

EDUCATION/CULTURAL CENTRES PROGRAM

**Report by Randal T. Pokiak
Coordinator**

1996

IRC's project of documenting, making ad hoc curriculum and teaching traditional skills to Mangilaluk School students from kindergarten to grade 10.

Background

In mid-February 1996, IRC representatives got Tuktoyaktuk's HTC members with land and travel experience to help decide on what should be documented and taught in a short time frame period. Present were IRC representatives, Vice-Principal, a teacher, RCMP representatives and about 10 experienced THTC members.

Information was to be gathered, documented and written into a rough curriculum then taught by local Inuvialuit members. All this was to be done from February 20, 1996 and finished by March 22, 1996.

The HTC members wanted survival skills, gun, boat and skidoo safety to be a priority. Sled loading, tying down of sled and shelter building were also recommended to be taught.

These were chose and selected to be the 'what you may call the subjects to be taught'. All present were in argūment with the subjects.

These subjects were based on teaching maturing students that were getting into young adulthood but were not taught these basic survival skills due to their time being taken up by the present education system of the NWT.

In the second meeting we had I was selected to coordinate and put the curriculum together for some Inuvialuit instructors to teach. The curriculum was to be done and ready by March 11, 1996; then taught for two weeks and be all over by March 22, 1996.

Results:

All was documented and ready by March 11, 1996. The selected instructor, the vice-principal (with the two week schedule) and myself then assigned who should teach what, when and how.

The teaching started the following day on March 12.

Note: Our scheduling was subject to all existing school programs. The teaching/instructions was all finished by March 22.

Report on Randal Pokiak

1. All what was documented was based on personal experience of being verbally taught as I was growing up, then being self-taught, to hunt, trap and fish after graduating from high school.
2. I'm not as yet familiar with the computer that I personally purchased to help me with my work where I will be independent to work at my own pace on projects of this sort.
3. When selecting instructors for the time frame mentioned above I had a hard time finding anyone with traveling experience and equipment. Most of the subsistent hunters were out on the land hunting for themselves, guiding sport hunts or assisting the guides.
4. I worked closely with the vice-principal as to how to have the instructors approach each class. The result was the students from k-9 were taught the social aspect of the Inuvialuit i.e. Family relations, community relations, responsibilities, leadership, food gathering and northern clothing and their value.
5. I took in the first day of the classes with the instructors to see how they took to teaching. After the class I went over the result of their first session.
6. As I mentioned before I committed myself to this task as outlined. I had to leave Whitehorse, Yukon for a week after I got the program going. I came back two days before the program was over.

Report on Instructors

1. Grades K-3 instructors were most comfortable once they put it in their own words the subjects to be taught.
 - i. Eva Apsimik had a Teacher's Certificate to teach that age group.
 - ii. Agnes Felix has had teacher's assistant experience with the students of Mangilaluk School for that age group.
2. Grades 4-5 instructor was Abraham Klengenber. He managed okay and was comfortable and confident. One day on an outing for the children, he got Freddy Gruben to help him because he needed an extra skidoo. I told him it was between him and Freddy for any compensation. I made a suggestion as to a way to pay Freddy, so everything must have worked out because he hasn't bothered me about funds.
3. Grades 6-7 instructor was Willy Carpenter. He was enthusiastic about his teaching and was caught up in it when he was there. He got a medical problem and was

sent to IGH. He missed one week of teaching because of that. I haven't had a chance to speak to him about that personally yet.

4. Grades 8-9 instructor was Sandy Adam with help of Joe Nasogaluak. He was not comfortable in a classroom setting. His voice was low and communicating was difficult for him. He tried to follow the curriculum but had a hard time keeping on track. He was more comfortable with on-hand teaching outside.

5. Grade 10 instructor was Joe Nasogaluak with Sandy Adam's help. Sandy and Joe both had similar difficulties at a classroom setting but they were comfortable on the programs held outside. Some of the stuff he taught was not in the curriculum such as setting traps but he was received well by the students.

Note: He mentioned to me that this kind of program would have had done him well when he was going to school and would have had a lot of questions on his mind about the land and survival without actually asking verbally. Like the kids he was teaching he had nobody to give him on-hands training to suit a harvester's lifestyle when he was growing up.

Note: Both Sandy and Joe didn't show up for one working day.

6. Shelter Building. Sandy Adam instructed this class.

Note: Some of the instructors with the outside program didn't know how to build an igloo so I hired Sandy to assist.

Shelters were built but they took a lot of time. I suggested that 90% of the block should be cut and ready and that 10% of the block be cut when the students arrive. The result was that all the cutting of the block was done only when the students arrived, resulting in extra time students have to horse around. Otherwise the outside program of shelter building went well.

Report on Teachers

1. Teachers enjoyed the program and some of them got personally involved either helping or asking questions.

2. Teachers knew that it would take 2-3 days for the instructors to get comfortable with the students and their setting.

3. Teachers were present of their students to keep the students in line.

4. Teachers said that most of their students took in the course very well.

5. Grade 11-12 students didn't have time to be instructed. They had a set schedule already.

6. Teachers were indifferent about the absence of instructors in some days. They took those days of absence with stride and went about teaching with their own material.

7. Grades 4-10 had the curriculum as a hand-out to help the teacher to remind them and the students of what was taught by the instructors.

