

# Omushkego Land-Based Cooperative Education Course Activities and Assignments Student's Guide



Celebrating the Omushkego Cycle of Life

# O mushkego Land-Based Cooperative Education Course Activities and Assignments Student's Guide

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# Acknowledgements

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Omushkego Education

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- Ontario Curriculum Course Profiles

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# Introduction

This student's guide has been developed to provide you with activities and assignments required to achieve success in the cooperative education program. These activities are organized in four sections: pre-course planning, pre-placement orientation, classroom integration, and co-op placement. All are essential for completion of co-op program requirements. Consequently, attendance and punctuality (being on time) is mandatory for all activities. In the event of absence, lateness, or illness, notify your co-op placement supervisor at the start of the placement day, your co-op teacher or school attendance office before the school day, and leave a message and reasons for your absence.

# I. Pre-Course Planning Activities

Prior to the start of a cooperative education course, the co-op teacher must schedule a meeting with every student considering enrolment in the course to determine the student’s readiness to participate in cooperative education, taking into account the goals and interests identified in the student’s Individual Pathways Plan (IPP) and other relevant information.

## Pre-Course Planning Activities and Assignments Checklist

Instructions: Please check off (✓) and submit each of your completed application forms from this activity to your coop teacher. Upon successful completion of these applications, your teacher will sign off and date (under teacher’s signature) each of them.

Name: \_\_\_\_\_

I. Pre-Course Planning Activities		
✓	Activity and Assignments	Teacher’s Signature
<b>Activity 1: Application and Interview for the Cooperative Education Experience</b>		
	Application for Cooperative Education (Form 01)	
	Teacher References (Form 02)	
	Cooperative Education Student Interview (Form 03)	

### Activity 1: Application and Interview for the Cooperative Education Experience

In this activity you will complete the application and interview process prior to entering Creating Opportunities through Co-op, Grade 11 (DCO3O). Initially, you will be asked to complete the following forms: Application for Cooperative Education (Form 01) and Teacher Reference (Form 02). Upon receipt of the application and two teacher reference forms, the co-op teacher will schedule a meeting for an interview to determine your readiness to participate in cooperative education and will provide you with the following: Cooperative Education Student Interview (Form 03) and 10 Best Interview Tips. After the interview, you will be notified of your acceptance into the cooperative education program by the co-op teacher.



## **10 Best Interview Tips**

### **1. Conduct Research on the Cooperative Education Program**

Success in an interview starts with a solid foundation of knowledge on your part. You should understand the cooperative education program, the requirements of the program, and the person interviewing you.

### **2. Review Common Interview Questions and Prepare Your Responses**

Another key to interview success is preparing responses to expected interview questions. These questions will be given to you before your interview as part of Cooperative Education Student Interview (Form 03). Your goal is to compose detailed yet concise responses that focus on specific examples and accomplishments.

### **3. Dress for Success**

Wear clothing that fits the organization and its culture, striving for the most professional appearance you can accomplish. Remember that it's always better to be overdressed than under and to wear clothing that fits and is clean and well kept. Keep accessories and jewelry to a minimum. Try not to smoke or eat right before the interview and if possible, brush your teeth or use mouthwash.

### **4. Arrive on Time, Relaxed and Prepared for the Interview**

There is no excuse ever for arriving late to an interview. Short of a disaster, strive to arrive about 15 minutes before your scheduled interview to complete additional paperwork or allow yourself time to get settled.

### **5. Make Good First Impressions**

A cardinal rule of interviewing is to be polite and offer warm greetings to everyone you meet from the school secretary to the co-op teacher. Interviewers often are curious how applicants treat staff members and your interview could easily be derailed if you're rude or arrogant to any of the staff. When it's time for the interview, keep in mind that the impression interviewers get in the first few seconds of meeting you can make or break an interview.

### **6. Be Authentic, Upbeat, Focused, Confident, Candid, and Concise**

Once the interview starts, the key to success is the quality and delivery of your responses. Your goal should always be authenticity, responding truthfully to interview questions. At the same time, your goal is to get to the next step, so you'll want to provide focused responses that showcase your skills, experience, and fit in the cooperative education program. Provide solid examples of accomplishments but keep your responses short and to the point.

## **7. Remember the Importance of Body Language**

While the content of your interview responses is paramount, poor body language can be a distraction at best or a reason not to hire you at worst. Effective forms of body language include smiling, eye contact, solid posture, active listening, and nodding.

## **8. Ask Insightful Questions**

Studies continually show that interviewers make a judgment about an applicant's interest in the cooperative education program by whether or not the interviewee asks questions. Thus, even if the co-op teacher was thorough in his or her discussions about what is expected, you must ask a few questions. This shows that you have done your research and that you are curious. The smart candidate prepares questions to ask days before the interview, adding any additional queries that might arise from the interview.

## **9. Sell Yourself and then Close the Deal**

The most qualified applicant is not always the one who is accepted; the winning candidate is often the one who does the best responding to interview questions and showcasing his or her fit with the cooperative education program. Some liken the interview process to a sales call. You are the salesperson and the product you are selling is your ability to achieve the co-op program's expectations and meet success.

Finally, as the interview winds down, ask about the next steps in the process and the timetable in which the co-op teacher expects to use to make a decision about the position.

## **10. Thank Interviewer(s) in Person, by Email, or Postal Mail**

Common courtesy and politeness go far in interviewing; thus, the importance of thanking each person who interviews you should come as no surprise. Start the process while at the interview, thanking each person who interviewed you before you leave. Writing thank-you emails or notes shortly after the interview will not get you acceptance into the program, but doing so will certainly give you an edge over any of the other candidates who didn't bother to send thank-you notes.

## **Final Thoughts on Interview Success**

Succeeding in interviews takes research, practice, and persistence. The more effort you put into your interview preparation, the more success you'll see in obtaining acceptance in the cooperative education program, especially if you remember and follow these ten interviewing tips.

—from adapted from <https://www.livecareer.com/career/advice/interview/job-interview-tips>

## II. Pre-Placement Orientation Activities

Your learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom pre-placement orientation activities is to ensure that you are:

- prepared for your community experience, demonstrating the skills and knowledge required *before* the start of your community component;
- focused on integrating your learning *throughout* the course.

### Pre-Placement Orientation Activities and Assignments Checklist

Instructions: Please check off (✓) and submit each of your completed assignments with assessments (rubric, rating scale, checklist, or marking scheme) from each activity to your coop teacher. Upon successful completion of these assignments, your teacher will sign off, date (under teacher’s signature), and return each of them.

Name: \_\_\_\_\_

II. Pre-Placement Orientation Activities		
✓	Activities and Assignments	Teacher’s Signature
<b>Activity 1: Roles, Responsibilities, and Rights that Support Well-Being in the Cooperative Education Experience (5%).</b>		
	Assignment 1: Roles and Responsibilities Reflection Journal (5%) Student Declaration of Responsibilities (Form 04)	
	Assignment 2: Confidentiality and Ethics Declaration of Confidentiality (Form 05)	
	Assignment 3: Human Rights, Discrimination, and Harassment Indigenous Peoples in Ontario and the Ontario Human Rights Code Brochure <i>or</i> Human Rights 101 eLearning Module	
	Assignment 4: Employment Standards and Mental Health in the Workplace	

	Work (Cooperative) Education Agreement (Form 08a) Work (Cooperative) Education Agreement Amendment (Form 08b)	
<b>Activity 2: Health and Safety in the Cooperative Education Experience (5%)</b>		
	Assignment 5: Workplace Health and Safety Awareness (5%) Safety Awareness in 4 Steps Workbook <i>or</i> Worker Health and Safety Awareness in 4 Steps eLearning Module	
	Assignment 6: Workplace Hazardous Materials Information System WHMIS 2015 eLearning Module	
	Assignment 7: Workplace Safety and Insurance Board Coverage and Reporting	

**Activity 1: Roles, Responsibilities, and Rights that Support Well-Being in the Cooperative Education Experience (5%)**

In this activity you will understand your roles and responsibilities in the cooperative education experience. Next, you will recognize issues related to confidentiality and the right to privacy as outlined in the Freedom of Information and Protection of Privacy Act (FIPPA). Then you will comprehend your rights as described in the Ontario Human Rights Code (OHRC) and freedom from discrimination or harassment. Finally, you will examine relevant sections of the Employment Standards Act (ESA) and mental health in the workplace as it relates to acceptable and supportive working conditions.

## **Roles and Responsibilities of Students**

The following list outlines the roles and responsibilities of cooperative education students in relation to cooperative education programs:

\_\_\_ comply with all rules as to dress, safety codes [practices], work schedule, and policies

\_\_\_ work in a courteous, responsible, and business-like manner and show appropriate initiative

\_\_\_ observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements

\_\_\_ comply with school attendance policies in both the [community] placement and classroom sessions

\_\_\_ submit assignments as required

\_\_\_ inform the placement supervisor and the cooperative education teacher in advance if they are unable to report to their placements

\_\_\_ participate in the development and implementation of their personalized placement learning plans

\_\_\_ [master the skills and concepts connected with learning in the cooperative education curriculum]

\_\_\_ [reflect about their development ... to deepen their appreciation and understanding of themselves and others]

\_\_\_ participate with their supervisors and teachers in the assessment of their own performances

\_\_\_ complete their course requirements to obtain credits towards the OSSD

\_\_\_ work with teachers and supervisors to ensure that problems are dealt with immediately

—from *Cooperative Education and Other Forms of Experiential Learning*, 2000, p. 43

**Assignment 1:** Roles and Responsibilities Reflection Journal (5%)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Based on the roles and responsibilities of students list, chose 3 of the hardest responsibilities, explain why you may have problems achieving them, and state the steps you may take to accomplish these responsibilities.

## Roles and Responsibilities Reflection Journal Rating Scale

<b>Criteria</b> (check one)	<b>Poor</b> (Level 1)	<b>Good</b> (Level 2)	<b>Very Good</b> (Level 3)	<b>Excellent</b> (Level 4)
Journal shows an understanding of the difficulty of meeting some student responsibilities.				
Information provided offers a detailed personal explanation of these problems and steps to achieving them.				
Writing is clear and concise. It contains correct spelling, grammar, and punctuation.				



## Assignment 2: Confidentiality and Ethics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** Ontario's Freedom of Information and Protection of Privacy Act /8  
Mini Guide (8 points)

Answer the following questions in the spaces below:

1. Name three organizations to which the Ontario's Freedom of Information and Protection of Privacy Act applies. (3)

2. The Act was created to provide certain rights. What are they? (2)

3. If an individual feels his or her privacy has been compromised by a public institution governed by the Act, who can he or she may complain to? (1)

4. Who does an individual contact if she or he wants access to government-held records? (1)

5. How much does it cost to request access to information? (1)

**Part B: Confidentiality Case Studies (8 points, 2 for each case study) /8**

Read each of the case studies below. Describe the confidential issue and your response (or what you think) about each situation:

1. Your co-op supervisor tells you something personal about a member of his or her family. While this conversation does not describe any illegal activities, you mention it to your parents.

Confidential Issue:

Response:

2. Your work placement is at the Northern store. You have access to personal account information and find out that your friend's parents have a debt of \$10,000.00 with the store. You tell this to your friend.

Confidential Issue:

Response:

3. Your work placement is at the clinic. You overhear that medical tests for one of your cousin's friends is not good (i.e., they have cancer or are pregnant, etc.). You discuss this with your cousin who is unaware of this condition.

Confidential Issue:

Response:

4. Your teacher shows you your marks for the term after school. You unintentionally see the marks of other students. Your best friend is worried that she or he may be failing, so you tell them their marks.

Confidential Issue:

Response:

**Part C: Good Workplace Ethics** (5 points, 1 for each value or characteristic) /5  
From your internet search on good workplace ethics, compile a list of the 5 most important characteristics of a good work ethic.

- 1.
- 2.
- 3.
- 4.
- 5.

