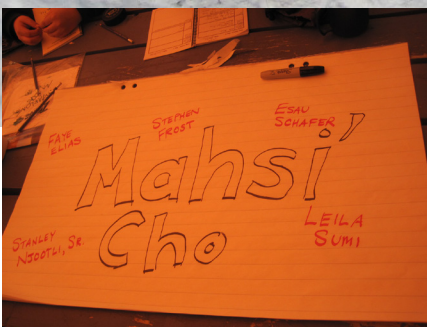


TRADITIONS, HISTORY & GEOGRAPHY

TEACHER MANUAL



SPRING CULTURE CAMP
CHIEF ZZEH GITTLIT SCHOOL
VUNTUT GWITCHIN FIRST NATION & YUKON TERRITORIAL GOVERNMENT
NORTHERN STRATEGY
DEVELOPED: SPRING 2011

Learning Every Day!



Drin Tagwinaach'uu
Gi'k'atr'aanjii



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

Vuntut Gwitchin Government & Yukon Education
Traditions, History & Geography - Spring Culture Camp Teacher Manual
First Published 2011

Written & Compiled by: Kerri Ceretzke
Funded by: Northern Strategy
Photos by: CZGS Staff and Students 2011
Logo and Motto: Dakota Fraser and Teryn Kassi

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

Cover Image: CZGS Student – Spring 2011



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INTRODUCTION **TEACHER EXPECTATIONS**

PRE-CAMP

- Read and understand grade level culture camp lesson plans.
- Order, gather and pack teacher guided lesson materials and supplies.
- Assist Educational Support Worker with the distribution and gathering of permission slips and medical forms.
- Pre-Camp activities with 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 in this manual).
- Supervise students and assist camp workers as needed.
- Ensure students are completing their guidebooks.
- Clean and pack up lesson materials and supplies.

POST-CAMP

- Post-Camp activities with students (see guidebooks).
- Assist or lead with the development of the PushUp Press (camp magazine).
- Assist with the closing community camp celebration supper and slide show.
- Assess students with Educational Support Worker using the given rubrics.
- Give feedback in student guidebooks. Mark assignments.
- Assess students based on 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 Your Schedule - 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 Your Schedule - Read <i>Camp Guidelines & Safety</i> & complete activity - Complete <i>Setting Goals</i> - Read <i>Packing</i> & complete packing activity - Read <i>Recording History</i> & emphasize camera care 	<ul style="list-style-type: none"> - Complete any unfinished activities - Complete <i>Setting Goals</i> reflection - Download & label pictures onto computer - Share written & oral stories to the organizer of the <i>PushUp Press</i>
7-9	<ul style="list-style-type: none"> - Fill in Your Schedule. - Read <i>Camp Guidelines & Safety</i> & complete activity - Complete <i>Setting Goals</i> - Read <i>Packing</i> & complete packing activity - Read <i>Recording History</i> & emphasize camera care 	<ul style="list-style-type: none"> - Complete any unfinished activities - Complete <i>Setting Goals</i> reflection - Download & label pictures onto computer - Share written & oral stories to the organizer of the <i>PushUp Press</i>



GRADES 7-9 LESSONS



**...STAY CLOSE TO THE LAND AND LISTEN TO WHAT OTHERS HAVE TO SAY.
– JOHN JOE KYIKAVICHIK**

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 of 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 and 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 & SUPPLIES

Digital Cameras (pictures & video clips)
Camera Charger
Downloading Cord
Laptop

PROCEDURE

1. Students will be shown:
 - How to safely use and take care of the camera.
 - Location it will be stored.
 - How to take pictures and the different features for various outdoor/indoor scenes.
 - How to download and label pictures and video clips.
2. Students will complete their picture taking checklist (guidebook).
3. Students will record information (journaling, stories, facts, etc.) in their guidebook.
4. This information will be used to write stories, articles, lists, etc. for the Culture Camp magazine – *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!

Students will learn the government structure of Vuntut Gwitchin Government and the roles, responsibilities and leadership skills of an elected Chief and Council. Students will practice what they've learned through role playing and problem solving, as Chief and Council, daily at camp.

LEARNING OUTCOMES

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 nonprint sources, including electronic sources

Identify and clarify a problem, an issue, or an inquiry

Assess a variety of positions on controversial issues

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

MATERIALS

Student Booklet
Chief & Council For The Day Sign
Pencils & Erasers
Slips Of Paper

PROCEDURE

1. Traditional teacher and class teacher will read through page 16 – Vuntut Gwitchin Government organizational structure chart with students.
2. Students will be given 10 minutes to complete the “How Much Do You Know?” chart on page 17. Together the class will mark the survey.
3. Students will come up with three questions to ask a current or past Chief & Council member. Record questions on page 18.

4. A current or past Chief or Council member will speak to everyone at camp about leadership roles, responsibilities and leadership traits, as well as, Vuntut Gwitchin Government structure.
5. Students will ask their leadership questions and record the answers in their booklets.
6. Starting on Day 2 – Student names will be written on the slips of paper and a name will be drawn from the slips for a Chief and two Council members. These names will be recorded on the poster board.
7. The Chief and Council are responsible for problem solving around camp (garbage, clean up, chore allocation, etc.) and may require meeting time during the day to discuss issues and their solutions/consequences. These solutions and consequences will be shared at camp to youth, teachers and workers.

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

8. These names are returned to the Chief and Council pool for the next day. The process is repeated for the next day.
9. Students will complete pages 19 & 20 as the days pass.
10. On the last day of camp students will reflect on their Chief and Council experiences and complete page 21.

GUIDEBOOK ASSESSMENT

Interview Questions
Chief & Council Problem Solving
Leadership Qualities Reflection
Journaling

Take the time to model the problem solving process in a real or simulated situation. The art of consensus and decision making needs to be role modeled for students to be efficient and effective at their problem solving.

Here is a sign for one of the student's tents (student idea). It's where the student Chief & Council met to discuss and solve problems. By having a designated spot, they took it more seriously.



Traditional Activity
TRAPPING

BEAVERS & MUSKRATS – A TRAPPING GAME!

To practice various math skills and learn about various scenarios that could happen when trapping.

LEARNING OUTCOMES

MATHEMATICS 7

A2 Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals

MATHEMATICS 8

A4 Demonstrate an understanding of ratio and rate

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

* (See Section F, page 101)

PROCEDURE

1. Pre-Camp Prep: Go to page 101 to photocopy the Beavers and Muskrats Situation Cards.
2. Two to four players are required.
3. Determine who goes first, second, etc.
4. Cards are left face down.
5. Each player shakes all the dice then turns up a card.
6. The player records their score based on the information on the card and the dice. Use the score card on page 23.
7. The next player takes their turn.
8. Repeat turns until all the cards run out.
9. Follow the calculations at the bottom of the page to determine the amount of money earned.
10. Who earned the most money?
11. Share the results with the rest of the class.

GUIDEBOOK ASSESSMENT

Math Calculations

TEACHER NOTES....



Traditional Activity

TRAPPING

TRAPPING BRAINSTORM AND SURVEY RELIVING & MAKING TRAPPING HISTORY

To reflect on personal and family (current & past) traditional lifestyles. To access and showcase prior knowledge of traditional trapping knowledge and skills, and land-based trips prior to trapping the next day.

LEARNING OUTCOMES

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

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

MATERIALS

Student Booklet
Poster Paper

Pencils/Pen
Felt Markers

PROCEDURE

WARM UP – BRAINSTORM & SURVEY

1. As a group brainstorm reasons why people trap. A student can record the answers on a piece of poster paper for the class to see.
2. Students will then choose four reasons and record them on page 24 of the student booklet.
3. Give the students 10 – 15 minutes to complete “A Trapping Survey About ME” on page 25 in the student booklet.
4. Discuss answers to the survey questions.

RELIVING & MAKING TRAPPING HISTORY

5. Read the following instructions as a group from page 27:

*Every day 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 an animal.
With a partner fill in two important points about planning a trip and trapping under each category title.*

6. Allow students to work in pairs to answer the questions (15 – 20 minutes) on pages 27 & 28. If a student has no experience trapping encourage them to infer what should be done or have them work with a student whom has trapping experience.
7. Come back as a group and read each question out loud. Allow each pair to share their answers.
8. If students are missing answers give them time to fill in the answers.
9. Optional: A student recorder could be listing the information in sections on poster paper. Pin up these pieces of information up in the teaching tent.

