



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 84	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 84
Developed by: Monique Comeau + Cultural Advisory Group	Date Developed: March 2022
School Name: Kyuquot Elementary Secondary	Principal's Name: N/A
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Nuu-Chah-Nulth Leadership 11	Grade Level of Course: 11
Number of Course Credits: 1-4	Number of Hours of Instruction: 30-120

Board/Authority Prerequisite(s):

Recommendation by a teacher or community member or NCN Leadership 10

Special Training, Facilities or Equipment Required: Training, equipment, and facilities supplied by or supported by communities and schools

Course Synopsis:

This course has been designed to help students earn the skills and knowledge of leaders and role-models in their communities. Herein, youth foster connectedness and leadership through cultural activities, land-based skill development, and resilience-based wellness training. Students will learn from traditional knowledge keepers and earn provincially recognized certifications and skills that help develop them into adept leaders that act in relation to the teachings from Nuu-Chah-Nulth people and the land.

Goals and Rationale:

Rationale: Nuu-Chah-Nulth Leadership is designed to honour the extensive land-based, experiential, and cultural learning taking place in communities. At the heart of this curriculum is the development of leadership skills for youth to prepare, protect and provide for themselves and their greater communities. These skills are achieved through regular land-based activities, service-learning, connection to elders and other adults, and a variety of provincially recognized certifications. Youth will seek support from various stakeholders and organizations to learn topics such as seasonal food harvesting practices to improve local food security, or training in emergency preparedness as it relates to tsunamis (to name a few examples). There are many skills and knowledge areas under the Nuu-Chah-Nulth Leadership umbrella, which can be selected or emphasized based on youth, community, and school input.

While this course could be used across school districts, it is important that those providing credit understand the content is contingent upon the context of place. Within this context lies localized teachings, and specialized knowledge that are not necessarily shared elsewhere. This curriculum allows for students to earn culturally relevant credit that supports sacred and traditional teaching methods that are not common within current provincial curriculum.

The emphasis on leadership has a strong connection to the competencies – both core and curricular. Within various land-based and experiential settings students further develop *personally* by exploring their identity and improving communication and thinking skills; and *socially* through their connection to others and through the problem-solving and collaboration required within groups.

Goals:

- Develop understanding of leadership as it relates to self, others, and groups
- Develop skills and knowledge to participate safely in a variety of outdoor activities and wilderness pursuits
- Understand how traditional practices such as food harvesting connect to seasonal changes and patterns of local biodiversity
- Develop the knowledge and personal-social skills required to connect with elders and community mentors, and other students
- Gain certifications in leadership and various life and recreational skills that serve self, families, peers, school, and community (such as first aid, firearms safety, carpentry, diving, canoeing, kayaking etc)
- Develop skills and knowledge for safe decisions to maintain physical, mental/emotional, and sexual health

Aboriginal Worldviews and Perspectives:

This course was developed in alignment with Indigenous worldviews and perspectives toward leadership and learning. This course hinges on teaching from traditional knowledge keepers and the land.

Key connections:

- NCN Leadership hinges on the involvement and teachings from broader community and extends beyond the school setting

- This course content is governed by the land's seasonal changes, and patterns, which historically and traditionally have informed Indigenous communities of the coast
- Oral teachings are keystone in knowledge acquisition whereby traditional knowledge keepers will model and share
- Learning is experiential and happens through *doing* – assessment is also reflective of this experiential learning whereby students are able to demonstrate skills often, and communicate learning in a variety of ways. There is less emphasis on written and text-based instruction, resources, and assessment that are more colonial in nature
- The course is shaped by student and community input and feedback
- Leadership acquisition is holistic, reflexive, reflective, experiential, and relational
- Learning is community-centered and extends to identifying and supporting ways to support inter-nation resurgence and collaboration
- Knowledge is sacred and shared in ways that does not always fit within the school system. As a result, content areas become fluid and flexible to meet local standards and protocols around knowledge acquisition and sharing.

