

Continuing Education Non-Credit Courses at Lakehead University

FACULTY OF LAW

Aboriginal Perspectives (LAW1535)

Aboriginal Perspectives is a non-credit course, where students will be introduced to Aboriginal culture, traditions and perspectives through invited speakers and out of class opportunities to interact with Aboriginal communities. Certain in-class sessions are mandatory and will be scheduled throughout the first year. In addition students are to complete their own hours of engagement with Aboriginal communities. The hours may include scheduled opportunities in the law school such as guest speakers, elder talks, and special ceremonies. Outside of the law school students may attend Aboriginal cultural events, ceremonies, conferences or volunteer with Aboriginal organizations.

CONTINUING EDUCATION DEPARTMENT

SOCIAL INNOVATION AND LEADERSHIP FOR COMPLEX CHALLENGES: A CONTINUING EDUCATION NON-CREDIT COURSE

The executive leadership of today's social-benefit organization is faced with an increasingly complex environment. In order to make people's lives better and to address community issues, more of the same-old solutions are no longer adequate.

Through conversational learning techniques and practical exercises find out how you can develop the capacities to perceive, reason, and manage within complexity, to nurture an ecology of innovation, and to discover the simple solutions that often lie on the other side of complex problems.

PROFESSIONAL DEVELOPMENT IN EDUCATION

EDUC 7022: Project E.C.O. Learning

The acronym "E.C.O." in Project E.C.O. Learning stands for "Ecological literacy, sense of Community and Obligation to life on earth".

Knowing about how we can all contribute to the future health of the earth and all the life it contains is the first imperative for the 21st Century. This introductory workshop will help everyone to better understand how the natural world works and how we can live responsibly within it.



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This workshop is interactive (not lecture-based), experiential (hands-on: in one activity, you will get wet, rain coats advised), thought-provoking, set in the outdoors (rain, snow or shine), fun and dynamic. The position of experiential learning is that people learn best when they are actively involved using as many senses as possible. In Project E.C.O. Learning, complex systems such as water usage are best understood by interacting with models that simulate this complexity in easy to understand ways. This workshop explores the global implications of these complex systems as well as their impact on individual lifestyles.

EDUC 7039: Using Global Positioning Systems (GPS) to Create Adventure in the Ontario School Curriculum

This is an outdoor, hands-on workshop that will introduce the Global Positioning System (GPS) and provide the basics of setting up and maintaining a hand-held GPS unit. Participants will learn about the main menu components of a GPS unit, compass navigation, satellites, topographic maps and using the trip computer.

Practice with the units will include use of topographic maps, waypoints, routing, elevations and more! There will be a number of activities provided to ensure you get practical experience with and gain ideas for using the GPS unit in various curriculum activities.

EDUC 8042 Special Education for Aboriginal Students

Special Education for First Nations Students provides a general overview of special education systems services for Aboriginal children in Ontario. The discussion is related to students attending both First Nations or band-controlled schools and provincially funded school systems. The focus of this course is on the development and delivery of programs and services for exceptional Aboriginal children who are receiving instruction in the regular classroom.

EDUC 8043 Teaching Aboriginal Students

Teaching Aboriginal students provides a general overview of the impact of education on Aboriginal peoples in Canada and how the new Ontario curriculum has embedding Aboriginal content and perspective. Education policies and effective teaching strategies are explored while respecting the diversity of Aboriginal perspective and learning preferences. The focus of this course is to examine historical and current practices, and to become familiar with the resources that are available to supporting the teacher of Aboriginal children.

EDUC 8203: Working with Adults with Learning Disabilities

Learning to work effectively with adults who have learning disabilities is a primary concern for most LBS Practitioners. If practitioners can be clear about what a



learning disability is, are more aware of how learning disabilities manifest themselves in a learner's behaviour and academic performance, learn what

strategies and accommodations are successful, develop skills for helping learners find the strategies that are right for them, then learners will be more successful and will become more independent when faced with learning something new in day-to-day life beyond the classroom. This course lays a good foundation for understanding different learning disabilities and how they affect literacy learning and helps develop skills for selecting appropriate strategies for particular LD difficulties.

EDUC 7098 safeTALK: Suicide Alertness For Everyone

safeTALK is a program developed by LivingWorks to train and certify suicide alert helpers. As a preservice teacher, you will be trained with a much needed skill set for handling crisis as well as suicide intervention with students.

Learn to recognize opportunities to help a person with thoughts of suicide
Develop skills to provide intervention and connect with community resources which can offer more specialized help.

Learn and practice skills (similar to First Aid/CPR courses) to confidently and competently respond to those at risk of suicide.

The benefits of this workshop are substantial and long lasting. There are employment opportunities all over Canada and abroad. It is a great addition to your resume as employers look for candidates who bring with them a diverse skill set and a passion for meeting the needs of their students.

Please visit Livingworks at <http://www.livingworks.net> for more information.

EDUC 7076: Fetal Alcohol Spectrum Disorder (FASD) and the Classroom Teacher

Prenatal exposure to alcohol is the leading cause of preventable birth defects and developmental delays in Canadian children. Individuals born with Fetal Alcohol Spectrum Disorder (FASD) face a wide range of learning and social challenges. FASD is considered a "hidden disability" which may go undetected until the demands of the school setting reveal difficulties.

The classroom teacher could be the first to identify that a student has a learning disability. It is extremely important that teachers are aware of FASD and its implications in the classroom. Primary and Junior level teachers will find this workshop information most helpful. Through the use of lecture, video, and interactive activities participants will learn about indicators of FASD, ways of interpreting specific behaviours, strategies to help children with FASD succeed in the classroom, the teacher's role, and working with parents.



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