

The LYAEPS Project

Montana State University specialists meet monthly with staff and students at two schools on the Crow and Flathead Indian Reservations.



L-R: Introduction to aerial photography using cameras, landing a drone, building a drone

- Students get hands-on instruction during regular science or math classes.
- School teachers are site coordinators and work with project staff to develop programs.
- Local issues are woven into lesson plans: The effect of invasive plants on native species, water quality, wildlife habitats, land management.
- Students work in small groups encouraging communication and collaboration skills

Participants

- 65 Native American students in grades 5-8, from a privately-funded Catholic school.
- 30 Native American high school students from an alternative tribal school

Short-term goals

Teach

- Geospatial technologies (GPS)
- Computer-aided design software
- Bridge design and engineering
- Drone construction
- Aerial photography using drones
- Filmmaking using iPads
- Plant identification and link to technology (weed maps)

- Critical thinking
- Problem-solving
- Communication

Long-term goals

- Increase community capacity
- Prepare students for local jobs
- Link youth to place and culture

8 DECENT WORK AND ECONOMIC GROWTH



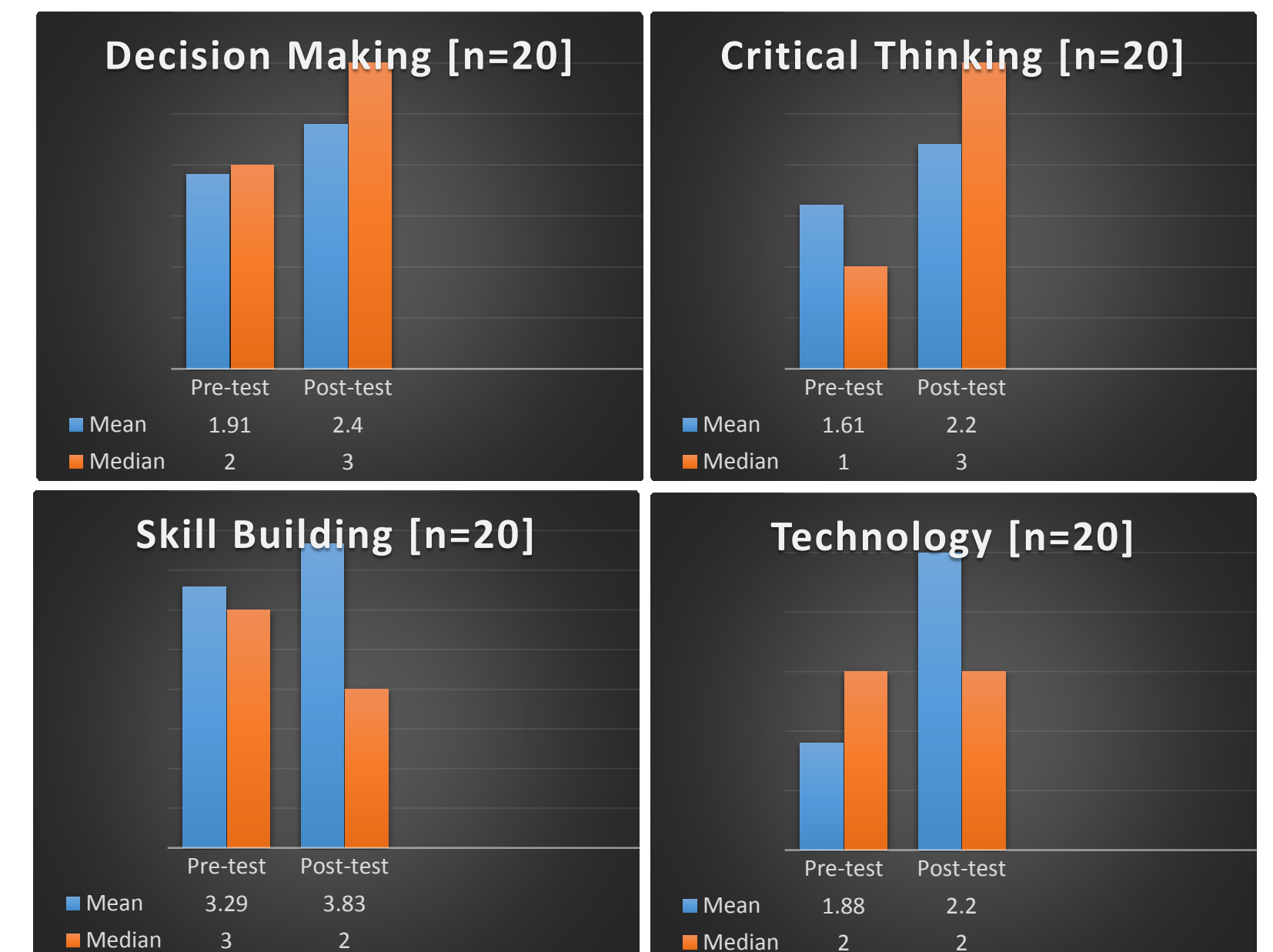
Youth learn computer and technology skills early. They will be ready to compete for local jobs.

11 SUSTAINABLE CITIES AND COMMUNITIES



With relevant job skills, youth will stay close to home to manage their reservation land and Native American culture, helping to reduce poverty.

Results – Tribal school



Interview Results to-date [n=11]

What will you tell others about what you have learned?:

“It’s fun, and we get to work with drones, we get to make ‘em.”
 “It’s pretty cool.”
 “It’s a great way to get to know peers and to learn to have teamwork.”



Photo by J. Ballard. Students learn to make characters using WeDo Legos.