



HUNTER EDUCATION

TEACHER RESOURCE

UPDATED NOVEMBER 2021

Acknowledgements

The NWT Departments of Education, Culture and Employment (ECE), and Environment and Natural Resources (ENR) wishes to thank and acknowledge the following people that were instrumental in creating the material for this course:

More than 70 NWT Indigenous, Métis and Inuvialuit governments, associations, organizations, and non-profit organizations participated in reviewing and editing the material during development.

Hunter Education Working Committee

Rita Mueller, Joseph Mackenzie, George Mandeville, Fred Sangris, Greg Robertson, Terrance Campbell, Gerry Hordal, Wade Haley, Edward Cholo, Michele Lafferty, Kevin Allen, Robert Alexi Sr., Ed Jones, Tony Vermillion, Doug Villeneuve, Doug Esagok

Elders, Community Members, Contractors and ENR Development Team

Amy Thompson, Wade Haley, Martin Knutson, Greg Robertson, Hank Rogers Sr., Mike Tollis, Diane Rubin, Janet Boxwell, Ken Hall, Mac Stark, Harold Grinde, Andy McMullen, Danielle Morin, Fred Mandeville, Frank Pokiak, Tommy Lockhart, Jake Basil, Wayne Langehan, Kevin Allen, Jordan Reid, Rob Gau, Jamie Chambers, Lynda Yonge, Patricia Lacroix, Jack Richard, Pat Bobinski, Dee Opperman, Barry Taylor, Tom Lockhart, Floyd Bertrand, Kelvin Kotchilea, Toby Halle, Danny Beaulieu, Cheyanne Paulette, Mabel Tatchinron, Ron Doctor

ECE and ENR Teacher Resource Writing Team

Stephanie Yuill, Vincent Casey, Elizabeth Thomas, Teresa Watson, Jennifer Rae, Marnie Villeneuve, Janessa Kerr, Emily Krause

Table of Contents

Introduction	1
Guiding Principle	1
Rationale and Background	1
Organization of the Course	2
Dene Kede and Inuuqatigiit	3
Before You Begin.....	4
Course Information	4
Accessing the Online Course (ENR Website)	5
ENR Issued Hunter Education Certificate.....	5
Important Terminology.....	5
Student and Teacher Roles	5
Course Curriculum	7
Assessment and Evaluation	10
Module 1: The Responsible Hunter	14
Module 2: Ecology and Wildlife Management	21
Module 3: Hunting Laws, Acts and Regulations.....	29
Module 4: Hunting Skills	38
Module 5: Planning and Preparation.....	47
Module 6: The Hunt.....	57
Module 7: Survival Skills	66

Introduction

Guiding Principle

This curriculum is focused on the guiding principle that hunters, whether Indigenous or non-Indigenous, must be guided by the wisdom of past generations. They must follow a code of conduct that has served hunters for centuries and show respect for wildlife, the environment, the self, and others.

Rationale and Background

Hunter Education programs have existed in Canada since 1960 with the primary goals of respect and safety in mind. One takeaway from the 2007 NWT Caribou Summit was the need for a territorial Hunter Education program.

By the spring of 2010, Environment and Natural Resources (ENR) had developed a basic framework in the form of a table of contents. To add substance to the framework, two workshops were held with ENR officers, various community Elders, and hunters.

The February 2012 workshop focused on adding specifics to the basic framework. Attendees included Elders and hunters from across the territory and resident hunters from the NWT. The contractor then spent time creating a draft student manual.

This draft student manual was presented at a second workshop in December 2014 and was agreed upon by community representatives. In 2015, the student manual was distributed to various *Wildlife Act* stakeholders for feedback. The feedback received was then reviewed and incorporated into the manuals. In 2017, the seven modules were sent out for layout and design.

The instructor and student manuals were completed by March 2018 and pilot courses took place in the NWT before the new wildlife regulations came into use. In January 2020, the regulations of the renewed *Wildlife Act* were finalized, one regulation being any new resident hunter must have passed the Hunter Education course, before they were eligible to receive a hunting licence.

In 2019, the course was adapted for online delivery and with an option to request an in-person delivery. At this time, it was decided to increase the accessibility of the material by offering Hunter Education as a Locally Developed Course (LDC) to high school students in the NWT. This course is a result of those efforts. The teacher resource has been created to support the delivery of Hunter Education in NWT high schools.

Hunter Education will provide students with the fundamental knowledge and basic skills needed for them to become respectful and safe hunters. Students will be encouraged to increase their knowledge and skills by speaking with respected hunters in the area(s) they will be hunting. Students will learn how they, as hunters, can help ensure healthy wildlife populations and harvesting opportunities now and into the future.

The purpose of the course is to:

- heighten respect
- reduce wounding and wastage of wildlife
- encourage full utilization of hunted animals
- increase hunter safety

Organization of the Course

Hunter Education focuses on the four key areas of safe and responsible hunting. Students can learn how they can help ensure healthy wildlife populations, respect for wildlife, the environment, people, and the self.

The course is contained within seven (7) modules, each presenting fundamental knowledge, skills, and attitudes, for a respectful hunter and an NWT capable person. The modules are as follows:

1. The Responsible Hunter
2. Ecology and Wildlife Management
3. NWT Hunting Laws, Acts and Regulations
4. Hunting Skills
5. Planning and Preparation
6. The Hunt
7. Survival Skills

Each module includes two (2) required assessment activities for students to complete along with the corresponding rubrics, and a module quiz. Additionally, each module has optional learning activities, which act as suggestions for consideration when time permits.

Hunter Education is designed to be taught using the materials contained within the student manual and teacher resource. All materials are currently available on Canvas, a learning management platform managed by the Department of Education, Culture and Employment (ECE). All NWT teachers are eligible for a Canvas account. In addition, the teacher resource and student manual are available on the ENR website.

What Are Optional Activities?

Optional Activities are provided for each of the seven (7) modules in the course. Depending on how much time your students need to complete the three required assessments (two assignments and a quiz), you may have time to include these activities in your lessons.

Please note that priority is given to the completion of the required assessments and that the Optional Activities are merely suggestions or inspiration for additional learning experiences that you may choose to provide students with, time permitting. You are welcome to design activities of your own.

Dene Kede and Inuuqatigiit

Dene Kede and Inuuqatigiit, NWT foundational curricula, are reflected in almost all content of this course and should directly influence and speak to how this course is taught. It is highly encouraged that teachers utilize the appropriate Dene Kede and/or Inuuqatigiit curriculum for their community when planning to teach this course. It is important to note that the Dene Kede Kindergarten to Grade 6 resource is appropriate for this course and further connections can be made to the Grade 7-9 curriculum. To assist teachers, either a sample of Dene Kede and Inuuqatigiit learning outcomes, or reference(s) to specific modules, are included in the “Outcomes and Overview” section of each module.

Before You Begin

Hunter Education was developed and maintained by ENR and ECE. ECE is supportive of assisting teachers in implementing the course. For each module, one or more of the optional activities can be substituted with an in-person or virtual visit from an ENR employee.

Course Information

Hunter Education is an LDC (75 instructional hours) and is authorized to be taught in NWT schools. Schools can register students in PowerSchool using the course information listed below. Final marks and credits can be submitted to ECE according to usual Student Records processes.

Course Code: LDC 1080	Course Level: 15
Number of Credits: 3	Number of Instructional Hours: 75

There are no prerequisites for Hunter Education. Previous hunting experience is not required; however, it would be an asset. Students who have on-the-land or hunting experience are encouraged to share their knowledge and mentor others in the class, where appropriate.

Hunter Education is intended to be taught in Grade 10; however, it is appropriate for Grade 11 and 12 students and may be taught in a mixed grade classroom. As a three-credit course, schools may decide to pair Hunter Education with one or two Career and Technology Studies (CTS) courses to create a five (5) credit course. Below are some possible CTS options for teachers and schools to consider. However, with 1400+ CTS courses approved for use in the NWT, teachers are also encouraged to consult the Alberta Education website for more information or other courses that may support Hunter Education in their community.

Complementary CTS Courses	
FOD1010: Food Basics	ENS1010: Introduction to Stewardship
FOD1060: Canadian Heritage Foods	ENS1020: Fostering Stewardship
FOD2100: Basic Meat Cookery	ENS1040: Living with the Environment
HSS1020: Nutrition and Wellness	WLD1100: Outdoor Cooking Theory
HSS1080: Leadership Fundamentals	WLD1130: Outdoor Survival Skills
HCS2020: First Aid/CPR with AED	

Accessing the Online Course

Hunter Education is available to the public as an online certification course for new resident hunters in the NWT. The online course focuses exclusively on the content in the student manual and is about 25 hours in length. Each module ends with a quiz that participants must pass with a minimum of 75% to receive their Hunter Education Certificate.

It is important to note that the online course is not equivalent to the 3-credit LDC Hunter Education. The Locally Developed Course includes additional learning outcomes and assessment activities, enabling students to go more in-depth and explore topics in greater detail to meet the required instructional hours, in the school setting.

The online course may be considered a resource to support students taking Hunter Education in the regular classroom. The online course is based on the student manual and is narrated. Students may benefit from listening to (rather than reading) the student manual material online. The free online course is available on the ENR website: www.huntercourse.com/canada/northwestterritories

ENR-Issued Hunter Education Certificate

Students who are enrolled in Hunter Education are eligible to receive an ENR-issued Hunter Education Certificate. Students have two main options if they wish to receive a certificate:

1. They can, on their own, complete the Hunter Education online course (module quizzes) and print the certificate (preferred option).
2. The teacher can provide the student with a letter on school letterhead outlining that they received at least an average of 75% on the seven module quizzes. The student can then forward the letter to huntereducation@gov.nt.ca and a certificate will be issued.

Important Terminology

When referring to First Nations, Métis, and Inuit peoples in this course, the term Indigenous is almost always used in all materials. At this point in time, Indigenous is considered the most respectful and reconciliation minded term to use.

There are a few places throughout the materials, particularly Module 2, where the term Aboriginal is still used. In these cases, the use of Aboriginal is solely done in reference to historical documents, and laws where the terminology has not been updated.

Student and Teacher Roles

This course is somewhat unique, as some students may have greater experience and knowledge in some aspects of the course than their teacher. The role of both the student and the teacher should be that of co-knowledge creator/explorer. As experience is varied, students should be given every opportunity to highlight their background, experiences, knowledge, and culture as they work through the course.

Student Roles

It is very likely that some, if not most, of the students will be knowledge leaders in at least one aspect of this course. When a student finds themselves in this position, they should remember their respectful traditional teachings and share what they know. It is hoped that throughout this course students will be given the independence to work on projects and on the land. Students should remember that with this independence comes a responsibility to themselves, the land, and others.

Teacher Roles

The teacher should act as a guide and facilitator and should be open to, and actively seek out, any Indigenous and/or local knowledge that informs this course. There is the possibility that the content of the student manual does not always line up with local customs and practices. When this happens it is key to acknowledge that this is the case. There is no right or wrong way for certain things, but an opportunity to explore why things may be different and to see if the basic intent of the actions or learning are the same, even if they look different.

