

Tr'ondëk Hwëch'in First Fish Camp 10

School Name: Robert Service School

Developed by: Tr'ondëk Hwëch'in
Yukon Education

Date Developed: December 2013

Principal's Name: Ann Moore

Department Authorized Approval Date:

Department Signature:

Course Name: Tr'ondëk Hwëch'in First Fish Camp 10

Grade Level of Course: 10

Number of Course Credits: 1.0 credit (external credit)

Number of Hours of Instruction: 30

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Materials, equipment, tools and supplies, including fish nets, fish wheels, sampling equipment (such as fry traps), filleting tools, boats, personal flotation devices, fish drying and smoking structures, living facilities and food, will be provided by Tr'ondëk Hwëch'in.

Emergency medical assistance will be available at all times in the camp and out in the field from a Wilderness First Aid qualified instructor/supervisor and/or a professional medical practitioner. Risk assessments will be performed by Tr'ondëk Hwëch'in staff previous to the camp and safety precautions will be taken during all activities involving the students. However, as this camp will earn students external credits, Yukon Education Field Trip protocols are not mandatory.

Youth will not be allowed to bring their own boats, nor will they be permitted to drive one at the camp. All youth will be passengers in boats piloted by qualified supervisors with a boat operator's license and swift water rescue certification.

Resource People:

Resource people include Tr'ondëk Hwëch'in staff along with support from the Hän language teacher from Robert Service School or another Hän language speaker for language instruction, and Tr'ondëk Hwëch'in Elders. Instruction/mentoring may also be provided by Yukon Conservation Officers, fish biologists, community volunteers, local Elders and other resource people. Resource people at the camp are experienced and qualified at their jobs, and knowledgeable about safety near and on the water and in the bush. They will lead activities in which they have proven competence.

Course Synopsis:

Tr'ondëk Hwëch'in First Fish Camp is one of a number of culture camps hosted by Tr'ondëk Hwëch'in for youth, Elders and families. After successful completion of First Fish Camp 10 a grade 9-12 student will earn one Grade 10 credit, in the Elective Courses category, towards their graduation credit requirements.

First Fish Camp takes place at Moosehide, a traditional Tr'ondëk Hwëch'in community. Participation at the camp is a way for students to learn about the heritage and traditions of the Tr'ondëk Hwëch'in, the importance of salmon to the community and Tr'ondëk Hwëch'in culture, as well as the environmental pressures that threaten salmon populations. It is an opportunity for the community to have fellowship with one another; families, youth and Elders.

The main theme of the camp is salmon fishing and processing. Students will travel by boat to set nets, check and pull the nets, process and smoke the fish. Safety, proper procedures and ethical harvesting will be emphasized. D'òle', or Tr'ondëk Hwëch'in traditional law, will be discussed, modeled and practiced. Other activities and programs will be provided for the youth when they are not fishing or processing the salmon.

Students will learn through story, direct instruction and activities at Moosehide, about salmon biology, ecology, behaviour and habitat, as well as factors affecting salmon populations in the Tr'ondëk Hwëch'in traditional territory. They will engage in on the land and water activities, hike in the area, and take part in a variety of First Nation physical activities and games.

Leadership skills and responsibility are encouraged as students work collaboratively with resource people and Elders, participate in camp chores, engage in cooperative games, share responsibility in netting, handling, and processing salmon and assist in the community feast.

As a culmination to this camp, students will help host a Tr'ondëk Hwëch'in feast of the salmon, as is traditional after a successful first fish. After the camp, the youth will assist in cutting the fish, packaging it and distributing it to the Elders. Students will come to better understand Tr'ondëk Hwëch'in culture as it relates to salmon fishing and, by working with Elders in

preparation of the fish, during camp activities, and in the distribution of fish throughout the community, gain a deeper appreciation of the role of Elders in the First Nations community.

Each student will provide evidence of their learning journey through the production of a portfolio.

Rationale:

Traditional and contemporary ways of salmon fishing are a valuable asset for survival on the land. Salmon can contribute to a healthy eating lifestyle and fishing can be a good form of physical activity. Yukon First Nations traditional knowledge can contribute to stewardship of the environment. First Fish Camp affirms and strengthens the roles of Elders, parents, and other community resource people in passing on traditional knowledge and practices to the youth of today. This knowledge and these skills are important for students to gain for future conservation and sustainable use of natural life forms (animals, birds, fish and plants) and their habitats, and for the success and safety of the hunter and others who share these natural resources.

