

*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 7 - 9 Guidebook

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

*Land-Based Experiential Learning*

## Fill in Your Schedule!

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

**Extra Space** for stories,  
autographs, drawings, poems, games  
or whatever you want!

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Assessment By The Camp Staff

Criteria— Language, Land Skills	Level 1—Not Yet Meeting Expectations	Level 2—Meets Expectations	Level 3—Fully Meets Expectations	Level 4—Exceeds Expectations
Commitment to Learning Gwich'in	Student does not try to speak or listen to local language.	Student rarely asks for help learning local lan- guage. Listens to local language.	Student sometimes listens to local language then tries.	Student often asks for help with learning local language. Eager to learn.
Fluency	Does not try to speak local language. Cannot assess.	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 Snar- ing	Will not try to snare a rabbit.	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	Is not respectful. Does not listen to Elder, or respect the animals trapped or land.	Sometimes respectful to Elders, trapped animals or land.	Usually respectful to Eld- ers, trapped animals and land.	Always respectful to Elder, trapped animals and land.
Cooking & Firewood	Refuses to do camp chores, even when asked.	Begins chores when asked.	Begins chores without 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.



*Beautiful day for trapping a muskrat. 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 five changes of warm clothing.  
Bring clothing for traveling and outdoor activities.  
Bring your own towels, soap, etc.  
No junk food.  
iPods may be used in the evenings 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.

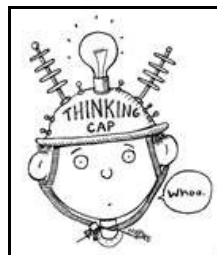
<u>Activity</u>	<u>Help Needed</u>	<u>Okay</u>	<u>Master</u>
Know how to take care of a muskrat house so that many muskrats can be taken from the same house.			
Know how to take care of a trapped muskrat (pull out of trap, clean & shake).			
Know how to kill a muskrat quickly so it doesn't damage the pelt.			
How to skin a muskrat.			
How to turn the muskrat pelt inside out.			
Know how to stretch and tack down muskrat pelts.			
Know how to repair small holes made when skinning.			
Cut muskrat open by belly to prepare the muskrat for eating.			
Muskrat Eating - Checking liver for white spots. Don't eat if there are spots.			
Constructing a rabbit snare.			
Setting a rabbit snare in the willows.			
Skinning a rabbit for meat and fur.			
Knowing how to care for the rabbit skin.			
Prepare the rabbit for eating.			
Clean up camp properly—no trace.			

**Comments:**

## Student Assessment How Did I Do?\*

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

\*Adapted from Spring Trapping on Crow Flat



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

## 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!**

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

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

## PACKING

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

### Clothing

- ❑ Five sets of clean clothing (pants, underclothing and warm shirts)
- ❑ Runners or mukluks for inside the tent
- ❑ 6 pairs of warm socks

### Outdoor clothing

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



### Bedding

- ❑ Sleeping Bag  $-30^{\circ}\text{C}$
- ❑ Pillow
- ❑ Warm Blanket

### Personal items

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



*Students receiving their academic lesson in the teaching tent. 2011*

## Section 4: Assessment



1. Look back at the camp guidelines (on pages 6 & 7). What are three things you **should not bring**?

- 
- 
- 



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

Item	Why it's important

Free Space for  
Writing  
&  
Drawing!

## SETTING GOALS

We are going to set two goals for Culture Camp.

### LAND SKILL

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

My skill goal is \_\_\_\_\_

\_\_\_\_\_

Having a goal is a “big step” forward, but there are lots of little steps that you need to take before you meet this goal. **Explain two things that you will do at Culture Camp** to work towards meeting this goal.

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

\_\_\_\_\_

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

\_\_\_\_\_

### **POST-CAMP REFLECTION**

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

## Camp Journal Day 6

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

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Brunch:

G O A L S	What was one of your camp goals?	
	Explain what you did to work towards this goal during camp.	

What did you feel like when you were driving home from camp, back to town?

Why do you think you felt like that?

## Camp Journal Day 5

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

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

What will you most remember from Culture Camp this year?

What one Gwich'in word or phrase describes spring camping this year?

## PERSONAL SKILL

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

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

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

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

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

## POST-CAMP REFLECTION

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



## Using the Cameras: Preparing for the Culture Camp Magazine

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

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

First we need to learn some photography skills. Have your teacher initial below when you have shown that you know how to:

### BEFORE CAMP

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

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

### DURING CAMP:

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

### AFTER CAMP

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

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

Camp Journal Day 4

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

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

What was the funniest thing that has happened so far? Explain all the details!!

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper

Describe something new you learned at Culture Camp.

Who did you learn this from? \_\_\_\_\_



*Shaylene, Cheyanne, Aaron and Lexi learning about different maps. 2011*

## Section 2: Camp Activities



## MAGAZINE PHOTO CHECKLIST



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

### Camp Life

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

### Activities on the Land

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

### Camp Journal Day 2

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

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

Draw your favorite thing about Culture Camp.

## Camp Journal Day 1

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

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

R E F L E C T I O N	Describe the best part of the day.	
	How did you feel?	
	Describe the worst part of the day.	
How did you feel?		
	What do you want to learn at camp?	

## Activities in Camp

- ☐ Working with a map
- ☐ Students working in the classroom tent
- ☐ Students working on their manuals
- ☐ Students using a GPS, tools, etc.

## Anywhere!

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

## Other photos I took:

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

Free space for notes!

## *Now let's create!*

### Step 1

- ☐ Watch the video “*iMovie - Getting Started*”\*

Your turn.

- ☐ Add photos and video clips.
- ☐ Choose good starting and ending photo or videos.
- ☐ Put the photos and videos in the right order.

### Step 2

- ☐ Watch the video “*iMovie - Voice Overs*”\*

Your turn.

- ☐ Make the photos play longer.
- ☐ Record voice over for each photo.
- ☐ Shorten each photo length to match the voice over.

