



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

## Developing a Personal Profile for Future Education and Career/Life Opportunities (1 of 5)



### Careers

### 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. Investigate personal future education and career/life opportunities.
2. Describe their own interests, values, skills, strengths, and needs that influence their future education and career/life opportunities.

### LIST OF ACTIVITIES

1. Developing a Personal Profile
2. Sharing Circle
3. Connecting to Family

### MATERIALS

- Personal Profile Worksheet
- Assessment Resource: Sharing Circle Anecdotal Notes
- Assessment Resource: Personal Profile Worksheet Checklist
- Assessment Resource: Sharing Circle Anecdotal Notes
- Assessment Resource: Personal Profile Worksheet Checklist
- Assessment Resource: Sharing Circle Anecdotal Notes
- Assessment Resource: Personal Profile Worksheet Checklist

#### Origin

Northwestern Ontario  
Thunder Bay  
Ontario

#### Learning Level / Grade

10

Also: Youth (up to age 30)



120 mins

## DESCRIPTION

This lesson is part 1 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
- Different learning styles; attention given to mind, body, and spirit
- Personal reflection time (connecting with thoughts and feelings)
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Connections are made with everyday life
- Relationship with family, ancestors
- Nurturing healthy relationships in school and community
- Healthy relationship with self and identity

## TEACHERS' GUIDE

### Background/Foundational Information

- In this introductory lesson, students begin to think about their future education and career/life opportunities and goals. The activities in this lesson encourage students to reflect on their interests, values, skills, strengths, and needs that influence their future education and career/life opportunities, and the pathways that will help them meet their goals.

This lesson plan within the Unit Plan meets curriculum expectations in the Ontario Curriculum: Career Studies, Grade 10 (OPEN) course. The 2019 curriculum guide (page 8) states:

*The intent of the program is to ensure that students leave secondary school with a clear plan for their initial postsecondary 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 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:

- 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 - Developing a Personal Profile

**Purpose**

- Students identify future education and career/life opportunities.
- Students describe their interests, values, skills, strengths, and needs that impact their future education and career/life opportunities.
- Students identify pathways that lead to future education and career/life opportunities.

**Time:** 20 mins

**Activity Instructions**

Students are provided in-class time for independent reflection to complete the Personal Profile Worksheet. The worksheet asks students to identify:

1. Their future education or career/life goals.
2. Their interests, values, skills, and needs that influence their future education and career/life goals.
3. Pathways that will lead to their future education and career/life goals.

**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:**

In Activity 1, students are provided independent in-class time to think about their initial ideas in response to the handout; this activity supports the intellectual learner. In Activity 2, students then listen to their classmates' initial ideas and share their own ideas in a non-traditional sharing circle; this activity supports the emotional learners. Lastly in Activity 3, students share their ideas with family; this connects with the 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
Personal Profile Worksheet	File (Personal Profile Worksheet.pdf) 
The following worksheet is to be photocopied and handed out to students	

## TEACHING NOTES

## 2 - Sharing Circle

### Purpose

- Students share their initial thoughts and responses to their Personal Profile Worksheet.
- Students listen to classmates during the sharing circle.

**Time:** 50 mins

### Activity Instructions

Students will share their initial thoughts and responses to their Personal Profile Worksheet in a non-traditional sharing circle in class. In a non-traditional sharing circle, students sit in a circle with the instructor. Each student shares their initial responses to the Personal Profile Worksheet beginning with the student on the right-hand side of the instructor. Remind students that everyone is equal, and that students speak only when it is their turn to share.

After students share and listen to their classmates, they will have an opportunity to reflect and continue working on their Personal Profile Worksheet.

### Additional Background Information for this Activity

Traditional Indigenous sharing circles are guided by ceremonial protocols and are led by an Elder or Knowledge Holder. A non-traditional sharing circle (also referred to as talking circles) is a pedagogical approach that can be used for classroom instruction. The purpose of a non-traditional sharing circle is to create a learning environment for students to share and listen. Further information about sharing circles (or talking circles) in the classroom can be found at: Alberta Education (2005). Our words, our ways: Teaching First Nations, Metis, and Inuit Learners. Aboriginal Services Branch and Learning and Teaching Resources Branch.

