

Pathways for Indigenous Student Success: Teachers Guide

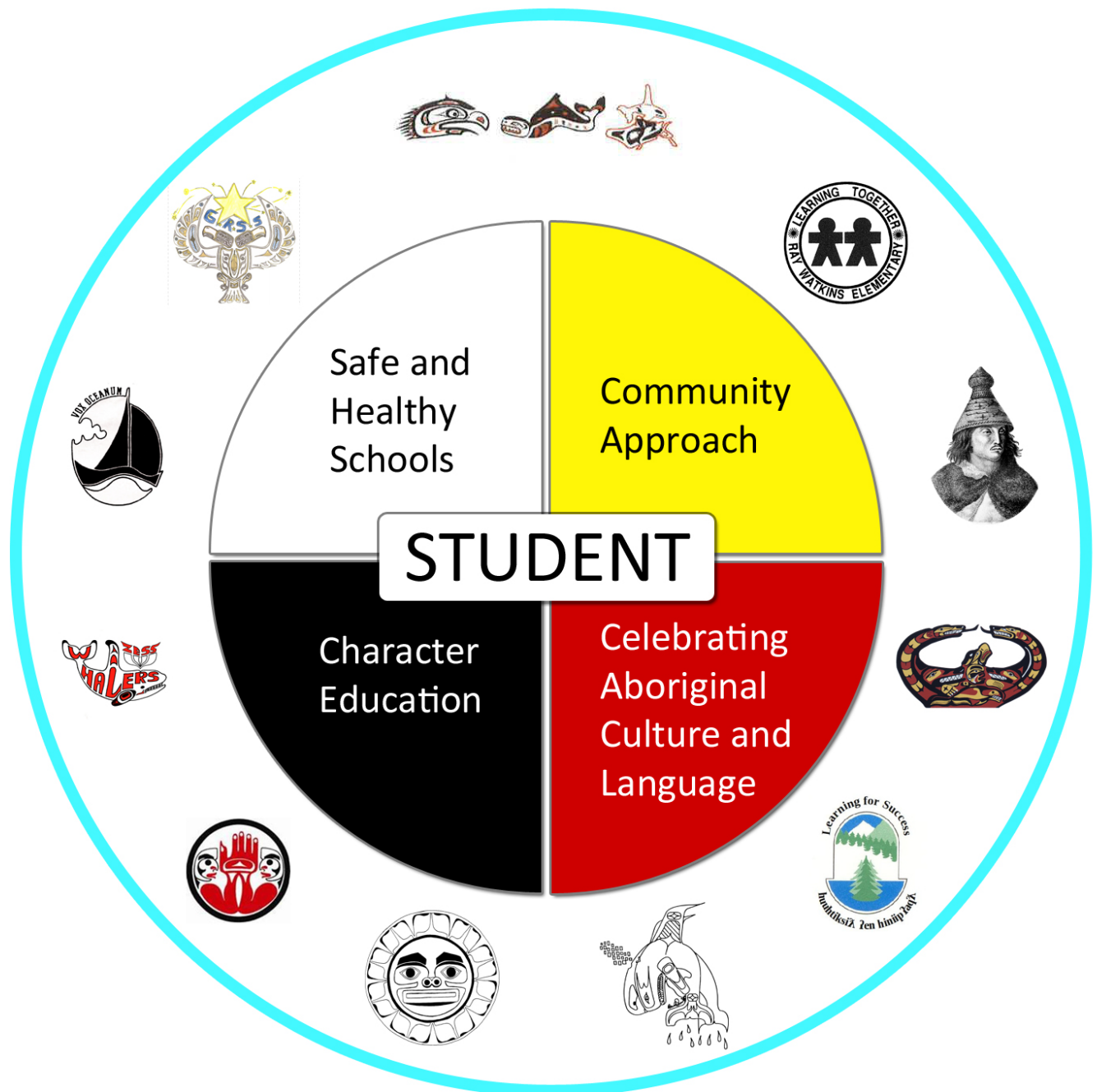


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Part 1—Introduction

Walking Together for Indigenous Student Success and Lifelong Learning

Pathways is a major component of SD 84's 2015-2020 Enhancement Agreement. It brings together the District's Vision Statement, provincial and federal education mandates regarding Indigenous-centered education, and the education values of the communities we serve.

SD 84 Vision Statement

- We envision a school setting where our children have an awareness of where they come from, of who they are and of their fullest potential.
- We envision a safe and healthy learning environment that extends between our schools, our communities, and our territories.
- We envision a learning environment where our culture and our language are embedded in everyday teachings.
- We envision our children upholding our belief in strong character and confidence, walking through life on earth with dignity, pride and enthusiasm for all that life has to offer.
- We believe that we must guide students to academic success by providing a strong foundation that promotes wisdom while they grow intellectually, physically, spiritually, and emotionally.

Provincial and Federal Education Mandates

Pathways addresses the following education mandates:

Professional Standards for BC Educators, Standard #9:

"Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation, and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Métis.

"Educators critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit, and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments."

Truth and Reconciliation Committee Calls to Action

#7: “We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.”

#57: “We call upon the federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Indigenous peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous- Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.”

#62: “We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i) “Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.”

#63: “We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i) “Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii) “Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii) “Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv) “Identifying teacher-training needs relating to the above.”

United Nations Declaration of the Rights of Indigenous Peoples

Article 13.1: “Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places, and persons.”

Article 14

- 1) “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.”
- 2) “Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.”
- 3) “States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.”

Community Acknowledgement Letters

The following letters of support for the implementation of the Pathways Program have been received from communities served by SD 84.



Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations

May 3, 2022

To whom it may concern:

Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations would like to voice our support for the adoption of the Pathways Program by Vancouver Island West School District (SD 84). The Pathways Program was an idea generated by the Nuuchah-nulth Tribal Council (NTC) and developed by the NTC in partnership with SD 84. It is designed to bring together the District's Vision Statement, provincial and federal education mandates regarding Indigenous-centered education, and the education values of the communities served by SD 84.

We believe that this program is a tool that can help to provide a culturally relevant educational experience that will benefit all students served by SD 84 by fostering a deep understanding of community, place, and self through activities that address both the Core Competencies of the BC Curriculum and the four Focus Areas that incorporate the Nuuchah-nulth Ways of Knowing and Being: hiišuu maatmaas (community approach), ?iih?iih ?uutuut q'waaqin tiič ?uh?iiš ciciqkqin (culture and language), čaamaapi ?ah?aała wiikšhin ?iisuwiłminhukqin (safe and healthy schools), and haahuupčuwiłas (character education).

Because of the collaborative nature of the development of this program as well as the incorporation of Nuuchah-nulth Ways of Knowing and Being, we believe that this program is one step towards addressing the Canada TRC Calls to Action numbers 7, 57, 62i, and 63 and UNDRIP Articles 13i and 14.

Thank you,

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Mowachaht/Muchalaht

To whom it may concern:

We would like to voice our support for the adoption of the Pathways Program by Vancouver Island West School District (SD 84). The Pathways Program was an idea generated by the Nuu-chah-nulth Tribal Council (NTC) and developed by the NTC in partnership with SD 84. It is designed to bring together the District's Vision Statement, provincial and federal education mandates regarding Indigenous-centered education, and the education values of the communities served by SD 84.

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Because of the collaborative nature of the development of this program as well as the incorporation of Nuu-chah-nulth Ways of Knowing and Being, we believe that this program is one step towards addressing the Canada TRC Calls to Action numbers 7, 57, 62i, and 63 and UNDRIP Articles 13i and 14.

Thank you,

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June 01, 2022

To whom it may concern:

We would like to voice our support for the adoption of the Pathways Program by Vancouver Island West School District (SD 84). The Pathways Program was an idea generated by the Nuuchahnulth Tribal Council (NTC) and developed by the NTC in partnership with SD 84. It is designed to bring together the District's Vision Statement, provincial and federal education mandates regarding Indigenous-centered education, and the education values of the communities served by SD 84.

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Because of the collaborative nature of the development of this program as well as the incorporation of Nuuchahnulth Ways of Knowing and Being, we believe that this program is one step towards addressing the Canada TRC Calls to Action numbers 7, 57, 62i, and 63 and UNDRIP Articles 13i and 14.

Thank you,

Sara Jansen, Band Administrator
Nuchatlaht Tribe

Creating and Enhancing Pathways to Indigenous Student Success

Pathways for Indigenous Student Success is a holistic strategy that supports Indigenous students to realize their full potential as they undertake their education journey with School District 84.

Pathways' philosophy is a strength based, learner centered approach that aims to incorporate identity formation, using a scaffolding method with themes connected to strong foundations in who you are, where you come from, and where you are going.

In Nuu-chah-nulth Ways of Knowing and Being, children are considered to be precious. It is understood that adults must foster each child's unique gifts by focusing on their individual strengths throughout childhood. Educators and other adults in the community need to nurture and support children in identifying and following their life paths. Adults do so by creating the space and opportunities that allow a child's life experiences to inform their growth in holistic ways which then connects that child's interests with lifelong learning.

Pathways Program Focus Areas

Pathways addresses four Focus Areas that incorporate the Nuu-chah-nulth Ways of Knowing and Being: hiišuu maatmaas (community approach), ʔiihʔiih ʔuuʔuuʔ qʷaaqin tiič ʔuhʔiiš ciciqkqin (culture and language), čaamaapi ʔahʔaaʔa wiikšhin ʔiisuwiłminhukqin (safe and healthy schools), and ھااھuupčuwiʔas (character education). Below are values associated with each of these Focus Areas that are relevant to the Pathways Program.

A table at the beginning of Part 2 of this guide cross-references Pathways lessons to these Focus Areas as well as the BC Core Competencies. Part 3 contains sample surveys that will help to assess the effectiveness of the program in creating positive change in these four Areas. Finally, Part 4 contains a list of references organized by the Focus Areas.

hiišuu maatmaas (community approach)

- It is important to utilize local resource people from the community in lesson plan activities.
- It is important to create a shared understanding of place and the local history that includes multiple perspectives.
- It is important to explore the local land and establish a connection to place.
- It is important to explore the local natural resource base and sustainability in the classroom including the concept of hahoulthee (the land and its resources owned by a chief and his family).
- It is important to create a shared understanding of local communities within the SD 84 catchment area.
- Focus in these areas will help foster a student's connection to where they come from, which is foundational to strong identity development throughout students' formative learning years.

ʔiihʔiih ʔuutuul q^waaqin tiič ʔuhʔiiš ciciqkqin (culture and language)

- It is important to utilize local language resource people in lesson plan activities.
- It is important to incorporate local language within the classroom setting and in daily classroom activities.
- It is important to approach language and culture from a place of shared responsibility and respect for the effort in learning about the local culture and practicing the language.
- Focus in these areas will help to foster personal identity development and build a strong foundation for cultural identity awareness.

čaamaapi ʔahʔaaʔa wiikšhin ʔiisuwiłminhukqin (safe and healthy schools)

- It is important to include students, parents/caregivers, community members, and teachers in the formation of safe and healthy schools.
- It is important to create a sense of ownership and pride in belonging to the school.
- It is important to create a sense of safety for all students, where students expect to feel the environment fosters a safe place for them to grow and develop.
- It is important to create shared responsibility for planned activities such as the Christmas performance, where the vibrance of the local Indigenous culture can be incorporated.
- Focus in these areas will help to foster the development of a connection to place—more specifically, connection to school and the learning environment.

haahuupčuwiłas (character education)

- It is important to include students, parents/caregivers, community members, and teachers in the student's character development.
- An inclusive approach fosters exploration of the question, "Who am I?" Such exploration is foundational for identity formation, and the various perspectives help students to reflect on 'self' and the various roles & responsibilities they have at school, in their family, and in the community.

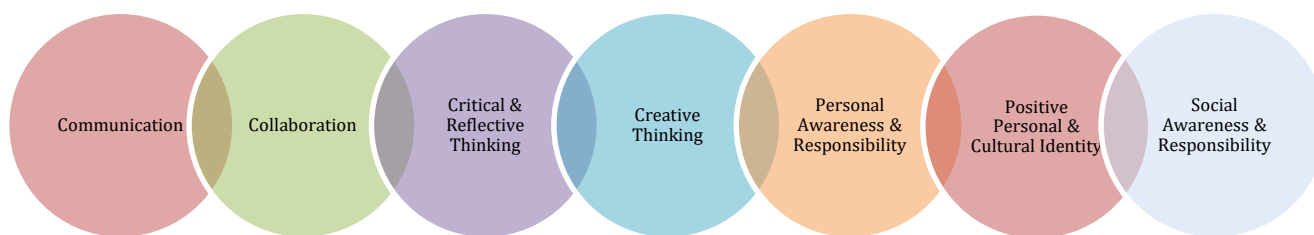
BC Curriculum Core Competencies

The table on the following page provides a summary of the Core Competencies from BC's provincial curriculum. Also, at the beginning of Part 2, there are tables that provide cross-references between the Pathways lessons, these Competencies, and the program Focus Areas.

Thank You!

Thank you for your willingness to engage in the Pathways Program and for your support of all our Indigenous students. ʔlecko, ʔlecko!

BC Curriculum Core Competencies



Communication	Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.
Collaboration	Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.
Critical & Reflective Thinking	Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.
Creative Thinking	Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality.
Personal Awareness and Responsibility	Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.
Positive Personal & Cultural Identity	Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.
Social Awareness & Responsibility	Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Part 2—Pathways Program Lessons

Pathways is a holistic strategy utilized to enhance and support Indigenous students in their education journey. Lessons are designed to address Nuuchah-nulth Ways of Knowing and Being (through the four Focus Areas) as well as the BC curriculum's Core Competencies. The following tables cross-reference the lessons with these two areas. The lesson plans follow.

Focus Areas & Competencies Cross Reference—Lessons 1-10

Activity	Pathways Focus Areas				Core Competencies						
	Community Approach	Culture & Language	Safe & Healthy Schools	Character Education	Communication	Collaboration	Critical & Reflective Thinking	Creative Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility
Strengths & Passions (Lesson 1)			✓	✓	✓		✓		✓		
4 Key Questions (Lesson 2)	✓		✓	✓	✓	✓	✓		✓		
Community Vision (Lesson 3)	✓	✓	✓		✓		✓		✓		
Dreams-Hopes (Lesson 4)	✓	✓	✓	✓	✓		✓		✓		
Interview (Lesson 5)	✓	✓	✓	✓	✓		✓		✓		
Personal Profile (Lesson 6)	✓	✓	✓		✓				✓		
Safety Planning (Lesson 7)	✓		✓		✓		✓		✓		
Self-Care (Lesson 8)			✓	✓		✓	✓		✓		
My Supports (Lesson 9)	✓	✓	✓		✓	✓			✓		
Community Involvement (Lesson 10)	✓			✓	✓	✓	✓		✓		

Focus Areas & Competencies Cross Reference—Lessons 11-20

Activity	Pathways Focus Areas				Core Competencies						
	Community Approach	Culture & Language	Safe & Healthy Schools	Character Education	Communication	Collaboration	Critical & Reflective Thinking	Creative Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility
Check-in (Lesson 11)				✓	✓	✓			✓		✓
Traditional Introduction (Lesson 12)	✓	✓		✓	✓	✓		✓	✓	✓	
Who am I? (Lesson 13)		✓		✓				✓		✓	
My Family (Lesson 14)	✓	✓		✓		✓			✓	✓	
My Circle of Support (Lesson 15)	✓		✓	✓		✓		✓	✓		✓
Connection to Land (Lesson 16)	✓	✓		✓					✓	✓	✓
Connection to Community (Lesson 17)	✓	✓	✓	✓		✓			✓	✓	✓
My Path-Goals (Lesson 18)				✓		✓		✓	✓	✓	
Transitions (Lesson 19)		✓		✓		✓	✓		✓	✓	
My Career Path (Lesson 20)				✓		✓		✓	✓	✓	

Pathways Lesson Plans

Pathways Lesson #1—My Strengths

FOCUS QUESTION: WHAT ARE MY STRENGTHS?

*** *Lesson Overview***

Learners will recognize their strengths in their personal life, education, work, and recreation.

*** *Understand (Big Idea)***

Learning involves patience and time.

*** *Know (Key Concept)***

Just because you're not good at something now doesn't mean you can't become good at it with time, effort, and patience. This is called a growth mindset.

*** *Pathways Connections***

- Safe & Healthy Schools
- Character Education
- Communication
- Thinking
- Personal & Social Responsibility

*** *Do (Learning Target)***

I can recognize my strengths in my personal life, education, work, and recreation.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Strengths or Weaknesses Scenarios
- ◇ Popsicle sticks with student names on them
- ◇ Sample rubric
- ◇ Strips of Strength
- ◇ Copies of two example worksheets for each student.
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do? Explain to students that this activity is about your strengths. When we recognize our strengths, we are accepting that we're good at some things and not others. Just because you're not good at something now, doesn't mean you can't get good at it with time, effort, and patience. This is our Big Idea for this lesson: Learning involves patience and time.

Recognizing each other's strengths, we help everybody to feel valued. We help everybody to feel like they belong. This goes for yourself, too: you'll value yourself more when you recognize your own strengths.

What is a strength? A strength is an activity that makes you feel strong. A strength is not just something that you are good at. That's a skill. A strength is an activity that you're good at and that you feel passion for. Passion is when you feel a strong excitement of enthusiasm for something. A weakness, on the other hand, is something that makes you feel weak. You may be good at it, but the activity drains you.

In this lesson, you'll reflect on your strengths. Your learning target is: I can recognize my strengths in my personal life, education, work, and recreation.

2. Pre-Assessment Activity: Where are they at?

Handout the Strengths or Weakness sheets to students. Examine the first two scenarios together, pointing out that the first one is strength because the person is passionate about it. The second one is a weakness, because even though the person is skilled, they do not enjoy the activity. Remind students that this lesson is about strengths, which means that it is something you're both good at and passionate about. Give the students time to answer the remaining scenarios on their own. After, review the answers together. Use popsicle sticks to solicit answers (see the No Hands Up box below).

No Hands Up (except to ask a question)

Although it's a common staple in classrooms, it is an ineffective practice to have students answer questions by raising their hands. When teachers ask students at random, evidence shows that it's not very random at all. The most effective method is to use a randomizing system. Smartboards have randomizers. However, popsicle sticks also work well. At first, students may resist, but after a while they get used to it and it increases attention.

Exploring the Concept

3. Ways to Describe Strengths

What are three ways to describe strengths? Explain to students that sometimes it can be challenging to recognize and name your strengths and that they will complete an activity to help them with three different ways strengths can be described. (In addition to students learning this, the exercise generates a number of ideas for when they recognize their own strengths).

For this activity, students can work in pairs. Hand out the Strips of Strength (one set per pair). The teacher should cut these strips beforehand and mix them up. Instruct each pair to find the strips labelled Verbs, Nouns, Adjectives. They should spread these three strips on their desk so that they operate as column headings.

Practice together as a class first by deciding which category three of the strips go under. Depending on the class, the teacher may need to remind students how a noun, verb, and adjective are defined.

When students are finished, go over the strips together as a class.

Preparing for Worksheet

4. Create a rubric: How will they have achieved the target?

Give each student a copy of the two work samples. Facilitate a class discussion of their differences between each work sample. Record student ideas on the board. After, confirm what should be clear: that one sample demonstrates quality work. It is an example by somebody who hit the learning target.

Explain to students that by examining the two work samples, they were creating the success criteria (the things they need to accomplish in order to succeed in this lesson). Either use the Sample Rubric in the Lesson Resources or, if the students generated very different criteria, have the students make a rubric with a similar format.

Demonstrate for the students how to fill out the rubric using the two work samples. Explain that each student will assess their own work by handing a completed rubric in to the teacher when they have completed their sheet of strengths.

Putting It into Practice

5. Individual Work

Can they do it with or without support? Students now work on their Strengths sheets individually. Encourage students to look at the Strips of Strengths for ideas. Suggest to students that they start by thinking of the things they like to do. Often the things we like to do are things we're good at in some way. Remind students that strengths are not just skills, but they are things we're good or strong at and also passionate or enthusiastic about.

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the students. If there is time, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

1. How are we learning?
2. How did it go?
3. What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the teacher and the student the answer to the third question. The answer to the third question should include a learning goal the student will work towards. For example:

“What’s next?”

“I need to think more about my aspirations for school.”

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of growth mindset, and the learning target.

Additionally, explain to students: The most important character strengths for our wellbeing and happiness have been found to be gratitude, optimism, enthusiasm, curiosity and love. Encourage them to develop these strengths in particular. Think up new ways of using your strengths every day if you can; for example, demonstrating kindness and sociability. Evidence suggests this will increase your happiness and decrease any depressive symptoms.

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes.

Exit Ticket

8. Encouraging Action

Will they use any of these ways this week? Learning involves patience and time. It takes a growth mindset to become better at our strengths. On their exit tickets, students will pick one strength that they wish to become even stronger at.

Lesson Resources

Strengths or Weaknesses Scenarios

Strengths or Weaknesses Scenarios

Instructions: Read through each scenario and circle whether it is an example of a strength or weakness.

