



Date: _____

Creating a Personal Plan for Future Education and Career/Life Goals (4 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. Select a post-secondary pathway plan with the supports available at school and in the community.
2. Justify how their Pathway Plan meets their Personal Profile for education and career/life goals.

LIST OF ACTIVITIES

1. Independent Research

MATERIALS

- Post-Secondary Plan Worksheet
- List of Post-Secondary Programs and Schools
- Assessment Resource: Self-Assessment Questionnaire



Careers

Origin

Northwestern Ontario
Thunder Bay
Ontario

Learning Level / Grade

10

Also: Youth (up to age 30)



165 mins

DESCRIPTION

This lesson plan is part 4 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:

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

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan is the culminating activity for the Unit Plan. Students consolidate their Personal Profile, the Four Directions Education Model, and information they learned from guest speakers and/or field trips to develop a post-secondary plan.

Students are provided in-class work time for independent research. The number of days required is determined by the instructor.

The post-secondary plan must identify the following:

- 1) A future education and career/life goal.
- 2) The post-secondary school or training institution, location, and program connected to their career/life goal.
- 3) The specific requirements and admissions information for the program (e.g., required courses, grade averages).
- 4) Challenges they may encounter while attending post-secondary school relating to the Four Directions Education Model (minimum one example per Direction).
- 5) Three types of supports that will help overcome challenges (which can include support programs offered at post-secondary institutions, supports in communities, or supports in personal life).
- 6) A summary of how their post-secondary plan will help them achieve their goals.

The lesson plans within this Unit Plan meet the 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 post-secondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with the 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 for 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 Ontario curriculum expectations are as follows:

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 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 - Independent Research

Purpose

- Students select a post-secondary pathway plan following the post-secondary plan worksheet.
- Students justify how their pathway plan meets their education and career/life goals.

Time: 120 mins

Activity Instructions

- 1) Instructors hand out the Post-Secondary Plan Worksheet and review the culminating task with class.
- 2) Students are provided in-class independent work time to complete the worksheet utilizing their Personal Profile handout, the Four Directions Education Model, and notes from guest speaker(s) or field trip.
- 3) Students will need access to computers to research post-secondary institutions, locations, and programs.
- 4) Provide students with the list provided in this lesson plan of possible schools and support programs available in Ontario.

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

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

... in the following ways:

The culminating activity includes independent research. Students will prepare and present this assignment in a format that supports intellectual learners as well as physical learners.

Suggested Adaptations for Different Kinds of Learners

This activity can be adapted from an independent research project to a partner/group project to spiritual learners.

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
Post-Secondary Plan Worksheet	File (Post Secondary Plan Worksheet (handout).pdf) 
List of Post-Secondary Programs and Schools	File (List of Post-Secondary Programs and Schools.pdf) 
To assist in students' independent research.	

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 as Learning' strategy. To engage students in their assessment and evaluation process, they can complete the attached self-assessment template, which can be used as a basis for discussion in instructor-student conferences.

Resource Title	Type
Assessment Resource: Self-Assessment Questionnaire	File (Self-Assessment.pdf) 

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 
This report provides information about factors that affect First Nation learners in education in Canada and the types of initiatives required to support the successful transition of First Nations learners to post-secondary education.	
Transitions: Supporting First Nations, Metis, and Inuit Students in School and Career Success	Link 
The website provides information on strategies that work for secondary to post-secondary transition. Posters on tips for success are available for download in English, Oji-Cree, Ojibwa, 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.	
Apiwin Centre, Confederation College	Link 
The Apiwin Centre is a support service for Indigenous students at Confederation College. Student Navigators provide a safe, comfortable space for students to gather, connect, or complete their school learning.	
Indigenous Counsellor Program, Confederation College	Link 
The goal of the Indigenous Counsellor Program is to support Indigenous students at Confederation College. In addition, activities such as beading, skirt making, and t-shirt screen making are offered in partnership with community members to support on-going mental and emotional health while completing their school learning.	
Aboriginal Initiatives, Lakehead University	Link 
Aboriginal Initiatives offers many programs and services to Indigenous students attending Lakehead University. These include culturally grounded counselling services, access to transition coordinators, Aboriginal mentorship, and an Elders' Committee.	

Resource Title	Type
Aboriginal Cultural and Support Services, Lakehead University	Link 
The Aboriginal Cultural and Support Services (ACSS) offers many different services to Indigenous students at Lakehead University, Thunder Bay Campus. ACSS offers academic and individual services (ie., individual tutoring, group workshops, and gatherings with partners across the city), as well as cultural services, such as sweat lodge ceremonies, feasts, cultural teachings and much more.	
Native Nursing Entry Program	Link 
The NNEP is a nine-month preparation program that helps Indigenous students gain the necessary skills and academic requirements needed to enter the nursing degree program at Lakehead University in Thunder Bay, Ontario.	
Native Access Program	Link 
The Native Access Program is a nine-month transition program designed to provide Indigenous students with the academic skills necessary for the successful completion of an undergraduate degree.	
Indigenous Language Instructors Program	Link 
The Indigenous Language Instructors Program is a teacher education program at Lakehead University in Thunder Bay, Ontario. It is a language program aimed at training fluent speakers in Algonquin Languages to teach the languages in classrooms across Ontario.	

HOLISM AND ALL OUR RELATIONS

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Participatory and experiential learning activities
Relationship with family, ancestors
The culminating activity draws upon the previous activities completed in this 5-part Unit Plan. The culminating activity draws on the Personal Profile Worksheet that was completed with the student's family in Lesson Plan One (of 5).
Connections are made with everyday life
The activity in this lesson helps students prepare for their transition from secondary school to 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 value of Care as students are provided an opportunity to build their own future education and career/life plan to share with the class. The culminating activity builds on students' personal interest and insight into the development of their post-secondary pathway plan. For more information about Ethics in the Classroom, please see <i>Exploring the Ethical Standard for the Teaching Profession through Anishinaabe Art</i> provided 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)
The assessment strategy in this lesson is a student self-assessment that encourages reflection on what they have learned from the activity and to identify what they need to do to complete their assignment.

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

- [Building Classroom Community: A Celebration of Post-Secondary Plans \(5 of 5\)](#)
- ['Weaving a Web of Resiliency'](#)
- [« Tisser une toile de résilience »](#)
- [Learning from Community: Exploring Community Experiences and Post-Secondary Opportunities \(3 of 5\)](#)
- [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

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QUESTIONS/MORE DETAILS

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