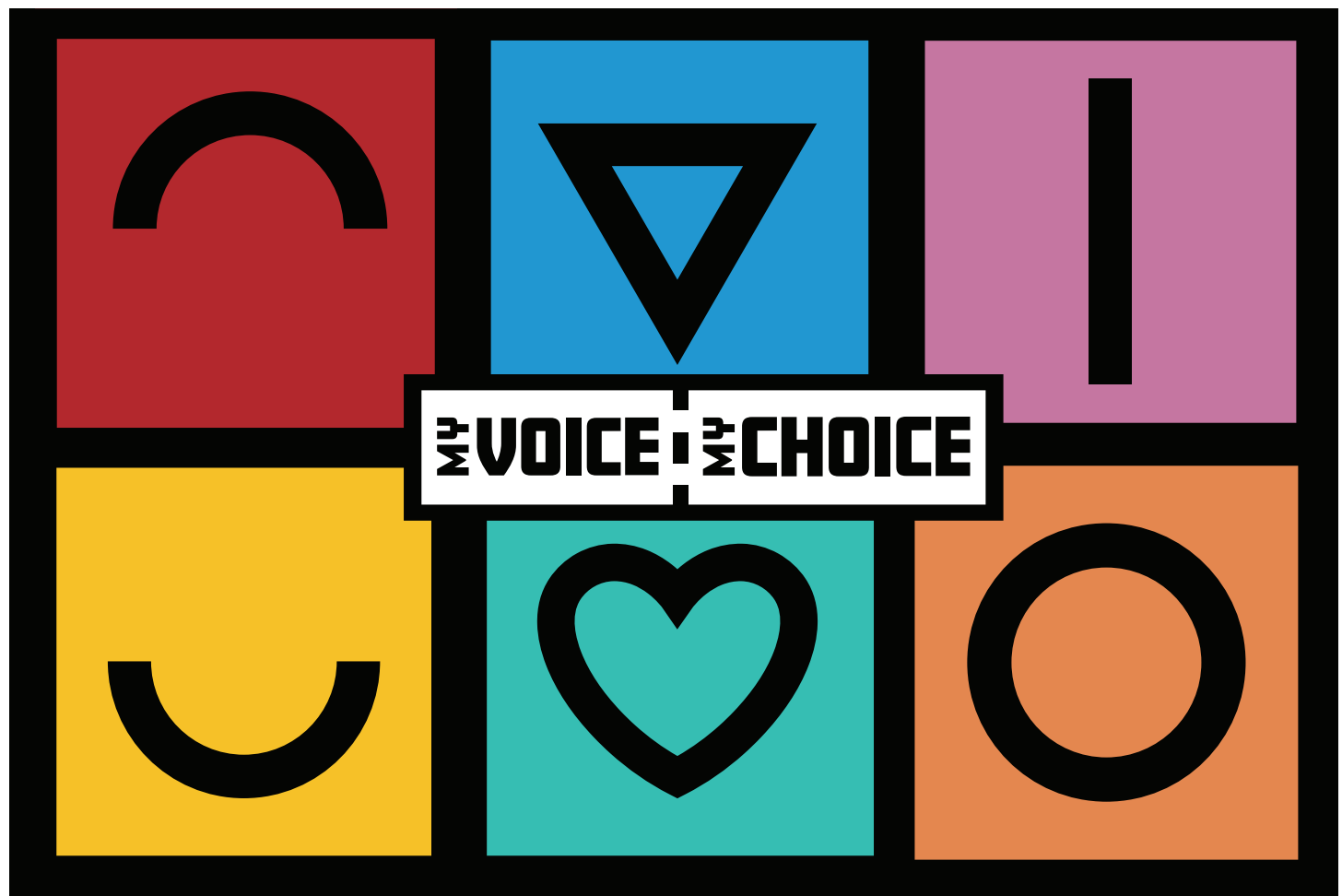


# FACILITATOR'S GUIDE



**LOOKING AFTER OUR LAND**





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## BACKGROUND FOR FACILITATORS

My Voice My Choice (MVMC) was first created in 2011 as a program to empower youth to resist alcohol and drugs. Over the last ten years, the mission of MVMC has changed to focus more broadly on youth mental wellness throughout the Northwest Territories. The purpose for MVMC is to give youth the information they need to make positive personal choices and behaviours related to their mental wellness.

