

Omushkego School-Based Culture Activities Teacher's Toolkit



Celebrating the Omushkego Cycle of Life

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Introduction

On October 28, 29, and 30, 2022, Omushkego Education Student Success (OESS) hosted a second Cree Language and Culture Teachers Gathering, *Ininiwi Ishikishiwewi Okiskinohamakewi Mawachihitowin*, in Timmins at the Hampton Inn. 63 Omushkego elders, language teachers, culture experts, and community members attended this gathering that included storytelling and traditional teachings, a review of Omushkego land-based culture development checklists and Omushkego land-based camp activities toolkits, school-based culture teaching and learning activities, and an exploration of Omushkego worldviews. In addition, many opportunities were provided for dialogue and networking throughout the weekend.

On October 28, Elder Norman Wesley opened the gathering with a prayer and good words that set the tone for the next few days of activities. This was followed by a dinner hosted by Omushkego Education (OE). After the dinner, Elder Greg Spence facilitated a shared storytelling session with participants that provided a great deal of entertainment and amusement.

On October 29, Elder Agnes Corston started the day with a prayer. This was followed with Greg sharing Omushkego cycle of life teachings about *mikiskaw* (freezing up), *pipon* (winter), and *sikwan* (spring). Next, Jim Hollander provided a review of two resources previously developed with Omushkego elders at an earlier workshop (*Omushkego Land-Based Culture Development Checklists Parent's Toolkit*) and with participants at the last gathering (*Omushkego Land-Based Culture Camp Activities Checklists Teacher's and Principal's Toolkit*).

In the afternoon, a school-based culture teaching and learning activity was held using expert groups. These groups were organized around previously identified culture expectations for each the following 7 grades:

Grade 4 (9 years old)

- a) make bead loom necklace
- b) make wooden spoons
- c) make baked bannock
- d) perform step dance

Grade 5 (10 years old)

- a) make single strand necklace with hearts or tassels
- b) manufacture grass or spruce root line **or** preform square dance
- c) make small sled (model)
- d) skin and clean rabbits

Grade 6 (11 years old)

- a) make fried bannock
- b) pluck, gut, and clean ducks and Canada goose
- c) make bow and arrows
- d) make small beaded mittens (model)

Grade 7 (12 years old)

- a) make beaded wrist band
- b) make small boat or canoe (craft)
- c) build temporary shelters, e.g., open brush or lean-to
- d) make bannock on a stick

Grade 8 (13 years old)

- a) make tamarack geese
- b) make dolls with clothing
- c) make beaded hide purse or bag
- d) make individually designed carving using material of choice

Grade 9 (14 years old)

- a) make moss bag
- b) make cradle board
- c) make beaded mittens
- d) erect prospector tent with stove

Grade 10 (15 years old)

- a) make spruce wood paddle
- b) construct mikiwam with canvas or spruce bark (conical dwelling—spring and summer)
- c) make toboggan or sled
- d) make cradle board cover

All participants were given an opportunity to join a group at one of the seven tables according to their knowledge or expertise of teaching specific culture skills associated with that grade. Once the groups were established, each group was expected to either volunteer or choose a reader/recorder and then proceed by asking and writing responses to the following 3 questions for each skill:

What materials (resources) would you need to do this?

How would you teach (teaching/learning strategies) this?

How would you know that this is done well (assessment)?

The following grade reader/recorders were crucial to the success of the groups: Keithen Sutherland, Krsytal Kioke, Jamie Davey, Sandra McGaffrey, Claudette Solomon, Chantal Wesley, and Jane Wynne.

Upon completion of this activity, the participants' responses or reader/recorder notes were collated and organized by Rose Blackned with the result being the creation of the *Omushkego School-Based Culture Activities Teacher's Toolkit* with additional grades and corresponding activities added.

On May 30, Elder Joseph Wheesk started the day with a prayer. This was followed with Greg continuing Omushkego cycle of life teachings about *miloskamin* (blooming of the earth), *nipin* (summer), and *takwakin* (autumn).

Next, Greg Spence and Jim Hollander provided an introduction to an exploring key words, phrases, and concepts for an Omushkego worldview activity. Upon completion of this activity, each individual's responses were collated and organized by Jim Hollander with the result being the creation of the *Exploring Omushkego Worldviews* resource as part of the Research into Practice Series.

After this activity, Christina Koostachin shared her concerns about current culture and language programming. Then Jim Hollander described another initiative OE will be working on in the future: a collection land-based stories based on the six seasons.

Finally, Elder Norman Wesley closed the gathering with a prayer and good words for the participants on their journey home.



O mushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

O mushkego Cycle of Life

The concept of the Cycle of Life model is language oriented and its application is based on the cyclical cycles of nature that influences the lives of the Omushkego people. The names of the lunar months illustrate nature's activity beginning from the Eagle Moon (new year) as it progresses into six seasonal changes and climaxing into the Great Moon (end of year). Traditionally, life of the Omushkego people was and still is engraved by the cycles of nature. This is best reflected in the Omushkego language. The cycle of life model outlines and produces studies in Omushkego history, kinship, geography, ecology, science, technology, and social organization.

The Omushkego model reinforces Omushkego cultural identity, who we are and where we come from, and the interconnection to the seasonal life cycles of the Omushkego people and communities. These life cycles are based on the six Omushkego seasons and how they affect the land, rivers, birds, animals, and plants that are indigenous to the Omushkego people. This model reflects our uniqueness and origin of the Omushkego culture, traditions, and activities, its historical development, family principles, and values.

The Cycle of Life education model parallels the cultural changes, adaptations, and impacts, and clearly identifies Omushkego traditional culture and language. This model helps prevent further deculturalization of the Omushkego communities.

Specifically, this new method of teaching our students helps them to understand their culture and identity. This teaching tool's main focus is on the Omushkego language, but may be

implemented and adapted to other subject areas. The Cycle of Life model truly demonstrates the Omushkego way of life and promises reculturalization of our Omushkego communities.

This model helps students to understand and identify the impacts of both European and Aboriginal cultures upon the traditions of the Omushkego people. The Cycle of Life education model addresses these impacts and clearly identifies Omushkego traditional culture.

The culture expectations are arranged into six *strands* to coincide with the six seasons found in the Omushkego cycle of life: Spring, Blooming of the Earth, Summer, Fall, Freezing Up, and Winter. Unlike the four astronomical seasons, these six Omushkego seasons are not clearly defined by months but by seasonal changes in the environment. Consequently, the months recommended for each of the Omushkego seasons should be used as a guide only. Seasonal cultural activities are interactive processes best developed by responding to the cultural and language experiences of the students. Because values are usually transmitted in social and cultural contexts, integrating values with the six seasons enhances the cultural concepts and skills associated with them. These culture expectations, suggested as a guide for teachers, should be refined at the First Nation community level.

Spring (March-April)

Spring brought warmer weather and longer periods of daylight. Sometimes spring lasted longer if the cold weather persisted. In spite of occasional periods of starvation and the potential for snow blindness, the arrival of spring provided much excitement for the Omushkegowuk. During this time of the year, the people moved from their winter hunting and trapping camps to their spring camps. Moose migrated inland to forested areas and caribou travelled to their breeding grounds. Men hunted Canada geese from their blinds. Women watched over the children, trapped muskrat, snared rabbits, and prepared geese. They prepared Canada geese in many ways: roasted, smoked, salted, boiled, and stored in fat. Many children were born at this time of the year. Through cautionary stories or tales, children were warned about dangerous conditions present during spring and the blooming of the earth.

Blooming of the Earth (May-June)

The blooming of the earth brought waterfowl nesting and laying eggs, the birth of moose, the sound of frogs, and the blossoming of plants and trees. Those families living inland

trapped muskrat, beaver, and otter. In addition, Omushkegowuk families continued preserving meat and drying pelts. After the ice and snow melted, canoes became the primary mode of transportation on rivers and along lakes and bays. Omushkego men and women helped each other making canoes. One canoe carried a family and all of its possessions to their communities or summer fishing camps. The blooming of the earth was time to clean up, store winter tools and equipment, and begin preparations for summer.

Summer (July-August)

Summer brought a brief period of rest and relaxation in the coastal communities or at summer fishing camps along the bay. This was also a spiritual time of prayer and retreats consisting of Christian and traditional spiritual gatherings, sweat lodges, and drumming. Many Omushkego social activities such as marriages, baptisms, feasts, dancing, and elections of leaders took place during summer. Shapotawans or teaching lodges were set up for telling stories. The most commonly eaten foods gathered during the summer were whitefish and trout caught in nets and Canada geese preserved from the spring hunt. In late summer, men and boys would camp along the coast and hunt ducks. Women and children would collect low bush cranberries, blue berries, black berries, and moose berries during the summer and early fall.

Fall (September-October)

Fall brought frost and preparations for the winter hunting and trapping camps. For the Omushkegowuk, fall was a time of excitement in anticipation of future harvesting activities on the land. Waterfowl, owl, loon, spruce grouse, sharp-tailed grouse, ruffed grouse, and willow ptarmigan were shot for food in the fall. Men and women caught fish in traps built along inland rivers, streams, and lakes. Caribou and moose provided other sources of food during this time. Women preserved food and prepared hides for winter clothing required for the long months ahead. Tools and utensils manufactured by men and women came from the environment around them. Once preparations were complete, Omushkegowuk families travelled to their winter camps or hunting and trapping areas before freeze-up.

Freezing Up (November-December)

Freezing up brought shorter periods of daylight. Travel was limited and would not resume until the rivers and streams were solidly frozen. During freeze-up, fish traps placed along rivers and streams caught fish returning from their spawning areas. Men began searching for

beaver at this time. Trappers set nets for beaver in open water near dams or in smaller streams. In addition, the Omushkegowuk trapped small game animals, snared rabbits and foxes, and cut and hauled wood from the surrounding area. The preparation and preservation of food continued during freeze-up. Men and women constructed snowshoes for the coming winter.

Winter (January-February)

Winter brought extremely cold weather combined with heavy snowstorms and blizzards. During wintertime, the Omushkegowuk migrated inland to the shelter of forested areas near their hunting and trapping areas. Omushkegowuk families trapped beaver and muskrat besides small fur bearing animals such as mink, otter, marten, weasel, lynx, and fisher. Trapped beaver and muskrat served as a source of food sources as well a source of furs. Moose and caribou provided other sources of food. Ice fishing by angling or by netting was a common winter activity. Throughout the winter, women contributed to the food supply by snaring rabbits close to the camp. Periods of starvation occurred when game became scarce. Snowshoes supplied the primary means of travelling in the winter. Men and women wearing snowshoes pulled toboggans with hauling traces as they moved from camp to camp or checked their traps and snares. Life slowed for the Omushkegowuk and the animals on the land. Moose remained in one place; caribou and even fish reduced their movements at this time. Consequently, the Omushkegowuk often moved from camp to camp when the nearby resources were depleted or when a large game animal was killed far from camp. Winter was a time for teaching children and grandchildren the things they needed to know for survival. Increased activity by the Omushkegowuk and animals would resume with the return of spring.

— from *The Omushkego Language and Culture Curriculum: Omushkego Culture, 2014*



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School-Based Culture Activities

Culture

The Omushkego people describe culture as a journey or movement on the land. There are two words that the Omushkegowuk use to explain culture: *ootahskanishawin* where you come from (*ootah* here) and *itahskanishawin* where you are going (*itah* there).

The Omushkego culture curriculum encompasses four aspects of culture and is based in the culture as opposed to a curriculum that simply contains elements of the culture. Consequently, the Omushkego curriculum includes cognitive (worldview, value systems, spiritual understandings, and practical knowledge), material (objects and skills about a people's ecology and economy), linguistic (roles of language in identity and community situations), and social (patterns of interaction) aspects of culture. These aspects are incorporated into each activity.

The Omushkego curriculum incorporates these four aspects of culture in each of the six strands or seasons that make up the Omushkego cycle of life on the land: Spring (March–April), Blooming of the Earth (May–June), Summer (July–August), Fall (September–October), Freezing Up (November–December), and Winter (January–February).

Language

Most people find it impossible to separate language and identity. Language is perceived as the quintessence of a culture. It expresses a unique way of apprehending reality, capturing a world view specific to the culture to which it is linked. But language is connected to identity in another important way: its presence and use in a community are symbolic of identity, emblems of group existence. Using a language is the ultimate symbol of belonging.

— from *Gathering Strength, Volume 3, RCAP, 1996*, p. 612

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society. They also develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

— from *The Ontario Curriculum, Grades 1–8: Language, 2006 revised*, p. 4

Milo or Mino Pimaatisiwin

The Omushkego people use the word *pimaatisiwin* (life) to describe a journey or movement (*pimah*) on the land throughout the year. The Omushkegowuk call this year-round movement on the land the cycle of life. The elders call life on the land *milo* or *mino pimaatisiwin* (the good life).

Living together in small kin-based groups, we respected one another, helped one another, and trusted one another. This was our law. It was an ideal way to raise a child, who learned in an intimate, personal multi-generational extended family. It was experiential learning. It was learning through observation and story-telling. Sometimes there were challenges, but most of the time we experienced *milo* or *mino pimaatisiwin* (a good, satisfying life).

— from *Sharing the Land: A Mushkegowuk Treaty Awareness Initiative*

http://www.mushkegowuk.com/?page_id=4008

The concept of *milo pimatisiwin*, which means “living the good life” or the “healthy life” in Cree, is captured in Cree laws and practices, and encompasses knowledge of holding together kinship systems, as well as guidance on how to treat one another and maintain the wellbeing of all relationships, both human and non-human.

— from Janice Cindy Gaudet, *An Indigenous Methodology for Coming to Know Milo Pimatisiwin as Land-Based Initiatives for Indigenous Youth*, PhD Dissertation, University of Ottawa, 2016, p. 129

The *Omushkego School-Based Culture Activities Teacher’s Toolkit* was developed to provide opportunities for students to experience *milo* or *mino pimaatisiwin* based on the Omushkego cycle of life. This toolkit is not comprehensive and may serve as a guide for the development of other Omushkego culture activities. The Omushkego culture curriculum incorporates the good life or **living well** in elementary and secondary grades.

School-Based Culture Activities at a Glance

Season Grade	Fall (September - October)	Freezing Up (November - December)	Winter (January - February)	Spring (March - April)	Blooming of the Earth (May - June)	Summer (July - August)
Kindergarten		Listen to and sing songs	Listen to traditional legends: Misheshekak and Shingibish			
Grade 1	Observe making bannock	Listen to and sing songs	Retell traditional legends: Misheshekak	Observe skinning, gutting, and cleaning rabbits		
Grade 2	Collect and make high bush cranberry jam	Listen to and sing songs	Retell traditional legends: Shingibish	Observe plucking, gutting, and cleaning ducks		
Grade 3	Collect and prepare Labrador tea	Listen to and sing songs	Retell traditional legends: Mishiwiyashisuk	Observe plucking, gutting, and cleaning Canada geese		Perform round dances
Grade 4	Make baked bannock	Make bead loom necklaces Make wooden spoons	Retell traditional legends: Wisakaychak and Chakapesh	Observe filleting and cleaning pike		Perform step dances
Grade 5	Make fried bannock	Make single strand necklace with hearts Make small craft sled	Retell traditional legends: Ayas	Skin gut, and clean rabbits		Perform square dances
Grade 6	Make bannock on a stick	Make small display beaded mittens Make bow and arrows	Retell traditional legends: Pakaaskokan	Pluck, gut, and clean ducks		Perform round dances (optional see Grade 3)
Grade 7		Make tamarack geese Make beaded wrist band Make small craft canoe	Retell traditional legends: Wemishoosh	Pluck, gut, and clean Canada geese		Perform step dances (optional see Grade 4)
Grade 8		Make animal carving of choice Make dolls with clothing Make beaded hide purse or bag	Retell traditional legends: Anway	Fillet and clean walleye Build a temporary shelter, e.g., open brush or lean-to		Perform square dances (optional see Grade 5)
Grade 9		Make moss bag Make cradle board	Retell traditional legends: Omushkegowuk Skin, clean, and stretch ermine or marten	Erect prospector tent with stove		
Grade 10		Make a spruce wood paddle Make beaded mittens with tanned skin line Make ski-doo sled	Retell traditional legends: Omushkego Voices	Construct mikiwam with canvas or bark		

Note: Summer activities should be taught during the Blooming of the Earth to coincide with the school year.



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Kindergarten Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) listen to and sing songs (freezing up)
- b) retell traditional legends: Misheshekak and Shingibish (winter)

Listen to and Sing Songs (Freezing Up)

Overall Expectations

Music and Dance (the arts)

- demonstrate an awareness of themselves as musicians through engaging in music activities
- demonstrate basic knowledge and skills gained through exposure to music and music activities
- express responses to a variety of forms of music, including those from other cultures: Cree children's songs and Cree Christmas songs

Living Well (health and physical education)

- practice Omushkego culture and language conventions

Resources (Materials):

children's songs or Christmas songs in Cree (written or digital audio versions), audio video recorder and player

local elder or singer

NAN Cree Song Book (available online as an mp3 file)

<http://occc.ca/product/nan-cree-song-book/>

OCCC Cree and Oji-Cree Songs (available online as an mp3 file) <http://occc.ca/songs/>

Cree Children's Songs (available online as a pdf) <http://occc.ca/product/children-cree-songs/>

Notes: 1) Find local singer (to discuss program requirements) and locate written or recorded audio versions of children's or Christmas songs in Cree well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or singer.

Teaching/Learning Strategies:

Ensure written or audio versions children's or Christmas songs in Cree are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local singer.

Acknowledge that Omushkego songs are related to their use in the school, community, and on the land.

Listening to Songs

Introduce purposes for listening and good listening behaviours with regard to melody.

Have students listen to local singer sing children's or Christmas songs in Cree.

Have the singer describe the type of song and ways it can be used in the school or community, e.g., just for fun, for learning, and for special events or occasions.

Singing Songs

Introduce purposes for singing and good singing behaviours with regard to melody.

Play audio recordings or sing written songs.

Have students express their responses to the music by moving, by making connections to their own experiences, or by talking about the musical form.

Provide opportunities for students to listen to audio versions or sing along with written versions of these songs and practice singing them.

Circulate and observe students throughout the activity by identifying and giving examples of their strengths and areas for growth as musical performers.

Have students sing a song in unison as a whole class at a school or community assembly.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part; demonstrate respectful behaviour towards the local singer and others in the group; and show respectful appreciation during a music presentation.

