

Acknowledgements

The Young Hunters Program has been developed and delivered in Arviat since 2012. We would like to acknowledge the amazing support and commitment to this initiative by Elders Louis Angalik and Donald Uluadluak. They gave very generously of their time, knowledge and encouragement to build and develop the program. We also wish to acknowledge the support of the people of Arviat and especially the parents of youth who have participated in the program. The many dedicated instructors who have taught the program and helped to enhance and expand it as it has grown continue to play a critical role in making this program available to Arviat youth: Jimmy Napayok, Augaaj Karetak, Uukualuuq Karetak, Hunter Tattuinee, Kelly Kigusiutnak, Eejee Ulayok, Ludivic Oonerk, Jason Curley, Gabe Alagalak, Andrew Kuksuk, and Danny Curley ... We especially wish to acknowledge the drive and dedication of Kukik Baker who inspired the program and continues to drive it forward.



Table of Contents

Introduction to Young Hunters	3
Community Program Manual	
1. <i>How to engage the community in supporting a program</i>	7
2. <i>Basic requirements for program delivery</i>	9
3. <i>Hiring instructors</i>	10
4. <i>How to plan and budget</i>	12
5. <i>How to involve Elders</i>	15
6. <i>How to recruit participants</i>	16
7. <i>Safety Management</i>	17
8. <i>How to obtain insurance and reporting</i>	18
9. <i>Effective communication with parents and the community</i>	20
10. <i>How to continually assess the participants</i>	22
11. <i>How to continually assess the program</i>	24
12. <i>How to expand content and program objectives</i>	26
Program Components	
1. <i>Principles supporting the program</i>	29
2. <i>Core objectives of the program</i>	37
3. <i>Core components of each program</i>	38
4. <i>Instruction and practical experience</i>	40
5. <i>Demonstrating competency through guided practice</i>	41
6. <i>Work plans for instructors</i>	42
7. <i>Equipment and materials</i>	44
8. <i>Types of assessment and evaluation</i>	45
9. <i>Land camps</i>	46
10. <i>Celebrations and graduation</i>	48
Assessment and Evaluation	
1. <i>Participant assessment</i>	51
2. <i>Program assessment and evaluation</i>	52
Sources of Funding	54
Aqqiumavvik Resources	55
Appendix	56

Introduction to Young Hunters

The Young Hunters Program is a community-based project designed to develop sustainable harvesting practices in youth between the ages of 8 - 18 years old. We want youth to understand the cultural beliefs, principles and expectations for becoming a hunter. We also want youth to become more keen and critical observers of their environment so that they can engage more successfully and safely in being on the land and sea.

Extensive work has been done with community Elders to document the knowledge and skills required for youth to become masters in sustainable harvesting and environmental monitoring. These are also inherent to becoming capable, confident and contributing community members according to inunnguiniq principles of becoming capable. Elders have stated that a critical skill for Inuit was close observation of the environment. Ujjiqsuiniq is the process that enables one to monitor and observe with confidence and ultimately to be prepared for different outcomes. It creates opportunities for youth to analyze their observations with regards to the experiences they have while they are in the environment. Being able to understand the world we live in is essential to successful living.



Participants in the program gain skills and knowledge through time spent with experienced Elders and instructors. They are trained in all aspects of sustainable harvesting and engage in local hunting activities in order to apply and improve on their skills. Through this, the youth also gain confidence and perspective that will aid them long after they leave the program.

The program is delivered in 8-week sessions which include receiving instructions with Elders in cultural principles, beliefs and expectations. Instructors deliver workshop-style sessions in making hunting tools and equipment, planning and preparing, safety and survival, harvesting respectfully and building capacity through skill training. The training is adjusted for the age group and for the seasonal activity. Based on the season, land and sea trips may occur in blocks of time such as 3-5-day trips or on a number of day trips. All participants will be exposed to actual harvesting experiences.



A group of people are in a boat on a large body of water. The image is overlaid with a monochromatic orange tint. The text "Community Program Manual" is centered over the image.

Community Program Manual

1. How to engage the community in supporting a program

It is very important to build support for the Young Hunter Program across the community before you begin to deliver the program. Consider all the community groups and individuals who can be supportive as partners. Community radio shows, messaging on social media and presentations to key groups are ways of getting the word out and building a shared commitment to the program. It is also important that parents understand and support their child's participation in the program. A short pamphlet that can go home to parents with the application is a good idea. All participants must apply to attend. Often it is helpful to have parents bring this application in so that you can directly answer questions and explain program goals. Going into schools to explain the program to youth themselves and to explain expectations around attendance, participation and activities is also a good idea.





Each program should define their own participant expectations in their areas. Young Hunters is offered as an after school program, but will school attendance be an expectation for participation? Must participants attend all workshops in order to go on land trips or perhaps essential workshop in safety and survival may become required. What are the rules and expectations around working together respectfully, caring for equipment and conserving? These are discussions the program staff should have before taking on participants so that program expectations are clearly explained at the beginning of each intake and are consistent across the program. They need to be explained to the community as well.

2. Basic requirements for program delivery

Delivery of the Young Hunters Program requires a number of careful considerations. Facility and equipment are key. The program must have a dedicated space for instruction and a shop space. Consideration should be given to where tools and large projects can be safely stored between sessions. There will be need for both heated and semi-heated spaces. There are storage requirements for tools, equipment, meat and skins. Many young people will not have warm clothing for land trips, and this is also an important consideration. Often partnering with community sewing programs can help provide clothing that is made available through the program. If not, finding ways of borrowing sets of warm clothing should be considered.

