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Thanks to:  
Dakota, Motto  
Aaron, Logo

# Traditions, Arts & Trades

Year: \_\_\_\_\_



## Spring Culture Camp Grades 4 - 6 Guidebook

Name: \_\_\_\_\_

*Land-Based Experiential Learning*

## Fill in Your Schedule!

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
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.						

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*Grade 4, 5 and 6 classes ready for  
a great week at camp! 2012*

# CAMP AUTOGRAPHS & MESSAGES!!

FROM CAMP STAFF, FRIENDS, VISITORS & FAMILY

## Section 1: Before & After Camp Activities

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 language.	Student rarely asks for help learning the local language. Listens to the local language.	Student sometimes listens to the language around then tries.	Student often asks for help with learning the local language. Eager to learn.
Fluency	Does not try to speak the local language Cannot assess.	Barely meets expectations of the local language skills. Uses some labels.	Meets expectations of the local language skills. Uses labels & few phrases.	Above expectations of the local language skills. Always uses labels & phrases.
Muskrat Trapping	Will not try to trap muskrat but watches demonstration.	Getting started. Sometimes 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 trapping 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 try to snare a rabbit.	Getting started; watched demo carefully but requires 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	Is not respectful. Does not listen to Elder, or respect the animals trapped or land.	Sometimes respectful to Elders, trapped animals or land.	Usually respectful to Elders, trapped animals and land.	Always respectful to Elder, trapped animals and land.
Cooking & Firewood	Refuses to do camp chores, even when asked.	Begins chores when asked.	Begins chores without being asked.	Begins chores without being asked. Always helps others.

## 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, guest speakers and fellow students.

### 2. Be prepared

Bring five changes of warm clothing.  
Bring clothing for traveling and outdoor activities.  
Bring your own towels, soap, etc.  
No junk food.  
iPods may 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 and more).  
Ask if any of the Elders, traditional teachers, school teachers, camp staff, guest speakers and fellow students need help.  
Keep the indoor and outdoor areas clear of garbage.



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.

#### 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.

In your class, your teacher will assign one of the four sections to your small group. **Brainstorm** all the different reasons why the guidelines in that section are important. Then you're going to **share your answers** with the class.

Enjoy and have fun out on the land!  
!

Our group's section is:
The guidelines in this section are important to follow because:

<u>Activity</u>	<u>Help Needed</u>	<u>Okay</u>	<u>Master</u>
Know how to take care of a muskrat house so that many muskrats can be taken from the same house.			
Know how to take care of a trapped muskrat (pull out of trap, clean & shake).			
Know how to kill a muskrat quickly so the pelt does not get damaged.			
How to skin a muskrat.			
How to turn the muskrat pelt flesh side out.			
Know how to stretch and tack down muskrat pelts.			
Know how to repair small holes made when skinning.			
Cut muskrat open by belly to prepare the muskrat for eating.			
Muskrat Eating - Healthy muskrat and cleaned properly.			
Making a rabbit snare.			
Setting a rabbit snare in the willows.			
Skinning a rabbit for meat and fur.			
Knowing how to care for the rabbit skin.			
Prepare the rabbit for eating.			
Clean up camp properly—no trace.			
Gear packed up properly.			
Gear secured in sleigh.			
Traveled to and from camp safely.			

**Comments:**

## PACKING

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

### Clothing

- ☐ Five sets of clean clothing  
(pants, warm shirts & underwear)
- ☐ Runners or mukluks for inside the tent
- ☐ 6 pairs of warm socks

### Outdoor clothing

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



### Bedding

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

### Personal items

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

1. Look back at the camp guidelines (on page 5).  
What are three things you **should not bring**?

- 
- 
- 



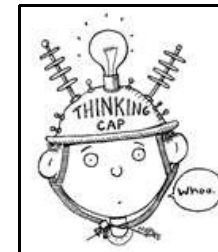
2. In small groups, **pick five items** from the list and explain why each item is important to bring to camp.

