

	<b>School of Health, Education, and Human Services</b>
	<b>ECCU 390</b>
	<b>Yukon First Nations Culture and Values: Educational Experiences on The Land</b>
	<b>Term: FALL 2024</b>
	<b>Number of Credits: 3</b>
	<b>Course Outline</b>

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**Culture Camp Locations: Conrad (20-22 September) & Windy Arm (26-29 September) and Zoom (5 October, 2024).**

**COURSE DESCRIPTION**

ECCU 390: Yukon First Nations Culture and Values: Educational Experiences on the Land, is an experiential education course intended to educate and promote awareness and appreciation of Yukon First Nation cultures, languages, lifestyles, culture, and history, of the host First Nation. The course is intended for First Nation and non-First Nation teachers-in-training, to provide them with the necessary context for cultural inclusion and land-based activities suitable for public school classrooms. Courses with Yukon First Nations cultural content must have a strong experiential land and community base. This course provides learners with experiences through land-based cultural activities and community Elders and specialists who still practice the culture camps featured activities. The course is on the traditional lands of Yukon First Nations and learners will draw from the experiences gained in this setting, which will be mirrored in the course assignments.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

1. Gain an understanding of significant cultural knowledge, skills and values of Yukon First Nation peoples, communities, and governments.
2. Gain an understanding of the significance of the environment: land, water, fish, plants and animals and other forms of life; inclusive of culture and language, as reflected through the cultural lens of the local First Nation.
3. Develop experiential learning opportunities for children reflecting Yukon First Nations cultures and values through the development of a cultural unit connecting curriculum, experiential education, place-based learning, and land-based education concepts.
4. To learn and grow professionally from direct involvement with local school principal, teachers, and professional staff as well as from the local First Nation government staff, Elders, cultural experts, and language speakers.

5. To appropriately and respectfully interact and engage with Elders, instructors, peers, cultural resource people, FN staff, and language teachers in the delivery of the land and place learning activities/programs.
6. Apply the respective policies, guidelines, and practices about field trips and outdoor education in Yukon schools with a unit of study.

## **COURSE FORMAT**

There are 10 seats available, and the course is delivered over 2.5 weekends in September and October 2024.

### **Delivery format**

Students will attend and set up our no-host Culture Camp 390 at Conrad Campground (20 – 22 September 2024) and Windy Arm (27-29 September 2024). Students will be online on October 5, 2024. No host means that learners will be responsible for their own transportation, tents, bedding, group cooking, chores, etc.

This culture camp will focus on the various versions of The Girl Who Married The Bear as shared by Catherine McClellan, 1970 & a version as printed in Swanton, 1909. These stories are shared to understand the extent of curricular learning when we apply Indigenous histories and stories. On the 20th of September, you will arrive at Conrad Campground on Skagway Road in the afternoon; students will set up camp and then help cook a group supper, get wood for fire pits, and bring water. Students will help set up a place to eat, have circle discussions, etc.

All campgrounds in Yukon have first come, first served policies.

### **If you have a camper and wish to use it, you are encouraged to.**

On the 27 September 2024, students will attend and set up our no-host Culture Camp 390 at Windy Arm Campground on Skagway Road in the afternoon; students will help set up camp and then help cook a group supper, get wood for fire pits, and bring water. Students will help set up a place to eat, have circle discussions, etc.

All campgrounds in Yukon have first come, first served policies.

### **If you have a camper and wish to use it; you are encouraged to.**

The course is offered over 3 weekends, with 2 of the weekends out on a group camping trip on Skagway Road. This camp is on the traditional territory of the Carcross Tagish First Nation.

Learners will experience connections to the land from a Yukon First Nation cultural perspective, emphasizing the Yukon First Nation culture. This camp will have one culture/wilderness support worker – this person will help with camp set up, food cooking, and general camp safety.

Learners will be working with each other to assist in developing culturally relevant, land-based, experiential education units and activities. Activities may include local Indigenous languages exposure and development, including place-based First Nation histories, stories, meat and fish cutting, small animal snare making, fire making, medicine gathering, and berry picking. Students will learn about community and educational connections to truth and reconciliation, the land claims process and self-determination, and about the local Indigenous communities and the larger Yukon context.

### EVALUATION

This course is evaluated with a Pass or Fail. All mandatory components as follows and will be weighted as follows:

Learning Outcomes	Assignments	Weight
<p>#1 Reflect a working knowledge of significant cultural knowledge, skills and values of Yukon First Nation peoples, communities, and governments.</p> <p>#2 Gain an understanding of the significance of the environment: land, water, fish, plants and animals and other forms of life; inclusive of culture and language, as reflected through the cultural lens of the local First Nation</p>	<p>Full participation in the circles of learning &amp; teaching</p> <p>Reflective journaling through daily check-in</p> <p>Group project (co-developed culture camp plans for elementary classroom experiences)</p>	<p>PASS/FAIL</p>
<p>#3 Develop experiential learning opportunities for children reflecting Yukon First Nations cultures and values through the development of a cultural unit connecting curriculum, experiential</p>	<p>Full participation in the circles of learning &amp; teaching</p> <p>Reflective journaling through daily check-in</p>	<p>PASS/FAIL</p>

<p>education, place-based learning, and land-based education concepts.</p> <p>#4 To learn and grow professionally from direct involvement with local school principals, teachers, and professional staff as well as from the local First Nation government staff, Elders, cultural experts, and language speakers.</p> <p>#5 To appropriately and respectfully interact and engage with Elders, instructor, peers, cultural resource people, FN staff and language teachers in the delivery of the land and place learning activities/programs.</p> <p>#6 Apply the respective policies, guidelines, and practices with regards to field trips and outdoor education in Yukon schools with unit of study.</p>	<p>Group project (culture camp plan)</p> <p>Presentation of culture camp plans</p>	
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**Full attendance and participation are essential elements** of the course evaluation. **Students will not be permitted to miss any part of the culture camp.** Students are expected to arrive on time for the start of the course and remain to the end; be on time for all activities, including those held in the evening, as well as attend any organized off-site activities.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

### **LEARNING MATERIALS**

MCCLELLAN, C. (1970). *THE GIRL WHO MARRIED THE BEAR. A MASTERPIECE OF ORAL TRADITION.* RETRIEVED FROM <https://www.historymuseum.ca/cmce/exhibitions/tresors/ethno/etp1202e.html>

SWANTON, J. (1909). TLINGIT MYTHS AND TEXTS. Retrieved from:

<https://archive.org/download/b24881909/b24881909.pdf>

Elders and Knowledge Bearers on site.

### **ACADEMIC INTEGRITY**

[www.yukonu.ca](http://www.yukonu.ca)

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

A variety of instructional activities will be utilized to facilitate your education on Indigenous place-based education and facilitation. Learners will learn about the cultural significance of Indigenous languages, histories, stories, land, place, people, nature in learning and teaching. This includes, but is not limited to, teaching/learning through storytelling, demonstrations, group work and trial and error. Much of these local teachings will be facilitated by the ECCU 390 instructor and the local teachings will be provided by the hosting First Nation.

For more details, please see the ECCU 390 syllabus for 2023.