Tommy is very good at memorizing. He can study for only 15 minutes and memorize all the facts on one page of his science textbook. He loves memorizing things. He loves the challenge of memorizing and the feeling he gets from knowing stuff.

This is a: STRENGTH or WEAKNESS?

Jill is very dependable. People know that if they ask Jill to do something, she'll get it done. Lots of people think this is one of Jill's strengths, but Jill often like being dependable. She knows it's a good thing, but sometimes it makes her feel trapped. It also seems like all the teachers rely on her too much in class because they know she'll be the one to do it. It doesn't seem fair at times and leaves her feeling tired.

This is a: STRENGTH or WEAKNESS?

Kyle is very good at fashion. All his friends say he dresses cool all the time. He's good at coordinating new looks and may of his friends copy his fashion ideas. He thinks about fashion a lot, searching online for the latest trend. He dreams of being a fashion designer like Calvin Klein one day.

This is a: STRENGTH or WEAKNESS?

Marilyn is amazing at fixing things. She's especially good at fixing engines and she has a few small motors in her parents' garage she takes apart on the weekends. She is never happier than when she's in that garage fixing things. It makes her forget about all her worries at school.

This is a: STRENGTH or WEAKNESS?

George is a kind listener. He is the kind of friend everybody at school goes to when they have a problem. He doesn't mind listening, but he doesn't always feel enthusiastic about it. He does it because he's a kind, loyal, caring person, but honestly, sometimes it drains him. Nobody ever seems to wonder if he needs somebody to talk to.

This is a: STRENGTH or WEAKNESS?

Harry is an incredible artist. He can draw things very realistically. He does like drawing, but only for a few minutes at a time, then he gets bored of it. His teacher keeps insisting that he should go to art school when he graduates, but Harry doesn't want to. He'd rather be a fishing guide, like his dad.

This is a: STRENGTH or WEAKNESS?

Lesson Resources

Strips of Strengths

Nouns

Verbs

Adjectives

Problem solver

Math

Caring

Funny

Loyal

Curious

Artistic

Creative

Fixing things

Helping

Good athlete

Singing

Playing a musical instrument

Honest

Love of learning

Open minded

Responsible

Languages

Dancing

Respectful

Kind

Organizing

Disciplines

Generating ideas

Calm

Polite

Brave

Leader

sewing

Cheering people up

Planning

Computers

Video games

Teamwork

Optimism

Enthusiasm

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

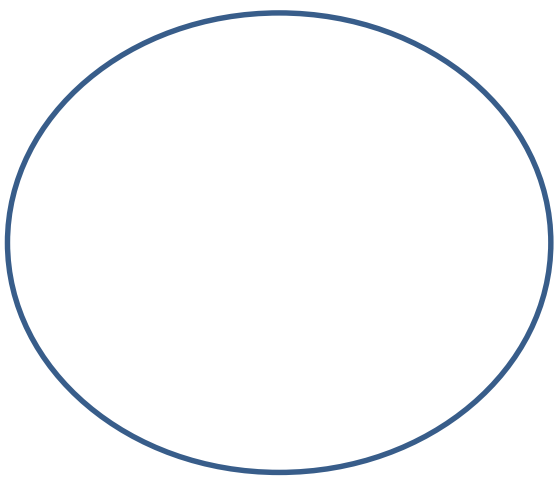
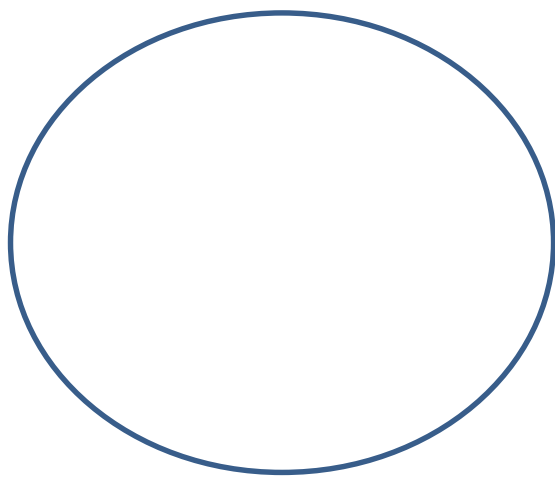
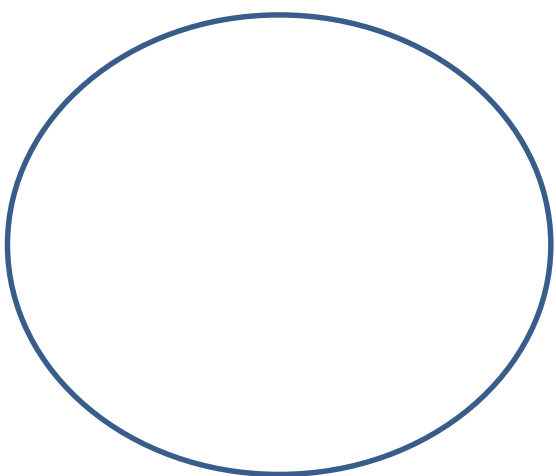
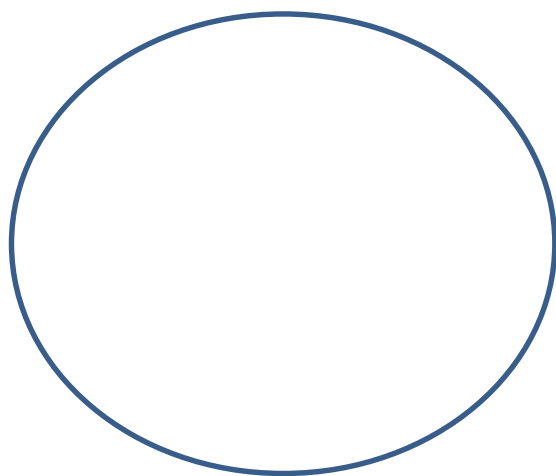
Learning Target:

What did you achieve?	Not yet	With help	I did it!
I named 2 or more strengths I have in my personal life.			
I named 2 or more strengths I have at school.			
I named 2 or more strengths I have when working.			
I named 2 or more strengths I have when doing hobbies, sports, or anything for fun.			

Learning Target: Did you hit the learning target?

Yes / Not yet

MY STRENGTHS



Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Looking at your Strengths sheet, pick one strength you would like to become even stronger at. Make a commitment to yourself.

Exit Ticket

Instructions: Looking at your Strengths sheet, pick one strength you would like to become even stronger at. Make a commitment to yourself.

Exit Ticket

Instructions: Looking at your Strengths sheet, pick one strength you would like to become even stronger at. Make a commitment to yourself.

FOCUS QUESTION: WHAT ARE THE FOUR QUESTIONS THAT MATTER?

* *Lesson Overview*

Learners identify four key questions that matter and attempt to answer them.

* *Understand (Big Idea)*

Learning is reflective, reflexive, and relational.

* *Know (Key Concept)*

To be a good learner in anything, it is important to reflect on what you're learning, how it's going, and where you're heading. But we don't go far alone. Having people who believe in you is also an important part of learning.

* *Pathways Connections*

- Safe & Healthy Schools
- Community Approach
- Character Education
- Communication
- Collaboration
- Thinking
- Personal & Social Responsibility

* *Do (Learning Target)*

I can identify the four key questions that matter.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Additional Worksheet for teacher to use when demonstrating
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?

Note: if students haven't been exposed to this type of learning reflection, they may struggle. This is a lesson that should be revisited weekly, if not daily. For this reason, the Big Three learning questions have been integrated into the other Pathways lessons. If this is the first-time students are introduced to these questions, focus on their ability to identify the questions, as indicated by the learning target. While they should attempt to answer the questions, this may require a lot of initial scaffolding.

Explain to students: in this activity, we're going to practice thinking about our learning. To be a good learner in anything, it is important to reflect on what you're learning, how it's going, and where you're heading. But we don't go far along. Having people who believe in you is also an important part of learning.

What are four key questions that matter?
This is our focus question.

Learning is reflective, reflexive, and relational. This means that learning requires you to think about your learning, to make changes to how you approach your learning, and to connect with other people in order to learn. This is the Big Idea of our lesson.

During this lesson, your learning target is: I can identify four key questions that matter. We're going to try to answer these four questions, too, but at the very least today, you will be able to identify what these questions are.

2. Pre-Assessment Activity: Where are they at?

With the teacher acting as recorder, use the Popcorn Share method of collecting answers from the class. There are two ways of doing a Popcorn Share. Choose the method your students will respond best to. The aim is to collect answers about what students are learning in school. Ask the students "What are you learning?" Once you have collected answers as a class, help students to make their answers more specific. For example, if an answer is "math," explore what specifically they are learning in math. If the answer is long division, encourage students to explain what they are learning to do with long division. Answers do not need to be confined to school. Students may have hobbies or cultural activities that they are learning outside of school.

How to Popcorn Share

The Popcorn Share is a collaborative way to get students to share their ideas with each other. There are two common ways to use this strategy. First, it can be done verbally by going around the class, where a student shares their idea and then passes to another student (students are allowed to pass if they want to). Second, students choose a colour pencil and silently move around the space provided and add their thoughts to a piece of paper with a picture, statement or word on it.

Exploring the Concept

3. Identifying the Questions.

What are four questions that matter? Explain to students that studies have shown that students have a greater chance of succeeding in school if they have two adults in the school who believe they will be successful. This is one of the four key questions that matter: ***Can you name TWO adults in this school who believe you will be successful in life?***

The second key question is the one we just talked about. ***Where are you going with your learning?*** In other words, what are you learning now and why is it important?

The third key question is ***How is your learning going?*** In other words, how are you doing? Perhaps you've had a math test and you didn't answer some questions correctly. Tests are one of many ways you can know how your learning is going.

The fourth key question is about the future. ***Where to next with your learning?*** In other words, what is the next piece of learning for you? What do you need to do to get there? This fourth key question can be the hardest one to answer because you might not always know that comes next in your learning. Instead, you can answer this question by identifying what you would want to work on to improve your learning.

Preparing for Worksheet

4. Review Expectations: How will they have achieved the target?

There is no rubric for this activity because the learning target depends on where your students are with these questions. To prepare students for the worksheet, the teacher should model an example from their own learning. This has the added benefit of demonstrating to students that teachers are also learners. Use the Think-Aloud strategy below as you fill out the worksheet.

Think-Aloud

If we want students to learn to work through their own thinking, we need to show them what that looks like. As you work through your own sheet of responsibilities, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work." You might consider identifying your responsibilities by first identifying the roles you have (e.g., mother, sister, elder, etc.).

Putting it into practice

5. Individual Work:

Can they do it with or without support?

Students now work on their Four Key Questions sheets individually.

Activity Review

6. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of the Four key questions, and the learning target.

Exit Ticket

8. Checking Their Understanding:

Can they identify the four key questions?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the question on the ticket.

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes.

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Can you identify four key questions that matter?

1. _____
2. _____
3. _____
4. _____

Exit Ticket

Instructions: Can you identify four key questions that matter?

1. _____
2. _____
3. _____
4. _____

Exit Ticket

Instructions: Can you identify four key questions that matter?

1. _____
2. _____
3. _____
4. _____

FOCUS QUESTION: HOW CAN I GET INVOLVED IN MY COMMUNITY?

* *Lesson Overview*

Learners identify community problems/needs and solutions as areas in which they might get involved with their community.

* *Understand (Big Idea)*

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

* *Know (Key Concept)*

Identifying ways to improve your community is a positive way to get involved with your community.

* *Pathways Connections*

- Safe & Healthy Schools
- Community Approach
- Celebrating Language & Culture
- Communication
- Collaboration
- Thinking
- Personal & Social Responsibility

* *Do (Learning Target)*

I can identify ways to get involved in my community.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Community Problems and Solutions
- ◇ Flip chart paper and markers
- ◇ Plan for Community Involvement Sheets
- ◇ Sample Rubrics
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do? Explain to students: this activity is about identifying ways you can get involved in your community. There are many different ways to get involved in your community. Sometimes getting involved means participating on a community sports team. Sometimes getting involved means going to community dance practice. Today, we're going to talk about getting involved by helping to solve problems in your community. Emphasize to students that EVERY community has problems and ways it can be improved.

How can you get involved in your community? This is our focus question.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This is the Big Idea of our lesson.

During this lesson, your learning target is: I can identify ways to get involved in my community.

2. Pre-Assessment Activity: Where are they at?

This is in part a pre-assessment activity and a warm-up activity to get students thinking about areas of their community that could use some help. Hand out the Community Problems and Solutions Sheet to students. Read the instructions together, making it clear that these are only 'made up' problems and do not necessarily reflect their community. Students will match each hypothetical problem to the solution that might help.

Depending on the nature of the class, you can choose to have the students complete the sheet independently, in pairs, or together as a class.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous students to feel valued and welcomed and for all students to recognize the important role of Indigenous Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school's NEW can help identify Elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an Elder after this lesson to speak on what community means traditionally. Or invite an Elder in before the lesson to share their image of a perfect community or their thoughts on the Big Idea.

Exploring the Concept

3. Identifying Community Needs

What problems could you help with? This activity is intended to scaffold students' awareness of potential community problems or needs. This lesson does not have to follow the Community Vision lesson. However, if the Community Vision lesson has been taught first, the students can use the ideas from that lesson to help identify needs in their community.

This activity is called a Round Robin. For a general overview of what a Round Robin is, see the box below. Prepare for this activity ahead of time by posting sheets of flipchart paper around the classroom. At the top of each paper, write the Community Brainstorming Topic listed in the grey box below. You will need two sheets for each topic. One sheet will be for Problems/Needs, the other for Solutions.

Students will brainstorm any problems or needs they see in their community. Let them know that if they can't think of a specific problem, they might still think of ways to improve things under that category.

Before groups start, model a possible answer for each station. For example, under Recreation, you might write down NOT ENOUGH FOR KIDS TO DO. Do not only model a possible answer, but offer a question or two at each station. For example, "If you picture the roads in our community, can you think of any ways they could be improved?" Envisioning improvements can help identify the problem or need.

Once the first Round Robin is complete, review all the problems/needs together as a class. Together as a class, pick one problem/need and brainstorm possible solutions. Write down these ideas on the adjacent Solution sheet.

You can choose to either conduct another Round Robin in order to brainstorm solutions to the identified problems/needs, or you can brainstorm solutions as a class.

Preparing for Worksheet

4. Review expectations

How will they know they've achieved the target? On a sheet of flipboard paper or on the Smartboard, model for the students how to identify a way they could get involved in their community using the Plan for Community Involvement Sheets. Model for students that you are gathering ideas from the Round Robin Sheets, picking the problem that matters the most to you.

When you are finished, demonstrate a self-assessment of your work by filling out a rubric and sharing it with the class.

Community Brainstorming Topics

*Food *Water *Housing *Jobs
*Transportation *Education *Environment
*Safety & Health *Elder & Childcare
*Recreation *Entertainment/Art

Round Robin

Round Robin is a cooperative learning activity in which students are divided into small groups of 2-6 students with one person appointed as the recorder. A question or topic is posed by the teacher with many possible answers. Students are given a certain amount of time at each station before being told by the teacher to move to the next station. Stations are usually sheets of flipchart paper placed around the classroom. Each group starts at a different station. Tell the groups before starting how long they'll have at each station (304 minutes usually keeps it dynamic). It's a great activity for getting kids out of their desks and thinking together.

Putting it into practice

5. Individual Work:

Can they do it with or without support?

Students now work on their own Plan for Community Involvement Sheets.

6. Self-Assessment Activity:

How do they think they did?

Collect the completed rubrics from the students. If there is time and opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hits the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the answer to the third question. The answer to the third question should include a learning goal the student will work towards.

Note About Growth Mindset

Point out to students the use of “Not Yet” on the rubric. This is an important phase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practice. Kids with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says “I can’t YET.”

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If students prefer to use words more than drawing or vice versa, allow room for that.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of responsibility, and the learning target.

Exit Ticket

8. Checking their understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

The Exit Ticket in this lesson is not so much a tool for formative assessment. It serves more as a review and gives the students an opportunity to leave class on a successful note.

Lesson Resources

Community Problems and Solutions

Community Problems and Solutions

Instructions: Match each community problem with the best solution by drawing a line between the problem and the matching solution.

- | | |
|---|--|
| 1. There is a lot of litter along the roads in the community. | A. Go before your local governing body to encourage them to create new safety laws. |
| 2. You've noticed that some of the elders have a hard time getting up the stairs at the community center. | B. Hold a fundraiser like a bingo night or loonie toonie auction to raise money for new equipment. |
| 3. Your school basketball team doesn't have enough money to travel to play other teams. | C. Organize volunteers to help with a community clean-up. |
| 4. The equipment on the community playground is starting to fall apart. | D. Attend the next council meeting and inform them of what you have noticed. |
| 5. People are driving their quads too fast on the community roads where little kids play. | E. Write a letter to your principle and superintendent asking for more funding. |

Plan for Community Involvement

Instructions: Complete the four sections below, using the idea on the brainstorming sheets. Add this sheet to your Pathways workbook when you are finished.

Pick the community problem/need that matters the most to you.

What is a possible solution to this problem?

What is the first thing you could do to solve this problem in your community?

What is one way this solution would improve life for somebody in your community?

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I picked a problem/need in my community that matters to me.			
I matched a possible solution to the problem/need.			
I identified one way this solution would improve life for somebody in my community.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Pathways Lesson #4—Dreams, Hopes, Aspirations

FOCUS QUESTION: WHAT ARE YOUR DREAMS, HOPES, AND ASPIRATIONS?

* *Lesson Overview*

Learners identify some of their dreams, hopes, and aspirations, both short-term and long-term.

* *Understand (Big Idea)*

Learning requires exploration of one's identity.

* *Know (Key Concept)*

Achieving your dreams and aspirations (aspirations are your ambitions for what you want to do and become) requires a clear vision and plan for action.

* *Pathways Connections*

- Safe & Healthy Schools
- Community Approach
- Character Education
- Celebrating Language & Culture
- Communication
- Thinking
- Personal & Social Responsibility

* *Do (Learning Target)*

I can show my short-term and long-term dreams, hopes, and aspirations.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Strips of Dreams, Hopes, Aspirations
- ◇ Images of Vision boards from Google
- ◇ Sample rubric
- ◇ Magazines, poster boards, scissors, and glue
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to students: this activity is about exploring and showing your dreams, hopes, and aspirations. In order to show your dreams, hopes, and aspirations, you will create a vision board. A vision board is a poster that includes pictures and words. It is a personal collection of individual desires and no restrictions are placed on the images or words displayed on the board.

Achieving your dreams and aspirations (aspirations are your ambitions for what you want to do and to become) requires a clear vision and plan for action. You can achieve anything with a clear vision and plan for action.

Learning requires exploration of one's identity. Dreams, hopes, and aspirations are a big part of your personal identity. This is the Big Idea for our lesson.

During this lesson, your learning target is:
I can show my short-term and long-term dreams, hopes, and aspirations.

2. Pre-Assessment Activity: Where are they at?

Students will work in pairs to sort examples of dreams, hopes, and aspirations into two categories: short-term and long-term. It's important that students understand the difference between short-term and long-term when reflecting on this activity. When students have finished their sort, go over the sort together as a class. Explain to students that it is helpful to break down a long-term aspiration into two or three short-term aspirations as well. That is, if you dream of becoming a chef in ten years, what are some short-term things you could do this year to get yourself closer to your dream? (eg. I could work hard at school to make sure I graduate and I could research recipes to practice at home.

Exploring the Concept

3. What does a Vision Board look like?

What goes on a vision board?

If you have a Smartboard, it can be helpful to bookmark a few images of vision boards from Google. A vision board is a collage of images that remind you of your dreams, hopes, and aspirations. It can also contain words that motivate you and quotes that inspire you.

Visualization is one of the most powerful things you can do with your mind. That's why athletes spend so long learning how to visualize. A vision board is a way to take what you visualize from yourself and make it real.

There is only one rule when it comes to making a vision board, and that is that there are no rules. Your vision board will help you vision the things that are important to you. It can include long-term and short-term goals.

Preparing for worksheet

4. Create a Rubric: How will they have achieved the target?

Although the students may have been told that there are no rules in making a vision board, the teacher should still provide some structure of expectation. As you review the rubric with students, use some examples (easily found on the Internet, Pinterest, etc.). Encourage students to include dreams, hopes, and aspirations from various areas of their lives (See the box to the right). Also encourage students to include both short-term and long-term goals. It is also important to let students know that their goals may change over time and that is acceptable and part of growing up.

Guiding Students

As outlined in the students' workbook, the teacher may choose to write the following areas of life on the board to give the students some guidance:

- ◇ Education
- ◇ Travel
- ◇ Family
- ◇ Career
- ◇ Community

Note About Growth Mindset

Point out to students the use of "Not Yet" on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practices. Kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. Instead of saying "I can't," growth mindset says, "I can't YET."

Putting it into practice

5. Individual work: Can they do it with or without support?

Students now work on their Vision Boards individually. Encourage students to the areas of their lives to give them ideas, as well as the examples of short-and long-term goals.

