



LLRIB EDUCATION

LAND-BASED

EDUCATION

FRAMEWORK

2021-2022

Acknowledgements

“Localized; not Indigenized”

nīkān ninanāskomānān kisī-manitō. Firstly, we acknowledge the Creator. Without the gift of life provided by kisī-manitō, nothing is possible. We acknowledge the traditional territory of the Woodland Cree which Treaty 6 is situated on. Our land is rich therefore we are rich. kiwīthōtisinānaw, we are wealthy. We have the lakes and the rivers and the medicines all around us. We can leave our doorstep and reach the waters that fed and nourished our people from generation to generation. We acknowledge those who have come before us and those that continue to live in our traditional lands. We especially acknowledge those who continue to dedicate their lives in carrying on our language, culture, and traditions. We choose to acknowledge the beauty of our people and our culture. For this reason, we have chosen not to Indigenize our program, but rather to localize it. We are unique in our histories and to Indigenize is to make us universal. We have instead chosen to localize our program to make it unique to our experience, to our histories, to our people and more importantly focused more intently on our youth.

DRAFT



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Values and Mission

“kiskinwahamātotān” Teaching Each Other

Lac La Ronge Indian Band

Located in north-central Saskatchewan, the Lac La Ronge Indian Band is the largest First Nation in Saskatchewan, and one of the 10 largest in Canada, with a population of 11215, as of February 24, 2020.

Our reserve lands extend from rich farmlands in central Saskatchewan, all the way north through the boreal forest to the mighty Churchill River and beyond. Our central administration office is located in La Ronge, 241 km north of Prince Albert, on the edge of the Pre-Cambrian Shield. We are proud of our heritage and our Cree language, and of the educational opportunities, economic successes and social development work made possible by many years of strong leadership.

LLRIB Education Values

The education of our children is based on the culture, values, skills, and pride of the Lac La Ronge Indian Band. Educational activities reflecting Woodland Cree culture and Cree language are to be integrated into the provincial curricula to provide the educational foundation from which the individual student can learn to live successfully and happily in any society. By providing educational experiences that interconnect the child’s community, Cree language, history, and culture, the provincial curricula, and the world at large, our children will acquire the skills, knowledge, and strength to enable them to assume productive roles as adults.



Land-Based Education Overview

Land-Based education is an effective, evidence-based tool that will provide meaningful educational opportunities and it provides for the overall well-being of our students. The benefits of Land-Based learning are limitless.

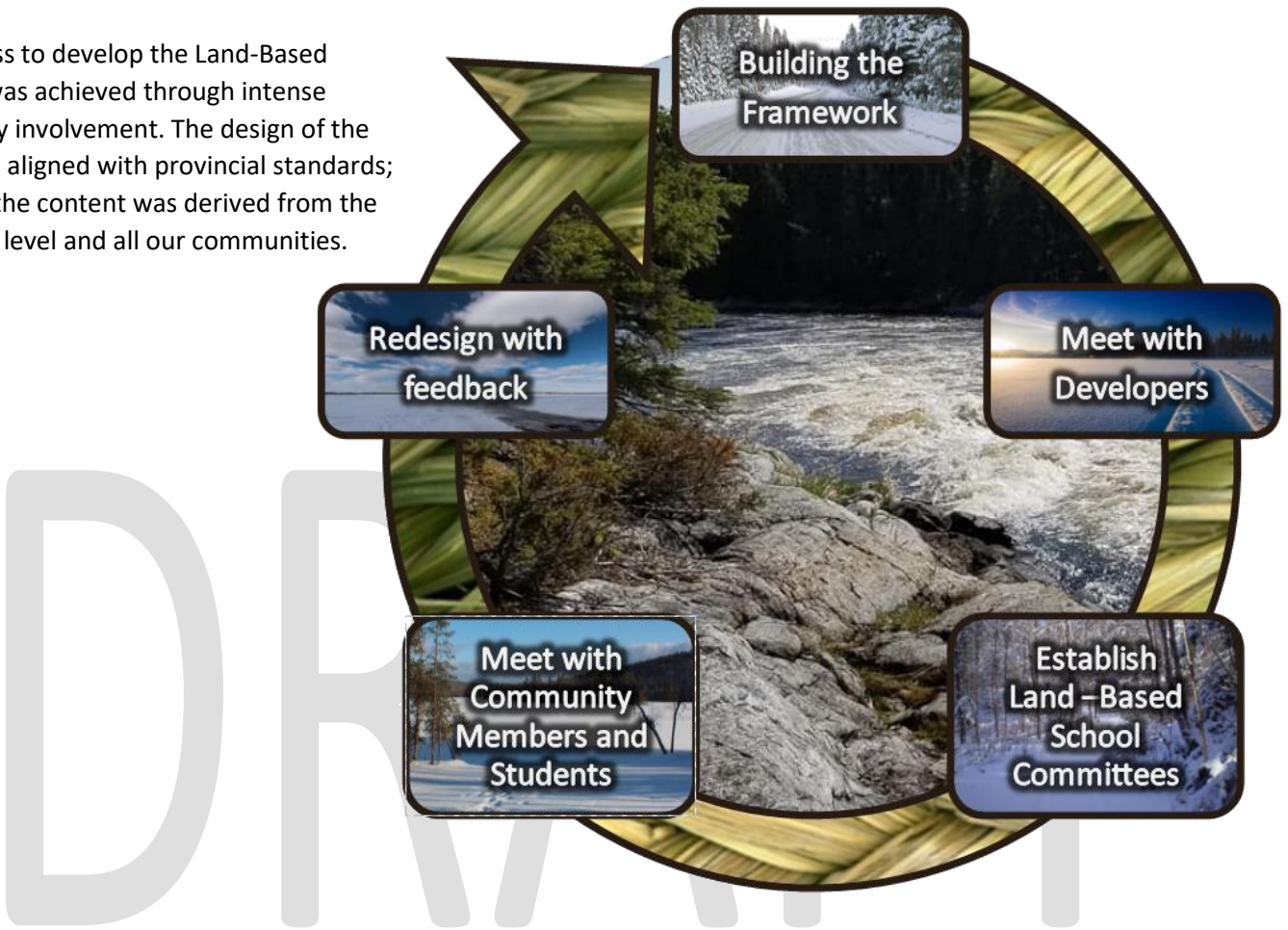
Educational Land-Based opportunities that promote culture and language has been proven to:

- Significantly decrease suicide rates for Indigenous youth.
- Contribute to a greater sense of identity.
- Establish a connection to community, resources, and staff.
- Improve the attendance and participation in all learners including Social Emotional Learners.
- Reduce anxiety in learning.
- Provide a greater self-awareness and self-management.
- Promote improved cognition, memory, and mood.
- Increase in cultural understanding and identity.
- Improve relationships.
- Provide students with a sense of empowerment.
- Boost self-confidence with a clarified role in community.
- Provide better understanding of land stewardship.
- Provide healing for trauma.
- Provide students with practical skills and potential job opportunities.
- Provide better working relationships with peers and others.
- Land-Based is cross curricular support for teachers to plan in preparation.
- Help to learn local knowledge, history and understand provides a sense of ownership.
- Improve academic learning outcomes.
- Provide equitable and inclusive learning opportunities for all students.
- Reduce peer-to-peer bullying.
- Provide relational language immersion.
- Increase attendance and engagement.
- Provide improved academic performance.
- Allow students to develop and strengthen bonds.
- Provide students with an active and foundational role in learning.
- Create a connection to community and community members.
- Enhance self-esteem and self-worth.
- Improve mental health/anxiety/stress.
- Create awareness of self-actualization.



The Program Development Process

The process to develop the Land-Based program was achieved through intense community involvement. The design of the program is aligned with provincial standards; however, the content was derived from the grassroots level and all our communities.



Central Office	<ul style="list-style-type: none"> • Support the development of the programming. • Support in both purchasing and creation of resources. • Ongoing revision of program guide, as necessary. • Assist in professional development opportunities.
Administration	<ul style="list-style-type: none"> • Ensure that resource people are in place. • Implement and schedule for Land-Based programming. • Provide regular reports to Central Office concerning Land-Based events.
School Land-Based Committees	<ul style="list-style-type: none"> • Member recommendations: Staff members, and parents. • Meet with Central Office committee. • Meet with community, parents, and students to receive recommendations for future programming and resources. • Access special guests and cultural supports from community for severe weather days. • Have a backup plan for in-school program.