### Step 3

- ☐ Watch the video “*iMovie - Finishing Touches*”\*

Your turn.

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

What Gwich'in words did you use?

\*Videos are available through Vuntut Gwitchin Government Education Department, Old Crow, Yukon.



## Optional Journaling Method (if not go to pg. 74)

*Feel like reflecting on camp differently this year? Why not use the iPad or iTouch and create a video journal using iMovie?*

*iPad and iTouch is equipped with 'How to' Videos if you need help with iMovie. Use these pages as well to assist you in your video journal development. Use video and pictures from the iPad.*

Start with....

☐ Watch the video "Sliding Saskatchewan Style"\*

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

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

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

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

What will be the MAIN topic of your video journal?

\_\_\_\_\_

Why did you pick that topic?

\_\_\_\_\_

## Chief & Council - For The Day!!

### How Much Do You Know??

Fill in as many blanks as you can...then we'll see how much you know!!

Position	Who Is It?
Chief	
One of the Councilors	
Executive Director	
Director of Natural Resources	
Director of Education	
Lands Branch Manager	
Education Support Worker ESW	
Computer Support Technician	
Gas Attendant	
Heritage Branch Manager	
Heritage Researcher	
Community Van Driver	

10 - 12 correct out of 12 - Government EXPERT

6 - 9 correct out of 12 - Government PROFESSIONAL

1 - 5 correct out of 12 - Government AMATEUR

# Chief & Council - For the Day!!

C&C Questions to Ponder....

What does the Chief do?

What does the Council do?

Why are their roles so important?

How does a person become Chief or a Councilor?

What qualities will make them strong leaders?

Using the questions above or your own questions:

Interview a past or present leader

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

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

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



*Elder Stephen Frost teaching Teryn how to prepare a beaver tail. 2011*

## Section 3: Camp Journal

## Second Draft Copy Your Story Here!

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

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

[illegible]

Record the names, problems and solutions of **two** days of camp.

## DAY 1

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

Chief: \_\_\_\_\_

Council: \_\_\_\_\_

Problem(s): \_\_\_\_\_

---



---

Solution(s): \_\_\_\_\_

---



---

C&C Strengths: \_\_\_\_\_

---

## DAY 2

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

Chief: \_\_\_\_\_

Council:

\_\_\_\_\_

Problem(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Solution(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C&C Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Need more space?  
Have another story idea? Go for it!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you make a good story...GREAT? Try using these tips below:

\_\_\_\_\_ Friend editing    \_\_\_\_\_ Add descriptive words    \_\_\_\_\_ Be creative

\_\_\_\_\_ Teacher editing    \_\_\_\_\_ Add feelings & thoughts    *Did you try them?*

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

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

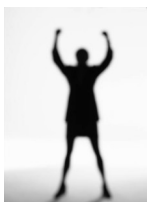
- ❑ **Honest:** Display sincerity and integrity in one's actions to build trust.
- ❑ **Competent:** Base your actions on reason, values and morals.
- ❑ **Forward-Looking:** Set goals and have a vision for the future.
- ❑ **Inspiring:** Able to display confidence, and mental, physical and spiritual strength in all that one does.
- ❑ **Intelligent:** Uses traditional knowledge, wisdom and academics to seek challenges and make decisions.
- ❑ **Fair-minded:** Show fair treatment to all people.
- ❑ **Good Listener:** Takes time to listen to community and personal ideas and uses this information in decision making.
- ❑ **Courageous:** Have the strength to reach a goal.
- ❑ **Straightforward:** Use sound judgment to make good decisions at the right time.
- ❑ **Imaginative:** Show creativity by thinking of new and better goals, ideas and solutions to problems.

Source: [www.nwlink.com](http://www.nwlink.com)

Do these qualities fit you?  
Check off the ones that match you!

Are you developing into a leader? YES NO

How do you know? \_\_\_\_\_



## Beavers & Muskrats *A Trapping Game!*

By J. McCrie

The person who earns the most money wins the game!

2 to 4 players

### Materials

- ☐ 6 dice (all one color) - “muskrats”
- ☐ 3 dice (all one color) - “beavers”
- ☐ Situation & Consequences Cards
  - 15—20 cards for 2 players
  - 20—30 cards for 3 players
  - 30—40 cards for 4 players

### How to Play

- 1) Determine who goes first, second, etc.
- 2) Cards are left face down.
- 3) Each player shakes all the dice then turns up a card.
- 4) The player records their score based on the information on the card and the dice. Use the scorecard on the next page.
- 5) The next player takes their turn.
- 6) Repeat turns until all the cards run out.
- 7) Follow the calculations at the bottom of the page to determine the amount of money earned.
- 8) Who earned the most money?

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

Share your favorite story or information.

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

### **BRAINSTORM**

## Last Day! Trading Day!!

Explain your trade(s). How much did you have to trade for to get the items you wanted?

Do you think the trade was fair? Why or why not?

---



---



---

Do you think people should trade more in the future (use money less)? Why or why?