When we started our program, we often were borrowing or renting equipment. A requirement for instructors was that they owned good equipment that they could use in the program. Eventually the participants made qamutiit and raised funds so that the program could purchase a dedicated snowmobile and boat. You might also want to consider how equipment such as tents, stoves, sleeping bags etc. will be provided to land trips. Sometimes these may be available through other community programs. If not, these are important considerations when you apply for funding grants.

3. Hiring instructors

The success of the program is very reliant on the quality of your instructors. Of course, we are looking for young people who are highly knowledgeable and skilled as hunters. It is also important that they have established a positive reputation in the community. They should be able to pass a criminal record check in order to work with youth. Most important is their demonstrated ability to engage and inspire youth. This program is reliant on relationship. Young Hunters are learning important skills, but they are also having fun and connecting with adults in important relationships that will be sustained over the coming years.



Instructors must be able to enjoy working with youth and to come along side in supportive ways to motivate, encourage, build positive attitudes and create meaningful opportunities for youth to succeed as contributing members of our communities. Because relationship is so important, you need to consider people who are likely to stick with the program. Often the employment for this program is limited by 1-year funding and this does not provide enough job security for a lot of good instructors. Seeking 3-year funding blocks goes a long way to ensuring that staff turnover is reduced.





4. How to plan and budget

Careful planning is essential to the success of any program. Many heads also result in better ideas. Our planning team consisted most importantly of very knowledgeable Elders, community sponsors and partners (such as Hamlet, HTO, community hunters and parents). You might also want to start off small and expand as your program gains support. We planned to offer the program to 8-10 year-olds, but soon had interest and demand from older age groups. It is important to plan for initial success and then you can build on that in future years.

Goal Setting

All planning involves goal setting. What are you really hoping to achieve through the program? Focus on the core goals. Plan with the end in mind, so what results do we want to see and then work backwards to identify the steps and activities you need to take for this to happen. Planning should also consider assessment and evaluation. From the start you need to have a plan for how you will know if you are meeting your goals and also so that you can show evidence to future funders.

Communication

Another essential part of planning is the plan for strong communications. It is important that everyone know what you are doing, why you are doing it, how you plan to do it and why they should want to become involved or be supportive. Provide information updates as the program gets going. Have the youth participants give their own testimonials about why they liked the program. Facebook pages are good for this and also many parents will provide feedback to your program through social media.

Budget

Once you have a plan, you can begin to develop a budget. Look at what activities you will do to meet your goals and what these activities may cost. What equipment will you need to purchase? How much money will be required for salaries, gas, rentals, food. Where can you find in-kind supports that might be able to reduce these costs? Sometimes, the available funding will require you to reduce your goals and activities. It is alright to start small. In Arviat we deliver the program through a number of funders. As new funding opportunities become available, we will write a proposal that will allow us to expand the program and add to it. You must always consider your capacity as a group to deliver the program, however. You may be successful at writing new proposals to get more funding, but you also have to plan for how the funds can be managed, aspects of different programs reported on and evaluated. This has been one of the biggest challenges for our society. It is important to plan for all these aspects of a project before you start out.



5. How to involve Elders

We are very blessed in Arviat to have wonderful Elders who founded our program with us. We also have very knowledgeable and committed people in the community who are experts to the program, although they might not yet describe themselves as Elders. It is essential to have access to Elders who are willing to teach and provide cultural guidance. Often, we have youth visit the Elder in the home. This provides a level of comfort for youth to continue to visit with the Elder and it also allows us to create opportunities for youth to demonstrate pijitsirniq by looking for ways to thank an Elder for sharing with us. Through the program, fresh water/ice and meat are delivered to Elders, but during a visit the youth can help by shovelling porches, cleaning up and making small repairs. For Inuit sharing is always a reciprocal activity. This is a big part of being a hunter – to share food with others and for others to give back to the hunter recognition, reputation, small gifts or a blessing. Engaging with Elders provides the opportunity to train youth in these important cultural practices.

In our budgets, we also plan for Elder/expert honouraria or funding for gifts.

6. How to recruit participants

Once you get your Young Hunter Program underway, it usually sells itself. Initials broad publicity in the community is important and making sure that when youth come to collect an application form, you explain what kind of commitment they will be making. Inuit believe that the best learning situations involve groups with different levels of skills. In our program, however, we do want to create opportunities for young people who may not have access to family harvesting experiences. Sometimes, you may want to seek out these youth in the community and encourage them to apply. Parents can be very supportive in these circumstances.

Participants will always have a varied set of backgrounds and experiences. We do not want only youth who have never been on the land. The advantage of peer to peer training is important to the success of all the youth.



7. Safety management

Safety and survival training is a component of all our programs. However, harvesting is never a completely safe activity. Consideration for safety must be part of the careful planning process. The importance of this must be reinforced with instructors and it is a discussion to have with parents as well. In our program, parents sign a release form agreeing that they recognize the potential issues around our activities, but agree that their child can participate.