CLOSURE

10. Students will be using these skills and knowledge over the next few days at camp.
11. Ask the students to rate themselves out of 5 on how confident they feel going out trapping the next day. 1 – NOT Confident and 5 – No Worries!
12. Ask the student why it is important to review information from the past.

GUIDEBOOK ASSESSMENT

Brainstorm

Survey

Reliving & Making Trapping History

“Up Here” journalist, teacher and principal heading out with students to check snares and traps on a bright Saturday afternoon.

Camp is open to the community on the weekends and resource people are utilized for a variety of aspects. Prior to checking snares and traps, the journalist gave articles writing tips for the PushUp Press (camp magazine).



Traditional Activity
TRAPPING

TRAPPING TECHNOLOGY (TOOLS) OVER TIME

To compare and contrast trapping tools in the past versus the present. To sketch with enough details to replicate the tool and to learn the Gwich'in words.

LEARNING OUTCOMES

SOCIAL STUDIES 7

D2 Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, and develop their cultures

E1 Assess how physical environments affected ancient civilizations

MATERIALS

Student Booklet
Poster Paper
Felt Markers
People of the Lakes Resource Book

Pencils/Pen
Guest Speaker From Heritage
Variety Of Past And Present Trapping Tools

PROCEDURE

1. Have the students read through pages 29 & 30 to understand the instructions, tables and charts.
2. Using one or more of the following:
 - Traditional Teacher & Tool Examples
 - Guest Speakers/Elders & Tool Examples
 - *People of the Lakes* Resource
 - Gwich'in-English Translation Dictionary

Students will listen and research the variety of tools that are used for trapping in the past and present.
3. Fill in the Gwich'in, English, Tool Purpose & Sketch portions of the tables. Students should try to complete the whole table.

GUIDEBOOK ASSESSMENT

Past & Present Tool Tables
Tool Questions

TEACHER NOTES....



Traditional Activity
TRAPPING

RETELLING A STORY FROM THE PAST

To listen to a story or read a story with the purpose of retelling it with proper setting, characters, plot events and climax. To practice the writing process including prewriting, first draft and final draft. To visualize the story in cartoon form.

LEARNING OUTCOMES

LANGUAGE ARTS 7

A3 Listen critically to understand and analyze ideas and information

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 & 9

A4 Select and use a range of strategies to interact and collaborate with others in pairs and groups, including selecting methods for working together effectively; listening actively; contributing ideas and recognizing the ideas of others; demonstrating awareness of diverse points of view; and reaching consensus or agreeing to differ

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

MATERIALS

Student Booklet
Pencils/Pen
Thin Black Felt Markers

Guest Speaker – Traditional Muskrat Trapping Story
People of the Lakes Resource Book
Copies Of The Blank Cartoon Paper

PROCEDURE

1. Have students read through pages 30 – 32 of the student booklet.
2. Review the following:

Setting	Moral
Characters	First Draft
Climax	Final Draft
Plot	Edit
Theme	Writing Process

3. Students will listen to a muskrat trapping story and retell the story in cartoon form.

OR

Students will read a muskrat story (or stories) from *People of the Lakes* and retell the story in cartoon form.

4. Once the story is complete students will fill in page 30.
5. Students can then start to fill in the cartoon block based on the plot events.
6. Encourage writing (Gwich'in or English) in speech or thought balloons.
7. Peer and teacher editing will be needed on the first draft.
8. Students will pick up the final cartoon paper to recopy their initial cartoon (using a pencil first). Ensure there are no errors.
9. Retrace with a black felt marker.
10. Place around the teaching tent and the class can select one or two for the camp magazine.

GUIDEBOOK ASSESSMENT

Prewriting, First And Final Drafts

People of the Lakes by Vuntut Gwitchin Government and Shirleen Smith should be kept at camp to enhance lessons (pre or post readings or pictures), allow for formal or informal research, and for storytelling in the evenings and in free moments.



Traditional Activity:
TRAPPING & LOCATION

Activity:

USING TRADITIONAL KNOWLEDGE (TK) TO UNDERSTAND LOCATION

Students will listen to a traditional teacher or Elder speak about the variety of strategies to understand one's location on the land (and not get lost). Students are expected to take notes from the oral presentation and choose one primary piece of advice from the presentation.

LEARNING OUTCOMES

LANGUAGE ARTS 7

A3 Listen critically to understand and analyze ideas and information

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

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

LANGUAGE ARTS 8 & 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

MATERIALS

Student Booklet
Pencils/Pen

PROCEDURE

WARM UP ACTIVITY

1. Students will complete the "Caleb is Lost" section on page 34.

ACTIVITY

2. Students will write down the guest speakers name on page 34.
3. Students will write down point form notes on page 35 regarding strategies on how to know one's location on the land.

CLOSURE

4. Students will pick the most important traditional tip and write it down in the Top Traditional Knowledge Tip Today.

GUIDEBOOK ASSESSMENT
Notes – Organization, Quantity, Summarization
TEACHER NOTES....



Traditional Activity
MAPPING & LOCATION

HOW DID WE GET TO CULTURE CAMP?

To have students recreate their travels on paper from Old Crow to the camp including specific landmarks. Students will label landmarks in English and Gwich'in, as well as calculate distance, fuel consumption and cost.

LEARNING OUTCOMES

SOCIAL STUDIES 7

A2 Use various types of graphs, tables, timelines, and maps to obtain or communicate information

MATH 7

A2 Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals

MATH 8

A4 Demonstrate an understanding of ratio and rate

MATERIALS

Student Booklet
Pencils/Pen
Math Set

PROCEDURE

1. Read through pages 36 and 37 with the students.
2. Have the traditional teacher demonstrate sketching a map from Old Crow to the Culture Camp. Ensure the directions, arrows, landmarks, etc. are included.
3. Have students label 10 locations in Gwich'in and in English. Ask the traditional teacher for help or use the Gwich'in-English dictionary for assistance.
4. Students will figure out distance to map by: using other maps, snowmobile odometers, asking adults, etc. They will complete questions a) – c).
5. In partners, students will figure out the gas calculation questions on page 36. Ensure students have proper units on all answers.

GUIDEBOOK ASSESSMENT

Accuracy & Details Of Map
Gwich'in & English Labeling
Problem Solving

TEACHER NOTES....



Traditional Activity
MAPPING & LOCATION

GPS – GLOBAL POSITIONING SYSTEMS

To have students understand how GPS works. To be able to determine longitude and latitude, create and follow a trail, and create or find a waypoint.

LEARNING OUTCOME

SOCIAL STUDIES 7

A2 Use various types of graphs, tables, timelines, and maps to obtain or communicate information

MATERIALS

Student Booklet	Pencils/Pen
Global Positioning System Units	Batteries
Atlas	Guest Speaker For GPS (Parks Canada)

PROCEDURE

1. Read through pages 38 – 41 in the student booklet with the students.
2. The guest speaker will explain longitude, latitude and degrees.
3. Using the atlas students will determine the longitude and latitude of 8 locations.
4. The guest speaker will guide the students through determining longitude and latitude with the GPS. Try in different locations around camp.
5. Students will write their own step-by-step instructions on how to determine longitude and latitude using the GPS.
6. The guest speaker will show students how create trails and waypoints using the GPS.
7. Practice by snowshoeing or walking around camp and recording the information using the GPS.
8. Students will write their own instructions on how to create trails and waypoints.
9. Options: Using longitude or latitude OR waypoints develop a scavenger using the GPS.

GUIDEBOOK ASSESSMENT

Longitude & Latitude – 8 Locations
Step-By-Step Instructions (Do They Work?)

TEACHER NOTES....



Traditional Activity
MAPPING & LOCATION

CONTRAST & COMPARE: TK & GPS

Students will compare and contrast TK and GPS, then determine how knowing both ways can benefit them on the land.

LEARNING OUTCOME

SOCIAL STUDIES 7

A2 Use various types of graphs, tables, timelines, and maps to obtain or communicate information

MATERIALS

Student Booklet
 Pencils/Pen

PROCEDURE

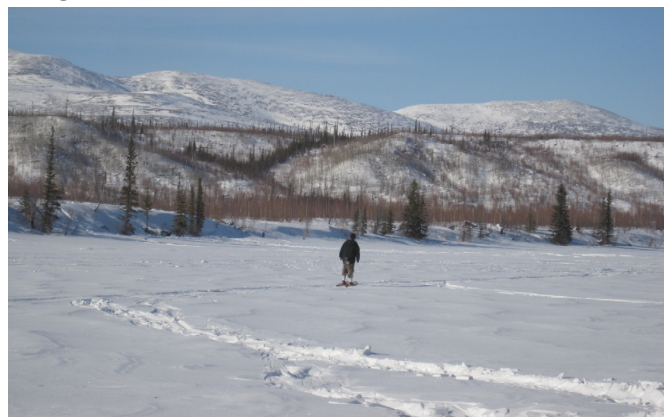
1. Read through pages 42 & 43.
2. As a group or individually, students will brainstorm the advantages of traditional knowledge (TK) and of Global Positioning Systems (GPS). Record advantages in the table on page 42.
3. Students need to figure out how using TK and GPS together would be an advantage.