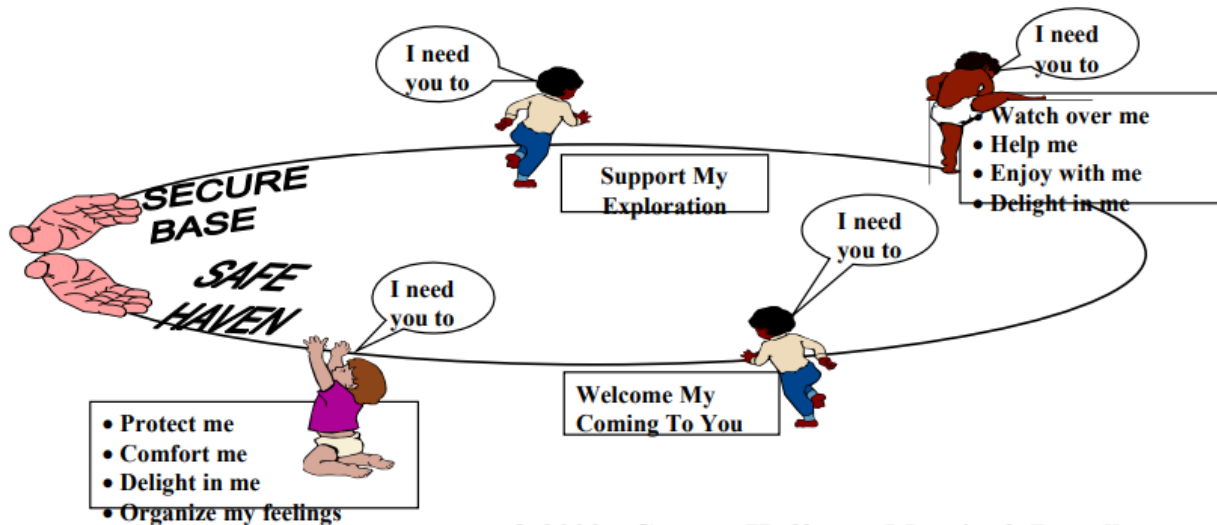
Teachers	<ul style="list-style-type: none">• Access supports through Land-Based Committee.• Should have a list handy that is updated regularly.• Access supports through Cree Language and Culture Teachers.• Access and utilize elders with lesson and program planning.
Cree Language and Culture Teacher	<ul style="list-style-type: none">• Support in the planning and programming for Land-Based classrooms.• Support learning opportunities for the schools.• Guide teachers on how to incorporate Elders into the classroom.• Be program leads on the Land-Based Committee.

DRAFT



Circle of Security

Parent/caregiver Attending to the Child's Needs



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Students returning to school after being out of school for a significant amount of time will be:

- Provide with practical life skills.
- Provide with learning engagement.
- Be assessed to find out where students are at and to provide supports.
- Encouraged to commit in determination through physically demanding activities.
- Ignited to be interested with future career experiences.
- Assisted in making healthy choices.
- Provided with healing opportunities from trauma.
- Encouraged with a positive outlet for students who have exited the street life.
- Provided with leadership opportunities and build their leadership qualities.
- Provided with a transition period for those who desire to return to school.
- Provided with an opportunity to learn through experience.
- Re-establishing connections to their community and their peers.
- Provided with ambassadorship opportunities.
- Provided with potential Master-Apprentice opportunities.



Social Emotional Learners

- Social Emotional Learning (SEL) students.
- Provide equitable learning opportunities.
- Provide a connection to language and culture.
- Therapeutic learning opportunities.
- More interactive for students who struggle with prolonged sitting.

Students who enjoy learning their language and culture will:

- Be provided with a decolonized and Indigenous lens to education.
- Be connected to land and identity.
- Increase in academic performance.
- Increase in student engagement.
- Be provided with Immersion opportunities.
- Be provided with relational language immersion lessons.
- Enhance connection to their peers and teachers.

Specialized Programs and how Teachers support



“Respecting Ourselves and Others” Anti-Bullying

Respect and Protocol for each Natural Law

- All Natural Laws need to be respected in order to ensure safety.
- Laws need to be restated often and used in all lessons and in the classroom.

Four Directions:

- Understanding directions to secure safety.

Six Seasons:

- Provides a natural guide for teacher instructed lessons.
- Students understand what is available to them for each season.
- Provide guidance in preparing for comfort and safety.
- Builds independence, responsibility, and accountability for all things.

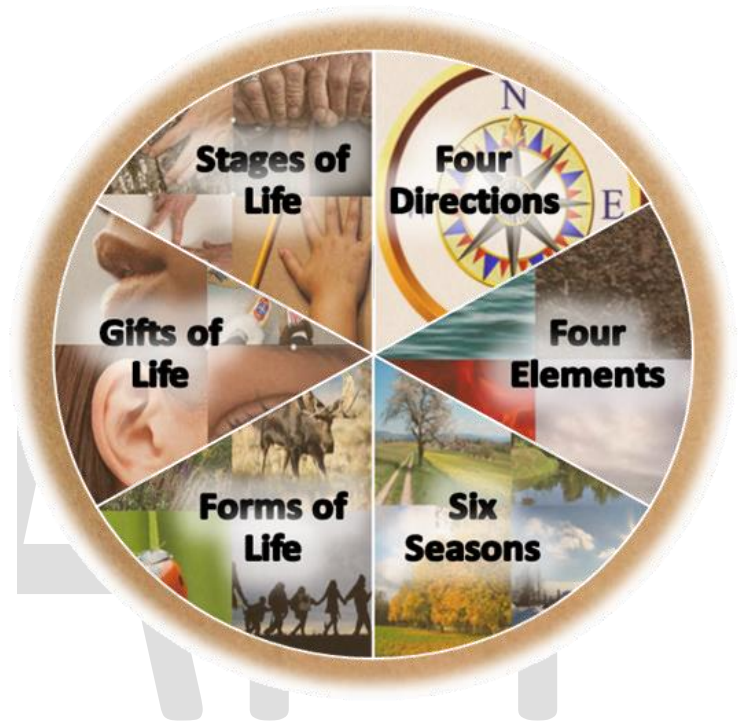
Forms of Life:

- Builds respect and the importance of sustainable environments.
- Establishes a sense of where they fit in relation to their community.
- Encourages respect for all forms of life.

Gifts of Life:

- All students are provided with equal opportunities to: Listen, View, Engage and Speak.
- All efforts are equal, there is not one greater than the other.
- All have a responsibility to respect others.

The Natural Laws Lesson Planning

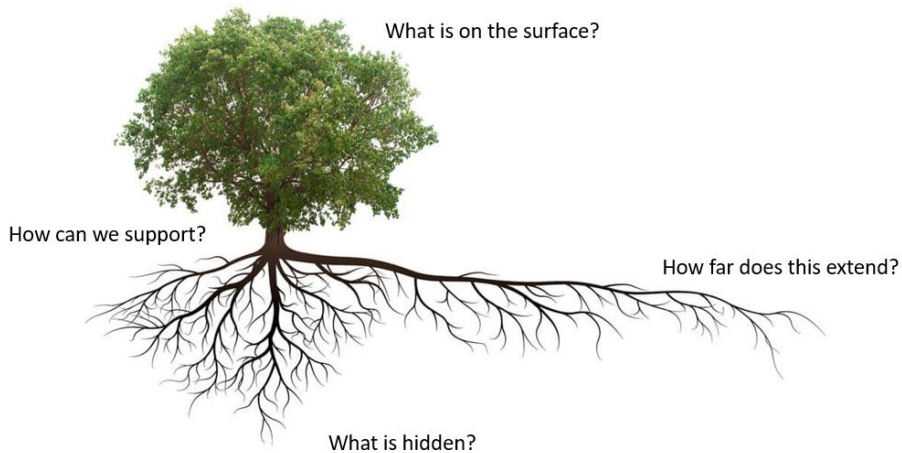


Stages of Life:

- Are not based on Grade level or skill level, but rather where everyone is on their own learning journey.
- Are all equal regardless of where we are in our stage of life, and we have a responsibility to respect each others' journeys.
- Encourage respect for one another.