Research shows that having a positive relationship with the land is connected to overall wellbeing. Being in nature can reduce stress, anxiety, aggression, and depression, while increasing physical and mental health, optimism, self-esteem, cultural identity, and personal resilience. People cannot enjoy the benefits of land connection if they do not take care of it. This guide seeks to help youth appreciate the benefits of land connection and recognize the importance of having a reciprocal relationship with it. In other words, they care for the land and the land cares for them.

This guide has been partly inspired by the Environment Protection Agency's (EPA) "Components of Environmental Education" which include:

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges



## ACTIVITY OPTIONS

This facilitators guide contains several options for group activities. Facilitators should use their judgement to gauge what activities are best suited to the participants based on factors such as age, group dynamics, and local environment.

Any opportunities to deliver sessions outdoors need to have the following considered:

- Are there safety concerns or other matters to consider with respect to bringing youth outside to do activities? For example, is permission required from parents/caregivers, what rules need to be in place beforehand, etc.?
- Site selection for land-based activities must be suitable, safe, and accessible (e.g., confirm that terrain is safe and accessible for people of all abilities).
- Do the youth have access to appropriate outdoor apparel including proper footwear?
- Should an activity include an expert facilitator such as a guide? If so, how will they be recruited? Do they need to be screened for safety?
  - o If an Elder is to be consulted, proper protocol should be followed.
- Does the facilitator have first aid training and access to a first aid kit?
- Is there a need for other items such as insect repellent, sunscreen, snacks, water bottles, etc.?
- How do the weather conditions impact the lessons?

Appendix 1 has colouring sheets that can be handed out at the discretion of the facilitator.

A simple activity like colouring can help the youth to focus.

## KEEPING IT IN CHECK

Depending on the interests and lived experience of the facilitator, sessions on land and environmental issues can be enjoyable and they can also be difficult. For example, a facilitator who participates in land-based activities may really enjoy leading sessions on this topic compared with a facilitator who has little experience or interest in this area. Discussions on environmental issues are also connected with politics, personal values, and beliefs.

Some questions to reflect upon can include:

- How do I describe my relationship with the land?
- How do I feel about hunting and fishing?
- How do I protect the environment?
- Do I have any personal experiences which may interfere with my ability to deliver this content?



## PREPARING TO ADDRESS SESSION CONTENT

### Discuss group guidelines in advance

The group should be asked to establish a set of guidelines for a safe learning environment. Suggestions from the group should be written on flipchart paper and put up as a reminder of the expectations. Here are some rules facilitators should consider adding if the group doesn't suggest them:

- Confidentiality (also discuss limits of confidentiality).
- Suggest participants "challenge ideas, but not each other"; it's okay to disagree on things, but it should be done respectfully.
- No put downs or rude/mean language.

Youth in the session need to know what the term "confidentiality" means. Explain to them that it means you can't tell anyone what is spoken about in your sessions. However, they also need to realize that sometimes you need to tell someone about what is shared because it's about safety. "Limits to confidentiality" include any safety concerns such as abuse, neglect, self-harm, or threats to harm themselves or others. If you have questions about your role in protecting the safety of children and youth, speak to your organization's leaders about learning more.

*Note: Facilitators should make sure to offer participants an opportunity to ask questions or share experiences outside of the group session.*



# MODULE 1

## Land Matters

### LEARNING OBJECTIVES:

- Recognize Indigenous land in Northwest Territories
- Appreciation of local land
- Understand the benefits of land connection

**LESSON STYLE:** Group Discussion/Mini Lesson

### MATERIALS NEEDED:

- Treaty Land Map
- Technology to play an online video

*Note to Facilitator: Give a land acknowledgment depending on where you are located.*

