Career & Community Development

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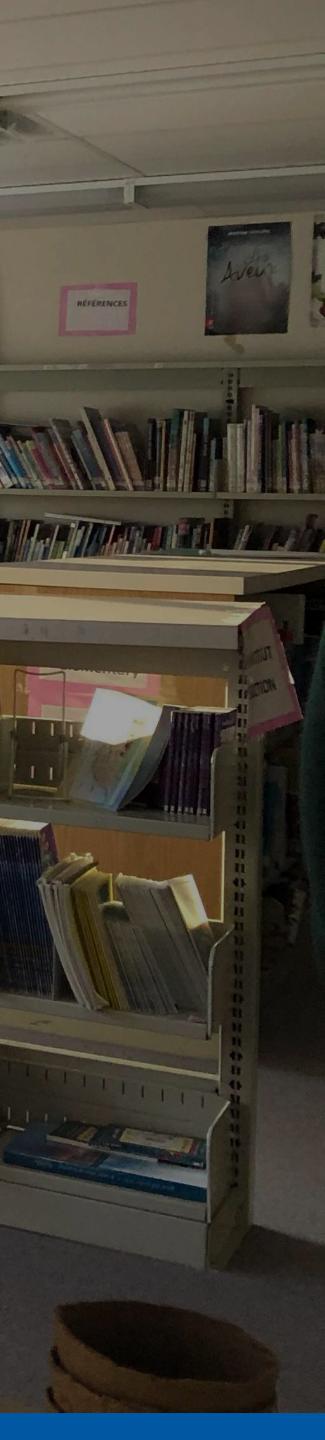
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NATER

WATER IS LIFE

COURSE RESOURCES

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Cantal Marine

In this section, learn about:









Teacher's Guide

- Supports all 3 years of CCD
- Contains the **curriculum**: module competencies, indicators, critical skills, and concepts
- Provides the core pedagogy for CCD



Career and Community Development

Teacher's Guide

ENTREPRENEURHIP FOR COMMUNITY DEVELOPMENT, SOCIAL INNOVATION, AND CAREER PATHWAYS



The Role of the Teacher

The role of the teacher is changing to support the transformative learning experience, which includes inquiry and experiential learning opportunities. Teachers now act as mentors, co-learners and coaches, providing guidance and modeling learning throughout the process. They can learn and work alongside students to frame thoughtful questions, explore new ideas and plan and develop meaningful tasks.

To be effective, teachers should foster a sense of respect and trust between members of the group. They should be process-oriented, model flexibility and be able and willing to adjust to unforeseen obstacles while identifying the learning in the process. Teachers work with students to identify timelines, debrief and reflect upon learning experiences and define a project scope as needed to ensure success. Like the students, the teacher should reflect on how things are going and how they could be improved.

Bold School (Jagdeo and Jensen, 2016) discusses three types of teaching styles that facilitate inquiry based learning and community classrooms.

Mentoring "Be an observer"

Teachers observe the verbal and non-verbal communication in a classroom, and look for ways to engage in individual curiosity. Moving from group to group, the teacher facilitates questions and probes students to think, look for knowledge and create solutions to problems. From these observations teachers can further design exploratory moments.

Co-learning "Partner with and alongside students"

Teachers should model the learning process by demonstrating that they have questions too. By engaging students in planning tasks and research that is normally done solely by teachers, students become insiders and own decisions in the learning process. All community members are able to share their strengths, bring something to the table and are valued in the co-learning model.

Coach "Provide feedback and personalize learning"

Teachers provide specific, ongoing, timely and descriptive feedback to students. Acting as a coach also develops trust and strong relationships between the teacher and student. This can lead to further feedback in all areas of life, creating a holistic understanding of what makes each student's learning journey unique.

Experiential Projects

Students today must now learn how to learn while responding to endlessly changing technologies and global conditions. Experiential learning – learning by doing – engages students in understanding what they would like to learn, how to achieve their goals, and has long-lasting impact on the student. This can be applied to any kind of learning through experience and engages students in a structured learning sequence, which is guided by a cyclical model of the learning cycle.