Assessment:

Singing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Melody sequence of high or low pitches often organized into phrases	– sings songs out of tune in a group	– sings songs in tune occasionally in a group	– sings songs in tune most of the time in a group	– sings songs in tune consistently in a group
Listening	– never listens to singer and others in class	– sometimes listens to singer and others in class	– most of the time listens to singer and others in class	– all of the time listens to singer and others in class
Rehearsal Effort and Behaviour	– shows no effort and is generally distracted	– shows little effort and needs to be reminded to focus	– shows some effort and needs to be occasionally reminded to focus	– shows a great deal of effort and does not need to be reminded to focus
Singing Performance	– performs a complete song in unison with no expression in class or in the school or community	– performs a complete song in unison with little expression in class or in the school or community	– performs a complete song in unison with some expression in class or in the school or community	– performs a complete song in unison with lots of expression in the school or community

Notes for students working as a whole class or individually:

Listen to Traditional Legends: Misheshekak and Shingibish (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and stories for entertainment for variety of purposes in a variety of contexts
- use speaking skills and strategies appropriately for a variety of purposes

Living Well (health and physical education)

- practice Omushkego culture and language conventions

Resources (Materials):

Misheshekak and Shingibish series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Misheshekak Grade 1 Resource 2019 (Revised)

https://drive.google.com/drive/folders/1RMeGlk5OC30R_xzShZ3Daua5-OD4glW1

<https://drive.google.com/drive/folders/1uHUQX1yydorqTY-nyZ5xQ6ijMqqBJrTC>

Omushkego Education Our Stories: Shingibish Grade 2 Resource 2018

<https://drive.google.com/drive/folders/1xYmO0zmKmrPQr9vLY6JPinBb8hIiAmR>

<https://drive.google.com/drive/folders/1nAY8E3-L-kO8fpeBpitpFD0JI0CH0X7>

Notes: 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Misheshekak and Shingibish series of legends well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Misheshekak and Shingibish series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Introduce purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Misheshekak and Shingibish in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Introduce purposes for speaking and good speaking behaviours.

Ask students to express their feelings or share their ideas about traditional legends.

Play audio recordings or read written legends.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or written versions of these legends.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

makes sure they do not bother others when listening 1 2 3 4

makes sure they do not let others bother them when listening 1 2 3 4

listens carefully without interrupting 1 2 3 4

waits for their turn to speak 1 2 3 4

asks good questions after listening 1 2 3 4

Speaking

gives other students a chance to speak 1 2 3 4

responds positively to the contributions of others 1 2 3 4

**listens to traditional legends
in culturally appropriate ways** 1 2 3 4

Notes for students working as a whole class or individually:



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Grade 1 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) observe making baked bannock (fall)
- b) listen to and sing songs (freezing up)
- c) retell traditional legends: Misheshkak (winter)
- d) observe skinning, gutting, and cleaning rabbits (spring)

Observe Making Baked Bannock (Fall)

Overall Expectations:

Traditional Cooking (health and physical education and mathematics)

- recognize one method of making bannock: baked

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- observe practices of handling and preparation of baked bannock
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

flour (Robin Hood), salt, baking powder (Magic), lard (Tenderflake), blueberries (optional), butter, jam, water, baking pan or tray, measuring cups and spoons, large bowls, oven mitts, forks, spatulas, and oven

local bannock maker

guest elders

Bannock

<https://www.thecanadianencyclopedia.ca/en/article/bannock#:~:text=In%20its%20most%20rudimentary%20form,baked%20in%20a%20frying%20pan.>

Easy Bannock <https://www.bettertogetherbc.ca/recipes/single/easy-bannock>

3 Ways to Make Bannock <https://www.wikihow.com/Make-Bannock>

- Notes:** 1) Find local bannock maker (to discuss program requirements), order bannock making supplies, and reserve home economics room well in advance of this activity.
2) Invite local elders for bannock and tea with the students.

Teaching/Learning Strategies:

Rearrange seating and have students sit around bannock making area.

Describe purpose of this activity and safety considerations, e.g., handling of food and use of kitchen utensils.

Explain the origins of bannock and its use a food source.

Acknowledge that the Omushkegowuk are very proficient at adapting foods used by others.

Bannock Making Ingredients and Equipment

Show an example of finished baked bannock product.

Have students identify ingredients and equipment used to make bannock in Cree.

Bannock Making Measurements

Describe a method used to cook baked bannock.

Explain the differences between estimated and precise measurements and when each kind is required.

Bannock Making Instructions

Demonstrate bannock making step by step using standard measurements.

Explain that bannock is cooked when a fork comes out clean or a tap on the top makes a hollow sound.

Have students eat warm baked bannock with butter and jam for taste and share with guest elders.

Note: Students should follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local bannock maker and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bannock Making Anecdotal Record

Look for the following:

- uses and names ingredients in Cree
- observes step by step instructions from bannock maker
- observes and identifies culturally appropriate ways to be helpful to local bannock maker
- shows respectful behaviour towards others in small group
- **enjoys tasty baked bannock**

Notes for students working as a whole class or individually:

Listen to and Sing Songs (Freezing Up)

Overall Expectations

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts: Cree children's songs and Cree Christmas songs

Living Well (health and physical education)

- practice Omushkego culture and language practices

Resources (Materials):

children's songs or Christmas songs in Cree (written or digital audio versions), audio video recorder and player

local elder or singer

NAN Cree Song Book (available online as an mp3 file)

<http://occc.ca/product/nan-cree-song-book/>

OCCC Cree and Oji-Cree Songs (available online as an mp3 file) <http://occc.ca/songs/>

Cree Children's Songs (available online as a pdf) <http://occc.ca/product/children-cree-songs/>

Notes: 1) Find local singer (to discuss program requirements) and locate written or recorded audio versions of children's or Christmas songs in Cree well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or singer.

Teaching/Learning Strategies:

Ensure written or audio versions children's or Christmas songs in Cree are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local singer.

Acknowledge that Omushkego songs are related to their use in the school, community, and on the land.

Listening to Songs

Introduce purposes for listening and good listening behaviours with regard to melody.

Have students listen to local singer sing children's or Christmas songs in Cree.

Have the singer describe the type of song and ways it can be used in the school or community, e.g., just for fun, for learning, and for special events or occasions.

Singing Songs

Introduce purposes for singing and good singing behaviours with regard to melody.

Play audio recordings or sing written songs.

Provide opportunities for students to listen to audio versions or sing along with written versions of these songs and practice singing them.

Circulate and observe students throughout the activity by identifying and giving examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.

Have students accurately sing a song of their choice in unison to the whole class or at a school or community assembly.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part; demonstrate respectful behaviour towards the local singer and others in the group; and show respectful appreciation during a music presentation.

Assessment:

Singing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Elements of Music e.g., melody, rhythm, tempo, and dynamics	– rarely able to demonstrate music elements such as melody	– sometimes able to demonstrate music elements such as melody	– mostly able to demonstrate music elements such as melody	– always able to demonstrate music elements such as melody
Melody sequence of high or low pitches often organized into phrases	– sings songs out of tune – sings songs out of tune in a group	– sings songs in tune occasionally – sings songs in tune occasionally in a group	– sings songs in tune most of the time – sings songs in tune most of the time in a group	– sings songs in tune consistently – sings songs in tune consistently in a group
Listening	– never listens to singer and others in class	– sometimes listens to singer and others in class	– most of the time listens to singer and others in class	– all of the time listens to singer and others in class
Rehearsal Effort and Behaviour	– shows no effort and is generally distracted	– shows little effort and needs to be reminded to focus	– shows some effort and needs to be occasionally reminded to focus	– shows a great deal of effort and does not need to be reminded to focus
Singing Performance	– performs a complete song in unison with no expression, making constant errors in class or in the school or community	– performs a complete song in unison with little expression making many errors in class or in the school or community	– performs a complete song in unison with some expression, making some errors in class or in the school or community	– performs a complete song in unison with lots of expression, making no errors in class or in the school or community

Notes for students working as a whole class or individually:

Retell Traditional Legends: Misheshekak (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Misheshekak series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Misheshekak Grade 1 Resource 2019 (Revised)

https://drive.google.com/drive/folders/1RMeGlk5OC30R_xzShZ3Daua5-OD4glW1

<https://drive.google.com/drive/folders/1uHUQX1yydorqTY-nyZ5xQ6ijMqqBJrTC>

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Misheshekak series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Misheshekak series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Misheshekak in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or written versions of these legends and practice orally retelling them.

Have students accurately retell parts of traditional Misheshekak legend of their choice to whole class using pictures as a guide.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

makes sure they do not bother others when listening	1	2	3	4
makes sure they do not let others bother them when listening	1	2	3	4
listens carefully without interrupting	1	2	3	4
waits for their turn to speak	1	2	3	4
shows they are paying attention by looking at the speaker	1	2	3	4
asks good questions after listening	1	2	3	4

Speaking

gives other students a chance to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
stays on topic and speaks to the point	1	2	3	4
retells parts of a traditional legend in class using pictures as a guide	1	2	3	4

Notes for students working as a whole class or individually:

Observe Skinning, Gutting, and Cleaning Rabbits (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- observe ways of skinning, gutting, and cleaning rabbits

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: rabbits
- recognize culturally appropriate practices of handling and preparation of rabbits
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, metal bowls, fresh or unfrozen rabbits, dumplings, cooking pots, and stove

local rabbit cleaner and cook

guest elders

How to Gut and Skin a Rabbit <https://www.youtube.com/watch?v=5SdMMp75ZsU>

How to Gut and Skin a Rabbit (Easy Way)

<https://www.youtube.com/watch?v=Tv2D4Ytjbzw>

How to Clean a Rabbit <https://mdc.mo.gov/hunting-trapping/species/rabbit/how-clean-rabbit>

Notes: 1) Find local rabbit cleaner and cook (to discuss program requirements), obtain fresh or unfrozen snared rabbits, and reserve home economics room well in advance of this activity.

2) Cooking rabbits and making dumplings may be done with or without students depending on time constraints.

3) Invite local elders for rabbit and dumplings with the students.

Teaching/Learning Strategies:

Rearrange seating or have students stand around rabbit preparation area.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting (snaring or shooting with .22) rabbits and their use as food and a source of clothing (fur for rabbit skin hats and baby blankets).

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Rabbit Skinning, Gutting, and Cleaning Tools

Show an example of a finished rabbit.

Have students identify tools used to skin, gut, and clean rabbits in Cree.

Rabbit Skinning, Gutting, and Cleaning Methods

Describe different methods used to skin, gut, and clean rabbits in Cree.

Demonstrate skinning, gutting, and cleaning process step by step.

Explain that outside of rabbit should be free of fur, that the inside is free of guts, that rabbit is rinsed properly.

Place finished rabbit in metal bowl.

Rabbit Preparation and Cooking

Boil rabbit with dumplings.

Have students eat cooked boiled rabbit with dumplings and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation.

Assessment:

Rabbit Skinning, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of rabbits for food and clothing
- uses and names correct tools for rabbit skinning, gutting, and cleaning rabbits in Cree
- follows step by step instructions with rabbit cleaner and recognizes that
 - the body is free of fur (skinning)
 - the body is free of internal organs (gutting)
 - the body is free of hair and blood (cleaning)
- listens respectfully to elders and local rabbit cleaner
- observes and identifies culturally appropriate ways to be helpful to local rabbit cleaner
- shows respectful behaviour towards others as a whole class
- **observes the process of getting a rabbit ready for cooking**

Notes for students working as a whole class:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 2 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) collect and make high bush cranberry jam (fall)
- b) listen to and sing songs (freezing up)
- c) retell traditional legends: Shingibish (winter)
- d) observe plucking, gutting, and cleaning ducks (spring)

Collect and Make High Bush Cranberry Jam (Fall)

Overall Expectations:

Plant Gathering (science & technology)

- successfully identify and collect berries and plants: high bush cranberries (moose berries)
- show methods of collecting plants and berries: high bush cranberries

Traditional Cooking (health and physical education and mathematics)

- prepare different varieties of plants and berries: high bush cranberry jam

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- display practices of handling and preparation of plants and berries
- practice Omushkego culture and language
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

high bush cranberries (moose berries), sugar, lemon juice (optional), spoons, colander or strainer, cooking pots, stove or hot plates, and glass storage containers

local berry cook

guest elders

Viburnum Edule: High Bush Cranberries https://en.wikipedia.org/wiki/Viburnum_edule

20 – Minute Berry Jam <https://www.foodiecrush.com/20-minute-berry-jam/>

How to Make High Bush Cranberry Sauce <https://penciltreks.com/life/food/how-to-make-high-bush-cranberry-sauce/>

Notes: 1) Find local berry cook (to discuss program requirements), obtain or order berry making supplies, and reserve home economics room well in advance of this activity.

2) Local berry cook may collect high bush cranberries (moose berries) beforehand or take students outside to collect berries from the surrounding area.

3) Invite local elders for high bush cranberry jam and bannock with the students.

Teaching/Learning Strategies:

Ensure high bush cranberry (moose berry) jam making supplies and equipment are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of berries and kitchen tools.

Explain the name for high bush cranberry (in Cree) and its use as a source of food or medicine.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Cranberry Jam Making Ingredients and Equipment

Show an example of a finished high bush cranberry jam product.

Describe the high bush cranberry plant, where it's found (habitat or location), when it is harvested, and how it is collected.

Have students identify ingredients and equipment used to make jam in Cree.

Cranberry Jam Making Measurements

Explain the differences between estimated and precise measurements and when each kind is required.

Have students estimate, measure, and describe capacity, volume, or mass through investigation using non-standard units.

Cranberry Making Instructions

Model jam making process step by step.

Have students follow along or have them follow a recipe on their own.

Check that cranberry jam is proper thickness.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students eat high bush cranberry jam with warm baked bannock and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local berry cook and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

High Bush Cranberry Jam Making Anecdotal Record

Look for the following:

- uses and names ingredients in Cree
- measures ingredients using estimated measurements
- follows step by step instructions with jam maker or recipe on their own
- observes and identifies culturally appropriate ways to be helpful to local berry cook
- shows respectful behaviour towards others in small group
- **makes and enjoys tasty high bush cranberry jam**

Notes for students working in small groups:

Listen to and Sing Songs (Freezing Up)

Overall Expectations

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts: Cree children's songs and Cree Christmas songs

Living Well (health and physical education)

- practice Omushkego culture and language practices

Resources (Materials):

children's songs or Christmas songs in Cree (written or digital audio versions), audio video recorder and player

local elder or singer

NAN Cree Song Book (available online as an mp3 file)

<http://occc.ca/product/nan-cree-song-book/>

OCCC Cree and Oji-Cree Songs (available online as an mp3 file) <http://occc.ca/songs/>

Cree Children's Songs (available online as a pdf) <http://occc.ca/product/children-cree-songs/>

Notes: 1) Find local singer (to discuss program requirements) and locate written or recorded audio versions of children's or Christmas songs in Cree well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or singer.

Teaching/Learning Strategies:

Ensure written or audio versions children's or Christmas songs in Cree are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local singer.

Acknowledge that Omushkego songs are related to their use in the school, community, and on the land.

Listening to Songs

Explain purposes for listening and good listening behaviours with regard to melody, tempo, and dynamics.

Have students listen to local singer sing children's or Christmas songs in Cree.

Have the singer describe the type of song and ways it can be used in the school or community, e.g., just for fun, for learning, and for special events or occasions.

Singing Songs

Explain purposes for singing and good singing behaviours with regard to melody, tempo, and dynamics.

Play audio recordings or sing written songs.

Provide opportunities for students to listen to audio versions or sing along with written versions of these songs and practice singing them.

Circulate and observe students throughout the activity by identifying and giving examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.

Have students accurately sing a song of their choice in unison to the whole class or at a school or community assembly.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part; demonstrate respectful behaviour towards the local singer and others in the group; and show respectful appreciation during a music presentation.

Assessment:

Singing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Elements of Music e.g., melody, tempo, and dynamics	– rarely able to demonstrate music elements such as melody, tempo, and dynamics	– sometimes able to demonstrate music elements such as melody, tempo, and dynamics	– mostly able to demonstrate music elements such as melody, tempo, and dynamics	– always able to demonstrate music elements such as melody, tempo, and dynamics
Melody sequence of high or low pitches often organized into phrases	– sings songs out of tune – sings songs out of tune in a group	– sings songs in tune occasionally – sings songs in tune occasionally in a group	– sings songs in tune most of the time – sings songs in tune most of the time in a group	– sings songs in tune consistently – sings songs in tune consistently in a group
Tempo speed at which music is performed: fast, medium, or slow	– sings songs with no understanding of when music is fast or slow	– sings songs with little understanding of when music is fast or slow	– sings songs with some understanding of when music is fast or slow	– sings songs with a great deal of understanding of when music is fast or slow
Dynamics volume or strength of a sound: loud, medium, or soft	– sings songs with no understanding of loudness or softness of sounds	– sings songs with little understanding of loudness or softness of sounds	– sings songs with some understanding of loudness or softness of sounds	– sings songs with a great deal of understanding of loudness or softness of sounds
Rehearsal Effort and Behaviour	– shows no effort and is generally distracted	– shows little effort and needs to be reminded to focus	– shows some effort and needs to be occasionally reminded to focus	– shows a great deal of effort and does not need to be reminded to focus
Singing Performance	– performs a complete song in unison with no expression, making constant errors in class or in the school or community	– performs a complete song in unison with little expression making many errors in class or in the school or community	– performs a complete song in unison with some expression, making some errors in class or in the school or community	– performs a complete song in unison with lots of expression, making no errors in class or in the school or community

Notes for students working as a whole class or individually:

Retell Traditional Legends: Shingibish (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Shingibish series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Shingibish Grade 2 Resource 2018

<https://drive.google.com/drive/folders/1xYmO0zmKmrPQr9vLY6JPinBb8hIiAmR>

<https://drive.google.com/drive/folders/1nAY8E3-L-kO8fpeBpitpFD0JI0CH0X7>

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Shingibish series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Shingibish series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Shingibish in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Shingibish legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

shows they are paying attention by looking at the speaker	1	2	3	4
makes sure they do not bother others when listening	1	2	3	4
makes sure they do not let others bother them when listening	1	2	3	4
listens carefully without interrupting	1	2	3	4
waits for their turn to speak	1	2	3	4
shows they are paying attention by looking at the speaker	1	2	3	4
nods	1	2	3	4
asks good questions after listening	1	2	3	4

Speaking

gives other students a chance to speak	1	2	3	4
participates in group discussions	1	2	3	4
thinks about answers before stating them aloud	1	2	3	4
responds positively to the contributions of others	1	2	3	4
stays on topic and speaks to the point	1	2	3	4
retells a traditional legend accurately in class	1	2	3	4

Notes for students working as a whole class or individually:

Observe Plucking, Gutting, and Cleaning Ducks (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- observe ways of plucking, gutting, and cleaning various ducks

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: ducks
- recognize culturally appropriate practices of handling and preparation of ducks
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, propane torch (optional), matches (optional), gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen ducks, potatoes and other vegetables, aprons, roasting pans, and oven

local duck cleaner and cook

guest elders

How to Pluck a Duck <https://www.youtube.com/watch?v=CTMUE11jMX8>

How to Pluck a Duck in 2 Minutes <https://www.youtube.com/watch?v=mzYooi-ChWc>

Waterfowler's World: Game Care and Processing

<https://www.ducks.org/hunting/waterfowl-hunting-tips/waterfowlers-world-game-care-and-processing>

Notes: 1) Find local duck cleaner and cook (to discuss program requirements), obtain fresh or unfrozen ducks, and reserve home economics room well in advance of this activity.

2) Plucking the feathers should be done outside if possible.

3) Cooking ducks and potatoes and other vegetables may be done with or without students depending on time constraints.

4) Invite local elders for ducks and potatoes and other vegetables with the students.