See Appendix page 58 for example of Parental Release Form



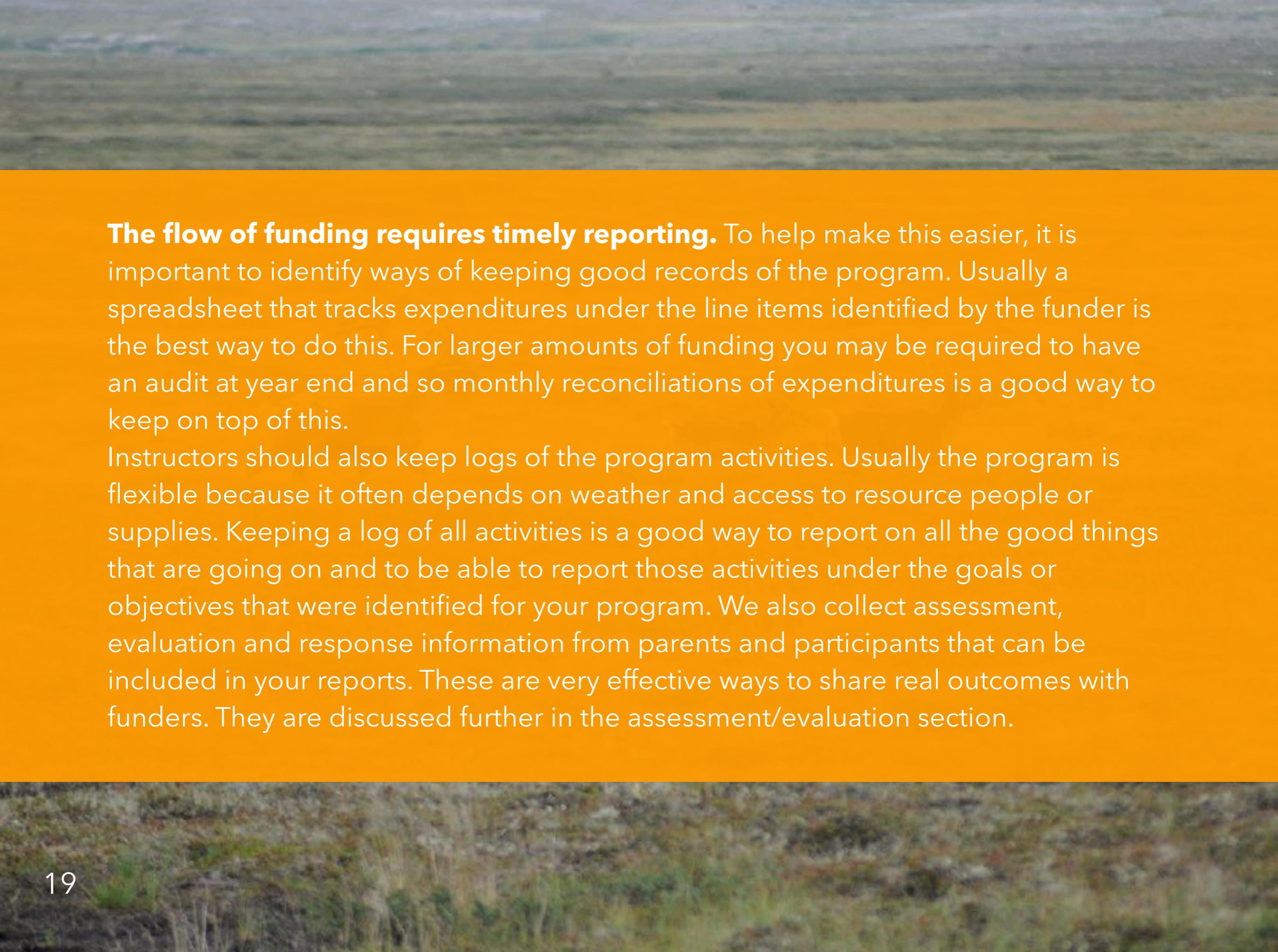


8. How to obtain insurance and reporting

Insurance is very expensive and often hard to get for these kinds of youth programs. When we started out, we did not have insurance coverage and relied on the parental release form.

The Co-operators in Yellowknife (1-888-536-1573 www.cooperators.ca) understand how to create insurance plans for northern and remote programs. You will have to discuss with them directly about the specific needs and aspects of your program.

With regards to reporting, there are generally requirements for both financial and activity reporting by the funders. Different funders have different requirements, but generally there is an interim report and then a final report.



The flow of funding requires timely reporting. To help make this easier, it is important to identify ways of keeping good records of the program. Usually a spreadsheet that tracks expenditures under the line items identified by the funder is the best way to do this. For larger amounts of funding you may be required to have an audit at year end and so monthly reconciliations of expenditures is a good way to keep on top of this.

Instructors should also keep logs of the program activities. Usually the program is flexible because it often depends on weather and access to resource people or supplies. Keeping a log of all activities is a good way to report on all the good things that are going on and to be able to report those activities under the goals or objectives that were identified for your program. We also collect assessment, evaluation and response information from parents and participants that can be included in your reports. These are very effective ways to share real outcomes with funders. They are discussed further in the assessment/evaluation section.



9. Effective communication with parents and the community

Inuit stress the value of open communication. This is described as face-to-face communication. Whenever possible it is important to engage with parents and community partners in this way. It does not have to be formal. Instructors should be encouraged to share with parents when they meet them in the store or at a community event. When we have the privilege of working with someone's child, we have the responsibility to share that experience back to parents. These informal connections go a long way to build the reputation of the program across the community.

