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Kativik Ilisarniliriniq

# Career and Community Development

## Teacher's Guide

ENTREPRENEURSHIP FOR COMMUNITY DEVELOPMENT,  
SOCIAL INNOVATION, AND CAREER PATHWAYS

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# Dear Teacher,

Welcome to the Career and Community Development (CCD) Course: *Entrepreneurship for Community Development, Social Innovation, and Career Pathways*. We are thrilled to embark on this exciting journey with you. We hope, by working together, we can awaken the immense potential of young Nunavimmiut to harness their collective skills, values and interests to create thriving communities across the region.

We believe in the power of **collective action – working together for the common good**. The many challenges we face in our communities today – climate change, homelessness, loss of culture, food insecurity, lack of housing, mental health and substance abuse issues – are complex, systemic and pose a threat to the current and future wellbeing of our communities. It is not a single individual, organization or institution that will solve our problems. We believe that for real change to happen, it takes all of us – innovators, educators, problem solvers, changemakers and entrepreneurs – to work together.

We have a vision of **empowered youth** who will become Nunavik's next generation of community leaders. This course is designed to equip students across Nunavik with the knowledge, skills and competencies needed **to contribute to their communities in real, meaningful ways**. Our mission is to give youth in Nunavik an opportunity to find purpose in building entrepreneurial projects that catalyze their own vision for the future - in line with their passions, community and culture.

This course will be different from other courses you may have taught in the past. Your role will be to work **in partnership** with our team and your community to create an enabling space for students to experiment, create, innovate and grow their entrepreneurial skills. The Inspire Nunavik team will work closely with you and your community in delivering this course by providing you with ongoing support, training, connections and resources to optimize the success of the course.

We hope to mobilize hundreds of youth from across all 14 communities in Nunavik to create entrepreneurial projects that positively impact their communities. We are thrilled to pilot this new program with you.

Sincerely,

*Inspire Nunavik Team*

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# A. About Us

## Inspire Nunavut

**Inspire Nunavut** was created to empower young people living in Nunavut's remote communities to become the change they wished to see in their communities. Nunavut's population is young and fast-growing, with over half of the population under the age of 30. Communities face many challenges, including high unemployment, school dropout rates and cost of living, as well as limited access to health resources and poor internet infrastructure. While the Nunavut's youth are passionate about helping their communities solve these challenges, most don't know where to start and lack the skills, resources and knowledge necessary to realize their entrepreneurial potential.

Inspire Nunavut's mission is to enable these youth to create local entrepreneurial opportunities that address the many challenges in their communities. Using human-centred design, we have co-created with youth an innovative, customized process that enables them to create new entrepreneurial opportunities in their communities. We deliver our training through the practical experience of starting and running a business within six months.

Through our program, youth learn the ins and out of entrepreneurship and the fundamentals of running a business in their community. Our curriculum integrates Inuit culture and values and is tailored to the socio-cultural and economic dimensions of their community. Participants receive help from instructors, a personal mentor, a local coordinator and community organizations. By the end of the program, participants either continue to run the social enterprise they created through the program, find employment or go back to school. Our program has been operational in seven communities across all three regions in Nunavut, creating some of the first grassroots entrepreneurship ecosystems in the territory.

# Inspire Nunavik

**Inspire Nunavik** is partnering with Kativik Ilisarniliriniq to create a new, innovative solution for Nunavik through the development of a three-year Career and Community Development course, which is designed to support young Nunavimmiut. The goal of the course is to instill a sense of purpose and support students with the resources and tools they need to build entrepreneurial projects that catalyze their vision of the future. The course is designed to guide students towards their purpose by helping them connect with their individual aspirations, understand challenges, identify and create opportunity, and develop entrepreneurial skills that will help them achieve their goals.

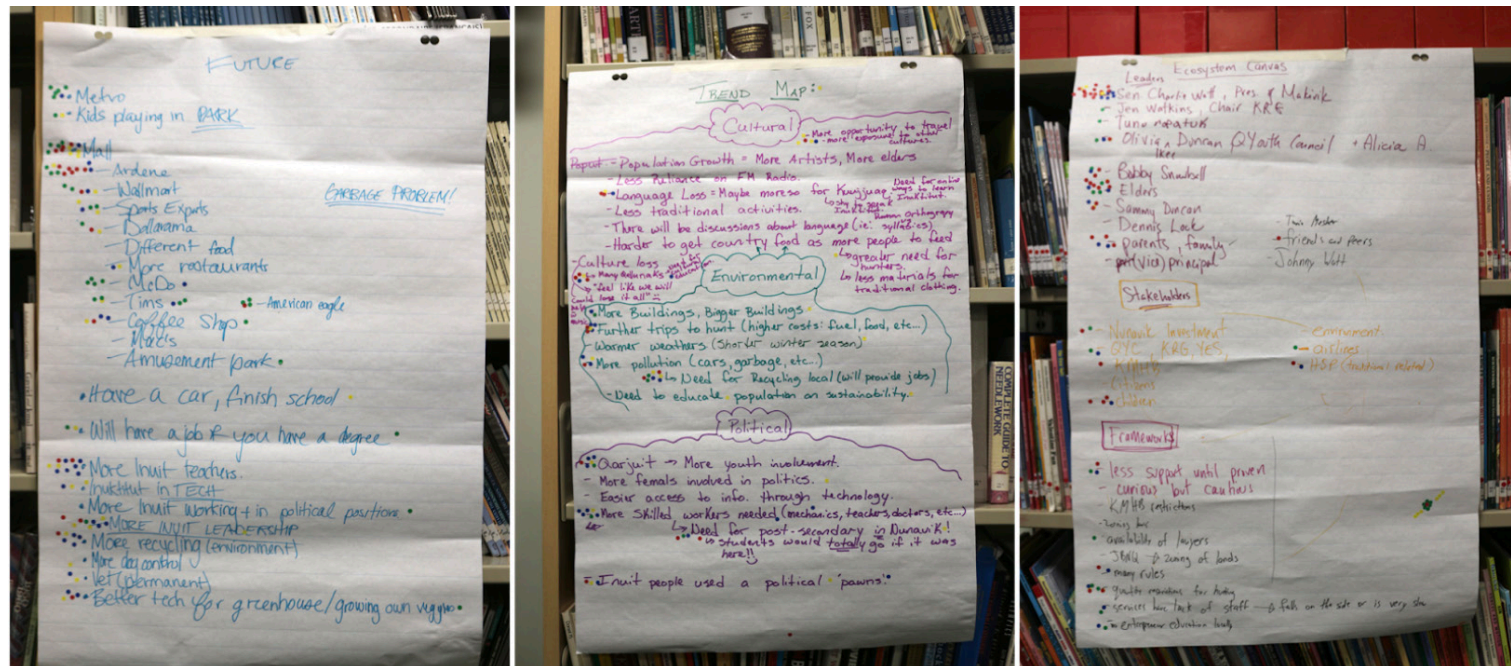
Before creating this course, the Inspire Nunavik team set out on a learning expedition, travelling to Kangiqsualujuaq, Kuujuaq, Salluit and Ivujivik, to co-create the initial design of the course. During our trip, we took the time to better understand the current entrepreneurial ecosystem in Nunavik communities: the resources, supports and opportunities that exist to enable entrepreneurs. We also sought to better understand people's entrepreneurial journeys, their perceptions of entrepreneurship and the ways they believe it can be supported in the community in the long-term.

We spent time with students, school principals, teachers, artists, Elders, community leaders and entrepreneurs. We had many conversations, held student workshops and conducted Social Labs, where we invited students, teachers and community members to participate in a half- to full-day workshop exploring entrepreneurial ecosystems in Nunavik<sup>1</sup>.



<sup>1</sup> **Social labs** is a collective process based on listening, empathy, emergence, humility and sharing of perspectives and experiences





Some of our key findings included:

- ➔ Students look up to people who have a wealth of cultural knowledge, traditional skills and who help others;
- ➔ Students long to connect with their Elders;
- ➔ Intergenerational learning is integral;
- ➔ There is a disconnect between the workforce and traditional careers. Students lack a sense of purpose and struggle with finding where they fit in;
- ➔ Youth must cultivate and strengthen their ability to question the status quo and seek to achieve an in-depth understanding of their community and its challenges;
- ➔ There is a lack of basic tools, knowledge and infrastructure to support entrepreneurial development;
- ➔ Content needs to be rooted in Inuit culture and relevant to the context of remote Arctic communities;
- ➔ Exploring social issues can be overwhelming to students. Seeing where they fit in and where they can contribute is key to addressing this;
- ➔ Going down South doesn't make the students confident, students need to build confidence in their communities;
- ➔ Sharing-based enterprises, creative enterprises and community-benefit enterprises resonate more with youth.

Based on our previous experience working in Nunavut, and our new experiences, research and ongoing conversations with local stakeholders in Nunavik, **we created the first iteration of the Career and Community Development Course Level 2.0**. In this guide, you will discover the theory, content and ideas that have shaped this course.

We provide various resources and tools to deliver on our commitment. The Inspire Nunavik team, including the regional coordinator and advisory group, will work closely with you and your class to develop the best learning experience possible during the delivery of the program. Learning cycles and activities have been left open to allow for customization for each class. You and your class will be empowered to co-create these with our team, to ensure they fit your needs and interests. Data from teachers and students will be collected, analyzed and shared for the purpose of improving the course by sharing knowledge and best practices.