GUIDEBOOK ASSESSMENT

Compare and Contrast Table
 Using TK and GPS Together Question

"Children are born naturalists. They explore the world with all of their senses, experiment in the environment, and communicate their discoveries to those around them."

The Audubon Nature Preschool



TEACHER NOTES....



Traditional Activity
MAPPING & LOCATION

OTHER MAPS & LAYERING OF MAPS

To understand the variety of maps available and the different reasons why people use maps. To understand how to layer the varieties of map information and why this would be an advantage.

LEARNING OUTCOME

SOCIAL STUDIES 7

A2 Use various types of graphs, tables, timelines, and maps to obtain or communicate information

Student Booklet
 Transparencies
 Rulers

MATERIALS

Pencils/Pen
 Overhead Felt Markers
 Paper Towel & Water (for mistakes)

PROCEDURE

1. Discuss why people would only put certain information onto a map.
2. Demonstrate the layering of information on maps (for example), topography, trails, cabins, traplines, etc.
3. Read page 45 with your students. Instructions are below.

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 (lakes, ponds, etc.) 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. **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**: how accurate were you?

4. Guide the students through making the various maps on the same area (with transparencies and overhead felt markers).
5. Have the students examine each other's work.
6. Have students present their maps to each other and have them provide feedback (missing details, great details, accuracy, symbols, etc.).
7. Keep the booklets together and pin them on the teacher tent wall. Students can show these maps to camp visitors.

GUIDEBOOK ASSESSMENT

Maps & Presentation



Traditional Activity
GEOGRAPHY

VUNTUT GWITCHIN SETTLEMENT LAND

For Vuntut Gwitchin students to understand and recognize their land settlement area. To understand the time, complexity and process for such an agreement. To learn to take notes on a historical and political topic.

LEARNING OUTCOMES

LANGUAGE 7

A3 Listen critically to understand and analyze ideas and information

Health 8

Assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)

LANGUAGE 8 & 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

MATERIALS

Student Booklet
Pencils/Pen
Vuntut Gwitchin Settlement Land Map
Guest Speaker on Settlement Agreement

PROCEDURE

1. Have students read through pages 46 & 47 of the student booklet.
2. A guest speaker will explain what the land settlement is, how long it took, land map areas and other parts of the agreement.
3. Students will pick out details they feel are important and fill in the section “What did you discover?”.
4. Students will ask the questions “How is land split up between the families now?” and “In the past how was it decided where people would hunt and fish?”. They record the answers in their booklets.
5. For a closing question – ask the following: “How is this agreement important for the future?” and “What decisions may you have to make using this agreement for information?”.

GUIDEBOOK ASSESSMENT
Note-Taking From Guest Speaker

TEACHER NOTES....



Traditional Activity
SEASONAL ACTIVITIES

WHAT NEEDS TO GET DONE?

Students will learn from a conversation with an Elder what seasonal activities need to get done, now and in the past, to ensure family is taken care of. Students will reflect on what jobs they do and what they could do in the future.

LEARNING OUTCOMES

LANGUAGE 7

A3 Listen critically to understand and analyze ideas and information

HEALTH 8

Assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)

LANGUAGE 8 & 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

MATERIALS

Student Booklet
Pencils/Pen
Elder

PROCEDURE

1. Have students read through pages 48 & 49.
2. An Elder will speak on what needs to get done in each season or share stories that imply what needs to get done each season.
3. As the Elder is speaking students will record notes in the large arrows.
4. Finally, students should thank and speak about what activities they are already doing to take care of their family and what they could start doing for their families, and what they could do in the future.

GUIDEBOOK ASSESSMENT Note-Taking From Guest Speaker

TEACHER NOTES....



Traditional Activity
CELEBRATION

HISTORY OF THE FIDDLE

Students will learn from oral stories from Vuntut Gwitchin Fiddlers the history of the fiddle, what inspired them to learn the fiddle and what students need to do to learn it too. Fiddlers will share why they enjoy playing the fiddle and what it feels like to play for the community.

LEARNING OUTCOMES

LANGUAGE 7

A3 Listen critically to understand and analyze ideas and information

LANGUAGE 8 & 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

MUSIC 7 & 8

Assess personal and career opportunities in music
Compare music from a range of historical and cultural contexts
Demonstrate respect for music from various historical and cultural contexts

MUSIC 9

Demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music

MATERIALS

Student Booklet
Pencils/Pen
Fiddler Guest Speaker(s)
Fiddles

PROCEDURE

1. Fiddlers will join the camp one evening for an evening of story sharing and performances.
2. Students will record five interesting facts about the history of the fiddle during or after the performance.
3. Discuss how important fiddlers are to the community and what will happen to the tradition if no one learns to play the fiddle.

GUIDEBOOK ASSESSMENT

Note-Taking From Guest Speaker

TEACHER NOTES....



Traditional Activity
CULTURAL GEOGRAPHY PROJECT

HOW DID THE SHANAGHAN HELP HER PEOPLE?

Students will read individually or orally in a group the stories from this nonfiction locally developed resource. They will use their comprehension and critical thinking skills to locate and develop answers. Students will self-reflect on the importance of Elders in their family.

LEARNING OUTCOMES

LANGUAGE ARTS 8 & 9

B2 Read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form

HEALTH 8

Assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)

MATERIALS

Student Booklet

Pencils/Pen

How Did the Shanghan Help Her People? Resource Books

PROCEDURE

1. Read through pages 51 – 53 as a class. Students will then know the questions prior to reading.
2. Individually or orally in partners or orally in a group read through several stories in the *How Did the Shanaghan Help Her People?* resource booklet.
3. Individually answer the questions from pages 51 – 53.
4. Finally, as a group share your answers and stories from page 53.
How do Elders help in your family?

GUIDEBOOK ASSESSMENT

Comprehension Questions

Marion and Mary Jane share wisdom and advice regarding traditional female roles at home, work and in the community.



TEACHER NOTES....



Traditional Activity
RECREATION

DENE GAMES

Students will learn, practice and compete in a variety of First Nation games. Students will learn the history behind the four different Dene Games.

LEARNING OUTCOMES

PHYSICAL EDUCATION 7

B1 Apply learned movement skills in new and unfamiliar physical activities

PHYSICAL EDUCATION 8 & 9

A7 Demonstrate a willingness to participate in a wide range of physical activities, including individual and dual activities, games and rhythmic movement activities

MATERIALS

Student Booklet
20 Foot Pole
Stick Pole
Dene Game PE Posters

Pencils/Pen
Snowsnake
Grease

PROCEDURE

1. Read through pages 54 & 55 on the history of each of the games.
2. Using the Dene Game PE posters guide the students step-by-step through the process of each of the games.
3. Once each game is demonstrated, split the students and games in to four stations. Give each group time to practice at each station then rotate them through.
4. Option: Have a mini-Dene Games competition similar to the Olympics or Track & Field. Have fun!
5. Have the students complete the self-reflection on page 54.

GUIDEBOOK ASSESSMENT

PE Participation
Skills Developed
Self-Reflection

TEACHER NOTES....



Traditional Activity:
HUNTING

PAST (PRE-CONTACT) & PRESENT (POST-CONTACT)

Students will listen, record and compare hunting practices in the past (before meeting Europeans and after meeting Europeans). Students will practice listening, note-taking and questioning skills.

LEARNING OUTCOMES

LANGUAGE 7

A3 Listen critically to understand and analyze ideas and information

LANGUAGE 8 & 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

MATERIALS

Student Booklet
Pencils/Pen
Traditional Teacher or Elder
Poster Paper or Markers (illustrations)

PROCEDURE

1. Discuss what pre-contact and post-contact means, and have the students record the definitions on pages 55 & 56.
2. The teacher, traditional teacher or Elder will discuss hunting methods in pre-contact and post-contact times. The teacher can record the various methods and provide an illustration.
3. Students will record and draw the various methods on pages 55 & 56.
4. Allow students to ask any questions or clarify any methods. Also they can research further in the *People of the Lakes* resource book.
4. Finally, students will complete the self-reflection question "Which tool or method would you like to try?"

