

DEHCHO YOUTH

ECO CULTURE CELEBRATIONS

CAMP

FINAL REPORT

2011



Submitted by
Nahanni Butte Dene Band

In partnership with
Nahanni National Park Reserve



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Attached: Financial Receipts & ENR Report	

Executive Summary

Fifteen youth, from across the Dehcho region, gathered in early July at Rabbitkettle Lake located in the Nahanni National Park Reserve, for one week of science, safety and cultural instruction. The camp was a great example of partnering between Nahʔa Dehé /Nahanni Butte Dene Band and Nahanni National Park Reserve, with funding from Dehcho First Nations (DFN), Aboriginal Aquatic Resources and Oceans Management (AAROM), and Government of the Northwest Territories (GNWT). Another aim of the camp was to enhance visitors understanding of the local Dene culture still practiced within the park.

Local Dene elders taught traditional ecological knowledge and wilderness survival skills, while park staff and an AAROM representative, Bruce Townsend, delivered the science and safety modules. There was no shortage of activity during free time either, as students took full advantage of the clear, cool mountain lake for swimming, canoeing, or exploring with masks & snorkels.

Cultural components focused on familiarizing the youth with the Dene philosophy on how the people traditionally took care of the land and continue to maintain these principles. This was taught through stories of the area, and practising cultural skills. Science modules included terrestrial and aquatic ecology, monitoring techniques, parks management approaches, stewardship principles, and use of GPS, maps & compass. Safety aspects included bear, boat and water safety, and safe travel on the land.

The Eco-Cultural Celebrations camp was a success and an exceptional experience for the youth, who gained knowledge and experience in science and culture, along with earning a high school credit. Furthermore, it was a unique opportunity for visitors to engage with Dene stewards of the land and connect with the youth of the Dehcho.

**Youth Participants in the Eco Cultural
Celebrations Camp**



Introduction

For the past several years, the Dehcho First Nations and Government of the Northwest Territories, Environment and Natural Resources, have supported youth ecology camps at various locations in the Dehcho Region, hosted by different local communities and companies. In 2011, a new focus for the DFN Ecology Camp was a requirement of the contractor to provide a senior academic course aimed at increasing participation among older Dehcho youth in environmental, scientific, and traditional activities. The camp was to provide a CTS credit and enhance the capacity of the youth by improving educational opportunities, raising awareness of potential careers in the scientific fields that incorporate traditional knowledge, and through gaining a better understanding of Dene heritage.

This year, the ecology camp was a partnership between Nahʔa Dehé /Nahanni Butte Dene Band and Nahanni National Park Reserve, with funding and support from Dehcho First Nations, Government of the Northwest Territories, and Aboriginal Aquatic Resources and Oceans Management, held at Rabbitkettle Lake. From the 9th to the 15th of July, the ‘Eco-Cultural Celebrations Camp’ offered 15 youth of the Dehcho a rare opportunity to experience a special protected area within Dehcho First Nations traditional territory, having great natural and cultural spiritual significance. Members of Nahʔa Dehé Dene band were the cultural ambassadors to visitors and youth at the same time. Occurring in Parks Canada’s centennial year, the camp also provided a unique celebration of this anniversary. Throughout the duration of the camp, youth were encouraged to develop their interests, skills and knowledge in wilderness safety, the scientific field, and in the Dene Culture.

The following report outlines how this project took place and offers recommendations for future endeavours such as this.

Rabbitkettle Lake at Midnight in July



Camp Planning and Development Steps

- 1) The Nahʔą Dehé Consensus Team (Dehcho First Nations and Parks Canada cooperative management team) recommends the park support youth culture camps, and to try to find ways to allow visitors to have authentic cultural experiences, involving local Dene. (December 2010)
- 2) Through consultations (Jan-March) between NNPR Parks staff and the Nahanni Butte Chief and Council, it was agreed
 - An ecology, culture and Parks centennial celebration camp would be a good idea
 - Nahanni Butte and Nahanni National Park could co-host the camp
 - Dehcho First Nation Youth Ecology Camp would be a matching funding source
- 3) Proposal writing in March (NNPR)
- 4) Partnering Roles identified, negotiated and agreed to between Nahanni Butte and NNPR. (April-May)
- 5) Developing the science and TEK learning curriculum with various organizations and resource people which will compliment the cultural and natural aspect of the camp and provide a high school level CTS science/natural resources credit course.-NNPR & Cultural Resource people (This process began in April and was complete by June)
- 6) DFN awarded contract and NBDB signed contribution agreement in July- (Nahanni Butte)
- 7) Advertising and promotion of camp-NNPR & Nahanni Butte. (June-July)
- 8) Planning the travel and camp logistics and daily schedule-NNPR. (June-July)
- 9) Recruitment, hiring and training of camp staff-Nahanni Butte & NNPR. (June-July)
- 10) Recruitment and travel arrangements and logistics of youth participants-NNPR & Nahanni Butte. (July)
- 11) Menu created and purchasing supplies needed-NNPR. (June-July)
- 12) Designing evaluation tools and procedures-NNPR. (June)
- 13) Implementation of camp-NNPR & Nahanni Butte. (July)
- 14) Reporting, sharing reports and evaluation of the camp-NNPR. (August-October)
- 15) Media coverage: Pre and post camp: Radio interviews on CKLB in Dene Language and English pre camp, Dehcho Drum article post camp, and Intranet article post camp on PC Web. (June-July-Oct)

Roles and Responsibilities of Shared Project

Nahanni National Park Reserve staff partnered with the Nahʔa Dehé Dene Band, also referred to as community of Nahanni Butte or Nahanni Butte Dene Band (NBDB) in a supportive capacity. The roles of the Park and the community in bringing the camp to successful conclusion were worked out prior to the implementation through meetings with the Chief and Council. Some roles and responsibilities shifted due to the short timelines of the contract being awarded and for practical purposes.

Nahanni National Park Reserve (NNPR) supported the project in the following ways:

- Provided administrative assistance through proposal writing, advertisements and drafting up of job descriptions, hiring and orientation of staff
- Worked together with the GNWT Department of Education and cultural resource people to develop a custom designed science and traditional knowledge curriculum, which is CTS accredited and tailored to the Nahanni National Park Reserve.
- Planned with the Nahanni Butte staff the cultural activities to compliment science
- Menu planning
- Provided info package, registration forms, liability forms, maps and equipment list
- Grocery and supplies shopping, weighing and packing
- Flight arrangements from Ft. Simpson to park return
- Facilitated the science learning activities, Parks content, some of the cultural teachings, and parts of the safety skills and knowledge
- Hosted visitors with some of the cultural resource people
- Wrote up the final report, evaluation, and recording of the event

Nahanni Butte Dene Band (NBDB) supported the project in the following ways:

- Provided administrative support through proposal writing, letters to Dehcho communities to invite participants to camp with NNPR, job advertisements with NNPR, hired and contracted cultural resource people
- Shared in the logistical coordination with transportation, supplies, staff and youth travel
- Identified and gathered the harvesting and land equipment needed and sent out to camp with cultural resource people
- Registration process and correspondence with families and band offices
- Identified and gathered the harvesting and land equipment needed and send out to camp with cultural resource people
- Provided in kind transportation for staff in Nahanni Butte to travel to Ft. Simpson and attend orientation before departure
- Provided in kind transportation for youth from Nahanni Butte to attend camp

Staffing

Staffing consisted of 13 people covering various roles from cultural instruction, to coordination and guidance, to facilitation of interpretation and science curriculum, to supervising, logistical support, cooking and student assistant. The Cultural staff positions were advertised in the community and promoted as a job competition prior to camp. Nahanni Butte Dene band had identified several knowledgeable Elders from the community; however some of the interested elders were unavailable at the time of the camp commencement, so advertisements went outside of the community. The Camp Coordinator/Teacher role was offered to Teresa Bezanson-Byatt, a former high school teacher from Ft. Simpson, to utilize her vast experience teaching youth and her ten years of experience taking youth out to NNPR. Hiring of Cultural staff was conducted jointly between the Nahanni Butte Dene Band and the Nahanni National Park Reserve. (See ENR report for individual photos of all staff).