# Course Overview

Module 01  
**Inspired  
Communities**

Module 02  
**Project Ideation**

Module 03  
**Project  
Design**

Module 04  
**Project  
Implementation**

Module 05  
**Show What You  
Know!**

# Course Overview

The Career and Community Development (CCD) course for Cycle 2.0 is designed to equip students across Nunavik with the competencies needed **to contribute to their communities in real and meaningful ways**. The mission is to give youth in Nunavik an opportunity to find purpose in building entrepreneurial projects that catalyze their own vision for the future - in line with their passions, community and culture. All three years follow a design process, which is implemented using different themes of focus - a community project, a social enterprise and an independent passion project.

## YEAR 1 - COMMUNITY BUILDING

In Year 1, students will experience entrepreneurship using a design process and collaborate to create 1 or more community-based projects. The power of working together for the common good **through collective action** will be demonstrated throughout the course and is central to the students' learning experience. Students will include community members in the process to learn how they can take action in their community. Student assessment will focus on the development of essential skills for entrepreneurship. These skills will be a foundation for all other course materials including community projects, business startup and career pathways. The course will be delivered through five modules, each representing a building block in the entrepreneurial process and finishing with an event to showcase their community-based project(s).

### Module 1

#### Inspired Communities

Students explore their community, Inuit innovation and entrepreneurship.

### Module 2

#### Project Ideation

Students explore a challenge in their community they care about solving to achieve an integrated, enduring understanding of their community challenge.

### Module 3

#### Project Design

Students design entrepreneurial projects that incorporate personal and collective skills and resources.

### Module 4

#### Project Implementation

Students effectively implement and run their projects within the community. Students explore concepts related to marketing and sales and develop tools to communicate and build relationships with their target audience while running their projects.

### Module 5

#### Show What You Know

Students engage with the community and deliver their project.

#### Year 1 Additional Resources:

A teacher's module guide will be provided as supplemental resources.

Each module includes core competencies, indicators of success, and skills as well as suggested content, resources and lesson outlines.

## YEAR 2 - SOCIAL ENTERPRISE

In Year 2, students will build upon their experience of running a community project and develop a viable social enterprise. Students will learn about value creation and exchange, personal finance, and markets. Students will learn how to identify and use market demands as a way to solve social or environment issues to improve their communities. The course will be delivered through five modules, each representing a building block in the entrepreneurial process and finishing with an event to showcase their social enterprise).

### Module 1

#### **Vibrant Communities**

Students explore their community from a market perspective, discovering how value is exchanged at the community level, and explore the concept of a social enterprise.

### Module 2

#### **Social Enterprise Ideation**

Students explore the design process and develop many social enterprise ideas that have a social or environment mission.

### Module 3

#### **Social Enterprise Design**

Students focus on the design of a chosen social enterprise. Students develop a clear path of action to validate & realize their projects potential, learning how to align market demand with a social or environmental need.

### Module 4

#### **Social Enterprise Management**

Students effectively implement and run their social enterprise within the community. Students explore concepts related to operations, finance, marketing, and sales and develop tools to grow the impact of their social enterprise, while managing its operations.

### Module 5

#### **Show What You Know**

Students engage with the community to showcase their project and learning.

#### **Year 2 Additional Resources:**

A teacher's module guide will be provided as supplemental resources.

## YEAR 3 - PASSION PROJECTS (Individualized Pathways)

In Year 3, students will use the design process and tools from Year 1 and 2, and resources such as community mentors and the CCD Textbook to develop their own entrepreneurial project based on their passions and career ambition. After learning the foundations of building a business in Years 1-2, students identify their next steps and devise a plan to create their own path through social entrepreneurship or the workplace. Students will explore career pathways and develop a passion project that advances their career ambition. Student assessment will focus on the development of essential skills for entrepreneurship, and the development of a passion project.

# How to Use This Guide

This guide is meant to be a tool for learning, outlining what you can reasonably expect most of your students to master. As the teacher, you should use this guide to help you to decide how to scaffold skill building and knowledge up to the competencies, and extend your students' learning beyond them. This guide is an instructional resource, detailing when and how to deliver lessons, but this should not restrict your creativity as a teacher or adapting according to your needs.

The guide includes the following sections:

## **B. Education and Community**

*A discussion about how we can engage in education in the North and the Inuit Qaujimajatuqangit (IQ) principles. This includes the model of the Inspire Nunavik curriculum, which highlights the connection between the learner and the community as a key part of developing an entrepreneurial project.*

## **C. Tools for Success – Transformative learning**

*The role of the teacher is changing. Teachers will embrace the techniques outlined in this section that aim to guide students on a collaborative learning journey. These tools are essential to implementing the Careers and Community Development course.*

## **D. Inspire Nunavik CCD2**

*Inspire Nunavik has created the curriculum and will support this course. The resources are outlined here are related to the partnership between the teacher and Inspire Nunavik. This includes our regional coordinator, teacher support, funding opportunities and the Inspire Nunavik Curriculum.*

## **E. Inspire Nunavik Resources**

*Inspire Nunavik has created teacher training, a textbook, and examples of module plans with weekly activity and workshop suggestions and resources for you to follow. In addition to these, you will have the support of a Regional Coordinator. This section also includes the Inspire Nunavik Critical Skills descriptions and criteria.*

Though the curriculum guide is a planning tool, you and your class have ultimate control determining the manner in which you will deliver the prioritized learning goals. You are encouraged to collaborate to create your own study plans within each module using the suggested lessons as a starting point.

There are assessment tasks and activities that will be a part of your grade for the students. These are largely based on Critical Skill achievement and personal growth. Use them as a guide when you are creating your criteria for feedback throughout the modules.

Before planning, read the exemplar modules completely. This will give you a chance to view the entire scope of the portion you're meant to facilitate, as well as possible suggestions or extensions. Take notes to help yourself and collect valuable data about the success of delivery.

Most important to consider are the **Tools for Success: Transformative Learning**. This section presents valuable pedagogy and teaching methods that will be used in the module resources and will help you create an effective learning experience for your students. Not only will your students be working toward a growth mindset, but so will you. Some of these strategies may require you to think about your teaching style, and deprogram yourself from the conventional idea of a teacher. This course provides a transformative approach to learning not only for the student, but the entire learning community – teachers, parents, community members, local business, entrepreneurs, school leaders and others.



## **B. Education and Community**

# Inuit Culture and Education

To be able to effectively connect with students in Nunavik, education needs to be grounded in Inuit culture and values. A set of core cultural beliefs and values about how to nurture powerful, sustainable and impactful communities and learning experiences should set the foundation for this program, how we teach, and how we learn. Learning in Northern communities, and arguably anywhere in the world, is most impactful when it follows shared community and cultural values. This approach allows learners to explore relevant issues imbedded in cultural thinking to guide learning.

The framework Inspire Nunavik uses is the **Inuit Qaujimajatuqangit (IQ) principles** developed by the Government of Nunavut.

## **Inuuqatigiitsiarniq**

*Respecting others, relationships and caring for people.*

## **Tunnganarniq**

*Fostering good spirits by being open, welcoming and inclusive.*

## **Pijitsirniq**

*Serving and providing for family and/or community.*

## **Pilimmaksarniq/Pijariuqsarniq**

*Development of skills through observation, mentoring, practice and effort.*

## **Aajiiqatigiinni**

*Decision making through discussion and consensus.*

## **Avatittinnik Kamatsiarniq**

*Respect and care for the land, animals and the environment.*

## **Piliriqatigiinni/Ikajuqtigiinni**

*Working together for a common cause.*

## **Qanuqtuurniq**

*Being innovative and resourceful.*

Although this framework is a good starting point, we encourage each classroom to adapt the IQ principles to reflect the unique local values, principles, beliefs and needs of your community. This will be the foundation on which the course is taught, thus it is important to solidify it from the onset.



# Curriculum Framework

The CCD 2 Curriculum is designed to strengthen communities by building critical life skills, building relationships, leveraging and creating community resources and strengthening culture through the creation of entrepreneurial projects.



Each piece of the framework will contribute to and be strengthened by student entrepreneurial projects, creating a looping system of positive outcomes for both students and communities.

### **Ambition: Creating Entrepreneurial Projects**

The ambition of the course is for students to develop a series of entrepreneurial projects that will contribute to their community's wellbeing. Entrepreneurial projects are projects that harness the student's learning, knowledge, skills and community resources to contribute to the community's well-being in a real, tangible, and measurable way.

### **Skills**

Students will develop and apply critical life skills such as innovation, entrepreneurship and creative thinking; citizenship; collaboration communication; critical thinking and inquiry; and self agency throughout the learning process.

### **Relationships**

Community relationships and collaboration will be central to the success of entrepreneurial projects. Community members should be heavily involved in the course's activities and students should engage with the community in meaningful ways throughout. This will foster and strengthen relationships between students, elders, community leaders, family and friends, entrepreneurs and other community members.

### **Community Resources**

Entrepreneurial projects should be created from existing community resources. It is important for youth to recognize the value in the resources they have at their disposal, learn to mobilize them and to create new resources from what they find. This is reflective of traditional Inuit lifestyle and a core entrepreneurial competency.

### **Culture**

Culture will be the foundation for the course. The course must impart to students an understanding of how entrepreneurship connects to their culture and how students can express and integrate their values and traditions into the course's activities and experiences. Inuit culture is at the heart of the design, development and delivery of the entrepreneurial projects.