**Part D: Student Declaration of Confidentiality (Form 05)** (4 points) /4

Please answer true or false (by circling the correct answer) to the following statements:

1. Your signature may be required on confidentiality agreement by most places as a condition of employment. T   F
2. Confidential information includes only written or printed materials. T   F
3. Confidential information includes anything revealed or said in the course of your placement. T   F
4. If you violate or breach your declaration of confidentiality, you will be removed from the cooperative education program. T   F

TOTAL: /25

**Confidentiality and Ethics Marking Scheme**

- 20 points or higher 80-100% (level 4)
- 18-19 points 70-79% (level 3)
- 15-17 points 60-69% (level 2)
- 12-14 points 50-59% (level 1)

### Assignment 3: Human Rights, Discrimination, and Harassment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** Indigenous Peoples in Ontario and the Ontario Human Rights Code Brochure or Human Rights 101 Learning Module (34 points) /34

Answer the following questions in the spaces below:

1. Name the five parts of society or social areas in the Ontario Human Rights Code that gives everybody the rights to be free of discrimination. (5)

2. The Code prohibits discrimination and harassment based on 17 different personal attributes or grounds. What are they? (17)

3. What is discrimination? (2)

4. Name the three forms of discrimination. (3)

5. What is harassment? (2)

6. How do you know if what you experienced was discrimination? (3)

7. Who do you contact in the Ontario human rights system if you think your rights have been violated? (2)

**Part B:** Human Rights Case Studies (8 points, 4 points for each case study) /8

Read each of the case studies below. Describe the social areas, Code grounds and your response to the question (e.g., why or why not it is a human rights violation of the Code):

1. Cassy and several of her Indigenous friends went to a local restaurant after school. They are laughing and carrying on like others in the restaurant. Things start to get out of hand between their group and several white students sitting at another table. Food is thrown and angry remarks are exchanged. The restaurant staff ask Cassy and her friends to leave. They feel discriminated against. Have the restaurant staff violated the group's human rights?

Social Area: (1)

Grounds: (1)

Response: (2)

2. Last week, Moe and her friend Manny organized a school group to raise funds for LGBTQBT activities. Yesterday, their teacher saw some students leave crudely-drawn cartoons making fun of gays and lesbians on their desks. Later these same students verbally attacked them just outside of the school yard. The teacher feels that nothing can be done because the attacks took place outside of the school grounds and Moe and Manny have not complained to the teacher or principal. Have these students violated Moe and Manny's human rights?

Social Area: (1)

Grounds: (1)

Response: (2)

**Part C: Harassment Case Studies** (8 points, 2 for each case study)

/8

Read each of the case studies below. Describe how you would handle each of the following scenarios:

1. A person you work with likes to tell jokes. Some of them are very crude and some are racist. You disagree with the message that they convey and do not appreciate hearing them. What should you say to the jokester?

2. A supervisor often touches you inappropriately. He or she makes comments regarding your appearance. How would you handle the situation?

3. Someone is sending you very rude or sexually suggestive emails. What would you do?

4. Your supervisor asks you to socialize outside of the workplace. You do not care for her or him. What do you say?

TOTAL: /50

**Human Rights, Discrimination, and Harassment Marking Scheme**

40 points or higher 80-100% (level 4)

35-39 points 70-79% (level 3)

30-34 points 60-69% (level 2)

25-29 points 50-59% (level 1)



## **How to Deal with Someone Who is Harassing You**

If someone is constantly threatening you, following you, attempting to make sexual advances, or refusing to leave you alone, you need to learn how to protect yourself. Start by telling the person that you don't like the behavior and asking them to stop. If the harassment doesn't let up, take measures such as involving the police and increasing your security. In some circumstances, you might need to file for a restraining order to keep your harasser away.

### **Part 1: Addressing the Harassment**

1. Name the behavior and state that it is wrong.
2. Tell the person to stop contacting you.
3. Voice your boundaries with someone you'll see often.
4. Stop answering the person's calls, emails, and other messages.
5. Remove the person from your phone and social media accounts.

### **Part 2: Getting Help for Harassment**

1. Keep records of the harassment.
2. Talk to the administration at your school or workplace.
3. File a report with the police.
4. Get a restraining order.
5. Have your phone company set up a trace.

### **Part 3: Keeping Yourself Safe**

1. Confide in your friends and family.
2. Ask someone to stay with you.
3. Report violations of the restraining order right away.
4. Don't publicize your location and daily habits.
5. Increase the security of your home.
6. Learn self-defence skills.

—from <https://www.wikihow.com/Deal-with-Someone-Who-is-Harassing-You>

**Assignment 4:** Employment Standards and Mental Health in the Workplace

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** Employment Standards in Ontario (10 points) /10

Answer the following questions in the spaces below:

1. What is the purpose of the Employment Standards Act, 2000? (2)
  
  
  
  
  
  
  
  
  
  
2. What are the six minimum standards that the ESA sets? (6)
  
  
  
  
  
  
  
  
  
  
3. Do these standards apply to cooperative education program students in secondary schools? (1)
  
  
  
  
  
  
  
  
  
  
4. Where would you learn more about your rights? (1)

**Part B: Young Workers on the Job: The Basics (4 points)** /4

The following statements refer to employment standards for students entering the workplace other than part of your co-op placement. Please answer each statement as true or false (by circling the correct answer).

1. Upon entering the workforce, you can expect a regular pay day and pay stub.  
T F
  
2. Your employer can deduct your errors, if it costs them money, from your wage.  
T F
  
3. Training for the workplace required by the employer is not considered work time.  
T F
  
4. You can be required to work on a public holiday if you work in a restaurant.  
T F

**Part C: Mental Health in the Workplace (16 points)**

/16

Answer the following questions in the spaces below:

1. Name three employee benefits of an emotionally healthy workplace. (3)
  
2. Name two things in the workplace that are reduced as a result of an emotionally healthy workplace (2)
  
3. What are the top 8 practices of supportive workplace environments. (8)

Please answer true or false (by circling the correct answer) to the following statements:

4. 30% of disability claims are related to mental health problems and mental illness? (1)                      T      F
  
5. 1/2 of Canadians will experience a mental health issue each year. (1)      T      F
  
6. \$50 billion is the total cost spent on mental health problems and mental health illnesses in Canada each year. (1)                      T      F

TOTAL:                      /30

**Employment Standards and Mental Health in the Workplace Marking Scheme**

- 24 points or higher 80-100% (level 4)
- 21-23 points 70-79% (level 3)
- 18-20 points 60-69% (level 2)
- 15-17 points 50-59% (level 1)

## **Activity 2:** Health and Safety in the Cooperative Education Experience

In this activity you will receive an understanding of how the Occupational Health and Safety Act (OHSA) works by examining roles and responsibilities for workplace safety, common workplace hazards, personal protective equipment and devices, rights to participate in health and safety, and rights to refuse unsafe work. Next, you will understand the main components of the Workplace Hazardous Materials Information System (WHMIS): hazard identification and product classification, labelling, safety data sheets, and worker education and training. Finally, you will become familiar with the Workplace Safety and Insurance Act (WSIA) and Workplace Safety and Insurance Board (WSIB) coverage and procedures for reporting (Workers e6 Form) a workplace illness or injury.

**Assignment 5: Workplace Health and Safety Awareness (5%)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check if assignment is completed using one of the following:

- Worker Health and Safety Awareness in 4 Steps Workbook
- or*
- Worker Health and Safety Awareness in 4 Steps eLearning Module

## **12 Tips for Staying Safe at Work**

### **1. Get training.**

Learn how to work safely. Follow the rules and know what to do in an emergency.

### **2. Be supervised.**

Supervisor, will you be here to see that I do the job right? If you're not around, whom should I ask?

### **3. Wear the gear.**

Hair nets, gloves, aprons, safety glasses, ear plugs, etc. Use them properly as required.

### **4. Identify risks.**

Before you start the job, report unsafe practices and situations to your supervisor or employer.

### **5. If you don't know, ask!**

There are no "dumb" questions. Learn about your rights and obligations under the OHS Act.

### **6. Do your job.**

Don't do anything you haven't been asked to do or have been told specifically not to do.

### **7. Follow the safety rules.**

And if you don't know the safety rules, ask your supervisor.

### **8. Report hazards.**

Tell your supervisor if you see anything hazardous, even if it involves another worker.

### **9. If you're hurt.**

No matter how minor, report injuries to your supervisor or employer and tell your family.

### **10. Talk to your family.**

Tell them what you're doing at work. Let them know if you think something's wrong.

### **11. Be honest.**

If a task is too much for you, say so! Don't attempt something that you can't handle.

### **12. Never assume.**

Don't assume you can do something without instruction, guidance or supervision.

**Assignment 6:** Workplace Hazardous Materials Information System

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check if assignment is completed using the following:

- Workplace Hazardous Materials Information System Quiz using the WHMIS eLearning Module



## Assignment 7: Workplace Safety and Insurance Board Coverage and Reporting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** Your Guide: Benefits, Services and Responsibilities /10  
– Worker Edition (10 points)

Answer the following questions in the spaces below:

1. What are the two types of health care that you may receive after an eligible claim is filed and approved? (2)
  
  
  
  
  
  
  
  
  
  
2. Name one return-to-work service (RTW) may be provided to help you get back to work? (1)
  
  
  
  
  
  
  
  
  
  
3. You have certain responsibilities when making a claim or receiving benefits. List 5 sharing information responsibilities that will help you get the support you need as soon as possible. (5)
  
  
  
  
  
  
  
  
  
  
4. Why is participation in the claims process essential? (2)
  
  
  
  
  
  
  
  
  
  
5. Who do you contact for your claim or find more information? (1)

**Part B: Always Report: Injured at Work?**

/5

A Guide to Reporting for Injured Workers and Employers (5 points, 1 for each statement)

Please circle the correct answer to the following statements:

1. Whether an injury or illness is considered work-related and should be covered is determined by
  - a. the employer
  - b. the board
  - c. the employee
  - d. the WSIB
  
2. If an employer does not want to report a workplace injury or illness, the employer may be subject to a penalty or fine for
  - a. reporting late
  - b. not giving all the details
  - c. discouraging a worker from reporting
  - d. all of the above
  
3. The employer must complete and submit the following report of injury or disease to the WSIB
  - a. Form 5
  - b. Form 6
  - c. Form 7
  - d. Form 8
  
4. The employer must submit the report of injury or disease to the WSIB
  - a. immediately upon learning of the worker's illness or injury
  - b. 1 day after learning of the worker's illness or injury
  - c. 3 days after learning of the worker's illness or injury
  - d. Never
  
5. The employer must report a workplace injury or illness to the WSIB if the worker
  - a. needs more than first aid
  - b. is absent from work
  - c. requires modified work for more than seven calendar days
  - d. all of the above

**Part C: Workers e6 Form: Worker's Report of Injury or Disease )** /5  
(5 points, 1 for each statement)

Please answer true or false (by circling the correct answer) to the following statements:

1. eForm 6 is an online form used report an injury or disease. T F
2. eForm 6 needs to be faxed or mailed once submitted online. T F
3. Form 6 (pdf) needs your parents or guardians signature. T F
4. If you are under the 16, you must use eForm 6. T F
5. Form 6 (pdf) needs to be faxed or mailed once submitted online. T F

TOTAL: /20

**Workplace Safety and Insurance Board Coverage and Reporting Marking Scheme**

16 points or higher 80-100% (level 4)

14-15 points 70-79% (level 3)

12-13 points 60-69% (level 2)

10-11 points 50-59% (level 1)

### III. Classroom Integration Activities

Your learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom integration activities is to ensure that you are:

- prepared for your community experience, demonstrating the skills and knowledge required *before* the start of your community component;
- focused on integrating your learning *throughout* the course.

#### Classroom Integration Activities and Assignments Checklist

Instructions: Please check off (✓) and submit each of your completed assignments with assessments (rubric, rating scale, checklist, or marking scheme) from each activity to your coop teacher. Upon successful completion of these assignments, your teacher will sign off, date (under teacher’s signature), and return each of them.