In Arviat, radio programs and now social media also provide really effective ways of sharing the work with the community. Our radio programs are generally call-in shows to we can answer questions and concerns as well as hear about experiences and consequences of the program that we might never be aware of. For example, we have had parents tell us that since participating in the program, their child spends more time visiting a grandparent and asking about hunting.

As part of our evaluation plan we also ask parents and participants to complete post-program surveys. This is another way we can get feedback and then respond to any issues and concerns that might arise. It also gives us information that will help us to improve the program as we move forward with it.





10. How to continually assess the participants

The Young Hunter Program is designed around pilimmaksarniq. We want our youth to become very skilled in the many areas of respectful and sustainable harvesting and engaging with the environment. We recognize that every youth comes to our program with past learning and experiences. They each come with different interests, abilities and skills. It is our job to observe and assess these things about the child and to build on the learning and skills they already have.

We do not deliver a set program; we teach individual youth what they need to learn next. For this reason, it is important to have tools that we can use to assess youth as they gain new skills and continually build strength in the skills they already have. For the various workshops and training themes that we deliver seasonally we develop skill checklists that will help us to track the progress of the individual youth. When a participant returns to the program, we have this checklist that we can continue to work with, so we are never starting from scratch. This also provides good information if an instructor changes or when a parent is interested in seeing actual progress through the program. This information is also used in the evaluation of the overall program because it helps us to chart progress and skill achievement.



11. How to continually assess the program

In our planning process we identified goals for the project and also activities that we geared to help us achieve those goals. It is important to be able to describe what those activities actually looked like and the learning that took place. This will also give us the evidence we need to say whether the goal is being achieved or not.

Instructor logs will provide information about the activities and workshops that occurred. Youth skill checklist provide information about actual achievement thorough those activities. We also collect surveys from parents and youth using either an iPad survey which can be filled out or an interview survey which helps us see overall how participants are responding to the program.

See Appendix page 60 for example of Survey

We also try to collect comments and ideas which people add to our social media pages. A good program is always growing and responding to the people it is aimed for. On-going, continuous assessment is a way to make sure that the program stays vital and responsive to changing needs.



We plan to collect digital photos and short videos of all the activities that occur in an 8-week program. We would like the participants to use these to turn them into a story of what their Young Hunter experience was all about. This gives youth a voice to describe the highlights in their own ways, it provides good information to the community about what the program is doing and what the outcomes look like, and it provides good evidence that can become part of reports back to funders. These are important ways to continually assess, but there are many other ways to do this that you might think of for your own program as well.

12. How to expand content and program objectives

Expanding content and program objectives is really what happens naturally as your programs runs, you collect this important feedback and are able to generate new ideas and approaches to continually improve what you are doing. Often, we have added new components to our program because opportunities came our way that could only enhance what we were already doing. We are always open to these kinds of partnerships that will allow us to build both program capacity as well as capacity for our youth. An example of this is our partnership with SmartICE. This opportunity was presented to us because it was perceived that youth could be operating the SmartICE technology and learning new skills by doing that, at the same time they could be analyzing safety and climate changes through their participation. We always want to look for value added opportunities for our programs.

See Appendix page 61 for example of SmartICE Map



A photograph of a herd of reindeer running across a grassy field, overlaid with a semi-transparent orange filter. The text "Program Components" is centered in white. The reindeer are in various stages of running, with one in the foreground on the left and others further back to the right. The background is a vast, open field under a bright sky.

Program Components

1. Principles supporting the program

The Young Hunters Program is grounded in Inuit Qaujimajatuqangit (IQ) beliefs and principles. The purpose of the program is to ensure that community youth have opportunity to understand their role as Inuit in respectfully harvesting and providing for others. This activity is grounded in several core IQ principles that support the components of the program.



Inunnguiniq is the process of raising a person to become a capable human being. The emphasis is on being capable and being human. For YH participants learning about IQ gives them the foundation to understand cultural expectations for living a good life. To live a good life, one must live respectfully and contribute actively to the wellbeing of those around them. This is also essential to the definition of being a hunter.



Pilimmaksarniq is about becoming highly skilled. *Pilimmaksaktau* is a life-long process that builds across any skill area. Children need to be assisted in developing good life habits and in building character and resiliency that will enable them to be successful under any circumstance. A program goal is to connect those experts in the community who are best able to support the individual learning goals of youth.

Inuuqatigiitsiarniq emphasizes the importance of relationship building, developing a strong sense of belonging and mutual responsibility. In YH youth are brought together in new relationships with Elders, experts and other community adults, but also with peer groups in new contexts.



Avatimik kamattiarniq requires us to pay careful attention to the environment as an important part of survival and sustainability. The care and importance we place on this also impacts on our personal health and well-being. For all of these reasons, it is important to think about the environment we grow up in and how we become good caretakers and good contributors to a healthy and positive environment. Our lives are interdependent -- on each other, on the animals, on the weather, on the water, on the land. Being keenly observant and noticing the weather changing, the animal movements, the changing seasons enables us to plan for changes well.

Qanuqtururangniq is a process that engages us in making sense of our observations to analyze what we are seeing and to think deeply about possibilities, connections and outcomes. It also enables us to respond well to dangerous situation, unexpected occurrences and difficulties. This is a key goal within the Young Hunters training.



Pijitsirniq explores our humanity. How do we use our skills and abilities to improve the lives of those around us? How do we share and care for those in need? The role of a hunter is defined by these beliefs. Cultural expectations around accountability and responsibility to others are ways we train youth to serve the needs of others with good hearts.