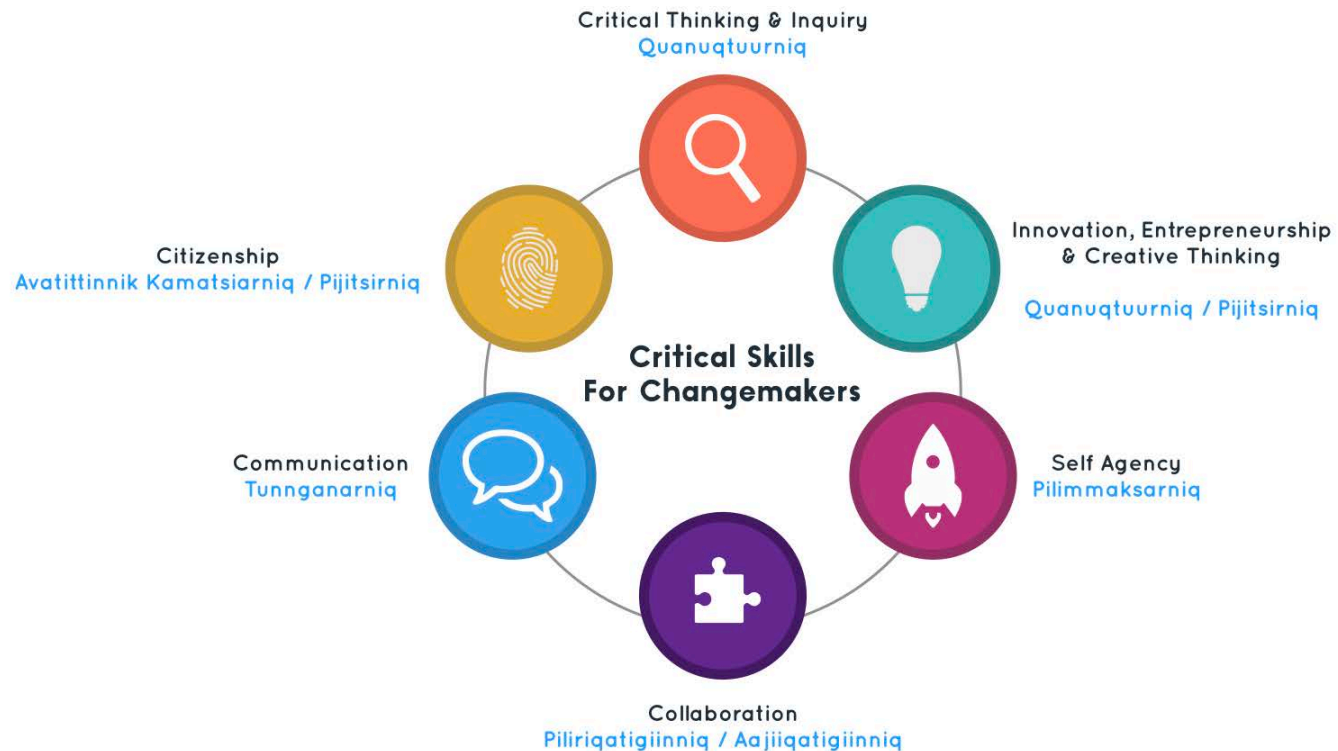


# The CCD Critical Skills

Inspire Nunavik has outlined six critical skills that youth need to become agents of change in their communities. These skills are closely interlinked with the **Inuit Qaujimajatuqangit (IQ)**: the Inuit societal values and principles outlined by the Government of Nunavut. Teachers should carefully read through and understand both the Inspire Nunavik's Critical Skills and the IQ principles.

The critical skills identified by Inspire Nunavik have been designed with practical life skills in mind, and derived from the global research movement to develop 21st century, future and essential skills that are needed to be successful in the workplace and for entrepreneurship. . Each of these skills will allow students to build a subset of practical life skills that prepare them for future opportunities in school, work, higher education and in the community.

Below are the six critical skills students should build throughout the course and how they relate to IQ:





# **C. Tools for Success – Transformative Learning**



Transformative learning develops engaged, responsible citizens who learn individually and collectively

**Kozak and Elliot, 2014**



## Transformative Learning

Transformative learning happens when schools shift the focus from a paradigm that emphasizes knowledge acquisition to a one that has a focus on the factors that tap into a student's potential toward affecting their community in a positive way. This perspective teaches students that they can ask questions, develop their skills and knowledge alongside their teachers and to learn to solve problems. Notice the difference between conventional and transformative learning experiences.

This chart is a useful tool in comparing traditional and transformative learning practices. Adapted from Miller, 1988.

	TRADITIONAL LEARNING	TRANSFORMATIVE LEARNING
<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ primarily for employment and post-secondary learning</li> <li>→ the good employee</li> </ul>	<ul style="list-style-type: none"> <li>→ responsible citizenship</li> <li>→ the good citizen</li> </ul>
<b>Orientation to the Status Quo</b>	<ul style="list-style-type: none"> <li>→ the world or its current mechanisms are fine and the role of education is to pass on what society knows and values</li> </ul>	<ul style="list-style-type: none"> <li>→ change or transformation is required to meet rising challenges</li> <li>→ society does not have the answers</li> </ul>
<b>Goals for Learners</b>	<ul style="list-style-type: none"> <li>→ knowing the right answers through recall</li> </ul>	<ul style="list-style-type: none"> <li>→ critical thinkers who are able to challenge information based on facts, evidence and examined values; and pursue creative solutions</li> </ul>
<b>Temporal Perspective</b>	<ul style="list-style-type: none"> <li>→ the past and present</li> </ul>	<ul style="list-style-type: none"> <li>→ past, present and the future</li> </ul>
<b>Choice of Learning Pathways</b>	<ul style="list-style-type: none"> <li>→ standardized</li> <li>→ learner fits into school</li> <li>→ few pathways are available</li> <li>→ divergence discouraged</li> </ul>	<ul style="list-style-type: none"> <li>→ personalized and idiosyncratic</li> <li>→ school adapts to the needs and interests of the learner</li> <li>→ many pathways for learning available</li> </ul>
<b>Teacher's Role</b>	<ul style="list-style-type: none"> <li>→ authoritative</li> <li>→ command and control learning</li> </ul>	<ul style="list-style-type: none"> <li>→ coach, facilitator, co-learner</li> </ul>
<b>Student's Role</b>	<ul style="list-style-type: none"> <li>→ predominantly passive</li> <li>→ sitting, listening, following instructions</li> </ul>	<ul style="list-style-type: none"> <li>→ active</li> <li>→ seeking, interpreting, analyzing, judging, applying individually and with peers</li> <li>→ knowing what to do when the direction is not clear</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>→ cover the curriculum through unit delivery</li> </ul>	<ul style="list-style-type: none"> <li>→ uncover the curriculum through learning projects and inquiries</li> </ul>
<b>Focus of Learning</b>	<ul style="list-style-type: none"> <li>→ information transfer to the student</li> </ul>	<ul style="list-style-type: none"> <li>→ knowledge construction by the student(s)</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>→ learning is timetabled by subject</li> <li>→ reductionist</li> </ul>	<ul style="list-style-type: none"> <li>→ some level of open scheduling on the basis of projects or inquiry needs</li> <li>→ holistic</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>→ textbooks and black line masters common</li> </ul>	<ul style="list-style-type: none"> <li>→ real-world open sources and formats (deeply integrated technology tools)</li> </ul>
<b>Location and Time</b>	<ul style="list-style-type: none"> <li>→ in school and during the school day</li> </ul>	<ul style="list-style-type: none"> <li>→ in school and community, flexible learning time</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>→ assessment of learning emphasized</li> </ul>	<ul style="list-style-type: none"> <li>→ assessment as, for and of learning is emphasized</li> </ul>

Kozak and Elliot, 2014



# The Role of the Teacher

**The role of the teacher** is changing to support the transformative learning experience, which includes inquiry and experiential learning opportunities. Teachers now act as mentors, co-learners and coaches, providing guidance and modeling learning throughout the process. They can learn and work alongside students to frame thoughtful questions, explore new ideas and plan and develop meaningful tasks.

To be effective, teachers should foster a sense of respect and trust between members of the group. They should be process-oriented, model flexibility and be able and willing to adjust to unforeseen obstacles while identifying the learning in the process. Teachers work with students to identify timelines, debrief and reflect upon learning experiences and define a project scope as needed to ensure success. Like the students, the teacher should reflect on how things are going and how they could be improved.

Bold School (Jagdeo and Jensen, 2016) discusses three types of teaching styles that facilitate inquiry based learning and community classrooms.

## **Mentoring “Be an observer”**

Teachers observe the verbal and non-verbal communication in a classroom, and look for ways to engage in individual curiosity. Moving from group to group, the teacher facilitates questions and probes students to think, look for knowledge and create solutions to problems. From these observations teachers can further design exploratory moments.

## **Co-learning “Partner with and alongside students”**

Teachers should model the learning process by demonstrating that they have questions too. By engaging students in planning tasks and research that is normally done solely by teachers, students become insiders and own decisions in the learning process. All community members are able to share their strengths, bring something to the table and are valued in the co-learning model.

## **Coach “Provide feedback and personalize learning”**

Teachers provide specific, ongoing, timely and descriptive feedback to students. Acting as a coach also develops trust and strong relationships between the teacher and student. This can lead to further feedback in all areas of life, creating a holistic understanding of what makes each student’s learning journey unique.

# Experiential Projects

Students today must now learn how to learn while responding to endlessly changing technologies and global conditions. Experiential learning – learning by doing – engages students in understanding what they would like to learn, how to achieve their goals, and has long-lasting impact on the student. This can be applied to any kind of learning through experience and engages students in a structured learning sequence, which is guided by a cyclical model of the learning cycle.

