

Northern Lifestyles 10, 20 & 30



February 2017

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Acknowledgements

Northern Lifestyles 10/20/30: Saskatchewan Curriculum Framework of Outcomes was developed through collaborative efforts of individuals and groups dedicated to promoting activities specific to Northern Saskatchewan lifestyle.

The Ministry of Learning gratefully acknowledges the professional contributions and advice given by:

Minnie McKenzie
Lac La Ronge Indian Band

Cheryl Herman
Northern Lights School Division #113

Julius Park
Northern Lights School Division #113

Leda Corrigan
Northern Lights School Division #113

Chris Todd
Northern Lights School Division #113

The following documents provided a framework and a template for this document. The format and sequence of presentation of the various components was especially helpful.

Saskatchewan Aboriginal Languages: Curriculum Guide for Kindergarten to Grade 12
Common Curriculum Framework for Aboriginal Languages -Kindergarten to Grade 12

Northern Lifestyles 10/20/30: Saskatchewan Curriculum Framework of Outcomes was renewed and modified for submission in February 2017 by the following individuals:

Chris Todd
Northern Lights School Division #113

Leda Corrigan
Northern Lights School Division #113

Cheryl Herman
Northern Lights School Division #113

Christine Ravenis
Northern Lights School Division #113

Curtis Chandler
Northern Lights School Division #113

Brien Morgan
Meadow Lake Tribal Council

Rationale

This Northern Lifestyles 10/20/30 is offered because of the uniqueness of traditional/contemporary community lifestyles in the north. Within the course, high schools will take into consideration the historical lifestyles of the north as an integral component in delivery of the program. In developing unit plans, instructors can reference both historical and contemporary activities, such as transportation modes, shelter, clothing, and use of hunting, fishing, and trapping resources. These are just a few examples. In return, this presents opportunities for students to compare and contrast the relationship concerning the history and contemporary lifestyles of the north. Students taking the course will be engaged with community partners, such as Elders, young parents and other resources in the community. The Northern Lifestyles curriculum does accommodate learning outcomes that are respectful of northern Saskatchewan community perspectives. The Northern Lifestyles 10/20/30 provide NLS113 to draw unique local knowledge into high school credit course in a structured manner. It is our desire to provide high school students the opportunity to experience and learn about unique northern lifestyles while acquiring credit that lead to graduation. Our hope is to accommodate the development of positive identity and self-esteem within our high school age students, by providing legitimate course offering that reflect unique traditional/contemporary community perspectives.



Program Development

The initial development of the Northern Lifestyles 10/20/30 program involved a committee comprised of teacher representatives from Northern Lights School Division 113, Ile a la Crosse School Division, Lac La Ronge Indian Band and Peter Ballantyne Cree Nation, as well as a ministry representative. The renewal process has involved a similar approach by establishing a committee to review the original document with the intent to improve and update the curriculum document.



Community Partners

Northern Lifestyles 10/20/30 draws on local people, such as Elders, young parents/guardians and human resources as partners for instruction in the delivery of the course. As Community Partners, Elders are essential for instruction of the program, since they are considered to have traditional/contemporary knowledge of lifestyles of northern Saskatchewan. It is the Elder's guidance that people seek as they offer balance for our young generation in their relationships with the land, families, community and themselves.

Parents/guardians as partners of the program will have opportunities to integrate in the process of learning about traditional/contemporary lifestyles of the north. In some instances, parents/guardians, who are familiar with local traditional/contemporary northern lifestyles, will participate as knowledge keepers working alongside Elders and school teachers. Furthermore, all possible community organizational partnerships are encouraged and are essential part of the curriculum. Their role may consist of, but not limited to, demonstrating skills in the area of fishing, trapping and hunting either out on the land or in the classroom setting. This course recognizes the involvement of local talents and appreciates that community and the school play a major role as partners in delivering a meaningful program to the younger generation of northern Saskatchewan.

"Elders know about their history, pass on traditional skills for survival, without skills, you don't know how to live in the bush." (Moise Janvier, La Loche, Saskatchewan, 2009)

"We got to teach them trust, respect and love and all these things. The way we were brought up they got to learn. They (youth) deserve respect." (Emilien Natamogan, Pinehouse, Saskatchewan, 2009)



Links to other Programs

This curriculum is specific to lifestyles of people living in Northern Saskatchewan. The schools are given the opportunity to offer Northern Lifestyles 10/20/30 level classes as locally developed courses of study. The Northern Lifestyles program is designed to be offered as a high school credit class. "Practical and applied modules are an essential element of the basic education of all students and must continue to be an integral part of the curriculum in order to ensure that all students obtain a well-rounded education. Practical and applied arts courses compliment academic courses by integrating theory with practice and giving students an opportunity to apply what they learned in a concrete fashion. (*STF, Policy Statement on the Practical and Applied Arts, 1995*) Although, Practical and applied arts modules are not mandatory in this document, it does not exclude schools from offering various modules, such as Wild Life Management, Forestry and Energy Mines and Resources, First Aid and Firearm Safety to show links to the Northern Lifestyles document.

Although there is a continuum between Northern Lifestyles 10, 20 and 30 course levels, there is no prerequisite to take one course before the other levels. This curriculum could be sequential; during the course of study instructors are expected to review initial outcomes & indicators to show correlation from each level.