Course Curriculum

Module & Title	Learning Outcomes
<p>1. The Responsible Hunter</p>	<p>1. Explore responsibilities of a respectful hunter</p> <ul style="list-style-type: none"> 1.1. Convey concept of respect for the environment, wildlife, self and others 1.2. Reference specific actions that show respect 1.3. Identify the consequences of a lack of respect 1.4. Analyze the importance of taking time
<p>2. Ecology and Wildlife Management</p>	<p>2. Describe interrelationships among ecosystem components and their effects on wildlife</p> <ul style="list-style-type: none"> 2.1. Analyze and explain the interrelatedness of factors within a habitat and how they affect wildlife populations, e.g., interrelationships among food, water, shelter, and space 2.2. Relate the concepts of “limiting factors” and “carrying capacity” to wildlife populations 2.3. Define ecosystem 2.4. List ecosystem components <p>3. Explore wildlife/ecosystem management</p> <ul style="list-style-type: none"> 3.1. Identify federal, territorial, and Indigenous government responsibilities that are relevant to wildlife management 3.2. Explain a hunter’s role in wildlife/ecosystem management 3.3. Explore management strategies that enable wildlife and society to coexist 3.4. Explain principles of wildlife management
<p>3. Hunting Laws, Acts and Regulations</p>	<p>4. Explore the laws, acts and regulations that manage hunting in the NWT</p> <ul style="list-style-type: none"> 4.1. Identify the main purpose of hunting laws and regulations 4.2. Explore historical, cultural, and social origins of hunting regulations and wildlife management 4.3. Explain how hunting laws and regulations relate to hunters 4.4. Identify NWT hunting laws and species they apply to <p>5. Identify and explain the different types of hunters in the NWT</p> <ul style="list-style-type: none"> 5.1. Identify the four types of hunters 5.2. Explain the rights and responsibilities of different types of hunters 5.3. Explore categorization of individuals into types of hunters
<p>4. Hunting Skills</p>	<p>6. Describe techniques for targeting and when to shoot game animals in the field</p> <ul style="list-style-type: none"> 6.1. Describe visual acuity as it is important to the hunter

	<p>6.2. Identify factors that may affect visual perception and strategies for improving vision in outdoor environments (e.g., eye dominance)</p> <p>6.3. Explore techniques to judge distance on the land</p> <p>6.4. Identify consequences of poor distance judgment</p> <p>6.5. Identify vital organs and target areas on game animals (e.g., big game, bird game)</p> <p>6.6. Explain methods for ensuring a humane kill (e.g., ammunition/bow) selection, shot selection and placement</p> <p>7. Identify the distinguishing characteristics of NWT’s big game, game birds, waterfowl, and water mammals</p> <p>7.1. Identify and describe the distinguishing characteristics of NWT’s big game animals</p> <p>7.2. Identify and describe the distinguishing characteristics of NWT’s game birds</p> <p>7.3. Identify and describe the distinguishing characteristics of NWT’s waterfowl</p> <p>7.4. Identify and describe the distinguishing characteristics of NWT’s water mammals</p> <p>8. Describe hunting techniques and situations</p> <p>8.1. Explain common hunting techniques used by hunters</p> <p>8.2. Describe different northern hunting situations</p>
<p>5. Planning and Preparation</p>	<p>9. Demonstrate and apply an understanding of responsible outdoor experience planning</p> <p>9.1. Select appropriate personal and group gear for outdoor activities</p> <p>9.2. Explore appropriate care of outdoor and hunting tools, including but not limited to knives, axes, and saws</p> <p>9.3. Describe appropriate use of communication gear,</p> <p>9.4. Describe techniques used to plan, pack, carry and prepare equipment for outdoor expeditions</p> <p>9.5. Explain techniques that can be used to plan for a hunting trip</p> <p>9.6. Plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:</p> <p> 9.6.1. Researching information from a variety of sources</p> <p> 9.6.2. Interpreting planning tools</p> <p>9.7. Applying knowledge and skills to prepare a safe travel plan</p>
<p>6. The Hunt</p>	<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling, and dressing game animals in the field</p> <p>10.1. Explain the social and cultural significance of respecting wildlife</p>

	<ul style="list-style-type: none"> 10.2. Describe and explain the importance of proper shot selection, placement, and shooting technique with hunting equipment 10.3. Describe an “adrenaline rush” and how to avoid it 10.4. Explain responsibilities after shooting game, including: <ul style="list-style-type: none"> 10.4.1. Tracking 10.4.2. Tagging 10.4.3. Field dressing 10.4.4. Transportation 10.4.5. Care and cooling 10.5. Describe techniques for ensuring safety in various hunting situations 10.6. Explore different techniques for skinning animals 10.7. Explore what diseases affect NWT wildlife and how to be safe
<p>7. Survival Skills</p>	<ul style="list-style-type: none"> 11. Demonstrate the knowledge and skills necessary for safe outdoor activities <ul style="list-style-type: none"> 11.1. Identify, assess, avoid and/or respond to physical hazards that may be imposed by the natural environment, including but not limited to: <ul style="list-style-type: none"> 11.1.1. Particular terrain and conditions, including avalanche conditions, areas prone to rockslides, lake and river ice, and bush 11.1.2. Wildlife that may be encountered, including bears, bees, ticks, non-edible plants, snakes 11.1.3. Changes in weather conditions that may affect personal and group safety 11.2. Identify, assess, avoid and/or respond to physiological and psychological factors often associated with outdoor experiences, including but not limited to: <ul style="list-style-type: none"> 11.2.1. Dealing with hypothermia, frostbite, dehydration, and heat stroke 11.2.2. Understanding fatigue and when not to move 11.2.3. Coping with adversities, such as getting lost or hurt 11.3. List and explain the necessary steps to take in emergency and survival situations in the outdoors 12. Identify and describe different types of navigation techniques, and their use <ul style="list-style-type: none"> 12.1. Investigate traditional techniques 12.2. Describe celestial techniques 12.3. Describe compass techniques 12.4. Describe chronometer/GPS techniques 12.5. Investigate other techniques

Assessment and Evaluation

Students will be given the opportunity to demonstrate their understanding of the curriculum via module assignments and quizzes. To receive three credits, students must complete the assessment activities and quiz for each module. Students must pass the module quizzes with a mark of 75% or greater to receive a Hunter Education Certificate from ENR. Please see [ENR Issued Hunter Education Certificate](#) for more information.

Assessment rubrics and quizzes are included in the module materials.

Weight of Course Modules	
Module 1 = 14%	Module 5 = 15%
Module 2 = 14%	Module 6 = 15%
Module 3 = 14%	Module 7 = 14%
Module 4 = 14%	

Module 1: The Responsible Hunter	
Module %	Assignments
50%	Representation of Respect - Create a poster, video, short story, poem, or other representation that conveys actions that reflect the importance of acting respectfully to the four elements of wildlife, the environment, self, and others.
30%	Reflection on Time - Write a reflection about how and why it is especially important to take the time required to do things correctly in the context of hunting. Examine the bulleted list on page 4 of the student manual. Identify which two bulleted items are likely to be the most challenging for you. Identify two that are the most important for any hunter.
20%	Module Quiz
Module 2: Ecology and Wildlife Management	
Module %	Assignments
50%	The Habitat and Survival of an NWT Animal Species - Select an animal species that resides in the NWT. Research its needs and the factors that influence its population. Using your research skills, identify the influences on that wildlife population and

	provide a supported position identifying the most significant influence on its continued survival.
30%	My Responsibilities as a Hunter - Present your personal responsibilities as a hunter, including why and how. Discuss connections to respect and the conservation principles.
20%	Module Quiz
Module 3: Hunting Laws, Acts and Regulations	
Module %	Assignments
50%	Wildlife Laws Affect Me – Pick one part of the Wildlife Act and its supporting regulations that is personally meaningful or important to you. Explain how it impacts you or why it matters to you. Consider origins and purpose of the wildlife laws that have resulted in the current legislation.
30%	Categories of Hunters – Pick two people you know who you believe belong in different categories of hunters. Justify why you would place them in different categories of hunters. Use evidence to support your categorizations. Compare and contrast the two categories of hunters.
20%	Module Quiz
Module 4: Hunting Skills	
Module %	Assignments
50%	Vital Target Areas - Select one big game animal and one small game animal from your area out of the wildlife regulations. Research its identifying characteristics, including preferred place to aim for and hit when hunting. Use research to support the preferred places to target.
30%	Demonstration of Knowledge of Hunting Skills and Safety - In either an actual or a simulation hunting experience, demonstrate your hunting skills and safety knowledge, including the safe use of equipment and proper selection of ammunition for the species being hunted. Provide a rationale for your choices to show understanding.
20%	Module Quiz

Module 5: Planning and Preparation	
Module %	Assignments
50%	My Hunting Plan and Checklist - Describe a (real or simulated) hunting trip set in your area, then develop your own hunting plan from a template or in an original format. Be sure to respond to the six questions on pages 1-3 of module 5 and provide a rationale for each of your responses. Next, adapt the checklists on pages 4-26 of the student manual for the hunting trip you described.
30%	My Safe Travel Plan - Using the same hunting trip described in the “My Hunting Plan and Checklist” project, develop a safe travel plan document that you could leave with family and/or friends if you were to actually go on the hunting trip you described.
20%	Module Quiz
Module 6: The Hunt	
Module %	Assignments
50%	Before and After the Shot - Discuss with an experienced hunter the guidelines used before taking a shot. Explain the purpose of each guideline and its importance. Write a short story about hitting an animal and having to track it while on a hunting excursion. Students without personal experience hunting may interview an experienced hunter for insight into the tracking process.
30%	The Handling of Carcasses – Watch the film <i>The Caribou Hunters</i> . Select three or more things hunters do in the video and explain the rationale behind those actions. Include information and observations about field dressing, handling meat, disposal of remains, diseases, and make connections to legislation and regulations with an emphasis on why those actions were taken.
20%	Module Quiz
Module 7: Survival Skills	
Module %	Assignments
50%	Lost on a Hunt - My Hunting Plan Extension - Review the hunting plan you created for Module 5. Using that same situation, detail what you would do if you got lost while out on that hunting trip. Include decisions you would make concerning shelter, heat, signals, and the STOP Principle.

30%	Enemies of Survival – Select the enemies of survival that you think would most deeply affect you if you were to get lost while on a hunting trip. How would your choice impact you? Explain your reasoning. Which enemy of survival would impact you the least? Explain why you believe this to be true.
20%	Module Quiz

Module 1: The Responsible Hunter

Introduction

The Responsible Hunter

Hunting in the Northwest Territories (NWT) has a long and honourable history. Indigenous peoples of the NWT are direct descendants of one of the oldest hunting cultures in North America. Hunting was also important to the lives of the early non-Indigenous settlers of the NWT, and survival was dependent on the knowledge and skills of the hunter.

Welcome to Module 1

The respectful and responsible hunter is the foundation of the course. In this unit, students are learning about respectful and responsible hunting. If they have never hunted before, they will learn to do so in a manner that is respectful to the land, animals, and culture of their area.