Teaching/Learning Strategies:

Rearrange seating or have students stand around duck preparation area.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting ducks and their use as food.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Duck Plucking, Gutting, and Cleaning Tools

Show an example of a finished duck.

Have students handle and identify tools used to pluck, gut, and clean ducks in Cree.

Duck Plucking, Gutting, and Cleaning Methods

Describe different methods used to pluck, gut, and clean ducks in Cree.

Demonstrate plucking, gutting, and cleaning process step by step.

Explain that outside of duck should be free of feathers, that the inside should be free of guts, that the duck should be rinsed properly.

Place finished duck in metal bowl.

Duck Preparation and Cooking

Roast ducks with potatoes and other vegetables.

Have students eat cooked roast ducks and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Duck Plucking, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of ducks for food
- uses and names correct tools for plucking, gutting, and cleaning ducks in Cree
- follows step by step instructions with duck cleaner and recognizes that
 - the body is free of feathers (plucking)
 - the body is free of internal organs (gutting)
 - the body is free of feathers and blood (cleaning)
- listens respectfully to elders and local duck cleaner
- observes and identifies culturally appropriate ways to be helpful to local duck cleaner
- shows respectful behaviour towards others as a whole class
- **observes the process of getting a duck ready for storing or cooking**

Notes for students working as a whole class:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 3 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) collect and prepare Labrador tea (fall)
- b) listen to and sing songs (freezing up)
- c) retell traditional legends: Mishyawiyashisuk (winter)
- d) observe plucking, gutting, and cleaning Canada geese (spring)
- e) perform round dances (summer)

Collect and Prepare Labrador Tea (Fall)

Overall Expectations:

Plant Gathering (science & technology)

- successfully identify and collect berries and plants: Labrador tea
- show methods of collecting plants and berries: Labrador tea

Traditional Cooking (health and physical education and mathematics)

- prepare different varieties of plants and berries: Labrador tea

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- display practices of handling and preparation of plants and berries
- practice Omushkego culture and language
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

Labrador tea, tea bags, sugar, milk, and bannock with butter and jam (optional), tea pot or kettle, cups, and stove or hot plates

local Labrador tea maker

guest elders

Labrador Tea: An Abundant Edible Wild Plant <https://www.foodfirstnl.ca/rcr-archive/2013/07/labrador-tea-an-abundant-local-edible-wild-plant>

Labrador Tea <https://www.ediblewildfood.com/Labrador-tea.aspx>

Foraging and Making Labrador Tea <https://www.youtube.com/watch?v=lFIuaGAYgQE>

Notes: 1) Find local Labrador tea maker (to discuss program requirements), obtain or order tea making supplies, and reserve home economics room well in advance of this activity.

2) Labrador tea maker may collect Labrador tea leaves beforehand or take students outside to collect leaves from the surrounding area.

3) Invite local elders for Labrador tea and bannock with the students.

Teaching/Learning Strategies:

Ensure Labrador tea making supplies and equipment are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of plants and kitchen tools.

Explain the name for Labrador tea (in Cree) and its use as a source of food or medicine.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Labrador Tea Making Ingredients and Equipment

Show an example of a finished Labrador tea product.

Describe the Labrador tea plant, where it's found (habitat or location), when it is harvested, and how it is collected.

Have students identify ingredients and equipment used to make tea in Cree.

Labrador Tea Making Measurements

Explain the differences between estimated and precise measurements and when each kind is required.

Have students estimate, measure, and describe capacity, volume, or mass through investigation using non-standard units.

Labrador Tea Making Instructions

Model Labrador tea making process step by step.

Have students follow along or have them follow a recipe on their own.

Check that Labrador tea leaves are properly steeped.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students drink Labrador tea with warm baked bannock with butter and jam and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local Labrador tea maker and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Labrador Tea Making Anecdotal Record

Look for the following:

- uses and names ingredients in Cree
- measures ingredients using estimated measurements
- follows step by step instructions with tea maker or recipe on their own
- observes and identifies culturally appropriate ways to be helpful to local Labrador tea maker
- shows respectful behaviour towards others in small group
- **makes and enjoys delicious Labrador tea**

Notes for students working in small groups:

Listen to and Sing Songs (Freezing Up)

Overall Expectations

Music and Dance (the arts)

- apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts: Cree children's songs and Cree Christmas songs

Living Well (health and physical education)

- practice Omushkego culture and language practices

Resources (Materials):

children's songs or Christmas songs in Cree (written or digital audio versions), audio video recorder and player

local elder or singer

NAN Cree Song Book (available online as an mp3 file)

<http://occc.ca/product/nan-cree-song-book/>

OCCC Cree and Oji-Cree Songs (available online as an mp3 file) <http://occc.ca/songs/>

Cree Children's Songs (available online as a pdf) <http://occc.ca/product/children-cree-songs/>

Notes: 1) Find local singer (to discuss program requirements) and locate written or recorded audio versions of children's or Christmas songs in Cree well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or singer.

Teaching/Learning Strategies:

Ensure written or audio versions children's or Christmas songs in Cree are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local singer.

Acknowledge that Omushkego songs are related to their use in the school, community, and on the land.

Listening to Songs

Explain purposes for listening and good listening behaviours with regard to melody, rhythm, tempo, and dynamics.

Have students listen to local singer sing children's or Christmas songs in Cree.

Have the singer describe the type of song and ways it can be used in the school or community, e.g., just for fun, for learning, and for special events or occasions.

Singing Songs

Explain purposes for singing and good singing behaviours with regard to melody, rhythm, tempo, and dynamics.

Play audio recordings or sing written songs.

Provide opportunities for students to listen to audio versions or sing along with written versions of these songs and practice singing them.

Circulate and observe students throughout the activity by identifying and giving examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.

Have students accurately sing a song of their choice in unison or solo to the whole class or at a school or community assembly.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part; demonstrate respectful behaviour towards the local singer and others in the group; and show respectful appreciation during a music presentation.

Assessment:

Singing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Elements of Music e.g., melody, rhythm, tempo, and dynamics	– rarely able to explain or demonstrate music elements such as melody, rhythm, tempo, and dynamics	– sometimes able to explain or demonstrate music elements such as melody, rhythm, tempo, and dynamics	– mostly able to explain or demonstrate music elements such as melody, rhythm, tempo, and dynamics	– always able to explain or demonstrate music elements such as melody, rhythm, tempo, and dynamics
Melody sequence of high or low pitches often organized into phrases	– sings songs out of tune – sings songs out of tune in a group	– sings songs in tune occasionally – sings songs in tune occasionally in a group	– sings songs in tune most of the time – sings songs in tune most of the time in a group	– sings songs in tune consistently – sings songs in tune consistently in a group
Rhythm combination of long and short sounds	– sings songs with no understanding of long or short sounds	– sings songs with little understanding of long or short sounds	– sings songs with some understanding of long or short sounds	– sings songs with a great deal of understanding of long or short sounds
Tempo speed at which music is performed: fast, medium, or slow	– sings songs with no understanding of when music is fast or slow	– sings songs with little understanding of when music is fast or slow	– sings songs with some understanding of when music is fast or slow	– sings songs with a great deal of understanding of when music is fast or slow
Dynamics volume or strength of a sound: loud, medium, or soft	– sings songs with no understanding of loudness or softness of sounds	– sings songs with little understanding of loudness or softness of sounds	– sings songs with some understanding of loudness or softness of sounds	– sings songs with a great deal of understanding of loudness or softness of sounds
Rehearsal Effort and Behaviour	– shows no effort and is generally distracted	– shows little effort and needs to be reminded to focus	– shows some effort and needs to be occasionally reminded to focus	– shows a great deal of effort and does not need to be reminded to focus
Singing Performance	– performs a complete song in unison or solo with no confidence or enthusiasm, making constant errors in class or in the school or community	– performs a complete song in unison or solo with little confidence and enthusiasm, making many errors in class or in the school or community	– performs a complete song in unison or solo with some confidence and enthusiasm, making some errors in class or in the school or community	– performs a complete song in unison or solo with lots of confidence and enthusiasm, making no errors in class or in the school or community

Notes for students working as a whole class or individually:

Retell Traditional Legends: Mishiauiyashisuk (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Mishiauiyashisuk series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Mishiauiyashisuk Grade 3 Resource 2019

<https://drive.google.com/drive/folders/1NnyabWLL3o8nB4UjBLjzzwcaHjwmuoZo>

https://drive.google.com/drive/folders/1YQsj8nUTR85C_1X9P2W7VV34rAC02bor

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Mishiauiyashisuk series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Mishiwiyashishuk series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Mishiwiyashishuk in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Mishiwiyashishuk legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

shows they are paying attention	1	2	3	4
makes sure they do not bother others	1	2	3	4
makes sure that they do not let others bother them	1	2	3	4
listens carefully without interrupting	1	2	3	4
waits for their turn to speak	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

makes an effort to speak clearly	1	2	3	4
stays on topic and speaks to the point	1	2	3	4
gives other students a chance to speak	1	2	3	4
participates in group discussion	1	2	3	4
responds positively to the contributions of others	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Observe Plucking, Gutting, and Cleaning Canada Geese (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- observe ways of plucking, gutting, and cleaning Canada geese

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: Canada geese
- recognize culturally appropriate practices of handling and preparation of geese
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, propane torch, matches, gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen Canada geese, dumplings or potatoes or other vegetables, aprons, cooking pots or roasting pans, and stove or oven

local goose cleaner and cook

guest elders

How to Clean a Goose https://www.ehow.com/how_4550519_clean-geese.html

How to Pluck and Prepare a Goose <https://www.youtube.com/watch?v=B7nNkB2nYgw>

How to Clean and Pluck a Goose <https://www.youtube.com/watch?v=B7nNkB2nYgw>

Notes: 1) Find local goose cleaner and cook (to discuss program requirements), obtain fresh or unfrozen Canada geese, and reserve home economics room well in advance of this activity.

2) Plucking and burning the feathers should be done outside if possible.

3) Cooking geese and making dumplings or potatoes may be done with or without students depending on time constraints.

4) Invite local elders for goose and dumplings or potatoes with the students.

Teaching/Learning Strategies:

Have students rearrange seating or stand around goose preparation area.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting (shooting from blinds) geese and their use as food and a source of clothing (feathers for blankets).

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Goose Plucking, Gutting, and Cleaning Tools

Show an example of a finished Canada goose.

Have students handle and identify tools used to pluck, gut, and clean geese in Cree.

Goose Plucking, Gutting, and Cleaning Methods

Describe different methods used to pluck, gut, and clean geese in Cree.

Demonstrate plucking, gutting, and cleaning process step by step.

Explain that outside of goose should be free of feathers, that the inside should be free of guts, that the goose should be rinsed properly.

Place finished Canada goose in metal bowl.

Show students ways of deboning or butchering geese depending on need, e.g., boiled, roasted, or smoked.

Goose Preparation and Cooking

Boil geese with dumplings or roast goose with potatoes and other vegetables.

Have students eat cooked boiled geese or roast geese and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation.

Assessment:

Goose Plucking, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of geese for food and clothing
- uses and names correct tools for plucking, gutting, and cleaning geese in Cree
- follows step by step instructions with goose cleaner and recognizes that
 - the body is free of feathers (plucking and burning)
 - the body is free of internal organs (gutting)
 - the body is free of blood (cleaning)
- listens respectfully to elders and local goose cleaner
- observes and identifies culturally appropriate ways to be helpful to local goose cleaner
- shows respectful behaviour towards others as a whole class
- **observes the process of getting a goose ready for storing or cooking**

Notes for students working as a whole class:

Perform Round Dances (Summer)

Overall Expectations:

Music and Dance (the arts)

- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts: round dances

Living Well (health and physical education)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- follow Omushkego culture and language practices

Resources (Materials):

round dance music or videos and audio-video player

local hand drum singer and dancer

How to Take Part in a Round Dance <https://www.ualberta.ca/newtrail/how-to/how-to-take-part-in-a-round-dance.html>

Round Dance 101 <https://www.youtube.com/watch?v=626MhRl6aFQ>

Northern Cree Round Dance Jam Singles (10 songs)

https://www.youtube.com/watch?v=16YKVnc09FE&list=OLAK5uy_lMxD3mHT19U0sAkAPdYu-ewuHu-hV1tIQ

Note: Find local hand drum singer and dancer (to discuss program requirements), order round dance music, and reserve gym well in advance of this activity.

Teaching/Learning Strategies:

Ensure music and videos are available.

Organize class into a large circle.

Describe purpose of this activity and precautions for preventing accidents and injuries, e.g., stretching and warm up exercises.

Explain the origins of round dances and its introduction to the community.

Round Dance Music and Videos

Play examples of round dance music.

Have students independently move with this music.

Show round dance videos.

Round Dance Technique and Choreography

Demonstrate round dance, e.g., gather in circle, hold hands with left hand up and right hand down, and step left to the beat with left foot then slide right foot next to it.

Describe elements of round dance using dance vocabulary in Cree.

Have students practice round dance focusing on their technique and choreography.

Observe and supervise students throughout the activity identifying strengths and areas of improvement. In addition, monitor the use of safe dance practices.

Round Dance Performance

Have students present a round dance with song of their choice in smaller circles in class or in the community.

Ask students to describe their feelings and reactions to this activity.

Note: Students should appreciate that contemporary cultural practices are directly related to their community; listen respectfully to the voices of those more experienced, especially elders and local hand drum singer and dancer; and behave in culturally appropriate ways when learning from culture.

Assessment:

Round Dance Rubric

Category	Level 1	Level 2	Level 3	Level 4
Round Dance Elements and Terminology	– rarely able to explain or demonstrate round dance terms, positions, steps, and directions	– sometimes able to explain or demonstrate round dance terms, positions, steps, and directions	– mostly able to explain or demonstrate round dance terms, positions, steps, and directions	– always able to explain or demonstrate round dance terms, positions, steps, and directions
Technique and Choreography	– shows no attention to details of movement, body position, and facial expression – shows no effort when performing choreography	– shows little attention to details of movement, body position, and facial expression – shows little effort when performing choreography	– shows some attention to details of movement, body position, and facial expression – shows some effort when performing choreography	– shows a great deal of attention to details of movement, body position, and facial expression – shows a great deal of effort when performing choreography
Participation	– shows no participation in circles	– shows little participation in circles	– shows some participation in circles	– shows a great deal of participation in circles
Round Dance Performance	– performs a complete round dance with no confidence or enthusiasm, making constant errors in class or in the community	– performs a complete round dance with little confidence and enthusiasm, making many errors in class or in the community	– performs a complete round dance with some confidence and enthusiasm, making some errors in class or in the community	– performs a complete round dance with lots of confidence and enthusiasm, making no errors in class or in the community

Notes for students working individually in circles:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 4 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders.

- a) make baked bannock (fall)
- b) make bead loom necklaces (freezing up)
- c) make wooden spoons (freezing up)
- d) retell traditional legends: Wisakaychak and Chakapesh (winter)
- e) observe filleting and cleaning pike (spring)
- f) perform step dances (summer)

Make Baked Bannock (Fall)

Overall Expectations:

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock: baked
- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- display practices of handling and preparation of baked bannock
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

flour (Robin Hood), salt, baking powder (Magic), lard (Tenderflake), blueberries (optional), butter, jam, water, baking pan or tray, measuring cups and spoons, large bowls, oven mitts, forks, spatulas, oven, and printed recipe instructions

local bannock maker

guest elders

Bannock

<https://www.thecanadianencyclopedia.ca/en/article/bannock#:~:text=In%20its%20most%20rudimentary%20form,baked%20in%20a%20frying%20pan.>

Easy Bannock <https://www.bettertogetherbc.ca/recipes/single/easy-bannock>

3 Ways to Make Bannock <https://www.wikihow.com/Make-Bannock>

Notes: 1) Find local bannock maker (to discuss program requirements), order bannock making supplies, and reserve home economics room well in advance of this activity.

2) Invite local elders for bannock and tea with the students.

Teaching/Learning Strategies:

Ensure bannock making supplies and equipment are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of food and use of kitchen utensils.

Explain the origins of bannock and its use a food source.

Acknowledge that the Omushkegowuk are very proficient at adapting foods used by others.

Bannock Making Ingredients and Equipment

Show an example of finished baked bannock product.

Describe different methods used to cook bannock, e.g., baked, fried, or on a stick.

Have students identify ingredients and equipment used to make bannock in Cree.

Bannock Making Measurements

Explain the differences between estimated and precise measurements and when each kind is required.

Have students experiment with different measurement devices to determine volume relationships between measuring cups, tablespoons, and teaspoons.

Bannock Making Instructions

Model bannock making step by step using instructions with standard measurements.

Have students follow along or have them follow instructions and cook bannock on their own.

Check that bannock is cooked with fork (comes out clean) or tap the top for hollow sound.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students eat warm baked bannock with butter and jam for taste and share with guest elders.

Note: Students should follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local bannock maker and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bannock Making Anecdotal Record

Look for the following:

- uses and names ingredients in Cree
- measures ingredients using standard measurements
- follows step by step instructions with bannock maker or recipe instructions on their own
- observes and identifies culturally appropriate ways to be helpful to local bannock maker
- shows respectful behaviour towards others in small group
- **makes tasty baked bannock**

Notes for students working in small groups:

Make Bead Loom Necklaces (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work
- identify and collect bead working materials and tools
- create bead working products: bead loom necklace

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

bead looms, various bead loom patterns (or graph paper and coloured pencils), scissors, assorted seed beads, threads, and needles

local bead loom worker

Bead Looming 101 <https://beadaholique.com/blogs/techniques-guides/bead-loom-101-beading-and-jewelry-making-on-a-bead-loom>

How to Work with a Bead Loom <https://www.youtube.com/watch?v=ScjJsOIQP3w>

Beading on a Loom <https://www.youtube.com/watch?v=nST3sXhofek>

Notes: 1) Find local bead loom worker (to discuss program requirements) and order bead loom and beading supplies well in advance of this activity.

2) Depending on the abilities of the students, they may connect the ends of the necklace using premade beaded hide medallions, pendants, or create their own.

Teaching/Learning Strategies:

Ensure bead loom tools and materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations.

Necklace Design

Show bead loom necklace examples.

Explain principles of bead working design, e.g., patterns and symmetry.

Have students create their own necklace designs on graph paper or use sample design patterns.

Necklace Tools and Materials

Have students identify bead loom tools and materials required to produce designs on their necklaces in Cree.

Demonstrate proper bead loom set up.

Have students set up their own bead looms.

Necklace Beading

Display good beading and safety practices.

Have students thread needles.

Have students thread first row of beads.

Have students continue bead working using trial and error.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Show good necklace completion practices.

Have students take necklace off bead loom.