GUIDEBOOK ASSESSMENT

Notes & Sketches
Self-Reflection Question

TEACHER NOTES....



Traditional Activity
TRADING

REACHING INTO THE PAST – RAMPART HOUSE, YUKON

Students will first develop a mental picture of Rampart House by looking at photos in the Rampart House guidebook and through student discussions. Students will listen and answer comprehension questions about Rampart House.

LEARNING OUTCOMES

LANGUAGE 7

A3 Listen critically to understand and analyze ideas and information

LANGUAGE 8 & 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

MATERIALS

Student Booklet
Pencils/Pen
Traditional Teacher or Elder
Rampart House Booklet (see Vuntut Gwitchin Gov't Natural Resources Department for copies)

PROCEDURE

1. Students will build their background knowledge by skimming, reading and analyzing the Rampart House resource book. Students who know stories or have visited Rampart House can share their stories.
2. Students will complete the table on page 58 using the resource and personal experiences.
3. Students will take notes on the Rampart House presentation from the traditional teacher or Elder. Encourage students to ask questions.
4. After the presentation have the traditional teacher or Elder wait around in case students need help with the comprehension questions on page 60. If students are stuck on page 60 encourage them to ask more questions or research it in the resource book or *People of the Lakes*.
5. Finally, ask these questions to end the discussion. Do people still trade today? Where and what do they trade?

GUIDEBOOK ASSESSMENT
Table
Comprehension Questions

TEACHER NOTES....



Traditional Value
BEING FIT & STRONG

PHYSICAL ACTIVITY LOG & REFLECTION

Students will track their physical activity at camp then compare their camp and home activity to the Canadian Physical Activity guidelines. Students will learn about limits and no limits to activities.

LEARNING OUTCOMES

PHYSICAL EDUCATION 7

A1 Relate the effects of regular participation in a variety of types of physical activities to quality of life

A4 Design a plan for achieving physical activity goals

A5 Participate daily (e.g. five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals

PHYSICAL EDUCATION 8

A1 Assess the positive implications of active living

A5 Pursue personal physical activity goals related to health related components of fitness

A7 Demonstrate a willingness to participate in a wide range of physical activities, including individual and dual activities, games and rhythmic movement activities

PHYSICAL EDUCATION 9

A5 Pursue personal physical activity goals related to health-related components of fitness & skill related components of fitness

A6 Participate daily in moderate to vigorous physical activity to enhance fitness

MATERIALS

Student Booklet
Pencils & Erasers

PROCEDURE

1. Every day students will log their physical activity on page 58. Physical activity can include formal and informal activities or even active chores (e.g. snowshoeing, racing, hockey or hauling wood).
2. At the end of camp, students will complete the physical activity reflection questions on pages 59 & 60.
3. On page 61, students will design an after camp goal for themselves called “Commit to Be Fit”. Students will design their fitness goal. Share with the group and support each other when discussing barriers to completing the 60 minutes per day.

GUIDEBOOK ASSESSMENT

Physical Activity Log
Physical Activity Reflection Questions
Physical Activity Goal Setting



Traditional Activity
TRADING

LAST DAY – TRADING DAY!!

Students will reflect on their past 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

Student Booklet
Fur Tickets
Trading Post Sign

Pencil & Eraser
Fur Ticket & Price
Trading Post Items

PROCEDURE

ONGOING AT CAMP

1. Students will earn furs and each fur is worth money at the last day trading post. Furs are earned by working hard, being positive, speaking Gwich'in and helping around camp.

LAST DAY

2. Set up trading post (sign, poster & items marked with prices) and have two people act as storekeepers.
3. The teacher will guide the students through page 48.
4. Students will trade their fur tickets for trading post items. Remember to barter with the students.
5. After trading students will complete pages 49 & 50.

GUIDEBOOK ASSESSMENT

Trading Calculations



Stanley set up a trading post for the students. Earned “furs”, for a positive attitude and hard work, allow students to trade for goods at the end of camp!

GRADES 4-6 LESSONS



**HARD TIMES ARE ALWAYS AROUND AND ONE DAY
IT'S GOING TO COME BACK. ALSO KIDS GOT TO
STAY IN SCHOOL, CONTINUE THEIR EDUCATION,
FOR THE COMMUNITY.**

• **FANNY CHARLIE**

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 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
- that reflect aspects of art from a variety of historical and cultural contexts

Demonstrate a willingness to select images from their collections for presentation

Laptop
Camera Charger
Pencils & Erasers

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 - reflect art styles from a variety of social, historical, and cultural contexts

MATERIALS

Digital Cameras (pictures & video clips)
Downloading Cord
Student Booklets

PROCEDURE

CAMERA

1. Students will be shown:
 - How to safely use and take care of the camera.
 - Location it will be stored.
 - How to take pictures and different features for various outdoor/indoor scenes.
 - How to download & label pictures and video clips.
2. Students will complete their picture taking checklist (guidebook).

PUSHUP PRESS

1. Students will record information (journaling, stories, facts, etc.) in their guidebook.
2. Teachers will brainstorm with the students possible writing ideas; for example,
 - Funniest moment
 - How to snare a rabbit
 - Looking at tracks
 - Why & how people hunted in the past
 - Hunting in the future

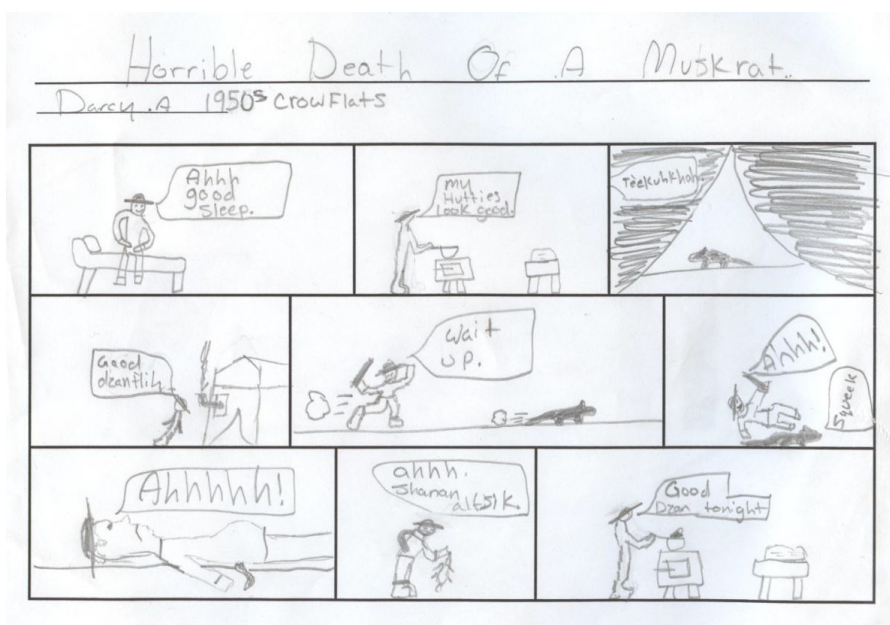


3. Teachers will discuss with students the writing process.
4. Students will write their stories or informative articles in the student booklet. Final drafts will be typed (or written out) at school.
5. Teachers will assist with spelling, sequencing ideas, editing or scribing for younger or special needs students.
6. 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.
7. Stories will be passed on to the Camp coordinator for *PushUp Press* development.

GUIDEBOOK ASSESSMENT

Picture Checklist

PushUp Press Articles – Drafts & Final Copy



Darcy's graphic retelling of a muskrat story.

Besides articles, student work, top ten lists, quotes, interviews, sketches, cartoons, Dear Abby, jokes, recipes and more can be added to the PushUp Press magazine.

TEACHER NOTES....



Traditional Activity
GOVERNANCE

Student Booklet Activities

CHIEF & COUNCIL - FOR A DAY!

Students will learn the government structure of Vuntut Gwitchin Government and the roles, responsibilities and leadership skills of an elected Chief and Council. Students will practice what they've learned through role playing Chief and Council daily at camp.

