

# GRADE 12 FIRST NATIONS STUDIES:

HONOURING TRADITIONAL KNOWLEDGE  
IN DECISION-MAKING FOR THE SOUTHERN  
LAKES CARIBOU



ILLUSTRATED BY VIOLET GATENSBY, 2022.

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# SOUTHERN LAKES CARIBOU IN THE SCHOOLS: A COMMUNITY-BASED LEARNING RESOURCE

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Southern Lakes Caribou in the Schools:  
your local Southern Lakes Yukon First Nation  
Community Booklet or Southern Lakes Caribou  
in the Schools: Learning Resource

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# GRADE 12

# FIRST NATIONS STUDIES:

## HONOURING TRADITIONAL KNOWLEDGE IN

## DECISION-MAKING FOR THE SOUTHERN LAKES CARIBOU

### BIG IDEAS

- The identities, worldviews and languages of Yukon First Nations are renewed, sustained and transformed through their connection to the land
- The impact of contact and colonialism continues to affect the political, social and economic lives of Yukon First Nations

CONTENT	CURRICULAR COMPETENCIES
<p>Traditional Territories of the Yukon First Nations and relationships with the land organisms</p> <ul style="list-style-type: none"><li>• Difference between political boundaries and Traditional Territories</li><li>• How the land shapes and influences Yukon First Nations worldview (e.g., stewardship, cultural practices of the land and relationship to language)</li></ul> <p>Role of oral tradition for Yukon First Nations</p> <ul style="list-style-type: none"><li>• Elders and Traditional Knowledge Holders who share the history of their people and lands</li><li>• Oral tradition as valid and legal evidence</li><li>• Stories, songs, music and dance as forms of narrative</li><li>• Oral tradition shapes identity and connects to the past, present and future</li><li>• Oral tradition provides guiding principles for living</li><li>• First Nations concept of time</li></ul> <p>Impact of historical exchanges of ideas, practices and materials among local Yukon First Nations and with non-First Nations peoples (e.g., trade networks and routes, settlement and migration patterns, exchange of goods, technology, economy and knowledge industries such as the gold rush)</p>	<ul style="list-style-type: none"><li>• Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and First Nations Ways of Knowing, Doing and Being (holistic, experiential, reflective and relational experiences and memory) to contextualize different events in the past and present (evidence)</li><li>• Assess the long- and short-term causes and consequences, and the intended and unintended consequences of an action, event, decision or development (cause and consequence)</li><li>• Explain different perspectives on past and present people, places, issues or events, and distinguish between worldviews of today and the past (perspective)</li><li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile or respond (ethical judgment)</li></ul>

## LEARNING TARGETS

1. I am able to explain how the land shapes and influences Yukon First Nations worldviews, and explain the different perspectives on land use planning (past and present) surrounding Southern Lakes Caribou.
2. I am able to utilize Yukon First Nations oral tradition as a source of evidence supporting the Southern Lakes Caribou Recovery Program, and future land-planning involving Caribou.
3. I am able to assess the long- and short-term causes and consequences of historical events (e.g., the Alaska Highway, colonization, residential schools, population increases and recreation increases) on Caribou in the Southern Lakes.
4. I am able to make reasoned ethical judgments about actions in the past (Southern Lakes Caribou Recovery Program) and present (Southern Lakes Caribou Relationship Plan, How We Walk with the Land and Water) and assess appropriate ways to respond.

## PRIOR LEARNINGS

Prior to teaching the following activities and games, it would be helpful if the students had a basic overview of Southern Lakes Caribou seasonal movement and seasonal rounds. Some helpful resources are listed below.

- C. (n.d.-a). *Southern Lakes Caribou* | <https://southernlakescaribou.com>
- *Caribou in the Schools: Community Booklet (for your community)*



# PART 1: ENGAGING WITH THE LAND AND PEOPLE

## LEARNING TARGET:

I am able to explain how the land and water shapes and influences Yukon First Nations worldviews, and explain different perspectives on land use planning (past and present) surrounding Southern Lakes Caribou.