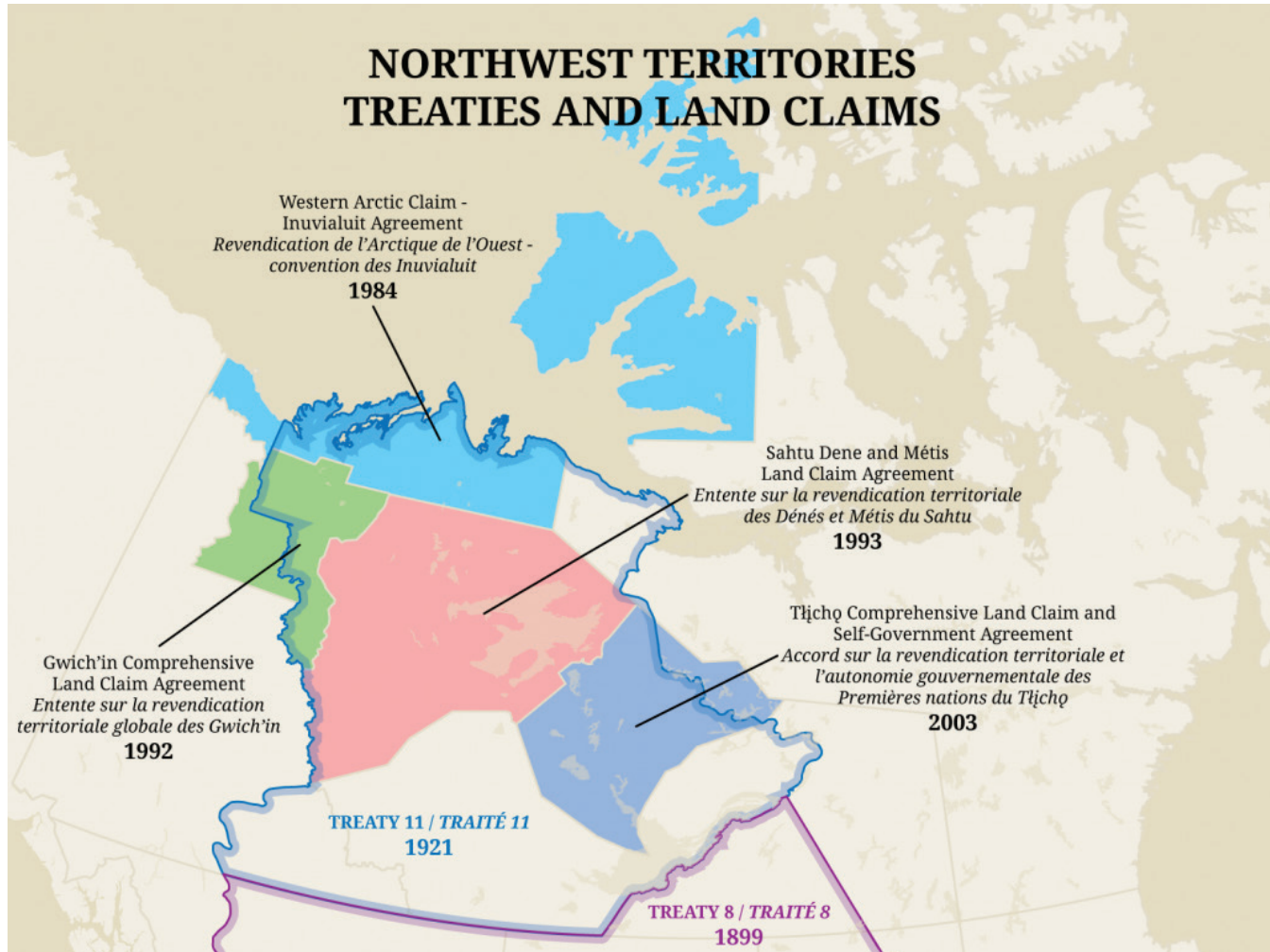


Image sourced from Prince of Wales Northern Heritage Centre

**ASK:** Do you know which traditional territory you live on?

Tell the group to look at the map in their participant guide and or show them the map in this guide. The youth should locate where they live and connect it to the territory they live in.

