



Date: \_\_\_\_\_

## Learning from Community: Exploring Community Experiences and Post-Secondary Opportunities (3 of 5)

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.*

This lesson plan was developed at Lakehead University, which is located on the traditional territory of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. The land on which we gather is the traditional territory of the Anishinaabeg.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. Develop a question about possible education and career opportunities.
2. Compare their personal profile with different education and career opportunities.
3. Explain how different education and career opportunities have informed their own education and career plan.

### LIST OF ACTIVITIES

1. Panel of Guest Speakers

### MATERIALS

- Student Question Guide
- List of post-secondary institutions and programs in northwestern Ontario



### Careers

#### Origin

Northwestern Ontario  
Thunder Bay  
Ontario

#### Learning Level / Grade

10

Also: Youth (up to age 30)



135 mins

## DESCRIPTION

This lesson plan is part 3 of a 5-part Unit Plan that supports Indigenous students' transition from secondary school to their future education and career/life goals. The Unit Plan highlights schools and support programs available to Indigenous students in northwestern Ontario. Students will engage in the four-step inquiry process (i.e., Knowing Yourself; Exploring Opportunities; Making Decisions and Setting Goals; and Achieving Goals and Making Transitions), as they think about and prepare a post-secondary pathway plan.

This lesson plan originated from a regional gathering (2018) at Lakehead University with First Nations educators from across northwestern Ontario.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Participatory and experiential learning activities
- Relationship with family, ancestors
- Connections are made with everyday life
- Personal reflection time (connecting with thoughts and feelings)
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Different learning styles; attention given to mind, body, and spirit

## TEACHERS' GUIDE

### Background/Foundational Information

- The activities in this lesson plan provide a guided exploration of future education and career/life opportunities. This lesson plan includes a principal learning activity with two supplementary activities.

The principal learning activity consists of a panel of community members, with diverse education/career backgrounds, to be invited to share their experiences of completing their education and career goals. Students can ask questions then reflect on and apply the learning to their own preparation for post-secondary education and career/life opportunities.

The two supplementary activities are:

- Students take part in a guided tour of post-secondary schools and training programs to ask questions, reflect on the answers, and apply information to their own preparation for post-secondary education and career/life opportunities.
- Students take a virtual field trip and/or interview with post-secondary educators to ask questions, reflect on the answers, and apply information to their own preparation for post-secondary education and career/life opportunities. The NCCIE videos and Recruitment Officers from different education institutions can be accessed for the virtual field trips.

This lesson plan includes a list of post-secondary schools, programs, and relevant contacts in the northwestern Ontario region. Choices for invited guests or field trips can be adapted as the instructor learns about the specific goals of the students from Lesson One in this 5-part Unit Plan.

This lesson plan meets curriculum expectations in the Ontario Curriculum: Career Studies, Grade 10 (OPEN) course. The 2019 Ontario Curriculum Guidelines (p. 8) state:

*The intent of the program is to ensure that students leave secondary school with a clear plan for their initial post-secondary destination, whether in apprenticeship training, college, community, everyday living, university, or the workplace, and with confidence in their ability to implement, revise, or adapt their plan throughout their lives as they and the world around them change. The framework of the*

*program is a four-step inquiry process based on four questions linked to four areas of learning: (1) Knowing Yourself – Who am I?; (2) Exploring Opportunities – What are my opportunities?; (3) Making Decisions and Setting Goals – Who do I want to become?; and (4) Achieving Goals and Making Transitions – What is my plan for achieving my goals?*

The activities in this lesson are informed from the experiences of Indigenous educators to support Indigenous students in northwestern Ontario as it follows the aim of the program established by the Ontario Curriculum Guidelines.

The following curriculum expectations are:

**Overall Expectations:**

- B3 Identifying Possible Destinations and Pathways taking their personal profile into account: explore, research, and identify a few post-secondary destinations of interest, whether in apprenticeship training, college, community, everyday living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations.

**Specific Expectations:**

- B3.1 Use a research process to identify and compare a few post-secondary options that suit their aspirations, skills, interests, values, and personal circumstances.

## ACTIVITIES

## 1 - Panel of Guest Speakers

**Purpose**

- Students listen and ask questions to panel of guest speakers or field trip hosts about post-secondary and career opportunities.
- Students apply what they learned about post-secondary options to their own goals.

**Time:** 40 mins

**Activity Instructions**

A panel of community members, with diverse education/career backgrounds, are invited to share their experiences of completing their education and career goals. Alternatively, a field trip is arranged to an event about post-secondary and career opportunities.

Prior to the panel of guest speakers and/or field trip, provide the following questions to guest speakers or field trip organizers:

- Can you share your experience transitioning to post-secondary school or training?
- What is one thing that helped you achieve your education or career goal?
- What challenge(s) did you encounter while attending post-secondary school or training?
- How did you overcome these challenge(s)?

Students are encouraged to develop their own questions for guest speakers and/or field trip hosts.

