as be reminded of the necessary practice of listening to ourselves in order to be more open with others.

STUDENTS SPEAK through COMMUNITY BILLBOARD CAMPAIGN



"When designing this billboard I wanted to choose a simple, yet powerful quote. This one really spoke to me. I believe it can serve as a reminder to those that need it. There is always hope and you can do anything you set your mind to!" - Alexus Culbertson



"I like the opportunity to promote kindness. I hope people see it and feel wanted."
- Sarah Williamson



MISSOULA with MIDDLE SCHOOL MEDIA MAKERS

By: Marty Reum

On February 16th I traveled with Jacob Turcotte, Keith Erickson, Sunny Erickson and a handful of 8th grade students from Poplar Middle Schools to premiere their documentary "In This Together We Are One: The Buffalo Unity Project".

Poplar Schools in conjunction with MAPS Media Lab out of Hamilton, Montana filmed, edited and produced this 23-minute documentary in the short span of two weeks. It is a story about how the Buffalo unites us as a people. In Missoula last week, this film premiered as one of only two documentaries about Native Americans.

The students' film highlighted the impact of the return of the buffalo on the Fort Peck Reservation. In front of an audience of 150 viewers Poplar Middle School Students introduced themselves, talked about their roles in the filming process and highlighted how significant it was to learn that the buffalo were extinct on The Fort Peck Reservation for 130 years. Throughout the filming, these kinds of Buffalo teachings were incorporated into each of the students' core classes.

The film was very well received and has been selected to screen at the International Wildlife Film Festival. Because of the projects positive impacts on students and the community, Poplar Middle School and MAPS are teaming up again to produce another documentary in the 2020-21 school year.

This was a huge success and will hopefully inspire other Ft. Peck students and schools to invest in similar media projects.

CHANTÉ Summer 2020 UPDATE

90
spots

MIDDLE SCHOOL

APPLY ONLINE

Different to Summer 2019, Summer 2020 will consist of two 2-week sessions. Each Session can accommodate 45 students. Spots will fill on a first come first serve basis, with a waiting list once we hit capacity.

Students will spend each 2-week Session in smaller groups of 15 youth. Their group will move through three different activities a day. Activities will range from: yoga, mindfulness, language + culture, as well as STEM based projects. Fridays will include a field trip to a local career site for a more exploratory work-based learning experience.

30
spots

HIGH SCHOOL

APPLY WITH COORDINATOR

Ecology Project International

EPI's five day summer wildlife ecology courses for Montana, Idaho, and Wyoming teens *blend wildlife research, conservation service, exploration of conservation issues, and science coursework with games, camping, and geysers!* On our summer Yellowstone courses you can expect to *conduct research on bison or pika, observe wolves, explore Yellowstone's iconic geothermal features, explore a research question in small groups and prepare a research presentation, and spend each night cooking, eating, and camping under the stars.*

Storytelling at FPCC

Students will be engaged in *learning and practicing the art of storytelling.* They will be working with community leaders, using *audio, video, and post-production technology* to tell the stories of themselves. They will then dissect the parts that make up a powerful story, and storyboard their own life. During the latter half of the week *students will work in pairs to document their own story and edit it for final review and community screenings.*

New York City

Students who are selected to visit New York City will *learn the ins and outs of college and careers* up close in the biggest city in the United States. They will *tour campuses with Native Students, visit and learn about art from curators in renowned museums, and take tours in leading businesses.* Students will *keep an experiential education journal throughout the trip* and share their questions and experiences with New York City high school students before heading home.



2020 TEACHER INSTITUTE

20
spots

APPLY ONLINE