Because it may take some time to find the right images, the creation of the vision board may take more than one class. As an alternative, students could print pictures from the computer lab. This may prove to be a more efficient way for students to find the images that inspire their visions.

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the students. If there is time an opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the teacher and the student the answer to the third question. The answer to the third question should include a learning goal the student will work towards. For example:

“What’s next?”

“I need to think more about my aspirations for school.”

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of goals, hopes and aspirations, and the learning target.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Strips of Dreams, Hopes, Aspirations

By the time I'm thirty, I want to be a millionaire.

I hope to have a family after I graduate from college.

By the next month, I aspire to be able to run three miles.

I hope I get to see my favourite singer perform in Victoria this summer.

Before Christmas, I hope I have enough money saved to buy my friend a present.

I dream of being a professional basketball player someday.

Next report card, I aspire to have better grades.

I dream of travelling to Paris when I am older.

I hope to get a full-time job this summer.

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I included dreams, hopes, and aspirations for at least three areas of my life.			
I include both short-term and long-term goals.			
I included one quote or word that inspires me.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Pick one of your dreams.

What one small thing could you do this week to get closer to that dream?

Exit Ticket

Instructions: Pick one of your dreams.

What one small thing could you do this week to get closer to that dream?

Exit Ticket

Instructions: Pick one of your dreams.

What one small thing could you do this week to get closer to that dream?

FOCUS QUESTION: WHAT TYPES OF QUESTIONS MAKE A GOOD INTERVIEW?

*** *Lesson Overview***

Learners create open-ended questions to use in an interview with somebody in their life.

*** *Understand (Big Idea)***

Learning is embedded in memory, history, and story.

*** *Know (Key Concept)***

An open-ended question is meant to encourage a full, meaningful answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions.

*** *Pathways Connections***

- Safe & Healthy Schools
- Community Approach
- Character Education
- Celebrating Language & Culture
- Communication
- Thinking
- Personal & Social Responsibility

*** *Do (Learning Target)***

I can prepare an interview by creating open-ended questions.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Interview checklist.
- ◇ Open-ended/ Close-ended questions strips (cut into strips and put into envelopes)
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?

Explain to students: this activity is going to prepare you for interviewing somebody in your life. You can learn a lot from interviewing somebody—your grandparents, for example—but the types of questions you ask determine the types of answers you will get.

In this lesson, we'll explore the difference between an open-ended and close-ended question. Close-ended questions tend to get very short answers. An open-ended question is meant to encourage a full, meaningful answer. Open-ended questions also tend to be more objective and less leading than close-ended questions.

Learning is embedded in memory, history, and story. This is the Big Idea for our lesson.

During this lesson, your learning target is: I can prepare for an interview by creating open-ended questions.

2. Pre-Assessment Activity: Where are they at?

Hand out the Open-ended/Close-ended Question Strips: one per pair of students. Instruct students to first place the boldfaced categories of Open-ended Questions and Close-ended Questions on their desk.

Explain to students that Open-ended questions are questions that allow someone to give a free-form answer. Open-ended questions typically begin with words such as “Why” and “How” or phrases such as “tell me about...” Close-ended questions can be answered with “Yes” or “No,” or they have a limited set of possible answers.

Once students have finished sorting the strips, review together as a class.

Exploring the Concept

3. Ways to Describe Strengths

What are examples in each of the three areas? Explain to students: as you will see in your workbook, some close-ended questions are useful, such as: Who are your family members? However, for the most part, open-ended questions will give you the richest answers. It's a good idea to start an interview with an open-ended question because it puts the person being interviewed at ease.

Once you've identified a significant person in your life who you wish to interview, the next step is to decide on a purpose for the interview. What is the main thing you're wanting to learn from them? When you do a job interview the interviewer's purpose is to find out if you've got the right skills and attitude for the job. On the next page are some examples to help students identify their interview purpose.

Preparing for Worksheet

4. Create a Rubric: How will they have achieved the target?

Give each student a copy of the rubric. Because the creation of interview questions will take longer than this lesson, the rubric addresses what is achieved in this lesson.

Point out to students that today they will try to achieve three things:

- 1) Identify a significant person in their lives who they want to interview.
- 2) Pick a purpose for their interview. (If they are stuck, they may choose to borrow one of the purposes in the grey box.)
- 3) Write an open-ended question that they will use to start the interview.

Also review the suggested questions in the student workbook.

5. Individual Work

Can they do it with or without support? Students now work on achieving those three key activities. They can write this information on their workbook sheets, or they can wait until the Exit Tickets. Students may need support in creating their first question. The easier approach would be to get students to think of a question, without worrying about whether it's open-ended or close-ended. If they create a close-ended question, help the student transform it into an open-ended version. Assist students by pointing out that open-ended questions often start with "Why" or "How" or "Tell me about..."

Examples for Interview Purposes:

- ◇ To learn how things have changed in my community over the years.
- ◇ To learn how my grandfather's childhood was different than mine.
- ◇ To learn about my mother's goals in life.
- ◇ To learn about who is important in my father's life.
- ◇ To learn how my grandmother feels about our culture.
- ◇ To learn about what foods my uncle ate when he was a child.
- ◇ To learn about what school was like for my grandmother.

Note About Growth Mindset

Point out to students that use of "Not Yet" on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practice. Kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. Instead of saying "I can't," growth mindset says "I can't YET."

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the students. If there is time an opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

4. How are we learning?
5. How did it go?
6. What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the teacher and the student the answer to the third question. The answer to the third question should include a learning goal the student will work towards. For example: “I need to think more about the first question I want to ask during my interview.”

Differentiation strategies:

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If a student has difficulty with written output, for example, they can hit the learning target by verbally telling the teacher or teaching assistant their interview ideas. This information can be transcribed onto the sheet by an adult.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of interview questions, and the learning target.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Open-Ended/Close-Ended Question Strips

Open-ended Questions
Closed-ended Questions
Did you like school when you were a child?
How did you feel about school when you were a child?
Did you speak Nuu-chah-nulth at home when you were young?
Tell me about your use of Nuu-chah-nulth language when you were young?
Did you do any sports when you were in high school?
What things did you do to stay active when you were in high school?
What colour shirt are you wearing?
That's an interesting coloured shirt you're wearing, isn't it?
Did you visit your grandparents much when you were young?
Tell me about your relationship with your grandparents when you were young.
Have you lost some of your culture over the years?
Do you like gooseneck barnacles?
How do you prepare your favourite foods?

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I have an idea of a significant person in my life who I want to interview.			
I know the purpose of my Interview.			
I created an open-ended question that I'm going to use to start my interview.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Think of a significant person in your life who you will interview.

Write down the name of the person here:

What is your relationship to this person?

What will be the purpose of your interview?

Exit Ticket

Instructions: Think of a significant person in your life who you will interview.

Write down the name of the person here:

What is your relationship to this person?

What will be the purpose of your interview?

Exit Ticket

Instructions: Think of a significant person in your life who you will interview.

Write down the name of the person here:

What is your relationship to this person?

What will be the purpose of your interview?

FOCUS QUESTION: WHAT ARE SOME OF MY RESPONSIBILITIES OUTSIDE OF SCHOOL?

*** *Lesson Overview***

Learners identify some of their responsibilities outside of school.

*** *Understand (Big Idea)***

Learning involves generational roles and responsibilities.

*** *Know (Key Concept)***

Responsibility is something that you have a duty to do, and that you're expected to do. It is an important part of family and community.

*** *Pathways Connections***

- Safe & Healthy Schools
- Community Approach
- Celebrating Language & Culture
- Communication
- Personal & Social Responsibility

*** *Do (Learning Target)***

I can identify some of my responsibilities outside of school.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Famous Thoughts About Responsibility sheets
- ◇ Responsibilities and Consequences slips (cut up and put into envelopes, one set per pair).
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?

Explain to students: this activity is about the different responsibilities we each have outside of school. Some of these responsibilities are to our families and some are to ourselves. For example, you might need to help support yourself financially and therefore you have a job after school. We are also going to think about what it means to have a responsibility and what happens if we do not fulfill our responsibilities.

What are some of your responsibilities outside of school? This is our focus question.

Learning involves generational roles and responsibilities. “Generational” refers to “generations.” Your grandfather was born in a different generation, or time, than you. He has different roles and responsibilities than you. This is Big Idea of our lesson.

During this lesson, your learning target is: I can identify some of my responsibilities outside of school.

2. Pre-Assessment Activity: Where are they at?

Hand out the “Famous Thoughts About Responsibility” sheets, one per student. Read the two quotes together as a class. Instruct students to choose the answer they think fits best. Students do not need to put their names on these sheets. That way, in the next portion of this activity, they will feel safe to be “wrong.”

Collect the sheets and re-distribute them randomly. Read through the quotes again as a class and instruct the students to place a checkmark if they agree with their classmate’s responses. Take a poll (show of hands) of how many people agreed with their classmate’s responses and how many disagreed.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Aboriginal presence is needed for Aboriginal students to feel valued and welcomed and for all students to recognize the important role of Aboriginal Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school’s NEW can help identify elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an elder after this lesson to speak on what responsibility means traditionally and what some examples of different responsibilities in the family and community have been over time. Or, you could invite an elder to sit in during the lesson, letting he or she observe the lesson before deciding what they might like to share.

Exploring the Concept

3. Defining the Terms

What is a responsibility and a consequence? Explain to students that a responsibility is something that you have a duty to do, and that you're expected to do. For example, a parent is expected to take care of their children. It's their responsibility. Everybody has many responsibilities. The older you get, the more responsibilities you get. But even among young people, some people have more responsibilities than others. Sometimes this might feel unfair, especially when there is so much to do in school as well.

What happens if you don't do what's expected of you? We would say that you "didn't meet your responsibilities." When you don't meet your responsibilities, there are consequences. If you don't do your school assignments, the consequences might be that you get a poor grade.

Hand out the Responsibilities and Consequences slips of paper. In partners, students place each strip in the "Advantages of Taking Responsibility" and "Some Consequences of Irresponsible Activities." After, review each strip together as a class.

Preparing for Worksheet

4. Review Expectations: How will they have achieved the target?

The Pathways worksheet for this lesson comes with the condition that students only share information they feel comfortable with sharing. For this reason, there is no rubric for this activity. Make this clear to students. Also, make it clear that while we're learning to identify our own responsibilities, it is helpful to teachers and support staff to understand what additional responsibilities a student has outside of school so that they can support students.

Review the activity sheet with the class. Instruct students to circle any of the responsibilities they have. The space at the bottom gives students an opportunity to list additional responsibilities not on the list.

If the teacher is comfortable sharing aspects of their own life, it is helpful for the teacher to demonstrate filling out the worksheet using a Think-Aloud. If you are unfamiliar with a Think-Aloud, see the box below.

Think-Aloud

If we want students to learn to work through their own thinking, we need to show them what that looks like. As you work through your own sheet of responsibilities, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work." You might consider identifying your responsibilities by first identifying the roles you have (e.g., mother, sister, elder, etc.).

Putting It into Practice

5. Individual Work: Can they do it with or without support?

Students now work on their Personal Profile sheets individually. If the teacher demonstrated with a Think-Aloud, encourage students to get ideas from that, especially the idea of identifying their roles first.

6. Self-Assessment Activity: How do they think they did?

Since there is no rubric due to the personal nature of this activity, students will assess themselves using the Likert scale in the Lesson Resources.

Although this is a highly subjective assessment by students, it gives them an opportunity to reflect on whether they hit the learning target. This is particularly useful for those students who may have identified many responsibilities but were not comfortable with sharing them. For this reason, remind students to assess themselves whether they filled out the sheet or not. They can still assess their thinking.

Differentiation strategies:

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If a student has difficulty with reading the responsibilities, for example, they can hit the learning target by working through the sheet with the teachers' or teaching assistant's help. Part of the differentiation inherent in this activity is socio-emotional. Not all students will feel comfortable sharing what might be a very private aspect of their lives.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of responsibility, and the learning target.

Exit Ticket

8. Checking their understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Famous Thoughts about Responsibility

Famous Thoughts About Responsibility

Instructions: Read the two quotes below and underline the answer you think best explains what each quote means.

“The time is always right to do what is right.” Martin Luther King

- ◇ If you don’t have the time to get the job done, that’s okay, don’t worry about doing the right thing.
- ◇ Don’t make excuses. You need to do the right thing all the time.
- ◇ If you want to do the right thing, that’s awesome. But if you don’t feel like it, that’s okay too.

“Mistakes are always forgivable if one has the courage to admit them.” Bruce Lee

- ◇ If you make a mistake, just try to hide it.
- ◇ Being responsible means that you never make a mistake.
- ◇ Making mistakes is okay, everybody makes mistakes. What isn’t okay is not admitting it when you have made one.

Famous Thoughts About Responsibility

Instructions: Read the two quotes below and underline the answer you think best explains what each quote means.

“The time is always right to do what is right.” Martin Luther King

- ◇ If you don’t have the time to get the job done, that’s okay, don’t worry about doing the right thing.
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“Mistakes are always forgivable if one has the courage to admit them.” Bruce Lee

- ◇ If you make a mistake, just try to hide it.
- ◇ Being responsible means that you never make a mistake.
- ◇ Making mistakes is okay, everybody makes mistakes. What isn’t okay is not admitting it when you have made one.

Lesson Resources

Responsibilities and Consequences

Advantages of Taking Responsibility

Some Consequences of Irresponsible Activities

You hurt people's feelings.

You harm or endanger others.

You lose people's trust.

You hurt your ability to achieve your goals.

You can cause damage to property.

You can get into trouble with the law.

You gain the admiration of your friends and family.






You earn the respect of your parents, teachers, and coaches.






You build confidence in your own abilities.






You prepare yourself for future challenges.

You learn to trust yourself.

Lesson Resources
Self-Assessment

I can identify some of my responsibilities outside of school.				
Not yet	Almost	A little bit	Got 1-2	Hit the target!
				

I can identify some of my responsibilities outside of school.				
Not yet	Almost	A little bit	Got 1-2	Hit the target!
				

I can identify some of my responsibilities outside of school.				
Not yet	Almost	A little bit	Got 1-2	Hit the target!
				

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Read each statement and underline which statements about responsibility are true.

You should be responsible and do the right thing when other people are watching but do what you want when no one is looking.

Having big responsibilities, especially when in school, can feel overwhelming at times.

It's okay to ask for help if you're struggling to carry all your responsibilities.

It's okay to make a mistake as long as you keep anyone from finding out about it.

Exit Ticket

Instructions: Read each statement and underline which statements about responsibility are true.

You should be responsible and do the right thing when other people are watching but do what you want when no one is looking.

Having big responsibilities, especially when in school, can feel overwhelming at times.

It's okay to ask for help if you're struggling to carry all your responsibilities.

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It's okay to ask for help if you're struggling to carry all your responsibilities.

It's okay to make a mistake as long as you keep anyone from finding out about it.

FOCUS QUESTION: WHAT IS MY PLAN FOR KEEPING MYSELF SAFE?

*** Lesson Overview**

Learners make a plan for keeping themselves safe physically and emotionally.

*** Understand (Big Idea)**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

*** Know (Key Concept)**

We all have the right to feel safe at all times. Our feelings and emotions can warn us of possible danger.

*** Pathways Connections**

- Safe & Healthy Schools
- Community Approach
- Communication
- Thinking
- Personal & Social Responsibility

*** Do (Learning Target)**

I can make a plan for keeping myself safe physically and emotionally.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Feeling Safe/Feeling Unsafe slips (cut up and put into envelopes, one set per pair).
- ◇ Two samples of work (these need to be created by the teacher beforehand).
- ◇ Sample rubric
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do? Explain to students: this activity is about making a plan for keeping yourself safe. There are situations and choices which can threaten your physical safety. Similarly, there are situations and choices which can threaten your emotional safety, as well as your spiritual well-being. We all have the right to feel safe at all times. We all have different ways we feel safe, and in this lesson, we're going to explore those. Our feelings and emotions can also warn us of possible danger. It is important to have a plan for what to do when we don't feel safe.

What is my plan for keeping myself safe? This is our focus question.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. In this lesson, we're mostly focusing on the well-being of our selves. This is our big idea.

During this lesson your learning target is: I can make a plan for keeping myself safe emotionally and physically.

2. Pre-Assessment Activity: Where are they at?

Hand out one envelope with the Feeling Safe/Feeling Unsafe slips of paper to each pair of students. Instruct students to place the strips that say Feeling Safe and Feeling Unsafe at the top of their desk area. Those are the two categories that students will place the strips of feelings under. Encourage students to work together, taking turns to read each slip to one another before deciding together which feeling it belongs to. Depending on the age group, many of these should be obvious. That's okay. While it is something of a pre-assessment activity, it is also a warm-up designed to give them ideas of how to describe feeling safe in their own terms.

Review student results together as a class. As you do, start to identify which feelings signaled a physical safety issue and which signaled an emotional safety issue.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Aboriginal presence is needed for Aboriginal students to feel valued and welcomed and for all students to recognize the important role of Aboriginal Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school's NEW can help identify elders and other community members who you can invite to your classroom.

Since the activity in the Student Workbook includes spirituality, the teacher should attempt to invite Nuu-chah-nulth Community resource people to come and speak on this issue from a traditional cultural perspective.

Exploring the Concept

3. Defining the Terms

What can you do when you feel safe or unsafe? As we just explored, there are feelings you get when you feel safe. In order to identify the feelings you have when you feel safe, it's helpful to think of the places you like to be and the people you like to be with and how you feel in those places with those people.

There are also feelings you get when you feel unsafe or uncomfortable. There are many strategies to respond to unsafe situations. But today we're going to focus on recognizing the feelings we get that alert us. We're also, as part of our safety plan, going to identify people in your family or others who can help you when you feel unsafe.

If you do require attention because you are feeling unsafe, who can you turn to? Who are the people you trust? When you are feeling unsafe, know that you can talk with someone you trust about anything, even if it feels like a small thing.

Note About Growth Mindset

Point out to students the use of "Not Yet" on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practices. Kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. Instead of saying "I can't," growth mindset says, "I can't YET."

Preparing for Worksheet

4. Create a rubric:

How will they have achieved the target?

Give each student a copy of the two work samples. The teacher will have to create these two samples beforehand (one should show a quality example, the other a poor example). Facilitate a class discussion of the difference between each work sample. Record student ideas on the board. After, confirm what. Should be clear: that one sample demonstrates quality work. It is an example by somebody who hit the learning target.

Explain to students that by examining the two work samples, they were creating the success criteria (the thing they need to accomplish in order to success in this lesson). Either use the Sample Rubric in the lesson Resources or, if the students generated very different criteria, have the students make a rubric with a similar format.

Demonstrate for the students how to fill out the rubric using the two work samples. Explain that each student will assess their own work by handing a completed rubric in to the teacher when they have completed their safety planning sheet.

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Students now work on their Safety Planning sheets individually.

6. Self-assessment activity:

How do they think they did?

Collect the completed rubrics from the students. If there is time an opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the teacher and the student the answer to the third question. The answer to the third question should include a learning goal the student will work towards. For example:

“What’s next?”

“I need to think more about how I feel when I feel safe.”

Differentiation strategies:

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If a student has difficulty with reading the responsibilities, for example, they can hit the learning target by working through the sheet with the teachers’ or teaching assistant’s help. Alternatively, drawing may be an effective way for some students to represent their safety planning.

Activity Review

7. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of responsibility, and the learning target.

Exit Ticket

8. Checking Their Understanding:

Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Feeling Safe/ Feeling Not Safe

Feeling Safe

Feeling Not Safe

You are worried about a lightning storm.

You are feeling sad because your parents are arguing.

You are feeling warm and cozy in your bed.

Your heart is pounding at the thought of kids teasing you on the way to school.

You are feeling happy in PE class.

You are feeling nervous about walking home in the dark.

You are worried that there isn't much food left in the fridge at home.

You feel peaceful when your grandmother gives you a hug.

You are feeling like you can trust your best friend with your secrets.

You feel scared whenever you see dogs on the school playground.

You learn to trust yourself.

You feel calm when taking a hot bath.

You feel upset to hear some of your friends are arguing with each other.

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I named 3 or more situations in which I feel safe.			
I named at least one person I would contact if I required immediate attention.			
I named 2 or more situations in which I know I'd require attention.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

We all have the right to feel safe at all times.

True False

Our feelings and emotions can warn us of possible danger.

True False

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

We all have the right to feel safe at all times.

True False

Our feelings and emotions can warn us of possible danger.

True False

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

We all have the right to feel safe at all times.

True False

Our feelings and emotions can warn us of possible danger.

True False

FOCUS QUESTION: WHAT ARE HEALTHY WAYS I CAN TAKE CARE OF MYSELF?

*** Lesson Overview**

After exploring a variety of self-care choices (physical, emotional, mental), learners identify some personal self-care strategies.

*** Understand (Big Idea)**

Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

*** Know (Key Concept)**

When we don't take care of ourselves, it makes it hard to do our daily activities. When students make a self-care plan, they have more success, and their attendance at school improves.