Teachers are increasingly recognizing experiential pathways, such as project-based learning, as a means to benefit the learner while also having a positive impact on the community. Experiential project-based learning has been touted as one of the most effective teaching frameworks that demonstrates students learn more deeply and have better understanding if they are involved. This involvement has the most impact on student achievement, more than any other variable, including student background and prior knowledge (Barron, 2008).

Experiential projects increase students’ abilities to think critically and creatively, plan projects and define problems with clear arguments, as well as capacity to improve motivation, attitudes towards learning and work habits (Barron, 2008). This type of learning has a focus on real-world problems that capture students’ interest and excitement and has proven to increase later engagement in similar ventures (Efstratia, 2014).

The emphasis on collaboration common in experiential projects has also shown to have widespread benefits. Hundreds of studies

have been conducted on cooperative learning and have all arrived at the same conclusion —there are significant advantages to working with others on learning activities. When solving problems, teams outperform individuals and individuals who work in groups tend to do better on individual assignments. Beyond academic achievement, research also shows that cooperative group work improves individuals' interpersonal skills (Barron, 2008).

In the face of worsening problems in our society and environment, we must be active observers and engaged in our communities. Solutions for community problems cannot be found in a textbook. Instead, students, teachers and community members must seek answers by asking essential questions and through active engagement. In addition to preparing the next generation to find solutions to considerable economic, social and environmental issues, schools are an ideal community resource, where students are active participants in community initiatives. Experiential projects provide students with the opportunity to play a meaningful role in their community.

Although it is clear that experiential projects have numerous benefits to both the community and the learner, research has also shown that educators find them difficult to implement, limiting their effectiveness (Hutchinson, 2015). Educators commonly misunderstand experiential projects as being unstructured and 'hands-off.' This approach often leads to unproductive learning experiences, where students lack the necessary support and assessment as the project develops (Barron, 2008). Furthermore, the change in responsibilities brought by an experiential project learning presents teachers with new challenges, such as project management, facilitating collaborative learning, community outreach, developing assessments to help guide the learning process and illuminating key concepts in a multidisciplinary learning experience (Barron, 2008). To overcome these challenges, teachers must embrace their shifting role to mentor, co-learner and coach.

## Collaboration

Collaboration is a critical element in experiential projects. Students work as a team by recognizing, appreciating and building off and onto each other's unique strengths to reach a common goal. This is done by first establishing a **sense of community** in which all members are considered equals and have a place to speak and to

be listened to. In the first module of the program, students engage in various community-building activities, where they become familiar and comfortable with each other. Bonds and deeper understanding between people are created. Throughout the module, dialogue is facilitated and ideas are shared and explored in a open and welcoming forum. This method of conversation is essential to making sure all members feel heard and can play an equal role in the collaborative process of community building and experiential projects for entrepreneurship and career development.

## Observation, Inquiry and Community immersion

It is essential that students are aware of the community's needs, available resources, and its challenges. The first step in gaining this information is when the local community is observed and explored. After data is collected students can choose an area of interest for career development through an experience: job shadowing, attending local events and entrepreneurial activities. Students should frequently engage with their community, seeking local expertise and knowledge. Students can then define what it is they would like to study and define an experiential project which will require ongoing maintenance. Students should work with the local community to ensure the entrepreneurial project's continuation, post-program.

Experiential projects are immersive. Students should learn and work together on individual and group projects in many learning environments, that directly offer hands-on experience, skill development and knowledge connected to their learning goals. It is important to recognize that because of the nature of time, days must be properly planned and organized. The use of time is essential in building experiential programs that have long lasting and meaningful connections to community.

Although experiential projects can be modified to work within the confines of more restrictive schedules, it is most effective when timetables allow for longer periods of study so immersion is possible. When planning community and entrepreneurial experiences, it is important to take this aspect into consideration. Work with your community, school leaders and students to consider what timeline will be most effective for this course.

## Systems Thinking

How do we look at the world? Systems thinking means looking at the big picture, examining the connections, relationships and interactions between everything around us. Systems thinking is valuable for many reasons. When actions affect the environment or visa versa, we must think in systems to find solutions. For example, the use of DDT as a pesticide had positive short term effects but caused long term negative effects on our health and the health of ecosystems. Taking a systems thinking approach helps us understand the complicated nature of the obstacles that challenge us and makes learning ideal when it has a focus on real life situations that are emergent and authentic.

### Characteristics of Systems

- The parts of a system are **interdependent and connected**
- Patterns and structure of the **connections** determine how the system works
- System behaviour is **emergent and unpredictable**
- **Feedback loops** control a system's dynamic behaviour
- The parts of systems are **cyclical** not linear
- Systems are **complex, diverse and unpredictable**

(adapted from <http://www.thwink.org/sustain/glossary/SystemsThinking.htm>)

An important tool we can use to develop systems thinking is viewing things through a **sustainability lens**. This tool is helpful while observing a community and its complex interactions. The specific areas of focus using this tool are: environment, society, culture, and economy. Compass Education proposes the Sustainability Compass:



### About The Sustainability Compass

Compass is a methodology for orienting people to sustainability. Compass helps you bring people together around a common understanding of sustainability, and a shared vision for getting there. It also helps you monitor progress along the way. First developed in 1997, the Sustainability Compass has been used by companies, communities, organisations, schools and universities around the world.

The Sustainability Compass is easy to understand. A regular compass helps us map the territory and find our direction. This Compass does the same thing for sustainability. It takes the English-language directions – North, East, South, West – and renames them while keeping the same well-known first letters:

**N is for Nature** – All of our natural ecological systems and environmental concerns, from ecosystem health and nature conservation, to resource use and waste.

**E is for Economy** – The human systems that convert nature's resources into food, shelter, ideas, technologies, industries, services, money and jobs.

**S is for Society** – The institutions, organisations, cultures, norms, and social conditions that make up our collective life as human beings.

**W is for Wellbeing** – Our individual health, happiness, and quality of life.

*Taken from [compasseducation.org](http://compasseducation.org)*

Teachers and students can use this tool to guide observation and inquiry around any topic by exploring the four different aspects of sustainability. This does the following:

1. It adopts a **systems approach**.
2. It promotes **divergent thinking** and questioning.
3. It encourages learners to ponder issues from the perspective of others, analyze the relationship between them and recognize the **complexity** of fulfilling the needs of all creatures on earth.

## Differentiating

**Differentiation** is when teachers use different ways to deliver lessons, review material and check for understanding. It is an approach that responds to the individual needs of students. In most situations, students who experience a differentiated practice can access many pathways to learning. Differentiation takes into account the whole person's personality, strengths, abilities, challenges and past experiences, while considering that different individuals need to experience lessons in different ways. Areas to differentiate include the content, process, product and environment of learning.

### Content

Teachers may adapt what they want students to learn. All students are working towards the same skills or standards and objectives, but will achieve them in different ways. Tips include the following:

- Use different texts, novels or short stories at a reading level appropriate for each individual student
- Use flexible groupings based on the content, interests or skill set, reading ability or have students assigned to like groups listening to audiobooks or accessing specific internet sources.
- Have a choice to work in pairs, groups or individually

### Process

Teachers may be flexible about the process of how the material in a lesson is learned. This includes using a holistic model that encourages different ways to obtain information.

## Assessment Tasks

Teachers may adapt what the student produces at the end of the lesson: tests, evaluations, projects, reports and other activities. Based on a student's unique self, teachers can be creative with the way they demonstrate their understanding of a topic. This could be a written report, composing a model or writing a song, but should build upon the process they have used to understand and experience the topic.

## Learning Environment

Teachers must consider the learning environment and general atmosphere, depending on the needs of the group. This can include thinking about the use of space, light and walls. The learning space should be arranged with areas for quiet individual work, as well as areas for collaboration and the whole group, but is not limited to the classroom. It should create a safe and positive atmosphere while allowing for a dynamic and flexible approach to learning.

## Feedback

Feedback happens when educators or students give up-to-date information & observations about the effects of a student's actions while trying to reach a goal. **It is not** advice, a value judgement, or recommendations on what should be done differently. **It is** a retelling of the student did and what the outcome was. It often leads a student to ask the question, "What can I do next to improve and to achieve my goal"?

Feedback is the most common way to tell if a learner is growing or developing from an experience. It is a great way to transform an individual's learning moments into success – more so than the use of grades, testing and other static forms of assessment. In most cases, feedback is a verbal or written piece that includes the following sequence:

1) What? 2) So What? 3) Now what?

In other words:

- What was the goal and what did you do?

- What was the effect of your actions and where are you at in relation to the goal?
- What can you do next to reach the goal?

There are various tools for engaging in feedback which include the following:

- Reflection
- One-on-one conferences and conversations
- Checklists
- Verbal feedback
- Rubrics

Feedback should be linked directly to the achievement of the Competency and Critical Skills. In the appendix you will find the criteria for the Inspire Nunavik Critical Skills and teacher prompts.

## Reflections

In this course, students are expected to continually reflect on what they are doing, why it matters and how it could be improved. This can be carried out in a number of ways. For example, pair shares, group shares, reflective writing and journals or question-and-answer and debrief sessions.

## Debriefs

Debriefing is a form of feedback that looks like a question and answer session with participants after an activity or experience. These are activities that engage students in articulating, exploring and connecting their experience to their personal skills, others and real world situations. Debriefing takes teachable moments and unpacks them for the details of what happened, and why it matters and what could be done differently next time. Debriefs also involve the feedback sequence discussed above (What? So what? Now what?)