Name: \_\_\_\_\_

III. Classroom Integration Activities		
<b>Activity 1:</b> Personal Skills, Interests, Strengths and Omushkego Careers Related to the Cooperative Education Experience (5%)		
✓	Activity and Assignment	Teacher’s Signature
	Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker <i>or</i> Job Bank Career Planning Quizzes and Tests	
	Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal (5%)	
	Assignment 10: Essential Work Skills and Work Habits Tracker	
	Assignment 11: Ontario Skills Passport Occupational Profiles and Essential Work Skills and Work Habits	
	Assignment 12: Omushkego Land-Based Careers	
<b>Activity 2:</b> Personal Land-Based Cooperative Education Learning Plan (5%)		
	Assignment 13: Goal Setting	
	Assignment 14: Decision Making	

	Assignment 15: Personalized Placement Learning Plan Oral Presentation (5%) Wildlife Harvesting (Form 09a) Wildlife Preparation (Form 09b) <i>and/or</i> Traditional Tools and Technology (Form 09c)	
<b>Activity 3: Land-Based Leadership Skills and Attributes in the Cooperative Education Experience (5%)</b>		
	Assignment 16: Leadership Attributes and Skills	
	Assignment 17: Leadership Attributes and Skills Response Journal	
	Assignment 18: Omushkego Land-Based Leadership Roles Written Presentation (5%)	
<b>Activity 4: Land-Based Skills, Knowledge, and Cooperative Education Experiences Related to School, Career Planning, and Everyday Life (5%)</b>		
	Assignment 19: Co-op Skills and Knowledge	
	Assignment 20: Co-op Skills and Knowledge Response Journal	
	Assignment 21: Decision Making: Using Co-op Skills and Knowledge Now and in the Future	
	Assignment 22: Co-op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future Visual Presentation (5%)	
<b>Activity 5: Land-Based Cooperative Education Inquiry Project (30%)</b>		
	Assignment 23: Land-Based Inquiry and Presentation (20%)	
	Assignment 24: Inquiry and Presentation Reflection Response Journal (10%)	

## **Activity 1: Personal Skills, Interests, and Strengths and Omushkego Land-Based Careers Related to the Cooperative Education Experience**

In this activity you will identify your personal skills, interests, values, and strengths and explain how they might contribute to the success of your co-op experience. Then you will describe essential skills and work habits developed through school, extracurricular or community experiences and explain how these are connected to career/life development. Next, you will explore potential land-based occupations. You will compare your personal essential skills and work habits to your land-based occupation of interest. Finally, you will research and learn more about occupations or careers related to Omushkego land-based activities.

## Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Put a check mark in either the yes or no box.

Personal Skills	YES	NO
I use ... skills		
1. critical thinking	<input type="checkbox"/>	<input type="checkbox"/>
2. problem solving	<input type="checkbox"/>	<input type="checkbox"/>
3. creative thinking	<input type="checkbox"/>	<input type="checkbox"/>
4. innovation	<input type="checkbox"/>	<input type="checkbox"/>
5. time management	<input type="checkbox"/>	<input type="checkbox"/>
6. technical	<input type="checkbox"/>	<input type="checkbox"/>
7. negotiation	<input type="checkbox"/>	<input type="checkbox"/>
8. collaboration	<input type="checkbox"/>	<input type="checkbox"/>
9. communication	<input type="checkbox"/>	<input type="checkbox"/>
10. interpersonal	<input type="checkbox"/>	<input type="checkbox"/>
11. land-based	<input type="checkbox"/>	<input type="checkbox"/>
12. knowledge of other languages	<input type="checkbox"/>	<input type="checkbox"/>

Personal Interests	YES	NO
I like ...		
1. working with children	<input type="checkbox"/>	<input type="checkbox"/>
2. outdoor experiences	<input type="checkbox"/>	<input type="checkbox"/>
3. sports	<input type="checkbox"/>	<input type="checkbox"/>
4. music	<input type="checkbox"/>	<input type="checkbox"/>
5. cooking	<input type="checkbox"/>	<input type="checkbox"/>
6. working with tools	<input type="checkbox"/>	<input type="checkbox"/>
7. travelling	<input type="checkbox"/>	<input type="checkbox"/>
8. social media	<input type="checkbox"/>	<input type="checkbox"/>
9. helping others	<input type="checkbox"/>	<input type="checkbox"/>
10. taking care of animals	<input type="checkbox"/>	<input type="checkbox"/>



Omushkego Values	YES	NO
I show ...		
1. respect for myself	<input type="checkbox"/>	<input type="checkbox"/>
2. respect for the Creator	<input type="checkbox"/>	<input type="checkbox"/>
3. respect for parents	<input type="checkbox"/>	<input type="checkbox"/>
4. respect for elders	<input type="checkbox"/>	<input type="checkbox"/>
5. respect for others	<input type="checkbox"/>	<input type="checkbox"/>
6. respect for plants and animals	<input type="checkbox"/>	<input type="checkbox"/>
7. respect for the environment	<input type="checkbox"/>	<input type="checkbox"/>
8. sharing	<input type="checkbox"/>	<input type="checkbox"/>
9. responsibility to myself	<input type="checkbox"/>	<input type="checkbox"/>
10. responsibility to others	<input type="checkbox"/>	<input type="checkbox"/>
11. responsibility to myself and others	<input type="checkbox"/>	<input type="checkbox"/>
12. environmental responsibility	<input type="checkbox"/>	<input type="checkbox"/>
13. appreciation for my culture	<input type="checkbox"/>	<input type="checkbox"/>
14. appreciation for another's culture	<input type="checkbox"/>	<input type="checkbox"/>
15. humour	<input type="checkbox"/>	<input type="checkbox"/>
16. self-control	<input type="checkbox"/>	<input type="checkbox"/>

- |                            |                          |                          |
|----------------------------|--------------------------|--------------------------|
| 17. hard work or diligence | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. thankfulness           | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. truthfulness           | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. caring                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. patience               | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. perseverance           | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. self-reliance          | <input type="checkbox"/> | <input type="checkbox"/> |

– from Omushkego Education. (2014). *Omushkego Culture, Grades 9 and 10* (Rev. ed.), pp. 160–161

Personal Strengths

YES

NO

I have ...

1. the ability to motivate others

2. the ability to inspire others

3. resilience

4. perseverance

5. empathy

6. a sense of humour

7. honesty

8. trustworthiness

9. flexibility

10. discipline

**Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal (5%)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write responses to the following statements:

**Personal Skills**

1. Describe one personal skill that you use in everyday life and how you show that skill.

2. Describe one personal skill that you could use in school and career planning and how you would show that skill.

3. Identify one personal skill that you would like to develop and how you would go about developing this skill.

<b>Teacher's Comments:</b>
----------------------------

Personal Interests

4. Describe one area of personal interest that you use in life and how you show this interest.

5. Describe one area of personal interest that you could use in school and career planning and how you would show this interest.

6. Identify one area of personal interest that you would like to develop and how you would go about developing that interest.

**Teacher's Comments:**

Personal Values

7. Describe one personal value that you use in life and how you show that value.

8. Describe one personal value that you could use in school and career planning and how you would show that value.

9. Identify one personal value that you would like to develop and how you would go about developing that value.

**Teacher's Comments:**

## Personal Strengths

10. Describe one area of personal strength that you use in life and how you show this strength.

11. Describe one area of personal strength that you could use in school and career planning and how you would show this strength.

12. Identify one area of personal strength that you would like to develop and how you would go about developing that strength.

**Teacher's Comments:**

## Assignment 10: Essential Work Skills and Work Habits Tracker

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check off in the chart below the essential skills and work habits you demonstrate in education and training programs, volunteer activities, in the community, at home and in the workplace.

	Skill Levels				
Essential Skills	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Literacy</b>					
Reading Text					
Writing					
Document use					
Computer Use					
Oral Communication					
<b>Numeracy</b>					
Money Math					
Scheduling or Budgeting and Accounting					
Measurement and Calculation					
Data Analysis					
Numerical Estimation					
<b>Thinking Skills</b>					
Job Task Planning and Organizing					
Decision Making					
Problem Solving					
Finding Information					
Critical Thinking					

**Note:** Level 1 tasks are the least complex (low) and level 4 or 5 are the most complex (high).

Work Habits					
Working Safely		Organization		Self-advocacy	
Teamwork		Working Independently		Customer Service	
Reliability		Initiative		Entrepreneurship	

**Note:** There are no skill levels associated with work habits featured in the OSP.



**Assignment 11:** Ontario Skills Passport Occupational Profiles and Essential Work Skills and Work Habits

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** OSP Occupational Profile Essential Skills and Work Habits /12

NOC Code:

Occupation:

Pathway(s):

1. List three of the most important essential skills (high level) for this occupation. (3)

2. List three of the least important essential skills (low level) for this occupation. (3)

3. In your opinion, what are four of the most important work habits for this job? (6) Explain your answer.

**Part B: OSP Essential Work Skills and Work Habits**

/8

4. How do your essential skills and work habits match up with your chosen occupation? (2)

5. What essential skills and work habits do you need to develop to be successful in this occupation? (4)

6. How would you obtain these skills and habits? (2)

**Teacher's Comments:**

TOTAL: /20

**Employment Standards and Unions Marking Scheme**

16 points or higher 80-100% (level 4)

14-15 points 70-79% (level 3)

12-13 points 60-69% (level 2)

10-11 points 50-59% (level 1)

**Assignment 12: Omushkego Land-Based Careers**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the blanks on your chosen career for each of the following below (one point for each blank or line). If data is unavailable indicate this with NA (not available).

NOC Code:

Occupation:

1. Average Annual Income: \_\_\_\_\_

2. Growth Rate: \_\_\_\_\_

3. Total Openings: \_\_\_\_\_

4. Job Outlook Rating: \_\_\_\_\_

5. Projected Job Openings

a. New Jobs: \_\_\_\_\_

b. Replacement Jobs: \_\_\_\_\_

6. Annual Number of Postings: \_\_\_\_\_

7. Job Growth: \_\_\_\_\_

8. Pay for this a. Occupation: \_\_\_\_\_

for b. All Occupations: \_\_\_\_\_

9. Employment Requirements (list 3 most important):

---

---

---

10. In-Demand Skills and Knowledge (list 3 most important):

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11. Where Workers and Jobs Are Located in Ontario (region): \_\_\_\_\_

12. Employment Characteristics

a. Gender: Male: \_\_\_\_\_ Female: \_\_\_\_\_

b. Employment Type: Full-Time: \_\_\_\_\_ Part-Time: \_\_\_\_\_

c. Employment Type: Self-Employed: \_\_\_\_\_ Employed: \_\_\_\_\_

Undetermined: \_\_\_\_\_

d. Unemployment Rate: \_\_\_\_\_

TOTAL: /25

**Omushkego Land Based Careers Marking Scheme**

20 points or higher 80-100% (level 4)

18-19 points 70-79% (level 3)

15-17 points 60-69% (level 2)

12-14 points 50-59% (level 1)

## **Activity 2: Personal Land-Based Cooperative Education Learning Plan**

In this activity you will develop your personalized land-based cooperative education learning plan. First, you will determine your short- and medium-term career goals related to land-based learning. Then you will identify various strategies to help you make informed decisions on your co-op placement tasks and activities selections. Next, you will discover ways to support safe and active participation in your co-op experience. Your goals, decisions, and learning plans will be displayed through oral presentations. Finally, you will be introduced to different tools to measure your progress and make revisions to your plans over time as appropriate.

### Assignment 13: Goal Setting

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Step 1: Identify Goal

Write your specific goal. Make sure that it meets SMART criteria. If your goal doesn't, pick a new goal or make changes.

#### SMART criteria:

- Is the goal specific?
- Is the goal measurable?
- Is the goal achievable?
- Is the goal realistic?
- Is the goal time phased?

Why is this goal important?

Step 2: Make Action Plan

Goal Start Date: \_\_\_\_\_ Goal End Date: \_\_\_\_\_

Once the goal is identified it is time for you break the goal into smaller and more achievable steps. Each step should include predicted start and end dates.

Measurable steps to reach goal

What do I need to complete my goal?

Can I achieve it? Why not? What is my solution?

Who will support me? What kind of support do I need?



### Step 3: Identify Problems

As you are working on your goal, you may experience problems or barriers that may keep you from reaching your goal. Write down some of the barriers and possible solutions so you can continue with your goal.

Barrier:

Possible Solution:

Barrier:

Possible Solution:

Barrier:

Possible Solution:

#### Step 4: Reflect on Goal

After problems have been identified, reflect on your goal. Include answers to the following questions or statements in your reflection.

Is your goal reachable or not?

Describe potential successes and/or failures in attaining that goal.

How will this goal make your life better?

What did you learn about goal setting?

A large, empty rounded rectangular box with a thin black border, intended for the student to write their reflection on the goal.

— adapted from RMC Health. (2019). *Grade 9–12 Goal Setting – Health Skills*

## Goal Setting Rating Scale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the appropriate number (1 is low and 4 is high) for each step.

Step 1: Identify Goal	goal is not clear goal contains little or no SMART criteria	1	2	3	4	goal is clear goal contains all SMART criteria
Step 2: Make Action Plan	is incomplete or unmeasurable no starting or end dates	1	2	3	4	is complete and includes measurable steps with starting and end dates
Step 3: Identify Problems	barriers or possible solutions not identified or unrealistic	1	2	3	4	barriers and possible solutions identified and realistic
Step 4: Reflect on Goal	not reachable no attempt to describe potential successes and failures or how goal makes life better	1	2	3	4	reachable describes potential successes and failures and how goal makes life better

— adapted from RMC Health. (2019). *Grade 9–12 Goal Setting – Health Skills*

## **The Four Cs: How to Give a Good Oral Presentation**

by Perio People on 2015-03-13

This guide is based on the principle of the “four Cs”: Be calm, be confident, be clear, be concise.

