

# Omushkego Land-Based Cooperative Education Course Outline

**Local Education Authority:**

**School:**

**Department:**

**Classroom Program Developer or Teacher:**

**Development Date:** January 7, 2020

**Revision Date:**

## **Course Description**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

## **Course Information**

Course Title: Creating Opportunities through Co-op

Course Grade: 11

Course Type: Open

Course Code: DCO30

Credit Value: 2 Credits

Prerequisite: None

Ministry Document: *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018*

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>)

## Course Strands

**Strand A.** Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements

**Strand B.** Experiential Learning and Transfer of Skills and Knowledge

**Strand C.** The Inquiry Process

**Strand D.** Building Learning Capacity

## Overall Expectations and Course Content

### I. Pre-course Planning and Interviewing Activities

**Activity 1:** Application and Interview for the Cooperative Education Experience (75 minutes or 1 class @ 75 minutes per class)

A2. Preparing and Planning for the Experience

- demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience.

### II. Pre-placement Orientation Activities (10 hours)

**Activity 1:** Roles, Responsibilities, and Rights that Support Well-Being in the Cooperative Education Experience (375 minutes or 5 classes @ 75 minutes per class)

A1. Health, Safety, and Well-Being

- demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience.

**Activity 2:** Health and Safety in the Cooperative Education Experience (225 minutes or 3 classes @ 75 minutes per class)

A1. Health, Safety, and Well-Being

- demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience.

### III. Classroom Integration Activities (20 hours)

**Activity 1:** Personal Skills, Interests, and Strengths and Omushkego Land-Based Careers Related to the Cooperative Education Experience (225 minutes or 3 classes @ 75 minutes per class)

A2. Preparing and Planning for the Experience

- demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience.

**Activity 2:** Personal Land-Based Cooperative Education Learning Plan (225 minutes or 3 classes @ 75 minutes per class)

D1. Decision Making

- demonstrate an understanding of decision making and analyse how the decisions they make can impact their cooperative education experience and their future endeavours;

B1. The Learning Plan

- develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being, to maximize success in the cooperative education experience.

**Activity 3:** Land-Based Leadership Skills and Attributes in the Cooperative Education Experience (150 minutes or 2 classes @ 75 minutes per class)

D2. Leadership

- demonstrate an understanding of effective leadership and how they can incorporate it into their lives.

**Activity 4:** Land-Based Skills, Knowledge, and Cooperative Education Experiences Related to School, Career Planning, and Everyday Life (225 minutes or 3 classes @ 75 minutes per class)

B2. Skills for the Future

- demonstrate the skills and knowledge developed or refined through the cooperative education experience, including skills and knowledge related to health, safety, and well-being, and explain how they might use what they have learned in other aspects of their lives, now and in the future;

D1. Decision Making

- demonstrate an understanding of decision making and analyse how the decisions they make can impact their cooperative education experience and their future endeavours.

**Activity 5:** Land-Based Cooperative Education Inquiry Project (375 minutes or 5 classes @ 75 minutes per class)

C1. Exploration and Investigation

- explore and investigate a topic, issue, or process relevant to the cooperative education experience, formulating questions to guide research, gathering information, and making connections to the cooperative education experience;

C2. Analysis and Communication

- analyse the information gathered through the investigation and communicate results, making connections to the cooperative education experience and other current and future endeavours;

D2. Leadership

- demonstrate an understanding of effective leadership and how they can incorporate it into their lives.

#### **IV. Community Placement Activities (190 hours)**

**Activity 1:** Personal Land-Based Cooperative Education Learning Plan Placement (as required for a successful experience)

B1. The Learning Plan

- develop, implement, and reflect on a learning plan, including learning related to health, safety, and well-being, to maximize success in the cooperative education experience.