Goals of Northern Lifestyles 10/20/30

The lifestyle of people in Northern Saskatchewan reflects and defines their identity. Students will focus on preserving, maintaining and enhancing a unique way of life which is still practiced by people in Northern Saskatchewan.

Students who study Northern Lifestyles 10/20/30 will develop a better understanding and gain an appreciation of Northern Saskatchewan lifestyle activities. The students will know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. The ultimate aim is for students to develop a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study. The goals of Northern Lifestyles 10/20/30 curricula are:

1. to understand and appreciate lifestyle of the north through a balance of theory and practice
2. to provide learning opportunities within the northern lifestyle in various social contexts and situations
3. to enhance skill building opportunities for the transition from school related experiences to the their future
4. to promote a positive outlook toward northern lifestyles

These goals, while reflecting what is important in Northern Lifestyles, also provide “through lines” to and from Cross-curricular Competencies and Broad Areas of Learning. Teachers need to ensure that the “through lines” from each subject area are considered when planning and teaching.

The Northern Lifestyles program lends itself to engagement of students, families, school staff and community members in various activities reflecting the uniqueness of traditional and contemporary lifestyles of people in the north.

Outcomes and Indicators

Outcomes are statements of what students are *expected to know and be able to do* by the end of a grade in a particular area of study. The outcomes provide direction for assessment and evaluation, and for program, unit, and lesson planning.

Critical characteristics of an outcome include the following:

- focus on what students will learn rather than what teachers will teach
- specify the skills and abilities, understandings and knowledge, and/or attitudes students are expected to demonstrate
- are observable, accessible, and attainable
- are written using action-based verbs and clear professional language (educational and subject-related)
- are developed to be achieved in context so that learning is purposeful and interconnected
- are grade and subject specific
- are supported by indicators which provide the breadth and depth of expectations
- have a developmental flow and connection to other grades where applicable.

Indicators are representative of what students *need to know and/or be able to do* in order to achieve an outcome. Indicators represent *the breadth and the depth of learning* related to a particular outcome. The list of indicators provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

This curriculum provides the learning outcomes that students are expected to achieve by the end of the year. Indicators are included to provide the breadth and depth of what students should know and be able to do in order to achieve the learning outcomes. Teachers can and should create new or combine current indicators to meet the needs and circumstances of their students and communities, as long as the indicators remain within the breadth and depth of the outcome.

Northern Lifestyles 10/20/30 curriculum provides:

- Direction for supporting student achievement of the Broad Areas of Learning.
- Level 10/20/30 aims and goals of Northern Lifestyles education in Saskatchewan.
- Characteristics of an effective Northern Lifestyles program.
- Northern Lifestyles outcomes and indicators.
- Sample assessment and evaluation criteria for outcomes.
- Connections with other areas of study.

Level 10

Goals	
<ul style="list-style-type: none"> ➤ to understand and appreciate lifestyle of the north through a balance of theory and practice ➤ to provide learning opportunities within the northern lifestyle in various social contexts and situations ➤ to enhance skill building opportunities for the transition from school related experiences to the their future ➤ to promote a positive outlook toward northern lifestyles 	
Outcomes	Indicators
At the Northern Lifestyles 10 level, the learner will...	This is evident when the learner...
10.1.1 Review Northern Lifestyles 10 program.	10.1.1 <ul style="list-style-type: none"> - Discusses the goals of the Northern Lifestyles 10 by reviewing the outcomes. - Discusses the content of the Northern Lifestyles 20 and 30 to show the connection of the course content in each level. - Produces a brief summary as to why they enrolled in this course and what they hope to gain. - Reviews the roles and expectations for all participants of the program including the students and teacher.
10.1.2 Discuss and reflect on Northern Lifestyles	10.1.2 <ul style="list-style-type: none"> - Participates in a talking circle to discuss the uniqueness of living in northern Saskatchewan. - Develops a poster or booklet that depicts living in northern Saskatchewan. - Brainstorms the traditional and contemporary lifestyle of the north by developing a comparison chart. - Interviews family and/or community members about views and opinions related to the Northern Lifestyles 10 course content. - Research life in northern Saskatchewan and share with classmates, via internet, library, newspaper, etc - Writes a song, chant or poem expressing the life of people living in the north.

<p>10.1.3 Examine local traditional language and values.</p>	<p>10.1.3</p> <ul style="list-style-type: none"> - Define terminology relevant to local traditional values/behaviours, such as respect, sharing, caring, humour, etc. - Interviews family and/or community members about views and opinions related to local protocols, such as use of tobacco. - Develops a visual presentation about local values/behaviours, such as a multi media creation. - Explore and compare the local traditional values and languages used in your communities.
<p>10.1.4 Participate in traditional and contemporary social celebrations and gatherings.</p>	<p>10.1.4</p> <ul style="list-style-type: none"> - Participates in learning about the origins of traditional dances of the northern people. - Plans and organizes a school event to share the various forms of traditional dances of people living in the north. - Plans and prepares a traditional meal for parents. - Organize and to participate in amateur hour or outdoor games that were common in the past such as three legged race, sack race, stilt race and other common recreational activities. - Participates in a session with a community member or Elder in the art of storytelling. - Interviews local members about experiences at social gatherings and celebrations such as weddings, Christmas, etc.
<p>10.1.5 Research and create traditional and contemporary art and craft forms.</p>	<p>10.1.5</p> <ul style="list-style-type: none"> - Researches the significance of using natural resources in producing an item to be used for art or for practical use. - Produces an item that is used for decoration or practical use, such as quillwork, birch bark baskets, beadwork, using animal hide, wood and antler carving, willow whistles, fish skin rattles, drums, slingshots, willow baskets, fungus painting, birch bark biting, fish scale art, wood paddles, birch bark canoe, bone scraping tool (flesher) and other local art forms.