### **1. Calm**

You need to be calm in order to give a convincing presentation at a podium or as part of a round-table discussion. Stage fright affects many people and can lead to nervous, rapid presentations where you might capture the audience’s sympathy – but for the wrong reasons.

If you tend to feel nervous about speaking in public, then find some quiet time before your presentation to relax and focus, maybe taking some deep breaths or using some kind of meditation technique. When you arrive at the podium, again one or two deep breaths will help you to focus. At the same time, you can place your mental attention on the contact between your feet and the floor – this will help lower your centre of gravity and keep you grounded.

Being calm just before you start your presentation is important. But you also have to stay calm while you are giving it. Speaking rapidly – a very common fault – can open the door to nerves. It is very easy to speak too quickly. It is much harder, in fact, to speak too slowly. If you keep telling yourself “keep it slow”, it will probably come out about right!

As a general rule, 150 words per minute should be your maximum speed, but it is wise to slow down when you are delivering particularly complex information and when you wish to emphasise key points.

### **2. Confident**

There are two aspects to confidence. You must be confident in yourself and your ability as a speaker. And you must be confident in the material you are presenting. Some people seem to have been born with self-confidence, but most of us have to learn it. And that learning is generally acquired through experience. The more presentations you give, the more you will learn and the easier it should become.

Rehearse your presentation, talking out loud. Maybe with an audience of one or two colleagues. Maybe using a tape recorder so that you can later hear yourself and how you are coming across.

If you have prepared well and know your subject inside out, then your overall confidence level will rise. But it is not enough just to know your subject matter. You need to be 100% familiar with every part of your actual presentation, the specific findings you will be talking about and the specific way you have chosen to present them. Again, rehearsing your presentation will help greatly.

You also need to be confident about handling the technology you need to use for your presentation. So make sure that you know the set-up – the computers, remote controls, projectors, and other devices that you will be using.

### **3. Clear**

No matter how complex the subject you are talking about, you must present it with clarity. Short sentences are better than long ones. It may also help to deploy key words and phrases that you repeat throughout the presentation. Make sure that your presentation has a logical structure and that your arguments are presented in a coherent, easy-to-follow way. It is often a good idea to end your presentation with a recap of the main points, clearly expressed.

You also need to be clear about the audience you are addressing: are you speaking to people on the same level, who will have similar knowledge and experience to your own, or are you speaking to an audience which may be unfamiliar with the subject or lack detailed knowledge? Are you speaking to peers, students, or a general audience? Maybe it is a mixed audience, in which case you need to find a way to address everybody.

You will be speaking in English, which may well not be your native tongue. ... So both the words you use and the way you deliver them must take this into account. If you are not a native speaker, you may sometimes put the stress on the wrong syllable or pronounce words in an unusual way. If you avoid speaking too quickly, this will help people to understand you if your English is not perfect.

Engaging directly with the audience will also help. Looking at people when you are talking to them will create a better response than if you are spending most of the time with your eyes on your notes or looking at the projection screen.

#### 4. Concise

Even if you have 30 minutes or an hour at your disposal, keep the presentation concise. Don't waffle. Keep your sentences as short as possible. Give as much detail as you need to give – and the amount of detail will vary according to the type of presentation – but give it in concise chunks.

Oral presentations are different from written papers. The typical structure of a scientific paper ... simply does not work for oral presentations. Yet it is surprising how many speakers cling to this approach.

It does not work because the audience – unlike a reader who can move back and forth through the printed text – will have to remember details about methodology until the results are presented and recall the various results when the speaker is dealing with the discussion, and so on.

So, while repeating yourself is not a good idea in written texts, a little repetition of key points as you go along is something which can help ensure that your presentation stays in the minds of your audience.

In fact, the best approach is to structure your presentation so that there are several interim conclusions along the way, key points that stick in your listeners' minds and helps keep them focused on your presentation.

—from <https://www.efp.org/europerio8/periodepeople/top-tips-giving-oral-presentation/>

## Oral Presentation Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
Content	too brief and lacking in detail to make its point	brief, but contains enough detail to make a simple point	adequate material to make a simple point or argument	significant material to make several points or complex arguments
Preparation	is generally unprepared	is adequately prepared, so the presentation establishes a basic view	is competently prepared, so the presentation is made with confidence	is fully prepared, so the presentation is effective
Language and Speaking Style	speaks unclearly to audience, so that listeners strain to understand, and uses ineffective language and pacing for the purpose of the presentation  concludes presentation unclearly	speaks hesitantly to audience, and may use some language or pacing that is ineffective for the purpose of the presentation  concludes presentation adequately	speaks clearly and fluently to audience, and uses language, tone, pacing, eye contact, and gestures purposefully for the presentation  concludes presentation effectively	speaks precisely and skillfully to audience, and uses language, tone, pacing, eye contact, and gestures persuasively and emphatically for the presentation  concludes presentation effectively, creating the desired effect
Audience Involvement	rarely involves the audience due to a frequently unimaginative method of presenting ideas, details, and/or visuals	sometimes involves the audience through an occasionally original method of presenting ideas, details and/or visuals	generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals	successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals

— adapted from *Focus on Inquiry*, Alberta Learning, p. 100/*Appendix J*

## Assignment 14: Decision Making

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 1: Identify Decision

Write your specific decision. Make sure that it is a thoughtful decision rather than an everyday decision. If your decision isn't, pick a new one or make changes.

Does this decision need to be made by me alone, or with others?

What information and resources do I need to help me with my decision?



Step 2: Brainstorm Options and Step 3: Identify Possible Outcomes

Once the decision is identified it is time for you to make a list of possible options. Each option should include positive and negative outcomes.

Option 1: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:

Option 2: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:

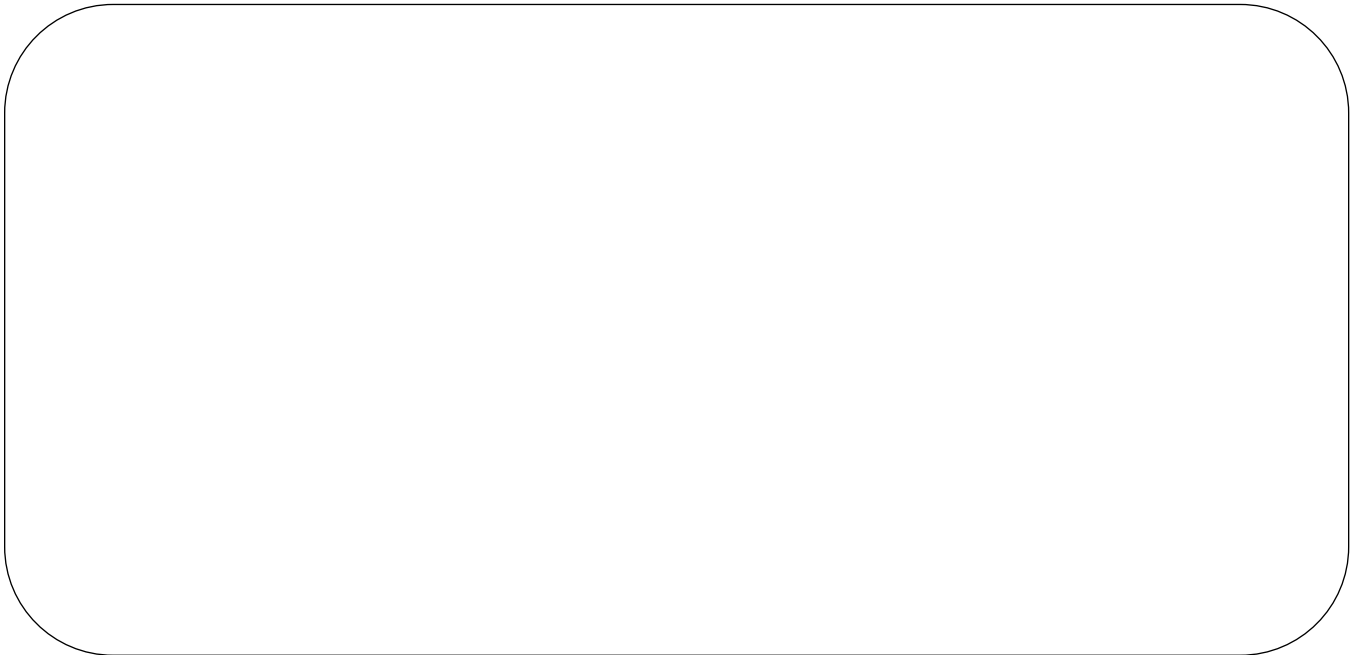
Option 3: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:

#### Step 4: Make Decision

As you are analysing on your options, you may use questions to help make the best decision, e.g., Are my feelings influencing my decision? Does this option support resources available? Does this option promote my career goals? Write down your decision and defend your choice

A large, empty rounded rectangular box with a thin black border, intended for the user to write their decision and defend their choice.

## Step 5: Reflect on Decision

After your decision has been made, reflect on the outcome of the decision. Include answers to the following questions in your reflection.

What was my decision?

Why did I make this decision?

or What factors affected my decision?

How does this decision make my life better?



— adapted from RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*

## Decision Making Rating Scale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the appropriate number (1 is low and 4 is high) for each step.

Step 1: Identify Decision	decision is not clear or thoughtful	1	2	3	4	decision is clear and thoughtful
Step 2: Brainstorm Options	list contains few or no options	1	2	3	4	list contains all possible options
Step 3: Identify Possible Outcomes	unable to identify positive or negative outcomes for each option	1	2	3	4	able to identify positive or negative outcomes all options
Step 4: Make Decision	decision made on unknown analysis of positive or negative outcomes	1	2	3	4	decision made on analysis of positive and negative outcomes using questions
Step 5: Reflect on Decision	no attempt to explain why decision was made, or what factors affected the decision, or how decision makes life better	1	2	3	4	explains why decision was made, what factors affected the decision, and how decision makes life better

— adapted from RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*

**Assignment 15: Personalized Placement Learning Plan Oral Presentation (5%)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

debate, **discussion**, lecture, panel discussion, seminar, or storytelling

	Level 1	Level 2	Level 3	Level 4
Content	too brief and lacking in detail to make its point	brief, but contains enough detail to make a simple point	adequate material to make a simple point or argument	significant material to make several points or complex arguments
Preparation	is generally unprepared	is adequately prepared, so the presentation establishes a basic view	is competently prepared, so the presentation is made with confidence	is fully prepared, so the presentation is effective
Language and Speaking Style	speaks unclearly to audience, so that listeners strain to understand, and uses ineffective language and pacing for the purpose of the presentation  concludes presentation unclearly	speaks hesitantly to audience, and may use some language or pacing that is ineffective for the purpose of the presentation  concludes presentation adequately	speaks clearly and fluently to audience, and uses language, tone, pacing, eye contact, and gestures purposefully for the presentation  concludes presentation effectively	speaks precisely and skillfully to audience, and uses language, tone, pacing, eye contact, and gestures persuasively and emphatically for the presentation  concludes presentation effectively, creating the desired effect
Audience Involvement	rarely involves the audience due to a frequently unimaginative method of presenting ideas, details, and/or visuals	sometimes involves the audience through an occasionally original method of presenting ideas, details and/or visuals	generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals	successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals

— adapted from *Focus on Inquiry*, Alberta Learning, p. 100/ *Appendix J*

### **Activity 3:** Land-Based Leadership Skills and Attributes in the Cooperative Education Experience

In this activity you will identify the attributes and skills of effective leaders in your cooperative education experience. First, you will examine the leadership attributes and skills you use now and how you wish to develop other effective leadership characteristics in the future. Then you will gather information on the leadership characteristics of your supervisors through observation. Next, you will gather information on *okimab* (O mushkego land-based leaders) through research. Finally, you will write a short essay on O mushkego land-based leadership roles of *okimab* or co-op supervisors in maintaining culture.

## Assignment 16: Leadership Attributes and Skills

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put a check mark in either the yes or no box.

