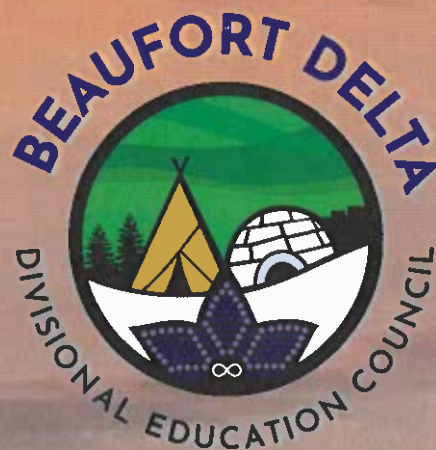


BDDEC
Indigenizing Education Newsletter
Volume 2
2020-2021

"ilinaaniagtinga"
"yik'yahaanjan"
"Learn"



"It doesn't take one day or one trip on the land to learn everything about it, but the knowledge is accumulated down through the years."

John Tetso (Dene Kede p. 132)

Both the Gwich'in and Inuvialuit in the Beaufort Delta have long relied on their ancestral teachings from the land to provide for their needs. Transitioning to the 21st century, the land and cultural teachings remain steadfast for both groups.

BDDEC has been a part of the teaching platform of culture based education since the early 1990s. We have seen an evolution in culture based programming and are on the cusp of exciting and momentous work. Today our students are part of the movement towards Indigenizing Education. Our communities are at the forefront of this work and their knowledge is crucial to the continued success of students in today's world.

This newsletter represents the ways in which teaching and learning in our district is connected and infused with the powerful and rich knowledge of our Elders, traditional teachings, and vibrant communities.

Mahsi Quana Quyanaq Quyanainni

VELMA ILLASIAK

(REGIONAL INDIGENOUS LANGUAGE EDUCATION CONSULTANT)

Kwan with One Match: Remembering Chanie Wenjack

In recognition of Downie-Wenjack Week in Canada, we connected our work with the Dene Kede in grades 7 and 8 (connecting activities to the mind, body and spirit and discovering our Dene talents) and focusing on the grade 9 idea *"that without the land, life is not possible."* We are working with our current cultural theme of wood (specifically fire-making as a Dene skill) and the lessons presented/suggested in the graphic text **"The Secret Path."**

Making fire can be very frustrating until you've become proficient. Students at CPNS in Tsiigehtchic understand the importance of fire and being prepared for survival on the land. In our **Kwan** challenge students were given one single match, (this was symbolic to honor Chanie Wenjack, whose escape from Residential school in Ontario ended in his death from exposure to the harsh elements as he had too few matches for his journey and needed to conserve them). One of our students was hesitant to strike their match as they had "bad luck" with matches, but on this day she persevered and learned something about herself as she was careful (amidst blowing snow) and lit the fire successfully. The confidence to know that you possess the skills to face the elements is powerful for our young people. Mahsi Kwan our knowledge will help us survive.



SNOWSHOEING

WITH THE GRADE ONES AT CJS



With the sun finally returning to Fort McPherson, the grade 1 class at CJS are eager to be outdoors. This week, we focused on snowshoeing. In literacy, the grade ones are learning about asking questions using the 5 W's. Prior to a visit from their Gwich'in language instructor, Gladys Alexie, the grade ones brainstormed questions that they had about snowshoes. Gladys came to our class with beautiful homemade snowshoes, and answered all of our questions. She brought two pairs, one made by Abraham Alexie, and another made by Robert Francis. We learned about the "babiche" and how it is made with t'l'in (caribou skin). We also learned about how the snowshoes (aih) are made with birch (at'oo). They can be dyed using ts'aiih (red ochre) which is found a little past Midway at Chii Deetak, also known as Rock River. The students learned about why snowshoes are needed, and how people had to run after vadzaih (caribou) using aih.



After the lesson, the class spent the day at Midway. To tie in our Science unit on Living and Non Living things, we put on our snowshoes to do a nature walk. Here we looked for at'oo, and looked for the tracks of snowshoe hares. Since snowshoe races have long been a traditional game, our class decided to end the fun filled day with a race on Midway Lake. All in all, it was a wonderful day on the land with hands-on experiences learning about traditional practices.

"IN TS'II DEH DAYS, SNOWSHOES, EIH, WERE THE MAIN MEANS OF TRANSPORT IN A LAND COVERED BY SNOW FOR EIGHT MONTHS OF THE YEAR. THEY MADE IT POSSIBLE TO HUNT IN AREAS THAT A HUNTER TRAVELLING ON FOOT WOULD HAVE BEEN UNABLE TO REACH. THEY ALLOWED THE FAMILIES TO MOVE CAMP. THEY WERE SOMETIMES EVEN USED AS SNOW SHOVELS WHEN THE FAMILIES SET UP CAMP AT A NEW SITE. OTHER MEANS OF TRANSPORT HAVE CHANGED: THE GWICHYA GWICH'IN BEGAN TO USE DOG TEAMS WHEN THE FUR TRADERS ARRIVED. SKIDOO'S HAVE REPLACED DOG TEAMS. TODAY'S HUNTER AND TRAPPER RELIES ON SNOWSHOES AS MUCH AS DID HIS ANCESTOR DURING TS'II DEH DAYS" - MICHAEL HEINE ET AL., 2007



Racing proved to be difficult!

CPNS DZAN EENJIT KHYA'H DITR'AH'IN TS'AT NITR'AAZRII (MUSKRAT TRAPPING AND HUNTING AT CPNS).



This year as part of the CPNS cultural calendar, the school included muskrat (dzan) trapping in the month of March to honor this important tradition for the Gwich'ya Gwich'in people. The school contracted local trapper, Fredrick Blake Jr. (Sonny) to stake the muskrat pushups (dzan ka'n) in the late fall (November) and record the sites by GPS. During the week of March 22-26 2021, the grade 7-9 students were ready to head out and locate the sites to set their traps.

Students spent time in their classes prior to their trip researching and learning about the importance of the muskrat for people of the Delta in terms of their economic value and the delicacies of the meat and tail especially for Elders who were raised on muskrat as a springtime food source.

Local school staff Grant Dunn and Brandon Andre accompanied Sonny Blake who returned to work with the students to set traps at three pushups (dzan ka'n) in a site located roughly 3 km from the school. Students spent the day setting their traps (kyha'h) following the instructions and modeling of their guide. They carefully scooped out the snow and slush on the south side of the pushup, secured the traps the traditional way, and covered them up. The following day they set out to discover their luck. The students were successful and caught Ithlak dzan! (1 muskrat).

They pulled up their traps and returned to the school to process their harvest. Elder Grace Blake assisted the students in skinning and stretching the fur telling stories of "ratting" long ago with her family when they were younger. SA, Jenny Andre, roasted the delicious meat for the students to sample and the tail will be cooked to the fire in the traditional preparation and shared at a later time.

TRAPPING

A Grade one trip learning about trapping, skinning, then cooking locally caught animals.



SETTING TRAPS

Upon arriving at the school camp, the students followed Joe Kay on a walk to find a spot to make rabbit snares. He demonstrated how to set them. We also learned about various animal tracks (nin k'ih). The students were excited when asked to retrieve a rabbit (geh) from the snare (gyah).

CLEANING GEH

Louisa Kay then demonstrated how to cut and prep the geh. They brought it back to school and created a delicious shih chu' (soup). Louisa also demonstrated how to make hyuh ch'uh (bannock) for lunch.



LENGTH

After lunch, the students worked on their measurement outcomes in math. They used non standard units to measure the length of the neego. To tie in literacy, the students wrote a sentence to describe the length of the various animal parts.

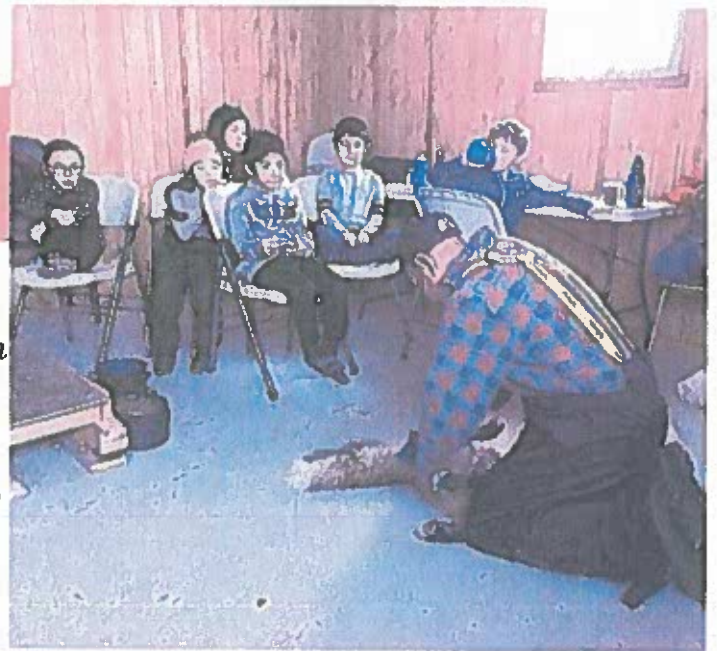
MASS

The students also worked on their measurement skills by finding the mass of the neego and geh. They used a digital scale, as well as a spring scale. The students did a writing task in which they compared the mass of the two animals, and wrote a sentence about the comparison.



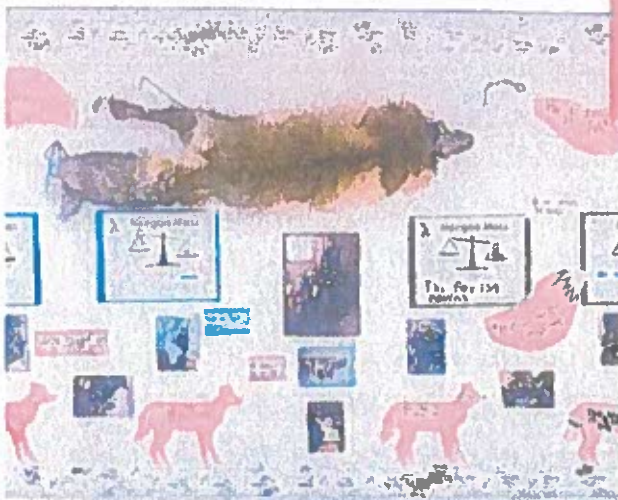
WORKING WITH NEEGO

After math, the students listened attentively while Joe Kay taught them how to skin a neego. During the demonstration he taught them a lot about their community and culture. A few days later, he rejoined us to demonstrate how to stretch a neego.



LEARNING WALL

Upon returning to our classroom, we created a learning wall where we could share our educational experiences. It was a wonderful excursion. Mahsi to classroom parent Kirk Collin for donating the geh and neego. Also Mahsi Cho to Joe Kay and Louisa Kay for sharing all their knowledge with us!



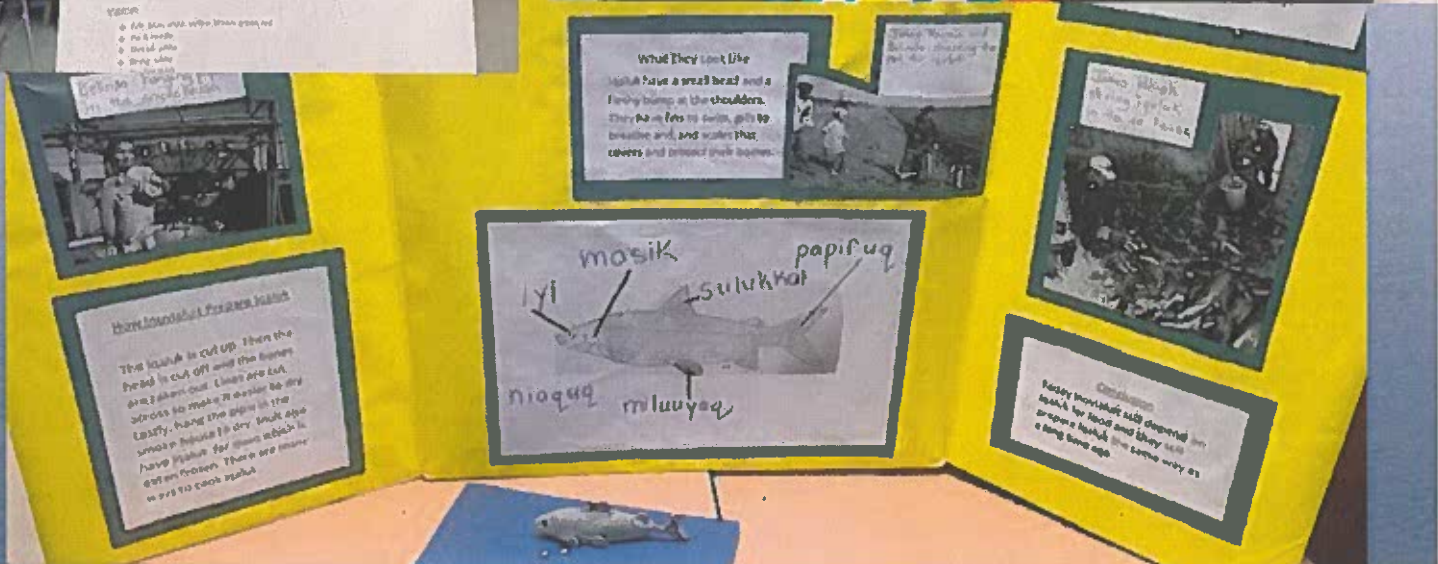
Art in the Arctic

Cultural Art Exhibition in Tuktoyaktuk

Throughout The school year teachers and students at Mangilaluk School have been working on their Art skills- inspired by local talent and by the beauty of the local landscape. The school came together as a team to plan and deliver cross curricular lessons including Art, Math, Science and Social studies in projects that looked at the way ice and snow refract light, how ingos are formed, what Art through the seasons looks like and how to scult 3D animals that are essential to subsistence life in the Western Arctic.

The students worked with local artists in the community and with a series of videos made by Tuk artists living away from the community. All of their hard work was celebrated in a whole school Art gallery walk on May 28, 2021. A video production of the exhibit will be released to the public via social media so that the community can celebrate the talents and gifts of the students.





May 18, 2021

Tipi Construction and Biomass Furnaces

(with Josh Hansen's Grade 4/5 class)

TIPI CONSTRUCTION

During our last science unit, we were delving into structures and forces acting on them. One of the culminating projects for the unit was the construction of a small-personalized tipi for each student. Actua was kind enough to supply us with all of the materials needed for the students to construct their tipis.



Zody Kay shows off his beautifully constructed and self-designed Tipi.

BIOMASS FURNACES

Our social studies unit in this last quarter focused on living in the NWT. During the unit, we discussed ideas to improve life for people in the NWT in the future. We looked at some of the difficulties people face here and how communities can tackle these issues to improve their futures. We tied many of these concepts back to our previous energy unit in science. Specifically we began a study of biomass furnaces and compared their efficiency to that of oil furnaces.



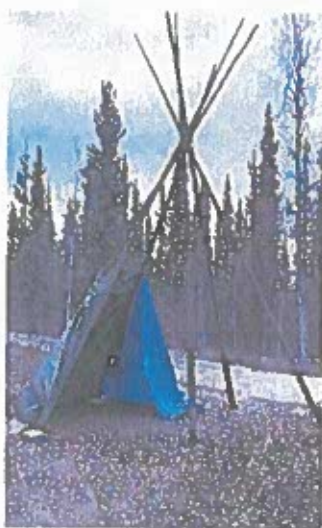
The in-class learning experienced by students covered many of the grade 4 and 5 science and social studies curriculum expectations. Students honed research skills using the internet and produced typed research reports in Word. They also presented their findings to the class. After the extensive work in research and reporting, I wanted to secure the students a real world experience with a functioning biomass furnace system. Luckily, we have one right here in our hometown of Fort McPherson. After inquiring with Les Blake, we were able to setup a short field trip over to the health centre in Fort McPherson for a tour and explanation of the biomass furnace being used to heat the building. Students were able to see the working parts of the biomass furnace and the pellets that are used to provide the heat source. The students were even lucky enough to get to take a handful of pellets home with them to use in their own biomass furnaces being created in class.

May 18, 2021

Taking our learning on the land

TIPI CONSTRUCTION

After learning how to construct a model tipi in the classroom, we wanted to apply the learning on the land. We worked together to erect what I like to call a "team tipi. Working as a group, we were able to accomplish far more than we could alone.



BIOMASS FURNACES

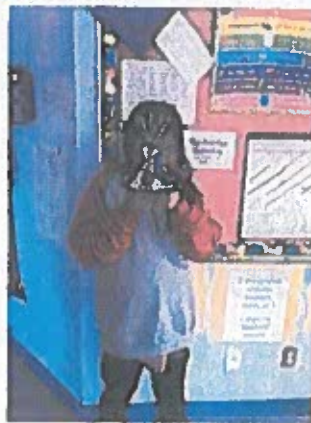
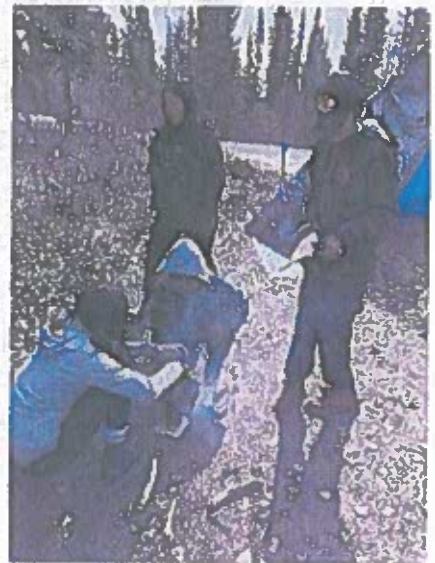
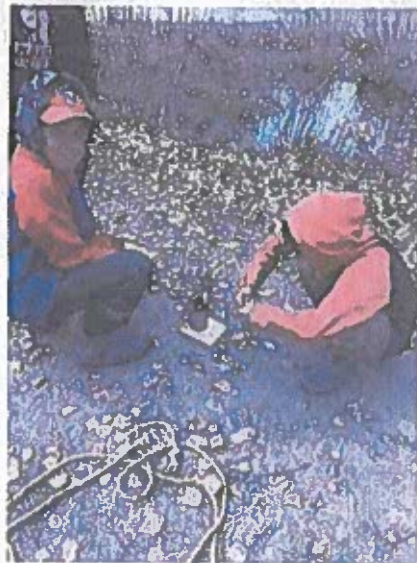
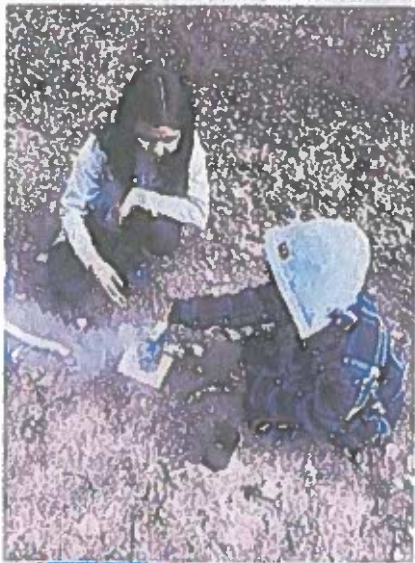
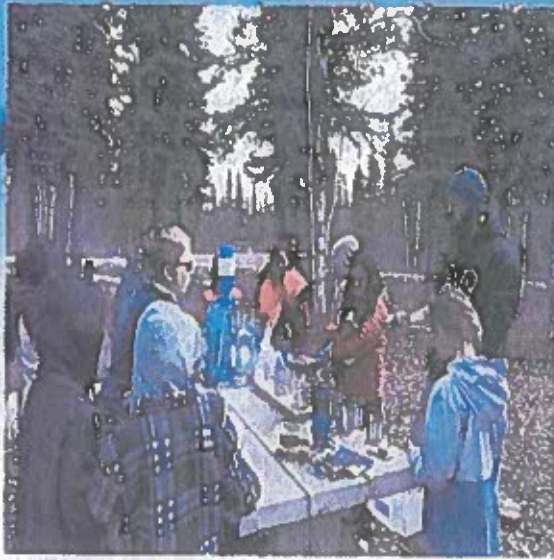
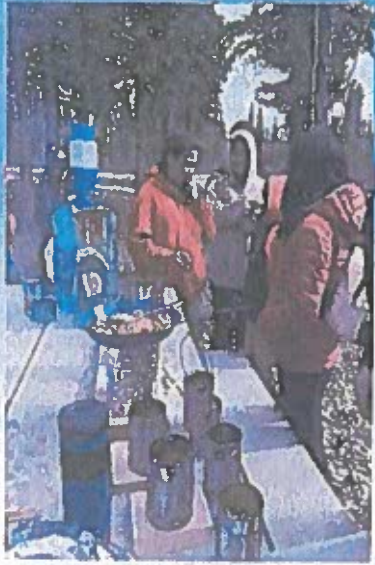
We also wanted to take the learning about biomass furnaces out of the classroom and put it to use. Students brought in used tin cans from home that we recycled into double walled rocket stoves to use for cooking. Applying the concept learned about biomass furnaces we wanted to decrease the amount of fuel needed to do simple jobs like boil water and cook food. The students spent a good chunk of time experimenting with different size can to create the stoves. After we determined what was most effective the students used the stoves to cook lunch and make lidii.



The students had a great time on the land and were able to see how their classroom learning can be applied outside and in real life situations.



THE PICTURES



MAMAQTUQ



THE COOKBOOK PROJECT WAS SUGGESTED BY JULIA GYAPAY OF THE UNIVERSITY OF WATERLOO. JULIA TOOK PART IN ECOLOGY NORTH'S YOUTH CLIMATE ACTION TRAINING PROGRAM AND THROUGH TCC, WORKED ON FOOD SECURITY AND CLIMATE CHANGE IN TUKTOYAKTUK. THIS PROJECT WAS CREATED TO GIVE BACK TO THE COMMUNITY OF TUK, INCORPORATING TRADITIONAL FOODS AND LOCAL INGREDIENTS.



WITH A GRANT IN HAND FROM ECOLOGY NORTH, JULIA MET WITH MEEKA STEEN, OUR INUVIALUIT FAMILY SUPPORT WORKER AND WITH HIGH SCHOOL VICE PRINCIPAL MICHÈLE TOMASINO, TO CREATE THE IDEA OF A COOKBOOK WITH TRADITIONAL RECIPES PREPARED BY THE STUDENTS OF MANGILALUK SCHOOL.

EACH GRADE PICKED A TRADITIONAL RECIPE AND SELECT STUDENTS FROM EACH CLASS PREPARED THEM AT HOME. LOCAL RECIPES FROM THE COMMUNITY AND PHOTOS OF THE STUDENTS WERE COLLECTED TO CREATE "MAMAQTUQ"



MAMAQTUQ

Mangilaluk School Traditional
Food Cookbook



2020-2021

Recipes



- AQIDJIGIQ-PTARMIGAN SOUP
- TINGMIK-YELLOW LEG GOOSE SOUP
- BIPAK & SUVAK-PIPES AND EGGS
- PUTULIGAAQ-ESKIMO DONUTS
- KIMMINGNAQ-OATMEAL CRANBERRY MUFFINS
- TUKTU-CARIBOU SOUP
- BANNOCK
- KIMMINGNAQ SIIGNAQ-CRANBERRY JAM
- IQALUKPAK-ARCTIC CHAR CHOWDER
- TUKTUVAK-MOOSE BURGERS
- TUKTU-CARIBOU BURGERS
- AKPIK-CLODBERRY TRIFLE
- MIPKU-DRY MEAT

BDDEC Communities



Practice the Language with us!

English	Gwich'in Inuvik Fort McPherson Tsiligehtchic Aklavik	Inuvialuktun Uummamiutun dialect Inuvik Aklavik	Inuvialuktun Siglitun dialect Tuktoyaktuk Sachs Harbour Paulatuk	Inuinnaqtun Kangiryuarmiutun dialect Ulukhaktok
How are you?	Danch'uu? or Neenjit dōonch'yaa?	Qanuqitpit?	Qanuqitpit?	Qanuipit / Qunuritpin?
I'm fine.	Sheenjit gwinzji.	Nakuufunga	Nakuuyunga	Nammaktunga
Good Morning.	Vahn gwinzji	Uvlaamii	Ublaak asii	Ublami / Ublankut
Thank you.	Mahsi / Haj' cho	Quyanag	Quyanainni	Quana
See you later.	Chan nanh nahnilah	Aatnugunlu	Anakanluu	Ublumilu / Uvlatiagul
Good Afternoon	Drin gwinzji	Uvlumii	Ubluk asii	Ublkut
What are you doing?	Danidi'ii?	Huligivit ?	Sumavit?	Hulivin / Hulivit ?