This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, and the interests and needs of our communities and youth

BIG IDEAS

Cultural practices and land-based knowledge require intergenerational connection and sharing

Leadership development is an ongoing process

The land governs how we develop as individuals and part of a community

Supporting a team requires personal-social development, and communication

Understanding our aptitudes and interests requires time, practice, and reflection

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to DO the following:</i></p> <p>Protect (thinking, communication, outdoor activity skills and outdoor living)</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of skills for outdoor, survival, and cultural activities • Support others to organize community events and service projects • Develop communication skills to collaborate and connect with others • Make decisions to improve or safeguard physical, sexual, and mental health of self <p>Prepare (thinking, communication, personal-social)</p> <ul style="list-style-type: none"> • Prepare for and monitor environmental conditions during outdoor activities • Participate in a variety of outdoor activities and community events and gatherings to develop leadership skills and knowledge • Understand strengths and areas for growth and seek mentorship and support to improve in these areas • Complete various certifications relevant to one’s interests • Solve problems and adapt to challenges presented by the environment • Assess safety and consider risks of outdoor activities <p>Provide (community building and collaboration, person-social)</p> <ul style="list-style-type: none"> • Recognize community needs and propose ideas to support these needs • Identify skills and certifications they may require and advocate for them • Acknowledge the work and contributions of others • Provide service for community 	<p><i>Students are expected to KNOW the following:</i></p> <ul style="list-style-type: none"> • Local seasonal cycles • Relationship between cultural practices and seasonal patterns • Traditional food harvesting techniques • Wilderness and remote first aid • Camping skills • Physical, sexual, and social/emotional mental health and decision-making • Weather patterns, trends, and safety • Navigation and safety in remote land-based and marine environments • Wilderness survival skills • Nuu-Chah-Nulth cultural protocols in various environments and settings • Environmental stewardship <p>Based on availability of instructors, funding, and youth/community input, students may know the following:</p> <ul style="list-style-type: none"> • Basic carpentry and construction skills • Hunting safety and practices: firearms training, archery • Driving skills and safety for beginners • Paddle sports

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| <ul style="list-style-type: none">• Reflect upon and share learning experiences | |
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Big Ideas – Elaborations

Leadership development is an ongoing process: Students will identify their individual purpose in the leadership team, their values, strengths and style. These qualities are learned over time through practice and mentorship from the wider community. Grade 11 students in this course straddle the boundaries between following to learn, and leading to learn. They will observe, support, and share responsibility with older students as those peers mentor, manage, and execute land-based activities

Curricular Competencies – Elaborations

Develop and demonstrate a variety of skills for outdoor, survival, and cultural activities: Students will participate in various outdoor pursuits and may choose to focus on skills such as canoeing, kayaking, wilderness survival, archery, and/or orienteering (to name a few).

Certifications: Sample certifications include remote/wilderness first aid, small vessel operators permit, marine radio, chainsaw operator

Recognize: Identify community needs to inform service projects such as special gatherings, firewood and/or food distribution. These services would be organized by youth leaders, and executed in teams.

Content – Elaborations

Marine Safety

- Basic navigation – reading charts
- Emergency response and ‘man-over-board’
- Hypothermia
- Tides
- Signalling

Nuu-Chah-Nulth cultural protocols in various environments and settings: Cultural parameters that are attached to different practices, activities, and gatherings. Students will learn how to honour these protocols, practice them, and help teach them to others. Contexts include:

- Hosting events
- Acknowledging others
- Asking for permission to conduct certain activities

Health and wellness

- Sexual health
- Decision making and respectful relationships
- Two-spirit inclusion
- Nutrition

Recommended Instructional Components:

- Land-based and oral teachings and modelling by knowledge keepers
- Direct instruction by community teachers and certification trainers
- Peer-teaching
- Experiential learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Oral presentations (to peers, community, and board of education)
- Individual learning portfolios
- Assessments in line with certification standards (written tests etc)
- Narrative assessment to reflect on hands-on and experiential learning experiences (can be done by teacher representative, student, peer, and/or community member)
- Peer and self-assessment

Learning Resources:

Sacred knowledge, oral stories, and experiences shared by community members

‘The Strength of the Quu-as Way’ – Ricardo Manmohan

‘Tracking and the Art of Seeing’ – Paul Rezendes

‘100 Deadly Skills’ – Clint Emerson

‘The Forest Woodworker’ – Job Suijker and Sjur van der Meer

‘Birds of the Pacific Northwest’ – Ricard Cannings, and Tom Aversa

Vancouver Island Backroads Map

‘The Ultimate Wilderness Survival Handbook’ - Outdoor Life

‘Wilderness and the Skill of Campcraft’ - Paul Kirtley

‘Bushcraft: Field Guide to Trapping, Gathering, and Cooking in the Wild’ – Dave Canterbury

‘The Big Book of Teambuilding Games’ – John Newstrom, and Edward Scannell

Additional Information:

This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, interests and needs of our communities and youth

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