Have students close off warps using different types of bead finishes.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local bead loom worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bead Loom Necklace Checklist

Look for students to

- create an original symmetrical design pattern or use a sample design pattern correctly
- describe bead working materials in Cree
- select appropriate bead loom materials for their product
- handle bead loom tools and materials safely

- make their product 5 beads wide
- ensure weft (threads that beads are stitched onto warp) goes over and under warp (long vertical threads) and lines are tight
- check that there are no spaces
- finish their product by beading warp threads together

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead loom worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- makes a wearable neatly woven bead loom necklace**

Notes for students working in small groups and individually:

Make Wooden Spoons (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- identify and collect wood working materials and tools
- manufacture traditional implements and tools: wooden spoon

Living Well (health and physical education)

- display practices of handling traditional implements, tools, and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

birch (hard wood), cedar (soft wood), carving tools (hook, gouge, draw, or straight knives), assorted grit sandpaper, protective finish (optional), safety tape or gloves, safety goggles, pens or markers, traditional spoon patterns, graph paper, and first aid kit

local carver

Spoon Carving for Everyone <https://www.instructables.com/Spoon-Carving-for-Everyone/>

How to Hand Carve a Wooden Spoon <https://www.familyhandyman.com/project/how-to-hand-carve-a-wooden-spoon/>

Wood Carving for Beginners https://www.youtube.com/watch?v=axiGtO48_KE

Notes: 1) Find local carver (to discuss program requirements), order carving materials, locate wood supply, and reserve wood working shop well in advance of this activity.

2) Soft wood (cedar) is better for beginning carvers.

3) Depending on the abilities of the students the local carver may precut the wood blanks for spoons using traditional or student created designs. Also, the local carver may carve parts of the inside or outside of the spoon bowl depending on the individual safety needs of the students.

Teaching/Learning Strategies:

Ensure carving tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using sharp tools.

Acknowledge that the Omushkegowuk are very skilled at making things using natural materials found on the land.

Wooden Spoon Design

Show traditional and modern-day wooden spoon examples.

Explain uses of wooden spoons in the past and traditional designs.

Have students create their own spoon designs on graph paper or use traditional designs.

Wooden Spoon Wood, Tools, and Materials

Have students identify different kinds of wood used for carving, e.g., birch (hard wood) and cedar (soft wood), and describe different carving tools and materials needed to carve a spoon from designs in Cree.

Wooden Spoon Carving

Model correct safe carving behaviors, e.g., wear safety gloves or tape and safety goggles, use the correct tool for job, and carve in small strokes with the tool pointing away.

Lead students through carving process step by step: cut wood blanks from design, carve corners and edges of handle, carve inside of bowl, carve outside bowl to match inside, sand inside and outside bowl, sand handle, and add protective finish (optional).

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show wooden spoon test practices, e.g., stir hot or cold water in sink or pot, and scoop water or other substances.

Have students test (use) wooden spoons in class or at home in different cooking situations for strength and versatility or usefulness.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local carvers.

Assessment:

Wooden Spoon Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

creates an original spoon design pattern or uses a traditional design pattern	1	2	3	4
identifies type and kind of wood used in spoon manufacture	1	2	3	4
describes carving tools and materials in Cree	1	2	3	4
handles carving tools and materials safely	1	2	3	4
carves inside and outside of spoon bowl to correct width and thickness	1	2	3	4
carves spoon handle to correct length, thickness, and taper	1	2	3	4
selects appropriate carving tools for different steps in carving process	1	2	3	4
finishes their product by sanding away carving marks	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local carver	1	2	3	4
makes a wooden spoon that can be used for cooking	1	2	3	4

Notes for students working individually:

Retell Traditional Legends: Wisakaychak and Chakapesh (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Chakapesh and Wisakaychak series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Wisakaychak Grade 4 Resource 2019 (Revised)

https://drive.google.com/drive/folders/19gs4E_dLe3fVH1HLPvxRO6mGDeTsXoOF

<https://drive.google.com/drive/folders/1kqrEagIG2EIVD6QNe2DfxryABQ-P1zhV>

Notes: 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Chakapesh and Wisakaychak series of legends well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Chakapesh and Wisakaychak series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Chakapesh or Wisakaychak in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Chakapesh or Wisakaychak legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Observe Filleting and Cleaning Pike (Spring)

Overall Expectations:

Fish Preparation (science & technology)

- demonstrate ways of filleting and cleaning fish

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: pike
- display culturally appropriate practices of handling and preparation of fish
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

filleting knives, sharpening stone or tool, filleting gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen fish, fish crisp, cooking oil, potatoes and other vegetables, aprons, fry pans, cooking pots, and stove

local fish cleaner and cook

guest elders

How to Clean Northern Pike (Boneless)

<https://www.youtube.com/watch?v=P8UbvAf2K8s&t=48s>

How to Clean and Fillet a Northern Pike <https://www.wikihow.com/Clean-and-Fillet-a-Northern-Pike>

How to Professionally Scale, Gut, and Clean Fish

<https://kamikoto.com/blogs/fundamentals/how-to-professionally-scale-gut-and-clean-fish>

Notes: 1) Find local fish cleaner and cook (to discuss program requirements), obtain fresh or unfrozen fish, and reserve home economics room well in advance of this activity.

2) Although this activity involves filleting and cleaning pike, scaling, gutting, and cleaning techniques for fish may be used depending on expertise of the local fish cleaner.

3) Students may fillet and clean fish depending on their abilities.

4) Frying fish and cooking potatoes and other vegetables may be done with or without students depending on time constraints.

5) Invite local elders for fish and potatoes and other vegetables with the students.

Teaching/Learning Strategies:

Have students rearrange seating or stand around fish preparation area.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of filleting tools especially sharp filleting knives.

Explain methods of catching pike (angling) and their use as food.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Filleting and Cleaning Tools

Show an example of finished fish fillets.

Have students handle and identify tools used to fillet and clean fish in Cree.

Filleting and Cleaning Methods

Describe different methods used to fillet and clean fish in Cree.

Demonstrate filleting and cleaning process step by step.

Explain that fillet should be boneless and that the fish should be rinsed properly.

Place finished fish fillets in metal bowl.

Fish Preparation and Cooking

Fry fish and cook potatoes and other vegetables.

Have students eat fried fish with potatoes and other vegetables and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Fish Filleting and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of pike for food
- uses and names correct tools for filleting and cleaning fish in Cree
- follows step by step instructions with fish cleaner and recognizes that
 - the fillets are boneless (filleting)
 - the fillets are free of blood (cleaning)
- listens respectfully to elders and local fish cleaner
- observes and identifies culturally appropriate ways to be helpful to local fish cleaner
- shows respectful behaviour towards others as a whole class
- **fillets and cleans a fish ready for storing or cooking**

Notes for students working as a whole class:

Perform Step Dances (Summer)

Overall Expectations:

Music and Dance (the arts)

- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts: step dances

Living Well (health and physical education)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- follow Omushkego culture and language practices

Resources (Materials):

step dance music or videos, audio-video player, step patterns, step dance outfits: shoes, skirts, shirts, and pants (optional)

local veteran dancer

Step Dance & Fiddle (available online as an mp3 file and as a CD)

<http://occc.ca/product/step-dance-and-fiddle-english-cd/>

Step Dancing <https://www.youtube.com/watch?v=mpwwvLs21HE>

Irish Step Dance <https://kids.lovetoknow.com/learning-at-home/irish-step-dance>

Note: Find local veteran dancer (to discuss program requirements), order step dance music, and reserve gym well in advance of this activity.

Teaching/Learning Strategies:

Ensure music and videos are available.

Organize class into long lines, circle, square, or pairs.

Describe purpose of this activity and precautions for preventing accidents and injuries, e.g., stretching and warm up exercises.

Explain the origins of step dancing and its introduction to the community.

Step Dance Music and Videos

Play examples of step dance fiddle music.

Have students independently move with this music.

Show step dance videos.

Side Step in Jig

Demonstrate jig step by step.

Describe elements of jig using dance vocabulary in Cree.

Have students practice side step in jig focusing on their technique and choreography.

Back Step in Reel

Show reel step by step.

Identify elements of reel using dance vocabulary in Cree.

Have students practice back step in reel focusing on their technique and choreography.

Observe and supervise students throughout the activity identifying strengths and areas of improvement. In addition, monitor the use of safe dance practices.

Step Dance Performance

Have students present a short dance of their choice in lines, circle, square, or pairs in class or in the community.

Ask students to describe their feelings and reactions to this activity.

Note: Students should appreciate that contemporary cultural practices are directly related to their community; observe and identify ways to be helpful to local veteran dancers and others in the class; listen respectfully to the voices of those more experienced, especially elders and experienced dancers; and behave in culturally appropriate ways when learning from culture.

Assessment:

Step Dance Rubric

Category	Level 1	Level 2	Level 3	Level 4
Step Dance Elements and Terminology	– rarely able to explain or demonstrate step dance terms, positions, steps, and directions	– sometimes able to explain or demonstrate step dance terms, positions, steps, and directions	– mostly able to explain or demonstrate step dance terms, positions, steps, and directions	– always able to explain or demonstrate step dance terms, positions, steps, and directions
Technique and Choreography	– shows no attention to details of movement, body position, and facial expression – shows no effort when performing choreography	– shows little attention to details of movement, body position, and facial expression – shows little effort when performing choreography	– shows some attention to details of movement, body position, and facial expression – shows some effort when performing choreography	– shows a great deal of attention to details of movement, body position, and facial expression – shows a great deal of effort when performing choreography
Participation	– shows no participation in lines, circle, square, or pairs	– shows little participation in lines, circle, square, or pairs	– shows some participation in lines, circle, square, or pairs	– shows a great deal of participation in lines, circle, square, or pairs
Group Engagement	– never observes and identifies ways to be helpful or listens to veteran dancer and others in class	– sometimes observes and identifies ways to be helpful or listens to veteran dancer and others in class	– most of the time observes and identifies ways to be helpful or listens to veteran dancer and others in class	– all of the time observes and identifies ways to be helpful or listens to veteran dancer and others in class
Step Dance Performance	– performs a complete step dance with no confidence or enthusiasm, making constant errors in class or in the community	– performs a complete step dance with little confidence and enthusiasm, making many errors in class or in the community	– performs a complete step dance with some confidence and enthusiasm, making some errors in class or in the community	– performs a complete step dance with lots of confidence and enthusiasm, making no errors in class or in the community

Notes for students working in lines, circle, square, or pairs:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 5 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) make fried bannock (fall)
- b) make single strand necklace with hearts (freezing up)
- c) make small craft sled (freezing up)
- d) retell traditional legends: Ayas (winter)
- e) skin, gut, and clean rabbits (spring)
- f) perform square dances (summer)

Make Fried Bannock (Fall)

Overall Expectations:

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock: fried
- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate
- estimate, measure, and record length, area, mass, capacity, and volume, using the metric measurement system

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- display practices of handling and preparation of fried bannock
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

flour (Robin Hood), salt, baking powder (Magic), lard (Tenderflake), vegetable oil (grease), butter, jam, water, frying pan, measuring cups and spoons, large bowls, forks, spatulas, stove or hot plates, and printed recipe instructions

local bannock maker

guest elders

Bannock

<https://www.thecanadianencyclopedia.ca/en/article/bannock#:~:text=In%20its%20most%20rudimentary%20form,baked%20in%20a%20frying%20pan.>

Easy Bannock <https://www.bettertogetherbc.ca/recipes/single/easy-bannock>

3 Ways to Make Bannock <https://www.wikihow.com/Make-Bannock>

Notes: 1) Find local bannock maker (to discuss program requirements), order bannock making supplies, and reserve home economics room well in advance of this activity.

2) Invite local elders for bannock and tea with the students.

Teaching/Learning Strategies:

Ensure bannock making supplies and equipment are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of food and use of kitchen utensils.

Explain the origins of bannock and its use a food source.

Acknowledge that the Omushkegowuk are very proficient at adapting foods used by others.

Bannock Making Ingredients and Equipment

Show an example of finished fried bannock product.

Describe different methods used to cook bannock, e.g., baked, fried, on a stick.

Have students identify ingredients and equipment used to make bannock in Cree.

Bannock Making Measurements

Explain the differences between estimated and precise measurements and when each kind is required.

Have students experiment with different measurement devices to determine volume relationships between measuring cups, tablespoons, teaspoons and grams and millilitres.

Bannock Making Instructions

Demonstrate bannock making step by step using instructions with metric measurements.

Have students follow along or have them follow instructions and cook bannock on their own.

Check that bannock is cooked (golden brown on both sides).

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students eat warm fried bannock with butter and jam for taste and share with guest elders.

Note: Students should follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local bannock maker and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bannock Making Anecdotal Record

Look for the following:

- uses and names correct ingredients in Cree
- measures ingredients using metric measurements
- follows step by step instructions with bannock maker or recipe instructions on their own
- observes and identifies culturally appropriate ways to be helpful to local bannock maker
- shows respectful behaviour towards others in small group
- **makes tasty fried bannock**

Notes for students working in small groups:

Make Single Strand Necklace with Hearts (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- identify and collect [bead working] materials and tools
- manufacture [hide and bead working products]: single strand necklace with hearts

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely
- follow Omushkego culture and language practices

Resources (Materials):

assorted beads, needles, threads, scissors, graph paper, coloured pencils, and premade hearts or tassels

local bead worker

Easy Seed Bead Necklace <https://www.youtube.com/watch?v=Cp7DscBqG0k>

How to Bead for Beginners

<https://lrnkey.com/blog/how-bead-beginners>

Beaded Tassel Necklace <https://www.youtube.com/watch?v=R2f19afVzHE>

- Notes:** 1) Find local bead worker (to discuss program requirements) and order beading supplies well in advance of this activity.
- 2) Depending on the abilities of the students, they may connect the ends of the necklace using premade hide hearts or tassels or create their own.

Teaching/Learning Strategies:

Ensure beading materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations.

Necklace Design

Show bead necklace examples.

Explain principles of bead working design, e.g., patterns.

Have students create their own necklace designs on graph paper.

Necklace Tools and Materials

Have students identify beading tools and materials required to produce their necklace design in Cree.

Necklace Beading

Display good bead handling and safety practices.

Have students thread needles.

Have students thread beads according to their pattern.

Have students continue bead working using trial and error.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Show good necklace completion practices.

Have students close off necklace using different types of closures, e.g., hearts or tassels.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local bead worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Single Strand Necklace Checklist

Look for students to

- create an original design pattern or use a sample design pattern correctly
- describe bead working materials in Cree
- select appropriate beads for their product
- handle beading materials safely

- check that the pattern is consistent
- finish their product by adding hearts or tassels

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- makes a neatly strung single strand necklace for wearing**

Notes for students working in small groups and individually:

Make Small Craft Sled (Freezing Up)

Overall Expectations

Craft Technology (the arts)

- identify and collect games and toy making materials and tools
- manufacture traditional games and toys: small craft sled

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, wood stock, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

hammer, nails, assorted pieces of wood (for runners), plywood, hand saws, e.g., coping, cross-cut, or rip, safety goggles, pens or markers, graph paper, drill with bits, thick string, measuring tape, and first aid kit

local sled maker or wood worker

DYI Snowmobile Sleigh Build Part 1 <https://www.youtube.com/watch?v=L-F1hsP9k7I>

DYI Snowmobile Sleigh Build Part 2

<https://www.youtube.com/watch?v=WEVhYELIGbU>

Notes: 1) Find local sled maker (to discuss program requirements), order wood working materials, locate or order wood supplies, and reserve wood working shop well in advance of this activity.

2) Depending on the abilities of the students, they may use precut wood blanks for runners using traditional or student created plans.

3) Find and record sled maker song if available.

Teaching/Learning Strategies:

Ensure wood working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using hammers and saws.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations for use on traditional lands.

Craft Sled Plan

Show traditional and modern-day wooden sleds examples.

Explain uses of wooden sleds in the past and traditional plans.

Have students create their own sled plan on graph paper or use traditional plans.

Craft Sled Wood, Tools, and Materials

Have students identify different kinds of wood used for wood working, e.g., stock lumber and plywood, and describe different wood working tools and materials needed to manufacture a craft sled from plans in Cree.

Craft Sled Wood Working

Model safe wood working behaviors, e.g., wear safety goggles, measure twice, cut once, select proper saw for wood used, and hold stock firmly in place.

Lead students through wood working process step by step: cut and shape runners from wood stock, cut plywood pieces for box, fasten pieces together, drill holes in front of each runner, and attach thick string of suitable length so that the sled can be pulled.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show small craft sled test practices, e.g., maneuver sled along classroom floor.

Have students test (play with) small craft sled in class or in playground in different situations for strength and versatility.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local wood workers.

Assessment:

Craft Sled Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

creates an original sled plan or uses a traditional plan	1	2	3	4
identifies type and kind of wood used in sled manufacture	1	2	3	4
describes sled making tools and materials in Cree	1	2	3	4
handles wood working tools and materials safely	1	2	3	4
cuts and shapes runners from wood stock correctly	1	2	3	4
measures and cuts plywood pieces for box accurately	1	2	3	4
fastens pieces together properly	1	2	3	4
finishes their product by drilling holes in the runners and adding thick string of suitable length	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local sled maker	1	2	3	4
makes a small sturdy craft sled for use as a toy for play	1	2	3	4

Notes for students working individually:

Retell Traditional Legends: Ayas (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Ayas series of legends (written or digital audio versions), audio video recorder and player
local elder or storyteller

Omushkego Education Our Stories: Ayas Grade 5 Resource 2018

<https://drive.google.com/drive/folders/1CSZ6CsVMP9NvnxEPx70I1i10cAmQPVo6>

https://drive.google.com/drive/folders/1kZq_kt6Azjh--AXTFNCAeTn948sfEq33

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Ayas series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Ayas series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Ayas in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Ayas legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Skin, Gut, and Clean Rabbits (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- demonstrate ways of skinning, gutting, and cleaning rabbits

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: rabbits
- display culturally appropriate practices of handling and preparation of rabbits
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, metal bowls, fresh or unfrozen rabbits, dumplings, cooking pots, and stove

local rabbit cleaner and cook

guest elders

How to Gut and Skin a Rabbit <https://www.youtube.com/watch?v=5SdMMp75ZsU>

How to Gut and Skin a Rabbit (Easy Way)

<https://www.youtube.com/watch?v=Tv2D4Ytjbzw>

How to Clean a Rabbit <https://mdc.mo.gov/hunting-trapping/species/rabbit/how-clean-rabbit>

Notes: 1) Find local rabbit cleaner and cook (to discuss program requirements), obtain fresh or unfrozen snared rabbits, and reserve home economics room well in advance of this activity.

2) Cooking rabbits and making dumplings may be done with or without students depending on time constraints.

3) Invite local elders for rabbit and dumplings with the students.

Teaching/Learning Strategies:

Ensure skinning, gutting, and cleaning tools are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting (snaring or shooting with .22) rabbits and their use as food and a source of clothing (fur for rabbit skin hats and baby blankets).

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Rabbit Skinning, Gutting, and Cleaning Tools

Show an example of a finished rabbit.

Have students identify tools used to skin, gut, and clean rabbits in Cree.

Rabbit Skinning, Gutting, and Cleaning Methods

Describe different methods used to skin, gut, and clean rabbits in Cree.

Demonstrate skinning, gutting, and cleaning process step by step.

Have students follow along or have them complete the process following the demonstration.

Have students place finished rabbit in metal bowl.

Check that outside of rabbit is free of fur, that the inside is free of guts, that rabbit is rinsed properly.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Rabbit Preparation and Cooking

Boil rabbit with dumplings.

Have students eat cooked boiled rabbit with dumplings and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation.