<p>10.1.6 Research, gather and store edible food items from the natural environment.</p>	<p>10.1.6</p> <ul style="list-style-type: none"> - Brainstorms a list of edible food items obtained from the land, sky and water. - Researches the different types of local edible plants and berries. - Compares local traditional and contemporary hunting, fishing and trapping practices and protocols. - Interacts with a resource person while researching or inquiring about different medicinal uses of herbs and plants. - Examines and participates in different methods of food preparation, such as berry canning, drying meat, fish preparation, etc.
<p>10.1.7 Examine conservation and environmental issues relevant to northern people.</p> <p>What do we mean by relevant to northern people?</p>	<p>10.1.7</p> <ul style="list-style-type: none"> - Examines conservation practices and methods regarding the use of the environment. - Identifies different species of birds and animals that are being affected by environmental change. - Examine ways that affect change. - Discusses recycling strategies. - Participates in a talking circle on developing good citizenship principles. - Discusses local protocols when participants are out on the land and water regarding traditional land use. - Invites a resource person i.e., a conservation officer, an Elder, traditional land user to review conservation practices. - Produces and presents posters depicting a message about conservation. - Researches environmental changes/impacts that have been caused by human interaction. - Discusses and debates issues related to economic development versus impact to the environment.

<p>10.1.8 Gain knowledge of personal safety related to survival skills and the day to day operations of both survival and recreational equipment used by northerners.</p>	<p>10.1.8</p> <ul style="list-style-type: none"> - Introduces the theory related to safety procedures regarding operation of machines, such as, boat and motor, ATV, snow machine, sewing machine. - Completes first aid course. (if provided) - Completes an outdoor education course such as a canoeing course, firearm safety, and winter survival skills. (if provided) - Writes and shares stories regarding experiences of personal safety. - Participates in a session with the RCMP/SERM to discuss the laws regarding the use and operation of a boat and motor, ATV and snow machine. - Designs a poster or a booklet regarding seasonal safety. - Dramatizes a scene about preventing accidents and applying safety procedures. - Discuss and create a comparison chart about the traditional and contemporary lifestyle of the north to include recreational and leisure activities.
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Level 20

Goals	
<ul style="list-style-type: none"> ➤ to understand and appreciate lifestyle of the north through a balance of theory and practice ➤ to provide learning opportunities within the northern lifestyle in various social contexts and situations ➤ to enhance skill building opportunities for the transition from school related experiences to the their future ➤ to develop a positive outlook towards northern lifestyles 	
Outcomes	Indicators
At the Northern Lifestyles 20 level, the learner will...	This is evident when the learner...
20.1.1 Review the Northern Lifestyles 20 program.	20.1.1 <ul style="list-style-type: none"> - Discusses the goals of the Northern Lifestyles 20 by reviewing the outcomes. - Discusses the content of the Northern Lifestyles 10 and 30 to show the connection of the course content in each level. - Produces a brief summary as to why they enrolled in this course and what they hope to gain. - Reviews the roles and expectations for all participants of the program including the students and teacher.
20.1.2 Discuss and reflect on Northern Lifestyles.	20.1.2 <ul style="list-style-type: none"> - Participates in a talking circle to discuss the differences and similarities of living in northern Saskatchewan. - Writes a short story about living in northern Saskatchewan. - Produces a multi media presentation depicting living in northern Saskatchewan. - Brainstorms specific skills and activities that are necessary and practiced in Northern Saskatchewan, such as setting net, operation of a boat and motor, ATV, snow machine, cleaning fish, beading, etc.

<p>20.1.3 Examine local traditional language and values.</p>	<p>20.1.3</p> <ul style="list-style-type: none"> - define terminology relevant to local traditional values/behaviours, such as respect, sharing, caring, humour, etc. - Interviews family and/or community members about views and opinions related to local protocols, such as use of tobacco. - Develops a visual presentation about local values/behaviours, such as a multi media creation. - Explore and compare the local traditional values and languages used in your communities.
<p>20.1.4 Design and display traditional and contemporary art and craft forms.</p>	<p>20.1.4</p> <ul style="list-style-type: none"> - Brainstorms and lists arts and crafts created by northern people. - Examines traditional and contemporary tools crafted by northern people. - Selects and creates one art and craft form, such as; fish scale art, painting, birch bark basket, miniature birch bark canoe, birch bark biting, willow basket, Métis sash, painting northern scenes on canvas, pencil drawing, beadwork on leather or soft cloth, embroidery, quillwork on birch bark, etc. - Creates a design on fabric, leather, birch bark, rock and/or antler. - Researches and reports on information on one art and craft form. - Identifies with resource people who create and design art and craft forms, such as making paddles, snowshoes, beadwork design on leather (moccasins, mittens, mukluks, buck skin outfit), quillwork, painting, illustrating stories using drawings and/or paintings, and other forms of art and craft. - Designs a power point or video to demonstrate an art or craft.
<p>20.1.5 Research, gather, and store medicinal herbs and plants.</p>	<p>20.1.5</p> <ul style="list-style-type: none"> - Generates a list of common medicinal herbs and plant uses. - Researches local protocols before gathering medicinal herbs and plants. - Formulates a list of questions to ask a person who collects medicinal herbs and plants, such as rat root, lily pad root, spruce sap and/or balsam sap. - Interviews a person who collects medicinal herbs and plants.

