

TRADITIONS, ARTS & TRADES

TEACHER MANUAL



SPRING CULTURE CAMP
CHIEF ZZEH GITTLIT SCHOOL
VUNTUT GWITCHIN FIRST NATION & YUKON TERRITORIAL GOVERNMENT
NORTHERN STRATEGY
DEVELOPED: SPRING 2012

Land-Based Experimental Learning
Jii Nanh Vakak Nits'oo Gwiidan Daii Gik'atr'anji

Traditions, Arts & Trades
Vuntut Gwitchin Government & Yukon Education
First Published 2012

Written & Compiled by: Kerri Ceretzke
Funded by: Northern Strategy
Photos by: CZGS Staff & Students
Logo & Motto by: Aaron Andre-Josie & Dakota Foster

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.

All material in this *Old Crow Experiential Education Project* is, unless otherwise stated, the property of Vuntut Gwitchin Government. Copyright and other intellectual property laws protect these materials. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.

A single copy of the materials available through *Old Crow Experiential Education Project* may be made, solely for personal, non-commercial use. Individuals must preserve any copyright or other notices contained in or associated with them. Users may not distribute such copies to others, whether or not in electronic form, whether or not for a charge or other consideration, without prior written consent of the copyright holder of the materials. Contact information for requests for permission to reproduce or distribute materials available through this project is listed below:

Director of Education
Vuntut Gwitchin Government
PO Box 94
Old Crow, YT Y0B 1N0
(867) 966-3261



TABLE OF CONTENTS

A	Introduction	
	• Teacher Expectations	5
	• Pre-Camp And Post- Camp Student & Teacher Activities	6
B	Grades 7 – 9 Camp Lessons	
	• Pictures, Video Clips & PushUp Press	9
	• Chief & Council – For The Day!	13
	• Leadership Games	15
	• The Trading Post	19
	• The Trades	21
	Food Safe	23
	Meal Preparation & Service	25
	Skidoo Maintenance	27
	Muskrat Trapping	29
	Rabbit Snaring	31
	Animal Care	33
	Gwich'in Language	35
	Meat Preparation	37
	Camp Care	39
	Digital Media Video Journaling	41
	Other Trades	43
	• How Did Gwich'in Make & Use Tthah?	45
	• Iron Chef Culture Camp	47
	• Arts	49
	People of the Lakes Sketches	51
	Beadwork In A Picture Frame	53
	Metal Jewelry	55
	Acrylic Painting	57
	Carving	59
	Daatsoo, Trùh Hah, Mouse & Otter	61
	Grade 7 – 9 Camp Song	63
	• CZGS Art Show & Sale	65
	• Time Capsule	67
C	Grades 4 – 6 Lessons	
	• Pictures, Video Clips & PushUp Press	71
	• The Trading Post	73
	• Chief & Council – For The Day!	75

•	The Trades	77
	The Trapper	78
	The Chef	79
	The Butcher	80
	The Baker	80
	The Carpenter	85
	The Candlemaker	86
•	Why Art?	87
•	Snow Sculptures	89
•	Comedy Evening Starring YOU!	91
•	How Bear Lost His Tail	93
•	Beadwork In A Picture Frame	95
•	Necklace Making	97
•	Weaving	99
•	Gwich'in Legends	101
•	Grade 4 – 6 Camp Song	103
•	Time Capsule	105
•	CZGS Art Show & Sale	107
•	Video Journaling	109
D	Grades 1 – 3 Lessons	
•	Pictures, Video Clips & PushUp Press	113
•	The Trading Post	115
•	Junior Chef	117
•	Natural Vs. Artificial Collage	119
•	My Community & Me	121
	Me & My Community	121
•	Necklace Making	123
•	Making Musical Instruments	125
•	Grade 1 – 3 Camp Song	129
•	CZGS Art Show & Sale	131
E	Other	
•	Teaching Tent & Outdoor Activity Ideas	133
•	How Bear Lost His Tail	135





TEACHER EXPECTATIONS

PRE-CAMP

- Read and understand grade level Culture Camp lesson plans.
- Order, gather and pack the teacher-guided lesson materials and supplies.
- Assist the Educational Support Worker with the distribution and the gathering of permission slips and medical forms.
- Pre-Camp activities with the students (see the chart on the next page).

CAMP

- Live and learn at the camp with your students.
- Teach academic lessons at the camp (lessons within this manual).
- Supervise the students and assist the camp workers as needed.
- Ensure the students are completing their guidebooks.
- Clean and pack up the lesson materials and supplies.

POST-CAMP

- Post-Camp activities with the students (see guidebooks).
- Assist or lead with the development of the PushUp Press (camp magazine).
- Assist with the closing community camp celebration supper & slideshow.
- Assess the students with the Educational Support Worker using the given rubrics.
- Give feedback within the student guidebooks. Mark the assignments.
- Assess the students based on the guidebook rubrics.

PRE-CAMP AND POST-CAMP STUDENT & TEACHER ACTIVITIES

Grade Level	Pre-Camp Student Activities	Post-Camp Student Activities
1 - 3	<ul style="list-style-type: none"> - Fill in <i>Your Schedule</i> - Read <i>Camp Guidelines & Safety</i> - Read <i>Packing</i> 	<ul style="list-style-type: none"> - Complete any unfinished activities - Share written & oral stories to the organizer of the <i>PushUp Press</i>
4 - 6	<ul style="list-style-type: none"> - Fill in <i>Your Schedule</i> - Read <i>Camp Guidelines & Safety</i> & complete the activity - Complete <i>Setting Goals</i> - Read <i>Packing</i> & complete the packing activity - Read <i>Recording History</i> & emphasize camera care 	<ul style="list-style-type: none"> - Complete any unfinished activities - Complete the <i>Setting Goals</i> reflection - Download & label pictures onto the computer - Share written & oral stories to the organizer of the <i>PushUp Press</i>
7 - 9	<ul style="list-style-type: none"> - Fill in <i>Your Schedule</i> - Read <i>Camp Guidelines & Safety</i> & complete the activity - Complete <i>Setting Goals</i> - Read <i>Packing</i> & complete the packing activity - Read <i>Recording History</i> & emphasize camera care 	<ul style="list-style-type: none"> - Complete any unfinished activities - Complete the <i>Setting Goals</i> reflection - Download & label pictures onto the computer - Share written & oral stories to the organizer of the <i>PushUp Press</i>



GRADES 7-9 LESSONS



What I wish for is for our children to live out on the land and learn our traditional ways and skills...if we talk to them about all that, they will live a good life and have a good future.
- Marion Schafer, *People of the Lakes* (p. 292)

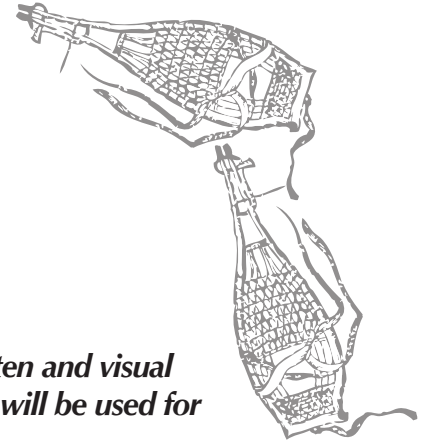
TEACHER NOTES....



Traditional Activity
RECORDING HISTORY

PICTURES, VIDEO CLIPS & *PUSHUP PRESS*

To practice recording information over a period of time including oral, written and visual information. To assist in the production in a schoolwide camp newsletter that will be used for legacy and literacy.



LEARNING OUTCOMES

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

A5 Select and use various strategies when expressing and presenting ideas, information, and feelings,

C1 Write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions

C2 Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade

C3 Write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modeled from literature

C4 Create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic

Language Arts 8

A1 Interact and collaborate in pairs and groups to support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others

A2 Express ideas and information in a variety of situations and forms to explore and respond; recall and describe; narrate and explain; persuade and support; and engage and entertain

C1 Write meaningful personal texts that explore ideas and information to experiment; express self; make connections; reflect and respond; and remember and recall

C2 Write purposeful information texts that express ideas and information to explore and respond; record and describe; analyze and explain; persuade; and engage

C3 Write effective imaginative texts to explore ideas and information

C4 Create thoughtful representations that communicate ideas and information to explore and respond; record and describe; explain and persuade; and engage

Language Arts 9

A1 Interact and collaborate in pairs and groups to support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others

A2 Express ideas and information in a variety of situations and forms to explore and respond; recall and describe; narrate and explain; persuade and support; and engage and entertain

C1 Write meaningful personal texts that explore ideas and information to experiment; express self; make connections; reflect and respond; and remember and recall

C2 Write purposeful information texts that express ideas and information to explore and respond; record and describe; analyze and explain; persuade; and engage

C3 Write effective imaginative texts to explore ideas and information

C4 Create thoughtful representations that communicate ideas and information to explore and respond; record and describe; explain and persuade; and engage

Visual Arts 7

Create images that convey beliefs and values, incorporate the styles of selected artists from a variety of social, historical, and cultural contexts

Create images: using the elements and principles to produce particular styles of art, and emphasizing particular elements and principles Using the elements and principles to produce a variety of effects and to convey mood and meaning

Demonstrate an understanding of the impact of images within various social, historical, and cultural contexts

Visual Arts 8

Create images: that support or challenge personal and societal beliefs, values, traditions, or practices that incorporate stylistic elements from various artists, movements, and period in response to historical and contemporary images or issues that reflect a sense of personal and social responsibility

Visual Arts 9

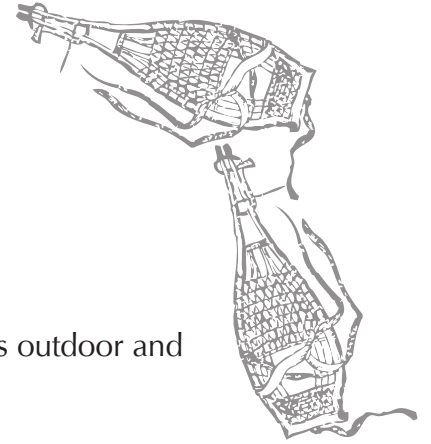
Create images that: support or challenge personal and societal beliefs, values, traditions, or practices

Demonstrate an awareness of the styles of various artists, movements, and periods Respond to historical and contemporary images or issues Reflect a sense of personal and social responsibility

MATERIALS

Digital Cameras
Camera Charger
Downloading Cord
Laptop Computer





PROCEDURE

1. Students will be shown:
 - How to safely use and take care of the camera.
 - The location where it will be stored.
 - How to take pictures and the different features for various outdoor and indoor scenes.
 - How to download and label pictures and video clips.
2. Students will complete their picture taking checklist (located within the guidebook).
3. Students will record information (e.g., journaling, stories, facts, etc.) in their guidebook.
4. This information will be used to write stories, articles, lists, etc. for the Culture Camp magazine called the *PushUp Press*.
5. At Camp or Post-Camp - Students will follow the writing process of writing first, second and final drafts of their camp stories, news, lists, etc. Peer or teacher editing is encouraged.
6. Post-Camp Activity - Editing and compiling of stories and pictures for the magazine.

GUIDEBOOK ASSESSMENT

Picture Checklists
Journaling Information

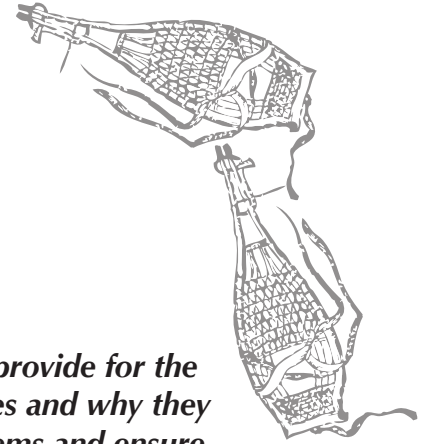
TEACHER NOTES....



Traditional Activity
GOVERNANCE

CHIEF & COUNCIL - FOR THE DAY!

To discuss, research and document past and current services that Chiefs provide for the Vuntut Gwitchin people. To learn about past Chiefs, their traditional names and why they received this name. To solve as a team (Chief & Council) real camp problems and ensure fair, safe solutions are presented and carried out in the camp. To reflect on the problem and whether was solved properly.



LEARNING OUTCOME

Social Studies 7

A1 Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues

A5 Defend a position on a contemporary or historical issue

Social Studies 8 & 9

Identify and clarify a problem, an issue, or an inquiry gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources

Assess a variety of positions on controversial issues

Co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

MATERIALS

Student Booklet (pp. 14-16)
Pencils & Erasers
People of the Lakes Book

Chief & Council For The Day Sign
Slips of Paper

PROCEDURE

1. As a group discuss the five questions on page 14.
 - What does the Chief do?
 - What does the Council do?
 - Why is their role so important?
 - How do they get into their position?
 - What qualities will make them strong leaders?

2. Using the book *People of the Lakes* read pages 108-110 as a class.
3. Have the students answer the questions on pages 14 and 16 and fill in the chart on page 15.
4. Discuss what “effective” means as students will need to reflect on the Chief and Council for the day and make a decision on whether or not they were effective.
5. Day 1 - Student names will be written on the slips of paper. A name will be drawn from the slips for a Chief and two Council members. These names will be recorded on the poster board.
6. The Chief and Council are responsible for problem solving around camp (e.g., garbage, clean up, chore allocation, etc.) and may require meeting time during the day to discuss the issue and its solutions and consequences. These solutions and consequences will be shared at camp to youth, teachers and workers.

**Major issues (e.g., bullying, disrespect, etc.) are the responsibility of teachers and supervisors.*

Excellent problem solving skills will be rewarded with trading post furs.

7. These names are returned to the Chief and Council pool for the following day and the process is repeated.
8. Students will fill in the chart on page 16.

GUIDEBOOK ASSESSMENT

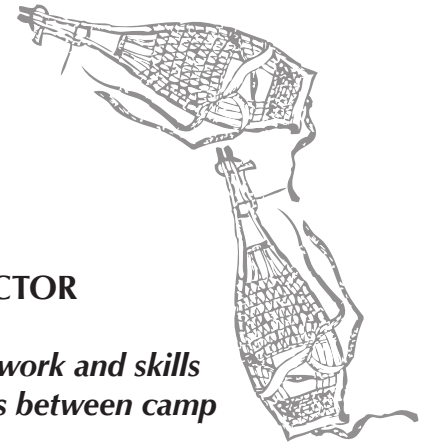
Chief Research
Past & Present Comparison
Chief & Council Tracking

.



Traditional Activity
LEADERSHIP

LEADERSHIP GAMES - EVOLUTION & NUCLEAR REACTOR



To learn the difference between being lucky at a game versus using teamwork and skills to win a game. To increase constructive, problems solving communications between camp members.

LEARNING OUTCOMES

Health 7

A1 Design a plan to achieve a specific goal

B2 Identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

GAME #1 - EVOLUTION

Source: *The 175 Best Camp Games: A Handbook for Leaders*

Players: 6 or more

Equipment: None

Game Plan: Evolve up the food chain by winning games of Rock-Paper-Scissors

How to Play:

1. Begin with a large group and tell everyone that they all start off as an amoeba (single-celled organism) but they will have a chance to evolve. In order to imitate amoebas, the players will wiggle around.
2. Have each player find a partner and play one round of Rock-Paper-Scissors. Whoever wins the round "evolves" into a chicken. Respectively, chickens must act like a chicken (e.g., arms shaped to look like wings, strutting and squawking, etc.) and the amoeba continue to wiggle around.
3. The remaining amoebas have to find other amoebas to play Rock-Paper-Scissors with while chickens try to find other chicken opponents.
4. The chickens who win their rounds become eagles and must act like an eagle (e.g., flap their arms, pretend to be flying, etc.). The losing chickens go back to being amoebas, winning amoebas become chickens and losing amoebas stay as amoebas.

5. Then the eagles face-off, and the winning eagles become superheroes and make superhero motions (e.g., flex their muscles, make body building poses, etc.). The losing eagles become chickens, winning chickens become eagles, losing chickens become amoebas, winning amoebas become chickens and losing amoebas stay as amoebas.
6. Then superheroes face-off. Winning superheroes stay as superheroes, losing superheroes become eagles, winning eagles become superheroes, losing eagles become chickens, winning chickens become eagles, losing chickens become amoebas, winning amoebas become chickens and losing amoebas stay as amoebas.

Remember that everyone must do the actions in order to find an opponent!

7. Answer the questions on page 17.

GAME #2 - NUCLEAR REACTOR

Source: *The 175 Best Camp Games: A Handbook for Leaders*

Players: No more than 20 people

Equipment: String, large rubber band, small light objects

Game Plan: Work together to move the volatile nuclear objects without touching them

How to Play:

1. The goal of this game is to work cooperatively to “disable” a volatile nuclear reactor. However, since it’s radioactively charged, the group can’t actually touch any parts with their hands or even get close to the object. Instead they must use a large rubber band.
- 2) Set up the game so that players can sit in a circle around the “reactor”.
- 3) Tie a series of strings to the rubber band, set it down in the middle of the floor and fan the strings out into a circle.
- 4) Each participant receives a string to hold on to.
- 5) Have players stretch, tighten and otherwise manipulate the rubber band by pulling and slacking their strings.
- 6) The “parts” of the “nuclear reactor” that the participants are attempting to move with this contraption are scattered all over the center of the circle. The “parts” can be everyday objects (e.g., plastic cups, ping pong balls or anything not too heavy, etc.).
- 7) You can ask the players to do all kinds of things. Have them pick up and drop smaller items into a cup of water or give them a series of tasks to complete.
- 8) Answer the questions on page 17.



GUIDEBOOK ASSESSMENT

Game Reflection Questions



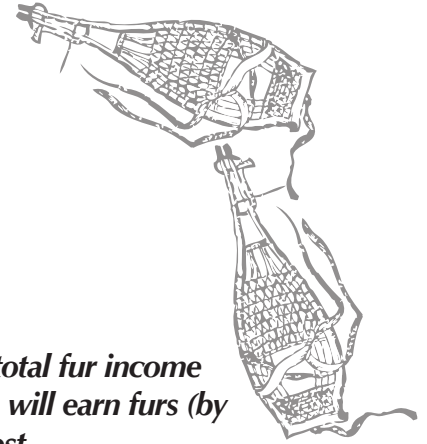
Cooperative games are an effective way to start building relationships, teamwork and having some laughs!



Explore more cooperative games in the Culture Camp resource library, online or contact Yukon Education's Experiential Consultant.

TEACHER NOTES....





Traditional Activity
TRADING

THE TRADING POST

Students will reflect on their past trading experiences, learn how to calculate total fur income and decide if prices were fair based on everyone's trading experiences. Students will earn furs (by working hard and being positive) towards items in the Trading Post.

LEARNING OUTCOMES

Health 7

A1 Design a plan to achieve a specific goal

B2 Identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

Health 8 & 9

Identify skills that are transferable to new tasks and situations within and outside the school, including: personal management skills, academic skills and teamwork skills

MATERIALS

Bank	Trading Post Furs (felt cut outs)
Zip Lock Bags for Storage	Trading Post Sign & Fur Prices
Trading Post Items for Trade (e.g., camp gear, personal items, school supplies, etc.)	

PROCEDURE

1. Discuss what personal attributes trappers had to have to make a living and survive long ago (e.g., strong survival skills, hardworking, smart, positive, listening skills, learn quickly, etc.).
2. Students who work hard and remain positive in camp will earn "furs" for the end of camp where they will be able to trade this "money" for items at the trading post.
3. Name the Trading Post - As a class brainstorm possible names for the trading post. If there are too many names and the group cannot decide, vote on the top names.
4. Make a large bold sign with the trading post name (maybe with a logo or motto) and post it in the teaching tent.
5. Have students fill in the name, the date and the time they will be trading on page 18.
6. Last Day - Students will fill in page 19 prior to trading then after the trading they will fill in page 20.

GUIDEBOOK ASSESSMENT

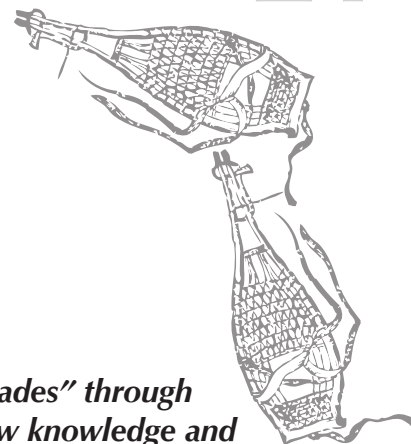
Trading Post Calculations

Trading Post Questions



Have some fun at the Trading Post! Negotiate with the students, have a sale, question their purchases, question their reasoning behind the purchases, role play during a certain year...a Trading Post is a wonderful way to end the camp!





Traditional Value
HARD WORK

THE TRADES

Throughout the camp students will understand the career meaning of “trades” through discussions of work, knowledge and skills. To allow students to showcase new knowledge and skills in a practical, hands-on fashion for meaningful traditional and nontraditional present and future activities. To understand the satisfaction that comes with earning a “certificate” and mastering a new skill.

LEARNING OUTCOMES

Health 7

A1 Design a plan to achieve a specific goal

B1 Classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)

B2 Identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

Health 8

Describe how personal attributes can be related to career options

Identify skills that are transferable to new tasks and situations within and outside the school, including: personal management skills, academic skills and teamwork skills

Set personal goals for attaining and maintaining a healthy lifestyle

Health 9

Describe ways of exploring career options

Identify sources of information and support to assist them in their education and career planning

Explain the importance of developing employability skills

Describe strategies to avoid unnecessary risks on the job

TEACHER NOTES....