#### **Teaching/Learning Strategies**

**Activity-Based Strategies:** Field Trip, Oral Presentation, and Rehearsal/Repetition/Practice

**Cooperative Strategies:** Discussion, Interview, and Think/Pair/Share

Direct Instruction: Conferencing, Demonstration, Guided Exploration, Read Aloud, Read Along, and Workbook/Work Sheets

**Independent Learning Strategies:** Independent Study, Note Making, Reflection, Report, and Response Journal

**Inquiry and Research Models:** Inquiry Process, Research Process, Reading Process, and Writing Process

**Learning Styles:** Interpersonal Intelligence and Intrapersonal Intelligence

Technology/Media-Based Applications: Communication Applications, Computer-Assisted Learning, Internet Technologies, and Media Production/Presentation

**Thinking Skills Strategies:** Analysing Bias/Stereotype, Brainstorming, Case Study, Oral Explanation/Presentation, Problem Solving, Visual/Graphic Organizers, and Writing to Learn

#### **Assessment**

**Strategies:** Classroom Presentation, Conference, Essay, Exhibition/Demonstration, Interview, Observation, Performance Task, Question and Answer (Oral), Quiz, Test, Examination, Response Journal, and Self-Assessment

**Recording Devices:** Anecdotal Record, Checklist, Rating Scale, Rubric, and Marking Scheme

## **Assessment and Evaluation Components**

**70% of the grade** will be based upon assessments and evaluations conducted throughout the course:

Pre-Placement Orientation Learning (10%)

Classroom Integration Learning (20%)

Community Placement Learning (40%)

**30% of the grade** will be based on a final inquiry project administered at or towards the end of the course:

Culminating Performance Task (30%)

## **Achievement Categories and Weighting**

Knowledge and Understanding: 20%

Thinking: 20%

Communication: 20%

Application: 40%

## **Considerations for Program Planning in Cooperative Education**

see *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018*, pp. 54–68, and *Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017*, pp. E17–E18.

## **Instructional Accommodations**

Acknowledging and accommodating culture and language differences helps student learning. The following adaptations may be necessary for some students:

1. use visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented,
2. teach students how to organize material through a variety of graphic organizers,
3. simplify and adapt texts or have available textbooks with material at a variety of reading levels/complexity,
4. break down tasks into smaller sequential sections,
5. have students work with partners who can act as interpreters, classroom partners and peer tutors,
6. provide a structured overview of the unit and lesson prior to beginning instruction,
7. include a variety of activities for the students in each lesson.

— adapted from the *Teaching Learning Companion* in the Ontario Curriculum Unit Planner

## Assessment Accommodations

Adapting assessment to acknowledge culture and language differences enables a student to demonstrate learning. Some assessment accommodations are as follows:

1. allow extra time to complete the task,
2. explain or simplify instructions and questions to ensure students understand what they are being asked to do,
3. allow flexibility in the number of questions to be asked,
4. provide a variety of options for achieving the task through oral, written, kinaesthetic, or visual means,
5. give additional support by having the teacher or a peer act as a scribe,
6. supply a quiet or alternate location that is free of distractions.

— adapted from the *Assessment Companion* in the Ontario Curriculum Unit Planner

## Resources

<b>I. Pre-course Planning and Interviewing Activities</b>
<b>Activity 1:</b> Application and Interview for the Cooperative Education Experience
Creating Opportunities through Co-op, Grade 11 Course Outline (DCO3O) Application for Cooperative Education (Form 01) Teacher Reference (Form 02) Cooperative Education Student Interview (Form 03)
<b>Interviewing</b> 10 Best Interview Tips ( <a href="https://www.livecareer.com/career/advice/interview/job-interview-tips">https://www.livecareer.com/career/advice/interview/job-interview-tips</a> )
<b>II. Pre-placement Orientation Activities</b>
<b>Activity 1:</b> Roles, Responsibilities, and Rights that Support Well-Being in the Cooperative Education Experience
computers or computer lab Assignment 1: Roles and Responsibilities Reflection Journal Assignment 2: Confidentiality and Ethics Assignment 3: Human Rights, Discrimination, and Harassment Assignment 4: Employment Standards and Mental Health in the Workplace Student Declaration of Responsibilities (Form 04) Student Declaration of Confidentiality (Form 05) Work (Cooperative) Education Agreement (Form 08a) Work (Cooperative) Education Agreement Amendment (Form 08b)
<b>Roles and Responsibilities</b> Roles and Responsibilities of Students (Land-Based Cooperative Education Policies and Procedures, pp. 9–10) Roles and Responsibilities of Co-op Teachers (Land-Based Cooperative Education Policies and Procedures, pp. 3–4)