---



---



---

## *A Trapping Game!*

### SCORECARD

Musk rats	Beavers

TOTAL MUSKRATS \_\_\_\_\_ × \$10/muskrat = \_\_\_\_\_

TOTAL BEAVERS \_\_\_\_\_ × \$50/beaver = \_\_\_\_\_

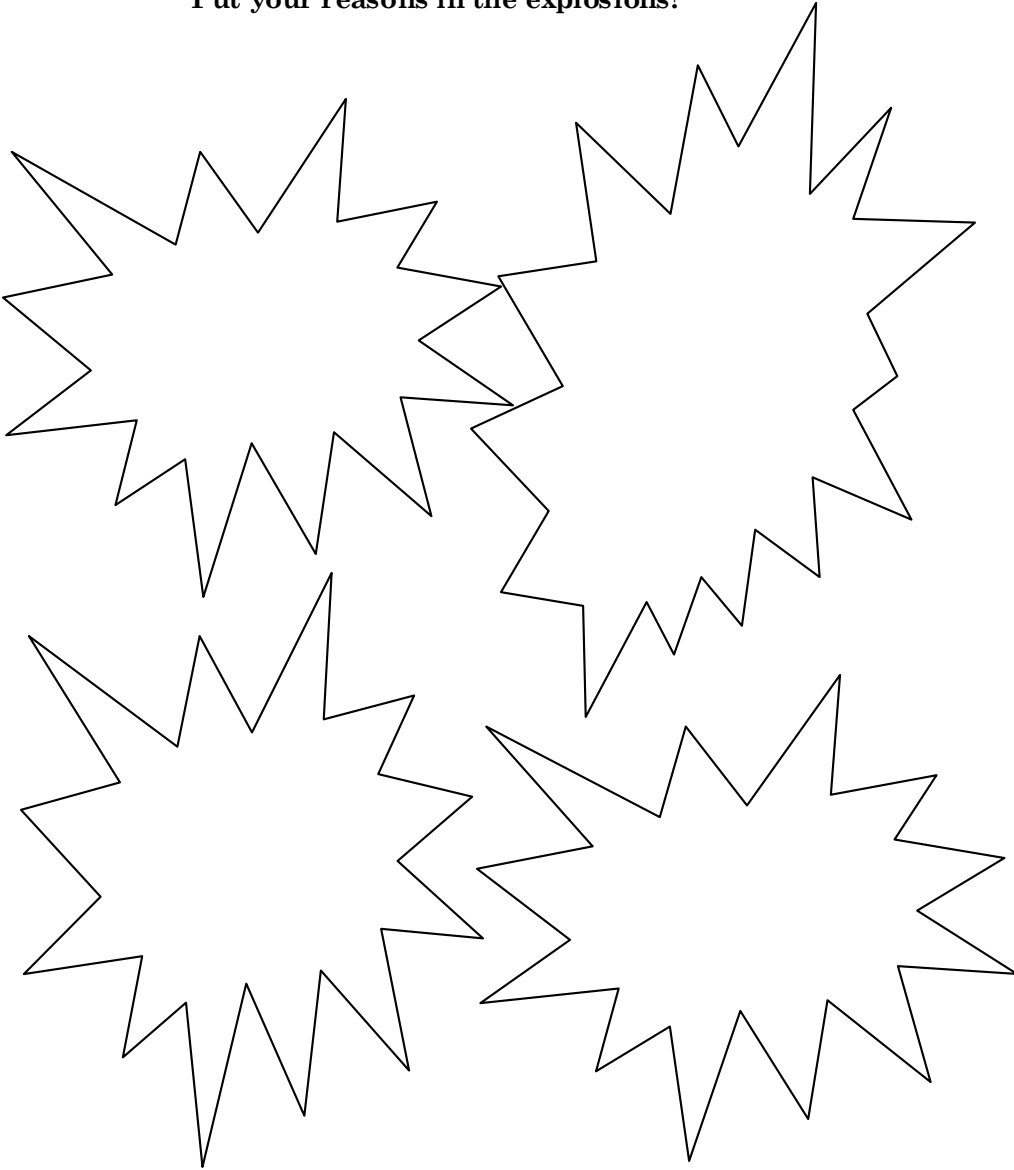
Total money earned: \_\_\_\_\_

The winner is \_\_\_\_\_!!

## TRAPPING

### Brainstorm! Why do First Nation people trap?

Put your reasons in the explosions!



## Last Day! Trading Day!!

You are going to trade at the Trading Post. Make sure the deal is fair and you are getting what you and your family need to survive.

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

How many furs do you have?

Muskrat: \_\_\_\_\_

Beaver: \_\_\_\_\_

Marten: \_\_\_\_\_

What items does the store have to offer?

Think: what does your family need the most?

Go make your trade!



## Rampart House Trading Post

Now that you have listened to the presentation and took notes can you answer these questions?

- 1) What year(s) did this trading take place?
- 2) What did First Nation people trade to get goods?
- 3) How were these goods measured?
- 4) What did they trade for?
- 5) How did the items that First Nation people trade for change their lives?
- 6) Sketch a picture of people trading inside the Rampart House store.

## A Trapping Survey About ME

Gathering Information & History

I have trapped in the past. Yes No

If yes, I have trapped these animals:

---

---

My family has a history of trapping. Yes No I don't know.

If yes, list the names of your family members who trapped.

---

---

If yes, what animals did your family members trap?

---

---

I have skinned an animal before. Yes No

If yes, who taught you these skills?

---

---

I have stretched and dried an animal before. Yes No

If yes, who taught you these skills?

---

---

## Trapping Survey About ME Continued....

If I have trapped, what do I like about it?

---

If I am going to trap for the first time, what do I predict that I'll like about it?

---

If I am going to trap for the first time, what do I predict that I won't like about it?

---

When an animal is killed people need to be respectful to the animal, how do you show respect to the animal?

---

---

Who taught you this respect?

---

How are you going to teach your children, nieces, nephews or youth in your community about respecting animals?

---

---

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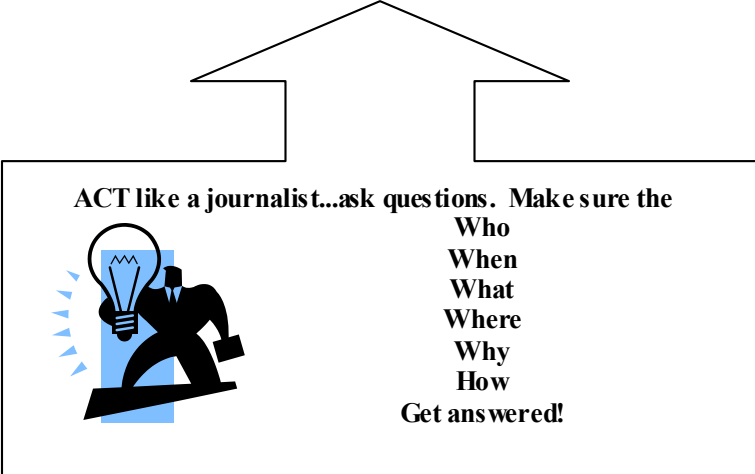
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## Rampart House Trading Post

On the last day of camp—**YOU will be trading furs for goods at the Culture Camp Trading Post.** Trading will allow you to understand how people worked for and traded for the goods they needed to survive and enhance their lives.