The Park Staff consisted of the following:

- Tonya Makletzoff, Interpretative Program Coordinator (Project Coordinator, Facilitator)
- Douglas Tate, Conservation Biologist (Science and Safety Facilitator)
- Ashley Okrainec, Resource Management Technician (Assistant Science Facilitator/Logistics/Youth supervisor)
- Gerald Antoine, Interpretation Officer/Heritage Presenter (Cultural Facilitator/ Heritage Presenter/Youth Supervisor)
- Jordan Snider, Summer Student
- Logan McKay, Summer Student

Cultural Staff consisted of the following:

- Two Cooks-Bernice Konisenta and Celine Betsaka (Nahanni Butte),
- Two Elders-Andrew Bertrand (Nahanni Butte) and Sandra Edda (Ft. Simpson/Liard),
- Two Cultural Resource People-George Tsestso and Celine Betsaka- role sharing (Nahanni Butte) offered cultural knowledge of the area.

Camp Coordinator/Teacher/Supervisor-Teresa Bezanson-Byatt (Ft. Simpson)

AAROM support science facilitator was Bruce Townsend

Safety Considerations

Staff were certified in the necessary safety requirements, such as Wilderness First Aid, Chainsaw safety, Boat operator, Canoe Certification, and FAC. An orientation was carried out before the camp commenced to ensure clear understanding of camp safety procedures before the youth arrived. All staff received the NNPR In-park Briefing and Bear Safety orientation.

Staff Orientation consisted of the following:

- Bear safety protocols and procedures
- PC /NNPR Policies & Procedures
- Staff Roles & Responsibilities
- Schedule & Curriculum overview
- Evaluation process



Cultural Staff: Celine Betsaka, Denise Konisenta, Sandra Edda, George Tsetso, and Andrew Bertrand

Participants

There were 15 youth ages 12-19 who participated in the Eco Culture Celebrations Camp.

Ft. Providence Youth:

Rocky Elleze
Jade Bonnetrouge
Jon Antoine
Edmund Gargan

Nahanni Butte Youth:

Mindy Tsetso
Megan Bertrand
James Jr. Konisenta

Ft. Simpson Youth:

Robert Harold
Kevin Roche
Tyler Lafferty
Randall Hardisty
William Alger
Darius Sabourin
Deidre Yakkinea

Trout Lake Youth:

Donavan Punch



Fun times for the youth on a makeshift raft

See ENR Report for individual photos of participants.

Daily Activities

July 6, Wednesday

3:00 pm: Nahanni Butte Staff arrive in Ft. Simpson for **Staff Orientation**

- Receive the NNPR In- park Briefing
- Watch bear video,
- Pack and weigh gear
- Load planes with all camp gear
- Look at camp schedule

4:00 pm: Beaver and Twin otter bring out majority of staff to Rabbitkettle lake:

- Parks Staff: Ashley Okrainec, Gerald Antoine, Tonya Makletzoff, Logan McKay, Jordan Snider
- Camp staff: Andrew Bertrand, Celine, Betsaka, and Bernice Konisenta

7:00 pm Twin Otter arrives

7:00 pm Once all staff are on site everyone eats dinner and settles in at camp.

July 7, Thursday

Rabbitkettle lake:

10:00 am: **Camp Set Up with staff**

- Staff gathers tent poles, sets up canvas wall tents and tarp and outdoor cooking area, and fix canoe seat.
- Cooks organize food and parks staff communicates with cooks about menu and orients cooks to the kitchen set up. The meals had to be planned and groceries bought by Parks staff due to the short turnaround time between notification on contract with DFN and to stay within budget.

July 8, Friday

Rabbitkettle Lake: Staff Complete Camp set up

All day:

- Staff planning-needed to wait for other cultural staff to arrive to complete discussion
- Built benches with old dock for around fire place.
- Outdoor kitchen area completed

Ft. Simpson: Youth arrivals from communities-**Youth Orientation**

3:00 pm: Youth arrive in Ft. Simpson from surrounding communities and join the Ft. Simpson youth late in the afternoon.

- They gather at the Dehcho Board of Education building and Teresa and Doug go over the orientation with them as well as the introduction to the curriculum requirements and how they will be evaluated.
- They watched the bear safety video and talked about Leave No Trace principals.
- Teresa supervises overnight, feeds them and makes sure they have an activity as well as food. She ensures they all make a lunch for the next day.

July 9, Saturday

11:00 am: First group flies out to park with Doug

- They go swimming
- Group receives the water bottle demonstration from Ashley about the drinking water situation which is to filter their water and keep their water bottle full at all times.

5:15 pm: The second group of youth finally arrives after some flight delays.

- Group introductions start after supper, youth and staff toss the ball to introduce themselves
- Opening ceremony which included feeding the fire ceremony and water with drum song
- More in depth safety briefing
- Youth set up their sleeping quarters and settle in for the night
- Staff gather to have the schedule discussion-Bruce recommends we add the boating safety, and groups are established to carry out chores such as dishes and to break the youth into smaller more manageable groups.
- It was also decided that the older boys would be allowed to camp in a wall tent by themselves close by to the staff cabin.

One issue came up:

Smoking: After a brief discussion among some staff members about youth smoking it was decided that since so many of them had the habit we should designate a clear smoking area so that smoking would not become a safety issue with them sneaking off to smoke away from camp. Also designated times were established to ensure it did not detract from the planned activities.

July 10, Sunday

8:00 am-9:00 am: Breakfast & Dishes

9:00 am: **Intro Group discussion started around the campfire:** Housekeeping and a Safety Review

- Leave no trace, respecting the property w/o writing on things, staying hydrated and introduction to the field notebooks for collecting information that they will be presenting at the end of the week.