Leadership Attributes	YES	NO
I show ...		
1. initiative	<input type="checkbox"/>	<input type="checkbox"/>
2. integrity	<input type="checkbox"/>	<input type="checkbox"/>
3. honesty	<input type="checkbox"/>	<input type="checkbox"/>
4. empathy	<input type="checkbox"/>	<input type="checkbox"/>
5. tolerance	<input type="checkbox"/>	<input type="checkbox"/>
6. sensitivity to the needs of others	<input type="checkbox"/>	<input type="checkbox"/>
7. confidence	<input type="checkbox"/>	<input type="checkbox"/>
8. assertiveness	<input type="checkbox"/>	<input type="checkbox"/>
9. transparency	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Skills	YES	NO
I have the ability to ...		
1. look ahead	<input type="checkbox"/>	<input type="checkbox"/>
2. transfer learning to new situations	<input type="checkbox"/>	<input type="checkbox"/>
3. build positive relationships	<input type="checkbox"/>	<input type="checkbox"/>
4. recognize others' contributions and individual differences	<input type="checkbox"/>	<input type="checkbox"/>
5. recognize others' strengths and empower them to apply those strengths	<input type="checkbox"/>	<input type="checkbox"/>
6. encourage the generation of ideas	<input type="checkbox"/>	<input type="checkbox"/>
7. reflect on what might need to change in order to improve outcomes or to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>
8. listen to all perspectives in the group	<input type="checkbox"/>	<input type="checkbox"/>
9. be confident when speaking	<input type="checkbox"/>	<input type="checkbox"/>
10. communicate effectively in different contexts	<input type="checkbox"/>	<input type="checkbox"/>



## Assignment 17: Leadership Attributes and Skills Response Journal

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write responses to the following statements:

### Leadership Attributes

1. Describe two leadership attributes that you use in everyday life and how you show these attributes.
  
  
  
  
  
  
  
  
  
  
2. Describe one personal leadership attribute that you would like to develop and how you would go about developing this attribute.

### Leadership Skills

3. Describe two leadership skills that you use in everyday life and how you show these skills.
  
  
  
  
  
  
  
  
  
  
4. Describe one personal leadership skill that you would like to develop and how you would go about developing that skill.

**Teacher's Comments:**

# Note-Taking Graphic Organizer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic:	
Question(s):	
Source:	
Key Points:	Details:
Summary:	

## **Essay Tips: 7 Tips on Writing an Effective Essay**

Writing an essay often seems to be a dreaded task among students. Whether the essay is for a scholarship, a class, or maybe even a contest, many students often find the task overwhelming. While an essay is a large project, there are many steps a student can take that will help break down the task into manageable parts. Following this process is the easiest way to draft a successful essay, whatever its purpose might be.

According to Kathy Livingston's *Guide to Writing a Basic Essay*, there are seven steps to writing a successful essay:

### **1. Pick a topic.**

You may have your topic assigned, or you may be given free rein to write on the subject of your choice. If you are given the topic, you should think about the type of paper that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow your focus if necessary.

If you have not been assigned a topic, you have a little more work to do. However, this opportunity also gives you the advantage to choose a subject that is interesting or relevant to you. First, define your purpose. Is your essay to inform or persuade?

Once you have determined the purpose, you will need to do some research on topics that you find intriguing. Think about your life. What is it that interests you? Jot these subjects down.

Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

### **2. Prepare an outline or diagram of your ideas.**

In order to write a successful essay, you must organize your thoughts. By taking what's already in your head and putting it to paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your paper. Use either an outline or a diagram to jot down your ideas and organize them.

To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas.

If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

### **3. Write your thesis statement.**

Now that you have chosen a topic and sorted your ideas into relevant categories, you must create a thesis statement. Your thesis statement tells the reader the point of your essay. Look at your outline or diagram. What are the main ideas?

Your thesis statement will have two parts. The first part states the topic, and the second part states the point of the essay. For instance, if you were writing about Bill Clinton and his impact on the United States, an appropriate thesis statement would be, “Bill Clinton has impacted the future of our country through his two consecutive terms as United States President.”

Another example of a thesis statement is this one for the “Winning Characteristics” Scholarship essay: “During my high school career, I have exhibited several of the “Winning Characteristics,” including Communication Skills, Leadership Skills and Organization Skills, through my involvement in Student Government, National Honor Society, and a part-time job at Macy’s Department Store.”

### **4. Write the body.**

The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay.

Each body paragraph will have the same basic structure. Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples to back up your position. Fill in these spaces with relative information that will help link smaller ideas together.

### **5. Write the introduction.**

Now that you have developed your thesis and the overall body of your essay, you must write an introduction. The introduction should attract the reader’s attention and show the focus of your essay.

Begin with an attention grabber. You can use shocking information, dialogue, a story, a quote, or a simple summary of your topic. Whichever angle you choose, make sure that it ties in with your thesis statement, which will be included as the last sentence of your introduction.

## **6. Write the conclusion.**

The conclusion brings closure of the topic and sums up your overall ideas while providing a final perspective on your topic. Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

## **7. Add the finishing touches.**

After writing your conclusion, you might think that you have completed your essay. Wrong. Before you consider this a finished work, you must pay attention to all the small details.

Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense. If your essay is describing a process, such as how to make a great chocolate cake, make sure that your paragraphs fall in the correct order.

Review the instructions for your essay, if applicable. Many teachers and scholarship forms follow different formats, and you must double check instructions to ensure that your essay is in the desired format.

Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.

Congratulations! You have just written a great essay.

– from <https://www.fastweb.com/student-life/articles/essay-tips-7-tips-on-writing-an-effective-essay>

## Essay Writing Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put a check mark in either the yes or no box.

	YES	NO
When I Write, I:		
(a) Revising		
remove words and reorder them	<input type="checkbox"/>	<input type="checkbox"/>
use words from dictionary or thesaurus	<input type="checkbox"/>	<input type="checkbox"/>
make effective use of adjectives and other words, phrases, or literary devices	<input type="checkbox"/>	<input type="checkbox"/>
Content		
use ideas that are important or relevant to the topic	<input type="checkbox"/>	<input type="checkbox"/>
connect main ideas to the topic	<input type="checkbox"/>	<input type="checkbox"/>
present main ideas and information in a logical order	<input type="checkbox"/>	<input type="checkbox"/>
support main ideas with details	<input type="checkbox"/>	<input type="checkbox"/>
make inferences or conclusion based on evidence or information	<input type="checkbox"/>	<input type="checkbox"/>
Form and Structure		
capture reader's attention in opening paragraph or introduction	<input type="checkbox"/>	<input type="checkbox"/>
use paragraphs in body effectively to groups ideas	<input type="checkbox"/>	<input type="checkbox"/>
sequence paragraphs in logical order	<input type="checkbox"/>	<input type="checkbox"/>
provide a closing paragraph or conclusion that has impact	<input type="checkbox"/>	<input type="checkbox"/>
(b) Proofreading		
Conventions		
use a variety of sentences	<input type="checkbox"/>	<input type="checkbox"/>

write complex sentences that make sense	<input type="checkbox"/>	<input type="checkbox"/>
use correct spelling	<input type="checkbox"/>	<input type="checkbox"/>
use correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>
use correct punctuation	<input type="checkbox"/>	<input type="checkbox"/>
use correct grammar	<input type="checkbox"/>	<input type="checkbox"/>
use correct indentations, spacing, margins, highlighting, fonts, and title	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Writing Style</b>		
match tone to purpose and audience	<input type="checkbox"/>	<input type="checkbox"/>
match level of formality to purpose and audience	<input type="checkbox"/>	<input type="checkbox"/>
use varied language that engages or involves the audience	<input type="checkbox"/>	<input type="checkbox"/>

**Assignment 18:** Omushkego Land-Based Leadership Roles Written Presentation (5%)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

advertisement, brochure, **essay**, editorial, on-line resource, pamphlet, report, script, or story

	Level 1	Level 2	Level 3	Level 4
Content	topic or main ideas are not clear  inferences and conclusion are not clear	topic or main ideas are somewhat clear  inferences and conclusion are somewhat clear	topic or main ideas are clear, but not well supported by details  inferences and conclusion are clear, but not supported by evidence or information	topic or main ideas are clear and are well supported by details  inferences and conclusion are clear and supported by evidence or information
Form and Structure	introduction is not developed  sequence is confusing  conclusion is illogical or missing	introduction is adequately developed  sequence is sometimes ineffective  conclusion is acceptable	introduction is moderately developed  sequence is logical and connected  conclusion is predictable	introduction is well developed  sequence is logical and effective  conclusion is thoughtful
Conventions	sentences are short and simple	sentences have a similar structure or length	sentences have varied structure and length	sentences have varied structure and length and flow smoothly



	<p>many spelling errors with basic, familiar, and land-based words</p> <p>many capitalization and punctuation errors</p> <p>many errors in grammar and word choice</p>	<p>some spelling errors with familiar and land-based words</p> <p>some capitalization and punctuation errors</p> <p>some errors in grammar and word choice</p>	<p>few spelling errors with familiar and land-based words</p> <p>few capitalization and punctuation errors</p> <p>few errors in grammar and word choice</p>	<p>little or no spelling errors with familiar and land-based words</p> <p>little or no capitalization and punctuation errors</p> <p>little or no errors in grammar and word choice</p>
Language and Writing Style	tone and formality are inappropriate for audience and purpose	tone and formality may be appropriate for audience and purpose, but is inconsistent	tone and formality may be appropriate for audience and purpose, and is consistent	tone and formality matches audience and purpose

**Activity 4:** Land-Based Skills, Knowledge and Cooperative Education Experiences Related to School, Career Planning, and Everyday Life

In this activity you will identify and describe the skills and knowledge developed through your cooperative education experience. Then you will demonstrate how you are using these skills and knowledge in your education, career, and in your everyday lives. Finally, you will create a PowerPoint presentation or three-panel display on how these skills and knowledge may be used in your daily lives now and in the future.

## Assignment 19: Co-op Skills and Knowledge

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put a check mark in either the yes or no box.

Co-op Skills	YES	NO
I use ... skills		
1. critical thinking	<input type="checkbox"/>	<input type="checkbox"/>
2. problem solving	<input type="checkbox"/>	<input type="checkbox"/>
3. creative thinking	<input type="checkbox"/>	<input type="checkbox"/>
4. innovation	<input type="checkbox"/>	<input type="checkbox"/>
5. time management	<input type="checkbox"/>	<input type="checkbox"/>
6. technical	<input type="checkbox"/>	<input type="checkbox"/>
7. negotiation	<input type="checkbox"/>	<input type="checkbox"/>
8. collaboration	<input type="checkbox"/>	<input type="checkbox"/>
9. communication	<input type="checkbox"/>	<input type="checkbox"/>
10. interpersonal	<input type="checkbox"/>	<input type="checkbox"/>
11. land-based	<input type="checkbox"/>	<input type="checkbox"/>
12. knowledge of other languages	<input type="checkbox"/>	<input type="checkbox"/>

Co-op Knowledge	YES	NO
I use knowledge related to ...		
1. land-based learning	<input type="checkbox"/>	<input type="checkbox"/>
2. health, safety, and well-being	<input type="checkbox"/>	<input type="checkbox"/>
3. land-based roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
4. planning for post-secondary endeavours	<input type="checkbox"/>	<input type="checkbox"/>
5. understanding personal interests	<input type="checkbox"/>	<input type="checkbox"/>
6. understanding strengths	<input type="checkbox"/>	<input type="checkbox"/>
7. understanding habits of mind (positive responses to real life situations)	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix 20: Co-op Skills and Knowledge Response Journal**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write responses to the following statements:

Co-op Skills

1. Describe two co-op skills that you use in school and how you show these skills.

2. Describe two co-op skills that you could use in career planning and how you would show these skills.

3. Identify one co-op skill that you would like to develop and how you would go about developing this skill.

Co-op Knowledge

4. Describe two areas of knowledge that you use in school and how you show this knowledge.

5. Describe two areas of knowledge from your co-op experience that you could use in career planning and how you would show this knowledge.

6. Identify one area of knowledge that you would like to develop and how you would go about developing that knowledge.

**Teacher's Comments:**

**Assignment 21:** Decision Making: Using Co-op Skills and Knowledge Now and in the Future

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Step 1: Identify Decision

Write your specific decision. Make sure that it is a thoughtful decision rather than an everyday decision. If your decision isn't, pick a new one or make changes.

Does this decision need to be made by me alone, or with others?

What information and resources do I need to help me with my decision?

Step 2: Brainstorm Options and Step 3: Identify Possible Outcomes

Once the decision is identified it is time for you to make a list of possible options. Each option should include positive and negative outcomes.

Option 1: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:

Option 2: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:

Option 3: \_\_\_\_\_

Positive Outcomes:

Negative Outcomes:



#### Step 4: Make Decision

As you are analysing on your options, you may use questions to help make the best decision, e.g., Are my feelings influencing my decision? Does this option support resources available? Does this option promote my career goals? Write down your decision and defend your choice

A large, empty rounded rectangular box with a thin black border, intended for the user to write their decision and defend it.