Item	Why It's Important

## ***Student Assessment How Did I Do?\****

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

*\*Adapted from Spring Trapping on Crow Flat*



Activity	Help Needed	Okay	Master
Pack gear safely and securely.			
Know the area around camp.			
Know surrounding creeks, mountains & trails.			
Know how to collect & store wood.			
Keep stove safe & working well.			
Understand muskrat behavior at different seasons.			
Understand muskrat reproductive cycles.			
Understand muskrat feeding patterns and relate these to trapping activities.			
Understand muskrat populations and when to leave an area so the population can recover.			
Know how many muskrats may use a muskrat house.			
Know how to identify a muskrat pushup.			
Find a door in a muskrat pushup.			
Take the top off of the muskrat pushup.			
Set trap in a muskrat pushup.			
Know different ways of setting a trap in the pushup.			
Know how to make a plan if the house is slanted.			
Know how to leave no trace of ice or smell in muskrat house.			





*Jocelyn testing out her new meat cutting skills.  
2012*

## Section 4: Assessment

## SETTING GOALS

We are going to set two goals for Culture Camp.

### LAND SKILL

Pick a skill that you want to learn or improve. Here are some ideas: skinning a muskrat, cutting dry meat, cutting fish, setting a snare or driving a dog team. There are lots of others too!

**My land skill goal is** \_\_\_\_\_

Having a goal is a “big step” forward, but there are lots of little steps that you need to take before you meet this goal.

**Explain two things that you will do at Culture Camp** to work towards meeting this goal.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

### **POST-CAMP REFLECTION**

Did you meet this goal? (circle one)	yes   a little bit   not at all (circle one)
<b>Who</b> helped you meet this goal?	
<b>How</b> did they help you meet this goal?	

**PERSONAL SKILL**

Pick a personal goal that you want to work on. Here are some ideas: be more helpful, positive, determined, relaxed, friendly, focused, social, confident, encouraging, or independent. There are lots of others too!

**My personal goal is** \_\_\_\_\_

\_\_\_\_\_

**Explain two things that you will do at Culture Camp** to work towards meeting this goal.

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

***POST-CAMP REFLECTION***

Did you meet this goal? (circle one)	yes   a little bit   not at all
<b>Who</b> helped you meet this goal?	
<b>How</b> did they help you meet this goal?	



Today I did these activities:	
Today we ate:	Breakfast: Lunch:

GOALS	What was one of your camp goals?	
	Explain what you did to work towards this goal during camp.	

REFLECTION	Describe the best part of your day.	
	Describe the worst part of your day.	
	What did you feel like when you were driving home from camp, back to town?  Why do you think you felt like that?	

## Preparing for the Culture Camp Magazine

While we are at Culture Camp we are going to be taking photos and recording information that we will share with the rest of the community.

**Extra, extra! Read all about it!** With all the beautiful, funny and interesting photos you take, together we will be making a Culture Camp magazine that will be sent out to every household in the community.

First we need to learn some photography skills. Have your teacher initial below when you have demonstrated the skill below:

### BEFORE CAMP

\_\_\_\_\_ Safely use and take care of the camera

\_\_\_\_\_ Take pictures indoors and outdoors

### DURING CAMP:

*Check out the list of photos to take in section 2.*

### AFTER CAMP

\_\_\_\_\_ Download pictures to the computer

\_\_\_\_\_ Label pictures and video clips



*Traditional teacher Stanley Sr.  
demonstrating skinning a muskrat. 2012*

## Section 2: Camp Activities

**Camp Journal Day 5**

**Date:** \_\_\_\_\_

Today I did these activities:		I helped _____ with his or her _____ _____
Today we ate:		Breakfast:  Lunch:  Supper:

Share a story that you have heard from an Elder during Culture Camp (using words or by drawing).

## Camp Journal Day 4

Date: \_\_\_\_\_

Today I did these activities:		I helped _____ with his or her _____
Today we ate:	Breakfast: Lunch: Supper:	

R E F L E C T I O N	What was something funny that happened today?	
	What was the best thing about today?	
	What is <b>something interesting</b> you have learned while at camp?          Who did you learn this from? _____	



## MAGAZINE PHOTO CHECKLIST



We will need lots of interesting photos for our magazine. Here is a list of photos that you should make sure your class takes. Once you've got a photo, check it off the list!