*** Pathways Connections**

- Safe & Healthy Schools
- Communication
- Collaboration
- Thinking
- Personal & Social Responsibility

*** Do (Learning Target)**

I know healthy ways to take care of myself mentally, physically, and emotionally.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Attendance Survey
- ◇ Sample rubric
- ◇ Strips of Self-care
- ◇ Teacher-created copies of two sample worksheets for each student—one demonstrating quality work, and one of lesser quality.
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to students: this activity is about self-care. Self-care is specific to our individual needs. Each person needs to use different strategies to take care of themselves physically, mentally, and emotionally. Using healthy ways to take care of yourself in your daily routine improves your well-being. When we don't take care of ourselves, it makes it hard to do our daily activities. It's been proven that when students make a self-care plan, they have more success, and their attendance at school improves.

Making time to take care of yourself in healthy ways is especially important when you're feeling very busy or stressed. In this lesson, you're going to discover healthy ways to take care of yourselves physically, mentally, and emotionally. How you do this is a personal choice. This is your learning target:

I know healthy ways to take care of myself mentally, physically, and emotionally.

We are learning this because our learning environment should support the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

2. Pre-Assessment Activity: Where are they at?

Hand out the Attendance Survey provided in the Lesson Resources. Explain to students that they are to think of the last time they missed a day or a class at school. They will circle the reason why they missed school, or if there is a different reason than the ones on the survey, they can write it in the space provided. Assure the students that these are anonymous. Give the student's only a few minutes to think and decide. Then collect the survey and record the results on the board.

Tell the students, "Let's keep these results in mind as we explore some self-care strategies. We'll consider how self-care strategies might help with these results."

Exploring the Concept

3. Ways to Describe Strengths

What are examples in each of the three areas? Explain to students that it is important to find healthy ways to take care of yourself in all three areas: physical (the health of the body), mental (the health of the mind), and emotional (the health of our feelings).

For this activity, students can work in pairs. Hand out the Strips of Self-Care (one set per pair). The teacher should cut these strips beforehand and mix them up. Instruct each pair to find the strips labelled Physical, Mental, Emotional. They should spread these three strips on their desk so that they operate as column headings.

Practice together as a class first by deciding which category three of the strips might fall under. It's okay if some groups get different results from others.

When students are finished, go over the strips together as a class. Explain to the students that all three categories are interconnected, and that's why the strips could be put under more than one category.

Preparing for Worksheet

4. Create a Rubric: How will they have achieved the target?

Give each student a copy of the two work samples. Facilitate a class discussion of the differences between each work sample. Record student ideas on the board. After, confirm what should be clear: that one sample demonstrates quality work.

It is an example by somebody who hit the learning target.

Explain to students that by examining the two work samples, they were creating the success criteria (the things they need to accomplish in order to succeed in this lesson). Either use the Sample Rubric in the Lesson Resources or, if the students generated very different criteria, have the students make a rubric with a similar format.

Demonstrate for the students how to fill out the rubric using the two work samples. Explain that each student will assess their own work by handing a completed rubric in to the teacher when they have completed their sheet of healthy ways to take care of themselves physically, mentally, and emotionally.

Putting It into Practice

5. Individual Work

Can they do it with or without support? Students now work on their Self-Care sheets individually. Encourage students to look at the Strips of Self-Care for ideas. Emphasize how important it is that they think carefully as they choose their strategies because it needs to be something that will work for themselves. Only they know what will work for them.

Point out to students that on the one sample, the person listed video games but specified that they'd only be playing for 30 minutes. Some things that might support our self-care and reduce our stress are not healthy if done for too long. Remember that the learning target is to know healthy ways of take care of yourself.

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the students. If there is time, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the teacher and the student the answer to the third question. The answer to the third question should include a learning goal the student will work towards.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of growth mindset, and the learning target.

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If a student has difficulty with reading the responsibilities, for example, they can hit the learning target by working through the sheet with the teachers’ or teaching assistant’s help. Alternatively, drawing may be an effective way for some students to represent their learning.

Exit Ticket

8. Encouraging Action

Will they use any of these ways this week?

Using the exit ticket provided in the Lesson Resources, have students commit to trying one self-care strategy this week. Revisit this the following week by asking each student if they succeeded in trying and, if so, how did it go?

Lesson Resources

Attendance Survey

Attendance Survey

Instructions: Think of last time you missed a day or a class at school. Place an “X” beside the main reason you missed school. This is only meant to help you understand your self-care needs better. If you have a different reason than any of those below, write it beside the word “Other.”

_____ Too tired
_____ Sick
_____ Just didn’t feel like coming
_____ Didn’t want to see other people
_____ Felt too sad to go to school
_____ Had an appointment
Other: _____

Attendance Survey

Instructions: Think of last time you missed a day or a class at school. Place an “X” beside the main reason you missed school. This is only meant to help you understand your self-care needs better. If you have a different reason than any of those below, write it beside the word “Other.”

_____ Too tired
_____ Sick
_____ Just didn’t feel like coming
_____ Didn’t want to see other people
_____ Felt too sad to go to school
_____ Had an appointment
Other: _____

Lesson Resources

Strips of Strengths

Physical

Mental

Emotional

Eating healthy foods.

Exercise for thirty minutes.

Walk to school.

Get 6-10 hours of sleep every night.

See a doctor if you don't feel well.

See a Counsellor if you are feeling depressed or anxious.

Keep a journal of your feelings.

Be around positive people.

Smile, laugh, think happy thoughts.

Start a new hobby.

Tell yourself something good about yourself.

Practice deep breathing to relax when you're anxious.

Take a hot bath or shower.

Talk to your friends.

Read.

Learn something new.

Turn off your cell phone.

Listen to music.

Take a nap.

Go to a body of water.

Let out a sigh.

Meditate.

Eat a healthy meal in silence.

Go for a bike ride.

Go for run.

Pet your dog or cat.

Do some stretches.

Put on some music and dance.

Lesson Resources

Strips of Self-Care

Participate in cultural activities.

Paddle a canoe.

Talk to an Elder.

Lie in the sunshine.

Go to a park.

Draw a picture.

Watch the stars.

Walk in the rain.

Watch the clouds.

Ask for what you need.

Watch something funny.

Give somebody a compliment.

Do one small, kind thing for somebody else.

Ask for help.

Watch a sunset.

Go to bed on time.

Give a hug.

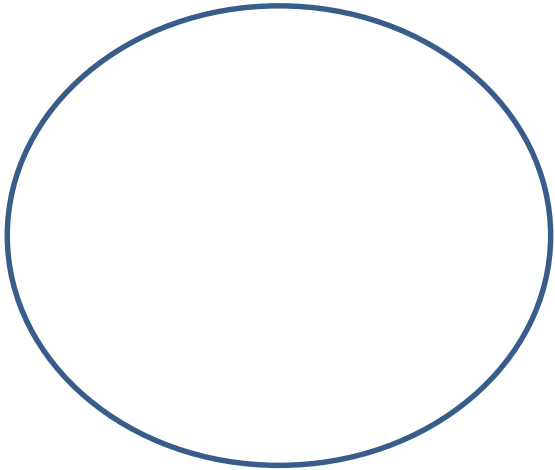
Tell a joke.

Pick flowers.

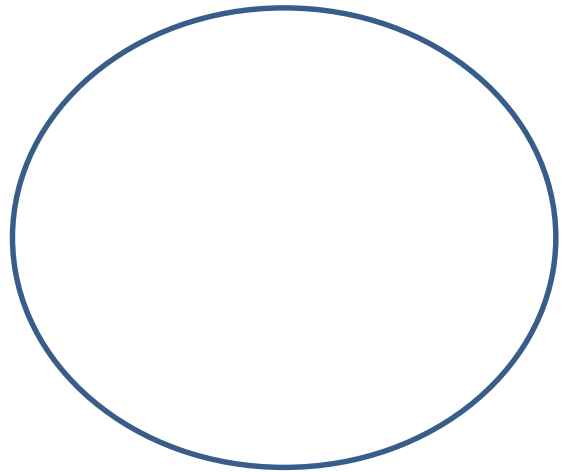
Take some photos.

MY HEALTHY WAYS OF TAKING CARE OF
MYSELF PHYSICALLY, MENTALLY, AND
EMOTIONALLY.

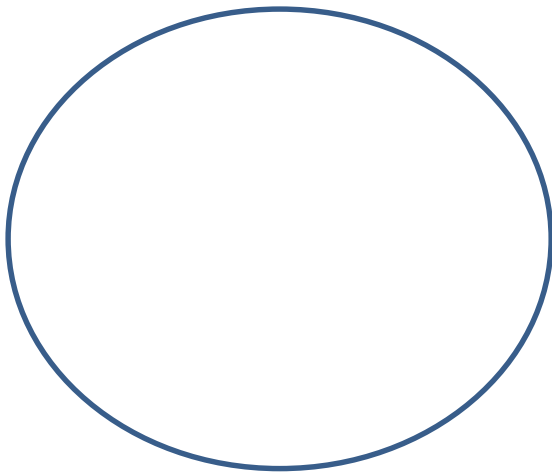
PHYSICAL



MENTAL



EMOTIONAL



Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I named 3 or more healthy ways to take care of myself physically.			
I named 3 or more healthy ways to take care of myself mentally.			
I named 3 or more healthy ways to take care of myself mentally.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Looking at your Self-Care sheet, pick one strategy you're going to try this week. Make a commitment to yourself.

This week I'm going to try:

Exit Ticket

Instructions: Looking at your Self-Care sheet, pick one strategy you're going to try this week. Make a commitment to yourself.

This week I'm going to try:

Exit Ticket

Instructions: Looking at your Self-Care sheet, pick one strategy you're going to try this week. Make a commitment to yourself.

This week I'm going to try:

FOCUS QUESTION: WHO ARE THE PEOPLE THAT HELP ME BE SUCCESSFUL?

*** *Lesson Overview***

Learners identify key people at home, in community, and at school who help them to be successful.

*** *Understand (Big Idea)***

Learning involves generational roles and responsibilities.

*** *Know (Key Concept)***

People help each other each and every day. In Nuu-chah-nulth way of life there is a word meaning to help one another. This is a teaching taken very seriously.

*** *Pathways Connections***

- Safe & Healthy Schools
- Community Approach
- Celebrating Language & Culture
- Communication
- Collaboration
- Personal & Social Responsibility

*** *Do (Learning Target)***

I can name people who help me to be successful.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Sample rubric
- ◇ Success Help Statements
- ◇ Teacher-created copies of two sample worksheets for each student—one demonstrating quality work, and one of lesser quality.
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to students: this activity is about relationships and how we all have key people in our lives who help us to be successful. Who are the people who help you to be successful? During this activity you will identify these key people who help you in different ways.

People who can help you may include:

- * People in educational settings: teachers, friends, youth worker, career counsellors, counsellors, and Nuu-chah-nulth Education Workers.
- * People at home: parents, guardians, brothers, sisters, friends, and relatives.
- * People in the community: employers, elders, sports coaches, teammates, youth groups, and hobby groups.

People help each other each and every day. In Nuu-chah-nulth way of life there is a specific word which means to help one another. This is a teaching taken very seriously.

Learning involves generational roles and responsibilities. “Generational” refers to “generations.” Your grandfather/grandmother was born in a different generation than, or time, than you.

During this lesson, your learning target is: I can name people who help me to be successful. By the end of the lesson, you’ll know if you hit this target.

2. Pre-Assessment Activity: Where are they at?

If students have never done a Think-Pair-Share before, demonstrate how it works (see the box below).

Explain to the students that they will now try a Think-Pair-Share with their elbow partner. Since it is important to first check their understanding of what “successful” means in order to do this activity, explain that successful is when you achieve your goal in something. If you wanted to go to college and one day you finally went to college, you were successful because you achieved your goal. The question each student will think about is: “What is one thing that helps you to become successful?”

How to Think-Pair-Share

If you have another adult assistant in the classroom, demonstrate together how think-pair-share works. Use any basic question for the demonstration. “What is one of your favorite movies,” for example.

1. Think: each of the two people think about their answer to the question.
2. Pair: each of the two people tell their partner about their answer.
3. Share: each person shares their partner’s answer with the class.

Adjustment: sometimes it’s effective to time the first two steps, informing the students first that they will have three minutes (or however long, depending on the complexity of the question) to think before sharing with their partner.

Exploring the Concept

3. What helps you to be successful: Who helps in their success?

Post the Success Help Statements. After reading each statement to the class, ask students to vote (raise hands) whether they think each statement is something you need to become successful.

Once you've voted on each statement, explain to students that all these things help you to be successful and that they have relationships with people who help with these things. They can be connected to these people in different ways such as family members, friends, sporting team members, neighbours, local doctor, police officer etc. Some people are more important than others in making sure you have what you need to become successful. You're going to name the key people today.

Preparing for Worksheet

4. Create a rubric: How will they have achieved the target?

Give each student a copy of the two work samples. Facilitate a class discussion of the differences between each work sample. Record student ideas on the board. After, confirm what should be clear: that one sample demonstrates quality work. It is an example by somebody who hit the learning target.

Explain to students that by examining the two work samples, they were creating the success criteria (the thing they need to accomplish in order to success in this lesson). Either use the Sample Rubric in the lesson Resources or, if the students generated very different criteria, have the students make a rubric with a similar format.

Demonstrate for the students how to fill out the rubric using the two work samples. Explain that each student will assess their own work by handing a completed rubric in to the teacher when they have completed their sheet of key people who help them to be successful.

Success Help Statements

- ◇ Having something to eat every day.
- ◇ Having a warm place to sleep every night.
- ◇ Feeling safe.
- ◇ Feeling like somebody cares about you.
- ◇ Feeling like you're a good person.
- ◇ Being healthy.
- ◇ Feeling happy.
- ◇ Having friends who treat you well.
- ◇ Feeling like you matter to others.
- ◇ Feeling like other people want you to succeed.
- ◇ Feeling like others can believe you can succeed.
- ◇ Having somebody who will help you if you need help.
- ◇ Having somebody to talk to.
- ◇ Having somebody to teach you things.

Note About Growth Mindset

Point out to students the use of "Not Yet" on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practices. Kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. Instead of saying "I can't," growth mindset says, "I can't YET."

Putting It into Practice

5. Individual work:

Can they do it with or without support?

Students now work on their Key People sheets individually. Encourage students to look at the Success Help Statements and to think about the key people who provide some of these things for them. It is important to let students know that a person does not need to have all these sources of help in order to be successful.

Encourage students to include key people from different areas of their lives including: school, home, and their community.

Some students may easily list many people. Before students start, explain that some people play a bigger role in helping you to be successful than others. The aim is to identify the key people.

6. Self-assessment activity:

How do they think they did?

Collect the completed rubrics from the students. If there is time an opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the answer to the third question. The answer to the third question should include a learning goal the student will work towards. For example:

“What’s next?”

“I need to think more about the key people in my life before our next class.”

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If a student has difficulty with written output, for example, they can hit the learning target by verbally telling the teacher or teaching assistant the key people who help them to be successful. This information can be transcribed onto the sheet by an adult.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of help in Nuuchahnulth culture, and the learning target.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. IF they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Sample Rubric

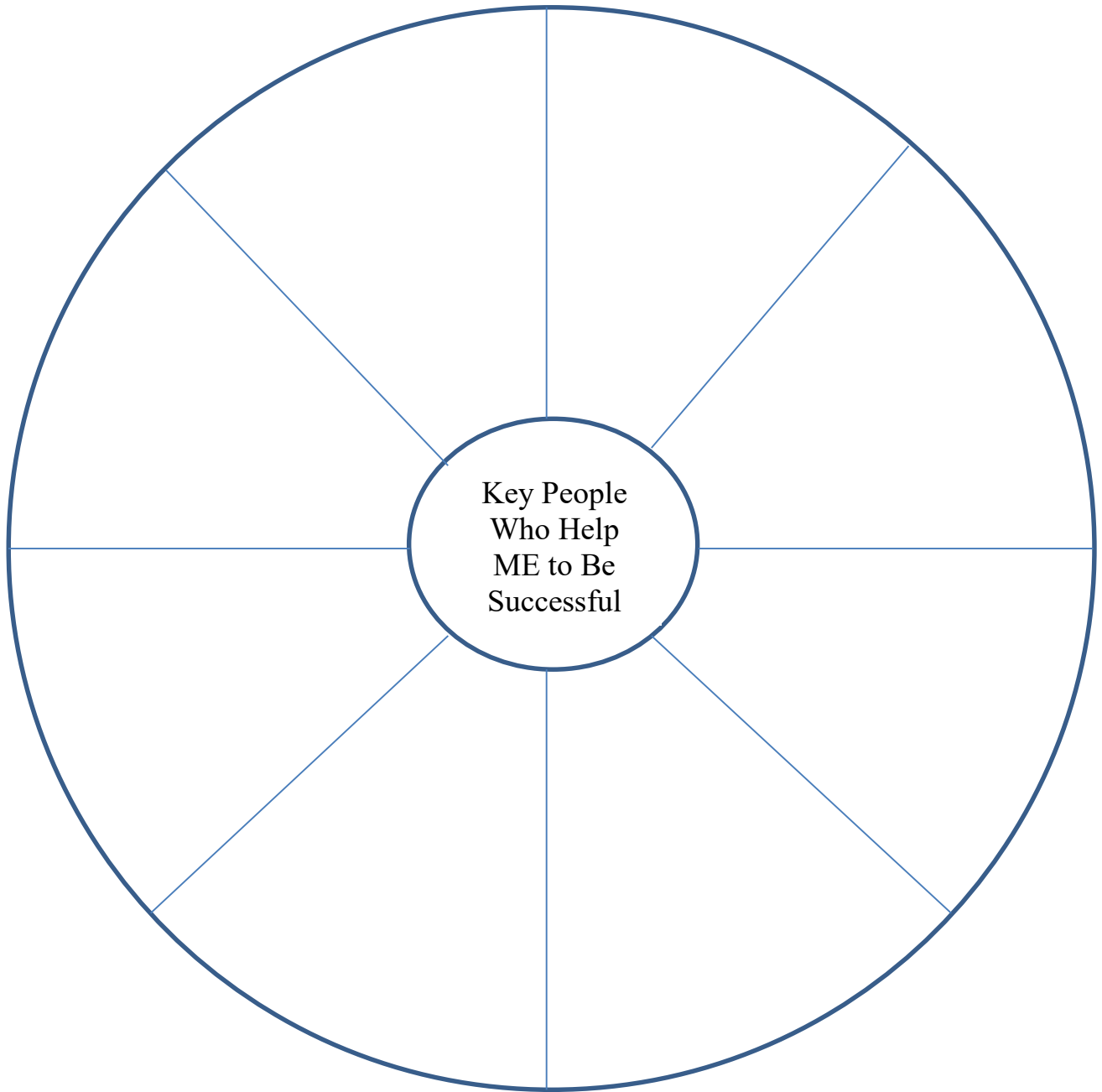
Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I named 5 or more key people who help me to be successful.			
I described my relationship with each key person.			
I completed my sheet neatly to show my pride in being able to name the people who help me to be successful.			

Learning Target: Did you hit the learning target?

Yes / Not yet



Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

Learning involves generational roles and responsibilities.

True False

People help each other each and every day. In Nuu-chah-nulth way of life this is referred to as 'to help one another.'

True False

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

Learning involves generations roles and responsibilities.

True False

In Nuu-chah-nulth way of life this is referred to as 'to help one another.'

True False

Exit Ticket

Instructions: Reach each statement and circle whether it is true or false.

Learning involves generations roles and responsibilities.

True False

In Nuu-chah-nulth way of life this is referred to as 'to help one another.'

True False

I CAN NAME PEOPLE WHO HELP ME TO BE SUCCESSFUL

FOCUS QUESTION: HOW CAN I GET INVOLVED IN MY COMMUNITY?

*** *Lesson Overview***

Learners identify community problems/needs and solutions as areas in which they might get involved with their community.

*** *Understand (Big Idea)***

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

*** *Know (Key Concept)***

Identifying ways to improve your community is a positive way to get involved with your community.

*** *Pathways Connections***

- Safe & Healthy Schools
- Community Approach
- Celebrating Language & Culture
- Communication
- Collaboration
- Thinking
- Personal & Social Responsibility

*** *Do (Learning Target)***

I can identify ways to get involved in my community.

Lesson Materials

- ◇ Student Workbooks
- ◇ Learning target posted in classroom
- ◇ Community Problems and Solutions
- ◇ Flip chart paper and markers
- ◇ Plan for Community Involvement Sheets
- ◇ Sample Rubrics
- ◇ Exit tickets, one per student.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do? Explain to students: this activity is about identifying ways you can get involved in your community. There are many different ways to get involved in your community. Sometimes getting involved means participating on a community sports team. Sometimes getting involved means going to community dance practice. Today, we're going to talk about getting involved by helping to solve problems in your community. Emphasize to students that EVERY community has problems and ways it can be improved.

How can you get involved in your community? This is our focus question.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This is the Big Idea of our lesson.

During this lesson, your learning target is: I can identify ways to get involved in my community.