Roles and Responsibilities of Principals

(Land-Based Cooperative Education Policies and Procedures, pp. 4–5)

Roles and Responsibilities of Co-op Supervisors

(Land-Based Cooperative Education Policies and Procedures, pp. 10–11)

Roles and Responsibilities of Parents or Guardians

(Land-Based Cooperative Education Policies and Procedures, pp. 11–12)

### **Confidentiality and Ethics**

Freedom of Information and Protection of Privacy Act

(<https://www.ontario.ca/laws/statute/90f31>)

Freedom of Information and Protection of Privacy Act Mini Guide

(<https://www.ipc.on.ca/wp-content/uploads/Resources/provincial%20guide-e.pdf>)

Confidentiality Forms (samples)

(<https://www.template.net/business/agreements/sample-employee-confidentiality-agreement/>)

Top 10 Work Values Employers Look For

(<http://www.technosmarts.com/2015/04/24/the-top-10-work-values-employers-look-for/>)

7 Characteristics of a Good Work Ethic

(<https://blog.ximble.com/blog/7-characteristics-good-work-ethic/>)

Five Characteristics of a Good Work Ethic

(<http://smallbusiness.chron.com/five-characteristics-good-work-ethic-10382.html>)

### **Human Rights, Discrimination, and Harassment**

Ontario Human Rights Code

(<https://www.ontario.ca/laws/statute/90h19>)

Accessibility for Ontarians with Disabilities Act

(<https://www.aoda.ca/what-is-the-aoda/>)

Disability and Human Rights Brochure

(<http://www.ohrc.on.ca/en/disability-and-human-rights-brochure-2016>)

Guide to Your Rights and Responsibilities Under the Human Rights Code

([http://www.ohrc.on.ca/sites/default/files/Guide%20to%20Your%20Rights%20and%20Responsibilities%20Under%20the%20Code\\_2013.pdf](http://www.ohrc.on.ca/sites/default/files/Guide%20to%20Your%20Rights%20and%20Responsibilities%20Under%20the%20Code_2013.pdf))

Human Rights 101 (eLearning module)

(<http://www.ohrc.on.ca/en/learning/human-rights-101>)

Indigenous Peoples in Ontario and the Ontario Human Rights Code (brochure)

(<http://www.ohrc.on.ca/en/indigenous-peoples-ontario-and-ontario-human-rights-code-brochure>)

Universal Declaration of Human Rights

(<http://www.un.org/en/universal-declaration-human-rights/>)

How to Deal with Harassment

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

### **Employment Standards and Mental Health in the Workplace**

Employment Standards Act

(<https://www.ontario.ca/laws/statute/00e41>)

Ministry of Labour Employment Standards in Ontario Fair at Work Ontario Poster

(<https://files.ontario.ca/employment-standards-in-ontario.pdf>)

Young Workers on the Job ([https://www.labour.gov.on.ca/english/atwork/yw\\_tips\\_youngworkers.php#rights](https://www.labour.gov.on.ca/english/atwork/yw_tips_youngworkers.php#rights))

Workplace Violence and Harassment Policy (school or the following template)

([http://www.osach.ca/sg/Meeting\\_2\\_2010/Meeting2\\_Violence%20and%20harassment%20Policy%20and%20program-2010.pdf](http://www.osach.ca/sg/Meeting_2_2010/Meeting2_Violence%20and%20harassment%20Policy%20and%20program-2010.pdf))

Workplace Violence Policy (school or the following template)