### Camp life

- ☐ Students helping the cook
- ☐ Students getting firewood
- ☐ Camp staff
- ☐ Visitors who came from the community

### Activities on the Land

- ☐ Setting/checking traps or snares
- ☐ Setting nets
- ☐ Students with something they caught
- ☐ Students learning how to cut or stretch a skin
- ☐ Dog sledding
- ☐ Students skiing or snowshoeing
- ☐ Listening to an Elder tell a story

### Activities at Camp

- ☐ Students creating art
- ☐ Students working in the classroom tent
- ☐ Students working on their student booklets
- ☐ Students playing a game

### Anywhere!

- ☐ Funny photo
- ☐ Group/class photo
- ☐ Teamwork

### Other photos I took:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Camp Journal Day 3

Date: \_\_\_\_\_

Today I did these activities	
Today we ate:	Breakfast: Lunch: Supper:

Share a story that you have heard from an Elder during Culture Camp (using words or by drawing).

Today I did these activities:		I helped _____ with his or her _____
Today we ate:	Breakfast: Lunch: Supper:	

R E F L E C T I O N	Describe a funny situation from today.	
	What was the best thing about today?	
	What physical activities did you do today?  What healthy food did you eat today?  How many hours of sleep did you get last night? Count the hours.  A good sleep, lots of physical activities and eating healthy makes you feel and think better. Keep it up campers!	

# Trading Post

Watch a scene from the “Trading Post” mini-play. Then answer the questions below:

- 1) What were the storekeeper and trapper trading?
  
  
  
  
  
  
  
- 2) Do you think all the trades were fair?
  
  
  
  
  
  
  
- 3) Explain how the trapper earned his furs.

As a group, decide on the name of YOUR trading post then make a large welcoming sign for the front of the tent.

What is the name of the trading post?

Fill in the table below. Write down how a trapper (you) earns these furs for the Trading Post at the end of camp.

Drawings Of The Trading Post Furs	How Does A Trapper Earn This Fur?

## Camp Journal Day 1

Date: \_\_\_\_\_

I'm sleeping in a tent with:		
Today I did these activities:		
Today we ate:	Brunch: Supper:	

GOALS	What is your personal goal?	
	How did you work on your personal goal?	

REFLECTION	Describe the best part of your day.	
	Describe the worst part of your day.	
	What are you <b>most excited about</b> for Culture Camp?  What do you want to learn about?	



## Now...let's Create!

### Step 1

- ☐ Watch the video "*iMovie - Getting Started*"\*

Your turn.

- ☐ Add photos and video clips.
- ☐ Put them in the right order.

### Step 2

- ☐ Watch the video "*iMovie - Voice Overs*"\*

Your turn.

- ☐ Make the photos longer.
- ☐ Describe each photo.
- ☐ Shorten each photo to match the description.

### Step 3

- ☐ Watch the video "*iMovie - Finishing Touches*"\*

Your turn.

- ☐ Add titles and credits.
- ☐ Give your video a name.
- ☐ Show your video to a teacher.
- ☐ Export video to camera roll.

\*Request videos from Vuntut Gwitchin  
First Nation Government Education  
Department.



## Last Day! Trading Day!!

Make sure your deals are fair. Also what you are buying is what your family needs.

Your Family's Name: \_\_\_\_\_

How many furs do you have? Fill in the chart to calculate.

Types of Furs	Numbers of Furs	X Amount	Total
Muskrat		X \$5	
Beaver		X \$10	
Marten		X \$20	
Total	_____	_____	

How or why did you earn these furs?

## Chief & Council - For The Day!!

How are problems solved at school?

---

How are problems solved at home?

---

How are problems solved in the community?

---

During camp you and your classmates are going to help solve any problems.

Each day one person will be picked to be the Chief and 2 or 3 people will be picked to be the Counselors. They are expected to figure out any problems that are brought forward to them. Below are the steps that can be followed with solving a problem....

- 1) What is the problem?
- 2) Discuss the problem. Everyone has a voice.
- 3) Make a decision that seems the most fair and safe.
- 4) Chief announces the decision to everyone at camp.
- 5) Final steps to solve the problem.
- 6) Reflect. Did it work? Did we do a good job?

Do you hope to be Chief?    Yes    No

Why or why not? \_\_\_\_\_

## Video Journaling

(Check off each step when you are finished)



- ☐ Watch the video “*Sliding Saskatchewan Style*”\*

What are three things that you could do to make the video better?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

- ☐ Come Up with an IDEA

What topic do you want to base your video journal on?

\_\_\_\_\_



*Jesse Jewel demonstrates how to use a compass and GPS to the Grade 4, 6 and 6 students. 2012*

## Section 3: Camp Journal

# Trades & Careers



When we become an adult we have to pay for....

