

9. Aboriginal Role Models

(Career and Personal Planning 10; also appropriate for Social Studies 4-7 and 9-10, Visual Arts 4-9, Dance 8 and 9, English Language Arts 8 and 9, Information Technology 8-10, Career and Personal Planning 8 and 9, Physical Education 8-10, and Music 8 and 9)

SHARED LEARNINGS

- **The lives and experiences of many Aboriginal role models in various careers are positive examples for others.**
- **The lives and experience of contemporary Aboriginal leaders are positive examples for others.**

PRESCRIBED LEARNING OUTCOME

It is expected that students will:

- encourage respect for others
- identify and evaluate factors that influence the family's role in developing moral and behavioural standards
- research career opportunities in local, regional, and global workplaces

PURPOSE

- to have students research and write about the lives and experiences of Aboriginal role models in various careers and fields
- to offer opportunities for students to gain an understanding of the accomplishments of Aboriginal peoples.

SUGGESTED TIME FRAME

- one to two hours

APPROACH

Part One

1. Lead the class in a brainstorming session about what a good role model is.
2. Provide a list of suggested role models, or have students do research to come up with a list of individuals from which to choose.
3. Have students research and write short biographies of two Aboriginal role models, making sure to pick contemporary and historical role models who are recognized nationally and provincially.

4. Have students refer to the following questions in creating their presentation/report:
 - To what Nation does the role model belong?
 - What experiences did he or she have growing up?
 - How did this individual make her or his career choice?
 - What made him or her successful (e.g., family, friends, personal initiative)?
 - What are the role model's accomplishments and successes?
 - Is the individual's cultural background important to him or her? If so, how does the role model demonstrate this importance?
 - Why did you choose this person to research?

Part Two

After completing the first two biographies, students pick two role models from the local community or their personal life to research or interview. Have them complete the Part One activities for the two new role models.

Part Three

Have students present their four role models to the class, addressing the set of questions in Part One for each.

ASSESSMENT

- In a follow-up class discussion, look for evidence of students' understanding of factors (e.g., family encouragement, education and/or training) and behaviours (e.g., practice, responsibility to self and others, persistence) that can lead to accomplishing their life goals.
- Look for evidence of increased student awareness of career opportunities in the local area.
- Evaluate clarity and completeness of students' written work.
- Evaluate the student presentations with a checklist.