Note: All teachers were very cooperative. Some have said that they would like to see the program continue next year.

Report on Students

1. By the questions asked by some they were attentive to what was taught.

2. The Grade 6-7 students still want to hear what they missed by Willy being sent to IGH. Those Grade levels had the most questions and thought on what was taught.

3. The Grade 8-10 students didn't have too many questions or comments for the instructors but their teacher said that when their on a "one on one" basis with them they have and make comments. The teachers felt that some were probably afraid to say much because they should know about these things and they don't want others in their class to know that they may not know.

Personal Evaluation

1. I went well for on the spot (out of the blue) on last minute initiative by all concerned.

2. Selection for instructors was good but basically we had no choice. We even got one instructor in the last minute or the day we were to go over the program with the time tables.

3. There was no time to talk to each grade's teachers to make personal contact with them. Everything was done by the vice-principal.

4. There was no workshop prior to the program for the instructors. Some instructors were not ready for public speaking.

5. All instructors were satisfied for being treated equally concerning the compensation for their time. For all their personal efforts they were rewarded without

holding back any funds as agreed with them. I personally overlooked their shortfalls and the times some missed due to their personal activities.

6. Time should have been spent to go over the entire program with the teachers and instructors to all understand the importance of these survival instructions.

7. Time should have been personally spent with each teacher to discuss ways to reach the students minds and keep their attention and interest.

8. If the program should continue, a workshop should be provided for the instructors.

9. Grades 11-12 should be handled or approached differently and more intensively by out on the land programs in all seasons.

4. Large communities also represented the strength of the people.

STORY about Tunnunik children.

Inuvialuit population was very important for the health and well being of our people. Our population can only grow by couples having children.

Tunnunik was a community most talked about by our people in regards to scrutinizing the health of our children's population.

Each year under the watchfull eyes of parents and elders children under a certain age were told to go down to the river and encircle an island that's in front of the community by holding hands.

If the children could hold hands around the island the minds of our people would be at ease in regards to the growth of the population.

If the children could, t acheive the encircling of the island the young coupies were encouraged to have more children. (In those days our people had ways of controlling conception through counseling and other means.)

DAY TWO

1 FAMILIES

1. Parents:

- a) Father: -Family goes where he goes, travels and settles in the community he choses to live.
-Provides food for his family and other folks that needs help.
-Builds, makes and maintain his equipment.

- b) Mother: -Takes care of husband and children with cloths and by preparing food for them on
a daily basis.
-Works on the harvested animals by preparing and storing the catch.
-Prepares and sews hides for use as equipment or tools.(Father also can do this alone if he has to.)

- c) Grandparents: -Teaches by telling stories to all age groups.(remieneses about their travels and incidences that happened to themselves or others.)
-They know the community members and each members character.(Their strong points as well as their weak points.)
- They know which members of the community are experts in what feild.
i.e. Polar , caribou , moose , goose , whale , making of tools and equipment
~~for hunting , and hide preparation experts.~~
- Advisors to the whole community and others in the surrounding area about all aspects of life.

DAY THREE

COMMUNITY MEMBERS

1. Leaders:

a) Umialikpuq -Leader of leaders, Political leader.

Expert in basically all hunting of different species of wildlife in their respective areas, knows also about the wildlife movements in the different seasons as well as their habitat areas.

b) Umialit -Subleaders .

There may be quite a number of these subleaders , depending on the size of the community.

In the larger hunting communities for harvesting bowhead, beluga caribou hunting communities there is only one hunt leader. All other hunters in the area has to

listen

to him in community hunts.

There were other subleaders responsible for other aspects or buisnesses of the community.

c) Aunatkut:

These were spiritually sensitive individuals that were able to access spiritual powers to do unhuman things. They demenstrated their powers to others to gain power and controled the majority of the Inuvialuit population under their spell. There are many stories passed on to our people about some of those people and what they used to do.

d) Naguyualuit:

These were the good people.

They were not by aunatkut or any other people.

They were the seers or prophets of the Inuvialuit. They had visions of things and events that was to happen to the region or the people.

They counclled and prepared all those that would give ear to their vision and told them what to do when those things he saw are being fulfilled.

STORY about Eesalik

Eesalik was the last known prophet because the Inuvialuit of today have benifited from his vision and council.

When the whiteman arrived into our area Eesalik had the vision that there was going to be big changes for the whole region and it,s people.

In his vision he saw air-o-planes and airstrips even before they wre talked about by anybody.

He saw vehicles and roads in the communities and the surrounding area.

He saw large houses and buildings all over the land.

He saw large boats in different harbours within our region. He saw large ships out in the ocean.

going He saw pipeline throughout our region. To describe them he said to look at the back of your hand. He said that there would be something like blood that was

some- to be drawn out of the ground and pushed along the top of the ground through like our veins.

He saw big changes for the Inuvialuit.

region His council was not to fight against the system that was coming into our

but to get control over it in order to protect ourselves and the region.

He said the only way to get control is to become like his name Eesalik which means to swallow whole, without chewing or breaking it up to make it easier to swallow.

~~He said once a person swallows something it makes your system act abnormal~~ but at least you've got control over by engulfing it. Once you swallow it you can take your time to digest it.