---



---



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---

How do adults do pay for items? They have careers!

A career is when a person gets training or goes to school, works and then they earn money for doing that work. The best part is when you pick a career that you enjoy. Then work is interesting, satisfying, fun and you earn money! Does this make sense?

Can you list careers that people can have?

If a person is skilled at a certain job it is known as a trade. Below are pictures of people who work in trades.

## Can you match the picture to the career?

Baker



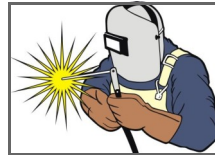
# Painter



# Chef



# Mechanic



# Carpenter



# Welder



Do you have other ideas for the Camp Magazine.  
*Write them ALL down here. We love new ideas!*

[illegible]

Second Draft Copy Your Story Here!

(After camp you will type it up for the Camp Magazine.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Career Role Play

Are you ready for the BIG news?

You get to try out a bunch of trade careers at this camp!

You get to be a trapper, a baker, a butcher, a chef and many more!

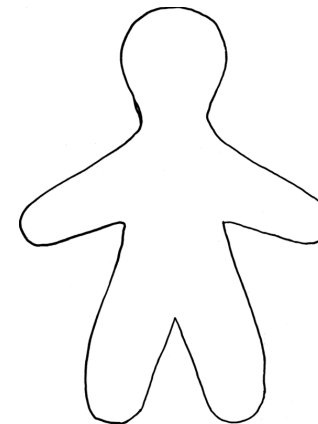
Just like a great career you get to work hard, earn fur money and have fun while doing it!

## Role Play #1

# The Trapper

The traditional teacher will take you out trapping. Be ready to answer the questions below”

Dress this trapper. What should he or she wear?



Write or draw the tools that a trapper needs.

What are the great things about being a trapper? Why?

What would be the hardest part about being a trapper?  
Why?

Did you earn fur money while being a trapper?

Yes                      No

If yes, how much did you earn? \_\_\_\_\_

## Why did you earn it?

## Second Draft Copy Your Story Here!

(After camp you will type it up for the Camp Magazine.)

Title: \_\_\_\_\_

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

\_\_\_\_\_ Friend editing      \_\_\_\_\_ Add descriptive words      \_\_\_\_\_ Be creative  
\_\_\_\_\_ Teacher editing      \_\_\_\_\_ Add feelings & thoughts      *Did you try them?*

[illegible]

A chef is a CHIEF COOK in a restaurant.

Can you think of any restaurants that would have a Chief Cook or Chef?

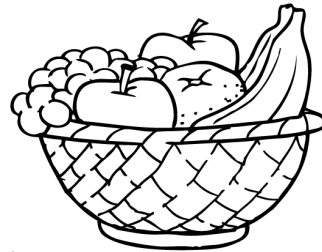
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A Chef is responsible for:

- ❑ Planning menus
- ❑ Ordering & buying food
- ❑ Creating recipes
- ❑ Overseeing food preparation
- ❑ Supervising kitchen staff



Have you ever planned what you should eat?    Yes    No

Did you ever buy food?   Yes   No

Did you ever create a new food?    Yes    No

Did you follow a recipe?    Yes    No

Did you ever help someone cook?    Yes    No

Draw your favorite food below:

[illegible]