2. Pre-Assessment Activity: Where are they at?

This is in part a pre-assessment activity and a warm-up activity to get students thinking about areas of their community that could use some help. Hand out the Community Problems and Solutions Sheet to students. Read the instructions together, making it clear that these are only 'made up' problems and do not necessarily reflect their community. Students will match each hypothetical problem to the solution that might help.

Depending on the nature of the class, you can choose to have the students complete the sheet independently, in pairs, or together as a class.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous students to feel valued and welcomed and for all students to recognize the important role of Indigenous Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school's NEW can help identify Elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an Elder after this lesson to speak on what community means traditionally. Or invite an Elder in before the lesson to share their image of a perfect community or their thoughts on the Big Idea.

Exploring the Concept

3. Identifying Community Needs

What problems could you help with? This activity is intended to scaffold students' awareness of potential community problems or needs. This lesson does not have to follow the Community Vision lesson. However, if the Community Vision lesson has been taught first, the students can use the ideas from that lesson to help identify needs in their community.

This activity is called a Round Robin. For a general overview of what a Round Robin is, see the box below. Prepare for this activity ahead of time by posting sheets of flipchart paper around the classroom. At the top of each paper, write the Community Brainstorming Topic listed in the grey box below. You will need two sheets for each topic. One sheet will be for Problems/Needs, the other for Solutions.

Students will brainstorm any problems or needs they see in their community. Let them know that if they can't think of a specific problem, they might still think of ways to improve things under that category.

Before groups start, model a possible answer for each station. For example, under Recreation, you might write down NOT ENOUGH FOR KIDS TO DO. Do not only model a possible answer, but offer a question or two at each station. For example, "If you picture the roads in our community, can you think of any ways they could be improved?" Envisioning improvements can help identify the problem or need.

Once the first Round Robin is complete, review all the problems/needs together as a class. Together as a class, pick one problem/need and brainstorm possible solutions. Write down these ideas on the adjacent Solution sheet.

You can choose to either conduct another Round Robin in order to brainstorm solutions to the identified problems/needs, or you can brainstorm solutions as a class.

Preparing for Worksheet

4. Review expectations

How will they know they've achieved the target? On a sheet of flipboard paper or on the Smartboard, model for the students how to identify a way they could get involved in their community using the Plan for Community Involvement Sheets. Model for students that you are gathering ideas from the Round Robin Sheets, picking the problem that matters the most to you.

When you are finished, demonstrate a self-assessment of your work by filling out a rubric and sharing it with the class.

Community Brainstorming Topics

*Food *Water *Housing *Jobs

*Transportation *Education *Environment

*Safety & Health *Elder & Childcare

*Recreation *Entertainment/Art

Round Robin

Round Robin is a cooperative learning activity in which students are divided into small groups of 2-6 students with one person appointed as the recorder. A question or topic is posed by the teacher with many possible answers. Students are given a certain amount of time at each station before being told by the teacher to move to the next station. Stations are usually sheets of flipchart paper placed around the classroom. Each group starts at a different station. Tell the groups before starting how long they'll have at each station (304 minutes usually keeps it dynamic). It's a great activity for getting kids out of their desks and thinking together.

Putting it into practice

5. Individual Work:

Can they do it with or without support?

Students now work on their own Plan for Community Involvement Sheets.

6. Self-Assessment Activity:

How do they think they did?

Collect the completed rubrics from the students. If there is time and opportunity, quickly review the rubric with each student, particularly those students who assessed themselves with any “Not Yet.” Ask each student the Big Three:

- How are we learning?
- How did it go?
- What’s next?

If a student hits the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the student struggled. This will inform the answer to the third question. The answer to the third question should include a learning goal the student will work towards.

Note About Growth Mindset

Point out to students the use of “Not Yet” on the rubric. This is an important phase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Kids with a growth mindset believe their abilities can improve over time with practice. Kids with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says “I can’t YET.”

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes. If students prefer to use words more than drawing or vice versa, allow room for that.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of responsibility, and the learning target.

Exit Ticket

8. Checking their understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have students check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the students, the teacher may choose to read aloud the statements on the ticket.

The Exit Ticket in this lesson is not so much a tool for formative assessment. It serves more as a review and gives the students an opportunity to leave class on a successful note.

Lesson Resources

Community Problems and Solutions

Community Problems and Solutions

Instructions: Match each community problem with the best solution by drawing a line between the problem and the matching solution.

- | | |
|---|--|
| 6. There is a lot of litter along the roads in the community. | F. Go before your local governing body to encourage them to create new safety laws. |
| 7. You've noticed that some of the elders have a hard time getting up the stairs at the community center. | G. Hold a fundraiser like a bingo night or loonie toonie auction to raise money for new equipment. |
| 8. Your school basketball team doesn't have enough money to travel to play other teams. | H. Organize volunteers to help with a community clean-up. |
| 9. The equipment on the community playground is starting to fall apart. | I. Attend the next council meeting and inform them of what you have noticed. |
| 10. People are driving their quads too fast on the community roads where little kids play. | J. Write a letter to your principle and superintendent asking for more funding. |

Plan for Community Involvement

Instructions: Complete the four sections below, using the idea on the brainstorming sheets. Add this sheet to your Pathways workbook when you are finished.

Pick the community problem/need that matters the most to you.

What is a possible solution to this problem?

What is the first thing you could do to solve this problem in your community?

What is one way this solution would improve life for somebody in your community?

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Target:

What did you achieve?	Not yet	With help	I did it!
I picked a problem/need in my community that matters to me.			
I matched a possible solution to the problem/need.			
I identified one way this solution would improve life for somebody in my community.			

Learning Target: Did you hit the learning target?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Exit Ticket

Instructions: Answer the following question.

If you were to get more involved in your community, what is the problem you would most want to try to fix?

Pathways Lesson #11—Check-In Exercise

FOCUS QUESTION: WHAT IS ONE THING YOU WOULD LIKE TO PRACTICE AT SCHOOL AND AT HOME?

* *Purpose*

Learners identify one activity they would like to practice at school and one activity to practice at home.

* *Understand (Big Idea)*

Learning is reflective and reflexive.

* *Know (Key Concept)*

To be a good learner in anything, it is important to reflect on what you're learning, how it's going, and what you want to continue to practice.

* *Pathways Connections*

- Character Education
- Communication
- Collaboration
- Personal Awareness & Responsibility
- Social Responsibility

* *Do (Learning Intention)*

I can identify one activity I would like to continue to practice at school and at home.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ A space to sit together in pairs.
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?

Note: if learners haven't been exposed to this type of learning reflection, they may struggle. This is a lesson that should be revisited at least 3 times a year (September/January/June). For this reason, the Big Three learning questions have been integrated into the other Pathways lessons.

Explain to learners: in this activity, we're going to practice thinking about our goals. To be a good learner in any activity it is important to reflect on what you're learning, how it's going, and where you're heading. Believing in yourself and having people who believe in you are important parts of learning. By doing a 'check-in' with a partner at least 3 times during the year (September/January/June) is a reminder that you have 2 goals that you will revisit during the year.

Having one goal for an activity to practice at home and one goal for an activity to practice at school is the focus of this lesson.

Learning is reflective and reflexive. This means that learning requires you to think about your learning and to make goals about how you approach practicing your activities. This is the Big Idea of our lesson.

During this lesson, your learning target is: I can identify one activity to practice at school and one activity to practice at home.

2. Pre-assessment activity:

Where are they at?

With the learner acting as speaker and recorder, use the 'check-in' method by having students pair off and sit together for 20 minutes. In their workbook have them write one activity to practice at school and one activity to practice at home. Provide learners with a suggested topic, such as: "At school I would like to spend time each week practicing to play basketball. I enjoy this activity and want to practice during the entire year. Then ask the learners "Please discuss one activity you want to practice at school?" and provide them with 5 Minutes each to take turns discussing with one another. Provide learners with an example of a topic to discuss. For Example, "This year I want to practice spending time reading at home each day for 15 minutes." Then ask the students "Please discuss an activity you want to practice at home?" and provide them with 5 Minutes each to take turns discussing with one another.

A Check-In (in pairs)

A Check-in (in pairs) is a collaborative way to get students to practice discussion skills and to have them share their ideas with each other.

Sitting in a pair and discussing one main topic with each other is a safer way to discuss meaningful goals with each other.

Be sure to remind students that they need to record their goals in their workbook as they will be revisiting them 2 more times during the year to update on how they are doing with practicing the activities.

Exploring the Concept

3. Identifying the Activities to Practice

What are the activities they want to practice during the school year? Explain to learners that studies have shown that identifying goals and discussing them creates a better chance of spending time on practicing the activity to achieve the goal.

The key question is “***How are you doing with the activity right now?*** In other words, what activities are you practicing now and why are they important to you?

The second key question is ***Where would you like to be with practicing the activities throughout the school year?***

In other words, how much time per day, per week, or per month do you need to spend on the activity to either maintain how you are doing or to improve the outcome?

For example, perhaps you’ve had a Reading log and you are responsible to read at home each day for 15 minutes. Practicing reading daily at home helps to ensure you spend time achieving the goal of completing the worksheet each month.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the target?

There is no rubric for this activity because the learning intention depends on where your learners are with their activities. To prepare learners for the thinking page, the teacher should model an example from their own learning. This has the added benefit of demonstrating to learners that teachers are also learners. Use the Think-Aloud strategy below as you fill out the thinking page.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you think of your own examples, model your thinking voice aloud. Introduce that this is what you’re going to be doing. i.e., “This part is going to be easy for you, because you just have to sit and watch me do the work.” You might consider identifying your interests and what you do for fun at home and at school.

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now sit on their own and reflect on their discussion with their fellow students.

Activity Review

6. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of the approach to practice an activity at home and one at school, and review the learning intention.

Exit Ticket

8. Checking Their Understanding:

Can they identify one activity to practice at home and one to practice at school?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the question on the ticket.

Differentiation Strategies

These lesson plans take the approach that the learning intentions are not what should be differentiated. The learning intention remains the same for all students regardless of age and ability. What is to be differentiated are the outcomes.

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Can you identify one activity to practice at school and one activity to practice at home?

1. _____
2. _____

Exit Ticket

Instructions: Can you identify one activity to practice at school and one activity to practice at home?

1. _____
2. _____

Exit Ticket

Instructions: Can you identify one activity to practice at school and one activity to practice at home?

1. _____
2. _____

FOCUS QUESTION: CAN I SHARE AN INTRODUCTION OF MYSELF IN NUU-CHAH-NUULTH?

** Purpose*

Learners practice a traditional introduction of themselves in Nuu-chah-nulth language.

** Understand (Big Idea)*

Learning involves practicing an introduction of yourself in Nuu-chah-nulth. In Nuu-chah-nulth culture it is customary to provide a short introduction of who you are that outlines your connection to people and place. Outlining your connections is demonstrating a sense of who you are.

** Know (Key Concept)*

An important part of exploring your identity is learning to introduce yourself. Your introduction is intended to let people know who you are and your connection to people and place.

** Pathways Connections*

- Community Approach
- Character Education
- Celebrating Language & Culture
- Communication
- Collaboration
- Creative Thinking
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity

** Do (Learning Intention)*

I can partially or fully introduce myself in Nuu-chah-nulth language.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning Intention posted in classroom
- ◇ Traditional Introduction Language Activity
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to learners: this activity is about learning to say who you are and where you are from in the Nuu-chah-nulth language.

Can you partially or fully introduce yourself in Nuu-chah-nulth? This is our focus question.

Learning involves exploring who you are, who you are connected to, and what Nation or community you are from. Learning involves practicing my traditional introduction in the Nuu-chah-nulth language. This is Big Idea of our lesson.

During this lesson, your learning Intention is: I can partially or fully traditionally introduce myself in Nuu-chah-nulth.

2. Pre-Assessment Activity: Where are they at?

With the learner acting as speaker and recorder, use the ‘check-in’ method by having students pair off and sit together for 30 minutes. Provide learners with the Traditional Introduction Language Activity Thinking Page. Then ask the learners “Please discuss the answers to fill in the blank on the sheet” and provide them with 10 minutes each to take turns discussing with one another. Provide learners with an example of what to discuss. For Example, “I do not have a traditional name. My Wester Name is Tyler Joe. I belong to the Ehattesah Tribe.” If a student does not have a traditional name, leave that section blank. Then ask the learner to “Please practice the first 2 lines of the introduction.” Provide them with 5 minutes each to take turns.

A Check-In (in pairs)

A Check-in (in pairs) is a collaborative way to get students to practice discussion skills and to have them share their ideas with each other.

Sitting in a pair and discussing one main topic with each other is a safer way to discuss their traditional information with each other.

Be sure to remind students that they need to record their goals in their workbook as they will be revisiting them 2 more times during the year to update on how they are doing with practicing the activities.

Exploring the Concept

3. Defining the Terms

What is a traditional introduction? Why is it important to learn? Explain to learners that a traditional introduction is sharing information about people and places you are connected to. For example, if you have a Traditional Nuuchah-nulth name you would include this information as well as your English/Western name.

Think about what information you already know about introducing yourself. In this lesson you are sharing about your own personal introduction.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous learners to feel valued and welcomed and for all learners to recognize the important role of Indigenous Education.

Each school has a Nuuchah-nulth Education Worker (NEW). Your school's NEW can help identify elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an Elder in before the lesson to share their Traditional Introduction.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the Intention?

The Activity for this lesson comes with the condition that learners only share information they know and that they are willing to practice. For this reason, there is no rubric for this activity. Make this clear to learners. Also, make it clear that while we're learning and this will take practice if it is new to you. Encourage all students to participate and try, even if they do not know how to pronounce the words.

If the teacher is comfortable sharing aspects of their own traditional introduction, it is helpful for the teacher to demonstrate this using Think-Aloud. If you are unfamiliar with a Think-Aloud, see the box below.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you work through your own Traditional Introduction, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work."

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their traditional introduction individually. If the teacher demonstrated with a Think-Aloud, encourage learners to get ideas from that.

6. Self-Assessment Activity:

How do they think they did?

Since there is no rubric due to the personal nature of this activity, learners will assess themselves using the Likert scale in the Lesson Resources. Although this is a highly subjective assessment by learners, it gives them an opportunity to reflect on whether they hit the learning Intention. This is particularly useful for those learners who are learning the Traditional Introduction for the first time. For this reason, remind learners to assess themselves whether they filled out the sheet or not. They can still assess their thinking.

Differentiation Strategies

These lesson plans take the approach that the learning Intentions are not what should be differentiated. The learning Intention remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with reading the questionnaire, for example, they can hit the learning Intention by working through the sheet with the teachers' or teaching assistant's help.

Activity Review

7. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, and the key concept of practicing the share your Traditional Introduction.

Exit Ticket

8. Checking Their Understanding:

Did they get the big idea and key concept?






Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.






Lesson Resources






Traditional Introduction Language Activity

1. ʔuklaas_____, quuʔaasa ʕumtii.
 (My traditional name is _____).
2. _____ (ʔuklaasʕa, mamaʕni ʕumtii.
 (My Western name is _____).
3. _____ -athʕ.
 (I belong to the _____ tribe).
4. ʔuḥuks ʔumʔiiqsu _____.
 (My mother is _____).
5. _____ -aqsupʔiʕ.
 (She is from the _____ tribe).
6. ʔuḥuks ʔuʔwiiqsu _____.
 (My father is _____).
7. _____ -athʔiʕ.
 (He is from the _____ tribe).
8. ʔumʔaccpa, ʔuḥuks nananiqsu _____.
 ʔuḥʔiiʕ _____.
 (On my mother's side, my grandparents are _____ & _____).
9. ʔuʔwiccpa, ʔuḥuks nananiqsu _____ ʔuḥʔiiʕ
 _____.
 (On my father's side, my grandparents are _____ & _____).

Lesson Resources
Self-Assessment

I can partially or fully introduce myself in Nuu-chah-nulth.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

I can partially or fully introduce myself in Nuu-chah-nulth.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

I can partially or fully introduce myself in Nuu-chah-nulth.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Share your Western/ English name.

My Western name is:

Exit Ticket

Instructions: Share your Western/ English name.

My Western name is:

Exit Ticket

Instructions: Share your Western/ English name.

My Western name is:

Pathways Lesson #13—Who Am I?

FOCUS QUESTION: WHAT AM I LEARNING ABOUT ME AND WHAT I ENJOY?

** Purpose*

Learners identify key points about who they see themselves as by answering a questionnaire at the beginning of the school year.

** Understand (Big Idea)*

Learning involves thinking about who you are, what interests you, what you enjoy, what you do not enjoy, how you like to learn, and what you like to do at school and at home.

** Know (Key Concept)*

Identifying your key interests, how you like to learn, and what you like to do are important parts of getting to know who you are. It is an important part of exploring your identity.

** Pathways Connections*

- Celebrating Language & Culture
- Character Education
- Personal & Social Responsibility

** Do (Learning Intention)*

I can identify some of my interests at school and at home.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ Questionnaires for learners and parent/caregiver:
Learning about me and what I enjoy?
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to learners: this activity is about the reflecting on who they are, what their interests are, what they enjoy and don't enjoy, and how they like to learn. For example, your favorite subject at school is Math. You like to learn by reading instructions and seeing examples. You enjoy playing soccer or going for walk in your neighbourhood.

What are some of your interests? What do you like to learn? What do you want others to know about you? These are our focus question.

Learning involves exploring who you are by sharing what your interests are. You have activities you enjoy, ones you do not enjoy, you also have school subjects you prefer over others. Learning about me and what I enjoy? This is Big Idea of our lesson.

During this lesson, your learning intention is: I can identify some of my interests at school and at home.

2. Pre-Assessment Activity: Where are they at?

Hand out the Learning about Me— Student questionnaire Learning Pages, one per learner. Read the instructions to the class. Instruct students to answer the questions.

Hand out a Learning about Me— Parent/Caregiver questionnaire to each learner and ask them to bring it home to have it filled out by their parent or caregiver. It will help your teacher understand you and your interests from another perspective.

Collect the Thinking Page at the end of class. Collect the parent/caregiver Thinking Page by the end of the same week.

Exploring the Concept

3. Defining the Terms

What is an interest? What is a subject you enjoy at school? Explain to students that an interest is something that you enjoy doing. For example, you enjoy playing soccer. You enjoy going for a walk. You enjoy reading a book. You like to learn by seeing an example. You are most interested in spending time with your grandparent. We also want to know what you enjoy less. For example, you may enjoy reading more than you enjoy doing artwork.

Think about who you are and what you are interested in and answer the questions as best you can, you are sharing about yourself.

Hand out the Learning About Me-student questionnaire.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the intention?

The questionnaire for this lesson comes with the condition that learners only share information they feel comfortable with sharing. For this reason, there is no rubric for this activity. Make this clear to learners. Also, make it clear that while we're learning to identify our own interests, it is helpful to teachers and support staff to understand what a learners' interests are and what they enjoy or may not enjoy.

Review the questionnaire with the class. Instruct learners to write the answer in the space provided for each question.

If the teacher is comfortable sharing aspects of their own life, it is helpful for the teacher to demonstrate filling out the questionnaire using a Think-Aloud. If you are unfamiliar with a Think-Aloud, see the box below.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you work through your own Learning About me questionnaire, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work." You might consider identifying your interests and what you do for fun at home and at school.

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their questionnaires individually. If the teacher demonstrated with a Think-Aloud, encourage learners to get ideas from that, especially the idea of identifying their interests first.

6. Self-assessment activity:

How do they think they did?

Since there is no rubric due to the personal nature of this activity, learners will assess themselves using the Likert scale in the Lesson Resources. Although this is a highly subjective assessment by learners, it gives them an opportunity to reflect on whether they hit the learning intention. This is particularly useful for those learners who may have identified many interests. For this reason, remind learners to assess themselves whether they filled out the sheet or not. They can still assess their thinking.

Differentiation Strategies

These lesson plans take the approach that the learning intentions are not what should be differentiated. The learning intention remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with reading the questionnaire, for example, they can hit the learning intention by working through the sheet with the teachers' or teaching assistant's help. Part of the differentiation inherent in this activity is that it is socio emotional. Not all learners will feel comfortable sharing what might be a very private aspect of their lives.

Activity Review

7. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, and the key concept of exploring who you are by sharing what your interests are.

Exit Ticket

8. Checking Their Understanding:

Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

Learning about Me- Student Questionnaire

1. Name one thing you want to let others know about you: _____
2. My favorite food is: _____
3. My favorite animal or pet is: _____
4. What do you enjoy learning about:

5. How do you enjoy learning?

6. Name one activity you are most interested in:

7. Name one thing you are least interested in learning:

8. My favorite activity when I am at home is:

9. My least favorite activity when I am at home is:

10. The person I admire the most is _____
because _____.

Lesson Resources

Learning about Me- Parent Questionnaire

1 One thing I want to share about _____ is

2 Their favorite food is _____

3 Their favorite animal is _____

4 They enjoy learning about _____

5 One activity they are most interested in is

6 Why is it interesting for them?

7 One activity they struggle with is

8 Why is it hard for them?

•

9 They admire _____ because

Other Things I Would Like to Share:

Lesson Resources

Self-Assessment

I can identify some of my interests, activities I enjoy, and activities I do not enjoy.