9:30 am: **Curriculum Activity: Terrestrial Ecology**, Doug Tate of Parks

- National parks system, Parks Canada mandate: Protect, Present, Educate
- Map of parks - biggest park, smallest park, NNPR now 3rd biggest other northern proposals; East Arm (Thaidene Nene), Nááts'ihch'oh, Bathurst Island
- NNPR is Mackenzie Mountains Natural Region,
- History of park, Cooperative management with Dehcho First Nations & consensus team
- EI Monitoring & Reporting, State of NNPR (ecosystems) importance of youth involvement; they are the future



10:30: Break

10:45 am: **Curriculum Activity: Terrestrial Ecology Terms**, Ashley Okrainec, Parks and Teresa Byatt

- Food chain web game
- Limiting factors
- Terrestrial Ecology Terminology

Terrestrial Ecology Food Chain Web Game with Teresa Byatt and Ashley Okrainec



12:00 pm: Lunch & Swim Break (Hot sunny weather)

1:00 pm: **Curriculum Activity: Intro to Water**, Bruce Townsend, AAROM

- Observational skills like TEK important for science
- Water Cycle
- Watersheds of Canada
- Nahanni watershed
- Water Chemistry Activity: Build Mickey Mouse H₂O model, molecules, why water floats, how the properties of water saved the earth
- Battery and wire experiment to demonstrate how we monitor climate changes
- Monitoring programs in communities: ie; mercury testing

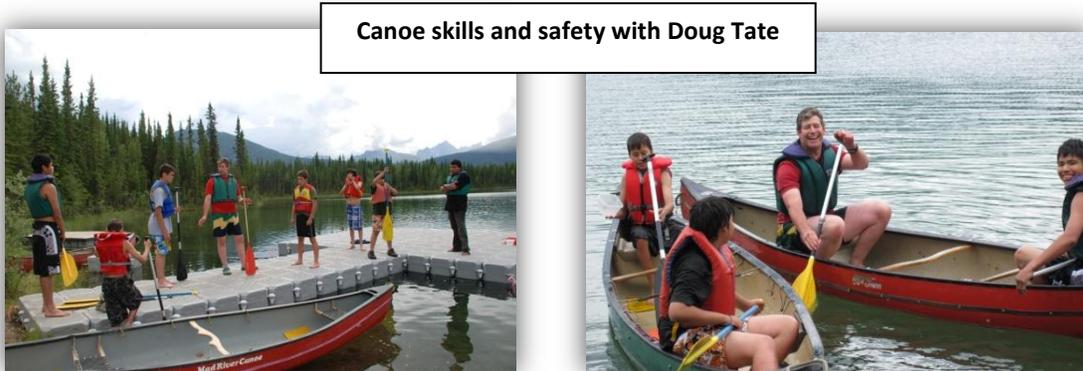


Water Ecology and Chemistry with Bruce Townsend of AAROM

2:00 pm: Break

2:15 pm: **Curriculum Activity: Wilderness safety and skills as related to Boat Travel,**
Bruce Townsend & Doug Tate

- Boating safety Group 1
- Canoe skills and safety Group 2



3:15pm: Break and Switch groups

4:14 pm: **Traditional Knowledge about Water,** all Cultural Instructors with whole group.

- Traditional stories on water: George Tsetso, Yamba Déjà, Little Doctor lake as a sacred Area. Gerald Antoine: Muskrat creation story. These narratives demonstrated the significance of particular water resources as well as the meaning to the Dene culture, sacredness of water and traditional protocols in regard to stewardship of these resources.
- **Cultural activity** – Andrew Bertrand **Set spring pole rabbit snares,** demonstrating the ingenuity as well as the use of renewable resources in terms of what is available on the land.

Traditional Stories on Water &
Making and setting spring pole set rabbit snares



- **Log Book entries** before supper: Question to answer was: **“What was your favourite learning experience in science, safety, or cultural today and why?”**



Experimental use of kick nets for sampling invertebrates

6:00 pm: Dinner

7:00 pm **Free time**

- Swimming
- Experimental use of kick fishnets and practising canoe skills taught during the day
- Viewing Eagle, and red necked grebes through scope across the lake

8:30 pm: Evening **Curriculum activity: Cultural Knowledge/skills**, Gerald Antoine, Parks

- Dene games and language: the meaning of the word Dene: “of the water of the land”
- Talk and demonstration on Games: Wish bone-coordination, Moose skin ball-strength, Finger pull-strength; Stick pull, Ring toss-accuracy
- Youth played the Stick pull game and enjoyed the competition



Dene Games: Gerald demonstrating the Beaver bone game traditionally used for practising coordination



Dene Games: The youth playing the ring toss game which traditionally was a way to practise accuracy in hunting

July 11th, Monday

8:00 am: Breakfast

9:00 am: **Cultural Teachings**, Andrew Bertrand

- Checked rabbit snares

10:00 am: Curriculum **Activity: Terrestrial Ecology, a Case study: Park Expansion & Mountain Caribou and other Park research**, Doug Tate

- Doug introduces Park research, which shows that caribou populations seem to doing better than we previously thought, and park expansion increased the amount of protected habitat for caribou and sheep populations. Trumpeter swan populations have greatly increased over the past 30 years.



Intro to the other National Parks across Canada

- Using the Greater Nahanni Ecosystem Atlas, Doug describes the range of values in the watershed, such as wildlife habitat, landscape features, traditional harvesting, recreational and third party/mineral interests.
- Ecosystems of the park: Alpine, Forest, Wetlands, Tundra Alpine, Glacier (Brintnell-Bologna glacier).

Note: The youth really grasped the concepts of different interests in the park area and one youth requested to keep the maps provided in the lesson.

11:00 am: Break

11:15 am: **Curriculum activity: Importance of Wildlife to Humans, Sustainable Food Sources, Traditional Harvesting Protocols of NNPR**, George Tsetso, Sandra Edda, Celine Betsaka, Andrew Bertrand

- George asked group: What are some of the wildlife we eat? Group Discussed.
- What are your favourite parts? Discussion on all the usable parts of the animal and not wasting anything. Discussed traditional food storage practises, the connection the Dene have with the land due to the fact that everything we need to survive is provided by the land, and the ongoing partnership between the Dene and the land amounts to the concept of respect.
- What are some of the uses of the animals? Sandra demonstrated the use of tools with props and this demonstrates the Dene Harvesting protocol of using all parts of the animal: tools such as moose hide flesher, hide, beaver hide flesher from beaver bone, bone for awl, bone needle, stomache for water carrying bag, moose hair, porcupine quills for decorating clothing and artistic expression- economic uses
- Andrew talked about the art of tracking/observation, told a story about the marmot, elders stories about protocols such as some foods never to throw away, mineral water, animal habitats, sharing the food with other animals such as intestines and how to be respectful with all of the animal parts. He talked about behaviour protocols around animals-such as being quiet in camp to not attract bears, bears being curious with screaming noises and elders teachings about being quiet in the bush setting for safety.

Note: Youth were listening really well to the cultural instructors topics and expressed a keen interest in the discussions



Sandra Edda demonstrates the making and use of tools made from the moose leg bones; such as this moose hide fleshing tool



George Tsetso talking about the importance of wildlife to the Dene, traditional food sources, and the traditional harvesting protocols such as Respect



Sandra discusses the traditional uses of all of the parts of the animals and Dene principles of nothing is wasted when harvesting

12:15 pm: Lunch Break

1:15 pm: **Curriculum Topic: Fish Biology and Intro to Water Monitoring Techniques/aquatic ecology**, Bruce Townsend

- Modules on water ecology: Freshwater zooplankton, the water cycle, dissecting fish, contaminants and food web dynamics
- Examined Pickerel fish from Trout lake and compared to small suckers from Rabbitkettle Lake: looked at anatomy, stomach contents, fins, mouth.
- Seine net set and identified aquatic food chain: Phytoplankton, Daphnids, and, Cladocera, Minnows and Suckers
- Snorkel diving and sampling activity
- The zooplankton were viewed under a microscope by the students

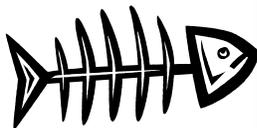
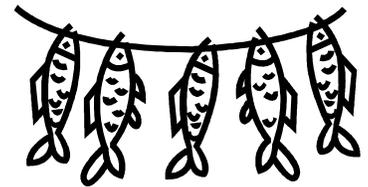


Setting Seine Net, and identifying aquatic food chain

2:15: Break

2:30 pm: **Cultural Activity:** Sandra Edda and Celine Betsaka

- Cutting up fish, Dryfish making demonstration



Traditional Knowledge and Science

Fish parts, methods cooking/preparing fish outdoors,

&

Identifying fish anatomy

Note: Extreme hot weather and therefore attention span not as good in the afternoon with the youth today. However, good effort was demonstrated on the Log book entries.