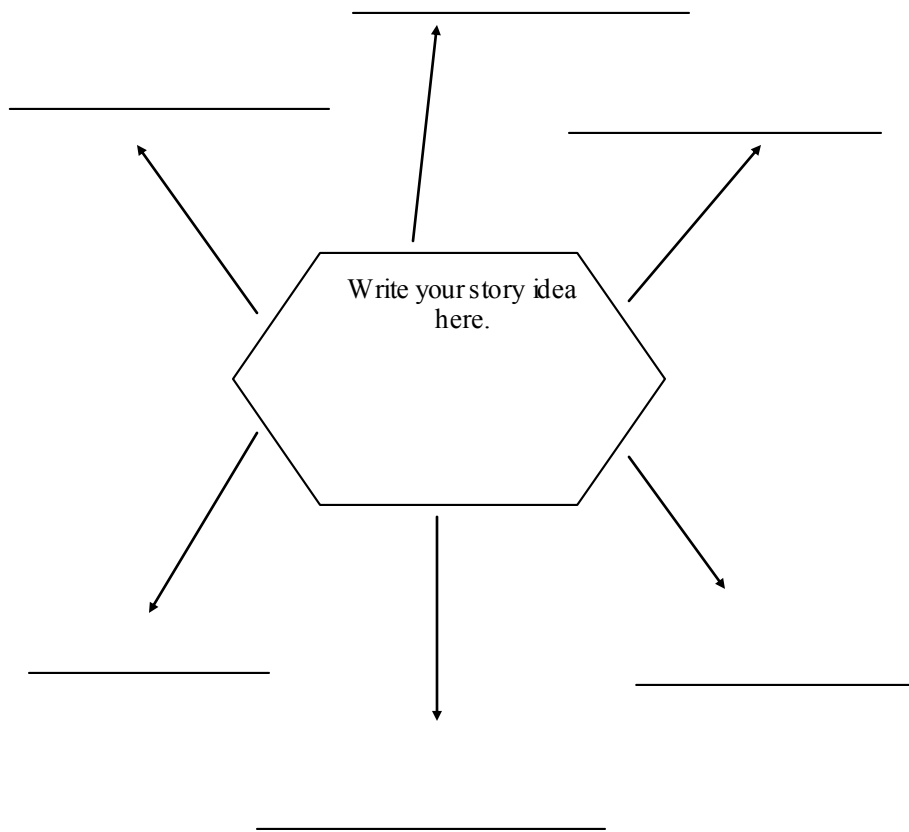


# YOU Can Create History In the NEXT Issue of the Community Magazine

Share your favorite story or information.

Let's start the writing process...NOW!

## **BRAINSTORM**



## **Kitchen Rules:**

Listen to the talk about keeping food, your friends and you safe in the kitchen. Write down 5 rules that are very important.

- 1)
- 2)
- 3)
- 4)
- 5)

## **Menu Planning:**

What food did you and your class decide to make for the meal?

## **AFTER the Meal:**

Did you enjoy your meal? Why or why not?

Was it fun to cook as a class? Why or why not?

## Role Play #3 The Butcher

Anybody who eats meat needs to be able to cut and prepare it.

Many people butcher their own meat (for example, your dad may cut up a moose, your grandma may cut up a caribou, etc.).

At food stores and markets around the world men and women butcher meat as their career.

What animal are you butchering?

---

What tools did you use?

---

What important knowledge and skills did you learn?

---



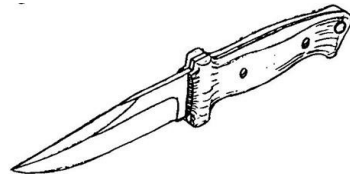
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## Art Show & Sale

*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 your community. The art can be sold at the show or you can keep it or gift it. It's your art so it's your 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. Remember to put the 5 Ws on the invitation!

**WHAT: Art Show & Sale**

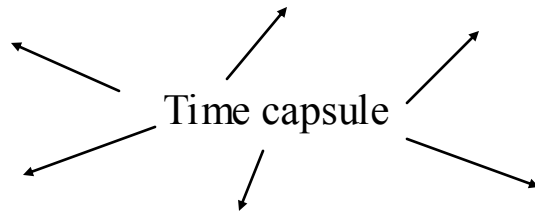
**WHERE: ?**

**WHO: ?**

**WHEN: Date: \_\_\_\_?\_\_\_\_ Time: \_\_\_\_?\_\_\_\_**

**WHY: To display our art to the community.**

Possible time capsule materials are:



As a group, decide what day you would like your time capsule opened:

---

**Date**

Where should the time capsule be stored?

---

**Location**

Pick one or more items for the time capsule. Create your items with care and pride as family and friends in the friends will be looking at your work!

**As a class build your time capsule.**

Why are you excited about the time capsule?

---

---

## Role Play #4

# The Baker

The smells of freshly baked bannock or bread or cake... can make anybody feel hungry and happy.

A baker is a person who bakes breads, cakes and other goodies that come from an oven.

We do not have an oven at camp so all of our baking will be done on-top of the wood stove.

The teacher will show you the baking tools you are going to use.

Draw and label the tools below:



## Stove Top Baking Recipes

Copy out the recipes below. The teacher will say how much and what ingredient out loud or write it on a piece of poster paper for you to copy out.