Not yet

Almost

A little bit

Got 1-2

I Did It



I can identify some of my interests, activities I enjoy, and activities I do not enjoy.

Not yet

Almost

A little bit

Got 1-2

I Did It



I can identify some of my interests, activities I enjoy, and activities I do not enjoy.

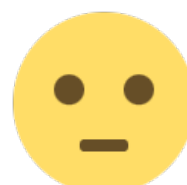
Not yet

Almost

A little bit

Got 1-2

I Did It



Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Share one activity that is important to you either at home or at school.

One activity that is important to me is:

Exit Ticket

Instructions: Share one activity that is important to you either at home or at school.

One activity that is important to me is:

Exit Ticket

Instructions: Share one activity that is important to you either at home or at school.

One activity that is important to me is:

Pathways Lesson #14—My Family

FOCUS QUESTION: WHO DO I CONSIDER MY FAMILY?

* *Purpose*

Learners identify family members.

* *Understand (Big Idea)*

Your family is unique to you. Learning involves thinking about family, caregivers, and others who the learner feels are part of their family, such as parent(s) and/or caregiver and brothers, sisters, grandparents, family pets, friends and others.

* *Know (Key Concept)*

Family is a group of people the learner lives with or visits. Every family is unique. Learners may have a large family, a small family, they may live in the same house, or they may visit family members.

* *Pathways Connections*

- Community Approach
- Character Education
- Celebrating Culture & Language
- Collaboration
- Personal & Social Responsibility
- Positive Personal & Cultural Identity

* *Do (Learning Intention)*

I can identify some people in my family.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ Examples of family
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction:

What will they understand, know, do?
Explain to learners: this activity is about learning about family. Each family is unique. For example, you may have a mom, a younger brother, and a grandmother in your family, or you may have a father and only you. We are also going to think about who is part of our family.

Who lives in the same house as you or who do you visit that you feel are family? This is our focus question.

Learning involves thinking about your family that lives in the same house as you or thinking about your family that you visit. Your mother, father, aunt, uncle, grandparent, sibling, cousin, or a caregiver and a family pet can be members of your family. Your grandfather was born in a different generation, or time, than you. Your family is unique to you. This is Big Idea of our lesson.

During this lesson your learning intention is: I can identify some of my family members.

2. Pre-Assessment Activity: Where are they at?

With the learner acting as speaker and recorder, use the ‘share-in-pairs’ method by having learners pair off and sit together for 10 minutes.

The aim is to have learners sit together and share as well as record in their workbook by either writing or drawing. Remind learners there are examples of ‘families’ posted around the room.

Then ask the learners “Please discuss your family with your partner. Explain who is in your family such as your parent, caregiver, aunt, uncle, brother, sister, cousin, and even a family pet.”

Please take 5 Minutes each by taking turns discussing with one another.

Share-In-Pairs

Share-in-pairs is a collaborative way to get learners to practice discussion skills and to have them share their ideas with each other.

Sitting in a pair and discussing one main topic with each other is a safer way to discuss family with each other.

Be sure to remind learners that they need to record their goals in their workbook.

Exploring the Concept

3. Defining the Terms

How is a family defined? Explain to learners that a family is unique to each person and is made up of people and pets they live with or visit. Provide learners with an example as posted in the classroom.

Example 1: Ashley has a family that is unique to her, she lives with her grandmother and has a cat named Fluffy who she spends time with every day. She likes reading to Fluffy. She also spends time visiting her mother and her brother in a different town once a month. Her mother moved to start attending college and she wanted to stay with her grandmother.

Example 2: Trevor has a family that is unique to him, he lives with his mother, father, grandmother, older brother, younger sister, and his uncle. Trevor has a dog named Milo who he likes to take for a walk.

Example 3: Baily has a family that is unique to him, he lives with his mother and his older sister. His older sister goes to the same school. Sometimes, him and his sister visit their father and younger brother. Their father and younger brother live in another town.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the intention?

The Pathways Thinking Page for this lesson comes with the condition that learners only share information they feel comfortable with sharing. For this reason, there is no rubric for this activity.

Make it clear that while we're learning to identify who is in our family, all answers are correct.

The Thinking Page has a space to draw your family and write a list of people of your family.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you work through your own sheet of my family, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work." You might consider identifying your family by first identifying who lives in your home (e.g., mother, sister, elder, etc.).

Putting It into Practice

5. Individual Work: Can they do it with or without support?

Learners now sit on their own and reflect on their discussion with their fellow learner.

6. Self-Assessment Activity: How do they think they did?

Since there is no rubric due to the personal nature of this activity, learners will assess themselves using the Likert scale in the Lesson Resources. Although this is a highly subjective assessment by learners, it gives them an opportunity to reflect on whether they hit the learning intention. This is particularly useful for those learners who may have identified family members but were not comfortable with sharing them. For this reason, remind learners to assess themselves whether they filled out the sheet or not. They can still assess their thinking.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of family, and the learning intention.

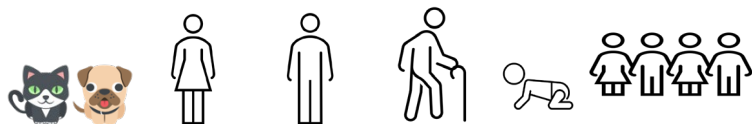
Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they've never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

My Family Thinking Page








Draw a picture of people in your family






A large, empty rectangular box with a thin black border, intended for a student to draw a picture of their family.






Write a list of people in your family

Seven horizontal lines for writing, providing space for a student to list the names of people in their family.

Lesson Resources
Self-Assessment

I can identify some of my family members.				
Not yet	Almost	A little bit	Got 1-2	I Did It
				

I can identify some of my family members.				
Not yet	Almost	A little bit	Got 1-2	I Did It
				

I can identify some of my family members.				
Not yet	Almost	A little bit	Got 1-2	I Did It
				

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Name a person in your family.

A person in my family is:

Exit Ticket

Instructions: Name a person in your family.

A person in my family is:

Exit Ticket

Instructions: Name a person in your family.

A person in my family is:

Pathways Lesson #15—My Circle of Support

FOCUS QUESTION: WHO IS MY CIRCLE OF SUPPORT?

*** Purpose**

Learners identify key people at home, in community, and at school who support them with their life goals.

*** Understand (Big Idea)**

Learning involves thinking about who supports you, either personally or professionally.

*** Know (Key Concept)**

We are surrounded by people who support us every day. We all have a unique circle of support in our lives, they may be people from your family, community, school, friends, sports, from other activities outside school.

*** Pathways Connections**

- Safe & Healthy Schools
- Community Approach
- Character Education
- Collaboration
- Creative Thinking
- Personal Awareness & Responsibility
- Social Responsibility

*** Do (Learning Intention)**

I can name people who support me.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ My Circle of Support Worksheet
- ◇ Sample rubric
- ◇ Teacher-created sample worksheet demonstrating quality work.
- ◇ *Optional:* An additional teacher-created sample worksheet demonstrating quality work—one copy per learner.
- ◇ Exit tickets, one per learner.

LEARNING SEQUENCE

Activity Description

1. Introduction:

What will they understand, know, do?

Explain to learners: this activity is about thinking about who supports you. We all have a unique circle of supportive people in our personal and professional lives. Who are the people you reach out to when you need support or help? During this activity you will identify key people who support you in different ways.

People who can support you may include:

- ◇ People in educational settings: teachers, youth worker, career counsellors, counsellors, principal, vice-principal, and Nuuchahnulth Education Workers.
- ◇ People at home: parent, guardian, brother, sister, cousin, auntie, uncle, and grandparent.
- ◇ People from your circle of friends.
- ◇ People in the community: employer, elder, education liaison, sports coach, teammate, youth groups, and hobby groups.

During this lesson, your learning intention is: I can name people in my circle of support. By the end of the lesson, you'll know if you have met the learning intention.

2. Pre-Assessment Activity:

Where are they at?

If learners have never done a Think-Pair-Share before, demonstrate how it works (see the box below).

Explain to the learners that they will now try a Think-Pair-Share with their elbow partner. Since it is important to first check their understanding of what “successful” means in order to do this activity, explain that support means when someone helps or encourages you.

How to Think-Pair-Share

If you have another adult assistant in the classroom, demonstrate together how think-pair-share works. Use any basic question for the demonstration. “What is one of your favorite movies,” for example.

1. Think: each of the two people think about their answer to the question individually.
2. Pair: each of the two people share only with a partner.
3. Share: each person shares their partner's answer with the class.

Adjustment: sometimes it's effective to time the first two steps, informing the learners first that they will have three minutes (or however long, depending on the complexity of the question) to think before sharing with their partner.

Exploring the Concept

3. Who do you reach out to for help or support?

You have a unique group of people in your circle of support. This exercise is to help you think about who you reach out to. You may not even realize when someone is supporting you as it may be part of their role. For example, in Grade 11, you decided you want to go to college and your career counsellor helped you plan your Grade 12 courses, they are supporting you. The question each learner will think about is: “Who is in my circle of support?”

Learners will reflect about who supports them. An example could be at home: your grandmother makes sure you wake up each morning to get ready for school. She is in your circle of support. Explain to learners that there are many people at school who also support them.

They can be connected to people in their circle of support in different ways such as family members, friends, sporting team members, neighbours, local doctor, teacher etc. Some people are more noticeable for providing support than others. You’re going to name some of these people today.

Preparing for the Thinking Page

4. Create a Rubric: How will they have achieved the learning intention?

Facilitate a class discussion of the sample worksheet in the circle of support activity by writing it on the board. Record learner ideas as well, to compare. After, confirm what should be clear: that this example is a success as it shows the learner reflected on who is in their unique circle of support. It is an example by somebody who met the learning intention.

Explain to learners that by examining the work sample, they were creating the success criteria. Either use the Sample Rubric in the lesson Resources or, if the learners generated very different criteria, have the learners make a rubric with a similar format. If you created a second sample, have learners practice using their rubrics to evaluate it.

Demonstrate for the learners how to fill out the rubric using the two work samples. Explain that each learner will assess their own work by handing a completed rubric in to the teacher when they have completed their sheet of their circle of support.

Note About Growth Mindset

Point out to learners the use of “Not Yet” on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Children with a growth mindset believe their abilities can improve over time with practices. Children with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says, “I can’t YET.”

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their circle of support sheets individually. Encourage learners to reflect on their discussion with their elbow partner, when they shared who supports them. It is important to let learners know that a person does not need to have all these sources of help in order to be successful.

Encourage learners to include support people from different areas of their lives including school, home, and their community.

Some learners may easily list many people. Before learners start, explain that some people play a bigger role in supporting you than others. The aim is to identify the some of the support people in your life.

6. Self-Assessment Activity:

How do they think they did?

Collect the completed rubrics from the learners. If there is time an opportunity, quickly review the rubric with each learner, particularly those learners who assessed themselves with any “Not Yet.”

Ask each learner the Big Three:

1. What are we learning?
2. How did it go?
3. What’s next?

If a learner met the learning intention, then do not ask the third question. The answer to the first question should be the learning intention. The second question gives the teacher the opportunity to diagnose why and how the learner struggled.

This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards. For example:

“What’s next?”

“Before the next class, I need to think more about the people who support me.”

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, and the learning intention.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

Differentiation strategies:

These lesson plans take the approach that the learning intentions are not what should be differentiated. The learning intention remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with written output, for example, they can hit the learning intention by verbally telling the teacher or teaching assistant the key people who help them to be successful. This information can be transcribed onto the sheet by an adult.

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Intention:

What did you achieve?	Not yet	With help	I did it
I named 3 or more people in my circle of support.			
I described how each person supports me.			
I completed my sheet neatly to show my pride in being able to name the people who are in my circle of support.			

Learning Intention: Did you meet the learning intention? Yes / Not yet

Lesson Resources

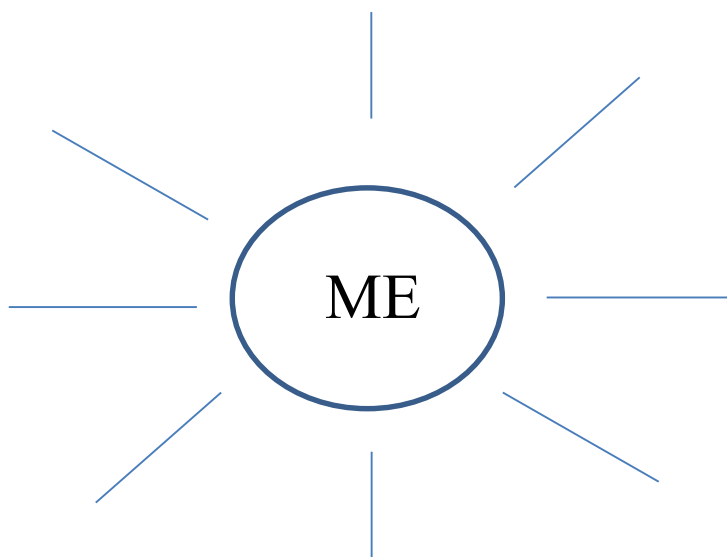
My Circle of support Worksheet



Draw a picture of people who support you

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of people who support them.

In the circles, write names of people in your support circle.



Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Write an answer to the question.

Who are two people in your circle of support?

1. _____
2. _____

Exit Ticket

Instructions: Write an answer to the question.

Who are two people in your circle of support?

1. _____
2. _____

Exit Ticket

Instructions: Write an answer to the question.

Who are two people in your circle of support?

1. _____
2. _____

Pathways Lesson #16—Connection to the Land

FOCUS QUESTION: HOW DO I FEEL CONNECTED TO THE LAND?

*** Purpose**

Learners reflect on how they feel connected to the land. This lesson involves taking the learner on a nature walk.

*** Understand (Big Idea)**

In this lesson, the learners focus on observing what they see, smell, hear, and touch. They will also reflect on how they feel when they are out in nature.

*** Know (Key Concept)**

Understanding who you are is an important part of being connected to people and place. Being connected to the land helps us reflect on our health and well-being, it reminds us that we are connected to all things in nature as well as to people.

*** Pathways Connections**

- Community Approach
- Character Education
- Celebrating Language & Culture
- Personal Awareness & Responsibility
- Social Responsibility
- Positive Personal & Cultural Identity

*** Do (Learning Intention)**

I can make observations about what I see, smell, hear, and touch. I can also share how I feel when I am in nature.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ My connection to the land activity
- ◇ Flip chart paper and markers
- ◇ Sample Rubrics
- ◇ Exit tickets, one per learner.

LEARNING SEQUENCE

Activity Description

1. Introduction: What will they understand, know, do?

Explain to learners: this activity is about identifying ways they are connected to land. There are many different ways that you are connected to the land. Sometimes being connected means that you feel comforted a sense of peacefulness. Being connected to the land helps us reflect on our health and well-being, it reminds us that we are connected to all things in nature as well as to people. Today, we are going to take a nature walk.

How do I feel connected to the land? This is our focus question.

Learning involves understanding we are connected to the land. This is the Big Idea of our lesson.

During this lesson, your learning target is: I can identify ways that I feel connected to the land.

2. Pre-Assessment Activity: Where are they at?

This is in part a pre-assessment activity and a warm-up activity to get learners thinking about ways they feel connected to the land. Refer to the My Connection to the land example posted in the classroom.

Read the instructions together, explaining that this is only an example of how a learner feels connected to their community.

Role model for learners, ways of being mindful when out in nature and observing their surroundings.

Community Approach:

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous learners to feel valued and welcomed and for all learners to recognize the important role of Indigenous Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school's NEW can help identify elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite a community resource person to lead the Nature walk.

Exploring the Concept

3. Identifying Your Observations

What can you see, smell, hear, and touch? This activity is intended to scaffold learners' awareness of connection to people and place. This lesson does not have to be done before the My Community lesson. However, if the Connection to the land lesson is taught first, the learners can use the ideas from the lesson to reflect on being connected to a place.

Before you start the walk, inform learners that you will remain together while on the trail.

Once you reach the end of the trail (or spot you choose) each learner will sit in a circle (at an arm's length from one another) and take 5 minutes to practice being mindful of their surroundings. They will document in their workbook something they see, something they smell, something they hear, and something they can touch. Then the learner will document how it makes them feel to take the 5 minutes and be still in nature.

Preparing for the Thinking Page

4. Review Expectations

How will they know they've achieved the target?

After the walk ask the learners What they saw? What they heard? What they could smell? And what they could touch? Record the answers on a sheet of flipboard paper or on the Smartboard.

Then ask the learners how they felt sitting quietly in nature.

When you are finished, demonstrate a self-assessment of your work by filling out a rubric and sharing it with the class.

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their own My connection to the land activity sheet.

6. Self-assessment activity:

How do they think they did?

Collect the completed rubrics from the learners. If there is time and opportunity, quickly review the rubric with each learner, particularly those learners who assessed themselves with any “Not Yet.” Ask each learner the Big Three:

1. How are we learning?
2. How did it go?
3. What’s next?

If a learner hit the learning target, then do not ask the third question. The answer to the first question should be the learning target. The second question gives the teacher the opportunity to diagnose why and how the learner struggled. This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards.

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If learners prefer to use words more than drawing or vice versa, allow room for that.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of connection to land, and the learning target.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

The Exit Ticket in this lesson is not so much a tool for formative assessment. It serves more as a review and they give the learners an opportunity to leave class on a successful note.

Note About Growth Mindset

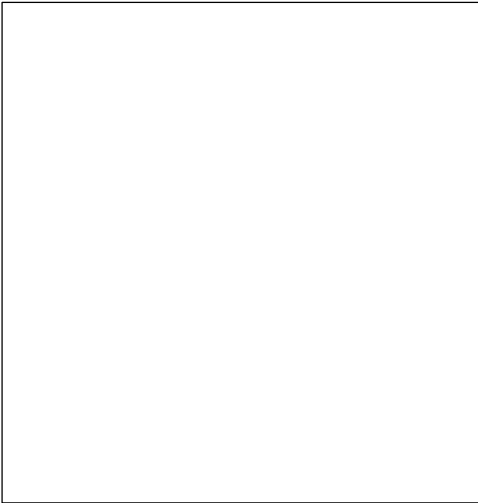
Point out to learners the use of “Not Yet” on the rubric. This is an important phase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Learners with a growth mindset believe their abilities can improve over time with practice. Learners with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says “I can’t YET.”

Lesson Resources

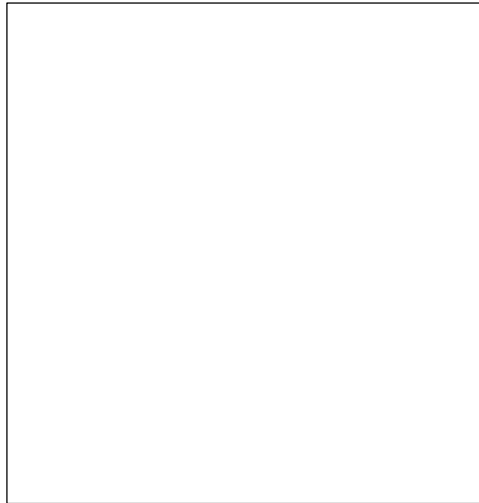
My Connection to the Land Activity Sheet

Document either by writing or drawing a picture something you observed on your nature walk:

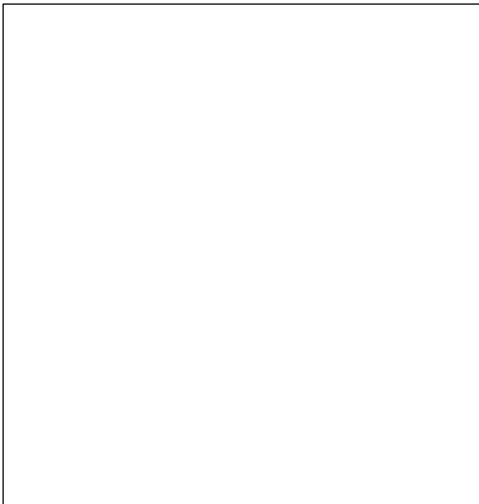
1. I saw



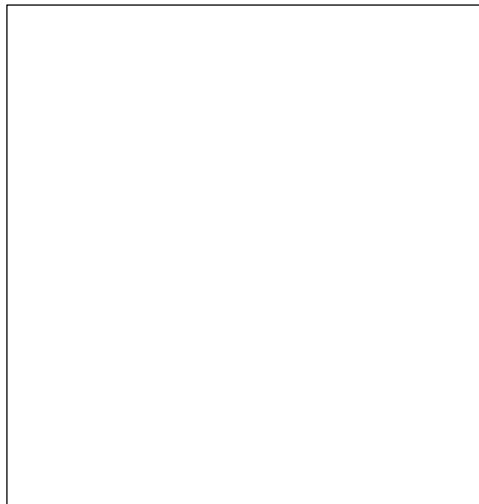
2. I heard



3. I could smell



4. I could touch



5. How did I feel about sitting quietly in nature?

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Intention:

What did you achieve?	Not yet	With help	I did it
I named something I could see, hear, smell, and touch.			
I explained how I felt sitting quietly in nature.			