(<https://www.ontario.ca/page/understand-law-workplace-violence-and-harassment#section-7>)

Workplace Harassment Policy (school or the following template)

(<https://www.ontario.ca/page/code-practice-address-workplace-harassment#schedulec>)

Mental Health in the Workplace Canada

(<https://www.canada.ca/en/employment-social-development/services/health-safety/mental-health.html>)

Mental Health in the Workplace (infographic)

(<https://www.canada.ca/en/employment-social-development/services/health-safety/reports/mental-health-workplace.html>)

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

computers or computer lab

Assignment 5: Workplace Health and Safety Awareness

Assignment 6: Workplace Hazardous Materials Information System

Assignment 7: Workplace Safety and Insurance Board Coverage and Reporting

### **Workplace Health and Safety Awareness**

Occupational Health and Safety Act

(<https://www.ontario.ca/laws/statute/90o01/v27>)

Ontario's Workplace Safety and Insurance Act Fact Sheet

(<https://www.preventionlink.ca/services/the-lighthouse-initiative/factsheets/wsib/>)

Health and Safety at Work Prevention Starts Here Poster

([https://www.labour.gov.on.ca/english/hs/pdf/poster\\_prevention.pdf](https://www.labour.gov.on.ca/english/hs/pdf/poster_prevention.pdf))

12 Tips for Staying Safe at Work

([https://www.labour.gov.on.ca/english/atwork/yw\\_tips\\_youngworkers.php](https://www.labour.gov.on.ca/english/atwork/yw_tips_youngworkers.php))

Names of Health and Safety Representatives (for 9 and 19 workers)

Names of Joint Health and Safety Committee Members (for 20 or more workers)

Identifying Hazards in Your Workplace

(<https://fitforwork.org/blog/identifying-workplace-hazards/>)

Procedures for Reporting Health and Safety Concerns (school or the following forms)

Hazard Reporting Form

(<http://www.ccohs.ca/oshanswers/hsprograms/report.html>)

Health and Safety Incident Report Form

(<https://www.whsc.on.ca/Files/Resources/H-S-Documentation-Tools/H-S-Incident-report-form.aspx>)

Health and Safety Policy (school or the following template)

(<https://www.ontario.ca/document/guide-occupational-health-and-safety-act/appendices>)

### **Workplace Hazardous Materials Information System**

WHMIS 2015 Training and Materials Safety Data Sheets

(<https://www.ccohs.ca/products/publications/whmisafterghs.pdf>)

### **Workplace Safety and Insurance Board (WSIB) Coverage and Reporting**

Workplace Safety and Insurance Act

(<https://www.ontario.ca/laws/statute/97w16>)

Report an Injury or Illness (at WSIB Ontario)

(<https://www.wsib.ca/en/businesses/claims/report-injury-or-illness>)

Your Guide: Benefits, Services and Responsibilities – Worker Edition

(<https://www.wsib.ca/en/injured-or-ill-people/resources-injured-or-ill-people/your-guide-benefits-services-and>)

Always Report: Injured at Work? A Guide to Reporting for Injured Workers and Employers Brochure

([https://www.wsib.ca/sites/default/files/documents/2018-12/0087a1016injuredatworkbrochure\\_webaccessible.pdf](https://www.wsib.ca/sites/default/files/documents/2018-12/0087a1016injuredatworkbrochure_webaccessible.pdf))

Worker's eForm 6: Worker's Report of Injury or Disease:

(<https://www.wsib.ca/en/workers-eform6>)

WSIB In Case of Injury Poster

([https://www.wsib.ca/sites/default/files/2019-03/0082c\\_0218\\_1234poster\\_eng.pdf](https://www.wsib.ca/sites/default/files/2019-03/0082c_0218_1234poster_eng.pdf))

### III. Classroom Integration Activities

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

markers  
chart paper  
computers or computer lab  
Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker  
Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal  
Assignment 10: Essential Work Skills and Work Habits Tracker  
Assignment 11: Ontario Skills Passport Occupational Profile and Essential Work Skills and Work Habits  
Assignment 12: Omushkego Land-Based Careers

