



NWT Educator Toolkit for Classroom Treaty Simulations



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Identity Terminology: Within this Toolkit many terms will be used. As a general rule, the terminology used during the time period being referenced will be used. For instance, the term “Aboriginal” is used in the context of legislation. The Prince of Wales Northern Heritage Centre’s “Northwest Territories Official Community Names and Pronunciation Guide” (<https://www.pwnhc.ca/cultural-places/geographic-names/community-names/>) was used for the pronunciation of many community names included throughout this Toolkit.

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Toolkit Overview	Overview of the Treaty Simulation model, how to use this Toolkit in <i>Northern Studies – Living Together</i> , protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.
1. Intro Lesson Plans	Offer time for students to reflect on what has been taught thus far (<i>in Living Together</i>) and an opportunity for skill-building in preparation for the Treaty Simulation.
2. Mid-Simulation Lesson Plans	Allow room for students to participate in additional activities <u>during</u> the Treaty Simulation process that build on key objectives from <i>Living Together</i> .
3. Treaty Simulation Lesson Plans	After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their <i>Living Together</i> teachings.
4. Evaluation-Based Lesson Plans	Provide an opportunity for students to conduct self- and peer-evaluation on themes from <i>Living Together</i> that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.

If you have questions about this Toolkit and how to use it, please contact us!

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Toolkit Overview

Overview of the Treaty Simulation model, how to use this Toolkit in *Northern Studies – Living Together*, protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.

1. Intro Lesson Plans

Offer time for students to reflect on what has been taught thus far (*in Living Together*) and an opportunity for skill-building in preparation for the Treaty Simulation.

2. Mid-Simulation Lesson Plans

Allow room for students to participate in additional activities during the Treaty Simulation process that build on key objectives from *Living Together*.

3. Treaty Simulation Lesson Plans

After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their *Living Together* teachings.

4. Evaluation-Based Lesson Plans

Provide an opportunity for students to conduct self- and peer-evaluation on themes from *Living Together* that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.



Introduction

Why Learn About Treaties

Whether you are Indigenous or non-Indigenous, it is important to learn about treaties, because they impact you. They are a significant part of our history, present and future. The *Royal Proclamation of 1763*, an early Constitutional document now enshrined in Section 25 of the Constitution Act, 1982, acknowledged Indigenous peoples' pre-existing rights to the lands when the newcomers (British colonists) arrived. The *Proclamation* set out that newcomers could not lawfully settle on these lands unless they were first properly acquired through treaties between the Crown and the Indigenous Nations. While the Proclamation had its limitations (as it was a British document written without the input of the Indigenous Nations and it established a monopoly on land acquisition), it established that treaties are the foundation of a person's right to own lands in Canada. Both treaties and the treaty-making process between Indigenous peoples and the Crown has continued to evolve into modern times.

Modern Treaties in Canada (also known as Comprehensive Land Claims Agreements) are unique in the world, and help shape the relationships between First Nations,

Inuit and Métis (together, Indigenous peoples), and the provincial, territorial and federal governments which represent all Canadians. Since 1975, 26 Modern Treaties have been signed and entrenched into the Canadian Constitution. These agreements recognize Indigenous ownership of more than 600,000 square kilometres of land and have provided capital transfers of more than \$3.2 billion. Many Indigenous groups are currently in the process of negotiating various forms of Modern Treaties and are expected to sign in the coming years.

Modern Treaties are fundamentally changing Canada by re-establishing Indigenous knowledge systems in all areas of our lives, including land, resource and economic development, education, health and social services, environmental protection, and governance. Each agreement is unique and specific to the region in which it is negotiated; however, the overarching impact of all the agreements is felt throughout the country. Modern Treaties will continue to shape the political, cultural, economic and social landscape as more are signed and implemented.

Modern Treaties also play an important part in implementing the rights affirmed in the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). The inherent right to self-determination, including the right of self-government, are core rights and principles of the Declaration. As noted in the BC Treaty Commission's [Annual Report 2020](#)¹, Modern Treaties represent a constitutionally protected sharing of sovereignty among the signatories to the treaty. The sharing of power—through the permanent constitutional mechanism of Modern Treaties—is unique in the world.

About the Treaty Simulation Model

Background

In 2017, partners of [The Gordon Foundation](#)² raised an important issue: the lack of knowledge and interest in Modern Treaties across Canada. Partners noted that it was imperative for the next generation of leaders to be engaged and interested in the treaties. The Foundation began to work with its partners to document existing resources that engage people in treaties, identify any gaps in knowledge and propose recommendations. Over 50 resources were

identified in the report, [Treaty Negotiators of the Future](#)³, as well as a series of innovative recommendations to fill the gaps.

Since 2019, in collaboration with various partners, The Foundation has been implementing the report's recommendation of facilitating Treaty Simulations for emerging Indigenous leaders. National and regional simulations have taken place both online and in-person, and have included both Indigenous and non-Indigenous participants.

The Treaty Simulation model allows participants to experience the realities of negotiating and/or implementing a Modern Treaty or other agreement. This experience was designed to be similar to the Model UN and Model NATO simulations practiced around the world.

In 2020, The Foundation developed the [Understanding Our Treaties](#)⁴ website to support the Treaty Simulation model with additional learning materials and resources, including this Toolkit. Featured on the site are numerous video series covering topics from "The Treaty Basics" to "The Modern Treaty Career Guide." You will see some episodes featured in the lesson plans of this Toolkit to help educators and students build foundational knowledge about treaties.

1 <https://www.bctreaty.ca/2020-annual-report>

2 <https://gordonfoundation.ca/>

3 <https://gordonfoundation.ca/resource/treaty-negotiators-of-the-future/>

4 <https://www.understandingtreaties.ca/>

Outcomes

The Gordon Foundation's Treaty Simulation model provides a hands-on learning experience to help participants understand treaties in Canada—an important foundation for who we all are as Canadians. Participants gain knowledge and skills for life, along with new connections and an interest to learn even more about treaties. After these sessions, participants will grow in the following areas:

Values and Attitudes

- Appreciate and respect how Indigenous and non-Indigenous perspectives shape Canada's political and cultural realities
- Understand and respect different perspectives, values and worldviews

Knowledge

- Increase knowledge of Historical and Modern Treaties and their negotiation and implementation

Skills

- Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision-making
- Build skills in leadership, working in teams, public speaking, conducting research and proposal writing
- Apply historical and geographical thinking skills to bring meaning to issues and events
- Communicate and present ideas and information in an informed, organized and persuasive manner
- Develop critical and creative thinking to evaluate ideas, information and positions from multiple perspectives

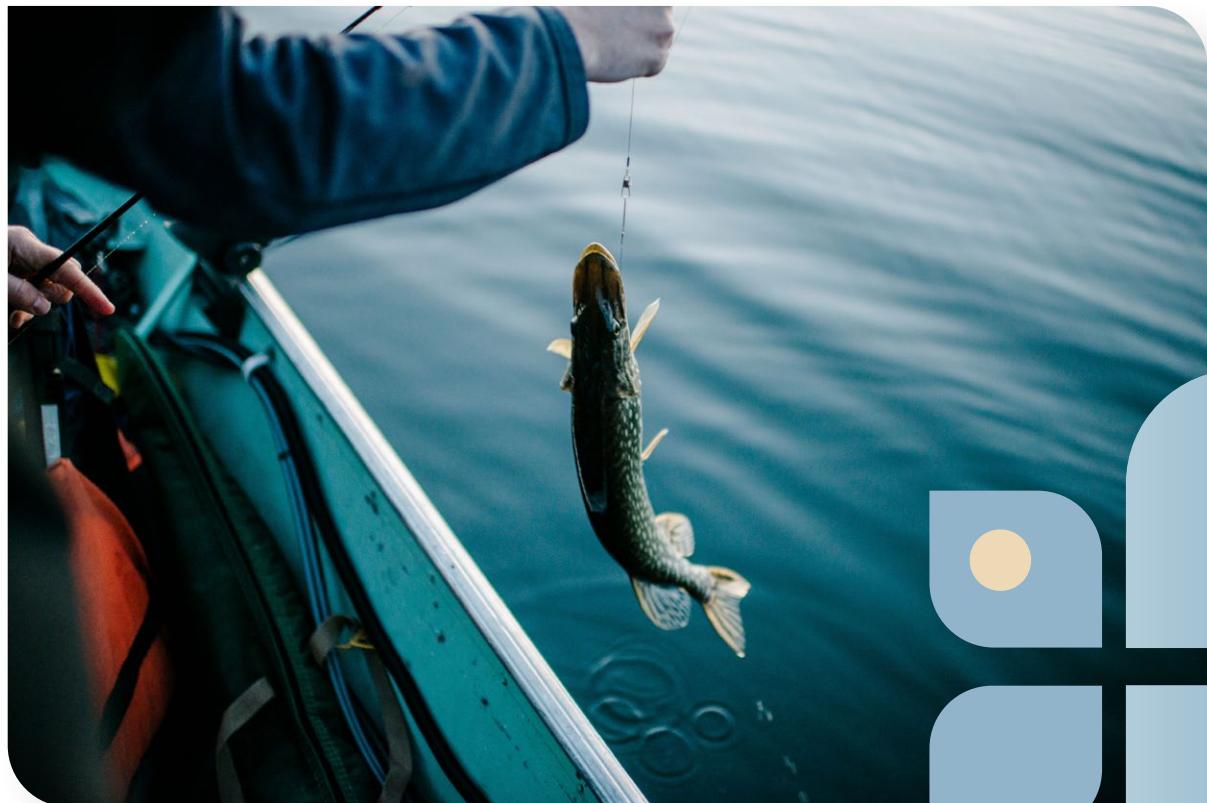


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Using this Toolkit in Northern Studies

This Toolkit was designed to provide educators the information needed to plan, prepare and execute a Treaty Simulation in their classroom. The lesson plans can be used as additions to or replacements for existing lessons in *Northern Studies – Living Together*. Lesson plans and activities in this Toolkit relate to a number of key themes, including Relationships with People/*Living Together*, Relationships with Land, Differences in Perspectives, and Honouring Promises.

Educators can determine how to integrate the lesson plans from this Toolkit, ensuring students meet the curricular outcomes and have enough foundational knowledge prior to the Treaty Simulation. **Lesson Plans in this Toolkit are broken into four parts, and include options for meeting the *Living Together* curricular outcomes.**



1. Intro Lesson Plans

These lesson plans provide options for how to build on what is already a part of *Living Together* in preparation for the Treaty Simulation. Three *Living Together* activities are included with modifications (multiple options are provided in the “Unit Plan Breakdown” chart). Three intro skill-building lessons are included to help prepare students for the tasks required throughout the Treaty Simulation. Four optional background lessons are included for teachers to use at their discretion to help build foundational knowledge, ensuring students enter the Treaty Simulation with a basic understanding of treaties in NWT.

2. Mid-Simulation Lesson Plans

These essential lessons take place during the start of the Treaty Simulation, helping to prepare students while building on key objectives from *Living Together*. It is strongly encouraged that the teacher instruct these lessons as students will be asked to connect with advisors from their local community – these connections are important and will deepen their understanding of the material and its real-life applications.

3. Treaty Simulation Lesson Plans

These lessons include team preparations, where students prepare proposals for a wildlife Management Plan, as well as the implementation meeting. At the implementation meeting, students work towards finding consensus while reflecting on their *Living Together* teachings.

4. Evaluation-Based Lesson Plans

These lessons provide opportunities for students to conduct self- and peer-evaluation on key components of themes from *Living Together* that were reflected in the Treaty Simulation. There are also opportunities to evaluate and reflect on what they’ve learned throughout the Treaty Simulation process.

Unit Plan Breakdown

1. INTRO LESSON PLANS

LESSON PLAN OVERVIEW	LEARNING OBJECTIVES	MATERIALS
<p>Intro 1: Building Good Relationships</p> <p>Modified <i>Living Together</i>, "Activity 1: Building Good Relationships." Learning continues during and after the Treaty Simulation.</p> <p>Students will think critically about what relationships are, and brainstorm ideas around what 'Building Good Relationships' means.</p>	<p>Students will work together during the Treaty Simulation, learning how Northerners should live and work together. During or after the Treaty Simulation, they will develop criteria for 'Building Good Relationships.'</p>	<ul style="list-style-type: none"> 👤 Chart paper for brainstorming 👤 <i>Living Together</i>, "Activity 1: Building Good Relationships" (pgs. 1 – 27)
<p>Intro 2: Are We All Treaty People?</p> <p>This lesson replaces <i>Living Together</i>, "Activity 2: Student-led inquiry."</p> <p>'We are all Treaty people' - what are my responsibilities as a treaty person today? What is the Métis perspective? Students will conduct online research to answer questions from the handout.</p>	<p>Students will develop a deeper understanding of how the Métis may (or may not) identify with the statement, 'We are all Treaty People.'</p>	<ul style="list-style-type: none"> 👤 <i>Living Together</i>, text pertaining to Métis (pgs. XI, XIII-XIV, XXIX) 👤 Handout: "Are We All Treaty People? Research Activity" 👤 Online research articles and websites: 👤 https://yellowheadinstitute.org/2018/08/21/better-late-than-never-canadas-reluctant-recognition-of-metis-rights-and-self-government/ 👤 https://globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/ 👤 www.metisnation.org 👤 https://indigenouspeoplesatlasofcanada.ca/article/metis-and-the-constitution/
<p>Intro 3: The House Analogy – Part 1</p> <p>This activity splits <i>Living Together</i>, "Activity 4: The House Analogy" into two parts (the first takes place before the Treaty Simulation, and the second one after).</p>	<p>Students will learn about the history of land ownership' in NWT and their relationship to the land through "The House Analogy" story, and make a personal connection to these concepts.</p>	<ul style="list-style-type: none"> 👤 <i>Living Together</i>, "Activity 4: The House Analogy" story (pgs. 55-60) 👤 <i>Living Together</i>, "Activity 4: The House Analogy" chart handout (pgs. 69-73)

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
60 min	Prior knowledge assessment can be made through students' participation in brainstorming/discussion.	<p>After a brief brainstorm, go through the first lesson components from <i>Living Together</i>, "Activity 1: Building Good Relationships" (pgs. 1 – 27).</p> <p>Extension: The criteria developed can be included into the "Nation to Nation Guide."</p>
60 min	Students should be able to explain how the Métis may or may not identify with the statement, 'We Are All Treaty People.'	<p>This new lesson Intro 2: 'Are We All Treaty People?' specifically incorporates Métis perspective and should be prioritized.</p> <p>After completing this lesson, the teacher should teach the next lesson in <i>Living Together</i>, "Activity 3: Living Together." The excerpts from John B Zoe are significant and include stories about the history of relationships and treaty making.</p> <p>After completing <i>Living Together</i>, "Activity 3: Living Together" the teacher can continue onto Intro 3: The House Analogy – Part 1.</p>
	After the Treaty Simulation, students will be able to complete the chart provided by filling in the remainder of the column that draws connections between the story and the Treaty Simulation (treaties).	<p>Part 1 is an Intro activity. Students will simply read the story and have a brief class discussion regarding possible ideas to add to the blank column in the chart handout.</p> <p>Part 2 (in the Evaluation-Based Lesson Plans section of this Toolkit) will allow time for students to complete the column themselves (or in groups) to draw specific, concrete analogies.</p> <p>The Treaty Simulation will enhance this activity by comparing aspects from the simulation to "The House Analogy" story; therefore, it is important to keep this activity and use it with the Treaty Simulation, both before and after.</p>

1. INTRO SKILL-BUILD LESSONS

INTRO SKILL-BUILD LESSONS

LESSON PLAN OVERVIEW	LEARNING OBJECTIVES	MATERIALS
<p>Intro 4: How to Negotiate</p> <p>Students will learn the basics of negotiation and how it can be implemented in inter-governmental relationships.</p>	<p>Students will develop communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</p>	 Handout: "Negotiating Activity"  Video: "The Art of Negotiation" https://bizkids.com/lesson/lesson-206/  Video: "Start Negotiating" https://understandingtreaties.ca/experience/e03/
<p>Intro 5: Understanding Different Perspectives</p> <p>Students will examine the importance of perspective in how people perceive things.</p>	<p>Students will use an analogy to expand their understanding of diverse perspectives on relationships with the land and land claims and approaches to problem solving.</p> <p>They will describe different perspectives and how those perspectives impact an individual's point of view. They will also articulate their own perspectives and how those perspectives may impact their perceptions of others and situations.</p>	 Handout: "The Blind Men and the Elephant"  CBC News, <i>Livelihood or profit? Why an old fight over Indigenous fishing rights is heating up again in Nova Scotia</i> : https://www.cbc.ca/news/canada/mi-kmaw-sipekne-katik-self-regulated-fishery-nova-scotia-1.5734646
<p>Intro 6: Land Acknowledgement</p> <p>This lesson provides an opportunity for students to understand what land acknowledgement means and how they might be able to pay homage to the land on which they are standing.</p>	<p>Students will develop an understanding of what it means to acknowledge the land space they occupy and why it is important to give acknowledgement to those who have occupied that space before them and how significant that land is to those peoples.</p>	 Teacher Resource: https://www.cba.org/CBAMediaLibrary/cba_nal/PDFs/TRC/LandAcknowldegement-Eng.pdf  Handout: "Land Acknowledgment Activity"  <i>Living Together</i> , text on unceded lands (pg. XIII)  First Nation Protocols Resource: https://www.ictinc.ca/first-nation-protocol-on-traditional-territory

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
60 min	Students will be able to extend the concept of negotiation into real-life government-nation relations (through the Treaty Simulation).	<p>The teacher gives a brief introduction about negotiating before going through role playing exercise.</p> <p>Conclusion of lesson involves sharing circle of connection to various nations/governments (e.g., Indigenous governments vs. GNWT negotiating land-use strategies).</p>
60 min	Prior knowledge is put into practice here.	<p>This activity will allow students to enter the Treaty Simulation with an understanding of how varying perspectives create different approaches to problem solving.</p> <p>A follow-up question is part of the “Treaty Simulation Debrief” (in the <i>Evaluation-Based Lesson Plans</i> section of this Toolkit) for after the Treaty Simulation.</p>
60 min	By having students continue to put this into practice in an authentic way, the evaluation will speak for itself.	<p>This lesson is an optional opening piece that gives students a chance to start to understand what land acknowledgement is and why it’s important so they can begin to use this practice in other contexts.</p> <p>First refer to the text in <i>Living Together</i> (pg. XIII) on unceded lands, then use web resource.</p>

1. INTRO SKILL-BUILD LESSONS

OPTIONAL BACKGROUND LESSONS	LESSON PLAN OVERVIEW	LEARNING OBJECTIVES	MATERIALS
	<p>Intro 7: NWT Treaty Basics</p> <p>This lesson covers some basic facts about treaties in Canada and asks students about their prior knowledge of treaties in NWT.</p>	<p>Understand and articulate why treaties are important in Canada, and the difference between Numbered and Modern Treaties. Articulate prior learning about different treaties in NWT.</p>	<ul style="list-style-type: none"> 💡 Teacher Resource: https://www.ictinc.ca/blog/whats-the-difference-between-historic-and-modern-treaties 💡 Video: "Treaty 101: Historic Treaties" https://understandingtreaties.ca/learn/s02-e01/ 💡 Video: "Treaty 102: Modern Treaties" https://understandingtreaties.ca/learn/s02-e02/ 💡 Chart paper to brainstorm group norms 💡 Land acknowledgement of your territory 💡 Handout: "NWT Treaty Basics Activity" 💡 <i>Living Together</i>, text on treaty history (pg. IX-XIV) 💡 "Understanding Aboriginal and Treaty Rights in the Northwest Territories" https://www.eia.gov.nt.ca/sites/eia/files/gnwt_understanding_aboriginal_and_treaty_rights_in_the_nwt.pdf
	<p>Intro 8: Treaty Timeline</p> <p>Students are diving into basic treaty facts to get them ready for the Treaty Simulation. This lesson has students explore significant events from 1763-1973.</p>	<p>In this lesson, students research key concepts in the creation of Modern Treaties and articulate important information about significant events in history.</p>	<ul style="list-style-type: none"> 💡 Handout: "Treaty Timeline Activity" 💡 Computers for research
	<p>Intro 9: Treaty Negotiation and Implementation</p> <p>This lesson has students learning more about how Modern Treaties are negotiated and implemented while creating an art piece.</p>	<p>Students will analyze words that are important for Modern Treaties and design an art piece that uses what has been learned.</p>	<ul style="list-style-type: none"> 💡 Video: "Treaty 103: Negotiation & Implementation" https://understandingtreaties.ca/learn/s02-e03/ 💡 Handout: "Word Collage Activity" 💡 Paper (recommended) 💡 Markers/pencil crayons 💡 Art supplies
	<p>Intro 10: Roles in Treaty Negotiation</p> <p>This session introduces the Treaty Simulation scenario and ensures students have a strong understanding of the different roles involved in Modern Treaty negotiations before the Treaty Simulation.</p>	<p>Students will research, analyze and summarize key components needed in a treaty negotiation.</p>	<ul style="list-style-type: none"> 💡 Video: "Treaty Simulation Explainer" https://youtu.be/49gkSH_7QYc 💡 Video: "NWT Scenario Explainer" https://youtu.be/aPrWzeNI9YY 💡 Handout package: "Roles and Responsibilities..." 💡 Online access to the resources linked in the handouts

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
60 min	Prior Knowledge Brainstorm activity can be used as an evaluation tool of prior learning.	In the next three lessons, students dive into information about treaties to help build foundational knowledge before the Treaty Simulation.
60 min	“Treaty Timeline Activity” worksheet aims to show research and communication competencies in Social Studies. Sharing Circle question can help show evidence of cause and consequence competencies.	If not watched in previous lesson, these videos can be shown during the opening (15 min): <ul style="list-style-type: none"> • Video: “Treaty 101: Historic Treaties” https://understandingtreaties.ca/learn/s02-e01/ • Video: “Treaty 102: Modern Treaties” https://understandingtreaties.ca/learn/s02-e02/
60 min	Art Activity can be used to showcase significance and perspective competencies.	Students can choose to share their creations on the Gordon Foundation’s community gallery by completing the form on the website: https://understandingtreaties.ca/create/
60 min	The worksheets aim to show inquiry, significance, evidence, continuity and chance, cause and consequence, perspectives, and ethical judgement competencies in Social Studies.	The students can also take on multiple roles to further their understanding of the different responsibilities during negotiations. If there is time, students can look at the titles and videos of NWT Region Advisors featured in the “Treaty Talk Advisors” series located here: https://understandingtreaties.ca/learn/advisors/

2. MID-SIMULATION LESSON PLANS

LESSON PLAN OVERVIEW	LEARNING OBJECTIVES	MATERIALS
<p>Mid-Sim 1: Rights and Responsibilities Under Treaties or Land Claims</p> <p>Throughout this unit, students will be asked to think about their rights and responsibilities under the treaty or land claim in their area. This is not one lesson but part of the overarching themes and outcomes of the Treaty Simulation and related lessons.</p>	<p>Students will be able to explain their treaty rights and responsibilities under the local treaty or land claim. They will think about the ways in which they can 'participate' in a treaty or land claim.</p>	
<p>Mid-Sim 2: Defining 'Treaty'</p> <p>Students will work together to use their own words (based on all they've learned thus far from <i>Living Together</i>) to define 'treaty.'</p>	<p>Students will work collaboratively, using prior knowledge, to define 'treaty.'</p> <p>Students will reflect on how their definition has changed after completing the Treaty Simulation.</p>	 Chart paper
<p>Mid-Sim 3: Conversation with the Advisors (Classroom)</p> <p>This session is designed to facilitate knowledge transfer from local advisors and Knowledge Keepers about the negotiation and implementation of treaties or other agreements or governance issues.</p>	<p>Students will understand treaty negotiation and implementation or other governance issues as they hear the lived experiences and perspectives of the advisors.</p>	 "Working with Elders, Knowledge Keepers and Advisors" piece in the <i>Toolkit Overview</i> section
<p>Mid-Sim 4: Conversation with the Advisors (Interviews)</p> <p>After some preparation time in class, this activity has students meet with local advisors and Knowledge Keepers to dig deeper into the negotiation and implementation of treaties or other agreements or governance issues.</p>	<p>Students will understand treaty negotiation/ implementation or other governance issues from conducting interviews with advisors about their experiences and unique perspectives.</p>	 Video/audio recorder  "Working with Elders, Knowledge Keepers and Advisors" piece in the <i>Toolkit Overview</i> section

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
Ongoing throughout the Treaty Simulation.	<p>The teacher can document student progress in various areas:</p> <ul style="list-style-type: none"> 👤 Treaty knowledge and understanding 👤 Changes in perspective 👤 Group work 👤 Participation 	<p>This is not a lesson that needs to be taught. It is part of the overarching themes and outcomes of the Treaty Simulation and related lessons. It is included here to remind the teacher that students will explain their treaty rights and responsibilities and think about the ways in which they can 'participate' throughout the Treaty Simulation process.</p>
15 min		<p>Students will do this activity on the first day of the "Simulation Preparation" lesson plans in the <i>Treaty Simulation Lesson Plans</i> section of this Toolkit.</p> <p>A follow-up question for after the Treaty Simulation is part of the "Treaty Simulation Debrief" lesson plan in the <i>Evaluation-Based Lesson Plans</i> section of this Toolkit, allowing the class to look at their definition(s) and ask if and how it has changed.</p>
60 min		
60 min	<p>Conversations with Advisors can be used to showcase perspectives and significance competencies in Social Studies. This will have students begin to think about competencies that will be included in the "Student Self-Reflection" activity in the <i>Evaluation-Based Lesson Plans</i> section of this Toolkit.</p>	

3. TREATY SIMULATION LESSON PLANS

LESSON PLAN OVERVIEW	LEARNING OBJECTIVES	MATERIALS
<p>Treaty Sim 1: Simulation Preparation – Part 1</p> <p>Students are introduced to the Treaty Simulation Scenario, assigned teams, and provided with Mandate Letters.</p>	<p>Students will begin to analyze and articulate the needs of a negotiating party for a wildlife management plan.</p>	<ul style="list-style-type: none"> 👤 Handout: "Preparation Steps" 👤 Handout: Selected Mandate Letters 👤 Handout: "Advisor Checklist" 👤 Handout: "Chair Checklist" 👤 Chart paper & markers
<p>Treaty Sim 2: Simulation Preparation – Part 2</p> <p>In teams, students will create proposals for a management plan for a fictional caribou herd, and will prepare to negotiate with the other teams.</p>	<p>Students will analyze and articulate the needs of a negotiating party for a wildlife management plan. They will learn the process of preparing a proposal.</p>	<ul style="list-style-type: none"> 👤 All handouts from "Simulation Preparation – Part 1"
<p>Treaty Sim 3: Simulation Meeting</p> <p>Students engage in an interactive Treaty Simulation aimed at working in a team to develop a management plan for a fictional caribou herd.</p>	<p>Students will build skills in advocating for their needs as a negotiating team. They will use critical thinking, problem-solving, decision-making, and public speaking skills.</p>	<ul style="list-style-type: none"> 👤 All handouts from "Simulation Preparation – Part 1" 👤 Chart paper & markers 👤 Each team's notes, proposals & opening statements

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
60 min (or it could be delivered over two sessions for more preparation time)	"Preparation Steps" handouts can be used as evidence of students' understanding of the task and their contributions to the team's proposal.	<p>Follow the detailed instructions in the lesson plans.</p> <p>For part 1, students will need time to read and understand their task. Remind students to keep calm, and motivate them to think critically and do their best. Students will continue working through the "Preparation Steps" handouts into part 2.</p> <p>The teacher will need to determine if the teacher or student will play the role of the Chair for the Treaty Simulation</p>
60 min (or it could be delivered over two sessions for more preparation time)	"Preparation Steps" handouts can be used as evidence of students' understanding of the task and their contributions to the team's proposal.	<p>The teacher will need to give the students lots of time to research and draft their introductions and proposals.</p> <p>The teacher should move through each team and work to identify where assistance and guidance is needed. Prompt students to think about what is important for their team in negotiations and to ask questions</p>
60 min (or it could be delivered over two sessions)	The teacher can collect the students' "Preparation Steps" handouts for grading, and record notes about their participation during the Simulation Meeting.	<p>The teacher will need to create a space for the Treaty Simulation to take place. They will also need to ensure that the space is safe, and to remind students how to interact with one another.</p> <p>If the role of the Chair is being played by a student, the teacher will need to ensure they are prepared to begin the activity.</p> <p>At the start of the simulation, the teacher should refrain from speaking and give students and the Chair space to run the meeting. If students are stuck the teacher can remind them to refer to their "Preparation Steps" handout.</p> <p>The teacher may also need to point out areas of agreement and disagreement, and provide clarification in some instances.</p>

4. EVALUATION-BASED LESSON PLANS

LESSON PLAN OVERVIEW	OBJECTIVES FROM <i>LIVING TOGETHER</i>	MATERIALS
Eval-Based 1: Treaty Debrief This session is primarily a debriefing and assessment of learning through dialogue, writing and evaluation after completing the Treaty Simulation.	Students will debrief their feelings and thoughts around the Treaty Simulation and articulate the important learnings.	 Handout: "Treaty Debrief Activity"  Handout: "Student Self-Reflection"
Eval-Based 2: Presentation or Essay Students will demonstrate their understanding of the unit through a presentation or essay responding to a key discussion question.	Students will combine skills learned through the Treaty Simulation with their knowledge gained in <i>Living Together</i> to demonstrate their understanding of Modern Treaties and/or other key objectives from <i>Living Together</i> .	 <i>Living Together</i> text  Web resources (e.g., https://www.eia.gov.nt.ca/sites/eia/files/gnwt_understanding_aboriginal_and_treaty_rights_in_the_nwt.pdf)
Eval-Based 3: "Plain-Speak" Definitions (Plus bonus activity) In their own words, students will define the terms listed in <i>Living Together</i> .	Students will demonstrate knowledge of key terms from <i>Living Together</i> .	 List of terms from <i>Living Together</i> (pgs. XXVI - XXVII)  Dictionary  Online resources
Eval-Based 4: The House Analogy – Part 2 The Treaty Simulation will enhance this activity by completing an additional column to "The House Analogy" chart, comparing aspects from the simulation to the House Analogy. It is important to keep this activity and use it with the Treaty Simulation.	Students will learn about the history of land 'ownership' in NWT and their relationship to the land through "The House" analogy, and make connections between knowledge about treaties (from the Treaty Simulation) and the story.	 <i>Living Together</i> , "Activity 4: The House Analogy" story (pgs. 55-60)  <i>Living Together</i> , "Activity 4: The House Analogy" chart handout (pgs. 69-73)
Eval-Based 5: Success is Relative (<i>Living Together</i> , "Activity 5: As Long as the Sun Shines," modified) Students will reflect on the following statement: <i>"If one party to the treaty succeeds and prospers but another finds only poverty and struggle, then the treaty has failed."</i>	Students will explore different aspects of the history of treaty-making in Canada and specifically within NWT. They will understand the expression, "As long as the sun shines" and apply their new knowledge to "The House Analogy." They will also learn the reasons why the Indian Brotherhood and COPE were started.	 <i>Living Together</i> , "Activity 5: As Long as the Sun Shines" (pgs. 77 – 80)  Audio file: "My People"  Video: "We Remember"
Eval-Based 6: Wampum Belt Activity Students will learn about the significance of the representation of the Wampum Belt and make applications to Modern Treaties.	Students will learn about the history of the Wampum Belt and be able to answer questions or create an art piece to demonstrate their understanding.	 <i>Living Together</i> , text on "Wampum Belt" (pg. VII)  Online resources  Paper and art supplies

TIME	EVALUATION	TEACH-THE-TEACHER NOTES
60 min	Significant Change embedded into sharing circle questions and “Student Self-Reflection.”	
2 x 60 min sessions	A cumulative assessment at the end of the unit (presentation- or essay-style assessment) to determine individual learning achievements.	This activity could be done as a final, cumulative assessment piece to the unit, or could be modified to be a mini-piece during the unit – still as a post Treaty Simulation evaluation tool.
30 min	Students' interpretation indicates level of understanding – used as assessment tool.	Could be used as assessment tool – chance for students to show they understand the content through representation in their own terms. The bonus extension of translating into their community's traditional language allows students to build stronger connections with language Knowledge Keepers and to work with community members to fully understanding the relevance of treaties in their local context.
30 min	Completion of chart will serve to determine students' full understanding of the Treaty Simulation. The worksheet and class discussion can be collected for formative or summative assessment at discretion of the teacher.	
10-40 mins	Sharing circle and activity from <i>Living Together</i> , “Activity 5” can be used to assess student understanding of success and prosperity.	<i>Living Together</i> , “Activity 5” can be shortened to a 10-minute sharing circle that still focuses on the meaning of the statement “As long as the sun shines” and how it relates to treaties. The teacher can also choose to do additional activities from <i>Living Together</i> Activity 5 (pgs. 77 – 80) that are not included in the lesson plan.
60 min	Students can complete a written assignment or art piece to demonstrates their understanding of the lesson, thereby articulating their understanding of how Modern Treaties can be compared to the Wampum Belt.	Students will need both the text from <i>Living Together</i> and the online resource to support their research. The discussion sharing circle is a good opportunity to bridge the understanding of what it means to “walk in two worlds” and whether or not that's possible.