[Optional: Instructors can provide the Student Question Guide worksheet and Question Prompts for guest speaker(s) to help students brainstorm questions that will help them connect the activities in this lesson with their developing Personal Profile Plan. The Student Question Guide will also help students prepare for the culminating activity in lesson 4.]

Students ask questions, reflect on the answers, and think about how other people's experiences may apply to their own preparation for post-secondary education and career/life opportunities.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

Students are provided an opportunity to listen to a variety of guest speakers share their personal experience transitioning from secondary school to post-secondary school or training program. Students reflect on their own goals in connection to what guest speakers shared, and apply this learning to their future post-secondary plans.

**Materials**

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Student Question Guide</b>	File (Student Question Guide.pdf) 📄
This worksheet can assist students in preparing questions for the panel of speakers.	
<b>List of post-secondary institutions and programs in northwestern Ontario</b>	File (List of Post-Secondary Programs and Schools.pdf) 📄
This is a list of post-secondary institutions, programs, and contact information to arrange field trips or virtual field trips and to help identify possible participants for the panel discussion.	

**TEACHING NOTES**

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## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

This lesson plan includes an 'Assessment as Learning' strategy. The Student Question Guide (available in the Materials section for the Activity) is a tool for students to self-assess their learning. It can also be used as a guide for an instructor-student conference.

## ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Supporting First Nations Learners Transitioning to Post-Secondary</b>	<a href="#">Link</a> 
The report provides information about factors that affect First Nations learners in education in Canada and the types of initiatives required that support the successful transition of First Nations learners to post-secondary.	
<b>Transitions: Supporting First Nations, Metis, and Inuit Students in School and Career Success</b>	<a href="#">Link</a> 
The website provides information to help understand strategies that support secondary to post-secondary transition. Posters on tips for success are available for download in English, Oji-Cree, Ojibwa, and French.	
<b>List of post-secondary institutions and programs in northwestern Ontario</b>	File (List of Post-Secondary Programs and Schools.pdf) 
The following provides a list of post-secondary institutions, programs, and contact information to arrange field trips or virtual field trips and to help identify possible participants for the panel discussion.	
<b>First Nation, Metis, and Inuit presence in our schools: A cultural resource</b>	File (Aboriginal Presence in Our Schools (3).pdf) 
This handbook provides background information to staff and administrators on First Nations, Metis, and Inuit heritages and traditions, cultural teachings, celebrations, treaties, terminology, and best practices in Lakehead Public Schools.	
<b>Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art</b>	<a href="#">Link</a> 
This resource provides information about ethics in the classroom and is published by the Ontario College of Teachers in collaboration with Bruce K. Beardy.	

## HOLISM AND ALL OUR RELATIONS

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<b>Participatory and experiential learning activities</b>
<b>Relationship with family, ancestors</b>
<b>Connections are made with everyday life</b>
Students connect the stories and experiences of guest speakers to the development of their own future education and career/life planning.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

**Ethics in the classroom: care, truthfulness and trust, respect, integrity**

The ethical value of integrity is included in this lesson as students reflect reliability in their interactions with guest speakers and/or while participating on field trips. For information about Ethics in the Classroom, please see *Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art* published by the Ontario College of Teachers and in collaboration with Bruce K. Beardy.  
[https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Standards%20and%20Anishinaabe%20Art\\_en%20web\\_accessible.pdf](https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Standards%20and%20Anishinaabe%20Art_en%20web_accessible.pdf)

**Different learning styles; attention given to mind, body, and spirit****Healthy relationship with self and identity****Personal reflection time (connecting with thoughts and feelings)**

Students are encouraged to reflect on their initial ideas for future education and career/life goals as they listen to the panel of guest speakers and ask questions. Instructors can provide time afterwards for students to further discuss what they have learned from the guest speakers or field trip.

## OTHER DETAILS

**This Lesson Plan aims to meet curriculum expectations or outcomes for: Ontario Yes**

**Course Codes:** GLC20

**Unit Plan Title:** Indigenous post-secondary academic and support programs: An Exploration of Opportunities

**Stream:** General, Academic

## RELATED LESSON PLANS

- [Creating a Personal Plan for Future Education and Career/Life Goals \(4 of 5\)](#)
- [Building Classroom Community: A Celebration of Post-Secondary Plans \(5 of 5\)](#)
- ['Weaving a Web of Resiliency'](#)
- [« Tisser une toile de résilience »](#)
- [Identifying Strengths and Needs with the Four Directions Education Model \(2 of 5\)](#)
- [Developing a Personal Profile for Future Education and Career/Life Opportunities \(1 of 5\)](#)

## CONTRIBUTORS

Name	Role/Job Title	Place
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## QUESTIONS/MORE DETAILS

For Questions contact: [Leisa Desmoulins \(ldesmoul@lakeheadu.ca\)](mailto:Leisa.Desmoulins@lakeheadu.ca) for more information.