



Date: _____

Building Classroom Community: A Celebration of Post-Secondary Plans (5 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. Solidify their post-secondary plan to identify future education and career goals, as well as supports available in school and community.
2. Create a presentation to effectively communicate their post-secondary goals and career plan.

LIST OF ACTIVITIES

1. Presentation

MATERIALS

- Assessment Resource: Post-Secondary Plan & Presentation Rubric



Careers

Origin

Northwestern Ontario
Thunder Bay
Ontario

Learning Level / Grade

10

Also: Youth (up to age 30)



120 mins

DESCRIPTION

This lesson plan is part 5 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
- Connections are made with everyday life
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Personal reflection time (connecting with thoughts and feelings)
- Healthy relationship with self and identity

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan concludes the Unit Plan (of five Lesson Plans). Presentations provide students with the opportunity to practice their communication and listening skills. Presentation approaches can include: power-point, poster, flyer, video, speech, art/visual displays, and can be completed in front of the whole class or in a non-traditional sharing circle.

This lesson plan within the Unit 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 living, university, or the workplace, and with confidence in their ability to implement, and 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 each lesson plan are informed from the experiences of Indigenous students in northwestern Ontario as it follows the aim of the program established by the Ontario Curriculum Guidelines.

The Ontario curriculum expectations are as follows:

Overall Expectations:

- B3. Identifying Possible Destinations and Pathways: Taking their Personal Profile into account, students explore, research, and identify a few post-secondary destinations of interest, whether in apprenticeship training, college, community 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.**
- **B3.2 Identify the pathways towards their preferred destinations, including the courses and/or specialized programs that lead to the destination and meet the requirements for a secondary school certificate or diploma, as well as the supports available at school and in the community that can enhance their secondary education.**

ACTIVITIES

1 - Presentation

Purpose

Students present their post-secondary plan in a presentation approach of their choice.

Time: 70 mins

Activity Instructions

- Each student will share their post-secondary plan to the whole class.
- After completing their presentation, students hand in their plan for final assessment.

Additional Background Information for this Activity

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

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners

... in the following ways:

This lesson is a celebration of each student's post-secondary pathway plan. The activity connects with intellectual learners, physical learners, and spiritual learners as students prepare a format for presenting their information to share with the whole class.

Suggested Adaptations for Different Kinds of Learners

Instructors could conclude this lesson with a non-traditional sharing circle for each student to share their final thoughts about the transition from secondary to post-secondary education and career. This final activity would connect with the emotional learners as it is an opportunity to reflect on what they learned during each student's presentation.

TEACHING NOTES

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 of Learning' strategy. Instructors are provided with a rubric that has two parts: one for the student's presentation and the other for the student's post-secondary plan.

Resource Title	Type
Assessment Resource: Post-Secondary Plan & Presentation Rubric	File (Assessment Rubric.pdf) 📄
This rubric provides a template for evaluating student presentations and plans. It may be adapted to suit your class.	

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
Supporting First Nations Learners Transitioning to Post-Secondary	Link 🔗
The report provides information about factors that affect First Nations learners in education in Canada and the types of initiatives available to support a successful transition to post-secondary learning.	
Transitions: Supporting First Nations, Metis, and Inuit students in school and career success	Link 🔗
The website provides information about strategies that support secondary to post-secondary transitions. Posters on tips for success are available for download in English, Oji-Cree, Ojibwa, and French.	
First Nation, Metis, and Inuit presence in our schools: A Cultural Resource	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.	
Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art	Link 🔗
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

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
Connections are made with everyday life
The culminating activity connects with everyday life in that it supports students' transition to their future education and career/life goals.
Intergenerational learning with Elders/Knowledge Holders
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? No
Ethics in the classroom: care, truthfulness and trust, respect, integrity

This lesson supports the ethical values of Care and Respect as students share their post-secondary pathway plan and listen to each classmate's presentation. For more 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 Beardy.
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)

After the class presentations, instructors can conclude this lesson with a non-traditional sharing circle that provides an opportunity for students to share their final thoughts about their transition plan from secondary to post-secondary education and career.

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

- 'Weaving a Web of Resiliency'
- «Tisser une toile de résilience»
- Learning from Community: Exploring Community Experiences and Post-Secondary Opportunities (3 of 5)
- Creating a Personal Plan for Future Education and Career/Life Goals (4 of 5)
- 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
Melissa Oskineegish	Curriculum developer	Thunder Bay
MacKenzie Orlando	Curriculum developer	Thunder Bay
Tina Armstrong	Elder/Reviewer	
Oliver Rusnak	Reviewer	
Victoria Russell Mathews	Reviewer	

QUESTIONS/MORE DETAILS

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