

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

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Vuntut Gwitchin Government

Thanks to:
Dakota, Logo
Teryn, English & Gwich'in Motto

Traditions, History & Geography

Year: _____

Learning Every Day!



Spring Culture Camp Grades 1 - 3 Guidebook

Name: _____

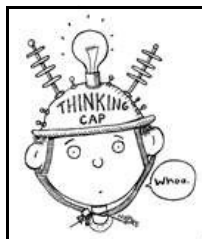
Land-Based Experiential Learning

Fill in Your Schedule!

Extra space for writing stories,
drawing pictures & collecting autographs!

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

Student Assessment How Did I Do?



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

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

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Stanley & Shane setting a muskrat trap! 2010

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

Free Space for
Writing
&
Drawing!

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



Home sweet camp home. 2011

Section 1: Before & After Camp Activities

CAMP GUIDELINES AND SAFETY

1. **Be respectful**
Respect everyone.
Use appropriate manners.
No bullying and no teasing.
Listen and learn from your hunters, Elders, teachers and instructors.
2. **Be prepared**
Bring three changes of warm clothing.
Bring clothing for traveling and outdoor activities.
No junk food.
iPods can be used in the evening only.
You can bring traditional food to share.
3. **Be helpful**
Help around camp when possible (collecting fire-wood, getting water, helping the cook, etc.).
Ask if any of the camp staff, hunters, Elders, teachers or instructors need help.
Keep the indoor and outdoor areas clear of garbage.
4. **Participate**
Follow your daily schedule.
Be on time for all activities.
Do your journal once a day.
Ask for help if you don't know how to do something.

Enjoy and have fun out on the land!



A teacher dog sledding to camp. 2011

Section 4: Assessment

PACKING

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

Clothing

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

Outdoor clothing

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



Bedding

- ☐ Sleeping bag -30°C
- ☐ Warm blanket
- ☐ Pillow

Personal items

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

I heard an interesting story from

_____ (Elder's name).

Draw a picture of that story.

Free Space for
Writing
&
Drawing!

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

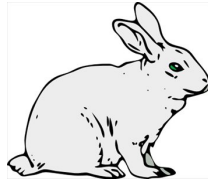
Today I did these activities: (circle)



Dogsledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story



Darcy, Marlon & Nathaniel snowshoeing to their rabbit snares. 2011

Interview a friend: _____ (name)

What was the most difficult activity at Culture Camp?

Why was it the hardest activity?

Section 2: Camp Activities

Where are You?

What is the name of the camp?

What is the name of the lake beside the camp?

Draw a picture of you getting to the camp.

How did you feel when you got to the camp? Circle one.

Excited Happy Hyper

Angry Worried Funny

Calm Bored Good

Why did you feel this way?

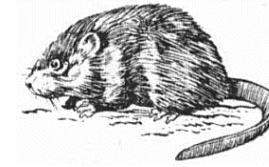
Camp Journal Day 2

Date: _____

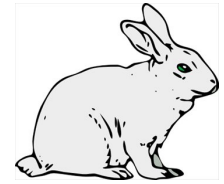
Today I did these activities: (circle)



Dogsledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story

Interview a friend: _____ (name)

What is their favorite activity at Culture Camp?

Why is it their favorite activity?

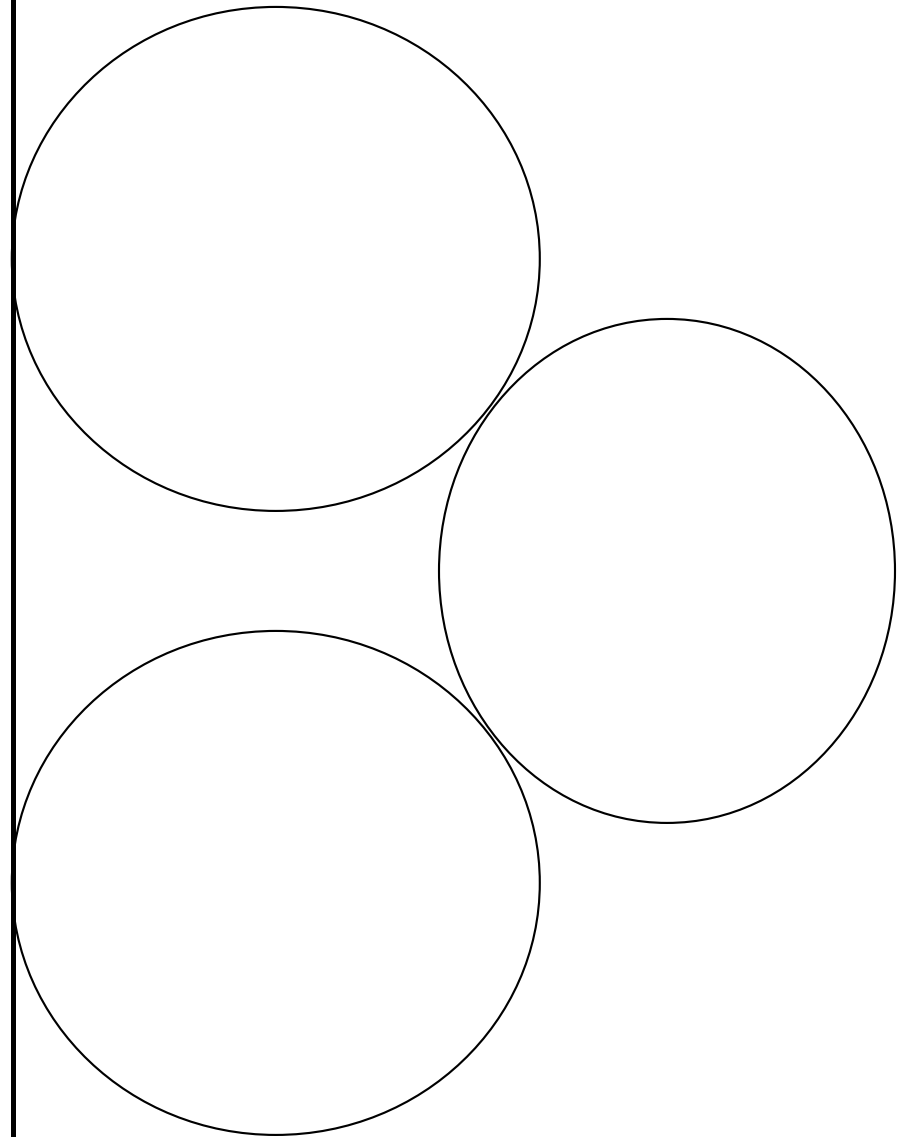
I am sharing a tent with (write their names and draw a picture of them):