## MATERIALS

- **Caribou artifact: antler(s), Caribou tufting, clothing, swatch of Caribou hide or Pictures of artifacts printed (Appendix 1A and 2C)**
- **Yukon Land Use Planning Council FAQs<sup>24</sup>**
- **Printed list of Value Line statements (Appendix 4F)**
- **Community Booklet (for your community)**

**TIME: 60 MINUTES**

## OPENING: CONNECTING TO CARIBOU

Gather in a circle outside and pass the **Mezi/Caribou** (Dän'ke, Tàa'an Män dialect) artifact (swatch of hide) around, allowing every student a chance to hold it. Welcome students to share their connections to or questions about Caribou. If students do not yet have a personal connection to Mezi, are they close with someone who is? What do they wonder about Mezi?

## ASK STUDENTS

- What do you know about Land Use Planning? See Yukon Land Use Planning Council FAQs
- How do you think Land Use Planning affects the SLC? Decisions about how land will be used affect development in Caribou habitat; Caribou are interconnected to other organisms and ecological features impacted by Land Use Planning

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<sup>24</sup> Frequently asked questions, 2014, Yukon land use planning council, <https://plan yukon.ca/faq/>

## ACTIVITY 1: VALUE LINE

A value line teaches students to make deep connections and ask questions through listening and observing. Find an open outdoor area where students can arrange themselves along an imaginary line. Ask for three students to support the activity. The first student first will read the statements (below) out loud. The second student will observe and analyze the results of the value line. The third student will write down the results observed by the second student.

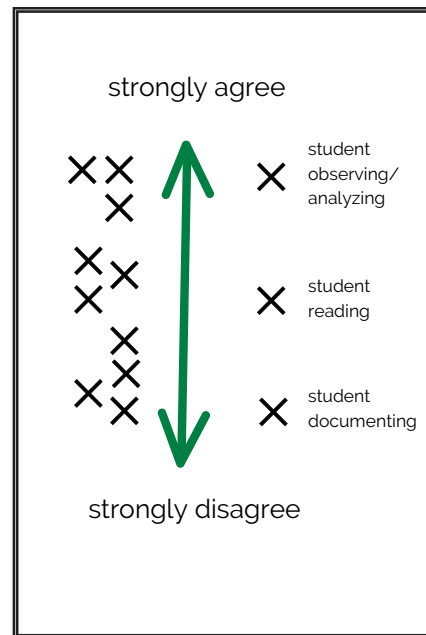
The rest of the students will listen to the statements and stand along the imaginary line in response to their answer.

### TELL STUDENTS

One end of the line will represent 'strongly agree', and the other end will represent 'strongly disagree'. Once you hear the statement, you can then move yourself to the place on the line that best reflects your perspective. Our observer will then share the results to be noted down by the note taker.

#### Value Line Statements

1. Caribou deserves to have a voice at the decision-making table when Land Use and Resource Management Plans are being created.
2. Yukon First Nations knowledge and perspectives are shaped by the land and water.
3. The land and water offer humans teachings on how to live respectfully, responsibly and sustainably.
4. Decisions about Land Use Planning have always valued Yukon First Nations worldviews and knowledge.
5. Land Use Planning is a simple process where everyone usually agrees about what should be done.
6. The way Land Use Planning is done today is the same as traditional (pre-colonization) First Nations land use and management.
7. I want to share my voice at the decision-making table when Land Use and Resource Management Plans are being created.
8. Colonization has not impacted how land and water is used.
9. There are many perspectives to take into consideration when Land Use Planning begins.
10. **Consider adding in additional statements for students to reflect on.**



After each statement, consider asking one or more students to share their reasoning for their placement along the line. The interpreter will observe where students have placed themselves, and the notetaker will mark down the results. Consider asking the students what, if anything, was surprising to them when they review the results.

## ACTIVITY 2: RELATIONSHIPS THROUGH SYMBOLS

Tell students: **Yukon First Nations people understand that the land and water teaches animals how to live, and animals, in turn, teach humans how to live. The First Nations way of life is all about relationships with Creator, with spirit people, with animals, with the land, waters, humans. Reconciliation can only happen if people view themselves as part of the natural world. In order to learn with and from each other, we need to have an open mind and be willing to work together in harmony.**

Find an outdoor location with lots of natural materials (sticks, snow, rocks, leaves, dirt and cones) and organize students into three groups. Each group will be given one component to reflect on:

1. **Respect (Law):** Respect means honouring our cultures, our traditions and ourselves.
2. **Care (Law):** We all have a responsibility to care for every living being and create meaningful relationships involving accountability and reciprocity.
3. **Share (Law):** Respectfully sharing knowledge and opinions can build strong and nurturing relationships, which will have positive effects on the land, communities and families.