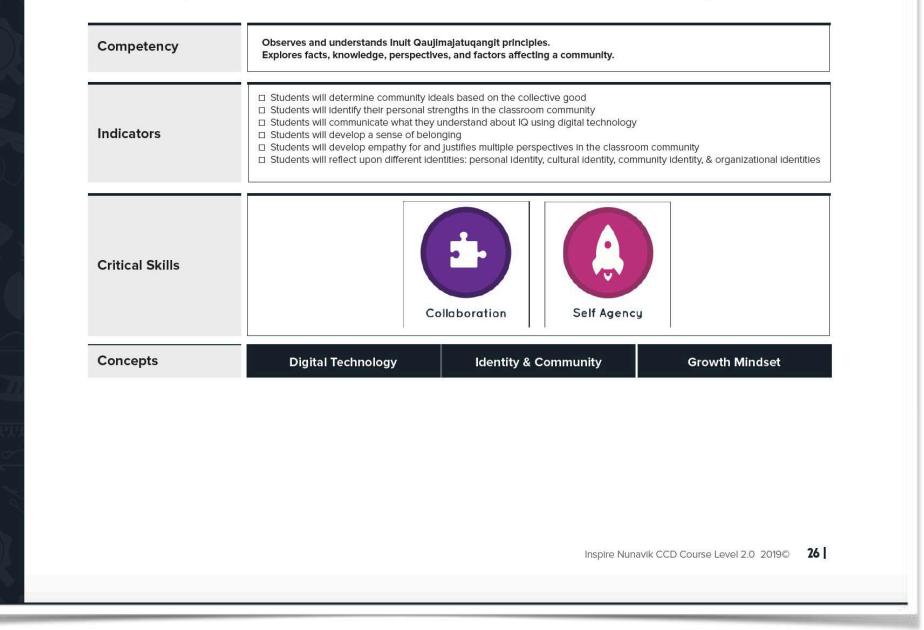
Teachers are increasingly recognizing experiential pathways, such as project-based learning, as a means to benefit the learner while also having a positive impact on the community. Experiential project-based learning has been touted as one of the most effective teaching frameworks that demonstrates students learn more deeply and have better understanding if they are involved. This involvement has the most impact on student achievement, more than any other variable, including student background and prior knowledge (Barron, 2008).

Experiential projects increase students' abilities to think critically and creatively, plan projects and define problems with clear arguments, as well as capacity to improve motivation, attitudes towards learning and work habits (Barron, 2008). This type of learning has a focus on real-world problems that capture students' interest and excitement and has proven to increase later engagement in similar ventures (Efstratia, 2014).

The emphasis on collaboration common in experiential projects has also shown to have widespread benefits. Hundreds of studies

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Competencies, Skills, and Concepts





Career and Community Development

A GUIDE TO SOCIAL ENTREPRENEURSHIP

Student Book

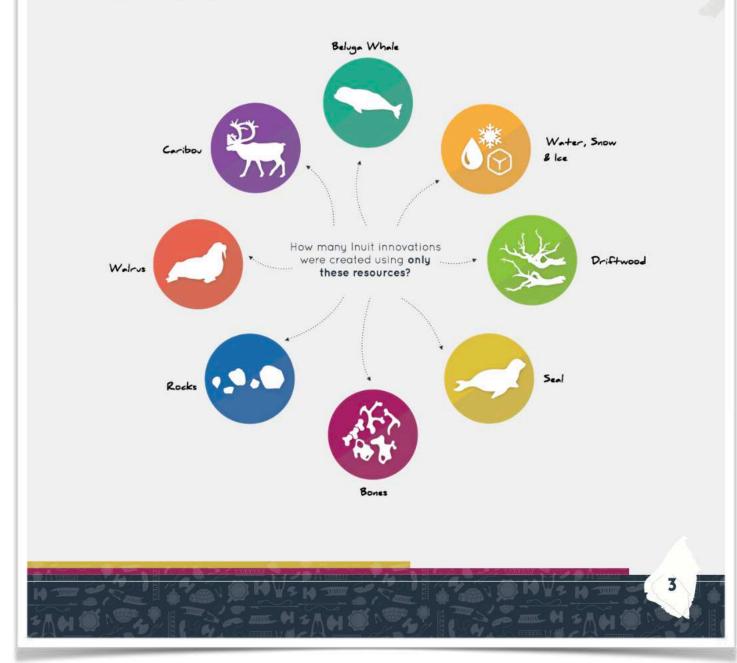
- Covers 9 core topics of **community and entrepreneurship**
- Supports all 3 years of CCD
- Contextualized and filled with local examples
- Interactive and visual
- Designed as **a reference book** (not meant to be taught from cover to cover)
- Individual chapters are available for download on Nunavik-ICE to be used as stand-alone booklets.