Piliriqatigiingniq is coming together with common goals and purposes to work collaboratively using a teamwork approach. Young Hunters provides the opportunity for youth to work with many people in the community they might never have access to otherwise. It also provides the possibility for youth to share their learnings and messages across the community in ways that improve the collective wellbeing.

2. Core objectives of the program

The Young Hunters Program can be defined according to the following objectives:

To build an understanding of core IQ beliefs

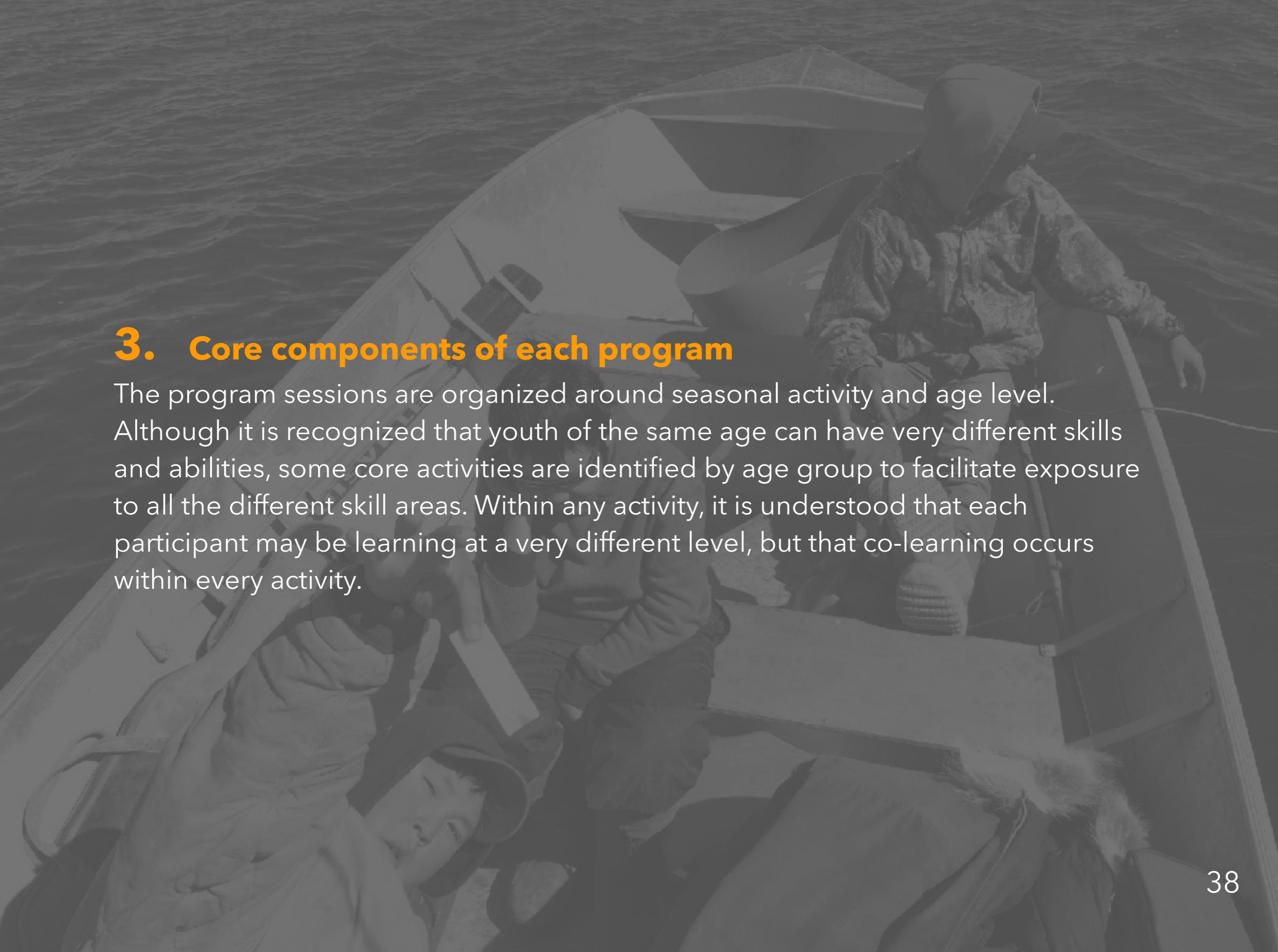
To train youth in what it means to respectfully and sustainably harvest

To train youth to observe keenly and to connect deeply with the environment

To build skills and ability in the areas required to become expert harvesters

To take one's place as a contributing member of the community

To share what they learn with others

A grayscale photograph of a group of people in a boat on the water. The image is semi-transparent, allowing text to be overlaid. The people are wearing winter clothing, including jackets and hats. One person in the foreground is looking down at something in their hands. The boat is on a body of water with visible ripples.

3. Core components of each program

The program sessions are organized around seasonal activity and age level. Although it is recognized that youth of the same age can have very different skills and abilities, some core activities are identified by age group to facilitate exposure to all the different skill areas. Within any activity, it is understood that each participant may be learning at a very different level, but that co-learning occurs within every activity.