During the debrief, students can recognize their skills and strengths by naming them, and being aware of them in the future. This practice allows the learner to develop a deep, accurate and intuitive understanding of themselves. Debriefs can happen early in the experience, in the middle, at the end, or even as a periodic check-in to stay on track. Most important is to make sure that they are planned and if they are not planned that they have a purpose in mind. Here are some reasons to debrief an experience:

- to reconvene a group for routine
- to build classroom community
- to reset the tone and expectations of an activity for safety
- to review the objectives for expectations and assessment
- to give feedback for personal growth
- to recap learning to determine outcomes

There are many different activities and tools you can use to organise and lead a debrief. Here are some **recommended resources**:

- <https://experientialtools.com/>
- <https://www.playmeo.com/type/debriefing-activities/>
- <http://www.supportrealteachers.org/debriefing-techniques.html>

## Journals

Reflective practice for learners starts with the process of keeping a journal. Students often respond well when journals are presented as a way for them to document the details of their learning experience and what they are finding the most enjoyable or least enjoyable in the day. Journals can be kept anywhere, are portable, and can be unique to everyone. The journalling process can be formalized as an activity to capture the end of an experience and steps for the next day or they can be used as a reference for weekly feedback, check ins and assessments.

You can certainly make this cycle more challenging & meaningful by teasing out the reflection and using Gibbs Cycle:

**Description** – What happened?

**Feelings** – What did you think and feel about it?

**Evaluation** – What were the positives and negatives?

**Analysis** – What sense can you make of it?

**Conclusion** – What else could you have done?

**Action Plan** – What will you do next time?

**Feedback and Follow Up** – What advice do you have for the learner and how will you follow up?

Your students should all have a journal in which they regularly take notes about aspects of their learning and life experiences. They can use the journal as a resource for collecting ideas and responses to activities and topics. Once journals have become regular practice, use some or all of Gibbs model to hone in on specific parts of the practice that you want the learner to develop.

# Teacher Journals

Taking the time to reflect on your work as an educator can help you find meaning in your work. This is an important practice since it will also help students develop meaning about their work. Reflective practice can become an important part of documenting and communicating the value of your program or course offerings. By engaging in journaling you can synthesize the “story” of your teaching, including your successes and failures. Keeping a record of what happens in your work can capture those “on the fly” moments of spontaneous creativity when you need to rescue a situation or make activities better. Keep track of what worked, why it worked and why it was important.

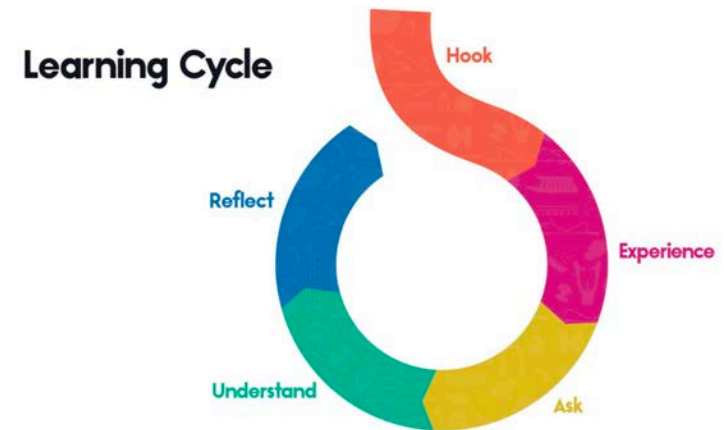
Carve out time in your schedule to record and reflect on experiences and process and to record observations about student engagement and progress. When you regularly reflect specifically on your work and its meaning, methods and outcomes, you will continually improve by looking deeply into the WHY behind what you do. Furthermore, having this on hand when you look at a student's reflections, you can have a better sense of the appropriate feedback to provide.

## Learning Cycles

Learning cycles are an important tool in creating a culture of engagement and grounding experiential learning. The learning cycle is a means of representing sequences of activities to connect all of the pieces with experiential learning. In this metaphorical loop, students are inspired to ask questions, **dig deeper to find answers, reflect, and see where their new knowledge fits in real contexts.** Learning cycles are a dynamic way to structure classes and modules around experiences. It helps to ensure students are observing and following a process that will lead to meaningful feedback and further learning.

It is often assumed the stages of a learning cycle are managed by a teacher, but they can also be self-managed, or, in high-functioning learning groups, unmanaged. In this way, learning from experience becomes an intuitive, everyday process. The learning cycle can follow many models, but we suggest using – Hook, Experience, Ask, Understand, Reflect.

Learning cycles can be modelled using visual aids, such as the one below:



- **Hook** - What short activity or provocation will engage learners?
- **Experience** - What community activity will learners observe or immerse in?
- **Ask** - Debrief with learners to understand more about the experience and ask questions about what else is to be learned
- **Understand** - Research, collect and synthesize to understand what the experience meant and to answer questions
- **Reflect** - Journal, give feedback, debrief again
- **Experience** - What experience is next? Look for opportunities of further investigation or new experiential learning





# D. Inspire Nunavik Curriculum

# Module Outlines

Each module is centered around teaching key concepts to develop core competencies, skills, values and attitudes. The various activities and experiences that the course will provide will help students build and strengthen their Changemakers' Skillset.

<b>Competencies</b>	Competencies are sets of intellectual, personal and social and emotional learning outcomes. The complete list of Inspire competencies is found in the appendix. <b>Inspire Nunavik Competencies for CCD2</b>
<b>Indicators (“Students will” statements)</b>	Indicators are the specific behaviours that demonstrate the achievement of a competency. Indicators help determine a set of learning goals toward competency development.
<b>Inspire Nunavik Critical Skills</b>	Critical Skills refer to a set of abilities that lead to success in life and the workplace. For this course, Inspire Nunavik has outlined 8 critical skills for changemakers that will be developed through the course.
<b>Concepts</b>	Concepts are the general ideas and content in a course that support competency development. They universal and have lasting value over time and describe what the students will do in the module. Each concept drives knowledge and understanding (the set of facts and contextualized ideas) and practical skills to be will be explored and developed.

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# Module 01 | Inspired Communities

**Students explore their personal skills, build relationships with their class, and community.**



The introductory module, **Inspired Communities**, explores personal skill sets, classroom community, Inuit innovation, community culture in partnership with Elders and other members. The goal of Module 1 is for students to connect with community and understand the tools needed to be successful while engaging in a group project as related to Inuit ingenuity and the IQ principles. This will be achieved by (1) exploring both past and modern day innovations, livelihood, successes and challenges, and (2) developing a holistic outlook on community development by exploring community from a systems thinking lens.

Students will be prompted to **derive many community questions** about nature, economy, personal well-being, culture, and society. This will lead them to map personal and community resources, ideals, and challenges.

**Innovation** will be presented and explored as both a tool and a mindset of entrepreneurship that can be used to achieve community ideals and contribute to community betterment. Entrepreneurship traits will be connected to Inuit cultural traits and IQ principles. Specifically the module will explore relationships, growth mindset, digital worlds, and express their personal brand.

By the end of the module, students should be able to **identify the personal and the community strengths and innovations** they deeply care to pursue and leverage. This will set the stage for a learning experience grounded in the community, where subsequent modules are explored through the lens a project and theme of interest.

# Competencies, Skills, and Concepts

<b>Competency</b>	<b>Observes and understands Inuit Qaujimajatuqangit principles.</b> <b>Explores facts, knowledge, perspectives, and factors affecting a community.</b>		
<b>Indicators</b>	<input type="checkbox"/> Students will determine community ideals based on the collective good <input type="checkbox"/> Students will identify their personal strengths in the classroom community <input type="checkbox"/> Students will communicate what they understand about IQ using digital technology <input type="checkbox"/> Students will develop a sense of belonging <input type="checkbox"/> Students will develop empathy for and justifies multiple perspectives in the classroom community <input type="checkbox"/> Students will reflect upon different identities: personal identity, cultural identity, community identity, & organizational identities		
<b>Critical Skills</b>	<div>  <p>Collaboration</p> </div> <div>  <p>Self Agency</p> </div>		
<b>Concepts</b>	<b>Digital Technology</b>	<b>Identity &amp; Community</b>	<b>Growth Mindset</b>

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# Module 02 | Project Ideation

**Students explore the design process and develop many project ideas that benefit their community.**

In **Module 2: Project Ideation**, students will practice the design process in a workshop and then apply it to real life; developing project ideas that improves the community. Students will go through an ideation and design process in partnership with classmates and community members to come up with many project ideas that will be pitched for development.

Students will be called to identify different types of tools they can use to create their projects. The projects should harness the student's unique skills and incorporate local resources. Using the Impact Gaps Canvas students can refine their ideas. After ideation, students will build prototypes of their projects.

# Competencies, Skills, and Concepts

<b>Competency</b>	Ideate a community based project	
<b>Indicators</b>	<input type="checkbox"/> Students will consider multiple perspectives, skills and resources to design a project <input type="checkbox"/> Students will follow a human centred design process to create an idea for a project using collaboration, communication and empathy <input type="checkbox"/> Students will present a prototype for a project using resources such as digital tools or multimedia	
<b>Critical Skills</b>	<div>  <p>Innovation, Entrepreneurship &amp; Creative Thinking</p> </div> <div>  <p>Communication</p> </div>	
<b>Concepts</b>	Ideation	Thinking



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## Module 03 | Project Design

**Students focus on the design of a chosen community-based project(s) that incorporate personal and collective skills and resources. Students develop a clear path of action to validate and realize their projects potential.**



In **Module 3: Project Design**, students will further design a chosen community-based project(s) by going through a simplified planning and development process.

