



Locally Developed Courses

Braided Journeys

For the 2023-2024 School Year

Introduction to the Braided Journeys Course Sequence

Subject: Personal Development - Discipline: Other Personal Development

With an emphasis on First Nations, Métis, and Inuit worldviews and traditions, the Braided Journeys 15-25-35 course sequence is intended to support all students to become leaders of character, vision, and action. Students are provided multi-component, culturally based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thereby enhancing self-esteem and confidence. Participants gain these skills from a variety of cultural and leadership activities specific to First Nations, Métis, and Inuit traditions.

Student Need

Braided Journeys 15-25-35 has been created to increase academic success by supporting, engaging and empowering learners. These courses promote successful transitions, encourage high school completion, teach about career development and encourage lifelong learning. As a culture-based program, the First Nations, Métis, and Inuit perspectives enrich the application of the course through the teachings of both the Medicine Wheel and the Circle of Courage. Students who complete this course sequence will be better prepared to bridge multiple worldviews.

Courses in the Braided Journeys Course Sequence

Braided Journeys 15 (LDC1803)

With an emphasis on First Nations Metis and Inuit worldviews and traditions, the Braided Journeys 15-25-35 course sequence is intended to support all students to become leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thereby enhancing self-esteem and confidence. Participants gain these skills from a variety of cultural and leadership activities specific to First Nations, Metis and Inuit traditions.

| No unique facilities are required for this course.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027

Braided Journeys 25 (LDC2803)

With an emphasis on First Nations Metis and Inuit worldviews and traditions, the Braided Journeys 15-25-35 course sequence is intended to support all students to become leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thereby enhancing self-esteem and confidence. Participants gain these skills from a variety of cultural and leadership activities specific to First Nations, Metis and Inuit traditions.

| No unique facilities are required for this course.

Prerequisites:

- All of the following:
 - Braided Journeys 15 (LDC1803)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027

Braided Journeys 35 (LDC3803)

With an emphasis on First Nations Metis and Inuit worldviews and traditions, the Braided Journeys 15-25-35 course sequence is intended to support all students to become leaders of character, vision and action. Students are provided multi-component, culturally-based programs that challenge their creativity, build on their skill set, and increase their support network. In addition, youth have the opportunity to develop citizenship skills, thereby enhancing self-esteem and confidence. Participants gain these skills from a variety of cultural and leadership activities specific to First Nations, Metis and Inuit traditions.

| No unique facilities are required for this course.

Prerequisites:

- All of the following:
 - Braided Journeys 25 (LDC2803)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027

Curriculum Outline

Curriculum Elements		Braided Journeys 15-3	Braided Journeys 25-3	Braided Journeys 35-3
1	Topic Active citizenship encourages generosity and contributes to the vitality of Indigenous communities that can promote pluralism among diverse people in a democratic society.	✓	✓	✓
1.1	General Outcome How do generosity and independence lead to the meeting the needs and ensuring the survival of Indigenous Peoples and other cultures?	✓	✓	✓
1.1.1	Specific Outcome Students describe national and global issues that affect Indigenous communities.	✓		
1.1.2	Specific Outcome Students explain national and global issues that affect Indigenous communities.		✓	
1.1.3	Specific Outcome Students assess the positive and negative effects of national and global issues that affect Indigenous communities.			✓
1.1.4	Specific Outcome Students examine issues that exist in local Indigenous communities.	✓	✓	
1.1.5	Specific Outcome Students analyze how issues that exist in local Indigenous communities shape their understanding of those cultures as well as their own.			✓
2	Topic Analyzing diverse Indigenous worldviews and experiences builds mastery and fosters our ability and willingness to live well together.	✓	✓	✓
2.1	General Outcome What personal careers choices can build independence and are unique to Indigenous cultures and communities?	✓	✓	✓
2.1.1	Specific Outcome Students create, review, summarize, and evaluate their education action plan, on an ongoing basis, to help them achieve their career goals.	✓	✓	✓
2.1.2	Specific Outcome Students research career portfolios, and their purpose, for focusing career options.	✓		
2.1.3	Specific Outcome Students demonstrate how they will utilize a career portfolio that focuses their career options.		✓	

Curriculum Elements		Braided Journeys 15-3	Braided Journeys 25-3	Braided Journeys 35-3
2.1.4	Specific Outcome Students evaluate the impact of Indigenous cultural identity on career choices.	✓	✓	✓
2.1.5	Specific Outcome Students broaden their career aspirations while demonstrating respect and independence when researching and/or engaging in discussions and learning opportunities with Indigenous community mentors.	✓		
2.1.6	Specific Outcome Students broaden their career aspirations while examining the benefits of research and/or discussions and learning opportunities with Indigenous community mentors.	✓		
3	Topic Exploring connections between Indigenous cultures and histories strengthens our sense of belonging and understandings of relationships to help us make meaning of the world.	✓	✓	✓
3.1	General Outcome How can generosity and independence contribute to social justice actions that are sensitive to Truth and Reconciliation and are relevant for Indigenous Peoples and other communities?	✓	✓	✓
3.1.1	Specific Outcome Students investigate and represent ways that participation in local community activities promote Truth and Reconciliation.	✓	✓	✓
3.1.2	Specific Outcome Students develop a plan for building relationships within local Indigenous communities.	✓		
3.1.3	Specific Outcome Students examine activities that create relationships within local Indigenous communities.		✓	
3.1.4	Specific Outcome Students analyze and describe the positive outcomes of developing relationships within local Indigenous communities.			✓
3.1.5	Specific Outcome Students plan and execute a social justice project that promotes Truth and Reconciliation to enhance the lives of people in their community.	✓	✓	✓
3.2	General Outcome In what ways does exploring cultural identity build an attitude of belonging, optimism and hope for the future?	✓	✓	✓
3.2.1	Specific Outcome Students represent their knowledge and understanding of a wide array of Indigenous cultural protocols.	✓		