To empower students to achieve optimum success in school, it is essential that they have a sense of self-worth and pride in themselves, and their cultural heritage and language. The Hän language, Tr'ondëk Hwëch'in culture, traditions, knowledge and skills, will be reinforced through students' experiences at the camp. The skills, attitudes, behaviors and cultural knowledge that are encouraged at First Fish Camp will be invaluable to students in years to come to support themselves, family and community, as well as in reaffirming and building self-identity, self-awareness, confidence and positive self-esteem. By taking part in and observing the interactions of various community members, students will become aware of the diversity of the community and the various roles of its members, promoting tolerance, acceptance and fellowship.

Finally, receiving secondary school credits for participating in Tr'ondëk Hwëch'in culture camps validates the importance of Yukon First Nations culture, traditions and language within the public school system.

Organizational Structure:

Component	Title	Hours
1	Tr'ondëk Hwëch'in Culture	
2	Salmon Harvesting	
3	Hän Language	
4	Biology/Ecology/Behavior of Salmon	
5	Leadership/Life skills	
	Total Hours	30.0

(Note: due to the nature of the camp, the components require flexible time periods. Components are not intended to be taught sequentially as written, but will be interwoven throughout the camp)

Component Descriptions:**Component 1: Tr'ondëk Hwëch'in Culture**

Students will become familiar with traditional knowledge, heritage and skills of the Tr'ondëk Hwëch'in as it relates to fish camps, and salmon harvesting, processing and sharing. Students will interact with, observe and be mentored by Tr'ondëk Hwëch'in Elders and other resource people to learn the skills, traditional knowledge and desired behaviors appropriate to harvesting salmon and fish camp.

It is expected that students will:

Listen to, reflect on, and respond to Yukon First Nation's traditional and personal stories and narratives as told by Elders, community members and other resource people, about salmon, salmon harvesting, and being on the river.

Identify how Tr'ondëk Hwëch'in were traditionally educated and trained and the relevance of this way of learning today, e.g. through "listening, observing, and doing", experiential learning, participation in ceremony

Participate in on-the-land and water activities in Tr'ondëk Hwëch'in traditional territory, e.g. setting fish nets, traveling to good fishing areas, processing salmon, smoking salmon,

identifying, collecting and learning about traditional medicine plants, creating First Nations products such as medicine bags, singing traditional songs

Describe or demonstrate behaviors that reflects knowledge of D'òle', or Tr'ondëk Hwëch'in traditional law as it relates to fish, fishing, fish handling, and bears e.g. proper personal preparation, respectful treatment of the fish, giving thanks, not taking too many fish, the importance of not thinking or talking about bears in a negative way, etc.

Demonstrate behaviors that reflects understanding of Tr'ondëk Hwëch'in traditional knowledge and practice, e.g. sharing of the tasks, sharing the fish, preparation for fishing, thinking positive thoughts

Make connections between the values and beliefs of Tr'ondëk Hwëch'in culture and how it affects people's daily lives, e.g. family, community roles, respect, ownership, sharing, responsibility, education, appropriate conduct, relationship with the land

Describe the value of salmon in the lives of the Tr'ondëk Hwëch'in

Compare and contrast traditional and contemporary gender roles in Tr'ondëk Hwëch'in culture as it relates to salmon harvesting and processing, and in camp

Demonstrate culturally appropriate behavior while participating in a salmon ceremony, assisting in distributing salmon to the community, and in hosting a Tr'ondëk Hwëch'in feast of the harvested salmon

Describe the history and/or uses of selected landforms, waterways and locations within the Moosehide area

Contrast aboriginal and non-aboriginal views of resource stewardship/ownership

Component 2: **Salmon Harvesting**

Through authentic on-the-land experiences, mentored by Elders and experienced resource people, and in-camp workshops and experiences led by Elders, professionals and other resource people, students will develop the traditional and contemporary skills, knowledge and attitudes essential to successful salmon harvesting and processing. Students will become familiar with traditional and contemporary tools, equipment and techniques used for netting, processing, smoking, and packaging wild salmon. Safe, ethical, environmentally sensitive and culturally appropriate behavior will be emphasized and encouraged. A stronger connection to traditional ways and to the environment will be fostered.

It is expected that students will:

Identify characteristics of current and traditional Tr'ondëk Hwëch'in resource use and management practices, e.g. no-waste resource use, cultural protocols such as requesting permission to fish, respecting other fisherman in the area, stewardship, and ethical fishing/netting practices

Demonstrate understanding of the First Nation's concept of interconnectedness of the environment and how this is reflected in responsibility for and caretaking of the land/water

Give examples of how First Nations' culture is closely aligned with the natural environment, e.g. natural elements in stories and beliefs, use of materials for art, ceremonies and rituals

Describe Tr'ondëk Hwëch'in subsistence rights/regulations related to fish harvesting, as outlined by Yukon Government regulations and Tr'ondëk Hwëch'in Fish and Wildlife Act

Compare and contrast Tr'ondëk Hwëch'in aboriginal fishing rights/regulations with non-aboriginal fishing rights/regulations

Describe when and where to set fish nets or traps, in terms of habitat, water quality, traditional use and present use

Participate in setting and checking fish nets, under the close mentorship of an experienced and qualified supervisor.

