

Lesson Title: 1.6 ONECA’s Indigenous Well-Being in Schools

Time: 3 hours

Resources Required: 1. Ontario Native Education Counselling Association. (2017). Indigenous Well-Being In Schools Toolkit. 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 delve into Indigenous well-being resources and connect to Indigenous Education Counsellor practices.

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 Indigenous Well-Being• Mini-Lesson on Indigenous Well-Being in Schools• 1st Viewing Activity on Indigenous Well-Being in Schools• 1st Focused Activities and Discussion on Indigenous Well-Being in Schools• 2nd Viewing Activity on Indigenous Well-Being in Schools• 2nd Focused Activities and Discussion on Indigenous Well-Being in Schools• 3rd Viewing Activity on Indigenous Well-Being in Schools• The REFLECTIVE JOURNAL on ONECA• Conclusion to this Class
20 minutes	<p>Minds-On Activity on Indigenous Well-Being</p> <ul style="list-style-type: none">• Ask learners to draw a circle 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 put the words ‘physical, emotional, intellectual and spiritual’ in the circle. They can put these words in particular areas of the circle if their familiarity is with the medicine wheel (e.g. sacred circle). • Next step is for the learners to identify ways to be and stay well by connecting words/phrases to the words – physical, emotional, intellectual and spiritual. You may have to prompt the learners by providing your own examples (e.g. physical – good sleep; emotional – spend quality time with friends; intellectual – listen to a good podcast; spiritual – get out on the land). • Have the learners share their drawings and words/phrases with each other.
20 minutes	<p>Mini-Lesson on Indigenous Well-Being in Schools</p> <ul style="list-style-type: none"> • Ask learners to draw another circle in their REFLECTIVE JOURNAL. They are to create 4 sections (e.g. domains) in the circle (4 pie equal pie shapes). *Model what this looks like using the ZOOM whiteboard with the SHARE SCREEN option. • They are to label each section (e.g. domain) with these titles – spiritual, physical, mental, emotional. • Instruct the learners to record key ideas that you (the instructor) shares with them about Indigenous Well-Being in Schools. They are to organize their thoughts into the 4 domains.. • Now, share your insights into ‘Indigenous Well-Being in Schools’ by using the ONECA FINAL REPORT from 2017 called ‘Indigenous Well-Being in Schools – Understanding, Promoting and Supporting Indigenous Learners’. • Ensure that your mini-lesson focuses on this report and the ‘Indigenous Well-Being’ content at this website: https://oneca.com/oneca-resources-and-articles.html

	<ul style="list-style-type: none"> • Have learners copy/paste a key learning from their circles into the CHAT. Review the key learning/s.
15 minutes	<p>1st Viewing Activity on Indigenous Well-Being in Schools</p> <ul style="list-style-type: none"> • Ask the learners to answer the question “How can the Indigenous Education Counsellor support student well-being in schools?” in their REFLECTIVE JOURNAL. • Select a relevant well-being video from this ONECA resource called ‘Indigenous Well-Being in Schools – Web-Based Resource Guide’ at this 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/documents/Wellbeing_WEB%20RESOURCE.pdf</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 Indigenous Well-Being in Schools</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 dragging/dropping or uploading the PDF called ‘Indigenous Well-Being in Schools – Understanding, Promoting and Supporting Indigenous Learners’ at: <p>https://oneca.com/documents/Wellbeing_Final%20Report_WEB.pdf</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"> ○ What factors contribute to well-being in schools for Indigenous learners? How can the Indigenous Education Counsellor promote/support well-being in schools?

	<ul style="list-style-type: none"> ○ Why is this information critical for the Indigenous Education Counsellor? ● Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL using the report above and their Indigenous Well-Being in Schools Toolkit. 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).
20 minutes	<p>2nd Viewing Activity on Indigenous Well-Being in Schools</p> <ul style="list-style-type: none"> ● Again, ask the learners to answer the question “How can the Indigenous Education Counsellor support student well-being in schools?” in their REFLECTIVE JOURNAL. ● Select another relevant well-being video from this ONECA resource called ‘Indigenous Well-Being in Schools – Web-Based Resource Guide’ at this 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/documents/Wellbeing_WEB%20RESOURCE.pdf</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>2nd Focused Activities and Discussion on Indigenous Well-Being in Schools</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 dragging/dropping or uploading the PDF called ‘Maintaining Balance – Staying Connected to Land, Culture & Language’ at: https://oneca.com/documents/Maintaining%20Balance.pdf

	<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"> ○ Identify activities in this document that fit with your approach to well-being and students. How can these activities enhance well-being and balance? ○ Why is this information critical for the Indigenous Education Counsellor? • Let the learners know that they will answer these questions in their REFLECTIVE JOURNAL. Once again encourage them to use the text to speech link with headphones if they are in the same physical room as another learner • 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).
15 minutes	<p>3rd Viewing Activity on Indigenous Well-Being in Schools</p> <ul style="list-style-type: none"> • For the final time ask the learners to answer the question “How can the Indigenous Education Counsellor support student well-being in schools?” in their REFLECTIVE JOURNAL. • Select a final relevant well-being video from this ONECA resource called ‘Indigenous Well-Being in Schools – Web-Based Resource Guide’ at this 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/documents/Wellbeing_WEB%20RESOURCE.pdf</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).

<p>20 minutes</p>	<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.
<p>5 minutes</p>	<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 enhance the work of the Indigenous Education Counsellor with their students? • 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.