The log book question: “What you learned today and why was it a learning activity?”

Evening Cultural Activities:

- Hand games-good engagement
- Storytelling: Practised good listening skills, respect, scary stories
- Traditional craft, Sandra: moose hide key chains or card holders
- Canoeing/swimming



Sandra leading the moose hide sewing project with the youth



Hand Games with George and Jerry

Staff debrief: Need more targeted questions for the log book the next day such as name three plants and their traditional use, less abstract/more concrete

Staff observations so far:

- The youth are settling down into the routine, the younger ones need to practise more listening skills.
- Good role modeling happening with older boys interacting with younger boys and not teasing or excluding-no bullying happening-good group dynamics.
- Some of the youth are really listening and processing the info and eager to learn more.
- Older youth organized a short hike to the campground with Parks summer staff.
- Younger youth are busy swimming in the lake on their free time and on the old dock which has turned into a makeshift raft.
- Good leadership opportunity for Jordan and Logan, the summer student staff for Parks Canada, they assist the youth with log books and interact with them.

July 12th, Tuesday

9:00 am: **Staff planning meeting** decided to do Tufa Mound viewing hike all together instead of breaking group up.

10:00 am: **Curriculum Activity: Common Plant Recognition and Traditional Uses, Sandra and George, Wilderness Safety Skills Related to Hiking**

Left on hike at 10:00 am

- Plant identification and traditional Dene uses Sandra, George, Andrew
- Laminated cards were handed out and the youth were to try and find the plant they were given
- Bear Habitat identification, monitoring
- Ecological Integrity
- Youth, Edmund shared knowledge on hike
- Spring monitoring: Aspens
- View Tufa Mound across river- Spiritual significance-unique feature of the landscape, geology
- Identifying animal tracks, hunting/trapping techniques

Traditional plant identification and uses with Sandra along the way to view Tufa mound



12:00 Lunch across river from Tufa Mound

- Return hike-Very hot weather- Swim upon return



5:00 pm **Log Book Entry:** “Name three plants and their Dene uses”



George, Sandra and Celine in front of the Tufa Mound



Youth take a water break overlooking the RK river valley Edmund Gargan shared knowledge on hike



Demonstrating Traditional Protocols by paying respects to the water and acknowledgement of the sacred Tufa Mounds

6:00 pm Supper

7:00 pm **Evening Cultural activities:**

- Sewing projects, hand games, snorkel for water species, boat safety certification lecture
- Canoeing/swimming



July 13, Wednesday

12:00 am: **Safety into Practice:** Midnight bear visit, Donovan Jumbo sighted a medium black bear coming down the trail towards the camp when he woke up to use the outhouse at midnight. He used his bear safety training and raised his arms and the bear ran off. He notified the Park resource conservation staff, who proceeded to find out where the bear ran and when he located him not too far from the camp fired a bear banger, yelled at the bear, and used an air horn. The bear huffed twice and ran off. These events woke up about half of the camp; a short debrief session was held, and all returned to tents by about 1:30.



Doug Tate, demonstrating a bear banger for safety

9:00 – 10:00 am Breakfast



Due to the late night with the bear we had a late start in the morning. Around 10:00 am, a bear, presumably the same one, was seen near the farthest wall tent by Teresa Byatt, who shouted 'Hey Bear' a couple of times and returned to camp. This was used as an opportunity to demonstrate a bear banger for the entire camp. Teresa Byatt had gone for a morning walk and the bear huffed at her. She talked to the bear, who then proceeded to walk away. More bangers were fired. The bear ran off again.

10:30 am **Curriculum Activity: Traditional Stories about and Navigation, and Traditional Place Names**, George, Celine, Andrew, and Sandra

Stories about traditional travel and trails:

- Rabbitkettle Lake was one of the harvesting locations for Celine Betsaka's family when she was little. She talked about the travel routes and use of the area. Her family and ancestors used to make their way here to the lake in the fall and harvest food and moose for building the moose skin boats and in the spring travel down the South Nahanni River to the Nahanni Butte area (Netle River), the Liard and even to Nelson to trade and stock up on goods and gather with other families. She talked about the travel through the mountains to the Yukon side.
- George, Andrew and Sandra shared stories about traditional techniques finding direction, use of dog teams, traditional place names, bear trails/hunting and travel routes in different seasons.



Celine telling story about her family's traditional use of the Rabbitkettle Lake area



Andrew sharing about his family's experience travelling through the area to the Yukon

12:00 pm: Lunch

1:00 pm: **Curriculum activity Maps/Orienteering: Intro to Topo Maps, GPS**, Doug Tate

- Activity: Students draw own maps of camp and area
- Discuss and study map terms; scale (size), learn about orienting your map, contour lines, GPS, GIS, compass. Difficulty of drawing round world on flat maps – demo with balloon
- Look at different types of maps. Use Rabbitkettle topographic map to identify real world in relation to maps
- Explain latitude and longitude, true North, magnetic North, measuring distance on map
- Activity: Estimating land distances through paces

- Activity: Compass settings, degrees, GPS system, waypoints, finding and loading waypoints - went out to look for prizes hidden at various locations using pre-loaded waypoints on GPS; worked in groups of 2 or 3.



Doug showing how to read a topographical map of the area



Teresa explaining how to create a map of the surrounding area

2:30 pm: Break

2:45 pm: **Curriculum Activity: Water Unit- Introduction to Hydrology and Water monitoring techniques**, Bruce Townsend

- Reviewed the Basin Concept-Hydrological cycle
- Benthics and stratification thermocline
- Students Drew a diagram of it
- Boat safety Test



6:00 pm Supper

Leisure activity: Swimming and rafting with the old wooden dock, canoeing around the lake,

Evening Cultural Activities:

- Hand games
- Storytelling in the tent
- Pulled rabbit snares-canoed to beaver dam
- Canoeing/swimming

July 14th, Thursday

8:00 am Breakfast

8:30 am **Cultural Activity: Hunting techniques:** George and Andrew went to check snares with some boys who were early risers and they did a little beaver hunting

9:30 am Curriculum Activity: **Hydrology of the park, Water Monitoring in NNPR,** Bruce & Doug

- Overview of water quality in NNPR
- Bull Trout Research: Doug talks about the Bull trout surveys, which are proving some interesting results such as no Bull Trout have been confirmed above Nailicho - it appears the species may have colonized the lower rivers, but was unable to move past the barrier created by the falls. This species continues to be an important indicator species as it is sensitive to disturbance, has declined in numbers over much of Alberta, is listed as May be at Risk in NWT, and is a candidate for assessment by COSEWIC (Committee on the Status of Endangered Wildlife in Canada). Increased industrial developments could potentially impact Bull Trout populations, so research is ongoing in cooperation with Fisheries & Oceans Canada, focussing mostly on the Prairie Creek watershed
- Species differentiation
- Trophic levels
- Biomagnification and contaminants
- Activity: Biomagnification with coins
- Activity: Biomagnification Tag –contaminant tokens and lichen, caribou, wolves



Note: By this time the weather was heating up and youth were tired from a late night of storytelling.