Learning Intention: Did you meet the learning intention? Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Name one thing you observed while on your nature walk.

Exit Ticket

Instructions: Name one thing you observed while on your nature walk.

Exit Ticket

Instructions: Name one thing you observed while on your nature walk.

Pathways Lesson #17—Connection to Community

FOCUS QUESTION: WHAT IS MY CONNECTION TO MY COMMUNITY?

*** Purpose**

Learners reflect on what they know about where they live. What do they know about their community?

*** Understand (Big Idea)**

Learning involves understanding who you are, where you come from, and what you hope to achieve in your life. In this lesson, the learner focus is on reflecting about where they live.

*** Know (Key Concept)**

Understanding who you are is an important part of being connected to people and place. Your community is part of who you are.

*** Pathways Connections**

- Safe & Healthy Schools
- Community Approach
- Character Education
- Celebrating Language & Culture
- Collaboration
- Personal Awareness & Responsibility
- Social Responsibility
- Positive Personal & Cultural Identity

*** Do (Learning Intention)**

I can outline my connection to my community.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ My Connection to Community Poster
- ◇ My connection to my community Activity
- ◇ Flip chart paper and markers
- ◇ Sample Rubrics
- ◇ Exit tickets, one per learner.

LEARNING SEQUENCE

Activity Description

1. Introduction: What will they understand, know, do?

Explain to learners: this activity is about identifying ways they are connected to their community. There are many ways that you are connected to your community. Sometimes being connected means that you have a favorite place to go in the community to play basketball. Sometimes being connected to your community is volunteering to walk your elderly neighbour's dog. Being connected to your community creates a feeling of pride in knowing where you come from. Today, we're going to talk about ways you feel connected to your community.

What is my connection(s) to my community? This is our focus question.

Learning involves understanding who you are and where you come from. This is the Big Idea of our lesson.

During this lesson, your learning intention is: I can identify ways that I feel connected to my community.

2. Pre-Assessment Activity: Where are they at?

This is in part a pre-assessment activity and a warm-up activity to get learners thinking about ways they feel connected to their community. Refer to the poster of My Connection to Community example posted in the classroom.

Read the instructions together, explaining that this is only an example of how a learner feels connected to their community.

Role model for learners your connection to your community by drawing an example on the board. Then share with the class how you are connected to your community and how it makes you feel to share who are you and where you are from.

Reminder of Community Approach

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous learners to feel valued and welcomed and for all learners to recognize the important role of Indigenous Education.

Each school has a Nu-u-chah-nulth Education Worker (NEW). Your school's NEW can help identify elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an elder before, during and after the lesson to share what connection to community means to them.

Exploring the Concept

3. Identifying Your Community

What is your connection to your community? This activity is intended to scaffold learners' awareness of where they come from and the strong connection to feeling proud. This lesson does not have to follow the Connection to the Land lesson. However, if the Connection to the Land lesson has been taught first, the learners can use the ideas from that lesson to help make the connection to feeling pride in knowing where they come from.

This activity is called a Round Robin. For a general overview of what a Round Robin is, see the box below. Prepare for this activity ahead of time by posting sheets of flipchart paper around the classroom. At the top of each paper, write the My Community Topics listed in the blue box.

Learners will write what community they live in, what they enjoy in their community, and what landmarks are around them where they live. Let them know that if they can't think of a specific activity, to reflect on what they like to do in their community in each season of the year.

Before groups start, model a possible answer for each station. For example, under what activities do you enjoy doing in your community? write: *Play basketball at the park*. Envisioning what you can do and what is around you will help a learner reflect on how they are connected to their community.

Once the Round Robin is complete, as a class review examples from each group and ask the learners to make notes in their workbooks.

My Community Topics

- *Where do you live?
- * What activities do you enjoy in your community?
(Reflect on each season).
- *What landmarks are around you?
(community hall, fire hall, local store, health center, youth center, school etc.)

Preparing for the Thinking Page

4. Review Expectations

How will they know they've achieved the learning intention? On a sheet of flipboard paper or on the Smartboard, model for the learners how to identify a way they are connected to their community. Model for learners that you are gathering ideas from the Round Robin Sheets, picking the examples that are meaningful to you and why.

When you are finished, demonstrate a self-assessment of your work by filling out a rubric and sharing it with the class.

Round Robin

Round Robin is a cooperative learning activity in which learners are divided into small groups of 2-6 learners with one person appointed as the recorder. A question or topic is posed by the teacher with many possible answers. Learners are given a certain amount of time at each station before being told by the Teacher to move to the next station. Stations are usually sheets of flipchart paper placed around the classroom. Each group starts at a different station. Tell the groups before starting how long they'll have at each station (3-4 minutes usually keeps it dynamic). It's a great activity for getting kids out of their desks and thinking together.

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their own My connection to Community thinking page.

6. Self-Assessment Activity:

How do they think they did?

Collect the completed rubrics from the learners. If there is time and opportunity, quickly review the rubric with each learner, particularly those learners who assessed themselves with any “Not Yet.” Ask each learner the Big Three:

1. What did I learn?
2. How did it go?
3. What’s next?

If a learner hit the learning intention, then do not ask the third question. The answer to the first question should be the learning intention. The second question gives the teacher the opportunity to diagnose why and how the learner struggled. This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards.

Note About Growth Mindset

Point out to learners the use of “Not Yet” on the rubric. This is an important phase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Learners with a growth mindset believe their abilities can improve over time with practice. Learners with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says “I can’t yet.”

Differentiation Strategies

These lesson plans take the approach that the learning targets are not what should be differentiated. The learning target remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If learners prefer to use words more than drawing or vice versa, allow room for that.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of connection to community, and the learning target.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

The Exit Tickets in this lesson is not so much a tool for formative assessment. They serve more as a review, and they give the learners an opportunity to leave class on a successful note.

Lesson Resources

My Connection to Community Thinking Page

1. Draw a picture of you in your community.



2. My community

a. I live in _____
(my community/ city/town)

b. The activities I enjoy in my community are:

- i. _____
- ii. _____
- iii. _____

c. The landmarks in my community are:

- i. _____
- ii. _____
- iii. _____

My Connection to Community Poster



My House



My neighbour's



My Grandmother's House



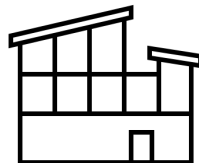
My Aunt's House.



My School



The local store



Recreation Center

Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Intention:

What did you achieve?	Not yet	With help	I did it
I named the community I live in.			
I made a list of activities I enjoy in my community.			
I listed the landmarks in my community.			

Learning Intention: Did you hit the learning Intention? Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Name one thing you enjoy about being in your community.

Exit Ticket

Instructions: Name one thing you enjoy about being in your community.

Exit Ticket

Instructions: Name one thing you enjoy about being in your community.

FOCUS QUESTIONS: WHAT IS YOUR PATH? WHAT GOALS DO YOU HAVE FOR YOURSELF?

*** *Purpose***

Learners reflect on and document their life goals, which we will call ‘My Path.’

*** *Understand (Big Idea)***

Learning requires exploration of activities or tasks you want to accomplish. They could be part of your daily life or your long-term plan.

*** *Know (Key Concept)***

Identifying your goals is an important part of your life because it helps you strive to accomplish tasks.

*** *Pathways Connections***

- Character Education
- Collaboration
- Creative Thinking
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity

*** *Do (Learning Intention)***

I can identify and share my goals.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ My Path Learning Activity Sheet
- ◇ Sample rubric
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to learners: this activity is about exploring your goals.

Exploring your goals requires reflection on what task or activities you intend to achieve in your life. Setting goals is an important part of life and they are unique to you. This exercise is about you exploring your goals. Goals can be about daily living such as having a goal to ‘arrive on time to school each day’ or goals can be about what you want to become when you are older, such as “I want to become a teacher” or “I want to work in our community’s fisheries department.”

It is important to understand that goals change over time as our interests change or as new things become important to us. My goal in Grade 1 may be very different than my goal in Grade 12. All answers are important to identifying your path as they help guide your choices.

Learning involves exploring your interests and things that are important to you. The Big Idea for our lesson is: Goals are a big part of your personal identity and they set the path you choose in your life.

During this lesson, your learning intention is: I can identify and share my goals.

2. Pre-Assessment Activity: Where are they at?

Learners will work in pairs for 10 minutes to discuss their interests and what is important to them. They will take turns changing after 5 minutes. They will record their answers in their workbook. Explain to learners that it is helpful to break down a long-term goal into two or three short-term actions. That is, if your goal is to work in the fisheries department, what are some short-term things you could do this year to get yourself closer to your dream? (eg. I could volunteer with the fisheries department in my community this summer).

Exploring the Concept

3. What is a goal?

Exploring your goals requires reflection on what task or activities you intend to achieve in your life. A goal is something you set an intention to accomplish. It could be a task, activity, or long-term career.

Visualizing is the most powerful way to explore your goals. You can use your thoughts to reflect on tasks you want to accomplish or about what you would like to be when you grow up.

This lesson does not have to be done before the Career Exploration lesson. However, if it is completed before the learner can use their goals to help define their career ideas.

Preparing for the Thinking Page

4. Create a Rubric: How will they have achieved the learning intention?

As you review the rubric with learners, use some examples. Encourage learners to include goals from various areas of their lives (See the blue box to the right). Also encourage learners to include both short-term and long-term goals. It is also important to let learners know that their goals may change over time and that is acceptable and part of growing up.

Guiding Learners

As outlined in the learners' workbook, the teacher may choose to write the following suggested focus areas on the board to give the learners some guidance:

- ◇ What do you want to accomplish this school year?
- ◇ Is there anywhere you want to travel? And why?
- ◇ What type of career do you want to do?
- ◇ When you get older where do you hope to live?

Note About Growth Mindset

Point out to learners the use of “Not Yet” on the rubric. This is an important phrase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Children with a growth mindset believe their abilities can improve over time with practices. Children with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. Instead of saying “I can't,” growth mindset says, “I can't YET.”

Putting It into Practice

5. Individual Work:

Can they do it with or without support?

Learners now work on their My Path Learning activity sheet. Encourage learners to the areas of their lives to give them ideas, as well as the examples of short-and long-term goals.

6. Self-Assessment Activity:

How do they think they did?

Collect the completed rubrics from the learners. If there is time an opportunity, quickly review the rubric with each learner, particularly those learners who assessed themselves with any “Not Yet.”

Ask each learner the Big Three:

1. What are we learning?
2. How did it go?
3. What’s next?

If a learner met the learning intention, then do not ask the third question. The answer to the first question should be the learning intention. The second question gives the teacher the opportunity to diagnose why and how the learner struggled. This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards.

Differentiation strategies:

These lesson plans take the approach that the learning intentions are not what should be differentiated. It remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with reading the responsibilities, for example, they can meet the intention by working through the sheet with the teachers’ or teaching assistant’s help. Alternatively, drawing may be an effective way for some learners to represent their ‘Path.’

Activity Review

7. Conclusion:

What did they learn?

Using the information from the Introduction, review the Big Idea, the key concepts of goals, and the learning intention.

Exit Ticket

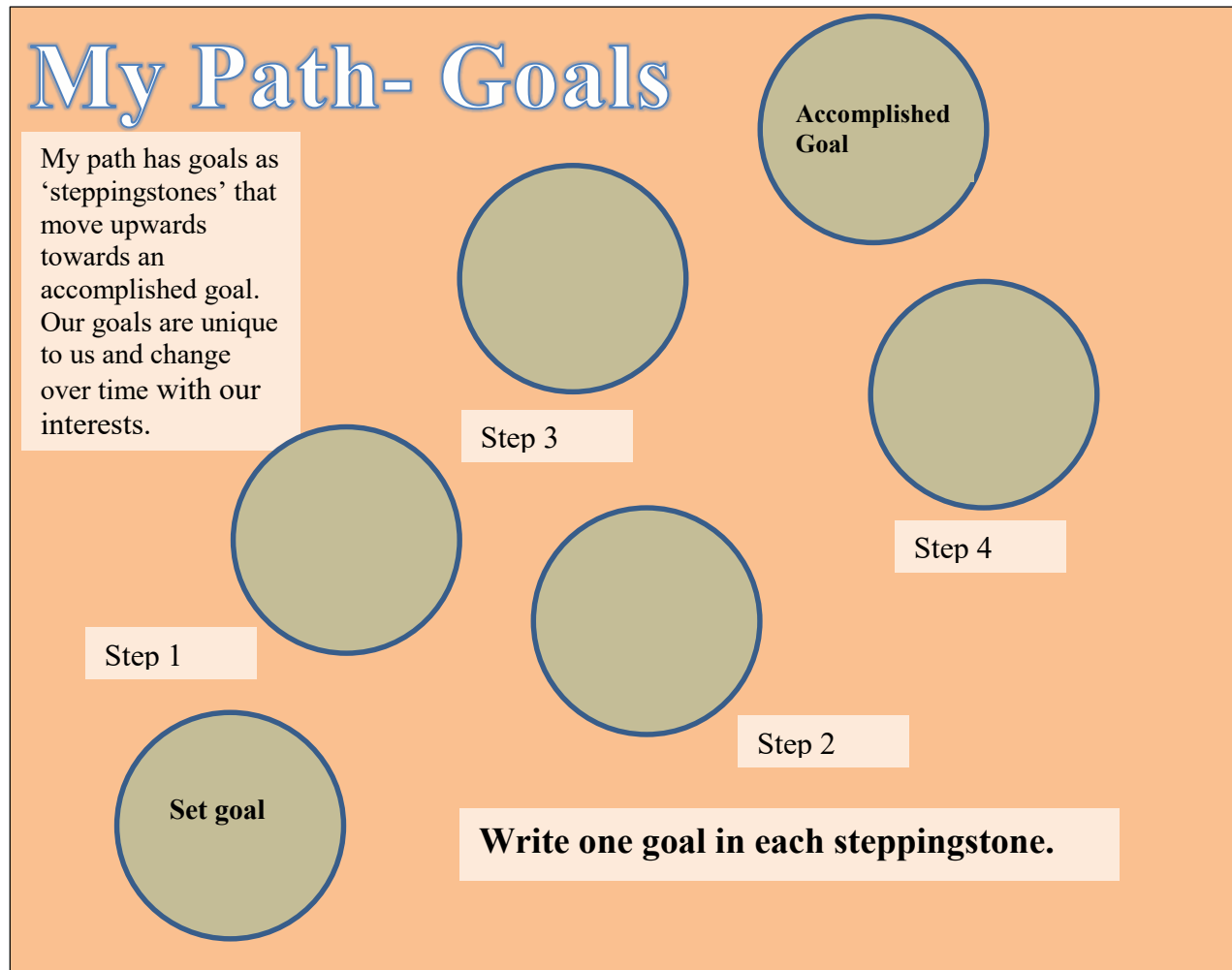
8. Checking their understanding:

Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

My Path Activity Sheet



Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Intention:

What did you achieve?	Not yet	With help	I did it
I included at least 3 goals for my path.			
I include both short-term and long-term goals.			

Learning Intention: Did I meet the intention?

Yes / Not yet

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Pick one goal.

What one thing could you do this week to get closer to that goal?

Exit Ticket

Instructions: Pick one goal.

What one thing could you do this week to get closer to that goal?

Exit Ticket

Instructions: Pick one goal.

What one thing could you do this week to get closer to that goal?

Pathways Lesson #19—Transitions

FOCUS QUESTION: CAN I IDENTIFY WHEN I HAVE EXPERIENCED A TRANSITION?

*** Lesson Purpose**

Learners reflect on what transitions look and feel like in their everyday lives.

*** Understand (Big Idea)**

Learning involves reflecting on one's goals and thinking about how the learner feels about finishing a task or step in their path. In Nuuchahnulth culture transitions are not based on expectations, they are based on the feeling of satisfaction with oneself. Understanding what satisfaction for yourself feels like helps you to know when to know when you are experiencing a transition.

*** Know (Key Concept)**

An important part of exploring your identity is understanding your goals and transitions. As you learn, you practice one step until you are then ready for the next. This is a transition point in your life.

*** Pathways Connections**

- Character Education
- Celebrating Language & Culture
- Communication
- Collaboration
- Critical Thinking
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity

*** Do (Learning Intention)**

I can identify when I have experienced a transition.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning Intention posted in classroom
- ◇ Exploring My Transitions Activity
- ◇ Sample Rubric
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction:

What will they understand, know, do?
Explain to learners: this activity is about learning to know when you are experiencing a transition.

Can you identify when you feel you have experienced a Transition? This is our focus question.

Learning involves reflecting on your goals. Learning also involves practicing steps until you feel you are ready to move onto the next step. This is Big Idea of our lesson.

During this lesson, your learning Intention is: I can identify when I have experienced a transition.

2. Pre-Assessment Activity: Where are they at?

With the learner acting as speaker and recorder, use the ‘check-in’ method by having learners pair off and sit together for 10 minutes (depending on your students).

Provide learners with the Exploring My Transitions Activity Thinking Page. Then ask the learners “Please discuss the answers to fill in the blanks on the sheet,” and allow them 5 Minutes each to take turns discussing with one another. Provide learners with an example of what to discuss. For Example, “Last summer I wanted to learn how to play basketball. I practiced all summer. I feel like I am ready to play basketball with other people now.

A Check-In (in pairs):

A Check-in (in pairs) is a collaborative way to get learners to practice discussion skills and to have them share their ideas with each other.

Sitting in a pair and discussing one main topic with each other is a safer way to discuss their experience with transitions with each other.

Be sure to remind learners that they need to record their goals in their workbook.

Exploring the Concept

3. Defining the Terms

What is a transition? Why is it important to learn? Explain to learners that a transition is when you move from one step to the next. For example, you set a goal to become a Fishing Guide, as you enjoy fishing. One step you set in your path was to take Small Vessel Operating Permit. You studied for the course and passed the test. You feel like you are satisfied with completing the task and are ready for the next step in your path. This is a transition.

You experience a transition when you feel you have practiced the steps to achieve your goal and you know you are ready for the next step.

Community Approach

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous learners to feel valued and welcomed and for all learners to recognize the important role of Indigenous Education.

Each school has a Nuu-chah-nulth Education Worker (NEW). Your school's NEW can help identify elders and other community members who you can invite to your classroom.

There are many ways to include a visitor in this lesson. One way is to invite an elder in before the lesson to share their understanding of transitions.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the Intention?

How will they know they've achieved the Intention? On a sheet of flipboard paper or on the Smartboard, model for the learners how to identify transitions in their life by reviewing the Exploring my Transitions Activity sheets.

When you are finished, demonstrate a self-assessment of your work by filling out a rubric and sharing it with the class.

If the teacher is comfortable sharing aspects of their own transitions, it is helpful for the teacher to demonstrate this using Think-Aloud. If you are unfamiliar with a Think-Aloud, see the box below.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you work through your own Exploring My Transitions Activity, model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work."

Putting It into Practice

5. Individual Work: Can they do it with or without support?

Learners now work on their Exploring My Transitions Activity individually. If the teacher demonstrated with a Think-Aloud, encourage learners to get ideas from that.

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the learners. If there is time and opportunity, quickly review the rubric with each learner particularly those learners who assessed themselves with any “Not Yet.” Ask each learner the Big Three:

1. How are we learning?
2. How did it go?
3. What’s next?

If a learner hit the learning Intention, then do not ask the third question. The answer to the first question should be the learning Intention. The second question gives the teacher the opportunity to diagnose why and how the learner struggled. This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards.

Differentiation Strategies

These lesson plans take the approach that the learning Intentions are not what should be differentiated. The learning Intention remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with reading the questionnaire, for example, they can hit the learning Intention by working through the sheet with the teachers’ or teaching assistant’s help.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, and the key concept of transitions.

Note About Growth Mindset

Point out to learners the use of “Not Yet” on the rubric. This is an important phase that encourages a growth mindset. A growth mindset refers to how we face challenges and setbacks. Children with a growth mindset believe their abilities can improve over time with practice. Children with a fixed mindset think their abilities are a set trait that can’t change, no matter how hard they try. Instead of saying “I can’t,” growth mindset says, “I can’t YET.”

Lesson Resources

Exploring My Transitions Activity

1. Write one goal on your path.

2. Write the activities you have practiced and completed towards your goal.

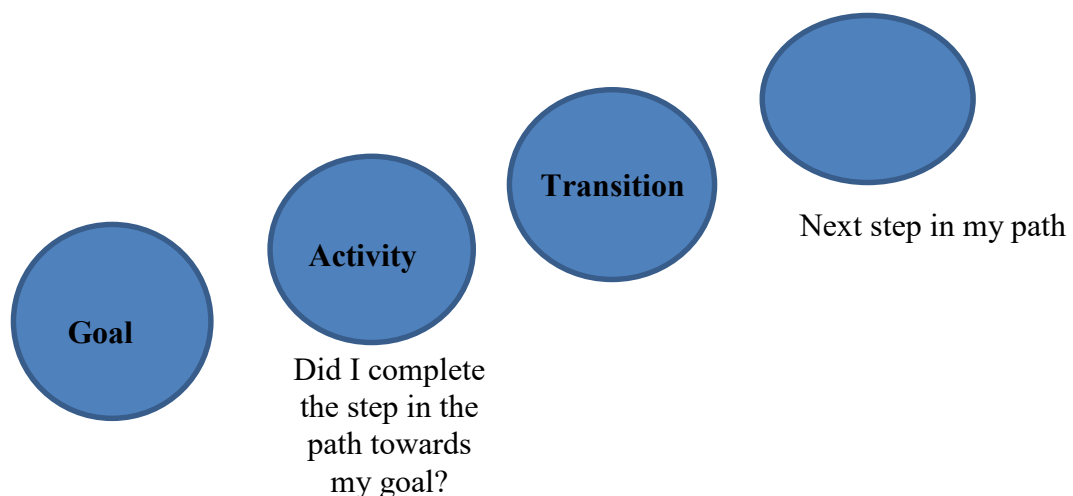
3. Do you feel satisfied with the activities and feel like you have completed them and are ready to move on to the next step in your path?