He encouraged the Inuvialuit to take his council seriously if we see the things he described coming to pass.

his So during our struggle for the first landclaim to be settled north of 60, we took

region council and got the IFA in which we have a say in anything that goes on in our

both on land and waters.

Today we see that some of the things he saw in his vision has come to pass and there is still more to be fulfilled.

e) General population:

- Were hunters and fishermen of all species of wildlife.
- Were tool makers , producers and product developers.

DAY FOUR

ENVIRONMENT

1. Different seasons:

The Inuvialuit year starts in the spring when migratory wildlife comes back into our region. When we start harvesting fresh food for our daily needs and we start storing away food for the coming year.

We have spring, summer, fall and winter.

2. Land:

Our region is different from other regions.

We have the Richardson Mountains to the west of our region, and the Precambrian Shield to the east of our region. In between these two rock formations we have the permafrost

and the tundra which is famous and world renowned for the numerous pingoes.

~~The land has numerous types of landmarks that we use as we travel from place to place.~~
Pingoes, bluffs, hills, sand dunes, bushy areas and points along the coastline.

The shorefast ice in the spring, fall, and winter is used like land to hunt and travel on.

3. Water:

We have the Arctic Ocean and the Beaufort Sea (salty).

There are a lot of fresh water lakes throughout our region and fresh water and ice in what we call old ice.

There are many rivers that flow into the Beaufort Sea that brings fresh water and driftwood into our whole region.

On land, the permafrost or solid ice can be exposed to the sun by removing the tundra from the surface to get some fresh water.

Both the salty and fresh water in our region provides us with a good habitat area for wildlife.

4. Sunlight:

In the late spring and summer we have 24 hour sunlight.

Then in the dead of winter we have six weeks of no sun.

5. Weather:

Because of such a difference in temperatures in our region we get all kinds of weather from mild, calm days to extreme weather conditions. Such as wind, rain, snow, fog, whiteout conditions and blizzards

DAY FIVE

WILDLIFE

1. Humans are different from wildlife.

We have respect for the wildlife but we do not worship or have them for idols . We do not pray to wildlife .

2. Wildlife means survival:(FOOD)

- a) caribou / moose/musk-ox
- b) bowhead/beluga whales
- c) seals/ugyuk
- d) various waterfowl
- e) various fish

3. Habitat

Each wildlife that migrate into our region each year has a sanctuary , estuary or fawning ground .

Most of our historical communities used to be situated on the edges of these habitat areas to have easy access to the different species of wildlife

4. Food preparation:

- a) drying fish and meat , some stored in ooksook .
- b) fermenting fish and muk-tuk .
- c) freezing food in the ice houses .

5. Ways of eating food :

- a) raw
- b) frozen
- c) cooked (boiled , roasted , fried .)

6. Guns and Safty:

- a) used for hunting , protecting of self and personal property and equipment .
- b) used by grownups or designated persons .
- c) if miss used could cause injury or death to other persons .
- d) they are not to be used as toys to play cowboys and indians .

7. Types of guns :

- a) - rifles
 - 22,s
 - shot guns
- b) all guns uses shells specifically made for their caliber

c) names most heard when around guns :

- gun stock
- gun barrel
- bullet chamber
- magazine
- pump or bolt
- firing pin or hammer
- trigger
- trigger guard
- lock or safetylock
- gun case
- shell bag

DAY SIX

CLOTHING/BY-PRODUCTS

1. Caribou :

- a) hides used for winter clothing , floor matts , sleeping bags . Hides for clothing harvested in July and August .
- b) sinew used for thread , making gillnets to catch fish or ptarmigan .
- c) dehaired hides used for making string of different strengths .
- d) antlers used for making tools , sled runners , fish hooks , ect , ect .
- e) bones ; some used as tools such as a mouth peice for hand drill , daggers , needles , scrappers and mallet heads .

2. Seals :

- a) hides used for water proof clothing for the spring , summer and fall .
- b) used to make tougher rope for lashlines , tying things such as poles , and tent lines .
- c) dehaired hides used for making skins for qayaqs , tents and wrapping skins .
- d) some bones used to make toys or pass time things to sharpen eye and body movements and co-ordination , building up patients and mental control .

3. Ugyut :

- a) dehaired hide used for making soles for shoes , making rope for harpoonlines , harnesses and towlines .

4. Beluga whales :

- a) making thick leather for soles of shoes .
- b) bones ; some used for making snowknives and sled runners .

5. Bowhead whales :

- a) bones ; used to make snowknives , hunting tools , and pickheads .
- b) baleen used for making hunting tools , netneedles and crafts .

6. Waterfowl :

- a) down/feathers used for clothing .
- b) wingtips used for sweeping floor .
- c) used to make traditional fancy cloths and cerimonial dress .
- d) some bones used as straws and needle holders .

7. Other Important Things :

a) both boys and girls were taught to sew clothing for themselves . They were taught also the different types and techniques of sewing for equipment.

DAY SEVEN

SHELTERS

1. Tents (tee-pee type or pup tent.)

- a) poles tied together to suport hides .
- b) caribou or seal hides used for outer shell .

2. Sod house :

- a) driftwood used for poles , frame rests , and framing . Frames and floor boards are made from split wood .
- b) clay smired on the whole frame on the outside . (water proofing)
- c) more driftwood frames are put on top the clay .
- d) more clay put on the driftwood . (water proofing)
- e) sod cut out from special locations gathered and set in place to cover the enter structer .
- f) a hole is kept open at the top around the central area to let the smoke from a fire out .
- g) a place or opening was set aside for a window which was made from thin skins or a thin peice of ice cut to fit the opening .
- h) entrance was a passage way dug into the ground .