## Step 5: Reflect on Decision

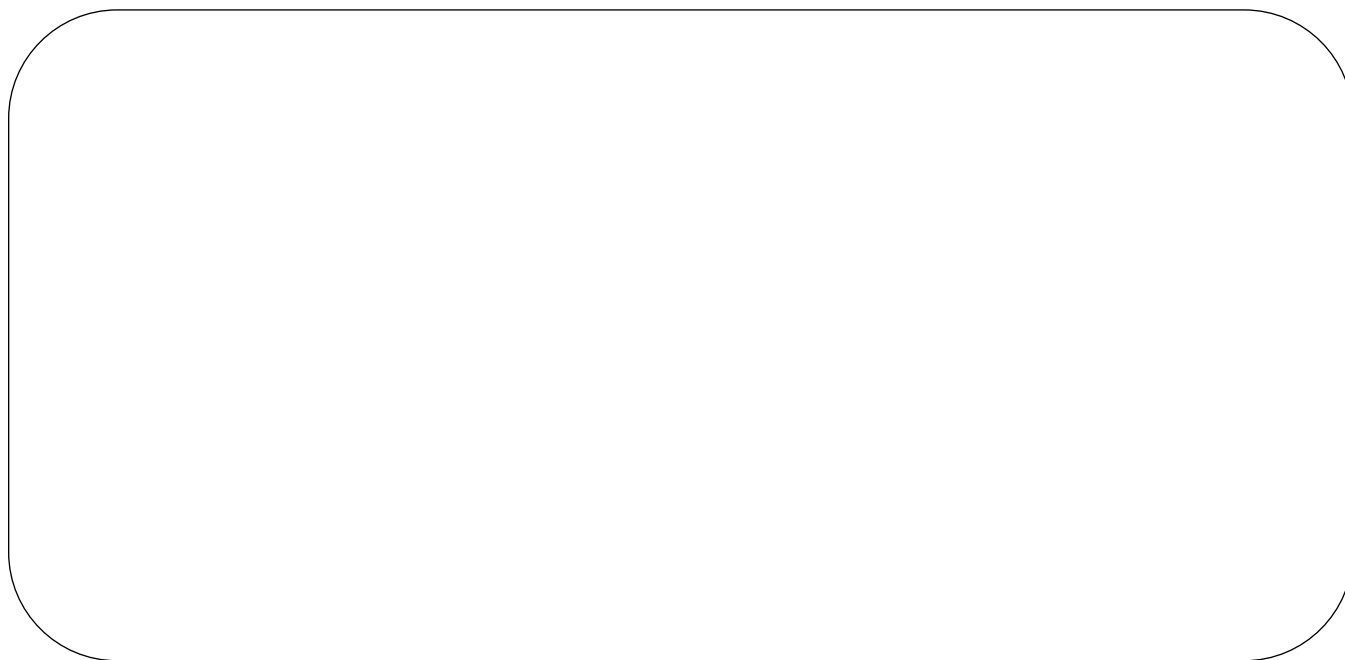
After your decision has been made, reflect on the outcome of the decision. Include answers to the following questions in your reflection.

What was my decision?

Why did I make this decision?

or What factors affected my decision?

How does this decision make my life better?



— adapted from RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*

## Decision Making Rating Scale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the appropriate number (1 is low and 4 is high) for each step.

Step 1: Identify Decision	decision is not clear or thoughtful	1	2	3	4	decision is clear and thoughtful
Step 2: Brainstorm Options	list contains few or no options	1	2	3	4	list contains all possible options
Step 3: Identify Possible Outcomes	unable to identify positive or negative outcomes for each option	1	2	3	4	able to identify positive or negative outcomes all options
Step 4: Make Decision	decision made on unknown analysis of positive or negative outcomes	1	2	3	4	decision made on analysis of positive and negative outcomes using questions
Step 5: Reflect on Decision	no attempt to explain why decision was made, or what factors affected the decision, or how decision makes life better	1	2	3	4	explains why decision was made, what factors affected the decision, and how decision makes life better

— adapted from RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*

## **Top Ten Slide (PowerPoint) Tips**

by Garr Reynolds

### **1. Keep it Simple**

PowerPoint uses slides with a horizontal or “Landscape” orientation. The software was designed as a convenient way to display graphical information that would support the speaker and supplement the presentation. The slides themselves were never meant to be the “star of the show” (the star, of course, is your audience). People came to hear you and be moved or informed (or both) by you and your message. Don’t let your message and your ability to tell a story get derailed by slides that are unnecessarily complicated, busy, or full of what Edward Tufte calls “chart junk.” Nothing in your slide should be superfluous, ever. Your slides should have plenty of “white space” or “negative space.” Do not feel compelled to fill empty areas on your slide with your logo or other unnecessary graphics or text boxes that do not contribute to better understanding. The less clutter you have on your slide, the more powerful your visual message will become.

### **2. Limit Bullet Points & Text**

Your presentation is for the benefit of the audience. But boring an audience with bullet point after bullet point is of little benefit to them. Which brings us to the issue of text. The best slides may have no text at all. This may sound insane given the dependency of text slides today, but the best PowerPoint slides will be virtually meaningless without the narration (that is you). Remember, the slides are meant to support the narration of the speaker, not make the speaker superfluous. Many people often say something like this: “Sorry I missed your presentation. I hear it was great. Can you just send me your PowerPoint slides?” But if they are good slides, they will be of little use without you. Instead of a copy of your PowerPoint slides, it is far better to prepare a written document which highlights your content from the presentation and expands on that content. Audiences are much better served receiving a detailed, written handout as a takeaway from the presentation, rather than a mere copy of your PowerPoint slides. If you have a detailed handout or publication for the audience to be passed out after your talk, you need not feel compelled to fill your PowerPoint slides with a great deal of text.

We'll talk more about this in the delivery section below, but as long as we are talking about text, please remember to never, ever turn your back on the audience and read text from the slide word for word.

### **3. Limit Transitions & Builds (Animation)**

Use object builds and slide transitions judiciously. Object builds (also called animations), such as bullet points, should not be animated on every slide. Some animation is a good thing, but stick to the most subtle and professional (similar to what you might see on the evening TV news broadcast). A simple “Wipe Left-to-Right” (from the “Animations” menu) is good for a bullet point, but a “Move” or “Fly” for example is too tedious and slow (and yet, is used in many presentations today). Listeners will get bored very quickly if they are asked to endure slide after slide of animation. For transitions between slides, use no more than two-three different types of transition effects and do not place transition effects between all slides.

### **4. Use High-Quality Graphics**

Use high-quality graphics including photographs. You can take your own high-quality photographs with your digital camera, purchase professional stock photography, or use the plethora of high-quality images available on line (be cautious of copyright issues, however). Never simply stretch a small, low-resolution photo to make it fit your layout – doing so will degrade the resolution even further. Avoid using PowerPoint Clip Art or other cartoonish line art. Again, if it is included in the software, your audience has seen it a million times before. It may have been interesting in 1993, but today the inclusion of such clip art often undermines the professionalism of the presenter. There are exceptions, of course, and not all PowerPoint art is dreadful, but use carefully and judiciously.

I often use images of people in my slides, as photography of people tends to help the audience connect with the slide on a more emotional level. If the photographic image is secondary in importance, then I decrease the opacity and add a Gaussian Blur or motion filter in Photoshop. If the photographic image is the primary area, I want the audience to notice (such as a picture of a product), then the image can be more pronounced and littler (or no) text is needed.

## 5. Have a Visual Theme, but Avoid Using PowerPoint Templates

You clearly need a consistent visual theme throughout your presentation, but most templates included in PowerPoint have been seen by your audience countless times (and besides, the templates are not all that great to begin with). Your audience expects a unique presentation with new (at least to them) content, otherwise why would they be attending your talk? No audience will be excited about a cookie-cutter presentation, and we must therefore shy away from any supporting visuals, such as the ubiquitous PowerPoint Design Template, that suggests your presentation is formulaic or prepackaged. You can make your own background templates which will be more tailored to your needs. You can then save the PowerPoint file as a Design Template (.pot) and the new template will appear among your standard Microsoft templates for your future use. ...

## 6. Use Appropriate Chart

Always be asking yourself, “How much detail do I need?” Presenters are usually guilty of including too much data in their on-screen charts. There are several ways to display your data in graphic form; here are a few things to keep in mind:

### (a) Pie Charts

Used to show percentages. Limit the slices to 4-6 and contrast the most important slice either with color or by exploding the slice.

### (b) Vertical Bar Charts

Used to show changes in quantity over time. Best if you limit the bars to 4-8.

### (c) Horizontal Bar Charts.

Used to compare quantities. For example, comparing sales figures among the four regions of the company.

### (d) Line Charts

Used to demonstrate trends. For example, here is a simple line chart showing that our sales have gone up every year. The trend is good. The arrow comes in later to underscore the point: Our future looks good!

In general, tables are good for side-by-side comparisons of quantitative data. However, tables can lack impact on a visceral level. If you want to show how your contributions are significantly higher than two other parties, for example, it would be best to show that in the form of a bar chart (below, right). If you’re trying to downplay the fact that your

contributions are lower than others, however, a table will display that information in a less dramatic or emotional way.

## **7. Use Color Well**

Color evokes feelings. Color is emotional. The right color can help persuade and motivate. Studies show that color usage can increase interest and improve learning comprehension and retention.

You do not need to be an expert in color theory, but it's good for business professionals to know at least a bit on the subject. Colors can be divided into two general categories: Cool (such as blue and green) and Warm (such as orange and red). Cool colors work best for backgrounds as they appear to recede away from us into the background. Warm colors generally work best for objects in the foreground (such as text) because they appear to be coming at us. It is no surprise, then, that the most ubiquitous PowerPoint slide color scheme includes a blue background with yellow text. You do not need to feel compelled to use this color scheme, though you may choose to use a variation of those colors.

If you will be presenting in a dark room (such as a large hall), then a dark background (dark blue, grey, etc.) with white or light text will work fine. But if you plan to keep most of the lights on (which is highly advisable) then a white background with black or dark text works much better. In rooms with a good deal of ambient light, a screen image with a dark background and light text tends to washout, but dark text on a light background will maintain its visual intensity a bit better.

## **8. Choose Your Fonts Well**

Fonts communicate subtle messages in and of themselves, which is why you should choose fonts deliberately. Use the same font set throughout your entire slide presentation, and use no more than two complementary fonts (e.g., Arial and Arial Bold). Make sure you know the difference between a Serif font (e.g., Times New Roman) and a Sans-Serif font (Helvetica or Arial). Serif fonts were designed to be used in documents filled with lots of text. Serif fonts are said to be easier to read at small point sizes, but for on screen presentations the serifs tend to get lost due to the relatively low resolution of projectors. San-serif fonts are generally best for PowerPoint presentations, but try to avoid the ubiquitous Helvetica. I often choose

to use Gill Sans as it is somewhere in between a serif and a sans-serif font and is professional yet friendly and “conversational.” Regardless of what font you choose, make sure the text can be read from the back of the room.

## **9. Use Video or Audio**

Use video and audio when appropriate. Using video clips to show concrete examples promotes active cognitive processing, which is the natural way people learn. You can use video clips within PowerPoint without ever leaving the application or tuning on a VCR. Using a video clip not only will illustrate your point better, it will also serve as a change of pace thereby increasing the interest of your audience. You can use audio clips (such as interviews) as well. Something to avoid, however, is cheesy sound effects that are included in PowerPoint (such as the sound of a horn or applause when transitioning slides). The use of superfluous sound effects attached to animations is a sure way to lose credibility with your audience.

## **10. Spend Time in the Slide Sorter**

According to the Segmentation Principle of multimedia learning theory, people comprehend better when information is presented in small chunks or segments. By getting out of the Slide View and into the Slide Sorter view, you can see how the logical flow of your presentation is progressing. In this view you may decide to break up one slide into, say, two-three slides so that your presentation has a more natural and logical flow or process. In this view you will be able to capture more of the gestalt of your entire presentation from the point of view of your audience. You will be able to notice more extraneous pieces of visual data that can be removed to increase visual clarity and improve communication.

— from <http://www.garrreynolds.com/preso-tips/design/> (obtained November28, 2019)



# PowerPoint Presentation Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put a check mark in either the yes or no box.