Students will be introduced to the fundamental symbol of the course, the Wheel of Respect: every action, learning and attitude is reflected. The wheel should have a prominent place in the classroom and in the teachings throughout the course.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Wheel of Respect poster • Time keeping device • Building blocks or some other small scale construction materials • Blank Wheel of Respect poster • Large 11x17 or bigger paper • Several flat, level, stable surfaces • At least one 1m long measuring stick or a tape measure • A prize (e.g., pack of gum) 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>1. Explore responsibilities of a respectful hunter</p> <p>1.1. Convey concept of respect for the environment, wildlife, self, and others</p> <p>1.2. Reference specific actions that show respect</p> <p>1.3. Identify the consequences of a lack of respect</p> <p>1.4. Analyze the importance of taking time</p>	<p>Representation of Respect (1.1-1.3)</p> <p>Reflection on Time (1.4)</p> <p>Quiz (1.1-1.4)</p> <hr/> <p>Optional Activities</p> <hr/> <p>Explore Wheel of Respect (1.1-1.3)</p> <p>What Happens When You Rush (1.4)</p>
Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p><u>Geography and Land Use</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • See land as full, rich and life giving. • Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land. • Be familiar with the concept of "user's right" as families tend to use their own space for hunting and trapping over the years. • Be willing to know and express respect for land in culturally appropriate ways. • Know that as one becomes more capable on the land, one must maintain a sense of humility. <p><u>Water and Rivers</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Know that rivers and lakes can be so polluted that people and animals can no longer use them. 	<p><u>Land</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn uses and dangers of the land • Learn traditional ways of respecting the land • Learn what can harm the land

Assessment & Rubrics

Module 1: The Responsible Hunter

- Module value: 14%

Module Assessment Breakdown

1. Representation of Respect

- Project worth 50%
- Rubric included

2. Reflection on Time

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool in student manual

Module 1				
Representation of Respect			Value of Module: 50%	
Instructions:	Create a poster, video, short story, poem, or other representation that conveys actions that reflect the importance of acting respectfully to the four elements of wildlife, the environment, self, and others.			
Students are expected to:	4	3	2	1
Identify the four elements in the Wheel of Respect	Identifies four elements in the Wheel of Respect	Identifies three elements in the Wheel of Respect	Identifies two or fewer elements in the Wheel of Respect	Does not identify any elements from the Wheel of Respect
Demonstrate an understanding of respect for the 4 elements (wildlife, the environment, the self, and others)	Conveys a detailed understanding of respect for all elements and makes connections to their own life	Conveys a basic understanding of respect for all elements and makes connections to their own life	Conveys a basic understanding of respect for all elements, but does not make connections to their own life	Conveys a partial understanding of respect for all elements; may or may not make connections to their own life
Identify actions that demonstrate respect for the 4 elements in the context of hunting	Identifies several respectful actions for each element and supports each by drawing connections to their own community	Identifies several respectful actions for each element and makes a few connections to their own community	Identifies one respectful action for each element and supports each by drawing connections to their own community	Identifies one respectful action for each element but no connections are made to their community
Identify the consequences of a lack of respect in each of the elements	Identifies three or more possible consequences of a lack of respect in each of the elements	Identifies two possible consequences of a lack of respect in each of the elements	Identifies one possible consequence of a lack of respect in each of the elements	Identifies at least one possible consequence of a lack of respect in some of the elements

Module 1				
Reflection on Time			Value of Module: 30%	
Instructions:	Write a reflection about how and why it is especially important to take the time required to do things correctly (according to whom?) in the context of hunting. Examine the bulleted list on page 4. Identify which two bulleted items are likely to be the most challenging for you. Identify two that are the most important for any hunter.			
Students are expected to:	4	3	2	1
Identify why it is important to take the time needed to do things properly	Provides three logical reasons why taking the time to do things properly is important in the context of hunting	Provides two logical reasons why taking the time to do things properly is important in the context of hunting	Provides one logical reason why taking the time to do things properly is important in the context of hunting	Provides reason(s) why taking the time to do things properly is important that are not directly connected to the context of hunting
Identify which two of the actions listed on page 4 are most important to you personally	Provides logical rationales for the two actions they identified as the most important to them, making connections to their life to support their choice	Provides logical rationales for the two actions they identified as the most important to them, but made no connection to their own life to support their choice	Provides logical rationales for one action they identified as the most important to them, making connections to their life to support their choice	Identified the two actions that are most important to them but no logical rational or connections to their life are provided to support their choices
Identify which two of the actions listed are most challenging for you personally	Provides logical rationales for the two actions they identified as most challenging for them, making connections to their life to support their choice	Provides logical rationales for the two actions they identified as most challenging for them, but no connection to their own life is made to support their choice	Provides logical rationales for two actions they identified as most challenging for them, connecting only one to their life to support their choice	Identifies one action that is most challenging for them but no logical rationale or connections to their life are provided to support their choice

Optional Activities

Activity	Related Outcomes	Description
Explore Wheel of Respect	1.1-1.3	A guided exploration of the elements of the Wheel of Respect
What Happens When You Rush	1.4	A team-based learning game that explores the consequences of rushing

Explore Wheel of Respect Learning Activity

Purpose	Students will gain a greater understanding of the Wheel of Respect and that it is the central aspect of Hunter Education.
Supplies	<ul style="list-style-type: none"> • Copies of the Wheel of Respect poster • 11" by 17" or larger pieces of paper
Preparation	<ul style="list-style-type: none"> • Have classroom arranged so that students can be easily divided into four groups
Outcomes	<ol style="list-style-type: none"> 1. Explore responsibilities of a respectful hunter <ol style="list-style-type: none"> 1.1. Convey concept of respect for environment, wildlife, self, and others 1.2. Reference specific actions that show respect 1.3. Identify the consequences of a lack of respect
Preview	Students ought to have read or listened to the online Module 1 of the student manual
Instructions	<ol style="list-style-type: none"> 1. Introduce activity by reviewing each element of the Wheel of Respect 2. Divide the class into four groups and assign each group one element of the Wheel of Respect 3. Explain that each group will be responsible for recreating their arc section of the Wheel of Respect and filling it in with the following 4. How one can show respect in this area (5 actions) 5. What are the consequences of not showing respect (4) 6. Find or create 3 images that show respect in this area 7. Find or create 2 mottos or quotes 8. Find or create 1 story 9. Have students organize their content onto their arc and attach it to a large poster on the wall 10. Have students explain/present their work to the class
Wrap Up	A general discussion around how the Wheel of Respect is the basis for all learning in this course and that everything that this course is about, refers to some element of this wheel.

What Happens When You Rush Learning Activity

Purpose	Students gain a greater understanding of the consequences of not taking your time, rushing.
Supplies	<ul style="list-style-type: none"> • A time keeping device • Building blocks or some other small-scale construction materials • Several flat, level, and stable surfaces • At least one 1m long measuring stick, or a tape measure • A prize
Preparation	<ul style="list-style-type: none"> • Identical bags of building supplies for each student or pair of students depending on class size, and one for yourself • On your own desk the tallest tower you can make out of one of the bags of supplies
Outcomes	<ol style="list-style-type: none"> 1. Explore responsibilities of a respectful hunter <ol style="list-style-type: none"> 1.4. Analyze the importance of taking time
Instructions	<ol style="list-style-type: none"> 1. Introduce activity by having students observe the tower on your desk. 2. Hand out a bag of supplies to each student or student pair and as soon as every group/student has a bag announce “You have two minutes to build the tallest tower in the class, mine included and if you do, you win a prize.” 3. Set timer for two minutes and during that time observe and make note of student behaviours. 4. Announce end of time. Measure the towers. Lead a class discussion about what happened, with specific reference to any behaviours and consequences that would have resulted from not taking time. Make reference to the fact that whenever people rush, or feel that they need to rush, they make poor decisions. (www.rightattitudes.com/2015/06/16/people-in-a-rush-are-less-likely-to-help-themselves) 5. Connect to how rushing could affect a person while hunting. Ask students if they have a relatable personal story around hunting, their personal life, or share one yourself. 6. Have the students divide into groups of 3 or 4 and try to build a 1m tall building without a rush (10-15 min). 7. Lead a discussion about how it felt to have more time.

Module 2: Ecology and Wildlife Management

Introduction

Ecology and Wildlife Management

Knowledge of ecology and wildlife management are important elements in a hunter being both respectful and successful while hunting. Understanding ecology will allow a hunter to be more successful when planning for and going out on a hunt and being more respectful while choosing which animals to harvest. Understanding wildlife management will allow a hunter to comprehend the role they play in ensuring that there will be a healthy supply of animals to harvest into the future.

Welcome to Module 2

The Respectful and Responsible Hunter is the foundation of the course. In this unit, students will be learning concepts related to ecology, wildlife populations, wildlife management, and what role a hunter plays in these processes as a respectful and responsible hunter.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Chart paper and markers • Building blocks or other small-scale building materials • Time keeping device 	<ul style="list-style-type: none"> • ENR officer • Virtual presentation • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>2. Describe interrelationships among ecosystem components and their effects on wildlife</p> <p>2.1. Analyze and explain the interrelatedness of factors within a habitat and how they affect wildlife populations, e.g., interrelationships among food, water, shelter, and space</p> <p>2.2. Relate the concepts of “limiting factors” and “carrying capacity” to wildlife populations</p> <p>2.3. Define ecosystem</p> <p>2.4. List ecosystem components</p> <p>3. Explore wildlife/ecosystem management</p> <p>3.1 Identify federal, territorial, and Indigenous government responsibilities that are relevant to wildlife management</p> <p>3.2 Explain hunter’s role in wildlife/ecosystem management</p> <p>3.3 Explore management strategies that enable wildlife and society to coexist</p> <p>3.4 Explain principles of wildlife management</p>	<p>The Habitat and Survival of an NWT Animal Species (2.1-2.4)</p> <p>My Responsibilities as a Hunter (3.1-3.4)</p> <p>Quiz (2.1-2.4 and 3.1-3.4)</p> <hr/> <p>Optional Activities</p> <hr/> <p>The Problem with People (2.1-2.2)</p> <p>Why Manage Wildlife? (3.1-3.4)</p> <p>What’s in a Responsibility (3.2)</p>
Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p><u>Pages 69 – 131</u></p> <ul style="list-style-type: none"> Includes a variety of northern animals from which outcomes can be chosen <p><u>Trees</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Know how trees enable animals to survive <p><u>Water and rivers</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Identify possible ways that pollution of community water can occur <p><u>Additional connections can be made to:</u></p> <ul style="list-style-type: none"> Hunting Camp Grade 8 Curriculum, Module 2 	<p><u>Pages 112 – 148</u></p> <ul style="list-style-type: none"> Include a variety of northern animals and plants from which outcomes can be chosen <p><u>Ice</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Understand the role of ice in the seasonal cycle of life of plants and animals and its affect on the lifestyle of the Inuit

Assessment & Rubrics

Module 2: Ecology and Wildlife Management

- Module Value: 14%

Module Assessment Breakdown

1. The Habitat and Survival of an NWT Animal Species

- Project worth 50%
- Rubric included

2. My Responsibilities as a Hunter

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool in student manual

Module 2				
The Habitat and Survival of an NWT Animal Species			Value of Module: 50%	
Instructions:	Select an animal species that resides in the NWT. Research its needs and the factors that influence its population. Using your research skills, identify the influences on that wildlife population and provide a supported position identifying the most significant influence on its continued survival.			
Students are expected to:	4	3	2	1
Identify the species' needs in these categories: <ul style="list-style-type: none"> • Food • Water • Shelter • Space • Arrangement 	Identifies the species' needs for each of the 5 categories and supports their response with research	Identifies the species' needs for each of the 4 categories and supports their response with research	Identifies the species' needs for each of the 3 categories and supports their response with research	Identifies the species' needs for some of the 5 categories but does not support their response with research
Identify influences on the species in these categories: <ul style="list-style-type: none"> • Food • Water • Shelter • Space • Arrangement 	Identifies influences in the context of the NWT for each of the 5 categories and supports their response with research	Identifies influences in the context of the NWT for 4 of the categories and supports their response with research	Identifies influences in the context of the NWT for 3 of the categories and supports their response with research	Identifies influences in the context of the NWT for all of the categories but does not support their response with research
Identifies the most significant influences	Identifies two or more influences as the most significant and impactful for that species in the context of the NWT; uses research to support their choice	Identifies one influence as the most significant and impactful for that species in the context of the NWT; uses research to support their choice	Identifies two or more influences as the most significant and impactful for that species in the context of the NWT; does not use research to support their choice	Identifies one influence as the most significant and impactful for that species in the context of the NWT; does not use research to support their choice

Module 2				
My Responsibilities as a Hunter			Value of Module: 30%	
Instructions:	Present your personal responsibilities as a hunter, including why and how. Include connections to respect and the conservation principles.			
Students are expected to:	4	3	2	1
Identify the personal responsibilities of a hunter	Identifies five or more responsibilities of a hunter in the NWT and provides a logical rationale for the importance of each	Identifies four responsibilities of a hunter in the NWT and provides a logical rationale for the importance of each	Identifies three responsibilities of a hunter in the NWT and provides a logical rationale for the importance of each	Identifies three or more responsibilities of a hunter in the NWT but does not provide a logical rationale for the importance of each
Make connections to the Wheel of Respect	Makes connections between the responsibilities of a hunter and each element of the Wheel of Respect from Module 1	Makes connections between the responsibilities of a hunter and three elements of the Wheel of Respect	Makes connections between the responsibilities of a hunter and two elements of the Wheel of Respect	Makes connections between the responsibilities of a hunter and one element of the Wheel of Respect
Make connections to conservation principles	Makes connections to all three conservation principles and provides insight into how they are connected	Makes connections to two conservation principles and provides insight into how they are connected	Makes connections to all three conservation principles but no insight into how they are connected is provided	Makes connections to two or fewer conservation principles but no insight into how they are connected is provided
Identify the consequences of hunters being irresponsible	Identifies one or more consequences for each of the five responsibilities of the hunter they mentioned	Identifies one or more consequences for four responsibilities of the hunter they mentioned	Identifies one or more consequences for three responsibilities of the hunter they mentioned	Identifies one or more consequences for one or two responsibilities of the hunter they mentioned

