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Course: Indigenous Leadership 10
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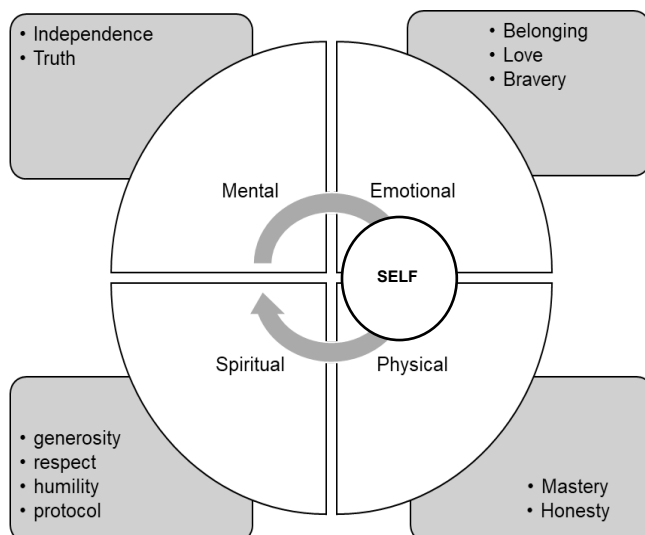
Course Length: 10 months
 (approx 120 hours)

Course Curriculum

The curricular competencies and content by nature are interconnected and holistic – students and teachers understand that these concepts are taught concurrently and are revisited throughout the course. The curriculum for this course is build around the following Big Ideas:

Building Leadership capacity supports Indigenous students in their role as active and engaged community members.	Building leadership capacity benefits students' individual growth and interpersonal relationships.	Mentorship and leadership opportunities that involve Indigenous students in their school supports the journey of reconciliation.	Awareness of and participation in Indigenous traditional practices and knowledges strengthens the mental, emotional, spiritual, and physical well-being of Indigenous youth.	Seeing oneself reflected in our learning environment increases Indigenous student sense of belonging, identity and self-efficacy
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Learning Standards



Content	Curricular Competencies
<p>Students are expected to know:</p> <ul style="list-style-type: none"> • positive and negative practices within the framework of the 4 quadrants of the Medicine Wheel • positive and negative aspects of the four quadrants of the Circle of Courage • the meaning of the term Balance, in relation to the Medicine Wheel and the Circle of Courage, for self and community • identify the value of traditional ways of being for Indigenous communities prior to contact • the importance of knowing self in terms of positive leadership ability • The impacts of colonization for Indigenous People: Indian Act, Residential School, 60s Scoop • The importance and value of protocol in traditional practices and ways of being • identify healthy/unhealthy practices in personal wellbeing • the concepts of Protocol, self-care, and resilience • The concept of reciprocity. (What does it mean to “give back? And what does this look like in terms of leadership?”) 	<p>The Medicine Wheel: Mental Component – How we “think” Circle of Courage – Independence 7 Sacred Teachings – Respect, Truth</p>
	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Identify and practice positive self-care based on the teachings of independence, respect, and truth • See difference and diversity as a community strength • Understand the importance of individual strength within a group • Work to build trust within a community • Connect with an Elder to discuss leadership perspectives • Build on and model positive self-awareness, communication skills, organization, community building, and cooperative relationships.
	<p>Medicine Wheel - Emotional Component Circle of Courage - Belonging 7 Sacred Teachings – Love, Bravery</p>
	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Identify and practice positive ways to manage emotions • Connect with an Indigenous-focused Anger Management and/or Conflict Resolution group for Youth • Identify and practice healthy relationship skills • Research and reach out to the different clubs within the school community to build connection
	<p>Medicine Wheel - Physical Component – How we “do” Circle of Courage – Mastery 7 Sacred Teachings – Honesty</p>
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Identify and practice healthy ways to treat our bodies • Demonstrate an understanding of how the way we treat our body reflects how we see ourselves • Connect with a Kinesiologist, a dietician, or a Phys Ed teacher to gather information • Identify traditional practices from students’ traditional territories that support physical wellbeing 	
<p>Medicine Wheel - Spiritual Component – Our Vision Circle of Courage – Generosity 7 Sacred Teachings – Respect, Humility Protocol</p>	
<p>Students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how the Medicine Wheel, Circle of Courage, and 7 Sacred teachings are interconnected • Understand the connection between our evolving identity and our perception of the world • Understand the value and protocol of participating in a sharing or talking circle 	

Mark Weighing

Category	Weighing
Unit Assignments	30%
Unit Reflections	30%
Cultural Participation	40%

Resources

- Textbook not required
- Outlook Calendar (shared with student by Teacher upon course acceptance)

Course Content

Module	Units	Formative Assessment	Marks
Unit 1 Personal Identity	1.1 Retell your story	1 Reflection	15 marks
	1.2 Locate your traditional territory	1 Assignment	25 marks
	1.3 Connect with the Medicine Wheel	1 Assignment 1 Reflection	30 marks
	1.4 Set Goals with a Self Care Plan	1 Assignment	25 marks
	1.5 Drum Reflection	1 Reflection	25 marks
	1.6 Personal Journey & Back Pack	1 Reflection	25 marks
Unit 2 Defining Indigenous Leadership	2.1 Working Definitions	1 Assignment	20 marks
	2.2 Forms of Leadership	1 Reflection	25 marks
	2.3 Respect: Participate & Reflect	1 Community Event 1 Reflection	25 marks
	2.4 Seven Sacred Teachings	1 Assignment	21 marks
	2.5 Listening Reflection	1 Art Expression 1 Reflection	20 marks
	2.6 Consensus Decision Making	1 Group Discussion	15 marks
	2.7 Research an Indigenous Leader	1 Research Project	30 marks
	2.8 #EldersSpeak & Reflection	1 Reflection	10 marks
Unit 3 Connection to the Land	3.1 Raven & the First Men	1 Retelling 1 Reflection	15 marks
	3.2 Traditions Sacred Cedar & Reciprocity	1 Assignment	15 marks
	3.3 Talking Circle Activity	1 Group Discussion	10 marks
	3.4 Footprints Paw Prints	1 Reflection	15 marks
	3.5 Indigenous Plant Diva	1 Group Discussion	10 marks
	3.6 Connection to the Land	1 Reflection	25 marks
	3.7 Cultural Learning Activity	1 Community Event 1 Reflection	25 marks
Unit 4 Am I prepared?	4.1 Preparing for the Journey	1 Assignment	20 Marks
	4.2 Cultural Event	1 Community Event 1 Reflection	25 marks
	4.3 What I Learned	1 Presentation Culminating Activity	30 marks
	4.4 Cultural Activity	1 Reflection	25 marks
	4.5 Self-Evaluation	1 Assignment	25 marks

Students are expected to:

- contact the teacher by instant messaging, email or phone when help is needed or questions arise
- be actively engaged and submitting work on a regular basis
- inform the teacher when they will be inactive for two or more weeks
- be aware that if they are inactive in a course for four or more weeks they may be removed from that course
- check their email at least twice a week
- cite all sources properly
- answer in their own words