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

Why do People Use Maps?

Brainpower!! Write or draw your reasons why people use maps in the circles below:



OVERHEAD MAP

Draw a map of the inside of your tent.



DOOR

Symbols:

Stove -

Bags -

Countertop -

Bed -

Boots -

Wood -

Toilet -



Aaron working on his camp journal in the teaching tent. 2011

Section 3: Camp Journal

[illegible]

OVERHEAD MAP

Draw a map of the camp.

Hint: Create symbols for objects and provide a legend so people can follow your map.

Camp Map Checklist

Did you remember?

Cook Tent: Yes or No

Bathrooms: Yes or No

Woodpile: Yes or No

Picnic Tables: Yes or No

Trails: Yes or No

Skidoo Parking: Yes or No

What Other Items Did You Draw?

Try writing another story....

[illegible]

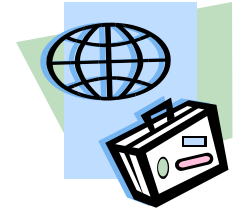
Scavenger Hunt

There are treasures hidden around camp!!

Using **your map on page 13** draw
an X where you found the treasures.

Bring one treasure back with you in your treasure bag.

Good luck!



What treasures did you find? Write or draw your answer.

Hunting in the PAST

Listen to the Elder and look at the tools used in the PAST to hunt animals for food and clothing.

Draw examples of the tools used in the past to hunt.

[illegible]

Here is your chance to write
a story for the Camp Magazine!

By _____

Hunting NOW

Listen to the Elder and look at the tools
used NOW to hunt animals for food and
clothing.

Draw examples of the tools used for hunting
NOW.

Hunting in the FUTURE

Make a prediction of what tools will look like
in the future for hunting.

Draw and name these hunting tools.

Moving, Eating Healthy, Sleeping & Keeping Clean...Makes Us

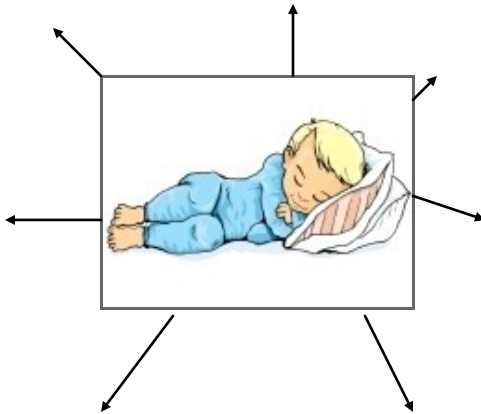
HEALTHY

Draw yourself healthy in each scene.

At Camp	At School
At Home	With Friends
Talking to an Elder	Driving a Skidoo

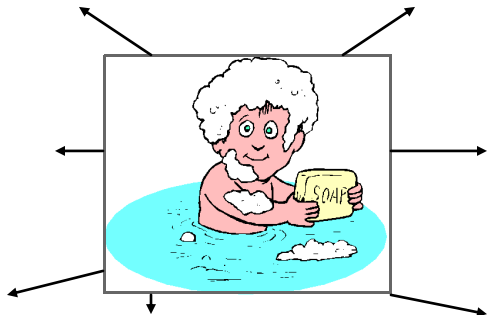
Let's Have a Good Sleep!

At camp we have a good sleep! What do we do to make sure we have a good sleep? Write them down or draw them!



Let's Keep Clean!

At camp we keep clean and dry! Write down or draw the ways we keep clean and dry at camp!



