



<b>Developed by:</b> Jodi Tuton	<b>Date Developed:</b> March 15th
<b>School Name:</b> FH Collins Secondary	<b>Superintendent Signature</b>
<b>Committee Approval Date:</b>	<b>Committee Chair Signature</b>
<b>Course Name:</b> Yukon First Nations Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Department Authorized Prerequisite(s):**

n/a

**Special Training, Facilities or Equipment Required:**

Successful delivery of Yukon First Nations Leadership 10 depends upon a teacher’s ability to build meaningful, respectful and reciprocal relationships. Engagement and collaboration with local Elders, Knowledge Keepers, First Nations Governments, First Nations Education departments, Community Education Liaison Coordinators, Education Support Workers and/or Yukon First Nations Language teachers are necessary to fulfill the learning outcomes. Secondly, as communicated by Elders and Knowledge Keepers involved in developing the curriculum elaborations , it is essential that students have ‘placed-based / experiential’ opportunities to ground learning on the land and water. In this sense, the primary resources for Yukon First Nations Leadership 10 are the relationships established with the ‘people and place’ where one is teaching.

**Course Synopsis:**

This course provides all youth (Indigenous and non-Indigenous) with exciting and engaging opportunities to learn on the traditional territory of Yukon First Nations. In this course, students will explore what it means to be a leader within their personal lives, as well as within their local and global community. It provides youth with leadership experiences in and out of school by providing local and culturally significant citizenship

opportunities. The course emphasizes understanding of Yukon First Nations languages, histories and traditions. This will encourage students to have pride in their own cultural identity and the identity of others, an understanding of Yukon First Nations perspectives and the capacity to pursue goals and dreams (both individually and as a community).

Yukon First Nations Leadership 10 is a comprehensive undertaking of all the core competencies. Communication, creative and critical thinking, personal/social connection, and identity are explored.

### **Goals and Rationale:**

The course provides opportunity for students to connect with place, with emphasis on “service to the community”. Yukon First Nations Leadership 10 is a unique leadership course in that both content and teaching are from Yukon First Nations perspectives. This means that students will have the opportunity to develop personal goals and confidence through an exploration of leadership that aligns with Yukon First Nations priorities. Particular emphasis is put on the local community and land-based worldviews.

The goal is to empower students to achieve social, emotional and academic success, as well as become socially responsible citizens and leaders in the local and global community, while cultivating student resiliency and social-emotional learning through a culturally responsive framework. The course aligns with the educational goals of Yukon First Nations Governments and Yukon Department of Education.

### **Yukon First Nations Ways of Knowing, Doing and Being:**

- Learning ultimately supports the well-being of the self, the family, the community, land and water. This course seeks to build self-awareness and other leadership qualities while also providing opportunity for contributing to the community.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to consider the different aspects of leadership by reflecting on the experiences facilitated within the course.
- Leadership involves recognizing responsibilities and considering the impacts of one’s decisions.
- Learning involves understanding generational roles and responsibilities.
- Leadership is embedded in memory, history and story. Student leadership is built on a foundation of history and stories of previous events. It is important for students to engage with Yukon First Nations Oral Traditions to inform student understanding of leadership.

## BIG IDEAS

<p>Leadership requires an exploration of one's identity, being connected to place and the building of skills.</p>	<p>Yukon First Nations Leadership supports the well-being of self, the family and the community. Stewardship of the land and water is an essential part of what it means to be a leader.</p>	<p>Communities are built on a sense of connectedness that nurtures self-esteem, self-worth and healthy relationships.</p>	<p>Leadership requires communication, decision making and being responsible for one's choices.</p>
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### Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Describe what <i>Yukon First Nations leadership</i> involves.</li> <li>• <b>Identify levels of Yukon First Nations leadership</b></li> <li>• Describe <b>land and water stewardship</b> and its importance to local communities and the wider territorial/national/global context.</li> <li>• Describe <b>effective and inclusive leadership</b></li> <li>• Identify <b>leadership skills</b> and <b>leadership styles</b></li> <li>• Engage in experiential opportunities to mentor with local leaders involved in community outreach.</li> <li>• Identify and describe leadership roles in our local and global community while examining local/national and global issues</li> <li>• Describe and participate in activities that benefit the community.</li> <li>• Demonstrate their understanding of balance in relation to physical, mental, social, spiritual and emotional well being</li> <li>• Demonstrate what it means to listen to, and access, community</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• Traditional territories of the Yukon First Nations and relationships with the land and water.</li> <li>• Traditional laws and contemporary governance structures of Yukon First Nations.</li> <li>• Local Yukon First Nations protocols.</li> <li>• Where to access local information on protocols.</li> <li>• A number of oral stories from Yukon First Nations Traditions as they relate to leadership, responsibility and land stewardship.</li> <li>• The eight First Nations language groups within Yukon and how language is connected to place.</li> <li>• Impact of historical exchanges of ideas, practices, and materials among Yukon First Nations and with non- indigenous peoples.</li> <li>• Local Yukon First Nations use of land and water, and Land Guardianship.</li> <li>• One's own culture and how it informs an</li> </ul>

