CURRICULUM GR. 9-12

OPTIONS & OPPORTUNITIES

Grade 12

MAIN IDEA

Part of the legacy of residential schools is lack of trust or respect for education. As Educators we need to encourage First Nations youth to stay in school, as it will provide options and opportunities. This lesson will expose students to varying career choices that are available to them. Students will make connections to their feelings and their future while defining key terms related to the subject. Students will explore a wide range of education, career options and successes of First Nations people in Canada. Students will explore and evaluate a wide range of education and career options available to them by conducting research on four different careers of their choice. Students will then share the information they gathered with the class.

ONTARIO SPECIFIC EXPECTATIONS Students will...

NATIVE STUDIES

- Identify strategies that reflect the aspirations of Aboriginal peoples to take responsibility for their own future.
- Identify and share efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency.
- Demonstrate an understanding of the global roles that Indigenous peoples see for themselves (stewardship of the environment, co-management of resources, etc.).
- Identify strategies that indigenous peoples might use to achieve financial stability.

MATERIALS	RESOURCES & SOURCES		
Copies of handouts	Terms - http://www.dictionary.com		
Computer lab			
Rubric	Occupational Inspiration Handout http://www.aadnc-aandc.gc.ca/eng/1339438481408/1339438518261-chp4		
	incep.//www.aaune-aanuc.gc.ca/eng/1557450401400/1557450510201-enp4		
	Inspiration Video Series – Earth Voices Series I and II. Available on Learn 360. Tells the story of First Nation Success Stories.		
	Tens the story of Prist Nation Success Stories.		
	First Nations Career Counseling Model – http://www.contactpoint.ca/natcon-na		
	conat/2003/pdf/pdf-03-16.pdf		



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ACTIVITIES

1. Distribute **It's Time to Think about What's Out There for You!** Have students **Complete Part A** that has students defining terms *in their own words.* While students are working on this you can be doing a diagnostic assessment.

Terms from Dictionary.com:

Self - determination: free to live as one chooses

Aspire: to be eagerly desirous for something great or of high value

Hope: the feeling that what is wanted can be had

Diligence: constant and earnest effort to accomplish what is undertaken

Motivation: provide with a reason to act a certain way

2. Have either a class discussion, a small group discussion, a think-pair-share, or individual written responses with students on the following:

Do they know what they want to do for employment?

Do they want to stay on the reserve or move away?

What opportunities and options are available to them?

Do you feel that there is a specific role for you in this society?

3. Brainstorm either a class, in small groups, a think-pair-share, or individual written responses with students some career options that they may be interested in pursuing for their future. Some career examples might be:

Arts and Entertainment (Singer/Songwriter, Painter, Author, Sculpture, Dancer)

Education (Teacher, PSW, Counselor, Midwife, RPN, Dietician)

Environment (Mining, Resource Management, Forestry)

Trades (Electrician, Mechanic, Welding, Plumbing, Carpentry)

Political (Chief, FN Council Member, City Counselor, Chief, Policy Analyst, MP, MPP)

4. Distribute and review **Career Path Options – Research Assignment** with the students. The task is to have students investigate and research (4) career paths available in and outside of a First Nations community. Note this may take 1 to 2 class periods to complete. Have students use the **Career Paths Choices Chart**.



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5. Revisit **It's Time to Think about What's Out There for You!** Have students **Complete Part B** that has students reflecting on their experiences. The hope is that students may have a better idea of what they may want to do with their future and be able to make a connection to the terms introduced at the beginning of the lesson.

ASSESSMENT

Summative: Career Path Options Rubric



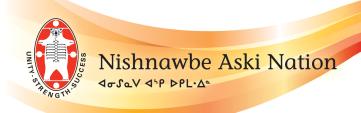
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	Name:
IT'S TIME T	O THINK ABOUT WHAT'S OUT THERE FOR YOU!
Part A	
Define the following terexample:	rms in your own words. Use each word in an example where possible. For
Gratitude	The feeling of thanks. I have gratitude towards my teacher who helps us to learn.
TERMS:	
SELF-DETERMINATIO	N
ASPIRE	
НОРЕ	
DILIGENCE	
MOTIVATION	
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WORKSHEET

Name:	
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CAREER PATH OPTIONS

RESEARCH ASSIGNMENT

Over the course of approximately two days in the computer lab, each student will research (4) possible Career choices for their future. Organize the information using the Career Path Choices Chart (worksheet).

Make sure to include a Resources sheet at the end of the document to include the following:

- Web site Name
- URL
- Date Retrieved

PRESENTATION

Based on your Career Path Options research, prepare a 4-5 minute presentation.