Once the group has a sense of what their component represents, they are meant to create a symbol as a visual representation. After each group has completed their visual representation, students will move from group to group to hear each symbol explained, and ask any clarifying questions to deepen understanding. In this way, the three components should be understood by all students.

### CLOSING: CLASS RULES OF ENGAGEMENT

Gather in a circle, and allow students to share any final reflections on the activity.

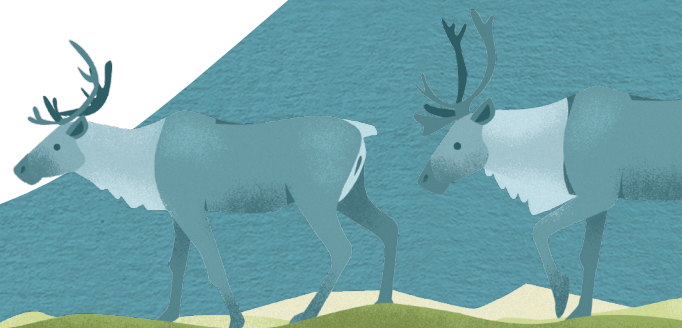
Next, have students come up with at least five class rules of engagement for the duration of the decision-making work on behalf of the Southern Lakes Caribou (SLC). Examples of class rules of engagement could include:

- We agree to select at least one representative to speak on behalf of the Caribou in all of our discussions.
- We agree to check in with each other for clarification so we understand each other.

### ASSESSMENT OPPORTUNITIES

Are students able to:

- Share their perspectives on the value line experience?
- Contribute to the closing discussion on the three components?
- Suggest a rule of engagement for the class?
- Connect with land based planning efforts and plans, and make recommendations?



# PART 2: UNDERSTANDING THE SOUTHERN LAKES CARIBOU RECOVERY PROGRAM (SLCRP) THROUGH COMMUNITY CONNECTIONS

## LEARNING TARGETS:

I am able to utilize Yukon First Nations oral tradition as a source of evidence supporting the Southern Lakes Caribou Recovery Program, and future land-planning involving Caribou.

I am able to assess the long- and short-term causes and consequences of historical events (e.g., the Alaska Highway, colonization, residential schools, population increases and recreation increases) on Caribou in the Southern Lakes.

## MATERIALS

- Caribou artifact: antler, hide or clothing/ photos printed (Appendix 1B and 2C)
- Southern Lakes Caribou ArcGIS Storymap<sup>25</sup>
- Caribou Cards (Appendix 1D) printed and cut out
- Community Booklet (for your community)

**TIME: ~90 MINUTES- 2 HOURS**

## OPENING: CONNECTING WITH CARIBOU

Start indoors. Project the Southern Lakes Caribou (SLC) ArcGIS Storymap for students to observe the differences between the seasonal ranges of the SLC. The visitor may also be connected through a video or recording of an Elder or visitor sharing their story and experience of working with the SLCRP.

## ASK STUDENTS

- Do any of the ranges overlap with any places you recognize? Places where you or people you know spend time?
- In what ways do humans use the land that the Caribou call home? (driving, hunting, ATV/snow machines, mountain biking, timber harvest, residential properties or skiing)

Brainstorm and record questions as a group to ask the guest. Possible topics of Caribou conversation or inquiry could be:

- Is there a way to hunt Caribou in a sustainable way that allows numbers to recover? (Sustainable harvesting practices include hunting in a respectful way, taking only what is needed and allowing hunting to continue)
- What/Are there any safety measures for Caribou at busy road crossings, especially during Caribou seasonal movement/ seasonal rounds?
- Is Caribou habitat still being affected by humans? If so, how?
- If the Caribou could ask us to pause and pay attention, what might they say?

<sup>25</sup> Fish and Wildlife, 2021, Southern lakes caribou: Monitoring a recovering woodland caribou herd in yukon, Yukon government, <https://storymaps.arcgis.com/stories/f37506914b3643b-c919321a2bd53b628>.



## ACTIVITY: SPENDING TIME WITH ELDERS AND COMMUNITY TRADITIONAL KNOWLEDGE HOLDERS

Gather in a circle. Invite the students to acknowledge the Yukon First Nations Traditional Territory that the activity is taking place on. If they are present, introduce and welcome the visiting Elder. Go around the circle and have students introduce themselves.