LEARNING OUTCOMES

SOCIAL STUDIES 4

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

B1 distinguish characteristics of various Aboriginal cultures in BC and Canada

C1 compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada

SOCIAL STUDIES 5

A1 apply critical thinking skills including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing to a range of problems and issues

A3 gather a body of information from a variety of primary and secondary sources

A4 create a presentation on a selected topic

C3 identify the distinct governance structures of First Nations in Canada

SOCIAL STUDIES 6

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

MATERIALS

Student Booklet
Chief & Council For The Day Sign
Pencils & Erasers
Slips Of Paper

PROCEDURE

1. A current or past Chief or Council member will speak to everyone at camp about leadership roles, responsibilities and leadership traits, as well as, Vuntut Gwitchin Government structure.
2. Starting on Day 2 – Student names will be written on the slips of paper and a name will be drawn from the slips for a Chief and two Council members. These names will be recorded on the poster board.
3. The Chief and Council are responsible for problem solving around camp (garbage, clean up, chore allocation, etc.) and may require meeting time during the day to discuss the issue and solutions/consequences. These solutions and consequences will be shared at camp to youth, teachers and workers.

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

4. These names are returned to the Chief and Council pool for the next day. The process is repeated for the next day.
5. Students will complete pages 19 & 20 as the days pass.
6. On the last day of camp students will reflect on their Chief and Council experiences and complete page 21.

GUIDEBOOK ASSESSMENT

Vuntut Gwitchin Government Questions
Problem Solving Records
Leadership Qualities



Allow students to take control of lessons, discussions, problem solving and more, however, lay down conduct and behavior rules so a safe and caring atmosphere is created. Consensus and decision making will become effective and efficient.



Traditional Activity
LIVING ON THE LAND

TRANSPORTATION – NOW & THEN

Students will understand methods of Gwich'in transportation in the past and present during the different seasons of Northern Yukon.

LEARNING OUTCOMES

SOCIAL STUDIES 4

D4 Describe technologies used in exploration, including transportation, navigation & food preservation

D5 Describe economic and technological exchanges between explorers and Aboriginal people

E3 Describe Aboriginal peoples' relationship with the land and natural resources

SOCIAL STUDIES 5

D2 analyze the development of transportation systems in BC and Canada

SOCIAL STUDIES 6

E1 Assess the relationship between cultures and their environments

E2 Describe factors that affect settlement patterns and population distribution in selected countries

MATERIALS

Student Booklet
Traditional Teacher
Pencils & Erasers

PROCEDURE

1. Discuss with the students how to take notes from an oral speaker.
2. Read through page 22 with the students.
3. Define "transportation".
4. A traditional teacher will speak about methods of transportation in the past versus methods of transportation in the present. Encourage the use of Gwich'in and maps in the presentation.
5. Students will write down notes from the presentation including: main methods during certain seasons, main transportation routes, and the advantages/disadvantages of each.

GUIDEBOOK ASSESSMENT
Definition for transportation
Then & Now Notes

TEACHER NOTES....



Traditional Activity
TRAPPING

WHY DO VUNTUT GWITCHIN PEOPLE TRAP? RELIVING & MAKING HISTORY – TRAPPING MUSKRATS

Students will learn about the various reasons why Vuntut Gwitchin people trap. Students will learn (or review) the various stages of muskrat trapping from the beginning of the trip to the end.

LEARNING OUTCOMES

SOCIAL STUDIES 4

B1 Distinguish characteristics of various Aboriginal cultures in BC and Canada

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

D2 Describe technologies used by Aboriginal people in BC and Canada

D4 Describe technologies used in exploration, including transportation, navigation & food preservation

SOCIAL STUDIES 5

B1 Describe the significance of key events and factors in the development of BC and Canada, including the fur trade

D1 Analyze the relationship between the economic development of communities and their available resources

E2 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals & energy resources

E3 Explain why sustainability is important

SOCIAL STUDIES 6

D1 Describe the importance of trade for BC and Canada

MATERIALS

Student Booklet
Muskrat Trapping & Tools (trap, knife, stretcher, etc.)
A Dead Muskrat
Pencil & Eraser

PROCEDURE

1. As a group brainstorm the various reasons why Vuntut Gwitchin people trap now and in the past.
2. The traditional teacher will talk about trapping muskrats in the past and present including planning for the trip, living at camp, eating muskrats and respecting animals. If a muskrat is available the traditional teacher will skin and stretch the fur, and prepare the meat for cooking. The cook will cook the meat and students will enjoy.
3. Students will complete pages 24 & 25 individually by writing down what they remember from the talk or from past experiences.
4. As a group combine the student answers into a full chart for the teaching tent. With the subheadings matching the student booklet
 - Planning a Trip.
 - Travelling on the Land
 - Setting Up Camp
 - Life Cycle of an Animal
 - Trapping an Animal
 - Taking Care of a Trapped Animal
 - Eating an Animal
 - Packing Up to go Home
5. Students will read through the final poster together.
6. The poster will be used as reference throughout the camp.

GUIDEBOOK ASSESSMENT

Questions





TIPS FOR TRANSPORTING STUDENTS BY SNOWMOBILE & SLEIGH:

- *All students must wear secured helmets and a face shield or goggles.*
- *All body parts must be inside the sleigh.*
- *Student hands must be holding edges or side ropes.*
- *Weather must be warmer than -30 Celsius.*
- *Students must be properly dressed.*
- *Travel at a safe speed for the area.*
- *Check behind at your students regularly to ensure everyone is safe.*
- *Discuss route and examine maps prior to traveling.*
- *Pack a satellite phone, first aid kit, warm drinks and extra clothing.*
- *Always tell the camp staff where you are going.*
- *Always tell the camp staff when you'll be back.*
- *One staff must be trained with Firstaid.*

TEACHER NOTES....



Traditional Activity
TRAPPING

RETELLING A STORY FROM THE PAST

Students will listen to or read a muskrat trapping story from the past. Students will retell the story in cartoon form paying attention to setting, conflict, characters and plot.

LEARNING OUTCOMES

LANGUAGE ARTS 4

A3 Listen purposefully to understand ideas and information

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

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

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

LANGUAGE ARTS 5

A3 Listen purposefully to understand ideas and information

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

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

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

LANGUAGE ARTS 6

A3 Listen purposefully to understand and analyze ideas and information

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

MATERIALS

Student Booklet
People of the Lakes Books
Pencils & Erasers

Guest Speaker For Muskrat Story
Final Copy For Cartoon

PROCEDURE

1. Teacher will speak with the students regarding the setting, characters, conflict and plot.
2. Students will listen to a story about muskrat trapping from the past OR read one of the stories from pages 97 -- 107 in *People of the Lakes*.
3. Use this information to write down main points and then draw a cartoon retelling the story on pages 26 – 28. This is the student's first draft.
4. Cartoons should be edited by a peer or teacher.
5. Final copies of the cartoon should be made (with edits).
6. Final copies will be posted around camp and used in the *PushUp Press*.

GUIDEBOOK ASSESSMENT

Story Elements
Draft & Final or Cartoon



Discuss good listening skills with students prior to having a visitor present at camp, including:

- *Focusing on the presenter.*
- *Taking notes to remember main points.*
- *Clarifying stories by asking questions.*
- *Expanding the idea by asking even more questions.*
- *Retelling the stories to others and trying to remember as many details as possible.*



Traditional Activity
ANCESTORS

WHO WERE CH'EEGHWALTI', SHAHNUUTI' AND SHAHVYAH?

Students will read the story about Ch'eeghwalti', Shahnuuti' and Shahvyah. Students will find various Alaska and Yukon locations, and discuss their leadership roles.

LEARNING OUTCOMES

SOCIAL STUDIES 4

A2 Use maps and timelines to gather and represent information

B1 Distinguish characteristics of various Aboriginal cultures in BC and Canada

D2 Describe technologies used by Aboriginal people in BC and Canada

SOCIAL STUDIES 6

B3 Relate a society's artistic expression to its culture

MATERIALS

Who were Ch'eeghwalti', Shahnuuti' and Shahvyah? Heritage Books
Student Booklets
Pencils & Erasers

Map of North Yukon & Alaska
Pencil Crayons & Felt Markers

PROCEDURE

- Read orally, as a group, the stories about Ch'eeghwalti', Shahnuuti' and Shahvyah in the Heritage books.
- Work through page 29 in the student booklet.
- Display the colorings throughout camp.

GUIDEBOOK ASSESSMENT

Vuntut Gwitchin Government Questions
Problem Solving Records

Elders are a wealth of knowledge. Teachers and students are encouraged to spend time with them regularly at camp or within the community.



TEACHER NOTES....