The Entrepreneurial History of the Inuit

The Inuit are amongst the most innovative and entrepreneurial people in the world. For centuries, they survived and thrived in some of the harshest conditions on the planet using only the limited resources around them. They used their ingenuity to create cutting edge technologies and tools that allowed them to perform the various tasks they needed to not only survive, but live fulfilling and purposeful lives.

Take a look at the resources listed below. These are some of the only resources the Inuit had at their disposal pre-European contact¹.



••• CHAPTER 1 INTRODUCTION TO ENTREPRENEURSHIP

Inuuvunga Designs, Kuujjuaq

Inuuvunga Designs is a Nunavik based label that offers Inuit designs made by Dawn Forrest, based in Kuujjuaq, Inuuvunga Designs offers a variety of clothing for toddlers, kids, and adults as well as other products like mugs with Inuit inspired designs¹⁵.

Pirnoma Technologies Inc., Ivujivik

Pirnoma Technologies Inc. is a multimedia company that creates things related to design, such as creating posters, websites, animation, and much more.16

Qarmaapik House, Kangiqsualujjuaq

The Qarmaapik House is a non-profit organization based in Kangiqsualujjuaq. The Qarmaapik House was created as a place where parents or guardians are supported to meet their children's needs better, to improve the bond within their family, and to instill traditional Inuit family values in the community17.



Tivi Inc., Kuujjuaq

Tivi Inc. (1987) provides a wide range of services including: expediting and logistical support, consulting, local cartage, vehicle rentals and sales, plus worldwide moving services¹⁹

Inspire Nunavik Entrepreneurship Workbook





Tivi Galleries, Kuujjuaq

Tivi Galleries is a gallery that features Inuit art from Quebec's Nunavik region and across Inuit Nunangat. Tivi Galleries has strong roots in the region. Being the only Art Gallery in Nunavik, they are proud partners with the community and the artists. They co-dependently operate with the region's talented artists and generally buy art directly from them¹⁸.



TIP!

"When creating your brand identity, express an important core piece of an identity and don't try to appeal to anyone. When I design logos, I speak with clients and get to know who they are, and what is their intention. Keep it simple, it is easier to expand an identity than it is to continuously try to reduce it due to the large number of elements⁶."

represented their culture.

represented by Qarjuit.

- Thomassie Mangiok, Founder of Pirnoma Technologies Inc.

Inspire Nunavut epreneurship Workbook

A few years after she began selling jewelry, Adina of Ugly Fish remembered a story her grandmother told her. People had known her as "kanayuk." Kanayuk, or Arctic Sculpin, is a type of fish that she called "ugly fish" growing up.

This is where she got the name. It is an ode to her grandmother, who never wasted anything and always made use of what was around her. It symbolizes the foundational values of the business and Adina's love for her grandmother.

➔ The organization chose an Inuktitut name that

→ The 15 spears represent the 15 communities

➔ The bow and arrow represents one of Qarjuit's

core mission: culture and identity for the youth. With

a qarjuit, you have to pull back in order for the arrow

to go forward. This means that in order for the youth

to go forward, the youth first need to pull back and

reconnect with their culture, the land, traditions and

into the modern world, with their culture.

language. Once they do, they can then move forward



EXAMPLE: Qarjuit Youth Council⁶

••• CHAPTER 6 BRANDING

UGLV FISH

EXAMPLE: Ugly Fish⁵

Modules Guides & Resources



Module Guides

- Module guides are step by step breakdowns
 of modules with background information,
 suggested resources, assessment planning, as
 well as detailed workshops and lessons
- The guides are designed to provide teachers with many resources for teaching the modules.
- Teachers can follow the lessons and workshops step by step, use them to get ideas and inspiration, or they can make up their own lessons.



Module 01 | Inspired Communities

Module Name:	Inspired Communities
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development
evel: Introductory	
Duration:	4 weeks

Dear Teacher,

During this module students explore their personal skills, build relationships with their class, and community. This is the resource pack for Module 1. It has the following sections for your support:

- Purpose
- Competencies, Indicators, Skills, and Concepts
- Module Overview
- Background Information
- Assessment
- Module DeliverablesResources
- Workshops and Lessons
- Workshops and Lesson

urpose

The purpose of **Module 1: Inspired Communities** is for students to develop belonging in the community, connect with Inuit ingenuity, be familiar with digital tools, and to start adopting a growth mindset. Students should be able to identify how Inuit Qaujimajatuqangit (IQ) principles drive communities, Inuit entrepreneurship and to share this understanding with the community.