Invite the visiting Elder to share their experience about the SLC and the SLCRP. Ensure time for students to ask questions.

### CLOSING: VISUALIZING HUMAN IMPACTS

#### Round 1

- Gather in a circle. Pass the Caribou Cards (only green, no grey or brown cards yet) around so that each student is holding one. Invite the students to stand up, holding their cards for everyone to see. Imagine that this is the SLC herd.
- Recap with students that the SLC have a very unique story. Not too long ago, the SLC were in danger. Their numbers were getting smaller and smaller. Why? (Unsustainable hunting practices, highways and vehicle traffic)
- Invite students to turn their Caribou cards over and notice the colour on the back. Each colour has a different meaning: Green = healthy/sustainable hunting practices.
- The SLC was initially managed by First Nations, and was vital and healthy.
- Ask students to explain some ways in which First Nations sustainability managed the SLC.
- Collect all of the cards.

#### Round 2

- Pass the Caribou Cards (a mix of green, brown and grey) around so that each student is holding one. Invite the students to stand up, holding their cards for everyone to see. Imagine that this is the SLC herd.
- Invite students to turn their Caribou cards over and notice the colour on the back. Each colour has a different meaning: green = healthy/sustainable hunting practices; brown = overhunting; grey = highways
- Invite students with grey on their cards to place these face down in the circle. Discuss how highways affect Caribou numbers (collisions and interrupted movement corridors). These students can sit down. These Caribou are gone.

- Take a look around the circle. How many Caribou are left?
- Invite students with green on their cards to hold their cards up in the air, and find another green card in the circle to change places with. Share how First Nations have been harvesting Caribou sustainably since time immemorial.
- Take a look around the circle. How does traditional, sustainable hunting affect the population (total number) of SLC?
- Invite students with brown on their cards to place these face down in the circle. Discuss why overhunting affects Caribou numbers differently than sustainable harvesting. These students can sit down. These Caribou are also gone.
- Take a look around the circle. How many Caribou are left?
- Consider the story shared by the Elder or visitor. What did the SLCRP do to address the shrinking number of Caribou? (Voluntarily stopping hunting, educating the public about the Caribou, giving Caribou space and highway signage)
- SLC Recovery Program Connection: talk about how a ban on all Caribou hunting allowed numbers to recover. Invite students with brown cards to turn these back over, rejoining the herd. Take a look around and notice numbers.
- Brainstorm ideas of how to reduce human impact on Caribou. As ideas are shared, invite two or more students with grey cards to turn these back over, rejoining the herd.

### ASSESSMENT OPPORTUNITIES

Are students able to:

- Retell the story of the formation of the SLCRP, in their own words?
- Share reasons why the SLCRP was needed to protect the Caribou?
- Ask questions about the SLCRP?

# PART 3: PLANNING FOR 500 YEARS OF CARIBOU

## LEARNING TARGET:

I am able to make reasoned ethical judgments about actions in the past (Southern Lakes Caribou Recovery Program) and present (Southern Lakes Caribou Relationship Plan, How We Walk with the Land and Water) and assess appropriate ways to respond.

**TIME: 60 MINS TO MULTIPLE CLASS SESSIONS**

## OPENING: PAST AND PRESENT: SEASONAL ROUNDS

Gather in a circle. If indoors, use a piece of paper, black/white board or smart board to create a seasonal round (see How We Walk link). If outside, create a seasonal round on the ground using various ethically harvested natural and/or human materials.

## ASK STUDENTS

- What actions are the SLC taking at different times of the year?
- What actions are humans taking at different times of the year in the Southern Lakes ?
- How do these actions/needs complement each other?
- How do these actions/needs negatively affect each other?
- How might these actions change or shift in the next 500 years?