Optional Activities

Activity	Related Outcomes	Description
The Problem with People	2.1-2.2	An exploration of how people and wildlife interact
Why Manage Wildlife	3.1, 3.3-4	An exploration about why wildlife populations are monitored and sometimes managed
What's in a Responsibility?	3.2	A self-reflection on responsibilities

The Problem with People Learning Activity

Purpose	Students will gain a greater understanding of how humans affect wildlife populations.				
Supplies	<ul style="list-style-type: none"> Chart paper, markers 				
Preparation	<ul style="list-style-type: none"> Have classroom set up so that students can easily be divided into four groups 				
Outcomes	<p>2. Describe interrelationships among ecosystem components and their effects on wildlife</p> <p>2.1. Analyze and explain the interrelatedness of factors within a habitat and how they affect wildlife populations, e.g., interrelationships among food, water, shelter, and space.</p> <p>2.2. Relate the concepts of “limiting factors” and “carrying capacity” to wildlife populations</p>				
Instructions	<ol style="list-style-type: none"> Introduce activity by asking a few students what they did that day before this class, write responses on the board or chart paper. As a class, divide each activity into the following categories, most activities will fit into more than one category: <table border="1" style="margin-left: 40px; margin-right: 40px;"> <tr> <td>Resource use</td> <td>Pollution</td> <td>Land use</td> <td>Land change</td> </tr> </table> <p>(For example: turning on the light uses fossil fuel, or hydro that occupies land and creates noise pollution, the power is transmitted down power lines that change the land, etc.)</p> Once you have the activities categorized, divide class into four groups and have them work together to describe how each category could affect the wildlife around the school. Have students explain/present their work to the class. 	Resource use	Pollution	Land use	Land change
Resource use	Pollution	Land use	Land change		
Wrap Up	A general discussion around how almost every aspect of modern life has an impact on wildlife and how we can possibly keep it to a minimum.				

Why Manage Wildlife? Learning Activity

Purpose	Students will gain a greater understanding of wildlife management.
Supplies	<ul style="list-style-type: none"> • Building blocks or some other small-scale construction materials • Time keeping device
Preparation	<ul style="list-style-type: none"> • Class divided into four groups, pre-read Module 2
Outcomes	<p>3. Explore wildlife/ecosystem management</p> <p>3.1. Identify federal, territorial, and Indigenous government responsibilities that are relevant to wildlife management</p> <p>3.3. Explore management strategies that enable wildlife and society to coexist</p> <p>3.4. Explain principles of wildlife management</p>
Instructions	<ol style="list-style-type: none"> 1. Introduce activity by explaining that “we are going to be building again today.” Have the student think that they are going to be doing some sort of a repeat of the “When we rush an activity.” 2. Instead of handing out the building supplies to the students, place a large bin with all the supplies in an accessible place in the room 3. Divide the students into four groups and tell them they have to build the best-looking shelter in the next 5 minutes. 4. It is anticipated that due to all of the resources being in the middle of the room, we may see a variety of behaviours that are relatable to how people behave in situations with limited resources, both positive and negative. Make a note of the behaviours that you observe. 5. Once you have stopped the activity, explain that building the shelter was not the point of the activity, instead it was to show you all how people can behave if there are no rules around the sharing and conservation of resources. 6. Transition the class into thinking about an animal or resource in their area that is currently being managed and why they think that may be. 7. Explore with class what agency/board/government/council is responsible for managing wildlife in your area.
Wrap Up	Ask students to research what local organizations have a responsibility toward wildlife management.

What's in a Responsibility Learning Activity

Purpose	Students will gain a greater understanding of what responsibilities are.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • Have class set up to allow work individually • Pre-read Module 2
Outcomes	<p>3. Explore wildlife/ecosystem management</p> <p>3.2. Explain hunter's role in wildlife/ecosystem management</p>
Instructions	<ol style="list-style-type: none"> 1. Have students then reflect on "what is a responsibility and why do we have them?" 2. Start activity by having students quietly reflect upon and list all the responsibilities they feel they have in their lives (5 min), and then orally with the class? 3. Have students pick 1 or 2 of their responsibilities and reflect on why they feel that they are responsible for this activity (5 min). 4. Have students share some of their thoughts with the class if they wish.
Wrap Up	Lead a discussion about why all hunters need to be responsible while hunting.

Module 3: Hunting Laws, Acts and Regulations

Introduction

Hunting Laws, Acts and Regulations

Hunting laws, acts and regulations in the NWT are the result of:

- Historical laws and treaties
- Modern laws, treaties and land claim negotiations, and settlements
- Indigenous knowledge systems
- Western knowledge systems
- Co-management board recommendations and directives
- Shared values

Welcome to Module 3

The purpose of this module is to increase student appreciation and understanding of the different types of wildlife laws in the NWT, their main purpose and what they are based upon.

The module intends to inform students of the three different types of hunters in the NWT and of the need for each hunter to know their rights and responsibilities as stated in NWT wildlife laws.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • NWT Summary of Hunting and Trapping Regulations 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>4. Explore the laws, acts and regulations that manage hunting in the NWT</p> <p>4.1. Identify the main purpose of hunting laws and regulations</p> <p>4.2. Explore historical, cultural, and social origins of hunting regulations and wildlife management</p> <p>4.3. Explain how hunting laws and regulations relate to hunters</p> <p>4.4. Identify NWT hunting laws and species they apply to</p> <p>5. Identify and explain the different types of hunters in the NWT</p> <p>5.1. Identify the four types of hunters</p> <p>5.2. Explain the rights and responsibilities of different types of hunters</p> <p>5.3. Explore categorization of individuals into types of hunters</p>	<p>Wildlife Laws Affect Me (4.1-4.4) Categories of Hunters (5.1-5.3) Quiz (4.1-4.4 and 5.1-5.3)</p> <hr/> <p>Optional Activities</p> <p>Explore the NWT Summary of Hunting and Trapping Regulations (4.1-4.4 and 5.1-5.3) Special Hunting Licence application (5.1-5.3)</p>
Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p><u>Geography and Land Use</u> Students will:</p> <ul style="list-style-type: none"> Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land Understand the Dene perspective in which land is something to be respected and adapted to, rather than conquered <p><u>Eating and Food</u> Students will:</p> <ul style="list-style-type: none"> Learn that overindulgence and overeating were not allowed. After eating, one was encouraged to work it off by doing physical tasks 	<p><u>Laws and Leadership</u> Students will:</p> <ul style="list-style-type: none"> Learn about traditional laws and leadership qualities Understand that leadership qualities belong in many different situations Comprehend the need for laws

Assessment & Rubrics

Module 3: Hunting Laws, Acts, and Regulations

Module Value: 14%

Module Assessment Breakdown

1. Wildlife Laws Affect Me

- Project worth 50%
- Rubric included

2. Categories of Hunters

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment included in student manual

Module 3				
Wildlife Laws Affect Me			Value of Module: 50%	
Instructions:	Pick one part of the Wildlife Act and its supporting regulations that is personally meaningful or important to you. Explain how it impacts you or why it matters to you. Consider origins and purpose of the wildlife laws that have resulted in the current legislation.			
Students are expected to:	4	3	2	1
Select a personally meaningful part of the act or regulations. Give a summary of that legislation	Selects a piece of legislation relevant to the context of hunting. Provides a detailed description of the legislation. Provides at least two examples of situations where legislation would come into play	Selects a piece of legislation relevant to the context of hunting. Provides a basic description of the legislation. Provides at least two examples of situations where that legislation would come into play	Selects a piece of legislation relevant to the context of hunting. Provides a basic description of the legislation. Provides one example situation where that legislation would come into play	Selects a piece of legislation relevant to the context of hunting. Provides a basic or partial description of the legislation. No example situation provided of where that legislation would come into play
Explain its importance to you and to your community	Provides three logical reasons why this hunting legislation is important and makes connections to their community	Provides two logical reasons why this hunting legislation is important and makes connections to their community	Provides one logical reason why this hunting legislation is important and makes connections to their community	Provides at least one logical reason why this hunting legislation is important, but no connections to their community are made
Explain why this legislation might have been put in place	Explains at least two consequences of this legislation in connection to their community	Explains at least two consequences of this legislation but no connections are made to their community	Explains one consequence of this legislation in connection to their community	Explains one consequence of this legislation but no connections are made to their community

Module 3				
Categories of Hunters		Value of Module: 30%		
Instructions:	Pick two people you know who you believe belong in different categories of hunters. Justify why you would place them in different categories of hunters. Use evidence to support your categorizations. Compare and contrast the two categories of hunters.			
Students are expected to:	4	3	2	1
Explain and justify the category of hunter selected for the first person	Clearly and accurately identifies the category of hunter for the first person. Provides a detailed, logical rationale for their choice	Clearly and accurately identifies the category of hunter for the first person. Provides a simple logical rationale for their choice	Clearly and accurately identifies the category of hunter for the first person. Provides a partial logical rationale for their choice	Clearly and accurately identifies the category of hunter for the first person. No logical rationale for their choice is provided
Explain and justify the category of hunter selected for the second person	Clearly and accurately identifies a different category of hunter for the second person. Provides a detailed, logical rationale for their choice	Clearly and accurately identifies the category of hunter for the second person. Provides a simple logical rationale for their choice	Clearly and accurately identifies the category of hunter for the second person. Provides a partial logical rationale for their choice	Clearly and accurately identifies the category of hunter for the second person. No logical rationale for their choice is provided
Identify the type of licence each hunter is qualified for	Accurately identifies the type of hunting licence for the two hunters. Explains the differences between the hunting licences	Accurately identifies the type of hunting licence for the two hunters. Partial explanation of the differences between the licences	Accurately identifies the type of hunting licence for one of the hunters. Detailed explanation of the characteristics of that type of hunting licence	Identifies two types of hunting licence; no connection is made to the hunters. Partial explanation of the hunting licences
Compare and contrast the two categories of hunters in a table or a T-chart	Accurately identifies five or more similarities and differences	Accurately identifies four similarities and differences	Accurately identifies three similarities and differences	Accurately identifies two or fewer similarities and differences

Optional Activities

Activity	Related Outcomes	Description
Explore the NWT Summary of Hunting and Trapping Regulations	4.1-4.4 5.1-5.3	A guided exploration of the elements of the NWT Summary of Hunting and Trapping Regulations
Special Hunting Licence Application	5.1 - 5.3	A class discussion and consensus building exercise
Why Hunter Education in Schools Activity		A self-reflection exercise on why a Hunter Education program is in schools

Explore the NWT Summary of Hunting and Trapping Regulations

Purpose	Students will gain a greater understanding of what is contained in the regulations.
Supplies	<ul style="list-style-type: none"> Copies of the regulation’s manual (available online and at ENR offices)
Preparation	<ul style="list-style-type: none"> Have manuals ready to distribute to the class Familiarize yourself with the manual Prepare a scavenger hunt or some other activity for the students to seek out information in the book relevant to your community (see attached example)
Outcomes	<p>4. Explore the laws, acts and regulations that manage hunting in the NWT</p> <p>4.1. Identify the main purpose of hunting laws and regulations</p> <p>4.2. Explore historical, cultural, and social origins of hunting regulations and wildlife management</p> <p>4.3. Explain how hunting laws and regulations relate to hunters</p> <p>4.4. Identify NWT hunting laws and species they apply to</p> <p>5. Identify and explain the different types of hunters in the NWT</p> <p>5.1. Identify the four types of hunters</p> <p>5.2. Explain the rights and responsibilities of different types of hunters</p> <p>5.3. Explore categorization of individuals into types of hunters</p>
Instructions	<ol style="list-style-type: none"> Introduce activity by showing students the summary manual. Give each student a copy of the manual and let them have 5 minutes to explore. Explain that there is a great deal of information in each manual and all hunters, regardless of heritage, should be familiar with the contents. Have students complete your activity.
Wrap Up	A general discussion around how the regulations may affect them and, even though there seems like a lot of information in the manual, if you work at it you will know what to look for.

