

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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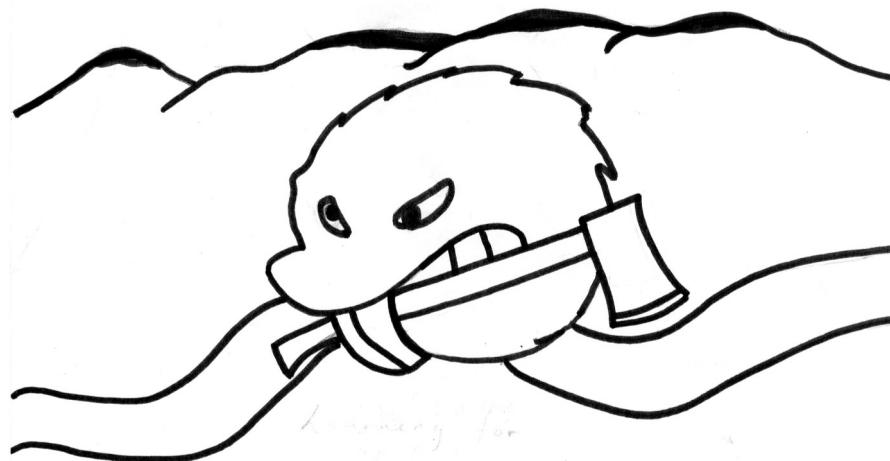
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Thanks to:
Frances Ross, International Polar Year Researcher
Clifton, Logo & Motto

Traditions & Science

Year: _____

Learning for Life



Spring Culture Camp Grades 1 - 3 Guidebook

Name: _____

Land-Based Experiential Learning

Fill in Your Schedule!

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

Extra space for writing stories,
drawing pictures & autographs!

Table of Contents

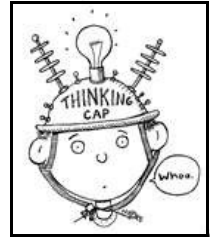
| <u>Topics</u> | <u>Page #</u> |
|--|---------------|
| Section 1: Before & After Camp Activities | |
| Camp Guidelines and Safety | 6 |
| Packing | 7 |
| Section 2: Camp Activities | |
| Local Wildlife | 10 |
| Muskrat Trapping | 14 |
| Trapping and Snaring | 16 |
| Dog Sledding | 22 |
| Feelings | 24 |
| Weather | 26 |
| Being Active | 27 |
| Camp Magazine Writing | 29 |
| Section 3: Camp Journal | 33 |
| Section 4: Assessment | 38 |
| Extra Space | 42 |



Checking muskrat traps. 2010

Student Assessment - How Did I Do?

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



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

Free Space for
Writing
&
Drawing!



April dressing warm for checking traps! 2010

Section 1: Before & After Camp Activities

| Criteria— Language, Land Skills | Level 1—Not Yet Meeting Expectations | Level 2—Meets Expectations | Level 3—Fully Meets Expectations | Level 4—Exceeds Expectations |
|---------------------------------------|--|--|---|--|
| Commitment to Learning | Student does not try to speak or listen to the local lan- guage. | 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 the local language. Cannot as- sess. | Barely meets expectations of local language skills. Uses some labels. | Meets expectations of local language skills. Uses labels & few phrases. | Above expectations of local language skills. Always uses labels & phrases. |
| Muskrat Trapping | Will not try to trap muskrat but watches demonstration. | Getting started. Some- times able to set a trap; needs a lot of help. Watches demo. | Getting comfortable. Able to set a trap with little help. Watches demo. | Strong skills. Muskrat trap- ping skills are independent. Watches demo. |
| Safety | Is not safe at camp. | Sometimes follows safety rules. | Usually follows safety rules. | Always follows safety rules. |
| Rabbit 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. |

CAMP GUIDELINES AND SAFETY

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

Enjoy and have fun out on the land!

| 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. |



Teryn & Aaron enjoying a sleigh ride. 2010

Section 4: Assessment

PACKING

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

Clothing

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

Outdoor clothing

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

Bedding

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

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)



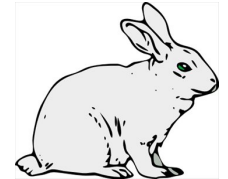
Today I did these activities: (circle)



Dog sledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story

Interview a friend: _____ (name)

What did they learn at camp?

What was their favorite part of camp?

What are they looking forward to next year?

Free Space for
Writing
&
Drawing!

