

## **Tr'ondëk Hwëch'in First Hunt 10**

**School Name:** Robert Service School

**Developed by:** Tr'ondëk Hwëch'in  
Yukon Education

**Date Developed:** March 2013

**Principal's Name:** Ann Moore

**Department Authorized Approval Date:**

**Department Signature:**

**Course Name:** Tr'ondëk Hwëch'in First Hunt 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 hunting gear, butchering tools, hanging shed, vehicles, snow machines and trailers, living facilities and food, will be provided by Tr'ondëk Hwëch'in First Nations.

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.

Students will be knowledgeable of Yukon hunting regulations and the Tr'ondëk Hwëch'in Fish and Wildlife Act so that they are aware of the rules and regulations of hunting before going out on a hunt. After demonstrating proficiency in handling, sighting and firing a rifle safely, youth may be given the opportunity to shoot caribou, under the guidance of a trained and qualified

hunter, out on a hunt. Alternatively, a designated, trained and qualified hunter will be responsible for shooting the caribou.

Youth will not be allowed to bring their own snow machine, nor will they be permitted to drive one at the camp unless under specific guidance and supervision of a Ranger or other supervisor. Any youth allowed to drive a snow machine, under supervision, will be a licensed driver and have demonstrated responsible and safe behaviours. All other youth will be passengers on snow machines operated by the Rangers or other qualified supervisors.

### **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 is also provided by Canadian Rangers (including Certified Ranger Safety Officer), Yukon Conservation Officers, Yukon Environment biologists, RCMP, community volunteers and other resource people. Staff are experienced and qualified at their jobs, and knowledgeable about safety in the bush. They are experienced hunters and guides and will lead activities in which they have proven competence.

### **Course Synopsis:**

Tr'ondëk Hwëch'in First 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 First 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.

First Hunt Camp takes place at Km 130, Dempster Highway at Cache Creek. It is a way for students to learn about the heritage and traditions of the Tr'ondëk Hwëch'in, the importance of caribou to the community and Tr'ondëk Hwëch'in culture, as well as the environmental pressures that threaten caribou 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 hunting caribou: determining best potential hunting areas, traveling by truck and/or snow machine to those areas, scanning the landscape for caribou, tracking caribou, quietly waiting, shooting the caribou, field gutting, cutting, and packing the meat, meat care such as hanging and cleaning, and preparing the hides and some meat to be used at a later camp. Students will develop knowledge and skills required to harvest different animals using various methods; rifle, bow and arrow, and snares. Safety, proper procedures and ethical harvesting will be emphasized. Dã'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 caring for the caribou.

Students will learn through story, direct instruction and activities out on the land, about caribou biology, ecology, and habitat, as well as factors affecting caribou populations in the Tr'ondëk Hwëch'in traditional territory. They will engage in on the land activities, snow machine and 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 and use, archery, participate in camp chores, engage in cooperative games, share responsibility in the hunt and care of the harvested caribou and assist in the community feast.

As a culmination to this camp, students will help host a Tr'ondëk Hwëch'in feast of the caribou, as is traditional after a successful first hunt. After the hunt, the youth will assist in butchering the meat, packaging it and distributing it to the Elders. Students will come to better understand Tr'ondëk Hwëch'in culture as it relates to caribou hunting and, by working with Elders in preparation of the caribou, during camp activities, and in the distribution of caribou 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. First Hunt 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 First Hunt 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:**

<b>Component</b>	<b>Title</b>	<b>Hours</b>
1	Tr'ondëk Hwëch'in Culture	
2	Animal Harvesting (caribou, snowshoe hare, sheep, ptarmigan (as available))	
3	Hän Language	
4	Biology/Ecology/Behavior of Caribou	
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, skills and heritage of the Tr'ondëk Hwëch'in as it relates to camp life, caribou hunting, preparation and sharing, as well as other traditional ways of harvesting animals. Students will interact, observe and be mentored by Tr'ondëk Hwëch'in Elders to learn the skills and traditional knowledge they need for camp life and caribou hunting.

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 caribou, caribou hunting, and being out on the land.

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 early winter on Tr'ondëk Hwëch'in traditional territory, e.g. caribou tracking and harvesting, snaring

Describe or demonstrate behavior before, during and after the hunt, that reflects knowledge of Dã'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. 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 caribou 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 caribou hunting, snaring and other harvesting practices, hide processing and camp life

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

Describe the history and/or uses of selected landforms, waterways and locations within Tr'ondëk Hwëch'in traditional caribou hunting territory

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

**Component 2: Animal Harvesting (Caribou, snowshoe hare, sheep)**

Through authentic on-the-land experiences, mentored by experienced hunters/Rangers, and in-camp workshops led by Elders and professionals, students will develop the traditional and contemporary skills, knowledge and attitudes essential to successful caribou hunting, sheep hunting and snowshoe hare snaring. Students will become familiar with traditional and contemporary tools, equipment and techniques used for hunting, butchering, packaging, snaring, and skinning harvested animals. They will learn and practice skills that will prepare them for a hunt, such as aiming through archery and target practice at a rifle range. 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 harvest, respecting other hunters in the area, stewardship, and ethical hunting 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

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 caribou hunting, as outlined by Yukon Government caribou hunting regulations and Tr'ondëk Hwëch'in Fish and Wildlife Act

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

Demonstrate basic rifle skills, e.g. matching the correct bullet to a given rifle; sighting a rifle; proper handling, holding, aiming, shooting and safe movement on a rifle range

Participate in a caribou hunt, under the close mentorship of an experienced and qualified hunter.

