



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33
Developed by: Mark Point, Marianne Beveridge, Katie Diaz, Niki McCall, Mariam Rehman	Date Developed: 15 April 2025
School Name: Sardis Secondary	Principal's Name: Lynnet Schramm
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lá:lém Siyá:m (House of Leaders) 10 / Indigenous Leadership 10	Grade Level of Course: 10
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 50 or 100

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teachers are expected to have participated in learning opportunities specific to this course.

Teachers are expected to have participated in professional development for cultural awareness and protocols.

Teachers are expected to have an equity-centered, trauma-informed teaching and learning mindset.

Teachers are expected to cultivate and nurture relationships with local First Nations.

Transportation and supplies to allow students to participate in place-based learning activities.

Classroom with space for project-based learning, flexible seating, and adequate personalized storage. See Learning Resources for additional materials.

Course Synopsis:

Students will gain a deeper insight into their own identities and origins as they explore traditional Indigenous ideologies and leadership approaches. The curriculum and practical experiences will provide support, aiming to enhance students' self-awareness, communication abilities, organizational skills, community engagement, and collaborative relationships. The program will also aim to introduce students to Indigenous leaders, mentors, and role models from various Indigenous communities, prioritizing local Stó:lō communities. This course will encourage reflection on the importance of sharing knowledge and ideas related to leadership.

Goals and Rationale:

This program aims to engage and support Indigenous students in the development of leadership and mentorship skills rooted in Indigenous ways of knowing and being. Through a variety of experiences, students will come to know themselves as positive contributors to their school community and local community.

Indigenous Worldviews and Perspectives:

Learning is embedded in memory, history, and story. Students will recognize the interconnectedness of past, present, and future, understanding that knowledge and growth come from reflecting on history, traditions, and lived experiences. By developing a growth mindset, they will learn from their own and others' past actions, fostering a deeper sense of responsibility and connection to their learning journey in a way that honors ancestors and benefits future generations.

Learning involves patience and time. Students will set personal and group leadership goals. They will recognize that significant and meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will practice reflective skills and interpersonal skills throughout the course. They will also engage in a variety of experiential learning experiences.

Learning requires exploration of one's identity. Students will have opportunities to better connect with their identity to strengthen their voice and share perspectives. Through this process, they will develop a deeper understanding of who they are, where they come from, and the values that guide them. By engaging in storytelling, cultural teachings, and self-reflection, students will recognize the strength in their unique experiences and perspectives, allowing them to lead with integrity and inspire others.

Learning recognizes the role of Indigenous knowledge. Students will strengthen their knowledge around Indigenous worldviews and perspectives to decenter Eurocentric models of leadership. By engaging with traditional governance systems, oral histories, and Indigenous ways of knowing, students will learn about relational accountability, consensus-building, and community-based leadership. Students will recognize that leadership as a shared responsibility that prioritizes collective well-being over individual authority.

BIG IDEAS

Effective leadership begins with self-awareness and feeling comfortable in one's own skin, preparing individuals to embrace their gifts as leaders.

When Indigenous students are actively involved and accurately represented in their learning environment, it boosts their sense of belonging, identity, and confidence.

Involving Indigenous students in leadership and helping roles at school helps them feel connected and encourages active community involvement.

Learning about and participating in Indigenous traditions and knowledge improves the overall well-being of Indigenous youth.

Building upon leadership capacities helps students grow personally, improves their relationships with others and encourages healthy risk taking.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Recognize the value of traditional ways of being in Indigenous communities, with an emphasis on Stó:lō societies, prior to contact. • Understand the importance of identity and self-awareness for positive leadership abilities. • Recognize the impacts of colonization on Indigenous Peoples' ability to lead including, but not limited to, the Indian Act, Residential Schools, and the 60s Scoop. • Recognize and analyze contemporary efforts to restore self-determination and revitalize Indigenous cultures and reflect on their impact on community well-being and identity. • Appreciate the significance and value of protocol in traditional practices and ways of being, with an emphasis on Stó:lō societies. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Self-care principles rooted in teachings of independence, reciprocity, respect, and truth. • Recognize that difference, diversity, and personal gifts contribute to community strength • Recognize the significance of individual strength within a collective. • Engage with an Elder to explore diverse leadership perspectives. • Identify and practice positive methods for managing emotions. • Identify and practice healthy relationship skills. • Connect with various clubs in the school community to build relationships. • Recognize and practice healthy ways to treat our bodies. • Identify traditional practices from students' ancestral territories that promote physical well-being. • Recognize the link between our evolving identity and our worldview. • Understand the value and protocol associated with participating in a sharing or talking circle.