I heard an interesting story from
_____ (Elder's name).

Draw a picture of that story.

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

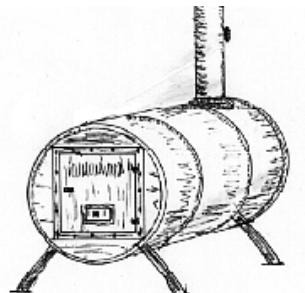
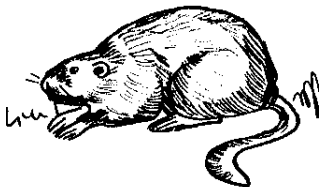
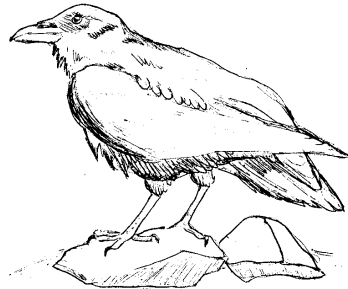
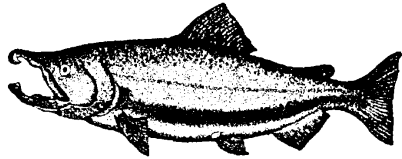
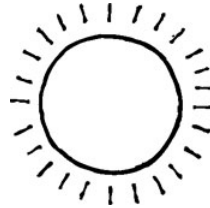


Trey & Grin trying to dog sled. 2010

Section 2: Camp Activities

LOCAL WILDLIFE

Circle the things that are alive!



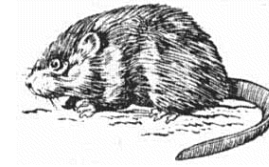
Camp Journal Day 2

Date: _____

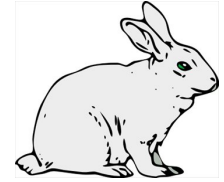
Today I did these activities: (circle)



Dog sledding



Muskrat trapping



Rabbit snaring



Helped with cooking



Heard a story

Interview a friend: _____ (name)

What is their favorite activity at Culture Camp?

Why is it their favorite activity?

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

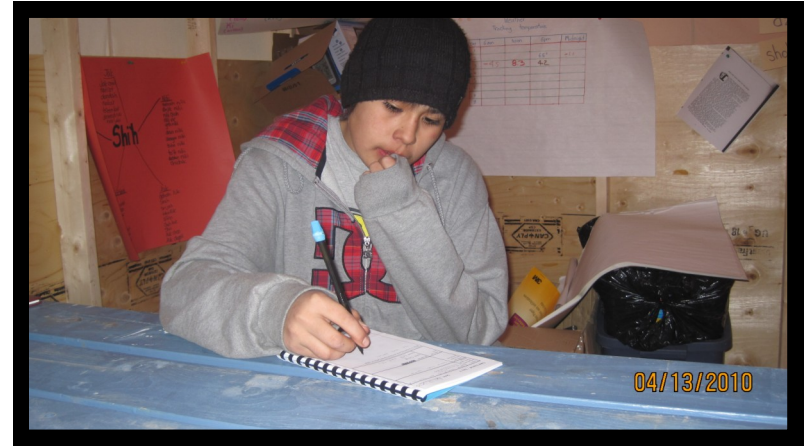


What are you most excited to do this Culture Camp?
Draw a picture of you doing that activity!

Draw a picture that shows what an animal needs to live. Try to show 4 things.

Draw a picture that shows why you think this animal (from the story) is important.

This animal is important because...



Clifton reflecting at the end of the day. 2010

Section 3: Camp Journal

[illegible]

Draw a picture that shows what it would be like if this animal disappeared from the forest or water.

Draw how would you feel if this animal disappeared.

MUSKRAT TRAPPING

Tally Chart

Using the data from the muskrat trapping tally chart (that is hanging in the classroom tent), you will update the muskrat trapping bar graph.