<p>20.1.6 Demonstrate conservation related to the lifestyle of northern people.</p>	<p>20.1.6</p> <ul style="list-style-type: none"> - Generates a list of conservation practices related to traditional land use. - Brainstorms and discusses the parts of a moose that is used for food, clothing and tools as an example of northern conservation practices. - Creates a poster, booklet, video or power point presentation of how northern people demonstrated conservation. - Generates examples of positive and negative conservation practices. - Participate in a session with a Conservation Officer presenting information about the current provincial rules and regulations pertaining to hunting, trapping and fishing.
<p>20.1.7 Recognize possible hazardous situations related to personal safety.</p>	<p>20.1.7</p> <ul style="list-style-type: none"> - Generates and records a scenario of possible events that could occur during an outdoor experience. - Responds to student generated scenarios related to outdoor experience and list possible safety measures. - Interviews a community member who is knowledgeable and experienced with hunting, fishing and/or trapping and provides a report describing the kind of safety measures that are practiced. - Creates and dramatizes a scenario that examines hazardous situations. - Provides possible solutions to challenging emergency situations, such as; getting a fish hook caught in your hand, cut yourself with a knife, chainsaw injury, etc. - Participates in an organized survival camp, to experience and review survival skills and safety procedures.



Level 30

Goals	
<ul style="list-style-type: none"> ➤ to promote student participation with the development of northern career awareness ➤ to understand and appreciate lifestyle of the north through a balance of theory and practice ➤ to provide learning opportunities within the northern lifestyle in various social contexts and situations ➤ to enhance skill building opportunities for the transition from school related experiences to the their future ➤ to develop a positive outlook towards northern lifestyles 	
Outcomes	Indicators
At the Northern Lifestyles 30 level, the learner will...	This is evident when the learner...
30.1.1 Review Northern Lifestyles 30 program.	30.1.1 <ul style="list-style-type: none"> - Discusses the goals of the Northern Lifestyles 30 by reviewing the outcomes. - Discusses the content of the Northern Lifestyles 10 and 20 to show the connection of the course content in each level. - Produces a brief summary as to why they enrolled in this course and what they hope to gain. - Reviews the roles and expectations for all participants of the program including the students and teacher.
30.1.2 Discuss and reflect on Northern Lifestyles.	30.1.2 <ul style="list-style-type: none"> - Participates in a talking circle to discuss the uniqueness of living in your community in northern Saskatchewan. - Designs a power point, video or pamphlet to promote lifestyles in northern Saskatchewan. - Identifies the various cultures that exist within the community and researches their cultural practices. - Debates the topic of living in northern Saskatchewan vs. in an urban city. - Researches the history of lifestyle of people living in the north.

<p>30.1.3 Examine local traditional language and values.</p>	<p>30.1.3</p> <ul style="list-style-type: none"> - define terminology relevant to local traditional values/behaviours, such as respect, sharing, caring, humour, etc. - Interviews family and/or community members about views and opinions related to local protocols, such as use of tobacco. - Develops a visual presentation about local values/behaviours, such as a multi media creation. - Explore and compare the local traditional values and languages used in your communities.
<p>30.1.4 Examine the northern labour market.</p>	<p>30.1.4</p> <ul style="list-style-type: none"> - Researches the history of economic activity in northern Saskatchewan. - Discusses and lists careers held by people in the north. - Participates in a northern career fair which highlights careers in the north. - Researches employment opportunities available in the north. - Develops a personal resume and cover letter for possible employment opportunities. - Participates in a session with a resource person to discuss the northern labour market. - Develops a mock business and marketing plan related to a self employment business opportunity. - Examines tourism opportunities and designs a poster to promote tourism. - Researches ecotourism in the north.
<p>30.1.5 Research and participate in northern harvesting methods.</p>	<p>30.1.5</p> <ul style="list-style-type: none"> - Identifies how local plants are used, such as, medicinal herbs and plants. - Demonstrates safe and proper harvesting practices and collection of edible food. - Compares and contrasts local indigenous harvesting practices. - Reviews local hunting, fishing, gathering and trapping lifestyles, such as, duck hunting, moose hunting, fishing, gathering of natural resources, ice fishing. - Completes Fire Arms Safety Certification. (if provided) - Completes Water Vessel Operators' Certification. (if provided) - Completes Trapper's Association Course. (if provided)

<p>30.1.6 Examine laws and regulations as they pertain to the natural environment and conservation.</p>	<p>30.1.6</p> <ul style="list-style-type: none"> - Responds to Federal and Provincial documents regarding traditional land use. - Researches the federal and provincial laws and the implications posed to northern traditional lands users. - Identifies similarities and differences of various groups pertaining to hunting, fishing and trapping land use.
<p>30.1.7 Study the history of the community and surrounding area.</p>	<p>30.1.7</p> <ul style="list-style-type: none"> - Compares contemporary and traditional lifestyles. - Discusses the pros and cons of how technology has made an impact on lifestyles of northern people. - Researches and reports on the history of the community and local area, such as names of landmarks in local language. - Interviews Elders and local people about the community changes and significant events that have occurred over time. - Develops a resource that includes information about the community and surrounding area. - Researches family relationships and identities of people in the community. - Interviews and presents information on topics related to upbringing and child rearing methods. - Participate in discussions on the perceptions of land ownership and land stewardship.



Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- ✓ achievement of provincial curricula outcomes
- ✓ effectiveness of teaching strategies employed
- ✓ student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

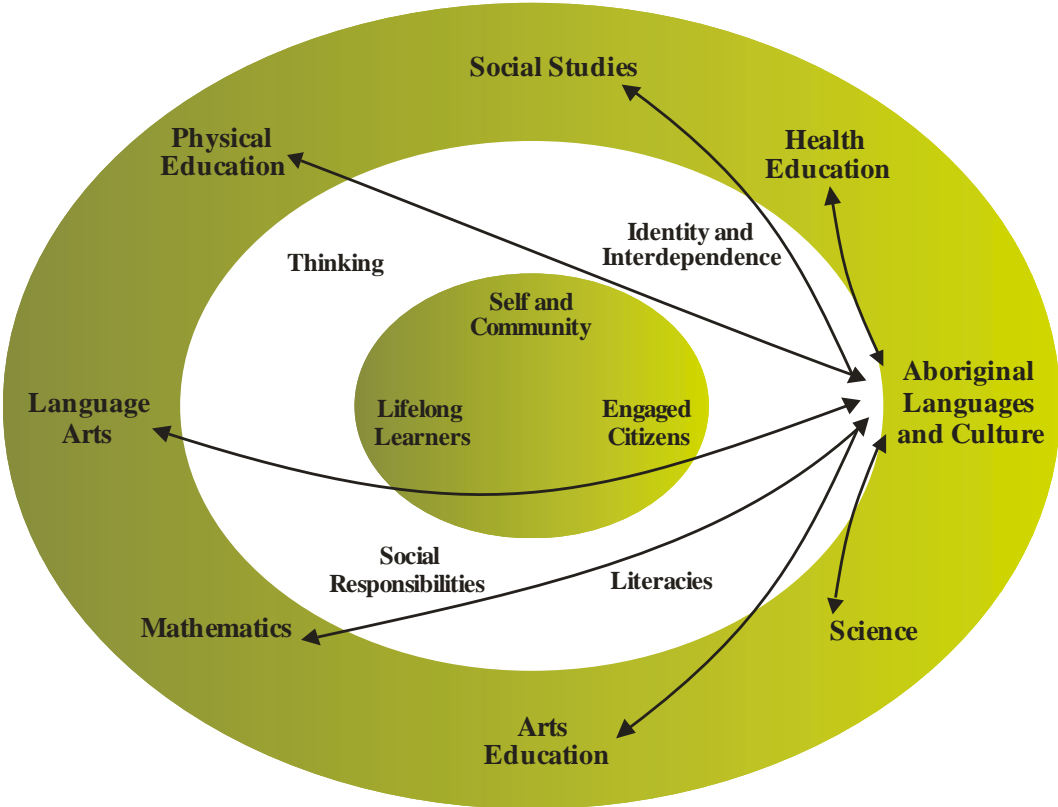
Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

Connections with Other Areas of Study

The curriculum is more relevant when connections are made to students’ lives and previous learning. Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject area integration.

By using a particular context and identifying a common theme to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections. **Integrated, interdisciplinary instruction in a thematic unit, however, must be more than just a series of activities. An integrated unit must facilitate students’ learning of the related disciplines and their understanding of the conceptual connections.** The unit must achieve each individual subject area’s outcomes and ensure that in-depth learning occurs. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). Further, the outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13)



So much to learn.....



Mmmmmm!! Fresh bannock.



Recording data.

Appendix

Northern Lifestyles – Churchill Community High School

If you ask Christine Ravenis what makes Churchill Community High School's Northern Lifestyles class a success, her answer is simple: Relationships: Creator, community and connections. "The success of this class does not come from me" she says at the very beginning of our conversation "it is what it is because of the Creator's blessing, our community's support and the connections and partnerships that we have cultivated over time." Rationale for the course can be found in the Ministry approved curriculum which states, "The Northern Lifestyles class is offered because of the uniqueness of traditional and contemporary life in the north. It is the school division's desire to provide high school students the opportunity to experience and learn, to provide positive identity and self-esteem within our high school age students and provide legitimate course offering that reflects unique traditional and contemporary community perspectives."

It came as quite the shock to find out that Christine herself was not born a Northerner. Born and raised in California, she ended up at University in Saskatoon and eventually settled in Northern Saskatchewan, graduating from the Northern Teacher Education (NORTEP) programme. Christine has turned that anomaly into an asset rather than a barrier. After 32 years in the north, she has acculturated herself and now speaks and teaches the Cree Language. It also means she relies on the guidance and support from and works alongside elders and other traditional knowledge keepers in the community, which enrich the class beyond what one person could provide. Fishing, hunting, many types of traditional food preparation and consumption, trapping on the school's trap line, wild rice harvesting, processing and marketing, berry and mushroom picking, medicine gathering and preparation, set and lift net on ice and open water, environmental science field labs regarding water, soil, methylmercury in aquatic food webs, fish tissue sampling, workshops on Aboriginal Species at Risk (Woodland Caribou) and their fecal pellet sample gathering, on-reserve Lac la Ronge Indian Band Christmas Turkey delivery, graveyard clean up, local landmarks grounds care and painting, certifications in: Wilderness First Aid, Saskatchewan Trapper's Training, Hunter Safety (SAFE), Firearms Safety, Paddle Canada, basic chainsaw maintenance and safety, basic snow machine maintenance and safety, Boat Safety, WHIMIS