Working with Elders, Knowledge Keepers and Advisors

Throughout the lessons in this Toolkit, there are instances when the teacher and students are required to work with Elders, Knowledge Keepers and Advisors within the local community. The teacher is responsible for following the rules and practices of the local school authority when working with the community, which may include getting approval from your administration team. All teachers should familiarize themselves with the information in this section, which outlines the responsibilities and protocols of working with community members.

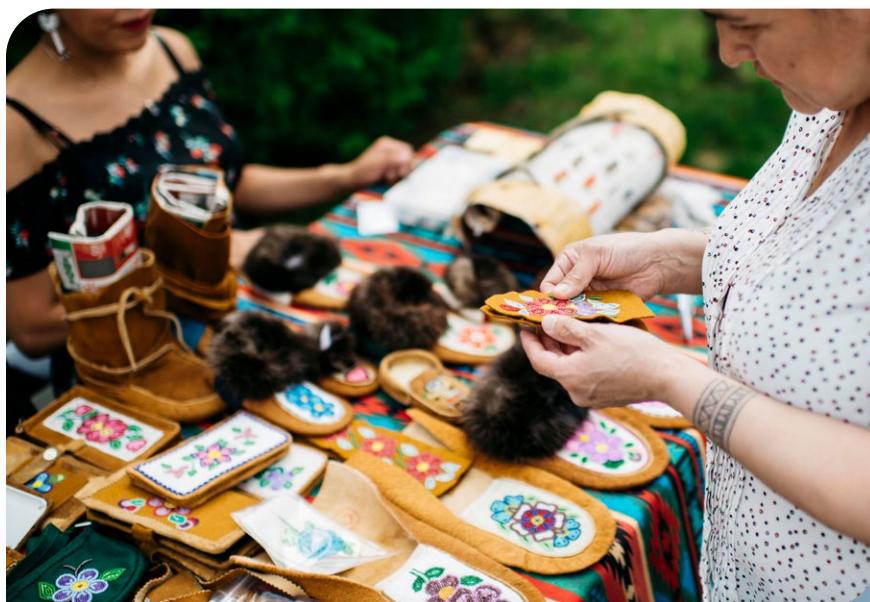
In communities Elders and Knowledge Keepers play a key role in opening a meeting or an event. The needs for these services are increasingly being requested by many organizations. Elders and Knowledge Keepers are vital to the survival of Indigenous cultures and languages. The transmission of cultural knowledge is an essential part of the preservation and promotion of cultural traditions and their protocols. Elders and Knowledge Keepers are always to be treated with great respect and honour.

If you have been tasked with engaging an Elder or Knowledge Keeper, it is important that you be aware of and adhere to the proper protocol for making requests and showing respect to the Elder or Knowledge Keeper. This section will provide a few useful tips; however, there are no step-by-step instructions. Every interaction will be unique, so, in simple terms: be kind, ask if you don't understand, be humble, and do your best. Every interaction with an Elder or Knowledge Keeper is an opportunity to strengthen a relationship if done according to the protocols of the land on which you reside. If a mistake is made, own up to it and have a discussion. We are learning together, so don't be afraid to try.

Making a Request to Elders and Knowledge Keepers

Elders, Knowledge Keepers and traditional teachers are held in high regard. They are leaders, teachers, role models, and mentors in their respective communities who provide the same functions as advisors, professors, and doctors. Each community will have specific protocols for making requests and showing respect when working with Elders and Knowledge Keepers. If you are new to a place you should consult with a co-worker or community member who can advise you on those protocols. When in doubt, the best approach is to ask.

In most communities, Indigenous peoples will introduce themselves in regard to who their parents and grandparents are. In many western cultures, people introduce themselves by what they do – what their job is. If you’re from the North, mention who your parents and grandparents are and where they are from so you can make a possible connection. If you’re new to the North, introduce yourself and mention what you are doing in the community and what your purpose is, maybe don’t say too much more unless they ask questions. Get a sense of the group and share what’s appropriate. Listen as they also introduce themselves and possibly share information. Many professional and personal courtesies will result from mutual exchange of information, which helps facilitate a sense of trust and develop a relationship.

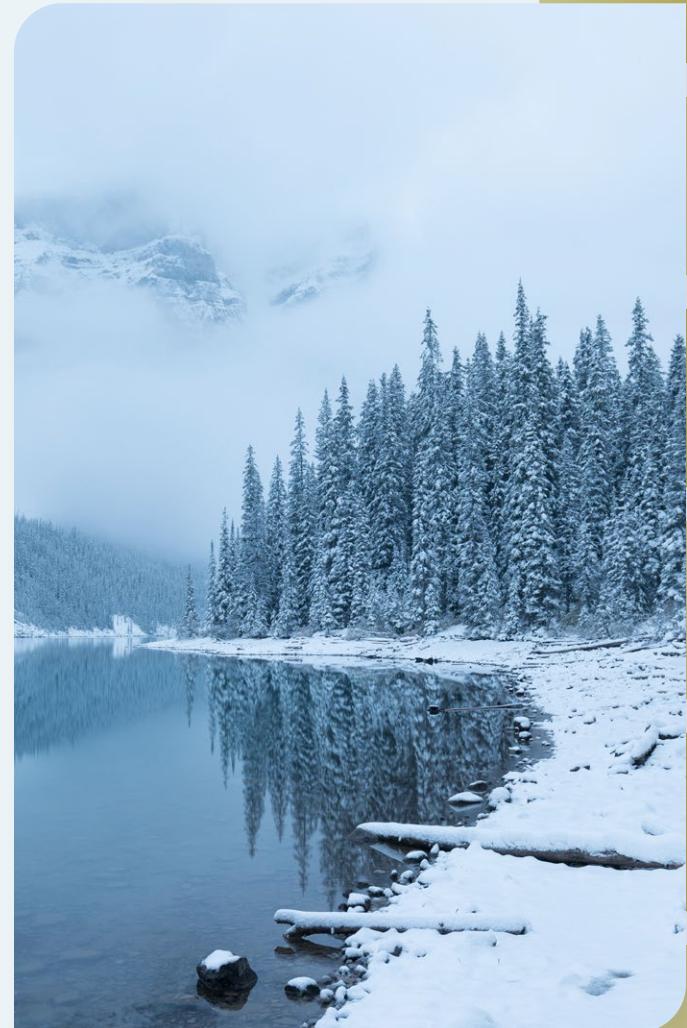


Tips

1. Before you contact an Elder or Knowledge Keeper, or before you ask for a referral to an Elder or Knowledge Keeper, determine the purpose of their role and what you expect from them. If you're not sure what you're requesting, how will the Elder or Knowledge Keeper know if they can fulfill your request? When you know what you want, contact your school or cultural advisor to inquire about any existing lists of respected Elders and Knowledge Keepers. Ask for specific skills. Don't assume all Elders and Knowledge Keepers can do the same things. Also, try to invite a diverse selection of Elders and Knowledge Keepers to represent all Indigenous groups in your community.
2. Be mindful that an Elder or Knowledge Keeper may answer your question in a way that is not immediately apparent to you. Do not interrupt the process and instead allow the information to flow. You will get the information that you are ready for at that time.
3. In advance of the event, contact the Elder or Knowledge Keeper in person or by telephone to make your request. Find out if they speak English, as you might need to contact this individual through a family member or community member who can translate. Be mindful that English may be their second language.
4. Elders and Knowledge Keepers are vital and important members of our communities. Elders and Knowledge Keepers, like any other professionals you may engage, deserve to be compensated financially for the time and knowledge they are providing. Find out what the allotted amount is through your local school authority to determine the proper payment rate and compensate the Elder or Knowledge Keeper accordingly.
5. If it is the protocol of the community in which you reside, aside from the payment, you may also offer the Elder or Knowledge Keeper a culturally appropriate gift. The North is diverse and there are different ways this gifting can be done. It may be appropriate to offer food items that are costly in their community (such as flour or fruit), a gift card to the gas station or grocery store, art and/or tobacco. If you are unsure about which gift would be culturally appropriate, check with the Elder or Knowledge Keeper to see what they prefer as each person may prefer something different. Tobacco or sage is sometimes offered to Dene, Cree or Métis Elders, whereas a gift is more common for Inuvialuit Elders. It is recommended that you ask to ensure that the gift is useful and appropriate. Purchasing local artwork is appreciated

and serves as a connection with that community. It's important to ensure that artwork is authentic. Not only does it support artists in the community, but it carries that community's culture into a broader audience.

6. **Be Flexible.** Be aware that the Elder may decline your request if they are unable to fulfill it or are not available. They also may change their mind if you ask and then, as the time comes closer, they are unable to attend. Be understanding if someone changes their mind, and be flexible in finding an alternate.
7. **Follow up.** Once an Elder or Knowledge Keeper has accepted your request, contact them a few days prior to the event to make sure that they are still available and to see if they have any questions.
8. **Check to see if the Elder or Knowledge Keeper needs assistance with transportation to and from the event.** The section on "Travel Assistance" below may be helpful.
9. **The most important thing is to be humble in your interactions and acknowledge the Elder or Knowledge Keeper in a good way by showing respect and caring.**



Respectful Interactions

In preparation for the Elder or Knowledge Keeper, make sure that you have the information you need to make them comfortable and feel respected. Below are a few important things for you to consider.

Logistical Information

When asking the Elder or Knowledge Keeper for logistical information, be sure to ask:

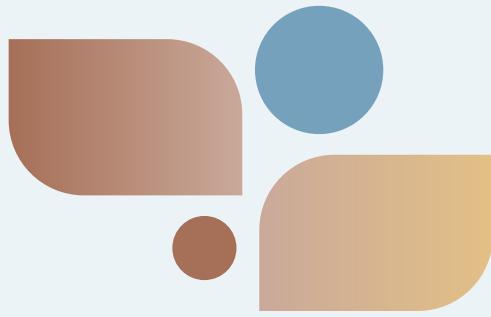
- 👤 how they would like to be addressed at the event;
- 👤 the spelling of their name; their contact information;
- 👤 if they require any assistance travelling to and from the event;
- 👤 if they have any allergies or dietary restrictions; and,
- 👤 if they require a travel companion.

Travel Assistance

Be prepared to make travel arrangements to and from the event for the Elder or Knowledge Keeper. You may need to send a taxi or car to take them to and from the event or arrange flights for them. If they need a taxi, provide a taxi chit so they don't have to pay out of pocket.

Some Elders may have mobility issues or need assistance when travelling. You may need to provide a travel companion or accommodate a travel companion of the Elder's choosing. If the Elder requires a travel companion, be sure to get the person's name and contact information and arrange for payment for that individual too.

Make sure you, or a designated person (student or relative), is at the entrance of the building to welcome the Elder or Knowledge Keeper upon their arrival. When the Elder or Knowledge Keeper is ready to leave, make sure their transportation is ready and then escort them to the door or vehicle.



Translator

Find out if the Elder or Knowledge Keeper can share their information in the language of your audience or if a translator is needed. It is possible that a translator may be needed if you are expecting them to share information that others will need. For example, if you've asked them to do an opening prayer, a translator will not be needed, but if you're asking them to share their knowledge on spruce medicines, a translator may be needed.

Meals & Refreshments

If there will be any meals or refreshments served at the event while the Elder or Knowledge Keeper is in attendance, find out in advance if they have any allergies or dietary requirements. Arrange for meal alternatives in advance as needed.

When meals are provided, the Elder is often requested to bless the food with a prayer. This request should be discussed and agreed to ahead of time, so the Elder is prepared. It is customary, in the North, to allow Elders to help themselves or be served first. It is respectful to ask if they would like you to prepare a plate for them, especially if the Elder has any mobility issues.

Courtesy

Remember to introduce the Elder or Knowledge Keeper to the group in the manner they prefer. Remember you are on their land, so you follow their protocols, such as standing in silence during prayer, even if it is not your personal practice.

Do not take photographs or video recordings while an Elder or Knowledge Keeper is giving a prayer or is conducting a ceremony unless you have obtained explicit consent from them in advance. Do not touch any of the sacred objects that an Elder or Knowledge Keeper may be carrying with them, such as medicines, Qulliq, drums or eagle feathers with them.

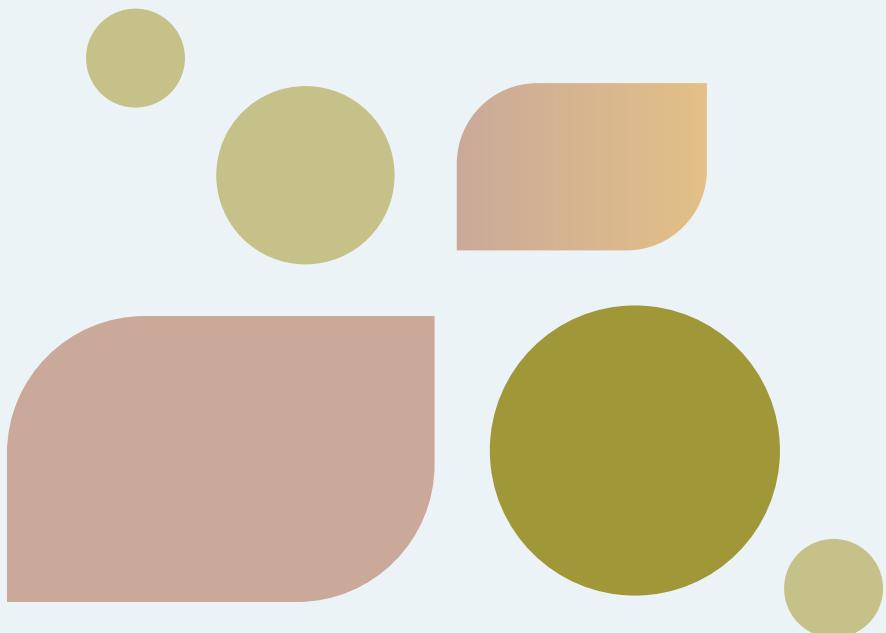
If you don't understand something the Elder or Knowledge Keeper has said or done, ask for clarification from them or from others in the meeting at the appropriate time.

Sharing Circle Format

It is suggested that introductions and closings in the lesson plans follow a sharing circle format. The circle is a strong metaphor within communities and represents how all things are connected and equal within the circle. Indigenous Elders and Knowledge Keepers have noted the importance of not having anything in front of you in the circle, so desks and tables should not be in the way.

A sacred item (talking stick, talking feather, a sacred shell or other object) may be passed around the circle. The person holding the sacred object speaks without interruption, and passes the sacred object clockwise when they are finished.

Everyone is listening and will have an equal opportunity to speak, however a student may 'pass' if they would prefer to remain silent. Ensure each student is respected, safe and comfortable in the circle. Be mindful of the regional protocols where you are located, and check with Elders and Knowledge Keepers from the area for guidance. If the weather is appropriate, it is encouraged to have sharing circles outside.



Background on Treaties and Wildlife

Educators should read and understand the foundational knowledge in this backgrounder piece before facilitating a Treaty Simulation in the classroom. Information about wildlife management in Canada and NWT is included because the Treaty Simulation outlined in this Toolkit uses a scenario focused on developing a Management Plan for a fictional herd of caribou whose population is declining. A Management Plan for wildlife makes recommendations for recovery and long-term well-being, including ways land use and habitat should be managed. It is important to understand how treaties and existing legislation impact wildlife management before students start drafting their Management Plan during the Treaty Simulation. The "[Wildlife Co-Management in the Northwest Territories](#)"⁵ document from the GNWT is also a good resource for educators and students.

What is a Treaty?

In 1763, King George III of Great Britain issued The Royal Proclamation,⁶ confirming the original occupancy of Indigenous peoples and paving the way for land agreements between the British Crown (government) and Indigenous peoples. The proclamation established how the British would manage land in North America following the Seven Years War.⁷ It proclaimed that settlers could not live on the land until the Crown had signed treaties with the First Nations who occupied the territories.

Although many treaties were signed more than a century ago, treaty commitments remain valid today. The treaties set out continuing treaty rights and benefits that First Nations entered into with the British government, and later Canada. Treaty rights are protected by section 35(1) of the *Constitution Act, 1982*.⁸ It must be noted that ensuring the recognition of treaty rights is an on-going challenge that Indigenous peoples continue to face.

5 https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf

6 https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nahm_250_pt_1379596017260_eng.pdf

7 <https://www.thecanadianencyclopedia.ca/en/article/seven-years-war>

8 <https://www.thecanadianencyclopedia.ca/en/article/constitution-act-1982>

For this exercise we will be looking at treaties signed between Canada and Indigenous nations, governments or organizations. Therefore, the definition of a treaty is a legally binding agreement made between the Crown and an Indigenous nation, government or organization. There are many types of treaties in Canada, below are some examples.

Treaties of Peace and Neutrality

See: <https://www.rcaanc-cirnac.gc.ca/eng/1360866174787/1544619566736>

Peace and Friendship Treaties

Sometimes called pre-Confederation treaties, these treaties were signed primarily in the eastern section of what is now Canada before 1779. The aim of these treaties was to generally end hostilities and encourage co-operation between settlers and First Nation peoples before Canada became a country. See:

<https://www.rcaanc-cirnac.gc.ca/eng/1100100028589/1539608999656>

Upper Canada and Land Surrenders and the Williams Treaties

See: <https://www.rcaanc-cirnac.gc.ca/eng/1360941656761/1544619778887#uc>

Robinson Treaties and Douglas Treaties

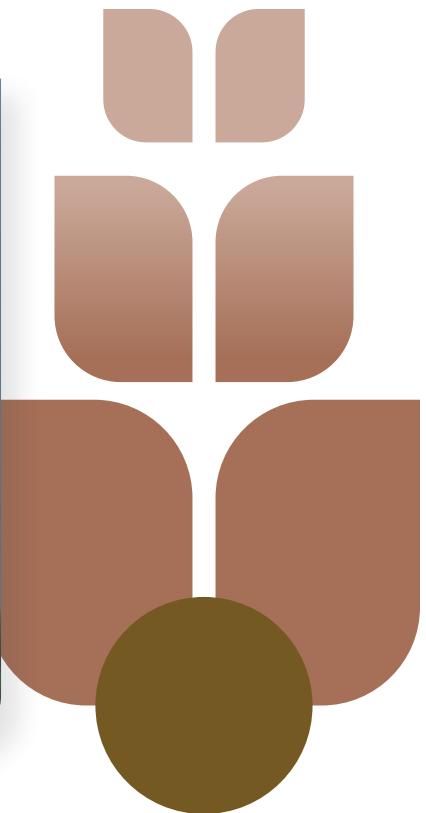
See: <https://www.rcaanc-cirnac.gc.ca/eng/1360941656761/1544619778887#uc>

Numbered Treaties

Numbered treaties were negotiated between 1871 to 1921. There were 11 numbered treaties that cover the territories from present-day Ontario to Alberta, as well as portions of the Northwest Territories (Treaty 8 and Treaty 11). These treaties were signed after Canada became a country and aimed at ensuring peace and prosperity for future generations. Numbered treaties were only signed with First Nations people, not Inuit or Métis people. See:

<https://www.rcaanc-cirnac.gc.ca/eng/1360948213124/1544620003549>

See the Historical Treaties in Canada map illustrating the Pre-1975 Treaties of Canada: https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-TAG/STAGING/texte-text/htoc_1100100032308_eng.pdf



Modern Treaties

Also known as Comprehensive Land Claims Agreements, Modern Treaties are constitutionally protected agreements between Indigenous peoples, the federal government, and a provincial/territorial government that create a long-term relationship between the signing parties. While there are usually only three signatories to a Modern Treaty, there can be more. For example, the first Modern Treaty, the James Bay and Northern Quebec Agreement, had seven signatories. The relationship is outlined in the Treaty, defining rights and obligations for all signatories, governments, or parties.

First and foremost, Modern Treaties recognize and protect Indigenous rights and title to their land. Indigenous peoples have inherent rights that are affirmed in the Constitution. The Constitution did not create these inherent rights, but recognized and affirmed them. Indigenous peoples were and are inherently self-determining with or without Modern Treaties. Modern Treaties are tasked with reconciling, clarifying and modifying these rights. See: <https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231#chp4>

What is Indigenous Self-Government?⁹

Indigenous peoples have always governed themselves according to their own laws, customs and tradition. When Europeans came to Canada, they brought a very different system of government and laws, one that used formal legislative and constitutional processes. Despite great efforts, First Nation, Métis and Inuit traditional ways of governance were suppressed while the federal government insisted in setting up European political structures. This suppression grew with the *Indian Act of 1876*, under which band councils had limited and delegated powers to govern themselves and most decisions were made by the Minister of Indian Affairs.

The inherent right of self-government is based on the fact that Indigenous peoples have the right to govern themselves in relation to matters that are internal to their communities; integral to their unique cultures, identities, traditions, languages and institutions; and with respect to their special relationship to their land and their resources. The right of self-government is an inherent right, meaning it is not created by any specific government legislation or act.

Canada recognizes that Indigenous peoples have an inherent right of self-government, which is guaranteed in Section 35 of the *Constitution Act, 1982*. The Government of Canada's "Approach to Implementation of the Inherent Right and the Negotiation of Aboriginal Self-Government"¹⁰ was launched in 1995 to guide self-government negotiations with Indigenous communities.

Negotiated agreements put decision-making power/jurisdiction back into the hands of Indigenous governments and organizations who make their own choices about how to deliver programs and services to their communities. Examples of their jurisdiction may include decisions about their citizen membership, how to better protect their culture and language, educate their students, manage their lands and develop new business partnerships that create jobs and other benefits for their citizens and who those citizens are.

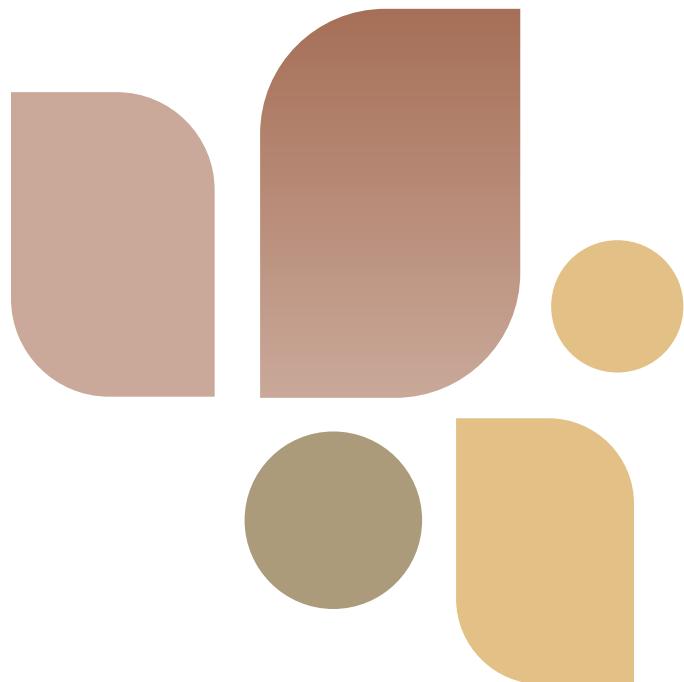
⁹ <https://www.rcaanc-cirnac.gc.ca/eng/1100100032275/1529354547314>

¹⁰ <https://www.rcaanc-cirnac.gc.ca/eng/1100100031843/1539869205136>

How Does Self-Government Work?

Negotiated agreements set out law-making authority in many areas, including governance (structure of the new Indigenous government or organization and its relationship with other governments), social and economic development, and how programs and services will be delivered to community members (such as education, health, lands and more). The law-making authority varies, depending on their unique needs, priorities and vision of self-determination. In some agreements, the Indigenous government or organization can initiate self-government powers or responsibility by “drawing down” on specific programs and services identified in their Final Agreement (Comprehensive Land Claims and/or Self-Government Agreement). The drawdown of programs and services enables the Indigenous government or organization to establish their own legislation and policies to guide the development and delivery of what have been territorial or provincial programs and services.

Different forms of self-government have been negotiated in Canada. It can be part of a Modern Treaty (Comprehensive Land Claims Agreement) and includes many different law-making powers. Self-government can also be negotiated as a stand-alone agreement outside of a Modern Treaty, which often happens where treaties already exist, e.g., Sioux Valley Dakota Nation (Manitoba). In other cases, law-making power is negotiated with an Indigenous government, organization, or nation in only one or two key areas, such as the Education Agreement in Nova Scotia and the Anishinabek Nation Education Agreement in Ontario.



Wildlife Harvesting and Management in Modern Treaties

Wildlife and their habitats are critical to Indigenous culture and way-of-life. Wildlife harvesting and management is often included in Modern Treaties as an entire chapter or multiple chapters and involves many items.

Examples:

- Chapter 12 of the Gwich'in Comprehensive Land Claim Agreement is "Wildlife Harvesting and Management."
- The Yukon Umbrella Final Agreement includes the management of fish, wildlife and their habitats.
- The Nuu-chah-nulth Agreement-in-Principle includes "rights to harvest wildlife and migratory birds for food, social and ceremonial purposes limited by conservation, public health and public safety."¹¹

Fishing and hunting guidelines are an important part of the Wildlife Harvesting and Management Chapter. These guidelines "can be based upon traditional forms of conservation or modeled upon an existing structure such as the *Fish and Wildlife Conservation Act* or a combination of both."¹² When negotiating wildlife management, other items such as national parks, migratory species, and international agreements on endangered species should be considered.

A Wildlife Harvesting and Management Chapter usually determines the management and regulation of wildlife and their habitats through the creation of long-term committees and boards. This chapter also explains how the committee or board is set up; its objectives; structures; procedures; powers; roles; responsibilities; staff and members; how staff/members are selected; and rules on decision-making.

¹¹ B.C. Treaty Commission, "Land and Resources," B.C. Treaty Commission, accessed Jan 15 2019, <http://www.bctreaty.ca/land-and-resources>

¹² Anne Mease, "Wildlife Management in Canada," University of Saskatchewan, 2005, accessed December 20, 2018, <http://scaa.usask.ca/gallery/northern/content?pg=ex12-2>

Examples:

- The Nunavut Land Claims Agreement lays out the establishment of the Nunavut Wildlife Management Board. This Board's vision is conserving wildlife through the application of Inuit Qaujimajatuqangit (*khow-yee-ma-yat-too-khan-geet*) and scientific knowledge.¹³
- The Tłı̨chǫ (*klee-cho*) Agreement establishes that "the Wek'eezhii Renewable Resource Board will oversee the management of wildlife and habitat and make recommendations about wildlife, forest and plant resources and commercial activities. The Mackenzie Valley Land and Water Board will continue to be involved in issuing water licenses and land use permits in the Valley and its new regional panel, the Wek'eezhii Land and Water Board will be involved in issuing licenses and permits in Wek'eezhii."¹⁴ (*wa-kee-z-jee*)

Wildlife Management Boards

The primary role of wildlife boards or committees is to integrate the interests of Indigenous land claim and self-government beneficiaries in wildlife and environmental management into the decision-making process of the federal and territorial/provincial governments. Members are usually appointed by the Indigenous land claim organization or government, and by the federal and territorial/provincial governments. Wildlife boards or committees use Traditional and local knowledge and scientific information to make recommendations to governments and/or organizations on management decisions affecting wildlife within the Land Claim Settlement Lands (lands created under Comprehensive Land Claims Process). Community consultation is an important part of their decision-making process.

¹³ Indigenous Guardians Toolkit, "Nunavut Wildlife Management Board," Indigenous Guardians Toolkit, accessed December 20, 2018, <https://www.nwmb.com/en/>

¹⁴ Tłı̨chǫ Government, "FAQ." Accessed October 22, 2021, <https://www.tlicho.ca/cec-assembly/our-story/faq>

A wildlife board or committee's powers/roles may include the following:

- 👤 Establishing policies and proposing regulations for the harvesting of wildlife by any person and for commercial activities relating to wildlife
- 👤 Setting up a Total Allowable Harvest in their settlement area
- 👤 Developing conservation education programs
- 👤 Conducting studies/research (or hire others to do this)
- 👤 Other wildlife management matters
- 👤 Wildlife Harvesting and Management in Canada

Following the *Constitution Act, 1867*, the Government of Canada started creating and developing wildlife conservation and protection areas.

Examples:

- 👤 Banff National Park opened in 1885, and later became an animal conservation area.
- 👤 Wood Buffalo National Park opened in 1922 to protect dwindling wood bison herds. Shortly after the Park opened, Métis families were forcibly removed and excluded from activities in the Park.