"Growing Trees" Social Emotional Learning



Understanding that Land-Based Learning is unique in that it is an educational program that fosters healing and learning outcomes simultaneously. Land-Based learning is not to be used as a reward system or something that students can lose out on. Land-Based Learning must be a part of their Educational programming.

How to support SEL students through Land-Based Programming



Social & Emotional Learning Goals:



Working in a relational capacity with SEL students

Stage of Life

- If students are not in the stage of their life where they can responsibly handle certain situations, then those situations need to be adjusted to meet the needs of the student.
- If a student is unable to follow safety guidelines it is important to allow for more support for students to be included and not excluded.

School Supports to help teachers relate to the SEL students in their classrooms

- Teachers shall meet with Learning Support Teachers to determine the individual needs of students.
- As a team, LST and Teacher will determine how to create a supportive plan and classroom set up for student(s).
- As a team, determine the appropriate reactionary measures.



Regular Course Instruction Guide

Land-Based in the Classroom

Teachers will incorporate Land-Based lessons into their classroom programming. It is important that teachers encourage connection through land, culture, and language for our students. Students will be better connected to the content if they understand the purpose and practicality of goal. Teachers will extend Land-Based activities into cross-curricular activities (i.e., Reading thematic books on ice fishing if this is what students have been participating in.)

Cross-Curricular Learning

The nature of Land-Based learning is largely cross-curricular. For example, Listening and Speaking (Language Arts), Viewing and Representing (Language Arts), Measurement (Math), Plant and Wildlife Sustainability (Science, Social Studies and PAA), therefore, choosing an activity has the potential to provide multiple learning outcomes. It is largely beneficial to use this understanding in your lesson planning.

Seasonal Lesson Grid

Considering there are different learning opportunities available for students at different points in a regular school year, you will find a quick reference grid for seasonal opportunities. (PAGE) For instructional guidelines and support, you can locate the Stages of Life sections on pages

The Four Stages of Life

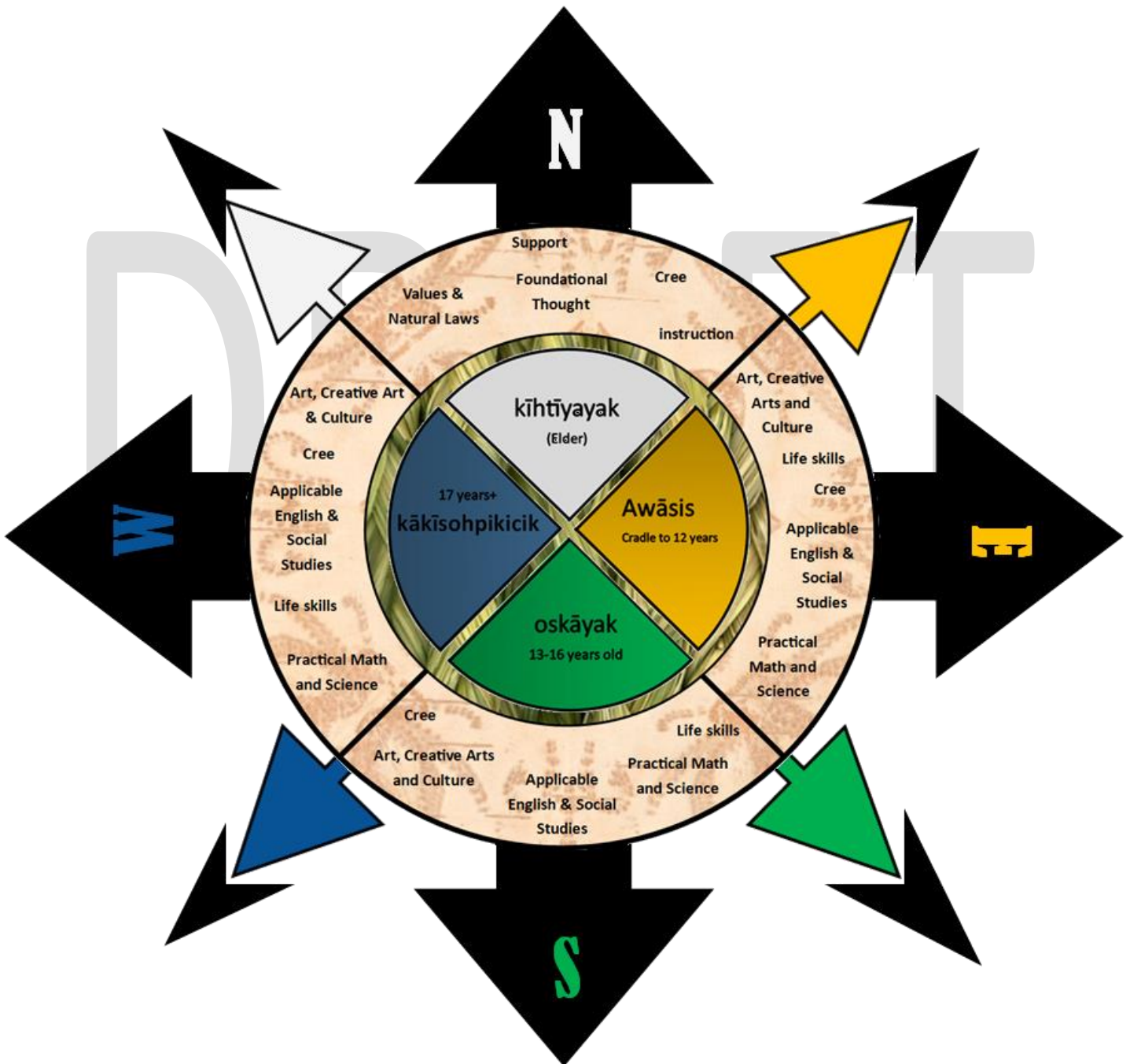
There are four stages of life identified in the Natural Laws and by understanding this, we identify that all those within a school environment are members of a community.

- This guide is not based on grade levels but is geared towards age, rather than where students are at in their Stage of Life. The lessons are more conducive to an equitable and differentiated teaching method.
- Each Stage of Life section has an activity guide for you to work with.
- It is understood that despite the age of the child, they each play a vital role in the community.
- It is important to understand that all contributors play an active role in the learning process.
- Be willing to learn from your students, your peers and the community in which you are a part of.
- Acknowledge that we are all learners in this process and there are multiple methods to achieve the same goals.
- Individuals learn at their own pace. Be patient, be observant and celebrate all individual successes.
- If you require support, there is a Land-Based committee in your school to support your planning needs.
- Assessment samples are available for your reference. (page)



Stages of Life

This guide was designed to support learners at each important developmental stage in their life. Grade levels have been removed from the lessons but are categorized based on the student’s appropriate developmental stage.