There are main program themes that are delivered as part of each program 8-week session. These include:

**Cultural teachings
with Elders**

**Safety and survival
training**

**Tool and
equipment making
and maintaining**

**Way-finding,
mapping and
travelling**

**Wildlife
knowledge,
harvesting,
butchering, food
preparation**

**Learning and
practicing good
habits**

4. Instruction and practical experience

Inuit believe very strongly in learning by doing. Youth are encouraged to observe closely and to listen carefully, but then to try things on their own. It is understood that practice is essential to improvements, so youth are encouraged to continually work at building and improving their skills through actual experiences. The instructors set expectations for youth which are at their level or just beyond so that they will experience success in what they attempt and not failure. Most importantly they are encouraged to have fun and to use humour as a positive learning tool that will help them to make progress by valuing mistakes, changing approaches and moving forward. Their accomplishments are shared by the program with the community and there is much celebration of the new abilities that are gained. Our Facebook page allows parents, relatives, friends and strangers to applaud these milestones.

5. Demonstrating competency through guided practice

For Inuit competency must be demonstrated. This requires practice and opportunity. The Young Hunters Program provides opportunity for youth to explore new skill areas, to use their hands and minds in new ways and to work carefully through challenges with experts and mentors. YH is all about succeeding and gaining confidence so that eventually youth will work with skilled independence. We believe that every person is a learner and a teacher, an encourager and a mentor and that these roles collectively result in building capacity. The program seeks to build confidence and competence in every youth.



6. Work plans for instructors

Although Instructors are mostly working during after school hours with youth, they are hired full time. In addition to direct instructional time and activity delivery, Instructors plan and prepare for each day based on the themes to be covered and the weather and opportunities which might be present that day. They maintain activity logs which describe what was accomplished the day before. They maintain skills checklist for youth based on the progress being made. These checklist include the development of technological skills, relational skills, cultural skills and survival skills. It is also important for Instructors to find time to let each youth have a good understanding of how they are progressing and in setting new learning goals for themselves during the program.



Generally, these responsibilities are set out in weekly work plans that link to the activities planned for the YH training sessions.

Instructors also provide information to parents and community through postings. They have responsibilities for monitoring maintenance and supply inventories and ensuring that things are ordered in time for activities. They also may keep track of information such as temperatures and precipitation rates so that this kind of information can be discussed with youth as part of their training. They coordinate the involvement of Elders/ experts in the program as needed.





7. Equipment and materials

This program requires heavy investment in equipment and materials. Equipment is a special challenge because few groups will fund things that are capital items. You may have to be strategic in how you plan for the necessary equipment to operate the program. Renting equipment is not difficult, but may be chancy if you are not sure how well maintained a piece of equipment might be. Inviting parents to come along on trips and provide their own equipment may be an option or hiring additional guides who must provide their own transportation. It is good to have contracts in place for these things. Spelling out the agreements in advance can avoid unhappiness if a piece of equipment breaks down during the program.

8. Types of assessment and evaluation

There are different reasons for assessing and evaluating a program. Most importantly we want to know how youth are doing and youth also have to understand how they are doing. We encourage Instructors to continually give participants what we call descriptive feedback. This is telling them how they are doing, encouraging their efforts and noticing their progress. It is also asking how they might improve, what they might change next time or suggesting that they watch someone else doing a task in order to get a better idea about how to set about it themselves.

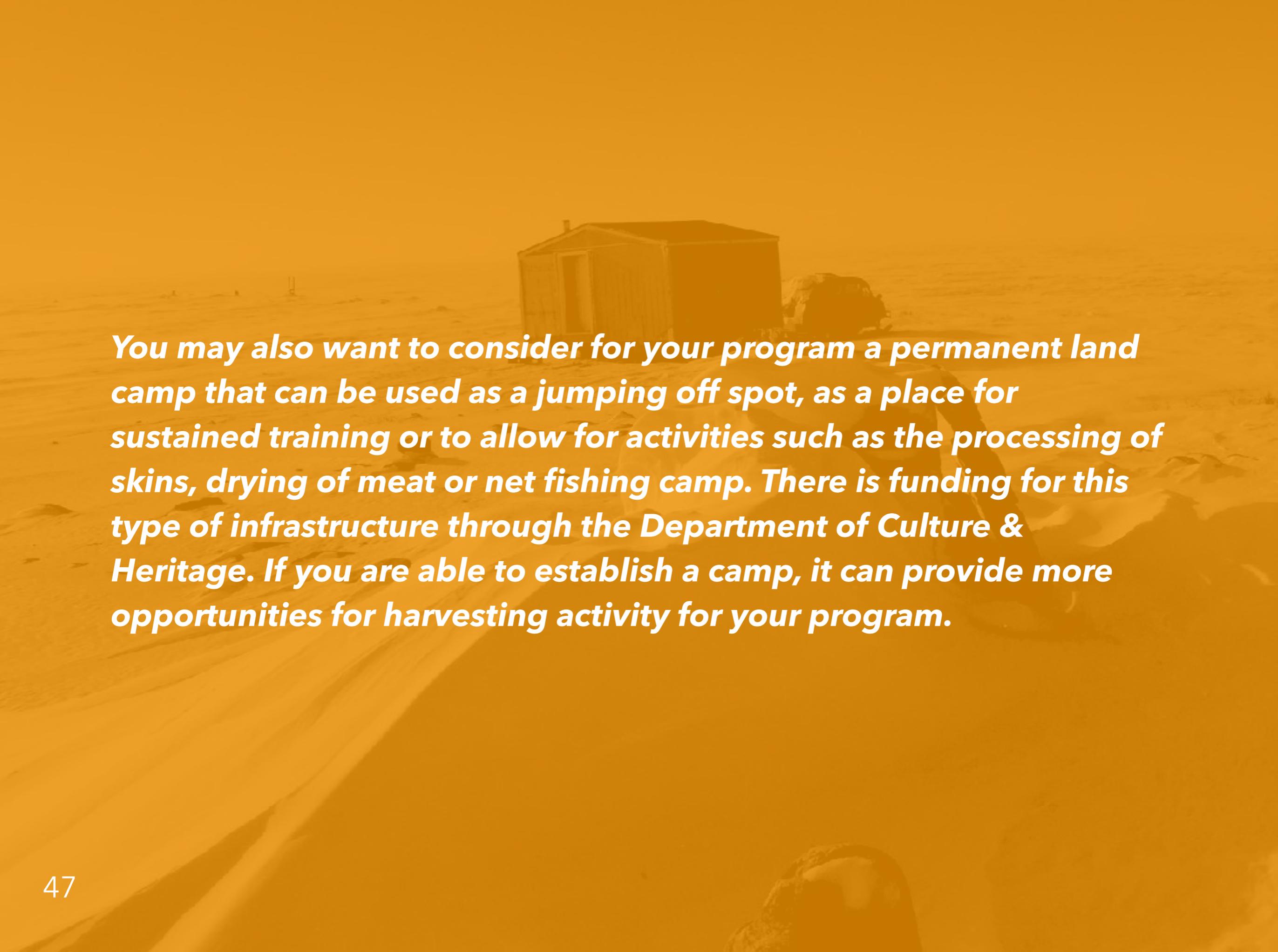
Tools for youth assessment and self-assessment include our skill checklists, youth surveys and Inunnguiniq Advice from the Elders pamphlets. These can be used with youth as discussion tools to think about areas they should be developing and how they can find the support they need to do this.