Traditional Activity
TRAPPING

BEAVERS & MUSKRATS – A TRAPPING GAME!

To practice various math skills and learn about various scenarios that could happen when trapping.

MATERIALS:

6 Dice (all one color) - "Muskrats" Situation & Consequences Cards*
3 Dice (all one color) - "Beavers" 15—20 cards for 2 players
20—30 cards for 3 players
30—40 cards for 4 players

* (See Section F, page 101)

PROCEDURE

1. Pre-camp Prep: Go to page 101 to photocopy the Beavers and Muskrats Situation Cards.
2. Two to four players are required.
3. Determine who goes first, second, etc.
4. Cards are left face down.
5. Each player shakes all the dice then turns up a card.
6. The player records their score based on the information on the card and the dice. Use the score card on page 31.
7. The next player takes their turn.
8. Repeat turns until all the cards run out.
9. Follow the calculations at the bottom of the page to determine the amount of money earned.
10. Who earned the most money?
11. Share the results with the rest of the class.

GUIDEBOOK ASSESSMENT Charting Math Calculations

TEACHER NOTES....



Traditional Activity:
LIVING ON THE LAND

TRAPPING & MAPPING

LEARNING ABOUT MAPS

TRAPPING & LOCATION – TRADITIONAL KNOWLEDGE (TK)

WHERE ARE YOU LIVING?

HOME BASE – CULTURE CAMP

HOW DID WE GET TO CULTURE CAMP?

GLOBAL POSITIONING SYSTEM

Students will understand traditional and modern ways navigating around in North Yukon. Students will learn the components of maps and the different types of maps.

LEARNING OUTCOMES

SOCIAL STUDIES 4

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

A2 Use maps and timelines to gather and represent information

B1 Distinguish characteristics of various Aboriginal cultures in BC and Canada

B2 Demonstrate knowledge of early European exploration of BC and Canada

D2 Describe technologies used by Aboriginal people in BC and Canada

D4 Describe technologies used in exploration, including transportation, navigation & food preservation

E1 Use maps and globes to locate the world's hemispheres, the world's continents and oceans and Aboriginal groups studied

E2 Identify the significance of selected place names in BC and Canada

E3 Describe Aboriginal peoples' relationship with the land and natural resources

SOCIAL STUDIES 5

A1 Apply critical thinking skills including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing to a range of problems and issues.

A2 Use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

A3 Gather a body of information from a variety of primary and secondary sources

E2 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals and energy resources

SOCIAL STUDIES 6

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

A2 Interpret graphs, tables, aerial photos, and various types of maps

MATERIALS

Student Booklet
Compass

Atlas & Maps (area map, North Yukon)
GPS & Batteries

PROCEDURE

PART 1 – INTRODUCTION INTO MAPS

1. As a group discuss page 32 and provide time for students to answer the questions.
2. Lay out various types of maps and atlases. Let the students explore for 5 – 10 minutes.
3. Have students pick a map and then separate the students into partners. Together students will compare and contrast two maps and then fill in page 33.
4. As group look at different maps and discuss: titles, scales, legends, symbols, etc.

PART 2 – TRADITIONAL KNOWLEDGE

1. Have students complete *Lost Caleb*.
2. A traditional teacher will speak on using traditional knowledge for not getting lost on the land.
3. Students are expected to write down notes from the presentation.
4. Students will pick out a very important piece of knowledge that they have learned and make it “TTKTT” – top traditional knowledge tip today.

PART 3 – WHERE ARE YOU LIVING?

1. Students will complete page 36 – they will need to wander around the camp to answer the questions. Give them 5 – 10 minutes to complete the page.
2. Teach students about:
 - Map legends
 - Compasses
 - Symbols (including N, W, E, S)



3. Students will sketch a map (use a ruler!!) based on the details from page 36 and their new knowledge on map legends, compasses and symbols.

PART 4 – HOW DID WE GET TO CULTURE CAMP?

1. Students will examine various North Yukon maps and together figure out how arrived at Culture Camp. A traditional teacher will approve this trail.
2. Students will sketch an area map from Old Crow to Culture Camp.
3. With the assistance of the traditional teacher students will label 10 locations or land features in Gwich'in or English.
4. Have the class work on the questions on page 38.

PART 5 – GLOBAL POSITIONING SYSTEMS

1. The teacher will explain the difference between longitude and latitude. Provide examples from the atlas.
2. Students will determine the longitude and latitude of various locations.
3. A guest speaker will give a lesson on why people use GPS and how to use a GPS, including finding a person's longitude and latitude.
4. Students will record step-by-step how to determine longitude and latitude.
5. Students are encouraged to move around camp (north, south, west and east) and see how the degrees change as they change location.

GUIDEBOOK ASSESSMENT

Guest Speaker Notes
Mapping Questions
Map Details & Accuracy
Longitude & Latitude
Questions
Global Positioning System
Step-by-Step Instructions



TEACHER NOTES....



Traditional Activity:
LIVING ON THE LAND

SEASONAL ACTIVITIES

Students will understand traditional activities that need to get done in each season in order to survive in the past and prepare for the future.

LEARNING OUTCOMES

SOCIAL STUDIES 4

E3 Describe Aboriginal peoples' relationship with the land and natural resources

SOCIAL STUDIES 6

E2 Describe factors that affect settlement patterns and population distribution in selected countries

MATERIALS

Student Booklet

Pencil & Eraser

PROCEDURE

1. A traditional teacher will explain the various activities required for a person and their family to survive.
2. In the large arrows students will write down the activities.
3. Encourage students to think critically about how this differs with the present.

GUIDEBOOK ASSESSMENT

Graphic Organizer – Note-Taking

Visuals or presentation summaries posted around the teaching tent help students fill in “holes” in their notes or complete any notes they may have missed.



*Provide or make visuals during the camp activities, post them and then take them back to school for reminders, memories or assistance with **PushUp Press** articles.*



Traditional Activity
RECREATION & MUSIC

HISTORY OF THE FIDDLE

Students will understand how the fiddle became part of the Vuntut Gwitchin traditional life.

LEARNING OUTCOMES

SOCIAL STUDIES 4

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

SOCIAL STUDIES 6

B3 Relate a society's artistic expression to its culture

MUSIC 4 – 6

Describe music from a variety of historical and cultural contexts

MATERIALS

Student Booklet
Pencil & Eraser

PROCEDURE

1. An Old Crow fiddle player will come speak to the students about fiddle music in Old Crow.
2. Students will write down 5 interesting points about fiddle playing in Old Crow.
3. Students will relate their experiences of fiddle playing on page 45.

GUIDEBOOK ASSESSMENT

History of the Fiddle Note-Taking

Local musician, Allan, shares his stories, jokes and music at camp during one Saturday evening. Camp staff and student enthusiasm and appreciation motivate musicians to play. Show appreciation by clapping, dancing, playing instrument, singing and saying thank you!



TEACHER NOTES....



Traditional Activity
FITNESS & RECREATION

DENE GAMES

Students will learn and compete in various Dene Games.

LEARNING OUTCOMES

Majority of the Grades 4 – 6 physical education learning outcomes.

MATERIALS

Student Booklet
Pencil & Eraser
Snowsnake, Pole, Stick

PROCEDURE

1. A guest speaker will demonstrate the games to the students.
2. Students will participate in the various activities.
3. If there is time have a mini-Dene Games competition or Olympics!
4. Reflect on the lesson by completing pages 46 & 47.

GUIDEBOOK ASSESSMENT

Graphic Organizer

Dressing in layers is key in spring. Exercise and lots of sunshine makes everyone start to sweat. Sweat can be deadly when it's chilly, windy or during night situations as it suddenly cools a person down.

Also, wearing waterproof pants and boots help to keep a person warm and dry.



TEACHER NOTES....



Traditional Value
BEING FIT & STRONG

PHYSICAL ACTIVITY LOG & REFLECTION

Students will track their physical activity at camp. Students will reflect on their physical activity progress, analyze a health advertisement and determine what a healthy future would be like. Students will set a health goal and determine how they are going to meet it.

LEARNING OUTCOMES

PHYSICAL ACTIVITY 4

A6 Participate daily (e.g. five times a week) in a variety of moderate to vigorous physical activities

PHYSICAL ACTIVITY 5

A5 Participate daily (e.g. five times a week) in a variety of moderate to vigorous physical activities

PHYSICAL ACTIVITY 6

A6 Participate daily (e.g. five times a week) in a variety of moderate to vigorous physical activities

HEALTH 4 TO 6

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)

MATERIALS

Student Booklet
Pencils & Erasers

PROCEDURE

1. Students will record their daily physical activity in their logbook on page 48.
2. At the end of camp, students will complete pages 49 and 50 which include; physical activity reflection questions, health and analysis and setting health goals.
3. Share health goals with others. Discuss all the positives to daily physical activity.