**ASK:** Do you know what the land acknowledgement is for your area?

Invite anyone in the group to share it if they know what it is.

**Tell the group:** An acknowledgement means you are accepting something as truth. For years, Canada did not acknowledge that this territory was Indigenous land when that is the truth. A land acknowledgement is a way to honour Indigenous peoples who have been here for thousands of years and recognize it wasn't "discovered" by Europeans. Land acknowledgements are an important part of reconciliation between Indigenous and non-Indigenous people.



If the facilitator has access to technology, the group can watch the following video:



<https://www.youtube.com/watch?v=XHS2sl62idl>

This video is just over 13 minutes long and features the land, animals, and people of Northwest Territories.

The video is significant in the way that it is a tribute to the land.

**Note:** Facilitators can ask questions or reflections directly related to the video, or they can ask general questions.

**ASK:** What is the best thing about living in the Northwest Territories?

**Possible answers:**

Could be anything to do with family and community connections, recreation, and the outdoors. Note that some youth may not feel enthusiastic about where they live and it's okay for them to express that. It is not up to the facilitator to try and convince them they must love where they live, but they may see things differently after an opportunity to focus on the strengths of land connection in NWT.

**ASK:** How does the land take care of us?

**Possible answers:**

- We get food from the land
- Our shelter is built on the land with materials from the land

**ASK:** Why is it important to take care of the land?

**Possible answers:**

- It's important to take care of the land for future generations
- Our health is impacted by the environment

**ASK:** What are some ways we can take care of the land?

**Possible answers:**

- Recycle
- Reduce waste
- Clean up after ourselves
- Throw away trash in proper place
- Don't hunt or fish more to take more than is needed

**ASK:** What are some land based activities you know of?

**Possible answers:**

- Nature walks
- Hunting
- Fishing
- Ceremonies
- Gardening
- Medicine gathering

**ASK:** What do you think the benefits are of being outside on the land?

**Possible answers:**

- Fun
- Good exercise
- Traditions
- Fresh air



### Tell the group:

Here are some other benefits of being on the land:

- Learning more about culture
- Positive relationships with others
- Decreases stress and anxiety
- Increases good mood
- Community involvement
- Physical activity
- Disconnecting from screens
- Improved air quality outdoors



Increases good mood



Physical activity



Improved air quality outdoors



Community involvement



Decreases stress and anxiety



Disconnecting from screens

**ASK:** What is your favourite thing about being on the land?

Depending on the experiences of the group, the responses will be different. If they have limited experience with land-based activities or have difficulties answering the question, **ASK:** what sort of land-based activities would you be curious to try?



Learning more about culture



Positive relationships with others

**Facilitator's Note:** If there is time and youth are sharing other examples, feel free to let the discussion flow naturally here.

### Adapted Group Discussion with Indigenous Focus

It is important for the facilitator to acknowledge that many Indigenous youth in these sessions will come from a place of knowing and have a rich experience with the land. Here are some optional questions to use to lead a discussion that can honour this connection:

- How does your connection to the land support you in understanding your cultural identity and celebrate your gifts and strengths?
- How does being on the land support your wellness?
- How do you practice giving back to the land in culturally respectful ways?
- How can you honour your gifts and teachings from the land?

*Adapted from the Government of Northwest Territories Indigenous Education and Languages Handbook*



## MODULE 2

# Climate change and land stewardship

### LEARNING OBJECTIVES:

- Understand the basics of climate change
- Explore values and beliefs related to the environment
- Understand what land stewardship is, how it can be done in a practical way, and the positive effect it has against climate change.

**LESSON STYLE:** Group Discussion

### MATERIALS NEEDED:

- Enviro-Mental Awareness Scenario Cards
- Seeded paper
- Access to technology to play online video (optional)



## Instructions:

**ASK:** What are some environmental issues in your community?

### Possible answers:

- littering
- deforestation
- global warming
- land and water pollution
- recycling

**ASK:** How do these issues impact you?

### Possible answers:

- Litter looks gross
- Pollution can make you sick

**ASK:** How do these issues impact others (including animals)?

- Pollution can make animals sick
- Deforestation takes away homes from wildlife
- Can make communities less safe
- Costs money

**ASK:** What can you or other members of your community do to help solve these problems?

### Possible answers:

- Dispose of garbage properly
- Reduce, reuse, recycle
- Volunteer for community clean ups
- Educate yourself and others about the importance of taking care of the land.