10:30 am: Break

10:45 am: Curriculum Activity: **Stewardship,** Tonya Makletzoff

- Introduced concept of Reducing our footprint using the Parks Canada NWT Environmental Stewardship certificate program book, 2009
- Activity “Fish for Everyone”: a game to demonstrate the concept of balancing use of resources with limited supply.
- Demonstration of locally available traditional foods



Tonya Makletzoff
Stewardship Exercise

compared to packaged transported foods and comparison of energy use for transport and storage.

- Brainstormed what we can do at home, school, in community to reduce our environmental impacts.
- Took the Ecological Footprint challenge and added up our scores, discussed what that means in terms of hectares and comparison to other Canadians and other countries in the world.
- Made a pledge to become an environmental steward by writing down at least one action each person could commit to upon return to community on a green leaf that was then posted up on a drawn picture of a tree.

12:00: Lunch

1:00 pm: **Final Assignment Oral Presentations** students present what they learned in Culture, Safety and Science.

- Students work on Final presentations
- Students Present Final Assignments to group
- Boat Safety test
- Bruce presented Parks Canada centennial Coin to Megan Bertrand for her determination to carry on and study Biology at College in the fall and her plan to come back and work for Parks
- Student Evaluations
- Free Time



Youth Final Presentations

4:00 pm Cultural Activity:

- Andrew and George talked briefly about traditional trapping techniques
- Youth shared some of their trapping experiences

Note: Due to weather a Plane came that evening at 6:00 pm to take one load of youth back one night early. This included the Ft. Simpson youth, two parks staff and two cultural staff for a total of twelve passengers. The early departure of the youth put a damper on the spirit of the remaining youth temporarily, however out there the weather is the boss and we had completed the CTS requirements. Fortunately, there was a group of youth visitors staying at the island

campground who came over and joined us in evening hand games, which lifted the camp morale for our last evening together.

6:30 pm: Supper

7:00 pm: Evening Leisure and Cultural activities:

- Canoeing/swimming
- George played guitar and we sat around the fire with a group of visitors who were a youth group called “Kilcoo” which is a group that is made up of young adults from across Canada, Mexico and some American.
- Played Hand Games, shared smores and hot chocolate and tea with the visiting youth.
- It was a good way to unwind and enjoy our last evening together.



Playing Hand Games with visitors.

July 15th, Friday

8:00 am: Breakfast

9:00 am: Packed up camp

10:00 am: First group with all of the remaining youth flew out

- Teresa made sure the out of town youth got to their transportation home
- Newspaper interviewed some of the youth for her story when they got off the plane

11:00 am: Remaining staff cleaned up camp, cabin and packed up camp equipment and supplies.

3:00 pm: Staff debriefing

9:00 pm: Second group left quite late due to weather



Science, Safety and Cultural Activities



Students using a Seine Net in the lake to catch aquatic life



Students looking at what they caught with their dip nets



Dene games: Stick Pull with Gerald Antoine



Dene Hand Games with George Tsetso and Gerald Antoine



Canoe Rescue Safety with Doug Tate, and Camp Safety with Ashley Okrainec and Teresa Bezanson-Byatt



Evaluation of Eco-Cultural Camp

Meeting Project Goals and Objectives

All project objectives were met. Although only four of the Dehcho communities were represented, the opportunity was provided for all communities to have youth participation. More planning time and earlier certainty with respect to funding would have allowed better promotion in communities and better staff preparation, in particular with cohesion between the traditional knowledge and science activities.

Goals:

- 1. To instill a sense of stewardship and responsibility to protect the ecological integrity of the Nahanni National Park Reserve and surrounding Dehcho land for future generations.**

This was accomplished through presentations by Parks staff as well as through cultural stories, and time spent experiencing the places.

- 2. To increase youth self esteem through awareness of cultural identity and practicing skills.**

This was accomplished through youth listening to stories and personal accounts, and participation in harvesting, medicinal plant walk and in the Dene games.

- 3. To enhance cultural heritage presentation and develop capacity at the community level to enable delivery by local Aboriginal people.**

Gerry Antoine, George Tsetso, Sandra Edda, Andrew Bertrand, and Celine Betsaka shared their lives and stories with staff, youth and visitors – that was a gift.

- 4. Acknowledgement of Nahanni National Park Reserve as a feature of the community of Nahanni Butte.**

The Nahanni Butte connection was well presented and represented.

- 5. To enhance understanding about the significance of the Nahanni National Park Reserve and why it is a protected area.**

Parks staff – Doug Tate, Ashley Okrainec, Tonya Makletzoff, and Gerry Antoine - were able to convey to students the significance and importance of Nahanni National Park Reserve and did so in an interesting and informative way.

- 6. To encourage more youth to pursue education in science and natural resource protection.**

Students interacted daily with the staff, who all work to protect and present this amazing Nahanni National Park reserve area, which was inspiring to them.

The way they learned hands on about WATER made it a positive memory where they really connected with the resource – for example, what it is made of, what lives in it, the importance of protecting it, the importance of protecting ourselves as we enjoy it. During their free time

the youth continued experimenting with the water monitoring equipment such as the snorkeling supplies and nets.

They were also familiarized with the surrounding terrestrial ecology, traditional approaches to conserving the land and what it provides, and, students were given insight into the role we can all play in protecting and preserving our natural resources.

Seven out of fifteen youth reported that they would consider education and a career in science or resource management.

The camp learning goals were designed to cover 25 hours of natural resource curriculum material approved by the department of education. A CTS credit in natural resources was earned by the students that will go towards their high school graduation.

Bruce presented Parks Canada centennial Coin to Megan Bertrand for her determination to carry on and study Biology at College in the fall and her plan to come back and work for Parks.

Objectives Met:

- Partner with Nahanni National Park Reserve to plan and deliver the Ecology Camp 2011.
- To provide 7.5 days of science and cultural instruction at Rabbitkettle Lake. (Including evening at residence)
- Engage the regional and local youth to create a connection with the Dehcho land in a protected area not easily accessible.
- To provide CTS natural resources credit for participation in attending the Ecology camp and completing assignments satisfactorily.
- Utilize elders and local resource people to deliver and teach traditional ecological knowledge
- To provide hands-on learning for all participants.
- To provide meaningful and enjoyable authentic cultural experiences.