Curriculum Elements		Braided Journeys 15-3	Braided Journeys 25-3	Braided Journeys 35-3
3.2.2	Specific Outcome Students explain their understanding of a wide array of Indigenous cultural protocols.		✓	
3.2.3	Specific Outcome Students examine how knowledge and understanding of a wide array of Indigenous cultural protocols increases hope for the future with indigenous youth.			✓
3.2.4	Specific Outcome Students research Indigenous cultural activities and ceremonies.	✓	✓	✓
3.2.5	Specific Outcome Students research Indigenous cultural arts.	✓		
3.2.6	Specific Outcome Students demonstrate their understanding of Indigenous cultural arts.		✓	
3.2.7	Specific Outcome Students reflect on and explain how Indigenous cultural arts build optimism with Indigenous youth.			✓
4	Topic Developing and affirming identity builds independence and contributes to well-being and understandings of self and one another.	✓	✓	✓
4.1	General Outcome Why is understanding and mastery of traditional leadership principals from various Indigenous groups important for building independence for Indigenous Peoples?	✓	✓	✓
4.1.1	Specific Outcome Students identify the central themes of topics from research and/or discussions with Indigenous community mentors.	✓		
4.1.2	Specific Outcome Students examine the depth and breadth of topics from research and/or discussions with Indigenous community mentors.		✓	
4.1.3	Specific Outcome Students reflect on and explain their understanding of topics from research and/or discussions with Indigenous community mentors.			✓
4.1.4	Specific Outcome Students demonstrate their leadership skills and respectful attitude through their engagement, consultations, and/or referencing Indigenous community mentors.	✓	✓	✓
4.2	General Outcome In what ways does mastering an understanding of multiple perspectives and cultural values within Indigenous communities promote personal independence?	✓	✓	✓

Curriculum Elements		Braided Journeys 15-3	Braided Journeys 25-3	Braided Journeys 35-3
4.2.1	Specific Outcome Students investigate their personal history and cultural values.	✓		
4.2.2	Specific Outcome Students examine and explain their personal history and cultural values.		✓	
4.2.3	Specific Outcome Students reflect on and describe their personal history and cultural values.			✓
4.2.4	Specific Outcome Students compare and contrast Indigenous Peoples worldviews and the Western worldview.	✓		
4.2.5	Specific Outcome Students examine the difficulties that arise from navigating Indigenous Peoples worldviews and the Western worldview		✓	
4.2.6	Specific Outcome Students demonstrate how to navigate Indigenous Peoples worldviews and the Western worldview.			✓
4.3	General Outcome How does understanding how we belong within a community shape our personal development?	✓	✓	✓
4.3.1	Specific Outcome Students describe stress management, time management and success in school from an Indigenous perspective.	✓	✓	✓
4.3.2	Specific Outcome Students research how to access support systems within First Nations, Métis, and Inuit communities.	✓		
4.3.3	Specific Outcome Students categorize and explain the various support systems within First Nations, Métis, and Inuit, other Indigenous and the broader communities according to areas of need for indigenous youth.		✓	
4.3.4	Specific Outcome Students evaluate the level of support available through the various support systems within First Nations, Métis, and Inuit, other indigenous and the broader communities according to areas of need for Indigenous youth.			✓
4.3.5	Specific Outcome Students explain how being self empowered leads to becoming a personally responsible adult.	✓	✓	✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Career & Life Management	<p>P4. develop approaches/tactics for creative problem solving and decision making · describe the existence of self and the importance of self-confidence · assess personal well-being and personal ability to cope with challenges and overcome obstacles · analyze the ability to make a change or difference, for self and others · P5. apply a variety of strategies for lifelong learning · practise skills and strategies for managing time and dealing with procrastination · P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being · describe external influences on emotional/spiritual expression · P8. develop and assess strategies for anticipating, identifying, managing and embracing change · develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress</p> <p>Braided Journeys 15-25-35 specifically looks at Indigenous communities and how self-confidence and career choices are unique for Indigenous youth</p>
Leadership Fundamentals 1	<p>2.1 evaluate personal core values · 2.4 identify strategies for achieving goals · 3.1 describe strategies for overcoming challenges and obstacles typically encountered by leaders, including · 3.1.2 stress management · 3.1.3 time management · 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences · 5.2 create a connection between a personal inventory and occupational choices</p> <p>Braided Journeys 15-25-35 specifically looks at Indigenous Peoples and how leadership can be developed within Indigenous cultures.</p>
Leadership Fundamentals 2	<p>4.2 demonstrate personal management skills to: · 4.2.1 demonstrate positive attitudes and behaviours · 4.2.4 learn continuously · 5.1 recognize and then analyze the opportunities and barriers in the immediate environment · 5.2 identify potential resources to minimize barriers and maximize opportunities</p> <p>Braided Journeys 15-25-35 specifically looks at Indigenous Peoples and how leadership can be developed within Indigenous cultures.</p>
Leadership Fundamentals 3	<p>6.1 identify short-term and long-term goals · 6.2 identify steps to achieve goals</p> <p>Braided Journeys 15-25-35 specifically looks at Indigenous Peoples and how leadership can be developed within Indigenous cultures.</p>
Leadership, Character & Social Responsibility 15	<p>4. Develop skills that will help them become a more efficient and effective person 1. Understand how positive habits and goals impact their lives, abilities, choices and others perception of them and their group. 2. Develop understanding of spirituality in leadership</p> <p>This LDC is specifically for a group of students in a particular leadership role at their school while the Braided Journeys 15-25-35 course sequence looks at individuals and specifically Indigenous Peoples.</p>

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