**Recipe #1:** \_\_\_\_\_

**Recipe #2:** \_\_\_\_\_

# *Time Capsule*

**To understand the present it is important to know about the past.**

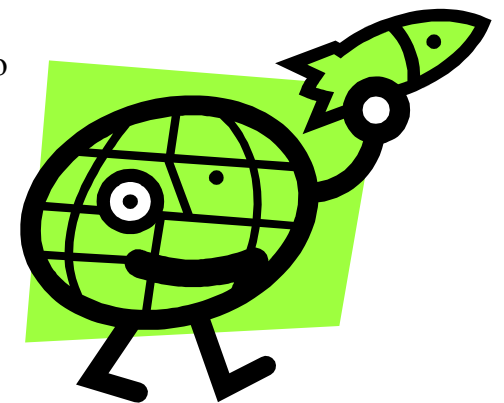
We can do this through documents, what was written in books and stories but also through the buildings, landscape and historic artifacts .

If we don't learn about the past, how can we make proper decisions for the future?

How will we get a balanced view of our time if only the great events of our time are remembered but the experiences of ordinary people living ordinary lives are forgotten?

Each of us have a responsibility to value the objects of our contemporary culture, to help ensure their preservation and to use them to tell our story. One way of doing this is by making a time capsule.

Source: 356 Ways to  
Change the World



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

Be a food judge! How did the baking turn out?

Recipe #1: \_\_\_\_\_ tasted:  
Amazing                  Not Bad                  Yuck!

Why was it so good? Why was it yucky?

Recipe #2: \_\_\_\_\_ tasted:  
Amazing                  Not Bad                  Yuck!

Why was it so good? Why was it yucky?



Who built your house? How did this person know what to do?

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Carpentry, as a career, can be very rewarding because you get to build amazing things, keeps you strong and it pays well.

Follow the carpentry project for this year's camp!  
Have fun! Learn lots!

Role Play #6

# The Candle Maker

Can you list all the places you've used a candle before?

How important are candles now? Why?

How important were candles a hundred years ago? Why?

Follow the steps to making beautiful candles for your family or maybe you would like to sell them at the Art Show & Sale!

**WARNING: You are using hot wax so move carefully & no goofing around!**

## Camp Song



Write the lyrics (words) to your camp song:

Title: \_\_\_\_\_

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Listen or read Loon and Crow carefully.  
Picture the story in your mind.  
Sketch one scene of the story below.

*Loon and Crow*

# Candle Making

*Source: candletech.com*

## Material Checklist:

- ☐ Metal tins with melted paraffin wax
- ☐ Piece of wire
- ☐ Piece of wick
- ☐ Heavy object (example: nut or bolt)

1. Set up a double boiler to melt and to keep your wax liquid. You'll want to station your dipping tin into a very large pot to act as a double boiler. Large stock pots or tins work well as the outside vessel on a double boiler.

The working temperature of the wax should be about 74 °C.

2. Construct a rig to hold a length of wick. The length of wick will be about twice the length of a single taper. We'll be dipping the tapers in pairs. Do not try to make tapers taller than your dipping vat.

We just used some coat hanger wire and a pair of pliers to make something that will hold the wick and act as a handle while dipping.



3. Initially each pair of tapers will need to be weighted with something. This keeps the wick straight or taught while dipping.

We just used nuts. Feel free to improvise. You'll cut the weights off of the wicks about midway through the process. Once the wicks have accumulated some wax on them, they'll stay straight on their own.



4. Dip your tapers. Repeat as needed until you reach the desired thickness. Allow several minutes of cooling between each layer of wax. If you don't allow enough time between layers, the wax will begin to fall off the wick.



The motion of dipping the tapers into the wax should be smooth and continuous. Do not pause while the tapers are submerged.

5. When you've reached your desired thickness, simply hang your tapers up and allow them to completely cool.



*What's the desired thickness? Use a ruler to find out how thick your tapers will need to be to properly fit your taper holders.*

**Storage:** It is best to leave your tapers hanging up in pairs for storage. It helps keep them straight until you're ready to use them.

*If you have time and supplies you may make a second set of candles. Maybe some natural components could be added (for example: tree needles, small stones, etc.) for a different texture and visual appeal.*

All candles will be on display at the Art Sale and Show.