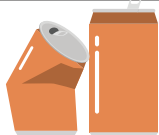




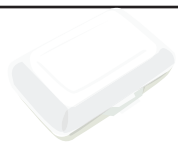
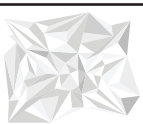
The chart below can be found in the participant guides and it highlights some of the common types of garbage that litter the land and water. The facilitator can ask participants to refer to their guides and the information can be read out loud by the facilitator or a youth volunteer.

**Facilitator's Note:** Some young people can experience "eco-anxiety" which is an overwhelming worry about the the environment. Youth may feel intense fear over the future of the planet and/or hopeless to do anything to make positive changes for themselves and future generations. Some ways to help ease the stress of eco-anxiety include:

- Engage youth in making connections with other young people with similar values; this can help them to feel united and less burdened.
- Allow for opportunities to share feelings.
- Listen to concerns with empathy and offer support where possible.
- Share messages of hope.



### Trash Talk

Item	Time to Breakdown
Cigarette butts 	18 months to 10 years
Fabric 	2 weeks to never (Depending on material)
Plastic bags 	10-1000 years
Plastics straws 	50 years
Aluminum cans 	80-100 years
Plastic bottles 	450 years
Disposable face masks 	450 years
Fishing line 	600 years
Glass 	Over 1 million years
Styrofoam 	Never
Tinfoil 	Never

\*Litter also breaks down more slowly in cold temperatures like those in Northwest Territories.



After reviewing this information, **ASK:** What was the most surprising thing you learned from this chart? How likely are you to make some changes in how you get rid of trash and recyclables?



**Optional Video:** “How Long Trash Takes to Decompose”. This is a two minute animated video that shows how long it takes for a number of items to breakdown: <https://www.youtube.com/watch?v=zp4HsMWA3HQ>

#### OPTIONAL ACTIVITY:

### Watch “Land of our Future”

<https://vimeo.com/66203406>

Background information: This is a 15 minute film produced by the Institute for Circumpolar Health Research and funded by the First Nations Inuit Health Branch and the Munk-Gordon Arctic Security Program. The film features four high school students from Yellowknife who interview hunters, elders, and government leaders about climate change in the Northwest Territories.

#### ACTIVITY:

### ENVIRO-MENTAL AWARENESS

(Adapted from Peace Corp’s Environmental Activities for Youth Clubs and Camps)

#### Materials required:

**Instructions:** This activity can be facilitated in different ways with the "enviro-mental awareness" cards.

**Option A)** The facilitator reads out the cards one at time and everyone discusses the scenarios as a group; or,

**Option B)** Assign scenarios to small groups and then discuss together as a large group.

For each dilemma, explore options on how to respond. Remind the youth to try and be honest with their responses. This is about them exploring their own values and not about picking the “perfect” response.



**ISSUE #1:** You and your friend are walking through a park and they throw their garbage on the ground. You remind your friend to pick it up and they will not do it.

**Options could include:** asking them to pick it up again, pick it up yourself, try and educate the friend, or nothing.

**Optional follow up questions for facilitator to ASK:**

Why could it be difficult to have this conversation with a friend? What would you do if a friend asked you to pick up some garbage you threw on the ground? What might be some helpful things to say to a friend in this situation that doesn't make them feel badly?

**ISSUE #2:** You're at an outdoor gathering and your friends start throwing cans and glass bottles into the river even though there are garbage and recycling bins nearby. Some of the bottles break over rocks at the edge of the river.

**Options could include:** Tell them to stop and/or clean up the mess, try and clean it up yourself if you can, try and educate them on how this is dangerous for other species and humans, do nothing.

**Optional follow up questions for facilitator to ASK:**

What would make this a difficult conversation? What are the safety concerns in this situation? What are some ways you can express concern in a way that makes them more likely to listen to you?

