

# Omushkego Land-Based Cooperative Education Course Profile Teacher's Guide



Celebrating the Omushkego Cycle of Life

## O mushkego Land-Based Cooperative Education Course Profile Teacher's Guide

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Omushkego Education

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- Hearst High School
- Ontario Curriculum Course Profiles

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## Introduction

The Omushkegowuk are the original inhabitants of the James Bay and Hudson Bay Lowland. The Lowland, which extends from the Quebec border to the Manitoba border, is the largest wetland area in Canada. This region is important to the local Cree as it offers them *milo* or *mino pimaatisiwin* (the good life) on the land.

In the past, Omushkego people traditionally lived in scattered groups that moved on the land according to the seasonal abundance of wildlife. Today, the Omushkegowuk live primarily in eight communities (Moose Factory, Fort Albany, Kashechewan, Attawapiskat, Peawanuck, Taykwa Tagamou, Chapleau Cree, and Missanabie Cree) located in the Mushkegowuk territory. In spite of the change from a bush-oriented to a village-centred way of life, traditional land-based activities continue to be an important part of contemporary Cree land use.

However, traditional activities are being affected by rapid economic and educational changes in the Mushkegowuk communities. Village life has brought about a change from a traditional economy to a modern wage and government transfer economy. Reducing external economic dependence is a major community concern. Moreover, schools have brought about a change in methods of education from traditional methods of learning that involved observation and practice to conventional methods of learning. Many of the conventional methods of education taught in schools are incompatible with traditional Omushkego approaches to learning. The resultant shift in economies and methods of education has resulted in an incomplete transmission of many of the required traditional ecological knowledge, bush skills, and cultural values associated with the traditional way of life. The transmission of traditional knowledge, skills, and values can ensure economic and educational continuity within the Mushkegowuk communities.

The development of a program based on land-based activities, such as wildlife harvesting, wildlife preparation, and traditional tools and technology, can address these local economic and educational changes. In addition to contributing to the local food and material economy, wildlife harvesting and preparation and traditional tools and technology can supply opportunities for work, such as eco-tourism and craft production, in the community that is compatible with Cree land use and aspirations. Furthermore, wildlife harvesting and preparation and traditional tools and technology can provide opportunities for community

members, particularly those with land-based experience, to become involved in the education process and incorporate Omushkego approaches to teaching and learning.

Locally developed courses, such as the Land-Based Cooperative Education (LBCE) Program, can accommodate the career or educational needs of students in the Mushkegowuk communities. The LBCE program can help these students to acquire the appropriate knowledge, skills, and values and to apply this learning in practical situations. Moreover, these planned learning experiences can increase the students' awareness of career opportunities in the local community and can provide the students with the background needed for selecting appropriate courses in their final year of high school.

For the purposes of this LBCE program, wildlife harvesting shall include harvesting activities related to fishing, hunting, trapping, and snaring; wildlife preparation shall include activities associated with preparing and gathering wild food, berries, plants, hides, and clothing; and traditional tools and technology shall include activities which involve the creation and production of craft technology, the manufacture of traditional travel and transportation equipment, and the construction of traditional housing.



# 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/periodepeople/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). *Okimah*. 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.

Preston, R. (1986). *Twentieth-Century Transformations of the West Coast Cree*. In William Cowan (ed.). Actes du Dix-septième Congrès des Algonquinistes, pp. 239–251. Ottawa: Carleton University, pp 245–246.

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. 7–27.

Skinner, A. (1911). *Notes on the Eastern Cree and Northern Sauleaux*. New York: Anthropological Papers of the American Museum of Natural History, 9, pp.12–14.

#### **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)

**Note:** Resources listed for **Traditional Land-Based Leadership** in ***Activity 3:*** Land-Based Leadership Skills and Attributes in the Cooperative Education Experience and **Wildlife Harvesting, Wildlife Preparation, and Tools and Technology** in ***Activity 5:*** Land-Based Cooperative Education Inquiry Project can be found at [http://bit.ly/OE\\_DCO3Ocourse](http://bit.ly/OE_DCO3Ocourse) on the OE Drive.

# I. Pre-Course Planning and Interviewing Activities

Prior to the start of a cooperative education course, the 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. At that meeting, the student and the teacher will discuss which cooperative education course is most appropriate for the student – *Cooperative Education Linked to a Related Course (or Courses)* or *Creating Opportunities through Co-op*.

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

**Time:** 75 minutes (1 class @ 75 minutes per class)

## **Description:**

In this activity students will complete the application and interview process prior to entering Creating Opportunities through Co-op, Grade 11 (DCO3O). Initially, students considering this program 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 the student's readiness to participate in cooperative education and will provide students with the following: Cooperative Education Student Interview (Form 03) and 10 Best Interview Tips. After the interview, students will be notified of their acceptance into the cooperative education program by the co-op teacher.

**Note:** Where a student's readiness or commitment is not sufficiently evident, his or her acceptance into the cooperative education program may be postponed until the requirements are met.

## **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

### **Strand(s):**

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

**Overall Expectations:**

## 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.

**Specific Expectations:**

A2.3 • identify the initial steps and requirements related to the cooperative education experience and demonstrate what they are doing to meet these requirements.

**Planning Notes:**

Ensure that Application for Cooperative Education (Form 01), Teacher Reference (Form 02), Cooperative Education Student Interview (Form 03), Pre-Course Planning and Next Steps Checklist are available in the classroom.

Check that 10 Tips for Interviews is available and posted in the classroom.

Confirm that a quiet space is set aside for interviews.

**Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- completing forms

**Teaching/Learning Strategies:**

1. Provide students with Land-Based Cooperative Education Course (DCO30) outline.

Review outline contents with students. State that the co-op experience directly involves the co-op teacher, the placement supervisor(s), and you. However, others may also be affected by it. Ask the following: How might your participating in co-op affect your family members, friends, or other community members?

2. Continue by asking students the following: What do you need to consider before you start your co-op experience? What do you think some of the initial requirements for your co-op experience will be? What will you need to arrange for before the experience starts? (find suitable supervisors) What will you need to bring with you to the placement? (appropriate clothing and gear) How will you confirm what is actually required? (ask your supervisor)

3. Explain that acceptance into this cooperative education program is conditional upon successful completion of a co-op application and an interview. In addition, two teacher

references must be obtained. These three activities are necessary because cooperative education students represent their school in the community and must be good representatives of the school. **Note:** Students can apply to take a cooperative education program when selecting courses through their guidance office and enter at the start of the year, term, or semester or apply as part of a continuous intake cooperative education program (CIC) and enter throughout the year as local resources permit.

4. Distribute Application for Cooperative Education (Form 01) and Teacher References (Form 02) forms to the students. Then ask the following: In order to ensure safety and to maximize learning, the staff and students are often required to read or complete, understand, and (where appropriate), sign certain agreements and other documents. How can you ensure that you understand the content of the documents? (ask co-op teacher or other trusted adult) Why are some documents signed and others not? (some are for acceptance or acknowledgment; others are for release of information, confidentiality, or health and safety) How do you determine which documents need to be signed and how long you need to keep the documents? (ask co-op teacher) What could be the consequences of breaching these signed agreements/documents? (pay for damages, removed from program, or suffer loss of reputation) Review each form with attention to signatures required and completion dates. **Note:** Teacher References (Form 02) is not a specific requirement for pre-course planning but may help when making a determination for acceptance. This form is returned by the classroom teacher.

5. Once the co-op application and teacher references have been completed, meet with students individually to schedule an interview. During this meeting, hand out the Cooperative Education Student Interview (Form 03) form and 10 Best Tips for Interviews sheet. Review form and sheet with each student. Allow time for students to complete interview form and prepare for the interview. Hold interview in a quiet space in the school.

6. After the student interview, complete co-op teacher's (interviewer's) comments section on the Cooperative Education Student Interview (Form 03). Notify students of acceptance to the cooperative education program or suggest shorter term experiential learning opportunities. Review next steps on Pre-Course Planning and Next Steps Checklist (below) for each student and complete the admission process through the guidance office and explain the unique responsibilities of participating in this co-op experience to the student.



**Assessment:**

Pre-Course Planning and Next Steps Checklist

**Resources:**

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)

**Interviewing**

10 Best Interview Tips

(<https://www.livecareer.com/career/advice/interview/job-interview-tips>)

## Pre-Course Planning and Next Steps Checklist

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

Put a check mark in the box if completed for each student as required.

Did I:

Planning:

- determine the student's readiness for cooperative education and decide on the appropriate cooperative education course for the student (or on a shorter-term experiential learning opportunity) by evaluating the student's application, teacher references, and interview. Then select one of the following:
  - creating opportunities through (land-based) co-op (DCO3O)
  - cooperative education linked to a related course (or courses)
  - short-term experiential learning opportunity
- review the student's IPP and begin to develop learning goals
- review the student's IEP to identify strengths and needs, and any required accommodations
- review timetable and scheduling considerations
- review course requirements and begin to consider assessment and evaluation strategies
- consider other relevant programs (e.g., the Ontario Youth Apprenticeship Program, the Specialist High Skills Major program, Dual Credit programs) and making an appropriate choice, as necessary
- identify potential community connections that align with the student's goals

- identify potential challenges the student may encounter, and plan for appropriate supports (e.g., address systemic and attitudinal barriers that may limit students' full participation in cooperative education)
- identify any related certification, training, and/or other specific requirements that may be necessary for participation in learning experiences in specific community placements (e.g., CPR, First Aid training, Working at Heights, vulnerable sector check, immunization)

Next Steps:

- recommend for admission to the land-based cooperative education program
- review with the student the unique responsibilities of participating in land-based cooperative education:
  - the steps to be followed to complete the admission process
  - the commitment required from the student regarding attendance and punctuality
  - that the student is responsible for transportation to and from the placement.
  - that insurance coverage through Workplace Safety Insurance Board will be provided by the Local Education Authority
  - the number of credits the course is worth and minimum hour requirements that must be met before the credits will be granted
  - that the student will be expected to meet with the prospective community co-op supervisors before starting the community placement

– adapted from *Cooperative Education*, 2018, pp. 32–33

## II. Pre-Placement Orientation Activities

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

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

Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations. **[10 hours are required to complete the pre-placement orientation part of this course.]** However, some students may need additional instructional time in the classroom and opportunities to demonstrate their readiness.

