



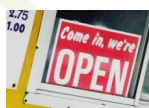
December 2009 - Meqo:s (Fallen Snow Season)



*Meet the New
Aboriginal
Student Rep..*



Eric Anderson was elected on a three year term as the Aboriginal Student Representative at UFV. He is a 2nd year UFV student in the Child and Youth Care Program.



Centre remains Open

Aboriginal Access Services will remain open up to December 24th, 2009. We will be available if you require any assistance with course selections, program inquiries and registration or a quiet place to study for your final exams or to complete final projects.

S'olh Shxwlelì Teachings Program

The S'olh Shxwlelì Teachings Program is a new initiative at UFV. During the winter 2010 semester students are invited to participate in a minimum of 10 cultural activities and a S'olh Shxwlelì Teachings Workshop offered over 16 weeks. The activities planned include:

- Hands on experiences: pine needle weaving and beading, finger weaving, medicine bags.
- Workshops on: relationships and resources for making healthy choices.
- Ceremonies: pipe ceremony, longhouse teachings, sweats and storytelling.
- Guest Speakers who will share their life experiences on Thursdays.
- Information sessions will be held on Fridays.

These cultural activities are held throughout the week. Information sessions will be Fridays. The S'olh Shxwlelì Teachings Program concludes with an afternoon of workshops, presentations and celebration that will be held in April. Those who have successfully completed the S'olh Shxwlelì Teachings Program and attended the workshops will receive a certificate of participation that can be used to enhance your educational portfolio or resume.

To receive a schedule of the S'olh Shxwlelì Teachings Program and information on registration, please contact Josephine Charlie at 604-795-2835 Ext 2473.

University of the Fraser Valley

Aboriginal Access Services

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Handy Contact List:

Terry Prest, Elder

Rasunah Marsden, Coordinator

Josephine Charlie, Culture and Events Coordinator

Elaine Malloway, Department Assistant

Betty Peters, Department Assistant

Laura Smith, ACLS Program Coordinator

Saylesh Wesley, NITEP Coordinator



Scholarships and Bursaries

- The BC Scholarship Society is accepting applications for the **BC Aboriginal Student Award**. Approximately 250 scholarships will be awarded in 2009. Awards are \$1,000-\$3,500. Closing date is **mid May**. For more information: <http://www.bcscholarship.ca/web/aboriginal/apply>
- The **First Citizens Fund** is accepting applications until **May 28, 2010**. Aboriginal students that are ordinarily resident in BC and are enrolled full-time in a recognized post-secondary university or college in a minimum two-year program are eligible to apply. For more information go to their website: www.bcaafc.com
- The **National Indigenous Economic Education Fund** provides scholarships, training and research funding for students involved in Aboriginal community economic development. Three scholarships are awarded at \$3,000 each. Selection is based on passing Grade 12 marks or post secondary GPA. Closing date is **July 30, 2009**. <http://www.edo.ca/edo-tools/links/scholarships-bursaries>
- The **National Aboriginal Achievement Foundation** has evolved into the largest non-government funding body for Aboriginal post-secondary students across Canada. NAAF offers financial assistance through four major areas: Post Secondary Education, Fine Arts, Health Careers, Oil and Gas as well as Aboriginal Trades Technology. **Closing dates vary**. For further information: http://www.naaf.ca/html/education_program_e.html

- **Coqualeetza Cultural Centre Education Awards**. The cultural centre administers two education awards annually to students pursuing post secondary education. Students are to submit applications to Coqualeetza. <http://www.coqualeetza.com/>
- **Diversity through Education** awards provided by Weyerhaeuser Canada BC Division. Awards vary from \$1,000 to \$2,000 annually for university studies, or \$1,000 annually for technical institute programs. **Closing date is June 30**. Contact info: Diversity through Education Awards Program; Weyerhaeuser Canada Ltd.; P.O. Box 800 Kamloops BC V2C 5M7. Telephone: (250) 828-7387 Fax: (250) 828-7580 E-mail: ccrp@weyerhaeuser.com Web Site: www.weyerhaeuser.com

For more information on Scholarships and bursaries available to Aboriginal students visit the Aboriginal Access Services website.

You may also want to check the UFV bursaries online. **Winter applications are accepted between January 30 to Feb 28th, 2010.**

To apply for the online bursaries you need to access your MYUFV account:

- Step 1: Access your MYUFV account, go to <http://portal.ufv.ca/cp/home/loginf>
Step 2: Click student information on the left hand side.
Step 3: Click the Financial Aid tab at the top
Step 4: Click Award Application
Step 5: Bursary Application

JAMIE'S GREAT CRANBERRY SPINACH SALAD

Printed from: allrecipes.com.

I usually use less sugar in the dressing. I use lots of almonds (sauteed until brown in butter, this really "makes" the flavour. It takes a while to get to the right heat, but then they brown very fast, and will burn quickly if not watched. You can toast the sesame seeds (no butter), it adds a second nutty flavour.

Prep Time: approx. 10 Minutes.
Cook Time: approx. 10 Minutes.

Ready in: approx. 20

Minutes. Makes 8 servings.

Submitted by Sylvia Coleman

Salad:

1 tablespoon butter

3/4 cup almonds, blanched and slivered

1 pound spinach, rinsed and

torn into bite-size pieces

1 cup dried cranberries

Dressing Mix:

2 tablespoons toasted sesame seeds

1 tablespoon poppy seeds

1/2 cup white sugar

2 teaspoons minced onion

1/4 teaspoon paprika (mild, not spicy or smoked)

1/4 cup white wine vinegar

1/4 cup cider vinegar

1/2 cup vegetable oil





UFV student, Reid Peters receives Canada Post Award



Canada Post Staff and Reid left to right: Mike Farren, Reid Peters, Gordon Bailey and Bob

Press Release:
December 1, 2009

Former logger turned UFV student wins Canada Post award

Scholarly pursuits such as graduating from high school and beyond turned out to be a short-lived aspiration for Reid Peters. Instead, Peters excelled at the school of hard knocks, which culminated in workplace injury. His options limited, Peters could have easily thrown in the towel. But rather than give up, the former residential school student and high school drop-out bounced back to become a winner of this year's Canada Post Aboriginal Education Incentive Award.

