

Tr'ondëk Hwëch'in Moose Hunt Camp 10

School Name: Robert Service School

Developed by: Tr'ondëk Hwëch'in
Yukon Education

Date Developed: November 2012

Principal's Name: Ann Moore

Department Authorized Approval Date:

Department Signature:

Course Name: Tr'ondëk Hwëch'in Moose Hunt Camp 10

Grade Level of Course: 10

Number of Course Credits: 1.0 credit (external credits)

Number of Hours of Instruction: 30

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Materials, equipment, tools and supplies, including hunting gear and butchering tools, smoke house, vehicles, outdoor living facilities and food, will be provided by Tr'ondëk Hwëch'in.

One of the instructors/supervisors will have Wilderness First Aid qualifications.

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.

Designated, trained and qualified hunters will be responsible for the shooting of the moose.

Resource People:

Resource people include Tr'ondëk Hwëch'in staff along with the support of the Hän language teacher from Robert Service School or a Hän language speaker for language instruction, and Tr'ondëk Hwëch'in Elders. Further instruction may be provided by Yukon Conservation Officers, local biologists, RCMP, community volunteers and other resource people.

Course Synopsis:

Tr'ondëk Hwëch'in Moose Hunt Camp is one of a number of culture camps hosted by Tr'ondëk Hwëch'in for Elders, youth, and families. After successful completion of Moose Hunt Camp a grade 9-12 student will earn one grade 10 credit, in the Elective Courses category, towards their graduation credit requirements. This credit must be combined with another credit obtained by completing any of the other Tr'ondëk Hwëch'in culture camps to obtain the two credit minimum required for entry into the credit reporting system.

Jejik Nätäzrè (Moose Hunting) Camp is a way for students to learn about the heritage and traditions of the Tr'ondëk Hwëch'in, the importance of the moose to the community, as well as the modern day environmental pressures on this important part of Tr'ondëk Hwëch'in culture. It is an opportunity for the community to have fellowship with one another; families, youth and Elders.

The main theme of the camp is hunting for moose; determining best potential hunting areas, calling moose, quietly waiting, field gutting, cutting, and packing; meat care such as hanging and cleaning; assisting with defleshing the hide; and making dry meat. Safety and proper processes 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 hunting, or working to care for the moose.

Students will learn about moose biology, ecology, and habitat, as well as factors affecting moose populations in the Tr'ondëk Hwëch'in traditional territory. They will engage in on the land 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 learn about gun safety, participate in camp chores, engage in cooperative games, share responsibility in the moose harvest and assist in the community feast.

As a culmination to this camp, students will help host a Tr'ondëk Hwëch'in feast of the moose, as is traditional after a successful first hunt. Students will come to better understand Tr'ondëk Hwëch'in culture as it relates to moose hunting and, by working with Elders in the preparation of the moose, during camp activities, and the distribution of moose 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 hunting are a valuable asset for survival on the land. Hunting can contribute to a healthy eating lifestyle and can be an excellent form of physical activity. Yukon First Nations traditional knowledge can contribute to natural stewardship of the environment. Moose 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, knowledge and skills, will be reinforced through students’ experiences on the land and in camp. The skills, attitudes, behaviors and cultural knowledge that are encouraged at Moose 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 traditional 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	Moose Hunting	
3	Hän Language	
4	Biology/Ecology/Behavior of Moose	
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 some traditions and heritage of the Tr'ondëk Hwëch'in as it relates to camp life, moose hunting, preparation and sharing. Students will be mentored by, interact with and observe Tr'ondëk Hwëch'in Elders to learn the skills and traditional knowledge they need for camp life and moose hunting.

It is expected that students will:

Listen to, reflect on, and respond to Yukon First Nation's traditional and personal stories and narratives about moose and moose hunting.

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 activities in the fall on Tr'ondëk Hwëch'in traditional land, e.g. moose harvesting, cranberry picking, wood collecting

Describe or demonstrate behavior before, during and after the hunt, that reflects knowledge of D'òle', or Tr'ondëk Hwëch'in traditional law, e.g. proper personal preparation, treatment of the animal, giving thanks, etc.

Demonstrate behavior before, during and after the hunt, that reflects understanding of Tr'ondëk Hwëch'in traditional knowledge and practice, e.g. awareness of the roles of animals and birds during the hunt, preparation for the hunt, 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 many values of moose and other animals in the lives of the Tr'ondëk Hwëch'in, e.g. food, clothing, shelter, tools, etc.

Compare and contrast traditional and contemporary gender roles in Tr'ondëk Hwëch'in culture as it relates to moose hunting, hide processing and camp life

Demonstrate culturally appropriate behavior while assisting in distributing moose to the community and in hosting a Tr'ondëk Hwëch'in feast of the harvested moose.