**ISSUE #3:** When it comes to hunting and fishing, you know that you are not supposed to take more than you need. Someone you know is over-fishing and you know this can impact the population of fish that other people and species rely on, plus it's against the law. What would you do?

**Options could include:** Have a conversation with them about it, report them, do nothing.

**Optional follow up question for facilitator to ASK:**

Why do you think some people take more than they need when it comes to hunting and fishing?

**ISSUE #4:** A business in your community wants to build a new building and they will have to cut down a lot of trees to do this. You know that the trees are good for the environment because they clean the air, help to fight climate change, and provide a place to live for animals. What do you do?

**Options could include:** Send a communication to the business owner asking them to consider the environmental impacts of their development, speak to a community leader who might be able to help, do nothing.

**Optional follow up questions for facilitator to ASK:**

What would be challenging about having this conversation? Who are some people you could ask for support for a situation like this?

**Facilitator's Note:** Remember it is the role of the facilitator to support youth to explore their environmental values. Negative responses in discussions may be related to a lack of interest or understanding of issues, a sense of helplessness in their ability to take action, or showing off for peers. Sometimes young people have other things going on in their lives that make environmental issues seem like less of a priority. It is usually not helpful to lecture youth about almost any topic because it shuts down opportunities for meaningful conversations.



### OPTIONAL ACTIVITY:

#### Seed Paper Planting

Seed paper is biodegradable paper with seeds in it that can be planted either in a pot or outdoors.

This video can help explain how seeded paper works. The facilitator can share it with the group if they think it will help them understand:



<https://www.youtube.com/watch?v=LUAHA2PxFGE>

**Note:** The way this activity is facilitated depends on factors such as location of group session, weather, resources, and group interest. Here are some options for the facilitator to consider:

1. As a group during session: Plant the paper in location that youth have easy access to and encourage them to return to water the area and check on how it's growing.
2. Individually on their own time: Youth can take the paper and instructions with them to be planted in a container at home or out on the land later.



### RELATED FOLLOW UP ACTIVITIES:

These are ideas for optional activities that can be done depending on season, opportunity, and interest.

Check with your organization to see if these options can be supported:

- Community clean up  
Check out <https://shorelinecleanup.org/> for ideas on organizing solo or group clean ups.
- Nature walk
- Berry picking
- Land-based teachings with traditional knowledge keepers
- Creating posters promoting land stewardship for local businesses
- Outdoor photography

**Facilitator's Note:** Remind the group that things don't always grow the way we think they will and there are lots of reasons for that. Try not to be discouraged if nothing grows or it doesn't grow well.

Remind the youth that there is a website listed in their participant guide with instructions on how to make their own seeded paper if this is something they are interested in.

**Important note for facilitator:** Please refer to notes at beginning of guide for important considerations for location, safety, and involving other community members in activities.



# MODULE 3

## Safety on the land

### LEARNING OBJECTIVES:

- Recognize the power of natural elements
- Understand the importance of protecting yourself against natural elements
- Learn basic safety tips for being on the land

**LESSON STYLE:** Group Discussion

### MATERIALS NEEDED:

- First aid kits for youth to take home



**Instructions:**

**ASK:** What are some things we need to think about when it comes to safety on the land?

**Possible answers:**

- Weather
- Sunburn
- Windburn
- Frostbite
- Dehydration

- Wildlife
- Challenging terrain
- Getting lost
- Losing signal on your phone/running out of batteries
- Injuries
- Water safety

Advise youth to refer to outdoor safety chart on page 4 of their participant guide.