### 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:

In Activity 1, students are provided independent in-class time to think about their initial ideas in response to the handout; this activity supports the intellectual learner. In Activity 2, students then listen to their classmates' initial ideas and share their own ideas in a non-traditional sharing circle; this activity supports the emotional learners. Lastly in Activity 3, students share their ideas with family; this connects with the spiritual learners.

## TEACHING NOTES

### 3 - Connecting to Family

**Purpose**

In this third activity, "Connecting to Family," students are encouraged to complete a Personal Profile Worksheet with their parents/guardians or extended family members.

**Time:** 30 mins

**Activity Instructions**

Students take their Personal Profile Worksheet home to share their responses and complete their worksheet for the next class.

**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:**

In Activity 1, students are provided independent in-class time to think about their initial ideas in response to the handout; this activity supports the intellectual learner. In Activity 2, students then listen to their classmates' initial ideas and share their own ideas in a non-traditional sharing circle; this activity supports the emotional learners. Lastly in Activity 3, students share their ideas with family; this connects with the spiritual learners.

## 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 two assessment strategies that emphasize 'Assessment for Learning': i) Sharing Circle Anecdotal Notes; and ii) a Personal Profile Worksheet Checklist.

The Anecdotal Notes are to be completed after the non-traditional sharing circle. Anecdotal Notes in this lesson provide a method for instructors to make notes of what is important to each student and to adjust their instruction to support student learning.

The Checklist ensures communication from teacher to student that supports meaningful feedback and a personal learning experience. The Checklist is used to review the students' Personal Profile Worksheet.

Resource Title	Type
<b>Assessment Resource: Sharing Circle Anecdotal Notes</b>	File (Sharing circle anecdotal notes.pdf) 
To assist with assessment for the 'Sharing Circle' activity.	
<b>Assessment Resource: Personal Profile Worksheet Checklist</b>	File (Personal Profile Worksheet Checklist.pdf) 
To assist with assessment of the 'Personal Profile Worksheet.'	

## 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>Transitions: Supporting First Nation, Métis, and Inuit Students in school and career services</b>	<a href="#">Link</a> 
For further information about supporting Indigenous students transition from secondary to post-secondary schools, refer to the following resources developed by Ontario Native Education Counselling Association.	
<b>Our words, our ways: Teaching First Nations, Métis, and Inuit Learners</b>	<a href="#">Link</a> 
This resource provides information about sharing circles (talking circles) in the classroom.	
<b>Supporting First Nations Learners Transitioning to Post-Secondary</b>	<a href="#">Link</a> 
The report provides information about the factors that affect First Nations learners in education in Canada and the types of initiatives required to support the successful transition of First Nations learners to post-secondary.	
<b>First Nation, Métis, 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, Métis, 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

*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:*

<b>Participatory and experiential learning activities</b>
<b>Relationship with family, ancestors</b>
In the third activity, "Connecting to Family", students are encouraged to complete a Personal Profile Worksheet with their parents/guardians or extended family members.
<b>Connections are made with everyday life</b>
The activities in this lesson provide students with multiple ways to brainstorm, reflect, and apply their ideas for future education and career/life goals to their secondary school learning.
<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
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
In this lesson, a non-traditional sharing circle provides students an opportunity to model respect of spiritual and cultural beliefs, and truthfulness and trust. For more information about Ethics in the Classroom, please 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. Beardy. <a href="https://www.oct.ca/-/media/PDF/Exploring+Ethical+Standards+through+Anishinaabe+Art/2015+Ethical+Stndrds+and+Anishinaabe+Art_en+web_accssble.pdf">https://www.oct.ca/-/media/PDF/Exploring+Ethical+Standards+through+Anishinaabe+Art/2015+Ethical+Stndrds+and+Anishinaabe+Art_en+web_accssble.pdf</a>
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
The 'Personal Profile Worksheet' activity nurtures identity as students explore what is important to them as they think about and plan for their future education and career/life goals. Students' concepts of self-identity are strengthened as the 'Connecting to Family' task nests students within families.
<b>Personal reflection time (connecting with thoughts and feelings)</b>
Students are provided opportunity to reflect while completing their Personal Profile Worksheet through Activity 1 (independent work time), Activity 2 (sharing circle), and Activity 3 (assigned task - Connecting to Family).

## 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

- Identifying Strengths and Needs with the Four Directions Education Model (2 of 5)
- 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»

## CONTRIBUTORS

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## QUESTIONS/MORE DETAILS

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