TRADE CERTIFICATE #1: FOOD SAFE

LEARNING OUTCOMES

Health 8

Analyze influences on eating habits, including family, peers, and media

Health 9

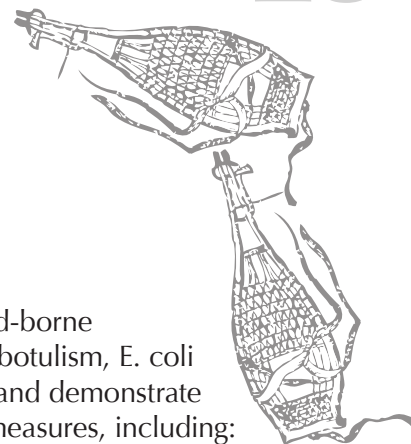
Analyze how healthy eating habits can support a healthy lifestyle

Foods 8

A1 Identify sources of food contamination and demonstrate appropriate preventative measures, including: washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing and clean-up procedures

Foods 9

A1 Identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including: washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, temperature control and clean-up procedures



MATERIALS

Student Booklets
Meat Thermometer
Felt Markers

Food Safe Booklet (Yukon College)
Poster Paper
Pencils & Pens

PROCEDURE

1. Prior to teaching at camp, skim over the *Food Safe* booklet. What information pertains to camp?
 - Top reasons for food illness
 - Danger and safe zone temperatures
 - Main food illnesses
 - Ways to keep everyone safe - sanitizing, proper cooling, etc.
 - Organizing the food in the camp tent.
2. Discuss with the students why food safety is so important. Share positive and negative stories about food safety and kitchen safety.
3. Using the poster paper share with the students:
 - Top reasons for food illness
 - Types of food illnesses
 - Temperature zones
 - Kitchen safety
 - Sanitizing procedures
 - Other topics of relevance

4. Students are expected to copy notes into their booklet on page 23.
5. Orally ask each student a couple questions about food safety. Also ask them to demonstrate how to use the meat thermometer and how to cool food quickly. If acceptable answers are given and the skills are demonstrated, this student will receive their Food Safe Certificate. Keep a note of which students are earning certificates. If unacceptable answers are given and skills are not demonstrated, encourage this student to read through their notes and skim through the *Food Safe* booklet. They will have the opportunity to try again.
6. In the evening, the certificates will be passed out to the students.

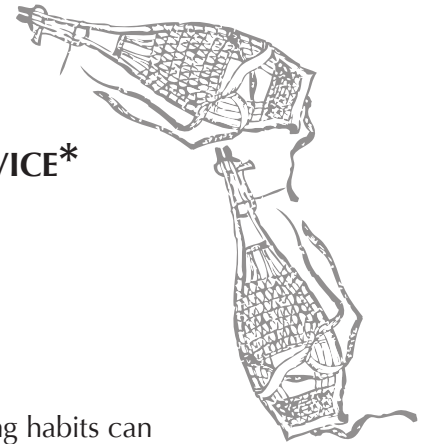
GUIDEBOOK ASSESSMENT

Notes

Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #2: MEAL PREPARATION & SERVICE*

**Students must pass Food Safe in order to work in the kitchen.*

LEARNING OUTCOMES

Health 8

Analyze influences on eating habits, including family, peers, and media

Foods 8

A1 Identify sources of food contamination and demonstrate appropriate preventative measures, including washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing and clean-up procedures

A6 Demonstrate co-operation in partner and group work

B1 Use recipes to prepare simple, healthy snacks and dishes

B2 Use a variety of cooking methods to prepare food

C1 Describe the importance of nutrition and other factors that contribute to health

C2 Use Eating Well with Canada's Food Guide to plan simple, nutritious dishes and snacks

C3 Use product labels to identify and compare the nutritional value of a variety of food products

D1 Describe factors that influence personal food choices

Health 9

Analyze how healthy eating habits can support a healthy lifestyle

Foods 9

A1 Identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including washing hand, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, temperature control and clean-up procedures

A6 Demonstrate organization and co-operation in partner and group work

B1 Apply cooking principles to prepare healthy dishes and simple meals

C1 Identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fiber, and water) and how they relate to Eating Well with Canada's Food Guide

C2 Use Eating Well with Canada's Food Guide to plan meals and snacks for a nutritionally balanced diet

C3 Examine the relationship between individual eating practices and physical activity

C4 Identify and compare the ingredients and nutritional value of various commercial food products

D1 Describe factors that influence food choices

E1 Identify food-related occupations and careers

MATERIALS

Cookbooks
Canada Food Guide
Aprons

Student Booklets
Kitchen Ingredients & Equipment
Menu Board

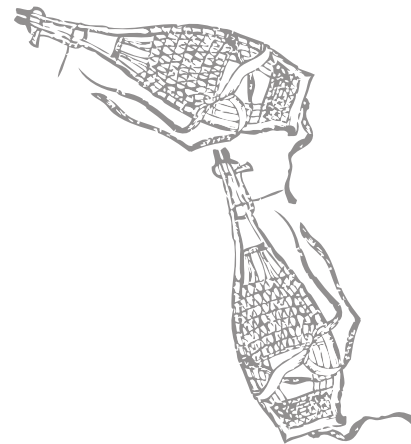
PROCEDURE

1. After completing the food safe course, students will sign up for breakfast, lunch, supper and snack kitchen spots on the schedule.
2. Working with a cook or a teacher, the student will know how to:
 - Use the *Canada Food Guide* chart
 - Calculate a food inventory
 - Assist with making menu and recipe decisions
 - Assist with meal and snack preparation, cooking and baking
 - Help with the set up and the cleanup of serving for a larger crowd
 - Follow the food safe procedures
3. After assisting the cook or teacher, he or she will decide if the student earned his or her certificate.
4. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Oral & Practical Testing
Successfully Serving a Meal or a Snack





TRADE CERTIFICATE #3: SKIDOO MAINTENANCE

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Student Booklet
Skidoo

Pencils or Pens
Assorted Tools

PROCEDURE

1. The guest speaker will guide the students through skidoo maintenance and basic repairs.
2. Students will take notes and try the various tools and techniques.
3. Prior to going on the skidoos, students will demonstrate their knowledge and skills, and earn their certificate.
4. In the evening, the certificates will be passed out to the students.

Option (*ONLY do this if you feel comfortable*) - Create a problem with the snowmobile (e.g., remove a spark plug, etc.) and have the student(s) problem solve in order to get the snowmobile running again.

GUIDEBOOK ASSESSMENT

Notes
Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #4: MUSKRAT TRAPPING

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Traps
Shovel
Branch (marker)
Stretcher
Student Booklet

Ice Scoop
Rubber Insulated Gloves
Knife
String
Pencil/Pen

PROCEDURE

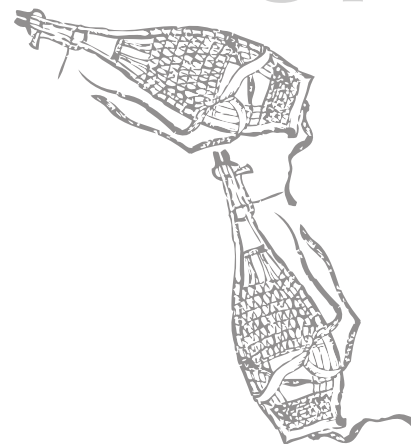
1. During the first two days of camp, the traditional teacher will guide the students through the process of setting a trap, checking the traps and skinning a muskrat.
2. During the remaining days at camp, students will demonstrate their knowledge and skills of muskrat trapping and skinning.
3. If they demonstrate a mastery of setting a muskrat trap or skinning a muskrat (or both) they will earn a certificate. The traditional teacher will make this decision.
4. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Notes
Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #5: RABBIT SNARING

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Snowshoes
Wire Cutters
Student Booklet

Snare Wire
Knife Stretcher
Pencil/Pen

PROCEDURE

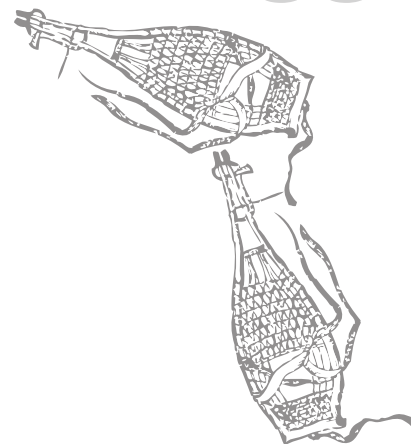
1. The traditional teacher will guide the students through the process of setting a snare, checking snares and skinning a rabbit.
2. During the remaining days at camp, students will demonstrate their knowledge and skills of rabbit snaring and skinning.
3. If they demonstrate a mastery of making a rabbit snare, setting a rabbit snare and skinning a rabbit they will earn a certificate. The traditional teacher will make this decision.
4. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Notes
Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #6: ANIMAL CARE

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Dogs
Student Booklet
Pencil/Pen

PROCEDURE

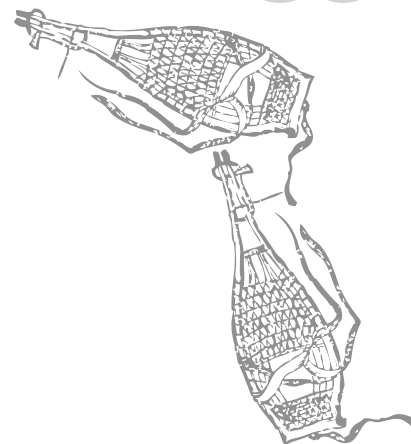
1. The traditional teacher will guide the students through dog care, including feeding, hydration, bedding, animal health, breeding, etc.
2. For the remaining days at camp, students will demonstrate their knowledge of dog care. The traditional teacher will decide if the student earns their certificate.
3. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Notes
Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #7: GWICH'IN LANGUAGE

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Gwich'in-English Translation Booklet
Gwich'in Posters

PROCEDURE

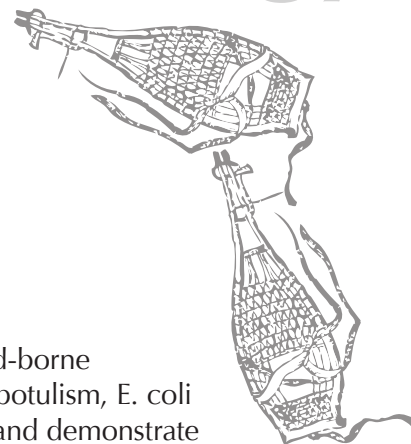
1. Throughout camp, students are encouraged to use as much Gwich'in as possible with the help of the traditional teacher, language teacher, resource people, translation booklet, Gwich'in poster and other resources.
2. Teachers and staff will monitor Gwich'in use and if the students are speaking and writing it, and trying hard a certificate will be awarded.
3. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Notes
Oral Testing

TEACHER NOTES....





TRADE CERTIFICATE #8: MEAT PREPARATION

LEARNING OUTCOMES

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

Health 8

Analyze influences on eating habits, including family, peers, and media

Health 9

Analyze how healthy eating habits can support a healthy lifestyle

Foods 8

A1 Identify sources of food contamination and demonstrate appropriate preventative measures, including washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing and clean-up procedures

A6 Demonstrate co-operation in partner and group work

B2 Use a variety of cooking methods to prepare food

C2 Use Eating Well with *Canada's Food Guide* to plan simple, nutritious dishes and snacks

D1 Describe factors that influence personal food choices

Foods 9

A1 Identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including washing hand, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, temperature control and clean-up procedures

A6 Demonstrate organization and co-operation in partner and group work

B1 Apply cooking principles to prepare healthy dishes and simple meals

C1 Identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fiber, and water) and how they relate to Eating Well with Canada's Food Guide

C2 Use Eating Well with Canada's Food Guide to plan meals and snacks for a nutritionally balanced diet

C4 Identify and compare the ingredients and nutritional value of various commercial food products

D1 Describe factors that influence food choices

E1 Identify food-related occupations and careers

MATERIALS

Meat Options: Caribou Meat or Head
 Moose Meat or Head
 Muskrat
 Beaver
 Rabbit

Knife
Cooking Equipment



*Release of Responsibility....
Show the students how, use questions and
stories to explain, let them try, help...let
them do it on their own...encourage and
praise.*

PROCEDURE

1. Traditional teachers will guide the students through the process of:
 - Making dry meat
 - Preparing & cooking a rabbit
 - Preparing & cooking a muskrat
 - Preparing & cooking caribou head
 - Preparing & cooking a beaver
 - Preparing & cooking moose meat
2. Students are encouraged to take notes or to film video clips of the teachings.
3. The traditional teacher will ask questions and have the students practice various skills. If the students can demonstrate their skills and knowledge they will receive a certificate.
4. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Notes

Oral & Practical Testing





TRADE CERTIFICATE #9: CAMP CARE

LEARNING OUTCOMES

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

Health 8

Describe appropriate procedures for responding to emergencies

Assess the potential hazards associated with various jobs

Health 9

Describe strategies to avoid unnecessary risks on the job

MATERIALS

Student Booklet
Poster Paper
Pencil/Pens

First Aid Kit
Felt Markers

PROCEDURE

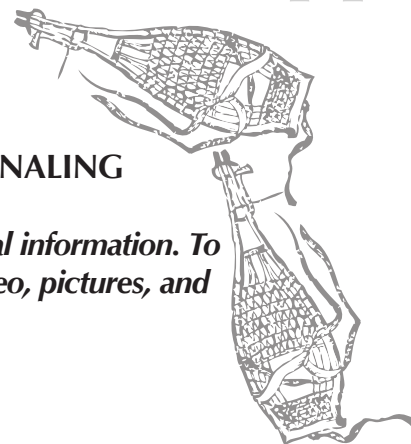
1. Turn to page 30 in the student booklet.
2. Discuss the difference between “minor” and “major” emergencies.
3. Students will list minor and major emergencies that could occur at camp.
4. Students will listen to the guest speaker or the traditional teacher on how to take care at camp.
5. If their emergencies are not talked about during the presentation have the students ask the speaker to explain what to do during the specific emergencies examples that they provide.
6. The speaker and the teachers will ask the students (written or oral) on how to deal with emergencies and how to take care of one’s camp (or provide simulated written or hands-on emergency scenarios that the students need to problem solve). If the students can demonstrate their skills and knowledge then they will receive a certificate.
7. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Minor & Major Emergency Chart
Oral & Practical Testing

TEACHER NOTES....





TRADE CERTIFICATE #10: DIGITAL MEDIA VIDEO JOURNALING

To practice recording information over a period of time including oral and visual information. To learn to record thoughts, experiences, and history in a visual manner using video, pictures, and narration.

LEARNING OUTCOMES

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences

A5 Select and use various strategies when expressing and presenting ideas, information, and feelings

A9 Use speaking and listening to improve and extend thinking

Language Arts 8

A2 Express ideas and information in a variety of situations and forms to explore and respond; recall and describe; narrate and explain; persuade and support; and engage and entertain

A5 Select and use a range of strategies to prepare oral communications

A6 Select and use a range of strategies to express ideas and information in oral communications, including vocal techniques; style and tone; nonverbal techniques; visual aids; organizational and memory aids; and monitoring methods

A10 Speak and listen to synthesize and extend thinking

A12 Recognize and apply the structures and features of oral language to convey and derive meaning

Language Arts 9

A5 Select and use a range of strategies to prepare oral communications

A6 Select and use a range of strategies to express ideas and information in oral communications, including vocal techniques; style and tone; nonverbal techniques; visual aids; organizational and memory aids; and monitoring methods

C4 Create thoughtful representations that communicate ideas and information to explore and respond; record and describe; explain and persuade; and engage

MATERIALS

iPads
iPad Camera Connection Kit
Camera Download Cord (USB)

Charging Cords
Digital Cameras

PROCEDURE

1. Students will be shown:
 - How to safely use and take care of the iPods and iPads.
 - How to take pictures using the iPods and iPads.
 - How to charge the devices.
 - How to upload pictures from the cameras to the iPad (pictures cannot be directly uploaded to the iPod as they must be taken directly with it).
2. Have the students watch the video Sliding Saskatchewan Style. Have the students find three or more attributes that they would change in order to make the video better. Focus on picture choice, voice over content, and style choices.
3. Students need to choose a topic for their video journal. If there are not enough devices for everyone to have their own they may work in groups. The topics can include anything that the students have accomplished at the camp up to this point in time. The more pictures that they already have on the topic the better. Video journals are a great way for the students to answer some of the questions from activities that they have already done. Emphasize that they should use as much Gwich'in as possible.
4. Students will watch the iMovie "how-to videos" that are preloaded on the iPods and iPads. After each video the students will complete the steps listed in Your Turn.
5. Be sure to review the student's videos before they export them to the Camera Roll. Changes are easy to make at this point but are more difficult to make if the video already been exported.
6. Have fun. Be creative.
7. In the evening, the certificates will be passed out to the students.

GUIDEBOOK ASSESSMENT

Video Journal Checklist
Video Journal - Video & Audio



TRADE CERTIFICATE #11: OTHER TRADES

LEARNING OUTCOME

Language Arts 7

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

MATERIALS

Student Booklet
Pencil/Pens
Varies Depending On The Activity

PROCEDURE

1. Various “other trade” sessions will be offered to the students. This will depend on resource people, student interests, male & female roles, materials & supplies, etc. and it will depend on the year.
2. Students are expected to document the session on pages 33-34.
3. If the students can demonstrate their skills and knowledge then they will receive a certificate in that topic.
4. In the evening, the certificates will be passed out to the students.



GUIDEBOOK ASSESSMENT

Note Taking
Oral & Practical Testing

The Canadian Rangers provided an “other” trade – gun maintenance and safety. Contact resource people in the community to provide “other” trade sessions.

SELF-TRACKING

HAVE THE STUDENTS MONITOR THEIR CERTIFICATE PROGRESS BY FILLING OUT PAGE 35 IN THE STUDENT BOOKLET.

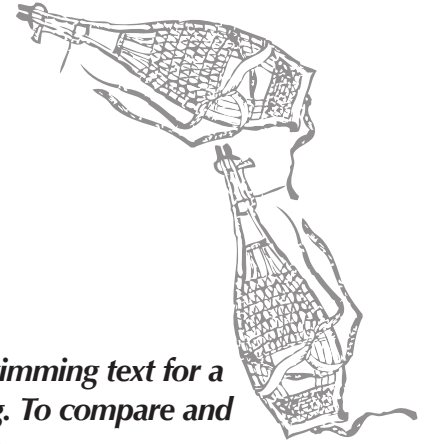
TEACHER NOTES....



Traditional Activity
HUNTING CARIBOU & TRADITIONAL TOOLS

HOW DID GWICH'IN MAKE & USE TTHAŁ?

To visualize the Gwich'in legend "Boy in the Moon". To practice reading and skimming text for a purpose, in this case to research various traditional tools used in caribou hunting. To compare and contrast skilled hunters from the past with skilled workers now.



LEARNING OUTCOMES

Visual Arts 7

Demonstrate an understanding of the influence of social, historical, and cultural contexts on artists and their images

Create images that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts

Visual Arts 8

Create images that support or challenge personal and societal beliefs, values, traditions, or practices and that incorporate stylistic elements from various artists, movements, and periods in response to historical and contemporary images or issues and that reflect a sense of personal and social responsibility

Visual Arts 9

Create images that deliberately employ physical and expressive qualities of the visual elements and principles of art and design to create an effect or mood, use a selected element of art to convey an idea or concept and combine and emphasize particular visual elements and principles of art and design

MATERIALS

People of the Lake Book
 Student Booklet
 Pencil/Pen

PROCEDURE

1. As a group read *Chyaa Zree Zhit Dhidii* ("Boy in the Moon") and discuss the plot, characters, theme, etc.
2. Read the story a second time.
3. Have the students pick one scene from the story and have them sketch that scene on page 36.
4. Students can then share their scenes with each other. Did they capture the full feeling of the scene?
5. Read through page 37 so that students understand what they need to pay attention to as they read the following pages.
6. Then as a group read through pages 6-19. Analyze the pictures on these pages and read the text features to learn about tthał.
7. In pairs have the students skim pages 6-19 to locate examples of hunting and labor-related tools. As they find examples of these tools have the students record the information in the chart.
8. Students will then complete the reflection questions on page 37.

GUIDEBOOK ASSESSMENT

Legend & Visualization

Gwich'in Tool Chart

Trade Reflection Questions



Traditional Activity
COOKING & SERVING COMMUNITY

IRON CHEF CULTURE CAMP

To practice food safety, teamwork, menu planning, prep, cook/baking, serving and clean up skills in a timed competition (similar to a restaurant situation). To be involved with developing criteria for the competition.



LEARNING OUTCOMES

Health 8

Analyze influences on eating habits, including family, peers, and media

Foods 8

A1 Identify sources of food contamination and demonstrate appropriate preventative measures, including washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing and clean-up procedures

A6 Demonstrate co-operation in partner and group work

B1 Use recipes to prepare simple, healthy snacks and dishes

B2 Use a variety of cooking methods to prepare food

C3 Use product labels to identify and compare the nutritional value of a variety of food products
Traditions, Arts & Trades

D1 Describe factors that influence personal food choices

Health 9

Analyze how healthy eating habits can support a healthy lifestyle

Foods 9

A1 Identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including washing hand, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, temperature control and clean-up procedures

A6 Demonstrate organization and co-operation in partner and group work

B1 Apply cooking principles to prepare healthy dishes and simple meals

D1 Describe factors that influence food choices

E1 Identify food-related occupations and careers

MATERIALS

Variety of Ingredients
Cooking Equipment
Pen or Pencils

Cookbooks
Student Workbook
Aprons

PROCEDURE

1. Set up the teaching tent as a second cooking tent. Divide up the kitchen equipment. One group will cook in the kitchen tent and one group will cook in the teaching tent.
2. As a group discuss the popular food competition show “Iron Chef America”. Discuss the purpose, set up and judging components.
3. DEVELOP the judging criteria with the students to create the judge’s competition card. Visual (presentation), taste, smell, point system and comments are possible criteria and evaluation methods.
3. Split the class into two groups. Ensure that there is an adult supervisor or two with each group.
4. Fill in the team chart on page 38.
5. Provide the teams 30 minutes to come up with a team name (including a team sign) and to decide on a menu that contains a soup, the main course and a dessert.
6. Take a 15 minute break.
7. Then provide the students 2.5 hrs. to prep, cook and display their food. They need to prepare enough food for 3 judges and for their team (as they are eating this for supper!). They could also prepare enough food for the opposing team to have a taste as well.
8. Clean up! Every team needs clean up properly. The kitchen equipment that is in the teaching tent needs to be returned to the kitchen tent.
9. Judges will then announce the winners of Iron Chef Culture Camp!
10. Students will fill in page 39 of their student booklet.