<p>perspectives (Knowledge Keepers, Elders, oral traditions, traditional teaching, traditional law and changes in the environment) in the context of decision-making</p> <ul style="list-style-type: none"> <li>• Identify and apply <b><i>problem solving strategies to contemporary issues facing local communities.</i></b></li> <li>• Describe the concept of building <b><i>healthy communities</i></b></li> <li>• Apply organization and time management skills individually and through mentorship and community-based project planning</li> <li>• Analyze how Yukon First Nations leadership is similar to, as well as different from, non-indigenous leadership.</li> <li>• Demonstrate understanding of leadership skills and styles by participating in a <b><i>community-based project.</i></b></li> <li>• Demonstrate understanding of leadership skills and styles by participating in cultural activities.</li> <li>• Describe the importance of business and entrepreneurship to building community and explore potential career opportunities in leadership</li> <li>• Identify Yukon First Nations Development Corporations and their contributions to community building.</li> <li>• Demonstrate <b><i>collaborative decision making</i></b></li> <li>• Use <b><i>critical thinking skills</i></b></li> </ul>	<p>understanding of leadership.</p> <ul style="list-style-type: none"> <li>• Current events involving Yukon First Nations communities.</li> <li>• Importance of ancestral knowledge and how to access it.</li> </ul>
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## Elaborations

### Curricular Competencies

- **Yukon First Nations Leadership** - Informed by Oral Stories, Traditions, Teachings of Elders and Knowledge Keepers, Relationship to the Land; and as described in key texts “Together Today for Our Children Tomorrow”.
- **Levels of Yukon First Nations Leadership** - identify different levels of leadership in the community and leadership skills – research and create a foundations skills list for a good leader, justify why you selected specific skills (trust, communication, respect, vision etc.)
- **Leadership Styles i** - challenger, , educator, ideator & connector
- **Leadership Styles ii** - autocratic, democratic, strategic, transformational, team, cross-cultural, facilitative, laissez-faire, transactional, coaching, charismatic & visionary
- **Land and Water Stewardship** - Land-management decisions consider ecological, social, cultural and economic values to ensure maximum benefits to current and future generations.
- **Balance and Well Being** - the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation
- **Problem Solving** - ability to use different perspectives and learning styles to solve simple and complex problems
- **Healthy Relationship** - mutual respect, trust, compromise, individuality, communication & understanding
- **Project Development** - is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time.
- **Time management skills** - prioritization, goal setting, delegation, decision-making, balance
- **Community-based project** - plan and run a community-based event that demonstrates individual leadership interests, skills and styles. For example: supporting a local community garden or supporting local cultural programming in an elementary school
- **Collaborative decision making** - DECIDE model, 6 steps: Define the problem, establish criteria, consider alternatives, develop and implement a plan of action, evaluate and monitor
- **Critical thinking skills:** 6-D process to work through problems and develop critical thinking skills: Define, Design, Discover, Deliver, Dream, Debrief

## Content

### Traditional territories of the Yukon First Nations and relationships with the land:

#### *Sample topics:*

- Traditional territories of local First Nations
- Traditional territories overlap.
- Difference between political boundaries and traditional territories
- How the land shapes and influences Yukon First Nations worldview (e.g., stewardship, cultural practices of the land and water, relationship to language)
- Cultural and linguistic diversity that exists among Yukon First Nations
- Importance of place names and language in each community

### Role of oral tradition for Yukon First Nations

#### *Sample topics:*

- Elders as knowledge keepers who share the history of their people and lands and waters
- Land Claims Agreement
- Oral tradition as valid and legal evidence (e.g., *Delgamuukw v. B.C.*, 1997; ownership of property, territory, and political agreements)
- Stories, songs, music, and dance as forms of narrative
- Oral tradition shapes identity and connects to the past, present, and future.
- Oral tradition provides guiding principles for living.
- Indigenous concept of time (e.g. spiraling versus linear)

### Recommended Instructional Components:

Yukon First Nations pedagogical practices should be used, including but not limited to:

- Regular land and water-based learning opportunities
- Engagement with Oral traditions from the Traditional Territory.
- Hands-on and experiential activities
- The opportunity for students to develop mastery in priority areas.

- Trauma-Informed Approaches to Instruction
- Community and Elder involvement

**Recommended Assessment Components:**

- ensure alignment with the Principles of Quality Assessment

Students will:

- Develop goals and expectations with students of what they should know, do, and understand
- Co-plan course activities
- Engage in student self-reflection / self assessment.
- Receive peer feedback
- Conduct regular and ongoing individual oral conversations with their teacher to assure students know where they are showing progress and where they need to increase learning

**Learning Resources:**

Elders / Knowledge Keepers

Community members

Yukon First Nation Education Directorate

Guest speakers

Current articles and Information on local and global Indigenous news

Stories from local territories and those that the students are from

Indigenous Language apps

Local speakers to support incorporation of Yukon First Nations languages.

Mapping the Way: <https://mappingtheway.ca/>

People, The Yukon. *Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement By the Yukon Indian People.* The Council for Yukon Indians, 1977.

Kwanlin Dün First Nation. *Kwanlin Dun: Daekwandur Ghay Ghakwadindur -- Our Story In Our Words.* Figure 1 Publishing, n.d.

McClellan, Catharine. *Part of the Land, Part of the Water: A History of Yukon Indians*. Douglas and McIntyre, 1987.

“United Nations Declaration on the Rights of Indigenous Peoples | United Nations for Indigenous Peoples,” June 5, 2015.  
<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html/>.

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.*, 2012