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

**Time:** 375 minutes (5 classes @ 75 minutes per class)

### **Description:**

In this activity students will understand their roles and responsibilities in the cooperative education experience. Next, they 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 students will comprehend their rights as described in the Ontario Human Rights Code (OHRC) and freedom from discrimination or harassment. Finally, students 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.

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

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

### **Overall Expectations:**

#### 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.

### **Specific Expectations:**

A1.2 • identify legislation, regulations, and policies, as well as various strategies and skills, that support well-being (including emotional safety) and the protection of human rights, and explain how they apply to the cooperative education experience.

### **Omushkego Expectations:**

#### Character Development

##### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

##### **Specific**

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others).

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Ensure Student Declaration of Responsibilities (Form 04), Student Declaration of Confidentiality (Form 05), Work (Cooperative) Education Agreement (Form 08a), and Work (Cooperative) Education Agreement Amendment (Form 08b) are available in the classroom. Check that these forms contain correct education authority and community information.

Post roles and responsibilities for co-op teachers, principals, co-op supervisors, and parents or guardians in classroom or workplace.

Navigate around the Ontario Human Rights Code website to become familiar with its various parts.

Become familiar with the Human Rights 101 eLearning training module.

Post Ministry of Labour Employment Standards in Ontario Fair at Work Ontario Poster in classroom or workplace (optional).

Post Workplace Violence Policy in classroom or workplace.

Post Workplace Harassment Policy in classroom or workplace.

Confirm access to computers or computer lab.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- navigating the internet and more complex websites
- searching for information on the internet
- using self-assessment rating scales or marking schemes to improve their work
- working in small groups

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

1. Explain that students require an understanding of legislation, practices, and behaviours related to their health, safety, and well-being to have a successful co-op experience.

Understanding your roles and responsibilities is necessary for your well-being and successful placement.

#### **Roles and Responsibilities (1 class or 75 minutes)**

2. Read through Roles and Responsibilities of Students in the cooperative education program with the whole class. Ask students the following: Which ones are the hardest to achieve? the easiest? Why is this so? What are some things you can do to achieve the more difficult responsibilities? Have each student rank their roles and responsibilities from easiest (1) to hardest (12) on Roles and Responsibilities of Students in student's guide.

3. Have students chose 3 of the hardest responsibilities, explain why they may have problems achieving them, and state the steps they may take to accomplish these responsibilities on Assignment 1: Roles and Responsibilities Reflection Journal. Have students self-assess their roles and responsibilities reflection using journal rating scheme attached to this assignment.

4. Review Student Declaration of Responsibilities (Form 04). Have students complete and obtain signatures for this form.

5. Suggest the following: In your cooperative education experience, you may feel that you are not receiving enough direction or the support you need to successfully complete your tasks. If you don't get the support you need, you may find that your self-confidence and self-esteem suffer. You may start to blame yourself, or you may feel undervalued. In either case, you may need emotional support, and advice to help you deal with your feelings and the situation. What can you do to help yourself? Who can you turn to for help? Read through and post roles and responsibilities for co-op teachers, principals, co-op supervisors, and parents or guardians.

**Confidentiality and Ethics** (1 class or 75 minutes)

6. Remind students that confidentiality in the co-op experience is very important. As co-op students you need to be careful not to share any confidential information with your friends or family. There are laws and regulations supporting confidentiality that come from our collective desire to protect the rights of the individual within our society. What are these laws? (Freedom of Information and Protection of Privacy Act or FIPPA)

7. Obtain or print out copies of Ontario's Freedom of Information and Protection of Privacy Act Mini Guide (<https://www.ipc.on.ca/wp-content/uploads/Resources/provincial%20guide-e.pdf>). Read Ontario's Freedom of Information and Protection of Privacy Act Mini Guide aloud to class. Have students complete Part A: Ontario's Freedom of Information and Protection of Privacy Act of Assignment 2: Confidentiality and Ethics.

8. As a large group, explain that issues around protection of privacy or confidentiality occur in our daily lives. Present case study 1 from Part B: Confidentiality Case Studies in Assignment 2. Discuss the confidential issue presented and a suggested response to this issue. Have students, in small groups, complete Part B Confidentiality in this assignment.

9. Have students search internet for at least three articles or blog posts about good workplace ethics. Then have students print out a copy of each article or blog post and respond to questions or statements in Part C: Good Workplace Ethics in Assignment 2.

10. Upon completion of the entire assignment, take up student work as a whole class, and have students individually assess their work using marking scheme attached to this assignment.

11. Review Student Declaration of Confidentiality (Form 05). Have students complete Part D: Student Declaration of Confidentiality in Assignment 2. Then have students complete and obtain signatures for this declaration (Form 05).

**Human Rights, Discrimination, and Harassment** (2 classes or 150 minutes)

12. State that every employee has rights and that these rights protect the dignity of all workers so they do not have to tolerate discrimination or harassment. How will you know which well-being or human rights issues you can address on your own, and which ones you need to refer to others? (Ontario Human Rights Code or OHRC)

13. Read Ontario Human Rights Code Background Information and Preamble aloud to class. Clarify sections as required. Then have students complete Part A: Indigenous Peoples in Ontario and the Ontario Human Rights Code Brochure or Human Rights 101 Learning Module in Assignment 3: Human Rights, Discrimination, and Harassment.

using one of the following: (1) Indigenous Peoples in Ontario and the Ontario Human Rights Code Brochure *or* (2) Human Rights 101 eLearning Module.

(1) Have students obtain or print out a copy of brochure (<http://www.ohrc.on.ca/en/indigenous-peoples-ontario-and-ontario-human-rights-code-brochure>) and skim through each section of paying attention to the titles and headings. Review skimming methods: reading introductions and summaries; reading first and last sentences of paragraphs; reading first and last paragraphs of major sections; reading to find the main idea; reading titles, subtitles, and headings; reading bold words; and reading charts graphs, or pictures. Have students locate these in this brochure as applicable (30 minutes).

*or*

(2) Have students access eLearning module if available (<http://www.ohrc.on.ca/en/learning/human-rights-101>) and complete module in one session (30 minutes). Then have students print out proof of completion certificate before exiting the module (if using flash) and show to teacher.

14. As a large group, explain that human rights issues take place in our daily lives. Present case study 1 from Part B: Human Rights Case Studies in Assignment 3. Ask students to describe how they would respond to this scenario. Continue with case study 2. Have students complete Part B: Harassment Case Studies in this assignment.



15. Read through How to Deal with Someone Who Is Harassing You (<https://www.wikihow.com/Deal-with-Someone-Who-is-Harassing-You>) in student guide. As a large group, explain that harassment occurs in our daily lives. Present case study 1 from Part C: Harassment Case Studies in Assignment 3. Ask students to describe how they would respond to this scenario. Then have students, in small groups, complete Part C: Harassment Case Studies in this assignment.

16. Upon completion of the entire assignment, take up student work as a whole class, and have students individually assess their work using marking scheme attached to this assignment.

**Note:** The Ontario Human Rights Code prohibits discrimination and harassment on the grounds of disability. The Accessibility for Ontarians with Disabilities Act (AODA) is a *law* that sets out a process for developing and enforcing *accessibility* standards for people with disabilities.

**Employment Standards and Mental Health in the Workplace** (1 class or 75 minutes)

17. State that in addition to human rights protections, workers are protected in most workplaces in Ontario. What is the name of the legislation that protects employees and sets minimum standards in Ontario? (Employment Standards Act or ESA) **Note:** Secondary school students working in cooperative education programs authorized by their school board are not covered under the ESA.

18. Obtain or print out copies of the Ministry of Labour Employment Standards in Ontario Fair at Work Ontario Poster (<https://files.ontario.ca/employment-standards-in-ontario.pdf>) and Young Workers on the Job: The Basics ([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)). Have students skim through these documents. Then have students respond to questions in Part A: Employment Standards in Ontario and statements in Part B: Young Workers on the Job: The Basics in Assignment 4: Employment Standards and Mental Health in the Workplace.

19. Suggest that both emotional and physical safety are integral to a successful cooperative education experience. What are some characteristics of emotional safety? What are the conditions that might help you feel emotionally safe? What can you do to support your own

emotional safety? What legislation protects emotional safety? (Workplace Safety and Insurance Act or WSIA) Review and post violence and harassment policies that exist at the local level to protect their rights to an emotionally and physically safe environment.

20. Obtain or print out a copy of Mental Health in the Workplace Infographic (<https://www.canada.ca/en/employment-social-development/services/health-safety/reports/mental-health-workplace.html>). Have students skim through the infographic. Then have students complete Part C: Mental Health in the Workplace in Assignment 4.

21. Upon completion of the entire assignment, take up student work as a whole class, and have students individually assess their work using marking scheme attached to this assignment.

22. Review Work (Cooperative) Education Agreement (Form 08a) and Work (Cooperative) Education Agreement Amendment (Form 08b). Have students complete and obtain signatures for this agreement (Form 08a).

**Assessment:**

Roles and Responsibilities Reflection Journal Rating Scale

Confidentiality and Ethics Marking Scheme

Human Rights, Discrimination, and Harassment Marking Scheme

Employment Standards and Mental Health in the Workplace Marking Scheme

**Resources:**

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)

## **Roles and Responsibilities**

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**

**Time:** 225 minutes (3 classes @ 75 minutes per class)

### **Description:**

In this activity students 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, students 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, they 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.

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

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

### **Overall Expectations:**

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.

### **Specific Expectations:**

A1.1 • identify legislation, regulations, and policies related to health and safety, and explain how they apply to the cooperative education experience;

A1.3 • identify potential hazards and potentially hazardous situations that could arise in connection with the cooperative education experience, and describe the behaviours and practices that would help prevent, and that assist in responding to, such situations.

## **O mushkego Expectations:**

Character Development

### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

### **Specific**

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);

- recognize and accept accountability to others for decisions made and action taken (responsibility to others);

- recognize and accept accountability to themselves and others for decisions made and action taken (responsibility to themselves and others).

—from *O mushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Post Health & Safety at Work: Prevention Starts Here Poster in classroom or workplace.  
Download and Print Occupational Health and Safety Act for availability in classroom or workplace.

Ensure Worker Health and Safety Awareness in 4 Steps Workbooks are available in classroom *or* Become familiar with Worker Health and Safety Awareness in 4 Steps eLearning testing and certification module.