Using their project model canvas as a tool, students will start by validating the project of choice. Validation means students will collect data from people affected by the project to inform the mission, direction and potential of their project ideas. The validation process should lead students to discover which pieces of their initial ideas work, which do not, and how they need to modify their initial idea to fit the needs of the community.

Once their project ideas have been properly validated, students will find the necessary resources to develop the project. Students will need to make a plan of action, brand identity, and fill out a funding application form. The learning in this unit will be specific to the needs of the community-based projects being developed.

Branding will touch on the question of identity. How do you want your audience to feel when they interact with your project? How will your project express itself? What colours, images, fonts, words best describe your project? What values do you stand for? The branding section should prompt students to reflect on identity - their personal identity, cultural identity, communal identity, and organizational identities - and what motivates and drives the project.

# Competencies, Skills, and Concepts

<b>Competency</b>	<b>Develops and validates a project concept</b> <b>Create an action plan to implement a project</b>		
<b>Indicators</b>	<input type="checkbox"/> Students will use various tools to determine the potential of a project and improve the design of a project <input type="checkbox"/> Students will create a brand identity for a project <input type="checkbox"/> Students will fundraise for a project <input type="checkbox"/> Students will make and be a part of an action plan that lists key tasks, duties and timelines		
<b>Critical Skills</b>	<div>  <p>Critical Thinking &amp; Inquiry</p> </div> <div>  <p>Citizenship</p> </div>		
<b>Concepts</b>	<b>Validation</b>	<b>Brand</b>	<b>Project Planning</b>

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# Module 04 | Project Implementation




**Students effectively implement and run their projects with the community. Students explore concepts related to marketing and sales and develop tools to communicate and build relationships with their target audience while running their projects.**

In **Module 4: Project Development**, students will implement and run their community projects by utilizing their resources to achieve their goals. During this process, students will explore business concepts that help them better deliver their projects, build relationships with their audience, and grow the impact of their project.

Having a clear understanding of the project's target audience will be central to the development of an effective implementation strategy. How will we reach our audience? How can we communicate the value of our community-based project to our audience? How can we grow our customer base? How can we use our creativity and skills to reach our audience in unique and effective ways?

By the end of Module 4, students should have applied marketing and sales techniques to effectively implement their community-based projects.

# Competencies, Skills, and Concepts

<b>Core Competency</b>	<b>Implements a project by utilizing resources</b> <b>Communicates and builds relationships with target audience using marketing and sales tools.</b>		
<b>Indicators</b>	<input type="checkbox"/> Students will use project planning resources acquired and/or created to run their project <input type="checkbox"/> Students will describe customer segmentation, marketing channels and marketing techniques <input type="checkbox"/> Students will identify the profile of a target market and audience <input type="checkbox"/> Students will develop a communication strategy		
<b>Critical Skills for Changemakers</b>	 <b>Innovation, Entrepreneurship &amp; Creative Thinking</b>	 <b>Communication</b>	 <b>Self Agency</b>
<b>Concepts</b>	<b>Marketing</b>		

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## Module 05 | Show What You Know



**Students engage with the community to showcase their project and learning.**

The final module, **Module 6: Show What You Know**, will be experiential, inviting students to engage with the community and showcase their projects. Show what you know is an opportunity for students to in a school board-wide and community focussed Capstone Event (details TBD), Each class will showcase their project & impact to fellow students across the region.

The outcome is for every student to participate in the execution of the project, the journey, learning, and impact to be communicated to a larger audience, and for students to provide reflections on this journey and identify how they grew from the beginning of the course

The final unit will give students the experience running an event that showcases a project in order to gain the confidence, affect real change, and develop their entrepreneurial mindset.

# Competencies, Skills, and Concepts

<b>Competency</b>	<b>Organizes and participates in an event that showcases community-based projects</b>
<b>Indicators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will curate a community and school board-wide event as a part of a team</li> <li><input type="checkbox"/> Students will communicate and reflect upon personal growth and ability to make a difference in a community</li> <li><input type="checkbox"/> Students will evaluate the impact of a project</li> <li><input type="checkbox"/> Students will reflect on the value and meaning of IQ for Inuit entrepreneurial mindsets and community development</li> <li><input type="checkbox"/> Students will understand the importance of projects in developing community and personal skills for career options and portfolios</li> <li><input type="checkbox"/> Students will Identify next steps toward project development and long term vision of the project</li> </ul>
<b>Critical Skills</b>	<div>  <p>Citizenship</p> </div> <div>  <p>Communication</p> </div>
<b>Concepts</b>	<b>Event Planning and Community</b>



## **E. Inspire Nunavik Resources**



# Inspire Nunavik Resources

## Teacher Training

### Introductory Teacher Training

An introductory teacher training will be conducted in-person before the start of the school year. Teachers will be given training as a foundation for the course's core teaching methods, course content and more.

### Ongoing Training

Online teacher-training will be made available to teachers which will include resources, activities, and guides to support teachers throughout the course. This training includes background on topics and theories, outcomes and a debrief to capture how the previous module went. An optional mid-module check-in will also be scheduled every third or fourth week for teachers to discuss amongst themselves, and with the Inspire Nunavik team about their challenges and successes.

## Learning Resources

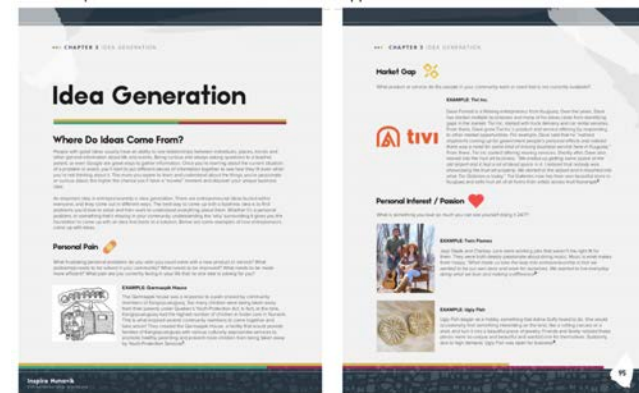
### Teacher Planning Supplements

Inspire Nunavik has designed five modules, with suggested weekly activity ideas, and a worksheets. Inspire Nunavik provides indicators for successful achievement of competencies to be, however, the specific criteria for success, based on these indicators and related to the activities developed, will be guided by the teacher. Inspire Nunavik will provide supplementary guides and resources for each suggested modules in a separate and live document. You have the flexibility to design your own course as you become comfortable with the learning outcomes.

### Inspire Nunavik

Inspire Nunavik has created a textbook with entrepreneurship concepts that support learning throughout the course. The chapters

in the textbook include community, idea generation, business models, customer/user validation, operations, branding, marketing and sales. Relevant, local examples can be found throughout the modules to deliver a contextualized concepts to students. The textbook will be a supplemental resources for the course.



## Blackline Masters & Templates

Blackline master and templates will be provided to teachers.

Name: _____		Role / Connection to Challenge: _____	
<b>What do I do?</b> How am I connected to the challenge? What are the resources at my disposal with this challenge?		<b>How do I feel?</b> How does my experience with the challenge make me feel?	
<b>What do I say?</b> How do I communicate my experience with the challenge?		<b>What do I think?</b> How do I think about the challenge?	

## Teacher Resource Portal

An online and DB Server resource portal for teachers containing training, resources, activities and robust lesson plans will be made available to teachers.

## Regional Coordinator

The role of the Inspire Nunavik regional coordinator is to help teachers build connections between the school and the community. The regional coordinator will ensure that the students' projects are well-connected to the community, local organizations and initiatives. The primary function of the regional coordinator will be to:

- Work with teachers and principals to **establish and support local advisory councils**;
- **Work with local stakeholders** to identify opportunities for student-community engagement;
- **Visit schools** periodically to connect with community members, principals, teachers and students;
- Gather and **mobilize knowledge and resources** that add value to classroom learning and entrepreneurial project development;
- **Support** the capstone event.

## Project Support: Funding, Expertise, Mentorship

Inspire Nunavik will provide the classroom with ongoing support throughout the delivery of the program:

- **Research and Resources** available to teachers and student upon request, meant to support learning and inquiry.
- **Feedback and Expertise** on classroom work and progress and subject-specific expertise.
- **Regional and Community Connections** with key stakeholders and organizations.
- **Connection to Mentors and Field Experts** that can contribute to classroom learning and entrepreneurial project development.
- **Topic-specific Workshops** on a special topic may be requested by teachers. This would include an Inspire Nunavik expert to call in and deliver a workshop on a module topic such as branding or marketing. Topic-specific workshops are meant to diversify classroom learning and provide teachers with help communicating some of the topics.
- **Teacher Consultations** to assist teachers with learning and student assessment.
- **Project Funding** for each entrepreneurial project idea developed.

This will depend on resources in a given year.

## Optional Virtual Collaboration Platform

The Inspire Nunavik Network of Changemakers helps students, teachers, experts and mentors to connect, share ideas, and inspire each other across communities through a virtual platform. The online network is a voluntary place to:

### Share classroom updates

Share what your classroom is working on: Post pictures, short videos, voice memos or blog posts to share your class' journey. This will be accomplished through a "status update" similar to what you do on Facebook. You can have a page for just your class, for parents of students or share with all members in the network.

### Get Real-Time Feedback

Students and teachers can receive instantaneous feedback and advice from Inspire Nunavik staff and mentors via the chat feature regarding new ideas, concepts or models. Teachers can also speak directly to each other to discuss specific topics, provide support and share new ideas.

### Ask Questions

What questions does your class have? The platform is a place to ask questions and discuss with peers from across the region.

