

Old Crow Experiential Education Project resources were developed with input and guidance from Vuntut Gwitchin members, Elders and resource workers in Old Crow, Yukon, Canada. The resources and lessons are specific and relevant to the traditional and cultural activities of the Vuntut Gwitchin First Nation people. It is recommended that organizations and individuals interested in using these materials reflect on their community and youth needs, and create their own materials for their own community's traditions and culture under the guidance of Elders, community members and resource workers.

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Vuntut Gwitchin Government

Thanks to:
Jane Montgomery, Translation
Dakota Foster, Motto
Aaron Andre-Josie, Logo

Traditions, Arts & Trades

Year: _____



Spring Culture Camp Grades 1 - 3 Guidebook

Name: _____

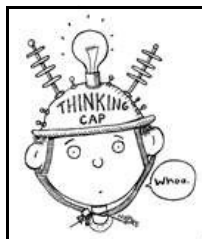
Land-Based Experiential Learning

Fill in Your Schedule!

| Time | Day 1 | Day 2 | Day 3 | Day 4 |
|---------|-------|-------|-------|-------|
| 7 a.m. | | | | |
| 8 a.m. | | | | |
| 9 a.m. | | | | |
| 10 a.m. | | | | |
| 11 a.m. | | | | |
| Noon | | | | |
| 1 p.m. | | | | |
| 2 p.m. | | | | |
| 3 p.m. | | | | |
| 4 p.m. | | | | |
| 5 p.m. | | | | |
| 6 p.m. | | | | |
| 7 p.m. | | | | |
| 8 p.m. | | | | |
| 9 p.m. | | | | |

Extra space for writing stories,
drawing pictures & autographs!

Student Assessment How Did I Do?



Think...how did YOU do with the various traditional activities?

| <u>Activity</u> | <u>Help Needed</u> | <u>Okay</u> | <u>Master</u> |
|--|--------------------|-------------|---------------|
| I can unpack and pack my clothes. | | | |
| I know my way around camp. | | | |
| I know the lake near the camp. | | | |
| I can carry wood. | | | |
| I can stay safe around a wood stove. | | | |
| I helped find a muskrat pushup. | | | |
| I helped scoop ice out of the hole. | | | |
| I helped cover the muskrat pushup with snow. | | | |
| I remembered where we set the raps. | | | |
| I watched my teachers skin a muskrat. | | | |
| I helped stretch a muskrat skin. | | | |
| I set a rabbit snare. | | | |
| I skinned a rabbit. | | | |
| I used snowshoes. | | | |
| I cleaned up my tent. | | | |
| I tried to speak the local language. | | | |
| I listened to an Elder. | | | |
| I worked in my journal every evening. | | | |
| I had LOTS of fun!! | | | |

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Assessment By The Staff

| Criteria— Language, Land Skills | Level 1—Not Yet Meeting Expectations | Level 2—Meets Expectations | Level 3—Fully Meets Expectations | Level 4—Exceeds Expectations |
|---------------------------------------|--|--|---|--|
| Commitment to Learning | Student does not try to speak or listen to the local lan- guage. | Student rarely asks for help learning local lan- guage. Listens to local language, | Student sometimes listens to the local language then tries. | Student often asks for help with learning local language. Eager to learn. |
| Fluency | Does not try to speak the local language. Cannot as- sess. | Barely meets expectations of local language skills. Uses some labels. | Meets expectations of local language skills. Uses labels & few phrases. | Above expectations of local language skills. Always uses labels & phrases. |
| Muskrat Trapping | Will not try to trap muskrat but watches demonstration. | Getting started. Some- times able to set a trap; needs a lot of help. Watches demo. | Getting comfortable. Able to set a trap with little help. Watches demo. | Strong skills. Muskrat trap- ping skills are independent. Watches demo. |
| Safety | Is not safe at camp. | Sometimes follows safety rules. | Usually follows safety rules. | Always follows safety rules. |
| Rabbit Snaring | Will not set a snare. | Getting started. watched demo carefully but re- quires help to set a snare. | Getting comfortable. Able to snare a rabbit at their age level. | Strong skills. Rabbit snaring skills are above expectations. |
| Respect | Does not show respect to Elders, land or trapped ani- mals. | Sometimes respectful to Elders, land and trapped animals. | Usually respectful to Eld- ers, land and trapped ani- mals. | Always respectful to Elders, land and trapped animals. |
| Cooking & Firewood | Refuses to do camp chores, even when asked. | Begins chores when asked. | Begins chores without be- ing asked. | Begins chores without being asked. Always helps others. |