##### **Individualized Pathway Plans**

Creating Pathways to Success Policy and Program Requirements, Kindergarten to Grade 12  
(<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>)  
SkillsZone: Creating Pathways to Success  
([http://skillszone.ca/index\\_osp\\_ipp\\_home.html](http://skillszone.ca/index_osp_ipp_home.html))

##### **Personal Skills, Interests, Values, and Strengths**

Job Bank Career Planning Quizzes and Tests  
(<https://www.jobbank.gc.ca/career-planning/quizzes>)

##### **Essential Work Skills and Work Habits**

Government of Canada Job Bank  
(<https://www.jobbank.gc.ca/home>)  
Ontario Skills Passport  
(<http://www.skills.edu.gov.on.ca/OSP2Web/TCU/Welcome.xhtml>)  
Essential Skills (ES) in the Ontario Skills Passport  
(<http://www.skills.edu.gov.on.ca/OSP2Web/TCU/DisplayEssentialSkills.xhtml>)  
Work Habits (WH) in the Ontario Skills Passport  
(<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayWorkHabit.xhtml>)  
List of Occupations in Ontario Skills Passport  
<http://www.skills.edu.gov.on.ca/OSP2Web/TCU/DisplayDetailOccList.xhtml>

##### **Omushkego Land Based Careers**

Ontario's Labour Market  
(<https://www.ontario.ca/page/labour-market>)  
Ontario's Labour Market Search Job Profiles  
(<https://www.iaccess.gov.on.ca/labourmarket/search.xhtml>)  
Government of Canada Job Bank Job Profiles  
(<https://www.jobbank.gc.ca/career-planning/search-job-profile>)

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

chart paper  
markers  
Assignment 13: Goal Setting  
Assignment 14: Decision Making  
Assignment 15: Personal Placement Learning Plan Oral Presentation  
Wildlife Harvesting (Form 09a)  
Wildlife Preparation (Form 09b)  
Traditional Tools and Technology (Form 09c)  
Weekly Log of Student Community Placement Activities (Form 10)  
On-Going Community Placement Student Reflection Response Journal (Form 11)

On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)  
Final Community Placement Assessment and Evaluation (Form 13)

**Individualized Pathway Plans**

Creating Pathways to Success Policy and Program Requirements, Kindergarten to Grade 12  
(<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>)  
SkillsZone: Creating Pathways to Success  
([http://skillszone.ca/index\\_osp\\_ipp\\_home.html](http://skillszone.ca/index_osp_ipp_home.html))

**Decision Making**

RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*. Lakewood, CO: Colorado Education Initiative (obtained November 22, 2019)  
(<https://www.rmc.org/health-education-skills-models/health-skills-decision-making-2/> or  
<https://drive.google.com/drive/folders/0B6RzG9AuQF-DMzQ3eDhoVVFkMEk>)

**Goal Setting**

RMC Health. (2019). *Grade 9–12 Goal Setting – Health Skills*. Lakewood, CO: Colorado Education Initiative (obtained November 22, 2019)  
(<https://www.rmc.org/health-education-skills-models/health-skills-goal-setting-2/> or  
<https://drive.google.com/drive/folders/0B6RzG9AuQF-DNWw5ZndFa2VVSEU>)

**Oral Presentation**

The Four Cs: How to Give a Good Oral Presentation  
(<https://www.efp.org/europerio8/periopeople/top-tips-giving-oral-presentation/>)

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

whiteboard  
Assignment 16: Leadership Attributes and Skills  
Assignment 17: Leadership Attributes and Skills Response Journal  
Assignment 18: Omushkego Land-Based Leadership Roles Written Presentation

**Leadership**

Manitoba Education Citizenship and Youth. (2009). *Module D: Personal and Social Development in Grade 12 Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education, pp. 195–205.  
([https://www.edu.gov.mb.ca/k12/cur/physlth/frame\\_found\\_gr12/full\\_document.pdf](https://www.edu.gov.mb.ca/k12/cur/physlth/frame_found_gr12/full_document.pdf))