GUIDEBOOK ASSESSMENT

Physical Activity Log
Physical Activity Reflection Questions
Health Goal Setting



Traditional Activity
TRADING

DIGGING INTO YOUR KNOWLEDGE - DO YOU KNOW WHAT TRADING IS?

LAST DAY – TRADING DAY!!

Students will reflect on their past trading experiences. Students will earn credits (by working hard and being positive) towards items in the Trading Post.

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

SOCIAL STUDIES 6

D1 Describe the importance of trade for BC and Canada

MATERIALS

Student Booklet
Fur Tickets
Trading Post Sign

Pencil & Eraser
Fur Ticket & Price
Trading Post Items

PROCEDURE

ONGOING AT CAMP

1. Students will earn furs and each fur is worth money at the last day trading post. Furs are earned by working hard, being positive, speaking Gwich'in and helping around camp.

LAST DAY

2. Set up trading post (sign, poster & items have prices) and have two people act as storekeepers.
3. The teacher will guide the students through page 48.
4. Students will trade their fur tickets with trading post items. Remember to barter with the students.
5. After trading students will complete pages 49 & 50.

GUIDEBOOK ASSESSMENT

Trading Post Questions & Reflections



TRADING POST – LAST DAY!

A great way to encourage hard work and positive behavior, and learn negotiating skills!



GRADES 1-3 LESSONS



**STAY CLOSE AND CONNECTED TO THE
COUNTRY YOU LIVE IN. — STEPHEN FROST**

TEACHER NOTES....



Traditional Activity
LEARNING THE LANDSCAPE

WHERE ARE YOU?
WHY DO PEOPLE USE MAPS?
OVERHEAD MAPS
SCAVENGER HUNT



To observe, draw and learn about the surrounding natural landscape. To understand how to use and understand map symbols and legends.

LEARNING OBJECTIVES

SOCIAL STUDIES 1

A1 Use picture maps to identify familiar locations in the school or community

A3 Gather information from personal experiences, oral sources, and visual representations

A4 Present information using oral, written, or visual representations

E2 Identify characteristics of different environments

SOCIAL STUDIES 2

A1 Interpret simple maps using cardinal directions, symbols, and simple legends

A2 Create simple maps representing familiar locations

A3 Gather information from a variety of sources for presentation

A4 Present information using oral, written, or visual representations

SOCIAL STUDIES 3

A2 Identify a variety of symbolic representations

A3 Use simple maps to interpret and present information


A4 Gather information from a variety of sources

MATERIALS

Student Booklet
Ruler

Pencils & Erasers

PROCEDURE

1. Read through pages 10 – 15 in the Grades 1-3 student booklet.
2. Have students complete page 10, "Where are you?".
3. As a group complete "Why do people use maps?".
4. As a group walk around camp. Together determine:
 - Number & size of the tents.
 - Orientation of the tents.
 - Trees, outhouses, woodpiles, etc.
 - Different paths
5. Have students sketch a map from the camp. Demonstrate how a symbol can represent another object; for example,  will mean tent. Let students experiment with symbols and legends.
6. In pairs let students check each map over for accuracy, neatness and symbols.
7. On page 14 the teacher will read the questions. Students will complete the page by filling in the answers.

The next day....

8. Students will utilize their maps in a scavenger hunt.
9. Supervisors will hide treasures around the camp.
10. Students must:
 - Search around the camp for the treasures.
 - Once a treasure is found the student will take ONE item and place it in their treasure pouch.
 - Then the student will mark the location of the treasure with an X on their map.
 - Students will need to find 5 treasures around camp.
11. At the end of the activity have students compare maps. Did the treasure locations match between maps?

Then a teacher will ask the following questions:

- i. Where were the treasures found?
- ii. Which treasure was the easiest to find?
- iii. Which treasure was the hardest to find?
- iv. Were our maps accurate?
- v. Were treasure maps used long ago?
- vi. How could we make our maps better?

GUIDEBOOK ASSESSMENT

Maps



Traditional Activity
HUNTING

HUNTING IN THE PAST, PRESENT & FUTURE

Students will learn how hunting in the past differs from hunting in the present including technology, transportation, packing and use of the animal. Students will practice taking notes (drawing the tools) and make predictions for hunting tools in the future.

LEARNING OBJECTIVES

SOCIAL STUDIES 1

B1 Describe changes that occur in their lives

B2 Explain how families can be similar and different in terms of characteristics such as composition, culture, traditions and roles of various family members

D1 Describe basic human needs

D2 Identify types of work done by people in their community

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

GRADE 2 SOCIAL STUDIES

E2 Describe their responsibility to the local environment

E3 Describe how the physical environment influences human activities

Student Booklet
Examples of Hunting Tools
North Yukon Map

SCIENCE 2

Describe how animals are important in the lives Aboriginal peoples in BC

Describe ways in which animals are important to other living things and the environment

SOCIAL STUDIES 3

B3 Identify cultural similarities and differences

D1 Compare ways in which needs and wants are met in communities

E3 Demonstrate a sense of responsibility for the local environment

E4 Describe how the physical environment influenced early settlement in their local community or another community studied

MATERIALS

Vuntut Gwitchin Guest Speakers
Pencils, Erasers & Pencil Crayons

PROCEDURE

1. A guest speaker will visit the camp and speak on hunting in the past and present.
2. Various tools and technology will be discussed, drawn or demonstrated during the presentation. Weather, location, season and female/male roles should be discussed.
3. The teacher needs to encourage students to draw and label (Gwich'in or English) the various tools shown for hunting in the past and present.
4. At the end of the presentation students will draw and label their predictions of hunting in the future.
5. Students will share their predictions with their classmates, teacher and guest speaker.

GUIDEBOOK ASSESSMENT

Graphic Organizer

Younger students at camp are just starting to learn camp skills plus they may be feeling homesick.

Tips to help younger students:

- *Regular snack breaks.*
- *Early bedtimes to ensure lots of sleep – busy, tiring days at camp.*
- *Clothing checks – is everything is warm and dry?*
- *Playtime – time to be creative, build friendships and have fun!*
- *Keep problems away from students.*
- *Keep positive, smile and laugh.*



Traditional Activity
HUNTING, TRAPPING & SNARING

WHAT DID PEOPLE HUNT, TRAP & SNARE?

Students will learn about the various animals that the Vuntut Gwich'in people hunted, trapped and snared, also, how catch these animals. They will demonstrate their knowledge by drawing how to catch the animals and understanding what the animal was used for.

LEARNING OBJECTIVES

SOCIAL STUDIES 1

A3 Gather information from personal experiences, oral sources, and visual representations

D1 Describe basic human needs

D2 Identify types of work done by people in their community

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

GRADE 2 SOCIAL STUDIES

A3 Gather information from a variety of sources for presentation

A4 Present information using oral, written, or visual representations

E2 Describe their responsibility to the local environment

E3 Describe how the physical environment influences human activities

SOCIAL STUDIES 3

B1 Identify changes that can occur in communities over time

D1 Compare ways in which needs and wants are met in communities

E3 Demonstrate a sense of responsibility for the local environment

E4 Describe how the physical environment influenced early settlement in their local community or another community studied

MATERIALS

Student Booklet
 Traps
 Gwich'in Dictionary

Snare Wire
 Pencils & Erasers

PROCEDURE

1. The traditional teacher will speak on the importance of hunting, trapping and snaring.
2. The traditional teacher will demonstrate setting a rabbit snare (near camp) and speak on the importance of rabbit (meat, fur, etc.) to the Vuntut Gwitchin people.
3. Students will practice setting a snare.
4. The traditional teacher will demonstrate and discuss the various ways of setting traps and snares for different animals.
5. Students will gather in the teaching tent to complete pages 19 & 20.
6. The traditional teacher will check student drawings for accuracy.

GUIDEBOOK ASSESSMENT

Drawing & Labeling
Predictions For The Future



Camp provides many teachable moments including:

- Camp Safety
- Chores
- Proper Gear & Dressing
- Weather Conditions
- Teamwork



Traditional Activity
LOCAL ANIMALS

CAN YOU FIND THESE TRACKS?

