

Lesson Title: 1.5 ONECA’s TRANSITIONS 2

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 explore the complexity of transitions for Indigenous students from reserve to public schools to remote to urban.

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 FROM RESERVE/REMOTE TO PUBLIC/URBAN• Mini-Lesson on TRANSITIONS FROM RESERVE/REMOTE TO PUBLIC/URBAN• 1st Viewing Activity on ONECA’S TRANSITIONS FROM RESERVE TO PUBLIC AND PARENTAL ENGAGEMENT• 1st Focused Activities and Discussion on ONECA’S TRANSITIONS FROM RESERVE TO PUBLIC AND PARENTAL ENGAGEMENT• 2nd Viewing Activity on ONECA’S TRANSITIONS FROM REMOTE TO URBAN• 2nd Focused Activities and Discussion on ONECA’S TRANSITIONS FROM REMOTE TO URBAN• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class

<p>15 minutes</p>	<p>Minds-On Activity on TRANSITIONS FROM RESERVE/REMOTE TO PUBLIC/URBAN</p> <ul style="list-style-type: none"> • Ask learners to draw a car or bus or train or plane 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 select one window on the car/bus/train/plane and put the face of an ‘Indigenous Student’ in it. Imagine that this ‘Indigenous Student’ is travelling to school away from their home community. • Next step is for the learners to put words/statements around the car/bus/train/plane with the student in it that describes their view of the thoughts going through the mind of the ‘Indigenous Student’. • Have the learners share their drawings and words/phrases with each other.
<p>15 minutes</p>	<p>Mini-Lesson on TRANSITIONS FROM RESERVE/REMOTE TO PUBLIC/URBAN</p> <ul style="list-style-type: none"> • Ask learners to create a t-chart in their REFLECTIVE JOURNAL. The first column is titled ‘Reserve to Public’ and the second column is ‘Remote to Urban’. *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 from RESERVE to PUBLIC and REMOTE to URBAN. They are to record these in the appropriate columns. • Now, share your insights into the TRANSITIONS from RESERVE to PUBLIC and REMOTE to URBAN that Indigenous students go through. Ensure that your mini-lesson

	<p>focuses on the content from the TRANSITIONS Toolkits and ONECA’s TRANSITIONS website:</p> <p>https://oneca.com/transitions/</p> <ul style="list-style-type: none"> • Have learners copy/paste a key learning from their t-chart (1st column) into the CHAT. Review the key learning/s.
15 minutes	<p>1st Viewing Activity on ONECA’S TRANSITIONS FROM RESERVE TO PUBLIC AND PARENTAL ENGAGEMENT</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 transition from on-reserve to public schools?” 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’. <p>https://oneca.com/transitions/reserve-school-to-public-schools.html</p> <ul style="list-style-type: none"> • 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 RESERVE TO PUBLIC AND PARENTAL ENGAGEMENT</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 ‘Reserve to Parental Engagement’ pages at: https://oneca.com/transitions/reserve-school-to-public-schools.html and https://oneca.com/transitions/parental-engagement.html • *If using ZOOM use the SHARE SCREEN option with the group. Let the learners know that this text to speech link will be

	<p>continually used throughout the course for our focused activities and discussion.</p> <ul style="list-style-type: none"> • Pose or post these questions to the group: <ul style="list-style-type: none"> ○ Document the transition strategies for Indigenous students from on-reserve schools to public schools. How can parents/guardians be engaged? ○ 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 (On-Reserve to Public and Parental Engagement) 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 • 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 ONECA’S TRANSITIONS FROM REMOTE TO URBAN</p> <ul style="list-style-type: none"> • Ask the learners to answer the question “How can the Indigenous Education Counsellor support students living in remote communities to transition to urban areas?” 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’. <p>https://oneca.com/transitions/remote-to-urban.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).
30 minutes	<p>2nd Focused Activities and Discussion on ONECA’S TRANSITIONS FROM REMOTE TO URBAN</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 ‘Remote to Urban’ page at: https://oneca.com/transitions/remote-to-urban.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"> ○ Communicate the challenges, opportunities and strategies for working with Indigenous students moving from remote locations to urban schools. ○ 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 (Remote to Urban 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	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? 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.