3. Snow house

- a) made out of snowblocks when snow conditions are ideal .
 - b) make the size to suit your height when lying down .
 - c) cut out the snow blocks and line them up ready to grab and pickup .
 - d) layout the first layer on the ground level and when the ends meet , the last block that,s set in place should be higher than the first block that was layed down .
 - e) the next layer and the layers following should all be slanting inward by shaping it with your snowknife and flattening the edge at the same time for each block to rest comfortably
ontop .
 - f) where the two ends meet the blocks should also be cut or shaped in an angled slant and straight edged so when you place the block down it leans inward causing the dome that,s
needed to shape it as an igloo .
- NOTE :the blocks that are used to start the layers can vary in length but what should pretty
well stay the same in size should be the width (6-8 inches thick) and the hieght (about 10-14 inches) . as you near the top the blocks should be tapered .
- g) continue the spiral building of the igloo untill it is enclosed .

- h) make sure you poke a hole at the top of the igloo for air ventilation , if you don't you will suffocate by carbonmonoxide .
- i) use loose or crushed snow to cover all joints on the enter igloo , don't accidentally cover ventilation hole .
- j) cut out an entrance at ground level and cut a snow block shaped to close-in the entrance once your settled-in .
- k) use caribou skins for a floor matt .

NOTE: The right texture or firmness of the snow is very important .

REASON: If the snow is too soft the weight will make blocks fall down before you finish the igloo . If the snow is too hard the snow will be difficult to shape or as you try to shape it , it will crack by a place that may cause you to start over with another block .

Other Important Matters:

- a) both boys and girls were taught to build igloos . (shelter were important for survival.)
- b) both boys and girls learned about the different types and textures of snow drifts or packs,
by carving out animals or playing with the snowblocks .

4. Kingniqtuk :

NOTE: Kingniqtuk built or used when snow is too hard to carve properly .

- a) cut out snowblocks and stack them about 4-5 feet high in a circle or in a square.
- b) put a tarp or skins over the top .
- c) tarp held up in place by sticks laid across the top from edge to edge or by a single pole in the center .
- d) the tarp or skins are weighed down by chunks of snow set in place .
- e) use caribou skins for floor matt .

5. Lean-to :

NOTE: Used in the tree line or along the coast where driftwood is plentiful .

- a) use thin driftwood or small trees tied together for rests and frames .
- b) use branches or a tarp, even skins as windbreak .
- c) use tree branches , skins or a combination of the two as matts .

DAY EIGHT

TRANSPORTATION

1. Umiak

- a) used to haul people, equipment when traveling .
- b) paddled , oared or sailed .
- c) some umiat made specially for hunting .

2. qayaq:

- a) some are made for hunting and some for hauling freight .
- b) both qayut can be paddled or sailed .

3. Kamutik / dogs:

- a) kamutit pulled by a person or a few dogs .
- b) hauls equipment and / or children .
- c) also used when on a hunt .

STORY: About families traveling long distances .

Long ago when Inuvialuit were starting to gather for the winter at Kittigazuit for their annual social and political events , meetings , games , and feasts they had a traveling

system that saved them time and effort .

The coastline stretches over 150-200 miles on either side of Kittigazuit so this perfected traveling system was used by the travelers .

When early fall arrived and the lakes , harbours and the inlets froze up and were safe to travel on the long trek to Kittigazuit began for the Inuvialuit .

The whole coastline was full of camps about 5-10 miles apart . Each camp could be

seen by camps on either side of it .

Once one camp saw the people getting ready to leave in the camp in front of it , they

too got ready to move on . When they saw the people leave their camp they too left their camp to go to the camp that was just vacated .

Each group of people did not have to bring any food because they could help them-

selves to food caches in each camp . All they brought was their personal belongings .

This type of traveling was continued until they reached Kittigazuit .

On their way back after the gatherings each family group or hunting group worked their way back to their own area the same way they previously travelled .

MEANS OF TRANSPORTATION FOR TODAY

1. Boats / motors / safty measures :

- a) used for recreation , berry picking and, picnic , hunting , transportation of people and equipment .
- b) Other equipment that should be in the boat for safty :
 - 1-3 paddles
 - a long tie line for the boat when on shore and maybe an anchor
 - life jackets for all people going into the boat
- c) names most used or heard when around boats
 - bow
 - stearn
 - transit
 - oarlock or oarlock hole
 - sail knotch
 - keel
- d) names most used or heard about motors
 - engine
 - engine cover
 - starter rope
 - sparkplugs
 - thottle
 - kicker shaft
 - propeller
 - propeller gears
 - shear pin

2. Ski-doods / safty measures :

- a) used for recreation , picnic , hunting , transportation of people and equipment .
- b) ski-doods can be driven by itself or it can pull a sled .
- c) it,s moving parts are very expensive to replace when broken .
- d) vary heavy and powerfull .
- e) unpredictable and dangerous . i.e. can,t start some times , trottle gets stuck under certain conditions .