Post Health & Safety Policy in classroom or workplace.

Become familiar with the AIX Safety eLearning testing and certification module or purchase a commercial license for another testing and certification program.

Ensure that school or local education authority or board is registered with the WSIB (note: organizations funded by public funds from federal, provincial and/or municipal governments are usually listed under Schedule 2 of the Workplace Safety and Insurance Act, 1997)

Navigate around WSIB Ontario website to become familiar its various parts (including the online version of the WSIB Workers Report eForm 6)

Ensure copies of WSIB Workers eForm 6 are available in the classroom.

Post WSIB In Case of Injury Poster in classroom or workplace.

Confirm access to computers or computer lab.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- navigating the internet and more complex websites
- using eLearning modules
- skimming resources for information
- using self-assessment checklists, rating scales, or marking schemes to improve their work
- working independently

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

1. Review work from the previous activity by asking the following: What are your roles and responsibilities as students in the cooperative education program? Which ones are the hardest to achieve? the easiest? Why? Continue by explaining that one of the responsibilities of employers is to ensure that the workplace supports the safety of workers. The definition of ‘worker’ under the Occupational Health and Safety Act (OHSA) includes unpaid secondary school students who are participating in a work experience authorized by their school board.

#### **Workplace Health and Safety Awareness (1 class or 75 minutes)**

2. State the following: Workers that are new to their job, including young workers, are three times more likely to be injured in the first month than at any other time. What are your roles and responsibilities, as workers, in helping to maintain a safe work environment? How will you determine your specific responsibilities with respect to safety? (Workplace Health and Safety Awareness Training)

3. Obtain or print out a copy of the Health & 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)). Read this poster aloud to the whole class. Then have students complete Assignment 5: Workplace Health and Safety Awareness Quiz using one of the following: (1) Worker Health and Safety Awareness in 4 Steps Workbook *or* (2) Worker Health and Safety Awareness in 4 Steps eLearning Module.

(1) Have students obtain or print out a copy of workbook (<https://www.labour.gov.on.ca/english/hs/pdf/workbook.pdf>) and skim through

each section paying attention to text features in each. Then have students complete all 4 steps (45–60 minutes) and answer quiz questions for each section. Upon completion have students sign cover page of workbook and show to teacher for check or sign off as Assignment 5: Workplace Health and Safety Awareness.

*or*

(2) Have students access eLearning Module if available (<https://www.labour.gov.on.ca/english/hs/elearn/worker/index.php>) and complete module in one session (45–60 minutes) and answer quiz questions for each section online. Then have students print out or save proof of completion certificate before exiting the module and show to teacher for check or sign off as Assignment 5: Workplace Health and Safety Awareness.

4. Extend workplace health and safety awareness by asking the following: How can you recognize potential hazards at the site of, or related to, your cooperative education experience? What questions might you ask yourself and others when assessing a hazard and/or determining what to do to prevent incidents and keep safe? Suggest that resources and services for workers may differ, depending on the nature of the experience and the kinds of learning opportunities involved. What safety-related resources and services should be provided at your cooperative education placement? How do effective communication skills support safety? What are some actions you can take to promote your own and/or others' safety during your cooperative education experience? What would you do if you felt it was necessary to advocate on your own and others' behalf with respect to safety concerns? Review 12 Tips for Staying Safe at Work in student's guide and post health and safety policies that exist at the local level to protect their rights to a healthy and safe environment.

**Workplace Hazardous Materials Information System** (1 class or 75 minutes)

5. State the following: Workplace Hazardous Materials Information System (WHMIS) is a regulation that applies to all workplaces where hazardous materials are stored or used. How are hazardous materials identified, and how can you determine what is needed to protect yourself when working with hazardous materials? (WHMIS Training)

6. Obtain or print out a copy of WHMIS 2015 – An Overview and read aloud to the whole class. Then have students complete Assignment 6: Workplace Hazardous Materials Information System Quiz using the WHMIS 2015 eLearning Module. Have students access AIX Safety eLearning Module if available (<https://aixsafety.com/free-whmis-2015-training->



and-free-test-and-certification/) and complete module in one session (60-90 minutes). Then have students print out or save proof of completion certificate before exiting the module and show to teacher for check or sign off as Assignment 6: Workplace Hazardous Materials Information System.

**Workplace Safety and Insurance Board Coverage and Reporting** (1 class or 75 minutes)

7. State the following: Workers who get injured or become ill as a result of their work are entitled to benefits and services governed by the Workplace Safety and Insurance Act (WSIA). This act is administered by the Workplace Safety and Insurance Board (WSIB) an independent agency that provides compensation and no-fault insurance. Where would you go to get help on WSIB Ontario coverage and reporting? (WSIB Ontario Website) **Note:** Information on WSIA can be found on Ontario's Workplace Safety and Insurance Act Fact Sheet.

8. Provide students with access the WSIB Ontario website (<https://www.wsib.ca/en>) and let them explore its contents. Then have students locate and print out individual copies of the following: 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)), and Workers e6 Form Information (<https://www.wsib.ca/en/workers-eform6>).

9. Ask students the following: What benefits and services does the WSIB provide? What responsibilities do you have when making a claim or receiving benefits? Have students read the guide and complete questions and statements in Part A: Your Guide: Benefits, Services and Responsibilities – Worker Edition on Assignment 7: Workplace Safety and Insurance Board Coverage and Reporting.

10. Continue by asking: What steps should you take to report an injury or illness in the workplace? What should you do if the employer does not report the injury or illness? Have students read the brochure and complete statements in Part B: Always Report: Injured at Work? A Guide to Reporting for Injured Workers and Employers on Assignment 7.

11. Then ask students the following: How do you submit an injury/disease report to the WSIB? What form(s) do you need? Have students read information and complete true or false statements in Part C: Workers e6 Form: Worker's Report of Injury or Disease on Assignment 7.

12. Upon completion of the entire assignment, take up student work as a whole class, and have students individually assess their work using marking scheme attached to this assignment.

**Assessment:**

Workplace Health and Safety Awareness Checklist

Workplace Hazardous Materials Information System Checklist

Workplace Safety and Insurance Board Coverage and Reporting Marking Scheme

**Resources:**

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))

## II. Classroom Integration Activities

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

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

Sufficient time must be provided for students to achieve these expectations. Co-op supervisors should be informed well in advance of the times scheduled for classroom integration activities. It is important to note that the hours allocated to integration activities in the classroom are *in addition to* the **[10]** hours allocated to pre-placement orientation. **[20 hours are required to complete the classroom integration part of this course.]**

However, these classroom integration activities and the time required will vary depending on the needs of the student and the nature of the community component.

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

**Time:** 225 minutes (3 classes @ 75 minutes per class)

### **Description:**

In this activity students will identify their personal skills, interests, values, and strengths and explain how they might contribute to the success of their co-op experience. Then they 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, students will explore potential land-based occupations. They will compare their personal essential skills and work habits to their land-based occupation of interest. Finally, students will research and learn more about occupations or careers related to Omushkego land-based activities.

**Note:** This activity supports the ongoing development of students' Individualized Pathway Plans (IPP), specifically the Who am I? (Knowing Yourself) and What are my opportunities? (Exploring Possibilities) steps of this framework were applicable.

## **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

### **Strand(s):**

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

### **Overall Expectations:**

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.

### **Specific Expectations:**

A2.2 • describe their personal skills, interests, and strengths and explain how these might contribute to success in their cooperative education experience;

A2.1 • explore a variety of topics that relate to the cooperative education experience and the particular sector or area of focus of the experience and explain how what they learned might contribute to success in their cooperative education experience and to their education and career/ life planning.

### **Omushkego Expectations:**

Character Development

#### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

#### **Specific**

– recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);

– recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture).

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Navigate around Government of Canada’s Job Bank to become familiar with its various sections

<https://www.jobbank.gc.ca/home>

Navigate around Ontario Skills Passport website to become familiar its various parts

<http://www.skills.edu.gov.on.ca/OSP2Web/TCU/Welcome.xhtml>

Navigate around Ontario's Labour Market website to become familiar its various components <https://www.ontario.ca/page/labour-market>

Confirm access to computers or computer lab.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- navigating the internet and more complex websites
- using eLearning modules
- reading informational texts
- presenting information orally
- using self-assessment checklists or marking schemes to improve their work
- working independently

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

1. State the following: Individualized Placement Plans (IPP) are designed to help you understand yourselves better and plan for the future. These plans consist of four inquiry questions and associated areas of learning: (1) Who am I? (Knowing Yourself), (2) What are my opportunities? (Exploring Opportunities), (3) Who do I want to become? (Making Decisions and Setting Goals), and (4) What is my plan for achieving my goals? (Achieving Goals and Making Transitions). This activity will examine at the first two questions and their associated areas of learning.

#### **Personal Skills, Interests, Values, and Strengths** (1 class or 75 minutes)

2. The first step of the education and career/life planning process involves reflecting on the question, *Who am I?* (Knowing Yourself). Ask the following: What are some of the factors that have shaped who you are and who you may become over time? (skills, interests, values, or strengths) Place responses on chart paper.
3. Continue by asking the following: What skills have you developed through your life so far? (e.g., technical, collaboration, numeracy, innovation, communication, time-management skills, knowledge of other languages etc.) What are your values? (see Omushkego values on checklist) What interests have you developed through your life experiences? (e.g., working with children, outdoor experiences, sports, music, cooking, working with tools, travelling,

social media, helping others, animal welfare or taking care of animals) What are your strengths? (e.g., the ability to motivate or inspire others, resilience, perseverance, empathy, sense of humour, honesty, trustworthiness, flexibility, discipline) Have students provide examples of each. List responses on chart paper under the following headings: skills interests values strengths

4. Discuss personal skills, interests, values, and strengths checklist with the whole class (see Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker). Then ask: Are there any skills, interests, values, or strengths from your responses not mentioned on these lists? Why or why not? Have students add these skills, interests, values, and strengths from classroom lists and complete Assignment 8.

*or*

4. Have students access Job Bank Career Planning Quizzes and Tests (<https://www.jobbank.gc.ca/career-planning/quizzes>) and complete Interests, Abilities, and Work Activities quizzes (25 minutes) and Multiple Intelligences, Learning Style, and Work Values (25 minutes) in one session. Then have students print out results before exiting and show them to teacher for check or sign off as Assignment 8: Personal Skills, Interests, Values, and Strengths Tracker in student's guide.

