



Date: _____

Identifying Strengths and Needs with the Four Directions Education Model (2 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 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. Identify a variety of strengths and needs using the Four Directions Education Model.
2. Apply the Four Directions Education Model to factors that influence future education and career/life goals.

LIST OF ACTIVITIES

1. Four Directions Education Model

MATERIALS

- Four Directions Education Model Template Exemplar
- Oshkaatisak Kikinhamaakewin (7 minute video)
- Assessment Resource: Anecdotal Notes for Small Group Observation
- Assessment Resource: Self-Assessment



Careers

Origin
Northwestern Ontario
Thunder Bay
Ontario

Learning Level / Grade

10

Also: Youth (up to age 30)



130 mins

DESCRIPTION

This lesson is part 2 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 Nation 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:

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

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan asks students to identify factors that influence their future education and career/life opportunities and goals. Students will apply the Four Directions Education Model as a guide to explore those factors.

Almost every territory and community has its own specific Four Directions Teachings. Contact the local Indigenous Resource Teacher for your District School Board, the First Nations Métis Inuit Community Liaison Officer, or your local Indigenous Friendship Centre about the specific teachings in your area and who can share those teachings and protocols.

The lessons within this Unit Plan meet the curriculum expectations in the Ontario Curriculum: Career Studies, Grade 10 (OPEN) course. The 2019 curriculum for this course (page 8) states:

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 life, 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 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 in this lesson are as follows:

Overall Expectations:

- B2 Develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities.

Specific Expectations:

- B2.1 Investigate their own interests, values, skills (including transferable skills), strengths, and areas that require further development, documenting their insights in a personal profile.
- B2.2 Identify factors and conditions other than an individual's strengths, interests, and needs that inform education and career/life choices, and explain which of these factors may be influencing their own decisions.

ACTIVITIES

1 - Four Directions Education Model**Purpose**

- Students are *introduced* to the Four Directions Education Model by teacher-educators, with Elders and Knowledge Holders (as applicable), before the lesson.
- Students *apply* the Four Directions Education Model by identifying factors that influence future education and career/life opportunities and goals.

Time: 50 mins

Activity Instructions

1. As a class, watch the video, *Oshkaatisak Kikinohamaakewin*.
2. Students are divided into groups of four. Each group will apply the Four Directions Education Model to identify factors that influence and offer support in their future education and career/life planning.
3. The following are guiding questions for each section:
 - a. Spiritual Quadrant: What spiritual/cultural values influence your post-secondary goals? What activities, events, or people support those values and teachings?
 - b. Emotional Quadrant: What are some connections between your goals and your personal life experiences? Who provides you with emotional support?
 - c. Physical Quadrant: What is healthy living for you? What are activities or events that help you live a healthy life?
 - d. Intellectual Quadrant: What are academic supports that help you complete your school work?
4. Each group will share their completed Four Directions Education Model with the class.
5. As a whole class, each of the responses are reviewed and a discussion is included on what other factors and supports can be added.

Additional Background Information for this Activity

Prior to beginning this activity, it is recommended to provide background information to the students about the Four Directions Education Model and the territory/nation it comes from. If an Elder or Knowledge Holder in your area is able to speak about the spiritual, emotional, physical, and intellectual aspects in the Four Directions Education Model, you can invite them to your classroom (following the People's protocols with the invitation). Alternatively, as a class, you can explore the links provided on this webpage in: "Where Can I Find Additional Information?" Information about Four Directions Teachings can be found at www.fourdirectionsteachings.com or speak with your Indigenous Resource Teacher to learn more.

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
- Emotional (e.g., Feeling, Intuitive) Learners



... in the following ways:

This activity includes a hand-out with clearly defined tasks, varied activities (some alone and some group), sharing discussions, and video use.