Though there are many connections: Federal, Provincial, Local Town, Village and Reserved Lands who give a grounding in different aspects of the class, the main sources of guidance are Elders Ray Masaskapoe and Ida Tremblay. "I consult them about many things, -when individual youth are facing challenges, what to focus on teaching, what is the most appropriate way to teach things, proper protocol - we talk all of the time" she says, describing these important relationships. It is a very important part of the class to have a female and male Elder available for the students as well.

Ray, his wife Kathy and Christine first met due to their mutual love of horses, and ended up forging a strong relationship for over thirteen years. Ray is a spiritual man who offers teaching and guidance and agreed to be the male Elder for the Northern Lifestyles students. The class travels to his acreage to gather sacred medicines in season, and he visits often to teach various components of the Northern Lifestyles class. He has taught drum and rattle making, ceremony protocols as well as assisting in guiding trips such as Winter Shelter Survival camping and the

annual Fall and Spring canoe trips. He sees taking students out on the land as very important, “it pushes them into survival mode” he says, “and when you get into it you find that peace with yourself.” For Ray, guiding the Northern Lifestyles class is a chance to give back and share the teachings he's been gifted with.

Ida has also had a long relationship with Christine, acting as a mentor in many traditional skills. Ida used to be the cultural teacher, and later the ‘kohkom in residence,’ at Gordon Denny – the local elementary school. Ida grew up on the trapline in the area around La Ronge and has a wealth of wisdom and skills to share. She is also an amazing storyteller and will have you hooked after just a few lines of her tale. As one of the students put it “You could learn so much from kohkom Ida, she’s such a sweet old lady. She has lots of stories to share and they’re amazing. She went through a lot and likes to share. Some of it is mostly great advice for later in life.” Students in the Northern Lifestyles class benefit from her guidance in many areas including men and women’s roles, as well as sewing: hide gauntlet mitts, moccasins, canvas high top mukluks, mukluks, mossbag project and moose and deer hide making.

Reading through the student’s reflections on the Northern Lifestyles course, phrases like “it’s really interesting because it kind of feels like you’re going back in time... this is how they survived back in the day” or “back in the old days the elders and people lived off fish so we are just carrying on the tradition. Because we are losing our Indian First Nations traditions” show that students see the value of what they are learning. It’s also clear that students are leaving the class with a desire to carry forward this traditional knowledge to a new generation: “It’s good to know these things as I grow up so I’ll know what to do” or “it is important to use your resources sparingly and take care of things so you can go out in the bush to get what you need to provide for yourself and your family.”

Together with a slew of other local experts and agencies, these three leaders weave together a comprehensive program that gives students the skills, knowledge and, most importantly, community connections that they will need to carry forward the traditions of their community. Not only that, students are equipped with traditional indigenous knowledge as well as the western scientific knowledge that will create in them awareness about their role as future decision makers and leaders. Next year’s programme will extend to a two-semestered, three-credit, half-day class interweaving locally developed, Ministry of Education approved, Northern Lifestyles 10/30 and Certificate 30, as well as Practical Applied Arts-Forestry Studies 20 and Horticulture 20.

More learning experiences



Ray Masaskapoe A.K.A. The Rattle Man OR Ray teaches young students about the medicines used for smudging.



Students show off the mitts they made under the guidance of kohkom Ida Tremblay.



Teacher Christine shows young students an unprocessed moose hide.

News Release – La Ronge

Saskatchewan Environmental Society

Monday September 17, 2012

For immediate release

Students learn about protecting water supply

Fifteen grade ten students from the Churchill Community High School in La Ronge gathered at a park on Lac LaRonge on Thursday to learn how to scientifically monitor and protect the water quality in their local water bodies as part of their studies in the Northern Lifestyles Course. Students took water samples to determine what minerals or chemicals may be in the water. These will be sent to the Saskatchewan Research Council for testing. The students also talked with Elder Ida Tremblay about her knowledge and experiences of the watershed they live in. This project is part of a pilot lead by the Saskatchewan Environmental Society to help educate and support students about the scientific methods of water monitoring. The project is being used to determine how best to deliver water monitoring education to northern schools. Students will continue to take samples and test the waters throughout this school year while on canoe trips, or day trips to local water sources.

“Working with the Northern Lifestyles students is a great opportunity for us. Living so close to the Churchill River water system gives these students an opportunity to experience how much the watershed has affected their past, and how its health affects their future,” explains the Saskatchewan Environmental Society’s Water Education Programmer, Pam Belcher. “We hope that the pilot will support a sense of ownership of, and responsibility for, their local environment.”