### Connect

Students and teachers can connect with each other across communities to inspire, inform and motivate each other.

### Learn

Access resources posted to the network and also comment for the purpose of discussion with other teachers and the Inspire Nunavik team.

### Collaborate

Collaborate by sharing ideas, brainstorm together, share feedback, insights ideas, and thoughts with each other.

**Joseph Otuk**  
March 21 at 3:27pm

Hello everybody,

I am trying to come up with idea's and I wanted to ask what type and what part is always being purchased these days for these new model snowmobiles. any suggestions? I am trying to find out about what is being bought most.

Thank you.

Like Comment Share

You, Ajmal Sataar and Emma Kreuger ✓ Seen by 33

Emma Kreuger Nook's machine seems to need help starting in really cold weather because it doesn't have pull start. I think he had to get some kind of battery charger ...  
Like · Reply · March 21 at 3:36pm

Kaytlyn Niego you guys can order a start-er kit that you would have to install, so it can be a pull start if you want.  
Like · Reply · March 22 at 1:58pm

Write a reply...

Erik Iko for my self, only thing I have been purchasing for my snowmobile would be ski's and carbides and suspensions kits to rebuild shocks , block heaters as well  
Like · Reply · March 21 at 4:14pm

Kaytlyn Niego another thing that is trendy with sleds right now is accessories such as wraps.  
Like · Reply · March 21 at 5:44pm

Trevor Alorut bearings  
Like · Reply · March 22 at 1:50pm

Kaytlyn Niego what I have to purchase pretty often is carbides and

I made some logo's for my own personal brand as an artist. Would love some feedback! Constructive criticism is welcome 😊

The image displays four logo designs arranged in a 2x2 grid. The top-left logo features the text 'CHRISTIAN TAGOONA' above a microphone icon, with the tagline 'From my heart to yours.' below it. The top-right logo is circular with 'CHRISTIAN TAGOONA' in the center, flanked by 'EST. 2007' and 'AUDIO BEATS'. The bottom-left logo is circular with 'TAGGY' in the center, flanked by 'EST. 2007' and 'NORTH BEAST'. The bottom-right logo features the text 'Tagoona' above an ice cream cone icon, with 'Music' and 'From My Heart To Yours' below it.

Like Comment Share

You, Sam Thumm, Kaytlyn Niego and Vanessa Wiedeman ✓ Seen by 36

**Merlyn Recinos**  
March 12 at 8:17pm

As we start the week....GO GET IT!!!!

The image shows a motivational poster on a wall. The text reads 'Success doesn't come to you, YOU GO TO IT.' with 'Maeva Collins' written in cursive below it. To the right of the text is a 'ONE WAY' street sign pointing to the left.

Like Comment Share

You, Andrea Panimera, Beatrice Uttak and Cheryl Kinak ✓ Seen by 39

## CCD Critical Skills

# Self Agency

**Pilimmaksarniq: To be empowered and build capacity through knowledge and skills acquisition.**

Self Agency involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They believe in one's ability to learn (growth mindset). Students are reflective, resourceful and optimistic and they strive for personal excellence. They draw upon their strengths to develop interests, skills and talents and are aware and demonstrate agency in one's process of learning, including perseverance, resilience, and self-regulation.

<b>Competencies</b>	<ul style="list-style-type: none"><li>→ Identifying interests, values or skills to set learning, life or career goals</li><li>→ Exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways</li><li>→ Making choices or taking action to promote the safety and well-being of self or others</li><li>→ Building healthy relationships to support growth and well-being of self and others</li><li>→ Demonstrating optimism, exibility or resilience when adapting to new situations and transitions</li></ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"><li>→ View problems as challenges or opportunities for learning and personal growth rather than as obstacles (growth mindset)</li><li>→ Persevere and overcome challenges to reach a goal</li><li>→ Self-regulate in order to become a lifelong learner</li><li>→ Reflect on experiences in order to make positive changes and to enhance learning</li><li>→ Understand self and others</li><li>→ Has a positive outlook</li><li>→ Takes initiative</li><li>→ Adapt to change and shows resilience to adversity</li><li>→ Take responsibility for the processes and outcomes of learning</li><li>→ Honestly account for their own actions</li><li>→ Engage in decision-making processes at the individual, community and societal levels</li><li>→ See the importance of risk-taking and take appropriate risks</li><li>→ Value advice</li><li>→ Take responsibility for setting a course for themselves and for adjusting that course</li><li>→ Assess their own needs and translate them into obtainable goals</li><li>→ Take action from a work ethic that is defined as going well beyond what is required</li></ul>

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**Teacher Prompts:  
What a coach might  
say to encourage the  
development of this  
skill**

- ➔ If you had to accomplish this by yourself, how would you do it?
- ➔ What skills do you have that are well suited to this task?
- ➔ What could better motivate you?
- ➔ Whose responsibility is it to follow through on this?
- ➔ Why is this work important to you?
- ➔ How could you make this into something of which you can feel truly proud?
- ➔ What risks might you be taking if you follow through with this idea?
- ➔ Could you describe your individual contribution to this work?
- ➔ Excellent suggestion. How will you make it happen?
- ➔ Is it important enough to you to take a stand?
- ➔ Are you satisfied with the results? Are you willing to go further with this?
- ➔ Is this your decision? Should others be involved?
- ➔ If you had to accomplish this by yourself, how would you do it?
- ➔ Do you need some information before you begin?
- ➔ What are the possible places you could find information about that?
- ➔ What can you use to help you here?
- ➔ What could better motivate you to do this independent research?
- ➔ What have you done like this on your own?
- ➔ How can your work be shared with the group?
- ➔ What are your goals here?

# Communication

**Tunnganarniq: The concept of fostering good spirit by being open, welcoming and inclusive.**

Communication involves sharing ideas through oral, written or non-verbal media. Students engage in formal and informal exchanges with others. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital footprint. Students demonstrate respect, empathy and responsibility when communicating with others.

<b>Competencies</b>	<ul style="list-style-type: none"><li>→ Expressing ideas or concepts using appropriate language, conventions or protocols</li><li>→ Decoding and interpreting ideas or information through verbal or non-verbal formats</li><li>→ Demonstrating respect and responsibility when communicating with others</li><li>→ Clarifying the purpose or intention of a message in relation to audience context or culture</li><li>→ Considering perspectives, emotions and experiences when seeking shared understandings</li></ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"><li>→ Communicate effectively in different contexts in oral and written form in French, Inuktitut and/or English</li><li>→ Ask questions to acquire knowledge</li><li>→ Communicate using a variety of media</li><li>→ Select appropriate digital tools according to purpose and audience</li><li>→ Listen to understand all points of view</li><li>→ Gain knowledge about a variety of languages</li><li>→ Voice opinions and advocates for ideas</li><li>→ Write with purpose and clarity</li><li>→ Employ graphic interpretation and presentation</li><li>→ Listen and observe with respect and understanding</li><li>→ Read for understanding</li><li>→ Communicate with honesty and authenticity</li><li>→ Use an appropriate tone in oral and written communication</li></ul>

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**Teacher Prompts:  
What a coach might  
say to encourage the  
development of this  
skill**

- How can we let others know about our decision/discoveries?
- Can you summarize what she said?
- What is your interpretation of that paragraph?
- Would it have been easier to understand if it was spoken rather than written?
- How would you outline the points made during this discussion or reading?
- Can you give an example of what you mean?
- Can you state that in a different way?
- What are some other ways you could use to get your idea across?
- Why is it important to listen?
- How do you know if someone is listening to you?
- What is a quality audience?
- How can the group keep communication going when you are apart?
- Do you prefer written or oral communication? Why?
- What do you need before you can communicate?
- What helps maintain communication?
- Are we communicating well here? When have we done it best?
- What does active versus passive communication look like?



# Collaboration

**Aajiiqatigiingniq: To cooperate, develop shared understanding to arrive at decisions through consensus**  
**Piliriqatigiingniq: To develop a collaborative relationship and work together for the common good**

Collaboration involves the interplay of the cognitive, interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams to achieve a common goal. Students participate, exchange ideas and share responsibilities. Skills are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments. Students respect alternate views and nurture positive relationships. Students are adaptable, willing to compromise and value the contributions of others.

<b>Competencies</b>	<ul style="list-style-type: none"> <li>→ Sharing responsibilities and supporting others to achieve a common goal.</li> <li>→ Demonstrating sensitivity to diverse cultures, audiences or contexts when working with others.</li> <li>→ Exhibiting reciprocity and trust when sharing ideas or roles</li> <li>→ Valuing flexibility, compromise and the contributions of others to nurture positive working relationships</li> </ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"> <li>→ Participate in teams; establish positive relationships</li> <li>→ Learn from, and contribute to, the learning of others</li> <li>→ Co-construct knowledge, meaning, and content</li> <li>→ Assume various roles on the team</li> <li>→ Manage conflict</li> <li>→ Network with a variety of communities/groups</li> <li>→ Respect a diversity of perspectives</li> <li>→ Value collaboration</li> <li>→ See conflict of issues and ideas as an essential aspect of collaboration</li> <li>→ Contribute to and invest in a group vision</li> <li>→ Further themselves and others in pursuit of common goals</li> <li>→ Value, build on and maximize ideas, abilities and perspectives of others</li> <li>→ Keep personal agendas in perspective</li> <li>→ Resolve conflict by seeking new or common ground</li> </ul>

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**Teacher Prompts:**  
**What a coach might say to encourage the development of this skill**

- How can we put our heads together to begin work?
- How will decisions be made within the group?
- What are some ways of structuring the group for this work?
- Can anyone in your group answer your question?
- How can we hear from everyone in the group?
- If you had a problem person in your group, how would you deal with him/her?
- How are we as a group?
- What have we produced as a group? How could we do it better?
- What skills are there in your group from which you can draw?
- Have you been clear in your thoughts, actions, and feelings with your group?