GUIDEBOOK ASSESSMENT

Traditions, Arts & Trades
Judging Cards
Iron Chef Reflection Questions
Practice Skills

*‘...when they killed meat, all the people gathered together in one place and worked good with it [prepared it]...’ - Sarah Abel
People of the Lakes (p. 67)*





Traditional Value
PRIDE & CREATIVITY

ARTS

To understand the wide range of reasons why people create art. To reflect on one's community, its artists and how these artists create and work to appeal to various senses.

LEARNING OUTCOMES

Visual Arts 7

Demonstrate respect for the work of self and others

Assess personal and career opportunities in visual arts

Visual Arts 8

Identify possible purposes for the creation of given images

Identify art careers in a variety of contexts

Visual Arts 9

Compare and contrast art careers in a variety of contexts

MATERIALS

Student Booklet
Pens/Pencils

PROCEDURE

1. As a group brainstorm the various reasons why humans create art.

Possible reasons could include:

- Seeking personal enjoyment and satisfaction.
- Expressing personal thoughts and feelings.
- Communicating with others.
- Creating a favorable environment.
- Making others see more clearly.
- Providing us with new experiences.
- Recording time, people, places or things.
- Remembering important people or events.
- Reinforcing cultural ties or traditions.

- Affecting social change.
 - Healing the sick.
 - Adorning themselves.
 - Explaining the unknown.
 - Worshipping.
 - Earning a livelihood.
 - Predicting the future or remembering the past.
 - Creating an illusion or magic.
 - Increasing global understanding.
 - Amusing themselves or others.
 - Making something extraordinary.
 - Doing something no one else has ever done.
 - Therapeutic reasons.
 - For praise or attention.
 - To satisfy the feeling that is a “calling.”
 - To express one’s spirituality.
2. Discuss the various types of art and have the students fill in the chart on page 41.
 3. Then have the students answer the “artists in their community” questions on page 41.
 4. Students should share their answers for the questions on page 41 and provide reasons on why they chose certain people. Take the time to share stories about the artists within their community.

GUIDEBOOK ASSESSMENT

Art Brainstorm

Artists in Our Community Reflection

*Let me ask you something, what is
not art? - Author Unknown*



Traditional Activity
GWICH'IN CULTURE

PEOPLE OF THE LAKES SKETCHES

To analyze sketches of Gwich'in people from the 1800s, including facial expressions, post-contact evidence and the comparisons to present lives.

LEARNING OUTCOMES

Visual Arts 7

Demonstrate an understanding of the impact of images within various social, historical, and cultural contexts

Demonstrate an understanding of the influence of social, historical, and cultural contexts on artists and their images

Visual Arts 8

Identify possible purposes for the creation of given images

Demonstrate an awareness of the meanings and purposes of images within a variety of contexts

Analyze how the physical qualities of visual elements and principles of art and design are used to create effects and mood in representational and non-representational images

MATERIALS

People of the Lakes Books
 Student Booklet
 Pen/Pencil

PROCEDURE

1. Using the *People of the Lakes* books (pp. XLVIII, L, 25 & 109) and pages 42-43 in the student booklet, students will analyze the sketches and answer the questions in the booklet.
2. Once everyone has completed the questions, share and discuss the answers.

GUIDEBOOK ASSESSMENT

Sketch Analysis

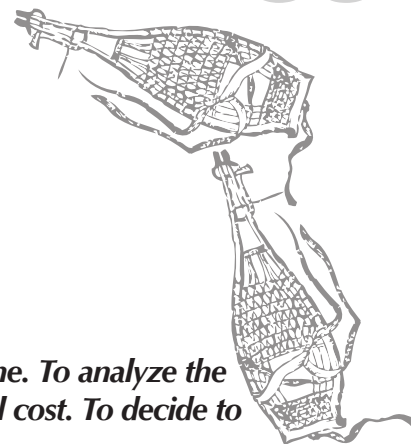
TEACHER NOTES....



Traditional Activity
BEADING

BEADWORK IN A PICTURE FRAME

To create and bead a design that will be mounted into a decorated wooden frame. To analyze the costs of materials and labor when creating a project in order to determine a retail cost. To decide to keep, give or sell the beaded art.



LEARNING OUTCOMES

Textiles 8

B2 Construct a simple textile items using construction basics, including hand sewing

C1 Identify color as an element of design

Textiles 9

A5 Manage time and resources in the classroom

E1 Identify fashion- and textile-related occupations and careers

MATERIALS

Size 10 Beads
Tough Nylon Thread
Beading Needles
Glue
Pen/Pencil
Paints

Felt
Backing
Cardboard
Student Booklet
Frame

PROCEDURE

1. As a class read through page 44 in the student booklet.
2. Space is provided on pages 46-47 to practice drawing the various beading designs.
3. The traditional teacher will explain and demonstrate the process of designing, transferring a pattern and beading. Students will need to write down these steps on page 48.
4. Students will bead their design and then have the students answer the questions on page 48.
5. Students will learn about frame work while reading through page 49.
6. Students will paint their frames to enhance their beadwork. After painting has been completed let the frame dry.

7. Once the frame is dry (using glue, cardboard and whatever else is required) mount the beadwork into the frame.
8. Students will then fill in page 50, a reflection on their work.
9. Display the beadwork inside the teaching tent. Students will get to keep their beadwork after the CZGS Art Show & Sale. The teacher needs to hang on to the beadwork until then.

GUIDEBOOK ASSESSMENT
Student Booklet (pp. 44-50)
Beadwork In The Frame

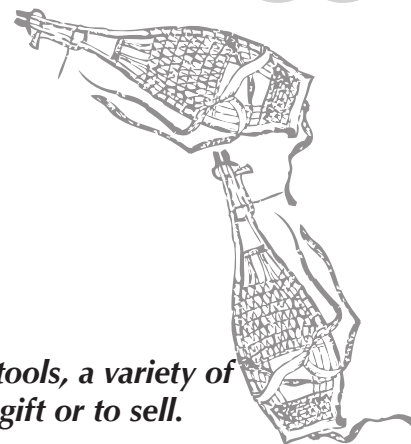
Provide the time to create and finish projects at camp. Be flexible with the schedule. Check in with students to see if they require extra assistance or a reminder of a skill.



Traditional Activity & Value
USING TOOLS & PATIENCE

METAL JEWELRY

To understand the various careers available to artists. To use measurement, tools, a variety of materials, patience and precision to create beautiful earrings to keep, to gift or to sell.



LEARNING OUTCOMES

Visual Arts 7

Evaluate the effectiveness of a variety of displays

Assess personal and career opportunities in visual arts

Visual Arts 8

Identify art careers in a variety of contexts

Analyze and evaluate displays, considering the nature of artwork, presentation, venue, and audience

MATERIALS

Wire Cutters
18 Gauge Silver Wire
22 Gauge Silver Wire
Round Nose Pliers
Safety Glasses

Crystal Briolette Beads with Top Drilled Holes
Mandrel (Diameter of 8 mm)
Earring Wires
Flat Nose Pliers

PROCEDURE

1. As a class work through page 51 in the student booklet.
2. Follow the step-by-step instructions on pages 52-57. Have the students answer the questions on page 57.
3. Students need to read through page 58 which covers display box design.
4. Students will work through creating proper packaging for their earrings. Use pages 59-60 as guiding steps and stops for critical thinking, and problem solving.
5. *The students will need to decide if they want to keep the earrings, gift them or sell them. The earrings will be held on to until the CZGS Art Show & Sale.*



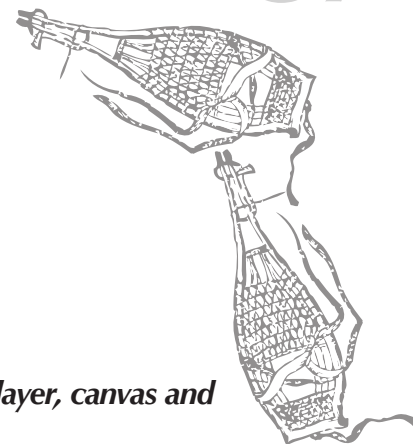
GUIDEBOOK ASSESSMENT
Student Booklet (pp. 51- 60)
Metal Earrings & Display Box

TEACHER NOTES....



Traditional Value
PATIENCE

ACRYLIC PAINTING



To give students the opportunity to experiment with acrylic paint, its ability to layer, canvas and brushes.

LEARNING OUTCOMES

Visual Arts 7

Create images: using the elements and principles to produce particular styles of art, emphasizing particular elements and principles and using the elements and principles to produce a variety of effects and to convey mood and meaning

Assess personal and career opportunities in visual arts

Visual Arts 8 & 9

Use materials, technologies, and processes, both alone and in combination, to make personally meaningful images

MATERIALS

Acrylic Paints
Water Container
Canvas
Student Booklet

Water
Brushes
Pencils

PROCEDURE

1. Before the students start to paint, read through all of the instructions on pages 61-62.
2. Discuss the reasons for using certain techniques, colors, brushes, etc.
3. Students can begin painting.
4. Ensure that the brushes, containers, etc. are properly cleaned up. Allow the pictures to dry properly.
5. *The students will need to decide if they want to keep the paintings, gift them or sell them. The paintings will be held on to until the CZGS Art Show & Sale.*

GUIDEBOOK ASSESSMENT

Acrylic Painting

*Teachers are encouraged to
complete projects with the
students!
Ask the students for help
and get their opinions.
Make connections.*



Traditional Value

PATIENCE

CARVING



To provide students the opportunity to experiment with carving and a variety of woodcarving tools.

LEARNING OUTCOMES

Visual Arts 7

Create images: using the elements and principles to produce particular styles of art, emphasizing particular elements and principles and using the elements and principles to produce a variety of effects and to convey mood and meaning

Assess personal and career opportunities in visual arts

Visual Arts 8 & 9

Use materials, technologies, and processes, both alone and in combination, to make personally meaningful images

MATERIALS

Soap
Plastic Knife, Cutlery
Woodcarving Tools
Pencil

Soap Carving Tools
Wood
Broom

PROCEDURE

CARVING PROJECT #1: BEGINNER LEVEL

1. As a group read through the instructions on pages 63-64.
2. Remind the students on proper planning and patience to ensure materials are not wasted.
3. Have the students follow the instruction on pages 63-64.
4. *The students need to decide if they want to keep the soap carvings, gift them or sell them. The carvings will be held on to until the CZGS Art Show & Sale.*



CARVING PROJECT #2: ADVANCED LEVEL

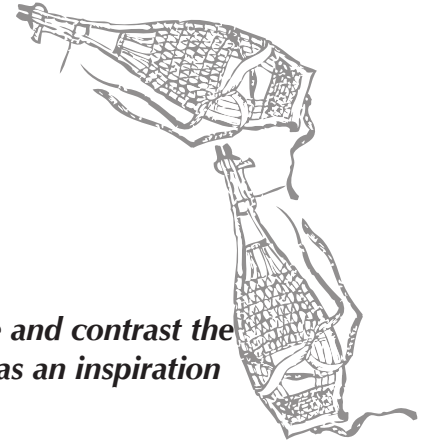
1. Spread out the woodcarving resources, some wood samples and the tools on a table for the students to explore (for 10-15 minutes).
2. Have them fill in page 65.
3. Help them gather the supplies and the tools that they need and let them start their project. Assist the students with problem solving during difficult spots.
4. The students need to decide if they want to keep the woodcarvings, gift them or sell them. The carvings will be held on to until the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

Soap Carving
Woodcarving
Carving Reflection Questions



Traditional Activity



GWICH'IN LEGEND

DAATSOO, TRÙH HAH, MOUSE & OTTER

To understand the written Gwich'in Legend "Mouse & Otter". To compare and contrast the main characters of the legend, the mouse and the otter. To use the legend as an inspiration for an art form of choice.

LEARNING OUTCOMES

Language Arts 7

A3 Listen critically to understand and analyze ideas and information,

A5 Select and use various strategies when expressing and presenting ideas, information, and feelings

Language Arts 8

C4 Create thoughtful representations that communicate ideas and information to explore and respond; record and describe; explain and persuade; and engage

Language Art 9

A2 Express ideas and information in a variety of situations and forms to explore and respond; recall and describe; narrate and explain; persuade and support; and engage and entertain

C4 Create thoughtful representations that communicate ideas and information to explore and respond; record and describe; explain and persuade; and engage

MATERIALS

People of the Lakes Book
Student Booklet
Pencil & Pens
Variety of Art Supplies

PROCEDURE

1. As a class read pages 7-8 in the *People of the Lakes* book. Discuss the story.
2. Read the story a second time and then discuss the similarities and differences between the otter and the mouse.
3. Have the students answer the questions on pages 66-67 in their student booklet.
4. Students will then use a skill that they practiced at camp to create a piece of art that relates to the story.
5. *The students need to decide if they want to keep the art, gift it or sell it. The art will be held on to until the CZGS Art Show & Sale.*

GUIDEBOOK ASSESSMENT

Identify Main Idea & Compare Characters
Art Piece

TEACHER NOTES....



Traditional Activity
MUSIC

GRADES 7-9 CAMP SONG

To work as a team to create and perform a song that was inspired by learning and living at camp.



LEARNING OUTCOMES

Music 7

Perform rhythmic compositions using vocal or instrumental skills

Apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings

Apply skills and attitudes appropriate to a range of music experiences, demonstrating: audience and performance etiquette, performance skills & respect for the contributions of others

Compare music from a range of historical and cultural contexts

Create music for a given purpose

Music 8

Represent thoughts, images, and feelings derived from a music experience

Apply the elements of rhythm, melody, and expression to interpret and represent a broad range of thoughts, images, and feelings

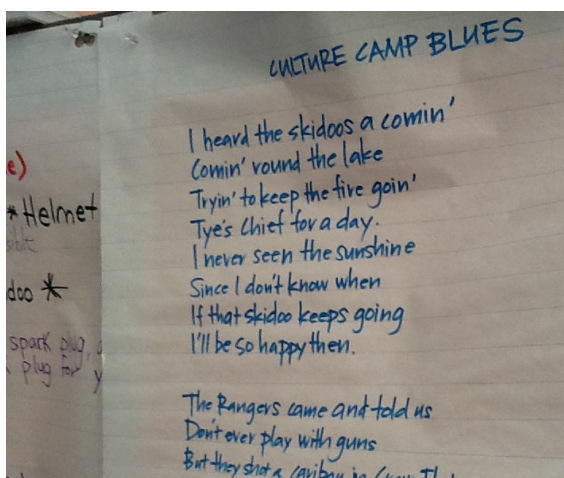
Demonstrate a willingness to share personal insights arising from experiences with music

Use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating: an awareness of the sense of community, audience and performer etiquette, performance skills and respect for others' contributions

MATERIALS

Poster Paper
Guest Speaker (with an instrument)
Felt Markers
Student Booklets
Pencils/Pens

A Johnny Cash song was the inspiration for this Gr. 7-9 2012 Camp Song.



PROCEDURE

1. As a group gather and talk about music including genres, instruments, styles, etc.
2. Ask the students about their favorite type of music and what it is about that music that appeals to them.
3. Students need to reflect on their time at camp:
 - What would a song developed from this camp sound like?
 - What genre of music would it fit into?
 - What are some of our musical strengths and weaknesses?
4. As a group write a song that reflects on the current camp and the student's time at camp.
5. Together, with the guitar player, try to sing or say the lyrics with the song. Find a match between the guitar and the lyrics.
6. Use sticks or other materials around the camp to add some character to the song.
7. Record the song using the camera or an iPad.
8. Have the students write down the song lyrics and draw a picture of everyone together on page 69 of the student booklet.
9. Save the media clip for the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

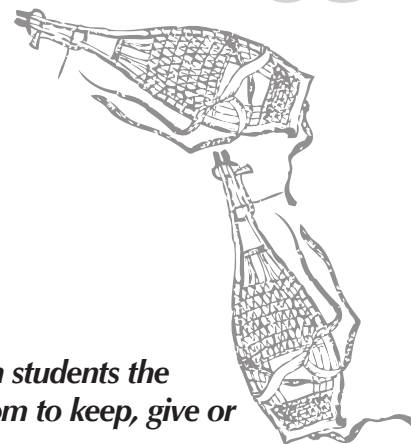
Camp Song Lyrics & Drawing



Traditional Activity
GATHERING TOGETHER TO CELEBRATE

CZGS ART SHOW & SALE

To showcase the various forms of Art created at the Culture Camp. To teach students the importance of gathering and celebrating hard work. To allow students the freedom to keep, give or sell their creations at a public event.



LEARNING OUTCOMES

Visual Arts 7

Demonstrate respect for the work of self and others

Evaluate preferences for selected works of art

Evaluate the effectiveness of a variety of displays

Assess personal and career opportunities in visual arts

Visual Arts 8

Identify possible purposes for the creation of given images

Identify art careers in a variety of contexts

Analyze and evaluate displays, considering the nature of artwork, presentation, venue, and audience

Visual Arts 9

Identify a variety of imagery sources and analyze and evaluate image development strategies used by self, peers, and others

Demonstrate an understanding of the roles of artists and the visual arts in reflecting, sustaining, and challenging beliefs and traditions in society

MATERIALS

Materials for Making Invitations (paper, markers, stickers, paints, etc.)
Heavy Paper for Making Art Tags
Student Book
Pencil/Pen

PROCEDURE

1. Gather all of the art created at camp. Students need to pick out their art and name each piece. For example:

Eating Roots
Inspired by the Legend: Mouse & Otter
Told by: Edith Josie

Artist: Henry River

2. Keep the art and their tags for the CZGS Art Show & Sale. Students are not to take home their work as of yet. They will keep, gift or sell the art after the show.
3. Read through page 70 and answer the question.
4. Students need to make invitations for the people that they would like to invite to the CZGS Art Show & Sale. These invitations can be delivered by camp staff or campers as soon as the camp is over.
5. Keep a running list of the people who were invited to the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

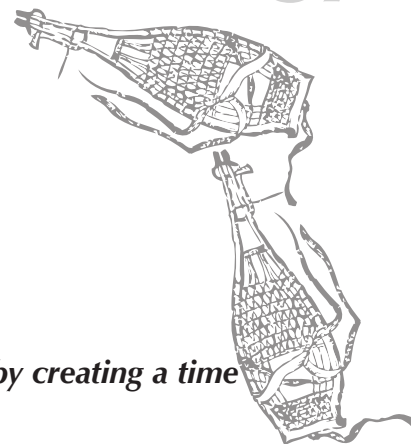
Reasons Why Artists Display Their Work



Traditional Activity
HISTORY

TIME CAPSULE

To give students the opportunity to share their stories to future generations by creating a time capsule.



LEARNING OUTCOMES

Social Studies 8

Gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources

Social Studies 9

Gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources

Assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity and nationality

MATERIALS

Materials (will vary on the student requests)

Container to Store Materials

Paper

Pen/Pencil

Something to Seal the Container

Student Booklets

PROCEDURE

1. Read through pages 71-72 in the student booklet.
2. Give students the freedom to create or choose what items they want to use in order to represent themselves. A variety of items could be used (e.g., a description of who they are, a small carving, beading, etc.).
3. Have the students seal and sign the time capsule.
4. Finish page 72.
5. Ensure the students' instructions are followed on how to take care of the time capsule.



GRADES 4-6 LESSONS



I WOULD LIKE TO THANK THEM ALL, ALL THE ANCESTORS FOR THE GREAT WORK. OUR GRANDFATHERS, OUR FATHERS, THAT TAUGHT US TO TAKE CARE OF THIS LAND. THEY TAUGHT US ONLY TO TAKE WHAT WE NEED. THEY TAUGHT US, TAKE CARE OF THE WATERS, AND THAT'S WHAT THEY WERE TAUGHT BY OUR GRANDFATHERS.

- ROGER KAYE

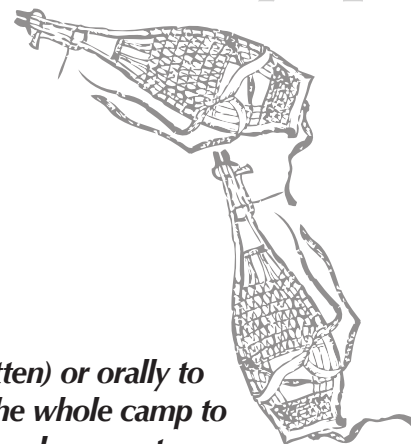
PEOPLE OF THE LAKES (p. 285)



Traditional Activity
RECORDING HISTORY

PICTURES, VIDEO CLIPS & *PUSHUP PRESS*

Students will share new knowledge and camp stories in the PushUp Press (written) or orally to the teacher (scribe for the student). Students will take photographs throughout the whole camp to document traditional and academic teachings; as well as social and recreational moments



LEARNING OUTCOMES

Language Arts 4 - 6

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

A3 Listen purposefully to understand ideas and information

A5 Select and use strategies when expressing and presenting ideas, information, and feelings,

A6 Select and use strategies when listening to make and clarify meaning

B4 View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

C1 Write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions,

C2 Write a variety of clear informational writing for a range of purposes and audiences

C4 Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic,

C8 Use writing and representing to express personal responses and relevant opinions in response to experiences and texts

C9 Use writing and representing to extend thinking,

Visual Arts 4

Compare images from given social, cultural, and historical contexts

Identify images that have value in the community

Demonstrate an awareness that there are various types of artists in the community

Create images: - that express personal identity
- in response to aspects of art from a variety of historical and cultural contexts

Visual Arts 5

Identify aspects of selected images that indicate the social, historical, or cultural context in which they were created

Demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts

Create images that express personal identity and that reflect aspects of art from a variety of historical and cultural contexts

Demonstrate a willingness to select images from their collections for presentation

Visual Arts 6

Compile a collection of ideas for images drafted using feelings, observation, memory, and imagination

Identify the historical and cultural contexts of a variety of images

Demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts

Create images that express beliefs and values and reflect art styles from a variety of social, historical, and cultural contexts

MATERIALS

Digital Cameras
Downloading Cord

Camera Charger
Laptop

PROCEDURE

1. Students will be shown:
 - How to safely use and take care of the camera.
 - The location where the camera will be stored.
 - How to take pictures and the different features for various outdoor and indoor scenes.
 - How to download and label pictures and video clips.
2. Students will complete their picture taking checklist (located with the guidebook).
3. Students will record information (e.g., journaling, stories, facts, etc.) in their guidebook.
4. This information will be used to write stories, articles, lists, etc. for the Culture Camp magazine called the *PushUp Press*.
5. At Camp or at Post-Camp - Students will follow the writing process of writing first, second and final drafts of their camp stories, news, lists, etc. Peer or teacher editing is encouraged.
6. Post-Camp Activity - Editing and compiling of the stories and pictures for the magazine.