Free Space for
Writing
&
Drawing!

| Criteria— Camp Journal | Level 1—Not Yet Meeting Expectations | Level 2—Meets Expectations | Level 3—Fully Meets Expectations | Level 4—Exceeds Expectations |
|---------------------------|--|---|--|---|
| Completion | Mostly incomplete. Many entries missing. | Significantly incomplete. Sometimes uses spaces provided. | Mostly complete. Most provided space is used in a reflective manner. | Fully complete. Consistently uses all provided space in a reflective manner. |
| Thought & Care | Limited effort and thought are evident in responses. Little to no detail given. | Some effort and thought are evident in reflections. Few details are given. | Significant effort and thought are evident in many reflections. Some details are given. | Outstanding effort and thought are evident in all reflections. Many details are given. |
| Insight | Limited insight is demonstrated in reflections. | Some insight is demonstrated in reflections. | Significant insight is demonstrated in reflections. | Outstanding insight is demonstrated in reflections. |
| Daily Tasks & Behavior | Level 1—Not Yet Meeting Expectations | Level 2—Meets Expectations | Level 3—Fully Meets Expectations | Level 4—Exceeds Expectations |
| Respect | Regularly disrespectful. Does not listen to camp staff. Does not follow camp rules. | Inconsistently respectful. Often does not follow instructions or camp rules. | Usually respectful of others. Usually follows instructions and camp rules. | Always respectful. Follows all instructions and camp rules. |
| Teamwork | Participates only when staff asks. | Participates when encouraged. Takes limited responsibility in group tasks. | Shares ideas. Actively listens. Takes responsibility in group tasks. | Inspires ideas in others. Assumes a leadership role to ensure group success. |
| Conflict Resolution | Often engages in conflict. Does not positively respond to conflict. Provokes others into conflict. | Often engages in conflict. Sometimes expresses ideas and concerns in a constructive manner. | Avoids unnecessary conflict. Recognizes conflict. Usually expresses ideas and concerns constructively. | Works to avoid unnecessary conflict. Recognizes and positively resolves conflict. Expresses ideas and concerns. |



Grade 1, 2 and 3 class sharing a meal together.
2012

Section 1: Before & After Camp Activities

CAMP GUIDELINES AND SAFETY

1. **Be respectful**

Respect everyone.
Use appropriate manners.
No bullying and no teasing.
Listen and learn from your Elders, traditional teachers,
school teachers, camp staff and guest speakers.

2. **Be prepared**

Bring three changes of warm clothing.
Bring clothing for travelling and outdoor activities.
Bring your own towels and soap.
No junk food.
iPods maybe used in the evening only.
You can bring traditional food to share.

3. **Be helpful**

Help around camp when possible (collecting firewood, getting water, helping the cook, etc.).
Ask if any of the camp Elders, teachers and camp staff need help.
Keep the indoor and outdoor areas clear of garbage.

4. **Participate**

Follow your daily schedule.
Be on time for all activities.
Do your journal once a day.
Ask for help if you don't know how to do something.

Enjoy and have fun out on the land!



*Practicing together for an evening play.
2012*

Section 4: Assessment

I heard an interesting story from
_____ (Elder's name).

Draw a picture of that story.

Using words, tell a story about something funny that happened on Culture Camp:

PACKING

Here is a list of the things you need to bring:

Clothing

- ☐ Three sets of clean clothing (pants, underclothing, warm shirts and underwear)
- ☐ Runners or mukluks for inside the tent
- ☐ 4 pairs of warm socks

Outdoor clothing

- ☐ Ski pants
- ☐ Ski boots
- ☐ Warm hat
- ☐ Warm mitts
- ☐ Scarf



Bedding

- ☐ Sleeping Bag –30°C
- ☐ Warm Blanket
- ☐ Pillow

Personal items

- ☐ 2 sets of face towels, 1 face cloth
- ☐ Comb or brush
- ☐ Sunscreen (a must)
- ☐ Sunglasses (a must)
- ☐ Hair ties
- ☐ Toothbrush, toothpaste, floss
- ☐ Journal, pens & pencils (from school)

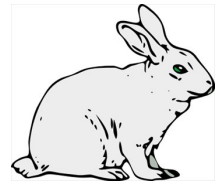
Today I did these activities: (circle)



Dogsledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story

Free Space for
Writing
&
Drawing!