Describe some of the history and landforms of Nänkāk Chèòla y

Contrast Western and Tr'ondëk Hwëch'in views of resource and land ownership/stewardship

Component 2: **Moose Hunting**

Students will become familiar with traditional and contemporary tools, equipment and techniques used in moose hunting, butchering, packaging, and smoking of moose meat and hide preparation. Through authentic experiences students will develop land-based skills essential to successful moose hunting. 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 harvest; stewardship

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

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 related to resources

Understand Yukon moose hunting regulations and describe Yukon First Nation subsistence rights and regulations as they relate to moose hunting

Demonstrate safe hunting practices, e.g. dressing appropriately, basic knowledge of firearm safety, proper use of tools (knives, scrapers), safe behavior around vehicles, lifting properly, etc.

Demonstrate appropriate behavior during a moose hunt, e.g. patience, silence, vigilance, self-control

Identify moose tracks and other signs of moose, such as chewed branches and bedding sites

Assist in the skinning, dressing and hanging of a moose carcass under the guidance of an Elder or other resource people

Relate or demonstrate ways of skinning, dressing and care of the harvested moose that reflect knowledge of traditional methods

Observe the use of moose calls by experienced hunters; use a moose call (antler, birch bark, scapula); recognize similarities/differences of different moose calls; understand when and how to use a moose call

Use appropriate terminology when discussing moose hunting and meat preparation

Use and maintain tools, equipment, and "work" spaces in a safe manner

Act in an environmentally sensitive and culturally appropriate manner, e.g. use of land, disposal of carcass, camp waste/trash

Demonstrate knowledge of the various tools, traditional and contemporary, used for different aspects of moose harvesting and hide tanning, e.g. cutting hair, fleshing, skinning, scraping hides, cutting meat

Demonstrate appropriate ways for cleaning, preserving and storing moose meat, including the organs, e.g. smoking, drying, wrapping and freezing

Relate the features of a good smoke house

Butcher/wrap/package/store (freezer)/distribute moose to Elders after the camp is over, under supervision

Describe the many uses of hides and factors that determine their quality

Outline the basic method of processing a hide, e.g. hair and flesh removal, removal of antlers and brain, use of the brain to soften hides, materials used to smoke hides

Component 3: **Hän Language**

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

It is expected that students will:

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

Use Hän words and phrases appropriately

Participate in Hän Bingo and other language activities

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

Component 4: **Biology/Ecology/Behavior of Moose**

Through authentic experiences and direct instruction students will learn about the habitat, ecology, biology and behavior of moose in their local area. Students will become familiar with both Traditional and Western Knowledge of moose behavior and habitat use.

It is expected that students will:

Identify basic internal organs of moose and state their basic functions; including, but not limited to, stomach, liver, intestine, heart, lungs

State traditional and contemporary uses of moose internal organs

Identify the impact of human activity on moose populations and habitat

Recognize potentially good moose habitat and explain why

Understand the daily rhythm and seasonal activity of moose

Determine when and where to hunt, by synthesizing Traditional and Western Ecological Knowledge of seasonal and daily moose activity, moose behavior and habitat preferences

Describe traditional and science based methods of maintaining viable moose populations, e.g. hunting regulations (restricted areas, registering kills, counts, gender restrictions...), being in tune with the land and the fluctuations and inter-relatedness of plants and animals that live on it

Component 5: **Leadership/Life skills**

Students will learn basic outdoor skills that can be applied throughout their lives. The camp aims to build self-awareness, self-reliance, sense of community, importance of individual and community, and the role of community members, confidence, positive self-esteem, responsibility, respect for self, others and natural life forms around them.

It is expected that students will:

Participate in variety of camp activities that promote responsibility to community, co-operation, a sense of ownership, belonging, self-reliance and independence, as well as development of survival skills; e.g. packing appropriate clothing and gear, caring for own gear during the hunt/camp, camp set up, shared camp chores, co-operative hunting

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

Respond appropriately to instructions

Demonstrate initiative in learning new skills

Demonstrate proper behaviour in camp and during the hunt (calm, quiet, patience, self-control)

Act appropriately, respectfully, and according Tr'ondëk Hwëch'in protocols in the presence of Elders and resource people.

Identify and demonstrate behaviours that show respect for others of any cultural background, themselves and the natural life forms around them

Demonstrate skills 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, personal initiative, advocating for own and others' rights

Select a role to play in the participation 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, and dënezhu bingo.

Use and maintain tools, equipment, materials and work space in a safe and environmentally sensitive manner

Instructional Components:

A variety of instructional strategies will be employed, including:

- direct instruction (one on one; group)
- indirect instruction (modelling/mentoring)
- storytelling and narrative
- 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 personal

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	Moose calls
Student Self-assessment	Listening to others	Reflective writings
Peer assessment	Portfolio presentation	Student journals
Student/instructor/mentor dialogues	Group or partner activities	

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

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|-------------------|--------------|
| 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 Moose 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

Hän Language instructor

Tr'ondëk Hwëch'in Elders

Tr'ondëk Hwëch'in community members

Hän language resource binder

Hän language phase sheet/booklet

Additional Course Information:

It is recommended by the Department Authorized Course Review Committee that a reassessment of the credit value of this camp occur after the camp has been implemented according to this course framework.