GUIDEBOOK ASSESSMENT

Picture Checklists
Journaling Information





Traditional Activity
TRADING

THE TRADING POST

Students will reflect on their past trading experiences, learn how to calculate total fur income, barter for trading post items and decide if the items were fair based on everyone's trading experiences. Students will earn furs (trading post money) by working hard and being positive.

LEARNING OUTCOMES

Social Studies 4

B2 Demonstrate knowledge of early European exploration of BC and Canada

B3 Identify effects of early contact between Aboriginal societies and European explorers and settlers

D5 Describe economic and technological exchanges between explorers and Aboriginal people

Social Studies 5

B1 Describe the significance of key events and factors in the development of BC and Canada, including the fur trade, the railroad & the Fraser/Caribou gold rush

MATERIALS

Trading Post Felt Furs
Trading Post Items for Trade
Trading Post Sign
Felt Marker

PROCEDURE

1. Together as a staff come up with a quick role play that includes a "trapper" entering the tent and trading with the "storekeeper". Have the trapper explain how hard he worked, how thankful and respectful he was to the earth for the "fur", and how he remains positive and helpful to others. Demonstrate a trade between the "storekeeper" and the "trapper" and ensure that you demonstrate a "fair" trade. Have fun with the role play!
2. Have the students write down the answers for the "Trading Post" role play questions on page 15.

3. Let the traditional teacher share stories of trading or read passages about trading from the *People of the Lakes* book.
4. Turn to page 16 and have the students brainstorm and vote on (if needed) a name for the trading post.
5. On page 16 have the students draw the “fur money” and discuss what a person needs to do in order to earn the money.
6. At the end of camp set up the trading post. Let the students use page 17 to determine how much “fur money” they earned over the week and how they earned it.
7. Let the students trade!
8. At the end of the trading session have the students share their experiences:
 - What did they receive for their fur money?
 - Did they have fun? Why or why not?
 - What made some people earn more furs than others?
 - Which trades were fair? Which trades were unfair?

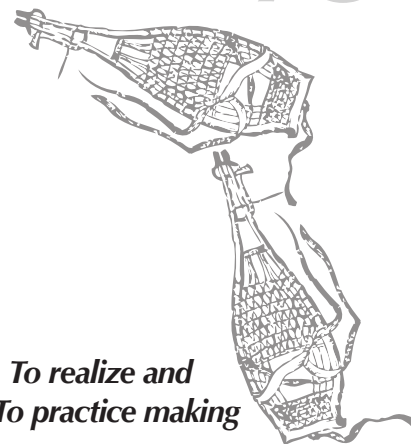
GUIDEBOOK ASSESSMENT
Student Booklet (pages 15-17)



Traditional Activity
GOVERNANCE

CHIEF & COUNCIL - FOR THE DAY!

To understand how problems can be solved using the problem solving model. To realize and understand what qualities are required in a leader, as well in working as a team. To practice making public decisions that are fair.



LEARNING OUTCOMES

Social Studies 4, 5 & 6

A1 Apply critical thinking skills including comparing, imagining, inferring, identifying patterns, and summarizing to selected problems and issues

Health 4

A1 Identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

Health 6

A1 Describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)

A2 Identify influences on goal setting and decision making, including family, peer, and media influences

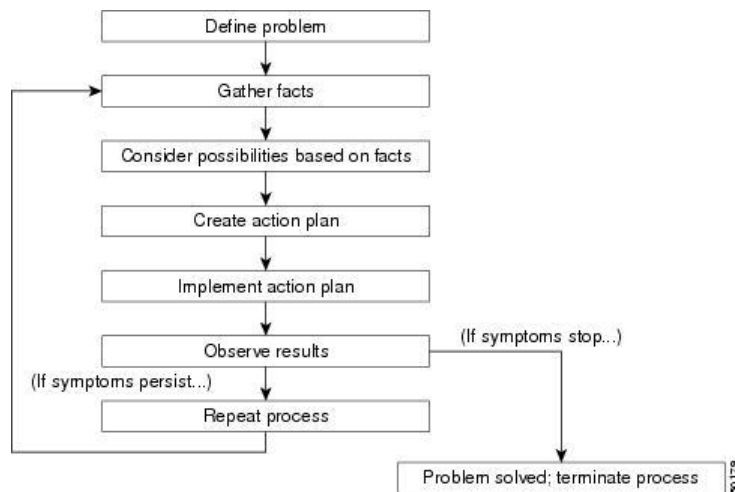
MATERIALS

Student Booklet
Poster Paper
Felt Markers

PROCEDURE

1. As a group discuss and write down answers for page 18 in the student booklet. What are problems and how are problems solved at school, home and in the community?
2. The teacher should draw out the following model for the students on poster paper. Keep this model up in the teaching tent throughout the week.
3. Use this model to role model problem solving. Example Problems:
 - Garbage around camp
 - Not enough wash water in the cook tent.

4. Let the students answer the final question on page 18.
5. Every day a new Chief & Council (3 students) will be randomly chosen, using draw slips. The students are to work together using the problem solving model to solve any problems, complaints, etc. that occur at camp.
6. At the conclusion of the day reflect on how effective the problem solving ended up being. Did the Chief and Council earn any “fur money” (wage)?



GUIDEBOOK ASSESSMENT

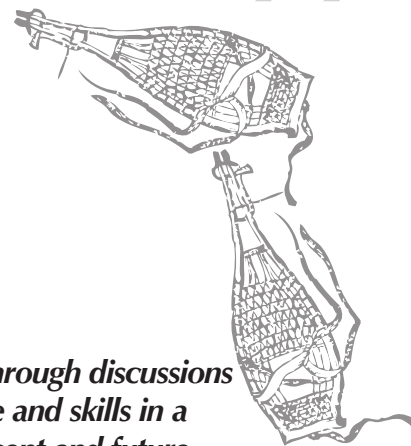
Student Booklet (page 18)
Discussions, Reflections



Traditional Activities & Values
TRAPPING, COOKING & HARD WORK

THE TRADES

Throughout the camp students will understand the career meaning of “trade” through discussions of work, knowledge and skills. To allow students to showcase new knowledge and skills in a practical, hands-on fashion for meaningful traditional and nontraditional present and future activities. To understand the satisfaction that comes with mastering a new skill.



LEARNING OUTCOMES

Health 4

B1 Create an inventory of their own attributes, including skills, interests, and accomplishments

B2 Demonstrate an understanding of the importance of developing effective work habits

C1 Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)

C2 Describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating

C5 Describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behavior)

Health 5

B1 Identify types of work that interest them

B2 Relate work habits to transferable skills

C2 Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health

Health 6

B1 Relate personal attributes to various types of work

B2 Describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)

PROCEDURE

1. Introduce the topic “Trades” by using pages 19-20 in the student booklet.
2. Each day the students will practice a trade by role playing. Conduct the role plays as realistic as possible (e.g., workplace rules, gear, equipment, tools, earning “fur money”, etc.).

ROLE PLAY #1: THE TRAPPER

MATERIALS

Trapping Equipment (Traditional Teacher)
Trapping Tools (Traditional Teacher)
Traditions, Arts & Trades
Student Booklet
Pencils

PROCEDURE

1. The traditional teacher will provide information and demonstrate these skills:
 - Winter gear tips
 - Traveling tips
 - Pushup locations
 - Setting a trap
 - Checking the traps
 - Skinning a muskrat
 - Stretching the fur
 - Preparing the meat for cooking
2. Students will assist with the processes and answer the related questions.
3. Then have the students complete pages 21-22 in the student booklet.



Jocelyn, a Grade 4 student, is shown skinning a muskrat, at the end of camp.

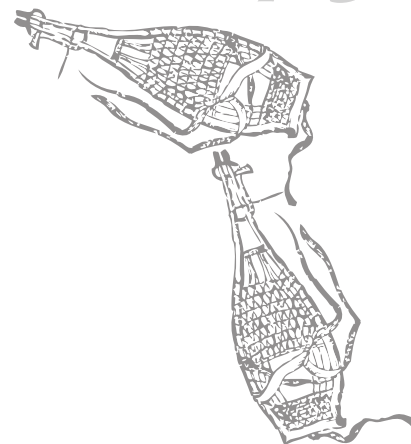


ROLE PLAY #2: THE CHEF

MATERIALS

Cooking Equipment & Tools
Fabric Markers
Copies of Recipes
Pencils

Blank Aprons*
Ingredients
Student Booklet



**If available or possible, let the students decorate their own aprons. These aprons will be used to protect their clothing during the “The Chef”, “The Baker” and “The Butcher” role plays, and while assisting the camp cook. Allow them to take the aprons home once camp has completed.*

PROCEDURE

1. As a group read through page 23 in the student booklet. Give the students a few minutes to write a mini-story on page 23.
2. Then work through page 24.
3. Wash hands and put on aprons.
4. Follow the camp cook instructions while partaking in the chef role play. These include:
 - Food safe rules
 - Kitchen safety
 - How to use the kitchen equipment & tools
 - How to measure ingredients
 - How to follow a recipe
 - Cooking and serving a meal
 - Cleaning
5. Students will be part of the decision making process for the meal selection and they will assist with the tasks that need to be completed.
6. Have the students eat the meal and the snack.
7. Reflect on the role play on page 25.



The Grade 4-6 class wearing their new aprons and posing in front of their Ch'ookat Zheh (Trading Post) sign.

ROLE PLAY #3: THE BUTCHER

MATERIALS

Cooking Equipment & Tools
Student Booklet
Pencils

PROCEDURE

1. The traditional teacher will provide information and demonstrate these skills:
 - Proper removal of the parts that are not used
 - Keeping the meat clean
 - The names of meat parts (Gwich'in and English)
 - Meat storage
 - Possible meat preparation
2. Students will assist with the processes and answer the questions.
3. Then have the students complete page 26.

ROLE PLAY #4: THE BAKER

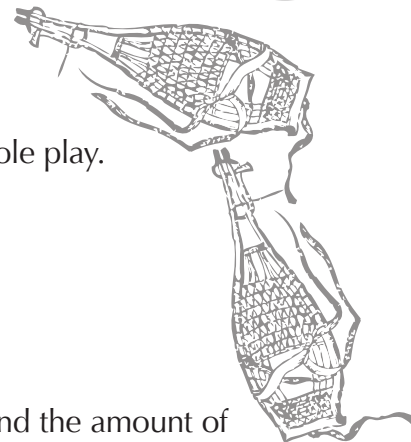
MATERIALS

Cooking Equipment & Tools	Ingredients
Copies of Recipes	Poster Paper
Felt Markers	Student Booklet
Pencils	

PROCEDURE

1. As a group read through page 27 in the student booklet.
2. Review the names and uses of the kitchen tools and have the students sketch and label the tools on page 27.
3. Choose a recipe(s) (either from the recipes provided or research recipes using the camp cookbooks).
4. Have the students copy down the recipe(s) on page 28.
3. Wash hands and put on aprons.





4. Follow the instructions of the camp cook while partaking in the baker role play. These include:
 - How to use the kitchen equipment & tools
 - How to measure
 - How to follow a recipe
 - Cooking and serving a meal
 - Cleaning
5. In small teams, the students will bake the two recipes. The group size and the amount of food that will be made will be decided by the cook and the teacher.
6. Have the students sample the baking.
7. Reflect on the role play on page 29.

POSSIBLE RECIPES

FRIED BANNOCK

www.squidoo.com/native-american-recipes-inuit-bannock

Ingredients

- 1 Cup of Flour
- 1 Cup of Whole Wheat Flour
- 1/2 Teaspoon of Salt
- 1 1/2 Teaspoon of Baking Powder
- 5 Teaspoons of Brown Sugar
- 1/4 Cup of Raisins (Optional)
- 3/4 Cup of 2% Milk
- 5 Teaspoons of Canola Oil



Instructions

1. Using a mixing bowl, mix the flours, salt, baking powder, brown sugar and raisins (Optional).
2. In a different mixing bowl, mix the milk and the oil. Add the flour mixture, kneading the ingredients until the dough is well-mixed (do not over-knead).
3. Construct five spheres of dough (one for each person) and shape the spheres into doughnuts.
4. Using a pot, cook the dough in the oil over a medium heat until the dough turns a golden brown.

STOVETOP BANNOCK

www.squidoo.com/native-american-recipes-inuit-bannock

Ingredients 3/4 Cup of Flour
2/3 Cup of Whole Wheat Flour
1/2 Teaspoon of Salt
1 Tablespoon of Baking Powder
3/4 Cup of Water
2 Tablespoons of Canola Oil
1/2 Cup of 2% Milk



Instructions

1. Using a mixing bowl, mix the flour, salt, and baking powder together.
2. In a different mixing bowl, mix the water and oil.
3. Add the water and oil mixture to the flour mixture, stirring both mixtures until the flour is moist.
4. Shape the mixture into a patty.
5. Using a lightly oiled frying pan, cook the mixture until the bottom turns a brownish color (approximately 8-10 minutes) and then turn the mixture over and cook it for another 8-10 minutes.
6. Cut the bannock into five pieces.

ITALIAN FOCACCIA

Source: healthcraft1.com/3/miscellaneous7.htm

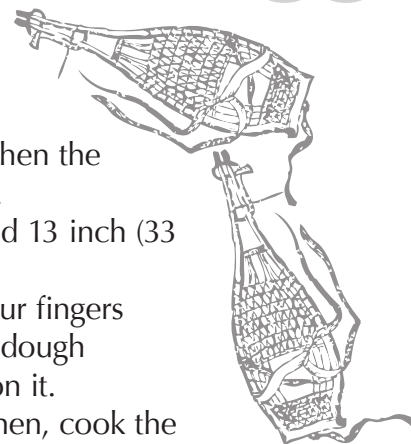
Focaccia is as flavorful as a simple country bread can get.

Ingredients 1 package of active dried yeast
1 cup (240 ml) of warm water (105°F -115°F)
2½ tablespoons of fresh rosemary, sniped (or Italian seasoning)
3 tablespoons of olive oil
2 teaspoons of salt
2½ - 3 cups all-purpose flour
coarsely ground black pepper (optional)

Instructions

1. Using a mixing bowl, dissolve the yeast into the warm water. Stir in the rosemary, olive oil, salt and enough flour to make the dough easy to handle.
2. Turn the dough onto the lightly floured surface and knead it until it is smooth and elastic-like (approximately 5-10 minutes).
3. Place the dough into the greased bowl, turned grease side up, cover and let it rise in a warm place until it doubles in size. The rising





should take about one hour (the dough is ready when the indentation remains when it has been untouched).

4. "Punch down" the dough. Press the dough into an oiled 13 inch (33 cm) Chef Pan.
5. On top of the dough, make some depressions using your fingers (approximately 2 inches or 5 cm apart). Brush the dough with oil and top it off by sprinkling some pepper on it.
6. Let the rough rise, uncovered, for about 30 minutes. Then, cook the dough while it is covered (vent closed) on medium heat, for about 15 minutes. Reduce the heat to low and continue to cook the covered dough with the vent open for 10 additional minutes. Bake the dough until it is a golden brown color (check if it done by gently lifting the bottom of the dough with a spatula).
7. Brush the dough with additional oil and serve it warm.

GRAM'S GRIDDLE OAT SCONES *Source: healthcraft1.com/3/miscellaneous7.htm*

Ingredients

- 1 cup of quick rolled oats
- 1 cup of all-purpose flour
- ½ teaspoon of salt
- 2 teaspoons of baking powder
- 1 teaspoon of baking soda
- ¼ cup cold of unsalted butter
- 2/3 cup (160 ml) of buttermilk

Instructions

1. Using a large mixing bowl, combine the oats, flour, salt, baking powder and the baking soda.
2. Using a pastry blender or fork, cut the butter into the flour mixture until it resembles coarse crumbs. Stir in the buttermilk until the dough holds together.
3. On a floured surface knead the dough and then shape the dough into a ball. Flatten the dough into a circle, about ½ inch (1.5 cm) thick.
4. Using a knife, cut the dough into 8 pie-shaped wedges.
5. Rub a small amount of flour on a cold, 13 inch Chef Pan.
Heat up the pan on medium-low heat for approximately 5 minutes.
6. Place the scone wedges into the pan and cook the scones for 6-8 minutes (on each side). Only turn the scones once.
7. Serve the scones hot with jam or fruit preserves.

CHOCOLATE CHIP COOKIE BARS *Source: healthcraft1.com/3/miscellaneous7.htm*

- Ingredients**
- 1 cup of low fat margarine or unsalted butter
 - 1³/₄ cups of brown sugar (packed or raw sugar)
 - 2 eggs
 - 1 teaspoon of vanilla
 - 1 teaspoon of baking soda
 - ¹/₂ teaspoon of salt
 - 2 cups of rolled oats
 - 2¹/₄ cups of all-purpose flour
 - 1 12 ounce (345 g) bag of chocolate chips
- Instructions**
1. Using a mixing bowl, cream the butter or margarine together with the sugar. Then add the eggs and vanilla, and blend them all together.
 2. In a separate bowl, combine the baking soda, salt, rolled oats and flour. Add the flour mixture to the cream mixture and blend it thoroughly. Stir in the chocolate chips.
 3. Press the chocolate chip mixture into a cold Chef Pan or skillet. Cover (close the vent) and cook the mixture over a medium heat for 5 minutes, then reduce to a low heat and cook for approximately 25-30 minutes. Test the mixture to see if it is finished.
 4. Allow to mixture to rest for 5-10 minutes before cutting and serving.

FLOUR TORTILLAS *Source: healthcraft1.com/3/miscellaneous7.htm*

- Ingredients**
- 2 cups of all-purpose-flour
 - ¹/₄ cup of cold vegetable shortening cut into pieces
 - 1 teaspoon of salt
 - ²/₃ cups warm of water
- Instructions**
1. Using a large mixing bowl, blend the flour and the shortening together until the mixture has a meal-like resemblance.
 2. In the small mixing bowl, stir together the salt and ²/₃ cups of warm water and then add the warm salted water to the flour mixture and toss the mixture until the water is incorporated.
 3. Form the dough into a ball and knead it on a lightly floured surface for 2-3 minutes, or until it is smooth.



4. Divide the dough into 12 equal pieces and roll each piece of dough into a ball.
5. Let the dough sit, covered with plastic wrap, for at least 20 minutes.
6. On a lightly floured surface, roll one ball of dough (at a time) into a 7-8 inch round and flat shape.
7. Preheat the 10 inch Gourmet Skillet over a medium-high heat for about 2-3 minutes. Place the tortilla in the pan, turning it once, for 1-2 minutes or until it is puffy and a golden color on both sides. Remove the tortilla and wrap it in a kitchen towel. Repeat the process of rolling and cooking with the remaining tortillas. Continue to wrap each one, stacking and enclosing them in a towel until they are all done. Tortillas may be made in advance and kept chilled in a Zip Lock bag.

ROLE PLAY #5: THE CARPENTER

MATERIALS:*

Tools (hammer, measuring tape, saw, etc.)
 Supplies (wood, nails, wood glue, etc.)
 Student Booklet
 Pen or Pencil

**The projects and materials will vary from year-to-year depending on the comfort level of the teachers and students, as well as that supplies that are available.*

PROCEDURE:

1. Prior to camp-Choose a woodworking project and gather the tools and supplies. Here are some possible ideas:
 - Mini cabins & a meat cache built from twigs or popsicle sticks (using small finishing nails or glue).
 - Gather materials and make poles for drying meat.
 - Gather materials and make poles for a canvas tent.
 - Woodworking kits from a craft store (e.g., birdhouse, birdfeeder, etc.)
2. Read through page 29 as a class and answer the single question.

3. Guide the students through the woodworking activity. Ensure you discuss with the students what a well-done project would look like. This will help with the students' craftsmanship and patience.
4. Decide whether the project can be taken home after camp or whether it can be used in the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

Reflection Question
Woodworking Project

ROLE PLAY #6: THE CANDLEMAKER

MATERIALS

Student Booklet	Pen/Pencil
Metal Tin	Paraffin Wax (pillar candles)
Medium & Large Soup Can	Wire
Wick	Heavy Object
Wire Cutters	Scissors
Pliers	

PROCEDURE:

1. An hour or two prior to the activity, break the wax into chunks and place the wax into a tin can.
2. Place the tin can full of wax into a larger can of warm water. Place the cans onto the wood stove so that the water becomes hot and melts the wax.
Do not let the water get into the wax.
3. Let the wax melt and keep it in liquid form (but not boiling!) until the activity starts.
4. **SAFETY CONCERN** - Ensure that the students do not bump the hot wax container.
5. As a class read through the questions on page 30 and give the students several minutes to answer them.
6. As group follow the instructions on pages 31-32.
7. All candles will be on display at the CZGS Art Show & Sale. Students will need to decide whether or not they will keep their candles, gift them away or sell them.

GUIDEBOOK ASSESSMENT

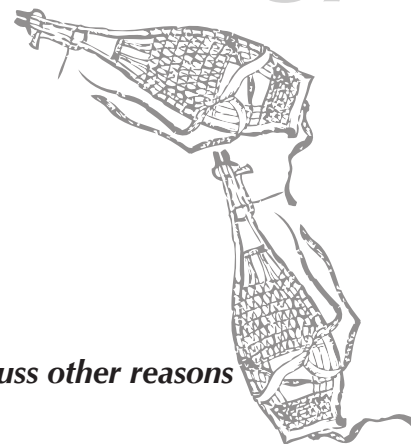
Introduction to Candle Making Questions
Set of Candles



Traditional Value
PRIDE & CREATIVITY

WHY ART?