Overall, wildlife management falls under the jurisdiction of provinces and territories. The *Wildlife Act of the Northwest Territories* (January 2018)¹⁵ is an example of wildlife legislation in a territory.

Wildlife management under the federal government's mandate includes "fisheries, migratory birds and wildlife management laws that negatively impact Aboriginal rights and interests."¹⁶ The federal government oversees fisheries, including marine mammals and offshore fishing, but not inland freshwater fish. Other wildlife, including birds, land mammals and reptiles, are "conserved and managed primarily by provincial laws when wildlife is on provincial land, and by the federal Canada Wildlife Act when wildlife is on federal land."¹⁷

Some of the most important federal wildlife legislation:

- Canada Migratory Birds Convention Act, 1994 (S.C. 1994, c. 22)
- Fisheries Act, (R.S.C., 1985, c. F-14)
- Oceans Act, (S.C. 1996, c. 31)
- Canada Wildlife Act (R.S.C., 1985, c. W-9)
- Canada National Parks Act, (S.C. 2000, c. 32)
- Accord for the Protection of Species at Risk
- Species at Risk Act (S.C. 2002, c. 29)

¹⁵ A plain language version of the *Wildlife Act of the Northwest Territories* can be found at https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_act_plain_language_summary_january_2018.pdf

¹⁶ Gordon R Kerr and Arlene J. Kwasniak, "Wildlife Conservation and Management," *The Canadian Encyclopedia*, last edited March 4, 2015, accessed January 30, 2019, <https://www.thecanadianencyclopedia.ca/en/article/wildlife-conservation-and-management>

¹⁷ Ibid.

History of International Conservation Agreements

Canada is a signatory to several international wildlife conservation agreements that affect its domestic wildlife management laws and responsibilities, and come into play in negotiating Land Claims Agreements. In 1973, Canada signed the *Agreement on the Conservation of Polar Bears* and the *Convention on International Trade in Endangered Species of Wild Fauna and Flora* (CITES). The aim of CITES “is to ensure that international trade in specimens of wild animals and plants does not threaten their survival.”¹⁸ In Canada, CITES is implemented through the *Wild Animal and Plant Protection and Regulation of International and Interprovincial Trade Act* (WAPPRIITA) (S.C. 1992, c. 52).

The Migratory Birds Convention Act and *Regina v. Sikyea*, 1962¹⁹

The *Migratory Birds Convention Act* was changed based on a legal case, *Regina v. Sikyea*. Below is the story on how Michel Sikyea’s ‘billion’ dollar duck changed Indigenous rights in Canada.

On May 7th, 1962 RCMP charged Michel Sikyea, a Dene (*deh-nay*) man, with hunting out of season. He had shot a duck at a small lake outside of Yellowknife, a fact that he did not deny. He told the police officer that it was a Dene treaty right to hunt anywhere, anytime.

Michel Sikyea was charged with contravening the *Migratory Birds Convention Act* and appeared in Justice of the Peace Court in Yellowknife that very same day. He plead guilty and was fined \$10 plus \$4 in court costs. This seemingly simple case could have ended then and there had it not been for Judge Sissons who, when he heard that a Justice of the Peace fined Sikyea for this infraction, urged lawyer Elizabeth Bolton to file an appeal on Sikyea’s behalf. The appeal was granted and in November of 1962 the case went to court with Judge Sissons presiding.

¹⁸ **Convention on International Trade in Endangered Species of Wild Fauna and Flora**, “What is CITES?” *Convention on International Trade in Endangered Species of Wild Fauna and Flora*, accessed December 15, 2018, <https://www.cites.org/eng/disc/what.php>

¹⁹ Source: NWT Online Timeline, Prince of Wales Northern Heritage Centre, <https://www.nwttimeline.ca/>

Evidence brought forward during this trial included the fact that Michel Sikyea had acted as an interpreter during the signing of changes made to Treaty 8 at Fort Resolution in 1923. He was able to tell the court that at that time, he heard the government representatives promise that the Dene would always be able to keep their traditional hunting, fishing and trapping rights.

Arguments were made concerning these rights and whether or not they took precedence over modern laws. Sissons' judgment stated that the *Migratory Birds Convention Act* did not apply to Indigenous people. This meant his judgment could be appealed to the Supreme Court but they sidestepped the issue of the legality of the *Migratory Birds Convention Act* and declared that the duck, claimed by the defence to be tame, was in fact a wild duck and that Michel Sikyea was therefore guilty of hunting out of season.

Michel Sikyea, through his lawyers, then petitioned the Exchequer Court of Canada for compensation, for all Aboriginal people, for this Supreme Court decision. His lawyers asked that since treaties had been broken, and Aboriginal people were no longer allowed to conduct spring hunts, that either all the lands ceded to Canada under these treaties be returned to Aboriginal people or that they receive compensation of a billion dollars.

Even though this petition to the Exchequer Court went nowhere it did eventually result, though many years passed, in the recognition of Aboriginal rights in the *Constitution Act* of 1982 and in launching of the modern land claims process. The duck, which had been stuffed, became known as the 'billion-dollar duck', and spent many years sitting on the top of a bookcase in Judge Sissons' office. Now, along with a large collection of Inuit art, it forms part of Sissons/Morrow Collection held by the Northwest Territories Court.²⁰



²⁰ Dorothy Eber, "Images of Justice", *McGill-Queen's Indigenous and Northern Studies Volume 16, 1997*.



Toolkit Overview	Overview of the Treaty Simulation model, how to use this Toolkit in <i>Northern Studies – Living Together</i> , protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.
1. Intro Lesson Plans	Offer time for students to reflect on what has been taught thus far (<i>in Living Together</i>) and an opportunity for skill-building in preparation for the Treaty Simulation.
2. Mid-Simulation Lesson Plans	Allow room for students to participate in additional activities <u>during</u> the Treaty Simulation process that build on key objectives from <i>Living Together</i> .
3. Treaty Simulation Lesson Plans	After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their <i>Living Together</i> teachings.
4. Evaluation-Based Lesson Plans	Provide an opportunity for students to conduct self- and peer-evaluation on themes from <i>Living Together</i> that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.

Intro Lesson Plans

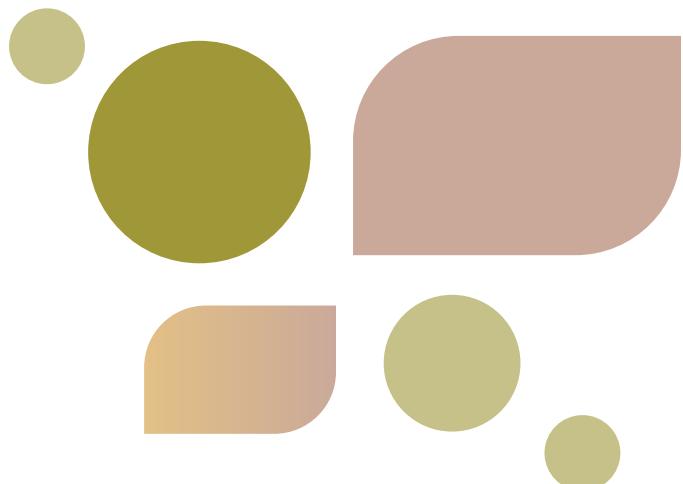
Getting Started on the *Intro Lesson Plans*

This section includes lesson plans and handouts that can be used as additions to or replacements for existing lessons in *Northern Studies – Living Together*. These lessons will help students understand the importance of treaties in Canada and will equip them with the tools they need to immerse themselves in the Treaty Simulation.

It is recommended that the teacher first reads through the *Toolkit Overview* section for insights on how the lessons can fit into *Living Together*, and to gain their own foundational knowledge (see the “Background on Treaties and Wildlife” piece). The teacher can then review these introductory lessons and prioritize those that best meet the students’ needs.

Elder and Community Interactions

Throughout the lessons in this Toolkit, there are instances when the teacher and students are required to work with Elders, Knowledge Keepers and advisors within the local community. The teacher is responsible for following the rules and practices of the local school authority when working with the community. In addition to these responsibilities, all teachers need to familiarize themselves with the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section, which outlines responsibilities and protocols of working with community members.



1. Building Good Relationships

Students will think critically about what relationships are, and brainstorm ideas around what 'Building Good Relationships' means.

Learning Objectives:

Students will work together during the Treaty Simulation, learning how Northerners should live and work together. During or after the Treaty Simulation, they will develop criteria for 'Building Good Relationships.'

Materials:

 Chart paper for brainstorming

 *Living Together*, "Activity 1: Building Good Relationships" (pgs. 1 - 27)

Time Required:

60 min

Evaluation:

Prior knowledge assessment can be made through students' participation in brainstorming/discussion.

Introduction/Opening

⌚ 30 min

In a sharing circle (see "Sharing Circle Format" in the Toolkit Overview section), lead the students in a discussion about building relationships. Include a brief introduction to how the students define respect, freedom, non-violence and mutual benefit in terms of building relationships.

Living Together Activity

⌚ 30 min

Next, lead the class through step one of the lesson *Living Together*, "Activity 1: Building Good Relationships" (pgs. 1 – 27).

Students will work together during the Treaty Simulation, learning how Northerners should live and work together. It is important that students browse through the resources below and have a discussion about the spirit and intention of the documents. Remind students to think critically about relationships, and the nature of the various relationships we have. Students can work independently or be assigned a group and resource from the list below

Handout Materials from *Living Together*, "Activity 1: Building Good Relationships" (pgs. 6 – 27):

- United Nations Declaration of Human Rights
- Canadian Charter of Rights and Freedoms
- Métis Laws of the Hunt
- Inuit Qaujimajatuqangit (ee-noo-eet khah-oo-yi-mah-nee-too-khah-ngeet)
- Dene Laws
- Intergovernmental Memorandum of Understanding

The criteria developed should be written down on chart paper for the class to view throughout the Treaty Simulation. The criteria developed will help guide students towards respectful interactions with one another, and remind them of the importance of relationship building.



2. Are we all Treaty People?

'We are all treaty people' – what are my responsibilities as a treaty person today? Some Métis do not have treaties nor follow the statement 'We are all Treaty people.' What is their perspective?

Students will conduct online research to answer questions from the handout.

Learning Objectives:

Students will develop a deeper understanding of how the Métis may (or may not) identify with the statement, 'We are all Treaty People.'

Materials:

- *Living Together*, text pertaining to Métis (pgs. XI, XIII-XIV, XXIX)
- Online research articles and websites
- Handout: "Are We all Treaty People? Research Activity"

Time Required:

60 min

Evaluation:

Students should be able to explain how the Métis may or may not identify with the statement, 'We Are All Treaty People.'

Extension: Métis (*may-tee*) perspective

Introduction/Opening

⌚ 10 min

Have the class come together in a sharing circle (see "Sharing Circle Format" in the *Toolkit Overview* section). Read text pertaining to the Métis from *Living Together* (pgs. XI, XIII-XIV, XXIX) with the class.

Using prior knowledge and info from *Living Together*, have the class discuss how Métis peoples may (or may not) identify with the statement, 'We are all Treaty People.'

Research Activity

⌚ 40 min

Distribute the “Are We All Treaty People? Research Activity” handout to each student or group. Students use the suggested online resources (and any others they find online themselves) to answer questions from the handout.

Online Resources:

👤 <https://yellowheadinstitute.org/2018/08/21/better-late-than-never-canadas-reluctant-recognition-of-metis-rights-and-self-government/>

👤 <https://globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/>

👤 www.metisnation.org

👤 <https://indigenouspeoplesatlasofcanada.ca/article/metis-and-the-constitution/>

Sharing Circle

⌚ 10 min

After completing the research assignment, students come together in a sharing circle to discuss how Métis people may (or may not) identify with the statement, are we all Treaty people. If there are Métis students in the class, ask how their research increased their knowledge on this topic. Invite students to share how they respond to the statement, ‘We are all Treaty People.’



Are We All Treaty People? Research Activity

Use the following guidelines to assist you in your research activity.

- Learn about who NWT Métis are by talking to community members and doing research. Look up NWT Métis and North Slave Metis Alliance (NSMA). Some Land Claims combine the Dene and Métis people, including the Sahtu Dene and Métis Comprehensive Claim.
- Define what a Métis Scrip is.
- How does offering Scrip negate Métis entitlement to land?
- How does the history of Métis identity reflect Métis entitlement to land and rights to hunt?

3. The House Analogy – Part 1

Overview:

This activity splits *Living Together*, “Activity 4” into two parts (the first takes place before the Treaty Simulation, and the second one after).

Learning Objectives:

Students will learn about the history of land ‘ownership’ in NWT and their

relationship to the land through “The House” analogy, and make a personal connection to these concepts.

Materials:

 *Living Together*, “Activity 4: The House Analogy” story (pgs. 55-60)

 *Living Together*, “Activity 4: The House Analogy” chart handout (pgs. 69-73)

Time Required:

60 min

Evaluation:

After the Treaty Simulation, students should be able to complete the chart provided by filling-in the column that draws connections between the story and the Treaty Simulation (treaties).

Introduction/Opening

⌚ 25 min

Have the class come together in a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview* section). Hand out “The House Analogy” story from *Living Together*, “Activity 4: The House Analogy” (pgs. 55-60) and have students read the story independently or in pairs of two. Explain to students what an analogy is, (a comparison between two or more things that demonstrate similarity) and tell them to look for analogies within the text.

Class Discussion

⌚ 35 min

After students read the story, lead a brief class discussion on possible ideas to add to the blank column in the *Living Together*, “Activity 4” chart handout (pgs. 69-73). Students will not be able to complete the chart in this session, but should generate some ideas for it.

Coming up later...

 “The House Analogy – Part 2” (in the *Evaluation-Based Lesson Plans* section of this Toolkit):

This follow-up lesson will allow time for students to complete the column on the *Living Together*, “Activity 4” chart handout themselves or in groups to draw specific, concrete analogies.

 The Treaty Simulation will enhance this activity by comparing aspects from the simulation to “The House Analogy” story; therefore, it is important to keep this activity and use it with the Treaty Simulation, both before and after.



4. How to Negotiate

Overview:

Students will learn the basics of negotiation and how it can be implemented in inter-governmental relationships.

Learning Objectives:

Students will develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.

Materials & Resources:

- 💡 Handout: “Negotiating Activity”
- 💡 Video: “The Art of Negotiation” <https://bizkids.com/lesson/lesson-206/>
- 💡 Video: “Start Negotiating” <https://understandingtreaties.ca/experience/e03/>

Time Required:

60 min

Evaluation:

Students should be able to extend the concept of negotiation into real-life government-nation relations (through the Treaty Simulation).

Introduction/Opening

⌚ 10 min

Have the class come together in a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview section*). Give a brief introduction about negotiating before going through role playing exercise.

Great article for the teacher that outlines what negotiations are and how they are done:
<https://www.researchpaperexamples.com/negotiation-research-proposal-example/>

Negotiating Activity

⌚ 35 min

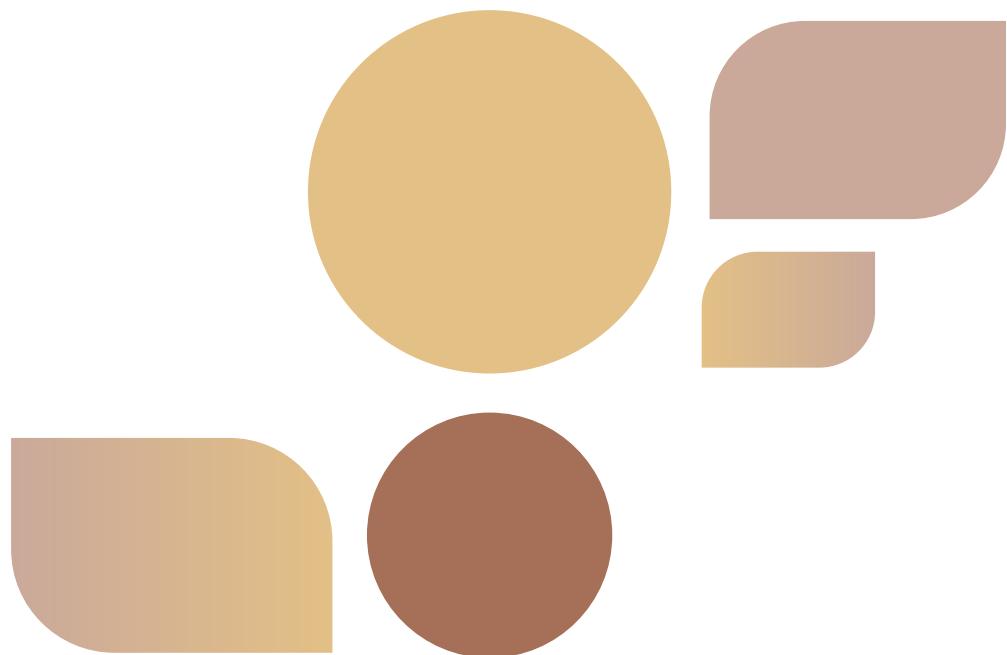
Show “The Art of Negotiation” (1.5 min) and “Start Negotiating” (11 min) videos to introduce the concept of negotiating.

Pass out the “Negotiating Activity” worksheet. Assign students to work in pairs and use role playing to practice negotiating.

Sharing Circle

⌚ 25 min

Conclude the lesson with a sharing circle. Ask students to brainstorm connections between what they learned about negotiating and the challenges faced when negotiating treaties and other agreements.



Negotiating Activity

Working in pairs:

Once you've watched the video on negotiating, with your partner, read the text below and choose a role to play to complete the "deal." Students can also replace the item that is being negotiated with one that is more relevant to them.

Tamara and Paige are in the same class at school and are acquaintances.

Tamara's parents have just bought her a new cellphone and she wants to sell her old one.

Tamara knows the older phone can be purchased on Facebook for around \$120.

Paige wants to buy it from her, but doesn't want to pay more than \$75, and Tamara does not know this is in her budget.

One student plays the part of Tamara and the other plays Paige (they can change the names) as they try to negotiate a price that they are both happy with. They have 5 minutes to complete the deal.

- Feedback and Class Discussion – ask the questions below to see what process they used:
- How did they start the negotiation?
- What questions did they both ask and what response did they get?
- What reasons or arguments did they put forward and how did each of them counteract the reasons or arguments?
- What pressures did they both feel?
- What was difficult and/or easy in the negotiation?
- Did they agree to a price? Were they both happy with the outcome?
- How can they compare this activity to how treaties have been developed?

5. Understanding Different Perspectives

Overview:

Students will examine the importance of perspective in how people perceive things.

Learning Objectives:

Students will use an analogy to expand their understanding of diverse perspectives on relationships with the land and land claims and approaches to problem solving.

They will describe different perspectives and how those perspectives impact an individual's point of view. They will also articulate their own perspectives and how those perspectives may impact their perceptions of others and situations.

Materials & Resources:

💡 Handout: "The Blind Men and the Elephant" (source: <https://www.peacecorps.gov/educators/resources/story-blind-men-and-elephant/>)

💡 Current events: CBC News, "Livelihood or profit? Why an old fight over Indigenous fishing rights is heating up again in Nova Scotia" <https://www.cbc.ca/news/canada/mi-kmaw-sipekne-katik-self-regulated-fishery-nova-scotia-1.5734646>

Time Required:

60 min

Evaluation:

Prior knowledge is put into practice here.



Background

⌚ 15 min

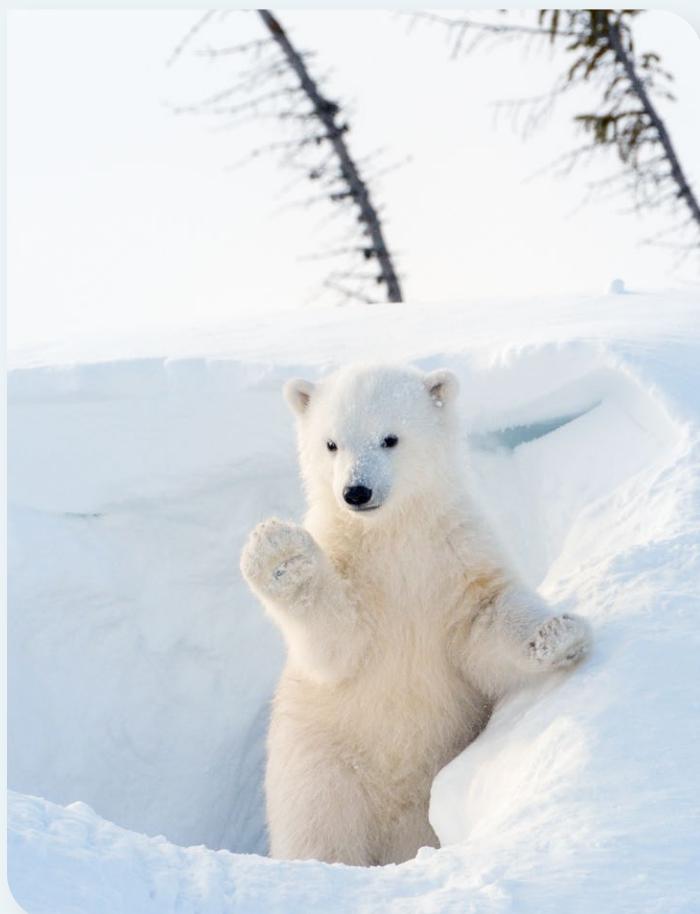
Story

⌚ 15 min

The story of “The Blind Men and the Elephant” is a traditional folk tale from India that gives readers insight into how we all come with different perspectives and must work collaboratively to see the whole picture (i.e. world view).

Discuss with the class how our different backgrounds (i.e. cultures, languages, life experiences) all impact our perspective; each one of us comes with unique views and the only way to see the full picture is to share those views with each other.

During this discussion, ask students to give their definition of the term “see.” Reinforce that this term can mean seeing something tangible or understanding an idea. Have students think about these definitions while they read the story independently, in groups or as a class.



Post-Story Debrief

⌚ 30 min

After students have read the story, use the following questions to guide a discussion on how differences in perspective can make it difficult for people to communicate, and how they can lead to different approaches to problem solving. These concepts are important for students to understand ahead of the Treaty Simulation.

What happens in the story when each blind man “sees” the elephant? Why were there six different ideas about the elephant? Were any of the men right about the elephant? Were any of them completely wrong?

What did the blind men learn from the Rajah? What does the storyteller want us to learn from this tale?

Do problems like this happen in real life? Think of times when arguments or misunderstandings related to Indigenous rights that have occurred because people saw situations from different points of view. Describe what happened. Who were the parties involved and what were their stances? (Read the article, *“Livelihood or profit? Why an old fight over Indigenous fishing rights is heating up again in Nova Scotia.”*)

What if the men in this story were not blind? Would they still have different perceptions about elephants? Why or why not?

Coming up later...

A follow-up question is part of the “Treaty Simulation Debrief” (in the *Evaluation-Based Lesson Plans* section of this Toolkit) for after the Treaty Simulation.

The Blind Men and the Elephant

Source: <https://www.peacecorps.gov/educators/resources/story-blind-men-and-elephant/>

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travelers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she traveled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder.

The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful."

The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear."

The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's coarse tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

"An elephant is like a wall," said the first blind man. "Surely we can finally agree on that."

"A wall? An elephant is a giant snake!" answered the second blind man.

"It's a spear, I tell you," insisted the third blind man.

"I'm certain it's a giant cow," said the fourth blind man.

"Magic carpet. There's no doubt," said the fifth blind man.

"Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us."

Their argument continued and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!"

"Stop shouting!" called a very angry voice.

It was the Rajah, awakened from his nap by the noisy argument.

"How can each of you be so certain you are right?" asked the ruler.

The six blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all.

"The elephant is a very large animal," said the Rajah kindly. "Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace."

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah's advice.

"He is right," said the first blind man. "To learn the truth, we must put all the parts together. Let's discuss this on the journey home."

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend's shoulder, and so on until all six men were ready to travel together.



6. Land Acknowledgement

This lesson provides an opportunity for students to understand what land acknowledgement means and how they might be able to pay homage to the land on which they are standing.

Learning Objectives:

Students will develop an understanding of what it means to acknowledge the land space they occupy and develop an understanding of why it is important to give acknowledgement to those who have occupied that space before them and how significant that land is to those peoples.

Materials & Resources:

 Teacher Resource: https://www.cba.org/CBAMediaLibrary/cba_na/PDFs/TRC/LandAcknowldegement-Eng.pdf

 Handout: "Land Acknowledgement Activity"

 *Living Together*, text on unceded lands (pg. XII)

 First Nation Protocols Resource: <https://www.ictinc.ca/first-nation-protocol-on-traditional-territory>

Time Requirement:

60 min

Evaluation:

By having students continue to put this into practice in an authentic way, the evaluation will speak for itself.

Introduction/Opening

⌚ 15 min

Begin the lesson by performing a land acknowledgement of the territory you are currently in (check with your local school authority and First Nation to determine if a land acknowledgment script already exists).

Next, begin reading the text on unceded lands in *Living Together* (pg. XIII). After reading, have a discussion with the class in response to the following questions:

- Can you think of any area or territory in NWT that is considered unceded?
- Think about First Nations in NWT that do not have a Modern Treaty; how is the land managed?

Unceded Lands are areas of territory that First Nations, Metis and Inuit peoples never ceded, surrendered or legally signed away to the Crown or to Canada.

After responding to the questions on unceded land, direct students attention to the process of acknowledging the land we are on. Students can be encouraged to respond to the following questions:

- Who lived on the land we are on before European colonizers arrived?
- If we DO know, what do we know about those people?
- If we DON'T know, why don't we?

Prompt students to begin thinking about why it is important to acknowledge the land we are on and discuss possible reasons for this. As a class, brainstorm things that are important to include in a land acknowledgment and write down the answers on the board.

Land Acknowledgement Activity

⌚ 30 min

Distribute the “Land Acknowledgement Activity” for students to complete. After brainstorming, divide students into groups of two (or independently). Using what they have learned, and the suggested online links, students will create their own land acknowledgement and share it with the class.

Students can be encouraged to first use the text on unceded lands in *Living Together* (pg. XIII), then use the web resource “First Nation Protocols Resource” link.

Sharing Circle

⌚ 15 min

In a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview* section), students can share their own land acknowledgement, or could offer other suggestions for how they might pay homage to the land, as may be customary for their family or community (e.g., fire feeding, paying the water, etc.). Students can be invited to conduct this act, if they so choose – either now or at the beginning/end of the Treaty Simulation.



Land Acknowledgement Activity

Once you have read the text on unceded lands in *Living Together* (pg. XIII), use the following online resources to learn more about land acknowledgement and why it is important to put this into practice. You may use other online resources to assist you in answering the questions below. Be sure to properly indicate which websites/pages you have used in your research.

<https://www.ictinc.ca/first-nation-protocol-on-traditional-territory>

After brainstorming and conducting your online research, answer the following questions:

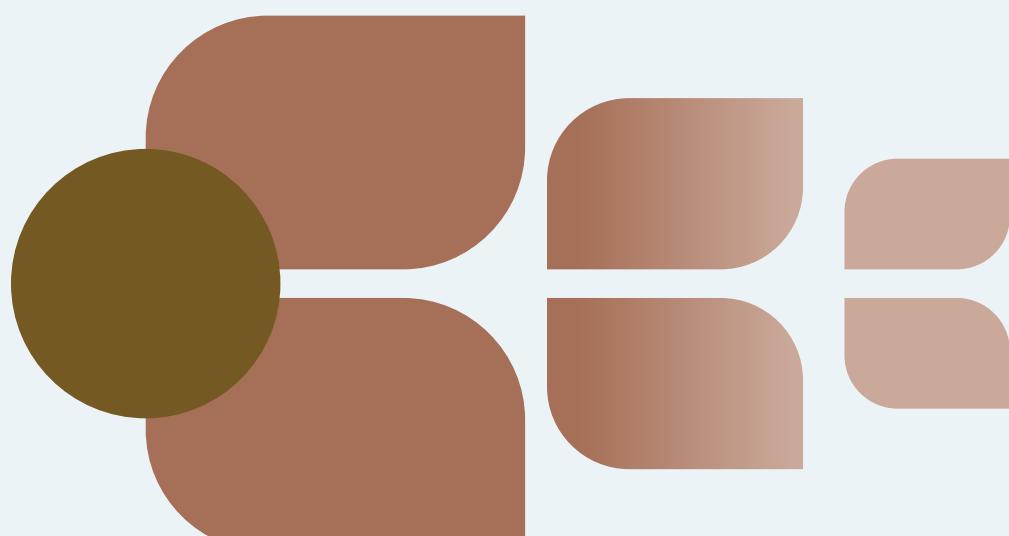
1. What does unceded territory or land mean?



2. Why is it important to give acknowledgement to those whom have occupied the land you currently occupy?



3. In the space below, write/say how you might give a land acknowledgement for the land space on which you are currently living?



7. NWT Treaty Basics

Overview:

In the next three lessons, students dive into information about treaties to help them build foundational knowledge before the Treaty Simulation.

This lesson covers some basic facts about treaties in Canada and asks students about their prior knowledge of treaties in NWT.

Learning Objectives:

Understand and articulate why treaties are important in Canada, and the difference between Numbered and Modern Treaties. Articulate prior learning about different treaties in NWT.

Materials & Resources:

 Teacher Resource: <https://www.ictinc.ca/blog/whats-the-difference-between-historic-and-modern-treaties>

 Video: "Treaty 101: Historic Treaties"
<https://understandingtreaties.ca/learn/s02-e01/>

 Video: "Treaty 102: Modern Treaties"

<https://understandingtreaties.ca/learn/s02-e02/>

 Handout: "NWT Treaty Basics Activity"

 *Living Together*, text on treaty history (pg. IX-XIV)

 "Understanding Aboriginal and Treaty Rights in the Northwest Territories"

https://www.eia.gov.nt.ca/sites/eia/files/gnwt_understanding_aboriginal_and_treaty_rights_in_the_nwt.pdf

Time Requirement:

60 min

Evaluation:

Prior Knowledge Brainstorm activity can be used as an evaluation tool of prior learning.

Introduction/Opening

⌚ 25 min

Assess Prior Knowledge

Start the lesson by explaining to students that they will be learning about treaty history in NWT for the next few lessons, and that we will begin by assessing our prior knowledge on the subject.

Using chart paper, create three categories titled:

1. What do you **KNOW**
2. What do you **WANT** to know
3. What have you **LEARNED?**

Lead the students in a class discussion by asking the first two questions and recording student responses. Students may need support in coming up with ideas. If students are struggling, play the first video before continuing. After completing the first two tables, show “Treaty 101: Historic Treaties” (7 min) and “Treaty 102: Modern Treaties” (7 min) videos. The videos cover some basic facts about treaties in Canada and will supply students with the basics of NWT treaty history. Hang the KWL Chart paper somewhere in the room where it can be viewed at a later date.