Assessment:

Rabbit Skinning, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of rabbits for food and clothing
- uses and names correct tools for rabbit skinning, gutting, and cleaning rabbits in Cree
- follows step by step instructions with rabbit cleaner or completes the process on their own, so that
 - the body is free of fur (skinning)
 - the body is free of internal organs (gutting)
 - the body is free of hair and blood (cleaning)
- listens respectfully to elders and local rabbit cleaner
- observes and identifies culturally appropriate ways to be helpful to local rabbit cleaner
- shows respectful behaviour towards others in small group
- **skins, guts, and cleans a rabbit ready for cooking**

Notes for students working in small groups:

Perform Square Dances (Summer)

Overall Expectations:

Music and Dance (the arts)

- apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts: square dance

Living Well (health and physical education)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- follow Omushkego culture and language practices

Resources (Materials):

square dance music or videos and audio-video player

local square dance caller

local fiddler, guitar player, bass player, and drummer (optional)

Fiddle Classics and Square Dancing (individual songs available online)

https://www.youtube.com/watch?v=98KAZSQLSsI&list=OLAK5uy_liBHdLb3HIeUcnM7rl4n3ytw1RHbsDpos

12 Basic Calls for Square Dances <https://www.hallmarkchannel.com/home-and-family/how-to/12-basic-calls-for-square-dancing>

Four Nations Square Dancers https://www.youtube.com/watch?v=AGn_T7u6U2Q

Note: Find local square dance caller (to discuss program requirements), locate square dance music, and reserve gym well in advance of this activity.

Teaching/Learning Strategies:

Ensure music and video(s) are available.

Organize class in pairs into groups of 8.

Describe purpose of this activity and precautions for preventing accidents and injuries, e.g., stretching and warm up exercises.

Explain the origins of square dancing and its introduction to the community.

Square Dance Music and Videos

Play examples of square dance fiddle music.

Have students independently move with this music.

Show square dance video(s).

Square Dance Calls and Movements

Demonstrate square dance calls and movements step by step.

Describe elements of square dance using dance vocabulary in Cree.

Have students practice square dance movements focusing on their technique and choreography with partner and in group.

Observe and supervise students throughout the activity identifying strengths and areas of improvement. In addition, monitor the use of safe dance practices.

Square Dance Performance

Have students present a complete square dance in class or in the community.

Have local musicians play for community presentation (optional).

Ask students to describe their feelings and reactions to this activity.

Note: Students should appreciate that contemporary cultural practices are directly related to their community; observe and identify ways to be helpful to local square dance callers and others in the class; listen respectfully to the voices of those more experienced, especially elders and experienced square dance callers; and behave in culturally appropriate ways when learning from culture.

Assessment:

Square Dance Rubric

Category	Level 1	Level 2	Level 3	Level 4
Square Dance Elements and Terminology	– rarely able to explain or demonstrate square dance terms, positions, steps, and directions	– sometimes able to explain or demonstrate square dance terms, positions, steps, and directions	– mostly able to explain or demonstrate square dance terms, positions, steps, and directions	– always able to explain or demonstrate square dance terms, positions, steps, and directions
Technique and Choreography	– shows no attention to details of movement, body position, and facial expression – shows no effort when performing choreography	– shows little attention to details of movement, body position, and facial expression – shows little effort when performing choreography	– shows some attention to details of movement, body position, and facial expression – shows some effort when performing choreography	– shows a great deal of attention to details of movement, body position, and facial expression – shows a great deal of effort when performing choreography
Participation	– shows no participation with partner or in group	– shows little participation with partner or in group	– shows some participation with partner or in group	– shows a great deal of participation with partner or in group
Group Engagement	– never observes and identifies ways to be helpful or listens to local caller and others in class	– sometimes observes and identifies ways to be helpful or listens to local caller and others in class	– most of the time observes and identifies ways to be helpful or listens to local caller and others in class	– all of the time observes and identifies ways to be helpful or listens to local caller and others in class
Square Dance Performance	– performs a complete square dance with no confidence or enthusiasm, making constant errors in class or in the community	– performs a complete square dance with little confidence and enthusiasm, making many errors in class or in the community	– performs a complete square dance with some confidence and enthusiasm, making some errors in class or in the community	– performs a complete square dance with lots of confidence and enthusiasm, making no errors in class or in the community

Notes for students working in pairs or in groups:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 6 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) make bannock on a stick (fall)
- b) make small display beaded mittens (freezing up)
- c) make bow and arrows (freezing up)
- d) retell traditional legends: Pakaaskokan (winter)
- e) pluck, gut, and clean ducks (spring)

Make Bannock on a Stick (Fall)

Overall Expectations:

Traditional Cooking (health and physical education and mathematics)

- cook different varieties of bannock: on a stick
- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate
- estimate, measure, and record length, area, mass, capacity, and volume, using the standard or metric measurement system

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices
- display practices of handling and preparation of bannock on a stick
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

flour (Robin Hood), salt, baking powder (Magic), lard (Crisco), raisins (optional), measuring cups and spoons, large bowls, forks, bannock cooking sticks, kindling, wood, matches, tea pot, tea bags, sugar, milk, butter, and outdoor washing station

local bannock maker

guest elders

Bannock

<https://www.thecanadianencyclopedia.ca/en/article/bannock#:~:text=In%20its%20most%20rudimentary%20form,baked%20in%20a%20frying%20pan.>

Easy Bannock <https://www.bettertogetherbc.ca/recipes/single/easy-bannock>

3 Ways to Make Bannock <https://www.wikihow.com/Make-Bannock>

Notes: 1) Find local bannock maker (to discuss program requirements), order bannock making supplies, locate fire making materials, bannock cooking sticks, and an area near the school to make a fire pit well in advance of this activity.

2) Invite local elders for bannock and tea with the students.

Teaching/Learning Strategies:

Ensure bannock and fire making supplies and equipment are available.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of food, use of cooking utensils, and fire making precautions

Explain the origins of bannock and its use a food source.

Acknowledge that the Omushkegowuk are very proficient at adapting foods used by others.

Fire Making and Safety

Show students how to start, maintain, and put out a fire.

Bannock Making Ingredients and Equipment

Show an example of finished bannock on a stick product.

Describe different methods used to cook bannock, e.g., baked, fried, on a stick.

Have students identify ingredients and equipment used to make bannock in Cree.

Bannock Making Measurements

Explain the differences between estimated and precise measurements and when each kind is required.

Have students describe standard and metric measurement devices and measurements, e.g., cups, tablespoons, teaspoons, grams, and millilitres.

Bannock Making Instructions

Demonstrate bannock making step by step using standard or metric measurements.

Have students follow along or have them cook bannock on their own after demonstration.

Check that bannock is cooked (golden brown not burnt or black).

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students eat warm bannock on a stick with butter for taste and share with guest elders.

Note: Students should follow cultural ways or protocols of showing respect to an elder or cultural resource person; observe and identify ways to be helpful to local bannock maker and others; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bannock Making Anecdotal Record

Look for the following:

- follows precautions around fire safety
- uses and names correct ingredients in Cree
- measures ingredients using standard or metric measurements
- follows step by step instructions with bannock maker
- makes bannock on a stick independently
- observes and identifies culturally appropriate ways to be helpful to local bannock maker
- shows respectful behaviour towards others in small group
- **makes tasty bannock on a stick**

Notes for students working in small groups:

Make Small Beaded Display Mittens (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- identify and collect hide and bead working materials and tools
- manufacture hide and bead working products: small beaded mittens

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

assorted beads, needles, threads, craft pins, scissors, traditional bead patterns, cardboard, pens or markers, assorted moose hides, traditional mitten patterns, sinew, felt linings, and fur trims

local bead and hide worker

How to Make Leather Mittens and Gloves <https://feltmagnet.com/textiles-sewing/Leather-Work-How-to-Make-Leather-Mittens-Leather-Gloves>

Making Leather Mittens <https://www.youtube.com/watch?v=IOh2IjxAAKc>

Beaded Mitten Making <https://www.youtube.com/watch?v=hBg6mqmVktg>

Notes: 1) Find local bead and hide worker (to discuss program requirements) and order bead and hide working supplies well in advance of this activity.

2) Depending on the abilities of the students, they may insert premade linings and add premade trims.

Teaching/Learning Strategies:

Ensure hide and bead working materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles and hides.

Acknowledge that the Omushkegowuk are very skilled at making cultural products that are directly related to use on their traditional lands.

Mitten Patterns

Show beaded mittens examples.

Explain the use of mitten pattern templates, e.g., left and right mittens, thumbs and cuffs.

Have students trace traditional mitten patterns on cardboard.

Mitten Making and Sewing

Have students identify hide working tools and materials in Cree.

Explain the hide making process and good hide handling and safety practices.

Model cutting and sewing moose hide pieces and felt liner pieces using pattern templates.

Have students cut and sew mitten moose hide pieces and felt liner pieces using pattern templates.

Mitten Beading

Have students identify bead working tools and materials in Cree.

Explain good bead handling and safety practices.

Demonstrate beading techniques on upper mitten or cuff.

Have students thread beads using traditional patterns or their own on upper mitten or cuff.

Mitten Linings and Trims

Demonstrate methods of attaching linings and trims to mittens.

Have students insert and sew in felt linings.

Have students add and sew on fur trims to cuffs.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local hide and bead worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation

Assessment:

Small Beaded Display Mittens Checklist

Look for students to

- describe hide working tools and materials in Cree
- handle hide working materials safely
- use traditional mitten pattern templates correctly left and right

- cut moose hide pieces, e.g., mittens, thumbs, and cuffs accurately
- sew moose hide pieces, e.g., mittens, thumbs, and cuffs evenly and tightly

- cut felt liner pieces accurately
- sew felt liner pieces evenly and tightly

- cut fur trim pieces accurately
- sew fur trim pieces on cuffs evenly and tightly

- describe bead working tools and materials in Cree
- select appropriate beads and patterns for the upper mitten or cuff
- handle beading materials safely

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead and hide worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- make small beaded mittens for display**

Notes for students working individually:

Make Bow and Arrows (Freezing Up)

Overall Expectations

- identify and collect traditional implements [and implement making tools and materials]
- [make], maintain, and repair traditional implements: bow and arrows

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, wood, and craft tools and equipment safely
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

axes, assorted draw and straight knives, willows, thin nylon rope or sinew, sandpaper, feathers (optional), arrowhead material (optional), and first aid kit

local bow and arrow maker or wood worker

How to Build a Survival Bow <https://www.youtube.com/watch?v=MnKAaehyeqM>

How to Build a Survival Arrow <https://www.youtube.com/watch?v=uE011NYFhyQ>

How to Make a Bow and Arrow <https://www.wikihow.com/Make-a-Bow-and-Arrow>

Notes: 1) Find local bow and arrow maker (to discuss program requirements), order wood working materials, gather willows, and reserve wood working shop well in advance of this activity.

2) One willow is required to manufacture one bow or one arrow.

Teaching/Learning Strategies:

Ensure wood working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using sharp knives.

Acknowledge that the Omushkegowuk are very skilled at making cultural products that are directly related to use on their traditional lands.

Bows and Arrows

Show traditional and modern-day bows and arrows examples.

Explain uses of bows and arrows in the past and present.

Bows and Arrows Wood, Tools, and Materials

Have students identify the kind of wood, different knives, and bow strings used in bow and arrow making in Cree.

Bow Construction

Model safe wood working and carving behaviors, e.g., measure twice, cut once, select proper knife for wood used, hold wood firmly in place, and carve in small strokes with the tool pointing away.

Lead students through the bow construction process step by step: choose long piece of willow, determine natural curve, handholds and limbs, shape and sand bow, cut notches, and string.

Arrow Construction

Lead students through the arrow construction process step by step: select straight willow sticks and shape and sand arrows.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show bow and arrow test practices, e.g., pull on bow until arm is fully extended and arrow is at least as long as bow can draw back.

Have students test (play with) bows and arrows in playground for strength and accuracy, e.g., can hit a target at various distances.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local wood workers.

Assessment:

Bow and Arrows Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

identifies type and kind of wood used for bow and arrow making in Cree	1	2	3	4
describes bow and arrow making tools and materials in Cree	1	2	3	4
handles wood working tools and materials safely	1	2	3	4
cuts, shapes, and strings bow correctly	1	2	3	4
cuts and shapes arrows properly	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local bow and arrow maker	1	2	3	4
makes bow and arrows for accurate target shooting	1	2	3	4

Notes for students working individually:

Retell Traditional Legends: Pakaaskokan (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Pakaaskokan and mysteries series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Pakaaskokan Grade 6 Resource 2018

https://drive.google.com/drive/folders/1e0CSxT8GZyErggbig_EEcJuZXfXmUOmm

https://drive.google.com/drive/folders/1_i8VYqz2MhvsDJcG9sXjBa_oZhupQRWK

Notes: 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Pakaaskokan and Mysteries series of legends well in advance of this activity.

2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Pakaaskokan and mysteries series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Pakaaskokan and mysteries in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Pakaaskokan and mysteries legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Pluck, Gut, and Clean Ducks (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- demonstrate ways of plucking, gutting, and cleaning various ducks

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: ducks
- display culturally appropriate practices of handling and preparation of ducks
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, propane torch (optional), matches (optional), gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen ducks, potatoes and other vegetables, aprons, roasting pans, and oven

local duck cleaner and cook

guest elders

How to Pluck a Duck <https://www.youtube.com/watch?v=CTMUE11jMX8>

How to Pluck a Duck in 2 Minutes <https://www.youtube.com/watch?v=mzYooi-ChWc>

Waterfowler's World: Game Care and Processing

<https://www.ducks.org/hunting/waterfowl-hunting-tips/waterfowlers-world-game-care-and-processing>

Notes: 1) Find local duck cleaner and cook (to discuss program requirements), obtain fresh or unfrozen ducks, and reserve home economics room well in advance of this activity.

2) Plucking the feathers should be done outside if possible.

3) Cooking ducks and potatoes and other vegetables may be done with or without students depending on time constraints.

4) Invite local elders for ducks and potatoes and other vegetables with the students.

Teaching/Learning Strategies:

Ensure plucking, gutting, and cleaning tools are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting ducks and their use as food.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Duck Plucking, Gutting, and Cleaning Tools

Show an example of a finished duck.

Have students identify tools used to pluck, gut, and clean ducks in Cree.

Duck Plucking, Gutting, and Cleaning Methods

Describe different methods used to pluck, gut, and clean ducks in Cree.

Demonstrate plucking, gutting, and cleaning process step by step.

Have students follow along or have them complete the process following the demonstration.

Have students place finished duck in metal bowl.

Check that outside of duck is free of feathers, that the inside is free of guts, that the duck is rinsed properly.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Duck Preparation and Cooking

Roast ducks with potatoes and other vegetables.

Have students eat cooked roast ducks and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Duck Plucking, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of ducks for food
- uses and names correct tools for plucking, gutting, and cleaning ducks in Cree
- follows step by step instructions with duck cleaner or completes the process on their own, so that
 - the body is free of feathers (plucking)
 - the body is free of internal organs (gutting)
 - the body is free of feathers and blood (cleaning)
- listens respectfully to elders and local duck cleaner
- observes and identifies culturally appropriate ways to be helpful to local duck cleaner
- shows respectful behaviour towards others in small group
- **plucks, guts, and cleans a duck ready for storing or cooking**

Notes for students working in small groups:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 7 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) make tamarack goose (freezing up)
- b) make beaded wrist band (freezing up)
- c) make small craft canoe (freezing up)
- d) retell traditional stories: Wemishoosh (winter)
- e) pluck, gut, and clean Canada geese (spring)

Make Tamarack Goose (Freezing Up)

Overall Expectations

Craft Technology (the arts)

- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms
- define the principles of design (emphasis, balance, rhythm, unit, variety, and proportion), and use them in appropriate ways for this age group when producing and responding to works of art
- identify and collect [tamarack making] materials and tools
- create tamarack products: goose

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, tamarack, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

tamarack branches, willow branches for legs (optional), mud or grass for centre body (optional), scissors, knives, sinew or strong twine, and needles
local craft worker

How to Make Tamarack Stick Goose Decoys

<http://www.nativetech.org/willow/tamarack/tamdecoy.html>

Tamarack Decoys with Andrew Wesley <https://www.youtube.com/watch?v=L-QBoC-ZGss>

Tamarack Bird Decoys <https://www.facebook.com/creemediacbc/videos/tamarack-bird-decoys/865070107312331/>

Note: Find local craft worker (to discuss program requirements), locate or obtain tamarack and willow branches (optional), order craft working materials, and reserve wood working shop well in advance of this activity.

Teaching/Learning Strategies:

Ensure craft working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling of tamarack and use of scissors and needles.

Acknowledge that the O mushkegowuk are very skilled at using natural materials directly related for use on traditional lands.

Tamarack Goose

Show traditional and modern-day tamarack goose examples.

Explain uses of tamarack goose decoys in the past and present.

Tamarack Goose Branches, Tools and Materials

Have students identify the kinds of branches used, e.g., tamarack, and describe different craft working tools and materials needed to manufacture tamarack geese in Cree.

Tamarack Goose Making

Model safe craft working behaviors, e.g., stitching head to body.

Lead students through tamarack goose making process step by step: gather, strip, and moisten (as required) tamarack branches; make small egg-shaped ball for body and bind firmly; wrap 2 sets of twigs around body, tie up tightly, and cut excess at tail end; form beak, shape head and neck from bundle of twigs split in half; fasten head to body by stitching twigs together in parallel, and trim excess at tail; and add 3 short sticks for legs at bottom.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students judge their product as suitable for sale at a fundraising event or for decoration: proportion, e.g., shaped like a goose; balance, e.g., stands on its own; and finish, e.g., free of excess branches or loose sinew or twine.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local craft workers.

Assessment:

Tamarack Goose Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

recognizes the original use of tamarack geese as decoys	1	2	3	4
identifies type of tree used in tamarack goose manufacture	1	2	3	4
describes tamarack goose making tools and materials in Cree	1	2	3	4
handles craft working tools and materials safely	1	2	3	4
forms body and head (including beak and neck) accurately	1	2	3	4
stitches head to body correctly	1	2	3	4
adds legs that balance goose properly	1	2	3	4
finishes their product by trimming excess branches and tying or cutting off loose pieces of sinew	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local craft worker	1	2	3	4
makes a tamarack goose suitable for fundraising or decoration	1	2	3	4

Notes for students working individually:

Make Bead Loom Wrist Band (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- produce two- and three- dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate forms
- identify principles of design and use them in ways appropriate for this age group when producing and responding to works of art
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work
- identify and collect bead working materials and tools
- create bead working products: bead loom wrist band

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

bead looms, various bead loom patterns (or graph paper and coloured pencils), scissors, assorted seed beads, threads, and needles

local bead loom expert

Bead Looming 101 <https://beadaholique.com/blogs/techniques-guides/bead-loom-101-beading-and-jewelry-making-on-a-bead-loom>

How to Work with a Bead Loom <https://www.youtube.com/watch?v=ScjJsOIQP3w>

Bead Loom Bracelet <https://mrs-cook.weebly.com/anchor-bead-loom.html>

Note: Find local bead worker (to discuss program requirements) and order bead loom and beading supplies well in advance of this activity.