Are you going to

- sell your candles?
- give your candles as a gift?
- keep them for you and your family?

# Legends

Using the *People of the Lakes* book read pages 5 to 7 or by listen to an Elder to learn the stories:

- 1) Muskrat and Beaver
- 2) Loon and Crow

Listen or read "Muskrat & Beaver" carefully.  
Picture the story in your mind.

***Muskrat & Beaver***



Project #2: \_\_\_\_\_

Listen carefully to the instructions. Draw the final product below.

What did you learn from the project? \_\_\_\_\_

Project #1 - \_\_\_\_\_

Choose one:

Keep It?

Gift It?

Sell It?

Project #2 - \_\_\_\_\_

Choose one:

Keep It?

Gift It?

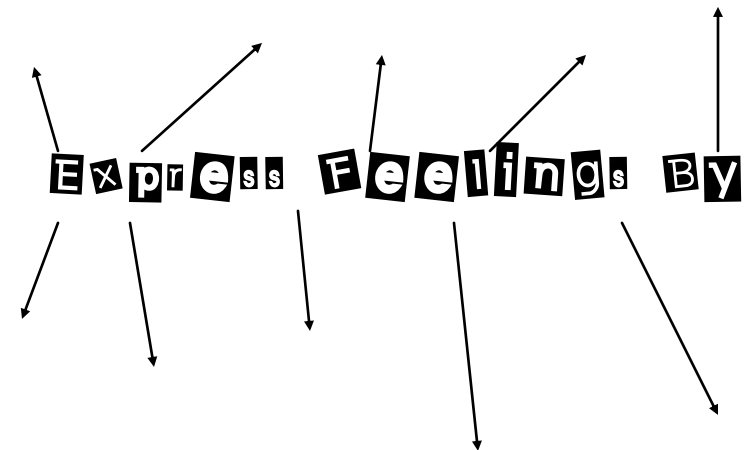
Sell It?

What was your favorite part about weaving?

What was your least favorite part?

**A R T**

Can you brainstorm different ways people can express (show their feelings & ideas) themselves?



Are some of these ways to express yourself art forms?

Can you think of other reasons why people create art other than expressing feelings?



Draw snow sculpture ideas and then circle the best one!

These are the tools I need:

- 
- 
- 

These are the steps I am going to follow to make my favorite snow sculpture.

1)

2)

3)

4)

5)

6)

## Weaving

To weave means to interlace fabric or fabric items to create a new product.

Name the weaving products in the pictures.

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Today you are going to practice TWO weaving projects.

Project #1: \_\_\_\_\_

Listen carefully to the instructions. Draw the final product below.

What did you learn from the project? \_\_\_\_\_

# Necklace Making

You are going to make a beaded necklace that you are going to keep, give as a gift or sell at the 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

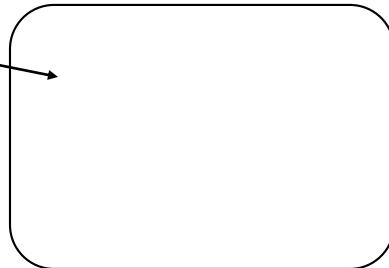
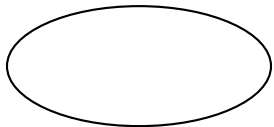
- 3) Pick out beads that you think will make a great necklace.

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 that 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.



How did the snow sculpture turn out? (circle one)

Great      Good      Fair      Like a lump of snow!

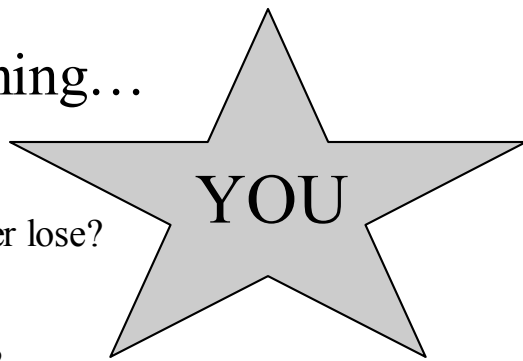
Sketch what your snow sculpture looks like below:

Sculpture Name: \_\_\_\_\_

What did other people create? Draw and label.