Be sure to include the following:

- Explain the 4 careers that you chose to research & why?
- What is your favourite choice & why?
- Include a visual in your presentation



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CAREER PATH OPTIONS

Job Title	Job Description	Lifestyle	Education Required	Additional Skills
Name of Job	Duties & Responsibilities	Hours of work, salary, holidays, travel, perks	OSSD, Post- Secondary, Training Course	Skills required, qualities, characteristics
Choice 1				
Choice 2				
Choice 3				
Choice 4				



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ADDITIONAL RESOURCE (READING)

This resource can be read to the class for inspiration.

FIRST NATIONS STUDENTS SUCCESS PROGRAM SUCCESS STORIES

Occupational Inspiration



First Nations students learn job skills and the value of education at annual career days.

Quebec

Every school lesson reinforces diligence, but what about motivation— the other factor of success? Students in Lac Simon and Wemotaci, Quebec now have more than enough to go around thanks to captivating

career days made possible by the First Nation Student Success Program (FNSSP).

The inaugural event—*La Journée carrière*—in Wemotaci was a student retention initiative organized as part of the school's success plan under the FNSSP. The aim of the fair was simple: to give students in grades 9 through 11 a chance to learn about—and be inspired by—the careers of accomplished members of the community. Hoping that at least a majority of students would want to attend, coordinator David Lefebvre of Nikanik Secondary School invited local professionals to get involved.

The community gives back

The response was overwhelming. More than 90 per cent of eligible students enrolled for workshops, and dozens of professionals transformed the gym into a Career Centre. Through a combination of activities, booth displays, and question-and-answer forums, students learned about the challenges and rewards of countless occupations, including several in the Canadian Forces and in the fields of mining, forestry, agriculture, construction, health care and human resources.

Making the connection to the classroom, many presenters strongly emphasized the importance of skills learned in high school to succeed in the workplace.

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"One professional explained a mathematical formula he uses frequently in his work," says Lefebvre. "It was the same formula our students had just learned in math class, and you could see them realize the importance and practical value of what they were learning in school."

Learning outside the classroom



Of course, there's no substitute for hands on experience, and Wemotaci's police and fire departments rose to the occasion with a variety of exciting and educational activities. Granted access to real equipment and facilities, students were treated to an inside view of the exciting duties of Quebec's first responders.

The police workshop began with a local constable giving an overview of the training, procedures and duties of a peace officer. Students were then called

upon to put into practice what they had learned by solving a crime in their own school! Interrogating suspects, verifying alibis and applying for judicial warrants, the teens had a fun and engaging look into the world of law enforcement.

Not to be outdone, Wemotaci's Fire Department timed students to see how quickly they could put on the protective gear of a fire fighter and roll up a real fire hose. Wearing oxygen masks, students then charged into a smoke-filled house to save the victims inside.

A new sense of direction

Flooded with positive comments from presenters, Lefebvre was even more impressed by the student reaction.

"Our best results were the smiles on students' faces and the enthusiasm in their eyes," says Lefebvre.

"By walking in the shoes of someone important, students came to a better understanding of what they want from their community, from their school and from themselves."

Source: http://www.aadnc-aandc.gc.ca/eng/1339438481408/1339438518261 - chp4

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RUBRIC

Name:	

CAREER PATH OPTIONS

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding: Demonstrate understanding of general information pertaining to occupations of interest.	Demonstrates understanding of general information pertaining to occupations of interest with a limited degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with some degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a considerable degree of effectiveness.	Demonstrates understanding of general information pertaining to occupations of interest with a high degree of effectiveness.
Thinking & Inquiry: Locate information about learning opportunities and work, using a variety of career information resources.	Locates information about learning opportunities and work, using a variety of career information resources with a limited degree of capability.	Locates information about learning opportunities and work, using a variety of career information resources with some degree of capability.	Locates information about learning opportunities and work, using a variety of career information resources with considerable capability.	Locates information about learning opportunities and work, using a variety of career information resources with a high degree of capability.
Communication: Summarize and communicate information about occupations of interest.	Summarizes and communicates information about occupations of interest with a limited degree of clarity.	Summarizes and communicates information about occupations of interest with some degree of clarity.	Summarizes and communicates information about occupations of interest with considerable clarity.	Summarizes and communicates information about occupations of interest with a high degree of clarity.
Application: Share knowledge and understanding in the assignment and presentation.	Shares knowledge and understanding of the assignment and presentation with limited effectiveness.	Shares knowledge and understanding of the assignment and presentation with some effectiveness.	Shares knowledge and understanding of the assignment and presentation with considerable effectiveness.	Shares knowledge and understanding of the assignment and presentation with a high degree of effectiveness.

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

GLN40: Navigating the Workplace, Grade 12, Open

Source: Resource ID : EL01353530 https://resources.elearningontario.ca/d2l/home