Teaching/Learning Strategies:

Ensure bead loom tools and materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations.

Wrist Band Design

Show bead loom wrist band examples.

Explain principles of bead working design, e.g., patterns and symmetry.

Have students create their own wrist designs on graph paper or use sample design patterns.

Wrist Band Tools and Materials

Have students identify bead loom tools and materials required to produce their design on wrist band in Cree.

Demonstrate proper bead loom set up.

Have students set up their own bead looms.

Wrist Band Beading

Display good beading and safety practices.

Have students thread needles.

Have students thread first row of beads.

Have students continue bead working using trial and error.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Show good wrist band completion practices.

Have students take wrist band off bead loom.

Have students close off warp using different types of clasps.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local bead worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Bead Loom Wrist Band Checklist

Look for students to

- create an original symmetrical design pattern or use a sample design pattern correctly
- describe bead working materials in Cree
- select appropriate bead loom materials for their product
- handle bead loom tools and materials safely

- make their product 5 or more beads wide
- ensure weft (threads that beads are stitched onto warp) goes over and under warp (long vertical threads) and lines are tight
- check that there are no spaces
- finish their product with clasps using warp threads

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead loom worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- makes a neatly woven bead loom wrist band that fits the wrist**

Notes for students working in small groups or individually:

Make Small Craft Canoe (Freezing Up)

Overall Expectations

Craft Technology (the arts)

- identify and collect games and toy making materials and tools
- manufacture traditional games and toys: small craft canoe

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, birch bark, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

birch bark or imitation hides, awls, scissors, sinew, needles, glue, thin sticks for frame, pens or markers, graph paper, and first aid kit

local craft worker

Cree Birch Bark Canoe <https://www.cherrygallery.com/journal-posts/cree-birch-bark-canoe>

How to Make a Canoe <https://home.howstuffworks.com/home-improvement/how-to-build/how-to-make-canoe.htm>

Making a Miniature Birch Bark Canoe Model

<http://www.nativetech.org/brchbark/canminit.htm>

Notes: 1) Find local craft worker (to discuss program requirements), locate or obtain birch bark or imitation hides, order craft working materials, and reserve wood working shop well in advance of this activity.

2) If birch bark is not available then imitation hides may be used.

Teaching/Learning Strategies:

Ensure craft working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using awls and needles.

Acknowledge that the O mushkegowuk are very skilled at adapting tools and making products from their nation directly related for use on traditional lands.

Craft Canoe Templates

Show traditional birch bark and modern-day canoe examples.

Explain uses of birch bark canoes in the past and traditional templates.

Have students design their own canoe template on graph paper or use traditional template.

Craft Canoe Bark, Tools, and Materials

Have students identify the kinds of bark used, e.g., birch, and describe different craft working tools and materials needed to manufacture a craft canoe from template in Cree.

Craft Canoe Making

Model safe craft working behaviors, e.g., use of awls to punch holes in birch bark.

Lead students through canoe making process step by step: draw and cut template, trace and cut pattern on bark, bend bark lengthwise, pinch and stitch ends together, add and sew sticks for gunwales, test in water, and fill cracks with glue.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show small craft canoe test practices, e.g., it floats and moves in water.

Have students test (play with) small craft canoe in class or in small nearby body of water in different situations for buoyancy and maneuverability.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local craft workers.

Assessment:

Craft Canoe Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

creates an original canoe template or uses a traditional template	1	2	3	4
identifies type of wood used in canoe manufacture	1	2	3	4
describes canoe making tools and materials in Cree	1	2	3	4
handles craft working tools and materials safely	1	2	3	4
cuts design on birch bark from template correctly	1	2	3	4
bends and stitches ends together accurately	1	2	3	4
adds and sews gunwales (frame) properly	1	2	3	4
finishes their product by filling cracks with glue so that canoe floats in water	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local craft worker	1	2	3	4
makes a small sturdy craft canoe for use as a toy for play	1	2	3	4

Notes for students working individually:

Retell Traditional Legends: Wemishoosh (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Wemishoosh series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories: Wemishoosh Grade 7 Resource 2019 (Revised)

https://drive.google.com/drive/folders/1QwkZp8LRyXgyU_UDapkXIU_-J9sDgUj1

<https://drive.google.com/drive/folders/1CiE2znYbOWbIjYpXG9SOJbUqmGMKQeOy>

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Wemishoosh series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Wemishoosh series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Wemishoosh in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Wemishoosh legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Pluck, Gut, and Clean Canada Geese (Spring)

Overall Expectations:

Small Game Preparation (science & technology)

- demonstrate ways of plucking, gutting, and cleaning Canada geese

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: Canada geese
- display culturally appropriate practices of handling and preparation of geese
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

knives, propane torch, matches, gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen Canada geese, dumplings or potatoes or other vegetables, aprons, cooking pots or roasting pans, and stove or oven

local goose cleaner and cook

guest elders

How to Clean a Goose https://www.ehow.com/how_4550519_clean-geese.html

How to Pluck and Prepare a Goose <https://www.youtube.com/watch?v=B7nNkB2nYgw>

How to Clean and Pluck a Goose <https://www.youtube.com/watch?v=B7nNkB2nYgw>

Notes: 1) Find local goose cleaner and cook (to discuss program requirements), obtain fresh or unfrozen Canada geese, and reserve home economics room well in advance of this activity.

2) Plucking and burning the feathers should be done outside if possible.

3) Cooking geese and making dumplings or potatoes may be done with or without students depending on time constraints.

4) Invite local elders for goose and dumplings or potatoes with the students.

Teaching/Learning Strategies:

Ensure plucking, gutting, and cleaning tools are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of kitchen utensils especially sharp knives.

Explain methods of hunting (shooting from blinds) geese and their use as food and a source of clothing (feathers for blankets).

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Goose Plucking, Gutting, and Cleaning Tools

Show an example of a finished Canada goose.

Have students identify tools used to pluck, gut, and clean geese in Cree.

Goose Plucking, Gutting, and Cleaning Methods

Describe different methods used to pluck, gut, and clean geese in Cree.

Demonstrate plucking, gutting, and cleaning process step by step.

Have students follow along or have them complete the process following the demonstration.

Have students place finished goose in metal bowl.

Check that outside of goose is free of feathers, that the inside is free of guts, that the goose is rinsed properly.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show students ways of deboning or butchering geese depending on need, e.g., boiled, roasted, or smoked.

Goose Preparation and Cooking

Boil geese with dumplings or roast geese with potatoes and other vegetables.

Have students eat cooked boiled geese or roast geese and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and appreciate that contemporary cultural practices or the use of cultural products are directly related to the traditional land identified with the nation.

Assessment:

Goose Plucking, Gutting, and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of geese for food and clothing
- uses and names correct tools for plucking, gutting, and cleaning geese in Cree
- follows step by step instructions with goose cleaner or completes the process on their own, so that
 - the body is free of feathers (plucking and burning)
 - the body is free of internal organs (gutting)
 - the body is free of blood (cleaning)
- listens respectfully to elders and local goose cleaner
- observes and identifies culturally appropriate ways to be helpful to local goose cleaner
- shows respectful behaviour towards others in small group
- **plucks, guts, and cleans a goose ready for storing or cooking**

Notes for students working in small groups:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 8 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders. Whenever possible culture activities should be taught by local Omushkego knowledge holders in the Omushkego language.

- a) make animal carving of choice (freezing up)
- b) make doll with clothing (freezing up)
- c) make beaded hide purse or bag (freezing up)
- d) retell traditional legends: Anway (winter)
- e) build temporary shelter, e.g., open brush or lean-to (spring)
- f) fillet and clean walleye (spring)

Make Animal Carving of Choice (Freezing Up)

Overall Expectations:

Craft Technology (the arts)

- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms
- define the principles of design (emphasis, balance, rhythm, unit, variety, and proportion), and use them in appropriate ways for this age group when producing and responding to works of art
- identify and collect carving materials and tools
- create carving products: animals

Living Well (health and physical education)

- display practices of handling and preparation of wood, traditional implements, tools, and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

Cedar (soft wood), carving tools (hook, gouge, draw, or straight knives), assorted grit sandpaper, protective finish or stain (optional), safety tape or gloves, safety goggles, pens or markers, assorted animal pictures, carbon paper, and first aid kit

local carver

How to Carve Animals in Wood https://www.ehow.com/how_4583787_carve-animals-wood.html

How to Carve <https://www.wikihow.com/Carve>

Hand Carving a Bird <https://www.youtube.com/watch?v=I1u1c63JFm0>

- Notes:** 1) Find local carver (to discuss program requirements), order carving materials, locate wood supply, and reserve wood working shop well in advance of this activity.
- 2) Soft wood (cedar) is better for beginning carvers. Basswood is another soft wood that may be ordered as blocks of wood suitable for carving.
- 3) Depending on the abilities of the students the local carver may precut the wood blanks for animals using student created designs.

Teaching/Learning Strategies:

Ensure carving tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using sharp tools.

Acknowledge that the Omushkegowuk are very skilled at making things using natural materials found on the land.

Animal Carving Design

Show animal carvings examples.

Have students create their own animal designs on carbon paper or on a piece of wood from pictures, e.g., mink, otter, beaver, rabbit, and loon, or from memory.

Animal Carving Wood, Tools, and Materials

Have students identify kind of wood used for carving, e.g., cedar (soft wood), and describe different carving tools and materials needed to carve an animal from designs in Cree.

Animal Carving

Model correct safe carving behaviors, e.g., wear safety gloves or tape, safety goggles, use the correct tool for job, and carve in small strokes with the tool pointing away.

Lead students through carving process step by step: cut wood blanks from design, carve basic shape (remove larger outside sections of the wood), carve details, sand carving, and add protective finish or stain (optional).

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students judge their product as suitable for sale at a fundraising event or for decoration: proportion, e.g., shaped like a specific animal; balance, e.g., stands on its own; and finish, e.g., free of rough edges or gouge marks.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; listen respectfully to the voices of those more experienced, especially elders and local carvers; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Animal Carving Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

creates an original animal design	1	2	3	4
identifies kind of wood used in animal carving	1	2	3	4
describes carving tools and materials in Cree	1	2	3	4
handles carving tools and materials safely	1	2	3	4
carves basic animal shape properly	1	2	3	4
carves details accurately	1	2	3	4
carves so animal sits flat on a table	1	2	3	4
selects appropriate carving tools for different steps in carving process	1	2	3	4
finishes their product by sanding away carving marks	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local carver	1	2	3	4
makes an animal carving suitable for fundraising or decoration	1	2	3	4

Notes for students working individually:

Make Doll with Clothing (Freezing Up)

Overall Expectations

Craft Technology (the arts)

- identify and collect games and toy making materials and tools
- manufacture traditional games and toys: doll with clothing

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and craft tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

corn husks, sinew, fabric (for clothing), glue, scissors, small paint brushes, and assorted paints

local craft worker

How to Make a Corn Husk <https://www.wikihow.com/Make-a-Corn-Husk-Doll>

How to Make Corn Husk Dolls https://www.youtube.com/watch?v=o_w71JzalGc

Make Your Own Corn Husk Doll <https://www.youtube.com/watch?v=Km0bStY1D2U>

Notes: 1) Find local craft worker (to discuss program requirements), collect dry corn husks, order craft working materials, and reserve home economics shop well in advance of this activity.

2) Corn husks could be collected and dried during the summer and fall by students and the craft worker.

Teaching/Learning Strategies:

Ensure craft working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations., e.g., handling tools and materials.

Acknowledge that the Omushkego people are skilled crafts people and artisans using natural materials and tools and products from other nations.

Corn Husk Doll History and Use

Show corn husk doll examples.

Explain history of corn husk dolls and uses of these dolls in the past.

Corn Husk Doll Tools and Materials

Have students identify corn husk materials used and describe different craft working tools and materials needed to manufacture a corn husk doll in Cree.

Corn Husk Doll Making

Model safe craft working behaviors, e.g., use of scissors.

Lead students through corn husk doll making process step by step: make a ball using wet corn husks, wrap another husk over the ball and tie with sinew, make arms using two pieces of husk, criss-cross arms together and attach to body, make legs by folding husk in half, criss-cross legs, and tie to body, make and fringe a dress from husks (or cut from fabric), paint dress, and fringe half a husk for hair and paint black.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students judge their product as suitable for use as a toy, e.g., shaped like a doll and can be bent slightly without breaking.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or make a cultural product that is directly related to the traditional land identified with the nation; listen respectfully to the voices of those more experienced, especially elders and local craft workers.

Assessment:

Corn Husk Doll Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

identifies corn husks used in doll manufacture	1	2	3	4
describes doll making tools and materials in Cree	1	2	3	4
handles craft working tools and materials safely	1	2	3	4
forms and shapes body correctly	1	2	3	4
makes and attaches arms properly	1	2	3	4
makes and attaches legs to body appropriately	1	2	3	4
adds a corn husk or fabric dress to their product	1	2	3	4
completes their product by adding and painting hair	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local craft worker	1	2	3	4
makes a corn husk doll for use as a toy for play	1	2	3	4

Notes for students working individually:

Make Beaded Hide Bag (Freezing Up)

Overall Expectations:

Clothing Preparation (the arts)

- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art
- identify and collect hide and bead working materials and tools
- create bead work and silk work patterns on hides
- manufacture hide and bead working products: beaded hide bag

Living Well (health and physical education)

- display practices of handling and preparation of hide, line, clothing, and bead and hide working tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

assorted beads, needles, threads, craft pins, scissors, traditional bead patterns, cardboard, pens or markers, assorted hides, e.g., moose, caribou, or cow, traditional hide bag templates, silk cloth designs, and sinew

local bead and hide worker

Making A Deer Hide Drawstring Pouch

<https://www.youtube.com/watch?v=h16BpzkYzIQ>

Beaded Hide Bag Part 1 <https://www.youtube.com/watch?v=Qj4O47GzA58>

Beaded Hide Bag Part 2 <https://www.youtube.com/watch?v=7t4xZUYf37g>

Note: Find local bead and hide worker (to discuss program requirements) and order bead and hide working supplies and materials well in advance of this activity.

Teaching/Learning Strategies:

Ensure hide and bead or silk working materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles and hides.

Acknowledge that the Omushkegowuk are very skilled at making cultural products that are directly related to use on their traditional lands.

Hide Bag Use and Templates

Show beaded hide bag examples.

Explain the use of traditional hide bags and hide bag templates.

Have students trace traditional hide bag templates on cardboard or create their own.

Hide Bag Making and Sewing

Have students identify hide working tools and materials in Cree.

Explain hide making process and good hide handling and safety practices.

Model cutting and sewing moose hide pieces together (inside out) using templates.

Have students cut and sew moose hide pieces using templates.

Hide Bag Beading or Silk Working

Have students identify bead working or silk working tools and materials in Cree.

Explain good bead or thread handling and safety practices.

Demonstrate beading or silk working techniques.

Have students thread beads or stitch silk threads using traditional patterns or their own designs on the front of the bag.

Hide Bag Straps or Drawstrings

Demonstrate methods of making hide straps or drawstrings and attaching either to a bag.

Have students make hide straps or drawstrings.

Have students attach hide straps or drawstrings to their bag.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Have students judge their product as suitable for personal use or as a gift by proportion, e.g., all parts of the bag are well-sized and thoughtfully placed; balance and alignment, e.g., bead work or silk work stitching design is symmetrical and centered on the bag; emphasis, e.g., bead work or silk work stitching colour, space, texture, and line work together to attract attention to pattern or design; and unity, e.g., all parts of the bag feels like it belongs together.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local hide and bead worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Beaded Hide Bag Checklist

Look for students to

- describe hide working tools and materials in Cree
- handle hide working materials safely
- use traditional hide bag templates or create a unique template

- cut moose hide pieces accurately
- sew moose hide pieces evenly and tightly

- describe bead working or silk working tools and materials in Cree
- select appropriate beads or threads and patterns
- handle beading or silk working materials safely

- cut bag straps or drawstrings evenly and accurately
- sew bag straps or attach drawstrings evenly and tightly

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead and hide worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- make a beaded hide bag for personal use or as a gift**
 - all parts of the bag are well-sized, shaped, and thoughtfully placed
 - bead work or silk work stitching design is symmetrical and centered on the bag
 - bead work or silk work stitching colour, space, texture, and line work together to attract attention to pattern or design
 - all parts of the bag feel like it belongs together

Notes for students working in small groups or individually:

Retell Traditional Legends: Anway (Winter)

Overall Expectations

Traditional Storytelling (language arts)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (health and physical education)

- follow Omushkego culture and language practices

Resources (Materials):

Anway series of legends (written or digital audio versions), audio video recorder and player
local elder or storyteller

Omushkego Education Our Stories: Anway Grade 8 Resource 2019

<https://drive.google.com/drive/folders/1ISO7ZMO-OHObHsYgUDbAWkmgOqC5O4P6>

<https://drive.google.com/drive/folders/17Cem1QX3bmmZpjHoYuVYnXIIImoHfMEQt>

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Anway series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Anway series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell legends about Anway in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students determine the plot, central idea, characters, and setting for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Anway legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Build Temporary Shelter (Spring)

Overall Expectations

Shelter Construction Technology (science & technology)

- construct and use temporary shelters, e.g., open brush and lean-to

Living Well (health and physical education)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

axes, rope, tarps (optional), wood poles, and brush

local shelter maker

How to Build a Survival Shelter <https://www.primalsurvivor.net/wilderness-survival-shelter-no-supplies/>

5 Survival Shelters Everyone Should Know <https://www.youtube.com/watch?v=tzUpH0Zft5c>

Winter Survival Bushcraft Shelter <https://www.youtube.com/watch?v=0Q-WmmNR2Uc>

Notes: 1) Find local shelter maker (to discuss program requirements), obtain or locate shelter construction tools and materials, and find an area near school or community to build shelter well in advance of this activity.

2) All materials should be returned to the land upon completion of this activity.

Teaching/Learning Strategies:

Ensure shelter making tools and materials are available.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., risk of hypothermia and use of axes.

Acknowledge that the O mushkegowuk are very skilled at using natural resources directly related for use on traditional lands.

Temporary Shelter Tools and Materials

Describe temporary shelters and their uses related to need (temporary: overnight or multiple nights), site (flat, dry, readily visible, place for a fire), and type (open brush, lean-to, or other).

Have students identify tools and materials used to make open brush shelters and lean-tos in Cree.

Temporary Shelter Construction

Model safe shelter making behaviours for handling shelter construction tools and materials.

Have students gather shelter making materials, e.g., wood poles and brush.

Demonstrate open brush or lean-to construction for two people.

Have students make an open brush or lean-to shelter by assembling the frame using wooden poles and rope and by adding roofing materials using brush or tarp (optional).

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Identify successful shelter construction by examining protection from wind, rain, or snow, dryness inside and warmth if a fire is used.

Have students test (practice living in) shelter by having the group throw snow on the roof and sides with two people inside.