**Traditional Land-Based Leadership**

Berkes, F., George, P., Richard Preston, R., and Turner, J. (1992). *The Cree View of the Land and Indigenous Ecological Knowledge*. TASO Research Report, Second Series No. 8. Hamilton: McMaster University, pp. 15–20.  
Rickard, P. (1998). *Okimab*. Canada: National Film Board.  
(<https://www.nfb.ca/film/okimah/>)

**Written Presentation**

Essay Tips: 7 Tips on Writing an Effective Essay  
(<https://www.fastweb.com/student-life/articles/essay-tips-7-tips-on-writing-an-effective-essay>)  
Note-Taking Graphic Organizer

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

chart paper  
markers  
computer workstations  
three-panel display boards  
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

### **Decision Making**

RMC Health. (2019). *Grade 9–12 Decision Making – Health Skills*. Lakewood, CO: Colorado Education Initiative (obtained November 22, 2019)

(<https://www.rmc.org/health-education-skills-models/health-skills-decision-making-2/> or

<https://drive.google.com/drive/folders/0B6RzG9AuQF-DMzQ3eDhoVVFkMEk>)

Decision Making Graphic Organizer

### **Visual Presentation**

Top Ten Slide (PowerPoint) Tips

(<http://www.garreynolds.com/preso-tips/design/>)

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

chart paper

markers

white board

Assignment 23: Land-Based Inquiry and Presentation

Assignment 24: Land-Based Inquiry and Presentation Reflection Journal

### **Inquiry Process and Co-operative Education**

Alberta Learning. (2004). *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*. Edmonton, AB: Learning Resources Centre.

([http://www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/focusoninquiry.pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/focusoninquiry.pdf))

Nova Scotia Department of Education and Early Childhood Development. (2013). *Co-operative Education: A Resource for Schools*. Halifax, NS: Author.

(<https://www.ednet.ns.ca/docs/coopeducresourceforschools.pdf>)

Note Taking Graphic Organizer

Inference Graphic Organizer

Drawing Conclusions Graphic Organizer

Guided Inquiry Questions

### **Wildlife Harvesting**

(a) fishing, (b) furbearer trapping and snaring, (c) large (big) game hunting, and (d) small game hunting

Berkes, F., George, P., Preston, R., Hughes, A., Turner, J., and Cummins, B. (1994). *Wildlife Harvesting and Sustainable Regional Native Economy in the Hudson and James Bay Lowland*. QSEP Research Report No. 306. Hamilton: McMaster University, pp. 350–360.

Lytwyn, V. P. (1993). *The Hudson Bay Lowland Cree in the Fur Trade t 1821: A Study in Historical Geography*. unpublished Ph.D. Dissertation. Winnipeg: University of Manitoba, 198–265.

Partners in Change. (1997). *Lowland Knowledge Ways, Volume 1*. Moose Factory, ON: Author, pp. 6–10.

### **Wildlife Preparation**

(a) food preparation

Berkes, F., George, P., Preston, R., Hughes, A., Turner, J., and Cummins, B. (1994). *Wildlife Harvesting and Sustainable Regional Native Economy in the Hudson and James Bay Lowland*. QSEP Research Report No. 306. Hamilton: McMaster University, pp. 355–356.

Honigmann, J.J. (1948). *Foodways in a Muskeg Community*. Ottawa, ON: Northern Co-ordination and Research Center, pp. 140–143.

Honigmann, J. J. (1956). *The Attapiskat Swampy Cree: An Ethnographic Reconstruction*. Fairbanks, AK: Anthropological Papers of the University of Alaska, 5 (1), pp. 32–41.

Ohmagari, K. (1993). *Social Change and Transmission of Knowledge and Bush Skills Among Cree Women*. Unpublished Doctoral Dissertation, Winnipeg, MB: University of Manitoba, pp. 146–157.