Assist in preparations for salmon processing, e.g. ensuring the processing area is clean, gathering the knives

Assist in preparation of the fish for smoking/drying under the guidance of an Elder or other resource people

Describe ways of harvesting and processing salmon that reflects knowledge of traditional methods

Demonstrate safe behaviors while harvesting and processing salmon, e.g. dressing appropriately, being prepared with all material/tools, food and water, safe handling and use of equipment, proper use of tools (knives, scrapers), safe behavior around boats, etc.

Use appropriate terminology when discussing salmon and salmon processing

Participate in collecting, preparing and positioning tree "poles" for smoking salmon

Demonstrate appropriate ways for cleaning, processing and smoking salmon, including eggs

Package/store/distribute salmon to Elders, after the camp, under supervision

Demonstrate knowledge of various tools/structures, traditional and contemporary, used for different aspects of salmon harvesting e.g. netting/capturing (fish nets, fish wheels, fish traps, clubs, etc), collecting, processing, smoking

Describe the uses of salmon by Tr'ondëk Hwëch'in

Relate the importance of fishing skills for survival in the bush

Repair traditional nets and/or other fishing tools, such as fish traps, fish clubs

Component 3: Hän Language

Students will be exposed to Hän vocabulary and phrases related to salmon harvesting, camp life and local places, through oral stories, direct instruction, conversation and activities. Exposure to the Hän language and practice in various settings, will serve to strengthen students' Hän language skills and their connection to Tr'ondëk Hwëch'in culture.

It is expected that students will:

Participate in Hän language Bingo and other language activities

Recognize Hän words/ phrases related to fishing, salmon and salmon parts, the land, place names and camp settings

Use Hän words and phrases appropriately

Demonstrate an understanding of the connection between Hän language, Tr'ondëk Hwëch'in culture and place names

Component 4: Biology/Ecology/Behavior of Salmon

Through authentic experiences, direct instruction (presentations), and First Nations' traditional and personal stories, students will learn about the habitat, distribution, migration, ecology, biology, and behavior of salmon in northern Yukon. Students will become familiar with both traditional and contemporary knowledge of salmon.

It is expected that students will:

Differentiate between male and female salmon

Describe basic characteristics of salmon e.g. identifying fin, coloration changes

Observe/participate in a salmon dissection

Identify basic internal organs of salmon and state their basic functions; including, but not limited to, gills, air bladder, stomach, liver, intestine, heart, kidneys

State traditional and contemporary uses of salmon (including internal organs, eggs and body parts)

Relate a general knowledge of the life cycle of Yukon River salmon (Chum and Chinook); stages, body form, food sources, behaviours, and habitat of the various stages

Describe the impacts of environment factors on the various stages of salmon e.g. water clarity during the alevin stage, invertebrate availability during the fry and smolt stages, etc.

Assist with setting up and checking fry traps to determine salmon use and stream quality

Recognize potentially good salmon habitat and explain why

Construct or describe a food web that involve Yukon River salmon

Describe the impact of human activity (such as pollution, sedimentation, waste disposal practices, overfishing, etc) and climate change on salmon populations, distribution, and habitat; locally, nationally, and globally

Relate ways to care for fish, the land, and water

Contrast traditional ways that maintain viable salmon populations (such as being in tune with the land and its fluctuations and understanding, respecting and responding to fluctuations that result from the inter-relatedness of plants and animals), with science based methods of maintaining viable fish populations (fishing regulations, size restrictions, quotas, hatcheries, etc)

Component 5: **Leadership/Life skills**

Students will learn basic outdoor and camp skills and knowledge, and develop attitudes that can be applied throughout their lives. The First Fish camp experience aims to build self-awareness, self-reliance, confidence, positive self-esteem, responsibility, and respect for self, others and natural life forms. In addition, a sense of community, the importance of individual and community, and the role of community members, will be enhanced through collaborative, co-operative, group and individual activities. The importance of safe behaviors will be emphasized, modeled and encouraged during the camp. Older, more experienced students will be encouraged to play a leadership role at the camp.