Note: Students should demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity; follow cultural ways or protocols for showing respect to the land; demonstrate respectful behaviour towards others in the group; practice cultural ways or protocols for showing respect to an elder or local shelter maker; behave in culturally appropriate ways when learning from culture; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Temporary Shelter Construction Rubric

Category	Level 1	Level 2	Level 3	Level 4
Temporary Shelter Overview	– expresses limited knowledge of temporary shelters and their uses related to need, site, and type	– expresses some knowledge of temporary shelters and their uses related to need, site, and type	– expresses considerable knowledge of temporary shelters and their uses related to need, site, and type	– expresses thorough knowledge of temporary shelters and their uses related to need, site, and type
Temporary Shelter Tools and Materials	– shows no knowledge of temporary shelter tools and materials	– shows little knowledge of temporary shelter tools and materials	– shows some knowledge of temporary shelter tools and materials	– shows a great deal of knowledge of temporary shelter tools and materials
Temporary Shelter Construction	– gathers shelter making materials, assembles the frame using wooden poles and rope, and adds roofing materials using brush or tarp (optional) with limited effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, and adds roofing materials using brush or tarp (optional) with some effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, and adds roofing materials using brush or tarp (optional) with considerable effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, and adds roofing materials using brush or tarp (optional) with a high degree of effectiveness
Respectful Behaviour	– demonstrates limited respectful behaviour to others in group or to the local shelter maker	– demonstrates some respectful behaviour to others in group or to the local shelter maker	– demonstrates considerable respectful behaviour to others in group or to the local shelter maker	– demonstrates a high degree of respectful behaviour to others in group or to the local shelter maker
Temporary Shelter Success	– builds a brush or lean-to shelter for two people that offers no protection from the weather	– builds a brush or lean-to shelter for two people that offers little protection from the weather	– builds a brush or lean-to shelter for two people that offers some protection from the weather	– builds a brush or lean-to shelter for two people that offers lots of protection from the weather

Notes for students working in small groups:

Fillet and Clean Walleye (Spring)

Overall Expectations:

Fish Preparation (science & technology)

- demonstrate ways of filleting and cleaning fish

Living Well (health and physical education)

- identify traditional foods and benefits of healthy food choices: walleye
- display culturally appropriate practices of handling and preparation of fish
- handle food preparation tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

filleting knives, sharpening stone or tool, filleting gloves, garbage bags, cutting boards, metal bowls, fresh or unfrozen fish, fish crisp, cooking oil, rice and other vegetables, aprons, fry pans, cooking pots, and stove
local fish cleaner and cook
guest elders

How to Fillet Walleye <https://www.youtube.com/watch?v=Xl0jyQdOlgs>

How to Clean a Walleye <https://www.youtube.com/watch?v=KCV-Cl1dOLc>

How to Professionally Scale, Gut, and Clean Fish

<https://kamikoto.com/blogs/fundamentals/how-to-professionally-scale-gut-and-clean-fish>

- Notes:** 1) Find local fish cleaner and cook (to discuss program requirements), obtain fresh or unfrozen fish, and reserve home economics room well in advance of this activity.
- 2) Although this activity involves filleting and cleaning walleye, scaling, gutting, and cleaning techniques for fish may be used depending on expertise of the local fish cleaner.
- 3) Frying fish and cooking rice and other vegetables may be done with or without students depending on time constraints.
- 4) Invite local elders for fish and rice and other vegetables with the students.

Teaching/Learning Strategies:

Ensure filleting and cleaning tools are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of food and use of filleting tools especially sharp filleting knives.

Explain methods of catching walleye and their use as food.

Acknowledge that the Omushkegowuk are expert at living off the land and obtaining food from the land.

Filleting and Cleaning Tools

Show an example of finished fish fillets.

Have students identify tools used to fillet and clean fish in Cree.

Filleting and Cleaning Methods

Describe different methods used to fillet and clean fish in Cree.

Demonstrate filleting and cleaning process step by step.

Have students follow along or have them complete the process following the demonstration.

Have students place finished fish fillets in metal bowl.

Check that fillet is boneless and that the fish is rinsed properly.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Fish Preparation and Cooking

Fry fish and cook rice and other vegetables.

Have students eat fried fish with rice and other vegetables and share with guest elders.

Note: Students should identify the many things used and eaten in daily life that come from the land, follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; and behave in culturally appropriate ways when learning from culture.

Assessment:

Fish Filleting and Cleaning Anecdotal Record

Look for the following:

- identifies the traditional uses of walleye for food
- uses and names correct tools for filleting and cleaning fish in Cree
- follows step by step instructions with fish cleaner or completes the process on their own, so that
 - the fillets are boneless (filleting)
 - the fillets are free of blood (cleaning)
- listens respectfully to elders and local fish cleaner
- observes and identifies culturally appropriate ways to be helpful to local fish cleaner
- shows respectful behaviour towards others in small group
- **fillets and cleans a fish ready for storing or cooking**

Notes for students working in small groups:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 9 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders.

- a) make moss bag (freezing up)
- b) make cradle board (freezing up)
- c) skin, clean, and stretch ermine or marten (winter)
- d) retell traditional legends: Omushkegowuk (winter)
- e) erect prospector tent with stove (spring)

Make Moss Bag (Freezing Up)

Overall Expectations:

Clothing Preparation and Manufacture (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and bead working materials and tools
- create beadwork and silk work patterns on hides and cloth
- create cradle board products: moss bag or *waaspisowayaan*
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of hide, line, clothing, and moss bag tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

fabric, needles, scissors, thread, craft pins, moosehide (for string), lace, ribbons, pillow quilt batting, markers, and cardboard or graph paper

local moss bag maker

Moss Bag Making: Waaspison <https://www.youtube.com/watch?v=Zaz-INCywOY>

Tikanaagan Making Part 2 Creating the Bag

<https://www.youtube.com/watch?v=T8y50D0xDd0>

Cradle Board <https://www.thecanadianencyclopedia.ca/en/article/cradle-board>

Notes: 1) Find local moss bag maker (to discuss program requirements) and order cloth and sewing supplies and materials well in advance of this activity.

2) Students may manufacture a cradle board covers as a complementary activity.

Teaching/Learning Strategies:

Ensure cloth and sewing materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles and fabric.

Acknowledge that the Omushkegowuk are very skilled at making cultural products that are directly related to use on their traditional lands.

Moss Bag Templates

Show moss bag examples and templates.

Explain the use of a *tibkinaakan* and its parts: cradle board, cradle board cover, and moss bag.

Have students outline traditional moss bag templates on cardboard.

Moss Bag Making and Sewing

Have students identify sewing tools and materials in Cree.

Explain good fabric handling and safety practices.

Lead students through moss bag making process step by step: cut and sew fabric pieces using template outlines; put a ribbon along the edge of the fabric, make holes around the edge; make moose hide string by cutting moose hide into strips; thread the moose hide string into the holes, cut quilt batting to the shape of the moss bag; and stuff the quilt batting into back of the bag.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Have students judge their product as suitable for personal use or as a gift by proportion, e.g., all parts of the bag are well-sized and thoughtfully placed; balance and alignment, e.g., stitching on edge of fabric is even on the bag; emphasis, e.g., hole placement and ribbon colour, space, texture, and line work together to attract attention to the design; and unity, e.g., all parts of the bag feels like it belongs together.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local moss bag maker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Moss Bag Checklist

Look for students to

- describe sewing tools and materials in Cree
- handle sewing tools and materials safely
- use traditional moss bag template

- cut fabric pieces accurately
- sew fabric pieces evenly and tightly

- cut ribbon accurately
- sew ribbon on edges evenly and tightly
- place string holes equably
- make moose hide string evenly
- cut quilt batting to fit bag accurately

- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local moss bag maker
- behave in culturally appropriate ways, e.g., shows respect to other students in class

- make a moss bag for personal use or as a gift**
 - all parts of the bag are well-sized, shaped, and thoughtfully placed
 - stitching on edge of bag is even and centered on the bag
 - hole placement and ribbon colour, space, texture, and line work together to attract attention to design
 - all parts of the bag feels like it belongs together

Notes for students working individually and in a small group:

Make Cradle Board (Freezing Up)

Overall Expectations:

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- identify and collect [cradle board making] materials and tools
- create cradle board products: cradle board or *tihkinaakan*
- produce two- and three-dimensional works of art that communicate (thoughts, feelings, experiences) a variety of ideas for specific purposes and to specific audiences, using a variety of art forms
- define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of line, traditional implements, tools, and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

cedar or plywood, saws, safety goggles, clamps, drills and assorted drill bits, raw hide sinew, assorted grades of sand paper, carving tools, measuring tapes, protective finish or stain, and braided line (for back straps)

local cradle board maker

Navaho Cradle Board <https://www.youtube.com/watch?v=8JYA8UdM44M>

Tikanagaan Making Part 1 <https://www.youtube.com/watch?v=EsbrZYau-DY>

Cradle Board <https://www.thecanadianencyclopedia.ca/en/article/cradle-board>

Notes: 1) Find local cradle board maker (to discuss program requirements), order woodworking materials and carving tools, locate or obtain wood supply, and reserve wood working shop well in advance of this activity.

2) Cedar is better for beginning wood workers and carvers.

3) Depending on the abilities of the students the local cradle board maker may prebend frames for head pieces and foot pieces.

Teaching/Learning Strategies:

Ensure wood working and carving tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using saws and sharp tools.

Acknowledge that the Omushkegowuk are very skilled at making things using natural materials found on the land.

Cradle Board Design

Show cradle board designs and examples.

Explain the use of a *tibkinaakan* and its parts: cradle board, cradle board cover, and moss bag.

Cradle Board Wood, Tools, and Materials

Have students identify the kinds of wood used for making cradle boards, e.g., cedar or plywood, and describe different wood working and carving tools and materials needed to make a cradle board in Cree.

Cradle Board Manufacture

Model correct safe wood working and carving behaviors, e.g., wear safety goggles, use the correct hand or power saw for job, measure twice cut once, and carve in small strokes with the tool pointing away.

Lead students through cradle board making process step by step: cut back board from design, carve sections of back board according to design used, and sand; cut thin strips of cedar for foot rest, steam foot rest pieces, form a u shape, fasten, and sand; cut thicker strips of cedar for brush bar, steam, clamp to shape, and sand; place foot rest on back board, drill holes on both sides of foot rest, and attach with raw hide sinew; place brush bar on back board drill holes along sides of brush bar, and attach with raw hide sinew; fine sand entire product, add protective finish or stain; and attach back straps (braided line) for carrying.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students judge their product as suitable for use with a moss bag: proportion, e.g., well sized and shaped; balance, e.g., stands on its own when leaned against a wall; finish, e.g., free of rough edges or gouge marks; and utility, e.g., can be easily carried on their back.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; listen respectfully to the voices of those more experienced, especially elders and local carvers; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Cradle Board Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

identifies type the kinds of wood used in cradle board making	1	2	3	4
describes wood working and carving tools and materials in Cree	1	2	3	4
handles wood working and carving tools and materials safely	1	2	3	4
cuts and carves back board according to design accurately	1	2	3	4
attaches foot rest (foot piece) properly	1	2	3	4
attaches brush bar (head piece) securely	1	2	3	4
sands rough edges and removes carving gouges	1	2	3	4
adds protective finish	1	2	3	4
finishes their product by attaching back straps	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local cradle board maker	1	2	3	4
makes a cradle board suitable for use with a moss bag	1	2	3	4

Notes for students working individually:

Skin, Flesh, and Board Ermine or Marten (Winter)

Overall Expectations:

Hide Preparation (Manufacturing Technology, Open, TMJ2O)

- clean, stretch, and prepare various fur bearers: ermine or marten

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of hide, line, and trapping tools and equipment safely
- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

assorted skinning knives, knife sharpener, stationary clamp or pliers, tail splitters, tail pullers, different sized ermine or marten drying boards, belly sticks, aluminum push pins, sawdust (optional), latex gloves, and garbage bags

local trapper

Weasel (Ermine) Skinning, Fleshing, and Boarding

<https://www.youtube.com/watch?v=Kpe9t-hkyNA>

Marten Skinning, Fleshing, and Boarding

<https://www.youtube.com/watch?v=qx7C95WBppY>

Trapper Training Manual <https://education.usask.ca/ccstu/pdfs/trapping%20app.pdf>

Notes: 1) Find local trapper (to discuss program requirements), obtain fresh or unfrozen ermine or marten, and reserve wood working room well in advance of this activity.

2) Trapper should be compensated for furbearers used at market value.

3) There are two ways of skinning animals: cased and open. All furs, except beaver, bear, and seal are prepared cased.

Teaching/Learning Strategies:

Ensure skinning, fleshing, and boarding tools are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., handling and preparation of furs and use of skinning tools especially sharp knives.

Explain methods of trapping ermine or marten (box) and use of furs for clothing and for sale at auction.

Acknowledge that the Omuškegowuk are expert at living off the land and obtaining resources from the land.

Furbearer Skinning, Fleshing, and Boarding Tools

Show an example of a finished ermine or marten pelt.

Have students identify tools used to skin, flesh, and board cased furbearers in Cree.

Ermine Skinning, Fleshing, and Boarding Methods

Describe methods used to skin, flesh, and board ermine or marten in Cree.

Demonstrate skinning, fleshing, and boarding process step by step: slit fur across from one hind foot pad to the other and pulling it down over the animals' head; tack on drying board with fur in and remove excess fat and flesh (ermine and marten) and when partly dry, remove from drying board, turn fur out by starting at nose, and retack on drying board (marten only); leave on drying board until completely dry (ermine fur in and marten fur out); and remove finished pelts from drying board and store flat or hung from strings in a cool dry place.

Have students follow along or have them complete the process following the demonstration.

Circulate and observe students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Note: Students should follow cultural ways or protocols of showing respect to an elder or cultural resource person; listen respectfully to the voices of those more experienced, especially elders and adults; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture, and recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living.

Assessment:

Ermine or Marten Skinning, Fleshing, and Boarding Anecdotal Record

Look for the following:

- identifies the traditional uses of furs for clothing and for sale
- uses and names correct tools for skinning, fleshing, and boarding cased furbearers in Cree
- follows step by step instructions with trapper or completes the process on their own, so that
 - the legs, body, head, and tail are cut and removed free of damage to pelt (skinning)
 - the pelt is free of excess fat or flesh (fleshing)
 - the pelt is properly dried with fur in (ermine) or out (marten) (boarding)
- listens respectfully to elder or local trapper
- observes and identifies culturally appropriate ways to be helpful to local trapper
- shows respectful behaviour towards others in small group
- **skins, fleshes, and boards an ermine or marten ready for sale at auction**

Notes for students working in small groups:

Retell Traditional Legends: Omushkegowuk (Winter)

Overall Expectations

Traditional Storytelling (English, Academic, ENG1D)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- follow Omushkego culture and language practices

Resources (Materials):

Omushkegowuk series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Our Stories Grade 9 Unit 1 Resource 2022

https://drive.google.com/drive/folders/1KLldCagpZ_AX0u-GHX1eF-i64iNXptu0

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Omushkegowuk series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Omushkegowuk series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell Omushkegowuk series of legends in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students identify the main idea and sequence of events for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Omushkegowuk legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens for main ideas first and details second	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
communicates the main idea of a story and describes a sequence of events	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Erect Prospector Tent with Stove (Spring)

Overall Expectations

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use modern shelters, e.g., prospector's tent
- describe the components of buildings, the properties of various building materials, and the processes in which those materials are used
- use correct terminology to describe building components and construction materials, tools, equipment, and processes
- use tools, equipment, and techniques correctly and safely
- use fabrication and assembly techniques safely, accurately, and in the correct sequence

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

prospector tent, e.g., 10' x 12' x 3', axes, rope, tarps for floor, wood poles of various sizes, wood stakes, wood stove ring, stove pipes, and wood stove

local shelter maker

Prospector Tent Set Up <https://www.youtube.com/watch?v=SyQIXIlopMY>

How to Set Up a Prospector Tent <https://www.youtube.com/watch?v=zJ1ZVl8XiLw>

Setting Up a Wall Tent Using Lodge Poles <https://www.outfitterssupply.com/Lodgepole-Tent-Frame.asp>

Notes: 1) Find local shelter maker (to discuss program requirements), obtain or locate shelter construction tools and materials, and find an area near school or community to build shelter well in advance of this activity.

2) Wood poles may be precut before the start of this activity.

3) All natural materials should be returned to the land or stored upon completion of this activity.

Teaching/Learning Strategies:

Ensure shelter making tools and materials are available.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., safe and correct use of shelter construction tools, equipment, and techniques.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations for use on traditional lands.

Prospector Tent Tools and Materials

Describe shelters and their uses related to need (temporary: overnight or multiple nights; semi-permanent: hunting, fishing, or trapping camps), site (flat, dry, readily visible, away from the wind), and type (tent, open brush, lean-to, or other).

Have students identify tools and materials used to setup a prospector's tent with stove in Cree.

Prospector Tent Construction

Model safe shelter making behaviours for handling shelter construction tools and materials.

Have students gather shelter making materials, e.g., wood poles.

Demonstrate prospector tent set up for four people: measure the tent length, width, and height on the ground; cut wooden poles to length (1 ridge, 2 optional side and 4 front [2] and back [2] support); assemble the frame using wooden poles and rope by making a tripod or V using support poles in front and back; tie the ridge pole to centre tent ridge; raise the tent using the support poles; stake the tent securely (tightly) to the ground; add a wood stove on a gravel or rock base, connect the stove pipes, and secure them through stove ring hole; and make a floor using tarps.

Have students set up prospector tent on their own in small groups.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Identify successful shelter construction by examining protection from wind, rain, or snow, dryness inside, and warmth if a stove is used.

Have students test (practice living in) shelter by having students shake the tent for durability or protection from weather and make a fire in the stove for warmth.

Note: Students should demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity; follow cultural ways or protocols for showing respect to the land; demonstrate respectful behaviour towards others in the group; practice cultural ways or protocols for showing respect to an elder or local shelter maker; behave in culturally appropriate ways when learning from culture; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Prospector Tent Construction Rubric

Category	Level 1	Level 2	Level 3	Level 4
Prospector Tent Overview	– expresses limited knowledge of shelters and their uses related to need, site, and type	– expresses some knowledge of shelters and their uses related to need, site, and type	– expresses considerable knowledge of shelters and their uses related to need, site, and type	– expresses thorough knowledge of shelters and their uses related to need, site, and type
Prospector Tent Tools and Materials	– shows no knowledge of prospector tent building tools and materials	– shows little knowledge of prospector tent building tools and materials	– shows some knowledge of prospector tent building tools and materials	– shows a great deal of knowledge of prospector tent building tools and materials
Prospector Tent Construction	– gathers shelter making materials, assembles the frame using wooden poles and rope, raises and stakes the tent, adds a stove, and makes a dry floor with limited effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, raises and stakes the tent, adds a stove, and makes a dry floor with some effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, raises and stakes the tent, adds a stove, and makes a dry floor with considerable effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, raises and stakes the tent, adds a stove, and makes a dry floor with a high degree of effectiveness
Respectful Behaviour	– demonstrates limited respectful behaviour to others in group or to the local shelter maker	– demonstrates some respectful behaviour to others in group or to the local shelter maker	– demonstrates considerable respectful behaviour to others in group or to the local shelter maker	– demonstrates a high degree of respectful behaviour to others in group or to the local shelter maker
Prospector Tent Success	– builds a prospector tent for four people that offers no warmth and protection from the weather	– builds a prospector tent for four people that offers little warmth and protection from the weather	– builds a prospector tent for four people that offers some warmth and protection from the weather	– builds a prospector tent for four people that offers lots of warmth and protection from the weather

Notes for students working in small groups:



Omushkego School-Based Culture Activities Teacher's Toolkit

Celebrating the Omushkego Cycle of Life

Grade 10 Culture Activities

The following activities are meant to provide basic information on developing and implementing culture activities in schools. They may be taught in other grades depending on the abilities of the culture resource teachers and students. In addition, each activity indicates a suggested season for presentation. These seasons were determined by the Omushkego elders.

