

KLUANE LAKE SCHOOL
Covid19 Land-Based Activities
April 2020

PERSONAL AND SOCIAL COMPETENCY

1. Social Awareness and Responsibility

-Students identify their personal values and strengths and abilities to determine ways they can contribute to their communities and care for the environment

-Collaboration involves building and sustaining relationships, interacting, and solving problems ethically

-Creative thinking often requires students to consider and extend the value and impact of their work in influencing how people think and act.

-Critical thinking requires students to consider a variety of perspectives as they analyze the audiences or users of their work

- a. Building Relationships with Elders, Families and Kluane First Nation
 - i. Meeting the needs of Elders and families during a pandemic
 - ii. Respecting Kluane First Nation laws about the environment and the nesting of birds in Spring
 - iii. Understanding the genealogical/social orders of a community and its needs (Elders, Adults, Youth, Children)
 - iv. Understanding citizenship responsibilities within a community and family
- b. Contributing to Community and Caring for the Environment
 - i. Taking care of the Elderly and Disabled Individuals who are considered At-Risk
 - ii. Understanding and respecting KFN laws that stipulate the cutting of wood during land-dormancy (Fall/Winter) and that birds nesting times are in Spring (building nests) and Summer (baby birds)
 - iii. Awareness of selective harvesting of natural resources (ie. Staggered spaces to harvest spruce buds)
 - iv. Keeping communities clean and helping with family yard cleanup
 - v. Picking and packaging recycling

2. Personal Awareness and Responsibility

- a. Contributing to family needs
 1. Cutting wood before May 1st to sustain family households throughout the summer
- b. Working together as a family, especially with other siblings
- c. Awareness of Covid19 safety measures and practices while in the community
- d. Practicing traditional methods during seasonal activities
- e. Valuing one's traditional knowledge of place and peoples

3. Positive Personal and Cultural Identity
 - a. Developing respect for environment, animals and people
 - b. Knowing where the land, animals, and plants can help sustain them
 - c. Learning or continuing to learn traditional practices
 - d. Learning about places or sites for harvesting
 - e. Learning to make medicines
 - f. Learning about place names
 - g. Understanding that knowledge is more than a classroom
 - h. Knowing one's place in the social livelihood of a community
 - i. Knowing that children/students carry filial responsibilities towards the sustenance of a family and community
 - j. Knowing that children/students are citizens of a larger community of families

Weekly Plans (SAMPLE)

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Skills	1. Literacy 2. Numeracy	1. Literacy 2. Numeracy	1. Literacy 2. Numeracy	Land-Based Activities (Physical)	Land-Based Activities (Traditional Learning Experiences)
Activities Grades K-3	1. Journal Writing 2. Adding & Subtracting to 20 3. Beginning Multiplication (Gr.2)	1. Phonics – Beginning/Ending Sounds 2. Timed Math Quiz (20 questions) 3. Timed Multiplication Quiz (Gr.2) 4. IXL interactive quizzes (Gr.2)	1. Alphabet Booklets 2. Adding & Subtracting to 20 3. Word Problems (Gr.2)	Cleaning Elders' yards for half hour Help stack the chopped wood outside for Elders	Picking medicinal plants such as spruce sap, Labrador tea leaves, Aspen and/or Cottonwood buds