Demonstrate appropriate behavior during a caribou hunt, e.g. patience, silence, vigilance, self-control, attentive listening and focused observation

Determine when and where to hunt, by synthesizing traditional and contemporary knowledge of the seasonal and daily activity of caribou, caribou behaviour and habitat preferences

Recognize and use caribou tracks and other signs to locate caribou

Differentiate between male and female caribou for the purposes of hunting

Assist in the skinning, dressing (quartering) and hanging of a caribou carcass under the guidance of an Elder or other resource people

Demonstrate safe behaviors while hunting/harvesting animals, e.g. dressing appropriately, being prepared with all material/tools, food and water, safe handling and use of rifles and ammunition, proper use of tools (knives, scrapers), safe behavior around vehicles and snow machines, lifting properly, etc.

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Use appropriate terminology when discussing hunting and meat preparation

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

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

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

Demonstrate knowledge of the various tools, traditional and contemporary, used for different aspects of animal harvesting e.g. skinning, quartering, hanging and cutting meat, and snaring

Describe the many uses of animals harvested, e.g. clothing, shelter, tools, art, dry meat bags, etc.

Participate in traditional and contemporary snaring activities, under the guidance of an Elder. e.g. making, setting and checking snares, observing the skinning of hare

Relate the importance of snaring skills for survival in the bush, ie. food, warmth

Demonstrate basic archery knowledge and skills, e.g. bow and arrow parts, stringing a bow, holding a bow and arrow, shooting at targets, archery range commands

Describe the differences in bows and arrows used for different styles of archery, i.e. hunting vs competition/recreation

Describe the differences in traditional and contemporary bows and arrows in terms of design, materials and the techniques of use

Demonstrate safe behaviors during bow and arrow handling, archery range target practice and archery competitions

### Component 3: **Hän Language**

Students will be exposed to Hän vocabulary and phrases related to caribou hunting, camp life and local places, through oral stories, direct instruction and conversation. 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:

Recognize Hän words/ phrases related to hunting, animal and animal parts, snaring animals, archery, the land, place names and camp settings

Use Hän words and phrases appropriately

Participate in Hän language 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 Caribou**

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

It is expected that students will:

Describe characteristics unique to caribou, e.g. coats, hooves, build, antlers, gender differences, etc.

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

State traditional and contemporary uses of caribou internal organs and body parts

Compare and contrast barrenland caribou with woodland caribou in terms of behavior, physical features, habitat preferences and distribution

Relate a general understanding of the evolution of caribou and how it relates to their present distribution and herd differences

Describe the impact of human activity and climate change on caribou distribution, migration, population numbers and habitat; locally, nationally, and globally

Recognize potentially good caribou habitat and explain why

Demonstrate an understanding of the daily rhythm and seasonal activities of caribou, including feeding behaviors, seasonal and daily migration, rutting behaviour, mating, giving birth

Participate in hands on tracking activities using radio collars and tracking equipment/technology

Relate how tracking technology is used to monitor caribou movement, distribution and numbers

Contrast traditional ways that maintain viable caribou 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 caribou populations (hunting regulations, such as restricted areas, registering kills, gender restrictions, counts...)

### 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 Hunt 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.

It is expected that students will:

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

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, Rangers and others

Demonstrate the development of camp skills; e.g. packing appropriate clothing and gear, caring for own gear during the hunt/camp, setting up camp, sharing camp chores, co-operative hunting

Demonstrate proper behaviour in camp and during the hunt (calm, quiet, patient, alert, aware, self-controlled, observant, active listening)

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 hunting, 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

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

Act consistently in an environmentally sensitive and culturally appropriate manner, e.g. respectful and appropriate use of the land, proper disposal of animal 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 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	Student journals
Student Self-assessment	Listening to others	Reflective writings
Peer assessment	Portfolio presentation	
Student/instructor/mentor dialogues	Group or partner activities	

*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 Hunt 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

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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 learn .....and 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  
Canadian Rangers  
Wildlife Biologists  
Hän Language instructor  
Tr'ondëk Hwëch'in Elders  
Tr'ondëk Hwëch'in community members  
Hän language resource binder  
Hän language phase sheet/booklet  
Yukon Hunting Regulations  
Tr'ondëk Hwëch'in Fish and Wildlife Act

### **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.