- Understand the concept of reciprocity; exploring what it means to "give back" and how this aligns with leadership and Stó:lō worldview.
- Acknowledging the importance of service and employing Indigenous leadership skills and teachings to benefit the school, district, and local communities.
- Recognize the significance of how family and community are integral to shaping your leadership identity.
- Demonstrate an understanding of the role of Indigenous leadership in environmental stewardship and recognize one's own responsibility in caring for the land.

Curricular Competencies – Elaborations

Recognize the value of traditional ways of being in Indigenous communities, with an emphasis on Stó:lō societies, prior to contact.

- Students will explore traditional teachings, leadership practices, and structures prior to contact to gain perspective on the impact of westernization and colonization, the enduring values of Indigenous nations, and the plethora of early advanced technologies developed by Indigenous peoples.
- Understand the important matrilineal leadership structures within Indigenous communities prior to contact, and how these traditional systems are being revitalized.

Understand the importance of identity and self-awareness for positive leadership abilities.

- Understand the concepts of protocol, self-care, and resilience.
- Students will learn strategies for caring for oneself and others, including their community, during challenges and during times of success.
- Students will explore their own identity through recognizing and appreciating family and community ties.
- Students will explore ways in which they can confidently navigate “walking in two worlds” (Western vs. Traditional). This can be done through exploring the concept of two-eyed seeing.

Recognize the impacts of colonization on Indigenous Peoples’ ability to lead including, but not limited to, the Indian Act, Residential Schools, and the 60s Scoop.

- Students will explore the contemporary impacts of colonization on local and national communities. They will understand the ways in which colonization has shaped many structures of modern society. Students will see examples of resiliency and strength in grass roots movements such as Idle No More, the Truth and Reconciliation Commission, MMIWG Calls to Action, and the Moosehide Campaign to examine

responses to colonization. Students will explore their Orange Path, and their community's Orange Path, and identify steps they can take on an individual level to contribute to reconciliation in Canada. Possible document to include in the course:

- Students will engage with government documents to explore the colonial policies on which this country was founded including the Royal Proclamation, the Indian Act, and Doctrine of Discovery.

Appreciate the significance and value of protocol in traditional practices and ways of being, with an emphasis on Stó:lō societies.

- Students will contribute to the community in a meaningful way, and understand, identify, and explore protocols in traditional practices.
- Student will appreciate and practice ceremonial protocols.

Understand the concept of reciprocity, exploring what it means to "give back" and how this aligns with leadership.

- Students will engage in reciprocity with themselves, others, community, and the environment. They will look at ways to meaningfully give back and to support the ecosystems around them. Students will navigate giving back while in leadership roles at school and in the community.

Acknowledging the importance of service and employing Indigenous leadership skills and teachings to benefit the school, district, and local communities.

- Students will examine Indigenous leadership practices that emphasize collective strength, consensus-building, and relationship-centered approaches, contrasting them with Western models of individual leadership.
- Students will reflect on their own roles as youth leaders—how they are accountable to their family, school, and community—and how they can contribute to healing, reconciliation, and cultural resurgence.
- Students will learn from Elders, Knowledge Keepers, and local Indigenous leaders about traditional teachings—such as Tomiyeqw, holism or local governance practices—and how these can be used in everyday decision-making, event planning, conflict resolution, and advocacy within school and community settings.

Recognize the significance of how family and community are integral to shaping your leadership identity.

- Students will explore their personal and cultural identity, and how they are connected to others, with a focus on understanding their family, community, and their responsibilities within these relationships.

Recognize and analyze contemporary efforts to restore self-determination and revitalize Indigenous cultures and reflect on their impact on community well-being and identity.

- Students will have opportunities to develop their Halq'emeylem language learning to take part in self-determination and language revitalization
- Students will recognize and analyze contemporary examples of self-determination within their communities and actively explore opportunities and strategies for their own empowerment in fostering self-determination.