Guest Speaker: \_\_\_\_\_

Notes from Presentation:



**ACT like a journalist...ask questions. Make sure the**

**Who**  
**When**  
**What**  
**Where**  
**Why**  
**How**  
**Get answered!**

## Reaching into the Past Rampart House, Yukon

### Building Background Knowledge:

In small groups skim through the Rampart House resource book. Transfer the information into the chart below:

Names of People	Describe The Location & Town Site
Type of Work & Jobs	Other Activities

## Reliving & Making Trapping History

Everyday you will be setting and checking traps. If a muskrat is caught then special care and respect is needed with skinning, stretching, drying and eating the animal.

With a partner fill in two important points about planning a trip and trapping under each category title.

Planning a trip. What do you take on a trip?

---



---

Traveling on the land. What should you pay attention to?

---



---

Setting up a camp. What should you remember to do?

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Lifecycle of an animal. What should you know about a lifecycle?

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## Reliving & Making Trapping History

Trapping a \_\_\_\_\_ (type of animal). What is the process?

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Taking care of an animal. What do you do?

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Eating an animal. How should the meat be prepared?

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Packing up to go home. What work needs to be done?

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*Your after camp goal :*

# Commit to Be FIT

**Personal Goal(s):** Set one or more physical activity goals for after camp. Write the goal below.

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**Meeting the Goal(s):** What are you going to do to ensure you meet the goal(s) above?

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**Breaking Down Limits:** What might prevent you from meeting your goal? How are you going to stop it?

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**Did you know? Physical Activity:**

- |   |     |    |    |
|---|-----|----|----|
| • Helps you do better in school?                    | Yes | or | No |
| • Makes you feel happier?                           | Yes | or | No |
| • Allows you to learn new skills?                   | Yes | or | No |
| • Improves your health?                             | Yes | or | No |
| • Allows you to keep at a healthy body weight?      | Yes | or | No |
| • Improves one's self-confidence ?                  | Yes | or | No |
| • Allows one to have more fun playing with friends? | Yes | or | No |

**Now is the time. 60 minutes a day can make a difference!**

[www.csep.ca/guidelines](http://www.csep.ca/guidelines)

Read Bruce Lee's quote below and then answer the following reflection questions:

*If you always put limits on everything you do, physical or anything else it will spread into your work and into your life.*

*There are no limits.*

*There are only plateaus, and you must not stay there, you must go beyond them. Bruce Lee*

What does Bruce Lee mean by "limits"?

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What does it mean to have "no limits"?

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Are you going beyond your 60 minutes per day of physical activity?    Yes                  No

If yes, what strategies do you have in place to ensure you will have 60 minutes of physical activity a day?

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If not, what is preventing you from having 60 minutes of physical activity per day? How can you overcome this?

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## Trapping Technology (Tools) Over Time

Current Year is \_\_\_\_\_

Fill in the chart.

What were some trapping tools that we used TODAY?

Local Language Name	English Name	Purpose	Sketch

How many animals were trapped today?

## Trapping Technology (Tools) Over Time

Year (in the Past): \_\_\_\_\_

Fill in the chart. What are 4 trapping tools that people used in the past?

Deepen our thinking....

Name (s)	Made Out of	Purpose	Sketch

Would you rather use tools from today or tools from the past?

Today

Past

Why would you want to use those tools?

\_\_\_\_\_

Do you think people from the past took care of their tools? Y N

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

\_\_\_\_\_

## Physical Activity Reflection Questions:

What was the longest stretch of physical activity in a day?

\_\_\_\_\_

What day(s) did you do multiple physical activities?

\_\_\_\_\_

What was your favorite game or sport? Why?

\_\_\_\_\_

Below states one of the Canadian Physical Activity Guidelines:

*Youth aged 12-17 years should accumulate at least 60 minutes of moderate to vigorous physical activity daily.*

What physical activities would be considered moderate in your log?

\_\_\_\_\_

What physical activities would be considered vigorous?

\_\_\_\_\_

Did you meet the 60 minutes per day guideline? Yes No

If you did not meet the 60 minutes per day of physical activity, why did you not meet it?

\_\_\_\_\_

Do you meet the 60 minutes per day of physical activity at home? Explain why or why not.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

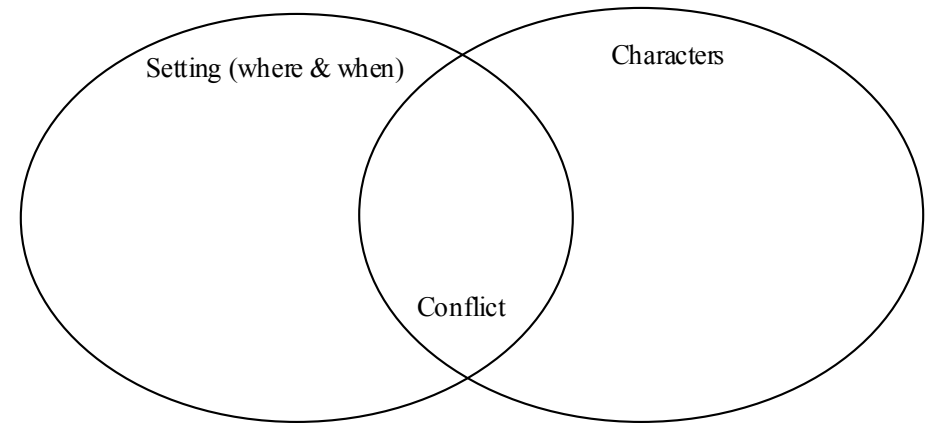
## Physical Activity Log

Day	Physical Activities	Time (min)
1		
2		
3		
4		
5		
6		
Total TIME		

## MUSKRAT TRAPPING

### Retelling a Story from the Past

- 1) Listen to a story about muskrat trapping from the past OR read one of the stories from pages 97 to 107 in *People of the Lakes*.
- 2) Fill in the information below.
- 3) Use this information to write and draw a cartoon retelling the story on the following pages.
- 4) Cartoons will be used in the camp magazine!