YES OR NO

If Yes, you are experiencing a **transition**.

If No, it means you are Not yet experiencing a transition. Make a plan to keep practicing the step.

4. If you experienced a transition what is the next step in your learning path?



Lesson Resources

Sample Rubric

Name: _____ **Date:** _____

Learning Intention:

What did you achieve?	Not yet	With help	I did it
I reflected on a goal and decided if I felt ready to move on to the next step in my path.			
I can identify when I have experienced a transition.			
I can identify how I feel when I complete a step in my learning path towards a goal.			

Learning Intention: Did you meet the learning intention? Yes / Not yet

Lesson Resources

Self-Assessment

I can reflect on a goal and decided if I felt ready to move on to the next step in my path.

Not yet



Almost



A little bit



Got 1-2



I did it



I can reflect on a goal and decided if I felt ready to move on to the next step in my path.

Not yet



Almost



A little bit



Got 1-2



I did it



I can reflect on a goal and decided if I felt ready to move on to the next step in my path.

Not yet



Almost



A little bit



Got 1-2



I did it



Pathways Lesson #20—My Career Path

FOCUS QUESTION: WHAT TYPE OF CAREER DO I WANT TO DO WHEN I GROW UP?

** Purpose*

Learners explore what type of career they hope to do when they grow up.

** Understand (Big Idea)*

Learning involves thinking about what interests you have and what types of careers match your interests.

** Know (Key Concept)*

Identifying your career options is an important part of career exploration. Your career choice is unique to you, and it is something you decide on. You can begin to work towards that career while you are in school, by creating a career path.

** Pathways Connections*

- Character Education
- Collaboration
- Creative Thinking
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity

** Do (Learning Intention)*

I can identify my career path.

Lesson Materials

- ◇ Learner Workbooks
- ◇ Learning intention posted in classroom
- ◇ Career exploration Activity
- ◇ Likert Scales
- ◇ Exit tickets.

LEARNING SEQUENCE

Activity Description

1. Introduction

What will they understand, know, do?
Explain to learners: this activity is about the reflecting on their interests that help them choose a future career. For example, you are interested in science. There are many careers available in communities, for example: office manager, fisheries guardian, forestry (culturally modified trees), daycare worker, cultural worker (N.E.W.), language teacher, nurse, speaker, storyteller, knowledge keeper, teacher, artist/carver, song and dance.

What type of career do you want to do when you grow up? This is our focus question.

Learning involves exploring your interests and your career path. When considering career options, it is important to connect possible career choices with your interests. Having a career when you are older is a long-term goal. Learning about career options that interest me, is Big Idea of our lesson. The Big Idea for our lesson is: A Career Path is a big part of your personal identity, and it helps you make choices of actions you need to achieve your goal.

During this lesson, your learning target is: I can identify my career path.

2. Pre-Assessment Activity: Where are they at?

Hand out the My Career Path worksheets, one per learner. Read the instructions to the class.

Learners will work in pairs for 20 minutes to discuss their ideas on career options. They will take turns changing after 10 minutes. They will record their answers in their workbook. Explain to learners that it is helpful to break down a long-term career goal into two or three short-term actions.

For example, if your goal is to become a Paramedic, what are some short-term things you could do to get yourself closer to your dream? (e.g. You can work on courses you will need to graduate from high school, when you are old enough you can take First Aide training, when you are old enough you can take First Responder training).

Collect the learner worksheets at the end of class.

Exploring the Concept

3. Defining the Terms

What is an interest? Explain to learners that an interest is something that you enjoy doing. For example, you enjoy helping to take care of your grandmother.

What is a career? Explain to learners that a career is a job that they do for long periods of their life and the job can change and progress. For example, a having First Aid training can lead to becoming a Paramedic. Food Safe can lead to becoming a professional cook.

What is my career path? Explain to learners that exploring a career path is an important part of life, as they choose a job, they feel they want to do when they are older. It is a career that is unique to them.

This lesson does not have to be done after the My Path lesson. However, if it is completed afterwards the learner can use their My Path to help identify their career ideas.

Preparing for the Thinking Page

4. Review Expectations: How will they have achieved the learning intention?

Review the My Career path activity with the class. Instruct learners to write the answer in the space provided for each question.

If the teacher is comfortable sharing aspects of their own life, it is helpful for the teacher to demonstrate filling out the activity sheet using a Think-Aloud. If you are unfamiliar with a Think-Aloud, see the box below.

TIP: Invite a community worker in to speak to your class or do a field trip to the community.

Think-Aloud

If we want learners to learn to work through their own thinking, we need to show them what that looks like. As you work through your My Career Path activity sheet model your thinking voice aloud. Introduce that this is what you're going to be doing. i.e., "This part is going to be easy for you, because you just have to sit and watch me do the work."

Putting It into Practice

5. Individual Work: Can they do it with or without support?

Learners now work on their My Career Path activity sheet individually. If the teacher demonstrated with a Think-Aloud, encourage learners to get ideas from that, especially the idea of identifying their interests first.

6. Self-Assessment Activity: How do they think they did?

Collect the completed rubrics from the learners. If there is time an opportunity, quickly review the rubric with each learner, particularly those learners who assessed themselves with any “Not Yet.” Ask each learner the Big Three:

1. How are we learning?
2. How did it go?
3. What’s next?

If a learner hit the learning intention, then do not ask the third question. The answer to the first question should be the learning intention. The second question gives the teacher the opportunity to diagnose why and how the learner struggled. This will inform the teacher and the learner the answer to the third question. The answer to the third question should include a learning goal the learner will work towards.

Differentiation Strategies

These lesson plans take the approach that the learning intentions are not what should be differentiated. The learning intention remains the same for all learners regardless of age and ability. What is to be differentiated are the outcomes. If a learner has difficulty with reading the questionnaire, for example, they can hit the learning intention by working through the sheet with the teachers’ or teaching assistant’s help. Part of the differentiation inherent in this activity is that it is socio emotional.

Activity Review

7. Conclusion: What did they learn?

Using the information from the Introduction, review the Big Idea, and the key concept of exploring their career path.

Exit Ticket

8. Checking Their Understanding: Did they get the big idea and key concept?

Using the exit ticket provided in the Lesson Resources, have learners check their understanding. If they’ve never used exit tickets before, explain that it is their ticket out the door. Depending on the learners, the teacher may choose to read aloud the statements on the ticket.

Lesson Resources

My Career Path- Questionnaire

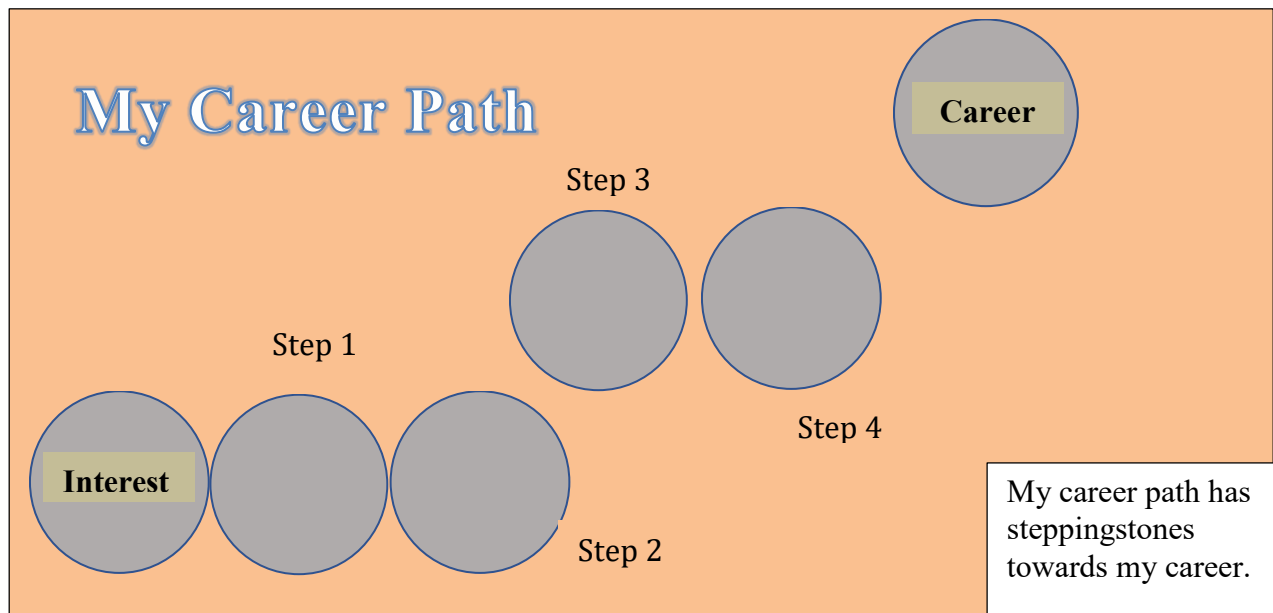
1. Name one of your interests:

2. What type of career do you want when you grow up?

3. Do you know someone who has this type of job?

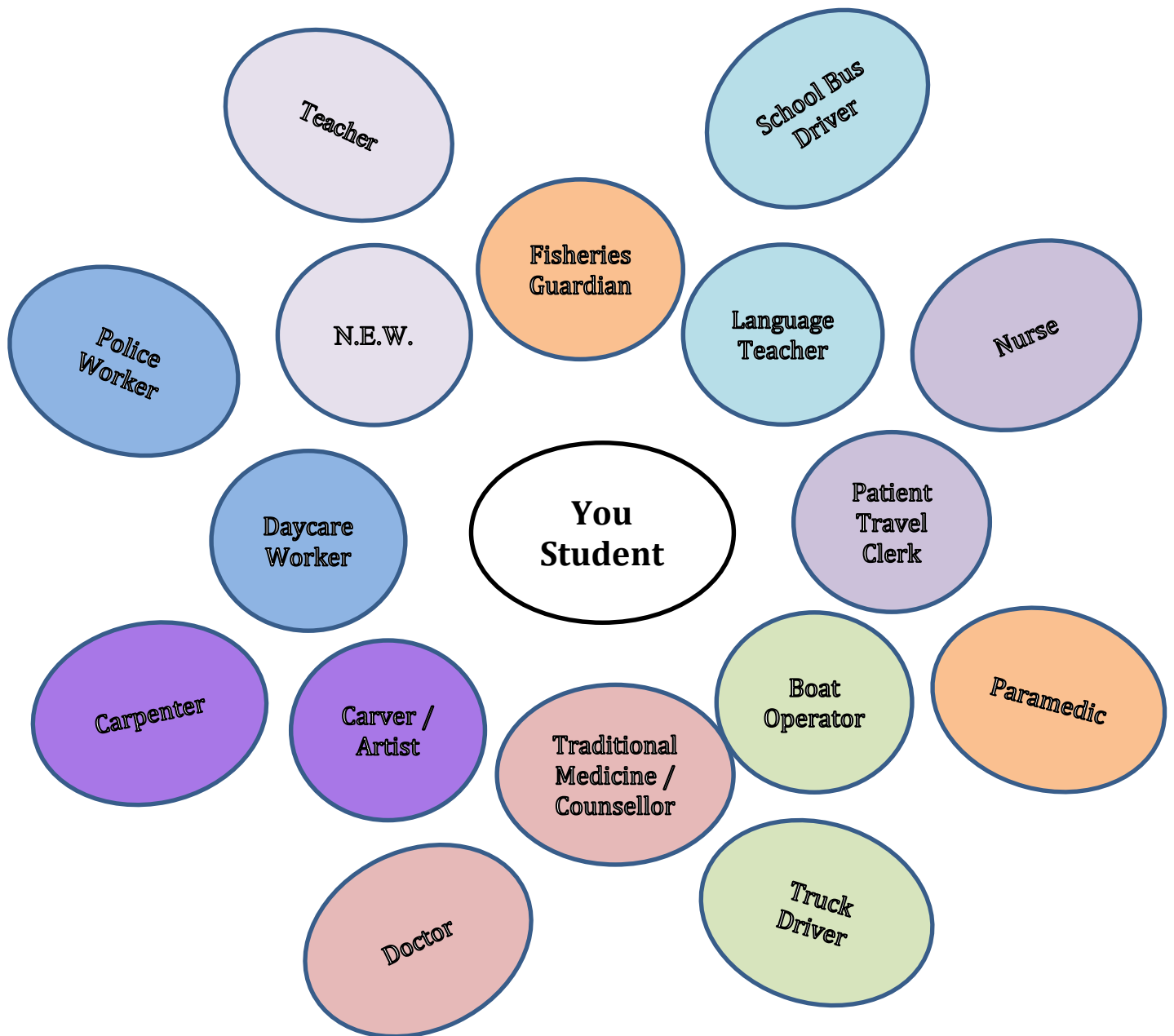
4. What steps do you need to take to have the career you want?

My Career Path:



Lesson Resources

Career Exploration—Career Ideas



Lesson Resources

Sample Rubric






Name: _____ **Date:** _____






Learning Intention:






What did you achieve?	Not yet	With help	I did it
I identified a career I want to do when I am older.			
I include both short-term and long-term goals.			

Learning Intention: Did you hit the learning intention? Yes / Not yet

Lesson Resources
Self-Assessment

I can identify my career path.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

I can identify my career path.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

I can identify my career path.				
Not yet	Almost	A little bit	Got 1-2	I did it
				

Lesson Resources

Exit Ticket

Exit Ticket

Instructions: Write what your career goal is.

The career goal I choose is:

Exit Ticket

Instructions: Write what your career goal is.

The career goal I choose is:

Exit Ticket

Instructions: Write what your career goal is.

The career goal I choose is:

Part 3—Program Assessment

Assessment is an important component of the Pathways Program and is critical to ensuring that the program delivery continues to meet the needs of the students and teachers. The following sample surveys are provided for your convenience. Please feel free to alter these or create your own.

While exit tickets are provided with the lessons to assess for lesson-specific understanding, the following student survey may be used at the beginning of the program and periodically throughout to assess the overall effectiveness of the program in positively influencing students in the four Focus Areas.

The teacher survey is intended to be completed after the completion of the Pathways Program. It will allow teachers to provide input on how much proficiency with the Core Competencies students have demonstrated during the Pathways Program. The community survey is also intended to be completed after the completion of the Pathways Program. It allows members of the community to provide input on the positive effects the Pathways Program may have had on youth in the community.

Pathways Program Student Survey

Please circle the number that represents how much you agree or disagree with the following statements.

I feel connected to my community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I know how I can contribute to my community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I feel connected to my culture.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I feel connected to the land.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I can understand and speak in my traditional language.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I am comfortable at school and contribute to the school community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I can identify at least two adults who believe that I will be successful.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I know what I need to feel safe and to be healthy.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I understand my responsibilities at school and in the community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

I understand my role in my family, community, and culture.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

Pathways Program Teacher Survey

Please circle the number that best answers the following questions.

How many of your students demonstrated effective communication skills while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated effective collaboration skills while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated effective critical/reflective thinking skills while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated effective creative thinking skills while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated understanding about personal awareness and responsibility while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated understanding about their positive personal awareness and cultural identity while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

How many of your students demonstrated understanding about their social awareness and responsibility while participating in the Pathways Program?				
1 None of my students	2 Some of my students	3 About half of my students	4 Most of my students	5 All of my students

Pathways Program Community Member Survey

We would like to know if you have noticed any positive changes among the youth who have completed the Pathways Program. Please circle the number that represents how much you agree or disagree with the following statements.

There has been an increase in youth involvement in the community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

There has been an increase in youth interest and/or participation in their culture and language.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

Youth feel more connected with their school community.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

Youth are more connected to the land.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

Youth are making healthier choices.				
1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree

Part 4—Pathways Resources

hiišuu maatmaas (Community Approach)

It is important to involve community members in all aspects of education. A strong and active Indigenous presence is needed for Indigenous students to feel valued and welcomed and for all students to recognize the important role of Indigenous Knowledge.

Each school employs a Nuu-chah-nulth Education Worker (NEW). The NEW can assist you with arranging for a number of community members and Knowledge Keepers to come to the school to support the Pathways lesson plans.

When referencing Indigenous content, give learners a chance to work with locally developed resources (including Knowledge Keepers) wherever possible.

*--Aboriginal Worldviews and Perspectives in
the Classroom*

ʔiihʔiih ʔuutuʔ q^waaqin tiič ʔuhʔiiš ciciqkqin (Culture and Language)

Speaking the language and understanding the knowledge and practices of the Nuuchahnulth and other Indigenous people is critical to students knowing who they are and where they come from. Nurturing these understandings will support our students in their academic pursuits.

Utilizing the hiišuu maatmaas (Community Approach), outlined above, provides a unique opportunity to invite in a local Nuuchahnulth language speaker to assist with incorporating language into any lesson plan, not only Pathways lesson plans.

“So much of worldview is carried in language. Still, there are many commonalities among the worldviews of First Peoples, such as an emphasis on family and relationships and a broader sense of relationship that includes one’s relationship to land, self, the natural world”

--Aboriginal Worldviews and Perspectives in the Classroom

Language resources available online:

[Alphabet Tutorial - http://kwistuup.net/alphabet/index.html](http://kwistuup.net/alphabet/index.html)

[Alphabet and Vocabulary -http://www.nuuchahnulth.org/language/alpha/alpha-1](http://www.nuuchahnulth.org/language/alpha/alpha-1) –
[First Voices - http://www.firstvoices.com/en/Nuu-chah-nulth](http://www.firstvoices.com/en/Nuu-chah-nulth)

[Northern NCN – Books and notes - http://kwistuup.net/n/n/index.html](http://kwistuup.net/n/n/index.html)

[Nuu-chah-nulth Tribal Council Videos - http://www.nuuchahnulth.org/video](http://www.nuuchahnulth.org/video)

[NCN Language Resources - http://kwistuup.net/waw/lc.html](http://kwistuup.net/waw/lc.html)

Our World- Our Ways -T’aataaqsa Cultural Dictionary:

http://www.hesquiahtlanguage.org/uploads/6/8/7/0/6870919/taataaqsa_1991_ocr.pdf

[Sources on the value of Indigenous Languages - http://kwistuup.net/ /sources.html](http://kwistuup.net/sources.html)

čaamaapi ʔahʔaaʔa wiikšhin ʔiisuwiłminhukqin (Safe and Healthy Schools)

Safe and healthy schools exist when students, parents, community members and school staff express a sense of ownership and pride for the shared and vibrant Indigenous cultures which are evident in the life of the school and community.

Utilizing the hiišuu maatmaas (Community Approach), outlined above, provides a unique opportunity to incorporate place-based learning into your practice.

For further support, consult your school administrator, NEW, or the NTC Cultural Development Supervisor.

Developing a sense of ownership and pride in community can be done by “engaging with the land, Nature, the Outdoors. Look for opportunities to get students interested and engaged in the natural world. Plan and organize to take instruction and learning outdoors where possible”

--Aboriginal Worldviews and Perspectives in the Classroom

haah̓uupčúwítas (Character Education)

The teaching and mentoring of students with respect to character education is an essential component of the formal and informal interactions within and outside a school, community, or group. Character education teachings help students become strong individuals and responsible citizens.

Nuu-chah-nulth voices online:

[Role of Women – Mamie Charleson - http://www.nuuchahnulth.org/video-player/19](http://www.nuuchahnulth.org/video-player/19)

[Role of Women – Josephine George - http://www.nuuchahnulth.org/video-player/18](http://www.nuuchahnulth.org/video-player/18)

[Spirituality – Stanley Sam - http://www.nuuchahnulth.org/video-player/20](http://www.nuuchahnulth.org/video-player/20)

[Spirituality – Hudson Webster - http://www.nuuchahnulth.org/video-player/22](http://www.nuuchahnulth.org/video-player/22)

[Resilience and Renewal – Wilfred Andrew - http://www.nuuchahnulth.org/video-player/26](http://www.nuuchahnulth.org/video-player/26)

[Sacred Teachings – Violet Johnson - http://www.nuuchahnulth.org/video-player/18](http://www.nuuchahnulth.org/video-player/18)

[Access to all NTC Videos - http://www.nuuchahnulth.org/video](http://www.nuuchahnulth.org/video)

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