	YES	NO
When I Create My Slide Show, I:		
Content		
limit bullet points and texts	<input type="checkbox"/>	<input type="checkbox"/>
Organization		
keep it simple	<input type="checkbox"/>	<input type="checkbox"/>
Conventions		
use appropriate charts	<input type="checkbox"/>	<input type="checkbox"/>
limit transition and builds (animation)	<input type="checkbox"/>	<input type="checkbox"/>
choose fonts well	<input type="checkbox"/>	<input type="checkbox"/>
spend time in the slide sorter view (for logical flow)	<input type="checkbox"/>	<input type="checkbox"/>
Language and Visual Style		
use high-quality graphics	<input type="checkbox"/>	<input type="checkbox"/>
have a visual theme	<input type="checkbox"/>	<input type="checkbox"/>
use colour well	<input type="checkbox"/>	<input type="checkbox"/>
use video or audio	<input type="checkbox"/>	<input type="checkbox"/>

**Assignment 22:** Co-Op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future Visual Presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

advertisement, bulletin board, collage, film, mural, photo-essay, poster, storyboard, **PowerPoint presentation, three-panel display**, or visual journal

	Level 1	Level 2	Level 3	Level 4
Content	topic or main ideas are not clear  information (inferences and conclusion) does not support purpose of visual	topic or main ideas are somewhat clear  information (inferences and conclusion) somewhat supports purpose of visual	topic or main ideas are clear, but not well supported by details  information (inferences and conclusion) mostly supports purpose of visual	topic or main ideas are clear and are well supported by details  information (inferences and conclusion) clearly and consistently supports purpose of visual
Organization	expression and organization of ideas are occasionally or not observable	expression and organization of ideas are observable	expression and organization of ideas clearly and consistently observable	expression and organization of ideas clearly and consistently observable and cohesive
Conventions	many errors in spelling, capitalization, punctuation, and grammar and word choice	some errors in spelling, capitalization, punctuation, and grammar and word choice	few errors in spelling, capitalization, punctuation, and grammar and word choice	little or no errors in spelling, capitalization, punctuation, and grammar and word choice

	presentation is not or barely neat, legible, and follows a logical flow	presentation is sometimes neat, legible, and follows a logical flow	presentation is mostly neat, legible, and follows a logical flow	presentation is neat, legible, and follows a logical flow
Language and Visual Style	texts and graphics are inappropriate for audience and purpose fail to support the presentation  little or no attempt to use color, design and space	texts and graphics may be appropriate for audience and purpose, but are inconsistent and partially support the presentation  some attempt to use color, design and space	texts and graphics may be appropriate for audience and purpose, and are consistent and mostly support the presentation  adequate attempt to use color, design and space	texts and graphics match audience and purpose and effectively support the presentation  original and creative attempt to use color, design and space

## **Activity 5:** Land-Based Cooperative Education Inquiry Projects

In this activity you will explore and investigate general or specific land-based topics, issues, or processes by formulating questions, gathering information, and making connections to your cooperative education experience using a variety of graphic organizers. These topics, issues or processes will involve activities centred around wildlife harvesting, wildlife preparation, or traditional tools and technology. Then you will analyse the information gathered through your investigation and communicate your results through oral, visual, written, or kinaesthetic presentations, making connections to your cooperative education land-based experience and culturally, economically, and ecologically sustainable endeavours. Finally, you will identify, in a response journal, ways in which you can apply your cooperative education land-based experiences to other aspects of your daily lives: at home, at school, in your community, and on the land.

**Assignment 23: Land-Based Inquiry and Presentation (20%)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge and Understanding</b> – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance				
<b>Knowledge of content</b> (e.g., information; terminology; vocabulary; health, safety, and well-being practices and procedures )	demonstrates limited knowledge of wildlife harvesting on the land	demonstrates some knowledge of wildlife harvesting on the land	demonstrates considerable knowledge of wildlife harvesting on the land	demonstrates thorough knowledge of wildlife harvesting on the land
<b>Understanding of content</b> (e.g., skills, processes, concepts, techniques)	demonstrates limited understanding of wildlife harvesting activities	demonstrates some understanding of wildlife harvesting activities	demonstrates considerable understanding of wildlife harvesting activities	demonstrates thorough understanding of wildlife harvesting activities
<b>Thinking</b> – The use of critical and creative thinking skills and inquiry skills and/or processes				
<b>Use of planning skills</b> (e.g., setting goals, locating and gathering information, organizing an inquiry)	uses planning skills to formulate topics or questions, and gather and organize information with limited effectiveness	uses planning skills to formulate topics or questions, and gather and organize information with some effectiveness	uses planning skills to formulate topics or questions, and gather and organize information with considerable effectiveness	uses planning skills to formulate topics or questions, and gather and organize information with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., analysing, reflecting, revising, refining, extending, integrating, forming conclusions, evaluating risks and following appropriate safety measures)	uses processing skills to interpret and analyse information, and evaluate and draw conclusions with limited effectiveness	uses processing skills to interpret and analyse information, and evaluate and draw conclusions with some effectiveness	uses processing skills to interpret and analyse information, and evaluate and draw conclusions with considerable effectiveness	uses processing skills to interpret and analyse information, and evaluate and draw conclusions with a high degree of effectiveness

<b>Use of critical/creative thinking processes</b> (e.g., use of inquiry, decision-making, research, innovation, problem-solving, and design processes)	uses inquiry processes with limited effectiveness	uses inquiry processes with some effectiveness	uses inquiry processes with considerable effectiveness	uses inquiry processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
<b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization) <b>in oral, visual, and/or written forms</b> (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)	expresses and organizes ideas and information using appropriate forms with limited effectiveness	expresses and organizes ideas and information using appropriate forms with some effectiveness	expresses and organizes ideas and information using appropriate forms with considerable effectiveness	expresses and organizes ideas and information using appropriate forms with a high degree of effectiveness
<b>Communication for different audiences</b> (e.g., peers, placement supervisors, placement employers) <b>and purposes</b> (e.g., to inform, to persuade, to question) <b>in oral, visual, and/or written forms</b>	communicates with co-op class or Grade 9 and 10 classes to inform them about land-based co-op experiences with limited effectiveness	communicates with co-op class or Grade 9 and 10 classes to inform them about land-based co-op experiences with some effectiveness	communicates with co-op class or Grade 9 and 10 classes to inform them about land-based co-op experiences with considerable effectiveness	communicates with co-op class or Grade 9 and 10 classes to inform them about land-based co-op experiences with a high degree of effectiveness
<b>Use of conventions</b> (e.g., style and format for résumés, online communications, journals, telephone calls), <b>vocabulary, and terminology of the discipline/sector/workplace</b> <b>in oral, visual, and/or written forms</b>	uses land-based conventions, vocabulary, and terminology with limited effectiveness	uses land-based conventions, vocabulary, and terminology with some effectiveness	uses land-based conventions, vocabulary, and terminology with considerable effectiveness	uses land-based conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
<b>Application of knowledge and skills</b> (e.g., education and career/life planning, goal setting; health, safety, and well-being; use of technology) <b>in familiar contexts</b>	applies knowledge and skills at home, at school, or in the community with limited effectiveness	applies knowledge and skills at home, at school, or in the community with some effectiveness	applies knowledge and skills at home, at school, or in the community with considerable effectiveness	applies knowledge and skills at home, at school, or in the community with a high degree of effectiveness

<p><b>Transfer of knowledge and skills</b> (e.g., skills in interpersonal relations, learning skills, education and career/life planning; use of specialized equipment, techniques) <b>to new contexts</b> (e.g., refining and extending skills in a cooperative education placement)</p>	<p>transfers knowledge and skills to refine and extend skills in co-op education placement with limited effectiveness</p>	<p>transfers knowledge and skills to refine and extend skills in co-op education placement with some effectiveness</p>	<p>transfers knowledge and skills to refine and extend skills in co-op education placement with considerable effectiveness</p>	<p>transfers knowledge and skills to refine and extend skills in co-op education placement with a high degree of effectiveness</p>
<p><b>Making connections within and between various contexts</b> (e.g., within and between courses and disciplines; between learning in school and learning in the community component of the cooperative education experience; between learning in cooperative education, personal experiences, and future opportunities)</p>	<p>makes connections within and between learning in school and learning in the co-op education experience with limited effectiveness</p>	<p>makes connections within and between learning in school and learning in the co-op education experience with some effectiveness</p>	<p>makes connections within and between learning in school and learning in the co-op education experience with considerable effectiveness</p>	<p>makes connections within and between learning in school and learning in the co-op education experience with a high degree of effectiveness</p>

## Inquiry Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Did you ...

### Formulate Questions

- explore various events, developments, issues, or phenomena related to the land-based co-op experience
- identify topics related to the land-based co-op experience
- develop questions (factual, causal, or comparative) to provide a focus for the inquiry

### Gather and Organize Information

- identify internet search terms or key words relevant to the inquiry
- collect relevant qualitative and quantitative data, evidence, and information from the co-op experience and community resources
- collect relevant qualitative and quantitative data, evidence, and information from a variety of primary and secondary sources including visuals
- determine if the sources are accurate and reliable
- identify biases in individual sources
- determine points of view (or voices) represented in the sources
- identify the purpose and intent of each source
- record the sources of the data, evidence, and information
- decide whether enough data, evidence, and information was collected for the inquiry
- use different types of graphic organizers (e.g., note-taking) to help gather and organize data, evidence, and information
- identify the key points or ideas in each source
- analyse graphs, charts, diagrams, and maps to organize data, evidence, and information



Did you ...

### **Interpret and Analyse Information**

- analyse data, evidence, and information, applying the relevant concepts of land-based thinking
- use different types of graphic organizers (e.g., inference) to help interpret and/or analyse data, evidence, and information
- analyse sources to determine the importance of an issue, event, development, or phenomenon for individuals or groups

### **Evaluate and Draw Conclusions**

- synthesize data, evidence, and information, and make informed, critical judgements or inferences based on that data, evidence, and information
- use different types of graphic organizers (e.g., drawing conclusions) to help evaluate data, evidence, and information
- reach conclusions about the inquiry, and support them with data, evidence, and information

### **Communicate Results**

- use oral, visual, written, or kinaesthetic forms of presentation
- express and organize ideas and information effectively
- communicate conclusions clearly and logically
- use land-based concepts correctly and effectively
- use land-based conventions, vocabulary, and terminology correctly and effectively
- cite sources using appropriate forms of documentation

**Note:** Depending on the inquiry process used, not all boxes may need to be checked.

# Note-Taking Graphic Organizer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

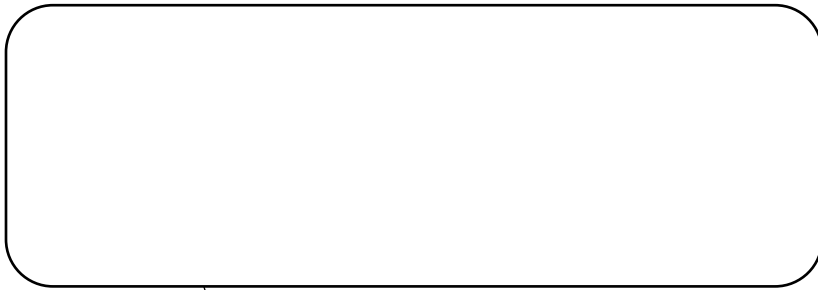
Topic:	
Question(s):	
Source:	
Key Points:	Details:
Summary:	

# Inference Graphic Organizer

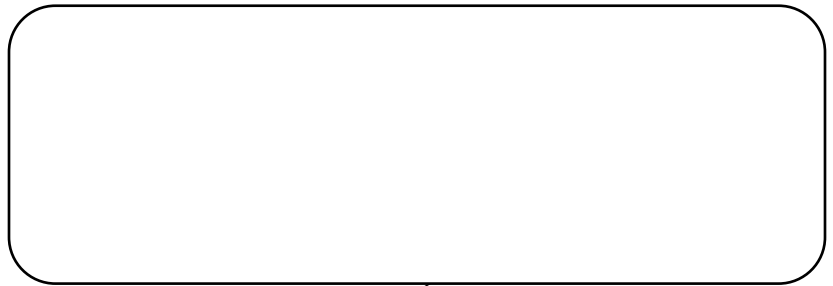
Name: \_\_\_\_\_ Date: \_\_\_\_\_

An inference is a reasonable guess based on evidence and information.

