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# ESES Ashayi Camp

**Culture, Stewardship and Lots of Fun!**

-February 2017

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## What Activities did you complete during your project

Planning for the Bison hunt begins with the students 6 months before the actual hunt. We try to front load as much into the students as possible to make the experience as authentic, educational and enjoyable as possible. It is our desire to lead students to an appreciation and understanding of the Yukon wilderness and to become great stewards of the land.

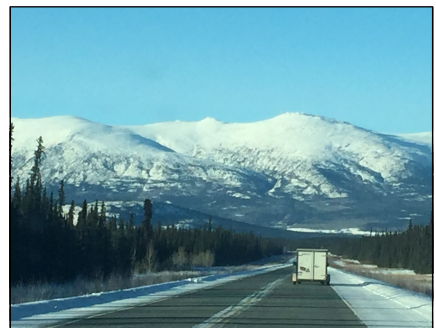
This year the students participated in the HEED. The explicit instruction of ethical hunting and trapping as well as the management of wildlife helps the students to better understand the delicate balance between humans and nature.

Students were also equipped with Hands Free CPR. This class prepared students for basic First Aid/CPR in the event of any difficulties arising on site.

Of great importance, throughout the year the students received cultural teachings of the relationship between First Nations people and the land. Students learned the traditional territory they would be hunting in as well as the stories and language of the people from there. The hunt included an elder to help further educate the students while on the hunt. Teachings to respect both fish and animals in life and death were reinforced to the students.

While at camp the students merged traditional and non traditional outdoor activities together. They were able to learn about cross country skiing, snaring, ice fishing, snow carving, Dene Games, fat bike riding, animal tracking, fire starting, cooking, cleaning and what it means to take the life of an animal (bison). The students were involved in dressing the bison on the land and back at school a local butcher came in and taught them about the parts of the bison and how to use each part.

The Bison meat was also used to teach students in Grades 4-6 how to carve meat, and dry it.





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## How did your activities contribute to you goals and objectives?

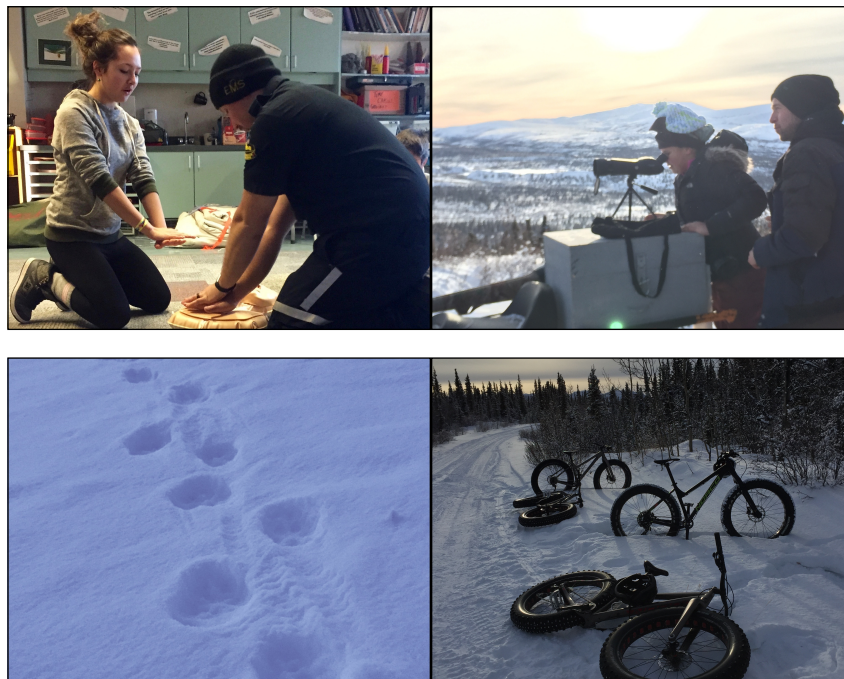
The objective of this proposal attempted to answer the call for a reunification between youth and the environment. To create a relationship that would build outdoor leadership capacity in our next generation of wildlife and environmental caregivers by providing and building an awareness of the delicate balance between people, wildlife and the environment. Through their connection to the land, water and the wildlife within.

Proper preparation before during and after the Bison hunt were essential for a successful camp.

Accroding the Khâsha (Cultural teacher at ESES) :

The teachings and experiences the students learn are seedlings that we have been nurturing from the **beginning** of their school experience at our school. Teaching children how to go about caring and loving the **natural world around us**. Through **participation and listening**, students are given the chance to learn the First Nation land-based perspectives that hold the earth and its inhabitants sacred.

We envision students who have solid teachings on the **interconnection** of life, the impact of **their** actions on the world, the **power** of nature and it's inhabitants to survive and thrive, the importance of cooperation and mutual respect that goes into running a 'culture camp'.



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## Note any variances to your goals, objectives or work plan and explain why they occurred.

Initially the proposal called for a school wide approach to outdoor experiential education. Through correspondence with the Fish And Wildlife Enhancement fund, we narrowed the focus of how the funding would be used.



We decided to focus on supporting the annual Grade 7 Bison hunt. The funds were used to enable students to come to the trip that may not have been able to because of lack of gear. The funds provided sleeping bags and cots for these participants. All of the gear purchased was utilized and very appreciated!

### If you were to do the project again what would you do differently?

A camp debriefing meeting was held. One issue that came up was the use of camp fires. In the future more explicit teaching of being better stewards of the forest – keep camp fires small and more manageable. It would also be beneficial to have experts from Fish and Wildlife along on the trip to help educate the students.

## What did you do to ensure your results were shared with appropriate groups?

The enhancement trust will be recognized through an advertisement in the local newspaper. Special thanks has also been given in our Newsletter as well as at our annual Bison Feast.



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# Thank you for your Support!

