

Lesson Title: 1.3 ONECA’s Walk in Our Moccasins 2

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 explore the many aspects of Indigenous student success and disengagement.

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">• 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 Viewing Activity on Indigenous Counsellor Resources• 1st Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 15 to 21 in document)• 2nd 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 22 to 28 in document)• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class
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

	<p>this using the WHITEBOARD feature when you click on SHARE SCREEN.</p> <ul style="list-style-type: none"> • Now, have them imagine that this person (or stick figure) is an ‘Indigenous Student’. 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 describes their view of the factors (positive and negative) that affect Indigenous Students’ educational success. • 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 impacts that an ‘Indigenous Education Counsellor’ can have from your own personal perspective and from the ONECA report. Ensure that your mini-lesson focuses on Indigenous Student attrition, retention and transitions. • Ask learners to also reflect on ‘Indigenous Students’ they know or have had experience with and the challenges/successes they faced. They can record these thoughts in their REFLECTIVE JOURNAL.
15 minutes	<p>1st 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 Colleges 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-colleges • 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>1st Focused Activities and Discussion on the Role of the Counsellor from the ONECA Report Walk in Our Moccasins (pages 15 to 21 in document)</p> <ul style="list-style-type: none"> • Once again share this free/online text to speech link with the learners - https://www.naturalreaders.com/online/ • 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. 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"> ○ Why do Indigenous students leave school? ○ Describe retention practices that facilitate success for Indigenous students? ○ How does this information assist the Indigenous Education Counsellor? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by reviewing the content from pages 15 to 21 in the Walk in Our Moccasins Report. Once again encourage them to use the text to speech link with headphones if they are in the same physical room as another learner

	<ul style="list-style-type: none"> • 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).
15 minutes	<p>2nd 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 Universities assist Indigenous Education Counsellors in their work?” in their REFLECTIVE JOURNAL. • 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-universities • 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 22 to 28 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"> ○ Are there various levels of transitions for Indigenous students? What are these? ○ Identify the critical factors that affect Indigenous student graduation. ○ How does this information assist the Indigenous Student Counsellor? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by reviewing the content from

	<p>pages 22 to 28 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</p> <ul style="list-style-type: none"> • 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	<p>The REFLECTIVE JOURNAL on ONECA</p> <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.