## MATERIALS

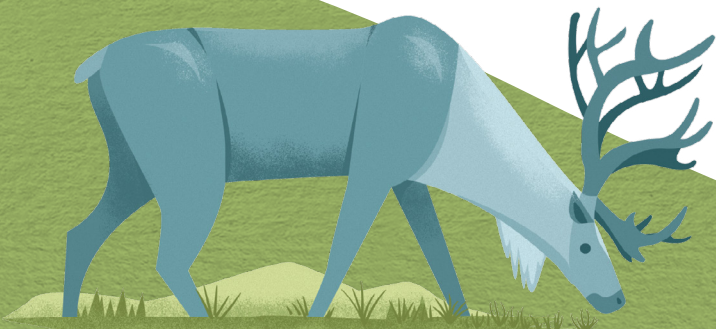
- Printed copies of the Class Rules of Engagement (from Part 1)
- Reaching Group Consensus<sup>26</sup>
- Community Booklet for your community
- SLCRP: Here for Caribou<sup>27</sup>
- SLC ArcGIS Storymap<sup>28</sup>
- How We Walk With the Land and Water: Guiding Principles<sup>29</sup>
- Relationship Plan Handout printed (Appendix 5A)
  - Recommendation » Impact » Source(s)
- Community Booklet (for your community)

<sup>26</sup> Reaching group consensus, 2010, Learn alberta: Alberta Education, <https://www.learnalberta.ca/content/ssmt/html/docs/reachin-gagroupconsensus.pdf>.

<sup>27</sup> Caribou. (n.d.-b). Southern Lakes Caribou | <https://southernlakes-caribou.com/>.

<sup>28</sup> Fish and Wildlife, 2021, Southern lakes caribou: Monitoring a recovering woodland caribou herd in yukon, Yukon government, <https://storymaps.arcgis.com/stories/f37506914b3643b-c919321a2bd53b628>.

<sup>29</sup> *Our Guiding Principles — How We Walk with the Land and Water*. (n.d.). How We Walk With the Land and Water. <https://www.howwewalk.org/our-guiding-principles>.



## ACTIVITY: FUTURE: COMING TO CONSENSUS FOR CARIBOU

Utilize the [Reaching Group Consensus](#) guide from Learn Alberta to set the class up for a Southern Lakes Caribou (SLC) Planning Summit.

**Session One:** Introduce the idea of a summit; create delegations; introduce requirements for consensus. Split the class into six groups:

- SLC
- Land
- Air
- Water
- People of present day
- People from 500 years in the future

Let the groups know that they are responsible for making recommendations for a 500-year Relationship Plan for the SLC. The intention is to come to a consensus on the question: what actions need to be taken to ensure a healthy and sustainable vision for the SLC in 500 years?

**Session Two:** distribute registration package; review agenda; gather information

**Session Three:** develop criteria for effective proposals; prepare proposals

**Session Four:** present preliminary proposals; allow for negotiations; revise proposals, hold preliminary vote

**Session Five:** prepare for round two; negotiate with other delegations; develop and present final proposals; vote on all resolutions; encourage final reflections

### CLOSING

Individually or in groups, have students find a way to visually (infographic, comic strip, poster or social media post) or auditorily (podcast, social media post, song or poem) express the outcome of the summit. Some questions to answer in this closing summary could include:

- What was the voice of the Caribou saying? What were the key issues brought forward?
- What was the voice of the people saying? What were the key issues brought forward?
- What were the greatest challenges faced during the summit?
- What were the most significant successes of the summit?
- What were the outcomes of the summit?
- What am I committed to as an individual?

Welcome Elder(s), Traditional Knowledge Holder(s) and/or community members/visitors to observe and offer feedback on the consensus process and recommendations provided by each group.

### EXTENSIONS

Revisit the Value Line exercise from Part 1. Using the same statements, assess if values have shifted for individual students or the class.

### ASSESSMENT OPPORTUNITIES

Are students able to:

- Reflect on their summit position and incorporate feedback?
- Summarize their experience of the summit in a visual or auditory way?

# ASSESSMENT

## GRADE 12 FIRST NATIONS STUDIES: HONOURING TRADITIONAL KNOWLEDGE IN DECISION-MAKING FOR THE SOUTHERN LAKES CARIBOU

Formative and self-assessment opportunities are listed throughout the activity plans. The rubric below can be used or adapted as necessary for summative assessment. It may be used to assess the learning targets set out on the previous pages.