Seasonal Lesson Grid

	September	October	November	December	January	February	March	April	May	June
kīhtīyayak (elders)	Moose hunting	Food harvesting	Snare rabbits	Story telling	Setting traps	Making moccasin	Trapping muskrat	Ice Fishing	Birch bark activities	Camping
	Fishing	Cooking berries	Making snow shoes	Making traditional toys	Making snowshoes	Cultural winter Festival	Camp fire cooking	Collect spruce gum	Collecting birch sap (beginning of May)	Identify trees
	Duck hunting	Preparing traditional food	Making crafts	Feasting	Setting fish net	Making toboggan	Beaver trapping	Tanning hides	Duck hunting	Teach about summer camp
	Pick berries	Smoking fish	Storing food	celebrations	Winter survival skills	Weaving snowshoes	Observing Land Changes	Collecting birch sap (end of April)	Snaring fish	Fishing
awāsis (child)	Picking berries	Stocking wood	Stocking wood	Listening to stories	Listening to stories	Winter Festival: Practice trapper events	Observe net fishing and participate in ice fishing	Observe net fishing and participate in ice fishing	Birch bark activities: birch sap, syrup, and basket making at the beginning of May before leaves grow	Summer camp: learning about setting up summer camp
	Cutting moose meat	Food harvesting: fish, ducks, moose	Scouting animal trails	Playing with traditional toys	Preparing dry meat and making 'thīwahikanak'	Snowshoeing	Observing how baby rattles are made	Collecting spruce gum and birch medicine	Playing outdoor games	Rock painting
	Duck hunting	Beadwork and jewelry using natural material	Ice safety	Playing traditional games	Traditional tanning of pelts and softening moose hide for tanning	Winter Camp: Observing how to make a campfire and cooking over a campfire.	Beaver and muskrat trapping, observe skinning of animals	Collecting birch sap and making syrup at the end of April after spring thaw	Moose hide preparation: fleshing skin and scraping moose hair	Birchbark biting and making miniature canoes
	Rock painting	Preserving food for winter	Snare rabbits	Singing songs and preparing for Christmas festivities	Playing with traditional toys and playing games	Indoor traditional arts and crafts: simple beadwork and fish scale art	Outdoor cooking	Making bows and arrows	Snare fishing once fish start spawning after ice melts	Boat safety
oskāyak (teen)	Moose hunting	Stocking wood	Stocking wood	Listening to stories	Listening to stories	Winter Festival Events	Net fishing and ice fishing	Muskrat trapping: learn how to find muskrat push-ups	Birch tree activities: birch sap, syrup, and basket making at the beginning of May before leaves grow	Summer camp: participate in summer camp activities, setting up camp
	Berry picking: blueberries and cranberries	Food harvesting: fish, ducks, moose	Scouting animal trails	Making traditional toys: snowmobiles, toboggans	Making mitts and moccasins	Winter camp: survival skills and travelling in the snow	Transportation: Dog sledding and snowmobile	Collecting spruce gum and birch for medicine	Playing outdoor games	Rock painting
	Checking fish net	Beadwork and jewelry using natural material	Ice safety	Checking traps and snares	Traditional tanning of pelts	Miniature sleds and toboggans	Beaver trapping	Birch sap collecting and making syrup at the end of April after spring thaw	Moose hide preparation: fleshing skin and scraping moose hair	Birchbark biting and making miniature canoes
	Food preparation: fish, ducks, moose meat	Preserving food for winter	Beaver snaring	Singing songs and preparing for Christmas festivities	Winter Moose Hunt	Making dry meat and 'thīwahikanak'	Outdoor cooking	Making bows and arrows	Snare fishing once fish start spawning after ice melts	Boat safety
kākīsohpikicik (adults)	Moose hunting	Food harvesting: fish, ducks, moose	Scouting animal tracks and setting traps	Storytelling	Storytelling	Teach winter festival events	Net fishing and ice fishing	Teach Muskrat trapping	Birch tree activities	Summer camp
	Picking berries	Preserving food: smoking, canning, and storing food	Teaching ice safety	Make traditional toys and teach games.	Winter moose hunt	Make dry meat and 'thīwahikanak'	Transportation: Dog sledding and snowmobile	Collecting spruce gum and birch for medicine	Duck hunting	Boat safety
	Duck hunting	Beadwork and jewelry	Snaring rabbits	Sing songs and prepare for Christmas.	Traditional tanning of pelts and softening moose hide for tanning	Weaving snowshoes	Beaver trapping	Birch sap collecting and making syrup at the end of April after spring thaw	Snaring fish	Birchbark canoes and baskets
	Fishing	Stocking wood	Teaching about traditional medicine that is collected	Check traps and snares	Making mitts, moccasins, and tools.	Winter camp: winter survival skills	Outdoor cooking	Teach how to make bows and arrows	Moose hide preparation: fleshing and scraping moose hair	Rock painting



***“Our elders are a strength in our
schools and in our communities.”***

Roger Ratt



kīhtīyayak (elders)



About this Stage of Life: ELDERS

- Share their wisdom and knowledge to school, families, communities.
- Support schools, families, and communities in learning about protocols
- Are a positive and healthy role model.
- Respond positively when approached by others respect and humility and represent appropriate reactionary measures to students who struggle with Social and Emotional Learning skills.
- Provide traditional knowledge to the younger generation.
- Are a part of shared decision-making process regarding Cree Land Base education.
- Enhance cultural perspectives and share wisdom and teachings.
- Promote awareness of culture and traditions.
- Liaise and enhance relationships between school and Indigenous parents/guardians/community.
- Act as a mediator to promote harmony.
- Act as a mentor and role model for students, families, and communities.
- Promote Indigenous languages.
- Enhance and enrich classroom lessons and school cultural events with the incorporation of Indigenous content/perspectives/Indigenous Ways of Knowing.
- Promote respectful relationship with the land.
- Foster for school regarding land use, such as taking what you need only.
- Sharing past and present information about various spiritual belief systems.
- Encourage youth to appreciate and practice healthy lifestyles.



- Teach self awareness, identity, self-esteem, relationship building.
- Are available to offer cultural sensitivity practices.
- Sharing stories, legends, real-life experiences and finding connections within their surroundings.
- Teaching uses of traditional medicine and edible plants.
- Teaching traditional and contemporary hunting, fishing, trapping and gather skills.
- Teaching virtues to learners to demonstrate humility, forgiveness, caring, respecting, and to have compassion towards others and land species.



Working in partnership with Elders in your classroom

- Our elders hold a lifetime of community knowledge, identity and education that is not found anywhere else outside of our unique communities. It is important for new teachers to meet with their school elders to learn in greater detail about the local history, culture, and language. All Lac La Ronge Communities are unique and diverse and therefore it is advised to learn from your school elders what is available to support you in your planning.
- LLRIB Education Elders speak their language, know the land, and can help to support lessons planned to curriculum outcomes. Please respect the local protocols in working with Elders and ensure that your students do the same.
- Elders are not to take over your classroom during learning. The teacher will remain in their classroom while the lessons are being conducted.
- Elders can help with storytelling, cultural activities, and crafts.
- Elders are a great resource regarding cross curricular competencies. For example, female and male protocols. If your students are reaching another stage in their lives, these protocols are likely to change.

Following and observing proper protocols

- Special guests that are invited into the school and classroom for Land-Based should be from the local list compiled by the in-school elders.
- If you are requesting other guests, teachers are required to follow the appropriate professional protocols for these guests. This would include ensuring administration is aware of the intent to invite, the nature of the visit and what the agreement would be regarding compensation.
- Gifting protocols should be discussed with your in-school elder as this protocol is different based on the location or individual. Sample gifts that would be appropriate for in-school elders in place of tobacco would be, thank you cards, and student created art.
- If you are inviting an elder to support outdoor activities and/or field trips, ensure that you have also prepared provisions (transportation and food) for the elder.

School Elders Community Contact List

- School Elders will compile a list of potential local knowledge keepers to assist as school resource people during severe weather days.
- The list is a support list and not all who are added to the list will necessarily be contacted.



Community Elder Celebration Day

- Schools will have a Community Elder Celebration Day once a year.
- The community elders will be invited into the school for a served lunch and entertainment.
- Prior to the lunch elders are to visit classrooms and meet with students.
- Students are encouraged to invite their grandparents to the school for the Celebration Day.

Students who require additional support

- **SEL:** Elders will be available to support SEL students based on suggestions provided on therapy plan. This requires that there be a meeting in advance with Elder, Learning Support Teacher, Classroom teacher, Administration, and possibly Learning Support Coordinator to review how the in-school elder can support a particular student.
- **Learning Support Students:** Similar to SEL students, Elders can support students, but there must be a meeting in advance to provide directed support to Elders.

DRAFT



*“Look at the trees, look at the snow, look at the
sunshine. In our camps there is so much to learn.
There they learn perseverance and respect.”*

Roger Ratt



awāsis (child)



About this Stage of Life: CHILD

- The beginning of learning.
- Acquiring Indigenous learning or cultural identity.
- Learning about traditional and contemporary Indigenous values.
- Learning about respect for self and others.
- Connecting to the land and learning about animals, lakes, rivers, streams, sky (spirit world)
- Learn to become stewards of the land.
- Learning to speak the mother tongue.
- Learning to utilize the 5 senses in relation to traditional teachings (Sight, Sound, Smell, Taste, and Touch).
- Gaining knowledge to cook, preserve and prepare traditional food.
- Having a sense of belonging as an Indigenous person (Identity, Self-Esteem).
- Learning to respect Indigenous traditional values and teachings.
- Learning about protocol and about respecting Elders.



Students who require additional support:

- Students who have an IIP may require a meeting with the Learning Support Teacher and classroom teacher to determine what supports/adaptations/modifications are required to support student learning.
- Exclusion of any student will not be supported regarding Land based learning unless there is a clearly defined reason why a particular student(s) cannot participate. If there is concern for a student (i.e., safety or health) plan to have a meeting with the Learning Support Teacher, Parent or Guardian, Classroom Teacher, Administrator and possibly a Learning Support Coordinator.



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Berry Picking and Gathering Wild Mint						
Drying and Storage of Wild Mint						
Freezing and Storing Berries						
Canning						
Making Jam or Syrup						
Fish Conservation						
Cleaning Fish						
Picking Wild Grasses and Reeds						
Making Reed Necklaces Using Varying Lengths						
Making Reed Necklaces Using Various Types of Reeds and Grasses						
Making Grass Baskets						
Making Grass Dolls						
Making Grass Mats						
Hiking to Gather Natural Dyes						
Hiking to Study and Collect Plant Life						
Hiking to Observe Where Trees Grow						
Set Snares for Rabbits						
Skinning a Rabbit						
Cooking Rabbit: Stewed, Roasted or Fried						
Collecting ways of Predicting Weather Using a Tape or Note Taking						
Collecting Ways of Telling the Different Ice Conditions and Using Cree Terms for Different Ice Conditions						
Learning the Process of Carving						
Carving a Figure of Choice or Design						
Making a Drum Out of Deer Hide						
Making a Rattle Out of Deer Hide						
Taping of an Elder Telling a Legend						
Making a Square of Moose hair Tufting						
Toboggan Safety						
Prepare and Store Snow Shoes						
Lacing and Using Snow Shoes						
Making Different Types of Fire						
Making a Fire with a Candle						
Making a Fire with Flint and Steel						
Making a Fire with a Magnifying Glass						
Learning About Martens (habitat, tracks, gestation period and diseases)						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Learning About Lynx (habitat, tracks, gestation period and diseases)						
Learning About Fishers (habitat, tracks, gestation period and diseases)						
Learning About Wolverines (habitat, tracks, gestation period and diseases)						
Learning About Wolves (habitat, tracks, gestation period and diseases)						
Learning About Rabbits (habitat, tracks, gestation period and diseases)						
Learning About Minks (habitat, tracks, gestation period and diseases)						
Fishing through the ice with a hook, line and homemade handle						
Making a Survival Net for Ice Fishing						
Making Bannock on a Stick						
Roasting Meat on a Stick						
Making Fried Bannock						
Making Bitten Designs on Birchbark						
Building a Small Canoe with Birchbark and Spruce Roots						
Gathering of Spruce Roots						
Camping						
Caring for Tents and Bedding						
Importance of Working as a Group when Camping						
Hiking and Camping						
Camping Safety Rules						
Canoeing						
Learning Safety Methods in Canoeing						
Learning Paddle Strokes						
Learning What to do if Canoe Capsizes						
Naming Parts of the Canoe in Cree						
Learning How to Carry the Canoe Alone and in Pairs						
Gardening						
Planting and Thinning Seeds						
Harvesting of Garden Goods						
Making Sprucebark Containers						
Making a Sprucebark Spoon						
Preparation and Storage of Sprucebark						
Beading						
Making Bead Rings						
Doing Beadwork on Moosehide						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Making Hairties with Moosehide and Beads						
Making a Beaded Hair Holder						
Making a Bead Necklace-Spiral Necklace						
Making Bead Eyeglass Cases						
Making Beaded Spiral Keychains						
Making Beaded Moccasin Vamps						
Making Bone Tools						
Making a Moosehide Scraper						
Making a Pelt Scraper-Deer Bone						
Making a Deer Antler Knife Handle						
Making Small Bone Carvings with a File and Rasp						
Using Deer Antlers to Make Awl Handles						
Cutting of Bones to Make Buttons						
Making a Meat Smoking Rack						
Conservation Practices and Regulations Relevant to Their Area						
Using Feathers to Make Mobiles						
Making a Feather Brooch						
OFish Scale Brooch on Moosehorn or Caribou Background						
Making Embroidery Stitches on Clothing						
Collecting Old Photographs and Doing Family History						
Learning Methods of Questioning, Interviewing and Recording of Information						
Quillwork						
Quill Necklaces, Stringing of Different Colour Sequences						
Making Quill and Bead Necklaces						
Making Quill Earrings with Beads						
Quill on Birchbark Fans						
Quills on Birchbark-Medallion Necklace						
Quills on Moosehide Vamps						
Dyeing of Porcupine Quills						
Jig and Other Traditional Dances						
Making Wall-Hangings or Necklaces with Bark and Reed Pieces						
Making Spruce Gum						
Using Fungus as a Base for Acrylic Paintings						
Using Birchbark as a Canvas for Pictures						
Gathering of Willow Branches or Aspen Poplar Branches for Making Willow Whistles						
Gathering Leaves, Pine Cones, Grass, and Moss						
Gathering Pebbles and Stones						
Gathering Firewood						



*“What is learned out on the land is greater
than what is learned in a classroom.”*

Miles Ratt



oskāyak (Adolescence)



About this Stage of Life: ADOLESCENCE

- Learning how to take pride in being an Indigenous person.
- Learning survival skills at home, school, community and on the land
- Learning to connect to the land and learning about animals, lakes, rivers, streams, sky (spirit world)
- Learning to speak their mother tongue.
- Gaining knowledge to cook, preserve and prepare traditional food.
- Learning about sense of belonging as an Indigenous person (Identity, Self-Esteem)
- Learning to respect Indigenous traditional values and teachings
- Demonstrating traditional survival skills on the land (hunting, gathering, fishing, trapping)
- Learning protocols and about respecting Elders



Students who require additional support:

- Students who have an IIP may require a meeting with the Learning Support Teacher, parents or guardians and classroom teacher to determine how lessons can be adapted to support student's learning outcomes.
- We will not support exclusion of any student from Land based learning unless there is a clearly defined reason why a particular student(s) cannot participate. If there is concern for a student (i.e., safety or health) plan to have a meeting with the Learning Support Teacher, Classroom Teacher, Administrator and possibly a Learning Support Coordinator.



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Berry Picking and Gathering Wild Mint						
Drying and Storage of Wild Mint						
Freezing and Storing Berries						
Canning						
Making Jam or Syrup						
Fish Conservation						
Cleaning Fish						
Picking Wild Grasses and Reeds						
Making Reed Necklaces Using Varying Lengths						
Making Reed Necklaces Using Various Types of Reeds and Grasses						
Making Grass Baskets						
Making Grass Dolls						
Making Grass Mats						
Hiking to Gather Natural Dyes						
Hiking to Study and Collect Plant Life						
Hiking to Observe Where Trees Grow						
Hiking to Set Snares for Rabbits						
Preparation of Net Before Setting						
Setting of Fish Net in Water						
Checking of the Net						
Cleaning the Fish Different Ways						
Learning About Traditional Methods of Catching Fish						
Learning about Fishing Regulations for Northern Saskatchewan as Applicable to Treaty/Status						
Learning about Hunting Regulations for Northern Saskatchewan as Applicable to Treaty/Status						
Learning about Trapping Regulations for Northern Saskatchewan as Applicable to Treaty Indian						
Learning about Fishing, Hunting and Trapping Regulations for Northern Saskatchewan as Applicable to Indigenous People. (Status and Non-Status)						
Study and Research Project of Traditional Cree Medicine						
Gathering of Cree Medicine						
Conservation of Plants for Cree Medicine						
First Aid						
Basic Survival Skills						
Preparation of Sticks Used in Beating Wild Rice						
Picking Wild Rice (Traditional Method)						
Husking of Wild Rice-Experiment with Different Methods						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Cooking Wild Rice in Several Ways						
Picking of Wild Grasses and Reeds						
Making Grass Baskets						
Making Grass Mats						
Hiking to Study and Collect Plant Life						
Hiking to Set Squirrel Traps and Set Snares for Rabbits and Squirrels.						
Hiking to Check Snares						
Hiking to Observe Where Types of Trees Grow						
Making a Squirrel or Weasel Stretcher						
Skinning Animals						
Skinning Rabbits						
Cooking and Preparing Rabbit: Stewed, Roasted, and Fried						
Collecting Ways of Predicting The Weather						
Collecting Ways of Telling the Different Ice Conditions						
Using/Teaching Cree Terms for Different Weather Conditions						
Learning the Process of Carving						
Carving a Figure of Choice or Design						
Making a Drum Out Deerhide						
Making a Rattle from Deerhide						
Basic Fire Arm Safety						
Taping an Elder Telling a Legend						
Listening to an Elder Teach a Lesson						
Translation of Taped Legends into English, Standard Roman Orthography and Syllabics						
Creating Syllabic Name Tags						
Creating Syllabic and/or Cree Posters Using Student Pictures Taken in Land Based (e.g. Rabbit Snare, Beading)						
Making Audio Visual Materials to Accompany Taped Legends						
Making a Moose Hair Tufting						
Making Various Sized Frames for Rabbit Skin						
Preparing Rabbit Skins into Cut Strips for Drying						
Toboggan Safety						
Lacing and Using Snowshoes						
Care and Storing Snowshoes						
Creating Snowshoes						
Learning About the Different Types of Temporary Shelters						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Making Different Types of Fires						
Making Fires- with a Candle						
Making a Fire with Flint and Steel						
Making a Fire with a Magnifying Glass						
Using a Heliograph Mirror for Signal						
Making Ground to Air Signals						
Making Construction Signals						
Making Informative Signals						
Using a Compass and Maps						
Learning to Read Maps (Swamps, Rapids, Falls and Trails)						
Learning About Bush Travel in Summer						
Learning About Bush Travel in Winter						
Making Emergency Snowshoes						
Making Light Signals						
Making a Torch Tree Signal						
Setting a Beaver Snare						
Skinning a Beaver Pelt						
Learning About Martens (habitat, tracks, gestation period and diseases)						
Learning About Lynx (habitat, tracks, gestation period and diseases)						
Learning About Fishers (habitat, tracks, gestation period and diseases)						
Learning About Wolverines (habitat, tracks, gestation period and diseases)						
Learning About Wolves (habitat, tracks, gestation period and diseases)						
Learning About Rabbits (habitat, tracks, gestation period and diseases)						
Learning About Minks (habitat, tracks, gestation period and diseases)						
Fishing through the ice with a hook, line, and homemade handle						
Making a Survival Net for Ice Fishing						
Making Bannock on a Stick						
Roasting Meat on a Stick						
Making Fried Bannock						
Making Campfire Bannock in a Pan						
Making Rabbit Stew						
Making Bitten Designs on Birchbark						
Building a Small Canoe with Birchbark and Spruce Roots						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Gathering of Spruce Roots						
Camping Out for Two or More Days						
Menu Planning for Camping						
Caring for Tents and Bedding						
Importance of Working in Groups While Camping						
Hiking and Camping						
Camping Safety Rules						
Canoeing						
Learning Safety Methods in Canoeing, Water Safety, Canoe Balance of Loads and Movement in a Canoe.						
Learning Paddle Strokes						
Learning What to do if Canoe Capsizes						
Naming Parts of a Canoe in Cree						
Learning How to Carry a Canoe Alone or in Pairs						
Gardening						
Planting and Thinning Seeds for Gardening						
Harvesting of Garden Produce						
Making Spruce bark Containers						
Making a Spruce bark Spoon						
Preparation and Storage of Spruce bark						
Beadwork						
Doing Beadwork on moosehide						
Making Hair Ties with Moosehide and Beads						
Making a Beaded Hair Holder						
Making a Beaded Necklace						
Making a Spiral Beaded Necklace						
Making a Beaded Eyeglass Case						
Making a Beaded Spiral Keychain						
Making Beaded Moccasin Vamps						
Making Traditional Tools						
Making a Moosehide Scraper						
Making a Pelt Scraper Out of Deer Bone						
Making a Deer Antler Knife Handle						
Making Small Hone Carvings with a File and a Rasp						
Using Deer Antlers to Make Awl Handles						
Cutting of Bones to Make Buttons						
Making Meat Smoking Rack						
Conservation and Regulations Pertaining to Northern Saskatchewan						
Feather Collection						



Lesson Idea <i>(Cree should be integrated in all lessons where possible)</i>	Math	Literacy	Social Studies	Science	Art, Creative Arts, Culture	Life skills & Health
Feather Cleaning						
Making a Feather Brooch						
Fish Scale Brooch on Moose Horn or Caribou Antler Background						
Learning About the Local History						
Collecting Old Photographs and Doing Family Histories						
Learning Methods of Questioning, Interviewing and Recording Information						
Quillwork						
Gathering Quills						
Cleaning and Preparing Quills						
Quills on Birchbark						
Quill Medallion Necklace						
Quillwork on Moosehide Vamps						
Dyeing Porcupine Quills						
Locating and Harvesting Natural Dyes						
Jig and Traditional Dance						
Making Embroidery Stitch on Clothing						
Making Spruce Gum						
Using Fungus as a Base for Acrylic Paintings						
Using Birchbark as a Canvas for Pictures						
Animal Calls						
Ice Safety						
Flesh Carving						
Dog Sledding						



DRAFT



“it (the land) is in us, it is who we are.”

Henry Ratt



kākīsohpikicik (adults)



About this Stage of Life: ADULTS

- To learn about self identity, and a sense of belonging with the Cree perspective.
- To mentor and be a role model for the younger generation.
- To impart knowledge about historical and contemporary Cree cultural lifestyle.
- Share traditional and contemporary cultural skills and knowledge with youth and children.
- To instill pride in, revitalize, and maintain the Cree language.
- To demonstrate hunting, trapping, fishing, and gathering as part of cultural skills.
- To teach about respecting elder's protocols.
- Participate and impart knowledge in outdoor Cree Land Based activities.
- To acknowledge life-long learning healthy lifestyle through Cree perspectives.
- To model living the Cree Cultural lifestyle at home, community and on the land.
- To gain understanding pertaining to rights of passage.



Students who require additional support:

- Students who have an IIP may require a meeting with the Learning Support Teacher and classroom teacher to determine how lessons can be adapted to support student's learning outcomes.
- We will not support exclusion of any student from Land based learning unless there is a clearly defined reason why a particular student(s) cannot participate. If there is concern for a student (i.e., safety or health) plan to have a meeting with the Learning Support Teacher, Classroom Teacher, Administrator and possibly a Learning Support Coordinator.