# Innovation, Entrepreneurship & Creative Thinking

**Qanuqtuurnarniq:** To be resourceful and seek solutions through creativity, adaptability, and flexibility  
**Pijitsirniq:** To contribute to the common good through serving and leadership

Innovation, Entrepreneurship and Creative Thinking involves generating and applying ideas to create something of value. Students recognize opportunities to apply ideas in new ways. They are open to and play with ideas, take risks and adapt to changing conditions. Students demonstrate optimism, initiative and ingenuity. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.

<b>Competencies</b>	<ul style="list-style-type: none"><li>→ Recognizing opportunities and imagining possibilities to apply ideas in new ways</li><li>→ Exploring or playing with ideas, materials or processes to create something new</li><li>→ Evaluating and adapting ideas, materials or processes in response to feedback or emerging conditions</li><li>→ Demonstrating initiative, resourcefulness and perseverance when transforming ideas into actions, products or services</li></ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"><li>→ Contribute solutions to complex problems</li><li>→ Enhance a concept, idea, or product</li><li>→ Take risks in thinking and creating</li><li>→ Make discoveries through inquiry and research</li><li>→ Pursue new ideas to meet a need of a community</li><li>→ Lead and motivate with an ethical entrepreneurial spirit</li><li>→ Recognize conformist, conventional, in-the-box thinking and seeking</li><li>→ Find alternatives</li><li>→ Synthesize old ideas into unique or fresh approaches</li><li>→ Integrate seemingly unrelated ideas</li><li>→ Dream about the possible</li></ul>

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**Teacher Prompts:**  
**What a coach might say to encourage the development of this skill**

- ➔ Is there a new way of solving the same problem?
- ➔ What is the other side of this question?
- ➔ Given these conditions, what are some designs that might be applicable?
- ➔ Can you think of a different approach?
- ➔ Why do you think that?
- ➔ How do you suppose he would react to that idea?
- ➔ What would have happened if you had done what you considered doing?
- ➔ How would you be able to recognize that in another setting?
- ➔ How would you develop that at home? in another country?
- ➔ How many solutions/ideas can we brainstorm?
- ➔ What is a wild, unconventional, but workable approach to this problem?
- ➔ What was an idea you were afraid to try? Why?
- ➔ Did anything pop into your head that seemed totally unrelated?
- ➔ Which of these ideas could be combined to achieve a solution?
- ➔ What is the most creative thing you have done so far? How did it happen?
- ➔ If you could come up with a solution with no limiting factors, what would that be?
- ➔ What if you looked at this from a totally different perspective?

# Critical Thinking & Inquiry

**Avatimik Kamattiarniq: To show environmental stewardship**  
**Aajiiqatigiingniq: To cooperate, develop shared understanding, to arrive at decisions through consensus**

Critical thinking and Inquiry involve addressing complex issues and problems by acquiring, processing, analysing and interpreting information to make informed judgments, decisions and actions. This involves using reasoning and criteria to conceptualize, evaluate and synthesize ideas. They challenge assumptions behind thoughts, beliefs or actions. Students value honesty, fairness and open-mindedness. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen.

<b>Competencies</b>	<ul style="list-style-type: none"><li>→ Questioning and analyzing evidence, assertions or assumptions</li><li>→ Applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</li><li>→ Reflecting upon and evaluating reasoning behind thoughts, beliefs or actions</li><li>→ Synthesizing thoughts and information to discover or extend understandings</li><li>→ Demonstrating intellectual integrity, fairness and open-mindedness</li></ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"><li>→ Acquire, process, interpret, and analyse information to make informed decisions</li><li>→ Engage in an inquiry process to solve problems</li><li>→ Make connections and transfer learning from one situation to another</li><li>→ Inquire into the world around them</li><li>→ Asks questions</li><li>→ Analyze information and events objectively and developing verification procedures</li><li>→ Discern between cause and effect</li><li>→ Distinguish fact and opinion, influence and manipulation</li><li>→ Synthesize information and ideas</li><li>→ Seek to be well-informed and taking the total situation into account</li><li>→ Judge the credibility of a source, using credible sources, and accurately</li><li>→ Is open minded</li><li>→ Identify assumptions</li></ul>

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**Teacher Prompts:**  
**What a coach might say to encourage the development of this skill**

- How else might we go about this work?
- What other ways might you demonstrate your understanding?
- What do you want to learn from this work?
- How could we do this better?
- Even if it doesn't work out, can you try doing this a different way?
- What is the most unique aspect of this product or process?
- What would happen if...?
- Can you reach this outcome in other ways?
- If there were no limitations of time or resources, how would you go about...?
- Do you feel that other people or cultures would see/understand this differently?
- What does this information/data tell you about this subject?
- What are the positive/negative aspects of this situation/idea?
- Would that solution work in this situation? Why? Why not?
- Can you think of a similar situation?
- What are the underlying assumptions to that argument?
- What do you think caused this?
- Into what categories could you break this down?
- What different sources could you pool together to get an answer?
- What are all the options we can look at?
- Have you adjusted your plans or thinking along the way?
- What is most confusing about this?
- What parts of our information are based on facts? Opinions? Your opinion?

# Citizenship

**Aajliqatigiingniq: Become contributing members of their community & to participate actively in building the strength of Inuit in Nunavut**  
**Pijitsirniq: To contribute to the common good through serving and leadership**

Citizenship involves understanding and valuing diverse worldviews and perspectives in order to address cultural, political, ecological, social, and economic issues that are crucial to living in a contemporary, connected and sustainable world. Students acknowledge Indigenous, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference. Students have an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.

<b>Competencies</b>	<ul style="list-style-type: none"> <li>→ Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and communities</li> <li>→ Analyzing various ways in which decisions are made within cultural, environmental, political or economic systems</li> <li>→ Demonstrating responsible citizenship through actions that contribute to healthy and sustainable communities</li> <li>→ Evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities</li> <li>→ Valuing equity and diversity and believing in the capacity to make a difference</li> </ul>
<b>Indicators of Success: How do we know that students are learning this skill?</b>	<p>Choose the appropriate indicators to add to your rubric. Students will...</p> <ul style="list-style-type: none"> <li>→ Contribute to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner</li> <li>→ Engage in local and global initiatives to make a difference</li> <li>→ Interact safely and responsibly within a variety of communities</li> <li>→ Create a positive digital footprint</li> <li>→ Relate to the environment and is mindful of the importance of all living things</li> <li>→ Trust others and are trustworthy within the community</li> <li>→ Value, celebrate and tap into diversity among community members</li> <li>→ Work to understand and empathize with others</li> <li>→ Work to maintain an environment of safety, confidence, mutual esteem, and mutual support</li> <li>→ Enter into productive group work – helping others to achieve a common goal</li> <li>→ Take responsibility for a share of the work — keeping the interest of the community in mind</li> <li>→ Share themselves as teachers or mentors of others</li> <li>→ Contribute and solicit ideas, opinions and resources</li> <li>→ Take an active part in forming and supporting group decisions</li> <li>→ Express ideas, feelings, and hunches with diplomacy</li> </ul>



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**Teacher Prompts:**  
**What a coach might say to encourage the development of this skill**

- What are some of the unwritten rules that guide behavior in this classroom?
- Can we change the culture of this group? How?
- What differences among your small group members could you use to better do this work?
- What guidelines do we need to assure that we are all safe and respected here?
- How are we as a community?
- Do we affect one another's learning?
- Pull yourself out and observe the interaction of your group. What do you see?
- How could you have expressed your idea in a way that would have been acceptable?
- Did you fully participate in making this decision with which you strongly disagree?
- What does your group think of that idea?
- What kinds of behaviors show respect?
- What do you know about your group members that you did not know before?
- What was the result of the way you resolved that conflict?
- Did you live up to your commitment here?

## Additional Resources

### **Bold School**

Bold School is a great resource for you to learn more about transformative learning. Jagdeo and Jensen provide a framework for incorporating inquiry into your classroom. They explore and explain each step, providing real-life classroom examples.

*Jagdeo, Tina, and Lara Jensen. Bold School: an Inquiry Model to Transform Teaching. Portage & Main Press, 2016*

### **The Systems Thinking Playbook**

The Systems Thinking Playbook contains a variety of engaging, practical exercises to stretch and build learning and systems thinking capabilities.

*Sweeney, Linda Booth, and Dennis L. Meadows. The Systems Thinking Playbook: Exercises to Stretch and Build Learning and Systems Thinking Capabilities. Chelsea Green Publ., 2010.*

### **Design Thinking For Educators [PDF]**

The Design Thinking Toolkit for Educators by IDEO contains a design thinking process overview, methods and instructions that help you put design thinking into action and the Designer's Workbook has information to help you with design challenges. Design thinking is a foundational element of the Inspire Nunavik framework. This toolkit will be helpful for you to further your understanding of the design thinking process and give you tips on how to incorporate design thinking into the classroom.

You can download the Design Thinking For Educators resource for free: <https://designthinkingforeducators.com/toolkit/>

### **Business Model Generation: a Handbook for Visionaries, Game Changers and Challengers**

The Business Model Generation book is a great resource for teachers to understand the business model canvas, a foundational tool to the course.

*Osterwalder, Alexander, et al. Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers. Wiley, 2010.*