5. Ask the following to whole class: Do you think your life experiences might influence how you move through high school to your postsecondary destination or to your goals as set in your Individualized Pathway Plan (IPP)? How do you show these personal skills, interests, values, and strengths in school and career planning? How might these personal skills, interests, values, and strengths relate to your cooperative education experience? Have students complete response journal (see Assignment 9: Personal Skills, Interests, Values, and Strengths Response Journal) using information completed in Assignment 8. Then hold interviews with students on personal skills, interests, values, and strengths development as they complete their response journal or setup appointments for interviews at a later date. Teacher's comments that support student development should be included on Assignment 9 as part of the interview process. **Note:** These interviews should be scheduled throughout the co-op experience to further develop and refine personal skills, interests, values, and strengths. They should be part of on-going community placement assessment and evaluation (after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course).

### **Essential Work Skills and Work Habits** (1 class or 75 minutes)

6. Ask students the following: What are some work skills and habits that are necessary for success in your co-op experience or in the workplace? Place responses on chart paper. Distribute and read aloud and explain Essential Skills from the Ontario Skills Passport and Work Habits from the Ontario Skills Passport with students. Then ask: Are there any work skills and habits from your responses not mentioned on these lists? Why is that so?
7. Review the OSP skills and work habits tracker checklist with the whole class. Then have students, individually, complete Assignment 10: Essential Work Skills and Work Habits Tracker.
8. Suggest that employers consistently report that effective communication skills are important for every worker. What communication skills (e.g., speaking, listening, reading, writing, viewing, or presenting) are relevant to a land-based cooperative education experience?
9. State the following: The second step of the education and career/life planning process involves reflecting on the question, *What are my opportunities?* (Exploring Opportunities). Reviewing career development information sites, visiting the organization for a face-to-face meeting, and researching labour market information are some ways of exploring education and career opportunities. What are the best strategies for learning about the sector or area of focus of your co-op experience? *or* Where would you find information on occupation opportunities related to your land-based co-op? (Ontario Skills Passport) Let students know that there are over 20 occupations related to Omushkego land-based activities.

### **Ontario Skills Passport Occupational Profiles and Essential Skills and Work Habits**

10. Provide students with access to the Ontario Skills Passport website (<http://www.skills.edu.gov.on.ca/OSP2Web/TCU/Welcome.xhtml>). Have students visit and explore this website, find Search for Tasks by Occupation link, click on it, and skim through this list for occupations related to Omushkego-land-based activities. Then have students find one land-based occupation that interests them by clicking on it and reading the description. If that occupation doesn't appeal to them, have students choose another. Repeat.



11. Have students print out copies of their chosen OSP Occupational Profile and complete Part A: OSP Occupational Profiles Essential Skills and Work Habits in Assignment 11: Ontario Skills Passport Occupational Profile and Essential Skills and Work Habits. **Note:** Post-secondary pathways for life-long learning include the following: apprenticeship (A), college (C), community living, university (U), and workplace (W) Then ask: What post-secondary programs are available to support your specific interests for post-secondary learning, and how can you access these programs?
12. Then have students compare the essentials skills and work habits for this occupation with their own essential work skills and work habits from the tracker checklist in Assignment 10 and complete Part B: Personal OSP Essential Work Skills and Work Habits in Assignment 11. **Note:** Interviews should be scheduled throughout the co-op experience to further develop and refine personal OSP essential work skills and work habits. They should be part of on-going community placement assessment and evaluation (after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course).
13. Upon completion of the entire assignment, assess student's work using marking scheme attached to the assignment in student's guide. Ensure students submit Assignment 10 and OSP Occupational Profile with Assignment 11.
14. State the following: You are interested in a co-op experience in natural resources or sciences, but you do not have any previous experience in this area. During an interview with a prospective placement supervisor, how will you describe the skills and knowledge you have developed? How will you explain why that learning will be useful in the placement?

**Omushkego Land-Based Careers** (1 class or 75 minutes)

15. Explain that detailed information on your chosen occupation can be obtained by accessing Ontario's Labour Market (OLM) website (<https://www.ontario.ca/page/labour-market>). Have students visit website find search job profiles link, type in the name of their chosen land-based occupation or NOC code, and print out a full OLM job profile by selecting the link under Occupation. Then have students fill in the blanks on Assignment 12: Omushkego Land-Based Careers.

16. Upon completion of this assignment, have students, in pairs, assess each other's work using marking scheme attached to the assignment and full OLM job profile print out. Then have students share their findings, individually, with the whole class through an oral presentation.

17. The ask the following: Where would you find additional information on the labour market trends in the overall economy and in the particular sector or area of focus in your cooperative education experience? (Ontario's Labour Market) Provide students with opportunities to navigate around the OLM website, locate labour market reports and information, and read them as time permits.

### **Assessment:**

Personal Skills, Interests, Values, and Strengths Tracker Checklist

Personal Skills, Interests, Values, and Strengths Response Journal Anecdotal Record

Interview

Ontario Skills Passport Occupational Profile and Essential Skills and Work Habits Marking Scheme and Anecdotal Record

Omushkego Land-Based Careers (Select Response) Marking Scheme

### **Resources:**

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**

**Time:** 225 minutes (3 classes @ 75 minutes per class)

### **Description:**

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

**Note:** This activity supports the continuing development of students' Individualized Placement Plans (IPP), specifically the Who do I want to become? (Making Decisions and Setting Goals), and What is my plan for achieving my goals? (Achieving Goals and Making Transitions) steps of this framework.

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

D. Building Learning Capacity

B. Experiential Learning and Transfer of Skills and Knowledge

### **Overall Expectations:**

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.

### **Specific Expectations:**

D1.1 • identify and describe various decision-making strategies that might help them make informed decisions related to their cooperative education experience;

D1.2 • identify, based on reflection, a range of factors that influence the decisions they make in connection with their cooperative education experience;

B1.1 • develop their learning plan by determining short- and medium-term learning goals for the cooperative education experience;

B1.2 • actively and safely participate in the cooperative education experience as they implement their learning plan;

B1.3 • analyse and reflect on their learning plan, and revise it over time as appropriate.

### **Omushkego Expectations:**

Overall

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

Specific

- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);

- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);

- recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture).

—from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Ensure Weekly Log of Student Community Placement Activities (Form 10), On-Going Community Placement Teacher Observation (Form 11), On-Going Community Placement Student Reflection Response Journal (Form 12), and Final Community Placement Student Assessment and Evaluation (Form 13) are available in the classroom.

Ensure goal setting and decision making process posters are prominently displayed in the classroom.

Check that The Four Cs: How to Give a Good Oral Presentation is available and posted in classroom.

Confirm student land-based cooperative education learning plans for Wildlife Harvesting, Wildlife Preparation, and Traditional Tools and Technology are available in digital and print forms.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- aspects of goal setting process
- aspects of decision making process
- using graphic organizers
- presenting information orally
- using peer and self-assessment rating scales or rubrics during the goal setting and decision making process to improve their work
- comparing their work against task specific rubrics
- contributing and working constructively in groups

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

1. Review previous activity by restating the following: Individualized Placement Plans (IPP) are designed to help you understand yourselves better and plan for the future. These plans consist of four inquiry questions and associated areas of learning: (1) Who am I? (Knowing Yourself), (2) What are my opportunities? (Exploring Opportunities), (3) Who do I want to become? (Making Decisions and Setting Goals), and (4) What is my plan for achieving my goals? (Achieving Goals and Making Transitions). This activity will examine at the third and fourth questions and their associated areas of learning. The ask students the following: What are some essential skills and work habits that might be useful in land-based activities? What are some land-based occupations or careers that can be linked to this co-op experience?

2. Handout land-based cooperative education learning plans for Wildlife Harvesting (Form 09a), Wildlife Preparation (Form 09b), or Traditional Tools and Technology (Form 09c). Review learning plans with the students as a whole class focussing on the career summary and career goals for each. Then ask students the following: How would you describe a successful land-based cooperative education experience? What do you need to learn by the end of this experience? How would you ensure that this learning is achieved? (set goals and make good decisions) Place responses on chart paper.

**Note:** Students may select tasks and activities from one or more of these learning plans depending on their short- and medium-term goals and their decisions made as a result of these goals.

### **Goal Setting** (less than 1 class or 75 minutes)

3. State that goal setting in their everyday lives and as part of their co-op experience helps them develop healthy behaviours and be successful in the future. Goals may be short-medium- or long-term. All goals should SMART (specific, measurable, achievable, realistic, and timely) Goal setting is a process that involves a series of steps. In this model there are four steps

Step 1: Identify Goal

Step 2: Make Action Plan

Step 3: Identify Problems

Step 4: Reflect on Goal

4. Ask students the following: How can you use what you have learned about yourself to help you set and achieve your goals? What are some short- and/or medium-term learning goals that will help you succeed? Model the four step goal setting process using the goal setting graphic organizer (see Assignment 13: Goal Setting) with the class considering the following selection of suggested career goals related to land-based learning: (a) to contribute to the local food economy as a wildlife harvester, wildlife preparer, or traditional tools and technology person; (b) to pursue a livelihood as a wildlife harvester, wildlife preparer, or traditional tools and technology person; (c) to explore the possibility of a career related to wildlife harvesting, wildlife preparation, or traditional tools and technology; or (d) to confirm a career choice as a wildlife harvester, wildlife preparer, or traditional tools and technology person and/or wage employment. Review goal setting rating scale attached to this assignment. Then have students in pairs complete goal setting graphic organizer using one of the other suggested career goals listed above.

### **Oral Presentation**

5. Offer presentation tips by sharing The Four Cs: How to Give a Good Oral Presentation and Oral Presentation Rubric in student's guide with whole class. Then have each pair practice their presentation and present their goal setting process to the whole class. Upon completion of their presentations have each pair complete their goal setting rating scales and oral presentation rubrics. Ask the following to the whole class: Who might help you to meet your goal(s)? In what ways could they support you? What is the appropriate way to ask for their help? What other resources are available that can help you learn about some of your

career or life goals? How would you ensure that these goals are achieved? (make good decisions)

**Note:** During the cooperative education experience, students will have opportunities to regularly review their goals and document and reflect on their learning to help them see the progress they are making.