DAY NINE

HOSPITALITY / MORALS

1. Treat others the way you would like to be treated when your traveling .
 - a) welcomed
 - b) well fed
 - c) given proper lodging

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2. Treat all elders with :
 - a) respect
 - b) admiration
 - c) do all the heavy work for them
 - d) bring them food
 - e) listen to them when they speak

NOTE : Remember that one day we will become elders . Treat them the way you want to be treated

when you become an elder.

3. Do not make fun of :
 - a) people
 - b) animals
 - c) handicapped (do not tease them or make fun of them)
4. Learn to :
 - a) listen when told what to do.
 - b) observe , see what other people are like by observing .
 - c) help others when you see that they need help without them asking for it .
 - d) play games properly (no cheating , lying or ningauking) .
5. Work with your parents when their putting food away for the winter .
 - a) when their working on :
 - fishnets
 - setting or looking at nets
 - making dry fish
 - muk-tuk
 - caribou meat
 - plucking geese
 - building stuff or equipment
 - hauling wood / water / ice
 - feeding / watering / running dogs

DAY TEN

FEASTS / GATHERINGS / GAMES

1. Feasts :

- a) everybody brought something they made or prepared .
- b) children listened to and ate with their parents
- c) feasts were held on special occasions in each hunting camp. i.e. relatives from a far away camp came to visit , or when major achievements were accomplished by a hunting camp, or when long lost members that may have been drifted out had finally made it back .
- d) the biggest and longest feast was held through-out the entire winter gathering at Kittigazuit .
- e) when leaders of an area gathered to have a meeting at the main hunting camp .

2. Gatherings :

- a) leaders meeting at a specific camp to deal with social or hunting / harvesting issues .
 - b) when the subsistent need of the Inuvialuit population was achieved in regards to the storing of food and producing the by-products of a specific species of wildlife they were assigned to harvest .
 - c) The annual winter gathering at Kittigazuit was the largest in the region .
3. Games :
- a) Each hunting camp through-out the region prepared and practiced in the different types of games they wanted to participate in at Kittigazuit .
 - b) When time permitted there was game competition with-in each area again preparing for the main gathering at Kittigazuit .
 - c) The games gave the individual hunters a chance to show in public their endurance , skill, strength , and abilities both mentally and physically . Hunters when out on the land , do things that are amazing in human standards with their skill , endurance , patience , temper, strength and ingenuity to test his own physical and mental abilities .
 - d) The games that were held at Kittigazuit played a very important role in our society

STORY : About Kittigazuit .

KITTIGAZUIT

Kittigazuit is located geographically in the center of our region along our coastline. The largest part of the entire Inuvialuit population was situated with-in 30 miles of Kittigazuit.

The gatherings, feasting, and games all took place when the Inuvialuit arrived on site for this social event. The hunting was over, the migratory wildlife was gone for another year, the food for the winter was all prepared, stored and ready to enjoy. The cold and darkness was setting into our region.

LEADERS: Leaders of each area had appointed times to make their report to other leaders and any one who would listen about the events that occurred to them in their area. Each respective leader from each community spoke of their role and responsibility and their own evaluation of the outcome for that year. They also voiced their concern about issues and the options they had to deal with them. They knew that the other leaders would consider their thoughts and when all was heard from each leader then the task of the decisions was dealt with by all the leaders. Those decisions were

final. Amongst all the community leaders there was one ultimate leader that was recognized by the entire Inuvialuit population. If after a census of what the leaders wanted was made and a decision had to be made to break a close tie the ultimate leader made that decision.

All political meetings to deal with social issues, hunting issues of the region that would effect the well being of the Inuvialuit was dealt with at this main gathering.

FEASTS: While the meetings and games were taking place all the people enjoyed the fruits of their labour by having a continual feast through-out the entire length of the gathering. The people slept, played games, had meetings, visited and feasted.

GAMES: The games were important to keep every one occupied by watching or participating. There was no need to hunt because their social needs was already met by their co-operation, besides the days were shorter, the migratory wildlife was gone from the region, and the temperatures was much colder. The games that were played were such that the physical and mental abilities needed in hunts were adapted into the games. This gave each participant a chance to show others their personal physical, mental and ingenuity skills publically.

During the games participant were only allowed to use normal human physical abilities. The supernatural powers that were accessable by some was not allowed to be used. There were people to oversee that all the games were played fairly and honestly.

These games also help to attract young couples to settle in the camps of the winners of some of the events. These games gave young hunters with many years ahead of them the chance to achieve the personal goal of one day winning an event they were physically good at by being coached by champions. These games overall produced outgoing productive young individuals.

BASIC SURVIVAL SKILLS

1. Know yourself

- a) Can you go without food or other things without complaining? Self discipline.
Remember human can go without food for long periods of time.
- b) How patient are you? Are you strong willed?
- c) Know you physical and mental state. Stamina and persistence is very important.
- d) Are you a leader, average person or a follower?

2. Personal knowledge

- a) Are you personally familiar with your equipment and the people your with?
- b) Do you know the lay of the land?
- c) Get to know the time and distances. Traditionally it was walking speed now it's on ski-doo and it's speed.
- d) Know about the prevailing wind directions.
- e) Know how to sew and build shelters.
- f) Do not eat snow. Peices of ice is better than snow. If you eat snow it will dehydrate you. Snow will act like a sponge, it will draw out your silava and leaves you more thirsty.
- g) Get to know the location of the sun, noon and stars at differant times of the day or night.