Key rules in youth assessment include to learn from mistakes, never stop trying and imagine other possibilities.



9. Land camps

Different communities will have different opportunities to deliver land programs. The Arviat program makes use of many day trips depending on the seasonal activity and the age of participants. However, in certain seasons there are extended trips which may be taken over 5 or more days. Generally, these are schedules when school is not in session such as March break or PD week. These longer camps may require travel of a significant distance or it may be an activity that benefits from a more sustained period of harvesting. Muskox and wolf hunts typically require these longer trips.



You may also want to consider for your program a permanent land camp that can be used as a jumping off spot, as a place for sustained training or to allow for activities such as the processing of skins, drying of meat or net fishing camp. There is funding for this type of infrastructure through the Department of Culture & Heritage. If you are able to establish a camp, it can provide more opportunities for harvesting activity for your program.



Assessment and Evaluation



1. Participant assessment

Participant assessment involves several things. We have shared the skills checklists which should be kept by Instructors and participants jointly. It is important to the youth to both know how they are progressing in the eyes of those around them, but also to have input in terms of how they feel they are doing as well.

The survey forms provide several sources of information about participant assessment as well. There are survey forms for Instructors, participants and parents. All three sources help to provide a multi-sided assessment.

Inunnguiniq Pamphlets have been described earlier as helpful assessment tools to use with youth. They were designed as information for youth and parents. We recommend discussing them generally with youth, looking at the things they should know and be doing at their age. These topics in the pamphlets are good discussion starters with youth. The material in each pamphlet can be covered over several days. When a pamphlet has been thoroughly discussed, it can be taken home to parents. Hopefully the youth will want to share it and explain what they took from it themselves.



2. Program assessment and evaluation

Program assessment is important so that you know if you are achieving your program goals, you can build a sense of how to improve and move forward, you can gather ideas for how to improve programs and you can provide evidence for future funding. Good program assessment starts from the beginning of the program and continues throughout.

Some of the ways we do programs assessment have already been described: surveys, skill checklists, Inunnguiniq pamphlets. Overall program evaluation surveys include survey collection from school teachers and the community in general. This helps to also measure the impact and visibility of the program outside the youth or family unit.

In addition, we have built funding into our programs for an outside assessment that is provided to us by people completely separate from the program. We feel that this kind of objective assessment is very valuable both for ourselves and for funders. This kind of big evaluation uses the assessments we do as part of the program, but it also goes beyond and, in more depth looks at outside aspects as well. It helps to give us a big picture view. It also helps to give us ideas and recommendations that we might not get ourselves. We find evaluation partners generally in the university/research community. You might also ask a contracting consultant to do this work or an external organization such as Qaujigiartiit Health Research Centre. *You can find evaluation documents prepared for our program on our website www.aqqiumavvik.com under the resources section.*



Sources of Funding

A Young Hunters Program is not inexpensive. Initially we delivered the program with one source of funding of about \$150,000 per year. As we expanded the program, we have increased funding by applying to several different sources. Most of these funding opportunities are for 3 years which definitely facilitates the effective delivery of a program.