**Decision Making** (more than 1 class or 75 minutes)

6. State the following: The third step of the education and career/life planning process involves reflecting on the question, *Who do I want to become?* (Making Decisions and Setting Goals) How do you go about making good decisions to determine your personal and career goals?

7. Explain that there are some factors that affect your decisions that you can control and others that you cannot control. Brainstorm and list these factors on chart paper (e.g., individual goals, abilities, interests, and needs; family expectations; individual or school- or family-related responsibilities; cultural or religious values; environmental, ethical, social justice, and/or financial considerations; the opinion of peers; scheduling conflicts). Then ask the following: What are some examples of each? What factors influenced your decision in choosing your co-op placement?

8. State that making good decisions every day and as part of their co-op experience gives them an opportunity to improve the quality of their lives and their well-being. Decision making is a process that involves a series of steps. In this model there are five steps:

Step 1: Identify Decision

Step 2: Brainstorm Options

Step 3: Identify Possible Outcomes

Step 4: Make Decision

Step 5: Reflect on Decision

Ask students the following: What are some of the decisions you need to make regarding the land-based co-op experience (e.g., selection of wildlife harvesting, wildlife harvesting, and/or traditional tools and technology strands or selection of specific tasks or activities). How do you choose the strand(s) or tasks and activities you wish to pursue as part of your land-based



co-op experience? Model the five step decision making process using the decision making process graphic organizer (see Assignment 14: Decision Making) with the class considering the selection of specific strand(s) in land-based co-op as an initial decision. Review decision making rating scale attached to this assignment. Then have students in pairs complete decision making graphic organizer using specific tasks or activities for wildlife harvesting: fishing, waterfowl hunting, small game hunting, trapping and snaring, or large game hunting.

### **Oral Presentation**

9. Review presentation tips from *The Four Cs: How to Give a Good Oral Presentation* and *Oral Presentation Rubric* in student's guide with whole class. Then have each pair practice their presentation and present their decision making process to the whole class. Upon completion of their presentations have each pair complete their decision making rating scales and oral presentation rubrics. Ask the following to the whole class: Do you consider impulse and/or intuition to be valid decision-making strategies? Why or why not? Under what circumstances might you act on impulse and/or intuition?

### **Safe and Active Participation**

10. Explain that decision making strategies can be used to keep them and others safe during their co-op placement experience on the land. Ask students the following: What are some safety concerns to think about for each of the following areas?

task or activity (e.g., risks that can be controlled and the cannot be controlled, skills needed, equipment needed, and training required)

participants (e.g., previous experience, physical, mental or emotional condition, and willingness to participate in new activities)

location (e.g., distance from community and type of travel)

weather (e.g., season that task or activity occurs)

List responses on chart paper for each area.

11. State that other strategies can be used to help them be active participants in their co-op experience. One of these is actively and intentionally observing others during their experience. Ask students the following: How can you use observation to identify learning opportunities that align with your goals and to help increase your participation in your cooperative education experience?

12. Then ask the following: What are some other ways in which you can actively and safely participate in your co-op experience? How might you access and engage with mentors or supervisors to support the development of your ideas? How might selecting and applying appropriate tools, language skills, and strategies assist you in communicating and collaborating effectively in your cooperative education experience? How will you know which tasks and activities can only be done by a trained cultural expert, which tasks and activities you can perform independently, which ones require supervision, and which ones require supervision or support? List responses on chart paper for each question.

13. Remind students that actively participating in a cooperative education experience may be difficult at times. Some ways to support active participation include: taking time to understand the land-based activity; building relationships with their supervisor(s) in a productive manner that will help them achieve their goals; being receptive to new opportunities that may present themselves; and taking appropriate, calculated risks while always maintaining safety and well-being.

#### **Personal Placement Learning Plan Development** (1 class or 75 minutes)

14. State the following: The fourth step of the education and career/life planning process involves reflecting on the question, *What is my plan for achieving my goals?* Have students individually complete their personalised placement learning plan for Wildlife Harvesting (Form 09a), Wildlife Preparation (Form 09b), or Traditional Tools and Technology (Form 09c) based on their career goals related to land-based learning and on their decisions associated with specific tasks and activities.

#### **Oral Presentation**

15. Review Assignment 15: Personal Placement Learning Plan Oral Presentation with whole class. Then have each student present their learning plan to the teacher for review either at a scheduled time during or after class. **Note:** This assignment will be evaluated by the classroom teacher.

16. Ask students the following: How will you be able to tell that you've made progress in meeting your goals? How will you measure your progress? What adjustments do you need to make to help you achieve your goals? How might some of the goals you set be modified to help you succeed at school, at work, or in other areas of your life? How has your experience so far influenced your thinking about your medium- or long-term goals? How

can the feedback you receive from your placement supervisor and your teacher assist you in revising your learning plan? Discuss the use of the 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) and requirements for each throughout the placement.

**Notes:** (1) Students will have opportunities to revise or adjust their learning plans throughout their co-op experience as required. In addition, regular assessment and evaluation of these plans by the classroom teacher and opportunities for reflection by the student will occur throughout the community placement.

(2) ***Students may begin their land-based placement upon completion of this activity or when individual student readiness for their placement is determined*** (see Unit 4: Community Placement Activities).

**Assessment:**

Goal Setting Rating Scale

Oral Presentation Rubric

Decision Making Rating Scale

**Resources:**

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/perioppeople/top-tips-giving-oral-presentation/>)

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

**Time:** 150 minutes (2 classes @ 75 minutes per class)

#### **Description:**

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

#### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

##### **Strand(s):**

D. Building Learning Capacity

##### **Overall Expectations:**

D2. Leadership

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

##### **Specific Expectations:**

D2.1 • identify the attributes and skills needed to be an effective leader;

D2.2 • analyse the characteristics of various effective leaders and the role of leaders in sectors related to the cooperative education experience.

##### **Omushkego Expectations:**

Character Development

##### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

## **Specific**

- recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
  - recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
  - recognize, value and enjoy another’s language, traditions, and culture (appreciation for another’s culture).
- from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

## **Planning Notes:**

Ensure definition of leadership and skills and attributes of effective leaders are displayed in the classroom.

Check that [Essay Tips: 7 Tips on Writing an Effective Essay](#) is available and posted in classroom.

Confirm all suggested resources are available in digital and print forms.

## **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- taking notes as part of the research process
- identifying main ideas and supporting details in informational texts
- detecting bias and distinguishing fact from opinion
- making judgements (inferences) and drawing conclusions about ideas in written materials on the basis of evidence
- using graphic organizers
- organizing ideas and information in paragraph and essay format
- using peer and self-assessment checklists or rubrics during the writing process to improve their work
- comparing their work against task specific rubrics
- contributing and working constructively in groups

## **Teaching/Learning Strategies:**

1. Review material from previous activity by asking students the following: What are some ways you can actively and safely participate in your co-op experience? How might you access and engage with mentors or supervisors to support the development of your ideas? How

might selecting and applying appropriate tools, language skills, and strategies assist you in communicating and collaborating effectively in your cooperative education experience? How will you know which tasks and activities can only be done by a trained cultural expert, which tasks and activities you can perform independently, which ones require supervision, and which ones require supervision or support?

**Leadership Attributes and Skills** (less than 1 class or 75 minutes)

2. State that co-op supervisors are Omushkego leaders in their area of expertise. Ask students the following: What does the term leadership mean? Do you think leaders are born or made? Can anyone be a leader? Why or why not? Read definition of leadership from Manitoba Education.

“Leadership is any behaviour that influences the actions and attitudes of others to achieve certain results. Leadership in itself is neither good nor bad. Societal values determine whether the leadership of an individual is positive or negative, based on the goals and results being pursued and, on the means, used to influence others.”

3. Discuss attributes and skills and found on Assignment 16: Leadership Attributes and Skills. Have students complete leadership attributes and skills checklist. Then ask students the following: What leadership skills and attitudes do you use? How do you show these attributes and skills in your co-op experience, at school, at home, or in everyday life? Which ones are not used? How can you develop those leadership skills? Have students complete Assignment 17: Leadership Attributes and Skills Response Journal. Then hold interviews with students on leadership skill and attribute development as they complete their response journal or setup appointments for interviews at a later date. **Note:** These interviews should be scheduled throughout the co-op experience to further develop and refine leadership attributes and skills as appropriate. They should be part of on-going community placement assessment and evaluation (after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course).

**Traditional Land-Based Leadership (The Okimaw System)** (more than 1 class or 75 minutes)

4. Explain that depending on the situation, some characteristics (skills and attributes) of effective leaders come into play more than others. Then ask the following: As part of your co-op experience, what leadership skills or attributes did you see in your supervisors? Did

you notice other leadership characteristics not found on the leadership skills and attributes checklist? What are they? (e.g., Omushkego leadership attributes may include respect for Creator, respect for land, respect for people, respect for animals and plants, environmental responsibility, sharing, self-control, thankfulness, patience, perseverance, and self-reliance) Why are these characteristics important? (social and/or cultural reasons) Place responses on whiteboard under the following heading: Observed Information State that their supervisors play important roles in maintaining and transmitting the culture.

5. Continue by asking: What actions did the supervisors take that demonstrated leadership? How does expertise and/or experience contribute to a person's abilities as a leader? What sorts of situations arose during your experience that called for a leader's tolerance? In what circumstances did you witness a leader's sensitivity and ability to empathize? Explain that leadership can come from people working together or collaboratively. Did you see people working together during your cooperative education experience? In what way?

6. Have students stream film *Okimab* in class as a large group *or* at home. **Note:** This film is 50 minutes long.

7. Provide students with selected resource on traditional leadership. Set the purpose for reading as finding more about the leadership role of *okimab* in traditional land-based learning. Read through article with whole class. Then ask the following: What is an *okimab*? As part of the reading or viewing, what leadership skills or attributes did you note in *okimab*? Did you notice other leadership characteristics not found on the leadership skills and attributes checklist? What are they? (e.g., Omushkego leadership attributes may include respect for Creator, respect for land, respect for people, respect for animals and plants, environmental responsibility, sharing, self-control, thankfulness, patience, perseverance, and self-reliance) Why are these characteristics important? (social and/or cultural reasons) Reread entire article to whole class. Place responses on whiteboard under the following heading: Researched Information. State that *Okimab* (or Omushkego land-based leaders) play important roles in preserving and maintaining the culture.