PLOT (list of events)

-  
-  
-  
-  
-

Climax of the Story (What was the main event? Or turning point?)

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What was the theme or moral of the story? (What is the story trying to teach you?)

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## Retelling the Story 1st Draft

Ways to make your writing ROCK:

Use local language.  
Dialogue  
Adjectives & Adverbs  
Thoughts & Feelings  
Humour  
Details—  
Drawing & Writing  
Introduction &  
Ending  
**TRY IT!!**

Capture the  
reader's interest  
with a cool title!!

**INSTRUCTIONS:**  
Using the follow-  
ing cartoon  
blocks retell the  
muskrat story.

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

Storyteller: \_\_\_\_\_ Retold by: \_\_\_\_\_

		Year:	
Setting:			

Editing tips

- check your capital letters
- check your spelling & grammar
- are your pictures and writing clear?

## Gwich'in Hunting: Present (Post-contact)

Guest Speaker: \_\_\_\_\_

What does “post-contact” mean?

Draw or write the various tools and methods used to hunt animals.

Which tool or method would you like to try? Why?



## Gwich'in Hunting: PAST (Pre-contact)

Guest Speaker: \_\_\_\_\_

What does “pre-contact” mean?

Draw or write the various tools and methods used to hunt animals.

Which tool or method would you like to try? Why?


You are done your first draft! Great!

Before you start your final draft let's do the following....

- ☐ have a peer (friend or classmate) edit your cartoon
- ☐ have an adult edit your cartoon
- ☐ check to make sure there are no spelling or grammatical errors
- ☐ did you follow the ways to make your writing ROCK?

Ask for a cartoon sheet for your final copy.

## Trapping & Location Traditional Knowledge (TK)

How do I get home?



Caleb is lost outside of his community! In the lines below think of different ways Caleb can find his community or how people can find Caleb.

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*First Nation people use numerous strategies to not get lost on their trap line or while hunting. Record these strategies through notes or drawings.*

GUEST SPEAKER NAME: \_\_\_\_\_

## POLE PUSH

The incredible journeys of the Dene are both extraordinary and difficult to comprehend for many people today. Often Dene would travel in their birch bark canoes hundreds of miles to the Barrenlands to hunt caribou, set traps or to visit family. In order to travel on these canoe trips there were many portages where the canoe would have to be emptied of gear and carried sometimes up to 15 or 20 kilometers to the next river and then they would have to return back for their gear. These journeys required strength, endurance, persistence and an innate sense of direction. In order to maintain their astonishing abilities these grueling canoe trips, some Dene would practice the Pole Push. The Pole Push is similar to the tug-of-war game, but participants are using a 20 foot pole to try and push each other out of the circle.

## STICK PULL

The Stick Pull game was used to help strengthen the hands and wrist of the Dene and prepare them for the fishing season. Often large fish swam along the shores and rivers enabling the Dene easy access. They would simply reach down and grab the fish near the middle of its back and throw it up on the land or shoreline. Though it may sound easy, the ability to grab a heavy whitefish or an aggressive Pike out of the water and toss it up on the shore required quickness, eye-hand coordination and incredible wrist and finger strength. Fish are often very slippery to hold and being able to grab a heavy fish out of the water is very difficult. So in order to remain strong and able Dene men would challenge each other in a stick pull.

## SNOWSNAKE

The Snowsnake game was used as a tool for killing caribou during the times when there were no guns. Dene people were intelligent and gifted hunters during a time when killing or not killing a caribou could mean survival or death. Often in the early morning caribou would be found lying on the snow covered lakes. It was during this time that the Dene hunters would sneak out onto the lakes, hidden in the early morning darkness and throw their spear-like tool through the snow and into the caribou's stomach. This required incredible skill, not only to kill the animal but to be able to throw the spear with such amazing accuracy. In order to accomplish this feat time and time again, Dene hunters would practice their throwing techniques with the spear or as it is called today the Snowsnake.

Source: [denegames.ca](http://denegames.ca)

# DENE GAMES

Game	Like It?	Skill I'm Good At	Skill to Improve
Finger Pull	Yes   No		
Pole Push	Yes   No		
Stick Pull	Yes   No		
Snowsnake	Yes   No		

## The History Behind the Games....

### FINGER PULL

The Finger Pull game was used to help strengthen the fingers of the Dene and prepare them for the fishing season. The ability to catch and provide fish to Dene families and their dogs was very important in Dene culture. Often “stick fish” would be the main diet for many Dene families until the fall caribou hunts. Often fish were very large during the days of living in the bush and fish would have to be carried from the shore back to camp where the women would clean and prepare the fish. Fish would often be carried by inserting the middle finger into the gill area of the fish and carrying it. This required a lot of strength. In order to maintain their strength the Finger Pull game would be played.