It is expected that students will:

Compare and contrast black bear and grizzly bear in terms of appearance, behaviour, habitats and ecology

Relate the best course of action in the event of a bear encounter

Participate in a variety of camp activities that promote responsibility to community, co-operation, collaboration (teamwork), a sense of belonging and value

Participate in a variety of camp activities that promote self-reliance, responsibility, independence and positive self-esteem

Demonstrate a willingness to participate in an educational experience that incorporates Yukon First Nations teachings that focus on the land and relationships

Expand/develop bush skills in informal interactions with Elders, supervisors and others

Demonstrate the development of camp skills; e.g. packing appropriate clothing and gear, caring for own gear during the camp, sharing camp chores

Demonstrate proper behaviour in camp and while out fishing (calm, quiet, patient, alert, aware, self-controlled, observant, active listening)

Identify and demonstrate proper and safe behaviors in and around boats, before, during and after fishing

Use/maintain tools, equipment, safety apparel, materials and work spaces in a safe and environmentally sensitive manner

Act appropriately, respectfully, and according to Tr'ondëk Hwëch'in protocols in the presence of, and in response to, Elders and resource people, e.g. listening respectfully, responding appropriately

Identify and demonstrate behaviours that show respect for others, themselves and other natural life forms

Demonstrate an awareness of the responsibilities involved in harvesting an animal, from the moment an animal's life is taken, to the point it is in the freezer and shared with the community.

Demonstrate behaviours and attitudes of active citizenship, including ethical behaviour (e.g. honesty, fairness, reliability), open-mindedness, collaboration (teamwork), individual and collective responsibility, willingness to participate, respectful interactions with others of any cultural background, personal initiative, advocating for own and others' rights

Actively participate in a Tr'ondëk Hwëch'in community feast and observe the traditional/community protocols

Participate appropriately in cooperative games, traditional games (Hand games), skill building games, dënezhu bingo, Dene and Arctic sports

Act consistently in an environmentally sensitive and culturally appropriate manner, e.g. respectful and appropriate use of the land, proper disposal of fish carcasses, and camp waste/trash

Instructional Components:

A variety of instructional strategies will be employed, including:

- direct instruction (one on one; group)
- storytelling and narratives
- indirect instruction (modelling/mentoring)
- interactive instruction
- brainstorming
- group work
- experiential activities
- personal initiatives

Assessment Components:

Ongoing assessment will occur throughout the camp to guide instruction/activities and to inform students about their learning and next steps. A variety of evidence of learning may be collected/used.

Evidence of learning will be collected from three general sources:

Conversations - students have with each other and/or with resource personnel

Observations of learning – anything students are observed doing or asked to do

Products –anything students create

<i>Conversations</i>	<i>Observations</i>	<i>Products</i>
Individual conferences	Performance tasks	Summative project
Group meetings/dialogue	Following instructions	Student journals
Student Self-assessment	Listening to others	Reflective writings
Peer assessment	Portfolio presentation	
Student/instructor/mentor dialogues	Group or partner activities	
	Modeling desired behaviors	

Observations and *Conversations* may be recorded in a number of ways:

- | | |
|-------------------|--------------|
| Anecdotal records | Rubrics |
| Logbooks | Charts |
| Checklists | Student Logs |
| Rating scales | Reflections |

Student Portfolios:

Students, with the assistance of the camp facilitator and others, will create a portfolio that documents their experiences and participation in the Tr'ondëk Hwëch'in First Fish camp.

One of the components of the portfolio is a summative project, the format of which will be determined by the camp facilitator. The summative project may vary from year to year dependent upon the student's abilities/desires/interests/needs and support available to complete the project. Potential summative projects include: a multimedia presentation; a letter, or video clip to an Elder expressing the students appreciation for the opportunity to learnand how they see they will use the skills and knowledge they gained in the future; a map of resources and Hän place names within Tr'ondëk Hwëch'in traditional territory explaining the significance of those names; a memory box; a scrap book, etc.

The portfolio should also contain the evidence of learning collected by the facilitator and other resource people throughout the camp, such as checklists, rubrics, anecdotal records, student reflections and other products. Portfolios will be assessed by a "team", that could consist of the camp facilitator, the CELC, and a sponsor teacher or the school's principal. The team will assess the portfolio based on criteria established before the camp and known by the students. It is important that the students are aware of what they will be assessed on, how they will be assessed and the criteria against which they will be assessed, before the camp activities. When possible, students will be involved in co-construction of the criteria.

The portfolio is meant to be a dynamic project that reflects the individual attributes and strengths of the student as it relates to the camps. It will be a living reminder of the events that occurred and the learning that took place during these experiential camps. Students will own this portfolio and be able to watch it grow as they participate in additional camps offered by Tr'ondëk Hwëch'in and Robert Service School.

Learning Resources:

Camp facilitators - Tr'ondëk Hwëch'in staff
Conservation Officers
Fisheries Biologists
Hän Language instructor
Tr'ondëk Hwëch'in Elders
Tr'ondëk Hwëch'in community members
Hän language resource binder
Hän language phrase sheet/booklet
Yukon Fishing Regulations
Tr'ondëk Hwëch'in Fish and Wildlife Act

Additional Course Information: