



Indigenizing Education Newsletter

Vol. 4

Sr'ii Tr'igwindaii

Nakuupiaqtunga

"Wellbeing"

"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)

4 INDIGENOUS TEACHING AND LEARNING PRACTICES USED IN THE BEAUFORT DELTA

Indigenous Teaching and Learning Practices are interrelated. Many of the methods, skills, and behaviors are similar and may overlap, just as the types of learning activities in each one lend themselves to the practice of the others. There are many Indigenous teaching and learning practices, BDEEC is focusing on the following four:

RELATIONAL LEARNING:

NURTURING RELATIONSHIPS WITH SELF, FAMILY, ELDERS,
COMMUNITY, LAND, AND CULTURE.

HOLISTIC LEARNING:

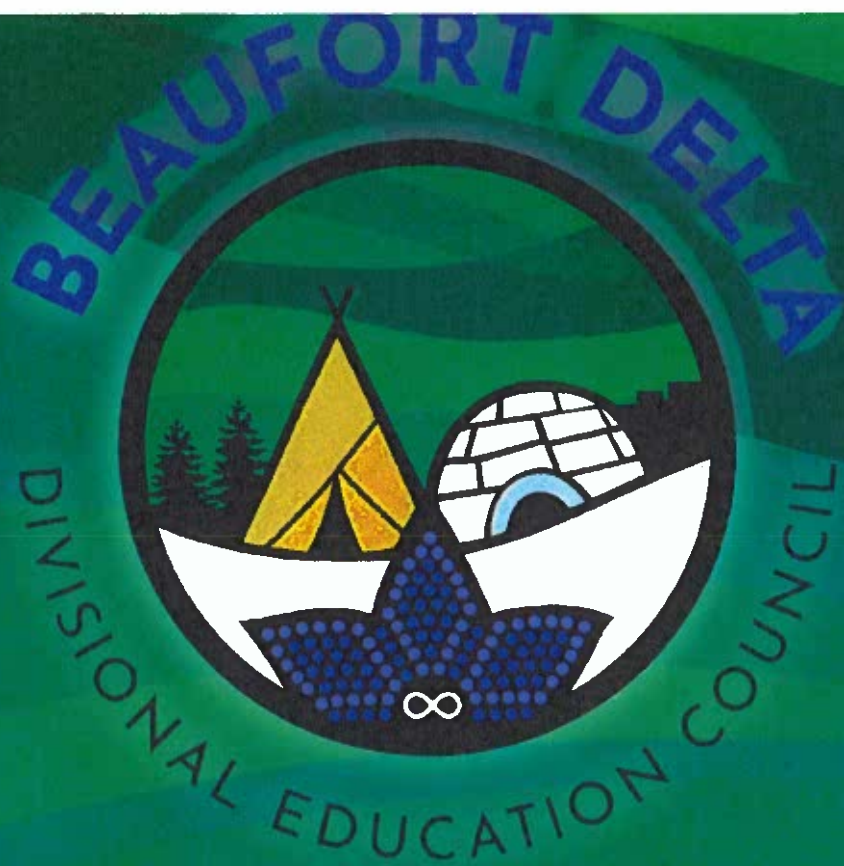
FOCUSING ON THE WHOLE SELF IN WAYS OF KNOWING,
BEING, DOING, AND BELIEVING (PHYSICALLY,
EMOTIONALLY, INTELLECTUALLY, AND SPIRITUALLY).

EXPERIENTIAL LEARNING:

PURPOSEFULLY ENGAGING LEARNERS IN DIRECT EXPERIENCES,
HANDS ON ACTIVITIES AND FOCUSED REFLECTIONS TO DEVELOP
NEW SKILLS, NEW ATTITUDES OR NEW WAYS OF THINKING.

SPIRAL LEARNING:

REVISITING FAMILIAR THEMES OVER TIME WITH INCREASING
COMPLEXITY. LEARNING DEEPENS EACH TIME STUDENTS ARE
ENGAGED IN FAMILIAR THEMES.




Capable Citizens Through Indigenized Education




DON'T DRUG YOURSELF DOWN

National Addictions Awareness Week




For National Addictions Awareness Week, Moose Kerr School joined the community of Aklavik on an addictions awareness walk. Our local RCMP members arranged the walk. Community members gathered outside the school and walked in unity to the arena where a hot meal was waiting. Prior to the walk, students engaged in class discussions about addiction and created posters of awareness. High school students had the opportunity to participate in a question and answer period with our local RCMP members.

In reflecting on this event, high school student, Sarah Meyook, wrote the following:



Substance abuse is horrible. Many people around the world suffer from addiction. Addiction is not something that is easily overcome, but with help, it is possible. Addiction leads to poverty and homelessness. For many, drugs are more important than having a home. In the Northwest Territories, our weather often dips below -50C, which creates major issues for those struggling with addiction and homelessness. We can help those struggling by choosing to live an alcohol and drug free life as an example. We can give those struggling helplines to call and encourage them to get support. In reality though, it is up to the person to make the choice to change. We just have to be there when they are ready.

-Sarah Jennifer Meyook



If you or someone you know is struggling with addiction there is help! Talk to a trusted friend or family member or reach out to the NWT Help Line (1-800-661-0844).



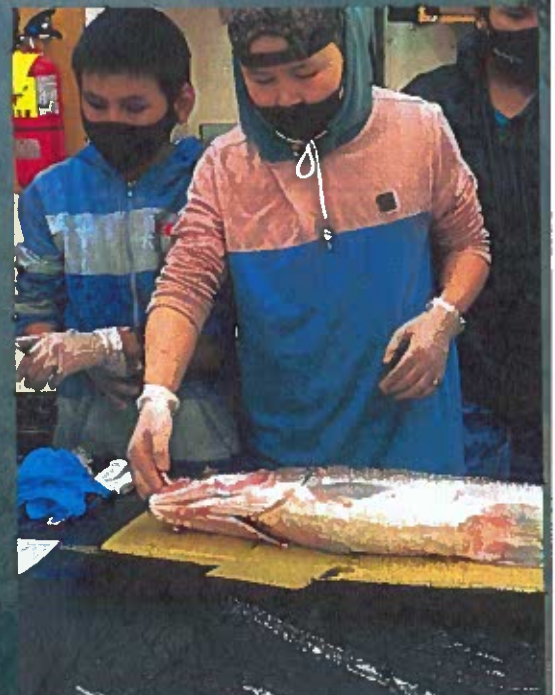
Iqaluk!

Mangilaluk School Fish Exploration Feb 23-25, 2022



To celebrate the theme for Indigenous Languages month (fish), Mangilaluk School was able to coordinate and facilitate a school wide fish exploration project. Approximately 100 students and 30 staff members from JK to Grade 12 participated in a fish cutting and exploration activity.

The activity focused on the holistic and experiential Indigenous learning strategies, where students were able to interact with the fish and its parts, as well as share their knowledge about fish, fishing and our land/community. The students were excited to share their fishing stories and what they knew about Inuvialuk (Husky Lakes) and Inuvialuk Qaangani Tarluga (the Arctic Ocean).



Inuvialuk Word/Phrases:

Papiruk (Tail)
Diaquq (Head)

Qaangani (Fin)
Masik (Scale)

Iyik (Eye)
Kapisik (Gills)

Iqaluk!

Mangilaluk School Fish Exploration

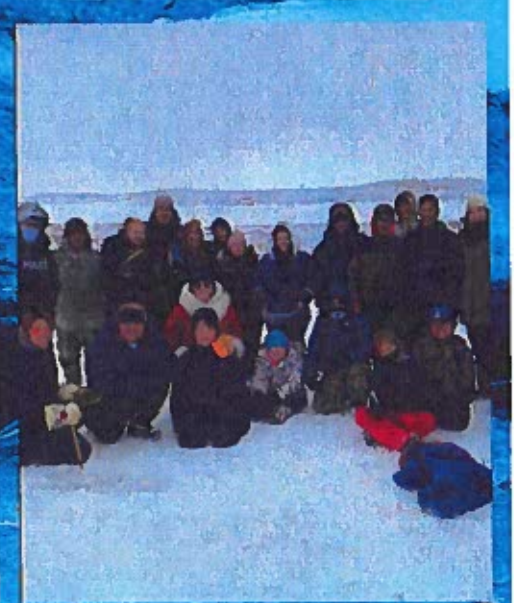
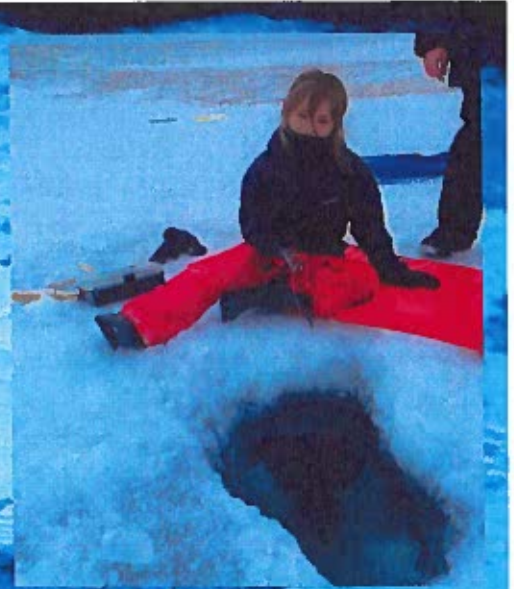
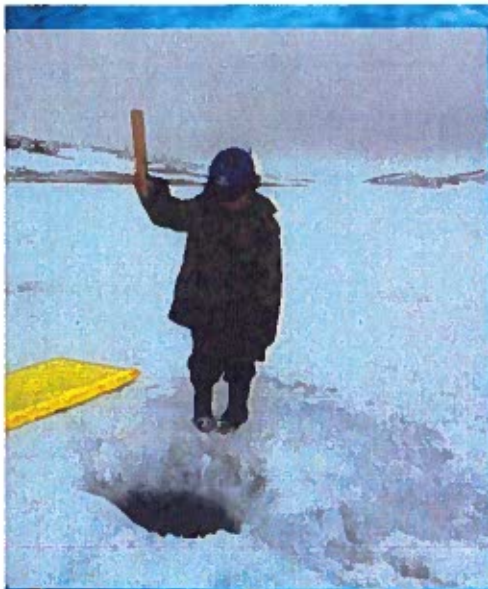
Feb 23-25, 2022

Students and staff participated in the cutting of a coney fish, the labeling of fish parts in English and Inuvialuktun, as well as story telling and knowledge sharing in a comfortable learning environment where the students' curiosity led the learning. The students are extra excited for the spring camping season to start and the staff are excited to learn about the culture and try new things.



Inuvialuktun Words/Phrases

Uumaan (Heart) Taatu (Kidney) Aqiarun (Stomach)



Angik School Fishing Trip:



On May 5th and 6th 2022, the whole school was invited to participate in two ice fishing trips! At the time, a lot of the snow and ice had melted so we travelled to Second Lake by bus. We were accompanied by local guides who used augers to drill the holes in the ice. The ice fishing trips are a part of our 4 key cultural activities that are offered each year. The students learned to help set up the tent, how to set up a fishing rod, how to fish, and how to gut a fish. The students caught 5 landlocked char in total on the two trips. Some words in Inuvialuktun related to fishing include: **iqalliقيyuq** (a person fishing), **iqaluk** (fish), **tent** (tupiq) and **niksik** (hook).

Our students were taught that everybody needs to help, they were reminded it is a chance to be a leader and help those that are younger than they are, and they were taught to respect the land by making sure we did not leave any garbage behind.

THE ART OF

ACT OF KINDNESS WEEK

NOTHING'S LOST WHEN YOU SHARE

February was the acts of kindness month and our school made a tree to measure the acts of kindness happening around the school by being kind with others.

The tree was filled with leaves earned by students whenever they were caught being kind. I did an interview with Dan Summers, our school principal, about the events that took place throughout kindness week.

These are the questions I asked him:

What contests were there?

Best logo, best poem, best picture and there were 57 entries from students and everyone won a prize. Kids won money, school supplies, and candy. We are very lucky that we got a few donations from Jordan's principal, IRC, and Arctic Petroleum Services.

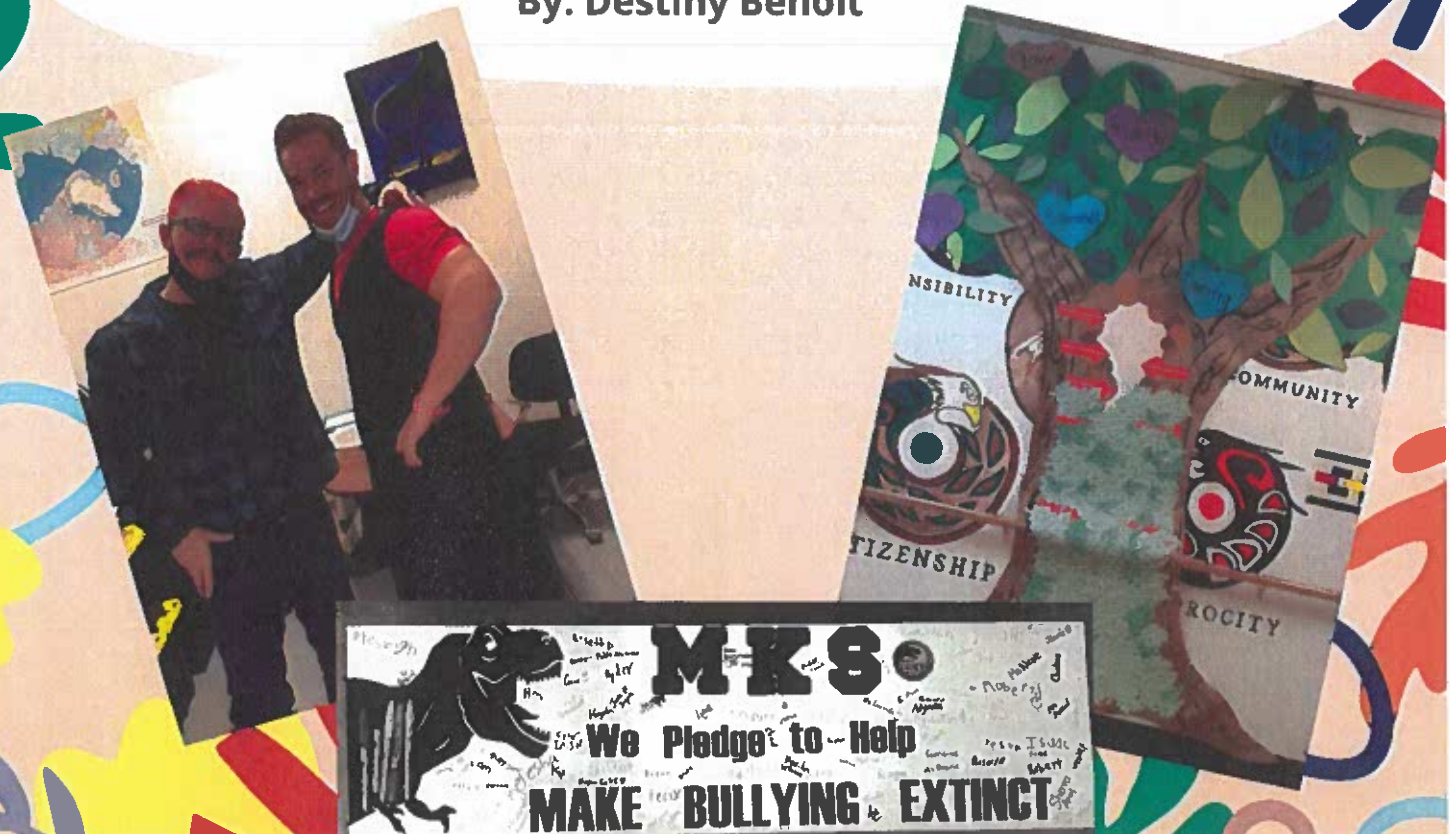
What was the tree for?

For act of kindness week, Ms. Mutch and Courtney made a big tree and when we hit a point on the tree, the teachers participated in different events. The teachers participated by doing silly things when students reached different levels of the tree. For instance, Janine sang Cover me in sunshine, Daniel dyed his hair pink until end of school year, Ryan used a dress, Jade pink hoodie and pink nails, Dan dyed his hair pink and his mustache blue. There was 850 acts of kindness in 5 days.

Why is kindness week important to you?

It is very important for us to bring kindness to our school because we do not know what others are going through. Everyone has good side, but Covid has stressed many people. We need a week dedicated to showing others we all have kind side despite Covid that hit our community.

By: Destiny Benoit



East Three Elementary School

The **Grade 1** classes participated in engaging hands-on activities and instruction about living on the land. Students learned how to set up a canvas tupiq (tent) and used camping materials borrowed from the PWNHC to (pretend) make a quan/iquiq (fire), catch and cook different types of luk/ikaluk (fish), and make lidii/nitii (tea) and bannock.

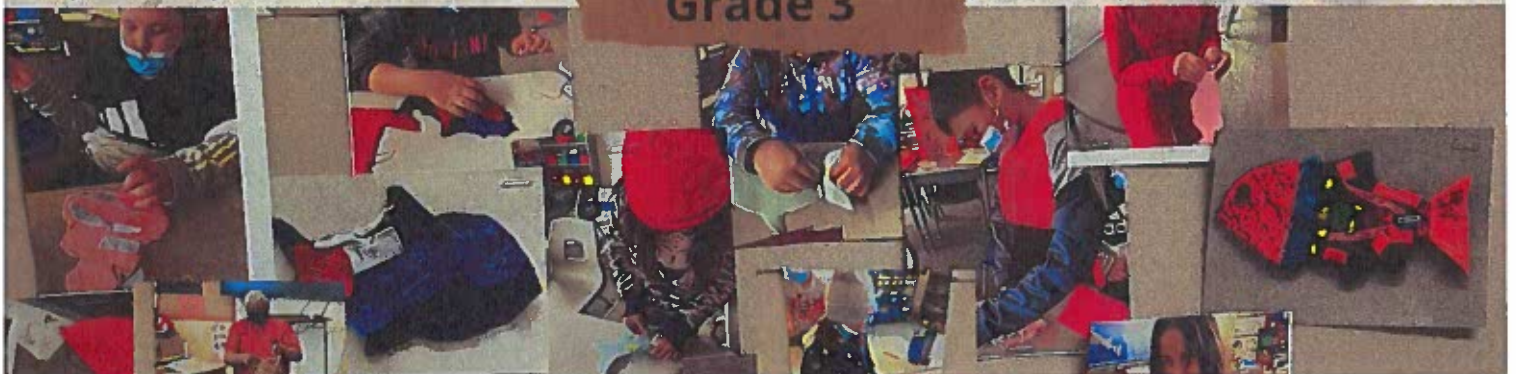


The **Grade 2** students and the **2/3 FI class** created fish art, described fish and wrote stories connected to their fishing experiences. Connections were made to the Bootlake trip in November where students checked a fish net, identified different types of fish, and learned to skin and gut fish.



The **Grade 3** students started the unit on luk/ikaluk (fish) by connecting to previous fishing experiences and brainstorming what is needed to fish. Students planned for a fishing trip and the transportation they would choose to get there: ilsil dachaval/skiltuuq (skidoo)! Gerry Kisoun, a local Elder, shared stories and demonstrated the use of traditional equipment and the school's OTL coordinator, Justin Cormier, demonstrated the use of modern fishing equipment. Students compared traditional fishing equipment to items that are used today. The learning experiences sparked students curiosity and led into their research of different fish species found in the NWT. Aurora Research Institute brought fish specimen for students to further their learning. To wrap up the unit, students designed their own fishing equipment (traditional, modern, or both), and wrote a persuasive writing piece to explain why their equipment was the best.

Grade 3





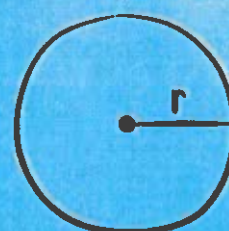
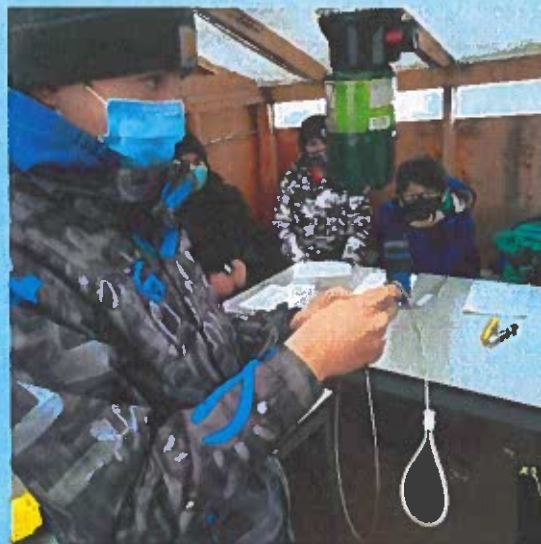
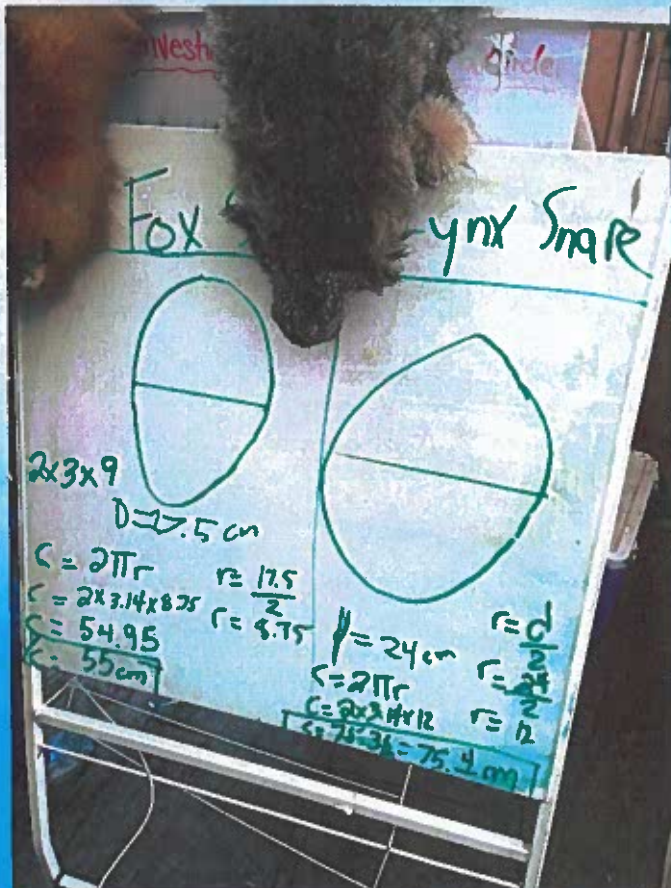
Circle Geometry and trapping with Junior High



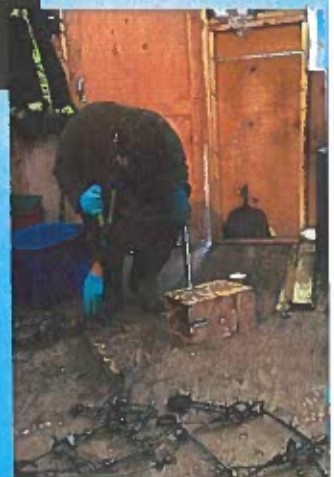
Students in E3SS junior high classes learned outcomes related to circle geometry this trapping season while they made and set snares for local fur bearing animals. In a joint project with Grade 7 teachers, ENR, local community guides and Indigenous Language speakers, students learned on the land over the course of a few days as they put their academic knowledge of circles and geometry to test in the field. Students estimated the width of animals they hoped to trap, calculated the radius and circumference of their snares and tested their knowledge in an experiential way while on the land in a trapping program.



This project represents an effective blend of cultural knowledge sharing related to trapping and academic Math concepts that can be difficult to grasp when taught out of a text book. Students were engaged in the learning, excited to put it into practice and grateful for the opportunity to connect to local experts to deepen their understanding of snaring and trapping and increase their skills.



$$A = \pi r^2$$



Wellness Camp 2022

It is important that women are given the skills to run the camp on their own. On March 20th to 30th 2022 the female youth of Aklavik were invited to join Project Jewel for a 10 days on-the-land wellness camp. The camp was held at nanniuk Esther's camp. Her camp is about an hour away. It was so much fun at her camp.

On the first day we learned how to set rabbit snares. To set a snare you shape snare wire into a hoop and hang it from a willow branch. We set our snares, but unfortunately we didn't get any.

We also went out with Davie Edwards and learned how to set muskrat traps. Me and my friend Destiny got to ride in the sled. It was fun, but also rough. My teacher, Heather, showed me how a skidoo works.

We also learn how to start a generator. Generator's are important because you want to be able to cook and have stuff going. Generator's make our lights turn on. My favorite radio host, Wanda McLeod from CBC radio station came out and talked to us about how it was growing up and how she got her job. She also came out to check traps with us. We got three muskrats. Grace Illisiak taught us how to skin a muskrat.

We had two elders on our trip. Barbara Archie and Renie Arey. I loved to listen to their stories of the old days. One night we had a crib tournament. I was on a team with Heather. We made a cheat sheet to tell me all the numbers that add to 15. Me and Heather came in first place.

On March 23 the camp shut down early because Covid came to camp. Me and the other girls were sad to go home because we were having so much fun. It was really nice to get away for a couple of days.

I wish we can go again.

-Shayna Kailek



Our first meeting



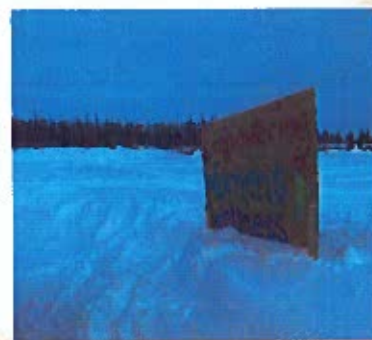
Me and Destiny going for a skidoo ride



Me and Destiny playing with Winston



Going back to Aklavik from the camp



The welcoming sign to the camp



Destiny setting a snare



Learning how to set muskrat traps



Me and Destiny setting snare

TSEE



During the month of April, students at CPNS were given a tsee (beaver) from a local trapper. This whole school opportunity allowed many of our students to experience the skinning of the tsee, cutting up the carcass and identifying the organs of the tsee. Elders then worked with students to flesh and stretch the beaver. Students in our JK-1 classroom were very curious about why the Tsee was stretched and nailed to a board. The Elders explained that it made it easier to flesh the tsee when it is completely stretched. The Elders were able to share the names of the tsee body parts in both Gwich'in and English with the students. The meat and tail were cooked and shared with the Elders in the community.

Our students in the JK-1 class continued their learning of tsee in Science and Writing. They identified where tsee live, how they build their homes, what they eat and how people make use of tsee fur and meat. They worked with sticks to create designs and shared stories about the tsee.



Nuna Munarilu

Take care of the Land Mangilaluk School

April 29, 2022

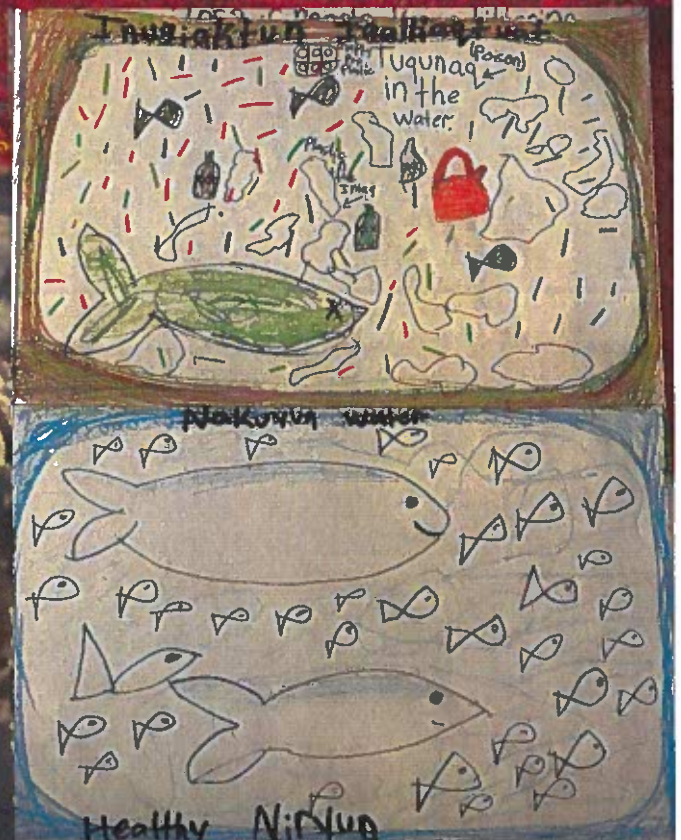


During the month of April, the Inuvialuit Land Administration held a "Take of the Land" poster contest highlighting land stewardship and awarded \$1000 worth of prizes. The contest was open to all grades (JK-12). Mangilaluk School has 55 entries all together from all grades.

This contest fit perfectly into our cultural calendar as during the warmer months we celebrate and reinforce the ideas of land stewardship and "nuna munarilu" (take care of the land).

The students creativity, love for the land and language skills were put on full display as they interpreted the instructions in their own special ways.

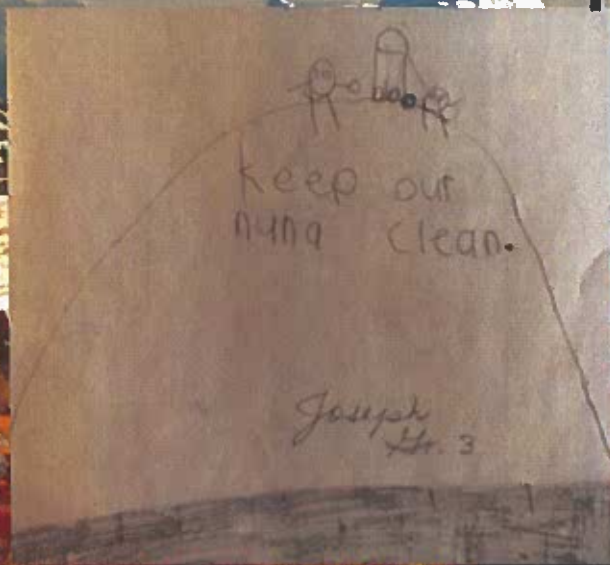
All students JK to Grade 6 received gift certificates to Stanton's and 1st, 2nd and 3rd place prizes were chosen for Grades 7 to 12.



Nuna Munarilu

Take care of the Land
Mangilaluk School

April 29, 2022



The students incorporated many Inuvialuktun words including different animals, take care of the land, clean water, poison and fish.



1st Place:
Solomon Wolki
(Gr. 7)



2nd Place: Tyson
Mangelana-
Gruben (Gr. 10)



3rd Place: Mya
Kudluk (Gr. 7)

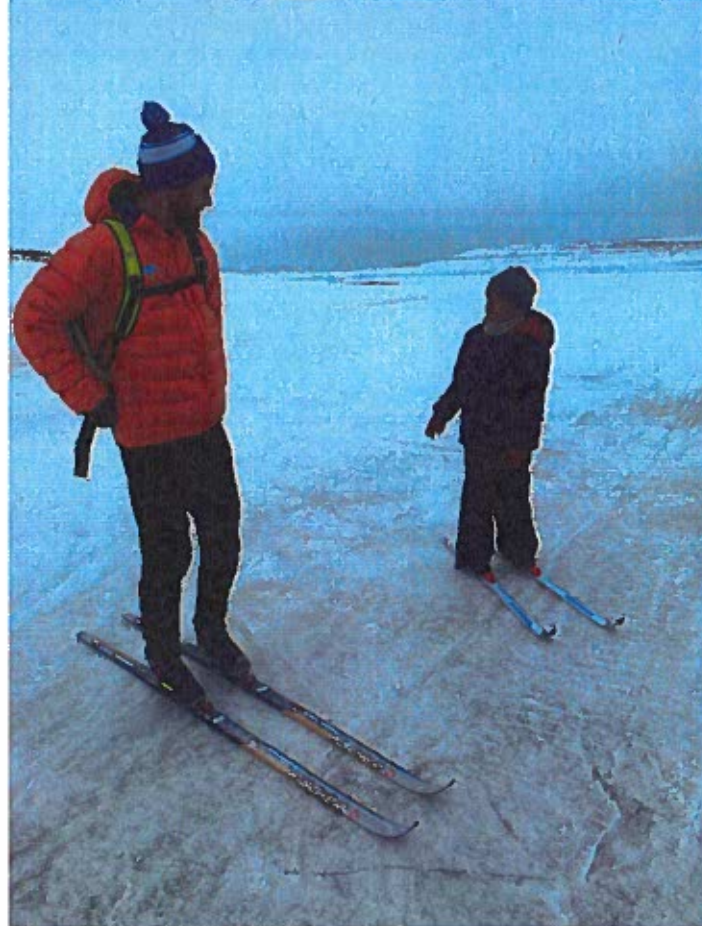
The contest focused on the holistic and relational learning strategies as the children were encouraged to use their creativity to express their feelings as well as draw from their experiences and love of the land to create their posters.

Skiing with Spirit North

May 2- 5, 2022

Mangilaluk School

During the week of May 2-5, 2022 Mangilaluk School was lucky enough to participate in the Spirit North photo voice project. This project aims to see the experiences that Spirit North gives to the youth through photos and statements. Our experience with them included skiing.



Approximately 60 students and 10 staff members were able to participate in this exciting outing that took place behind Kitti Hall, travelling towards DEW line. Students and staff enjoyed learning to ski, the fundamental movement skills needed to ski, learned about alternative modes of transportation and had fun! A HUGE THANK YOU to Connor for being so flexible at this very busy time of year!



SPIRIT NORTH

Skiing with Spirit North

May 2- 5, 2022

Mangilaluk School



The event focused on relational and experiential learning where the students got to spend time on the land close to the school while building trust/relationships with their peers and learning new skills.

Although it was a bit late in the year and there is a lot of melting happening, we were able to find a spot that was safe for use where the kids could bond with one and other while enjoying a healthy outdoor experience.



We would like to thank Spirit North, for the wonderful opportunity, Paul Hayes and Sophie Stefure for helping with the supervision, as well as Scott Lundrigan at ENR for ensuring that our students were safe from any potential hazards and wildlife in the area. We look forward to working with Spirit North in the future!



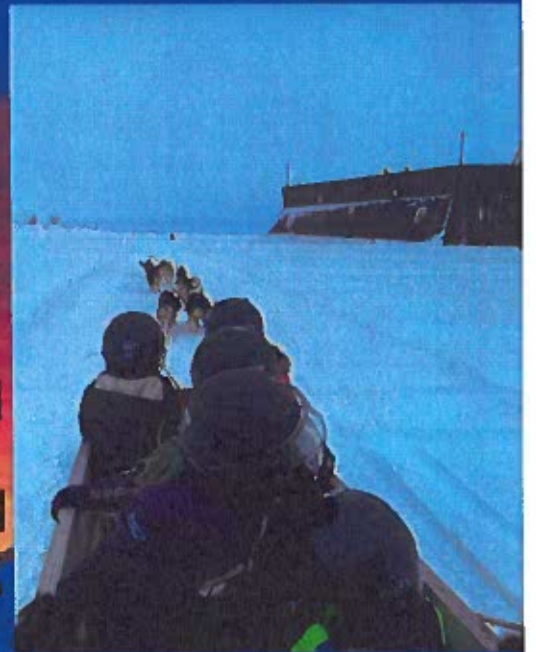
Qamutivialuktuguut!

We are dog sledding!

May 4-6, 2022

Mangilaluk School, Tuktoyaktuk, NT

During the week of May 4-6, Mangilaluk School was able to bring approx. 60 students and 30 staff members from all grades on a dog mushing experience for the 2nd year in a row with Noksana Mushing. Students and staff enjoyed a dog sled ride as well as learning about the story of Inuvialuit dog mushing and listening to stories from and bonding with elders.



Inuvialuktun Words/Phrases:

Qamutivialuktuguut: We are dog sledding

Qamusiaqtuk: Dog sled

Qimmiq: Dog

Innait: Elder

Aulayuaq: Travelling (is in motion)



The outing focused on the experiential and relational indigenous learning strategies where our students and staff members got to experience an authentic dog sled ride while bonding with their peers, teachers/SAs and community members.

Qamutivialuktuguut!

We are dog sledding!

May 4-6, 2022

Mangilaluk School, Tuktoyaktuk, NT



The students and staff learned about traditional and modern dogsledding, traditional and modern modes of transportation, the care and effort that goes into training and caring properly for dogs and heard stories about on the land and hunting from community members and elders.

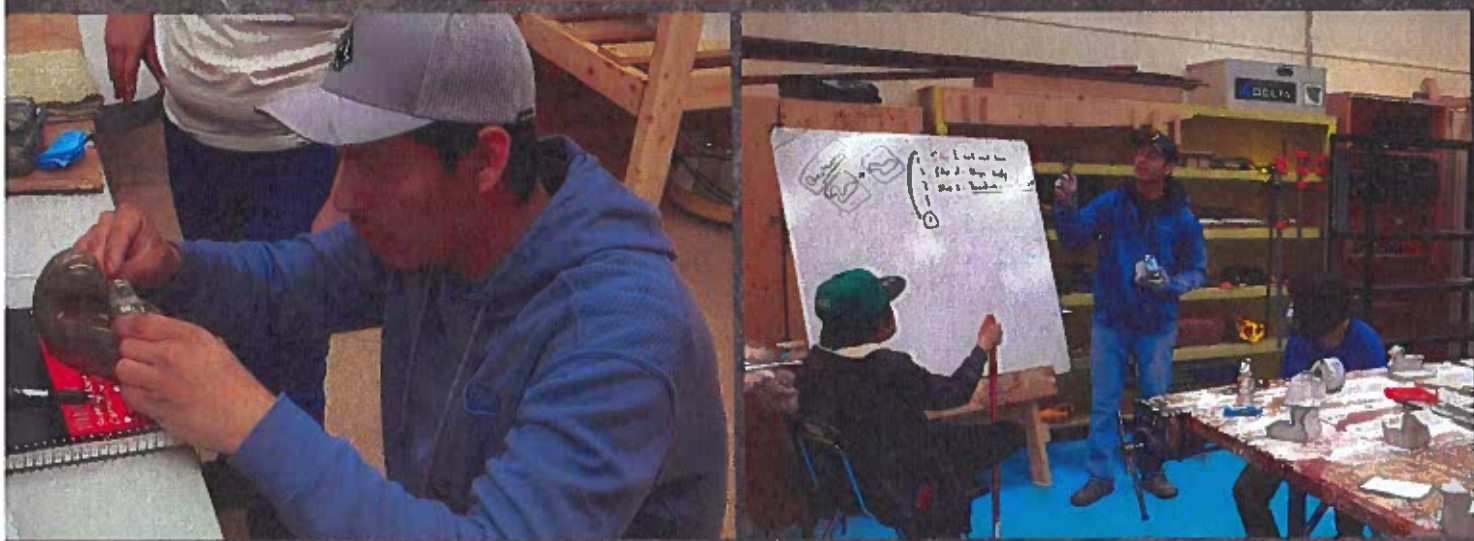
A HUGE QUYANAINNI to BDDEC for funding our excursion, to Frank Pokiak for sharing his traditional knowledge/stories and to Noksana Mushing for taking us dog mushing and sharing experiences with us!

We would also like to thank Mrs. Holly Carpenter for providing language support and the Mangilaluk School admin staff for their on going support.



BEAUFORT DELTA
DIVISIONAL EDUCATION COUNCIL





Introduction to Soapstone Carving: "A lesson in Patience" at Moose Kerr School

Self-restraint, patience, and endurance – words we too often forget in our fast-paced, 21st-century lives. Even as adolescents, students' schedules are a never-ending list of learning outcomes, assignments, and social needs, all with strict deadlines. As adults, we struggle to slow down and model to youth that it is vital to find the small things in life that offer time to reflect and enjoy. This is the message that renowned national carver, Waylon Snowshoe, felt the need to teach the students at Moose Kerr School in Aklavik, NWT.

Over a three-day workshop, Mr. Snowshoe gave students a detailed introduction to soapstone carving and the patience needed to produce beautiful pieces of art that reflected their inner creativity. Beginning with conceptual drawings on paper, Mr. Snowshoe, who has ties to Fort McPherson, invited students to journey through the stages of carving, unlocking their creativity, perseverance, and the strength to follow through. It was difficult, at first, for the students to see how their simple drawings would eventually shape into a beautifully sculpted masterpiece; however, with Mr. Snowshoe by their side, each stroke of their file slowly revealed the potential of a seemingly mundane stone. For hours on end, the students remained quietly hunched over their work, genuine smiles on their faces as they allowed their minds to wander. The results of their hard work and dedication led them to a wonderful sense of pride, joy, and accomplishment.

As the students stood next to their mentor with their final pieces in hand, onlookers could see a genuine glow of happiness circling the group. Mr. Snowshoe's words of wisdom and the skills he associated them with, will be etched in each student's memories. It seems almost absurd to invest such emotion in a piece of rock, but the carvings produced by each child are more than that – each piece represents the strength in all of us and serves as a reminder that we must slow down and allow the beauty within us to find a way out. From everyone at Moose Kerr School, thank you to Waylon Snowshoe for believing in the creativity and willingness to create something beautiful, and to the BDDEC (Jacqui Currie & Lori Brown) for supporting the opportunity.

Daniel J. Summers (MS/Vice Principal - MKS)

May 6-22, 2022

CJS ON-THE-LAND-EXPERIENCE

MIDWAY 2022

OVERVIEW

Our students really are resilient!

This two weeks experience brought wonders, challenges, growth, and new goals for us all. It was a great opportunity for students to connect with their peers, our Elders, staff, as well as respected members from the community. An experience like this is oftentimes talked about, however, not always acted upon. With that being said, we (Shirley-Principal and Hawa-PST) are very glad we followed through with the plan. We went in with many goals, however, our biggest goal was for students to begin to have a good sense of who they are and the ways in which their culture shapes them. In achieving this goal, students could develop skills that we felt would enhance their personal identity.

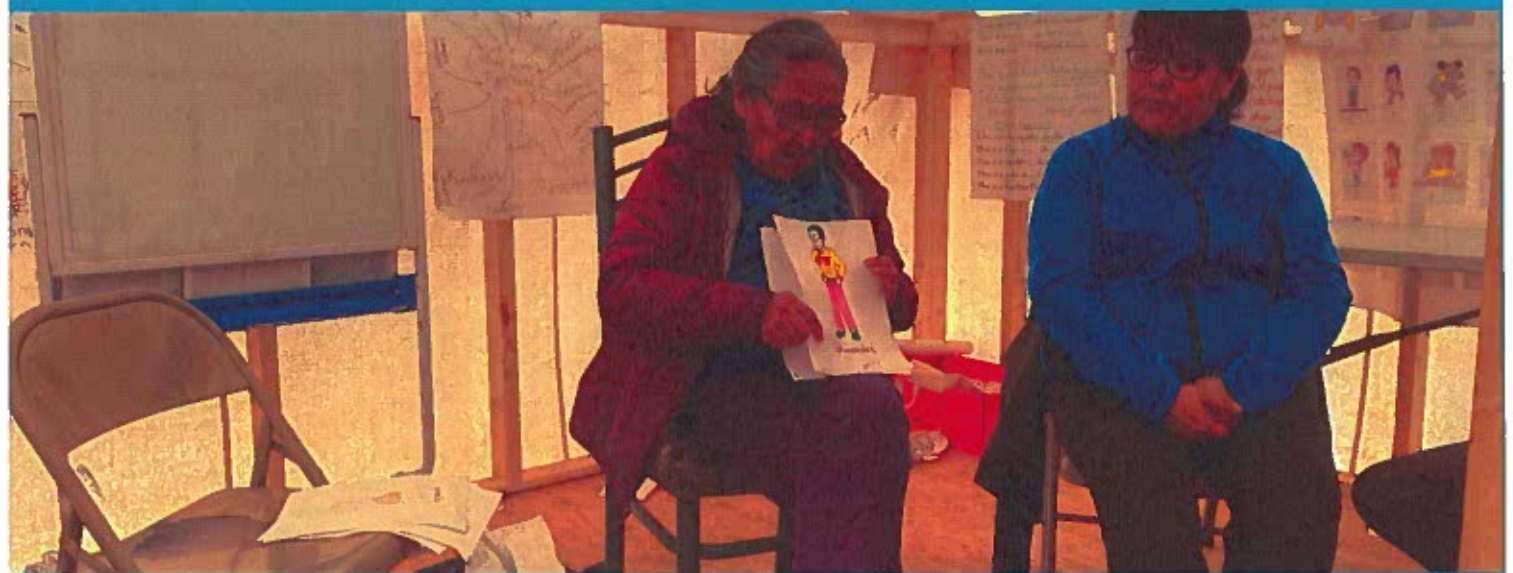
A very big Mahsi Cho' to everyone that was involved in creating such an impactful experience for our students.



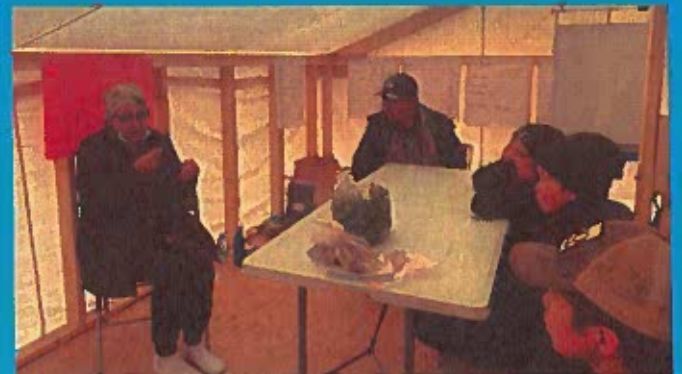
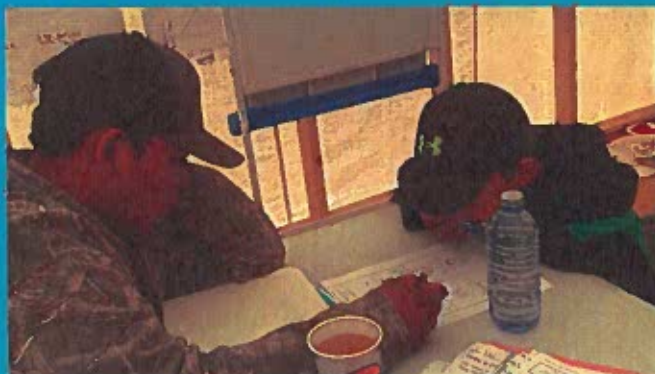
During our time at Midway, students followed a schedule that allowed them to focus on academics in the mornings-While dedicating the afternoons to cultural based activities. Which was a mixture of learning basic greetings, talking about/trying traditional medicine, sharing circle, storytelling, and learning specifically about caribou. As well as a variety of hands-on activities in the evenings such as sewing, beading, physical education, picnics, and trips to 8 Miles to see if the ice moved. Through these learnings our students were able to work on skills around working together to achieve common goals during challenging and rewarding times.

COMMENT FROM HAWA

As an educator, it was very important for me to see the shift in roles-Where I was the learner, I was able to recognize the different ways our students are also experts. All they needed was to be in an environment that is familiar and relatable to who they are. By being open to learning from the students, I feel they were empowered. Which is an important aspect of students' educational journey. The more they feel empowered and in control of their learning, the more we are able to help guide them to success.



BECOMING "CAPABLE STUDENTS"



Imaryuk May 2022

Mangilaluk School

May 13, 2022

On May 13, 2022 four high school students and the land-based education coordinator were able to attend an outdoor survival course excursion to Husky Lakes (Imaryuk) with Noella Cockney.



The students got to practice and experience all aspects of a trip to Imaryuk including safety and trip preparation (loading truck and sled, safety check of all equipment and packing/checking all clothing/safety gear), travelling to and from Husky Lakes, mapping and GPS tracking and



Imaryuk May 2022

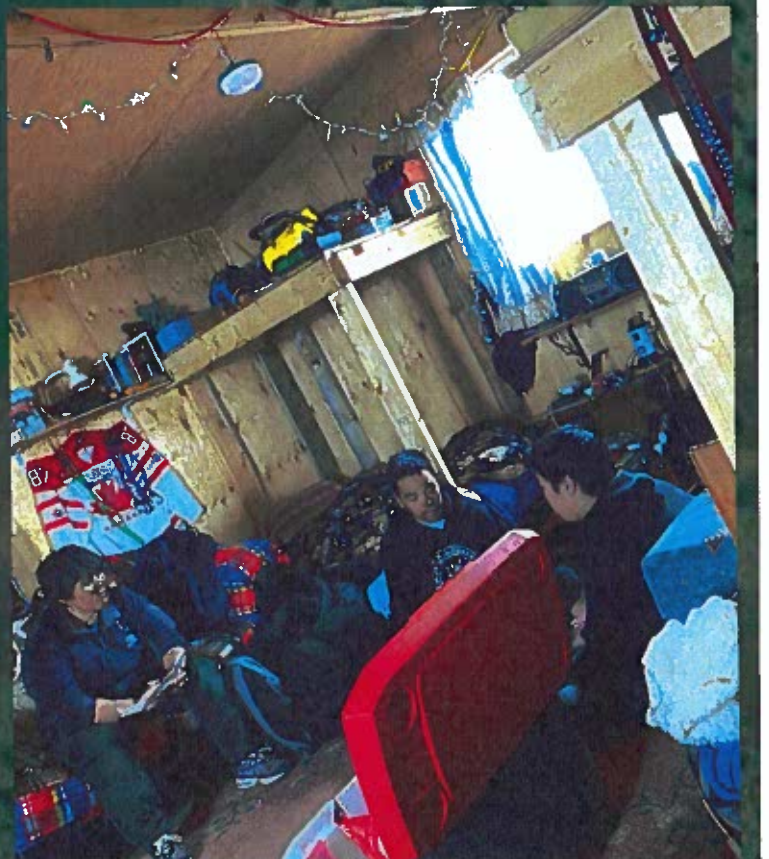
Mangilaluk School

May 13, 2022



The students were able to express and showcase their knowledge while learning new travelling and survival skills. They got to compare modern and new ways of travelling while practicing with and testing new technologies (in-reach, GPS etc.).

Inuvialuktun
Words/Phrases:
-Imaryuk (Husky
Lakes)
-Iqaluk (Fish)
-Aullati (Means of
transportation)
-Iqalungniaqtuami (I
am fishing.)
-Aulayuaq: Travelling
(is in motion)

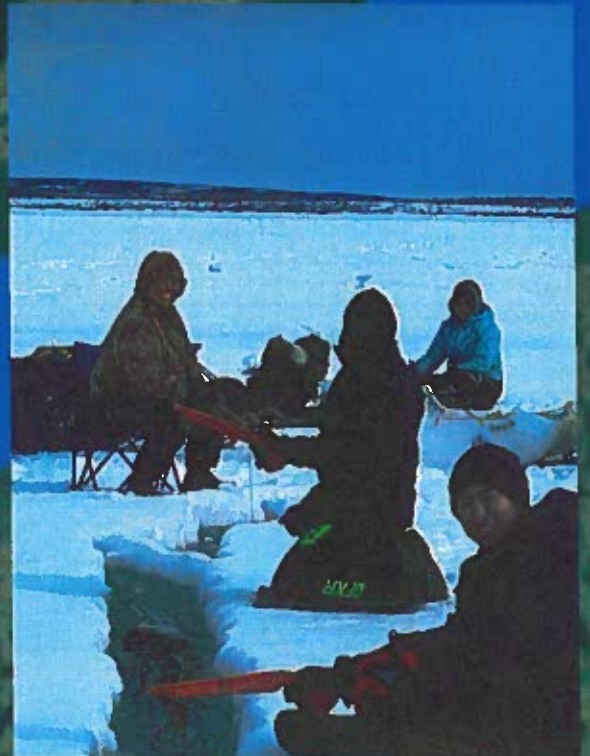


Imaryuk May 2022

Mangilaluk School

May 13, 2022

The students experienced travelling in many different ways including a Jeep, sled/skidoo and a side by side. They also spoke about the ways they travel out with their families and the nomadic ways of their ancestors who travelled by foot, dog sled and umiaq (boat).



Our students learned about mapping, tracking and the names of all of the areas in Imaryuk. While travelling to and from the ITH point the students learned to recognize the different types of ice

Imaryuk May 2022

Mangilaluk School

May 13, 2022

The excursion was based on the experiential and holistic Indigenous learning strategies where the students got to experience all elements of travelling and preparing for the land. Using both traditional and modern forms of technology and knowledge, they strengthened their relationships with each other, Noella and the land.



Quyanainniqpaaluk to BDDEC and the Mnagilaluk School administration staff for making this trip possible and a very special thank you to Noella Cockney for sharing her very valuable knowledge of the land and survival skills!



GUGEH
Plucking
Measuring
Weighing
Learning

-JK to Grade 3-





80% of students speaking 14 of the traditional greetings of their home community by May 2022.
100% of staff speaking the 14 traditional greetings by May 2022.

English	Gwich'in Inuvik Fort McPherson Tsiigehtchie Aklavik	Inuvialuktun Uummarmiutun dialect Inuvik Aklavik	Inuvialuktun Sallirmiut dialect Tuktoyaktuk Sachs Harbour Paulatuk	Inuinnaqtun Kangiryuarmiutun dialect Uluksaktok
Good Morning!	Vanh gwinzih	Uvlaamii	Ublaak asii	Ublami / Ublaakut
How are you?	Danch'uu?	Qanuqitpit?	Qanuqitpit?	Qanuritpit / Qunuritpin?
I'm fine.	Sheenjit gwinzih	Nakuufunga	Nakuuyunga	Nammaktunga
And you?	Nanh yuu'?	Ihvitmi?	Ilvitmi?	Ilvinmi?
I am...	Sheenjit gwinzih(fine) Sheenjit gwinzih kwáh	Nakuupiaqtuq (very good) Yarratigaa	Uvanga Nakuyuunga (I am good)	Uvanga namaktunga
How is the weather?	Chiitai dagoonch'uh?	Qanuqitpa hila?	Qanuq sila?	Hila qanuritpa?
It is	Chii taii gisrii nii'aih(sunny) Chii taii gwiniik'oh (cold) Chii taii ahchinh (raining) Chii taii ahshih (snowing)	Hiqiññaariktuk (sunny) Qiquafuq (cold) Hialuktuk (raining) Qanniktuk (snowing)	Siqinaqtuk (sunny) Qiquaniqtuq (cold) Sialuktuk (raining) Qaniktuk (snowing)	Hiqqinaqtuk Alappa Nipaluktuk Qanniktuk
Good Afternoon	Drin gwinzih	Uvlumi	Ubluq asii	Ublukkut
What are you doing?	Daiindi'ih?	Huliqivit?	Sumavit?	Hulivin / Hulivit ?
Where are you going?	Nit'jin Kwats't'at hii ha'?	Namungniaqpit?	Sumungniaqpit?	Sumungniaqpit?
I am working.	Gwitr'it t'igwilinh	Havaktunga	Savaktunga	Havaktuna
Thank you!	Mahsi / Hai' choo	Quyanainni	Quyanainni	Quana
See you later!	Chan nanahnal'ah	Atnugunlu	Anakanluu	Ublumilu / Uvattiagulu
Nice to see you again!	Gwitl'ee nanhnal'ah	Ařigaa,tautukkapkin	Qaigipsii quviasuktunga	Takungmigapkin quvianak

These are our
greetings for
2021-2022