Scavenger Hunt Example:

Northwest Territories Summary of Hunting and Trapping Regulations

1. What date did Hunter Education become a requirement for some NWT hunters? _____
2. What is found on page 61 of the guide? _____
3. Paulatuk is in which wildlife management zone? _____
4. What wildlife management zone do we live in? _____
5. What big game species can we hunt? _____
6. When is it lawful to shoot a bear without a licence? _____
7. What is the trapping season for beavers in Fort Good Hope Registered Group Trapping Area? _____
8. In what areas can marmots be hunted? _____

Special Hunting Licence Learning Activity

Purpose	Students will gain a greater understanding of the different types of hunters.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • Class set up to facilitate discussion
Outcomes	<p>5. Identify and explain the different types of hunters in the NWT</p> <p>5.1. Identify the four types of hunters</p> <p>5.2. Explain the rights and responsibilities of different types of hunters</p> <p>5.3. Explore categorization of individuals into types of hunters</p>
Instructions	<ol style="list-style-type: none"> 1. Introduce activity by reviewing in the student manual what a Special Hunting Licence (SHL) is and how an individual needs to apply for one. 2. Ask students to pretend that they are the local Indigenous organization that would be responsible for recommending that a hunter receive a SHL. The teacher will be the one applying for the SHL (acting as). 3. Give the students 5 minutes to think of questions or concerns that they might want to ask you or discuss with the group. 4. Explain to the class that they must work together and decide whether they will accept your request, with a rationale to support their decision. 5. Allow the process to evolve as the students see fit.
Wrap Up	Introduce How Wildlife Act Affects Me assessment

Why Hunter Education in Schools Activity

Purpose	For students to gain a greater understanding of why there is a need for a Hunter Education program in schools.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • Have class set up for individual work and sharing
Outcomes	<p><u>Laws and Leadership</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn about traditional laws and leadership qualities • Model the rules they make • Evaluate the need for laws • Learn about traditional laws for adults • Understand that leadership qualities belong in many situations • Demonstrate leadership qualities
Instructions	<p>Have students create and share with the class a brief reflection on one of the following two questions:</p> <ul style="list-style-type: none"> • How does this course allow one to be strong like two people? • How does this course improve your leadership skills?
Wrap Up	Have discussion around why each student thinks that this course is important.

Module 4: Hunting Skills

Introduction

Hunting Skills

To be a successful and responsible hunter you must also have the:

- Ability to recognize the physical characteristics of the animals you hunt in all seasons
- Ability to recognize animal signs, such as tracks or scat
- Knowledge of basic anatomy (organs, muscle, and skeleton) of the animals hunted
- Ability to properly place shots in vital organs for quick, one-shot kills
- Ability to get close to an animal for a clear shot

Welcome to Module 4

Students will acquire a working knowledge of the key hunting skills and techniques needed to become a successful and responsible hunter.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Blank Wheel of Respect poster • Large pictures of local game animals • A blindfold • Small round stickers or tape • A 100 m measuring tape or trundle wheel • 4 caribou or other large animal cut-outs or four 4' long sticks • 4-10 rocks at least 10 cm diameter • General building/camo supplies 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>6. Describe techniques for targeting and when to shoot game animals in the field</p> <p>6.1. Describe visual acuity as it is important to the hunter</p> <p>6.2. Identify factors that may affect visual perception and strategies for improving vision in outdoor environments (e.g., eye dominance)</p> <p>6.3. Explore techniques to judge distance on the land</p> <p>6.4. Identify consequences of poor distance judgment</p> <p>6.5. Identify vital organs and target areas on game animals (e.g., big game, bird game)</p> <p>6.6. Explain methods for ensuring a humane kill (e.g., ammunition/bow) selection, shot selection and placement</p> <p>7. Identify the distinguishing characteristics of NWT’s big game, game birds, waterfowl, and water mammals</p> <p>7.1. Identify and describe the distinguishing characteristics of NWT’s big game animals</p> <p>7.2. Identify and describe the distinguishing characteristics of NWT’s game birds</p> <p>7.3. Identify and describe the distinguishing characteristics of NWT’s waterfowl</p> <p>7.4. Identify and describe the distinguishing characteristics of NWT’s water mammals</p> <p>8. Describe hunting techniques and situations</p> <p>8.1. Explain common hunting techniques used by hunters</p> <p>8.2. Describe different northern hunting situations</p>	<p>Vital Target Areas (6.5, 6.6, 7.1 – 7.4)</p> <p>Demonstration of Knowledge of Hunting Skills and Safety (6.1, 6.2, 6.3, 6.4, 8.1, 8.2)</p> <p>Quiz (6.1-6, 7.1-4, and 8.1-2)</p> <hr/> <p>Optional Activities</p> <p>Shot Placement (6.5, 6.6)</p> <p>Dominant Eye (6.1, 6.2)</p> <p>Judging Distance (6.3, 6.4)</p>

Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p><u>Pages 69 – 131</u></p> <ul style="list-style-type: none"> Includes a variety of northern animals from which outcomes can be chosen <p><u>Trapping</u> Students will:</p> <ul style="list-style-type: none"> Know that the Dene respect the animals they trap. Out of respect, they traditionally trapped only what they needed Know the local beliefs and customs regarding the trapping of certain animals and how to deal with the carcasses, skins, etc. <p>Additional connections can be made to:</p> <p><u>Hunting Camp</u></p> <ul style="list-style-type: none"> Grade 8 Curriculum, Module 2 	<p><u>Pages 112-143</u></p> <ul style="list-style-type: none"> These pages contain many different animals, some of which may be hunted in your area Select those relevant to your region to incorporate in the course

Assessment & Rubrics

Module 4: Hunting Skills

- Module Value: 14%

Module Assessment Breakdown

1. Vital Target Areas

- Project worth 50%
- Rubric included

2. Demonstration of Knowledge of Hunting Skills and Safety

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool included in student manual

Module 4				
Vital Target Areas			Value of Module: 50%	
Instructions:	Select one big game animal and one small game animal from your area out of the wildlife regulations. Research its identifying characteristics, including preferred place to aim for and hit when hunting. Use research to support the preferred places to target.			
Students are expected to:	4	3	2	1
Identify and describe a big game animal that is harvested in your area	Accurately identifies a big game animal that is hunted in their area. Describes the average weight, size, identifying features, and preferred place to aim for and hit	Accurately identifies a big game animal that is hunted in their area. Describes two components: average weight, size, identifying features, and preferred place to aim for and hit	Accurately identifies a big game animal that is hunted in their area. Describes one component: average weight, size, identifying features, and preferred place to aim for and hit	Inaccurately identifies a big game animal that is hunted in their area
Identify and describe a small game animal that is harvested in your area	Accurately identifies a small game animal that is harvested in their area. Describes the average weight, size, and identifying features	Accurately identifies a small game animal that is hunted in their area. Describes two: average weight, size, identifying features, and preferred place to aim for and hit	Accurately identifies a small game animal that is hunted in their area. Describes one: average weight, size, identifying features, and preferred place to aim for and hit	Inaccurately identifies a small game animal that is hunted in their area
Identify the preferred place to aim and hit when hunting	Accurately identifies the preferred place or places to aim for and hit. Provides a logical rationale supported by research	Accurately identifies the preferred place or places to aim for and hit. Provides a partial rationale supported by research	Accurately identifies the preferred place or places to aim for and hit. Provides a partial rationale not supported by research	Inaccurately identifies the preferred place or places to aim for and hit

Module 4				
Demonstration of Knowledge of Hunting Skills and Safety			Value of Module: 30%	
Instructions:	In either an actual or a simulated hunting experience, demonstrate your hunting skills and safety knowledge, including the safe use of equipment and proper selection of ammunition for the species being hunted. Provide a rationale for your choices to show understanding.			
Students are expected to:	4	3	2	1
Demonstrate competency in visual abilities and judging distance skills	Accurately demonstrates all 3 components: determines dominant eye, identifies visual limitations, and determines pacing	Accurately demonstrates 2 components: determines dominant eye, identifies visual limitations, and determines pacing	Inconsistently demonstrates all 3 components: determines dominant eye, identifies visual limitations, and determines pacing	Inconsistently demonstrates 1-2 components: determines dominant eye, identifies visual limitations, and determines pacing
Demonstrate competency in hunting techniques	Accurately demonstrates and explains all 6 components: spot and stalk, still-hunting, sit and wait, calling, rattling and thrashing, and decoys	Accurately demonstrates and explains 5 components: spot and stalk, still-hunting, sit and wait, calling, rattling and thrashing, and decoys	Accurately demonstrates and explains 4 components: spot and stalk, still-hunting, sit and wait, calling, rattling and thrashing, and decoys	Accurately demonstrates and explains 3 or fewer components: spot and stalk, still-hunting, sit and wait, calling, rattling and thrashing, and decoys
Demonstrate competency by identifying appropriate ammunition for different game	Accurately identifies appropriate ammunition for hunting at least 5 small and big game animals of the NWT	Accurately identifies appropriate ammunition for hunting 4 small and big game animals of the NWT	Accurately identifies appropriate ammunition for hunting 3 small and big game animals of the NWT	Accurately identifies appropriate ammunition for hunting fewer than 3 small and big game animals in the NWT

Optional Activities

Activity	Related Outcomes	Description
Shot Placement	6.5-6.6	A guided exploration of where to shoot game animals
Dominant Eye	6.1-6.2	An activity to determine one’s dominant eye and explore the importance of knowing
Judging Distance	6.3-6.4	An activity to learn distance judging techniques

Shot Placement Learning Activity

Purpose	Students will gain a greater understanding of where on various game animals an ideal shot should be placed for a quick and humane kill.
Supplies	<ul style="list-style-type: none"> • Large pictures of local game animals • A blindfold • Small round stickers or pieces of tape with student initials on them
Preparation	<ul style="list-style-type: none"> • Have classroom set up so that students have a clear path to the wall from one location
Outcomes	<p>6. Describe techniques for targeting and when to shoot game animals in the field</p> <p>6.5. Identify vital organs and target areas on game animals, e.g., big game, bird game</p> <p>6.6. Explain methods for ensuring a humane kill, e.g., ammunition/bow selection, shot selection and placement</p>
Instructions	<ol style="list-style-type: none"> 1. Introduce activity by reviewing with the class where on various local game animals an ideal shot placement would be to ensure a quick humane kill. 2. On one wall of the class, hang a picture of a local small game animal and have students take turns being blindfolded, given a sticker and walking 2-4 m to the poster and trying to put the sticker in the ideal shot location. 3. Once all the “shots” have been taken, have a class brainstorm/discussion about the consequences of some of the shots that missed, e.g., clipping a wing, ear, foot, hitting stomach or other shots that missed 4. Repeat the above activity with a big game animal.
Wrap Up	A general discussion about what students can do to ensure they get a good shot.