To brainstorm the various ways people can express their feelings and to discuss other reasons why people create art.



LEARNING OUTCOMES

Health 4

C1 Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)

Visual Arts 4

Demonstrate an awareness that there are various types of artists in the community

MATERIALS

Student Booklet
Pens/Pencils

PROCEDURE

1. As a group brainstorm the various reasons how people express their feelings. Some possible answers could be:
 - Singing
 - Crying
 - Writing a letter
 - Drawing a Picture
 - Yelling
 - Laughing
 - Telling a story
 - Writing a poem
 - Painting a picture
 - Talking to others
 - Joking around
2. Work through the questions on page 33.

3. Explain to students that they will be working on various art projects at camp. The projects that they create will be shown at the CZGS Art Show & Sale. They can keep their art, or give it away or even sell it.

GUIDEBOOK ASSESSMENT

Brainstorm

Art Reflection Question

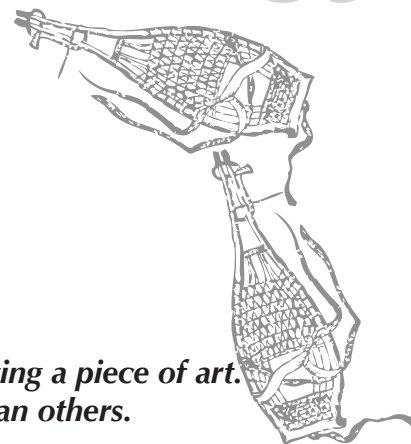
TEACHER NOTES....



Traditional Value
CREATIVITY

SNOW SCULPTURES

*To create art with natural materials. To practice developing plans when creating a piece of art.
To self-evaluate art and create criteria of why some work is better than others.*



LEARNING OUTCOMES

Visual Arts 4 & 5

Identify image-development and design strategies

Draft ideas for images using feelings, observation, memory, and imagination

PROCEDURE

1. Turn to page 34 and allow the students to draw possible snow sculpture ideas.
2. Discuss as a class possible tools for making the snow sculptures and create a list of tools on page 34.
3. Then have the students discuss the steps needed to make a good snow sculpture.
4. Provide the students with 30-60 minutes to construct their snow sculptures.
5. Once they have completed their snow sculptures have the students look at the other pieces of art. Give the camera to the students so they can take pictures of each other standing next to their art piece.
6. Have the students fill in page 35.

GUIDEBOOK ASSESSMENT

Snow Sculpture Plan
Snow Sculpture Reflection
Snow Sculpture

Remember all of the natural resources around you and your students - snow, branches, grasses, wood, bone, etc. Be creative with all of these resources! These resources can be used for traditional activities (example: tool-making), academic activities (example: science), art projects, playing, games and much more!



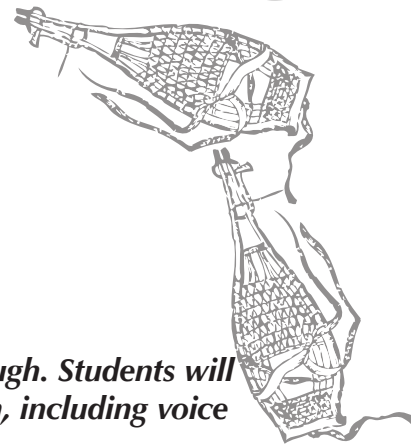
TEACHER NOTES....



Traditional Value
SPEAKING, SHARING & HUMOR

COMEDY EVENING STARRING YOU!

To practice oral communication with the purpose of making an audience laugh. Students will research jokes for the group, and they'll discuss proper oral communication, including voice volume, voice tone, timing and nonverbal cues.



LEARNING OUTCOMES

Drama 5 & 6

Express ideas and emotions using verbal and non-verbal communication

Use a variety of vocal elements and movement to communicate meaning

MATERIALS

Student Booklets
 Pens/Pencils
 Joke Books

PROCEDURE

1. As a group read through the jokes on page 36.
2. Hand out the joke books to the group.
3. Ask the students to skim through the joke books. Their goal is to find three jokes that they really like and would really crack up the audience.
4. Have the adults demonstrate telling a joke (loud, clear voice, smile, confident, etc.).
5. The students will read their jokes, one joke at a time, to the class. After each joke has been told to the audience, everyone will clap.
6. After all of the jokes have been told students will answer the question on the bottom of page 36.

GUIDEBOOK ASSESSMENT

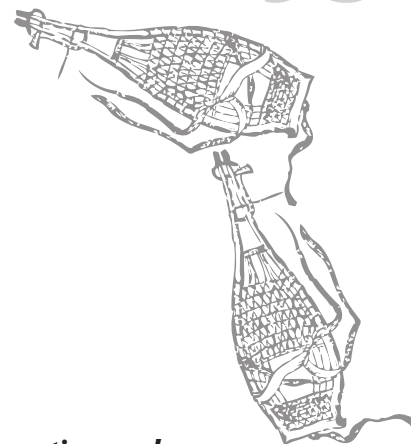
Oral Communication
 Joke Reflection

Aaron and Jocelyn share jokes, laugh and prepare for Comedy Night!



TEACHER NOTES....





Traditional Activity
STORYTELLING

HOW BEAR LOST HIS TAIL

Stick Puppets & Play

Source: NWT Literacy Council

To read and understand the legend of “How Bear Lost His Tail”. To practice oral communication as a group, designing and creating puppets, and take part in a performance for a live audience.

LEARNING OUTCOMES

Language Arts 4, 5 & 6

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

A2 Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences

A5 Select and use strategies when expressing and presenting ideas, information, and feelings,

Drama 4

Use drama structures to tell stories

Drama 5 & 6

Express ideas and emotions using verbal and non-verbal communication

Identify attitudes and beliefs of characters for application in dramatic work

Compare themes and traditions from a range of cultural and historical contexts through drama

MATERIALS

How Bear Lost His Tail (a copy is provided at the end of this resource)

Scissors

Glue

Crayons & Felt Markers

Packing Tape

iPad or Camera (for recording)

Pen/Pencil

Construction Paper

Pieces of Heavy Cardboard (e.g., cereal box, etc.)

Popsicle Sticks

Puppet Patterns

Student Booklet

PROCEDURE

1. Hand out the play *How Bear Lost His Tail* and let the students skim through it.

2. Assign character roles for the play and have the students write down who is reading for that character on page 37.
3. Read through the play once. Discuss the play, including characters, plot, possible settings and the moral of the play.
4. Emphasize reading with clarity, expression, etc. and read through the play again.
5. Time to make the puppets! Follow the instructions below (if your students are making stick puppets):
 - i. Cut out the puppet pattern or use the construction paper to trace and cut out the different features (e.g., head, body, arms, legs, etc.).
 - ii. Color the puppets.
 - iii. Glue the patterns onto the heavy cardboard. This will help them last longer and stand up straighter.
 - iv. Add various materials (e.g., curled paper, yarn, string, color, etc.) to enhance the puppet's features.
 - v. Laminate the students' puppets with packing tape.
 - vi. Glue or tape the wooden sticks to the puppets.
 - vii. Practice moving the puppets back and forth while the students speak.
6. Read the story over again while using the puppets.
7. Add sound effects, change the voice tones and expressions, add props, include a stage, etc. to help make the play more engaging.
8. Invite the camp staff to the teaching tent and perform the play to an audience.
9. Record the play with a camera or an iPad. Have the students watch the play and ask them what they liked about the play. Also, ask the students how they could have made improvements to the play.
10. Finish the question on page 38.
11. **Optional:** Attempt the play again now that the students have watched themselves perform. Explain that this is how performers get better at their performance – by practicing, watching and learning on how they can improved themselves, etc.

GUIDEBOOK ASSESSMENT

Oral Reading
Puppet, Stage and Prop Building
Reflection Question

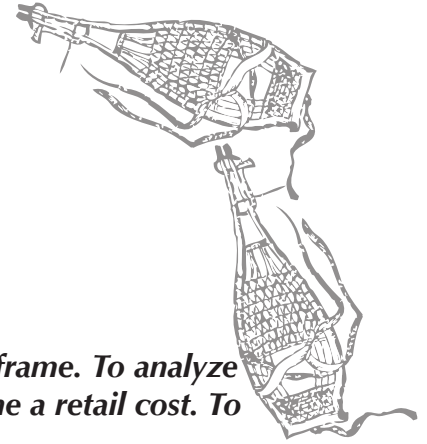
*Aaron is underlining his role in the play.
He is preparing for the end of camp
performance of How Bear Lost His Tail.*



Traditional Activity
BEADING

BEADWORK IN A PICTURE FRAME

To create and bead a design that will be mounted into a decorated wooden frame. To analyze the costs of materials and labor when creating a project in order to determine a retail cost. To decide to keep, give or sell the beaded art.



LEARNING OUTCOMES

Visual Arts 4

Identify distinctive styles of art from various cultures and historical periods

Demonstrate an awareness that there are various types of artists in the community

Create images that express personal identity and in response to aspects of art from a variety of historical and cultural contexts

Visual Arts 5

Describe individual opportunities for visual arts in the local community

Create images that express personal identity and that reflect aspects of art from a variety of historical and cultural contexts

Visual Arts 6

Compare materials, processes, and tools used to make art in a variety of cultures

MATERIALS

Size 10 Beads
Tough Nylon Thread
Beading Needles
Glue
Pen/Pencil
Paints

Felt
Backing
Cardboard
Student Booklet
Frames

PROCEDURE

1. As a class read through page 39 in the student booklet.
2. The traditional teacher will explain how to design a pattern using the distinctive Gwich'in style.
3. Space is provided on pages 41-42 to practice drawing various beading designs.
4. The traditional teacher will explain and demonstrate the process of design, transferring a pattern and beading. Students will need to write down these steps on page 43

5. Students will bead their design and then have the students answer the questions on page 43.
6. Students will need to read through page 44 which covers framing work.
7. They will paint their frames to enhance their beadwork. Let the frame dry.
8. Once the frame is dry, using glue, cardboard and whatever else is needed mount the beadwork into the frame.
9. Students will then fill in page 45, a reflection on their work.
10. *Display the beadwork in the teaching tent. Students will get to keep, give away or sell their beadwork after the CZGS Art Show & Sale. The teacher needs to hang on to the beadwork until the Art Show & Sale.*

GUIDEBOOK ASSESSMENT

Beadwork Designs, Creation & Reflection
Beadwork in the Frame

*MaryJane from Vuntut Gwitchin
Government's Heritage
Department assisting students
with their beading.*



*The sister of one of the Grade 4 students
comes for a visit in
the evening.*

*Evenings are a great time for storytelling,
games and music. Camp staff, teachers,
students, family and community members
work, learn and play together in the
evenings.*





Traditional Value
CREATIVITY & PATIENCE

NECKLACE MAKING

To determine length, style and color of the necklace based on the audience.

LEARNING OUTCOMES

Visual Arts 4

Demonstrate an awareness that there are various types of artists in the community

MATERIALS

Wire or String
Necklace Clasps
Pens/Pencils
Pencil Crayons

Assorted Beads
Student Booklet
Ruler

PROCEDURE

1. Discuss with the students who they know wears necklaces and where that person bought it. Also ask the students if they own any necklaces and to describe them (materials, colors, etc.).
2. Let them know that they are going to design and make a necklace.
3. Work through page 46 as a group until they reach the questions on beads.
4. Allow students to explore the beads and have them draw and color the beads that they plan on using, on page 46.
5. Have them draw a sketch of their necklace.
6. Let them build the necklace.
7. Have them rate their necklace (out of 10) and explain why they choose that ranking.
8. *Students will get to keep, give away or sell their necklace at the CZGS Art Show & Sale. The teacher needs to hang on to the necklaces until the Art Show & Sale.*

GUIDEBOOK ASSESSMENT

Necklace Planning and Reflection Questions
Necklace – Details & Care

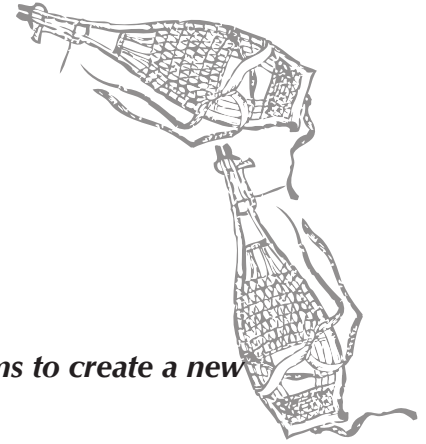
TEACHER NOTES....



Traditional Values
BEING RESOURCEFUL & PATIENT

WEAVING

To understand and practice the ancient art of interlacing fabric or fabric items to create a new project.



LEARNING OUTCOMES

Visual Arts 4

Identify distinctive styles of art from various cultures and historical periods

Visual Arts 6

Compare materials, processes, and tools used to make art in a variety of cultures

Visual Arts 5

Describe individual opportunities for visual arts in the local community

MATERIALS

Dependent upon the Project Planned
 Student Booklet
 Pen/Pencil

PROCEDURE

1. Prior to camp decide on the two weaving projects. Gather the materials and tools needed for the project. Some possible examples include:
 - Using a loom (place mat, pot holder, etc.)
 - Basket weaving
 - Weaving bracelets
 - Weaving lacing in a snowshoe
 - Weaving paper projects (lantern, cards, etc.)
 - Knitting
2. Using the student booklet turn to page 47. Discuss various items that are made by weaving materials.
3. Have the students work through project #1. Record the information about the project on page 47.
4. Have the students work through project #2. Record the information about the project on page 48.

5. On page 48 students will reflect on both projects.
6. *Students will get to keep, give away or sell their weaving project at the CZGS Art Show & Sale. The teacher needs to hang on to the projects until the Art Show & Sale*

GUIDEBOOK ASSESSMENT

Weaving Projects

Project Planning & Reflection

Several female students and their teacher spent a quiet afternoon weaving, while the male students went trapping with the traditional teacher.



These quiet moments are great opportunities for important discussions. or story telling or having a bunch of laughs! Keep the conversation going!





Traditional Activity
STORYTELLING

GWICH'IN LEGENDS

*To learn and understand two Gwich'in legends: "Muskrat & Beaver" and "Loon & Crow".
To visualize a scene from the story including the characters, setting and an event.*

LEARNING OUTCOMES

Language Arts 4, 5 & 6

C4 Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic

MATERIALS

People of the Lakes Book
Student Booklet
Pencils or Pencil Crayons

PROCEDURE

1. Have the students take turns reading the legend "*Muskrat & Beaver*" on page 5 in *People of the Lakes*.
2. Read the story again.
3. Provide the students time to sketch one scene from the legend. As a teacher, try to figure out which scene they are trying to portray or have them explain the picture to you.
4. Have the students take turns reading the legend "*Loon & Crow*" on page 6 in *People of the Lakes*.
5. Read the story again.
6. Provide the students time to sketch one scene from the legend. As a teacher, try to figure out which scene they are trying to portray or have them explain the picture to you.
7. **Optional:** If there is extra time at the camp, allow them to sketch on drawing paper so it can be displayed at the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

Visualizations

TEACHER NOTES....



Traditional Activity
MUSIC

GRADE 4-6 CAMP SONG



To work as a team to create and perform a song that was inspired by learning and living at camp.

LEARNING OUTCOMES

Music 4

Apply skills and attitudes appropriate to a variety of roles, demonstrating: audience and performance etiquette, performance skills and respect for the contributions of others

Music 5

Use singing or instrumental skills to maintain a melodic or harmonic part in simple textures

Make individual music choices based on the thoughts, images, and feelings that the music expresses

Apply skills and attitudes appropriate to a variety of roles, demonstrating: audience and performance etiquette, performance skills and respect for the contributions of others

Music 6

Apply skills and attitudes appropriate to a range of music experiences, demonstrating: audience and performance etiquette, performance skills and respect for the contributions of others

Demonstrate responsibility to themselves and the group while experiencing music

Create music for a given purpose

MATERIALS

Guest Speaker (with an Instrument)

Poster Paper

Student Booklets

Felt Markers

Pencils/Pens

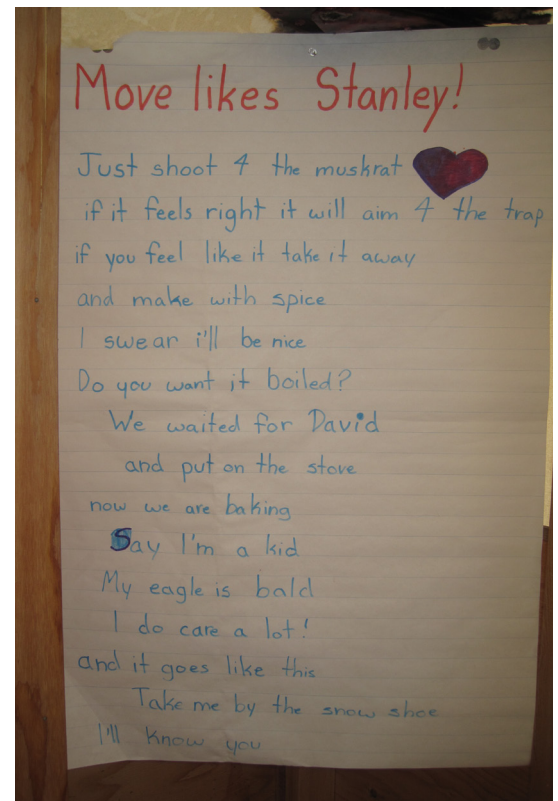
PROCEDURE

1. Gather together as a group and talk about music including genres, instruments, styles, etc.
2. Ask the students about their favorite music and what is it about that music that appeals to them.
3. Students will need to reflect on their time at camp:
 - What would a song developed from this camp sound like?
 - What genre of music would be appropriate?
 - What are our musical strengths and weaknesses?
4. As a group write a song that reflects on the camp and their time at camp.
5. Together, with the guitar player, try to sing or say the lyrics with the song. Find a match between the guitar and the lyrics.
6. Use sticks or other materials around camp to add some character to the song.
7. Record the song using the camera or an iPad.
8. Have the students write down the song lyrics and draw a picture of everyone together on pages 51 - 52 in the student booklet.
9. Save the media clip for the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT

Traditions, Arts & Trades
Camp Song Lyrics & Drawing

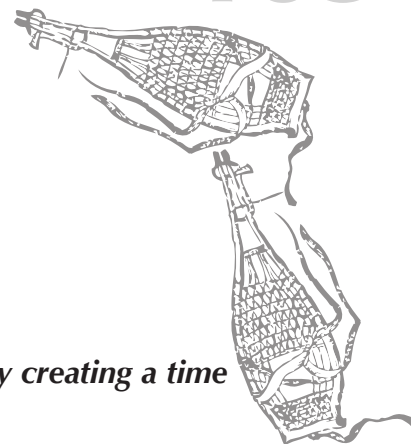
Inspiration for this the Grade 4-6 song was a Top 40 song. Notice how the students tried to follow rhythm and they used their knowledge of camp and activities to develop it their own! Stanley was quite the role model in this song.



Traditional Activity
HISTORY

TIME CAPSULE

To give students the opportunity to share their story to future generations by creating a time capsule.



LEARNING OUTCOMES

Visual Arts 4 & 5

Identify distinctive styles of art from various cultures and historical periods

Create images: that express personal identity & in response to aspects of art from a variety of historical and cultural contexts

MATERIALS

Materials (will vary depending on the student's requests)

Container (to store the requested materials)

Something to Seal the Container

Paper

Student Booklets

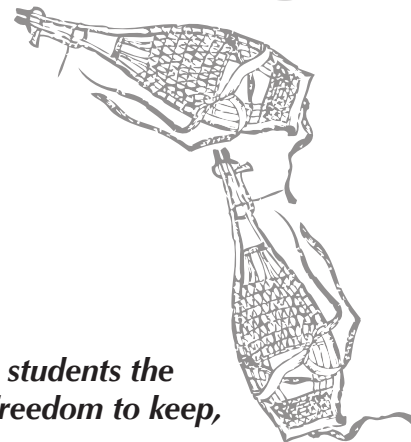
Pen/Pencil

PROCEDURE

1. Read through pages 53 & 54 in the student booklet.
2. Provide the students the freedom to create what they want to represent themselves. It might be a variety of items (e.g., a description of who they are, a small carving, beading, etc.).
3. Have the students seal and sign the time capsule.
4. Finish page 72.
5. Ensure the students' instructions on how to take care of the time capsule are followed.

TEACHER NOTES....





Traditional Activity
GATHERING TOGETHER TO CELEBRATE

CZGS ART SHOW & SALE

To showcase the various forms of art created at Culture Camp. To teach students the importance of gathering and celebrating hard work. To allow students the freedom to keep, give or sell their creations in a public event.

LEARNING OUTCOMES

Visual Arts 5

Demonstrate a willingness to select images from their collections for presentation

Describe individual opportunities for visual arts in the local community

Demonstrate respect for the work of self and others

MATERIALS

Materials For Making Invitations (paper, felt markers, stickers, paints, etc.)
 Heavy Paper For Making Art Tags
 Student Book
 Pencil/Pen

PROCEDURE

1. Gather all of the art created at camp. Students will need to pick out their art and name each piece. For example:

Eating Roots
Inspired by the Legend: Mouse & Otter
Told by: Edith Josie
Artist: Henry River

2. Keep the art and tags for the CZGS Art Show & Sale. Students are not allowed to take their work home yet. They will keep, gift or sell it after the show.
3. Read through page 55 and answer the question.
4. Students will need to make invitations for the people they would like to invite to the CZGS Art Show Sale. These invitations can be delivered by camp staff or campers as soon as the camp is over.
5. Keep a running list of the people who were invited to the CZGS Art Show & Sale.