Which one do you think was the best? Circle it.  
Why? \_\_\_\_\_

## Comedy Evening... Starring



What button will you never lose?  
*Your bellybutton!*

What goes “quick-quick”?  
*A duck with hiccups!*

*Will a poisonous snake die if it bites its tongue?*

What do you can a rabbit with the sniffles?  
*A runny bunny!*

Using the joke books at camp research then copy out 3 of  
your favorite jokes on the lines below.

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You will share one joke at a time to the rest of the group.  
Remember to **speak loud and clear** because everyone  
needs to hear you....

The person who told the funniest joke was: \_\_\_\_\_.  
Why was it so funny?

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## Well How Did It Turn Out?

The beadwork is now framed. How does it look?

What I love best about my framed beadwork is...

What I could have improved on is...

Using your answer from Page 43 -

Time to Design & Bead -

Time to Frame & Mount -

TOTAL TIME: \_\_\_\_\_

Many people use beadwork for gifting and for selling. What are you  
going to with it? Keep it, gift it or sell it?

*Reflection:*

*Do you see yourself beading in the future?    Yes    No*

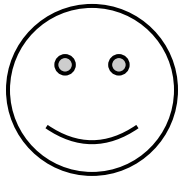
*Why or why not?*

## Decorate Your Frame for Your Beadwork

Hello! My name is Mr. Pick Ture. I frame art as my career. It is my trade and I love it! Do you know why people frame art?

Well, there are many reasons. First reason is to enhance the art is itself by paying attention to color and texture. What frame will make your art more eye catching?

Other reasons include protecting the art from damage or creating a stable environment for it!



Gather materials from your teacher and discuss with him or her what will make your beadwork stand out.

Ready...  
Get Set...  
Frame!



## How Bear Lost His Tail Stick Puppets & Play

By NWT Literacy Council

*In this story, you are going to make a stick puppet, read through the play, practice the play and then act it out for an audience.*

There are 8 characters in the play. Read through the character list and write down who in the class is going to create and read the script for that character.

Storyteller: \_\_\_\_\_

Bear: \_\_\_\_\_

Fox: \_\_\_\_\_

Rabbit: \_\_\_\_\_

Owl: \_\_\_\_\_

Bees: \_\_\_\_\_

Birds: \_\_\_\_\_

Fish: \_\_\_\_\_

*If there are more than 8 students, multiple students can be bees. One student can even videotape the play.*

*If there are less than 8 students, one or more students can play two parts.*

Step #1: Now that the roles (characters) are assigned, read through the play once as a class.

Step #2: Create your stick puppets. You have a choice:  
1) Use the provided pictures.  
2) Create your own stick puppet.

Step #3: Practice reading and moving your stick puppets.

Think:  
What puppet movements make sense?  
What movements tell the story the best?  
Am I speaking loud and clear?  
Am I speaking with feeling or expression?

Step #4: If the class has time build a puppet stage.  
Maybe out of snow? Out of a card board box?  
Use your imagination.

Step #5: Invite people to your play! Camp visitors, camp workers or maybe even your favorite sled dog.

Step #6: Perform the play!

Great job!!

What was your favorite part of the play?

Reading                  Performing                  Building Puppets & Stage

What made your play better than the first time you read it?

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The traditional teacher will give you step-by-step instructions on how to bead this pattern. Write down the STEPS below so can follow them when you are given time to work on your beadwork.

Steps:

Now time to start your beading!! Gather the materials and tools required. Make a masterpiece! When you are finished beading answer the questions below:

1) What colors did you choose for your design?

2) How long did it take to bead this design?

Now it is time to decorate your frame.

## Beadwork In a Picture Frame

The First Nation people are known across the land for beautiful, precise, labor-intensive beadwork.

How important was beadwork long ago?

Here is a quote from the book *People of the Lakes* (pg. 29) by Myra Moses:



Source: inuvikphotos.ca

*In those days, for what we now call money, they used big beads, long and colored. His two sisters kept them for him. He paid people with these, they said.*

Beads were valuable. Why do you think people felt this way?

Draw a circle around your favorite design.

In this art activity you will be

- Designing & creating a pattern for beading
- Transferring the pattern to material
- Beading the design
- Mounting your beading in the frame
- Decorating your frame to enhance your beadwork

Listen to the traditional teacher on how she creates patterns for beading. Write down any interesting tips.

Notes:

Use the space on the next two pages to design various beadwork designs.

**Possible Beadwork Designs:**