Dominant Eye Learning Activity

Purpose	Students will gain a greater understanding of which one of their eyes is their dominant eye and why we need to be aware of our visual acuity.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • None specified
Outcomes	<p>6. Describe techniques for targeting and when to shoot game animals in the field</p> <p>6.1. Describe visual acuity as it is important to the hunter</p> <p>6.2. Identify factors that may affect visual perception and strategies for improving vision in outdoor environments, e.g., eye dominance</p>
Instructions	<ol style="list-style-type: none"> 1. Review with class the visual acuity sections of the slide show and student manual. 2. Allow students to take a few minutes with themselves to figure out which of their eyes is dominant. 3. Conduct and record on the board a survey of dominant eyes.
Wrap Up	A class discussion about why knowing this would be a helpful hunting skill.

Judging Distance Learning Activity

Purpose	Students will learn and practise various methods of judging distances while hunting.
Supplies	<ul style="list-style-type: none"> • A 100m tape measure or trundle wheel, or some other method of placing markers at 10 and 20m distances • 4 caribou or other large animal cut-outs approximately 4' (120cm) tall, or 4 brightly painted sticks that can be placed in the ground 4' (120cm) tall • 4-10 rocks or other objects at least 10 cm round
Preparation	<ul style="list-style-type: none"> • In an open area at least 100m long and 20-30m wide, place the caribou cut-outs at 20, 40, 60, 80, and 100m in such a way that they are all visible from one location at the 0m side of the field. Place the rocks at even intervals down the centre line of the field (e.g., With 8 rocks, at 0, 12.5, 25, 37.5, 50, 62.5, 75, 87.5, 100m).
Outcomes	<p>6. Describe techniques for targeting and when to shoot game animals in the field</p> <p>6.3. Explore techniques to judge distance on the land</p> <p>6.4. Identify consequences of poor distance judgment</p>
Instructions	<ol style="list-style-type: none"> 1. Have students find their stride (one step) or pace length (two steps) by walking the 100m and dividing that number by the number of steps. Most students will have a pace length of about 1m. You can explain that if they are close to that, it is OK to use 1m as a good guess. 2. Point out to the students if they have not already noticed the “rocks” that you have placed at even intervals down the field. 3. Explain to the students that if you are practising a form of still, or blind hunting, setting out rocks or piles of branches like this can be useful for judging distances. 4. Using one of the “caribou” you set out in the field, demonstrate how you can use the “rocks” to guess the distance. (The explanation for this is on page 13 of Module 4). 5. Have students practise with the other three “caribou.” 6. Demonstrate how to subtend; to guess the distance of the animal by holding your arm out straight and comparing the height of one of the “caribou” to the size of a part of your hand (e.g., at 40m the caribou is as tall as my thumb). 7. Have students practise with all the “caribou,” 8. Once all students indicate they are comfortable with each method, have them turn their backs to the “caribou” and place them in new positions randomly through the field. 9. Depending on your class, you may either collaboratively or competitively determine the new distances to the “caribou,” using and recording all three methods. Use a range finder or tape measure to compare to the estimates.
Wrap Up	Have a discussion around why this is an important hunting skill.

Module 5: Planning and Preparation

Introduction

Planning and Preparation

In previous modules students have learned about the values of respectful hunting, the laws governing hunting, wildlife ecology and common hunting techniques. In this module students will be learning that proper planning and preparation can make the difference between a safe and successful hunt and one that ends poorly.

Welcome to Module 5

The purpose of this module is to provide students with basic advice on what to consider when planning and preparing to go hunting.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Think About Your Hunt worksheet • Backpacks • Safe Travel Plan template 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>9. Demonstrate and apply an understanding of responsible outdoor experience planning</p> <p>9.1. Select appropriate personal and group gear for outdoor activities</p> <p>9.2. Explore appropriate care of outdoor and hunting tools, including but not limited to knives, axes, and saws</p> <p>9.3. Describe appropriate use of communication gear</p> <p>9.4. Describe techniques used to plan, pack, carry and prepare equipment for outdoor expeditions</p> <p>9.5. Explain techniques that can be used to plan for a hunting trip</p> <p>9.6. Plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:</p> <p>9.6.1. Researching information from a variety of sources</p> <p>9.6.2. Interpreting planning tools</p> <p>9.7. Apply knowledge and skills to prepare a safe travel plan</p>	<p>My Hunting Plan and Checklist (9.1-9.6) My Safe Travel Plan (9.7) Quiz (9.1-9.7)</p> <hr/> <p>Optional Activities</p> <p>Think About Your Hunt (9.1-9.7) Group Checklists (9.1-9.7) Group Safety Plan (9.7)</p>
Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p>Connections can be made to the following themes:</p> <ul style="list-style-type: none"> • Sun • Moon and stars • Clothing • Camping <p>Additional connections can be made to:</p> <p><u>Hunting Camp</u></p> <ul style="list-style-type: none"> • Grade 8 Curriculum, Module 2 <p><u>Winter Camp</u></p> <ul style="list-style-type: none"> • Grade 9 Curriculum, Module 2 	<p>Connections can be made to the following themes:</p> <ul style="list-style-type: none"> • Land • Water • Ice • Sky • Weather and weather predicting

Assessment & Rubrics

Module 5: Planning and Preparation

- Module Value: 15%

Module Assessment Breakdown

1. My Hunting Plan and Checklist

- Project worth 50%
- Rubric included

2. My Safe Travel Plan

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool included in student manual

Module 5				
My Hunting Plan and Checklist			Value of Module: 50%	
Instructions:	Describe a (real or simulated) hunting trip set in your area, then develop your own hunting plan from a template or in an original format. Be sure to respond to the six questions on pages 1-3 of module 5 and provide a rationale for each of your responses. Next, adapt the checklists on pages 4-26 of the student manual for the hunting trip you described.			
Students are expected to:	4	3	2	1
Provide answers to the six questions on pages 1-3	Provides specific, detailed, logical responses to each of the six questions	Provides specific, detailed, logical responses to five of the questions	Provides specific, detailed, logical responses to four of the questions	Provides specific, detailed, logical responses to three of the questions
For each of the six questions, describe why it's in the hunting plan	Explains the importance of the information asked, and makes connections to the area of their hunt for all six questions	Explains the importance of the information asked, and makes connections to the area of their hunt for five questions	Explains the importance of the information asked, and makes connections to the area of their hunt for four questions	Explains the importance of the information asked, and makes connections to the area of their hunt for three or fewer questions
Select all the checklists relevant to your hunting trip	Includes all of the checklists appropriate to their hunting trip in their project	Includes most of the checklists appropriate to their hunting trip in their project	Includes some of the checklists appropriate to their hunting trip in their project	Includes none of the checklists appropriate to their hunting trip in their project
Explain the importance and appropriateness of the checklist items relevant to your hunting trip	Explains the importance of all the checklist items. Explains why they feel any specific items could be excluded for their hunting trip	Explains the importance of most of the checklist items. Explains why they feel any specific items could be excluded for their hunting trip	Explains the importance of some of the checklist items. Explains why they feel any specific items could be excluded for their hunting trip	Explains the importance of a few checklist items. No explanation is given for excluded items

Module 5				
My Safe Travel Plan			Value of Module: 30%	
Instructions:	Using the same hunting trip described in the “My Hunting Plan and Checklist” project, develop a Safe Travel Plan that you could leave with family and/or friends if you were actually going on the hunting trip you described.			
Students are expected to:	4	3	2	1
Detail information regarding departure: departure time, mode of transportation, companions (if any), planned route, weather forecast, and GPS tracking information (if any)	Provides detailed information regarding all the elements described in the criteria	Provides basic information regarding all the elements described in the criteria	Provides detailed information regarding some of the elements described in the criteria	Provides basic information regarding some of the elements described in the criteria
Detail information regarding outing: duration of stay, any anticipated location changes, method of contact (if any)	Provides detailed information regarding all the elements described in the criteria	Provides basic information regarding all the elements described in the criteria	Provides detailed information regarding some of the elements described in the criteria	Provides basic information regarding some of the elements described in the criteria
Detail information regarding return: departure time, mode of transportation, planned route, and anticipated time of return	Provides detailed information regarding all the elements described in the criteria	Provides basic information regarding all the elements described in the criteria	Provides detailed information regarding some of the elements described in the criteria	Provides basic information regarding some of the elements described in the criteria
Indicate who to share the plan with and explain why	Selects a specific person and provides 3+ reasons why	Selects a specific person and provides 2 reasons why	Selects a specific person but only provides 1 reason why	Does not indicate a specific person to give their plan

Optional Activities

Activity	Outcomes	Description
Think About Your Hunt	9.1-9.7	Introduction activity for the unit
Group Checklists	9.1-9.7	Students practise using the checklists
Group Safety Travel Plan	9.7	Learning how to fill out a trip plan

Think About Your Hunt Learning Activity

Purpose	Students will be introduced to the concepts of the unit.
Supplies	<ul style="list-style-type: none"> Printed copies of the Think About Your Hunt worksheet
Preparation	<ul style="list-style-type: none"> Have class set up for students to work individually or in pairs
Outcomes	<p>9. Demonstrate and apply an understanding of responsible outdoor experience planning</p> <p>9.1. Select appropriate personal and group gear for outdoor activities</p> <p>9.2. Explore appropriate care of outdoor and hunting tools, including but not limited to knives, axes, and saws</p> <p>9.3. Describe appropriate use of communication gear</p> <p>9.4. Describe techniques used to plan, pack, carry and prepare equipment for outdoor expeditions</p> <p>9.5. Explain techniques that can be used to plan for a hunting trip</p> <p>9.6. Plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:</p> <p>9.6.1. Researching information from a variety of sources</p> <p>9.6.2. Interpreting planning tools</p> <p>9.7. Applying knowledge and skills to prepare a safe travel plan</p>
Instructions	<ol style="list-style-type: none"> Introduce activity in the class by stressing that preparation is the key to a safe and successful hunt, and that to be prepared one must think ahead. Have students/pairs fill out the Think About Your Hunt worksheet, thinking about what they may need for each of the situations. Once students are finished filling out their sheets, have them share their thoughts with the class.
Wrap Up	A general discussion about the importance of thinking ahead in order to be prepared.

Worksheet

Think About Your Hunt

Instructions

For each key question think about and write down how each scenario would affect how you plan for your hunt.

Be ready to share your ideas with the class.

Key Question	Scenario #1	Scenario #2	Scenario #3
Where will you hunt?	<i>Walking distance from community</i>	<i>At a cabin or camp accessible by boat or snow machine</i>	<i>On the tundra/in the bush</i>
What type of animal?	<i>Waterfowl</i>	<i>Small game</i>	<i>Big game</i>
What type of hunting technique?	<i>Using a blind</i>	<i>Calling</i>	<i>Spot and stalk</i>
What type of weather?	<i>Spring</i>	<i>Fall</i>	<i>Winter</i>
What type of shelter is available?	<i>None (on the tundra)</i>	<i>None (in the bush)</i>	<i>Cabin or camp nearby</i>
How long will you be away?	<i>Less than 12 hrs.</i>	<i>2-3 days</i>	<i>More than a week</i>

Group Checklists Learning Activity

Purpose	Students will gain a greater understanding of how to use the checklists.
Supplies	<ul style="list-style-type: none"> • Student manual
Preparation	No preparation necessary
Outcomes	<p>9. Demonstrate and apply an understanding of responsible outdoor experience planning</p> <p>9.1. Select appropriate personal and group gear for outdoor activities</p> <p>9.2. Explore appropriate care of outdoor and hunting tools, including but not limited to knives, axes, and saws</p> <p>9.3. Describe appropriate use of communication gear</p> <p>9.4. Describe techniques used to plan, pack, carry and prepare equipment for outdoor expeditions</p> <p>9.5. Explain techniques that can be used to plan for a hunting trip</p> <p>9.6. Plan and conduct safe outdoor expeditions in the natural environment, including but not limited to:</p> <p>9.6.1. Researching information from a variety of sources</p> <p>9.6.2. Interpreting planning tools</p>
Preview	Make sure class has seen all the checklists in the module
Instructions	<ol style="list-style-type: none"> 1. As a class, create a reasonably complex hunting trip scenario and record it on the board or flipchart. 2. Have students work individually. Ask them to think about what they would bring from the checklists and why. 3. Have a class discussion about what everyone would bring and create a class list.
Wrap Up	A class discussion about why knowing this would be a helpful hunting skill.

Group Safe Travel Plan Learning Activity

Purpose	Students will gain a greater understanding how to prepare a Safe Travel Plan.
Supplies	<ul style="list-style-type: none"> • Student manual • Safe Travel Plan template (on next page)
Preparation	<ul style="list-style-type: none"> • Ensure you have copies of the Safe Travel Plan template for each student (example on page 21 of student manual)
Outcomes	<p>9. Demonstrate and apply an understanding of responsible outdoor experience planning</p> <p>9.7. Applying knowledge and skills to prepare a safe travel plan</p>
Instructions	<ol style="list-style-type: none"> 1. Distribute to the class the copies of the Safe Travel Plan found on the next page. 2. With the class, recall and review the hunting trip that you discussed in the “Group Checklists Learning Activity.” 3. Discuss with the class and come up with a list of reasons why informing people of your plan to go on the land is a good idea. 4. Fill out the Safe Travel Plan template as a group. 5. Discuss the importance of filling out these forms. 6. Have class share who they think they would leave the form with and why.
Wrap Up	A class discussion about why knowing this would be a helpful hunting skill.

Safe Travel Plan

My full name: _____



Where I'm going: _____

Who I'm going with: _____



The date and time I'll return: _____

If plans change, I will tell: _____

Snowmobile
Make: _____
Colour: _____
Motor Type: _____
Horse Power: _____
 Komatik
 Toboggan
Helmet Colour(s): _____
Floatation jacket colours: _____


Emergency Supplies
 Axe Extra fuel
 Cord Extra clothes
 Flares Flashlight
 Matches Batteries
 Fire starter Medical kit
 S.P.O.T./GPS/Satellite phone/cell
 Tent or tarpaulin colour: _____

Boat
Make: _____
Colour: _____
Motor Type: _____
Horse Power: _____
 Canopy
 Top
Life vest/PFD colours: _____

Vehicle
Make: _____
Colour: _____
Type:
 Car
 Pick-up truck
 SUV
 ATV/Quad
 Other (describe): _____

Draw a map of your route:

Hiking
 Biking

Module 6: The Hunt

Introduction

The Hunt

In previous modules students have learned about the values of respectful hunting, the laws governing hunting, wildlife ecology, common hunting techniques and planning and preparation for a hunt. In this module students will be learning about how they should behave on a hunt.

Welcome to Module 6

The purpose of this module is to provide students with guidance on the things that the responsible hunter does before and after they shoot the animals they hunt.

Resources

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Art supplies • Teacher-prepared question sheet • ENR wildlife diseases handbook • Video: <i>The Caribou Hunters</i> 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling, and dressing game animals in the field</p> <p>10.1. Explain the social and cultural significance of respecting wildlife</p> <p>10.2. Describe and explain the importance of proper shot selection, placement, and shooting technique with hunting equipment</p> <p>10.3. Describe “adrenaline rush” and how to avoid it</p> <p>10.4. Explain responsibilities after shooting game, including:</p> <p> 10.1.1. Tracking</p> <p> 10.1.2. Tagging</p> <p> 10.1.3. Field dressing</p> <p> 10.1.4. Transportation</p> <p> 10.1.5. Care and cooling</p> <p>10.5. Describe techniques for ensuring safety in various hunting situations</p> <p>10.6. Explore different techniques for skinning animals</p> <p>10.7. Explore what diseases affect NWT wildlife and how to be safe</p>	<p>Before and After the Shot (10.1) The Handling of Carcasses (10.4-10.6) Quiz (10.1-10.7)</p> <hr/> <p>Optional Activities</p> <p>Reflection on sharing (10.1) Practise calming techniques (10.3) What kind of a shot was it? (10.4-10.5) Prepare a bed/field dressing (10.4, 10.6)</p>
Dene Kede (K-6) Outcomes	Inuuqatigiit (7-12) Objectives
<p><u>Pages 69 – 131</u> Includes a variety of northern animals from which outcomes can be chosen.</p> <ul style="list-style-type: none"> • Trapping • Water and rivers <p>Additional connections can be made to:</p> <p><u>Hunting Camp</u></p> <ul style="list-style-type: none"> • Grade 8 Curriculum, Module 2 	<p><u>Pages 112-143</u> These pages contain many different animals, some of which may be hunted in your area.</p> <p>Select those relevant to your region to incorporate in the course.</p>

Assessment & Rubrics

Module 6 – The Hunt

- Module Value: 15%

Module Assessment Breakdown

1. Before and After the Shot

- Project worth 50%
- Rubric included

2. The Handling of Carcasses

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool included in student manual

Module 6				
Before and After the Shot			Value of Module: 50%	
Instructions:	Discuss with an experienced hunter the guidelines used before taking a shot. Explain the purpose of each guideline and its importance. Write a short story about hitting an animal and having to track it while on a hunting excursion. Students without personal experience hunting may interview an experienced hunter for insight into the tracking process.			
Students are expected to:	4	3	2	1
Link the guidelines for “before taking the shot” to respect	Links all 5 guidelines to respect in the context of hunting	Links 4 guidelines to respect in the context of hunting	Links 3 guidelines to respect in the context of hunting	Links fewer than 3 guidelines to respect in the context of hunting
Expand on reasons for 2 of the 5 guidelines	Provides a detailed explanation of how 2 of the guidelines support respect in hunting	Provides a detailed explanation of how 1 of the guidelines support respect in hunting	Provides a basic explanation of how 2 of the guidelines support respect in hunting	Provides a basic explanation of how 1 of the guidelines support respect in hunting
Explain the location of a hit from shot evidence	Provides a detailed explanation of what indicates that the shot was in one location and why it was not in a different location	Provides a basic explanation of what indicates that the shot was in one location and why it was not in a different location	Provides a basic explanation of what indicates that the shot was in one location	States where the shot was but no explanation of what indicates that the shot was in that location
Link tracking a wounded animal with respect	Provides a detailed explanation of how good practices when tracking a wounded animal are linked with respect	Provides a basic explanation of how good practices when tracking a wounded animal are linked with respect	Provides a partial explanation of how good practices when tracking a wounded animal are linked with respect	Provides no explanation of how good practices when tracking a wounded animal are linked with respect
Describe the process of tracking and approaching a wounded animal	Explains the process to follow in specific steps that are easy to follow, which are explained	Explains the process to follow in specific steps that are easy to follow, which are explained	Partially explains the process, making them somewhat challenging to follow	Partially explains the process, making them challenging to follow

Module 6				
The Handling of Carcasses			Value of Module: 30%	
Instructions:	Watch the film <i>The Caribou Hunters</i> . Select three or more things hunters do in the video and explain the rationale behind those actions. Include information and observations about field dressing, handling meat, disposal of remains, diseases, and make connections to legislation and regulations with an emphasis on why those actions were taken.			
Students are expected to:	4	3	2	1
Action #1: Select and describe an action by a hunter in the film. Explain why it was selected, its importance, and its purpose	Describes a specific action and explains why it was selected. Explains in detail its purpose and importance	Describes a specific action but doesn't explain why it was selected. Explains in detail its purpose and importance	Describes a specific action and explains why it was selected. Provides a basic explanation of its purpose and importance	Describes a specific action but doesn't explain why it was selected. Provides a partial explanation of its purpose and importance
Action #2: Select and describe an action by a hunter in the film. Explain why it was selected, its importance, and its purpose	Describes a specific action and explains why it was selected. Explains in detail its purpose and importance	Describes a specific action but doesn't explain why it was selected. Explains in detail its purpose and importance	Describes a specific action and explains why it was selected. Provides a basic explanation of its purpose and importance	Describes a specific action but doesn't explain why it was selected. Provides a partial explanation of its purpose and importance
Action #3: Select and describe an action by a hunter in the film. Explain why it was selected, its importance, and its purpose	Describes a specific action and explains why it was selected. Explains in detail its purpose and importance	Describes a specific action but doesn't explain why it was selected. Explains in detail its purpose and importance	Describes a specific action and explains why it was selected. Provides a basic explanation of its purpose and importance	Describes a specific action but doesn't explain why it was selected. Provides a partial explanation of its purpose and importance

Optional Activities

Activity	Outcomes	Description
Reflection on Sharing	10.1	Students create a reflection piece on sharing what they hunt
Practise calming techniques	10.3	Students practise calming techniques and visualization
What kind of shot was it?	10.4-10.5	Students recreate what they think different shot scenarios would look like
Prepare a bed/field dressing	10.4,10.6	Students gain a greater understanding of local hunting skills

Reflection on Sharing Learning Activity

Purpose	Students will reflect on the social, cultural, and personal values and reasons for sharing what they hunt.
Supplies	<ul style="list-style-type: none"> Art supplies, such as pencil crayons, glue scissors, construction paper, old magazines, markers, etc.
Preparation	No preparation necessary
Outcomes	<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling, and dressing game animals in the field</p> <p>10.1. Explain the social and cultural significance of respecting wildlife</p>
Instructions	<ol style="list-style-type: none"> 1. Introduce activity to the class by reading the section of the student manual about sharing (module 6, pg. 1-2). 2. Have students share their initial thoughts about what you just read and how they feel it applies to them. 3. Ask students to create a reflection on sharing in a format that can be displayed in the class, such as a poem, picture, collage, etc. 4. Make sure that the students reflect on the following questions: <ul style="list-style-type: none"> ○ Why would I share? ○ How do people in my community share? ○ Why do people in my community share? ○ Who should I share with? 5. Once students are finished, have them do a quick presentation on their creation. 6. Post on the classroom walls.
Wrap Up	Ask students to check in with their parents/Elders about sharing in their community.

Practice Calming Techniques Learning Activity

Purpose	Students will gain a greater understanding of calming techniques and why staying calm is important while hunting.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • This activity can be done indoors or outside
Outcomes	<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling, and dressing game animals in the field</p> <p>10.3. Describe “adrenaline rush” and how to avoid it</p>
Instructions	<ol style="list-style-type: none"> 1. Begin activity by reviewing what adrenaline rush is. For more information refer to module 8 of the student manual or look in the resource section of the course. 2. Review what happens to the body and the brain when experiencing an adrenaline rush. 3. Have students think about and record ways to calm themselves in high excitement or stressful situations. 4. Practice the techniques by exercising and then using calming techniques to reduce heart rate. A student can check their heart rate with either a smart watch if they have one, or by monitoring their pulse for 15 seconds and them multiplying by 4. 5. Have students reflect on what they think the best techniques for them are and share with the class.
Wrap Up	A general discussion about what students think would happen if they didn’t calm themselves before a shot.

What kind of shot was it? Learning Activity

Purpose	To learn, practice and think about what type of signs and symbols they would see from various shot types.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • Have class ready to go outside
Outcomes	<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling and dressing game animals in the field</p> <p>10.4. Explain responsibilities after shooting game, including:</p> <ul style="list-style-type: none"> 10.4.1. Tracking 10.4.2. Tagging 10.4.3. Field dressing 10.4.4. Transportation 10.4.5. Care and cooling <p>10.5. Describe techniques for ensuring safety in various hunting situations</p>
Instructions	<ol style="list-style-type: none"> 1. Have a class discussion about what type of shots you could end up with after you shoot an animal and what you would expect to experience. 2. Take the class outside and have them split into groups of three and take 20-30 min to prepare a scene of a shot outcome to present to the class for them to guess what it is (one student from each group will have to pretend to be the animal). 3. Once all groups are done, have them present to the class, and have the class guess which type of shot occurred. 4. After each presentation and guess have a quick class discussion about dangers that may be present to the hunter in each situation, as well as how the hunter can best handle each situation.
Wrap Up	Have discussion around why this is an important hunting skill and safety.

Prepare a Bed/Field Dress an Animal Learning Activity

Purpose	For students to gain a greater understanding of local hunting skills.
Supplies	<ul style="list-style-type: none"> • None specified
Preparation	<ul style="list-style-type: none"> • Hire a local hunter and/or Elder who can present field dressing techniques to the class. Allow the students an opportunity to try some of the things they see.
Outcomes	<p>10. Describe techniques for safely and respectfully targeting, shooting, tracking, handling and dressing game animals in the field</p> <p>10.4. Explain responsibilities after shooting game, including:</p> <ul style="list-style-type: none"> 10.4.1. Tracking 10.4.2. Tagging 10.4.3. Field dressing 10.4.4. Transportation 10.4.5. Care and cooling <p>10.6. Explore different techniques for skinning animals</p>
Instructions	<ol style="list-style-type: none"> 1. Have students be ready to join the Elder and treat them with the respect they deserve. 2. Follow the lead of the Elder and/or hunter. <p>Alternatively, if there are no hunters or Elders available to show the skills, have students prepare a bed.</p> <ol style="list-style-type: none"> 1. Have a class discussion with the students about why it would be important to properly prepare a bed for field dressing an animal. Topics to highlight include: <ul style="list-style-type: none"> • Clean meat • Reducing wastage • Respect for animal • Respect for people you are sharing with 2. Brainstorm with class what might make a suitable bed during various seasons. For example, during the winter if the snow is deep and clean enough, no bed might be required. In the summer a clean tarp would do, and traditionally spruce or pine boughs would be used. 3. Take class outside and practice preparing a bed.
Wrap Up	A class discussion about why knowing this would be a helpful hunting skill.

Module 7: Survival Skills

Introduction

Survival Skills

In previous modules students have learned about the values of respectful hunting, the laws governing hunting, wildlife ecology, common hunting techniques and planning and preparation for a hunt. In this module students will be focusing on respect for self and others by learning about how they can avoid and/or manage survival situations.

Welcome to Module 7

The purpose of this module is to provide students with basic advice on how to prevent and manage survival situations.

Resources

All of the resources that the teacher will need to teach this module are contained within this resource, the student manual, or the online Canvas platform. If anything is missing, please email huntereducation@gov.nt.ca.

Required Resources	Outside Resources
<ul style="list-style-type: none"> • Compasses • Topographical maps for your area • Local wayfinding resources • GPS device • Locally appropriate shelter building tools • Appropriate heating sources • Teacher prepared navigation activity 	<ul style="list-style-type: none"> • ENR officer • Virtual presentations • Local Elder/hunter

Module Overview

Module Outcomes	Assessment
<p>11. Demonstrate the knowledge and skills necessary for safe outdoor activities</p> <p>11.1. Identify, assess, avoid and/or respond to physical hazards that may be imposed by the natural environment, including but not limited to:</p> <p>11.1.1. Particular terrain and conditions, including avalanche conditions, areas prone to rockslides, lake and river ice, and bush</p> <p>11.1.2. Wildlife that may be encountered, including bears, bees, ticks, non-edible plants, snakes</p> <p>11.1.3. Changes in weather conditions that may affect personal and group safety</p> <p>11.2. Identify, assess, avoid and/or respond to physiological and psychological factors often associated with outdoor experiences, including but not limited to:</p> <p>11.2.1. Dealing with hypothermia, frostbite, dehydration, and heat stroke</p> <p>11.2.2. Understanding fatigue and when not to move</p> <p>11.2.3. Coping with adversities, such as getting lost or hurt</p> <p>11.3. List and explain the necessary steps to take during emergency and survival situations in the outdoors</p> <p>12. Identify and describe different types of navigation techniques, and their use</p>	<p>Lost on a Hunt – My Hunting Plan Extension (11.1-3, 12.1-12.5)</p> <p>Enemies of Survival (11.2)</p> <p>Quiz (11.1-3, 12.1-12.5)</p> <hr/> <p>Optional Activities</p> <p>Wayfinding Techniques (12.1-12.5)</p> <p>Shelter Building and Heat Sources (11.3)</p>

<p>12.1. Investigate traditional techniques 12.2. Describe celestial techniques 12.3. Describe compass techniques 12.4. Describe chronometer/GPS techniques 12.5. Investigate other techniques</p>	
<p>Dene Kede (K-6) Outcomes</p>	<p>Inuuqatigiit (7-12) Objectives</p>
<p>Connections can be made to the following themes:</p> <ul style="list-style-type: none"> • Sun • Moon and stars • Camping • Fire <p>Additional connections can be made to:</p> <p><u>Winter Camp</u></p> <ul style="list-style-type: none"> • Grade 9 Curriculum, Module 2 	<p>Connections can be made to the following themes:</p> <ul style="list-style-type: none"> • Land • Water • Ice • Sky • Weather and weather predicting

Assessment & Rubrics

Module 7 – Survival Skills

- Module Value: 14%

Module Assessment Breakdown

1. Lost on a Hunt – My Hunting Plan Extension

- Project worth 50%
- Rubric included

2. Enemies of Survival

- Project worth 30%
- Rubric included

3. Quiz

- Quiz worth 20%
- Assessment tool included in student manual

Module 7				
Lost on a Hunt – My Hunting Plan Extension			Value of Module: 50%	
Instructions:	Review the Hunting Plan that you created for Module 5. Using that same situation, detail what you would do if you got lost while out on that hunting trip. Include decisions you would make concerning shelter, heat, signals, and the STOP Principle.			
Students are expected to:	4	3	2	1
Make decisions regarding shelter, heat, signals, and the STOP Principle within the context of their Module 5 hunting plan project	All the decisions laid out are practical, safe, realistic choices within the specifics detailed in the hunting plan project from Module 5	Most of the decisions laid out are practical, safe, realistic choices within the specifics detailed in the hunting plan project from Module 5	Few of the decisions laid out are practical, safe, realistic choices within the specifics detailed in the hunting plan project from Module 5	None of the decisions laid out are practical, safe, realistic choices within the specifics detailed in the hunting plan project from Module 5
Extend your plan to follow the STOP guidelines	Prepares a comprehensive plan containing explicit detail	Prepares a thorough plan containing specific detail	Prepares a simplistic plan containing basic detail	Prepares an undeveloped plan containing incomplete detail
Detail how to create shelter in a safe and efficient way using available resources	Selects a shelter appropriate to the region and materials available, and details how to construct it	Selects a shelter appropriate to the region and materials available but doesn't explain how to build it	Selects a shelter inappropriate to the region and materials available, but details how to construct it	Selects a shelter inappropriate to the region and materials available and doesn't explain how to build it
Detail how to create heat in a safe and efficient way using available resources	Selects a heat source appropriate to the region and materials available, and details how to construct it	Selects a heat source appropriate to the region and materials available but doesn't explain how to build it	Selects a heat source inappropriate to the region and materials available, but details how to build it	Selects a heat source inappropriate to the region and materials available and doesn't explain how to build it
Detail how to create signals in a safe and efficient way using available resources	Selects an appropriate signaling method and details how to use it	Selects an appropriate signaling method but only partially explains how to use it	Selects an appropriate signaling method but no explanation of how to use it is provided	Does not select an appropriate signaling method

Module 7				
Enemies of Survival			Value of Module: 30%	
Instructions:	Select the enemies of survival that would most deeply affect you if you were to get lost while on your hunting trip from Module 5. Which would pose the greatest risk to you? Explain your reasoning. Which enemy of survival would impact you the least? Explain why you believe this to be true.			
Students are expected to:	4	3	2	1
Identify the enemies of survival that are most likely to impact you	Selects the relevant enemies of survival. Provides a detailed explanation of why the selected enemies of survival are likely to impact them	Selects the relevant enemies of survival. Provides a partial explanation of why the selected enemies of survival are likely to impact them	Selects some of the relevant enemies of survival. Provides a detailed explanation of why the selected enemies of survival are likely to impact them	Selects some of the relevant enemies of survival. Provides a partial explanation of why the selected enemies of survival are likely to impact them
Identify the enemies of survival that are least likely to impact you	Provides a detailed explanation of why the selected enemies of survival are unlikely to impact them	Provides a detailed explanation of why some of the selected enemies of survival are unlikely to impact them	Provides a basic explanation of why some of the selected enemies of survival are unlikely to impact them	Identifies which enemies of survival are least likely to impact them but no explanation is provided
Detail how to respond strategically to the enemy of survival posing the greatest risk	Presents a strategic, logical approach to the enemy of survival posing the greatest risk in detailed, sequential steps. Provides insight into the importance and purpose of each step	Presents a logical approach to the enemy of survival posing the greatest risk in basic, sequential steps. Provides partial insight into the importance and purpose of each step	Presents a logical approach to the enemy of survival posing the greatest risk in basic, sequential steps. No insight into the importance and purpose of each step is provided	Presents an illogical or incomplete approach to the enemy of survival posing the greatest risk. No insight into the importance and purpose of each step is provided

Optional Activities

Activity	Outcomes	Description
Wayfinding	12.1-12.5	Students learn and practice wayfinding techniques
Shelter Building and Heat Sources	11.3	Students learn and practice shelter building and heat creation

Wayfinding Learning Activity

Purpose	Students will learn about and practice traditional, modern wayfinding techniques.
Supplies	<ul style="list-style-type: none"> • Compass • Topographical maps for your area • Locally produced/traditional wayfinding materials • GPS device
Preparation	<ul style="list-style-type: none"> • Be ready to have the class outside for most of the next two classes • For the second day of this activity, prepare a set of navigational, and navigational technique challenges appropriate for your class ability/size and your school community
Outcomes	<p>12. Identify and describe different types of navigation techniques, and their use</p> <p>12.1. Investigate traditional techniques</p> <p>12.2. Describe celestial techniques</p> <p>12.3. Describe compass techniques</p> <p>12.4. Describe chronometer/GPS techniques</p> <p>12.5. Investigate other techniques</p>
Instructions	<ol style="list-style-type: none"> 1. Day 1. Explore with your class the wayfinding materials in the student manual in both Module 7 and 8. 2. Day 1. Take the students outside and have them practice using and exploring with the navigation gear and skills they have been taught. 3. Day 2. Have students complete the navigational skills challenges.
Wrap Up	Ask students to check in with their parents/Elders about how people in this area traditionally navigated the land.

Shelter Building and Heat Sources Learning Activity

Purpose	For students to gain a greater understanding of how to build a survival shelter.
Supplies	<ul style="list-style-type: none"> • Shelter building tools appropriate for your local area and time of year • Appropriate heating sources/materials/supplies • Examples of these include but are not limited to shovels, axes, flints, gas stoves, ropes, and tarps • Safety goggles and cut proof gloves
Preparation	<ul style="list-style-type: none"> • Review with your principal any safety requirements or insurance considerations regarding this activity and/or an outdoor excursion with students • Be ready to have the class outside for most of the next two classes • Ensure familiarity and comfort with any safety requirements for tools that the class will be using
Outcomes	<p>11. Demonstrate the knowledge and skills necessary for safe outdoor activities</p> <p>11.1. List and explain the necessary steps to take in emergency and survival situations in the outdoors, including but not limited to:</p> <p>11.1.1. What to do if lost or separated from the group</p> <p>11.1.2. First aid and emergency response to injury</p> <p>11.1.3. Construction of emergency shelters</p>
Instructions	<ol style="list-style-type: none"> 1. Before going outside, review with students any safety measures necessary for the construction tools that students will use. 2. Having students working in pairs or alone, spend the next two 2.5 hrs building a survival shelter and heating method appropriate for your area. <p>***Optional*** Students sleep overnight in their shelters. Please consult your principal/district when planning/considering this activity.</p>
Wrap Up	A general discussion about what students think they would do if they had to build a shelter again.