Climate Change and Health Adaptation - Climate Change Preparedness North

www.aadnc-aandc.gc.ca/eng/1481305554936/1481305574833#h2-3

Indigenous Community Based Climate Monitoring

www.aadnc-aandc.gc.ca/eng/150728370447/1509728402247

Makigiaqta

www.makigiaqta.com/

Indigenous Guardians

www.canada.ca/en/environment-climate-change/services/environmental-funding/indigenous-guardians-pilot-program.html

Nunavut General Monitoring Plan

www.ngmp.ca

Government of Nunavut, Department of the Environment

www.gov.nu.ca/environment

Movember Foundation

ca.movember.com/

Polar Knowledge Canada

www.canada.ca/en/polarknowledge/fundingforresearchers.html

Aqqiumavvik Resources

Website:

www.aqqiumavvik.com

Youtube site:

Arviat Wellness Centre

www.youtube.com/channel/UCr43SHQyVwUIBTH_tRneNUw

Facebook sites:

Aqqiumavvik Society & Arviat Harvesters

www.facebook.com/Aqqiumavvik

www.facebook.com/Arviat-Harvesters-369988313197234/

Aqqiumavvik contact information:

arviatwellness@gmail.com

Old Hamlet Building

PO Box 444

Arviat, Nunavut

X0C 0E0

Appendix

1. Young Hunters Poster

Arviat Young Hunters Program



The Arviat Young Hunters Program is an after-school program for youth aged 10-15. There are 3 components to the program which included Elder's Knowledge, the Land, and Enhancing Capacity and Skill.



01 The Elder's Knowledge



Each group is taught Inuit Qaujimatucangit, Inuit values and beliefs, and the guiding principle around traditional harvesting, arctic survival, wayfinding, and weather. This is done through teaching sessions with different Elders who have expertise in the topic being covered. Through these teaching sessions relationships are built, and respect grows.



02 Enhancing Skill

The youth are given the opportunity to enhance their skill by learning how to make and use traditional tools properly. Tools are important for hunting, for land activities and for survival. Youth are also taught safety around using power tools and the workspace. These enhancing sessions are taught by special instructors who have skills in building traditional tools. Enhancing the skill set of the youth helps build self-esteem and to become more capable human beings.



03 Land Trips

Throughout the program each group of youth are taken out on land trips. Trips depend on the time of year and the weather. Groups have gone on hunting trips for caribou, muskox, wolf, wolverine, fox trapping, bawuga, seal, and various fishing trips. For each trip land guides are hired as needed and everything needed for the trip is provided by the program. Lessons learned from the Elders and in the classroom setting are put to good use and practiced throughout the land trip.

Appendix

2. Young Hunters Application Form



Young Hunters Program Application

Name: _____

Age: _____ DOB: _____

HPC#: _____ Male _____ Female _____

Allergies/Special Conditions: _____

Emergency Contact Info:

Name: _____

Relationship to Participant: _____

Phone #: _____ Hse #: _____

I give my son/daughter permission to attend the Young Hunters Program, with the knowledge that there will be land trips, Elder visits, and traditional tool making.

Parent/Guardian Signature

Date

Appendix

3. Parental Release Form



Young Hunters Program

PLEASE READ

May 3, 2016

Dear Parents/Guardians,

The Young Hunters Program will be taking a land trip on Thursday May 5, 2016 to the spring camp at Ihuarutnaaq where we will be doing spring activities and go on dog sled rides with local mushers. We will be meeting near the Ulimaut Shop at 9:00 am and leaving around the same time.

The program will provide food, equipment, transportation and protection. **We ask that you make sure your child is dressed very warmly with a parka, windpants, hat, mitts, and boots.** Our program coordinators, Jimmy Napayok and Hunter Tattuinee will also have a gun for protection.

If you have any questions or concerns, please don't hesitate to contact us at 857-2159

Matna,

Jimmy Napayok, Hunter Tattuinee & Kukik Baker

I give my permission for my child:
Ihuarutnaaq.

to attend the land trip to

Parent Signature

Date

Appendix

4. Young Hunters Skill Checklist

Young Hunter Skill Checklist:

Name:

Date:

IQ Information			
Not yet. Always <input type="checkbox"/> <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Listens to Elders
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Shows interest in stories and remembers details
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Knows the rules and expectations of IQ
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Identifies the significance and applies values
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Follows the IQ principles
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Has a strong sense of cultural identity
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Takes pride in Inuit ways
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Respects cultural values and beliefs

Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Respects elders and leaders
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Understands his/her responsibility in family
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Acquires skills and knowledge
Wildlife and Respectful Harvesting			
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Knows appropriate hunting tool to use
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Knows how to use hunting tools
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Has respect for all wildlife
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Knows what animals to hunt in season
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Understands food preservation for storage
Not yet. Always <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Usually <input type="checkbox"/>	Proper butchering skills

Appendix

5. Young Hunters Survey

We want to learn how you feel about the Young Hunters Program. For each question, please choose ONE answer (Not at all, A bit, A lot) to tell us what happened because of the Young Hunters Program.

1. I made friends in Young Hunters:



Not at all



A bit



A lot

2. I had fun in Young Hunters:



Not at all



A bit



A lot

3. I learned new skills in Young Hunters:



Not at all



A bit



A lot

4. I liked being with the Elders in Young Hunters:



Not at all



A bit



A lot

5. I am happier after Young Hunters:



Not at all



A bit



A lot

6. I spend more time with my family because of Young Hunters:



Not at all



A bit



A lot

7. I help more around the house because of Young Hunters:



Not at all



A bit



A lot

8. I feel my family is proud of me because of my work in Young Hunters:



Not at all



A bit



A lot

9. Young Hunters taught me how to help people in my community:



Not at all



A bit



A lot

10. I have learned things in Young Hunters that helped me in school:



Not at all



A bit



A lot

What are some of the things you learned about the Inuit or about being Inuit in Young Hunters:

Appendix

6. SmartICE Map