Evidence or Information



Evidence or Information



**Inference**



Evidence or Information

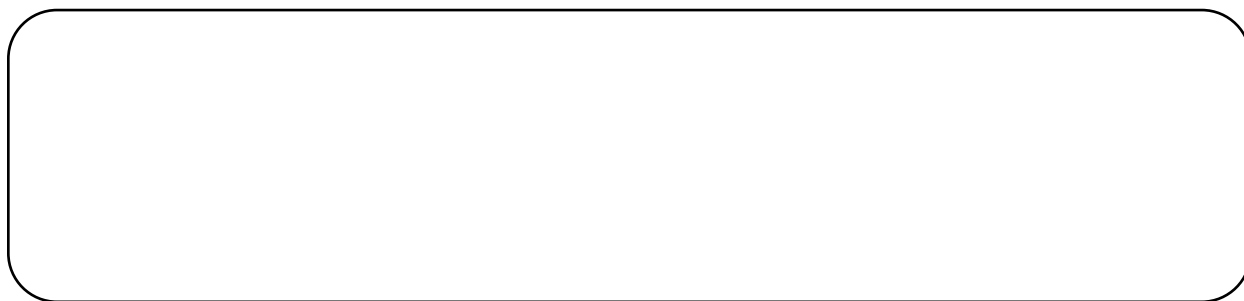


## Drawing Conclusions Graphic Organizer

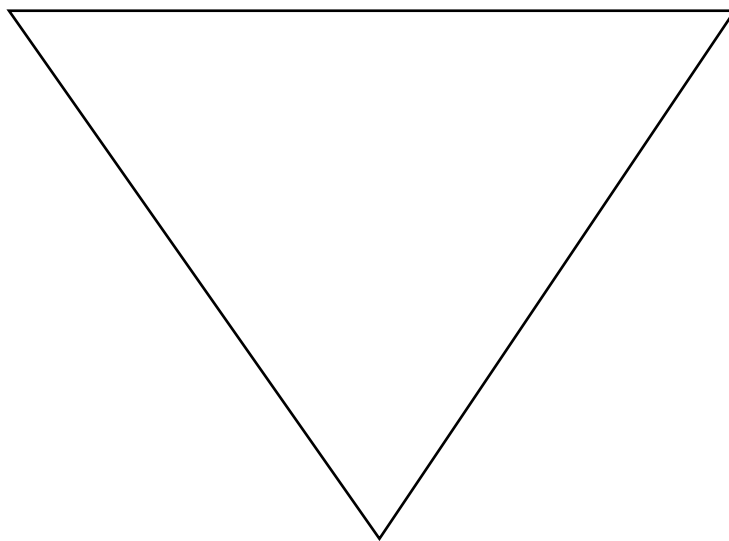
Name: \_\_\_\_\_ Date: \_\_\_\_\_

A conclusion is a special type of inference that applies the information in a general statement to a specific situation.

General Statement



Specific Situation



Conclusion



## Oral Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

debate, discussion, lecture, panel discussion, seminar, or storytelling

	Level 1	Level 2	Level 3	Level 4
Content	too brief and lacking in detail to make its point	brief, but contains enough detail to make a simple point	adequate material to make a simple point or argument	significant material to make several points or complex arguments
Preparation	is generally unprepared	is adequately prepared, so the presentation establishes a basic view	is competently prepared, so the presentation is made with confidence	is fully prepared, so the presentation is effective
Language and Speaking Style	speaks unclearly to audience, so that listeners strain to understand, and uses ineffective language and pacing for the purpose of the presentation  concludes presentation unclearly	speaks hesitantly to audience, and may use some language or pacing that is ineffective for the purpose of the presentation  concludes presentation adequately	speaks clearly and fluently to audience, and uses language, tone, pacing, eye contact, and gestures purposefully for the presentation  concludes presentation effectively	speaks precisely and skillfully to audience, and uses language, tone, pacing, eye contact, and gestures persuasively and emphatically for the presentation  concludes presentation effectively, creating the desired effect
Audience Involvement	rarely involves the audience due to a frequently unimaginative method of presenting ideas, details, and/or visuals	sometimes involves the audience through an occasionally original method of presenting ideas, details and/or visuals	generally involves the audience through a frequently inventive method of presenting ideas, details, and/or visuals	successfully involves the audience through an imaginative method of presenting ideas, details, and/or visuals

— adapted from *Focus on Inquiry*, Alberta Learning, p. 100/ *Appendix J*

## Written Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

advertisement, brochure, essay, editorial, on-line resource, pamphlet, report, script, or story

	Level 1	Level 2	Level 3	Level 4
Content	<p>topic or main ideas are not clear</p> <p>inferences and conclusion are not clear</p>	<p>topic or main ideas are somewhat clear</p> <p>inferences and conclusion are somewhat clear</p>	<p>topic or main ideas are clear, but not well supported by details</p> <p>inferences and conclusion are clear, but not supported by evidence or information</p>	<p>topic or main ideas are clear and are well supported by details</p> <p>inferences and conclusion are clear and supported by evidence or information</p>
Form and Structure	<p>introduction is not developed</p> <p>sequence is confusing</p> <p>conclusion is illogical or missing</p>	<p>introduction is adequately developed</p> <p>sequence is sometimes ineffective</p> <p>conclusion is acceptable</p>	<p>introduction is moderately developed</p> <p>sequence is logical and connected</p> <p>conclusion is predictable</p>	<p>introduction is well developed</p> <p>sequence is logical and effective</p> <p>conclusion is thoughtful</p>
Conventions	<p>sentences are short and simple</p>	<p>sentences have a similar structure or length</p>	<p>sentences have varied structure and length</p>	<p>sentences have varied structure and length and flow smoothly</p>

	<p>many spelling errors with basic, familiar, and land-based words</p> <p>many capitalization and punctuation errors</p> <p>many errors in grammar and word choice</p>	<p>some spelling errors with familiar and land-based words</p> <p>some capitalization and punctuation errors</p> <p>some errors in grammar and word choice</p>	<p>few spelling errors with familiar and land-based words</p> <p>few capitalization and punctuation errors</p> <p>few errors in grammar and word choice</p>	<p>little or no spelling errors with familiar and land-based words</p> <p>little or no capitalization and punctuation errors</p> <p>little or no errors in grammar and word choice</p>
Language and Writing Style	tone and formality are inappropriate for audience and purpose	tone and formality may be appropriate for audience and purpose, but is inconsistent	tone and formality may be appropriate for audience and purpose, and is consistent	tone and formality matches audience and purpose

## Visual Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

advertisement, bulletin board, collage, film, mural, photo-essay, poster, storyboard, PowerPoint presentation, three-panel display, or visual journal

	Level 1	Level 2	Level 3	Level 4
Content	<p>topic or main ideas are not clear</p> <p>information (inferences and conclusion) does not support purpose of visual</p>	<p>topic or main ideas are somewhat clear</p> <p>information (inferences and conclusion) somewhat supports purpose of visual</p>	<p>topic or main ideas are clear, but not well supported by details</p> <p>information (inferences and conclusion) mostly supports purpose of visual</p>	<p>topic or main ideas are clear and are well supported by details</p> <p>information (inferences and conclusion) clearly and consistently supports purpose of visual</p>
Organization	<p>expression and organization of ideas are occasionally or not observable</p>	<p>expression and organization of ideas are observable</p>	<p>expression and organization of ideas clearly and consistently observable</p>	<p>expression and organization of ideas clearly and consistently observable and cohesive</p>
Conventions	<p>many errors in spelling, capitalization, punctuation, and grammar and word choice</p>	<p>some errors in spelling, capitalization, punctuation, and grammar and word choice</p>	<p>few errors in spelling, capitalization, punctuation, and grammar and word choice</p>	<p>little or no errors in spelling, capitalization, punctuation, and grammar and word choice</p>



	presentation is not or barely neat, legible, and follows a logical flow	presentation is sometimes neat, legible, and follows a logical flow	presentation is mostly neat, legible, and follows a logical flow	presentation is neat, legible, and follows a logical flow
Language and Visual Style	texts and graphics are inappropriate for audience and purpose fail to support the presentation  little or no attempt to use color, design and space	texts and graphics may be appropriate for audience and purpose, but are inconsistent and partially support the presentation  some attempt to use color, design and space	texts and graphics may be appropriate for audience and purpose, and are consistent and mostly support the presentation  adequate attempt to use color, design and space	texts and graphics match audience and purpose and effectively support the presentation  original and creative attempt to use color, design and space

## Kinaesthetic Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

collection, demonstration or dramatization, or diorama

	Level 1	Level 2	Level 3	Level 4
Content	too brief and lacking in detail to make its point	brief, but contains enough detail to make a simple point	adequate material to make a simple point or argument	significant material to make several points or complex arguments
Preparation	is generally unprepared	is somewhat prepared, but needs more script work and rehearsal	is prepared, but needs more rehearsal	is fully prepared, shows a significant amount of rehearsal
Language and Dramatic Style	speaks unclearly, mumbles, or too rapidly to audience  unrehearsed, dependence on inadequate notes  props inadequate or not handled well	speaks clearly or mumbles sometimes, or too rapidly to audience  some attention to pacing, over-dependence on notes  props need more practice for comfortable presentation	speaks clearly and easy to understand most of the time although occasionally not loud enough to audience  mostly well-paced, occasionally dependent on notes  props are mostly handled well	speaks clearly and loud enough for audience to understand  well-paced, flows smoothly, not dependent on notes  props provide meaningful support

	no evidence of thought put into language choices for the purpose of the presentation	some evidence of thought put into language choices in the script for the purpose of the presentation	adequate evidence of thought put into language choices in the script for the purpose of the presentation	significant evidence of thought put into language choices that add to the purpose of the presentation
Group Work	one or two members do all the work  not attentive to one another	several members work well together  sometimes not attentive to one another	most members work well together  mostly attentive and supportive of one another	all members work well together  very attentive and supportive of one another

— adapted from *Co-operative Education: A Resource for Schools*, Nova Scotia, p. 97/ *Appendix C*

**Assignment 24:** Land-Based Inquiry and Presentation Reflection Response Journal (10%)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What worked well in my presentation?
What didn't work in my presentation?
What would I do differently next time?
What did the audience tell me?
What did I learn about the topic?
What did I like about the other presentations?

What did I learn from the other presentations?
How can I apply the skills and knowledge that I developed through my presentation and inquiry at home now and in the future?
How can I apply the skills and knowledge that I developed through my presentation and inquiry in your co-op experience at school now and in the future?
How can I apply the skills and knowledge that I developed through my presentation and inquiry in the community now and in the future?
How can I apply the skills and knowledge that I developed through my presentation and inquiry on the land now and in the future?

— adapted from *Focus on Inquiry*, Alberta Learning, p. 108/ Appendix R

## IV. Community Placement Activities

The community component of a cooperative education course engages you in learning opportunities in the context of your community experience or placement, where your co-op supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports you in achieving the curriculum expectations. Community placement activities in the community component must include a variety of experiences of a sufficient duration to permit you to meet the expectations as identified in your learning plan.

### Community Placement Activities and Assignments Checklist

Instructions: Please check off (✓) and submit each of your completed assignments with assessments (rubric, rating scale, checklist, or marking scheme) from each activity to your co-op teacher. Upon successful completion of these assignments, your teacher will sign off, date (under teacher’s signature), and return each of them.

Name: \_\_\_\_\_

<b>IV. Community Placement Activities (40%)</b>		
✓	Activity and Assignments	Teacher’s Signature
<b>Activity 1: Personal Land-Based Cooperative Education Placement</b>		
	Assignment 25: Community Placement Student’s Weekly Log of Community Placement Activities (Form 10) On-Going Community Placement Student Reflection Response Journal (Form 11)	
	On-Going Community Placement Student-Teacher Meetings On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)	
	Final Community Placement Assessment and Evaluation Final Community Placement Assessment and Evaluation (Form 13) (40%)	

## **Activity 1: Personal Land-Based Cooperative Education Placement**

In this activity you will implement your personalized land-based cooperative education learning plan as part of Creating Opportunities through Co-op, Grade 11 (DCO3O). You will complete logs or records of your community land-based placement activities on the following: Student's Weekly Log of Community Placement Activities (Form 10). Then you will reflect on your co-op experience, personal and OSP skills and habits, personal leadership and co-op skills and knowledge, and co-op goals on the following: On-Going Community Placement Student Reflection Response Journal (Form 11). Throughout the community placement component the co-op teacher will observe you in your placement using On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12) and will meet you to measure progress and make revisions to your plans as appropriate. Your final community placement assessment and evaluation will be based on your reflection response journal entries and observations made by the co-op teacher at your placement on Final Community Placement Assessment and Evaluation (Form 13).



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**About the Omushkego Land-Based Cooperative Education  
Course Activities and Assignments Student's Guide**

This document is part of a collection of resources designed to bring Omushkego culture into the classroom. It is based on the Ontario cooperative education curriculum and the Omushkego culture curriculum. It includes resources for students at the secondary level.