When most teenagers were thinking of going to the prom, Reid Peters was supervising a crew of six loggers when he was 17 years old. As a hook tender, Peters was responsible for harvesting timber from the woods to a landing in a safe, productive manner. In the fall of 2007, he was on the job walking on a steep hillside, lost his footing, and ended up with a disabled left arm. The accident prevented him from going back to his regular job in the logging industry or taking other jobs where two strong arms are needed.

As a result, the Seabird Island First Nation student made a decision to return to school after a 45-year absence. The transition from the forest to the classroom was difficult but Peters persevered and is now working toward earning a diploma in Social Services (with First Nations option) from the University of the Fraser Valley. He first came to UFV to take computer and English courses offered

by the Upgrading and University Preparation department. As the top student in his English 081 class, it is not surprising that the essay he wrote about his educational journey helped earn him this award.



UFV staff (left to right): Karen Evans, Ruth Vandenbor, Sue Brigden, Reid Peters, Susan Delong, and Janet Gibson

Making the presentation of a \$1,000 cheque will be Gordon Bailey, Supervisor of Canada Post Chilliwack. "I am very impressed by Mr. Peter's determination and courage to go back to school after all the challenges he's had to deal with in his life," said Farrer. "He is an inspiration and should be commended for all that he has achieved."

Peters is one of 20 recipients of the award from across Canada. Other recipients from the Pacific Region are from Agassiz, Chilliwack, Nanaimo, and Victoria. The awards celebrate the motivation and determination of those who have conquered personal, economic or social adversity in the pursuit of learning.

\$1,000 awards are given to individuals who have returned to and successfully completed one full year of high school and to individuals who have successfully completed one full-year of post-secondary education, including vocational or skills training. Canada Post would like to congratulate Reid Peters for all that he has achieved.

For more information:

Lillian Au
Corporate Communications
Canada Post – Vancouver
Tel: 604-662-1388

Kim Lawrence
University of the Fraser Valley
Tel: 604-864-4611





Christmas Luncheon

Our Christmas luncheons were well attended by students and their families, elders and community members. Approximately 40 people attended the Chilliwack Luncheon and 16 people attended the Abbotsford Luncheon.



Kristian Hogan and Sheena Edwards



Christine Michelle and Nicole Joseph



Charlene Ned and Craig Ned

A student's life cannot stop. So while most enjoyed the lunch, some students worked on completing assignments, while others worked on Science Labs..



Thank you to everyone who came. Another luncheon will be planned during winter semester. Watch for a notice in the January newsletter.

Here's a recipe to enhance your holiday luncheons. Salmon Dip



4 ounces of cream cheese, softened
1 cup sour cream
2 generous tablespoons mayonnaise
1&1/2 teaspoons lemon juice
1/2 teaspoon grated lemon peel
2-3 tablespoons finely chopped celery
2 tablespoons finely chopped green onion
1 7 oz. fresh cooked chilled salmon (or 17 oz. can of salmon)
salt and pepper

Blend together cream cheese, sour cream, mayonnaise, lemon juice and lemon peel. Stir in remaining ingredients and season to taste with salt and pepper. Chill before serving. Makes about 2 cups of dip. Serve with your favourite dippers - crackers, chips, tortilla chips or vegetables.



EXAM DAY: Strategies for Survival

1. The day of the exam:

- Get up early so you are completely awake.
- Have a good breakfast with protein to give you energy.
- Read over your summaries and revision notes. Focus on no more than 5 concepts.
- Arrive at the exam room early.
- Remain as calm as possible.
- Try not to talk to others because discussing the exam may only distress you.
- The natural defense against stressful situations is to smile and laugh. SMILE and LAUGH!

A positive, 'I can do it' attitude, will transform stress into positive energy.

2. Using Verbs to Review and Study.

To review a chapter or unit, design questions using EACH of these verbs to study key concepts. Write the answers to your questions.

- **Analyze** [To break into separate parts and discuss or interpret each part]
i.e. Analyze the issues that led to the Oka crisis.
- **Define** [To give a clear, specific meaning. Including an example may clarify the definition]
i.e. Define colonialism.
- **Describe** [To give a detailed account, including characteristics and qualities]
i.e. Describe the impact of Bill C-31 on Sto:lo Communities.
- **Evaluate** [To give your opinion or that of an expert. Include both advantages and disadvantages]
i.e. Evaluate Taiaiake Alfred's definition of "being Indigenous."
- **Explain** [To clarify and interpret material presented stating who, what, where, when, why, how.]
i.e. Explain the phrase, "indigenizing the academy."
- **Interpret** [To comment upon, give examples, and describe relationships]
i.e. Interpret the Supreme Court decision in the Delgamuukw case.
- **Outline:** [To give main points and necessary supplementary material. Omit details]
i.e. Outline the 1992 Aboriginal Fishing Strategy Agreement between Sto:lo and the federal gov't.
- **Summarize** [To give main points or facts in condensed form]
i.e. Summarize the impact of residential school experiences on Sto:lo communities.

These verbs are often used in essay / short answer questions on exams.

Other verbs to consider: compare, contrast, explain, illustrate, justify, list, prove, relate, state, support.