GUIDEBOOK ASSESSMENT
Artists' Reasons Why They Display Their Work

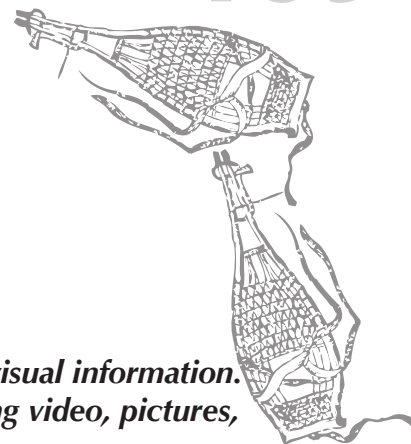
TEACHER NOTES....



Traditional Activity
RECORDING HISTORY

VIDEO JOURNALING

*To practice recording information over a period of time, including oral and visual information.
To learn to record thoughts, experiences, and history in a visual manner using video, pictures,
and narration.*



LEARNING OUTCOMES

Language Arts 4 - 6

A1 Use speaking and listening to interact with others for the purposes of contributing to a class goal, exchanging ideas on the topic, making connections & completing tasks

A5 Select and use strategies when expressing and presenting ideas, information, and feelings,

A6 Select and use strategies when listening to make and clarify meaning

C4 Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic

Visual Arts 5

Create images that express personal identity and that reflect aspects of art from a variety of historical and cultural contexts

Demonstrate a willingness to select images from their collections for presentation

Visual Arts 6

Compile a collection of ideas for images drafted using feelings, observation, memory, and imagination

MATERIALS

iPods And iPads
iPad Camera Connection Kit
Camera Download Cord (USB)

Charging Cords
Digital Cameras

PROCEDURE

1. Students will be shown:
 - How to safely use and take care of the iPods and iPads.
 - How to take pictures using iPods and iPads.
 - How to charge the devices.
 - How to upload pictures from the cameras to the iPad (pictures cannot be directly uploaded to the iPod - they must be taken directly with it).
2. Have the students watch the video *"Sliding Saskatchewan Style"* and have them find 3 or more components that they would change in order to make the video better. Focus on picture choice, voice over content, and style choices.
3. Students will need to pick a topic for a video journal. If there are not enough devices for each student to have their own they may work in groups. The topics can be anything that they have done at camp so far. The more pictures that they already have on the topic, the better. Video journals are a great way for the students to answer some of the questions related to the activities that they have already completed. Emphasize that they should use as much Gwich'in as possible.
4. Students will watch the iMovie "how-to" videos that are preloaded on the iPods and iPads. After each video they will complete the steps listed in *Your Turn*.
5. Be sure to review the student videos before they export them to the *Camera Roll*. Changes are easy to make at this point but more difficult if it is already exported.
6. Have fun. Be creative!



GRADES 1-3 LESSONS



**NO ONE PERSON CAN ACCOMPLISH WHAT A PERSON
HAS DONE WITHOUT SUPPORT FROM OTHER MEN AND
WOMEN WITHIN THE COMMUNITY.
- BERTHA ALLEN**

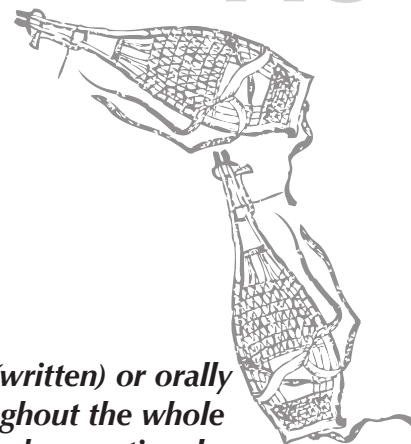
TEACHER NOTES....



Traditional Activity
RECORDING HISTORY

PICTURES, VIDEO CLIPS & *PUSHUP PRESS*

Students will share new knowledge and camp stories in the PushUp Press (written) or orally to the teacher (scribe for the student). Students will take photographs throughout the whole camp to document traditional and academic teachings; as well as social and recreational moment.



LEARNING OUTCOMES

Language Arts 1

C1 Create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes

C2 Create straightforward informational writing and representations, using prompts to elicit ideas and knowledge

C3 Create imaginative writing and representations, often modeled on those they have read, heard, or viewed

Grade 2 Language Arts

C1 Create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes

C2 Create informational writing and representations about non-complex topics and procedures,

C3 Create imaginative writing and representations, sometimes based on models they have read, heard, or viewed

Language Arts 3

C1 Create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions

C2 Create a variety of clear, easy-to-follow informational writing and representations

C3 Create a variety of imaginative writing and representations following patterns modeled from literature

C7 Use writing and representing to express personal responses and opinions about experiences

C8 Use writing and representing to extend thinking

MATERIALS

Student Booklet
Pencils & Erasers

PROCEDURE

1. Teachers will brainstorm with the students possible writing ideas, for example:
 - Funniest moment
 - Being a Junior Chef
 - Making our Camp Song
 - Chief Zzeh Gittlit School Art Show & Sale
2. Teachers will discuss the writing process with the students.
3. Students will write their stories or informative articles in the student booklet. Final drafts will be typed (or written out) at school.
4. Teachers will assist with spelling, sequencing ideas, editing or scribing for younger or special needs students.
5. Final drafts need to be completed at school. Ensure English & Gwich'in spelling, tense and sentence structure is proper. Titles and corresponding pictures are required.
6. Stories will be given to the camp coordinator for the PushUp Press development.

GUIDEBOOK ASSESSMENT

Picture Checklists

Journaling Information

Mealtimes are a great time for students to share their new knowledge and skills through storytelling. Listen carefully and ask questions that will help to reinforce, correct or expand knowledge.





Traditional Activity TRADING

THE TRADING POST

Students will describe a trading experience at camp as well as a trading experience within their own lives. Students will learn that working hard and remaining positive helps the camp community and allows them to earn trading “fur” money. Students will experience trading “fur” money for goods.

LEARNING OUTCOMES

Health 1

C6 Describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

Health 2

B2 Identify effective work habits (e.g., staying on task, being prepared, co-operating with others)

C5 Identify positive ways to initiate and maintain healthy friendships

Health 3

B2 Demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)

C4 Describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)

MATERIALS

Trading Post Felt Furs
Trading Post Felt Sign
Construction Paper

Trading Post Items for Trade
Trading Dollar Amounts
Felt Marker

PROCEDURE

1. As group discuss the picture on page 10.
2. Read through the three questions on the page. Provide the students time to answer the questions. If needed scribe for any students that are giving oral answers.
3. Read through page 11 and show the students the “fur” money. Talk about how much each one is worth and how a student can earn it. Repeat the instructions and demonstrate, etc. so that students gain an understanding.

4. Have the students draw the fur money on page 11.
5. As a group brainstorm names for the trading post. Choose one name then:
 - Create a big trading post sign for the tent.
 - Students should record the trading post name on page 11.
 - Students should record the time and date for trading on page 11.
6. **Optional:** The teacher may want to develop a system for holding the students' fur money (e.g., baggies, envelopes, etc.).

GUIDEBOOK ASSESSMENT

Trading Post Questions

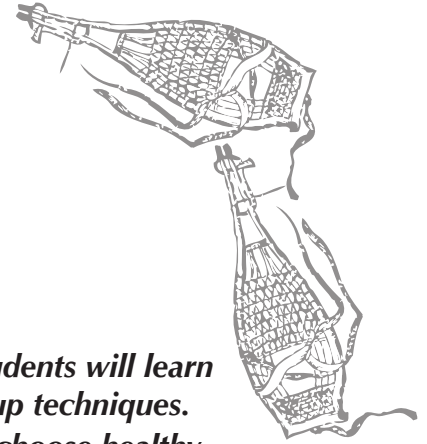


Demonstrate counting and calculating furs, negotiation and the process of making a deal prior to the younger students trading. This role play will guide them with their trading post negotiations.



Traditional Activities
CAMP COOKING

JUNIOR CHEF



Students will work together to prepare a meal and snack for the camp. Students will learn basic food safety, why these rules need to be followed and proper cleanup techniques. Students will learn the First Nation (Canadian) Food Guide as well as choose healthy recipes. Students will reflect on their cooking.

LEARNING OUTCOMES

Health 1

B2 Describe a variety of jobs and responsibilities they have at home and at school

Health 2

C1 Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating)

C4 Describe appropriate strategies for communicating effectively with others (e.g., active listening)

Health 3

C1 Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)

C2 Describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)

MATERIALS

Cooking Equipment & Tools
Blank Aprons*
Ingredients
Fabric Dye*
Copies Of Recipes
Student Booklet
Pencils

**If there are blank aprons available have the students decorate their own aprons. These aprons will be used to protect their clothing when assisting the camp cook. Allow them to take them home once the camp is complete.*



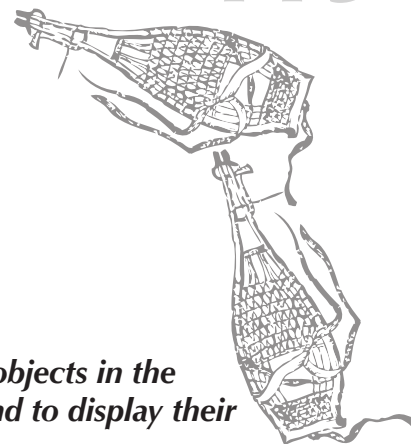
PROCEDURE

1. **Day 1** – Have the students decorate their aprons and allow them to dry for the next day.
2. Provide the students a tour of the camp kitchen (traditional teacher or camp cook) and talk about:
 - Safety rules around the woodstove and knives
 - Cleanliness rules with hands, hair, clothing, etc.
 - Eating healthy and feeling good (Canadian First Nation food guide)
 - Choosing a recipe
3. Provide the students a chance to fill in page 12 in their student booklet.
4. As a group, decide on what meal and snack to make (the decision needs to be based on ingredients, cooking time, etc.).
5. Divide the students into small groups (each group must have an adult leader) for example:
 - Meat cutting group (with the traditional teacher)
 - Vegetable peeling group (with the camp coordinator)
 - Bannock baking group (with the camp cook)
 - Snack making group (with the teacher)
6. Start cooking and baking. Clean up afterwards.
7. Eat the prepared foods according to the scheduled snacks and meals.
8. After eating, have the students reflect on their cooking and baking experiences on page 13 of the student booklet.
9. **Optional:** Allow the students to assist the camp cook throughout camp during various meal times.

GUIDEBOOK ASSESSMENT

Kitchen Rules Questions
Cooking And Baking Reflection





Traditional Value
CREATIVITY

NATURAL VS. ARTIFICIAL RUBBING COLLAGE

Students will understand the differences between natural and artificial objects in the environment. Students will learn to gather materials to make pieces of art and to display their work to the public.

LEARNING OUTCOMES

Science 1

Classify objects, events, and organisms

Create images using the elements and principles to produce a particular effect

Visual Arts 1, 2 & 3

Demonstrate a willingness to display individual and group artworks

Identify the elements of color, shape, line, and texture and the principles of pattern and repetition in images and in natural and human-built environments

Identify the elements of color, shape, line, and texture, and the principle of pattern in images and in their environment

Demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create images

MATERIALS

Rubbing Paper
Pencil Crayons
Natural Objects
Collecting Bag

Pencils
Wax Crayons
Artificial Objects

PROCEDURE

1. While setting rabbit snares collect items for rubbing (e.g., needles, rocks, bark, etc.).
2. Set the natural objects flat and let them dry for a couple of hours.
3. Place a variety of artificial objects on the table with the natural objects (e.g., coins, stamps, cutlery with designs, etc.).

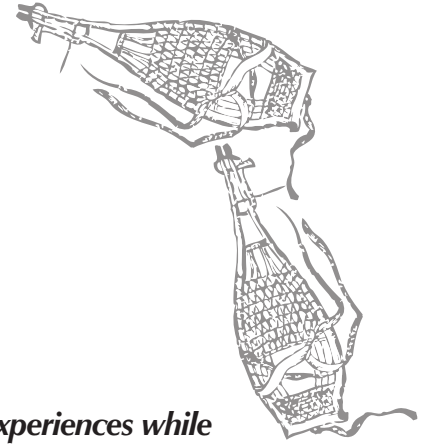
4. As a group discuss the difference between a natural and an artificial object.
5. Using page 14 in the student booklet, have students categorize the objects as artificial or natural. List the objects in the chart.
6. Demonstrate to the students how to make a rubbing (pressure, shading, etc.).
7. Allow the students to practice and then provide them with paper to make their rubbing art. Allow them to experiment with pencils, pencil crayons, wax crayons, etc.
8. After completion, help the students make a frame for their art and make sure they write their name on the back.
9. *Display the work in the teaching tent. Collect the art at the end of camp to display at the CZGS Art Show & Sale.*

GUIDEBOOK ASSESSMENT

Natural vs. Artificial Chart

Rubbing Art





Traditional Activity COMMUNITY

MY COMMUNITY & ME ME & MY COMMUNITY

Students will review the structure of their community and reflect on positive experiences while living there. Students will represent these ideas and feelings in an acrylic painting.

LEARNING OUTCOMES

Social Studies 1

B3 Identify a variety of social structures in which they live, learn, work, and play together

E3 Demonstrate responsible behavior in caring for their immediate and school environments

Social Studies 3

B2 Describe the importance of communities

Visual Arts 1, 2 & 3

Use feelings, observation, memory, and imagination as sources for images

Demonstrate a willingness to display individual and group artworks

Demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create images

Demonstrate an awareness of a variety of reasons why people make and use art

Create images: based on objects, places, events, or issues in their classroom, school, and community - in response to images from a variety of cultural contexts

PROCEDURE

1. As a group read through page 16 in the student booklet. Students will answer the questions about their community.
2. Read through the instructions for acrylic painting.
2. Using these answers students will decide on a topic for their acrylic painting (e.g., the most beautiful spot in Old Crow, coolest person in Old Crow, etc.).
3. Let the students paint.
4. Make sure they sign their paintings at the bottom corner.
5. Let the paintings dry and then display them in the teaching tent.

6. Discuss with the students that they are allowed to keep, gift or sell their painting.
7. *Keep the paintings until the CZGS Art Show & Sale. At the show and sale follow the instructions of the students.*

GUIDEBOOK ASSESSMENT

Community Questions

Acrylic Painting

TEACHER NOTES....



Traditional Values
CREATIVITY & PATIENCE

NECKLACE MAKING

To determine length, style and color of the necklace based on the audience.

LEARNING OUTCOMES

Visual Arts 1, 2 & 3

Demonstrate an awareness that people make and use art

Demonstrate a willingness to display individual and group artworks

Identify the elements of color, shape, line, and texture, and the principle of pattern in art and in their environment

Demonstrate an awareness that a variety of materials, tools, equipment, and processes can be used to create art

Demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes

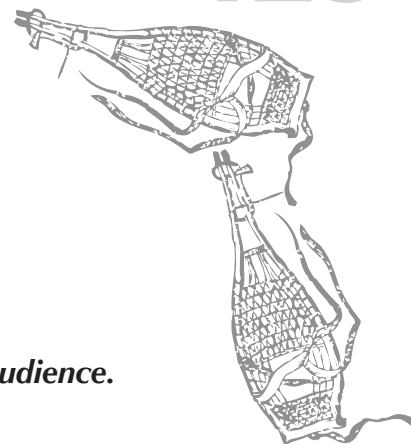
MATERIALS

Wire Or String
Necklace Clasps
Pens/Pencils
Pencil Crayons

Assorted Beads
Student Booklet
Ruler

PROCEDURE

1. Discuss with the students who they know wears a necklace(s) and ask them where that person bought it. Also ask the students if they own any necklaces and to describe them (materials, colors, etc.).
2. Let them know that they are going to design and create a necklace.
3. Work through page 18 as a group until they reach the questions on beads.
4. Allow the students to explore the beads and have them draw and color the beads that they plan on using on page 18.
5. Have them draw a sketch of their necklace.
6. Let them build the necklace.
7. Have them rate their necklace (out of 10) and explain to you why they choose that ranking.



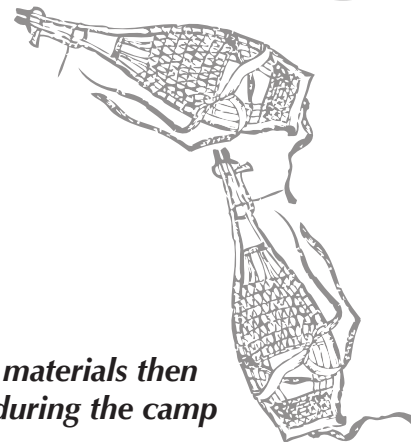
8. *Students will get to keep, give away or sell their Necklace at the CZGS Art Show & Sale. The teacher needs to hang on to the necklaces until the Art Show & Sale*

GUIDEBOOK ASSESSMENT

Necklace Planning & Reflection Questions
Necklace Details & Care

TEACHER NOTES....





Traditional Activity
MUSIC

MAKING MUSICAL INSTRUMENTS

Students will learn how to build a variety of instruments using household materials then compare and contrast these sounds. The musical instruments will be used during the camp song.

LEARNING OUTCOMES

Music 1, 2 & 3

Demonstrate a willingness to participate in music experiences

Demonstrate respect for the contributions of others

Respond to beat in music

MATERIALS

Various Supplies (to make instruments, examples are listed below)
Look Up Your Own!

PROCEDURE

1. Prior to camp, build some example homemade instruments (shown below) or come up with your own examples.

RHYTHM STICKS

www.makingfriends.com

Bang them together to keep the beat or rub them together to make cricket sounds.

- 24 Wooden Barrel Beads
- 2 Wooden Skewers
- Tacky Glue

Break the pointy tip off the end of the wooden skewers. Rub a thick coat of tacky glue around the skewers leaving the bottom 4" without glue. String barrel beads down the length of skewer until you reach the edge of glue. Add 11 more beads filling the skewer to the end. The final bead will need a generous dab of glue to secure. Let it dry thoroughly.

CARDBOARD TUBE KAZOO

www.makingfriends.com

Sound waves will vibrate the wax paper on your kazoo and make musical sounds.

- Empty Toilet paper Tube or Paper Towel Tube (Cut in Half)
- Paint and Foam Brush
- Tacky Glue
- Wax Paper
- Rubber Band
- Scissors

Paint the cardboard tube and let it dry. Glue on the music notes. Cut a 6" circle from wax paper. Place the rubber band securely over one end. To use your kazoo, make loud tooting sounds into the open end.

EASY TAMBOURINE

www.busybeeskidscrafts.com

This Easy Tambourine is a great homemade instrument for any child. You may need to tie on the bells, but they'll love to decorate it and then play some music!

- 2 Paper Plates
- Glue
- Bells
- Yarn or Ribbon
- Paint and Brush

Paint your paper plates (eating side facing down). Once they're dry glue your plates together. After they are securely in place, punch holes around your paper plate. Using yarn or ribbon, tie on your bells. Now you're ready to make some music!

WATER BOTTLE MARACA

www.busybeeskidscrafts.com

Dig through the recycling bin and make this Water Bottle Maraca, a great homemade musical instrument for children of all ages! These also make great noise makers for New Years, birthdays or other special occasions!

- Empty Water Bottle (with lid)
- Masking tape • Paint/markers
- Popcorn/Dried Beans

Wrap your water bottle from top to bottom with masking tape. Decorate your maraca by drawing or painting a unique design on the masking tape. Fill your water bottle up with popcorn or dried beans, put the lid back on, and then shake, shake, shake! You can put rocks in your maraca, but the sound won't be quite as pleasing.



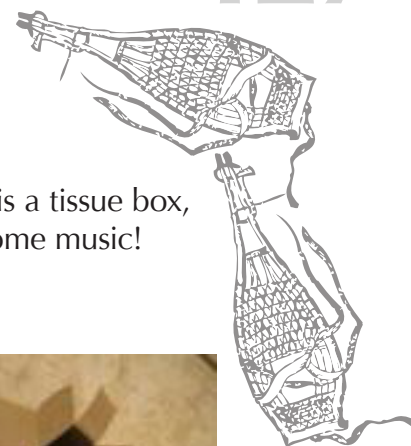
GUITAR

www.busybeeskidscrafts.com

This guitar is a great musical instrument for kids to make. All you need is a tissue box, rubber bands, straw and a paper towel roll and you're ready to make some music!

- Empty Tissue Box (or any box with a lid)
- Rubber Bands (various sizes and colors)
- Paper Towel Roll
- Scissors
- Tape
- Straw
- Paint and Brush (optional)

If you want to make your instrument a certain color, now is the time to paint your tissue box and towel roll. Once the paint is dry you're ready to move on.... You will need to cut slits into the end of your paper roll, about 1" long, and bend outwards (this is how you will attach your handle). Wrap the rubber bands around your tissue box, making sure that they lie over top of the opening in the box. Cut the straw to fit and slide it under your rubber bands. Secure the handle by sliding it underneath the rubber bands on the top of your box. If you find this is not secure enough, put some tape around the handle.



GOOGLE – “MAKING KIDS MUSICAL INSTRUMENTS” FOR MORE IDEAS.

2. Show the students the examples of the musical instruments. Allow the students to explore with the instruments. Discuss how to build each one.
3. Have them sketch each instrument on page 19 of the student booklet.
4. Students will circle their favorite instrument and cross out their least favorite.
5. Allow the students to choose which instrument they would like to make.
6. Help them build their instruments.
7. Use these instruments in the “Camp Song” lesson.
8. Students can take their instruments home.

GUIDEBOOK ASSESSMENT

Instrument Drawings
Instrument Building

TEACHER NOTES....



Traditional Activity
MUSIC

GRADE 1-3 CAMP SONG



To work as a team to create and perform a song that was inspired by learning and living at camp.