Use of Time

Time is relative. You may adjust the time recommended for each activity and assessment based on your class size and dynamic. Leave room for authentic moments of learning and flexibility. Each Module is designed so that you can apply the learning to real life situations.

A possible calendar timeline for the course is:

- Module 1 August 15 to September 15 Module 2 - September 16 to October 16
- Module 3 October 16 to December

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Materials for presentation (e.g. resources for poster making) Reflective Practice Guideline Student Journals

Workshops and Lessons

1.1 Classroom Community - Working with Myself and Others

How do we collaborate? What is assessment? Full Value Contract 60 minutes

1.2 Growth Mindset

What is my personal identity and skillset? Critical Skills self assessment 50 minutes

1.3 Digital Tools for Success and Assessment

How can we communicate using digital tools? Digital teams 50 minutes

1.4 Group Retreat

How can we create stronger, healthier communities? Journal, photos and video collection 3 hours

1.5 Reflective Assessment

What is the culture of our community? Digital story 50 minutes

1.1 Classroom Community - Working with Myself and Others

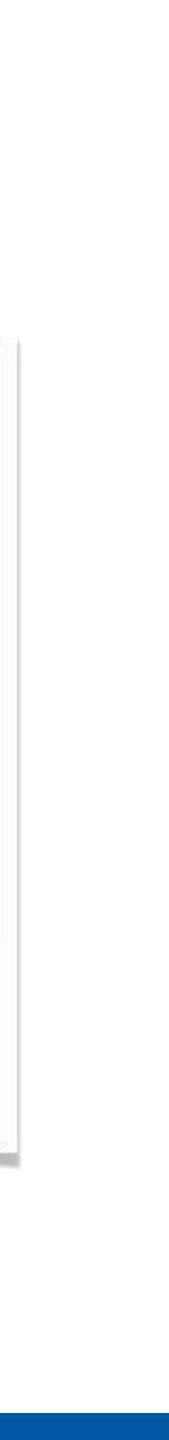
"A purposefully structured and actively maintained classroom culture within which teachers and students take on full membership in support of the contributions of each individual member."

Guiding Question

How do we collaborate?

Outcome

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Additional Module Resources

- Additional resources are provided to support the learning and teaching of each module.
- These resources range from templates, powerpoint presentations, hand-outs, pedagogical resources, etc. and are referenced throughout the module guides.





How to Conduct a Strong Interview

Whether you are interviewing to discover someone's life story, or investigating a specific issue such as what's causing so much asthma in your neighborhood, you will learn even more than you set out to find out. This is the wonderful, adventurous nature of interviewing: You can learn about any subject or person that interests you, just by asking questions.

GETTING READ

The interviewer is a guide into the unknown—and, like a good guide, you come with tools, a map, and a

plan.

Have all of your equipment at the ready—whether it is pen and paper, a survey, a tape recorder and tapes, or a video camera. Pack extra batteries, tapes, pens, film, and copies of forms. Practice ways of explaining your project in a confident voice.

If you are interviewing people on a specific topic, read and research as much about the subject as possible. You will want to know what's important to you and come informed. If you are interviewing people to find out their stories, learn a little bit about them beforehand, if possible. Think ahead and try to plot out the possible path of an interview.

Have a list of questions on paper—but also keep a list in your mind, so that you can have the mos Have a list of questions on paper—but also keep a list in your mind, so that you can have the most natural conversation possible. Make a date and time to meet your interviewee in a quiet place. If your method is spontaneous (talking to homeless folks on the street, for example), set up a starting and ending time and place for yourself, and maybe a buddy system. Then, stick to your plan.

OD QUESTIONS-AND GOING WITH THE FLOW

Organize and group your questions in the order that makes the most sense. For example, a chronological organize and group your questions in the order that makes the most sense. For example, a chronological interview will start at one point in time, and follow an event or change. A *thematic* interview will focus around selected issues, and explore each one in turn. There are many ways to organize questions for specific inquiries, and a little experimenting will help you craft a structure and flow.