SAFETY ISSUE	EXAMPLES	PREVENTION IDEAS
Weather	<ul style="list-style-type: none"><li>• Sunburn</li><li>• Heatstroke</li><li>• Windburn</li><li>• Storms</li></ul>	<ul style="list-style-type: none"><li>• Sunscreen</li><li>• Dress according to weather</li><li>• Watch weather forecast before leaving</li></ul>
Wildlife	<ul style="list-style-type: none"><li>• Aggressive animals</li><li>• Insects</li></ul>	<ul style="list-style-type: none"><li>• Education on local wildlife safety measures</li><li>• Carry a whistle</li><li>• Bug spray</li></ul>
Terrain	<ul style="list-style-type: none"><li>• Poisonous plants</li><li>• Uneven ground</li><li>• Ice and snow</li></ul>	<ul style="list-style-type: none"><li>• Learn about poisonous plants</li><li>• Wear proper footwear</li></ul>
Personal Preparedness	<ul style="list-style-type: none"><li>• Apparel</li><li>• Communication</li><li>• Supplies</li><li>• Skills and Experience</li></ul>	<ul style="list-style-type: none"><li>• Hand Sanitizer</li><li>• Flashlight</li><li>• First Aid Kit</li><li>• Water/Food</li><li>• Multi-tool/knife</li><li>• Travel with someone</li><li>• Tell someone where you are going</li><li>• Bring phone (but don't rely on it)</li><li>• Bring a printed map and compass</li></ul>



### Smartphones and General Outdoor Safety

Tell the group: If you're out on the land, bringing a phone can be helpful. However, we can never totally rely on technology. Keep these other tips in mind:

- Stay within cell service range
- Avoid being alone
- Learn about the land and environment from people with more experience
- Understand where you are going before you leave
- Dress for weather
- Essential items are important to bring depending on where you are going and for how long. (e.g. flashlight, signalling device, extra food and water, etc.)
- Educate yourself on safety with wildlife
- Take CPR/First Aid training

**Note :** This may not be as applicable to youth who live in more urban centres.

At the end of this lesson, hand out the first aid kits for the youth.



# MODULE 4

## It's a Wild Life

### OBJECTIVES

- Discuss ways we can respect wildlife
- Learn more on how taking care of the land protects wildlife
- Be able to identify some of NWT's wildlife
- Make personal connections to characteristics of NWT's wildlife

**LESSON STYLE:** Group discussion, small group activity

### MATERIALS NEEDED:

- NWT Animal Personalities Cards



### Instructions:

**ASK:** What are some things we should think about when it comes to wildlife safety?

#### Possible answers:

- Don't litter because it can be dangerous for animals
- Keep a safe distance
- Avoid touching, feeding, or picking up wild animals
- When it comes to hunting and fishing, avoid taking more than you need, follow the rules and regulations in place

**ASK:** How do you think litter is dangerous for animals?

#### Possible answers:

- They can die by eating litter (even food you throw away)
- Animals can get their heads stuck inside jars and bottles
- Get injured on sharp metal, like tin cans
- Swallowing plastic bags causing them to choke or get a block in their stomach or bowel which can kill them
- Birds can get hurt or die by getting tangled in fishing lines

**ASK:** What are some ways you can responsibly manage litter that can harm animals?

#### Possible answers:

- Clean up after yourself
- Separate garbage and recycling into proper containers
- Tie knots on top of plastic bags
- Cut elastic bands and loops of plastic six-pack can holders before throwing them out
- Avoid sky lanterns and balloons or switch to biodegradable balloons
- Wash out containers and put lids back on before recycling

**Remind the group:** When it comes to wildlife, remember that when you're on the land or in the water, you are in "their" home.

**ASK:** What are some wild species in Northwest Territories that you know about? Have you seen any of them?

**ASK:** "What are some facts or stories you have about wild species?"



**Activity:**  
**NWT Animal Instincts - Personality Connections**

**Instructions:**

Tell the group to go to page 6 in their participant guide. Either take turns reading the descriptions of the wildlife species or the facilitator can read descriptions out loud.

**ASK:** Which of these species do you think you most identify with and why? Are there any that don't sound like you at all? Which species' personality would you want to be more like (if any) and why? Do you sound like more than one?

Allow for a natural discussion to flow where the participants discuss their own personality traits and how they are more or less like the species they share the territory with.