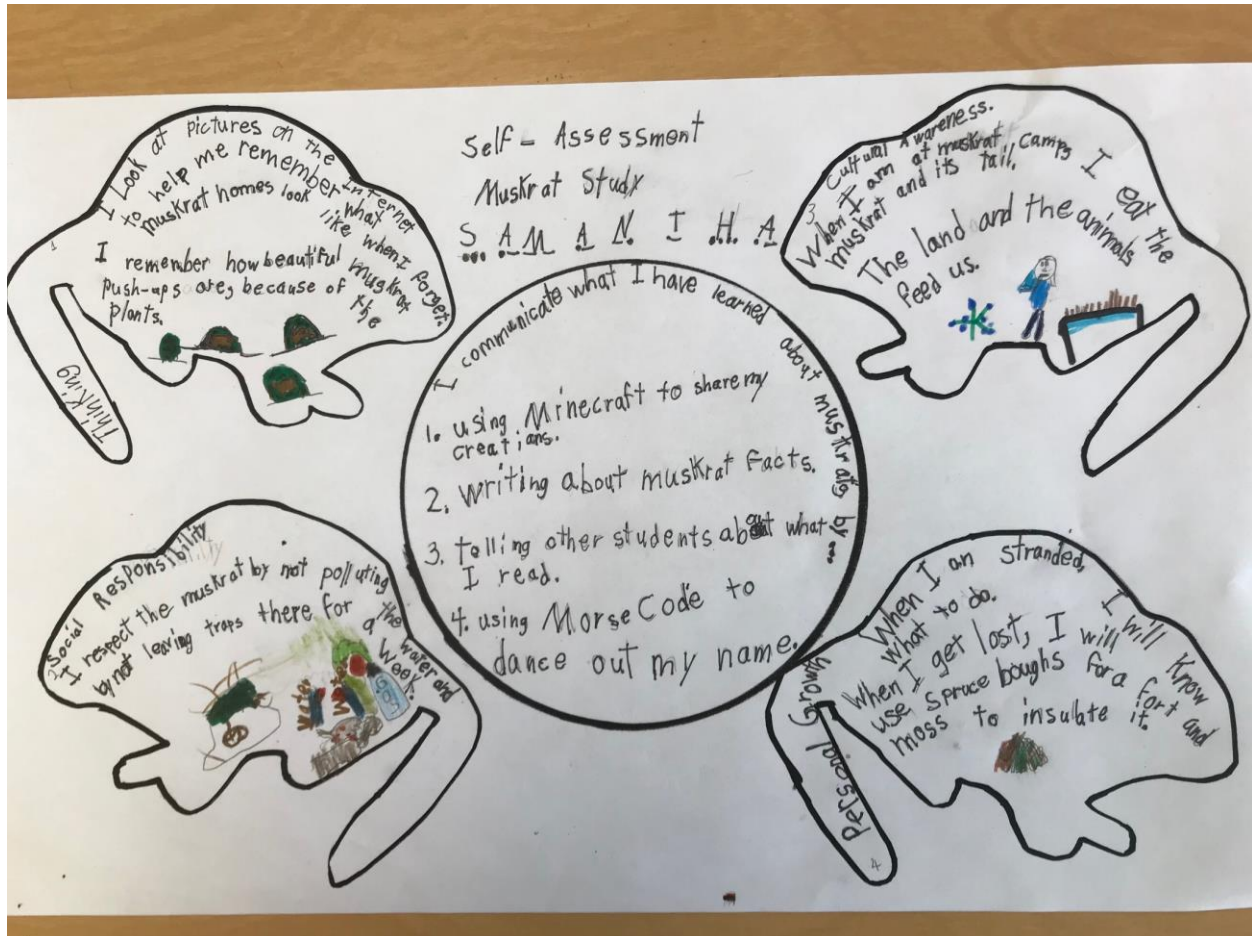
4. List of Ideas for FAMILY Land-Based Activities

- a. Spring Cleaning Elders' yards
- b. Packing wood and stacking for Elders and Families
- c. Family Outings:
 - i. Fishing (grayling);
 - ii. harvesting spring medicines (spruce buds; poplar buds);
 - iii. loading/unloading wood;
 - iv. bird hunting (ducks, geese, ptarmigan)
 - v. Walking groups: 2m apart
- d. Recycling
 - i. 100 cans per garbage bags;
 - ii. Separate plastics from cans or bottles;
 - iii. Recycling in the home
- e. Cooking/Preparing Foods
 - i. Learning to cut dry meat
 - ii. Cutting stew meat
 - iii. Helping parent(s) to cook over a fire
 - iv. Making bannock
- f. Cabin Life
 - i. Helping with gardens/greenhouses
 - ii. Peeling logs or willows
 - iii. Clearing brush for specific sites (ie. Smokehouse)
 - iv. Making an outside fire
- g. Traditional practices
 - i. Making willow whistles
 - ii. Making atlatls
 - iii. Tapping birch trees for sap as medicine
 - iv. Gathering Labrador tea
 - v. Making teas for medicines for Elders
 - vi. Gathering spruce roots
 - vii. Harvesting bear roots and other edibles (ie. fireweed shoots)
- h. Water-Based Activities
 - i. Checking out ponds or stagnant waters for bugs
 - ii. Family fish nets or sport fishing
 - iii. Carving wooden boats from cottonwood trees
- i. School Playground
 - i. The playground area is open and dry!

5. Assessment and Evaluation

- a. Self-Assessments for Social Responsibilities

KLS EXEMPLAR of a GRADE 2 STUDENT SELF-ASSESSMENT
(Permission for use granted from parent)



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Social Responsibility	Communication	Thinking	Cultural Awareness	Personal Growth
I respect the muskrat by not polluting the environment by not polluting the water and by not leaving traps there for a week	I communicate what I have learned about muskrats by: 1. Using Minecraft to share my creations 2. Writing about muskrat facts 3. Telling other students about what I read 4. Using Morse Code to dance out my name	I look at pictures on the Internet to help me remember what muskrat homes look like when I forget. I remember how beautiful muskrat pushups are, because of the plants.	When I am at Muskrat Camp, I eat the muskrat and its tail. The land and the animals feed us.	When I am stranded, I will know what to do. When I get lost, I will use spruce boughs for a forts and moss to insulate it.

ASSESSMENT and EVALUATION of INDIGENOUS WAYS of KNOWING, DOING, and BEING

The Yukon School's website has Dr. Alyce Johnson's *Plants and Connections to Place*:

<http://lss.yukonschools.ca/yukon-first-nations-ways-of-knowing-and-doing-planning-tools.html>

This unit has an evaluation grid that teachers can use to apply to a unit on Land-Based activities:

http://lss.yukonschools.ca/uploads/4/5/5/0/45508033/e1_integratedunit_plants_98231_proof6.pdf
Pages 38-39