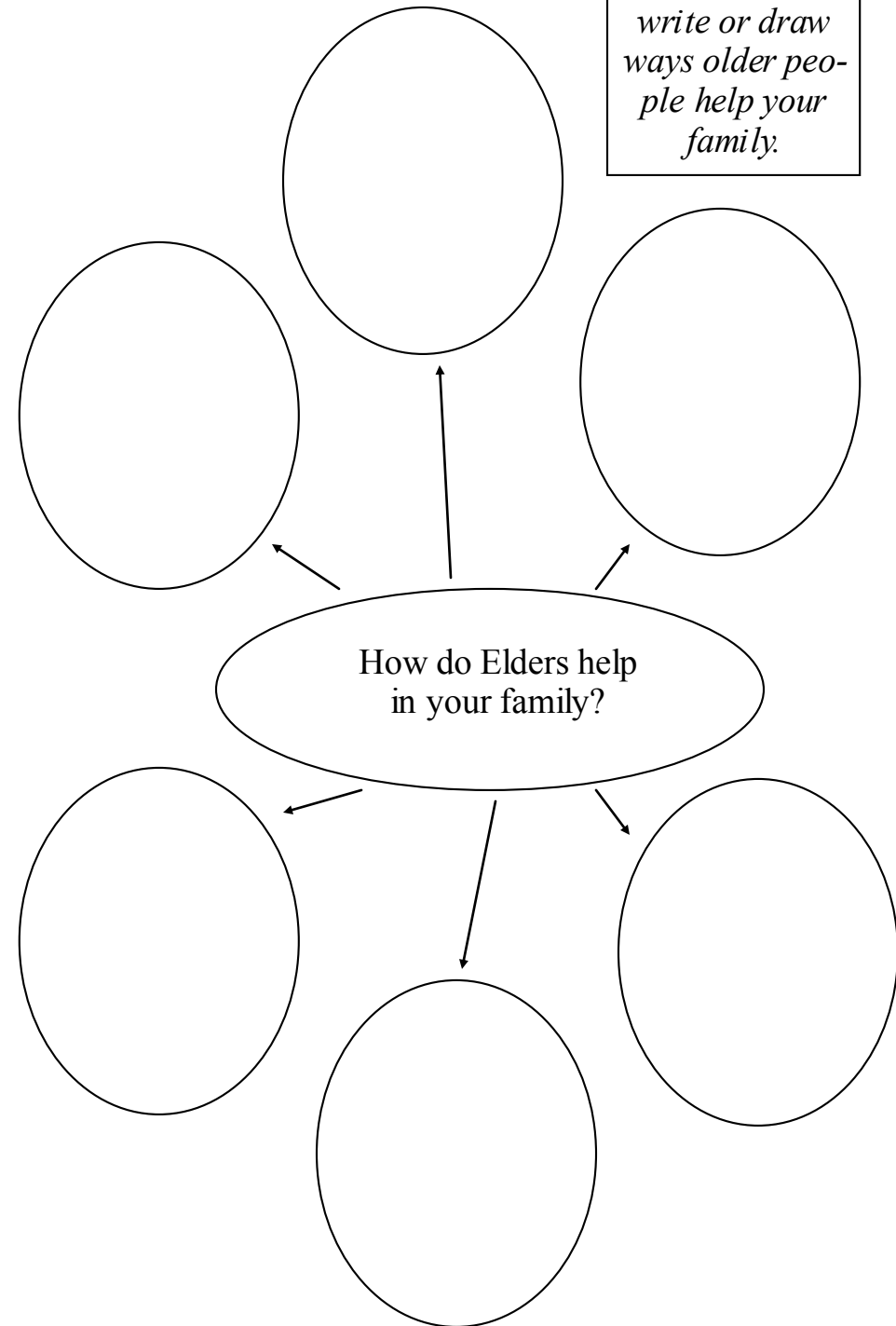
## Guest Speaker Location Notes:

**TOP T.K. Tip Today (TTKTT) was....**

## HOW DID WE GET TO CULTURE CAMP?

- 1) Examine the map for the community and area. Can you trace, with your pencil, how we got to camp? Check with a traditional teacher.
- 2) **Sketch** the community, the trail, surrounding land features (lakes, creeks, river, etc.) and the camp on the next page!
- 3) Label **10** land features in **the local language and/or English**.
- 4) Answer the following questions:
  - a) How far is it from the community to Culture Camp?
  - b) How did you figure this distance out?
  - c) What are other methods for determining distance between two locations?
  - d) If a skidoo uses 0.01 L of gas per km how much gas is needed if a student's dad comes from the community to camp to visit?
  - e) How much gas is needed for a return trip?
  - f) How much money does the dad need to buy the gas if it costs \$1.50 per litre?

*In the ovals  
write or draw  
ways older people  
help your  
family.*



6. What is a shih?

7. What did the Shanaghan do in the summertime if they could not travel with the younger people?

8. How did Shanaghan move their belongings as they traveled from place to place?

9. How did Shanaghan camp?

10. What message (s) or lessons are these stories trying to teach you?

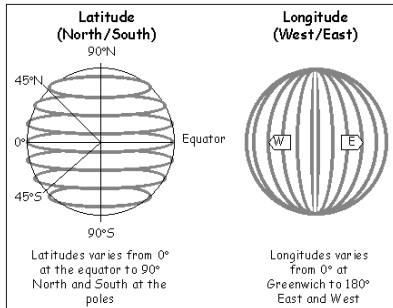
11. Can you think of anyone like the Shanaghan in these stories?

## AREA SKETCH

## Trapping & Mapping

### GPS: Global Positioning System

You need to know....



Source: geovista.psu.edu



GPS uses satellite signals to determine the location of a person or place.

Your location will be given in a latitude and longitude position.

Using an atlas determine the approximate latitude and longitude locations for the following places...remember your units!

- 1) Your Community \_\_\_\_\_
- 2) Whitehorse \_\_\_\_\_
- 3) Fort Yukon \_\_\_\_\_
- 4) Fort McPherson \_\_\_\_\_
- 5) Edmonton \_\_\_\_\_
- 6) Toronto \_\_\_\_\_
- 7) Mexico City \_\_\_\_\_
- 8) Tokyo \_\_\_\_\_

## *How Did the Shanaghan Help Her People?*

VGG Cultural Geography Project (2005-2006)

As a class read *How Did the Shanaghan Help Her People?*. These stories are from Sarah Abel and Myra Kaye. Learn how these old women (Shanaghan) “outwit danger and overcome great obstacles to live and provide salvation for their people” (2005-2006).

In partners, find the answers to these questions:

1. What does Shanaghan mean?
2. What skills do Shanaghan have?
3. Describe 3 ways Shanaghan helped their people.  
-  
-  
-
4. What is a nana'in'?
5. What do nana'in' do?