Interview a friend: _____ (name)

What was the **most difficult activity** at Culture Camp?

Why was it the hardest activity?

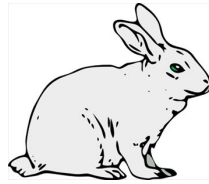
Today I did these activities: (circle)



Dogsledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story

Interview a friend: _____ (name)

What is their **favorite activity** at Culture Camp?

Why is it their favorite activity?



*Working together to prepare a meal for the camp.
2012*

Section 2: Camp Activities

Trading Post

Explain what the people are doing in the picture.



Have you ever done this? When?

This is called trading. Do you like to trade? Why?

Camp Journal Day 1

Date: _____

I am sharing a tent with (write their names and draw a picture of them):



What are you most excited to do this Culture Camp?
Draw a picture of you doing that activity!



A grade 1 student working on her puppet for the evening play. 2012

Section 3: Camp Journal

Long ago people traded for certain food, such as flour or sugar, and tools such as traps, guns or even a hammer.

First Nation people trapped and hunted animals, and with the fur or hides they were able to trade to get food or tools. First Nation people worked hard to trap and hunt, and they respected the land and the animals that they received.

At camp if you:

- ☐ Work hard
- ☐ Listen
- ☐ Be happy!
- ☐ Respect each other and the camp
- ☐ Follow instructions

YOU can earn furs! Draw the different trading post furs below.

Then at the end of camp you will use this trading post money to buy items at the Trading Post! Cool!

Trading Post Name: _____

Trading Date & Time: _____

Junior Chef

Before you cook, what do you need to do to your:



?



?

Draw all the things you shouldn't touch while cooking for yourself or others.

[illegible]

Try writing another story....

[illegible]

As a junior chef, what snack did you make?

Snack Yummy Rating:

★
★
★
★
★

| | |
|---------|-------|
| 1 star | Poor |
| 2 stars | Fair |
| 3 stars | Good |
| 4 stars | Great |
| 5 stars | YUMMY |

Healthy Rating:

♥
♥
♥

| | |
|----------|----------------|
| 1 heart | Not Healthy |
| 2 hearts | Pretty Healthy |
| 3 hearts | Very Healthy |

As a junior chef, what baking did you make?

Snack Yummy Rating:

★ ★ ★ ★ ★

Healthy Rating:

♥ ♥ ♥

| | |
|---------|-------|
| 1 star | Poor |
| 2 stars | Fair |
| 3 stars | Good |
| 4 stars | Great |
| 5 stars | YUMMY |

| | |
|----------|----------------|
| 1 heart | Not Healthy |
| 2 hearts | Pretty Healthy |
| 3 hearts | Very Healthy |

NATURAL VS. ARTIFICIAL RUBBING COLLAGE

Place all of the objects that you gathered while setting snares onto the table. Your teacher will add items too.

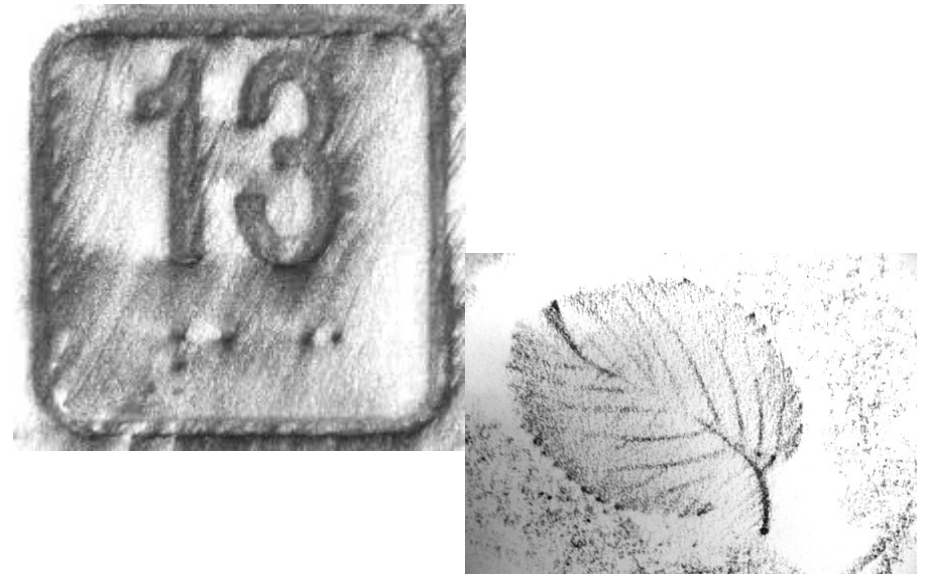
Figure out which items are natural and which items are artificial.
Write the items below:

| Natural | Artificial |
|---------|------------|
| | |

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal lines. Each row consists of three parallel lines: a top line, a middle line, and a bottom line, providing a guide for letter height and placement. The lines are evenly spaced and extend across the entire width of the page, leaving no margins or additional markings.

Rubbing Collage Steps:

- 1) Choose a natural object or artificial object and place it under your paper.
- 2) Lightly rub a crayon or pencil over the paper where the object is located. The object will be “imprinted” on the paper.
- 3) Repeat the steps with different or the same objects and with different colors. Have objects overlap..be creative and have fun!
- 4) Frame it! Use construction paper, markers or scrapbooking paper to make a border.



MY COMMUNITY & ME!

Let's learn about ME!

I live in the community of _____

My community is in the territory of _____

This territory is in the country of _____

My favorite part of my community is _____

I like to visit _____

If I need help I can go to _____

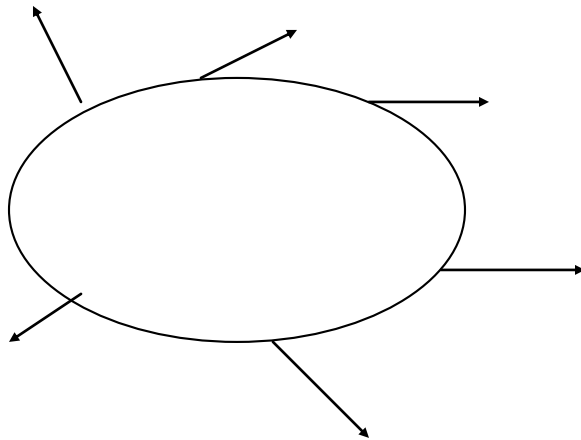
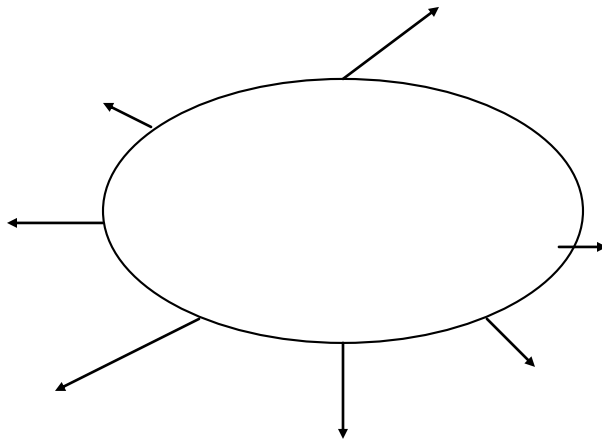
The interesting part of my community is _____

The most beautiful part of my community is _____

The coolest person in my community is _____

Here is your chance to write down a story for the
Community Magazine

By _____



Which topic would make an interesting article?

Great! Turn to the next page and start writing....

ME & MY COMMUNITY! ARCYLIC PAINTING



1) **Background Color**

Choose a color or two, add a little water to these colors and paint the whole canvas. Let dry.

2) **One Main Focus**

Paint one main idea on the canvas. Maybe it's the coolest person in the community or maybe it's the most beautiful part of your community. It could be the place where you feel the safest or the happiest.

3) **Add Some Details**

Around your main focus add some details. Maybe it is natural (like trees, grass, flowers, berries) or maybe it is artificial (like a toy or tool or a boat).

4) **Your Name**

In small writing put your name on the lower right side.

5) **You Decide**

Keep It

Gift It

Sell It

Necklace Making

You are going to make a beaded necklace that you are going to keep, give as a gift or sell at the after camp Art Sale & Show. *When deciding how to make your necklace think about these questions:*

1) **Who** are you making the necklace for?

2) **What length** should the necklace be? Test out different lengths.