Demonstrate an understanding of the role of Indigenous leadership in environmental stewardship and recognize one's own responsibility in caring for the land.

- Students will understand Stó:lō worldview to identify their role in environmental caretaking and stewardship.
- Students will develop an understanding of the significance of kinship systems and the responsibility of caring for all that is connected to us—including people, land, language, culture, and community—recognizing these relationships as foundational to Indigenous worldviews and ways of being.
- Students will explore opportunities to engage in caring for the land, including local restoration projects, in order to educate others on strategies to care for the land.
- Students will explore both traditional Indigenous relationships with the land and the changes brought by settler colonization, examining how these transformations have impacted traditional ways of living, knowing, and being on the land.

Content – Elaborations

Recognize and apply positive self-care principles rooted in teachings of independence, respect, and truth.

- Students will engage in positive self-care routines rooted in respect that honor one's needs, showing kindness to oneself, and avoiding harmful behaviors. Understanding that what we give ourselves, we are able to give others.

Difference, diversity, and personal gifts contribute to community strength.

- Students will understand that many strengths, abilities, identities, and skills create a strong community. They will explore how their own strengths and gifts are integral to their community and will identify ways they can make a difference in their community.

Recognize the significance of individual strength within a collective.

- Students will collaborate with other clubs at Sardis as well as community members through regular engagement and connection.
- Students develop the understanding that collective success relies on diverse contributions—not just leadership or visible talents, but support roles, behind-the-scenes efforts, and emotional intelligence by reflecting on their own gifts.
- Students explore the balance between standing strong in their identity and values while also contributing to the well-being of the whole group.

Engage with an Elder to explore and discuss diverse leadership perspectives.

- Students will engage in discussions with a variety of leaders from Indigenous communities. Students will develop questions to ask leaders about their dedication to leadership, their experiences in leadership roles and their perspectives on leadership.
- Students will follow correct protocol when inviting a guest/ knowledge keeper.

Content – Elaborations

Identify and practice positive ways to manage emotions

- Understanding and acknowledging the role of holism (Reference Jo-Anne Archibald's principle and infographic on holism)
- Have students create a holistic wellness plan for themselves, including goal setting, and re-evaluate at different points of the course.
- Students are introduced to culturally rooted practices that support emotional regulation, such as journaling, time on the land, talking circles, drumming, singing, or spending time with Elders. These practices create space for reflection, release, and renewal.

Identify and practice healthy relationship skills

- Students will understand the factors of healthy relationships and strategies they can use to create and maintain healthy relationships in their life. They will identify examples of healthy relationships in their community, popular culture, or in the media.

Connect with various clubs within the school community to build connection

- Students will contact other clubs, including but not limited to the Sardis Leadership Class, Environmental Club, MED Club, and the Sardis Indigenous Leadership Club, to coordinate and collaborate on school and community projects.

Recognize and practice healthy ways to treat our bodies.

- Demonstrate an understanding that our treatment of our bodies mirrors our self-perception.

Identify traditional practices from students' traditional territories that promote physical well-being

- Students will learn about, observe and engage in traditional activities such as canoe pulling and lacrosse. Students will identify how and why traditional practices can support physical well-being.

Recognize the link between our evolving identity and our worldview

- Students will explore their identities and understand how their identity shapes their worldview.
- Students will learn about two-eyed seeing and apply this to their own life.

Understand the value and protocol of participating in a sharing or talking circle

- Students will understand the purpose of a talking circle and learn when it can be implemented to facilitate discussion. Students will also learn protocol, or the expected procedure of practice, to make sure that all voices are heard, all voices are respected, and all voices are valued.

Recommended Instructional Components:

- Indigenous Ways of Knowing and Being
- Experiential Learning
- Guest Speakers and Knowledge Keepers
- Direct Instruction
- Peer-Teaching
- Land-based learning
- Storytelling/sharing
- Inquiry Projects
- Modelling
- Demonstrations
- Reflective processes
- Collaboration

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Reflective practice: self, peer and group
- Goal Setting
- Teacher observation
- Inquiry projects
- Community leadership project
- Performance assessment
- School and community project documentation: proposal, presentation, post-conference

Learning Resources:

Armstrong, Carrie, Kelly Armstrong, River Langevin Armstrong, and Eden Sunflower. *Medicine wheel workbook: Finding your healthy balance*. Canada: Medicine Wheel Publishing, 2022.