3. Have emotional control

- a) When excited (heart pounding) take a deep breath and hold it for a few seconds, then let air out slowly through your nose. Repeat this perceedure untill your heart settles down.
 - b) Focus your attention on one thing at a time. Your mind takes off out of control under certain kinds of conditions so you've got to get back your mental control.
- NOTE: Once you've got control of your physical and mental self, you've gained about 70% of your survival skills back.

- c) Know that amazing things can happen or be acheived through determination.
- d) Do not physically over exert yourself.

NOTE: In the winter, do not overheat ypurself or sweat uncontrollably

4. In cold temperatures

- a) move your fingers and toes around blood flowing.
- b) Keep your head covered. About 70% off your body heat escapes through your head.
- c) Do not fall asleep without building a sheiter.

5. Personal basic equipment

- a) you should have string in your pocket.
- b) you should have a pocketknife in your pocket.
- c) Never leave your snowknife behind at any time.
- d) Carry a lighter or matches stored in water or damp proof container. Even if you don't smoke.
- e) If forced to walk, carry or drag a caribou skin for kneeling on when resting.

NAVIGATION/LAND MARKS

1. Stars (Some stars appear just when it's getting dark.
 - a) You can tell time by the position of stars.
 - b) You can learn to use the stars to get from point "a" to point "b" then to point "c" ect.ect. when your traveling in a straight line. Such as crossing large bays, inlets or lakes.
 - c) If your traveling for a long period of time , take into account the amount the star moves across the sky every hour.
2. Landmarks
 - a) For landmarks we use pingoes, bluffs, sandspits, points, hills, darkspot in the land that never change all year, sanddunes, willows, trees, and signal towers.
 - b) Get to know the landmarks by their shapes and sizes. Know how they look from different distances and angles.
 - c) Get to know the names and some history about each place you travel.
3. Winter traveling
 - a) Know the lay of the land
 - sizes of lakes on the trail and the surrounding lakes.
 - length of each portage
 - main landmarks along the trail.
 - know the snowdrifts (prevailing winds)
4. Traveling in a blizzard
 - a) On land a person can follow a trail in the dark using headlights.
 - b) You can even follow a well beaten trail across large lakes, bays or inlets in the dark using headlights.
 - c) Where a trail can't be followed for a period of time a seasoned traveler can use the wind as a guide to go from point "a" to point "b" then onto point "c". In a middle of a blizzard the wind very seldom changes directions quickly.
 - d) Knowing about speed, time and distances will help when traveling blind.
 - e) The snowdrifts will play a very important part when traveling by seeing or feeling them under you as you travel.

NOTE: A person usually doesn't travel in a blizzard unless he got caught in it or he's already heading home or he can pack up camp and head home because he knows he could make it.

WEATHER AND READING IT

1. Types of weather

a) persipitation

- rain
- snow
- hail
- sleet

b) wind

- calm
- mild
- strong
- storm /gail
- nutignak (ground wind)

c) weather conditions

- foggy
- low cloud
- over cast
- ~~white-out~~
- snowing
- raining

2. Reading weather

- a) A experienced traveler can feel change in the air when the barometer is dropping.
Sign of some wind on it's way to the area.
- b) Wind changing directions, or rapidly changing directions indicates a big wind is about to arrive. Maybe suddenly.
- c) Dark cloud indicates persipitation. In the winter cloudy skys makes the temperature rise.
- d) During the fall, winter and spring when there is large flaky snow falling it is getting ready to blow hard.
- e) Adark blanket of cloud at ground level appearing in the horizon indicates a storm comming at fast rate. You can watch it aproaching then be suddenly engulfed by it. This type of weather occatioally occure ever so often, maybe once a year.
- f) In winter, during cold temperatures of -30 degrees below or more and the sky is clear indicates it will stay cold for a long period of time. During cold spells like that the wind is issually calm or very light.
- g) Different cloud formations too can help an experienced traveler predict weather a few days in advance.

3. New moon

- a) The new moon ussually provides a change in the atmospher and may cause clouds to appear and cause it to get windy.

4. Northern lights

- a) Northern lights and their movements can also help an experienced traveler to predict the weather for the next few days.

5. Prevailing winds

- a) Prevailing winds in our region is from the West and East.

NOTE: West wind brings warmer temperatures.

East and South winds during winter brings in cold temperatures.

THINGS TO KNOW ABOUT TRAVELING IN STORMS

TRAVELING IN THE WAVES

1. Wind and waves

- a) Wind produces large waves. In a storm the tenth wave is usually always the largest of the ones approaching you. All the other waves are not as large as the tenth ones.
- b) The length or the width of a wave depends on the storm. The worst and most dangerous to travelers is when there's a wave with-in a wave or when waves are coming from two different directions.