Lesson Idea

Science

Berry Picking and Gathering Wild Mint

Drying and Storage of Wild Mint

Freezing and Storing Berries

Canning

Making Jam or Syrup

Fish Conservation

Cleaning Fish

Picking Wild Grasses and Reeds

Making Reed Necklaces Using Varying Lengths

Making Reed Necklaces Using Various Types of Reeds and Grasses

Making Grass Baskets

Making Grass Dolls

Making Grass Mats

Hiking to Gather Natural Dyes

Hiking to Study and Collect Plant Life

Hiking to Observe Where Trees Grow

Hiking to Set Snares for Rabbits

Preparation of Net Before Setting

Setting of Fish Net in Water

Checking of the Net

Cleaning the Fish Different Ways

Conservation of Plants for Cree Medicine

Study and Research Project of Traditional Cree Medicine

Gathering of Cree Medicine

Learning About Traditional Methods of Catching Fish

PAA – Wild Life Management, Food and Forestry Studies (examples)

Learning About Traditional Methods of Catching Fish

Learning about Fishing Regulations for Northern Saskatchewan as Applicable to Treaty/Status

Learning about Hunting Regulations for Northern Saskatchewan as Applicable to Treaty/Status

Learning about Trapping Regulations for Northern Saskatchewan as Applicable to Treaty Indian

Learning about Fishing, Hunting and Trapping Regulations for Northern Saskatchewan as Applicable to Indigenous People. (Status and Non-Status)

Study and Research Project of Traditional Cree Medicine

Gathering of Cree Medicine

Conservation of Plants for Cree Medicine

First Aid

Basic Survival Skills

Preparation of Sticks Used in Beating Wild Rice

Picking Wild Rice (Traditional Method)

Husking of Wild Rice-Experiment with Different Methods

Cooking Wild Rice in Several Ways

Picking of Wild Grasses and Reeds

Making Grass Baskets



Making Grass Mats
Hiking to Study and Collect Plant Life
Hiking to Set Squirrel Traps and Set Snares for Rabbits and Squirrels.
Hiking to Check Snares
Hiking to Observe Where Types of Trees Grow
Making a Squirrel or Weasel Stretcher
Skinning Animals
Skinning Rabbits
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Learning the Process of Carving
Carving a Figure of Choice or Design
Making a Drum Out Deerhide
Making a Rattle from Deerhide
Basic Fire Arm Safety
Taping an Elder Telling a Legend
Listening to an Elder Teach a Lesson
Translation of Taped Legends into English, Standard Roman Orthography and Syllabics
Creating Syllabic Name Tags
Creating Syllabic and/or Cree Posters Using Student Pictures Taken in Land Based (e.g. Rabbit Snare, Beading)
Making Audio Visual Materials to Accompany Taped Legends
Making a Moose Hair Tufting
Making Various Sized Frames for Rabbit Skin
Preparing Rabbit Skins into Cut Strips for Drying
Toboggan Safety
Lacing and Using Snowshoes
Care and Storing Snowshoes
Creating Snowshoes
Learning About the Different Types of Temporary Shelters
Building and Emergency Shelter
Making Different Types of Fires
Making Fires- with a Candle
Making a Fire with Flint and Steel
Making a Fire with a Magnifying Glass
Using a Heliograph Mirror for Signal
Making Ground to Air Signals
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Making Emergency Snowshoes
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Making a Torch Tree Signal
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Learning About Martens (habitat, tracks, gestation period and diseases)
Learning About Lynx (habitat, tracks, gestation period and diseases)
Learning About Fishers (habitat, tracks, gestation period and diseases)
Learning About Wolverines (habitat, tracks, gestation period and diseases)
Learning About Wolves (habitat, tracks, gestation period and diseases)
Learning About Rabbits (habitat, tracks, gestation period and diseases)
Learning About Minks (habitat, tracks, gestation period and diseases)
Fishing through the ice with a hook, line, and homemade handle
Making a Survival Net for Ice Fishing
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Learning Safety Methods in Canoeing, Water Safety, Canoe Balance of Loads and Movement in a Canoe.
Learning Paddle Strokes
Learning What to do if Canoe Capsizes
Naming Parts of a Canoe in Cree
Learning How to Carry a Canoe Alone or in Pairs
Gardening
Planting and Thinning Seeds for Gardening
Harvesting of Garden Produce
Making Sprucebark Containers
Making a Sprucebark Spoon
Preparation and Storage of Sprucebark
Beadwork
Doing Beadwork on moosehide
Making Hair Ties with Moosehide and Beads
Making a Beaded Hair Holder
Making a Beaded Necklace
Making a Spiral Beaded Necklace
Making a Beaded Eyeglass Case
Making a Beaded Spiral Keychain



Making Beaded Moccasin Vamps
Making Traditional Tools
Making a Moosehide Scraper
Making a Pelt Scraper Out of Deer Bone
Making a Deer Antler Knife Handle
Making Small Bone Carvings with a File and a Rasp
Using Deer Antlers to Make Awl Handles
Cutting of Bones to Make Buttons
Making Meat Smoking Rack
Conservation and Regulations Pertaining to Northern Saskatchewan
Feather Collection
Feather Cleaning
Making a Feather Brooch
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Quills on Birchbark
Quill Medallion Necklace
Quillwork on Moosehide Vamps
Dyeing Porcupine Quills
Locating and Harvesting Natural Dyes
Jig and Traditional Dance
Making Embroidery Stitch on Clothing
Making Spruce Gum
Using Fungus as a Base for Acrylic Paintings
Using Birchbark as a Canvas for Pictures
Animal Calls
Flesh Carving
Dog Sledding

Northern Lifestyles

Level 10 – Goals

- to understand and appreciate lifestyle of the north through a balance of theory and practice.
- to provide learning opportunities within the Northern and localized lifestyles in various social contexts.
- to enhance skill building opportunities for the transition from school related experiences to their future.
- to promote a positive outlook towards northern and localized lifestyles.

Outcomes:

- Discuss and reflect on Northern and localized lifestyles.
- Examine local traditional language and values.
- Participate in traditional and contemporary social celebrations and gatherings.
- Research and create traditional and contemporary art and craft forms.
- Research, gather and store edible food items from the natural environment.
- Examine conservation and environmental issues relevant to northern people.



- Gain knowledge of personal safety related to survival skills and the day-to-day operations of both survival and recreational equipment used by localized northerners.

Level 20 – Goals

- to understand and appreciate lifestyle of the north through a balance of theory and practice.
- to provide learning opportunities within the Northern and localized lifestyle in various social contexts and situations.
- to enhance skill building opportunities for the transition from school related experiences to their future.
- to develop a positive outlook towards Northern and localized lifestyles.

Outcomes:

- Discuss and reflect on Northern and localized Lifestyles.
- Examine local traditional language and values.
- Design and display traditional and contemporary art and craft forms.
- Research, gather, and store medicinal herbs and plants.
- Demonstrate conservation related to the lifestyle of northern people.
- Recognize possible hazardous situations related to personal safety.

Level 30 - Goals

- 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 and localized lifestyle in various social contexts and situations.
- to enhance skill building opportunities for the transition from school related experiences to their future.
- to develop a positive outlook towards northern and localized lifestyles.

Outcomes:

- Discuss and reflect on Northern and localized Lifestyles.
- Examine local traditional language and values.
- Examine the labour market in the north.
- Research and participate in the harvesting of food methods in the community.
- Examine laws and regulations as they pertain to the natural environment and conservation.
- Study the history of the community and surrounding area.

Math

Making a Deer Antler Knife Handle

Drying and Storage of Wild Mint

Freezing and Storing Berries

Canning

Making Jam or Syrup

Fish Conservation

Making Reed Necklaces Using Varying Lengths

Making Reed Necklaces Using Various Types of Reeds and Grasses

Making Grass Baskets

Making Grass Dolls

Making Grass Mats

Hiking to Gather Natural Dyes

Hiking to Study and Collect Plant Life

Hiking to Observe Where Trees Grow

Hiking to Set Snares for Rabbits

Preparation of Net Before Setting



Land-Based Assessment

Student Assessment

The Land-Based Grading Scale: *Provide students with a mark based on 1-10*

Attends regular Land-Based sessions/learnings	1	2	3	5	6	7	8	9	10
Participates in activities	1	2	3	5	6	7	8	9	10
Has a positive attitude to learning	1	2	3	5	6	7	8	9	10
Builds upon previous Land-Based teachings	1	2	3	5	6	7	8	9	10
Cooperates with Peers During Land Based	1	2	3	5	6	7	8	9	10
Additional Comments:									



Teacher Portfolio

- Teachers will take pictures of all land-based activities their students are participating in.
- Teachers will compile a monthly picture portfolio (photo journal) of their students' land-based activities.
- The monthly portfolio will be collected and reviewed by land-based committees to present to the community to celebrate the success of the land-based program.

Samples:

October

Students have been out exploring this month! As part of our land-based activities we have been focusing on are:

Harvesting Seeds:



We have been using the seeds to create our own mini gardens!

We have also gathered leaves and moss for art projects in our classroom!

Next month we are planning to observe how animals are preparing for Winter! It may be a colder next week so please make sure your child is dressed for the weather. Once again, if you would like to volunteer to come for a hike with us, we would love to have you!

