

Lesson Title: 1.4 ONECA’s TRANSITIONS 1

Time: 2.5 hours

Resources Required: 1. Ontario Native Education Counselling Association. (2020). TRANSITIONS Toolkits. 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 investigate the transitions of Indigenous students from preschool through to post-secondary and to work and to home.

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 TRANSITIONS IN K TO 12• Mini-Lesson on TRANSITIONS IN K TO 12• 1st Viewing Activity on ONECA’S TRANSITIONS• 1st Focused Activities and Discussion on ONECA’S TRANSITIONS FROM PRESCHOOL TO SECONDARY• 2nd Viewing Activity on ONECA’S TRANSITIONS• 2nd Focused Activities and Discussion on ONECA’S TRANSITIONS FROM SECONDARY TO POST-SECONDARY TO WORK TO HOME• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class
15 minutes	<p>Minds-On Activity on TRANSITIONS IN K TO 12</p> <ul style="list-style-type: none">• Ask learners to draw a school in their REFLECTIVE JOURNAL. *If using ZOOM model HOW to do this using the WHITEBOARD feature when you click on SHARE SCREEN.

	<ul style="list-style-type: none"> • Now, have them imagine that this school is an ‘Indigenous School focused on Indigenous Student Success’. • Next step is for the learners to put words/statements around the school that describes their view of the positive factors that affect Indigenous students’ educational success. • Have the learners share their drawings and words/phrases with each other.
15 minutes	<p>Mini-Lesson on TRANSITIONS IN K TO 12</p> <ul style="list-style-type: none"> • Ask learners to create a t-chart in their REFLECTIVE JOURNAL. The first column is titled ‘Instructor’s Ideas’ and the second column is ‘Learner Ideas’. *Model what a t-chart looks like using the ZOOM whiteboard with the SHARE SCREEN option. • Instruct the learners to record key ideas that you (the instructor) shares with them about TRANSITIONS in K to 12. They are to record these in the 1st column. • Now, share your insights into the TRANSITIONS IN K to 12 that Indigenous students go through. Ensure that your mini-lesson focuses on the content from the TRANSITIONS Toolkits and ONECA’s TRANSITIONS website: https://oneca.com/transitions/ • Have learners copy/paste a key learning from their t-chart (1st column) into the CHAT. Review the key learning/s and ask the learners to put 2 new ideas in the 2nd column of their t-chart.
15 minutes	<p>1st Viewing Activity on ONECA’S TRANSITIONS</p> <ul style="list-style-type: none"> • Ask the learners to answer the question “How can the Indigenous Education Counsellor support students and parents/guardians in the transitions from preschool to secondary?” in their REFLECTIVE JOURNAL.

	<ul style="list-style-type: none"> • Watch these 2 videos from these ONECA links 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/preschool-to-elementary.html https://oneca.com/transitions/elementary-to-secondary.html • If there is time remaining – have learners share an ‘aha’ moment from these videos either orally or by copying/pasting into the CHAT (if using ZOOM).
30 minutes	<p>1st Focused Activities and Discussion on ONECA’S TRANSITIONS FROM PRESCHOOL TO SECONDARY</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 now copying/pasting the text from the ‘Preschool to Secondary’ pages at: https://oneca.com/transitions/preschool-to-elementary.html and https://oneca.com/transitions/elementary-to-secondary.html • *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be continually used throughout the course for our focused activities and discussion. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ What are TRANSITIONS? ○ How do these differ from preschool/elementary TO elementary/secondary? ○ Why is this information critical for the Indigenous Education Counsellor? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by also reviewing the content from the TRANSITIONS TOOLKITS (Preschool to Secondary

	<p>Information) and the website (above links). Once again 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).
<p>15 minutes</p>	<p>2nd Viewing Activity on ONECA’S TRANSITIONS</p> <ul style="list-style-type: none"> • Ask the learners to answer the question “How can the Indigenous Education Counsellor support students in the transitions from secondary to post-secondary to work to home?” in their REFLECTIVE JOURNAL. • Watch these 3 videos from these ONECA links 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’. <p>https://oneca.com/transitions/secondary-to-post-secondary.html https://oneca.com/transitions/school-to-work.html https://oneca.com/transitions/post-secondary-to-home.html</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).
<p>30 minutes</p>	<p>2nd Focused Activities and Discussion on ONECA’S TRANSITIONS FROM SECONDARY TO POST-SECONDARY TO WORK TO HOME</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 now copying/pasting the text from the ‘Secondary to Post-Secondary to Work to Home’ pages at:

	<p>https://oneca.com/transitions/secondary-to-post-secondary.html and https://oneca.com/transitions/school-to-work.html and https://oneca.com/transitions/post-secondary-to-home.html</p> <ul style="list-style-type: none"> • *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be continually used throughout the course for our focused activities and discussion. • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ Illustrate the similarities and differences between the three transitions (e.g. secondary to post-secondary; to work; to home). ○ Why is this information critical for the Indigenous Education Counsellor? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL by reviewing the content from the TRANSITIONS TOOLKITS (Secondary to Post-Secondary to Work to Home Information) and the website (above links). • Once again 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	Conclusion to this Class

	<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? How can this information facilitate Indigenous student success?• 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.
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