LEARNING OUTCOMES

Music 1

Demonstrate a willingness to participate in music experiences'

Demonstrate respect for the contributions of others

Music 2 & 3

Describe personal thoughts, images, and feelings experienced in classroom repertoire

Demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music

Demonstrate respect for the contributions of others

MATERIALS

Poster Paper
Felt Markers
Student Booklets

Homemade Musical Instruments
Guest Speaker (with instrument)
Pencils & Pens

PROCEDURE

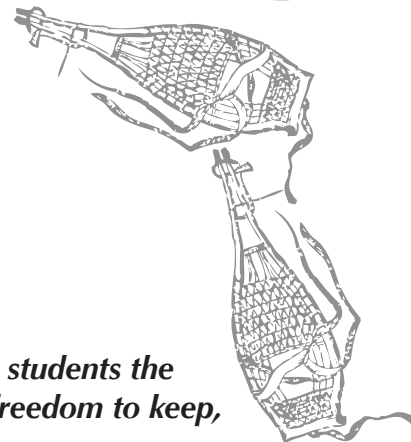
1. As a group gather and talk about music instruments, favorite songs and favorite musicians.
2. Students need to reflect on their time at camp:
 - What would a song developed from this camp sound like?
 - What genre of music would be appropriate?
 - What are our musical strengths and weaknesses?
3. As a group write a song that reflects on the camp and their time at camp.
4. Together, with the guitar player, try to sing or say the lyrics with the song. Find a match between the guitar and the lyrics.
5. Add in homemade instruments to the song.
6. Record the playing of the song using the camera or iPad.

7. Have the students write down the song lyrics and draw a picture of everyone together on page 20-21 in the student booklet.
8. *Save the media clip for the CZGS Art Show & Sale.*

GUIDEBOOK ASSESSMENT
Camp Song Lyrics & Drawing

***Tell me and I forget. Teach me and I
remember. Involve me and I learn.***
- Benjamin Franklin





Traditional Activity
GATHERING TOGETHER TO CELEBRATE

CZGS ART SHOW & SALE

To showcase the various forms of art created at Culture Camp. To teach students the importance of gathering and celebrating hard work. To allow students the freedom to keep, give or sell their creations in a public event.

LEARNING OUTCOMES

Visual Arts 1

Demonstrate an awareness that people make and use art

Demonstrate a willingness to display individual and group artworks

Demonstrate an awareness that particular images have value in the community

MATERIALS

Materials For Making Invitations (e.g, paper, markers, stickers, paints, etc.)

Heavy Paper For Making Art Tags

Student Book

Pencil Or Pen

PROCEDURE

1. Gather all of the art created at camp. Students will need to pick out their art and name each piece. For example:

Eating Roots
Inspired by the Legend: Mouse & Otter
Told by: Edith Josie
Artist: Henry River

2. Keep the art and tags for the CZGS Art Show & Sale. Students are not allowed to take their work home yet. They will keep, gift or sell it after the show.
3. Read through page 22 and answer the question.
4. Students will need to make invitations for people that they would like to invite to the CZGS Art Show Sale. These invitations can be delivered by camp staff or campers as soon as the camp is over.
5. Keep a running list of the people who were invited to the CZGS Art Show & Sale.



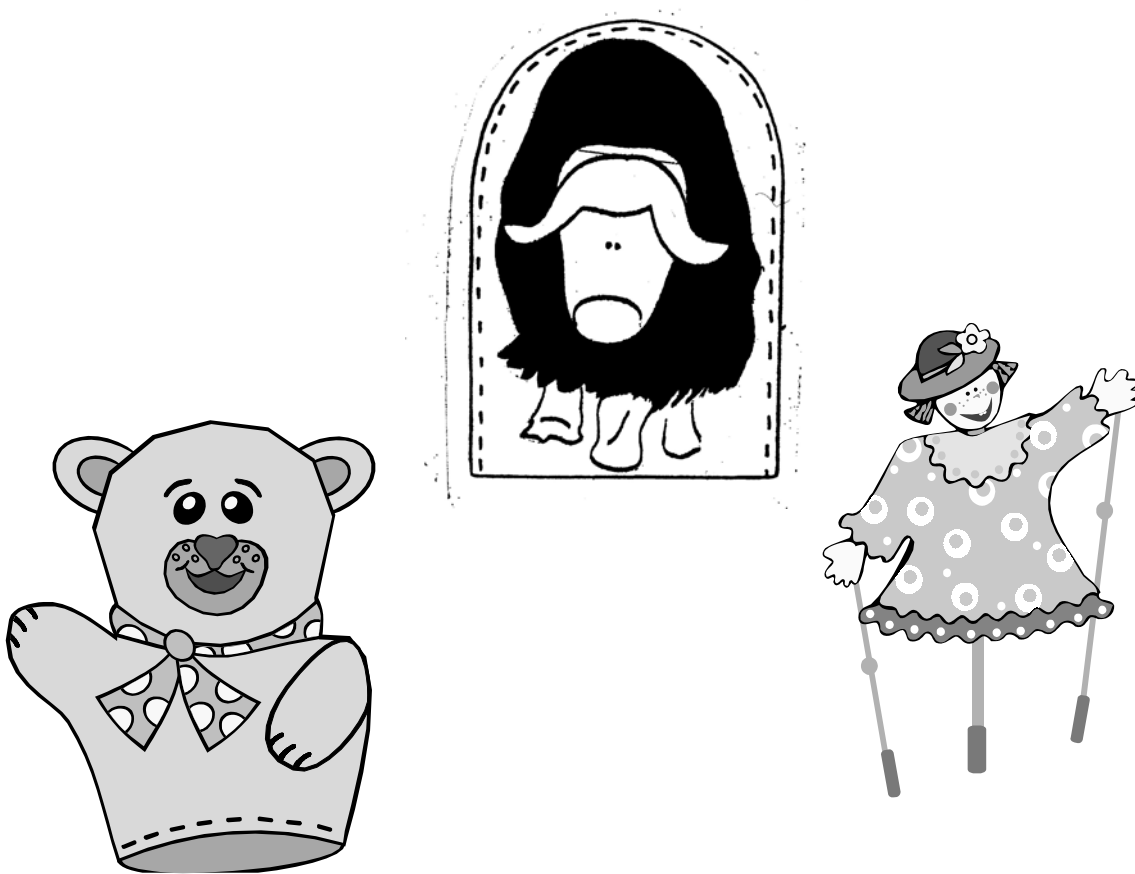


TEACHING TENT & OUTDOOR ACTIVITY IDEAS

- Beading
- Art & Craft Projects
- Pictionary with Gwich'in and English Words
- Charades
- Nature Art Contest
- Snowshoeing
- Sardines (around camp)
- Skidoo (on the ice playing field)
- Kickball (on the ice playing field)
- Archery
- Dogsledding
- Playing with Puppies
- Skiing
- Setting Rabbit Snares
- Polar Bears & Seals – Basic Version for Grade 1-6 students

How To Kit

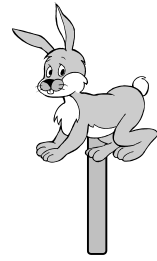
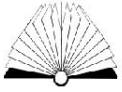
135



Puppet-making



NWT Literacy Council



Making & using puppets

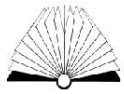
Puppets are great fun! They don't cost very much, and they're easy to make and use. It's also easy to make your own puppet theatre and write your own play.

Children love puppets—they can say and do things with puppets that they might not say or do otherwise. And even small children can help make their own puppet.

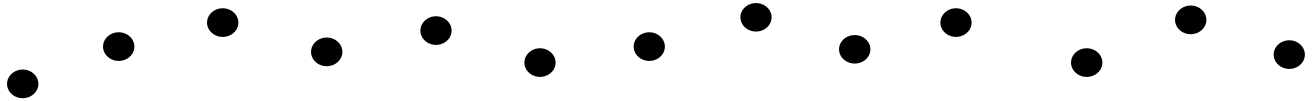
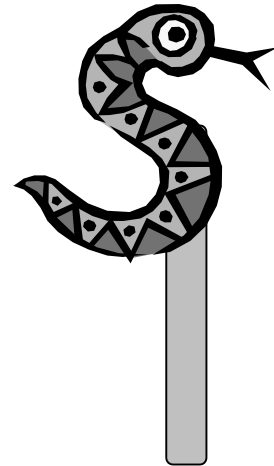
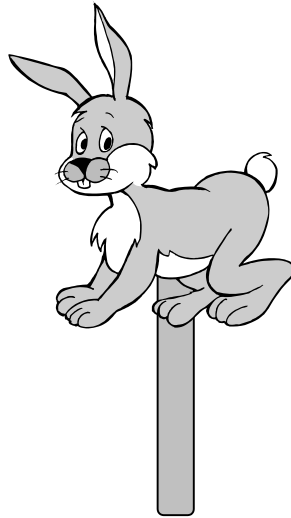
In this How to Kit, you will find ...

- ✓ Instructions on how to make different types of puppets
 - Stick puppets
 - Basic hand puppets
 - Paper bag puppets
 - Sock puppets
 - Finger puppets
- ✓ Tips on how to stage a puppet show
- ✓ A simple puppet play: How Bear Lost His Tail
- ✓ Puppet patterns
- ✓ Poster & invitations for a puppet show





Stick puppets



Materials: scissors, glue, pieces of heavy card (like cereal boxes), construction paper, crayons or markers, popsicle or other wooden sticks, wide packing tape (optional), puppet patterns you like

Directions:

1. Cut out the puppet patterns, or use construction paper to cut out the different features (head, body, arms, legs, etc.).
2. Colour the puppets.
3. Glue the patterns on to the heavy card. This will help them last longer.
4. If you made your own puppet shape, curl the paper or use yarn, string, raffia for some of the features.
5. Laminate your puppets with the packing tape.
6. Finally glue or tape the wooden stick to your puppet.
7. Make them move backwards and forwards while they speak.





Basic hand puppets



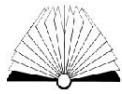
Materials:

Fabric (cotton or other), felt for features, sewing thread, fabric glue, basic hand puppet pattern (see patterns)

Directions:

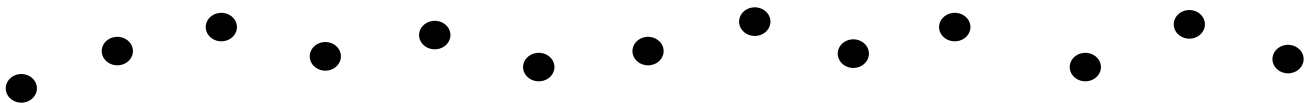
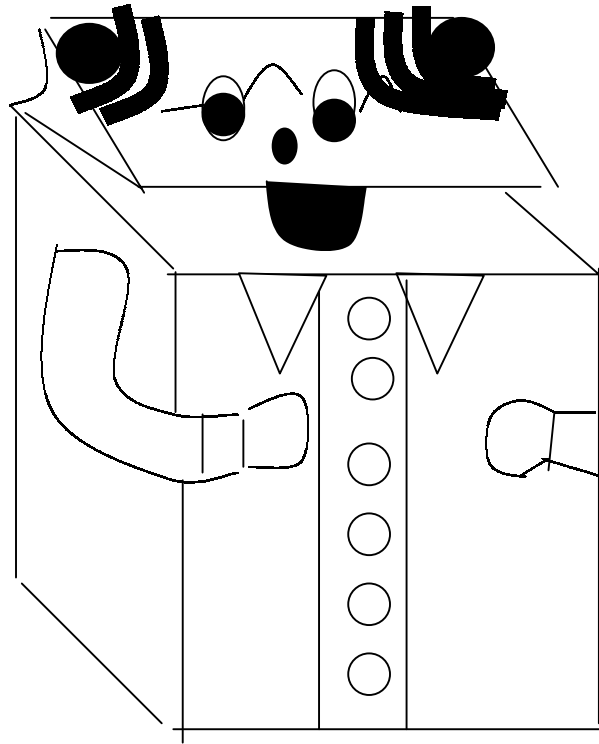
1. Using the hand puppet pattern, cut out two pieces of cloth the same size.
2. Put the two layers together with the right side inside.
3. Sew them together around the sides and the top (leave the bottom open).
4. Turn the puppet right side out.
5. Hem the bottom edge, and press the puppet.
6. Cut the features out of felt and glue in place.





Celebrate Literacy in the NWT

Paper bag puppets

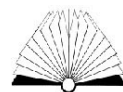


Materials:

Brown paper lunch bags, construction paper, scissors, glue, crayons and markers, scraps of material, string, etc. for the features.

Directions:

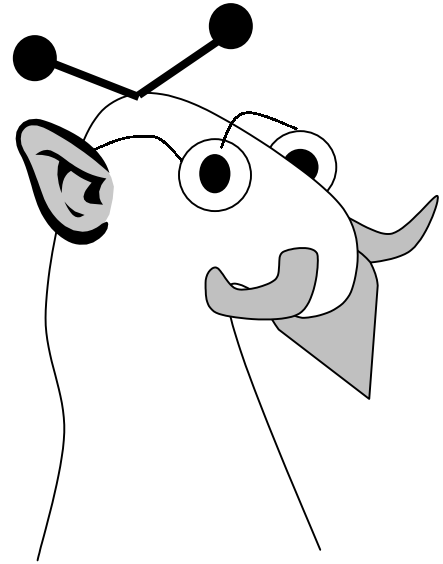
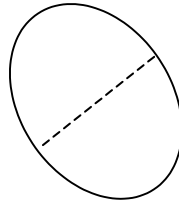
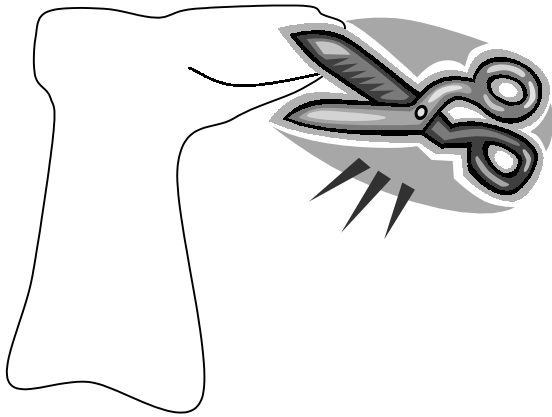
1. Cover the bags with construction paper that follows the folds of the bag. (This helps to make it stronger.)
2. Draw or glue features onto the puppet.



NWT Literacy Council



Sock puppets

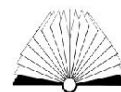


Materials:

An old sock, pieces of felt or other fabric for the mouth, fabric glue, scissors, yarn for hair

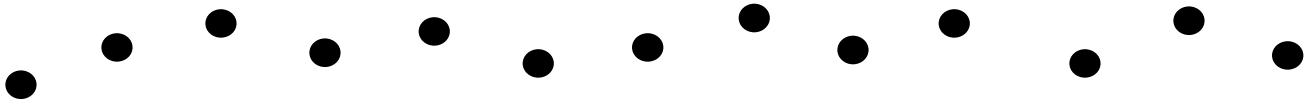
Directions:

1. Put the sock on your hand, with your fingers and thumb in the toe and the back of your wrist in the heel.
2. To make the mouth, cut a slit between your fingers and thumb...be careful!
3. Cut two ovals—one from the cardboard and one from the felt.
4. Glue the felt onto the oval. Fold it in half, and sew it into your sock for the puppet's mouth.
5. Add eyes, hair, ears, etc., to make your puppet a real person or animal.





Finger puppets

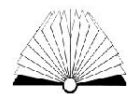


Materials:

Small pieces of felt in different colours, fabric glue, scissors, basic finger puppet pattern, patterns for other characters

Directions:

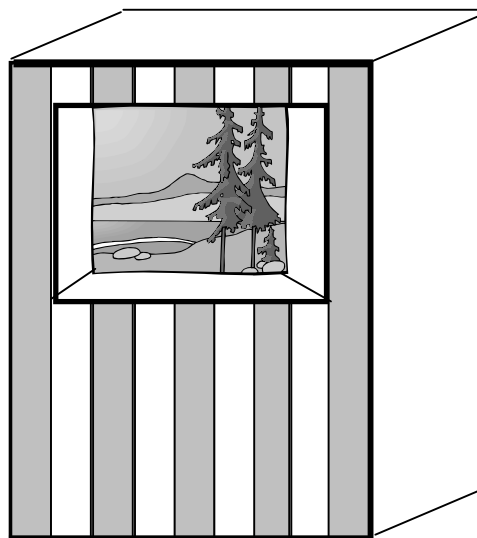
1. Using the basic finger puppet pattern, cut out two pieces of felt the same size. Sew them together, leaving the bottom edge open.
2. Choose the character you are going to make, and cut out the various parts from different colours.
3. Glue the pieces onto the basic finger puppet.

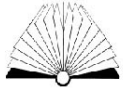




Tips on how to stage a puppet show

1. The easiest way to use your puppets is just by sitting facing each other, and talking to each other.
2. If you want to do a proper puppet presentation, you can tip a table on to its side. The tabletop should face your audience. You can make a background using cardboard, and tape it on to your tabletop. For example, if your story is about animals you can draw trees and a lake to make it look like the land.
3. Or, you can make a puppet theatre. You will need a large cardboard box, and materials to decorate it. Cut an opening in the box, big enough for the audience to see your puppets. Decorate the front of the box, and draw a background inside the box, on the back wall.

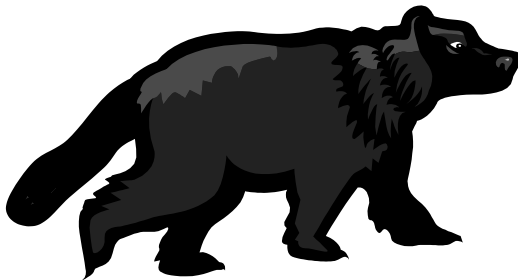




How Bear Lost His Tail*

(A simple puppet play for finger puppets or stick puppets)

Characters



Bear



Fox



Storyteller



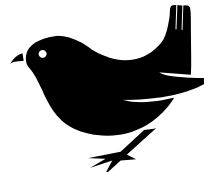
Rabbit



Owl



Bees

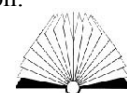


Birds



Fish

* There are many versions of this legend. One version is available in South Slavey from the Deh Cho District Education Authority Teaching and Learning Centre. Check if there is a version in your region.





Scene 1



Storyteller: A long time ago, Bear had a beautiful, long, furry tail. He thought it was really cool. He asked all the animals in the bush what they thought of his tail. First he saw Rabbit.



Bear: Rabbit, don't you think my tail is the most beautiful tail you've ever seen?



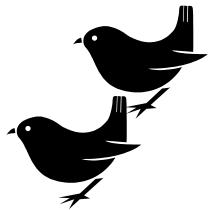
Rabbit: Oh yes, Bear, you look so cool with your big, black shiny tail.



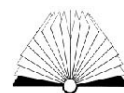
Storyteller: Then he saw the Birds.

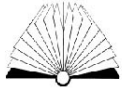


Bear: Birds, don't you think my tail is the most beautiful tail you've ever seen?



Birds: Oh yes, Bear, you look so cool with your big, black shiny tail.





Celebrate Literacy in the NWT



Storyteller: Then he saw Fox.



Bear: Fox, don't you think my tail is the most beautiful tail you've ever seen?



Fox: Oh yes, Bear, you look so cool with your big, black shiny tail.



Storyteller: Then he saw the Bees.



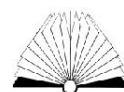
Bear: Bees, don't you think my tail is the most beautiful tail you've ever seen?



Bees: Oh yes, Bear, you look so cool with your big, black shiny tail.



Storyteller: Then he saw Owl.





Celebrate Literacy in the NWT



Bear: Owl, don't you think my tail is the most beautiful tail you've ever seen?



Owl: Oh yes, Bear, you look so cool with your big, black shiny tail.

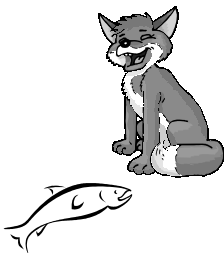


Storyteller: Really, though, all the animals thought he was very vain, but they were scared to tell the truth. They were too frightened of his big claws and didn't want to make him angry.

Scene 2



Storyteller: One cold winter's day, Bear went down to the frozen lake. He saw Fox running by, with a big fish in his mouth. He knew that Bear was hungry, so he decided to play a trick on him.

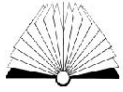


Fox (with fish): Mmm, what a good fish!



Bear: Hello, Fox. Where did you get that fish? It looks so good.





Celebrate Literacy in the NWT



Fox: I caught it in the lake.



Bear: But you don't have anything to fish with.



Fox: I used my tail.



Bear: You used your tail?



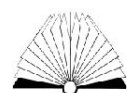
Fox: Sure, it's the best thing for catching fish.
Do you want me to show you how?

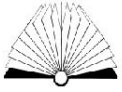


Bear: Yes please.



Storyteller: Fox pointed to a hole in the ice in the shallow part of the lake.





Celebrate Literacy in the NWT



Fox: Now, sit with your back to the hole, and put your tail into the water. You'll feel a fish biting. Then you can pull your tail out of the water.



Storyteller: Bear really wanted the fish, so he put his tail into the icy water.



Fox: Now, you must sit very still and only think about fish.



Bear: My tail is so big and beautiful, I will catch more fish than anyone else.

Scene 3

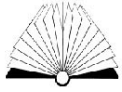


Storyteller: Fox and all the other animals hid behind the trees and watched. Fox was laughing really hard.



Fox: Ha, Ha, Ha, Ha, Ha!

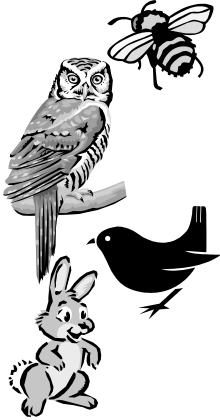




Celebrate Literacy in the NWT



Storyteller: The other animals just shook their heads.



Owl, Birds, Bees, Rabbit: What a trickster that Fox is!



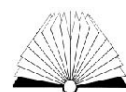
Storyteller: Bear sat very still and soon he fell asleep. A few hours later, Fox came back. Bear's fur was white with snow. Fox laughed so much he fell over.



Fox: Ha, Ha, Ha, Ha, Ha!



Storyteller: The other animals just shook their heads.





Celebrate Literacy in the NWT



Owl, Birds, Bees, Rabbit: Fox better be careful.
He'll make Bear REALLY angry!

Scene 4



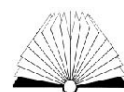
Storyteller: Suddenly Fox shouted.

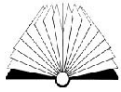


Fox: Bear! Bear! I can see a fish on your tail!
Can you feel it?



Storyteller: Bear woke up with a fright and felt a
terrible pain in his tail.