What Did People Hunt, Trap or Snare?

Animal: Rabbit

Other Names for Rabbit: _____

Draw a picture of how to catch a rabbit.

Why do First Nation people catch rabbits?
Circle the correct answers.

Food

Exercise

Feed an Elder

Culture

Clothing

Medicine

What Did People Hunt, Trap or Snare? YOU PICK!!

Animal: _____ (you pick)

Other Names: _____

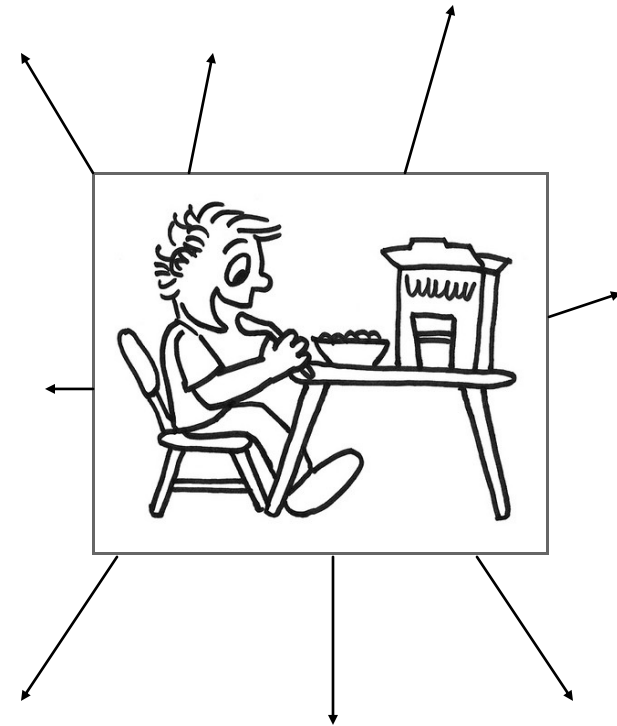
Draw a picture of how to catch a _____.

Why do First Nation people catch _____?

Let's Eat Healthy!

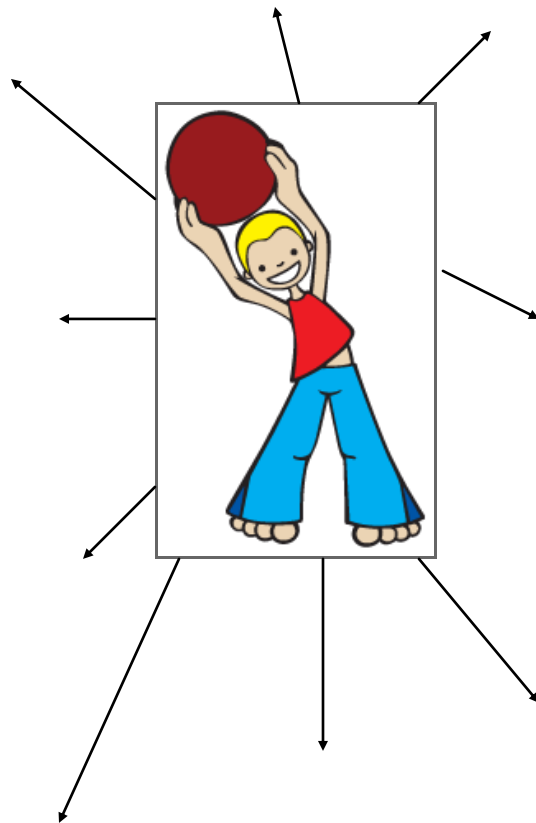
At camp we eat healthy! We eat traditional foods, vegetables and fruit. No junk food.

Write or draw all the healthy foods we eat at camp!



Being Healthy - Feeling Good! Let's Get Moving!

At camp we are active! We move, run, walk, lift, play and more! Write down or draw all the ways we are active at camp!

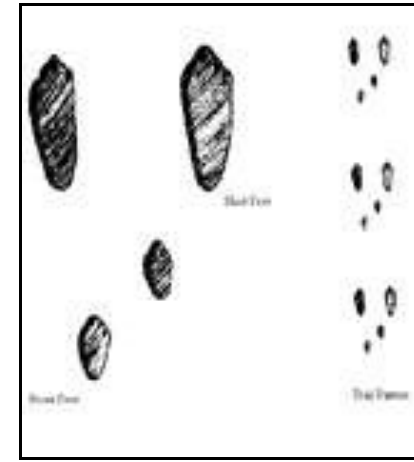


Can you find these tracks?

1. Rabbit

Yes

No



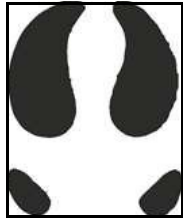
Where did you find them? Draw or write where you found them.

Can you find these tracks?

2. Caribou

Yes

No



Where did you find them? Draw or write where you found them.

3. Moose

Yes

No



Where did you find them? Draw or write where you found them.

Can you find these tracks?

4. Wolverine

Yes

No



Where did you find them? Draw or write where you found them.

5. Human

Yes

No



Where did you find them? Draw or write where you found them.