Treaty Basics Activity

⌚ 30 min

After having a discussion and watching the videos, distribute the “NWT Treaty Basics Activity” and have students write down their ideas from the board into the correct spot on the Venn diagram. Working in pairs, or independently, students will complete the diagram and fill in the next two boxes. Students should be encouraged to read through *Living Together* (pg. IX-XIV) about treaty history, as well as the online resource, “Understanding Aboriginal and Treaty Rights in the Northwest Territories.” Be aware that recent treaty negotiations could impact the accuracy of the resources you are looking at. Always refer to the most updated resource, and do more research when necessary.

Sharing Circle

⌚ 5 min

The teacher can lead the students through a *significant finding sharing circle* (see “Sharing Circle Format” in the *Toolkit Overview* section). In this circle, each student will be asked to share one significant finding or one thing they are excited to learn about in regard to treaties in NWT.

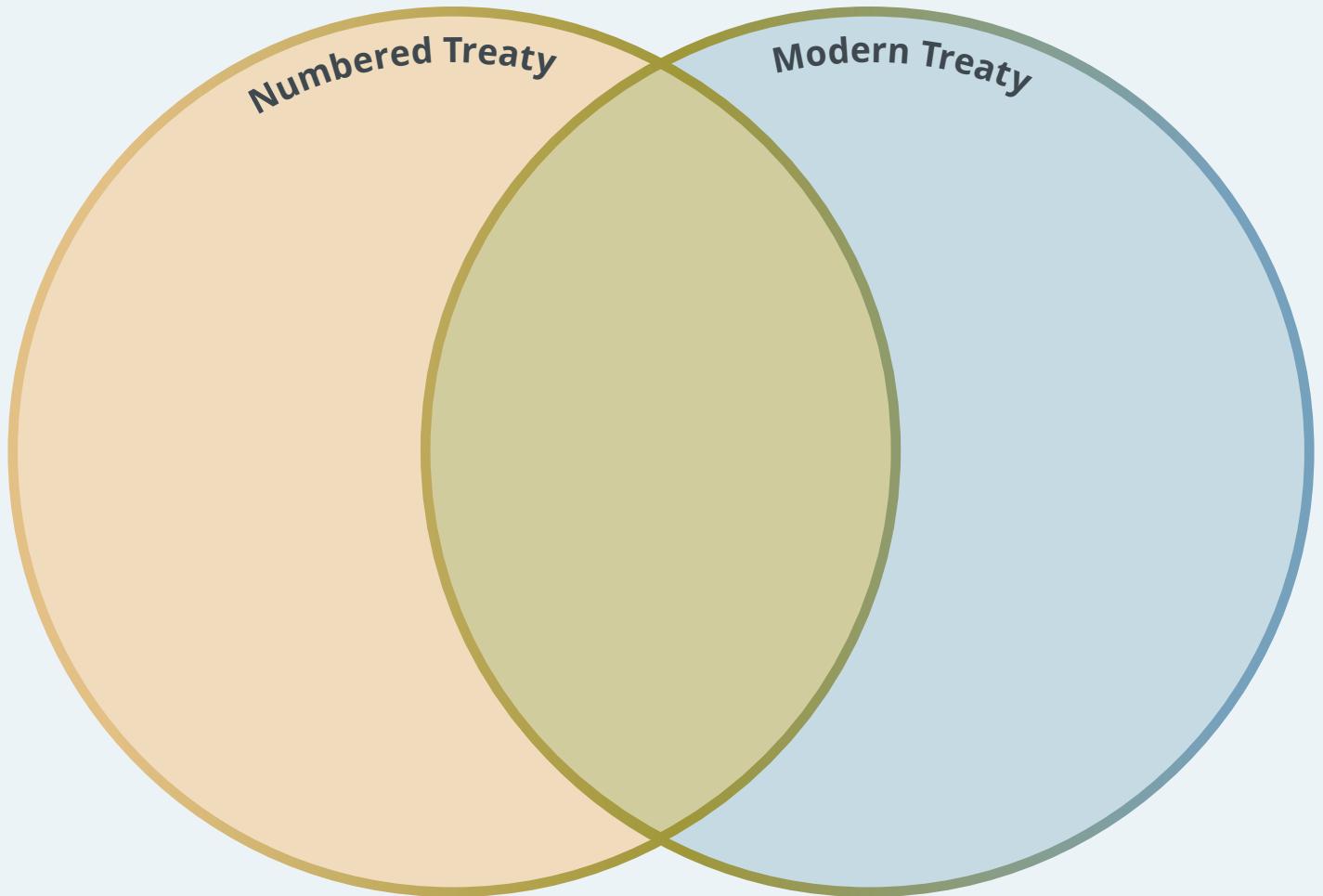
Coming up later...

“NWT Treaty Basics – Part 2” (in the *Evaluation-Based Lesson Plans* section of this Toolkit): This follow-up lesson will allow time for students to have a class discussion on what they have learned in regard to treaties in NWT, and record any new findings into the section on the chart.



NWT Treaty Basics Activity

In the Venn diagram below, brainstorm ideas for how a *Numbered Treaty* is different from a *Modern Treaty*. Write down ideas that apply to both in the middle.



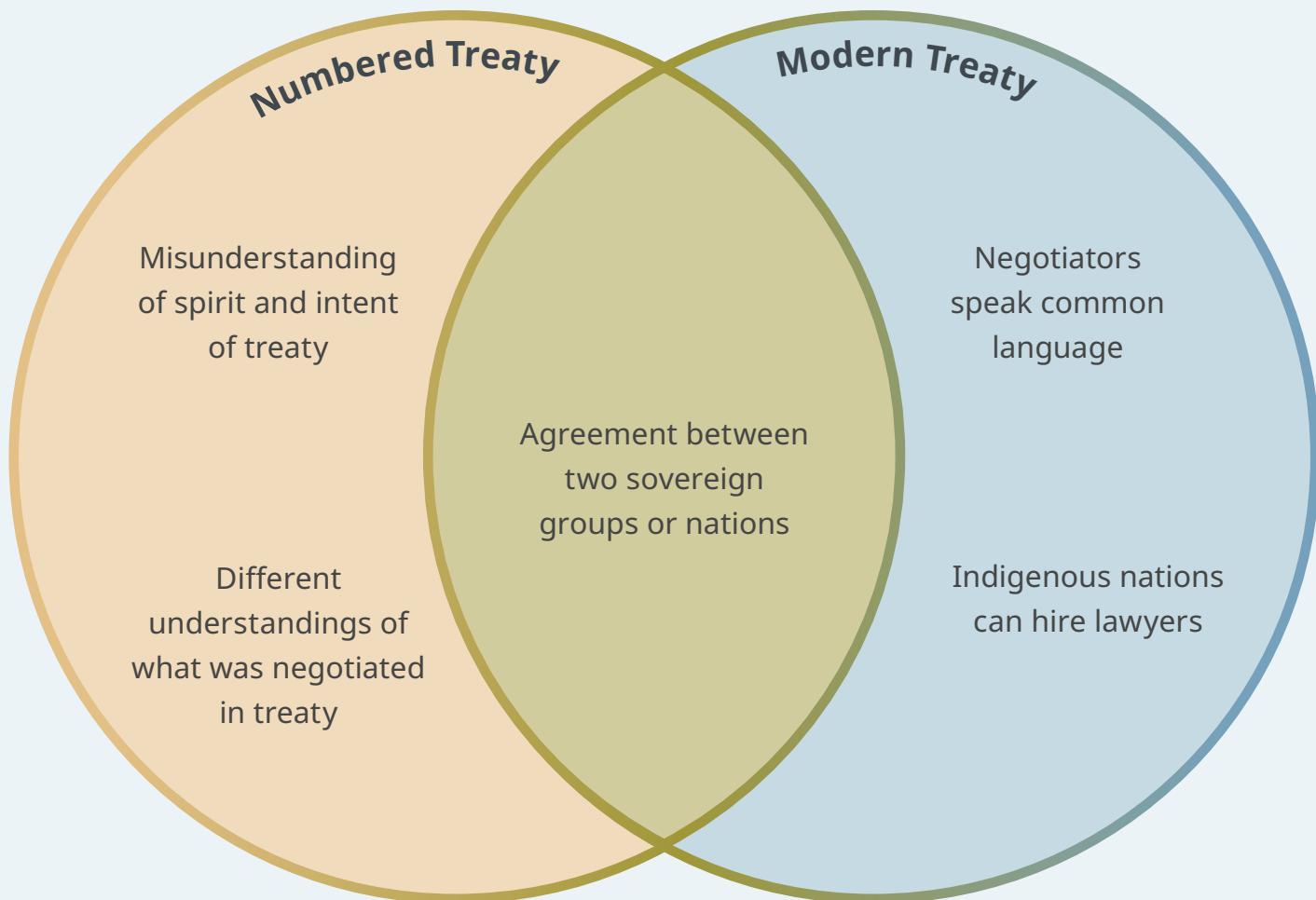
In the space below, list as many treaties in NWT as you can:

Using your knowledge about treaties, complete the sentence below:

Treaties in NWT are important because

NWT Treaty Basics Activity (Teacher Copy)

In the Venn diagram below, brainstorm ideas for how a *Numbered Treaty* is different from a *Modern Treaty*. Write down ideas that apply to both in the middle.



In the space below, list as many treaties or other agreements in NWT as you can:

Examples....Treaty 11, The Western Arctic Claim: The Inuvialuit (i-noo-vee-ah-loo-it) Final Agreement, Gwich'in (gwi-chin) Comprehensive Land Claim Agreement, Sahtu (sah-too) Dene (deh-nay) and Métis (may-tee) Comprehensive Land Claim Agreement, Salt River First Nation Treaty Settlement Agreement, Tłı̨chǫ (klee-cho) Agreement (2003) etc...

Using your knowledge about treaties, complete the sentence below:

Treaties in NWT are important because

8. Treaty Timeline

Overview:

Students are diving into basic treaty facts to get them ready for the Treaty Simulation. This lesson has students explore significant events from 1763-1973.

Learning Objectives:

In this lesson, students research key concepts in the creation of Modern Treaties and articulate important information about significant events in history.

Materials & Resources:

 Handout: "Treaty Timeline Activity"

 Computers for research

Time Required:

60 min

Evaluation:

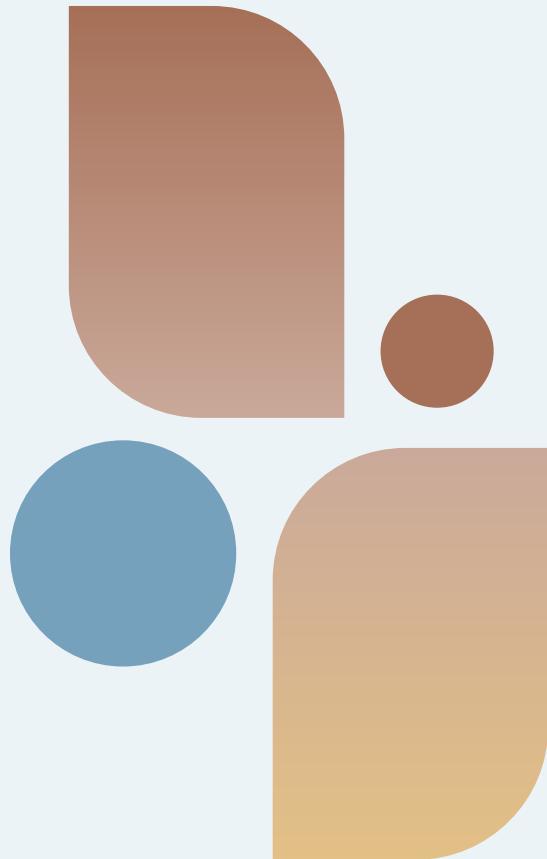
"Treaty Timeline Activity" worksheet aims to show research and communication competencies in Social Studies. Sharing Circle question can help show evidence of cause and consequence competencies.

Introduction/Opening

⌚ 15 min

This session will review significant timeline events that led to Modern Treaty negotiations.

If not watched in previous lesson, show "Treaty 101: Historic Treaties" (<https://understandingtreaties.ca/learn/s02-e01/>) and "Treaty 102: Modern Treaties" (<https://understandingtreaties.ca/learn/s02-e02/>) videos (15 min for videos).



Treaty Timeline Activity

⌚ 35 min

Divide students into six groups. Distribute the “Treaty Timeline Activity” handout. Assign one of the dates in the timeline to each group (1763, 1867, 1923, 1927, 1969, 1973). These dates correspond to dates on the Treaty Timeline sheet, where students will read about significant events in history.

The task for each group is to research a specific year or concept located on the Treaty Timeline and connect it to the lives of people in NWT. They can use literature in the classroom or browse online resources. While researching, their job is to generate three to five important facts, ideas or other pieces they found interesting on the topic to share with the class. After, the groups will present their findings to the whole class, chronologically from 1763 to 1969.

Sharing Circle

⌚ 10 min

Invite the students into a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview* section) for a check-in, and gather responses to this question:

- Express a feeling you had today while learning about the different timeline information.
- How do you connect this to something within your own life?

Treaty Timeline

Let's go back a couple hundred years and investigate a timeline of events and actions that led to the first modern treaty.

1867

The Constitution Act

The *Constitution Act of 1867* gave Canada exclusive legislative authority over Indigenous peoples and the land on which they lived.

The Indian Act

In 1867, the Canadian government put the *Indian Act* in place. This act only focuses on First Nations in Canada, not Inuit or Métis. It gave the government power over First Nations' identity, politics, education, cultural practices and other areas of their community life. It also codified the "surrender of Aboriginal title of land" in its treaties.

1927

Section 141 of the Indian Act

In 1927, Canada passed section 141 of the *Indian Act* banning Indigenous peoples from pursuing land claims and hiring lawyers. It was now illegal to pursue land claims, and all activity stopped. It was not until 1951 that this section of the Indian Act was removed.

1763

The Royal Proclamation

In 1763, when the Britain became the main European power, King George III put in place *The Royal Proclamation*. This proclamation laid out protocols for British North America's relations with Indigenous peoples.

It was the first public recognition by the Crown of Aboriginal rights to lands and title, acknowledging Aboriginal possession of lands not surrendered to or purchased by the Crown. *The Royal Proclamation* of 1763 became the basis for the historical treaty-making process. However, British Government still claimed control over the land, and more than 78,000 settlers had already taken legal possession of land previously occupied by Indigenous peoples.

1923

Canada Stops Treaty Negotiations



By 1923, 70 historical treaties had been signed between the Crown and 364 First Nations. These treaties were mainly designed to secure land for European settlement.

1969

The Waite Paper



1973

The Supreme Court of Canada Decision

In 1973, the Supreme Court of Canada made a decision in the *Calder Case* that would usher in the era of modern treaties a couple of years later. This case had begun with the legal action in the late 1960s by members of the Nisga'a Nation to prove their Aboriginal title had never been lawfully extinguished.

After the initial action was dismissed at trial, an appeal was made to the Supreme Court of Canada. While they did not win the appeal, the Supreme Court acknowledged the existence of Aboriginal title—an important step that led to Canada beginning to address land claims!

In 1969, the federal government attempted to pass the *Statement of the Government of Canada on Indian Policy*, also known as the White Paper.

This policy was created to eliminate the special status of Indigenous peoples in Canada and assimilate them within the Euro-Canadian society. The White Paper was withdrawn due to massive criticism.

Comprehensive Land Claims Policy

Later in 1973, the Comprehensive Land Claims Policy was introduced. This policy guides the Government of Canada in the negotiations of modern treaties.

British Columbia created its own treaty process in 1993.



In the early 1970's, the government of Quebec began construction hydro-electric mega-projects in northern Quebec without consulting the Naskapi, Cree and Inuit, whose land was profoundly affected. In 1973, the Cree and Inuit won an injunction to stop construction, which started negotiations on the First Modern Treaty.

Modern Treaty Era Begins

1975

The First Modern Treaty

In 1975, the James Bay and Northern Québec Agreement was signed.

1995

Inherent Right Policy

In 1995, the *Inherent Right Policy* recognized the right of Indigenous groups to self-govern. It opened conversations on self-government within treaty negotiations. However, the policy was problematic because it said that Canada would not negotiate jurisdiction over some key issues and that inherent rights depend on negotiations with Canada.

2016

UNDRIP

In 2016, the Government of Canada adopted the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*.

1982

The Constitution Act

In 1982, the *Constitution Act* was passed. This Act moved constitutional authority from British Parliament to Canadian federal and provincial legislatures. Section 35 of the Act also provided important legal protection for treaty and Aboriginal rights.

2013

Interim Policy

In 2013, the Interim Policy formed. It contained new principles regarding modern treaties that were jointly developed by Canada and First Nations, Métis, and Inuit leaders. These principles sought to renew Canada's approach to negotiating and implementing modern treaties. As of 2020, this policy has not been finalized.

The Government of Canada is exploring new ways of working with Indigenous Peoples towards Indigenous self-determination and the recognition of Indigenous rights. For example, recognition of Indigenous rights and self-determination discussion tables started in 2019.



Treaty Timeline Activity

YEAR & CONCEPT:

Your teacher will assign you a certain concept or year(s) from the timeline sheet. Write the year and concept on this worksheet. Using your cellphones, laptops or resources in your classroom, research more information about that concept and how it relates to the lived experiences in NWT. While researching as a group, generate 3-5 important facts, ideas or other items your group found interesting about the topic. You will share your findings with the class.

INTERESTING IDEAS:

1.

2.

3.

4.

5.

9. Treaty Negotiation and Implementation

Overview:

This lesson has participants learning more about how Modern Treaties are negotiated and implemented while creating an art piece.

 Handout: "Word Collage Activity"

 Paper (recommended)

 Markers/pencil crayons

 Art supplies

Learning Objectives:

Students will analyze words that are important for Modern Treaties and design an art piece that uses what has been learned.

Time Required:

60 min

Materials & Resources:

 Video: "Treaty 103: Negotiation & Implementation" <https://understandingtreaties.ca/learn/s02-e03/>

Evaluation:

Art Activity can be used to showcase significance and perspective competencies.

Introduction/Opening

 20 min

In a sharing circle (see "Sharing Circle Format" in the *Toolkit Overview* section), have the class discuss/review the definition of a Modern Treaty and examples in NWT. There are a number of Indigenous nations/groups in NWT who do not have Modern Treaties, discuss the possible reasons for this.

Show "Treaty 103: Negotiation & Implementation" video (10 min).

Word Collage Activity

⌚ 30 min

Distribute the “Word Collage Activity” handout and ask students to write down at least 10 words that resonate with them, either from the previous related lessons, or words they think are important from the video.

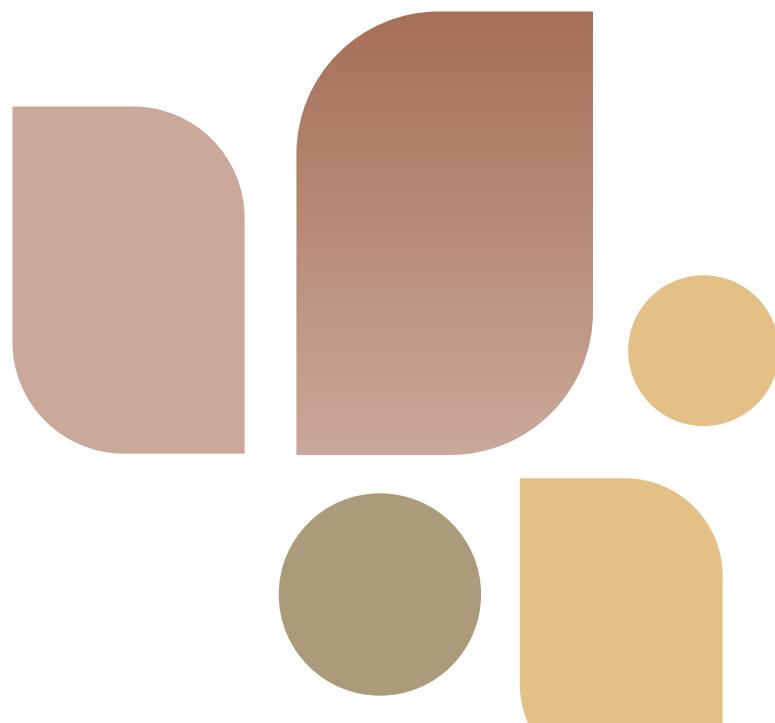
Ask students to make a creative word art piece that encapsulates all the words. They can use the words to draw an object (e.g., outline of Canada, outline of NWT, handshake, Indigenous symbols, etc.) or to make a word art cloud (scrabble or crossword style). Students can be as creative as they choose, (e.g., paper and pen, magazine cutouts, paint, oil pastels, etc.).

Closing Activity

⌚ 10 min

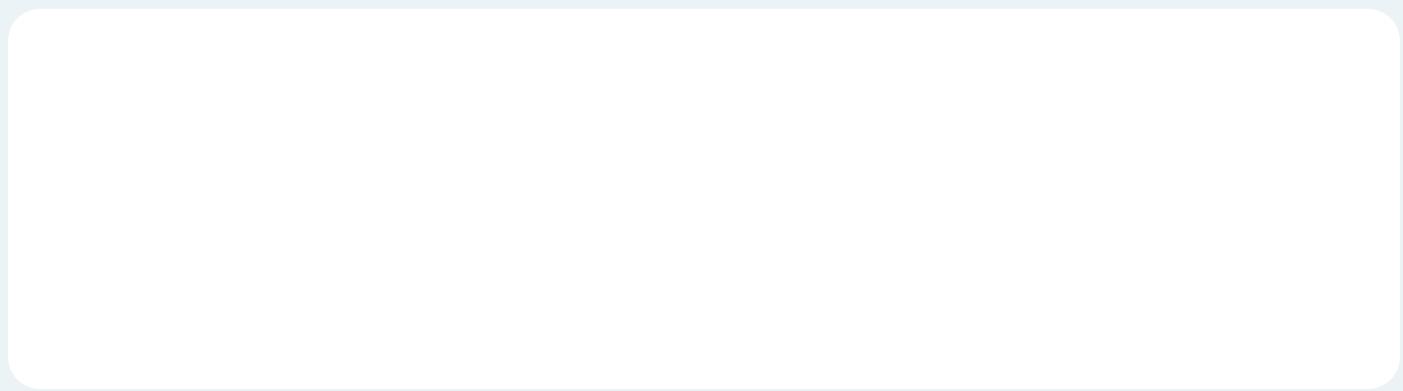
Take time with the group to showcase their work. Their creations can also be displayed on a bulletin board in the classroom, school, or somewhere important in your community.

Students can choose to share their creations on the Gordon Foundation’s community gallery by completing the form on the website: <https://understandingtreaties.ca/create/>



Word Collage Activity

Write down on this paper 10 words or ideas that you believe are important from the videos you watched or from the last session.



ART PIECE:

Using these words above, make a creative word art piece that encapsulates all the words (you can use the space below, another piece of paper or a computer). You can use the words to draw an object (e.g., outline of Canada, treaty boundaries, handshake, Indigenous symbols, etc.) or to make a word art cloud (scrabble or crossword style vibes). Be creative!



10. Roles in Treaty Negotiation

Overview:

This session introduces the Treaty Simulation scenario and ensures students have a strong understanding of the different roles involved in Modern Treaty negotiations before the Treaty Simulation.

Learning Objectives:

Students will research, analyze, and summarize key components needed in a treaty negotiation.

Materials & Resources:

 Video: "Treaty Simulation Explainer"
https://youtu.be/49gkSH_7QYc

 Video: "NWT Scenario Explainer"
<https://youtu.be/aPrWzeNI9YY>

 Handout package: "Roles & Responsibilities: ..."

 Online access to the resources linked in the handouts

Time Required:

60 min

Evaluation:

The worksheets aim to show inquiry, significance, evidence, continuity and chance, cause and consequence, perspectives, and ethical judgement competencies in Social Studies.

Introduction

 25 min

Introduce students to the details of the upcoming Treaty Simulation. Show the "Treaty Simulation Explainer" (2.5 min) and "NWT Scenario Explainer" (20 min) videos.

Roles and Responsibilities Activity

⌚ 35 min

Read out the names of the five roles on the top of the “Roles & Responsibilities...” handouts included with this lesson. The teacher can either ask students which role interests them or assign students to each role.

The teacher should then place all the students with the same role into a group together, and provide each student with the entire package of handouts (all five roles activity sheets and the four info sheets. Have students in each group work together on completing the activity sheet of that group’s role.

After completing their activity sheets, each group will share their important findings with the class. Students should fill out the roles worksheets from the other groups as they listen to the presentations. For more insights, students can watch videos featuring NWT Region Advisors in the “Treaty Talk | Advisors” series located here: <https://understandingtreaties.ca/learn/advisors/>

This activity can take place over multiple sessions, and students can research multiple roles if time permits. The worksheets should be saved and used during the Treaty Simulation, and can be graded for evaluation.

Important Note About the “Roles & Responsibilities: Community Knowledge Keepers” Activity Sheet:

The “Community Knowledge Keeper” is not a role the students will play during the Treaty Simulation. In treaty negotiation and implementation, negotiators are often hired by an Indigenous community/group to represent them at the negotiation table. These negotiators receive direction from the community/group, which may include information from Knowledge Keepers.

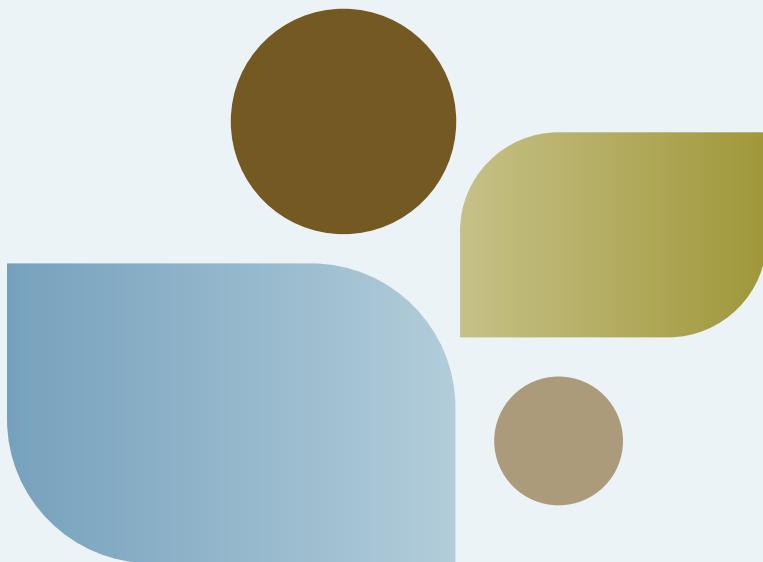
This activity sheet will help students understand the needs of the Indigenous community/group being represented by one of the teams during the Treaty Simulation. If possible, invite a local Knowledge Keeper to speak to the class for this activity. Indigenous students who are part of the local community may also have knowledge to share with their classmates if they feel comfortable.

Check with your local school authority, and Chief and Council in your area to assist you in finding and connecting with local community members. Follow the proper protocols and practices in your area and the rules of your local school authority when working with members from the community and compensating them. For protocols on inviting Elders, Knowledge Keepers and advisors into the classroom, review the “Working with Elders, Knowledge Keepers and Advisors” piece in the Toolkit Overview section.

Roles & Responsibilities: Community Knowledge Keepers

This role is one of great wisdom and responsibility. In the Treaty Simulation, the Community Knowledge Keeper is responsible for thinking of the future generations on this land and ensuring that the worldview and traditions of their people are being honoured during the negotiation or implementation. This role should be thinking of three things:

1. Is this in the best interest of future generations on this land?
2. Is this what community members, Elders, and leadership has said is important?
3. Is this encompassing of the traditions and worldview of the Indigenous peoples on this land?

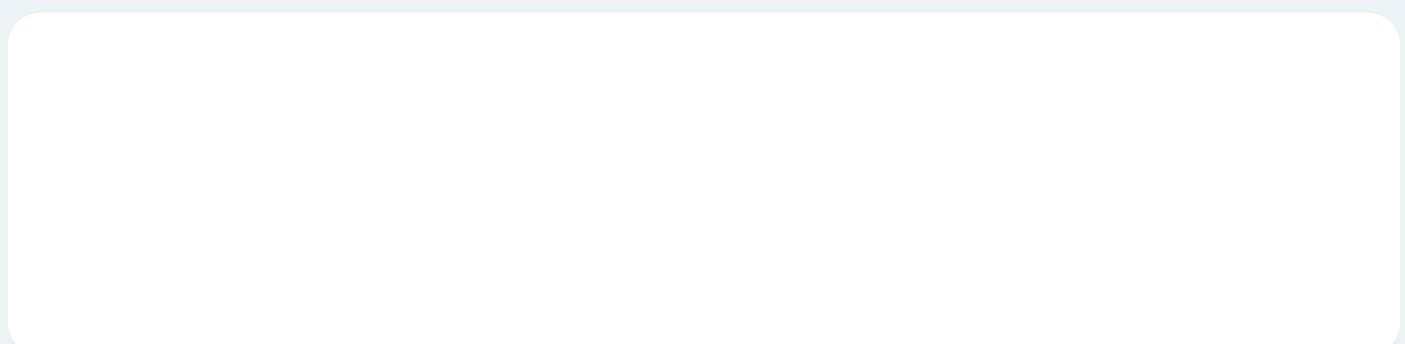


To prepare for the negotiations, it is important to have a sense of what is needed by the community. Think about their past, present and future needs. Watch the video, "Treaty Talk | John B. Zoe" (<https://understandingtreaties.ca/learn/advisors/john-b-zoe/>) and read the story in the "The Boy Who Found the Lost Tribe of Caribou" handout. Read about your community in the local papers and magazines, browsing the nation website, and reaching out to members of the community. Refer to the "Respecting Caribou" handout for additional ideas. Write down points that will assist you during the Treaty Negotiation.

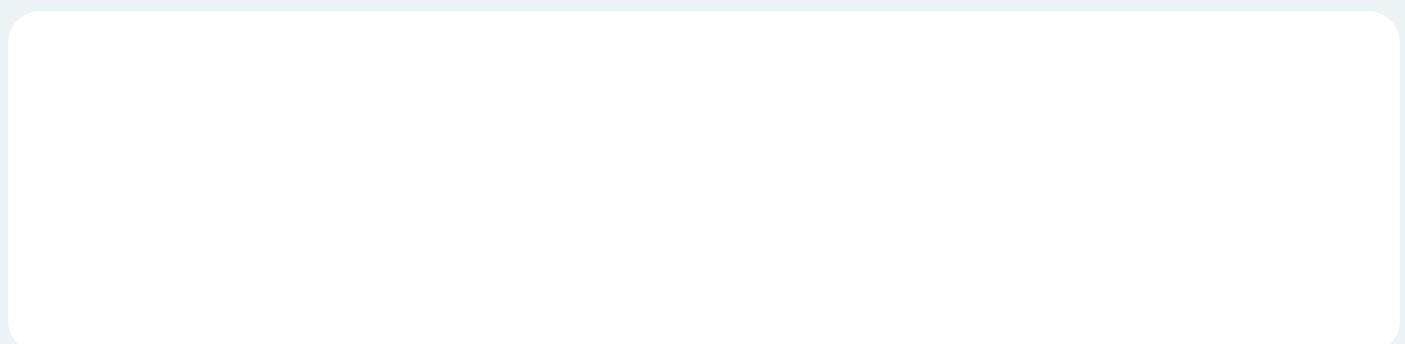
"Past"

A large, empty, light-grey rectangular box with rounded corners, designed for students to write their responses to the "Past" prompt.