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
Four Directions Education Model Template Exemplar	File (Four Directions Education Model.pdf) 
This resource is a template and exemplar of the Four Directions Education Activity.	
Oshkaatisak Kikinohamaakewin (7 minute video)	Link 
<p>Oshkaatisak Kikinohamaakewin is a bilingual video in Anishinaabemowin and English. Indigenous educators, Elders, and knowledge holders share their messages to youth in northwestern Ontario that address identity, education, language, mino-bimaadiziwin (living a good life), relationships with Elders, and personal well-being.</p> <p>For the title, the creators of the video asked language speakers to translate "messages to youth" into Anishinaabemowin. They arrived at "Oshkaatisak Kikinohamaakewin," which literally means "youth learning."</p>	

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 two assessment strategies that emphasize 'Assessment as Learning': i) Anecdotal Notes from instructor's observations; and ii) student Self-Assessment.

Anecdotal Notes is a tool that instructors can use to make notes of students' participation and engagement in the small group and whole class activities.





The Self-Assessment handout is for students to assess and evaluate processes as a means to foster self-esteem, identity, and professionalism, as well as developing the students' capacity to be independent, autonomous learners.

Resource Title	Type
Assessment Resource: Anecdotal Notes for Small Group Observation	File (Anecdotal Notes for Small Group Observation.pdf) 
To assist the instructor with assessment of student participation in this activity.	
Assessment Resource: Self-Assessment	File (Self Assessment.pdf) 
This form is used by students to reflect on the activity, the Four Directions Education Model, and what they have learned.	

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
Four Directions Teachings	Link 
This is an overview of the Four Directions Teachings produced by the National Indigenous Literacy Association. You will need Adobe Flash and to enable pop-up windows to access this resource.	
First Nation, Métis, 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, Métis, and Inuit heritages and traditions, cultural teachings, celebrations, treaties, terminology, and best practices in Lakehead Public Schools. The whole resource contains useful information. As this lesson applies a Four Directions Education Model, pages 46, 47, and 62 discuss meanings behind the four directions.	
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. Beady.	
Oshkaatisak Kikinohamaakewin	Link 
Oshkaatisak Kikinohamaakewin is a bilingual video in Anishinaabemowin and English. Indigenous educators, Elders, and knowledge holders share their messages to youth in northwestern Ontario that address identity, education, language, mino-bimaadiziwin (living a good life), relationships with Elders, and personal well-being. For the title, the creators of the video asked language speakers to translate "messages to youth" into Anishinaabemowin. They arrived at "Oshkaatisak Kikinohamaakewin," which literally means "youth learning."	

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
Factors and supports are included throughout this lesson plan that connect students with everyday life through the influence of Indigenous students' 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? Yes
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
The ethical value of Care is reinforced from the Four Directions Education Model. Students learn about their different needs to support their personal well-being. For more information about Ethics in the Classroom, see <i>Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art</i> published by the Ontario College of Teachers and in collaboration with Bruce K. Beady. https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Stndrds%20and%20Anishinaabe%20Art_en%20web_accssble.pdf
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
The Four Directions Education Model activity encourages students to think about who they are and what is important to them in each of spiritual, emotional, physical, and intellectual aspects of being.
Personal reflection time (connecting with thoughts and feelings)
After completing the Four Directions Education Model in small groups, students think about and share further factors and supports that influence their future education and career/life goals. The whole class discussion provides students the opportunity to think and reflect on the activity in the lesson.

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

- [Learning from Community: Exploring Community Experiences and Post-Secondary Opportunities \(3 of 5\)](#)
- [Creating a Personal Plan for Future Education and Career/Life Goals \(4 of 5\)](#)
- [Building Classroom Community: A Celebration of Post-Secondary Plans \(5 of 5\)](#)
- ['Weaving a Web of Resiliency'](#)
- [« Tisser une toile de résilience »](#)
- [Developing a Personal Profile for Future Education and Career/Life Opportunities \(1 of 5\)](#)

CONTRIBUTORS

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Victoria Russell Mathews	Reviewer	

QUESTIONS/MORE DETAILS

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