What Worked Well:

- 1. Location of Rabbitkettle Lake** was great in terms of having the lake for swimming / canoeing, and also the seine netting & chemistry work.
- 2. Bear safety seemed to work well;** when there was a late-night encounter, people were understandably excited, but not panicked. Opportunity to demonstrate the bangers in a real-life situation was good. Everyone seemed to respect the ground rules of not wandering off, staying in a group, how to behave in presence of a bear.
- 3. Hands on activities were the best. (The more structured learning by listening seemed less effective).**
 - The kids loved the water activities, canoe skills & rescues was popular
 - Small groups doing water chemistry and seine netting was good
 - Tufa Hike went really well
 - Map drawing exercise worked well

- The environmental awareness games and demonstrations: food web game
 - Traditional fish preparations
 - Sewing with Sandra
 - Traditional Dene Hand Games and other Dene Games
 - Feeding Fire and Water Teachings
4. **Curriculum theory that worked well:**
 - The traditional knowledge stories, such as traditional Dene use of wildlife and plants, safety on the land, and cultural teachings such as Yamba Deja Narratives and traditional place names: geo mythology
 - Seeing the different maps of societal 'values' of the land and the Nahanni National Park Reserve
 - PC Environmental Stewardship concept/activity from the Certificate program
 - The pre-packaged AAROM teaching modules were very helpful, to have content ready to go on short notice as the camp came together.
 5. **The staff were flexible with timing and organization of activities**, this was helpful in getting things to fit in to the time we had available.
 6. **Cooks were great, and Cultural staff were knowledgeable, and engaging to listen to.**
 7. **Having a teacher there, with loads of experience dealing with teenagers** in town and in outdoor settings, was a big help. Even if some of the kids resented 'being told what to do', it was necessary and helpful in running an organized camp at such short notice.
 8. **The older youth DFN had targeted did apply and participate** which could be due in part to the earlier time of the camp as well as the location. Not clear if the CTS accreditation had influence on this and that would need to be added to evaluation process.
 9. **Visitor Experiences were enhanced by Eco Cultural Celebrations Camp**
Park visitors had extremely memorable experiences at Rabbitkettle Lake seeing the students there, as they appreciated the importance of the local youth becoming future stewards of the land. They also valued the cultural staff welcoming them and sharing cultural knowledge with them. The visitors commented that they sincerely enjoyed the youth employees helping to lead hikes and the presence of the youth in the park.

What Needs Improvement?

1. **Timing of DFN Proposal review and decision needs to be earlier:**
The decision regarding proposals for the DFN Ecology Camp and the hosting venue must be made before school ends in June – target May 10th as the absolute last date – so that students can be recruited and signed on before school ends. This is a valuable experience and needs to be treated as such – this year was so last minute that it was a struggle to get kids from each community. It also created a challenge for the partnering

roles to be implemented as planned between partners with such a short time period to accomplish the logistical tasks ahead of time. This will improve many of the other challenging aspects as well, such as, getting the Cultural resource people involved in planning the harvesting times and locations, and having cooks more involved in planning the menu.

2. Traditional Harvesting Opportunities expanded on and planned earlier

Perhaps not the best site for traditional harvest due to public safety issues with bears, but this could have been better if there was more time to discuss harvest plans ahead of time, share ideas and bring out any concerns before camp started. This could be done by having honorariums budgeted for to compensate resource people prior to the camp start date, or extending the Cultural resource staff contracts to include planning. Another factor involved in this challenge was the cultural staff we had identified in the planning process were not available at the time of the camp commencement. Once again this goes back to the issue of there not being enough preparation time due to the short timeline between tendering process approval and the camp implementation to allow the science and traditional harvest activities to merge succinctly. Yet another factor to consider was the fact that this year DFN proposal guidelines required that the camp be heavily focused on obtaining a science credit, which may have overshadowed the cultural emphasis in terms of harvesting. However, there were several other cultural components such as the hand games, fish preparation, sewing and stories, which were well thought out ahead of time and therefore a good compliment to the science topics being implemented. Camp coordinator role could also assist to ensure that ample time is set for harvest.

3. Youth Ages to not be younger than 13 for science curriculum and behaviour

There was quite a spread in ages with this group. We accepted one 12 year old at the last minute. We recommend sticking with the 13 & up criteria, as the youngest in this group did not have great attention spans; it was good we did not take any younger kids. Better listening / attention spans would have improved the learning experience for the group as a whole. On a positive note the group dynamics worked fairly well in spite of the wide range in ages, some good meeting and mixing, with little exclusion of certain kids, which was great to see.

4. Overall Short Timeline

The short time to prepare was a challenge, but not much we could do about that besides recommend that the DFN Ecology camp funding process take place earlier. If other funds are sought, they will also need to be approved at least two months prior to camp commencement.

5. More Excursions and Hands-on Learning Activities

More hikes / canoe excursions would have been good. We were a bit limited with three canoes, but could have done a lake tour using canoes and the boat with half the group, and then switched groups. Could have added another hands on activity such as around the lake point out different emergent plants, habitats, identify birds & mammals using the lake, look at the structure of beaver lodge (old one at end of lake).

6. Summer Student Employees

Need to have more of a discussion with the summer students about their role ahead of time. At times they were acting as students and at other times as staff; either way they should be setting a better example as role models. There were some minor smoking issues, and use of electronics. Also there was disrespect shown towards one of the staff on two occasions.

7. Journals/Log Books

There were some questions which may have been too abstract for the group, such as *'why it was a learning activity'*? Perhaps the first journal entry should have been something like *'what did you see on the flight in'*, or *'what did you like about the plane ride in'* or *'what was the first thing you noticed when getting off the plane'*. Or even suggest they could draw a picture for the first entry. For successive entries, it could suffice to say what did you do today, and/or what was the most fun. Also the idea of naming some of the observed plants, fish, birds or mammals seen each day was good. More of the log book type entries of natural history observations and perhaps sketching/art exercise could have been facilitated.

8. Morning Wake-up

One group in particular was not good at getting up to start the day. More incentives for them to get going or consequences if they slept late were in order here. Some arrangement like those up on time get to go on a hunt (or something else they want to do) might help, or those up late have to do the dishes, rather than a simple rotation of chores.

9. The boat safety training

This activity seemed to be a bit above the group, and their attention span. However it was a learning activity that may instil more safe practices. Also, the test had a lot of things not relevant to the local situation. The course is typically a 2-day, all day session, so there's not much chance of covering it all (and really learning much) in the short time allotted. If some are keen, then it is a great value!

10. Camp Staff Need Longer Contracts

Camp coordinator and cooks could have longer contracts, such as 3-5 days prior to the camp start date to organize camp as a whole. This would ensure a good flow of leadership and more clarity of roles. The cooks should make the menus with the coordinator and buy the food. In this case it was Parks staff due to the tight timeline, once again, as well as budget considerations. The Resource people should get paid an honorarium for attending planning meetings prior to camp commencing to ensure they have some consideration when trying to coordinate harvesting schedule in with science curriculum.

11. Budgeting for Flights

It would be better to estimate about **15% over** what is quoted for aircraft flights to properly Budget for future trips.

Youth Evaluations and Recommendations:

1. The majority of youth reported that the cultural activities and stories and camp/water safety and canoeing were their favorite and most valuable learning experiences.
2. A few commented that the science was most interesting or important.
3. Seven out of fifteen youth reported that they would consider education and a career in science or resource management.
4. Other learning experiences that youth are interested in a camp setting are:
 - a. Learning how to make a fire in a survival situation
 - b. Leadership
 - c. Hunting/fishing
 - d. Healthy relationships
5. Other potential locations to host the DFN Ecology Camp would be Virginia Falls, the river (SNR or Dehcho), Ft. Providence (winter), Trout Lake, Cli Lake, Krause Hot Springs in fall, and Rabbitkettle Lake again.