"Present"

A large, empty, light-grey rectangular box with rounded corners, designed for students to write their responses to the "Present" prompt.

"Future"

A large, empty, light-grey rectangular box with rounded corners, designed for students to write their responses to the "Future" prompt.

Roles & Responsibilities: Legal Experts

This role looks at the legality of the negotiation. In the Treaty Simulation, you and your legal experts should be thinking of three things:

1. Regarding wildlife, are the rights of your client being met?
2. Do the negotiations benefit your client?
3. What legal cases or policies can strengthen your client's stance?

The answers will be different for each negotiating party!

To prepare for the negotiations, it is important to have a sense of 'jurisdiction' and responsibility. Do some research to answer the questions in the boxes below. Take notes on laws or policies associated with wildlife, hunting rights or conservation efforts.

What do community members, local Knowledge Keepers, and Elders say about the jurisdiction of hunting and fishing and conservation of wildlife?

What does Section 35 of the Canadian Constitution say about rights of Indigenous peoples? Read "Part II: Rights of the Aboriginal Peoples of Canada" <https://laws-lois.justice.gc.ca/eng/const/page-13.html>

If there are treaties or agreements in the area, what do they say about the jurisdiction of wildlife in region?

What do the articles in the “United Nations Declaration on the Rights of Indigenous Peoples” say about wildlife responsibility? https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Are there cases that have gone to the Supreme Court about wildlife that could help your argument?

(E.g., Calder v. Attorney-General of British Columbia [1973]; Haida Nation v. British Columbia; Mikisew Cree First Nation v. Canada; Beckman v. Little Salmon/Carmacks First Nation)

Roles & Responsibilities: Policy Experts

At the Treaty Simulation, the policy expert must understand the multiple governmental policies that relate to the items being negotiated. Governments have policies to explain the reasons things are to be done in a certain way and why.

To prepare for the negotiations, it is important to know the wildlife policies of the Government of Canada. Read about compliance and enforcement policies for wildlife legislations: <https://www.canada.ca/en/environment-climate-change/services/environmental-enforcement/publications/compliance-policy-wildlife-legislation.html>.

It is also important to be aware of other programs and jurisdiction in the area. Read about the GNWT Environment and Natural Resources (ENR) policies and strategies: <https://www.enr.gov.nt.ca/en/services/wildlife-management>.

Finally, read about how these different governments come together and co-manage wildlife: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf

After reading about the different policies, write down some of the responsibilities each government or organization has, in order to comply with the policies in their area. **Use the chart on the next page.**



	Indigenous Government/ Organization	Government of NWT	Government of Canada
Government of Canada Compliance & enforcement policy for wildlife	Example... consult with other governments, work collaboratively to determine best practice in local area.	Example... follow direction from Canada, and determine best practice throughout NWT.	Example... provide direction to enforcement staff.
GNWT Environment and Natural Resources			
Wildlife Co-management Plan			

Roles & Responsibilities: Wildlife Experts

For the Treaty Simulation, the wildlife experts will need to study and understand the caribou, their behavior, and its natural habitat. These experts may want to ask themselves:

- 👤 Is there a possibility of the caribou becoming an endangered species?
- 👤 What is the best way to advocate for preservation of the caribou?
- 👤 Are there any issues regarding caribou that people need to know about?

To prepare for the negotiations, read the “ENR/Tłı̨chǫ Bathurst Caribou Monitoring Program within Wek’eezhii” and “Respecting Caribou” handouts to help answer the questions below. Students can then research caribou in NWT, management plans and other ideas to use in negotiations.

1. What are some facts about caribou that can be used in the negotiation?

2. What are the challenges that are associated with caribou when considering negotiations?

3. How do caribou interact with the lands? What is their role in the ecosystem and with people?

4. If you were a member of a caribou management board, what information would you want to have to help you make decisions so there are enough caribou to meet your goals? Refer to the “Caribou Management: What do boards want answers to?” handout.

Roles & Responsibilities: Communication Experts

During the Treaty Simulation, the communication experts support the writing and preparation of their team's proposal and opening statement. They think about how their team's points can be communicated effectively during the negotiations. To prepare for the negotiations, the communication experts will research and find quotes and information to help solidify their team's argument. **Review the documents listed in each box below, and write down quote and interesting points that can be used during the Treaty Simulation.**

"Respecting Caribou" handout

Treaty or Land Claim in your area (research)

Section 35 – Canadian Constitution <https://laws-lois.justice.gc.ca/eng/const/page-13.html> and https://indigenousfoundations.arts.ubc.ca/constitution_act_1982_section_35/

"United Nations Declaration on the Rights of Indigenous Peoples"

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Other...

Roles & Responsibilities: Info Sheet 1

Caribou Management: What do boards want answers to?

Source: *Caribou and People: A Shared Future*

If you were a member of a caribou management board, what information would you want to have to help you make your decisions so there are enough caribou to meet your goals?

Here are some questions the boards might be asking before they make their recommendations:

 How many caribou are there (population)?	 How important are the caribou to people (value)?
 Is the population stable, decreasing or increasing (trend)?	 Is the habitat threatened in any way (natural and human disturbance)?
 What is the proportion of cows, calves and bulls (herd composition)?	 How are predators affecting the caribou (predation)?
 How many calves survive each year (annual recruitment)?	 How many caribou do communities need (demand)?
 How many caribou die of natural causes each year (natural mortality)?	 How many caribou can be harvested without negatively affecting the population (sustainable harvest)?
 Where do the caribou go and when (seasonal distribution)?	 What can the co-management board do (management options/tools)?
 How many are taken by hunters each year (harvest)?	
 Are the caribou healthy (prevalence of disease, parasites, starvation)?	
 Is there enough food for the caribou (habitat productivity)?	

Think about how you would get the information you need to answer these questions. A board might need to talk to Elders, Knowledge Keepers, hunters/harvesters, biologists, governments and other boards for information.

Roles & Responsibilities: Info Sheet 2

ENR/Tłı̨chö Bathurst Caribou Monitoring Program within Wek'èezhìi

Source: *Caribou and People: A Shared Future*

Monitoring Action	Method	Frequency
Monitor calf survival	Conduct composition counts in late March or early April. Classify caribou as calves, cows and bulls.	Once per year
Determine adult sex ratio	Conduct composition counts between Oct 15-30. Classify caribou as calves, cows and bulls.	Once per year
Fall health and condition assessment	Harvest 20 bulls, 20 cows and 20 calves in September. Detailed sample collection for parasites, diseases and condition of caribou.	Once per year
Spring health and condition assessment	Harvest 20 bulls, 20 cows and 20 calves in early April. Detailed sample collection for parasites, diseases and condition of caribou.	Once per year
Pregnancy rate and back fat measurement	Assess presence/absence of fetuses in 20 additional females during the winter hunt by Tłı̨chö hunters. Measure back fat.	Once per year
Harvest reporting system	Visit all hunters once per month to determine number and location of bulls, cows and calves harvested. Harvest calendars provided by ENR.	September, December, January, February, March and April of each year
Monitor wolf den occupancy and assessment of wolf productivity	Wolf pup survival should be monitored using summer surveys of den sites determined to be active during the spring surveys.	Early June and early August
Monitor birth rate	Conduct composition counts between June 12-17. Classify caribou as breading cows and calves.	Once per year
Wolf condition and reproduction	Collect wolf carcasses from trappers and hunters.	August 15 – May 31

Roles & Responsibilities: Info Sheet 3

Respecting Caribou

Source: *Caribou and People: A Shared Future*

- People should know how to think and talk respectfully about caribou.
- People should respect caribou as gifts from the Creator.
- Caribou should be respected as an essential part of the ecosystem.
- All people should have knowledge of the caribou to respect them.
- Try not to wound animals.
- Hunters should not boast about their harvest.
- Hunters are encouraged to share their caribou harvest with people who can't hunt (Elders, etc.)
- It is important to use all parts of the caribou and waste nothing.

- People must care for the stored meat and discard bones and other unused parts in a manner that will not offend the caribou.
- Do not discard gut piles on the side of the road.
- The relationship between the caribou and people is based on mutual respect.
- The rules about caribou are meant to be obeyed.

When caribou population is low, you might also want to harvest other species (moose, fish, etc.).

Female survival is important for the herd to recover.

Listen to the Elders and harvest only what you need.

Roles & Responsibilities: Info Sheet 4

The Boy Who Found the Lost Tribe of Caribou

Source: *Caribou and People: A Shared Future*

Told by Donald Kajlik of Inuvik in People and Caribou in the Northwest Territories

A group of Eskimos lived along the seashore. Now there lived a poor boy whose parents had died, and he was living with his grandparents, who were very old. The ruler, knowing this, called the boy over to his place and asked him if he could do odd chores for him. He would always make sure the boy and his grandparents had something to eat. The boy was very glad and he ran home and told his grandfather and grandmother.

The years went by and he became a boy whom no one could beat in sports. One winter he was allowed to go out hunting, but he had to listen to all that was said in the meeting before the hunt. The hunt was very good. They had almost enough meat to last through the long winter.

The ruler then decided to teach the boy how to get a Caribou with a knife, without the use of a bow and arrow. The boy was now very excited, for he was always anxious to learn of new ways to catch game.

They had to use a skin to cover themselves with and sneak up to the herd until they were close., and then use a knife to kill. It had to be placed in just the right spot.

When it was time for him to try this new way of hunting, he crept very close to some Caribou. But just as he was ready to spring, the Caribou spoke to him. "You must be using my brother's skin to cover yourself with. Period. Why don't you pit in on the right way and I will tell you what to do?" Was he going mad, or was the caribou really speaking to him?

The Caribou continued, "Those of us who are to be leaders in the future have this gift of being able to life the face-mask, and so we are able to speak on behalf of our people. Now close your eyes and slip the coat on, and I'll tell you more as we travel.

"Hurry for we do not have much time."

He did as he was told, and to his surprise, he was now a caribou.

"Follow me," the caribou said, and now they were all traveling at a great speed.



After a bit he saw that he was getting left behind, and now he stumbled. He didn't know how far they had gone when he heard a voice saying, "We are safe now, and you can have a rest. We have been going for a good half-a-day, and now I will tell you how we travel. When we are running at high speed, we never look back at the ground. This slows you down. Hold your head high and just look where the ground meets the sky, and run. This way you can see your direction and also anything that may be on the ground to trip you. I will give you a test run after you have had a little more rest."

They ran and soon the ground below him seemed to be a blur. Soon they turned and they were on their way back to the herd.

Once back he realized that he was hungry. As they fed on the sweet lichen, his friend told him, "You must never stray far from us until we have told you more of the dangers we face in life."

To his surprise, there was a lot he had to learn. First of all he was told never to go near anything if he was not sure what it was. He was told of wolves, and always to stay with the herd when in danger.

Also, there would be times when they would be hunted by humans.

Now, the air was cool and there was snow on the ground. The next day they had a long journey to make, and the only time they would stop was in the evening to feed and bed down. To his surprise, there were a few browsing around and feeding. He looked around, but he could find no lichens.



Toolkit Overview

Overview of the Treaty Simulation model, how to use this Toolkit in *Northern Studies – Living Together*, protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.

1. Intro Lesson Plans

Offer time for students to reflect on what has been taught thus far (in *Living Together*) and an opportunity for skill-building in preparation for the Treaty Simulation.

2. Mid-Simulation Lesson Plans

Allow room for students to participate in additional activities during the Treaty Simulation process that build on key objectives from *Living Together*.

3. Treaty Simulation Lesson Plans

After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their *Living Together* teachings.

4. Evaluation-Based Lesson Plans

Provide an opportunity for students to conduct self- and peer-evaluation on themes from *Living Together* that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.

Mid-Simulation Lesson Plans

Getting Started on the *Mid-Simulation Lesson Plans*

This section includes an overview of themes, essential activities, and lesson plans that are designed to help students reflect on their understanding of treaties and **connect** with Elders, Knowledge Keepers and advisors from their local community. It is strongly encouraged that the teacher instruct these lessons due to the importance of learning from members of their local community through knowledge sharing. See the “Elder and Community Interactions” point below for information on inviting people into the classroom.

It is recommended that the teacher first reads through the *Toolkit Overview* section for insights on how the lessons can fit into *Northern Studies – Living Together*. The teacher can then review these mid-simulation lessons and prioritize those that will best meet the students’ needs.

Elder and Community Interactions

Throughout the lessons in this Toolkit, there are instances when the teacher and students are required to work with Elders, Knowledge Keepers and advisors within the local community. The teacher is responsible for following the rules and practices of the local school authority when working with the community. In addition to these responsibilities, all teachers need to familiarize themselves with the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section, which outlines responsibilities and protocols of working with community members.



1. Rights and Responsibilities Under Treaties or Land Claims

This learning happens throughout the unit.

Understanding our rights and responsibilities in our communities is a major theme and outcome of the Treaty Simulation and related lessons. Throughout this unit, students will learn about their rights and responsibilities under the treaty or land claim in their area, and will be asked to critically evaluate and provide new ideas about it. They will think about the ways in which they can 'participate' in the treaty or land claim in their area. The Treaty Simulation is an inclusive activity for students not under a treaty, as everyone has a responsibility and role to play in their communities and, specifically for this Treaty Simulation, in wildlife management. Everyone who participates brings a unique perspective and skill.



2. Defining 'Treaty' Activity

Overview:

Students will work together to use their own words (based on all they've learned thus far from *Living Together*) to define 'treaty.'

Time Required:

15 min

Materials & Resources:

 Chart paper

Learning Objectives:

Students will begin to analyze and articulate the needs of a negotiating party for a wildlife management plan.

Students will reflect on how their definition has changed after completing the Treaty Simulation.

Activity

 15 min

This activity should be done on the first day of the "Simulation Preparation" lesson plans in the Treaty Simulation Lesson Plans section of this Toolkit.

Using chart paper to record their ideas, students can discuss what the term 'treaty' means. Ask students, 'What is a treaty?' Invite students to share their own experiences and reasoning for their definitions.

Coming up later...

A follow-up question for after the Treaty Simulation is part of the "Treaty Simulation Debrief" lesson plan in the *Evaluation-Based Lesson Plans* section of this Toolkit, allowing the class to look at their definition(s) and ask if and how it has changed.

3. Conversation with the Advisors (Classroom)

Overview:

This session is designed to facilitate knowledge transfer from local advisors and Knowledge Keepers about the negotiation and implementation of treaties or other agreements or governance issues.

Learning Objectives:

Students will understand treaty negotiation and implementation or other governance issues as they hear the lived experiences and perspectives of the advisors.

Materials & Resources:

 "Working with Elders, Knowledge Keepers and Advisors" piece in the *Toolkit Overview* section

Time Required:

60 min

Background

For the Treaty Simulation to run as intended, it is important to invite two to three local advisors or Knowledge Keepers to speak to the students before the Treaty Simulation (knowledge sharing). Through a panel discussion, students will listen and learn about the unique perspectives and opportunities in their area. It is also important for these individuals to be present during the Treaty Simulation activities to offer support and advice to the students.

Who should you invite? If the local community has a Modern Treaty and/or Self-Government Agreement, invite someone who has been involved in the negotiation or implementation of the Agreement. If the local community is not part of a Modern Treaty and/or Self-Government Agreement, invite a Knowledge Keeper or someone who has been involved in the implementation of treaty rights based on historic treaties, other types of agreements, or other governance issues in the area. It is important to also invite someone from a nearby community who is/was involved in their negotiations or implementation work (perhaps doing a Zoom video call if they are far).



Check with your local school authority, and Chief and Council in your area to assist you in finding and connecting with local community members. Follow the proper protocols and practices in your area and the rules of your local school authority when working with members from the community and compensating them. For protocols on inviting Elders, Knowledge Keepers and advisors into the classroom, review the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section.

Videos can be shown to supplement interactions with invited guests:

- 👤 “NWT Scenario Explainer” <https://youtu.be/aPrWzeNI9YY>
- 👤 “The Modern Treaty Parties: Canada” <https://understandingtreaties.ca/learn/s04-e01/> (full series)
- 👤 “Treaty Talk | Advisors” <https://understandingtreaties.ca/learn/advisors/> (NWT Region Advisors & Federal Government Advisors)

Conversations with Advisors

⌚ 50 min

Depending on the experiences of the available advisors, have the students ask them questions such as:

- 👤 Why are treaties important? How do they impact my life?
- 👤 What work have you (the advisors) done in connection to treaties?
- 👤 What is a negotiation like? How does one prepare for negotiation?
- 👤 What is implementation? What are some challenges of implementation?

Sharing Circle

⌚ 10 min

Invite the students into a sharing circle (see “Sharing Circle Format” in the *Toolkit Overview section*) and ask what they are excited about experiencing during the Treaty Simulation. Remind students to thank the advisors and to ask any additional questions they have.

4. Conversation with the Advisors (Interviews)

Overview:

After some preparation time in class, this activity has students meet with local advisors and Knowledge Keepers to dig deeper into the negotiation and implementation of treaties or other agreements or governance issues.

Learning Objectives:

Students will understand treaty negotiation/implementation or other governance issues from conducting interviews with expert advisors about their experiences and unique perspectives.

Materials & Supplies

 Video/audio recorder

 "Working with Elders, Knowledge Keepers and Advisors" piece in the *Toolkit Overview* section

Evaluation:

Conversations with Advisors can be used to showcase perspectives and significance competencies in Social Studies. This will have students begin to think about competencies that will be included in the "Student Self-Reflection" activity in the *Evaluation-Based Lesson Plans* section of this Toolkit.

Background

This activity can be done as a group homework assignment throughout the unit.

If the local community has a Modern Treaty and/or Self-Government Agreement, students will find someone who has been involved in the negotiation or implementation of the Agreement. If the local community is not part of a Modern Treaty and/or Self-Government Agreement, students will find a Knowledge Keeper or someone who has been involved in the implementation of treaty rights based on historic treaties, other types of agreements, or other governance issues in the area, or someone from a nearby community who is/was involved in their negotiations or implementation work (perhaps doing a Zoom video call if they are far).

Check with your local school authority, and Chief and Council in your area to assist you in finding and connecting with local community members. Follow the proper protocols and practices in your area and the rules of your local school authority when working with members from the community and compensating them. For protocols on inviting Elders, Knowledge Keepers and advisors into the classroom, review the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section.

Interview Question Prep

⌚ 30 min

The class can work as a whole or in groups to develop up to 10 questions they can use to interview the advisors. The number of advisors available in the community will determine how many groups should be formed within the class or with other classes from around the region. Follow your local school authority and protocols in the area when you are working with members from the community.

Sample interview questions could be:

- 👤 What work have you done in connection to treaties?
- 👤 What is a negotiation like? How does one prepare for negotiation?
- 👤 What is implementation? What are some challenges of implementation?

Interview

⌚ 30 min (or longer, depending on advisor's availability)

Students (in small groups) will schedule a time (during or out of class) to meet with an advisor to conduct an interview (in-person, phone, or video-call). Students will be required to record the interview, either with video or audio, and create a presentation for the class.

Help students learn how to contact potential advisors following the practices of the local school authority when working with the community, and review the “Working with Elders” section in the *Toolkit Overview* section for protocols on interactions with Elders. Help students ask the advisor for permission to record them, using release forms as required by the local school authority.

Remind students to thank the advisor once they have finished the interview! Students should consider small acts of reciprocity to thank them for their time. Students could volunteer to chop wood, bring muffins or another gesture as a way of saying thanks or welcoming Elders. Ensure that all Elders, Knowledge Keepers, advisors and members of your community who are involved are compensated accordingly. Always refer to your local school authority and follow the protocols in your area.







Toolkit Overview

Overview of the Treaty Simulation model, how to use this Toolkit in *Northern Studies – Living Together*, protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.

1. Intro Lesson Plans

Offer time for students to reflect on what has been taught thus far (in *Living Together*) and an opportunity for skill-building in preparation for the Treaty Simulation.

2. Mid-Simulation Lesson Plans

Allow room for students to participate in additional activities during the Treaty Simulation process that build on key objectives from *Living Together*.

3. Treaty Simulation Lesson Plans

After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their *Living Together* teachings.

4. Evaluation-Based Lesson Plans

Provide an opportunity for students to conduct self- and peer-evaluation on themes from *Living Together* that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.

Treaty Simulation Lesson Plans

Getting Started on the *Treaty Simulation Lesson Plans*

This section includes lesson plans and handouts for the Treaty Simulation exercise. It is recommended that the teacher first reads through the *Toolkit Overview* section for insights on how the lessons can fit into *Northern Studies – Living Together*.

Elder and Community Interactions

Throughout the lessons in this Toolkit, there are instances when the teacher and students are required to work with Elders, Knowledge Keepers and advisors within the local community. The teacher is responsible for following the rules and practices of the local school authority when working with the community. In addition to these responsibilities, all teachers need to familiarize themselves with the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section, which outlines responsibilities and protocols of working with community members.



Running the Treaty Simulation

Selecting Teams/Mandate Letters for the Treaty Simulation

The teacher must refer to the “Team Selection” chart when selecting teams and their corresponding mandate letters for the Treaty Simulation. The location of the school community will determine which teams are needed for the activity to run as intended. The teams are organized by region and reflect real-world communities, organizations, and governments, ensuring that the Treaty Simulation is relatable for students in their area.

The Treaty Simulation scenario has students developing a management plan for a fictional herd of caribou – the range of this fictional herd may cross through multiple regions/communities, as you will see in the “Team Selection” chart. For the purpose of this scenario, the selected teams are all part of a fictional wildlife advisory committee. These **parties** (participating groups) that make up the committee will be negotiating a wildlife management plan.

After the appropriate teams have been selected, fill-in the blank boxes on the “Simulation Scenario” handout (in the “Simulation Preparation – Part 1” lesson plan) with the information from the “Team Selection” chart. Have students also fill-in the blank boxes on their mandate letters. Once the mandate letters have been prepared, the teacher can begin with the “Simulation Preparation – Part 1” lesson plan.

Each team’s mandate letter will differentiate in the “Guidance from the Party” and the resources suggested to aid in their research. Some of the teams may represent groups with Modern Treaties or other types of agreements, and some will not. It is important that students follow the guidance from their party and read the resource section in their mandate letter to understand the party they represent.

Combining Classrooms / Online Treaty Simulation

For the Treaty Simulation to run as intended, there needs to be enough students to fill each of the teams, as well as sufficient time to complete the negotiations. For smaller classes, teachers may want to run the simulation with another class within the school or from another school (can be done online when combining classes from schools at a distance). It is recommended that the teachers first have the students complete the necessary lessons, and that the teachers have a strong understanding of how the simulation activity works. The teachers involved will be responsible for coordinating the required documents and teams necessary to run the activity. They will also be responsible for determining how and when the classes connect (whether in-person or online).

Selecting a Chair for the Simulation meeting

At the simulation meeting, the Chair makes sure teams negotiate and reach a ***consensus*** (mutual agreement on a compromise) for as many ***tabled items*** (what needs to be negotiated) as possible during the simulation meeting. The hosting team can select a member of their team to serve as the Chair, and the teacher will assist the chair as needed. In some cases, the teacher may need to play the role of the Chair and lead participants through the simulation meeting. The Chair uses the “Chair Checklist” handout as a guide during the simulation meeting.

1. Simulation Preparation – Part 1

Overview:

Students engage in an interactive Treaty Simulation aimed at working in a team to develop a management plan for a fictional caribou herd.

Learning Objective:

Students will begin to analyze and articulate the needs of a negotiating party for a wildlife management plan.

Materials & Resources:

 Handout: "Preparation Steps"

 Handout: Selected Mandate Letters

 Handout: "Advisor Checklist"

 Handout: "Chair Checklist"

 Chart paper & markers

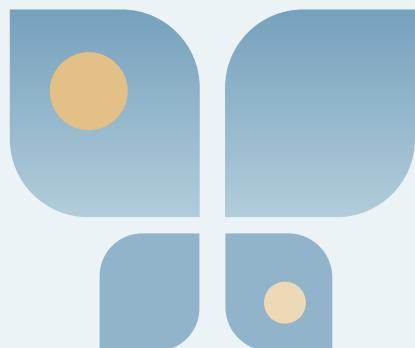
Time Required:

60 mins (or it could be delivered over two sessions for more preparation time)

Background

Review the "Running the Treaty Simulation" piece in this Treaty Simulation Lesson Plans section to find out how to prepare the teams and mandate letters for the Treaty Simulation.

In advance, the teacher should invite two to three local advisors or Knowledge Keepers to advise the teams during key sessions of the Treaty Simulation. Advisors play an essential role, sharing their knowledge, perspectives and experience with the participants, and helping prepare them for the Treaty Simulation. They also guide the participants during negotiations and inspire them for the future. Advisors can be given the "Advisor Checklist" to inform them of their responsibilities in the teams. If none are available, have students refer to notes and handouts from the previous lessons.



Who should you invite? If the local community has a Modern Treaty and/or Self-Government Agreement, invite someone who has been involved in the negotiation or implementation of the Agreement. If the local community is not part of a Modern Treaty and/or Self-Government Agreement, invite a Knowledge Keeper or someone who has been involved in the implementation of treaty rights based on historic treaties, other types of agreements, or other governance issues in the area. It is important to also invite someone from a nearby community who is/was involved in their negotiations or implementation work (perhaps doing a Zoom video call if they are far).

Check with your local school authority, and Chief and Council in your area to assist you in finding and connecting with local community members. Follow the proper protocols and practices in your area and the rules of your local school authority when working with members from the community and compensating them. For protocols on inviting Elders, Knowledge Keepers and advisors into the classroom, review the “Working with Elders, Knowledge Keepers and Advisors” piece in the Toolkit Overview section.

Mid-Simulation Lesson Plans, “2. Defining ‘Treaty’ Activity” ⌚ 15 min

Complete the “Defining ‘Treaty’ Activity” lesson plan from the Mid-Simulation Lesson Plans section of this Toolkit.

Scenario Introduction

⌚ 25 min (or more)

If not watched during previous lessons, show “Treaty Simulation Explainer” (https://youtu.be/49gkSH_7QYc) and “NWT Scenario Explainer” (<https://youtu.be/aPrWzeNI9YY>) videos (25 min for videos).

Read over the “Simulation Scenario” for the Treaty Simulation. The teacher should brainstorm with the group about the experiences, ideas, or innovations that could be used during the negotiation. Discuss the background and interests of each party (“team”) that will be negotiating.

Mandate Letter

⌚ 15 min (or more)

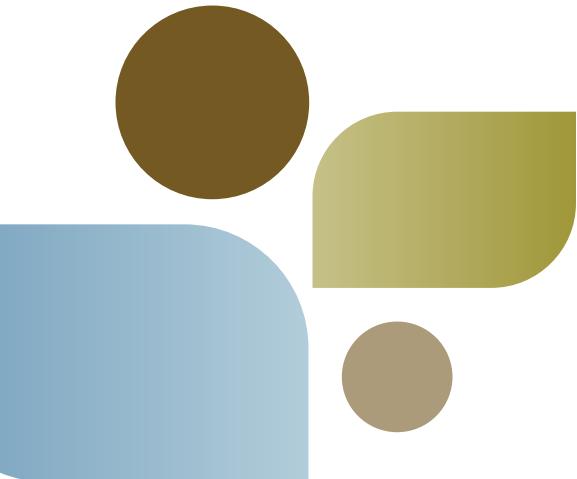
Before this session, assign participants to teams and provide guidance to the teams to make optimum use of the preparation time, initiating and managing conversations as needed.

Provide all students with a copy of the “Preparation Steps” handout and the mandate letter for their team. Students will need to reference and work out of these handouts for the next two sessions. Each team will have a slightly different mandate letter. Have students read their mandates out loud in their teams (have teams go to a quiet space so each team’s mandate information is kept private). Students can select team roles and, as a team, write down any initial ideas they want to add into their “Preparation Steps.”

Closing

⌚ 5 min

Bring all the teams together and have them decide who will be the hosting team. Their opening may include inviting an Elder or Knowledge Keeper to speak, an opening prayer, a land acknowledgment, or another opening of their choosing. The hosting team will speak first and choose the order of negotiations for the introductions and proposal presentations. The hosting team will also select one member of their team to chair the Simulation Meeting. Alternatively, the teacher can chair the Simulation Meeting. Provide the Chair with the “Chair Checklist” handout to review later.



Simulation Scenario

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Scenario Background

The range of a *fictional* herd of barren-ground caribou,²¹ known as the Dahkàà (*dah-kah*)²² Caribou Herd, is in/around...

Local harvesters are seeing historically low numbers of the herd. The NWT Species at Risk Committee (SARC)²³ and the Committee on the Status of Endangered Wildlife in Canada (COSEWIC)²⁴ assessed barren-ground caribou (including the Dahkàà Caribou Herd) as 'threatened' due to the cumulative effect of multiple interacting threats to the species. A 'threatened' species is one that is likely to become endangered if population decline or environmental factors are not addressed.²⁵

In NWT, barren-ground caribou were officially added to the NWT List of Species at Risk, triggering the requirement for a recovery strategy and herd specific management plans. Official listing of barren-ground caribou under the federal *Species at Risk Act* is pending Indigenous consultation and public engagement.

21 Find out what barren-ground caribou are called in the local language(s) of your school's community! For example, Tłı̨chǫ Yatiì/Dogrib speakers may say Hozìì Ekwò.

22 Dahkàà is the Tłı̨chǫ Yatiì/Dogrib word for raspberry. Listen to it here: <http://tlicho.ling.uvic.ca/media/8007.1.mp3>

23 <https://www.nwtspeciesatrisk.ca/SARC>

24 <http://www.cosewic.ca/>

25 <https://www.cosewic.ca/index.php/en-ca/assessment-process/wildlife-species-assessment-process-categories-guidelines/status-categories.html>

Dahkàà Caribou Advisory Committee

The *fictional* Dahkàà Caribou Advisory Committee was formed to develop a Dahkàà Caribou Management Plan to support the herd's recovery. These types of committees are created in real-life to deal with various pieces laid out in Modern Treaties. While Modern Treaties have their own wildlife management chapters, many of these committees involve multiple treaty and non-treaty partners crossing multiple land and jurisdiction boundaries.