2. Boats and motors in a storm

- a) When caught in a storm the boat's weight has to be adjusted to move easily with-in the waves with the help of the motor that's piloted by an experienced hand. If your hauling muk-tuk or meat you may have to throw some of it over board. This type of food being thrown away is not socially wrong. When getting rid of extra weight make sure the boat stays evenly balanced.
- b) If boat is over loaded the next wave behind can push water over the transit into the boat. The pilot must keep that from happening by skillfully using the power of the motor to adjust the speed of the boat as it travels over the water.
- c) If the boat is over loaded the bow can get submerged in the next wave in front of you. The pilot has to keep that from happening by skillfully using the power of the motor.
- d) The pilot has to continually adjust the speed of the boat with the motor power as each wave passes by under the boat without an incident.
- e) If water gets in the boat and it hasn't swamped. The pilot has to turn the boat sideways to the waves to give someone a chance to bail out the water. When a boat is kept sideways to the waves it will rock as the waves passes by under the boat.

TRAVELING IN WHITEOUT OR THICK FOG

1. Experienced travelers only travel when they are going overland and they know the route or when they are going long distances in one direction and they know how to travel with just the feel of snowdrifts passing by underneath them.

REASON: Even in whiteout conditions landmarks can be recognized once you get right up to them along known trails.

TRAVELING IN BLIZZARDS

1. Only experienced travelers should travel under these conditions.

REASON: You may not be lost but once you've miss calculated your next location, it can cause you an unpleasant time and frustration. It will make you use extra fuel just to find out where you are so you can get back on the trail.

2. Make sure all those in your party are comfortable with the one that's going to lead.

REASON: One person leads while the rest follow from a safe distance. Leader stops once in awhile to check to see if everyone is all right with the rest of the party

3. Experienced travelers only leaves a camp in a blizzard if they are heading straight home and the winds are strong but not gail force winds. Night traveling in a blizzard is always better because you could follow a trail using headlights.

4. The direction of the wind is the number one factor to keep in mind when traveling. Wind doesn't usually switch directions on you in a blizzard.

5. The snowdrifts are the back up for confirming that the wind has not switched on you.

6. Load is double checked to make sure it will stay secure for a long period of time.

REASON: Usually when traveling in a blizzard the load is not checked by a quick look over the shoulders.

7. Other things to remember:

- visibility gets difficult from frost building up in eyebrows and eyelashes.
- snow can get in your face and melt from start to finish.
- cloths can get wet from your bodyheat melting the snow that's caked in your cloths.
- once you take your hands out of your mitts snow gets on it and melts, mitt gets snow into it and you have to shake most of it off before you put your damp hand back in the mitt.
- wind chill is colder because of the dampness.
- any holes in clothing even small ones will cause the cold at times to become real uncomfortable.

- once you start traveling in a blizzard your committed. There will be no rest until you have reached your destination or you are force to set up camp in the blow.

8. When building a shelter in a storm never set it up too close to a back or in a sheltered spot.

REASON: Large snowdrifts are usually formed along steep banks or sheltered areas. Your camp may get burried and suffocate you.

- It may be an unpleasant camp due to wet or damp cloths but at least it's out of the elements. A igloo or a kingikutuk are the best when forced to set up camp. (good wind break, quieter, and more secure.)

9. Always build your selter above the high water level mark even in the dead of winter along the coastline.

REASON: During the bad storms the water still rises and can the shore fast ice to break in certain places causing water to gush out and overflow.

NOTE: Extra thought and time should be taken when setting up camp in a storm so you don't have to be forced to go outside in the middle of the night.

GUNS / SAFTY

1. Used for hunting and protection of self, equipment or property from wildlife.
2. Used by grown-ups and mature children whoes been trained to use them.
3. Guns are not toys.
4. Handle all guns as if their loaded and ready to fire.
 - When lifting or handling a gun the barrel should never be pointed at a person or your self
 - The safty of the gun should be the first thing checked when a gun is handled.
5. Each gun has a trigger and a saftylock.
6. Each gun is different from another and uses it's own type of shells.
 - Guns should not have shells in them when not in use or is brought back to town.
7. Things to become familar with around guns or when handling them.
 - a) When walking with a gun always have it locked and the barrel facing in the air, the ground or away from people your walking with.
 - b) Load a shell in the chamber only when your going to shot at something.
 - c) After you use it double check the chamber for any live shells.
 - d) Always have the saftylock locked in your gun. When hunting and it's loaded with a live shell, unlock the gun only a second before you decide to shoot.
 - e) When alone you should get to know the pull tention trigger of your gun.
 - f) Practice and get comfortable with using the release button while the gun is locked. Never pull the trigger to check to see if the gun is loaded or not.
8. Types of guns
 - 22's , for hunting ptarmigan, rabbits and muskrats.
 - 222's, for hunting seals, swans and ugyut.
 - rifles , hunting big game aminals, such as wolves, wolverines, caribou, moose and bears.
 - shotguns , for hunting ptarmigan and water fowl.

NOTE: Proper type of gun should be used to hunt aminals, if proper types are not used some animals may walk away and die without you knowing.
9. Shells for guns
 - a) Proper bullets should be used for the gun their made for.
 - i.e. shotgun shells be used in shotguns.

NOTE: Wrong type of bullets used for the wrong type of gun will cause damage to the gun and the user, may even cause death.

 - b) When a shell miss fires do not try to use it again and do not put it back in your shellbag.
 - c) Old shells that were not stored away properly should not be used. Especially shotgun shells because if a bullet doesn't fire properly the wad from the bullet bay be stuck in the barrel and the next shot taken will blowup the barrel.
 - d) banged up shells should not be forced into the barrel of any gun.
10. Other safty measures
 - a) Don't handle somebody elses gun without their permission.
 - b) Check the barrel of the gun before you use it , if you haven't used it for some time or someone else has borrowed it.
 - c) Keep the barrel clean from dirt, slush or snow.
 - d) Don't bang or roughly handle a gun when putting it down or leaning it against something.