Recommendations for Future Eco Culture Camps:

1. **For future Ecology Camps early Date to continue:** If DFN wants the older youth from surrounding communities to continue participating in the camp, it would need to happen in late June; right after school ends and before summer jobs start.
2. **For future Ecology Camps proposal tendering and contracts approval by May:** In order to ensure that contractor has enough time for camp logistics and recruitments, the DFN ecology camp call for proposals needs to be complete and the selection made at least 1.5 months before school ends.
3. **Water Bottles as Take Home Item:** As a take home item for the participants, buying water bottles for them
4. **Job Sharing:** There could be more job sharing like cook/resource person. That would cut down on the student/staff ratio and staff cost. In regard to project roles between partnering organizations, they need to be practical, such as report writing. The report was done by a Parks staff person, who was involved in the project planning and implementation.
5. **Summer Students:** If utilizing summer students/volunteers, look at ensuring there is time to train them in leadership/supervisory skills before hand and suggest they take on the responsibility to take turns sleeping in tents with kids, to help resource people out and as long as Criminal Records Checks are done.
6. **Log book/Journals** could be more targeted on strengthening observation skills such as recording natural history; weather, wildlife species sitings/behaviour, drawing/sketching skills, and other data collection.
7. **Curriculum:** The science curriculum needs to include more hands on activities and less theory- more games could be implemented such as from “Project Wild” or other resource

books on environmental education. “Rediscovery” games should be utilized and facilitated as well. Perhaps the section on “Careers at Parks” could have been facilitated from the PC Environmental Stewardship Certificate program, to give youth a more detailed look at practical application future consideration. Furthermore, consider having a parks staff member from Cultural/Heritage Resources Management section as this is a relatively unknown profession locally. The PC IPY curriculum on Water Monitoring and Remote Sensing are other curriculum that would also enhance future camps. Traditional harvest needs more time, therefore camp location and pre-camp communication with cultural staff, who are familiar with the area, would be important for future camp planning.

8. **Coordinator Role:** Ecology camp being an outdoor experiential learning activity requires that some staff have the ability to facilitate experiential learning. Preferably the person hired as a Camp Coordinator is familiar with environmental games to compliment the science learning objectives. The Coordinator role needs to: lead staff debriefing on a daily basis to ensure traditional knowledge is incorporated into schedule, incident/conflict management, and ensure good communication happens between all staff. These should all be clearly communicated to the applicant and in the job description, upon hiring.
9. **Early Rising:** To encourage morning wake up among the youth, incentives could be provided such as getting to participate in early morning hunting excursion, or the late ones do the breakfast dishes.
10. **Age Limits:** Keep the ages 13 and up to ensure continuity of learning objectives and good group dynamics.
11. **Participation Feedback:** In the evaluation process add in a question about why they applied. For example, does the CTS accreditation, earlier time or location have an influence on their decision to participate?
12. **The Visitor offer can be enhanced** through more planning with cultural staff ahead of time, such as setting up a separate station for tourists to engage in cultural activity or watch a demonstration.

Highlights of the Camp from Staff Perspective

- Hearing the kids talk about Rabbitkettle Lake as a really cool spot
- Seeing their interest in exploring the area by canoe
- Having kids ask if they can have their own copies of some of the maps
- Youth who would not normally have access to the park were able to experience it
- The cultural stories and knowledge shared
- Bruce’s innovative water lesson activities
- Youth who were really listening and processing the info and eager to learn more
- Having opportunity to work in the park in that area for the first time for Cultural staff

Rabbitkettle Lake Camp and Area

Tents in distance looking from the dock



South Nahanni River at trail head to Rabbitkettle

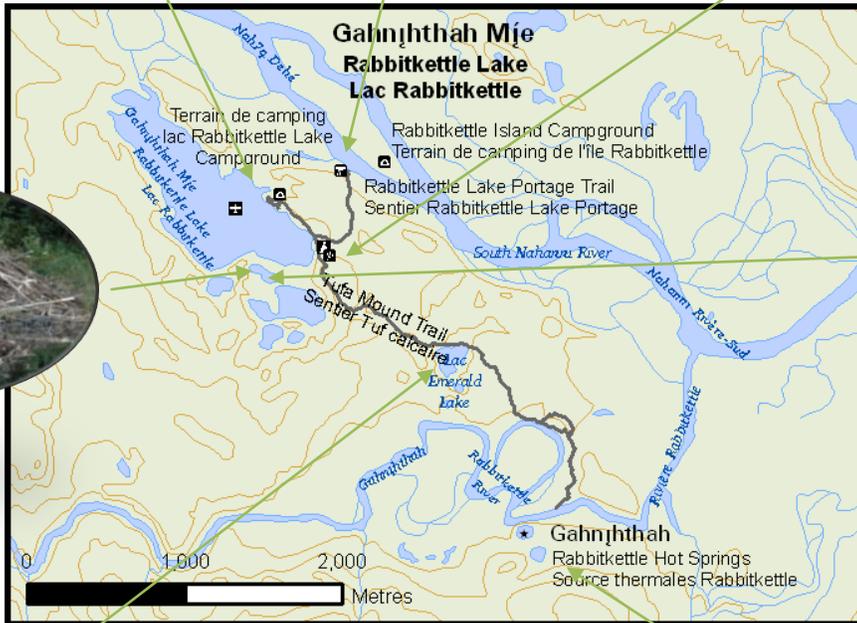
Staff cabin and participant wall tent in behind



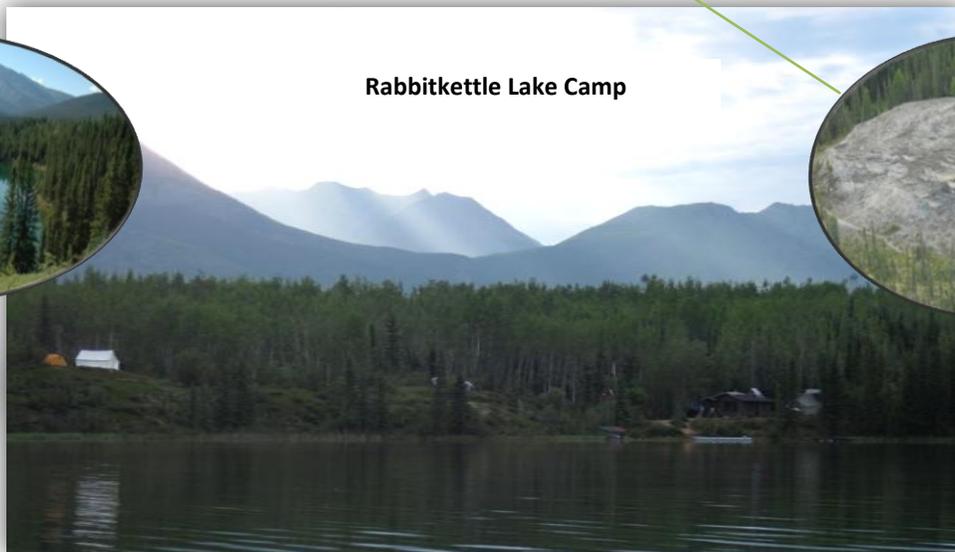
Beaver Lodge on sinkhole pond beside RKL



Resident family of Pacific Loons on sinkhole pond



Rabbitkettle Lake Camp



Emerald Lake on the Tufa Hike



Rabbitkettle Hot Springs Tufa Mound



Financial Reporting

The majority of the funding for this project came from Dehcho First Nations. Parks Canada contributed significantly through in-kind, human and financial resources. Nahanni Butte invested their human resources to the project as well as a modest amount of funding for travel as an in kind donation. The Ecology Camp is administered annually by DFN through a contract arrangement with a chosen Dehcho community, using funds raised through various organizations such as ENR, ARROM, and MACA. The contract with DFN for the Ecology camp was awarded and signed by Nahanni Butte Dene band on July 5th, 2011.