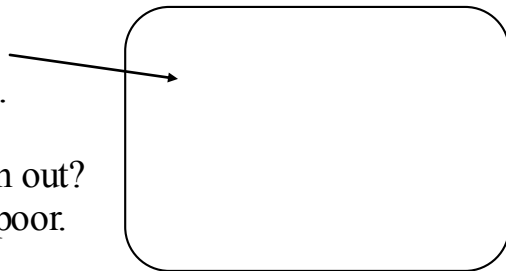
Final Length: _____ cm

3) Pick out beads that you think will make a great necklace.

Are you going to keep a **pattern**? Are you going to have **one main focal point** or a **series of little focal points** or **both**?

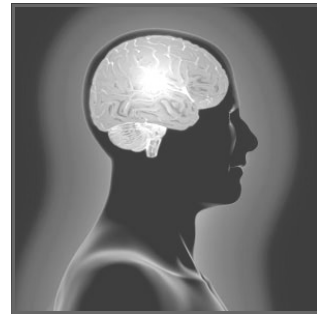
Draw and color the beads you are going to use.

Sketch a small diagram of your necklace.

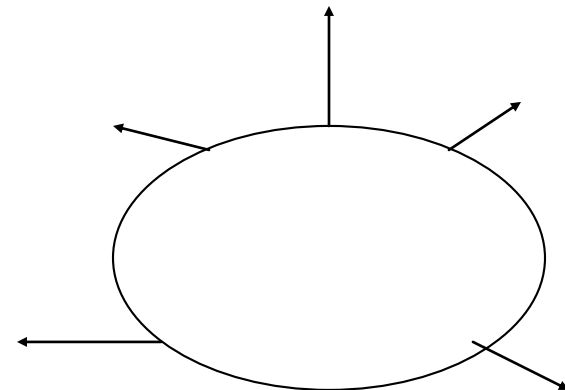
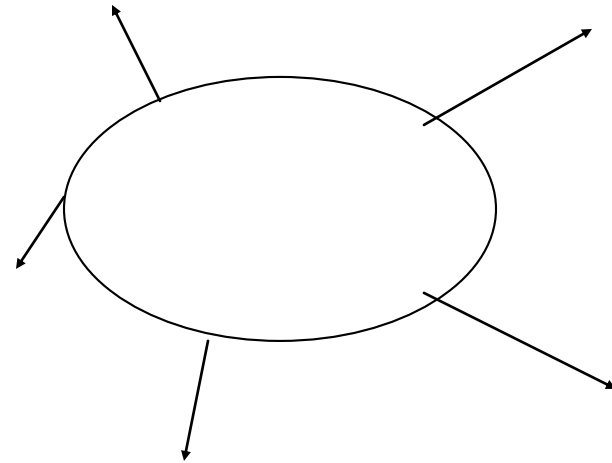


How did the necklace turn out?
Rate - 10 is best and 1 is poor.

Brainstorm



Write down all your favorite parts of camp in each circle!
Then put a supporting idea at the end of each arrow.



Art Show & Sale

Artists display their work (art) for various reasons...can you think of some of these reasons?

-
-
-

Discuss your reasons with the teacher and fellow classmates. Did they have the same reasons?

Your art will be on display for the community. The art you make you can either keep it, gift it or sell it. It's your art and you have that choice.

A key to a good Art Show & Sale is to get people there! You will be creating Art Show & Sale invitations using a variety of art...but remember to put the 5 Ws on the invitation.

WHAT: Art Show & Sale

WHERE: School?

WHO: All the Students

WHEN: Date: _____ Time: _____

WHY: To display our Art to the community.

Musical Instruments

Explore the variety of homemade musical instruments.

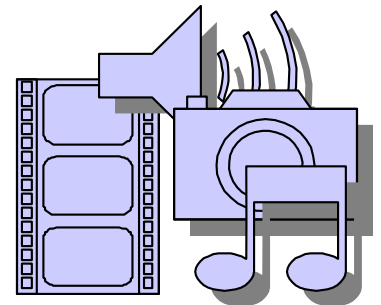
List or draw all the musical instruments that the teacher is showing you.

Your teacher will play the instrument. Listen to the sound. Circle your favorite instrument above. Cross out your least favorite instrument above.

Write down the name of the instrument that you want to build.

**You will play this
Instrument during the
Camp Song!**

Have fun!



Camp Song



Write the lyrics (words) to your camp song:

Title: _____

Draw you or your friends or maybe everyone playing the camp song together.