8. Explain one way of organizing information is through note taking. Describe components of a good graphic organizer for taking research notes: topic, question(s), source, key points, details, and summary. Model the note taking process using Note-Taking Graphic Organizer in student's guide. Provide topic (Omushkego Land-Based Leadership Roles), question



(What are the leadership roles of *okimab*?), and source (see Berkes in resources). Reread first paragraph. Ask: Are any leadership roles of *okimab* mentioned? If so, write this as a key point. Ask: What information supports this role? If so, write that as a detail or details. If not move on to the next paragraph. Continue for the next 3 or 4 paragraphs. Introduce technique for summarizing in their own words: orally and then in writing.

**Written Presentation** (1 class or 75 minutes)

9. Have students in pairs take notes for the remainder of this article. Upon completion ask each pair to summarize their findings. Offer essay writing tips by sharing [Essay Tips: 7 Tips on Writing an Effective Essay](#) in student's guide with whole class. Then have students individually write a draft 3-part essay (introduction, body, and conclusion). Students may use previously observed and researched information on characteristics to develop their essay. Read and explain revising and proofreading statements on Essay Writing Checklist in student's guide. In pairs, have each student read their partners writing and check yes or no for each statement and make suggested edits as required. **Note:** Students may require assistance in developing their thesis statement for the introduction, e.g., The role of the *okimab* is to preserve and maintain the culture. *or* The role of the Omushkego supervisor is to maintain and transmit the culture.

10. Read written presentation rubric in Assignment 18: Omushkego Land-Based Leadership Roles Written Presentation to whole class. Have students write their final (published) copies using word processor and individually complete written presentation rubric. Have students individually hand-in their essay with Assignment 18 to the teacher either at a scheduled time during or after class.

11. As a large group ask the following: In your co-op experience, how did leaders anticipate and/or respond to environmental, social, political, and/or economic issues? How did their awareness of and response to such issues benefit your experience? Explain what is meant by a 'quiet leader'. Why might this approach be beneficial for culturally responsive land-based learning?

**Assessment:**

Leadership Attributes and Skills Checklist

Leadership Attributes and Skills Response Journal Anecdotal Record

Omushkego Land-Based Leadership Roles Written Presentation Rubric

**Resources:**

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/physhlth/frame\\_found\\_gr12/full\\_document.pdf](https://www.edu.gov.mb.ca/k12/cur/physhlth/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). *Okimah*. 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**

**Time:** 225 minutes (3 classes @ 75 minutes per class)

### **Description:**

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

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

B. Experiential Learning and Transfer of Skills and Knowledge

D. Building Learning Capacity

#### **Overall Expectations:**

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.

#### **Specific Expectations:**

B2.1 • identify and describe the skills and knowledge they have developed through their cooperative education experience;

B2.2 • demonstrate how they are using skills and knowledge related to education and career/life planning in connection with their cooperative education experience;

B2.3 • describe how they might use the skills and knowledge developed through their cooperative education experience in other aspects of their lives, now and in the future;

D1.3 • analyse how various decisions that they make in connection with their cooperative education experience could affect both that experience and future endeavours.

## **O mushkego Expectations:**

Character Development

### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

### **Specific**

- show a desire to work hard with steady, careful effort (diligence);
- show honesty (truthfulness).

—from *O mushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Confirm availability of PowerPoint software.

Make sure that three-panel displays are available.

Check that Top Ten Slide (PowerPoint) Tips is available and posted in classroom.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- aspects of goal setting process
- aspects of decision making process
- using graphic organizers
- using self-assessment rating scales, checklists, or rubrics during the goal setting and decision making process to improve their work
- comparing their work against task specific rubrics
- contributing and working constructively in large groups

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

1. Review material from previous activity by having students review their leadership skills and attributes checklist and leadership response journal. Then ask students the following: What leadership skills and attitudes do you use? How do you show these skills in your co-op experience, at school, at home or in everyday life? Which ones are not used? How can you develop those leadership skills?

### **Co-op Skills and Knowledge** (1 class or 75 minutes)

2. Continue by asking the following: What other skills have you developed through your co-op experience? (e.g., critical thinking, problem-solving, creative thinking, time-management, technical, negotiation, communication, interpersonal, and land-based skills) What knowledge have you developed through your co-op experience? (e.g., knowledge specific to land-based learning, knowledge related to health, safety, and well-being, land-based roles and responsibilities, planning for their post-secondary endeavours; understanding of personal interests, strengths, and habits of mind) Have students provide examples of each. List responses on chart paper under the following headings: co-op skills co-op knowledge
3. Discuss skills and knowledge found on Assignment 19: Co-op Skills and Knowledge. Have students add other skills and knowledge from classroom lists and complete co-op skills and knowledge checklist.

### **Co-op Skills and Knowledge in School and Career Planning**

4. Then ask students the following: What co-op skills and knowledge do you use? How do you show these skills and knowledge in school and in career planning? Which ones are not used? How can you develop those co-op skills and knowledge? Have students complete Assignment 20: Co-op Skills and Knowledge Response Journal. Then hold interviews with students on co-op skill and knowledge development as they complete their response journal or setup appointments for interviews at a later date. **Note:** These interviews should be scheduled throughout the co-op experience to further develop and refine co-op skills and knowledge as appropriate. They should be part of on-going community placement assessment and evaluation (after the first 3 weeks of the placement and monthly thereafter or at least twice for every 110 hours of a cooperative education course).
5. Then ask the following to whole class: How has participating in co-op expanded your awareness of postsecondary opportunities? Suggest that their co-op experience might have provided some insights into the demands and rewards of land-based careers. How does this fit between the realities of the work and who you want to become? Do you think your co-op experience might influence how you move through high school to your postsecondary destination or to your goals as set in your cooperative education learning plan?

### **Co-op Skills and Knowledge in Everyday Life** (1 class or 75 minutes)

6. State that the skills and knowledge developed through their co-op experience can be used in their everyday lives. Then ask the following: In what other areas of your lives could you use the skills and knowledge developed through your land-based cooperative education experience now and in the future? (e.g., training, workplace, volunteer activities, recreational activities, traditional pursuits, at home, and in their community) Have students provide examples of each. List responses on chart paper under the following heading: co-op skills and knowledge uses

7. Ask students the following: What are some of the decisions you need to make regarding the use of co-op skills and knowledge your everyday life? How do you choose the which area of everyday life you wish to develop as part of your land-based co-op experience? Review and model the five step decision making process using the decision making process graphic organizer (in resources) with the class considering one of the areas discussed previously as an initial decision (e.g., skills: time management at home or knowledge: understanding personal interests for recreational activities)

### **Using Co-op Skills and Knowledge Now and in the Future**

8. Have students complete decision making graphic organizer in Assignment 21: Decision Making: Using Co-op Skills and Knowledge Now and in the Future using either skills or knowledge gained through their co-op experience for (1) one area or aspect of their life now and (2) for one aspect of their life in the future. Review Decision Making Rating Scale in student's guide. Have student complete decision making rating scale.

### **Visual Presentation** (1 class or 75 minutes)

9. Offer PowerPoint tips by sharing Top Ten Slide (PowerPoint) Tips in student's guide with whole class. **Notes:** 1) While these tips are specifically for PowerPoint many of these can be applied for any visual presentation, e.g., three-panel display. 2) One slide usually takes up between 1 and 3 minutes of speaking time. Then have students individually organize a 3-part presentation (introduction (15%), body (75%), and conclusion (10%) speaking and viewing time) on Co-Op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future. Read and explain statements on PowerPoint Presentation Checklist in student's guide. Have each student individually develop their PowerPoint, check yes or no for each statement on the PowerPoint Presentation Checklist in student's guide,

and make edits as required. **Note:** Students may require assistance using PowerPoint presentation software.

10. Read visual presentation rubric in Assignment 22: Co-Op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future Visual Presentation to whole class. Have students complete their PowerPoint using word processor or three-panel display and individually complete Assignment 22. Have students individually present their PowerPoint or three-panel display to the teacher or whole class during a scheduled time during or after class. Then review visual presentation rubric with each student.

**Assessment:**

Co-op Skills and Knowledge Checklist

Co-op Skills and Knowledge Response Journal Anecdotal Record

Decision Making Rating Scale

Co-Op Skills and Knowledge Uses in School, in Career Planning, and in Everyday Life Now and in the Future Visual Presentation Rubric

**Resources:**

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.garrreynolds.com/preso-tips/design/>)



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

**Time:** 375 minutes (5 classes @ 75 minutes per class)

### **Description:**

In this activity students will explore and investigate general or specific land-based topics, issues, or processes by formulating questions, gathering information, and making connections to their 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 students will analyse the information gathered through their investigation and communicate their results through oral, visual, written, or kinaesthetic presentations, making connections to their cooperative education land-based experience and culturally, economically, and ecologically sustainable endeavours. Finally, students will identify, in a response journal, ways in which they can apply their cooperative education land-based experiences to other aspects of their daily lives: at home, at school, in their community, and on the land.

**Note:** Wildlife harvesting includes harvesting activities related to fishing, hunting, trapping, and snaring. Wildlife preparation includes activities associated with preparing and gathering food, berries, plants, hides, and clothing. Traditional tools and technology includes activities which involve the creation and production of craft technology, the manufacture of traditional travel and transportation equipment, and the construction of traditional housing.

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

C. The Inquiry Process

D. Building Learning Capacity

#### **Overall Expectations:**

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.

### **Specific Expectations:**

C1.1 • identify and explore a variety of topics, issues, and/or processes related to the cooperative education experience;

C1.2 • develop questions to guide their research on a chosen topic, issue or process, making connections to their cooperative education experience making connections to their cooperative education experience;

C1.3 • investigate the chosen topic, issue, or process by gathering and organizing information from a variety of sources;

C2.1 • analyse and interpret information gathered through investigation of the chosen topic, issue, or process, and formulate conclusions;

C2.2 • communicate the results of their investigation, in a manner suited to purpose and audience;

C2.3 • describe ways in which they will be able to apply the skills and knowledge gained or further developed through their investigation to their cooperative education experience and to other aspects of their lives, now and in the future to their cooperative education experience and to other aspects of their lives, now and in the future;

D2.3 • identify ways in which they can make contributions as leaders in their cooperative education experience and describe how they can use what they learned about leadership skills during their experience in their daily lives, at school, and in the broader community.