The project was carried out as planned financially with a few minor adjustments to the budget to account for the transportation costs being higher than anticipated. Price quotes were about a \$1400 difference than actual price per flight with the Twin Otter. The costs for the youth travelling from the communities was significantly lower, which helped to cover some of the high flight costs and enabled the project to stay within the contribution amount budgeted from DFN, which was a total of \$54,000.

The total expenditures for the project were **\$84,079.79**. This number does not include AAROM's in kind contribution for Bruce Townsends time, travel and materials which was estimated at another \$17,000. For simplicity sake we are only reporting on the Nahanni National Park and Nahanni Butte portion of the budget and how the DFN funds were spent.

The total DFN funds spent were **\$53,973.27**.

Parks contributed a total of **\$29,081.52**.

Nahanni Butte Dene Band contributed **\$1025.00**.

Parks paid for the cost of most of the transportation and the groceries up front and invoiced the Nahanni Butte Dene Band for reimbursement in the amount specified in the financial report. DFN will cover these expenses as outlined in the contribution agreement with a payment of **\$33,178.06** from the Nahanni Butte Dene Band to Nahanni National Park Reserve. Receipts for the project are attached.

Please see the financial report on the next page.

Eco Culture Celebrations Camp Report | 2011

Eco Cultural Celebration Financial Report													
Expenses													
Desc	Budget	Invoice #	Date	Vendor	c/u	GST or #	item total	Project Sub Total	Parks	NBDB	DFN costs	Variance	Parks Invoice
Wages													
Resource Person Elder-Andrew Bertrand	\$ 2,000.00				200	10	2,000						
Resource Person Elder Sandra Edda	\$ 2,000.00				300	10	3,000						
Cultural instructor/Supervisor George Tsetso	\$ 2,000.00				200	8	1,600						
Cultural Instructor/Cook -Celine Betsaka	\$ 2,000.00				200	10	2,000						
Camp Leader/Coordinator Teresa Byatt	\$ 2,400.00				300	8	2,400						
Camp Cook- Bernice Konisenta	\$ 2,000.00				200	10	2,000						
2Parks Biologist/Res Con staff-in kind	\$ 2,800.00						2,800		2,800				
Parks VE support staff-in kind	\$ 3,000.00						5,000		5,000				
Parks maintenance-in kind	\$ 300.00						300		300				
NB Staff Time-inkind	\$ -						500			500			
Wages Subtotal	\$ 18,500.00							\$ 21,600.00	\$ 8,100.00	\$ 500.00	\$ 13,000.00	- 3,100	
Supplies/Materials													
Materials/supplies	\$ 400.00	268407198	07/06/2011	Northern			13.64						
Materials/supplies		268407195	07/06/2011	Northern			462.92						
Materials/supplies		268407460	07/08/2011	Northern	112.53	5.63	118.16						
Gas Boat Rental-NB Dene band	\$ 500.00						257.00						
Equipment rental	\$ 1,000.00						-						
Materials Sub total	\$ 1,900.00						851.72	\$ 851.72		257.00	594.72	\$ 1,048.28	594.72
Food													
Groceries/supplies	\$ 5,000.00	268207884	07/06/2011	Northern	1120.75	4.92	1125.67						
Groceries/supplies		268207591	07/05/2011	Northern	2053.92	19.6	2053.92						
Groceries/supplies		268208530	07/09/2011	Northern	217.44	9.78	227.22						
Groceries/supplies		268208020	07/06/2011	Northern	116.05	0	116.05						
Groceries/supplies		268511166	07/09/2011	Northern	10.85	0	10.85						
Food sub total	\$ 5,000.00						3533.71	\$ 3,533.71	\$ 227.22		\$ 3,306.49		3306.49
Supplies/Materials Subtotal	\$ 6,900.00						34.3	\$ 4,385.43	\$ 227.22	\$ 257.00	\$ 3,901.21	\$ 3,901.21	\$ 3,901.21
Recruitment													
Advertisements Subtotal	\$ 1,000.00			NNSL	1584.91	1	1584.91	\$ 1,584.91			\$ 1,584.91	-\$ 584.91	
Transportation													
Youth/Supervisor transport to NNPR													
Parks													
Flight -staff to RK July 06	\$ 7,100.00	4034	07/06/2011	SNA		406.35	8533.35						
Flight-staff to RK July 06	\$ 3,300.00		07/06/2011	SA		175.1	3687.6						
Flight-Youth/staff to town July 15	\$ 7,100.00	4045	07/14/2011	SNA		406.35	8533.35						
Flight to park	\$ 3,300.00						0						
Sub Total Parks Flights	\$ 20,800.00					1162.9	20754.3	\$ 20,754.30	\$ 20,754.30			\$ 45.70	
Parks													
flight-Youth to RK July 9	\$ 7,100.00	4039	07/09/2011	SNA		481.82	8533.35						
Flight Youth to RK July9	\$ 7,100.00	4037	07/09/2011	SNA		472.38	8533.35						
Flight- Youth to town July 15	\$ 7,100.00	4046	07/15/2011	SNA			8533.35						
Flight-youth/staff to town July 15	\$ 7,100.00	20110409	19/07/2011	SA		175.1	3677.1						
Sub Total DFN-Flights	\$ 28,400.00					1129.3		\$ 29,277.15			\$ 29,277.15	-\$ 877.15	\$ 29,277.15
Youth Transport from Communities	\$ 5,000.00			268	1210	1500	2978	\$ 2,978.00		\$ 268.00	\$ 2,710.00	\$ 2,022.00	
Transportation Subtotal	\$ 54,200.00							\$ 53,009.45	\$ 20,754.30	\$ 268.00	\$ 31,987.15		\$ 29,277.15
Administration Subtotal	\$ 3,500.00							\$ 3,500.00			\$ 3,500.00	0	
Total	\$ 84,100.00							\$ 84,079.79	\$ 29,081.52	\$ 1,025.00	\$ 53,973.27	20	\$ 33,178.36

Conclusion

The 2011 Eco Cultural Celebrations camp has been a great learning opportunity for both students and staff at Parks and in Nahanni Butte. This project was a success in that it brought to light environmental educational experiences for both visitors and youth during our key Nahanni National Parks Centennial celebration year. Through the guidance of the Nahʔą Dehé Consensus Team, a key objective of sharing the Dene protocols of stewardship for the land with youth and visitors has been accomplished. The success of this project was due to the partnering arrangement between Nahanni Butte and Parks Canada as well as the financial support from the above noted agencies and departments. It is our hope that similar youth engagement projects can be implemented within Nahanni National Park Reserve and that the 2011 Eco Cultural Celebrations camp can serve as a valuable example for potential opportunities of youth engagement and cultural interpretation with visitors in the future.



**Youth and staff hanging out with some
visitors in the evening at Rabbitkettle Lake**

A fun time had by all!

Mahsi Cho