All parties (participating groups) on this committee participate in all management decisions with openness and a spirit of cooperation and respect both scientific, traditional and local knowledge. The parties respect any treaty or land-claim agreement, and share the responsibility for the stewardship of the herds and their habitat.

The Dahkàà Caribou Advisory Committee consists of members from the following parties:

Treaty Simulation Task

For the Treaty Simulation, students divide into teams, each representing one of the parties on the Dahkàà Caribou Advisory Committee. Each team receives a ***mandate letter*** (a set of instructions from their party) expressing their party's interests and ideas relating to the management plan. Each team prepares a proposal for a Dahkàà Caribou Management Plan. At the committee meeting, teams present their proposals and negotiate until ***consensus*** (mutual agreement on a compromise) is reached for a final plan.

Teams will write a proposal for these five areas of the Dahkàà Caribou Management Plan:

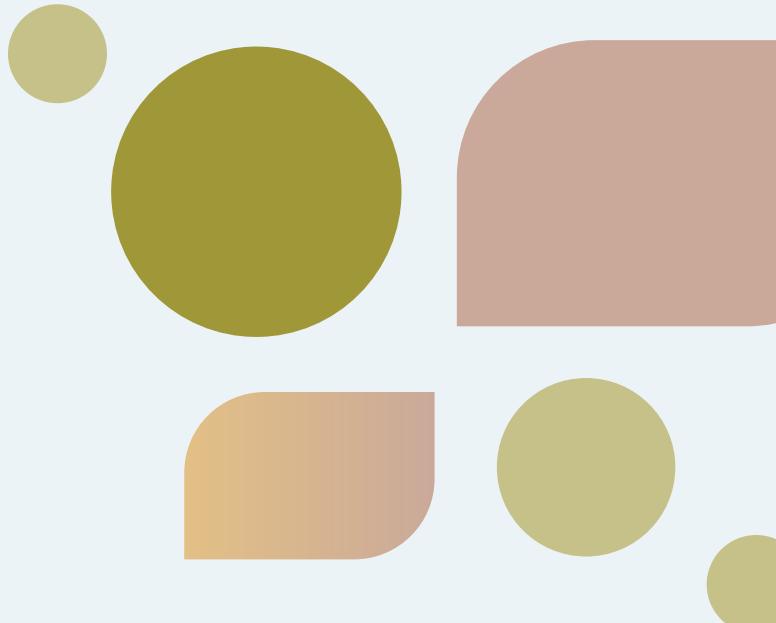
10. Harvesting: Propose how many caribou can be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.

11. Research & Monitoring: Propose activities and how often they should take place.

12. Predation: Propose predation management programs (ideas and methods to identify and address the predation of caribou) that should (or should not) be used. Plan ahead – propose programs for different herd population sizes. Note: Predation is the preying of one organism on others, for example, wolves are one of the main predators of Peary Caribou.

13. Habitat & Disturbance: Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.

14. Communications & Education: Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.



Advisor Checklist

Building Knowledge Sessions

- Advisors will introduce themselves, so be prepared to say a few words!
- Participants want to know your story. Feel free to share your perspective and knowledge.
- Questions you can answer about yourself:
 - What is your current role?
 - What relationships do you have with treaties?
 - What is your area of expertise?
 - Is there a story you want to share from your experience in treaty negotiations?
 - Why are treaties so important?

Simulation Prep Sessions

- Feel free to jump in if you feel you can help the participants understand a topic, wording, context, issue, etc.
- Ask probing questions to get them to think about areas they might be missing.
- Share a tip or trick used in real negotiation preparations.
- Uplift the participants by telling them that they are doing great and encourage them as they prepare. Provide specific examples about each individual's strengths and the group dynamic. Remember that each participant has a voice (even the quiet ones) and something meaningful to contribute.
- If the team is on a role and focused, feel free to sit back and observe, staying available for them to ask you questions as needed.
- Ensure that they finish the preparation time with an opening statement, completed proposal and roles assigned.

Simulation Meeting Sessions

- Advisors can sit back and observe as the participants negotiate.
- If the participants call a **caucus** (a break for teams to meet privately), you can join your team to provide feedback and be available for questions.

Chair Checklist

You are in charge of leading the Simulation Meeting. You will begin, direct, and thank governments for their words and keep the day moving along. You can also interrupt people if they are taking too long, to direct what to do after a **caucus** (a break for teams to meet privately) is called, or speak to the teacher if there is confusion. During negotiations, you will ensure each **tabled item** (what needs to be negotiated) is discussed and a **consensus** (mutual agreement on a compromise) is reached in as many areas as possible.

Agenda for the Simulation

- Have the hosting team decide what order the teams will present introductions and proposals (the hosting team always goes first).
- The hosting team does an opening for the meeting, then presents their introduction. The other teams present their introductions in the order chosen by the hosting team.
 - Remind teams to present ONLY their introductions, NOT their proposals.
 - Some wording you can use would be:
 - Thank you all for joining us today, can I ask the hosting team to begin?
 - Thank you hosting team, is there anyone else who wishes to speak?
 - We will now move on to the next team for introductions.
- After introductions, the teams present their proposals in the order chosen by the hosting teams.
 - Remind teams they have limited amount of time for presenting proposals, and other teams may not interrupt or ask questions during the presentations.
 - Remind teams' note-takers to put their proposal points in the Comparison Chart during/after their team presents.
 - Some wording you can use would be:
 - Thank you _____ for your introductions, can I get the hosting team to present their proposal.
 - Thank you for the introductions, we will now move on to proposals.
 - Thank you _____ for your proposals, can I get _____ to speak next.

- After proposal presentations, teams take a 10-min **caucus**.
 - Remind teams to review the Comparison Chart, looking for areas of common ground and disagreement.
 - Some wording you can use would be:
 - Thank you _____ for your proposals, we will now be taking a 10-min break to **caucus**.
- After the first **caucus**, negotiations will start.
 - Some wording you can use would be:
 - Hosting team, what item would you like to begin negotiating first?
 - Where do we have common ground and where do we disagree with the other proposals?
 - Are there any areas that the other teams did not address? Do you need clarification?
 - For this meeting, **caucus** breaks will be incrementally shortened (10 mins, 7 mins, 5 mins, then 3 mins for any others). During a **caucus**, teams leave the negotiation table to strategize privately. The first **caucus** takes place after the introductions and proposal presentations. Each team can then call one **caucus** at any time during the negotiations – set the time for them.
 - Remind team's note-takers to write in the Comparison Chart the **consensus** reached for each **tabled item** as negotiations continue.
- At the end of the meeting (when negotiations are complete or time is up), ask the note-takers to read out the **consensus** from the Comparison chart. Ensure each team agrees that what is written down reflects their understanding of the agreements reached during the negotiations.
- Direct the hosting team to do a closing.
 - Some wording you can use would be:
 - Thank you for all your participation, we are now at the end of our discussions, can I ask the hosting team to close our meeting?

Preparation Steps

Step 1: Select Roles & Research

A. Leadership Roles

Everyone must select a Leadership Role from the list below. More than one person can share a role, but each role must be filled. Write down who is filling each role:



Lead Negotiator: At the simulation meeting, this role does most of the talking during negotiations, ensuring their team's proposal points are communicated. Each team should have a lead negotiator or co-lead negotiators.

Lead Strategist: At the simulation meeting, this role does a lot of listening during negotiations and calls for a **caucus** (a break for teams to meet privately) to help strategize with the team when needed. They adjust the proposal to ensure the best possible solution. Each team should have a lead strategist or co-lead strategists. For this meeting, caucus breaks will be incrementally shortened (10 mins, 7 mins, 5 mins, the 3 mins for any others). During a caucus, teams leave the negotiation table to strategize privately. The first caucus takes place after the introductions and proposal presentations. Each team can then call one caucus at any time during the negotiations.

Note-taker: During the preparation sessions, this role is responsible for writing down their team's brainstorming ideas, final proposal, presentation notes and strategies. At the simulation meeting, they write their team's proposal in a "Comparison Chart" for all the teams to see. They also help record the **consensus** (mutual agreement on a compromise) reached for each **tabled item** (what needs to be negotiated) in the chart. If you are a small group, team members can be a note-taker in addition to another leadership role.

B. Expert Roles

Everyone must select an Expert Role from the list below. Write down who is filling each role:

Note: The experts interpret facts and give their opinion on what is the best course of action in preparing for the negotiations. If you already chose expert roles in a previous lesson, use those.²⁶ Each student should use their “Roles and Responsibilities” worksheet to support their work during preparation. If you have not selected roles, teams should decide which areas of expertise are important to the issue at hand and have each team member select a role. There can be more than one expert for each role, but try to fill each role first. If teams are small, decide which roles are most important for the negotiations.

Legal Expert: This role looks at the legality of the negotiation. The lawyer’s role is to ensure ethical obligations are met and the negotiations benefit their client.

Policy Expert: This role looks at the multiple governmental policies associated with the scenario issue. The Policy Advisor understand government policies that determine how matters are handled and why.

Communication Expert: This role supports the writing of the proposal and opening statements for their team. They consider how their team will share stories during the negotiation, and ensure effective communication.

Wildlife Expert: This role studies and understands the wildlife being referenced and the issues impacting them. The role can be made more specific, such as a Caribou Specialist or a Biologist.

²⁶ Note for educator: Reference *Intro Lesson Plans* section of this Toolkit, lesson #10, “*Roles in Treaty Negotiation*.”

C. Do Your Research

Everyone must select which resources (listed in your mandate letter) they will read to make research notes related to their Expert Role. Remember to research a bit about the other teams with whom you'll be negotiating (who they are, what their interests might be, etc.). Research can be started during class and finished as homework. Write down which resources will each team member read to make their research notes:



Step 2: Brainstorm Your Proposal

Using each team member's research notes and the "Guidance from the Party" in your mandate letter, decide what you want to propose for the five tabled items (what needs to be negotiated) at the simulation meeting. Note-taker(s), write your team's ideas for each tabled item below.

1. Harvesting

2. Research & Monitoring

3. Predation

4. Habitat & Disturbance

5. Communications & Education

Step 3: Finalize Your Proposal

- A. Each team will present their proposals at the simulation meeting. Write down which team member(s) will present your proposal:**

- B. During your team's proposal presentation, your note-taker(s) will copy the basics of your proposal into the Comparison Chart for all the teams to see. Write down which note-taker(s) are in charge of this task:**

- C. Use your notes from the Brainstorming & Research chart to finalize your proposal and write your proposal presentation using the prompts below, or come up with your own way to present what your team wants to negotiate for each tabled item (what needs to be negotiated).**

Proposal Presentation

As the negotiators representing _____, we believe that Dahkàà Caribou:
(What is important to say about the Dahkàà Caribou)



We would like to begin by outlining our proposal for the Dahkàà Caribou Management Plan.

For the tabled item _____. We propose that:
(What are you proposing and how will it help)

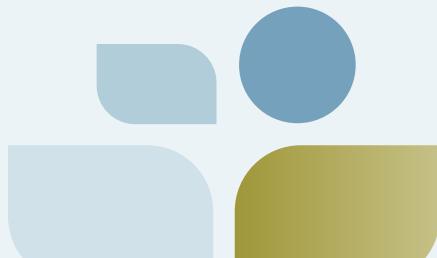


For the tabled item _____ . We propose that:

For the tabled item _____ . We propose that:

For the tabled item _____ . We propose that:

For the tabled item _____ . We propose that:



Step 4: Write Your Introductions

A. At the simulation meeting, the Chair will ask each team to introduce themselves (also called an opening statement). Write down who will present your team's introduction at the simulation meeting:

B. Write down a two-minute introduction to your team members, their roles and the importance of the topic to your team.

Example Format (for hosting team): I would like to welcome the participants visiting this territory to this very important meeting. We represent... My name is... and my role is... I'd like to introduce my colleagues... The issue at hand is important to the party we represent because...

Example Format (for other teams): I would like to acknowledge and give thanks for welcoming us to this territory and hosting us for this important meeting. We represent... My name is... and my role is... I'd like to introduce my colleagues... The issue at hand is important to the party we represent because...

Step 5: Prepare to Negotiate

You will need to defend your proposal for each *tabled item* (what needs to be negotiated) during the negotiations. Make notes on which areas of your team's proposal are negotiable/non-negotiable and on any negotiation strategies you want to use. Do not reveal this information during your initial proposal presentation at the simulation meeting.

Step 6: Opening & Closing the Meeting (hosting team only)

The hosting team is responsible for opening and closing the simulation meeting. An opening may include inviting an Elder or Knowledge Keeper to speak/say an opening prayer, giving a land acknowledgement, or another opening of their choosing. If you are the hosting team, write down your plans for opening and closing the simulation meeting:

Step 7: Overview of the Simulation Meeting

Read through this overview of what will happen at the simulation meeting, then practice your presentations and negotiation strategies as a team.

Opening

 The hosting team opens the meeting.

Introductions

 The Chair asks each team to introduce themselves with an opening statement.

 Teams do not interrupt or ask questions during introductions.

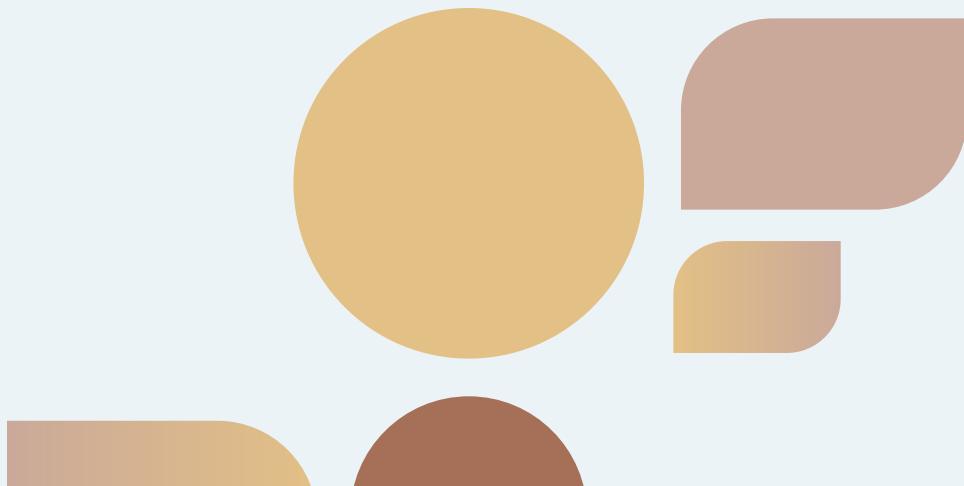
Proposal Presentations

 The Chair asks each team to present their proposals.

 Teams do not interrupt or ask questions during presentations.

 Use your proposal presentation from Step 3 when it is your team's turn to present.

 When your team is presenting, your note-taker(s) will copy your proposal into a Comparison Chart for all the teams to see.



First Caucus

- 💡 The Chair calls a 10-minute caucus (a break for teams to meet privately).
- 💡 Teams should look for any common ground or disagreements between proposals and decide what clarifying questions they want to ask the other teams.

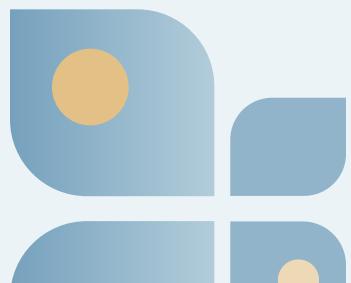
For this meeting, caucus breaks will be incrementally shortened (10 mins, 7 mins, 5 mins, then 3 mins for any others). During a caucus, teams leave the negotiation table to strategize privately. The first caucus takes place after the introductions and proposal presentations. Each team can then call one caucus at any time during the negotiations.

Negotiations

- 💡 The Chair calls on each team to ask questions and receive responses.
- 💡 After each team has a turn, the Chair decides which area to negotiate first, and negotiations resume.
- 💡 During negotiations, note-takers from each team help record consensus (mutual agreement on a compromise) decisions in the Comparison Chart for all the teams to see.
- 💡 Teams can call a caucus during negotiations when they need to meet privately.

Closing

- 💡 The Chair asks teams to review the consensus notes documented by the note-takers.
- 💡 If everyone agrees that the documented notes represent the consensus they negotiated, the Chair invites the hosting team to close the meeting.





2. Simulation Preparation – Part 2

Overview:

In teams, students will create proposals for a management plan for a fictional caribou herd, and will prepare to negotiate with the other teams.

Learning Objective:

Students will analyze and articulate the needs of a negotiating party for a wildlife management plan. They will learn the process of preparing a proposal.

Materials & Resources:

 All handouts from "Simulation Preparation – Part 1"

Time Required:

60 mins (or it could be delivered over two sessions for more preparation time)

Evaluation:

"Preparation Steps" handouts can be used as evidence of students' understanding of the task and their contributions to the team's proposal.

Preparation Steps

 30 min (or more)

Working through the "Preparation Steps" handout and mandate letter from the previous session, each team discusses what areas they should push during negotiations, what areas they could change, and what is most important to the team they represent. Have the students work through the various steps and fill out the chart and blank spaces.

Final Proposal & Opening Statement Creation

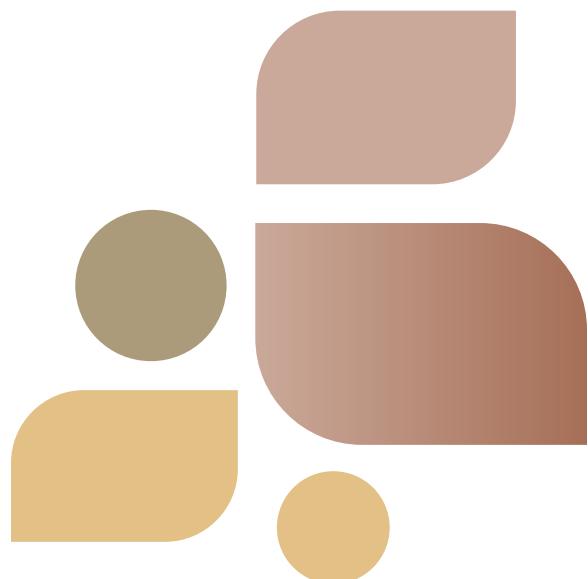
⌚ 25 min (or more)

Once a team agrees on what they want to propose during the negotiation, they fill out the final proposal (Step 3) and opening statement (Step 4) sections in the “Preparation Steps” handout. They don’t need to follow along with the opening statement or proposal examples – they can write their own statements (the example wording is meant as a template to use during their discussion). Move through the teams and probe with questions to get them thinking about areas they might be missing.

Closing

⌚ 5 min

After teams have created their final proposal and opening statement, do a check-in to ensure that everyone is ready to roleplay as the team they are representing. To make it more engaging, teams can wear dress attire or colour co-ordinate and include props. If a student is from an Indigenous nation or group, they should be welcome to wear their traditional clothing if they feel it is appropriate. The teacher is responsible for ensuring the students are following any school dress-codes and that clothing and props are appropriate for the simulation (according to the customs and traditions of the area).



3. Simulation Meeting – Part 3

Overview:

Students engage in an interactive Treaty Simulation aimed at working in a team to develop a management plan for a fictional caribou herd.

Materials & Resources:

- >All handouts from “Simulation Preparation – Part 1”
- “Comparison Chart Example”
- Chart paper & markers
- Each team’s notes, proposals & opening statements

Learning Objectives:

Students will build skills in advocating for their needs as a negotiating team. They will use critical thinking, problem-solving, decision-making, and public speaking skills.

Time Required:

60 mins (or it could be delivered over two sessions)

Evaluation:

The teacher can collect the students’ “Preparation Steps” handouts for grading, and record notes about their participation during the Simulation Meeting.

Setup

Tables should be arranged in a u-shape with chairs for all participants (square or conference table-style arrangements can also work). Have at least one or two advisors in the room to guide as needed, as well as the teacher(s). Each team sits together along one side of the u-shape. Advisors and teacher(s) sit in chairs along the sides of the room. At the front of the room, place a stand with chart-sheet paper.



Multiple breakout spaces are needed for teams to meet during the negotiations. Each team should be out of earshot from the others to prepare in private. If they can be arranged, separate rooms are best. The breakout rooms should have tables and chairs arranged either in a circle, boardroom style, or a u-shape. Include additional seating along the walls for advisors, teachers and any guests.

Select one main note-taker to write down all agreements made during the meeting into a comparison chart (like the “Comparison Chart Example” included with this lesson plan) on chart paper at the front of the room. One participant from each team also writes a point-form version of their proposal while their team is presenting it. The teacher or assigned Chair can refer to the “Chair Checklist” handout to guide the simulation meeting – it can also be provided to students or posted somewhere in the room for teams to reference.

Follow the format of the simulation meeting outlined as follows.

Opening Statement

⌚ 15 min

The session begins with presentations of opening statements all teams. The hosting team opens the meeting in a way of their choosing, then presents only their opening statement. The teacher might need to step in if they begin to speak to their proposal, as that will be the next step (only introductions are being made at this point). The other teams present their opening statements in the order chosen by the hosting team.

Proposal

⌚ 15 min

Once their opening statements are done, the hosting team presents their proposal, followed by the other teams in the same order as before. The teams use the chart-sheet paper to record their point-form proposal points for everyone to see (use the “Comparison Chart Example” to prepare the chart).

Negotiation

⌚ 30 min

Now comes the negotiating. Teams must work together to agree on a plan and come to a **consensus** (mutual agreement on a compromise). The teams need to reach an agreement for each **tabled item** (what needs to be negotiated) on the chart. The main note-taker writes all final agreements in the chart at the front. The teacher can give more time if negotiations are still on-going.

Caucus

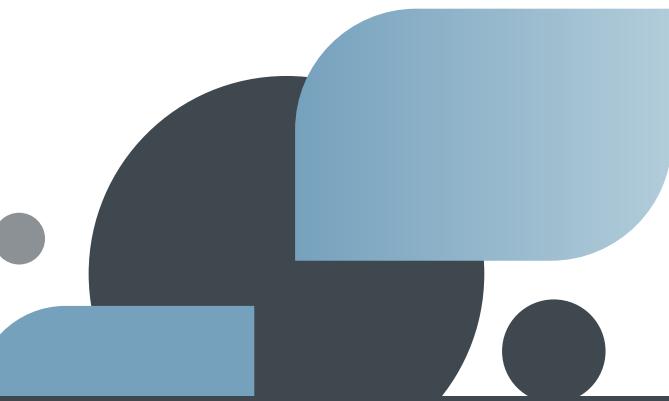
⌚ 10 mins, 7 mins, 5 mins, 3 mins

For this meeting, **caucus** breaks will be incrementally shortened (10 mins, 7 mins, 5 mins, then 3 mins for any others). During a caucus, teams leave the negotiation table to strategize privately. The first caucus takes place after the introductions and proposal presentations. Each team can then call one caucus at any time during the negotiations.

Closing

⌚ 5 min

Once time is up or an agreement is reached (whichever comes first), negotiations are complete. All teams review the comparison chart and confirm they share the same understanding of what was agreed in the Final Agreement column. The hosting team closes the meeting.



Comparison Chart Example

<i>Tabled Item</i>	Team	Team	Team	Team	<i>Consensus Reached</i>
Harvesting					
Research & Monitoring					
Predation					
Habitat & Disturbance					
Communications & Education					

Team Selection and Mandate Letters

Please read the “Running the Treaty Simulation” piece at the beginning of this *Treaty Simulation Lesson Plans* section for information on how to select teams for a Treaty Simulation in **your** classroom.



School Community	Teams for Treaty Simulation (use corresponding Mandates)	Info for First Blank Box in Scenario Handout & Mandates
Behchokò (<i>beh-cho-konh</i>)	North Slave Métis Alliance	The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>lands managed by the Wek'èezhì Renewable Resources Board</u> .
Gamètì (<i>gah-meh-tea</i>)	Tłı̨chǫ (<i>klee-cho</i>) Government	
Wekweètì (<i>weh-kway-tea</i>)	Wek'èezhì (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)	
Whatì (<i>wah-tea</i>)	GNWT Environment and Natural Resources	
Ndilǫ́ (<i>dee-low</i>)	Akaitcho (<i>ah-keet-cho</i>) Territory Government North Slave Métis Alliance Wek'èezhì (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ) GNWT Environment and Natural Resources	The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around Ndilǫ́ <u>and into lands managed by the Wek'èezhì Renewable Resources Board</u> .

Yellowknife	<p>North Slave Métis Alliance</p> <p>Yellowknives Dene First Nation</p> <p>Wek'èezhìi (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around Yellowknife <u>and into lands managed by the Wek'èezhìi Renewable Resources Board.</u></p>
<p>Aklavik (<i>a-klah-vihk</i>)</p> <p>Inuvik (<i>i-noo-vik</i>)</p>	<p>Gwich'in (<i>gwi-chin</i>) Renewable Resources Board</p> <p>Wildlife Management Advisory Council NWT (Inuvialuit)</p> <p>GNWT Environment and Natural Resources</p> <p><i>If 20+ students, include Gwich'in Tribal Council and Inuvialuit Regional Corporation.</i></p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>lands managed by the Gwich'in Renewable Resources Board and the Wildlife Management Advisory Council NWT.</u></p>
Fort McPherson	<p>Gwich'in (<i>gwi-chin</i>) Tribal Council</p> <p>Gwich'in (<i>gwi-chin</i>) Renewable Resources Board</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>lands managed by the Gwich'in Renewable Resources Board.</u></p>

Ulukhaktok (oo-luke-hak-took or oo-loo-hak-took)	Inuvialuit (i-noo-vee-ah-loo-it) Regional Corporation	The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>lands managed by the Wildlife Management Advisory Council NWT</u> .
Tuktoyaktuk (tuck-too-yak-took)	Wildlife Management Advisory Council NWT (Inuvialuit)	
Paulatuk (pall-a-tuck)	GNWT Environment and Natural Resources	
Colville Lake	Sahtu (sah-too) Secretariat Incorporated (SSI)	The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>lands managed by the Sahtú Renewable Resources Board</u> .
Fort Good Hope	Sahtú (sah-too) Renewable Resources Board	
Norman Wells	GNWT Environment and Natural Resources	
Tulita (too-lee-tah)		
Déljné (day-linh-nay)	Déljné Got'lné (del-in-ay go-tin-ay) Government Sahtú (sah-too) Renewable Resources Board GNWT Environment and Natural Resources	The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>Déljné and into other lands managed by the Sahtú Renewable Resources Board</u> .

<p>Hay River</p>	<p>Dehcho (<i>day-cho</i>) First Nations</p> <p>Northwest Territory Métis Nation</p> <p>Sahtú (<i>sah-too</i>) Renewable Resources Board</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>Hay River</u> and into lands managed by the Sahtú Renewable Resources Board.</p>
<p>Fort Providence</p> <p>Fort Simpson</p>	<p>Dehcho (<i>day-cho</i>) First Nations</p> <p>Sahtú (<i>sah-too</i>) Renewable Resources Board</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>Fort Providence, Fort Simpson, and into lands managed by the Sahtú Renewable Resources Board</u>.</p>
<p>Nahanni Butte (na-han-nee byoot)</p>	<p>Nahñä Dehé Dene Band</p> <p>Sahtú (<i>sah-too</i>) Renewable Resources Board</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>Nahanni Butte and into lands managed by the Sahtú Renewable Resources Board</u>.</p>

Fort Liard	<p>Acho Dene Koe (<i>ah-cho deh-nay ko</i>) First Nation</p> <p>Sahtú (<i>sah-too</i>) Renewable Resources Board</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>Fort Liard</u> and into lands managed by the <u>Sahtú Renewable Resources Board</u>.</p>
Lutselk'e (<i>hlood-sul-k-ay</i>)	<p>Akaitcho (<i>ah-keet-cho</i>) Territory Government</p> <p>Wek'èezhìi (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>Lutselk'e</u> and into lands managed by the <u>Wek'èezhìi Renewable Resources Board</u>.</p>
K'atlodeeche (<i>kaht-low-dee-chay</i>) First Nation Reserve	<p>K'atl'odeeche (<i>kaht-low-dee-chay</i>) First Nation</p> <p>Wek'èezhìi (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dakhàà Caribou Herd, is in/around <u>K'atlodeeche</u> and into lands managed by the <u>Wek'èezhìi Renewable Resources Board</u>.</p>

Fort Resolution	<p>Akaitcho (<i>ah-keet-cho</i>) Territory Government</p> <p>Northwest Territory Métis Nation</p> <p>Wek'èezhìi (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>Fort Resolution</u> and into <u>lands managed by the Wek'èezhìi Renewable Resources Board</u>.</p>
Fort Smith	<p>Salt River First Nation</p> <p>Northwest Territory Métis Nation</p> <p>Wek'èezhìi (<i>wuh-kay-zhee</i>) Renewable Resources Board (Tłı̨chǫ)</p> <p>GNWT Environment and Natural Resources</p>	<p>The range of a fictional herd of barren-ground caribou, known as the Dahkàà Caribou Herd, is in/around <u>Fort Smith</u> and into <u>lands managed by the Wek'èezhìi Renewable Resources Board</u>.</p>



GNWT Environment and Natural Resources (ENR)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The Government of Northwest Territories (GNWT) Environment and Natural Resources department (ENR) is one of the **parties** (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About ENR

ENR works to promote and support the sustainable use and development of natural resources and to protect, conserve and enhance the environment for the social and economic benefit of all residents in the territory. These responsibilities are shared with Indigenous and community governments, federal and territorial departments, boards and agencies, and every resident of the NWT.



Your Task

This document is your ***mandate letter*** (a set of instructions from your party), which explains your party's interests and ideas relating to the management plan. Use this mandate to develop your proposal. Later, all parties on the committee will meet to present their proposals and negotiate until ***consensus*** (mutual agreement on a compromise) is reached for a final plan.

Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

- 1. Harvesting:** Propose how many caribou may be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.
- 2. Research & Monitoring:** Propose activities and how often they should take place.
- 3. Predation:** Propose predation management programs (ideas and methods to identify and address the predation of caribou) that should (or should not) be used. Plan ahead – propose programs for different herd population sizes. Note: Predation is the preying of one organism on others, for example, wolves are one of the main predators of Peary Caribou.
- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

- >You are working on behalf of a territorial public government, so you represent the interests of all citizens of the NWT.
- This government recognizes the value of wildlife as a natural resource to people in the territory and the need for conservation and management of wildlife and habitat for future generations.
- This government is also balancing interests of resource and economic development opportunities, including infrastructure projects, with the conservation and management of wildlife. Ensure the plan allows for this balance in terms of fiscal responsibility (we need to manage the distribution of available financial support across all projects).
- Any impact to the Dahkàà Caribou herd and its habitat must be identified and managed using proven scientific methods, as well as Indigenous Knowledge-based methods where appropriate.
- Ensure ENR is involved in the execution of the management plan.