### **Omushkego Expectations:**

#### Character Development

#### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

#### **Specific**

- show a desire to work hard with steady, careful effort (diligence);

- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
  - pursue a problem or task to its completion (perseverance);
  - show initiative in beginning tasks, working independently and solving problems (self-reliance).
- from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Ensure inquiry process posters are prominently displayed in the classroom.

Check internet is accessibility.

Confirm all suggested resources are available in digital and print forms.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- aspects of inquiry process
- accessing the internet and using search engines effectively
- taking notes as part of the research process
- skimming passages for information
- using headings and subheadings to locate information
- reading graphs and tables
- identifying main ideas and supporting details in informational texts
- detecting bias and distinguishing fact from opinion
- making judgements (inferences) and drawing conclusions about ideas in written materials on the basis of evidence
- using graphic organizers
- organizing ideas and information in paragraph and essay format
- using peer and self-assessment checklists or rubrics during the writing process to improve their work
- comparing their work against task specific rubrics
- contributing and working constructively in groups
- presenting information in oral form
- presenting information in written form
- presenting information in visual form

**Note on the Inquiry Process:** The specific inquiry approach used will depend on the developmental level and abilities of the students, consequently this activity flows from structured (specific topics) to guided (issues-based topics) to open (issues-based, cultural, historical, comparative, informative topics) inquiry approaches. It is important to meet the students at their level throughout the inquiry process.

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

#### **Structured Inquiry Process** (2 classes or 150 minutes)

##### *Waterfowl Hunting, Past, Present, and Future*

1. Remind students that as part of their land-based co-op experience they have opportunities to become familiar with fish, waterfowl, small game, furbearers, and large (big) game harvesting on the land in their traditional territories. Ask students the following: What do you want to know more about wildlife harvesting from your coop experience? or What are some tasks you performed during your land-based co-op experience you might want to investigate? Place responses on chart paper for use in this semester and in semester two. Continue by asking: How do we go about finding this information? Explain the way of finding more about these co-op experiences is called the inquiry process.
2. Provide an overview of the expectations, the inquiry process, and the land-based inquiry and presentation rubric found in Assignment 23: Land-Based Inquiry and Presentation. Post these in the classroom and refer to them throughout the inquiry process. Then present students with the Inquiry Checklist in student's guide and explain its use throughout this process.

Identify Topics

Formulate Questions

Gather and Organize Information

Interpret and Analyse Information

Evaluate and Draw Conclusions

Communicate Results

### **Identify Topics**

3. Suggest that topics may be identified from a specific type of harvesting activity (e.g., fishing, waterfowl hunting, furbearer trapping, small game hunting and snaring, or large

game hunting). Choose one activity (e.g., waterfowl hunting) and model the inquiry process, e.g., Waterfowl Harvesting Past, Present, and Future.

### **Formulate Questions**

4. Ask students the following: What kinds of questions could we ask about waterfowl hunting that links the past to the present? Explain that these questions could be factual, causal, or comparative. Provide examples of each on chart paper.

Factual: In which of the 6 seasons are waterfowl hunted? What kinds of waterfowl were hunted in the past? What kinds of waterfowl are hunted today? Is waterfowl harvesting an important part of local wildlife harvests and harvesting efforts today?

Causal (one variable or cause has a direct effect on another): What factor(s) may account for the differences in waterfowl harvested from the past to the present?

Comparative: What are the pros and cons of waterfowl harvesting from cultural, economic, and environmental perspectives? Is waterfowl harvesting culturally, economically, and environmentally sustainable?

5. Ask the following to determine the area of focus for the inquiry: Do you notice any questions that might overlap and might be combined into one question? Are any questions only slightly related to the topic? If we remove them, do the remaining questions provide a focus for our inquiry? Continue by asking the following: What will we do with these research questions? Where do we gather this information from? (library or internet)

### **Gather and Organize Information**

6. Then ask students the following: What search terms or key words would you use to find answers to our research questions? Hudson Bay and James Bay Lowland, Omushkegowuk, Canadian subarctic, Cree, sustainable development, subsistence, wildlife, land use, waterfowl harvest, harvesting, Hudson Bay, or James Bay. Place these on white board. Suggest other strategies for locating information on the internet: online library catalogues, subject directories, tables of content, and indexes.

7. Provide students with the following selected resources:

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.

8. Then ask the following question: When researching your topic or issue, why is it important to assess information gathered from various sources for relevance, accuracy, reliability, bias, and voice? Continue by examining selected resources with whole class using the following questions as a guide: Does the material serve the topic? Which part? Does the information answer the questions? or lead to new questions? What do you know about the author? or publisher? Is the material supported by reliable sources? What are some of the biases in these individual sources of information? Has the author included personal opinions or biases? Are all points of view (or voices) represented in them? Which, if any, are missing? How might your co-op experience help you in your investigation? How has your consideration of Indigenous perspectives and ways of knowing influenced your investigation?

9. Explain one way of organizing information is through note taking. Describe components of a good graphic organizer for taking research notes: topic, question(s), source, key points, details, and summary. Review summarizing using Note-Taking Graphic Organizer in student's guide: (1) read the text more than once, (2) identify the topic, e.g., Waterfowl Harvesting Past, Present, and Future, (3) describe key points and details in your own words, and (4) create summary using these points and details that is shorter than the original text.

**Note:** Note taking has been covered in a previous activity.

### *Waterfowl Hunting in the Past*

Demonstrate methods used to provide cues about key points for the following resources, e.g., using titles, headings and subheadings to locate seasons and skimming for details describing waterfowl. Then summarize these resources using note taking graphic organizer (in resources) on white board.

Questions: In which of the 6 seasons are waterfowl hunted? What kinds of waterfowl were hunted in the past?

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.

moderate

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

### *Waterfowl Hunting in the Present*

Have students scan the following documents to look for specific features that may help them to understand the text. Then ask the following: What are some ways of finding key points in this resource? using titles, headings and subheadings to locate wildlife (waterfowl) harvests and harvesting efforts, using tables to locate species harvested and percentage of respondents participating in waterfowl hunting, and skimming for details describing waterfowl harvested. Then summarize this information using note taking organizer with class for these resources on white board.

Questions: What kinds of waterfowl are hunted today? Is waterfowl hunting an important part of local wildlife harvesting and harvesting efforts today? What factor(s) may account for the differences in waterfowl harvested from the past to the present?

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

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. 353–354. difficult

Ask students to scan the following document to look for the following headings: Subsistence Economy and Cultural Sustainability and Ecological and Economic Sustainability. Read through these texts stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. Place unfamiliar words or responses to the reading on chart paper. Then ask the following: What are some ways of finding key points in this resource? (using beginning and concluding sentences in each paragraph to determine the main idea) How are you going to organize the information in order to assess the pros and cons? economic perspective pros (puts food on the table and complements cash economy) and cons (costs cash to purchase equipment, e.g., ski-doo, boats, etc.), cultural perspective pros (maintains focus on relationships with places, people, and animals) and cons (none identified), and ecological perspectives pros (no

evidence of over harvesting) and cons (increase in population and development may lead to over harvesting). Then have students summarize this information using note-taking organizer in small groups, pairs, or individually.

Questions: What are the pros and cons of wildlife harvesting from economic, cultural, and ecological perspectives?

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. 357–359. difficult

10. Encourage students to choose other graphic organizers, e.g., maps, webs, charts, outlines, or other formats to record or organize information they are comfortable using. **Note:** Assistance may be needed to modify or adapt topics and questions as this part of inquiry process unfolds.

### **Interpret and Analyse Information**

11. Ask students the following: What will we do with the information? Remind students that the information gathered from their questions is based on research in wildlife harvesting. Information gathered from their co-op experience is based on their personal beliefs, assumptions, observations, and participation in wildlife harvesting. Using the information that you know from research and the information you know from your co-op experience to reach a conclusion is called an inference. State that an inference is a reasonable guess based on evidence and information.

#### *Waterfowl Hunting in the Past*

Demonstrate methods used to make inferences on information or evidence from summaries and the co-op experience using Inference Graphic Organizer in student's guide on white board.

Questions: In which of the 6 seasons are waterfowl hunted? What kinds of waterfowl were hunted in the past?



### *Waterfowl Hunting in the Present*

Then make inferences using inference graphic organizer on information or evidence from summaries and the co-op experience with class on white board.

Questions: What kinds of waterfowl are hunted today? Is waterfowl hunting an important part of local wildlife harvesting and harvesting efforts today? What factor(s) may account for the differences in waterfowl harvested from the past to the present? What are the pros and cons of wildlife harvesting from economic, cultural, and ecological perspectives?

### **Evaluate and Draw Conclusions**

#### *Waterfowl Hunting in the Future*

12. Have students respond to the following: Is waterfowl hunting culturally, economically, and ecologically sustainable? Why or why not? Have them explain their answers from each perspective. State that a conclusion is a special type of inference that applies the information in a general statement to a specific situation. Demonstrate using Drawing Conclusions Graphic Organizer in student's guide on white board with whole class for each perspective. Begin with a general statement from each perspective and then make it more specific to draw a conclusion. Then ask students the following: How did your analysis of the information (inferences) affect the conclusions you reached? Did you learn anything new or surprising?

### **Communicate Results**

13. Explain planning the form of communication for an inquiry report or presentation is dependent on guidelines provided in the planning phases and in response to the needs and interests of the audience. Ask students the following: What are some ways of reporting or presenting your inquiry? Place responses on chart paper under the following headings: oral, visual, written, and kinaesthetic. What would the benefits be of offering a seminar, producing a poster, writing an information pamphlet, or creating an online resource? How will you know if that form is effective for your purpose and audience? Review oral, written, visual, and kinaesthetic presentation rubrics in student's guide. Post these in the classroom. **Note:** These presentation rubrics, except the kinaesthetic presentation rubric, have all been covered in previous activities.