- a) make spruce wood paddle (freezing up)
- b) make beaded mittens with tanned skin line (freezing up)
- c) make ski-doo sled (freezing up)
- d) retell traditional legends: Omushkego Voices (winter)
- e) construct mikiwam with canvas or bark (spring)

Make Spruce Wood Paddle (Freezing Up)

Overall Expectations:

Travel and Transportation Technology (Transportation Technology, Open, TTJ2O)

- identify traditional travel and transportation equipment, e.g., canoe (and motor)
- maintain traditional travel and transportation equipment, e.g., canoe (and motor)
- handle traditional travel and transportation equipment safely
- make [spruce wood paddle] for a canoe
- handle traditional travel and transportation equipment safely
- use measurement tools correctly
- repair or replace components to meet or exceed original equipment manufacturer (OEM) standards

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

spruce, birch, poplar, or tamarack, knife, powered hand planer, axe, handsaw, jigsaw or bandsaw (optional), orbital sander (optional), sandpaper, pencils or pens, protective finish or stain, PT burnish paint (optional), and safety goggles

local paddle maker

How to Build a Traditional Canoe Paddle

http://www.aldovarotto.org/canoa/pagaia_en.htm

One-Piece Canoe Instructions <https://www.instructables.com/One-Piece-Canoe-Paddle/#>

One-Piece Canoe Paddle <https://www.youtube.com/watch?v=J4s3T8BhXnU>

Note: Find local paddle maker (to discuss program requirements), order woodworking materials, locate or obtain wood supply, and reserve wood working shop well in advance of this activity.

Teaching/Learning Strategies:

Ensure wood working tools and materials are available at each table.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using saws and sharp tools.

Acknowledge that the Omushkegowuk are very skilled at making things using natural materials found on the land.

Paddle Design

Show paddle designs and examples.

Explain the use of paddles and the different types, sizes, and shapes.

Paddle Wood, Tools, and Materials

Have students identify kinds of wood used for making paddles, e.g., spruce, birch, poplar, or tamarack, and describe different wood working tools and materials needed to make a paddle in Cree.

Paddle Board Manufacture

Model correct safe wood working behaviors, e.g., wear safety goggles, use the correct hand or power tool for the job, and measure twice cut once.

Lead students through paddle making process step by step: draw outline on the board, cut blank from design using jigsaw, shape the blade using a planer, shape the shaft, shape the handle, sand entire paddle, and add protective finish or stain.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Have students judge their product as suitable for use on the water, e.g., length for proper paddling form and efficiency; material for weight and stiffness; and balance for grip and shaft feel by sitting on a chair.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice that is directly related to the traditional land identified with the nation; listen respectfully to the voices of those more experienced, especially elders and local carvers; and behave in culturally appropriate ways when learning from culture

Assessment:

Spruce Paddle Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

identifies type the kinds of wood used in paddle making	1	2	3	4
describes wood working tools and materials in Cree	1	2	3	4
handles wood working tools and materials safely	1	2	3	4
cuts paddle blank according to design accurately	1	2	3	4
shapes blade, shaft, and grip properly	1	2	3	4
sands rough edges on paddle	1	2	3	4
adds protective finish	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local paddle maker	1	2	3	4
makes a paddle suitable for use in canoeing	1	2	3	4

Notes for students working individually:

Make Beaded Mittens with Tanned Skin Line (Freezing Up)

Overall Expectations:

Clothing Preparation (Manufacturing Technology, Open, TMJ2O)

- identify and collect hide and bead working materials and tools
- manufacture hide and bead working products: beaded mittens
- define the principles of design (emphasis, balance, rhythm, unit, variety, proportion), and use them in appropriate ways for this age group when producing and responding to works of art

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of hide, line, clothing, and bead and hide working tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

assorted beads, needles, threads, craft pins, scissors, traditional bead patterns, cardboard, pens or markers, assorted moose hides, traditional mitten patterns, sinew, tanned skin line or thick string, felt linings, and fur trims

local bead and hide worker

How to Make Mittens (available online as a pdf and as a hard copy) <http://occc.ca/wp-content/uploads/2020/03/How-to-Make-Mittens.pdf>

Making Leather Mittens <https://www.youtube.com/watch?v=IOh2IjxAAKc>

Beaded Mitten Making <https://www.youtube.com/watch?v=hBg6mqmVktg>

Note: Find local bead and hide worker (to discuss program requirements) and order bead and hide working supplies well in advance of this activity.

Teaching/Learning Strategies:

Ensure hide and bead working materials are available at each table.

Organize students in small groups.

Describe the purpose of this activity and safety considerations, e.g., using sharp needles and hides.

Acknowledge that the Omushkegowuk are very skilled at making cultural products that are directly related to use on their traditional lands.

Mitten Patterns

Show beaded mittens examples.

Explain the use of mitten pattern templates, e.g., left and right mittens, thumbs and cuffs.

Have students trace traditional mitten patterns on cardboard.

Mitten Making and Sewing

Have students identify hide working tools and materials in Cree.

Explain hide making process and good hide handling and safety practices.

Model cutting and sewing moose hide pieces and felt liner pieces using pattern templates.

Have students cut and sew mitten moose hide pieces and felt liner pieces using pattern templates.

Mitten Beading

Have students identify bead working tools and materials in Cree.

Explain good bead handling and safety practices.

Demonstrate beading techniques on upper mitten or cuff.

Have students thread beads using traditional patterns or their own on upper mitten or cuff.

Mitten Linings, Trims, and Neck Strings

Demonstrate methods of attaching linings, trims, and neck string lines to mittens.

Have students insert and sew in felt linings.

Have students add and sew on fur trims to cuffs.

Have students add and sew neck strings to cuffs.

Observe and supervise students throughout the activity commenting on strengths and areas of improvement.

Note: Students should follow cultural ways or protocols of showing respect to an elder or local hide and bead worker; demonstrate respectful behaviours towards others in the group; demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activities; behave in culturally appropriate ways when learning from culture; and participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation.

Assessment:

Beaded Mittens with Tanned Skin Line Checklist

Look for students to

- describe hide working tools and materials in Cree
- handle hide working materials safely
- use traditional mitten pattern templates correctly left and right
- cut moose hide pieces, e.g., mittens, thumbs, and cuffs accurately
- sew moose hide pieces, e.g., mittens, thumbs, and cuffs evenly and tightly
- cut felt liner pieces accurately
- sew felt liner pieces evenly and tightly
- cut fur trim pieces accurately
- sew fur trim pieces on cuffs evenly and tightly
- cut and braid tanned line accurately
- sew tanned line on cuffs evenly
- describe bead working tools and materials in Cree
- select appropriate beads and patterns for the upper mitten or cuff
- handle beading materials safely
- listen to the elder or cultural resource person
- work well with others in a group
- behave in culturally appropriate ways, e.g., shows respect to local bead and hide worker
- behave in culturally appropriate ways, e.g., shows respect to other students in class
- mittens fit well
- mittens are warm
- mittens are evenly stitched
- make mittens for personal use or as a gift**

Notes for students working individually:

Make Ski-doo Sled (Freezing Up)

Overall Expectations

Manufacturing Technology (Manufacturing Technology, Open, TMJ2O)

- demonstrate an understanding of how a design process is used in the planning and development of a manufacturing project
- identify and explain how various materials, tools, and equipment are used in the manufacture of products: ski-doo sled
- apply an appropriate design process to plan and develop a product
- use hand tools, machine tools, power tools, materials, and equipment safely and correctly in the manufacture of a product
- identify and collect [sled making] materials and tools
- create sled products: ski-doo sled

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- display practices of handling and preparation of hide, line, wood stock, and sled making tools and equipment safely
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

tamarack, poplar, or other (for the runners), axe, chainsaw, planer, acrylic runner strips, plywood (for the box), hand or power saws, hammer, nails, drill and drill bits, wood screws, rawhide or sinew, measuring tape, pencils, safety goggles, and first aid kit

local sled maker

DYI Snowmobile Sleigh Build Part 1 <https://www.youtube.com/watch?v=L-F1hsP9k7I>

DYI Snowmobile Sleigh Build Part 2

<https://www.youtube.com/watch?v=WEVhYELIGbU>

Notes: 1) Find local sled maker (to discuss program requirements), order wood working materials, locate or order wood supplies, fabricate tow bar(s), and reserve wood working shop well in advance of this activity.

2) Students may select and cut tamarack, poplar, or other trees from the surrounding area.

Teaching/Learning Strategies:

Ensure wood working tools and materials are available for each group.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., using hammers and saws.

Acknowledge that the Omushkegowuk are very skilled at adapting tools and products from other nations for use on traditional lands.

Ski-doo Sled Plan

Show traditional and modern-day wooden sleds examples.

Explain uses of wooden sleds in the past and present and traditional plans.

Have students use traditional plans for sled making.

Ski-doo Sled Wood, Tools, and Materials

Have students identify different kinds of wood used for sled making, e.g., tamarack, poplar, or other (for the runners) and plywood (for the box), and describe different wood working tools and materials needed to manufacture a ski-doo sled from plans in Cree.

Ski-doo Sled Making

Model safe sled making behaviors, e.g., wear safety goggles, measure twice, cut once, select proper tool for wood used.

Lead students through wood working process step by step: cut and shape runners from wood stock, cut plywood pieces for box, fasten pieces together, drill holes in front of each runner, and attach tow bar so that the sled can be pulled by a ski-doo.

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Show ski-doo sled test practices, e.g., attach sled to ski-doo and drive around school or community.

Have students test (use) ski-doo sled around school or community for strength and useability.

Note: Students should demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity; participate in a contemporary cultural practice or use a cultural product that is directly related to the traditional land identified with the nation; and listen respectfully to the voices of those more experienced, especially elders and local sled makers.

Assessment:

Ski-doo Sled Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

uses a traditional plan	1	2	3	4
identifies types and kinds of wood used in sled manufacture	1	2	3	4
describes sled making tools and materials in Cree	1	2	3	4
handles wood working tools and materials safely	1	2	3	4
cuts and shapes runners from wood stock correctly	1	2	3	4
measures and cuts plywood pieces for box accurately	1	2	3	4
fastens pieces together properly	1	2	3	4
finishes their product by drilling holes in the runners and adding tow bar	1	2	3	4
behaves in a way that maximizes their safety and that of others	1	2	3	4
listens to the elder or local sled maker	1	2	3	4
makes a ski-doo sled for personal use or fundraising	1	2	3	4

Notes for students working individually:

Retell Traditional Legends: Omushkego Voices (Winter)

Overall Expectations

Traditional Storytelling (English, Academic, ENG2D)

- listen to traditional legends and popular stories in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- follow Omushkego culture and language practices

Resources (Materials):

Omushkego Voices series of legends (written or digital audio versions), audio video recorder and player

local elder or storyteller

Omushkego Education Omushkego Voices Grade 11 Unit 1 Resource 2022

<https://drive.google.com/drive/folders/1SBvfeWkTuA0-jyvHg0TLOd2uecRzX49Y>

- Notes:** 1) Find local storyteller (to discuss program requirements) and locate written or record audio versions of Omushkego Voices series of legends well in advance of this activity.
2) Audio versions should be recorded with permission of the elder or storyteller.

Teaching/Learning Strategies:

Ensure written or audio versions of Omushkego Voices series of legends are available.

Organize class in a circle.

Describe purpose of this activity and cultural protocols for elders and local storytellers.

Acknowledge that Omushkego legends or stories about legendary or heroic figures, animals, and landscape features are directly related to the traditional land identified with the First Nation.

Listening

Explain purposes for listening and good listening behaviours.

Have students listen to local storyteller tell Omushkego Voices series of legends in Cree.

Have the storyteller state the teachings of these legends.

Speaking

Ask students to make connections between traditional legends with their own experiences and the world around them.

Explain purposes for speaking and good speaking behaviours.

Play audio recordings or read written legends.

Have students identify the main idea and sequence of events for each.

Supervise and observe students throughout local storyteller's presentation on culturally appropriate listening and speaking behaviours.

Provide opportunities for students to listen to audio versions or read written versions of these legends and practice orally retelling them.

Have students accurately retell traditional Omushkego Voices legend of their choice to whole class.

Note: Students should practice cultural ways or protocols for showing respect to an elder or cultural resource person; demonstrate respectful behaviour towards the local storyteller and others in the group; behave in culturally appropriate ways when learning from culture; and show respectful appreciation during a storytelling presentation.

Assessment:

Legends Rating Scale

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

listens without interrupting	1	2	3	4
waits their turn to speak	1	2	3	4
shows that they are paying attention	1	2	3	4
listens for main ideas first and details second	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders or local storytellers)	1	2	3	4

Speaking

gives other group members an opportunity to speak	1	2	3	4
responds positively to the contributions of others	1	2	3	4
begins to identify some vocal effects, including tone, pace, pitch, and volume, and uses them appropriately to help communicate their meaning	1	2	3	4
identifies some non-verbal cues, including facial expression, gestures, and eye contact, and uses them appropriately and with cultural sensitivity, to help convey their meaning	1	2	3	4
communicates the main idea of a story and describes a sequence of events	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
retells traditional legend accurately in class using clear voice and appropriate phrasing and expressions	1	2	3	4

Notes for students working as a whole class or individually:

Construct Mikiwam with Canvas or Bark (Spring)

Overall Expectations

Shelter Construction Technology (Construction Technology, Open, TCJ2O)

- construct and use traditional shelters, e.g., mikiwam with canvas or bark
- describe the components of buildings, the properties of various building materials, and the processes in which those materials are used
- use correct terminology to describe building components and construction materials, tools, equipment, and processes
- use tools, equipment, and techniques correctly and safely
- use fabrication and assembly techniques safely, accurately, and in the correct sequence

Living Well (Food and Nutrition, Open, HFN1O/HFN2O)

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity
- follow Omushkego culture and language practices
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Resources (Materials):

axes, rope, canvas or spruce or birch bark (optional) for covering, aspen or poplar saplings for poles, spruce or cedar branches for floor, and small rocks for fire pit (optional)
local shelter maker

How to Make a Wigwam <https://www.wikihow.com/Make-a-Wigwam>

Basic Wigwam Construction <http://www.nativetech.org/wigwam/construction.html>

Wigwam Building Part 2 <https://www.youtube.com/watch?v=Tupgabo9kq0>

Notes: 1) Find local shelter maker (to discuss program requirements), obtain or locate shelter construction tools and materials, and find an area near school or community to build shelter well in advance of this activity.

2) Students may select and cut aspen or poplar saplings from the surrounding area.

3) All materials should be returned to the land upon completion of this activity.

Teaching/Learning Strategies:

Ensure shelter making tools and materials are available.

Organize students in small groups.

Describe purpose of this activity and safety considerations, e.g., risk of hypothermia and use of axes.

Acknowledge that the Omushkegowuk are very skilled at using natural resources directly related for use on traditional lands.

Traditional Shelter Tools and Materials

Describe traditional shelters and their uses related to need (temporary: overnight or multiple nights), site (flat, dry, readily visible, place for a fire), and type (open brush, lean-to, mikiwam, shabutowan).

Have students identify tools and materials used to make a mikiwam in Cree.

Traditional Shelter Construction

Model safe shelter making behaviours for handling shelter construction tools and materials.

Have students gather shelter making materials, e.g., aspen or poplar saplings for poles, bark for covering (optional), cedar or spruce branches for flooring, and small rocks for fire pit (optional).

Demonstrate mikiwam construction for a family of four people.

Have students construct mikiwam by tracing a circle (2 m or 7' radius) on the ground for pole placement, placing pointed ends of poles into the ground uniformly, tying the poles together with rope, weaving poles around structure for support while leaving an opening for the entrance, covering the frame with canvas allowing for a smoke hole on top, laying branches for flooring inside, and building a fire pit in the centre with small rocks (optional).

Observe and supervise students throughout the activity commenting on safety concerns, strengths, and areas of improvement.

Identify successful shelter construction by examining protection from wind, rain, or snow, dryness inside and warmth if a fire is made.

Have students test (practice living in) shelter by having students shake the shelter for durability or protection from weather and make a fire in a fire pit for warmth.

Note: Students should demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity; follow cultural ways or protocols for showing respect to the land; demonstrate respectful behaviour towards others in the group; practice cultural ways or protocols for showing respect to an elder or local shelter maker; behave in culturally appropriate ways when learning from culture; and reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Assessment:

Traditional Shelter Construction Rubric

Category	Level 1	Level 2	Level 3	Level 4
Traditional Shelter Overview	– expresses limited knowledge of traditional shelters and their uses related to need, site, and type	– expresses some knowledge of traditional shelters and their uses related to need, site, and type	– expresses considerable knowledge of traditional shelters and their uses related to need, site, and type	– expresses thorough knowledge of traditional shelters and their uses related to need, site, and type
Traditional Shelter Tools and Materials	– shows no knowledge of traditional shelter tools and materials	– shows little knowledge of traditional shelter tools and materials	– shows some knowledge of traditional shelter tools and materials	– shows a great deal of knowledge of traditional shelter tools and materials
Traditional Shelter Construction	– gathers shelter making materials, assembles the frame using wooden poles and rope, adds covering materials using canvas or bark (optional), and lays branches for flooring with limited effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, adds covering materials using canvas or bark (optional), and lays branches for flooring with some effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, adds covering materials using canvas or bark (optional), and lays branches for flooring with considerable effectiveness	– gathers shelter making materials, assembles the frame using wooden poles and rope, adds covering materials using canvas or bark (optional), and lays branches for flooring with a high degree of effectiveness
Respectful Behaviour	– demonstrates limited respectful behaviour to others in group or to the local shelter maker	– demonstrates some respectful behaviour to others in group or to the local shelter maker	– demonstrates considerable respectful behaviour to others in group or to the local shelter maker	– demonstrates a high degree of respectful behaviour to others in group or to the local shelter maker
Traditional Shelter Success	– builds a traditional shelter for four people that offers no protection from the weather	– builds a traditional shelter for four people that offers little protection from the weather	– builds a traditional shelter for four people that offers some protection from the weather	– builds a traditional shelter for four people that offers lots of protection from the weather

Notes for students working in small groups:

About the OmuShkego School-Based Culture Activities Teacher's Toolkit

This document is part of a collection of resources designed to help language and culture teachers bring OmuShkego culture into the classroom. It is based on the OmuShkego culture curriculum and includes resources for educators at elementary and secondary levels. Other OmuShkego language and culture resources can be found on the OE drive at <http://bit.ly/OECreeLanguage>, <http://bit.ly/OECurriculumResources>, and <http://bit.ly/OECultureResources>.