Turner, J, Linklater, L., and Stadel, A. (1995). *Traditional Management Practices Study*. International Development Research Centre, pp. 28–31.

(b) berry gathering and preparation

Lytwyn, V. P. (1993). *The Hudson Bay Lowland Cree in the Fur Trade t 1821: A Study in Historical Geography*. unpublished Ph.D. Dissertation. Winnipeg: University of Manitoba, pp. 242–243.

Partners in Change. (1997). *Lowland Knowledge Ways, Volume 1*. Moose Factory, ON: Author, pp. 6–10.

(c) hide and line making

Honigmann, J. J. (1956). *The Attawapiskat Swampy Cree: An Ethnographic Reconstruction*. Fairbanks, AK: Anthropological Papers of the University of Alaska, 5 (1), pp. 27–29.

[Metat, B. (1994). *Curing Moosehide*. Timmins, ON: Ojibway and Cree Cultural Centre.]

(d) clothing making

Honigmann, J. J. (1956). *The Attawapiskat Swampy Cree: An Ethnographic Reconstruction*. Fairbanks, AK: Anthropological Papers of the University of Alaska, 5 (1), pp. 45–49.

Ohmagari, K. (1993). *Social Change and Transmission of Knowledge and Bush Skills Among Cree Women*. Unpublished Doctoral Dissertation, Winnipeg, MB: University of Manitoba, pp. 165–71.

Rogers, E., & Smith, J. (1981). *Environment and Culture in the Shield and Mackenzie Borderlands*. In June Helm (ed.). Handbook of North American Indians, Volume 6: Subarctic, pp. 130–145. Washington: Smithsonian Institution, pp. 138 and 139.

### **Tools and Technology**

(a) transportation

Honigmann, J. J. (1956). *The Attawapiskat Swampy Cree: An Ethnographic Reconstruction*. Fairbanks, AK: Anthropological Papers of the University of Alaska, 5 (1), pp. 49–53.

Molohon, K. (1983). *Notes on Contemporary Cree Community*. In William Cowan (ed.). Actes du Quatorzième Congrès des Algonquinistes. pp. 189–202. Ottawa: Carleton University, pp. 189–193.

Rogers, E. (1967). *The Material Culture of the Mistassini*. National Museum of Canada, Bulletin 218, Anthropological Series 80. Ottawa: Department of the Secretary of State, pp. 90–113.

Rogers, E., & Smith, J. (1981). *Environment and Culture in the Shield and Mackenzie Borderlands*. In June Helm (ed.). Handbook of North American Indians, Volume 6: Subarctic, pp. 130–145. Washington: Smithsonian Institution, pp. 137 and 139.

Skinner, A. (1911). *Notes on the Eastern Cree and Northern Sauleaux*. New York: Anthropological Papers of the American Museum of Natural History, 9, pp.42–45.

(b) housing

Honigmann, J.J. (1948). *Foodways in a Muskeg Community*. Ottawa, ON: Northern Co-ordination and Research Center, pp. 52–54.

Honigmann, J. J. (1956). *The Attawapiskat Swampy Cree: An Ethnographic Reconstruction*. Fairbanks, AK: Anthropological Papers of the University of Alaska, 5 (1), pp. 41–44.

Molohon, K. (1983). *Notes on Contemporary Cree Community*. In William Cowan (ed.). Actes du Quatorzième Congrès des Algonquinistes. pp. 189–202. Ottawa: Carleton University, pp. 189–193.

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## **IV. Community Placement Activities**

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

Assignment 25: Personalized Placement Learning Plan Placement

Wildlife Harvesting (Form 09a)

Wildlife Preparation (Form 09b)

*and/or* Traditional Tools and Technology (Form 09c)

Weekly Log of Student Community Placement Activities (Form 10)

On-Going Community Placement Student Reflection Response Journal (Form 11)

On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12)

Final Community Placement Assessment and Evaluation (Form 13)

Cooperative Education Program Evaluation (Form 14)