*Waterfowl Hunting, Past, Present, and Future*

14. Have students, individually, in pairs, or small groups, create their inquiry report or presentation on Waterfowl Hunting, Past, Present, and Future using one or more of the following forms:

- a) oral: debate, discussion, lecture, panel discussion, seminar, or storytelling
- b) written: advertisement, brochure, essay, editorial, on-line resource, pamphlet, report, script, or story
- c) visual: advertisement, bulletin board, collage, film, mural, photo-essay, poster, storyboard, PowerPoint presentation, three-panel display, or visual journal
- d) kinesthetic: collection, demonstration, dramatization, or diorama

Circulate throughout the classroom to provide positive support and feedback for the report or presentation by asking the following: What form of communication did you choose, and why? When planning how to present the findings of your inquiry, what did you do to meet the needs or interests of your audience? Continue by asking questions related to aspects found on their specific presentation rubrics. Encourage students to be creative and use technology to enhance their reports or presentations.

15. Have students share their reports or presentations with the co-op class. Then have students complete and hand-in appropriate presentation rubric.

16. In large group, ask students the following questions: What worked well in your presentations? What didn't work in your presentations? What would you do differently next time? What did the audience tell you? What did you like about the other presentations? What did you learn from the other presentations? How can you apply the skills and knowledge you developed through your inquiry at home? In your co-op experience at school? in the community? or on the land?

**Structured, Guided or Open Inquiry Projects** (3 classes or 225 minutes)

17. Provide students with opportunities to complete structured, guided, or open inquiry projects based on developmental level and individual abilities:

- (a) *Structured* (for students with limited inquiry experience) using questions modeled in this activity

Students may select an inquiry topic and develop questions individually, in pairs, or in small groups with teacher support from the following:

Fishing Past, Present, and Future

Fur Bearer Trapping and Snaring Past, Present, and Future  
Large (Big) Game Hunting Past, Present, and Future  
Small Game Hunting Past, Present, and Future

(b) *Guided* (for students with some inquiry experience) using suggested questions in guided inquiry questions (in resources)

Students may select an inquiry topic and develop questions individually or in pairs with teacher guidance from the following:

Food Preparation Past, Present, and Future  
Berry Gathering and Preparation Past, Present, and Future  
Hide and Line Making Past, Present, and Future  
Clothing Making Past, Present, and Future  
Transportation Past, Present, and Future  
Housing Past, Present, and Future

(c) *Open* (for students with considerable inquiry experience)

Students may select a specific inquiry topic within the parameters of their co-op experience and develop questions individually with teacher feedback that link the past, present and future. Students might want to explore issues-based, cultural, historical, comparative, or informative topics around the following: on the links between First Nation identity and the land, on the benefits of pursuing traditional land-based activities versus contemporary community-based activities, on the environmental impacts of harvesting, preparation, tools and technology, including ways of reducing this impact, and threats to sustainability of natural resources, or on the influence of traditional (past) Omushkego relationships with the land with contemporary (present-day) activities and behaviours.

18. Have students share their reports or presentations with the co-op class or with an assigned Grade 9 or Grade 10 class.

19. In large group, ask students the following questions: What worked well in your presentations? What didn't work in your presentations? What would you do differently next time? What did the audience tell you? What did you like about the other presentations? What did you learn from the other presentations? How can you apply the skills and knowledge you developed through your inquiry at home? In your co-op experience at school? in the community? or on the land? Then have students individually complete Assignment 23: Land-

Based Inquiry and Presentation and Assignment 24: Land-Based Inquiry and Presentation Reflection Response Journal and present to teacher.

**Assessment:**

Land-Based Inquiry and Presentation Performance Task Rubric  
Inquiry and Presentation Reflection Response Journal Anecdotal Record

**Resources:**

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 Attawapiskat 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 Saulteaux*. 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.

Preston, R. (1986). *Twentieth-Century Transformations of the West Coast Cree*. In William Cowan (ed.). *Actes du Dix-septième Congrès des Algonquinistes*, pp. 239–251. Ottawa: Carleton University, pp 245–246.

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. 7–27.

Skinner, A. (1911). *Notes on the Eastern Cree and Northern Saulteaux*. New York:

Anthropological Papers of the American Museum of Natural History, 9, pp.12–14.

## IV. Community Placement Activities

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or “placement”, where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. The community component must include a variety of experiences of a sufficient duration to permit students to meet the expectations as identified in their learning plan.

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

**Time:** minimum 190 hours

#### **Description:**

In this activity students will implement their personalized land-based cooperative education learning plan as part of Creating Opportunities through Co-op, Grade 11 (DCO3O). They will complete logs or records of their community land-based placement activities on the following: Student’s Weekly Log of Community Placement Activities (Form 10). Then students will reflect on their 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 students in their placement using On-Going Community Placement Teacher and Co-op Supervisor Observation (Form 12) and will meet with them to measure progress and make revisions to their plans as appropriate. The students final community placement assessment and evaluation will be based on their reflection response journal entries and observations made by the co-op teacher at the students’ placements on Final Community Placement Assessment and Evaluation (Form 13).

**Note:** After the first 3 weeks of the placement, the co-op teacher will observe the students at their land-based placement.

### **Strands and Expectations:**

By the end of the classroom integration sessions, students will:

#### **Strand(s):**

B: Experiential Learning and Transfer of Skills and Knowledge

### **Overall Expectations:**

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.

### **Specific Expectations:**

B1.2 • actively and safely participate in the cooperative education experience as they implement their learning plan;

B1.3 • analyse and reflect on their learning plan, and revise it over time as appropriate.

### **Omushkego Expectations:**

Character Development

#### **Overall**

- develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected.

#### **Specific**

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for others);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- recognize and appreciate the significance of teasing and joking (humour);
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- feel or express thanks for the good things that the Creator has given them and others (thankfulness);



- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
  - use resources together (sharing);
  - show a desire to work hard with steady, careful effort (diligence);
  - develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
  - pursue a problem or task to its completion (perseverance);
  - show initiative in beginning tasks, working independently and solving problems (self-reliance).
- from *Omushkego Culture Grades 9 and 10*, 2014, pp. 160–161

### **Planning Notes:**

Ensure 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), and Final Community Placement Assessment and Evaluation (Form 13), and Community Placement Planning Checklist are available in the classroom.

### **Prior Knowledge and Skills:**

To complete this activity students should have some knowledge and skills related to the following:

- aspects of goal setting process
- aspects of decision making process
- presenting information orally
- presenting information in written form
- using self-assessment reflection response journals to improve their work
- contributing and working constructively in groups

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

1. Before each placement, review Community Placement Planning Checklist for each student to determine the student's readiness for the community placement component of the cooperative education course.

2. After an initial observation of students at their land-based placement, arrange a meeting with each student individually to determine the frequency of monitoring meetings using the following requirements as a guide:

(a) Where a cooperative education course is scheduled as either a semestered or a full year course,

- a monitoring meeting involving the student, the cooperative education teacher, and the placement supervisor must take place within three weeks of the start of the community component of the course. This meeting must be conducted in person or via videoconferencing or other technology that enables the teacher and student to see each other (i.e., it cannot be an audio-only conversation or a text or email exchange).
- After the initial monitoring meeting, at least two monitoring meetings must take place per month (or every four weeks), one of which must be a face-to-face or online meeting that allows for visual contact.

*or* (b) Where a cooperative education course is not scheduled as either a full-year course or a semestered course,

- a monitoring meeting involving the student, the cooperative education teacher, and the placement supervisor must take place within three weeks of the start of the community component of the course. This meeting must be conducted in person or via videoconferencing or other technology that enables the teacher and student to see each other (i.e., it cannot be an audio-only conversation or a text or email exchange).
- After the initial monitoring meeting, at least two monitoring meetings must take place for every 110 hours of a cooperative education course, one of which must be a face-to-face or online meeting that allows for visual contact.

**Note:** It may be necessary to conduct monitoring meetings on a more frequent basis, in order to adequately support the particular needs of the student and/or the community partner.

3. During this initial meeting review each student's personalized placement learning plan and requirements for completion of the community component of co-op experience, i.e., Weekly Log of Student Community Placement Activities (Form 10) and On-Going Community Placement Student Reflection Response Journal (Form 11) as Assignment 25: Community Placement. Discuss initial observation of land-based placement with each student and their respective co-op supervisor from On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12). State that information from weekly logs, teacher

observations, and student reflections will be used to determine the final mark for the community placement component of their co-op experience on Final Community Placement Assessment and Evaluation (Form 13). In addition, review Cooperative Education Program Evaluation (Form 14) with each co-op supervisor at this time.

4. For subsequent meetings, ensure students bring completed copies of their Weekly Log of Student Community Placement Activities (Form 10) and On-Going Community Placement Student Reflection Response Journal (Form 11) to each meeting. Conversely, the classroom teacher or co-op supervisor should bring completed copies of On-Going Community Placement Teacher or Co-op Supervisor Observation (Form 12) to each meeting.

5. During these meetings ask students the following: What was the most important, interesting, useful, or relevant thing you learned from your most recent co-op experience? Have you made progress in developing your personal and OSP skills and habits? How do you know that you've made progress in developing your personal and OSP skills and habits? Have you made progress in developing your personal leadership and co-op skills and knowledge? How do you know that you've made progress in developing your personal leadership and co-op skills and knowledge? Have you made progress meeting your co-op goals? How do you know that you've made progress meeting your goals? How do you measure your progress? What adjustments do you need to make to help you achieve your goals? How has your land-based co-op experience so far influenced your thinking about your medium- or long-term goals?

6. Upon completion of the community placement, a final meeting should be held with each student to review each student's Final Community Placement Assessment and Evaluation (Form 13). In addition, a final meeting should be held with the co-op supervisor(s) to evaluate the co-op program from their perspective using Cooperative Education Program Evaluation (Form 14).

**Assessment:**

Community Placement Planning Checklist

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)

**Resources:**

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)

## Community Placement Planning Checklist

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

Put a check mark in the box if completed for each student as required.

Did I:

Planning:

- determine the student's readiness for the community placement component of the cooperative education course
- review the student's personalized land-based cooperative education learning plan
- review the student's IPP learning goals
- review the student's IEP to identify strengths and needs, and any required accommodations
- review monitoring meeting scheduling considerations
- review community placement requirements
- review student, co-op supervisor, and teacher assessment and evaluation strategies
- identify community connections that align with the student's goals
- identify potential challenges the student may encounter, and plan for appropriate supports (e.g., address systemic and attitudinal barriers that may limit students' full participation in cooperative education)



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## **About the Omushkego Land-Based Cooperative Education Course Profile Teacher'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 teachers at the secondary level.