For more information please contact:

Chelsea Woolhouse,

Communications & Marketing Coordinator

Saskatchewan Environmental Society

306.717.0273

communications@environmentalsociety.ca

*Sample 1: Assessment Rubric:

Class Participation Rubric

Teacher

Northern Lifestyles 10

Category	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Focus on Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed material to class and is ready to work.	Often brings materials but sometimes needs to borrow.	Seldom brings materials and/or is rarely ready to get to work.
Time-Management	Routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Usually uses time well, rarely misses deadlines.	Tends to procrastinate, does not use school time or schedule provided to get work completed.	Rarely gets work done by deadlines, always asks for extensions or does not submit work despite time in school.
Quality of Work	Provides work of the highest quality that reflects the student's best efforts.	Provides quality work that reflects an effort from the student.	Work occasionally needs to be redone or does not reflect any time or effort.	Provides illegible work that reflects very little effort or does not turn in any work.
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes. Show no disruptive behavior.	Student frequently sleeps and/or disrupts class.

*Sample 2: Elder Interview

Elder Interview Questions

Required Questions

Your full name?

Your date of birth?

What is your nationality?

What are your parents' names:
mother's side of the family
father's side of the family

Where were you born?

How many brothers and sisters?

Where have you lived?

What languages do you speak?

What is a northern lifestyle to you?

What makes us unique as northerners?

Category Questions- Ask two questions from the following choices.

Where did you live as a child?

What was the role of boys and girls when you were growing up?

What music, clothing and food were popular when you were growing up?

Describe your school

What did people do for fun and amusement?

What illnesses threatened the health of your community?

What were the rules of your house? Did you rebel in any way?

What kind of jobs have you had during your life so far?

What job did you enjoy the most and why?

Did you go to school after you graduated from high school? What did you study?

Did you have any dangerous or life threatening experiences? What happened?

What were some of the important news and current events that you recall?

How did you get the news?

What wars did you experience directly or indirectly?

Did Residential Schools affect you at all? How?

Describe the cars that you owned. What were some of the other ways of transportation that you used?

Describe and briefly talk about someone you admired.

Interview with an Elder

Major Assignment

In this class, you will be interviewing one elder. You will create 10 interview questions about the **northern life**. Include questions about the past and the present. Your final product is a written report. You may include a video recording to receive a bonus mark.

I would like each of you to see me about which elder you will be interviewing. I want each of you to interview different elders. Include a picture of the elder you interviewed with your finished report.

Due date:

***Sample 3: Rubric**

Name: _____

Date: _____

Journal Grading Rubric

1. The journal entries are up to date _____
2. Each entry has a full date _____
3. Each entry is a full page _____
4. Each entry is specific to the day's events, creative, thoughtfully written and interesting to read. _____
5. Each entry ends with something that the writer is grateful for. _____
6. Bonus for pictures, drawings, samples of collected material used and a description. _____

Total grade _____

Name: _____

Date: _____

Journal Grading Rubric

1. The journal entries are up to date _____
2. Each entry has a full date _____
3. Each entry is a full page _____
4. Each entry is specific to the day's events, creative, thoughtfully written and interesting to read. _____
5. Each entry ends with something that the writer is grateful for. _____
6. Bonus for pictures, drawings, samples of collected material used and a description _____

Total grade _____

*Sample 4: Journal Assignment

Northern Lifestyles 30

Journaling Assignment

You will complete **25 journal entries** for activities we do during the semester. There are 86 classes. I'm interested in reading about 'what happened' through your eyes. Crucial information to include in each journal entry:

- ❖ The date and place of the activity
- ❖ A short summary of what happened
- ❖ Who joined us that day and where were they from?
- ❖ If there was traditional food was available to eat during the class, what was it?
- ❖ Overall, what did you learn in the class? What was the main idea?
- ❖ What did you think was the best part of the experience and why?
- ❖ What part of the experience did you not like and why?
- ❖ How is the experience related to a northern lifestyle?
- ❖ Why is what we did that day important to a northern lifestyle?
- ❖ Would you do the activity again? What would you change if you wanted to?

Expectations:

25 journal entries-meeting criteria

One **full** page each, size 12 font, single spaced

A second page of pictures, samples, maps and/or diagrams is a **bonus** on class activities

Cover of journal is unique and shows creativity and colour

This is worth 35% of your final grade

***Sample 5: Informed Consent Agreement**

Informed Consent Agreement

Hunter Safety, Chainsaw Maintenance and Chainsaw Practical Safety, Water Quality Workshops, Trapper's Training Certification Course, WHIMIS Certification, Outboard Motor Maintenance and Safety, Set and Lift Net, Wild Rice Harvesting Methods and Production, Seasonal Plant Gathering, Canoe Skills Development, Canoe Trip

We the undersigned, hereby acknowledge that we have been provided with the description of the activities taking place in the Northern Lifestyles 10 course and we wish our child to be involved. These activities could have some type of injuries, minor and serious, and may result from one's actions, or the actions and interactions of others. Some examples of the type of accidents one is at risk of having while engaged on class outings are:

- 1. Muscle pulls/strains**
- 2. Frostbite/hypothermia/Heat exhaustion**
- 3. Broken bones**
- 4. Cuts, Scrapes, Abrasions, Bruises**
- 5. Concussion**
- 6. Severed limbs**

We understand that the Rules and Regulations as outlined by the Board of Education are designed for the safety and protection of the participants, and hereby undertake to have our child _____ abide by these rules and regulations.

We understand that certain activities require a minimum level of fitness and health (physical, mental and/or emotional) and that each person has a different capacity for participation in these activities. We also hereby warrant that any known medication needs of our child are clearly indicated here:

Medications taken by student _____

We agree that Northern Lights School Division #113 or its employees, servants or agents shall not be liable for any injury to our child or loss or damage to any personal property arising from, or in any way resulting from participation in these activities, unless such injury, loss or damage is caused by the sole negligence of the School Division or its employees, servants or agents while acting within the scope of their duties.

