



**PHILOSOPHY/GOALS**

This course is designed to build on the strengths and learning experience of Native Education I. The student will complete assignments that demonstrate ability to apply the knowledge gained in the previous semester, as well as master skills in leadership, teamwork, and group participation.

**STUDENT PERFORMANCE OBJECTIVES/OUTCOMES**

Upon successful completion of this course, the student will be able to:

1. Participate and demonstrate cooperation in selected Sault College life activities.
2. Show leadership and participation skills in the holistic approach to education.
3. Discover, identify, and use his/her abilities and talents as a student in a community college.
4. Recognize and appreciate his/her potential as a student in a community college.

**TOPICS TO BE COVERED**

1. Leadership in education and community.
2. Occupation options.
3. Conversational Ojibway language.
4. Creative style.
5. Personal awareness.

**LEARNING ACTIVITIES/RESOURCES**

1. Leadership in education and community.

Learning Activities:

Listen to instructor's presentation on the importance of having an education.

Listen to instructor's presentation about a brief history of education.

Participate in group work to outline the historical changes in education and present work to class.

Participate in viewing a video (instructor's choice).

Participate in class discussions regarding the need for lifelong learning in today's society.

Participate in discussions about how Native people can show leadership in education today.

Listen to presentations of guest speakers whose successes were made possible through education.

Listen to instructor's presentation about the various groups involved in providing and facilitating access to education.

Participate in discussion of these groups.

Listen to instructor's presentation about the "Community Event" project that is part of the assignments for this course. Brainstorm for different events that can be planned, organized, and carried out before the end of the semester. Participate in discussion of suggestions, time, necessities, etc. Participate in selecting persons to help in different groups to ensure success of the project.

Resources:

Handouts, pen, large newsprint, markers, videos.

2. Occupation options.

Learning Activities:

Listen to instructor's presentation about the various college programs that prepare students for different occupations. Listen to instructor's presentation about the differences between college and university. Participate in discussion and evaluation of the different programs offered by each of these institutions. Participate in discussions of these programs. Participate in discussion of individual educational goals. Participate in examination of the various textbooks used by the college in specific areas (e.g. nursing, welding, psychology, etc.) Complete textbook analysis questionnaire. Listen to instructor's presentation regarding main areas of interest selected by the students. Participate in a tour arranged by the instructor of at least two of the schools. Participate in discussion about the tours and list findings. Present findings to rest of class. Listen to presentations of guest speakers who represent different occupations (discretion of instructor). Participate in a field trip to an occupational area of interest. Participate in a group discussion of the field trip. Participate in a "Self-directed Search" of several schools in the college that they are interested in and do an interview with the main person. Present findings to the rest of the class.

Resources:

Textbooks used by several other schools in the college. Self-directed search forms, pen, handouts, large newsprint, markers, vehicles for field trip.

3. Conversational Ojibway language.

Learning Activities:

Listen to presentation of guest who is an Ojibway language instructor.

Participate in the Ojibway lesson as much as possible.

Participate in an activity as directed by the language instructor.

Participate in a discussion of the benefits of learning the Ojibway language.

Resources:

Notebook, pen.

Other resources as requested by the language instructor.

4. Creative style.

Learning Activities:

Listen to presentation by the instructor about the varied talents and abilities of each person.

Participate in discussions of ways that people express themselves.

Participate in group activity that brainstorms the many and varied styles that people in the same group (e.g. music) use to express themselves.

Present results of brainstorming to rest of the class.

Listen to presentation of guest speakers.

Discuss the visits.

Have members of the class present their talent to the class if they are willing, as a celebration of talents.

Resources:

Large newsprint, markers, guests, pictures, stories, songs, etc.

5. Personal Awareness

Learning Activities:

Stress:

Listen to presentation of instructor about the dangers of too much stress and why people must learn to handle it.

Participate in a discussion of the signs and causes of stress and its effects on a person's health and mind.

Brainstorm simple ways that individuals can deal with everyday stress successfully.

Listen to relaxation tape and use the imagination to "escape" the present.

Participate in a discussion of the feelings and mind pictures that may have helped one to "escape".

Participate in making a journal entry about the experience and share it with the class (if willing).

**Journal:**

Listen to presentation of instructor about the benefits of keeping a daily journal of personal growth.  
Participate in a discussion of the differences between a journal and a diary.  
Participate in writing of entries using own topics on self-awareness and on topics suggested by the instructor.  
Brainstorm (occasionally) about topic for the day.

**Communication**

Listen to presentation by the instructor about the various ways that people communicate.  
Participate in activities that involve ways of communicating to sharpen observations of different ways that people communicate.

**Self Portrait**

Listen to presentation by instructor about planning and organizing a self-portrait of themselves.  
Participate in a discussion that will clarify what each person wishes to put into this portrait. Stress that no one has to put in anything that he/she doesn't wish to.  
Listen to instructor's suggestions for the portrait which may be done as a **collage** (this must be fully explained), or it may be done as a journal entry.

Resources:

Relaxation tape, cassette player, notebook or notepaper for journal, pen, large bristol board, old magazines, newspapers, glue, scissors, etc.

**EVALUATION METHODS**

A final mark will be derived from the following:

1. Student life assignments:
    - (a) Attend a SAC meeting and report
    - (b) Small newsletter
    - (c) Others (to be discussed) 25%
  2. Personal Inventory Assignment
    - (a) Journal
    - (b) Self Portrait
    - (c) (Others, as indicated) 25%
  3. Community Event i.e. fundraising, environmental concerns, cultural concerns, etc. 30%
  4. Attendance and Participation 20%
- TOTAL** 100%

**COLLEGE EVALUATION SYSTEM**

90%	-	100%	A
80%	-	89%	A
70%	-	79%	B
60%	-	69%	C
Less than 60'			R (Repeat of the course)

**SPECIAL NOTES**

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

\*\*\*\*ALL students are expected to attend all classes.

\*\*\*\*ALL tests and exams must be done on the date specified.

\*\*\*\*Tests & exams cannot be re-written in order to obtain a higher grade.

\*\*\*\*It is the student's responsibility to notify the instructor if he/she must be absent when a test or exam has been scheduled. The reason must be a serious one and proof may be required to validate absence.