Celebrate Literacy in the NWT



Bear: I can feel it!



Storyteller: He jumped up, and his frozen tail snapped off! All that was left was a small stump where his beautiful, long, black tail had been.



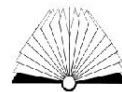
Bear: My tail! My tail! My beautiful tail!



Storyteller: And that's why bears have short tails today.



Owl, Birds, Bees, Rabbit: And that's why you won't see Fox and Bear having lunch together! Fox knows he would *be* lunch!

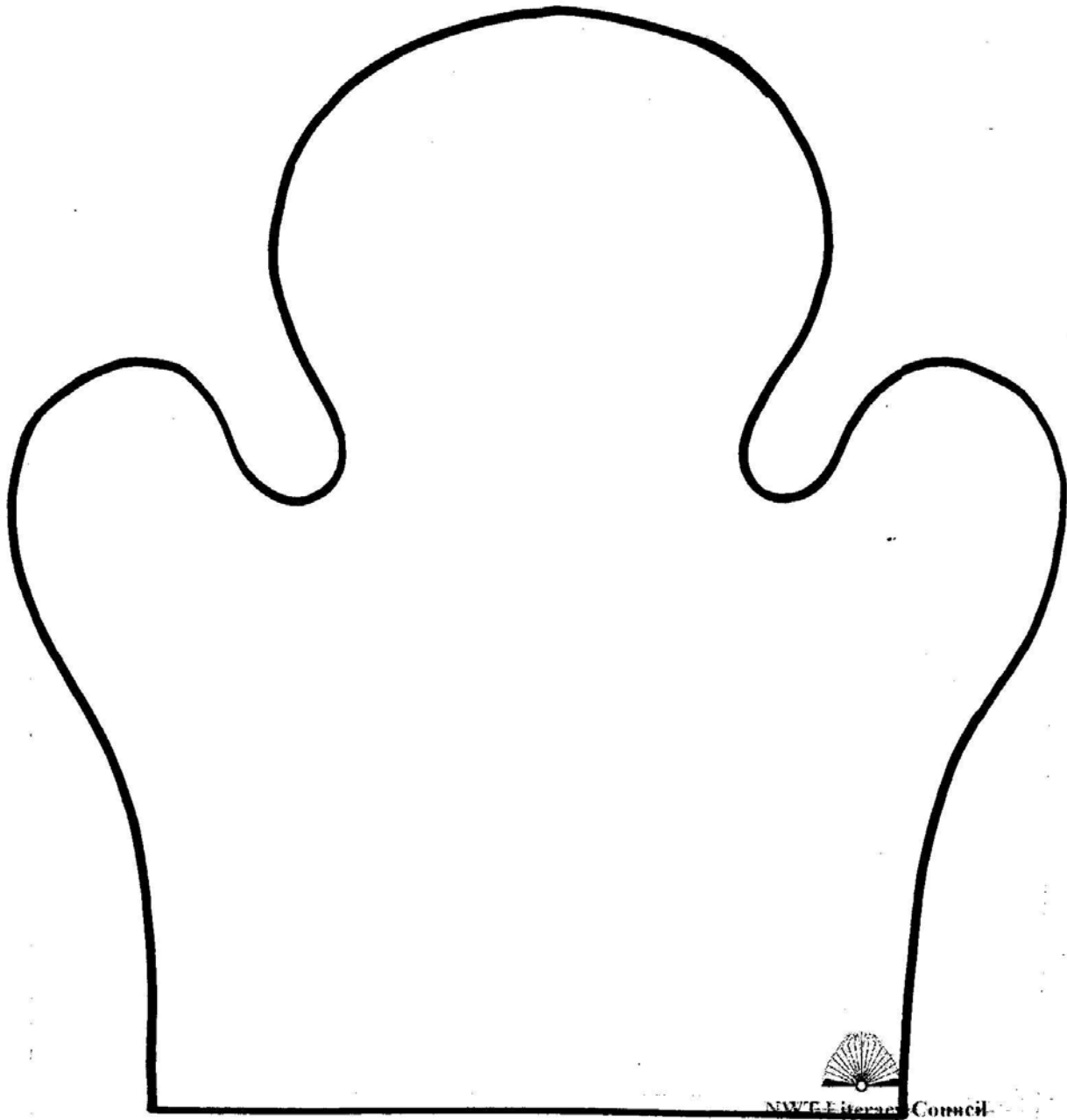




Celebrate Literacy in the NWT

Puppet patterns

Adult hand puppet



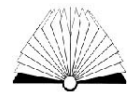
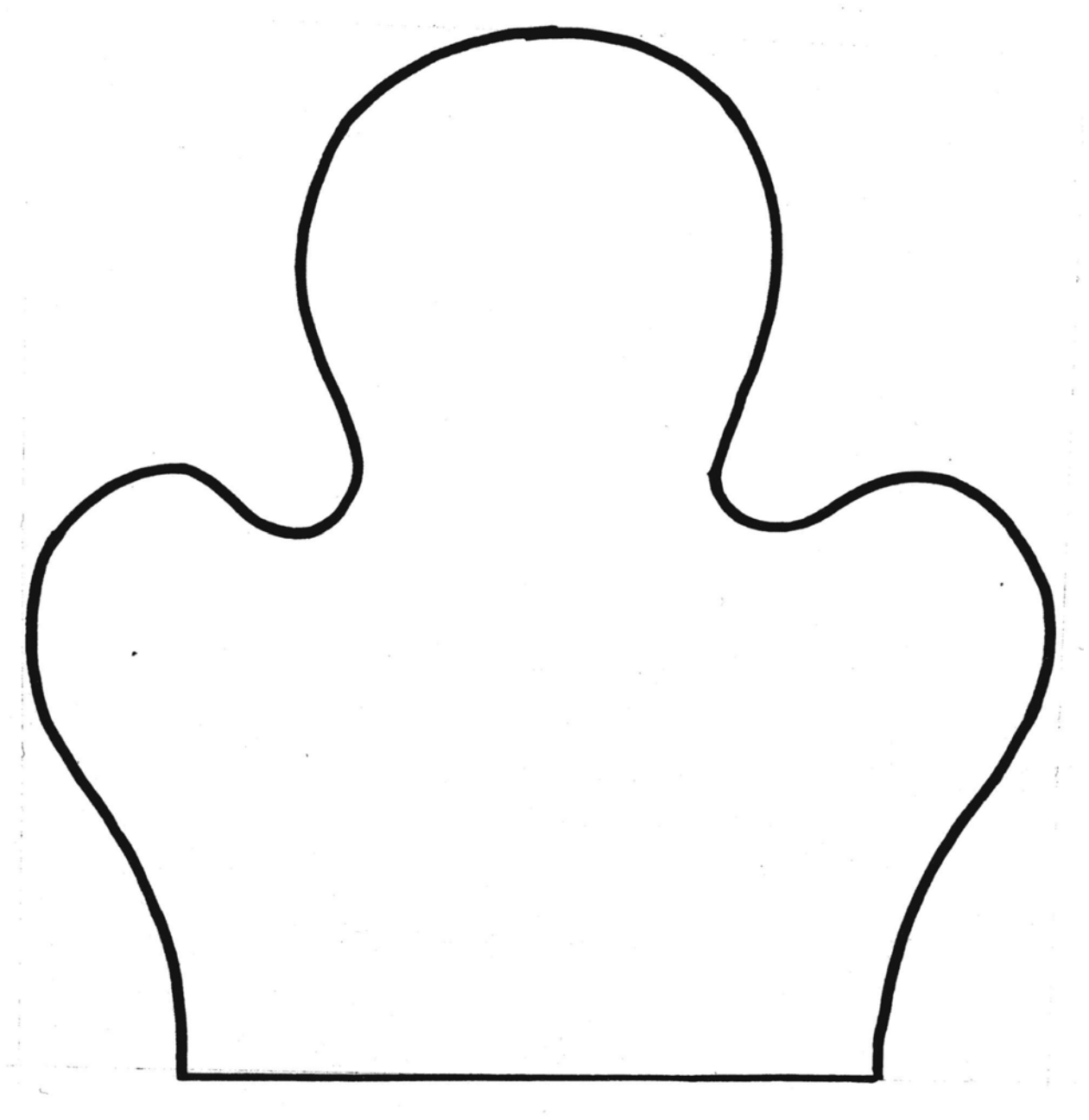
NWT Literacy Council



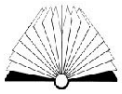
Celebrate Literacy in the NWT

Puppet patterns

Child's hand puppet

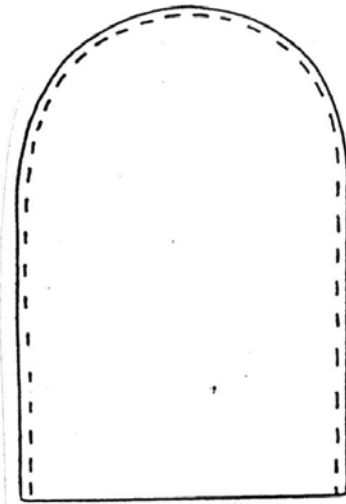


NWT Literacy Council

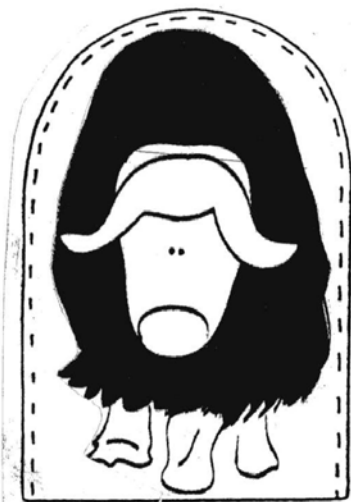


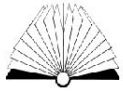
Puppet patterns

Finger puppet basic pattern



Musk ox



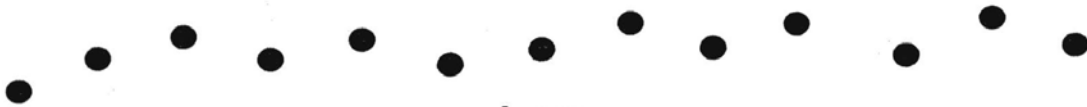


Puppet patterns

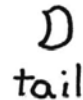
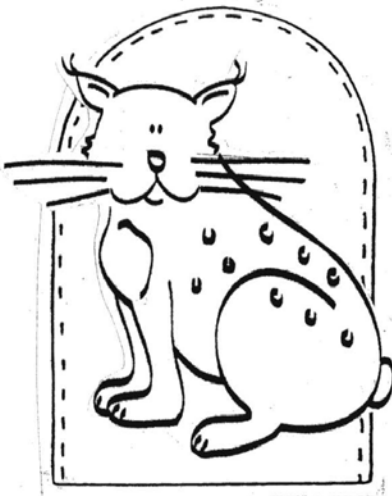
Bear



legs • Sew mouth.



Lynx



legs

• Sew whiskers.



NWT Literacy Council

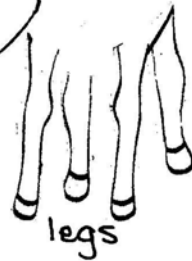
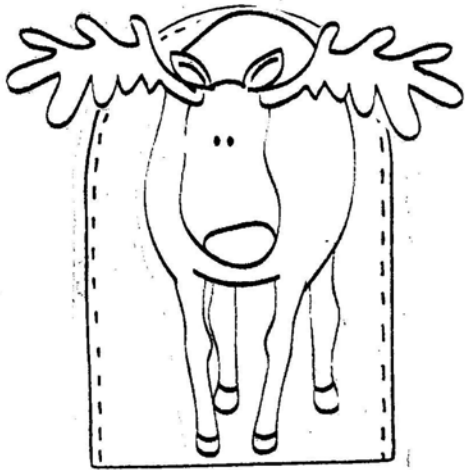




Puppet patterns

Caribou

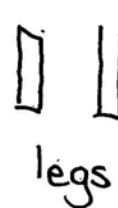
Caribou



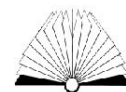
nose

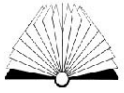


Fox

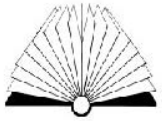


2014/4

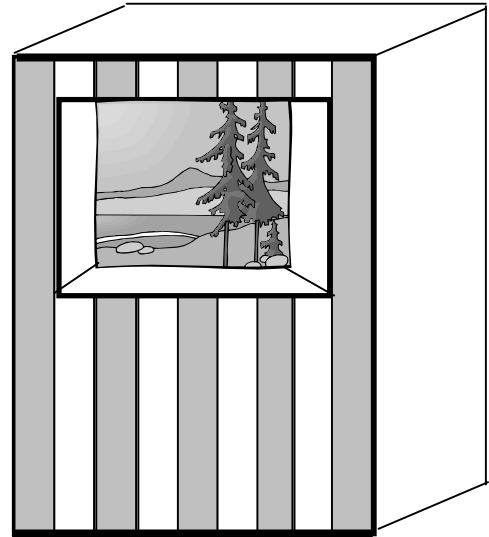




Celebrate Literacy in the NWT



Celebrate Literacy



Puppet Show

When:

Where:

Time:

Cost:

FREE!!!!

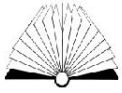


Lots of fun for the whole family
with great **Prizes**.....

Sponsored by _____



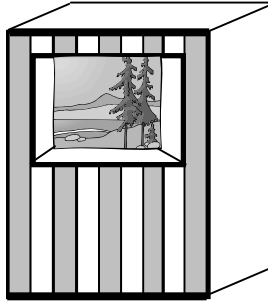
NWT Literacy Council



Celebrate Literacy in the NWT



Puppet Show



When: _____

Where: _____

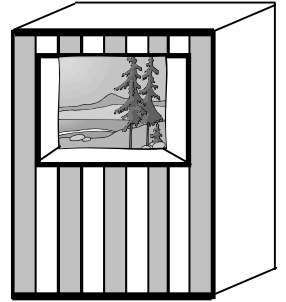
Time: _____

Lots of fun for the whole family with
great **prizes!**

Sponsored by: _____



Puppet Show



When: _____

Where: _____

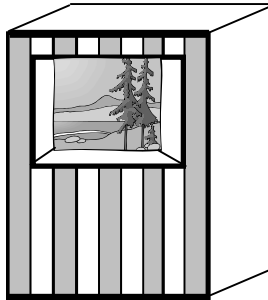
Time: _____

Lots of fun for the whole family with
great **prizes!**

Sponsored by: _____



Puppet Show



When: _____

Where: _____

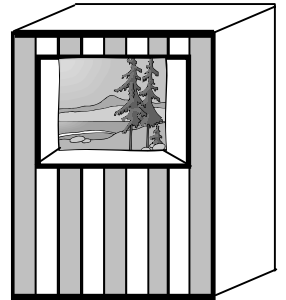
Time: _____

Lots of fun for the whole family with
great **prizes!**

Sponsored by: _____



Puppet Show



When: _____

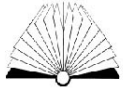
Where: _____

Time: _____

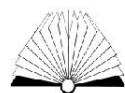
Lots of fun for the whole family with
great **prizes!**

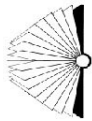
Sponsored by: _____





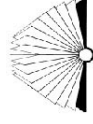
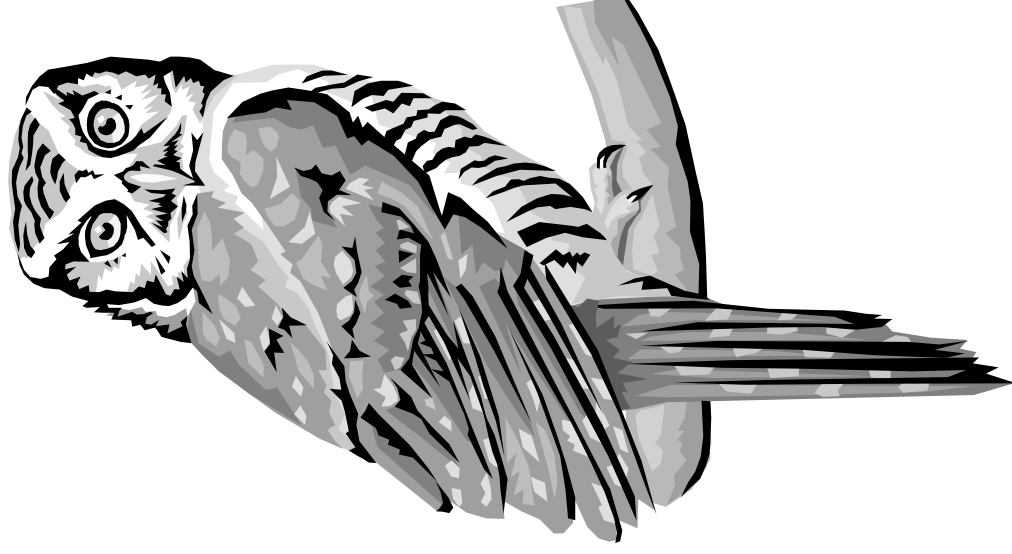
Celebrate Literacy in the NWT



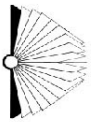


Celebrate Literacy in the NWT

Characters for How Bear Lost His Tail

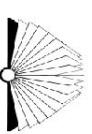


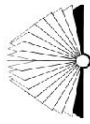
NWT Literacy Council



Celebrate Literacy in the NWT

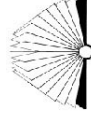
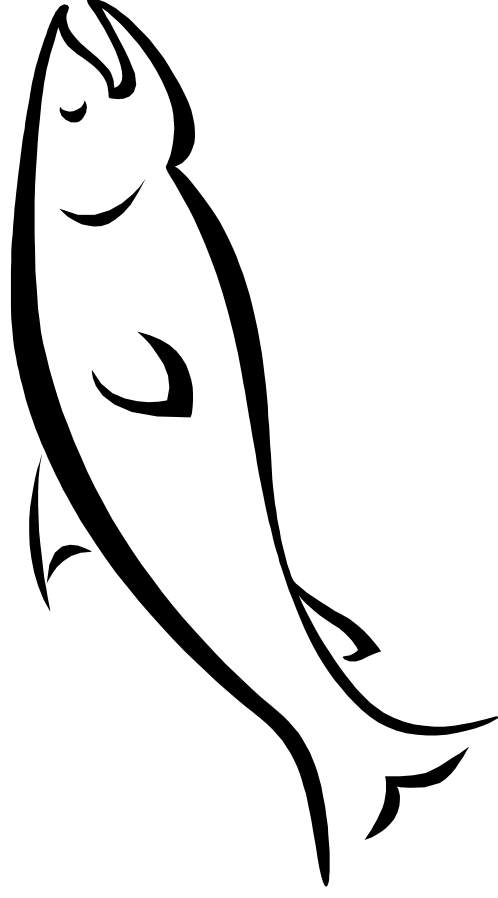
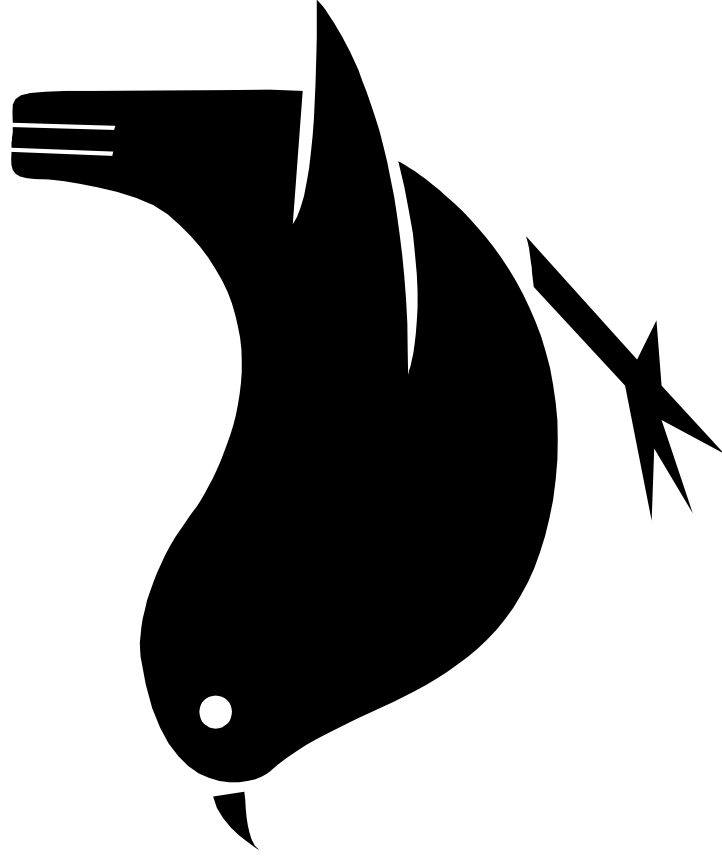
Characters for How Bear Lost His Tail



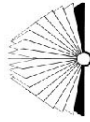


Celebrate Literacy in the NWT

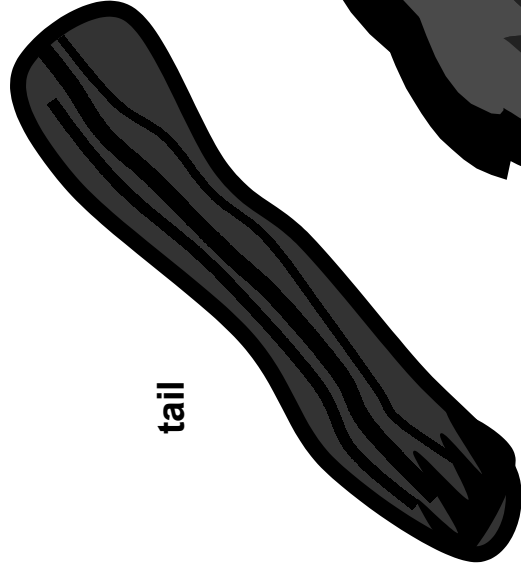
Characters for How Bear Lost His Tail



NWT Literacy Council



Characters for How Bear Lost His Tail



tail

Attach the tail so that it can come off easily.