Students will learn to identify various tracks in the snow for different animals. To understand how different animals utilize various areas of the landscape. Students will practice recording information.

LEARNING OBJECTIVES

SCIENCE 1

Communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)

Describe how the basic needs of plants and animals are met in their environment

Describe activities of Aboriginal peoples in BC in each seasonal cycle

SCIENCE 2

Use their senses to interpret observations

MATERIALS

Student Booklets
Snowshoes
Pencils & Erasers

PROCEDURE

1. The traditional teacher and the classroom teacher will take the students snowshoeing around camp in search of animal tracks.
2. When the tracks are found the traditional teacher will discuss the animal that made the tracks and the surrounding environment.
3. Students may analyze track patterns and make predictions of where the animal is going or what the animal was doing.
4. After snowshoeing the teacher will guide the students through the guidebook answering questions and drawing pictures.
5. Keep your eyes open for more tracks throughout the camp...maybe some of the NO answers can be turned into a YES!

GUIDEBOOK ASSESSMENT

Identifying Tracks

Identify Locations

TEACHER NOTES....



Traditional Activity
RECORDING HISTORY

PUSHUP PRESS

Students will share new knowledge and camp stories in the PushUp Press (written) or orally to the teacher (scribe for the student).

LEARNING OBJECTIVES

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

LANGUAGE ARTS 2

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
 - How to snare a rabbit
 - Looking at tracks
 - Why & how people hunted in the past
 - Hunting in the future
2. Teachers will discuss with students the writing process.
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 passed on to the Camp coordinator for *PushUp Press* development.

GUIDEBOOK ASSESSMENT

Drawings & Writings

Drafts



PushUp Press is key in documenting knowledge, skills and stories. Allow time after camp to write articles. Peer and teacher editing is required prior to submitting articles, cartoons, etc. to the camp coordinator or newsletter developer.



Traditional Value
BEING FIT & STRONG

BEING HEALTHY – FEELING GOOD!

Students will record, in written or drawing form, how they are moving, eating, sleeping and cleaning in a healthy manner at camp. Students will visualize and draw themselves healthy in different scenario.

LEARNING OUTCOMES

PHYSICAL ACTIVITY 1

A6 Participate daily (e.g. five times a week) in moderate to vigorous physical activities
Physical Activity 2

A5 Participate daily (e.g. five times a week) in moderate to vigorous physical activities

PHYSICAL ACTIVITY 3

A5 Participate daily (e.g. five times a week) in moderate to vigorous physical activities

HEALTH 1

C1 Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices

HEALTH 2

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

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)

MATERIALS

Student Booklet
Pencils & Erasers

PROCEDURE

1. Near the end of camp, work as a class to brainstorm:
 - Ways that we kept active at camp (Let's Get Moving!)
 - Ways that we ate healthy at camp (Let's Eat Healthy!)
 - Ways that we had a good sleep (Let's Have a Good Sleep!)
 - Ways that we kept clean at camp (Let's Keep Clean!)
2. Students can write down or draw answers for each of these on pages 24 -26.
3. On page 27, students will take this knowledge of being healthy and draw themselves into various scenarios.

GUIDEBOOK ASSESSMENT

Four Brainstorms
Healthy Visualization



TEACHING TENT & OUTDOOR ACTIVITY IDEAS

- Beading
- Arts & Crafts 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
- Dog Sledding
- Playing with Puppies
- Skiing
- Trail Riding
- Setting Rabbit Snares
- Polar Bears & Seals – Basic Version for Grade 1-6 students

TEACHER NOTES....



BEAVERS AND MUSKRATS SITUATION CARDS

<p>Fur prices have gone up today. Wooohoo!</p> <p>Add up your muskrat dice and multiply it by 2. Put your score in the score chart.</p> <p>Add up your beaver dice and multiply it by 2. Put your score in the score chart.</p>	<p>Spring blizzard. You have to stay at camp.</p> <p>Miss one turn.</p>
<p>Skidoo breaks down. Only half of the line is checked.</p> <p>Add up your muskrat dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p> <p>Add up your beaver dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p>	<p>The store has advanced you cash for trapping.</p> <p>Add up your muskrat dice then ADD on 10 more muskrats! Record the score on the score chart.</p> <p>Add up your beaver dice then ADD on 2 more beavers! Record the score on the score chart.</p>
<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on your scorecard.</p>	<p>You must repay your loan at the store for trapping supplies.</p> <p>Add up your muskrat dice then SUBTRACT 6 muskrats! Record the score on the score chart.</p> <p>Add up your beaver dice then SUBTRACT 3 beavers! Record the score on the score chart</p>
<p>An animal is raiding the beaver traps!</p> <p>Only count the muskrat dice.</p>	<p>An animal is raiding the muskrat trap!</p> <p>Only count the beaver traps.</p>

TEACHER NOTES....



BEAVERS AND MUSKRATS SITUATION CARDS

<p>Early ice break up. Lots of equipment lost.</p> <p>Add up your muskrat total and SUBTRACT 10 muskrats. Record the score on the score chart.</p> <p>Add up your beaver total and SUBTRACT 3 beavers. Record the score on the score chart.</p>	<p>Fur prices dropped today.</p> <p>Cancel out muskrat and beaver dice having the SAME values. Add and record totals.</p>
<p>Fur prices have gone up today. Wooohoo!</p> <p>Add up your muskrat dice and multiply it by 2. Put your score in the score chart.</p> <p>Add up your beaver dice and multiply it by 2. Put your score in the score chart.</p>	<p>Spring blizzard. You have to stay at camp.</p> <p>Miss one turn.</p>
<p>Skidoo breaks down. Only half of the line is checked.</p> <p>Add up your muskrat dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p> <p>Add up your beaver dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p>	<p>The store has advanced you cash for trapping.</p> <p>Add up your muskrat dice then ADD on 10 more muskrats! Record the score on the score chart.</p> <p>Add up your beaver dice then ADD on 2 more beavers! Record the score on the score chart.</p>
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BEAVERS AND MUSKRATS SITUATION CARDS

<p>An animal is raiding the beaver traps!</p> <p>Only count the muskrat dice.</p>	<p>An animal is raiding the muskrat trap!</p> <p>Only count the beaver traps.</p>
<p>Early ice break up. Lots of equipment lost.</p> <p>Add up your muskrat total and SUBTRACT 10 muskrats. Record the score on the score chart.</p> <p>Add up your beaver total and SUBTRACT 3 beavers. Record the score on the score chart.</p>	<p>Fur prices dropped today.</p> <p>Cancel out muskrat and beaver dice having the SAME values. Add and record totals.</p>
<p>The whole family is helping with trapping today!</p> <p>DOUBLE your totals for both muskrat and beaver scores.</p>	<p>Ice freezes right to the bottom in the shallow bays. No muskrats caught.</p> <p>Add and record your beaver dice only.</p>
<p>YOU rushed and did not cover your muskrat trap up properly with snow (insulation from freezing).</p> <p>Count only your beaver score.</p>	<p>The ice has thawed and you are using a boat on the lake. Your new muskrat gun works awesome.</p> <p>Double your muskrat total and record the score. Add and record the beaver total.</p>



BEAVERS AND MUSKRATS SITUATION CARDS

<p>Sick child at home. You could not check the line.</p> <p>Miss a turn.</p>	<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on your scorecard.</p>
<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on your scorecard.</p>	<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on your scorecard.</p>
<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on to your score card.</p>	<p>Snowstorm approaching. You only checked half of your line.</p> <p>Add up your muskrat dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p> <p>Add up your beaver dice. Divide it by 2 (half), round to the nearest whole number and record the score.</p>
<p>The whole family is helping with trapping today!</p> <p>DOUBLE your totals for both muskrat and beaver scores.</p>	<p>Ice freezes right to the bottom in the shallow bays. No muskrats caught.</p> <p>Add and record your beaver dice only.</p>



BEAVERS AND MUSKRATS SITUATION CARDS

<p>YOU rushed and did not cover your muskrat trap up properly with snow (insulation from freezing).</p> <p>Count only your beaver score.</p>	<p>The ice has thawed and you are using a boat on the lake. Your new muskrat gun works awesome.</p> <p>Double your muskrat total and record the score. Add and record the beaver total.</p>
<p>Sick child at home. You could not check the line.</p> <p>Miss a turn.</p>	<p>A good day with lots of sunshine, no wind and no breakdowns!</p> <p>Record your muskrat and beaver totals on your scorecard.</p>
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