“Authentic First Peoples Resources.” First Nations Education Steering Committee FNESC. Accessed November 30, 2023.

<https://www.fnesc.ca/authenticresources/>.

“BC First Nations Land, Title, and Governance Teacher Resource Guide.” First Nations Education Steering Committee FNESC. Accessed November 30, 2023. <https://www.fnesc.ca/governance-2/>.

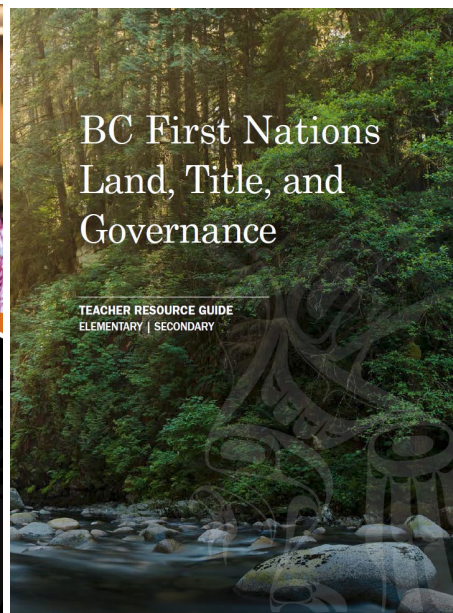
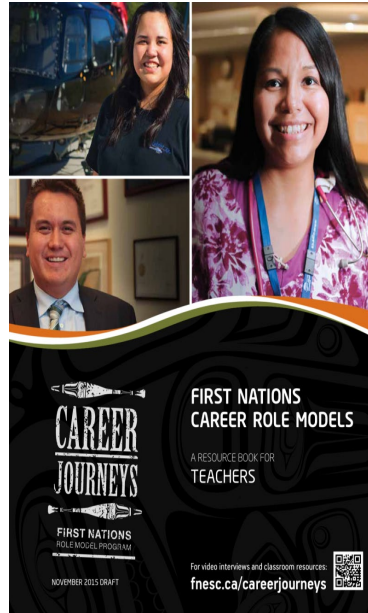
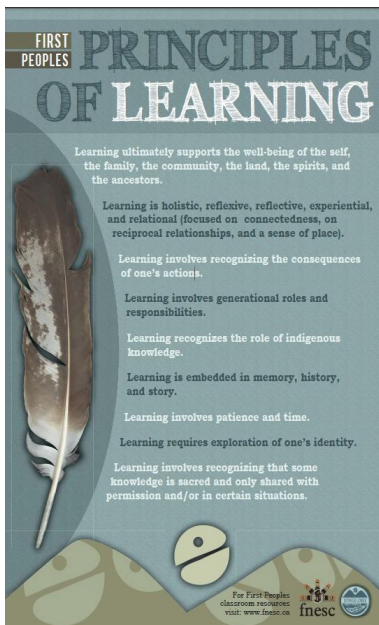
“Career Journeys First Nations Career Role Model Program.” First Nations Education Steering Committee FNESC. Accessed November 30, 2023.
<https://www.fnesc.ca/careerjourneys-2/>.

Carlson, Keith. *You are asked to witness: The Stó: Lō in Canada's Pacific Coast history*. Chilliwack, B.C.: Stó, 2000.

“First Peoples Principles of Learning.” First Nations Education Steering Committee FNESC. Accessed November 30, 2023.
<https://www.fnesc.ca/first-peoples-principles-of-learning/>.

“Indigenous Cultural Safety, Humility, and Competency Guide.” School District 33 Chilliwack. Accessed November 30, 2023.
<https://www.sd33.bc.ca/sites/sd33.bc.ca/files/2023-09/Cultural%20Competency%20Guide%20Final%20%28revised%29.pdf>

Schaepe, David Michael. *Being Ts'Elxwéyeqw: First peoples' voices and history from the Chilliwack-Fraser Valley, British Columbia*. Madeira Park, British Columbia, Canada: Harbour Publishing, 2017.



Suggested foundational readings for teacher knowledge:

