

**Take a Kid Trapping Program - Final Report
Departments of Industry, Tourism and Investment (ITI)
And Environment and Natural Resources (ENR)**



**Samuel Hearne Secondary School (SHSS)
2008-2009 Trapping Awareness Programs
Trip #1: December 1st to 5th, 2008
Trip #2: February 24th to 27th, 2009**

Completed by:

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#1 Overview of Project:

Project Plan:

We took six students out on the land for five days on a trip to Jackfish Creek in December and six students for a second trip in late February. This is the fifth year that students had an opportunity to participate in this excursion. As part of the trip, students were able to earn credits for CTS Wildlife Studies 1030: Outdoor Experiences One. This strand is part of our outdoor education program. Outdoor education is an optional course elective for students at SHSS; it allows students and teachers to meet a major goal in the Beaufort Delta Education Council, which is to “instill greater pride in heritage.”

By the end of the trip students learned about fur trapping and modern conservation practices. Students also had the chance to set and check traps, learn about NWT Trapping Regulations and clean and skin animals. We set traps for lynx, martin, muskrat, wolverine and snares for rabbits. In particular, we focused on the practice of humane trapping and on ‘Leave No Trace’ principles when traveling and living on the land. We were fortunate that Fred Jerome also brought marten he had caught earlier and students learned how to skin and stretch their fur and how to clean and prepare the fur of rabbit. We even enjoyed rabbit stew for dinner on the second outing.

John Jerome has a camp halfway to Jackfish Creek and we were treated to his hospitality both on our way to the camp and on the way home. We were fortunate to warm up in his wall tent and see some of the animals he had trapped recently including several lynx. Simply from participating in the excursion, students learnt about skidoo maintenance, outdoor survival, quinzhee building, hunting, cutting firewood, and fire building skills.



The participation of Sarah and Fred Jerome in this year’s program was invaluable. Not only were students able to learn about the trapping lifestyle but they also were exposed to discussion and debate about changing lifestyles and the impact of residential schools on culture and language. For our aboriginal students it was a chance to hear many of the success and struggles of their parents, aunts, uncles and grandparents. For our non-aboriginal students, it exposed them

to greater understanding of the losses to culture and language due to residential school. Both groups were given the chance to share and celebrate traditional culture, the joy of being on the land and look forward to passing that knowledge onto their peers and hopefully to their children.

Community Benefits:

This year we were fortunate to have the involvement of elders Fred Jerome, Sarah Jerome and John Jerome, cook Ellen Firth, and ENR staff Daryl English, Ernie Francis, Owen Allen, and Warren Geno. Their involvement in our programs within the school builds relationships between teachers, students and organizations in town to deliver higher quality and hand-on experiences for students. This was an amazing opportunity for development of community capacity, as students found that they have interest in pursuing careers in wildlife management.



Benefits to Participants:

Our students were immersed in their language and culture on this trip and had the chance to earn a credit toward graduation in CTS Wildlife Studies 1030. By taking students trapping they not only practiced the skills and applied the knowledge they learnt in class about wildlife and conservation, but also had the chance to build their awareness of traditional cultural practices on the land.

According to the NWT Curriculum, “The wisdom of the Elders is central to cultural learning according to Aboriginal perspective. Elders are the “Keepers of Knowledge,” and it is their guidance that Aboriginal people seek as they strive for balance in their relationships with the Creator, the natural world, other people and themselves.” This aspect of culture-based education enhances a sense of belonging and pride in culture by providing meaningful learning experiences that connects our learners to the community, the past, and the present. The excursion strengthened their self-esteem, enhanced learning, and will definitely provide for greater success in life.



How Will We Measure Our Success?

Students were required to journal their experiences and learning out on the land. We measured our success by the experiences of students on the land and their reflections on these experiences. Some of their reflections are included:

“The last three days being here was a great experience that I’ll remember for a long time. One of the new things that I learned here was building a Quinzhee to survive in the cold. When building a quinzhee, after you shovel out the door, you have to block the door so cold air doesn’t freeze you. Another thing is that when skinning a rabbit you should use just your hands and not gloves because it is a tradition to handle the animal with just your bare hands to show respect to the animal. Lastly, when driving a skidoo be very cautious of your surroundings because you never know what will happen. More students should experience the lifestyle of how to live out on the land.” – Brent Larocque

“This past week has been fairly amazing. It was quite a different and challenging experience for me. The weather was beautiful, but I wish it had been less windy. My favorite times were when we went snowshoeing and when we were watching and learning how to skin marten and rabbit. I thought it was great to watch the elders skin the marten and rabbit traditionally. It was cool to learn their anatomy. I also liked learning to make snares and setting traps. It was cool when we actually caught a rabbit. This is a good experience because you learn respect for your elders and the wildlife, you learn about the land, animals and your impacts. I wish I could do it again!” – Danielle Deslauriers

“I enjoyed the skidooing, the food, the experiences, the people and pretty much the whole trip. I like the cabin and how cozy it felt. I liked what Ms. Adamson said we can clean up the cabin and show respect for the people staying here. Five things I learned would be making a quinzhee, learning new techniques on the skidoo, making a better fire, learning how to skin and trap animals and how to properly get fire wood.” – Alexa Dagan



“I loved learning things from my elders, I liked skidooing most of the time, I liked to snare rabbits because I don’t get much chance with school and everything to do that. I liked just coming out on the land because I can’t find time with my schooling schedule. I loved working/helping the group; I liked how everything came together. I liked eating rabbit stew.”
– **Jade Miskulin**



#2 Participants, Trapper Trainers and Staff Involved:

Trip #1: December 1st to 5th, 2009

Elder and Camp Staff:

- Fred Jerome
- Ellen Firth

ENR Coordinators:

- Daryl English
- Ernie Francis

SHSS Chaperones:

- Dave Halpine
- Danny Jellema

SHSS Students:

- Amber Aleekuk
- Jordan Amos
- Jonathan Amos
- Danielle Clark
- Gwen Cardinal
- Christina Esau

Trip #2: February 24th to 27th, 2009

Elders:

- Fred Jerome
- Sarah Jerome

ENR Coordinators:

- Daryl English
- Ernie Francis

SHSS Chaperones

- Sheena Adamson
- Danny Jellema

SHSS Students:

- Alexa Dagan
- Danielle Deslauriers
- Mary Fedosoff
- Brent Larocque
- Jade Miskulin
- Crysta Rogers



#3 Report on Revenues and Expenses:

INCOME for PROGRAM

Program

Contributions

Contributor	Amount
Inuvik District Education Authority	\$4,000.00
Take a Kid Trapping Fund Industry Tourism and Investment	\$8,000.00

EXPENSES FOR PROGRAM

Expense Particulars	Name of Recipient	Amount	Explanation
Program Personnel			
Elder/Trapper Fees	Fred Jerome	\$1,717.85	8 days x \$200/day
Elder/Cook Fees	Ellen Firth	\$640.03	3 days x \$200/day (went home early due to illness)
Elder/Trapper Fees	Fred Jerome	\$1,000.00	5 days x \$200/day (4 days of camp + 1 day of set up)
Elder/Cook Fees	Sarah Jerome	\$1,000.00	5 days x \$200/day (4 days of camp + 1 day of set up)
Food			
Trip #1	Stanton's	\$520.75	
Trip #1	Stanton's	\$411.20	
Trip #1	Stanton's	\$233.41	
Trip #2	Stanton's	\$1,977.93	
Trip #2	Stanton's	\$61.07	
Fuel and Oil			
Trip #1	Esso - Arctic Dove Ltd.	\$1,180.00	
Trip #2	Esso - Arctic Dove Ltd.	\$680.60	
Program Supplies - snare wire, tarps, ropes, hatchets etc.			
Supplies - Trip 1	Norm's Building Supplies	\$30.10	
Supplies - Trip 1	Arctic Rim (Arctic True Value)	\$149.92	
Supplies - Trip 2	Arctic Rim	\$153.45	
Camping Supplies - stoves, sleeping bags	Mountain Equipment Co-op	\$1,796.30	
Total Income			\$12,000
Total Expenses		\$11,552.61	

We are requesting the dispersement of the additional \$1500 from Industry, Tourism and Investment to cover the remaining bills for this program.

*Please see attached receipts.

#4 Were the Course Objectives Met?

Chaperones and presenters agreed the course objectives were met. The students were introduced to the history of trapping in the Inuvik Region and important survival skills. Students were also shown the current techniques of trapping. This included setting traps, skinning, drying and preparing pelts for sale. The students were given an opportunity to experience life as a trapper.

Students were also given lessons in traditional responsibilities. They had to cut wood, haul water, help cook, manage and clean the camp. These responsibilities serve the students awareness of hard work and contributing to the well-being of the group. Cultural awareness and traditional knowledge objectives were met. Safety was introduced to the students through first aid and survival training. It was modeled and reiterated when students went out to check traps or set new ones.

We look forward to continuing this program next year. We are hoping to expand our programming to our junior high students and look forward to working with our contributors again to meet the financial aspect of our program needs.

Thank you all to the Inuvik District Education Authority and the GNWT Dept of ITI, MACA and ENR for their continued support of our SHSS On-The-Land Programs!