# History of the Fiddle or Drum

Guest Speaker: \_\_\_\_\_

**5 Facts About Fiddle or Drum History ♪**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## GPS GUEST PRESENTATION

A guest speaker is going to teach you:

- how to determine your latitude & longitude location
- how to create and follow a mapped route on the GPS
- how to create and find waypoints

Guest Speaker Name: \_\_\_\_\_

### Determining Latitude & Longitude

**First:** You are going to listen and practice with the guest speaker.

**Second:** You are going to write down the steps below.

**Third:** You are going to practice, practice & practice...and if you get stuck you'll use your notes below....

My step-by-step process for determining my location....

## GPS GUEST PRESENTATION

### Creating & Following a Trail

**First:** You are going to listen and practice with the guest speaker.

**Second:** You are going to write down the steps below.

**Third:** You are going to practice, practice & practice...and if you get stuck you'll use your notes below.

My step-by-step process for trails....

## What Needs to Get Done?

*Boxes list sea-  
hat need to get  
family fed,  
sheltered,  
d happy.*

*n Elder about  
vities that you  
Write them  
n.*

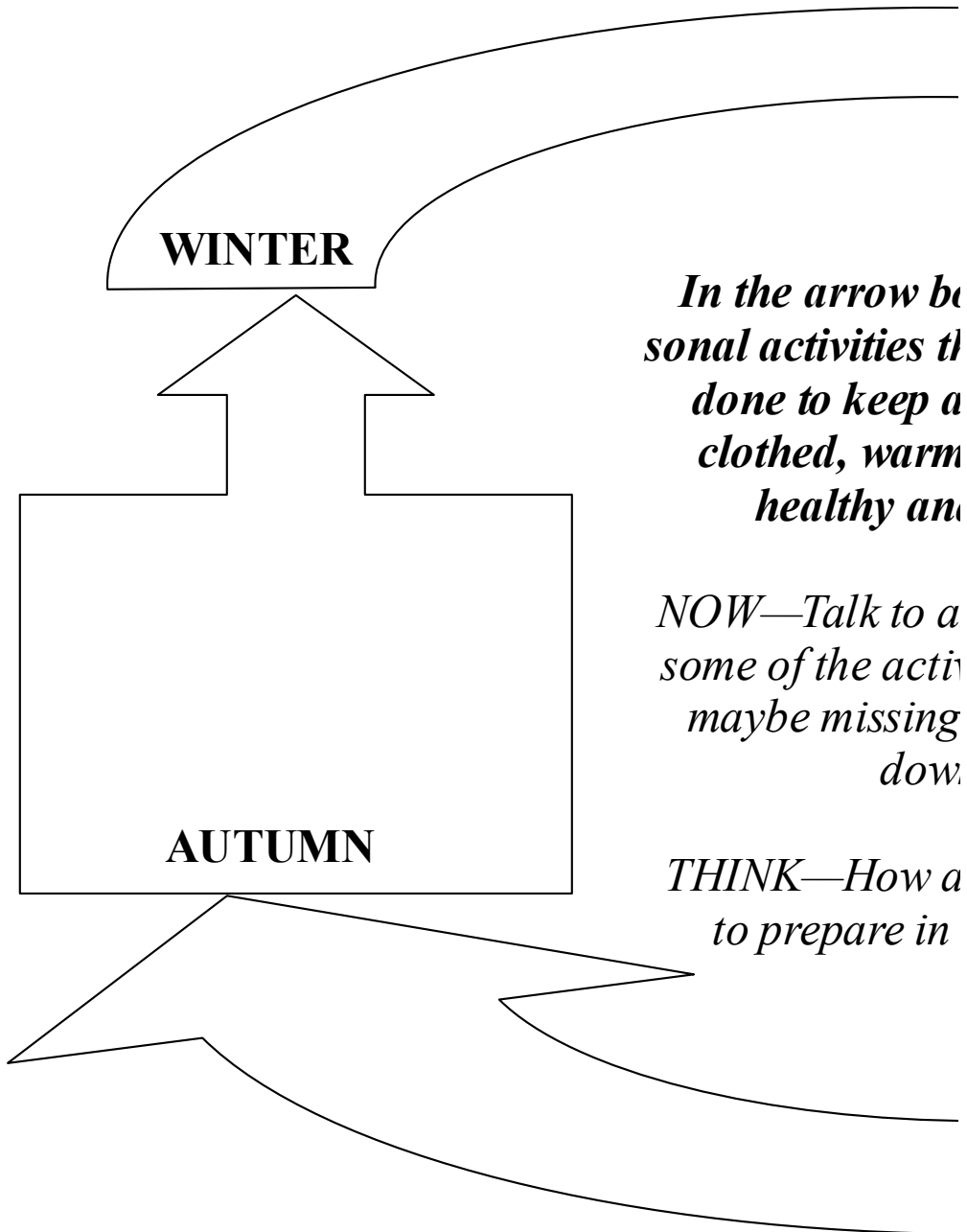
*re you going  
the future?*

**SPRING**

**SUMMER**



# Seasonal Activities Wh



## GPS GUEST PRESENTATION

### Creating & Finding a Waypoint

**First:** You are going to listen and practice with the guest speaker.

**Second:** You are going to write down the steps below.

**Third:** You are going to practice, practice & practice...and if you get stuck you'll use your notes below.

My step-by-step process for waypoints....

## LOCATION ON THE LAND

### TRADITIONAL KNOWLEDGE (TK) & GLOBAL POSITIONING SYSTEMS (GPS)

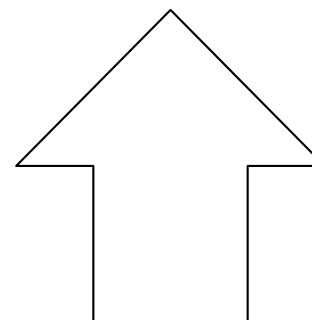
What makes them so great? Write down the points.

TK	GPS
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

## Your Settlement Land

In the past, how was it decided where people would hunt and trap?