There are also many styles of questions—as many as there are personalities of people. Avoid questions that can be answered with a simple yes or no. Try to include some of all of the kinds of questions below, for a thorough interview.

en-ended. Short, simple, open-ended questions have many possible answers, and are a good **Open-ended**. Short, simple, open-ended questions have many possible answers, and are a good backbone for an interview. Instead of, "Did you have a hard childhood because of the economic downturn and Federal wrongdoing of the Great Depression?" ask, "What was your childhood like?" "Did you have enough to eat?" "Tell me about the buildings in that block."

What Kids Can Do, Inc.

INTERVIEWING TIPS | Page 1 of 5

Experimentation



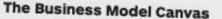
It's important to experiment with business in a small scale to ma your assumptions are true, befo decide to launch on a larger so and error is the kev!

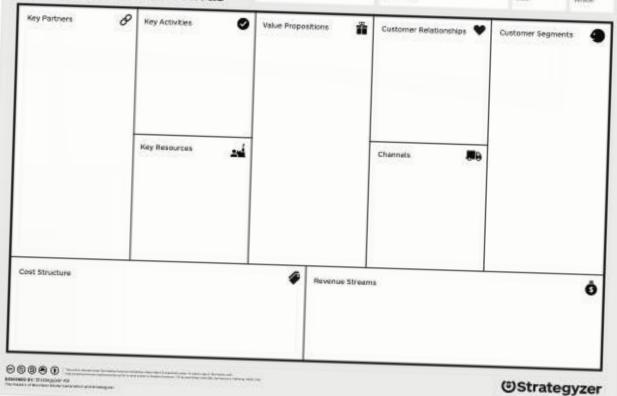
	JUE DOW VOUR and
audience, you need to po	but how your audience perceives you. In order to make friends with your sitively influence how they see you, and that audience member will continue to share similar values, enrich their lives in some way, and stay consistent. The
be friends with you if you	share single how they see you and that such
what your audience actua	in a resimilar values, enrich their lives in some
your logo, website, social i	sitively influence how they see you. In order to make friends with your share similar values, enrich their lives in some way, and stay consistent. This is lly sees, and is used to influence people's perception. You can use this through media and more.
- Who is your audience?	as use this through
Who are the	
oir and the people you wa	ant your brand to become friends with? Who is your target audience? What is income, occupation?
heir age, gender, location,	income occurrent
	what is

BRAND IDENTITY - BRANDING WORKSHEET

at visuals would you use to describe your brand? What type of photos? What colours? What brightness? What text? How would you visualize a website page to describe your personality and brand?

