

Lesson Title: 1.2 ONECA’s Walk in Our Moccasins 1

Time: 2.5 hours

Resources Required: 1. Ontario Native Education Counselling Association. (2010). Walk in Our Moccasins: A Comprehensive Study of Aboriginal Education Counsellors in Ontario. Atikameksheng, ON: ONECA. 2. Learner Handbook For Module 1 - Reflective Journal on ONECA. 3. ZOOM (for all learners). 4. Smartware (desktops; laptops; tablets) and Internet.

Learning Goal: To discover the roles and issues that face Indigenous Education Counsellors.

Lesson Plan Sequence

Allotted Time	Activities
5 minutes	<p>Share and review the Agenda Map for this class with the learners. *If using ZOOM post this in the CHAT. Now, ask the learners to review the Agenda Map and give you a REACTION when they have read it.</p> <p><u>Agenda Map</u></p> <ul style="list-style-type: none">• Introduction to the REFLECTIVE JOURNAL on ONECA• Minds-On Activity on the Role of the Indigenous Counsellor• Mini-Lesson on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins• 1st Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 1 to 8 in document)• Viewing Activity on Indigenous Counsellor Resources• 2nd Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 8 to 14 in document)• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class
15 minutes	<p>Introduction to the REFLECTIVE JOURNAL on ONECA</p> <ul style="list-style-type: none">• Ask the learners to use their REFLECTIVE JOURNAL for this entire module. It is divided by the classes and also has the agenda map spread out in it. This will give them the space to

	<p>place all their activities, notes and/or questions in one spot.</p> <p>Remind them that each class will end with a reflective question for them to summarize their ideas, the discussions and the class content with.</p>
15 minutes	<p>Minds-On Activity on the Role of the Indigenous Education Counsellor</p> <ul style="list-style-type: none"> • Ask learners to draw a person (a stick figure is fine) in their REFLECTIVE JOURNAL. *If using ZOOM model HOW to do this using the WHITEBOARD feature when you click on SHARE SCREEN. • Now, have them imagine that this person (or stick figure) is an ‘Indigenous Education Counsellor’. Guide them in drawing the eyes, mouth, nose and hair on this person. • Next step is for the learners to put words/statements around the stick person that describe their view and understanding of an ‘Indigenous Education Counsellor’. • Have the learners share their drawings and words/phrases with each other.
15 minutes	<p>Mini-Lesson on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins</p> <ul style="list-style-type: none"> • Ask learners to create a web of phrases, words and symbols as you give this mini-lesson. *Model what a web looks like using the ZOOM whiteboard with the SHARE SCREEN option. • Share your own key insights into the role of the ‘Indigenous Education Counsellor’ from a personal perspective and from the ONECA report. This mini-lesson has a clear focus on the role of the Indigenous Education Counsellor and the issues facing the Indigenous Education Counsellor. • Ask learners to also reflect on ‘Indigenous Education Counsellors’ they know or have had experience with. They can record these thoughts in their REFLECTIVE JOURNAL.

<p>30 minutes</p>	<p>1st Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 1 to 8 in document)</p> <ul style="list-style-type: none"> • Share this free/online text to speech link with the learners - https://www.naturalreaders.com/online/ • Model HOW to use this text to speech link by uploading or drag/dropping the ‘ONECA Report Walk in Our Moccasins’ at this site. *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be used throughout the course for our focused activities and discussion. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ Who is ONECA? ○ What does this research project focus on? ○ Describe the duties of the Indigenous Education Counsellor and the issues that they face? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by reviewing the content from pages 1 to 8 in the Walk in Our Moccasins Report. Encourage them to use the text to speech link with headphones if they are in the same physical room as another learner • If there is time remaining – have learners share an ‘aha’ moment from this section of the report either orally or by copying/pasting into the CHAT (if using ZOOM).
<p>15 minutes</p>	<p>Viewing Activity on Indigenous Counsellor Resources</p> <ul style="list-style-type: none"> • Ask the learners to answer the question “How can these virtual tours of 2 Indigenous Institutes assist Indigenous Education Counsellors in their work?” in their REFLECTIVE JOURNAL.

	<ul style="list-style-type: none"> • Select 2 videos from this ONECA link and show to the learners. *If using ZOOM use the SHARE SCREEN option. Make sure you check off the ‘Optimize Screen Share for Video Clip’. https://oneca.com/transitions/virtual-tours-aboriginal-institutes • If there is time remaining – have learners share an ‘aha’ moment from this section of the report either orally or by copying/pasting into the CHAT (if using ZOOM).
30 minutes	<p>2nd Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 8 to 14 in document)</p> <ul style="list-style-type: none"> • Once again, model HOW to use this text to speech link by uploading or drag/dropping the ‘ONECA Report Walk in Our Moccasins’ at this site. *If using ZOOM use the SHARE SCREEN option with the group. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ What do the 11 focus groups have in common? Different? ○ Summarize the training needs of Indigenous Education Counsellors. Which of these training needs are essential in your area? Why? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by reviewing the content from pages 8 to 14 in the Walk in Our Moccasins Report. Encourage them to use the text to speech link with headphones if they are in the same physical room as another learner • If there is time remaining – have learners share an ‘aha’ moment from this section of the report either orally or by copying/pasting into the CHAT (if using ZOOM).
20 minutes	The REFLECTIVE JOURNAL on ONECA

	<ul style="list-style-type: none"> • Let the learners know that we will be sharing some of our takeaways from today. *If you have ZOOM have learners copy/paste an idea from their journal into the CHAT. • Encourage learners to share their ideas and/or questions. It is also important to emphasize that if you are using ZOOM to select a REACTION when a fellow learner has shared.
5 minutes	<p>Conclusion to this Class</p> <ul style="list-style-type: none"> • Instruct the learners to put this reflective question/s in their REFLECTIVE JOURNAL. <ul style="list-style-type: none"> ○ What have you learned today? Why is this information critical to the role of the Indigenous Education Counsellor? • The process is to think about the question/s. Review their notes in the REFLECTIVE JOURNAL. And then answer the question/s. • Remind them to complete all homework from this lesson and review the agenda map for next class. This will ensure they are prepared to move on.