Resources

- GNWT, Environment and Natural Resources: <https://www.enr.gov.nt.ca/en>
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
- Refer to “Roles & Responsibilities” handouts and any other relevant class notes.
- Ask the advisors for help, but your team is ultimately responsible for creating your proposal.

Sahtú (sah-too) Renewable Resources Board (SRRB)

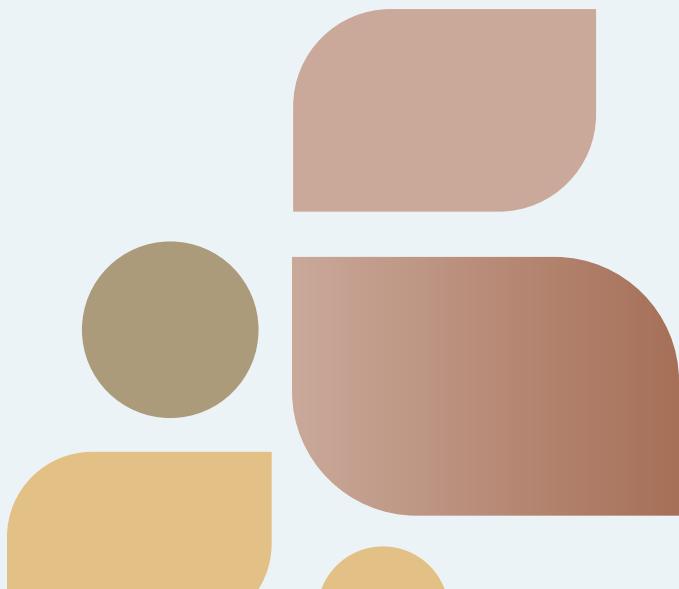
The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The SRRB, which is also known as ?ehdzo Got'lné Gots'é Nákedí, is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the SRRB

The SRBB was created by the Sahtú Dene and Métis Comprehensive Land Claim Agreement to oversee the management of wildlife and harvesting in the Sahtú Region. The SRRB's membership is nominated equally by the Sahtú Secretariat Inc. (50 per cent of members) and by the Government of the Northwest Territories, the Canadian Wildlife Service, and Fisheries and Oceans Canada (50 per cent of members).



Your Task

This document is your ***mandate letter*** (a set of instructions from your party), which explains your party's interests and ideas relating to the management plan. Use this mandate to develop your proposal. Later, all parties on the committee will meet to present their proposals and negotiate until ***consensus*** (mutual agreement on a compromise) is reached for a final plan.

Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

- 1. Harvesting:** Propose how many caribou may be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.
- 2. Research & Monitoring:** Propose activities and how often they should take place.
- 3. Predation:** Propose predation management programs (ideas and methods to identify and address the predation of caribou) that should (or should not) be used. Plan ahead – propose programs for different herd population sizes. Note: Predation is the preying of one organism on others, for example, wolves are one of the main predators of Peary Caribou.
- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

- 💡 The SRRB is an institution of public government and must act in the public interest using a co-management approach.
- 💡 Ensure citizens from impacted communities are involved in the execution of the management plan.
- 💡 Respect Indigenous culture and traditions and be guided by the knowledge and wisdom of Elders.
- 💡 On-the-land education is a natural way to bring together science and traditional knowledge – ensure it is included in the Communications & Education part of the plan.

Resources

- 💡 Sahtú Renewable Resources Board: <https://www.srrb.nt.ca/>
- 💡 Sahtú Dene and Métis Comprehensive Land Claim Agreement: https://www.srrb.nt.ca/index.php?option=com_docman&view=document&alias=2028-sahtu-dene-metis-comprehensive-land-claim-agreement&category_slug=public&Itemid=1818
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
- 💡 Refer to “Roles & Responsibilities” handouts and any other relevant class notes.
- 💡 Ask the advisors for help, but your team is ultimately responsible for creating your proposal.

Tłı̨chǫ (klee-cho) Government, Lands Protection (TG)

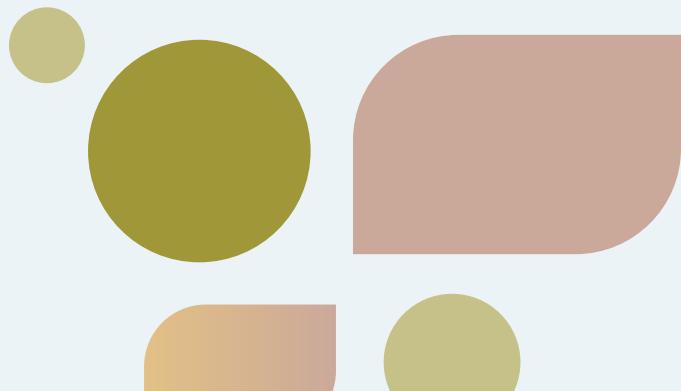
The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The TG's Lands Protection department is one of the **parties** (participating groups) represented on the Dakhàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dakhàà Caribou Management Plan on their behalf.

About the TG

The TG was created by the Tłı̨chǫ Agreement, a Modern Treaty negotiated by the Dogrib Treaty 11 Council, the Government of the Northwest Territories, and the Government of Canada. The Tłı̨chǫ Agreement was ratified in 2005, and is the first combined comprehensive land claim and self-government agreement in NWT. The TG has the power to pass laws, enforce its own laws, delegate its powers and authority, and establish structure of TG and its internal management. The Lands Protection Section is responsible for managing the 39,000 square kilometres of Tłı̨chǫ-owned Land, including its surface and sub-surface resources. The department works closely with many environmental agencies, government agencies, resource development companies and the Tłı̨chǫ Assembly, to serve and protect Tłı̨chǫ Lands.



Your Task

This document is your ***mandate letter*** (a set of instructions from your party), which explains your party's interests and ideas relating to the management plan. Use this mandate to develop your proposal. Later, all parties on the committee will meet to present their proposals and negotiate until ***consensus*** (mutual agreement on a compromise) is reached for a final plan.

Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

- 1. Harvesting:** Propose how many caribou may be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.
- 2. Research & Monitoring:** Propose activities and how often they should take place.
- 3. Predation:** Propose predation management programs (ideas and methods to identify and address the predation of caribou) that should (or should not) be used. Plan ahead – propose programs for different herd population sizes. Note: Predation is the preying of one organism on others, for example, wolves are one of the main predators of Peary Caribou.
- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

- 💡 The TG represents all Tłı̨chǫ citizens. Tłı̨chǫ citizens have certain rights, including jurisdiction over lands and resources in the Tłı̨chǫ traditional territory, according to the Tłı̨chǫ Agreement.
- 💡 Ensure TG citizens' traditional practices are integrated into the management plan.
- 💡 Ensure TG citizens have direct involvement in the execution of the management plan.
- 💡 The caribou is an important resource for TG citizens. Its history is integrally tied to the cultural history of the Tłı̨chǫ, where they have interacted closely with barren-ground caribou for thousands of years.
- 💡 Traditional laws and harvesting protocols have a positive influence on caribou health, numbers, and habitat – ensure they are included in the Communications & Education part of the plan.

Resources

- 💡 Tłı̨chǫ Government, Lands Protection: <https://www.tlicho.ca/government/departments/culture-lands-protection/lands-protection>
- 💡 Tłı̨chǫ Agreement, Chapter 12, Wildlife Harvesting Management: <https://www.rcaanc-cirnac.gc.ca/eng/1292948193972/1543262085000#chp12>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
- 💡 Refer to "Roles & Responsibilities" handouts and any other relevant class notes.
- 💡 Ask the advisors for help, but your team is ultimately responsible for creating your proposal.

Wek'èezhìi (*wuh-kay-zhee*)²⁷ Renewable Resources Board (WRRB)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The WRRB is one of the **parties** (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the WRRB

The WRRB was established under the Tłı̨chǫ (klee-cho) Agreement to oversee the management of wildlife and habitat in the area known as Wek'èezhìi. The Tłı̨chǫ Agreement was negotiated by the Dogrib Treaty 11 Council, the Government of the Northwest Territories, and the Government of Canada. It is the first combined comprehensive land claim and self-government agreement in NWT. The WRRB's membership is shared equally by the Tłı̨chǫ Government (50 per cent of members) and by the Government of Canada and the Government of the Northwest Territories (50 per cent of members).

²⁷ Listen to it here: <http://tlicho.ling.uvic.ca/media/10889.1.mp3>

Your Task

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Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

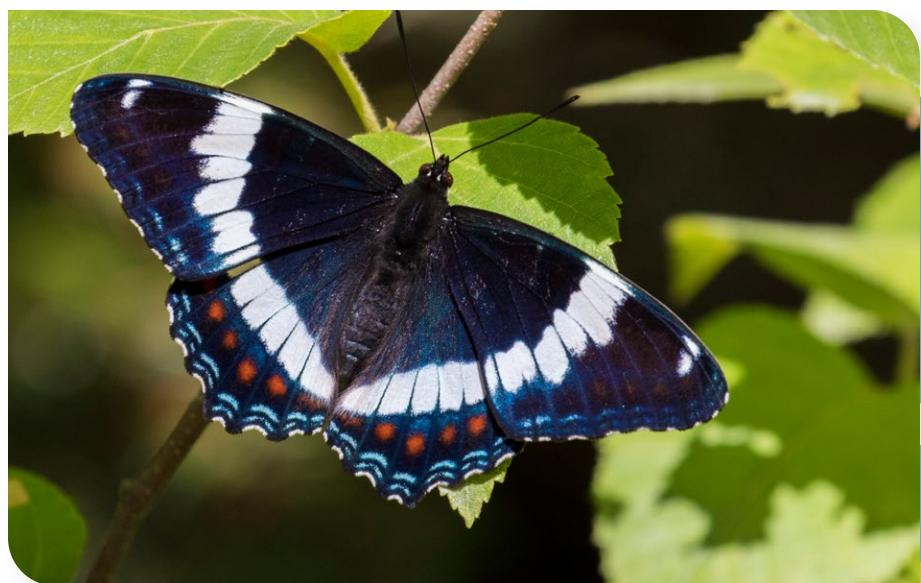
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- 2. Research & Monitoring:** Propose activities and how often they should take place.
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- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

- The WRRB is an institution of public government and must act in the public interest using a co-management approach.
- Make management decisions on an ecosystem basis to recognize the interconnection of wildlife with the environment. Apply the principles and practices of conservation.
- Use the best information available including traditional knowledge and scientific information.

Resources

- Wek'eezhì Renewable Resources Board: <https://www.wrrb.ca/>
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
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Northwest Territories Métis Nation (NTMN)

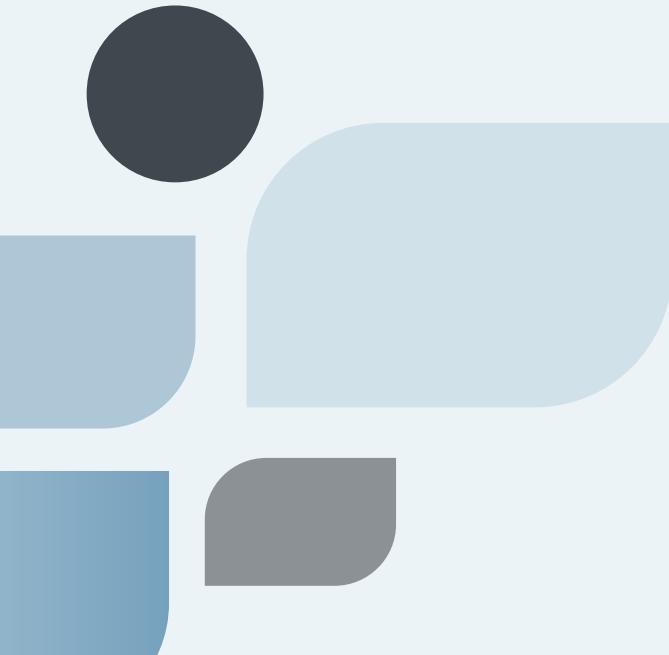
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Your Team

The NTMN is one of the **parties** (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the NTMN

The NTMN represents the Métis of the South Slave region (Fort Smith Métis Council, Hay River Métis Government Council, and Fort Resolution Métis Council). They have negotiated a Land and Resources Agreement-in-Principle with the GNWT and Government of Canada. Final Agreement negotiations are underway to address self-government and finalize land selection.



Your Task

This document is your ***mandate letter*** (a set of instructions from your party), which explains your party's interests and ideas relating to the management plan. Use this mandate to develop your proposal. Later, all parties on the committee will meet to present their proposals and negotiate until ***consensus*** (mutual agreement on a compromise) is reached for a final plan.

Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

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- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

- 💡 The NTMN are guided by the principle that any action they take must positively benefit future generations.
- 💡 The NTMN recognize the value of wildlife as a natural resource and the need for conservation and management of wildlife and habitat for future generations.
- 💡 The NTMN value the experience of Elders and Knowledge Keepers.
- 💡 The NTMN asserts the rights of Indigenous Métis Members to harvest, which should be unrestricted with no seasons or limits on the harvest throughout their traditional territory, including throughout the NWT.

Resources

- 💡 Northwest Territory Métis Nation: <https://nwtmetisnation.ca/>
- 💡 Northwest Territory Métis Nation Land and Resources Agreement-in-Principle: <https://nwtmetisnation.ca/wp-content/uploads/2021/11/Final-NWTMN-AIP.pdf>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Akaitcho (*ah-keet-cho*) Territory Government (ATG)

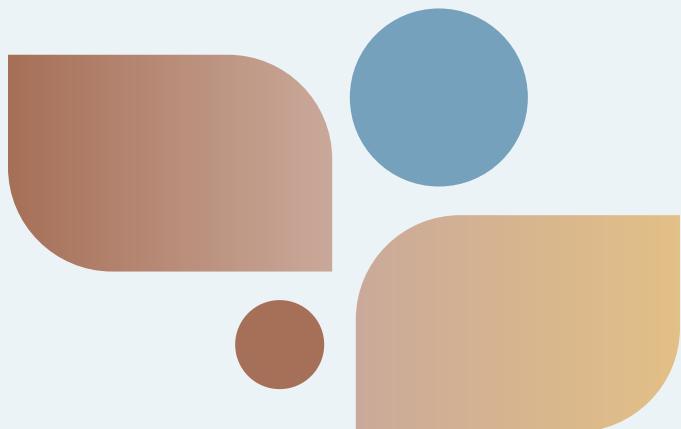
The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The ATG is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the ATG

The ATG is made of five distinct First Nation groups: Yellowknives First Nations Dettah (deh-tah), Yellowknives First Nations Ndilo (dee-low), Łútséł Ké (loot-sel-kay) Dene First Nation, Deninu Kę (deneh-noo-kweh) First Nation, and Smith's Landing First Nation. The ATG represents the collective environmental, social, political, cultural, and economic interests of the Member First Nations. The ATG is in the process of negotiating a Land, Resources and Self-Government Agreement with GNWT and the Government of Canada.



Your Task

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Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

- 1. Harvesting:** Propose how many caribou may be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.
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Guidance from Your Party (the group your team represents)

- The ATG represents five First Nation groups. Ensure the interests of all five groups are represented and their inherent rights in the traditional territory are maintained.
- The ATG have experience with projects that monitor and assess the overall wellbeing of wildlife and the surrounding environment, and values sharing this knowledge through respectful partnerships.
- The Akaitcho way of life has always respected the Land, Water, and Tech'adi (all living things), ensure these values are maintained in the management plan.
- Ensure the management plan upholds and respects Dene Law.

Resources

- Akaicho Territory Government: <http://akaitcho.ca/>
- Łutsël K'é Dene First Nation's Caribou Stewardship Plan: http://www.landoftheancestors.ca/uploads/1/3/0/0/130087934/2020_Ikdfn_caribou_stewardship_plan.pdf
- Akaitcho Territory Dene First Nations Framework Agreement: https://www.eia.gov.nt.ca/sites/eia/files/adfn_framework_agreement.pdf
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
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K'atł'odeeche (*kaht-low-dee-chay*) First Nation (KFN)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

KFN is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About KFN

Kátł'odeeche First Nation is the formal term for the Kátł'odeeche got'ine, which translates in English as “people of the willow grass river delta.” The Kátł'odeeche reserve was established in 1974. It covers an area of 52 square miles and claims a band membership of 600 people living on and off reserve. It is one of 39 First Nations that belong to Treaty 8 Territory.



Your Task

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Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

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Guidance from Your Party (the group your team represents)

- 💡 KFN is focused on sustainability, self-sufficiency, and better governance.
- 💡 KFN values the resources provided by the land and want to protect culturally and ecologically important species and habitats. Ensure this responsibility is respected in the management plan.
- 💡 Use the data gathered from the Nahendeh Kehotsendı program to inform decisions regarding a management plan. The Nahendeh Kehotsendı program, which KFN manages, tracks environmental changes through community-based monitoring and is used to assess the overall health of caribou herds.

Resources

- 💡 K'atł'odeeche First Nation: <http://katlodeeche.com/>
- 💡 KFN Land Code: <https://www.katlodeechelandcode.com/>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Acho Dene Koe (*ah-cho deh-nay ko*) First Nation (ADK)

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Your Team

ADK is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About ADK

ADK has negotiated a Land and Resources Agreement-in-Principle with the GNWT and Government of Canada. Final Agreement negotiations are underway to address self-government.



Your Task

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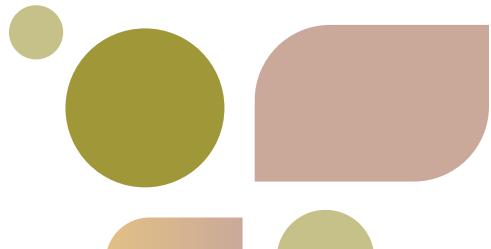
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Guidance from Your Party (the group your team represents)

- ADK is committed to the longstanding stewardship of their traditional territory, which many Band members continue to rely on for traditional activities. Ensure ADK members maintain the ability to harvest wildlife in line with traditional and cultural use.
- Traditional Knowledge is an important asset. Ensure the management plan respects and engages the Traditional Knowledge of ADK members.
- ADK aims to work with different government agencies to ensure wildlife populations are healthy. Ensure the management plan contributes to good relationships and cooperation.
- ADK envisions a balanced use of lands and resources, respecting and promoting traditional activities while engaging with responsible natural resource development.
- The management plan must not interfere with ADK's ability to negotiate their Final Agreement and adhere to their strategic plans for the future.

Resources

- Acho Dene Koe First Nation: <http://www.adkfirstnation.ca/community/>
- Acho Dene Koe Land Claim and Self-Government Agreement: <https://www.eia.gov.nt.ca/en/priorities/concluding-and-implementing-land-claim-and-self-government-agreements/acho-dene-koe-first>
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
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Nah̥ḁ Dehé Dene Band (NDDB)

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Your Team

NDDB is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About NDDB

NDDB is a Dene First Nations band government in Nahanni Butte, where most of its members live.



Your Task

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Guidance from Your Party (the group your team represents)

- 💡 Ensure the rights and interests of members both in and outside of Nahanni Butte are considered in the management plan.
- 💡 The people of NDDB have always lived their lives on the land and respect a traditional way of life.
- 💡 Ensure Dene principles and traditions are maintained in the management plan.
- 💡 The management plan should support traditional land use and protect the land from misuse.
- 💡 Maintain all hunting, fishing, trapping rights of the NDDB, as well as access to natural resources for cultural or traditional uses.

Resources

- 💡 Nahʔa Dene Band: <https://dehcho.org/community-page/nahaea-dehe-dene-band-nahanni-butte/>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Dehcho (day-cho) First Nations (DFN)

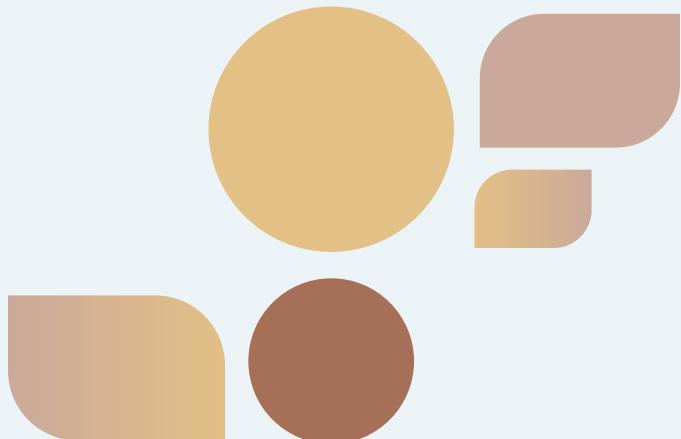
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Your Team

The DFN is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the DFN

The DFN represents 10 First Nations and two Métis organizations (<https://dehcho.org/community/communities/>). The primary objective of the DFN is to regain independence as a self-governing nation of people based on values, customs and traditions. The philosophy, desires and ideals of the DFN are intended to set the stage for future generations to benefit from the wealth and health of DFN people and Lands. The DFN is currently negotiating a Self-Government Agreement with GNWT and the Government of Canada.

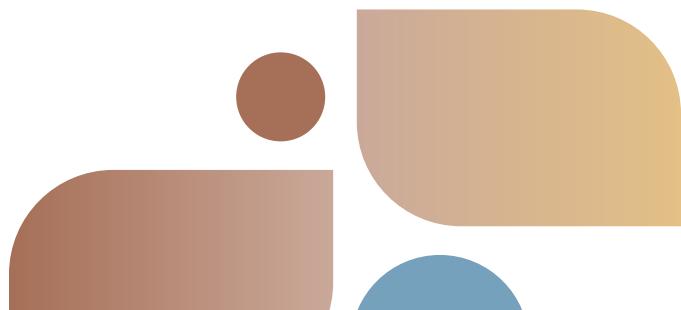


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Guidance from Your Party (the group your team represents)

- 💡 The DFN is an organization built on Dene principles and traditions. DFN represents several different communities in the Dehcho region, and has the best interests of these communities in mind when operating.
- 💡 Ensure Dene principles and traditions are maintained in the management plan.
- 💡 The management plan should support traditional land use and protect the land from misuse.
- 💡 Maintain all hunting, fishing, trapping rights of the Dehcho peoples, as well as access to natural resources for cultural or traditional uses.

Resources

- 💡 Dehcho First Nations: <https://dehcho.org/>
- 💡 Dehcho First Nations Self-Government Agreement Negotiations:
<https://www.eia.gov.nt.ca/en/priorities/concluding-and-implementing-land-claim-and-self-government-agreements/dehcho-first>
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Sahtu (*sah-too*) Secretariat Incorporated (SSI)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The SSI is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the SSI

The SSI works on behalf of all beneficiaries of the Sahtú Dene and Métis Comprehensive Land Claim Agreement. It is a combination of seven Sahtu land corporations (four Dene and three Métis), and is responsible for implementing the Agreement. Part of their mandate is to engage in and undertake any studies, educational activities or other projects and activities related to environmental impacts on the lands, air, waters and health of the residents of the Sahtu Region.



Your Task

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- 3. Predation:** Propose predation management programs (ideas and methods to identify and address the predation of caribou) that should (or should not) be used. Plan ahead – propose programs for different herd population sizes. Note: Predation is the preying of one organism on others, for example, wolves are one of the main predators of Peary Caribou.
- 4. Habitat & Disturbance:** Propose guidance for land and resource decision-making (e.g., developing roads, mineral exploration and other disturbances) in important habitat areas.
- 5. Communications & Education:** Information about the Dahkàà Caribou Herd, how to protect its habitat, and harvesting practices should be shared publicly. Propose what information should be communicated and how.

Guidance from Your Party (the group your team represents)

-  The SSI operates under the best interests of those in the Sahtu Settlement Area. The Sahtu have the right to harvest all species of wildlife and the exclusive right to harvest fur bearers throughout the Sahtu Settlement Area. Ensure the interests and rights of the Sahtu are considered in the management plan.
-  The SSI works with the Sahtú Renewable Resources Board (SRRB) to protect, conserve, and manage renewable resources within the Sahtu Settlement Area. Ensure cooperation and good relationships are maintained.

Resources

-  Sahtu Secretariat Inc.: <https://sahtu.ca/>
-  Sahtú Dene and Métis Comprehensive Land Claim Agreement: https://www.srrb.nt.ca/index.php?option=com_docman&view=document&alias=2028-sahtu-dene-metis-comprehensive-land-claim-agreement&category_slug=public&Itemid=1818
-  Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
-  Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
-  Refer to “Roles & Responsibilities” handouts and any other relevant class notes.
-  Ask the advisors for help, but your team is ultimately responsible for creating your proposal.

Inuvialuit (*i-noo-vee-ah-loo-it*) Regional Corporation (IRC)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The IRC is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the IRC

The IRC was established to manage the settlement outlined in the Inuvialuit Final Agreement. It is a democratically run Indigenous organization composed of elected Inuvialuit community members. The IRC's mandate is to continually improve the economic, social and cultural well-being of the Inuvialuit through the implementation of the Inuvialuit Final Agreement and by all other available means.

Under the Inuvialuit Final Agreement, the Inuvialuit Game Council (IGC) represents the collective Inuvialuit interest in all matters pertaining to the management of wildlife and wildlife habitat in the Inuvialuit Settlement Region. This responsibility gives the IGC authority for matters related to harvesting rights, renewable resource management, and conservation.



Your Task

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Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

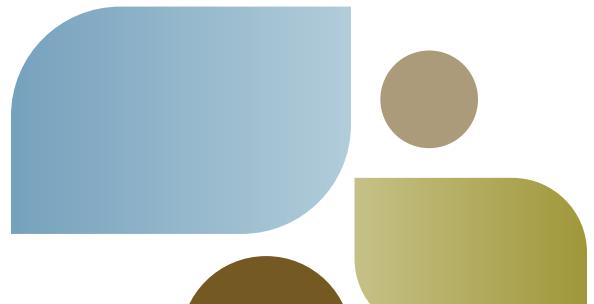
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Guidance from Your Party (the group your team represents)

- 💡 The goal of the IRC is to improve the cultural, economic and social well-being of the Inuvialuit, ensure this goal is maintained in the management plan.
- 💡 Ensure the representation and advancement of Inuvialuit interests, as well as the stewardship of Inuvialuit lands.
- 💡 Ensure any and all wildlife harvesting rights granted to the Inuvialuit in the Inuvialuit Final Agreement are maintained in the management plan.
- 💡 Ensure the Inuvialuit Game Council, as well as the Inuvialuit Hunters and Trappers Committees from all impacted Inuvialuit communities are included in developing the management plan.

Resources

- 💡 Inuvialuit Regional Corporation: <https://irc.inuvialuit.com/>
- 💡 Inuvialuit Final Agreement: <https://irc.inuvialuit.com/about-irc/inuvialuit-final-agreement>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Wildlife Management Advisory Council NWT (WMAC)

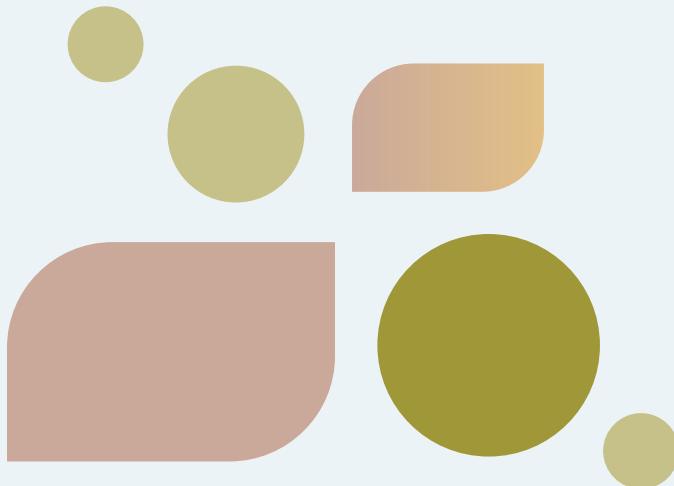
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Your Team

The WMAC is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the WMAC

The WMAC was established under the Inuvialuit (i-noo-vee-ah-loo-it) Final Agreement. The WMAC is made up of six members representing Canada, the Government of the Northwest Territories (GNWT), and the Inuvialuit. The Chair is appointed by the GNWT with the consent of the Inuvialuit and Canada. The WMAC is responsible for the Western Arctic Region and provides advice to territorial and federal ministers on anything wildlife related in that Region.



Your Task

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Guidance from Your Party (the group your team represents)

- 💡 The WMAC understands the importance of both traditional and scientific knowledge, ensure both are represented in the management plan.
- 💡 Ensure that the management plan includes quotas for Inuvialuit caribou harvesting.
- 💡 Central to the WMAC's activities has been the production of the Inuvialuit Renewable Resources Conservation and Management Plan. This plan outlines goals and principles for conservation in the Western Arctic Region (see community conservation plans: <https://www.jointsecretariat.ca/community-conservation-plan>). Ensure these goals and principles are maintained in the management plan.

Resources

- 💡 Wildlife Management Advisory Council (NWT): <https://www.jointsecretariat.ca/wmacnwt>
- 💡 Inuvialuit Final Agreement: <https://irc.inuvialuit.com/about-irc/inuvialuit-final-agreement>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
- 💡 Refer to “Roles & Responsibilities” handouts and any other relevant class notes.
- 💡 Ask the advisors for help, but your team is ultimately responsible for creating your proposal.

Gwich'in (*gwi-chin*) Tribal Council (GTC)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The GTC is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the GTC

The GTC is an Indigenous organization focused on preserving the rights, interests, and benefits of Treaty 11 and the Gwich'in Comprehensive Land Claims Agreement. The GTC oversees the use and management of land and resources through partnership with the Gwich'in Settlement and Development Corporations and the Gwich'in Renewable Resource Board.

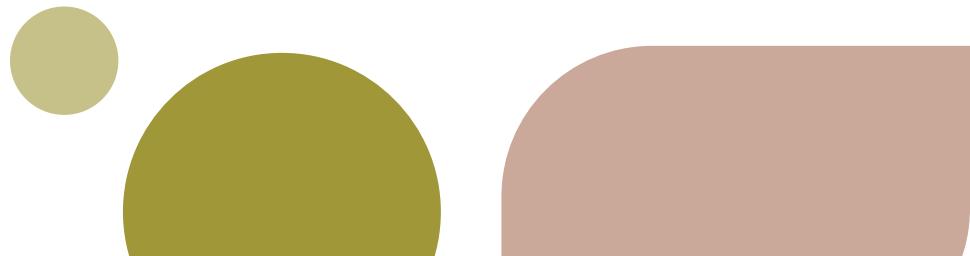


Your Task

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Using the “Guidance from Your Party” and “Resources” listed below, write your team’s proposal for these five areas of the Dahkàà Caribou Management Plan:

- 1. Harvesting:** Propose how many caribou may be harvested and by whom (e.g., Indigenous people, residents of NWT and commercial/outfitting operations). Plan ahead – propose levels and permissions for different herd population sizes.
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Guidance from Your Party (the group your team represents)

- The GTC follows the principles of quality work, collaboration, and good governance when asserting the rights and interests of the Gwich'in peoples. Ensure these principles and our values are maintained in the management plan (<https://www.gwichintribal.ca/mission-vision--values.html>).
- The GTC understands the importance of Traditional Knowledge, culture, and the role of Elders – ensure they are included in the management plan.
- The preservation and respect for the land are essential to the well-being and subsistence lifestyle of our people and our culture, and should be central to the management plan.
- Collaboration and respect is important. Work with the other committee members to ensure a positive outcome.

Resources

- Gwich'in Tribal Council: <https://www.gwichintribal.ca/>
- Gwich'in Comprehensive Land Claim Agreement: https://www.rcaanc-cirnac.gc.ca/DAM/DAM-INTER-HQ-LDC/STAGING/texte-text/gwichin_Land_Claim_Agreement_PDF_142737211130_eng.pdf
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Gwich'in (*gwi-chin*) Renewable Resources Board (GRRB)

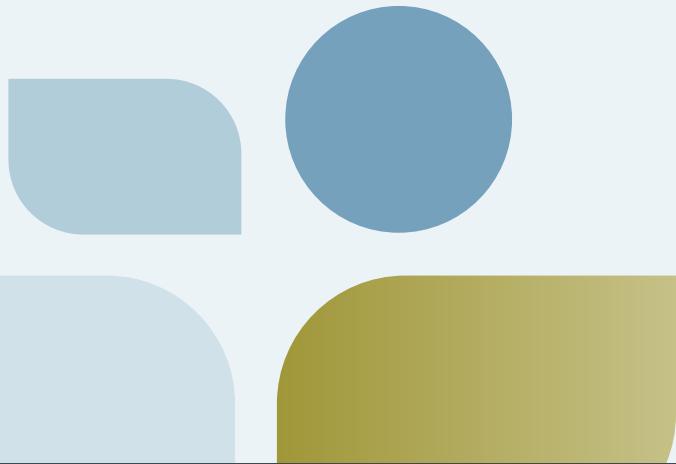
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Your Team

The GRRB is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the GRRB

The GRRB was established under the guidance of the Gwich'in Comprehensive Land Claim Agreement to be the main instrument of wildlife, fish and forest management in the Gwich'in Settlement Area (GSA). The GRRB is an institution of public government, and must act in the public interest, representing all the parties to the Agreement – the Gwich'in, the people of the Northwest Territories and all Canadians. The use and management of land and resources is overseen in partnership with the Gwich'in Settlement and Development Corporations and the Gwich'in Tribal Council.



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Guidance from Your Party (the group your team represents)

- 💡 Collaboration and respect is important. Ensure the values of the GRRB are upheld while maintaining co-management principles and teamwork with other participants.
- 💡 Ensure the best available traditional and scientific knowledge is used to guide caribou management.
- 💡 The GRRB aims to ensure the fish, forests, and wildlife of the Gwich'in Settlement Area remain healthy and sustainable.
- 💡 As an institution of public government, ensure the interests of all parties (the Gwich'in, the people of the Northwest Territories and all Canadians) are considered in the management plan.

Resources

- 💡 Gwich'in Renewable Resources Board: <https://grrb.nt.ca/>
- 💡 Gwich'in Comprehensive Land Claim Agreement: https://www.rcaanc-cirnac.gc.ca/DAM/DAM-INTER-HQ-LDC/STAGING/texte-text/gwichin_Land_Claim_Agreement_PDF_142737211130_eng.pdf
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- 💡 Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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North Slave Métis Alliance (NSMA)

The following information is based on a fictitious example for the Treaty Simulation which is focused on the implementation of Modern Treaties. Although the implementation aspects are fictitious, the scenario is based on real-life agreements with peoples, nations, organizations and different levels of governments.

Your Team

The NSMA is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the NSMA

The NSMA is a non-profit organization focused on the assertion, protection, and implementation of the Indigenous rights of the North Slave Métis People. The NSMA exists for the stated purpose of negotiating a regionally based comprehensive claim centered in the North Slave Region of the Northwest Territories. The alliance represents Métis in Yellowknife, Behchokò (*beh-cho-konh*), Whatì (*wah-tea*), Gamètì (*gah-meh-tea*), Wekweètì (*weh-kway-tea*), Dettah (*deh-tah*), and Ndilǫ (*dee-low*).



Your Task

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Guidance from Your Party (the group your team represents)

- The NSMA recognizes the importance of both wildlife and the environment and fully supports the protection, preservation, and sustainable use of land and resources.
- The NSMA is committed to principles of economic sustainability, environmental stewardship, and self-determination in respect to its traditional lands and resources.
- The NSMA often works with other Indigenous governments as well as municipal, territorial, and federal governments on issues relating to wildlife and natural resource use.
- Ensure the NSMA and its Métis members are involved in the co-management of all issues of concern in their asserted territory.

Resources

- North Slave Métis Alliance: <https://nsma.net/>
- NSMA submission on Specific Claims and Comprehensive Land Claims: <https://www.ourcommons.ca/Content/Committee/421/INAN/Brief/BR9199424/br-external/NorthSlaveMetisAlliance-e.pdf>
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
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Yellowknives Dene First Nation (YKDFN)

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Your Team

YKDFN is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About YKDFN

YKDFN joined the Akaitcho (*ah-keet-cho*) Dene First Nations (ADFN) to negotiate a land claim with the Federal and Territorial Governments, which created the Akaitcho Territory Government (ATG). The ATG is made of five distinct First Nation groups: Yellowknives First Nations Dettah (*deh-tah*), Yellowknives First Nations Ndilo (*dee-low*), Łútséł Ké (*loot-sel-kay*) Dene First Nation, Deninu Kęę (*deneh-noo-kweh*) First Nation, and Smith's Landing First Nation. The ATG is in the process of negotiating a Land, Resources and Self-Government Agreement with GNWT and the Government of Canada.



Your Task

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Guidance from Your Party (the group your team represents)

- 💡 The YKDFN laws should be upheld in the management plan (<https://ykdene.com/about/our-laws/>).
- 💡 Ensure that the land, environment, natural resources, and heritage resources are protected in YKDFN's territory.
- 💡 Protect and promote stewardship of the land by asserting YKDFN's rights and pursuing sustainable economic benefit for current and future members to preserve a traditional way of life.
- 💡 Work cooperatively with the other parties, drawing on scientific and Traditional Knowledge to balance environmental preservation with economic development.
- 💡 Decisions should be guided by principles of sustainability and ensuring safe access to land and natural resources for YKDFN members.

Resources

- 💡 Yellowknives Dene First Nation: <https://ykdene.com/>
- 💡 Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
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Déljn̄e Got'ln̄e (*day-linh-nay go-tih-nay*) Government (DGG)

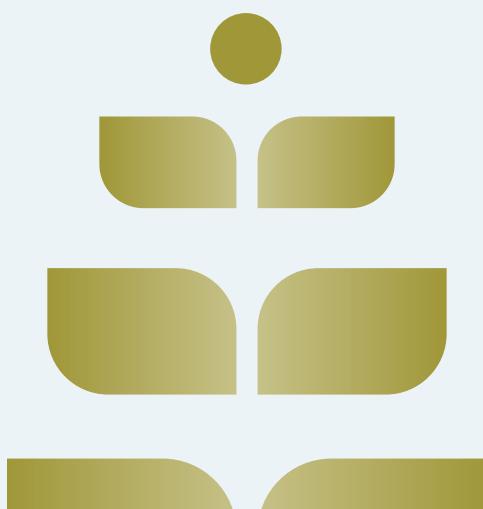
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Your Team

The DGG is one of the parties (participating groups) represented on the Dahkàà Caribou Advisory Committee. You have been hired by this party to prepare and negotiate a proposal for the Dahkàà Caribou Management Plan on their behalf.

About the DGG

Déljn̄e was part of the Sahtú Dene and Métis Comprehensive Land Claim. After the Déljn̄e Self-Government Agreement was finalized, the DGG became the governing body for the community. All members of the Déljn̄e First Nation Band and all land claim beneficiaries are now Déljn̄e First Nation Citizens (unless they are a citizen under another Self-Government Agreement). DGG is the first combined Indigenous/public government in NWT, representing all residents of Déljn̄e.



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Guidance from Your Party (the group your team represents)

- The DGG represents its Déljnę First Nation Citizens, both in and outside of the community, as well as all residents of the Déljnę District. Ensure everyone we represent is considered.
- The DGG operates by its Aeado (Constitution) and laws, the Déljnę Self-Government Agreement, and the Sahtu Dene Métis Land Claim Agreement (<https://www.deline.ca/en/government/>).
- Traditional laws and harvesting protocols have a positive influence on caribou health, numbers, and habitat. Ensure the management plan respects the culture and traditions of our community. Always act to protect land, water, and all living things.

Resources

- Déljnę Final Self-Government Agreement: <https://www.deline.ca/wp-content/uploads/2016/10/Deline-Final-Self-Government-Agreement.pdf>
- Déljnę Got'jnę Government: <https://www.deline.ca/en/government/>
- Sahtú Dene and Métis Comprehensive Land Claim Agreement: https://www.srrb.nt.ca/index.php?option=com_docman&view=document&alias=2028-sahtu-dene-metis-comprehensive-land-claim-agreement&category_slug=public&Itemid=1818
- Bathurst Caribou Management Plan (this is one example of a wildlife management plan in NWT): <https://www.wrrb.ca/sites/default/files/Final%20BCMP%20Aug%202021.pdf>
- Wildlife Co-Management in the Northwest Territories: https://www.enr.gov.nt.ca/sites/enr/files/resources/wildlife_co-management_in_the_nwt_eng.pdf
- Refer to “Roles & Responsibilities” handouts and any other relevant class notes.
- Ask the advisors for help, but your team is ultimately responsible for creating your proposal.



Toolkit Overview	Overview of the Treaty Simulation model, how to use this Toolkit in <i>Northern Studies – Living Together</i> , protocol on working with Elders, Knowledge Keepers and advisors, and a background on treaties and wildlife.
1. Intro Lesson Plans	Offer time for students to reflect on what has been taught thus far (in <i>Living Together</i>) and an opportunity for skill-building in preparation for the Treaty Simulation.
2. Mid-Simulation Lesson Plans	Allow room for students to participate in additional activities <u>during</u> the Treaty Simulation process that build on key objectives from <i>Living Together</i> .
3. Treaty Simulation Lesson Plans	After preparing proposals in their teams, the simulation meeting takes place and students work towards finding consensus while reflecting on their <i>Living Together</i> teachings.
4. Evaluation-Based Lesson Plans	Provide an opportunity for students to conduct self- and peer-evaluation on themes from <i>Living Together</i> that were reflected in the Treaty Simulation, as well as on skills learned throughout the process.

Evaluation-Based Lesson Plans

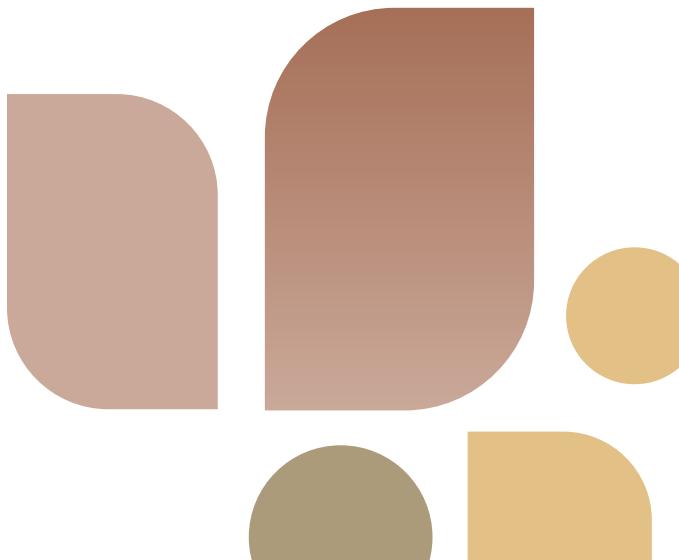
Getting Started on the *Evaluation-Based Lesson Plans*

This section includes evaluation method suggestions to help educators record the successes and challenges of the Treaty Simulation and/or identify social studies competencies. Included for each evaluation method is a description of its *purpose* and *philosophy*.

It is recommended that the teacher first reads through the Toolkit Overview section for insights on how the evaluations can fit into *Northern Studies – Living Together*.

Elder and Community Interactions

Throughout the lessons in this Toolkit, there are instances when the teacher and students are required to work with Elders, Knowledge Keepers and advisors within the local community. The teacher is responsible for following the rules and practices of the local school authority when working with the community. In addition to these responsibilities, all teachers need to familiarize themselves with the “Working with Elders, Knowledge Keepers and Advisors” piece in the *Toolkit Overview* section, which outlines responsibilities and protocols of working with community members.



Evaluations

Sharing Circles

Sharing circles are a safe environment where students are encouraged to talk about what they learned. Sharing circles are formative in nature and usually occur at the end of the day or session, offering a way to debrief the activities that took place. Information gained during this time is valuable for evaluation purposes because it will point to successes and outcomes of a particular activity. As the classroom Treaty Simulation is in a pilot stage, this information will be vital for future applications of the model in the Northwest Territories and can be shared with GNWT Education and The Gordon Foundation if appropriate.

GNWT Education: Marnie Villeneuve | marnie_villeneuve@gov.nt.ca | 867.872.0353
The Gordon Foundation: info@gordonfn.org

Evaluation Surveys

The “Treaty Debrief Activity” and “Student Self-Reflection” are included as formative or summative evaluations.

Worksheet Completion

Many of the Toolkit’s lesson plans include worksheets within the learning activities. These worksheets can be used as evidence of some of the social studies competencies.

Most Significant Change Technique in Sharing Circle Debrief

The most significant change technique is a way to assess the part (or parts) of the Treaty Simulation that students believe had the biggest impact on them. The impact could be positive or negative, but responses to the provided questions are usually positive in their framing. This technique provides students with an opportunity to demonstrate how the program has changed their attitudes, beliefs or actions, in their own words. It allows students to tell educators the part of the program that meant the most to them, and demonstrates the most effective activities and their commonly associated outcomes.

1. Treaty Simulation Debrief

Overview:

This session is primarily a debriefing and assessment of learning through dialogue, writing and evaluation after completing the Treaty Simulation.

Learning Objectives:

Students will debrief their feelings and thoughts around the Treaty Simulation and articulate the important learnings.

Materials & Supplies

Handout: "Treaty Debrief Activity"

Handout: "Student Self-Reflection"

Time Required:

60 min

Evaluation:

Significant Change embedded into sharing circle questions and "Student Self-Reflection."

Mid-Sim Lesson Plans, "2. Defining 'Treaty' Activity" Debrief

⌚ 10 min

Take out the chart paper from the first day of the treaty simulation and review what was written in response to the statement 'What is a treaty'. Have the class to look at their definition(s) and ask if and how it has changed?



Sharing Circle Debrief

⌚ 20 min

This activity takes place after the Treaty Simulation. Invite students into a sharing circle to debrief on anything they feel comfortable discussing.

Prompt questions could include:

- 👤 How did you feel about working together to negotiate? Was there anything in the Treaty Simulation that was completely new to you?
- 👤 Was there anything you learned about that your family might not know?
- 👤 How has the treaty simulation impacted your understanding of treaties?
- 👤 What is the most significant thing you will take away from the Treaty Simulation experience?

Writing Activity

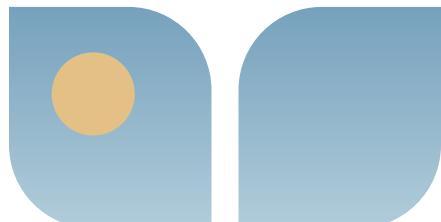
⌚ 20 min

Distribute the “Treaty Debrief Activity” worksheet to each student. Give students time to write an answer to one of the three questions. When they are finished, have them respond to another question.

Evaluation

⌚ 5 min

Distribute the “Student Self-Reflection” sheet for each student to complete. Encourage students to be honest and recognize areas in which they are doing well and where they can improve. Remind students of what they have accomplished in completing the Treaty Simulation. It is important to give students time to make sense of their new learnings and to critically think about their experience.



Treaty Debrief Activity

Name: _____

After the debrief, answer at least one of the questions below.

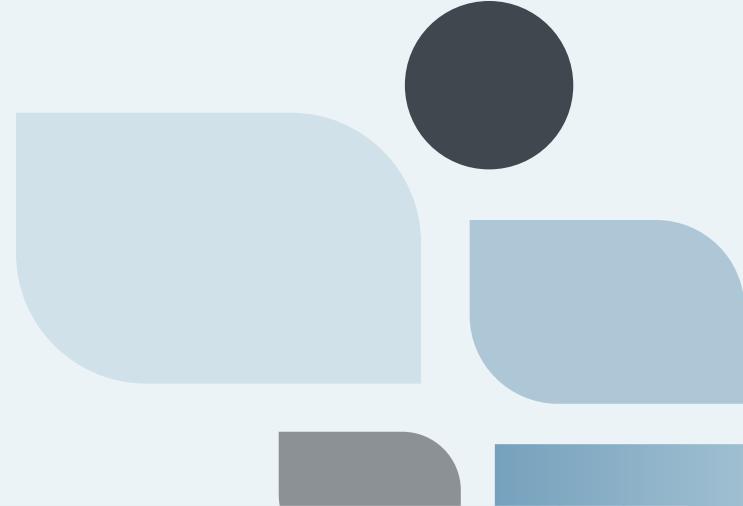
1. What takeaways from the lesson will be important to know three years from now? Why?
2. Discuss a real-life application of a skill learned during the Treaty Simulation. I could use elements of the Treaty Simulation when I _____.
3. Complete the following sentence: "The Treaty Simulation is like _____ because _____."
4. Does the story of "The Blind Men and the Elephant" give you any ideas about how issues related to treaties can be solved? To what extent do you think it's important to see other points of view or do you think each party must stick to their own point of view? How do your thoughts on seeing other points of view contribute to 'living well together' in NWT?

Student Self-Reflection

Name: _____

Students will complete the self-reflection survey below by placing a checkmark in the space that most accurately reflects their competency.

Social Studies Competency	Questions	Barely	Somewhat	Mostly
Logistics	I completed all the tasks that were asked of me during, before and after the Treaty Simulation.			
Inquiry	I gathered information and analyzed treaty information to help me in my role for the Treaty Simulation.			
	I articulated my thoughts during the preparations and negotiations to the best of my ability.			
Significance	My NWT Modern Treaty knowledge has improved.			
	I understand the significance of the advisors and Elders that pass on their knowledge.			
Evidence	I used reliable sources to get my treaty information.			



Social Studies Competency	Questions	Barely	Somewhat	Mostly
Continuity & Change	<p>I reflect on the consequences of broken treaty promises</p> <p>I see how and why the parties in the Treaty Simulation differ or agree on issues.</p>			
Cause & Consequences	After the Treaty Simulation, I better understand the spirit and intent of treaties in my own community.			
Perspective	In my own community, I can see how difficult treaty negotiation and/or implementation is and will be in the future.			
Ethical Judgement	In my life, I can better understand the need for knowing about treaties in NWT and the importance of their implementation.			

2. Presentation or Essay

Overview:

Students will demonstrate their understanding of the unit through a presentation or essay responding to a key discussion question.

Learning Objectives:

Students will combine skills learned through the Treaty Simulation with their knowledge gained in *Living Together* to demonstrate their understanding of Modern Treaties and/or other key objectives from *Living Together*.

Materials & Supplies

 *Living Together* text

 Web resources (e.g., https://www.eia.gov.nt.ca/sites/eia/files/gnwt_understanding_aboriginal_and_treaty_rights_in_the_nwt.pdf)

Time Required:

2 x 60 min sessions

Evaluation:

A cumulative assessment at the end of the unit (presentation or essay-style assessment) to determine individual learning achievements.

Background

This activity could be done as a final, cumulative assessment piece to the unit, or could be modified to be a mini-piece during the unit – still as a post-Treaty Simulation evaluation tool.

Students will present or write a short essay on one of the following key discussion points (or a topic of their choice):

 What contemporary relationship between Indigenous and non-Indigenous people best illustrates how Northern peoples should live together?

 To what extent has devolution of powers from the federal government to the Government of the Northwest Territories been positive?

 What are students' rights and responsibilities under their treaty or land claim?

Presentation Option

Each presentation should be approximately 15 minutes in length. Students will have one 60-minute session (plus homework time) to conduct their research and prepare their presentation. The second 60-minute session will be used for class presentations. Students may choose to make a video instead of presenting live to their class.

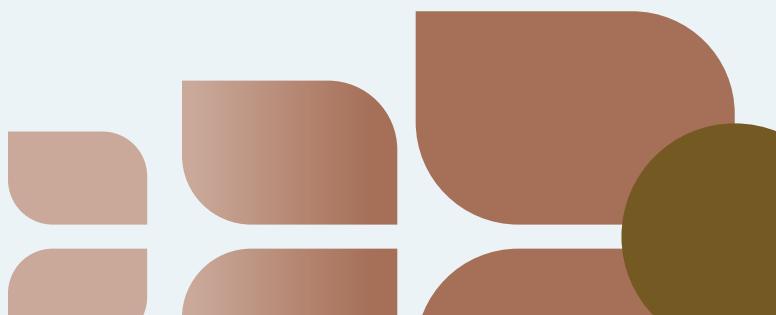
Through the presentation, students must answer one of the discussion questions and provide points which back up their answer. A final conclusion should summarize their points.

Essay Option

The essay must be written in either argumentative or expository style. It should be five paragraphs long and include:

- 👤 Introduction – background information and thesis statement
- 👤 Main Body – three paragraphs outlining the three key points or arguments of the thesis statement
- 👤 Conclusion – summarizing main points and reiterating thesis

Students will have two 60-minute sessions to conduct their research and write the essay.



3. “Plain Speak” Definitions

Overview:

In their own words, students will define the terms listed in *Living Together*.

Materials & Supplies

-  List of terms from *Living Together* (pgs. XXVI - XXVII)
-  Dictionary
-  Online resources

Learning Objectives:

Students will demonstrate knowledge of key terms from *Living Together*.

Time Required:

30 min

Evaluation:

Students’ interpretation indicates level of understanding – used as assessment tool.

Terminology Activity

 30 min

Using the terms listed on pgs. XXVI - XXVII in *Living Together*, have students write their own definitions for each term. Students may use the text from *Living Together*, as well as a dictionary and online resources to assist them in understanding each term; however, it is key that students use their own words when they write their definitions.

Extension

Students can add to the list of terms by including other terms they found important while reading through *Living Together*, conducting online research, or when participating in the Treaty Simulation.

Bonus Extension

Students could be encouraged to visit with local community members that speak their community's traditional language and learn how to translate their list of terms. This bonus activity will allow students to build stronger connections with language Knowledge Keepers and to work with community members to fully understanding the relevance of treaties in their local context.

Often, when translating between languages, literal translation does not work. Rather, conveying the sense of the term is used instead. If students find that this is the case, have them share the literal translation for the terms that are used to convey the sense.

4. The House Analogy – Part 2

Overview:

The Treaty Simulation will enhance this activity by completing an additional column to the “House Analogy Chart,” comparing aspects from the simulation to the House Analogy. It is important to keep this activity and use it with the Treaty Simulation.

Learning Objectives:

Students will learn about the history of land ‘ownership’ in NWT and their relationship to the land through “The House” analogy, and make connections between knowledge about treaties (from the Treaty Simulation) and the story.

Materials & Supplies

 *Living Together*, “Activity 4: The House Analogy” story (pgs. 55-60)

 *Living Together*, “Activity 4: The House Analogy” chart handout (pgs. 69-73)

Time Required:

60 min

Evaluation:

Completion of chart will serve to determine students’ full understanding of the Treaty Simulation. The worksheet and class discussion can be collected for formative or summative assessment at discretion of the teacher.

Introduction

 15 min

This lesson is a continuation from *Intro Lesson Plans*, “3. The House Analogy – Part 1.” Only do this activity if you have completed part 1. Begin with a review of the story called *The House*, and have a brief class discussion about possible ideas to add to the blank column in the handout.

Worksheet Activity

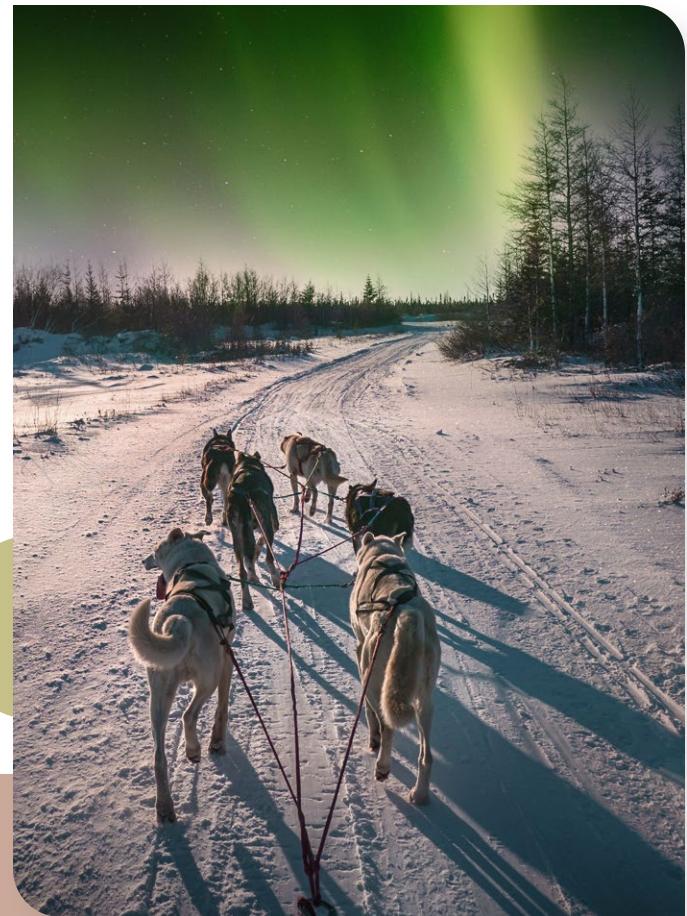
⌚ 25 min

Allow time for students to complete the column themselves (or in groups) to draw specific, concrete analogies.

Closing

⌚ 20 min

Once students have completed the worksheet, have them share their analogies with the class.



5. Success is Relative

Overview:

Students will reflect on the following statement:
"If one party to the treaty succeeds and prospers but another finds only poverty and struggle, then the treaty has failed."

Learning Objectives:

Students will explore different aspects of the history of treaty-making in Canada and specifically within the NWT. They will understand the expression, "As long as the sun shines" and apply their new knowledge to "The House Analogy." They will also learn the reasons why the Indian Brotherhood and COPE were started.

Materials & Supplies

 *Living Together, "Activity 5: As Long as the Sun Shines" (pgs. 77 – 80)*

Time Required:

10-40 mins

Evaluation:

Sharing circle and activity from *Living Together*, "Activity 5" can be used to assess student understanding of success and prosperity.

Introduction

This lesson is modified from *Living Together*, "Activity 5: As Long as the Sun Shines." Refer to both the lesson plan from *Living Together* and the plan that follows.

Sharing Circle

⌚ 10 min

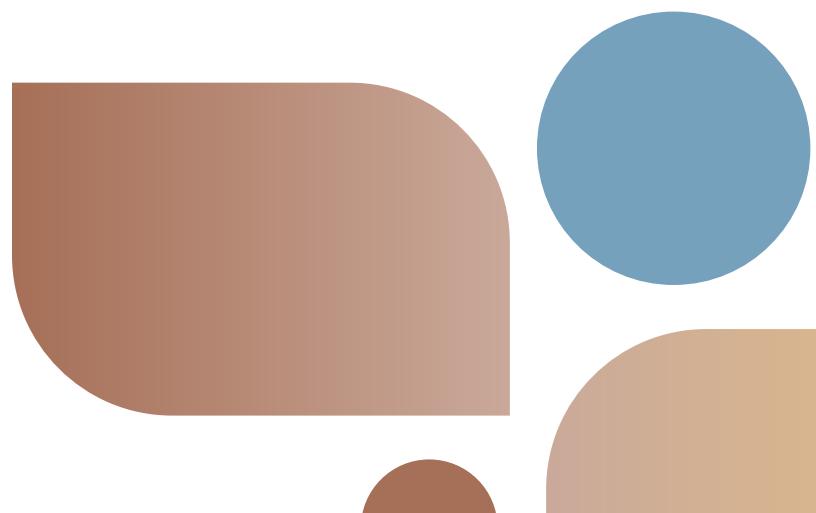
Have the class come together in a sharing circle format (see “Note for Educators” at the beginning of this *Evaluation-Based Lesson Plans* section). The teacher can lead the students to reflect on the following:

- 👤 Do students feel that both parties will succeed and prosper from conclusion of the Treaty Simulation?
- 👤 Provide an outline of what the future would look if one of these parties was to prosper while another struggled.
- 👤 What does it mean – “As long as the sun shines...”? (*Living Together*, “Activity 5”)

Living Together, “Activity 5”

⌚ 30 min (optional)

After the sharing circle, the teacher can select an activity from *Living Together*, “Activity 5” for students (“We Remember” or “My People”).



6. Wampum Belt Activity

Overview:

Students will learn about the significance of the representation of the Wampum Belt and make applications to Modern Treaties.

Learning Objectives:

Students will learn about the history of the Wampum Belt and be able to answer questions or create an art piece to demonstrate their understanding.

Time Required:

60 min

Evaluation:

Students can complete a written assignment or art piece to demonstrate their understanding of the lesson, thereby articulating their understanding of how Modern Treaties can be compared to the Wampum Belt.

Materials & Supplies

 *Living Together*, text on “Wampum Belt” (pg. VII)

 Online resources

 Paper and art supplies

Introduction

 10 min

Introduce students to the teachings of the Wampum Belt by reading about it on pg. VII in *Living Together*. After looking at the text from *Living Together*, instruct students to read about the Wampum Belt from the following website as part of a group or independently. Have students record their findings on lined paper.

<https://www-tc.pbs.org/warrior/content/modules/tworow.pdf>

Sharing Circle

⌚ 25 min

After students have read about the history of the Wampum Belt, lead the class in a sharing circle discussion reflecting on the questions below.

- 👤 How does the Wampum Belt demonstrate the idea of “walking in two worlds”?
- 👤 How can you compare the statement “As long as the sun shines” to the Wampum Belt?
- 👤 How might you design the Wampum Belt to symbolize the result of the Treaty Simulation?
- 👤 Do you believe that through the Treaty Simulation, each party will prosper as the Wampum Belt suggests?

Activity

⌚ 25 min

Students can work on a written assignment in response to one of the questions, or design an art piece that demonstrates their understanding of the Wampum Belt.