Designed by





spire Nunavik | Customer Validation



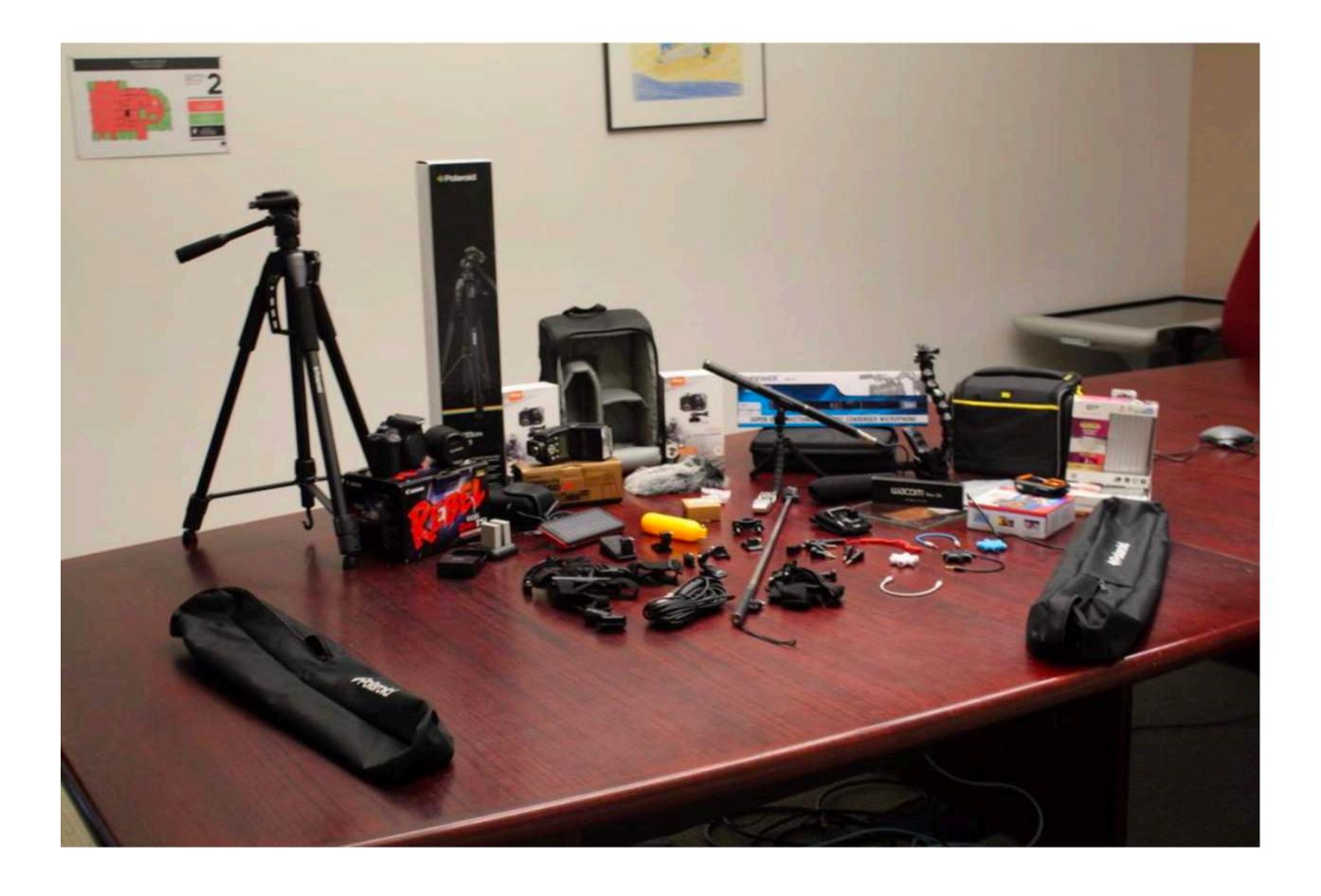
Inspire

Project Support Resources



Tech Cart

- A tech cart is available in every school for CCD classes to use.
- Tech carts are available to support digital skills development and projects.
- Tech carts contain 6 laptops, cameras, microphones, camera accessories, design tablets, and more.



Financial Resources

- A **\$500 Start-Up Grant** is available to CCD projects through KI
- A CCD Guide to Fundraising & Budgeting is available for teachers to use with their students
- The CCD team can support classrooms to **find and apply to other funding programs** if additional funds are needed.

CCD Guide to Fundraising & Budgeting

School Year 2020-2021

To create your CCD project, you will need things like supplies, equipment, transportation, food, or even honorariums for local experts to help you with your project. Usually, this means you need some money to start your project. How much do you need? Where can you get the money? Should you do fundraising, or apply for grants? This guide will help you answer these types of questions. Here is what you will find:

- 1. Introduction to Budgeting
- 2. Getting Funds & Resources
- Creating a Strategy

APPENDI)

- 1. Budgeting Template
- 2. CCD Start-Up Grant Application and Guidelines
- Fundraising Activities
- 4. Sponsorship letter

CCD Project Budget

INCOME	AMOUNT \$	DESCRIPTION
Grants	\$	
Fundraisers	\$	
Sponsorships	\$	
Other:		
Total Income	\$	

Career & Community Development \$500 Start-up Grant

Kativik <u>Ilisamilirinia</u> will provide CCD participants with up to \$500 in start-up funding. Please note that receipts must be provided to the education consultant with the expense report. Students must follow the grant guidelines.

Applicant	Name:	Business Na	Business Name(optional):			
Email:		Phone:	Phone:			
Project	/Business descrip	otion				
Name of t	ne Project/business:					
Starting d	ate:					
Ending da	te(optional):		-			
Communi	ty:					
Age group	o targeted:					
)-12y. old	C	26-35y.	. old		
	3-18y. old	ç	35y. Ol	d +		
o 1	9-25y. old					
Number o	f people who will benefit f	rom the project:				
□ 0-1	5		50-100			
□ 16-	Real		100 +			
This busi	ness/project support:					
🗅 Stu	idents		Sustainat			unting/
🖵 Yo	uth (15-35)		•	rts & craft		1.55
📮 Eld	lers	0	1000	h		r
D En	vironment	(speci	fy):			

Healthy Communities