We declare having read and understood the above Parental Informed Consent Agreement in its entirety and hereby consent to participate, acknowledging the foregoing.

Signature of Parent

Date

Signature of Student

***All Samples provided by Christine Ravenis, teacher at Churchill Community High School**

Supplementary Resources

**NORTHERN LIFESTYLES 10/20/30



NAME: _____

DATE: _____

Northern Lifestyles 10/20/30 was developed through the shared efforts of people and groups dedicated to promoting activities specific to a Northern Saskatchewan lifestyle.

Q: Why do you suppose they wanted to promote the lifestyle of Northerners? (2 marks)

The Northern Lifestyles program is offered because of the uniqueness of traditional contemporary community lifestyles in the North. It presents opportunities to compare and contrast historical and contemporary lifestyles of the North. To promote positive identity and self-esteem.

Goals of Northern Lifestyles:

A) To develop skills specific to Northern Saskatchewan and the environment.

Q: What skills is this document referring to? (2 marks)

B) Preserving, maintaining and enhancing a unique way of life which is still practiced by people in Northern Saskatchewan.

Q: What do you suppose would happen if we didn't practice this unique way of life? Would it impact our identity? (2 marks)

C) Develop a better understanding and gain an appreciation of Northern Saskatchewan Lifestyle activities.

Q: Do we appreciate Northern lifestyle activities now? If so, how? If not, why not? (2 marks)

D) Know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present and the future.

Q: If we understand where we come from, how does it affect what we do now or in the future? (2 marks)

E) Develop a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

Q: How many different groups of Aboriginal people live here in N.

SK? How are we connected to them? Which group do we belong to?

(2 marks)

REFLECTION

1) Why did you enroll in this course? (1 mark)

2) What do you hope to gain from it? (1 mark)

ROLES AND EXPECTATIONS

My expectations from students:

- That you will be active participants in learning about your own identity as a Northerner.
- Get right in there and enjoy any activities we bring to the school or when we go outdoors.
- Be prepared to be outdoors, have warm clothing! Boots, Jackets, ski-pants, toques & gloves. This is where a bulk of your marks will come from.
- Maintain a positive and respectful attitude.
- That you will complete your assignments in a timely manner. Marks will be deducted 2 points per day, this is to *ensure fairness to ALL students who do complete their work* in a timely manner.

What is my role as a teacher?

What are your expectations of me as a class?

Northern Lifestyles 10

10.1.1 - Review the Northern Lifestyles program

10.1.2 - Discuss and reflect on N. Lifestyles

10.1.3 - Examine local traditional values

10.1.4 - Participate in traditional & contemporary celebrations & gatherings.

10.1.5 - Research & create traditional and contemporary craft forms.

10.1.6 - Research, gather & store edible food items from the natural environment.

10.1.7 - Examine conservation & environmental issues relevant to Northern people. What do we mean by relevant to Northern people?

10.1.8 - Gain knowledge of personal safety related to survival skills & day to day operations of equipment used by Northerners.

Northern Lifestyles 20

20.1.1 - Review the Northern Lifestyles program

20.1.2 - Discuss & reflect on Northern Lifestyles

20.1.3 - Examine local traditional values

20.1.4 - Design & display traditional & contemporary art & craft forms.

20.1.5 - Research, gather, & store medicinal plants

20.1.6 - Demonstrate conservation related to the lifestyle of Northern people.

20.1.7 - Recognize possible hazardous situations related to personal safety.

Northern Lifestyles 30

30.1.1 - Review the Northern Lifestyles 30 program

30.1.2 - Discuss & reflect on Northern Lifestyles

30.1.3 - Examine local traditional values

30.1.4 - Examine the Northern Labour market

30.1.5 - Research & participate in Northern harvesting methods

30.1.6 - Examine laws & regulations as they pertain to the natural environment & conservation.

30.1.7 - Study the history of the surrounding community & surrounding area.

What are some similarities and differences you noticed?

Northern Lifestyles 20/30

Outcome - Discuss & reflect on Northern Lifestyles

Q: What does being a Northerner mean to you? How is it unique?

Assignment - Write a short story about living in Northern Saskatchewan.

Due:

Things to consider: Seasons, weather, recreational activities, traditional lifestyles, pros & cons about life in Northern Saskatchewan, the diverse Aboriginal groups that live here, wildlife, environment etc.

Authenticity – the story is believable, you can tell it's about life in N. SK.

/10

Creativity – the story is not a common story, the story thrills the reader.

/10

Effort – the writer was focused on his/her story & showed enthusiasm.

/10

Total /30

** Created by Andrea Custer

Contact List regional/local...address, links

Name/Organization	Contact information	Location
Paddle Canada	Toll free 1 888 252 6292 1 613 547 3196 info@paddlecanada.com skype: paddlecanada Paddle Canada/Pagaie Canada Box 126 Kingston, Ontario K7L 4V6	Kingston, Ontario

Teachers may add their own contacts for reference.

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- Alan Dick. (2000). Village Science: Teachers Edition. Alaska Native Knowledge Network.
- Alberta Education. (2005). Cree Language and Culture Twelve-Year Program Kindergarten to Grade 12. Edmonton, AB: Alberta Education.
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