Collecting Leaves:



Students have enjoyed our hikes and they have all said how they prefer to be outside!



October

This is a portion of the sample that you would describe the events that you instructed and supported in your classroom. This is where you can focus and target on specific learning outcomes and possibly highlight some students.





Severe Weather Activities

Teachers should continue outdoor activities at their discretion if their students are dressed appropriately.

Severe Weather Planning Tool Kit:



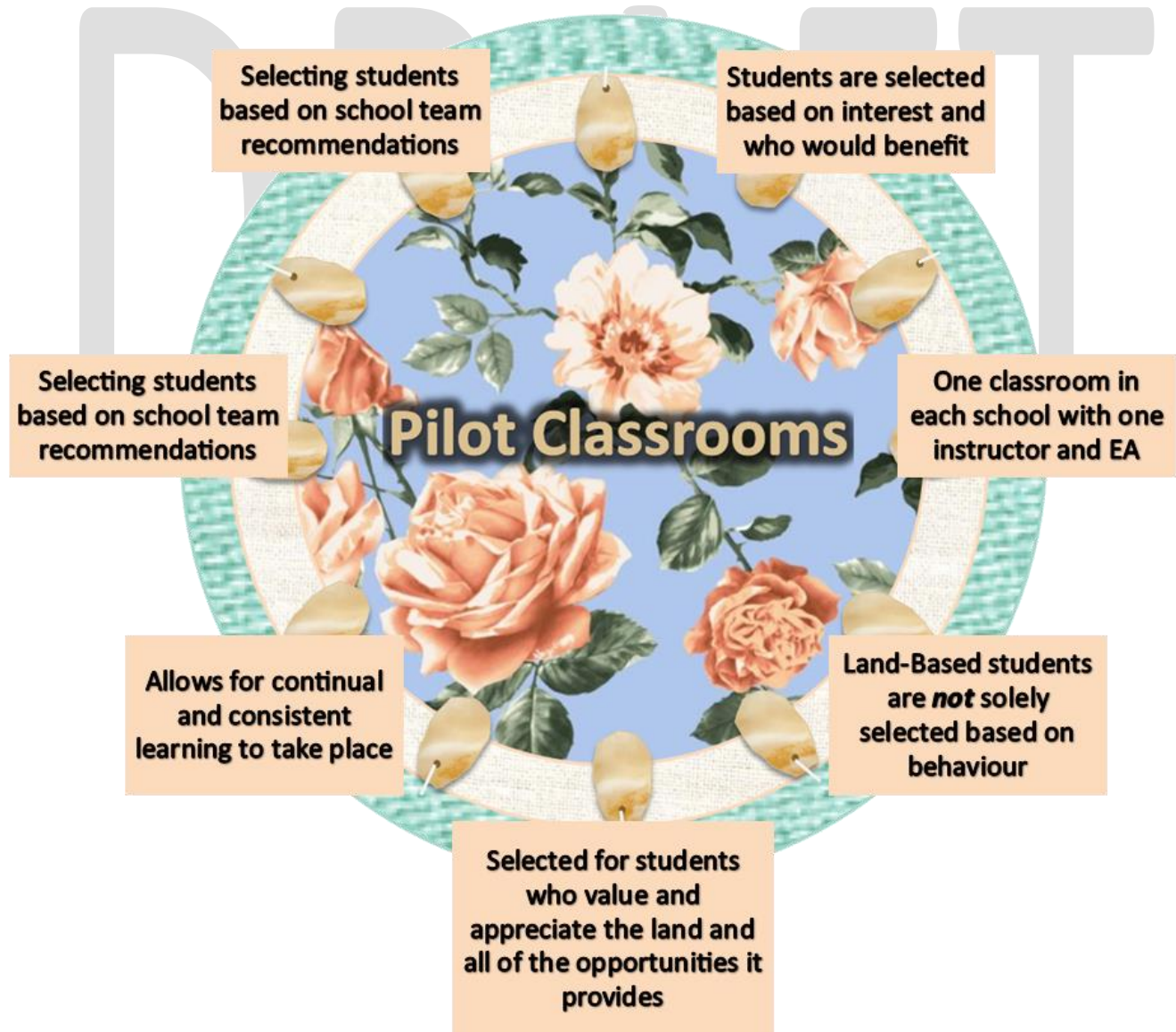
Program Roll Out Stages



Pilot Classrooms

2021/2022 School Year:

Students and families understand the value of the land and being good stewards of the land to be more of a benefit to their personal level of success. Some of our students who have been raised on trap lines and fish camps have a different, more practical worldview. For this purpose, LLRIB Education has created a program to foster the success and growth of all students. The Pilot classrooms will provide a learning environment that supports the practical skills while supporting academic achievement. By connecting the two worldviews, it will allow our students to view education through a practical lens. All classrooms will have their own teacher and one EA but will also have a working relationship with the school elders. Pilot classroom will be reviewed at the end of the year to determine how Land-Based can be expanded throughout the school and to what capacity it can be supported.



Indigenized not Localized Resources

- **The Seven Sacred Teachings**
 - <http://empoweringthespirit.ca/cultures-of-belonging/seven-grandfathers-teachings/>
 - https://www.gprc.ab.ca/services/indigenous/sacred_teachings.html
 - <https://nhbpi.org/seven-grandfather-teachings/>
 - <https://www.southernnetwork.org/site/seven-teachings>
- **The Virtues Project**
 - <http://www.virtuesproject.com/>
 - <https://thevirtuesproject.org/virtueslist.html>
- **The Learning Circle**
 - <https://www.rcaanc-cirnac.gc.ca/eng/1316530294102/1535458624988#un6>
- **The Robertson Program**
 - <https://wordpress.oise.utoronto.ca/robertson/>
- **Below Zero**
 -
- **Four Directions**
 - <https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>
-
-

Below Zero



New Teacher Initiative

Teachers who are new to LLRIB Education Schools will receive a Land-Based Incentive. The Land-Based incentive is for each New Teacher. New teachers will receive an Incentive credit. Those credits can be used to access one Land-Based experience. It is up to the New Teacher to determine which experience they would like to take part in and will be able to select a time which works best.

Land Based Experience 1	Land Based Experience 2	Land Based Experience 3	Land Based Experience 4
<p>Fall Hunting Experience:</p> <p>Teachers will be provided with a local guide and instruction concerning sustainability and local food security.</p> <p>Experience will include preparation of what has been hunted including local protocols and laws concerning hunting.</p>	<p>Winter Hunting Experience:</p> <p>Teachers will be provided with a local guide and instruction concerning sustainability and local food security.</p> <p>Experience will include preparation of what has been hunted including local protocols and laws concerning hunting.</p>	<p>Summer Fishing Experience:</p> <p>Teachers will be provided with a local guide and instruction concerning sustainability and local food security.</p> <p>Teachers will be instructed on preparation of fish and smoking techniques.</p>	<p>Ice Fishing Experience:</p> <p>Teachers will be provided with a local guide and instruction concerning sustainability and local food security.</p> <p>Teachers will be instructed on preparation of fish and net setting.</p>
Land Based Experience 5	Land Based Experience 6	Land Based Experience 7	Land Based Experience 8
<p>Landscape Boat Experience:</p> <p>Teachers will be provided with a local guide who will showcase to the teacher what is unique to the area for Land Based Education</p> <p>Teachers will be instructed on harvesting birch bark for birch bark biting and other crafting resources.</p>	<p>Landscape Skidoo Experience:</p> <p>Teachers will be provided with a local guide who will showcase to the teacher what is unique to the area for Land Based Education</p> <p>Teachers will be instructed on basic survival techniques. (fire starting, emergency shelters)</p>	<p>Youth Haven Experience:</p> <p>Teachers will be provided with a local guide who will bring them to the Youth Haven to meet with staff and local knowledge keepers.</p> <p>Teachers will be instructed on the purpose of the Youth Haven and how it can be used to support Land Based Learning.</p>	<p>Plants and Harvest Experience:</p> <p>Teachers will be provided with a local guide who will show teachers edible plants. (berries, teas, syrup, spruce gum) Teachers will be shown harvest protocols and will be expected to respect conservation and sustainability.</p>



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