*Listen closely to the answer. Listen for all the examples of working together and sharing....*



Write your answer here...are you giving GOOD examples?

# Your Settlement Land

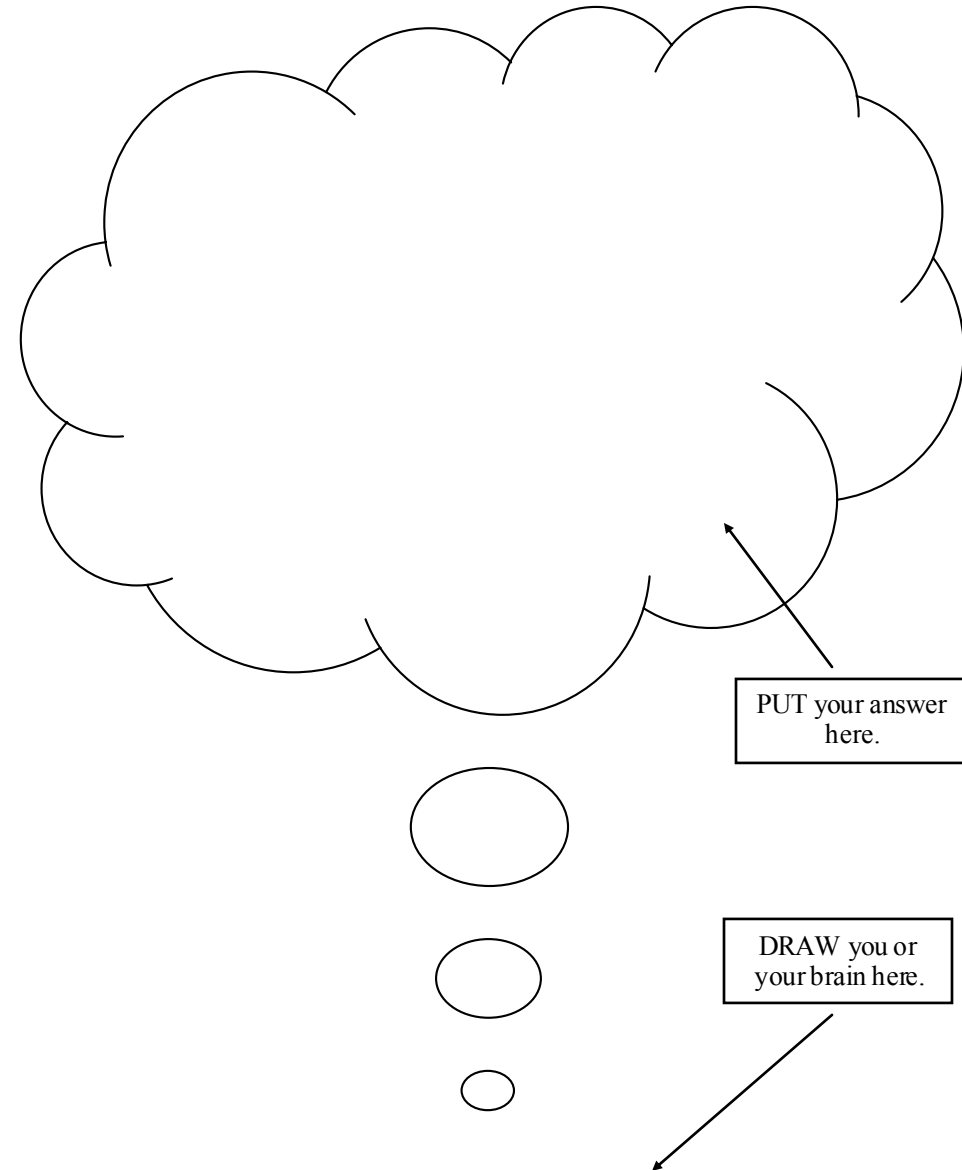
Guest Speaker: \_\_\_\_\_

Examine the Settlement Land map. Listen to the guest speaker's explanation of the map.

What did you discover?

How is the settlement land split up between families NOW? Formally or informally?

*How would using TK and GPS together give you a better understanding of where you are on the land? Or where your traps are? Or where a trail is?*



## Did you know...? Other Types of Maps

**Climate Maps** - give general information about the climate and precipitation (rain and snow) of a region. Cartographers or mapmakers use colors to show different climate or precipitation zones.

**Economic OR Resource Maps** - feature the type of natural resources or economic activity that dominates an area. Cartographers use symbols to show the locations of natural resources or economic activities.

**Physical Maps** - illustrate the physical features of an area, such as the mountains, rivers and lakes. The water is usually shown in blue. Colors are used to show relief (differences in land elevations). Green is typically used at lower elevations, and orange or brown indicate higher elevations.

**Political Maps** - do not show physical features. Instead, they indicate territorial, provincial and national boundaries and capital and major cities. A capital city is usually marked with a star within a circle.

**Road Maps** - show major and some minor highways and roads, airports, railroad tracks, cities and other points of interest in an area. People use road maps to plan trips and for driving directions.

**Topographic Maps** - include contour lines to show the shape and elevation of an area. Lines that are close together indicate steep terrain, and lines that are far apart indicate flat terrain.

Source: factmonster.com

## “Layering” of Maps

Objective: Making a series of maps of the area for different purposes.

You and your partner are going to create a “layered” map of the area using transparencies, a ruler and markers.

Maps to create:      Physical Map of Camp & Trapping Area  
Trail/Road Map of Camp & Trapping Area  
Resource Map of Camp & Trapping Area  
AND a map of your choice.

1. LISTEN to the instructions on how to make these layered maps.
2. LOOK at the example your teacher provides.
3. CREATE your different maps of the SAME area. ACCURACY is key to a good map.
4. PRESENT your maps to the rest of the group. LISTEN to feedback on how to improve your maps.
5. THINK ...on how accurate was your map?

QUESTIONS ABOUT MAPS....

*Why do people layer maps?*

*What careers do people use maps?*