11. LAWS ABOUT FIREARMS (GUNS)

- A) Guns are used only by those that's got a Fire Arms Certificate (FAC).
- B) For legally owning a handgun a person has to aquire a handgun permit.
- C) A person has to have a Fire Arms Certificate before he can buy, borrow or receive as a gift a firearm.
- D) A person has to be 18 years or older to get a firearms certificate.
- E) A gun whether real or a toy should never be used to threaten another person. To do that it is a criminal offence.
- F) Guns have to be unloaded when in the vicinity of a community.
- G) Guns have to be locked in a gun cabinet, have trigger locks in place or the bolt be removed from the gun.
- H) Shells have to be stored and locked seperately from the guns.

PACKING OF SLED

1(a) Gas For Ski-Doo

(a) Gas or other heavy items neatly snuggled beside each other. Tied down securely by themselves, away from other items of the sled.

REASON: Gas may spill and ruin food or wet matts and sleeping bag ect.

Dog food too may provide unnecessary smell on camping equipment or clothes.

All items should not be able to slide back and fourth or sideways after tying them down.

(b) A tarp should separate the rest of the load from the gas. All other items to be carried in sled should be inside the ~tarp.

**(c) Grub Box and other food boxes should be packed neatly against the gas containers.
(These items are usually pretty heavy too.)**

(d) Primus stove, Gas Lamps, Portable Oil Heaters should be placed in the middle of the sled between sleeping bags and matts.

REASON: THE MIDDLE OF THE SLED HAS LESS BANGING OR ~WHIEP LASHING MOVEMENTS AS YOU TRAVEL. THIS LOCATION ALSO PROVIDES THE BEST SPOT FOR YOUR GUNS AND FOR PEOPLE TO SIT.

NOTE: ALL MOVING PARTS IN STOVES AND LAMPS SHOULD BE WEDGED WITH EXCESS CLOTH OR CARDBOARD PAPER TO REDUCE WEAR AND TEAR AND MAYBE BREAKING OR FALLING APART.

(e) clothes, other bags, wood stoves, pipes, traps, trap bait, eating fish/meat/muktuk etc, snowknife, axe, and shovel should all be packed neatly in front section of sled.

NOTE: AXE AND SNOWKNIFE SHOULD HAVE A STRING 6-8 INCHES LONG ATTACHED TO THE END OF THE HANDLES WITH A BRIGHT RED PIECE OF CLOTH OR WOOL TILED TO THE OTHER END.

REASON: IF YOUR SLED TIPS OR BOUNCES AND YOUR AXE OR SNOWKNIEFE FLI|ES OFF IT CAN GET BURIED IN SOFT OR FRESH SNOW. THE RED RIBBON CAN BE SEEN USUALLY THROUGH THE FRESH SNOW. THAT'S THE ONLY THING THAT CAN'T GO UNDER THE SNOW.

2(a) Lashing of Sled

(a) Tarp should be neatly rapped around the items, it should cover overlapping it at the top to keep snow from going into the load.

(b) A caribou skin should be placed on top the tarp of the load for the guns to be placed and people to sit.

(c) When lashing the load down you zig zag the line over the load to suit the items under the tarp and the length of your gun.

NOTE: YOU USE THE OVER AND UNDER METHOD OF LASHING YOUR LINE TO THE TIE LINE OF THE SLED. WHEN YOUR STARTING FROM THE BACK TO THE FRONT OF THE SLED DON'T OVER LAP OR CRISS CROSS THE LASH LINE. (YOU ONLY DO THAT IF YOU WANT TO LOCK YOUR LASH LINE IN PLACE.)

3 (a) Other Things to Note and Do

(a) Nylon or poly rope can gradually untie by itself with the sled movement and the shifting (even slightly) of the load. The best rope to use for lashing is the cowboy rope.

(b) Once you pull the loaded sled a few miles, stop, and **TIGHTEN AGAIN** the lashline. The bouncing usually makes your load shift and settle which loosens the lashline. If you don't re-tighten your load, you may drop a part of your load.

INSTRUCTOR NEEDS

1. SLED (Explain the features of sled)

- a) Well made with a tie line on sled.
- b) A towline that is fairly long, so they could see how they could shorten it if they have to.
- c) A lashline and extra line.

2. GAS/OIL

- a) At least three or four full gas containers
- b) One or two cans of white gas.
- c) One container marked as fuel oil.
- d) Oil mix (3 litres)

3. Caribou Skins (2 or 3), Tarp(s)

4. Sleeping bag, sleeping matt, bag of extra clothing. Radio and cushion if they have one. Get ready for packing in sled.

5. Grub Box, food box (enough food for 7-10 days.)

NOTE: TEACH THEM HOW TO PACK A GRUB BOX

6. Axe, snowknife, shovel, traps, bait, oolichook, fish, meat, muk-tuk.

7. Rifle and shot gun, shell bag.

8. Primus stove, Gaslamp, (Oil Heater Option) Woodstove and Pipes.
Teach them how to prepare these for packing in sled.

9. Tent and Tent Poles.