Muskrat Tally Chart

| Day | Number of Muskrats Caught |
|-----|---------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |

1. What is the total number of muskrats? _____
2. We trapped the most muskrats on day _____.
3. We trapped the fewest muskrats on day _____.
4. How much money might we get for one muskrat skin? _____
5. What could we buy with our trapping money? _____

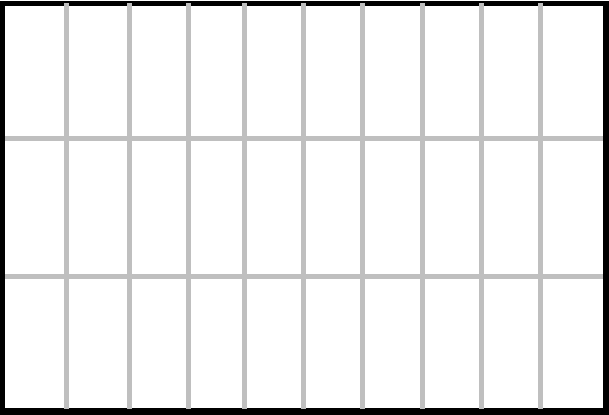
Try writing another story....

This image shows a full page of blank primary-ruled paper. It features ten sets of horizontal lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement. The paper is white and contains no other markings or text.

MUSKRAT TRAPPING

Bar Graph

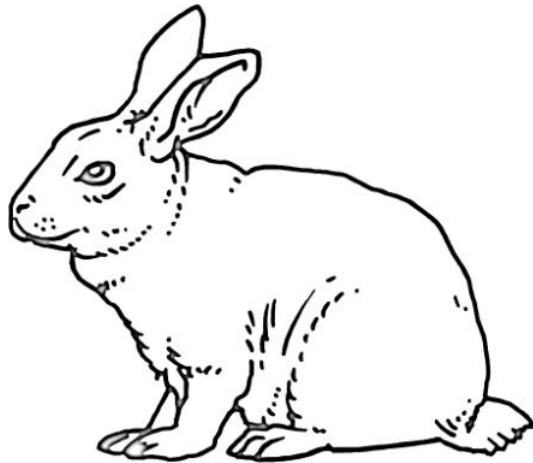
Title: _____



TRAPPING AND SNARING Identifying Body Parts

Label these body parts of the rabbit (Snowshoe Hare):

| | | |
|-----------------|-----------|------------------|
| English: | back | Local |
| | back leg | Language: |
| | front leg | |
| | tail | |
| | head | |



Camp Magazine Writing

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

By _____

Day #3

Physical Activity: _____

Day #4

Physical Activity: _____

Label these parts that are on the head of the rabbit:

English: ear
mouth
nose
teeth
eyes

**Local
Language:**



Now draw the rest of the rabbit!

Draw a picture of your snare and what is around it.

Make a map of how to get to your snare from camp. Use north, south, west and east if you can.

Being Active!

Draw and describe one way you were active each day! Try a new physical activity each day.

Day #1

Physical Activity: _____

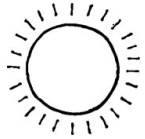
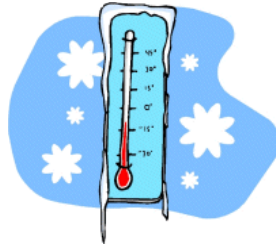
Day #2

Physical Activity: _____

WEATHER

What is the temperature each day at Culture Camp?

For the weather, draw a picture that shows the weather on that day. Here are some ideas:






| | Date | Temperature | Weather |
|-------|------|-------------|---------|
| Day 1 | | | |
| Day 2 | | | |
| Day 3 | | | |

Predict....

What do you think the weather will be like tomorrow?

What will the weather be like in one week?

What will the weather be like in May?

Grass → Rabbit → Fox

Above is a picture of a food chain.

In the food chain the rabbit eats the grass and what eats the rabbit?

Draw another food chain where the rabbit eats willow.
 You decide what will eat the rabbit. Label and draw that animal.
**Make sure the arrows are pointing the right way!*

TRAPPING AND SNARING

Pick one body part of the animal: ☐ rabbit ☐ muskrat

What part did you pick? _____

Draw this body part.

Write down why is it shaped this way.

The body part _____

What does this body part do?

I feel _____ when...

I feel _____ when...

FEELINGS

Pick three feelings that are on the chart paper. **Write** or **draw** why you felt that way.

I feel _____ when...

Compare and contrast beavers and muskrats below:

| | Beaver | Muskrat |
|---------|--------|---------|
| Teeth | | |
| Shelter | | |
| Tails | | |
| Size | | |

Why are muskrats important to First Nation culture?

DOG SLEDDING

How did you feel after dog sledding?



Strong



Weak



Tired



Excited



Good



Bad



Healthy



Happy



Sad



Funny



Hyper

The name of my favorite dog is _____

Draw a picture of your favorite dog!

Name 3 things you should do to care for your sled dog.