ASSESSMENT FRAMEWORK	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 EXTENDING
<b>PART 1: I am able to explain how the land shapes and influences Yukon First Nations worldviews, and explain different perspectives on land use planning (past and present) surrounding SLC.</b>	Is not aware of how the land shapes and influences Yukon First Nations worldviews. Few to no reflections on the different perspectives on land use planning surrounding SLC	Is developing an awareness of how the land shapes and influences Yukon First Nations worldviews. Can show some reflection on the different perspectives on land use planning surrounding SLC	Demonstrates an awareness of how the land shapes and influences Yukon First Nations worldviews. Shows reflection on the different perspectives on land use planning surrounding SLC	Demonstrates a deep awareness of how the land shapes and influences Yukon First Nations worldviews. Shares multiple reflections on the different perspectives on land use planning surrounding SLC
<b>PART 2: I am able to utilize Yukon First Nations oral tradition as a source of evidence supporting the SLCRP, and future land-planning involving Caribou.</b>	Not yet able to utilize Yukon First Nations oral tradition as a source of evidence	Some uses of Yukon First Nations oral tradition as a source of evidence	Able to use Yukon First Nations oral tradition as a source of evidence	Multiple uses of Yukon First Nations oral tradition as a source of evidence
<b>PART 3: I am able to assess the long- and short-term causes and consequences of historical events (e.g. the Alaska Highway, colonization, residential schools, population increases, and recreation increases) on Caribou in the Southern Lakes.</b>	Few to no reflections on the long- and short-term causes and consequences of historical events on Caribou in the Southern Lakes	Some assessment of the long- and short-term causes and consequences of historical events on Caribou in the Southern Lakes	Strong reflections on and assessment of the long- and short-term causes and consequences of historical events on Caribou in the Southern Lakes	Multiple and/or in-depth reflections on and assessment of the long- and short-term causes and consequences of historical events on Caribou in the Southern Lakes
<b>PART 4: I am able to make reasoned ethical judgments about actions in the past (SLCRP) and present (Southern Lakes Caribou Relationship Plan, How We Walk with the Land and Water) and assess appropriate ways to respond.</b>	Few to no reasoned ethical judgments about actions in the past and present. Unable to assess appropriate ways to respond to the needs of the SLC	Some judgments about actions in the past and present. Some assessment of appropriate ways to respond to the needs of the SLC	Reasoned ethical judgments about actions in the past and present. Able to assess appropriate ways to respond to the needs of the SLC	Multiple and/or in-depth reasoned ethical judgments about actions in the past. Thoughtful assessment of appropriate ways to respond to the needs of the SLC



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# NOTES

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CARIBOU



LICHEN



CARIBOU HIDE



TENDON USED  
FOR SEWING





SNARE



CARIBOU HAIR/  
TUFTING

# CARIBOU CARDS

Appendix 1D



**SUSTAINABLE  
HARVEST**



**SUSTAINABLE  
HARVEST**



**SUSTAINABLE  
HARVEST**



**SUSTAINABLE  
HARVEST**



**SUSTAINABLE  
HARVEST**



**SUSTAINABLE  
HARVEST**





**OVER-  
HARVESTING**



**OVER-  
HARVESTING**



**OVER-  
HARVESTING**



**OVER-  
HARVESTING**



**OVER-  
HARVESTING**



**OVER-  
HARVESTING**







**HIGHWAY  
DANGER**



**HIGHWAY  
DANGER**



**HIGHWAY  
DANGER**



**HIGHWAY  
DANGER**



**HIGHWAY  
DANGER**



**HIGHWAY  
DANGER**





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CARIBOU SKIN  
PARKA



SNOWSHOE  
BABICHE

## ICE PATCHES



## TRADITIONAL TOOLS



# VALUE LINE STATEMENTS

Appendix 4F

1. Caribou deserves to have a voice at the decision-making table when Land Use and Resource Management Plans are being created.

2. Yukon First Nations knowledge and perspectives are shaped by the Land.

3. The Land offers humans teachings on how to live respectfully, responsibly and sustainably.

4. Decisions about Land Use Planning have always valued Yukon First Nations worldviews and knowledge.

5. Land Use Planning is a simple process where everyone usually agrees about what should be done.

6. The way Land Use Planning is done today is the same as traditional (pre-colonization) First Nations land use and management.

7. I want to share my voice at the decision-making table when Land Use and Resource Management Plans are being created.

8. Colonization has not impacted how land is used.

9. There are many perspectives to take into consideration when Land Use Planning begins.

10.

11.

12.

13.

14.

15.

# RELATIONSHIP PLAN HANDOUT

Appendix 5A



Name: \_\_\_\_\_ Date: \_\_\_\_\_

What actions need to be taken to ensure a healthy and sustainable vision for the SLC in 500 years?

Recommendation	Impact	Source(s)