VOICE CHOICE

LOOKING AFTER OUR LAND

**BARREN GROUND CARIBOU**  
Social  
Fast  
Strong  
Resilient  
Can see things others can't  
Love to travel with others

VOICE CHOICE

LOOKING AFTER OUR LAND

**MOOSE**  
Strong  
Fast  
Smart  
Caring toward loved ones  
Curious  
Aggressive if provoked (or tired/hungry)

VOICE CHOICE

LOOKING AFTER OUR LAND

**RAVEN**  
Empathetic  
Mischievous  
Social  
Smart  
Picky about their mates  
Good problem solver  
Adaptable  
Hold grudges

VOICE CHOICE

LOOKING AFTER OUR LAND

**MUSKOXEN**  
Strong  
Protective of others (especially young ones)  
Resilient  
Stand their ground

VOICE CHOICE

LOOKING AFTER OUR LAND

**WHOOPIING CRANE**  
Aggressive  
Dislikes being bothered by people  
Loud  
Like to dance  
Faithful  
Adaptable

VOICE CHOICE

LOOKING AFTER OUR LAND

**REINDEER**  
Social  
Protective of others  
Fast  
Always on the move  
Loves to travel with others  
Shy



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### DALL'S SHEEP

Social  
Prefer to be in power over others  
Athletic  
Protective of young



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### BLACK BEAR

Extremely shy  
Prefer to be alone  
Protective of young  
Curious  
Intelligent  
Prefer to avoid conflict unless necessary



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### MUSKRAT

Love the water  
Prefer evening hours to daytime  
Cautious  
Aggressive if provoked  
Protective of family



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### BELUGA

Smart  
Mischievous  
Extremely social  
Loud  
Curious  
Playful



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### POLAR BEAR

Strong  
Fast  
Patient  
Adaptable  
Attentive to young  
Playful  
Protective  
Like to stay clean  
Not very social



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### BISON

Strong  
Fast  
Social  
Reasonable  
Love to travel  
Resilient  
Brave



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### WHITE PELICAN

Social  
Athletic  
Quiet  
Cooperative  
Usually friendly



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### PTARMIGAN

Social  
Playful  
Gentle unless threatened  
Adaptable  
Flirty



THE VOICE CHOICE

LOOKING AFTER OUR LAND



### GRIZZLY

Smart  
Athletic  
Not very social  
Curious  
Attentive to young





**OPTIONAL ACTIVITY:**

The facilitator can look up information or encourage the youth participants to research whichever wildlife species the youth feel they can identify with most.

**Wrapping it Up**

Congratulations on making it through the activities that were a good fit for your group! At this point, facilitators can also congratulate the youth for making their way through the lessons and activities, and express thanks for their attention to discussing these important topics.

If facilitators or youth are interested in learning more about these topics, a list of resources is available in this guide as well as the participant guides.



## RESOURCES

### THUNDERBIRD STRIKE

This website features Indigenous perspectives and information about how tar sands affect the land. There are videos, reflection questions, and an interactive game that can be played on smartphones, a tablet, or a PC.

<https://www.thunderbirdstrike.com/>

### ECOLOGY NORTH

Ecology North promotes positive relationships with the environment in NWT. Their website contains several ideas for engaging youth in environment education.

<https://ecologynorth.ca/>

### GREEN LEARNING

This website is targeted toward those who support youth to learn more about the environment. There are several resources, lesson plans and challenges available.

<https://greenlearning.ca/>

### 6 STEPS TO MAKING YOUR OWN SEED PAPER- NATURE CANADA

For facilitators or youth interested in making their own seeded paper, this website provides step by step instructions with visuals to learn how.

<https://naturecanada.ca/news/6-steps-to-making-your-own-seed-paper/>

### TRADITIONAL FOODS ARE HEALTHY FOODS- NWT ASSOCIATION OF COMMUNITIES (NWTAC)

NWTAC has put together several toolkits to empower communities. The toolkit, "Traditional Foods are Healthy Foods" helps youth to learn more about the animals and plants of NWT with an emphasis on Indigenous cultures. The toolkit also contains nutritional information, recipes, and colouring pages.

<https://traditionalfoods.toolkitnwtac.com/>



## APPENDIX 2: SCENARIO CARDS



### ISSUE #1:

You and your friend are walking through a park and they throw their garbage on the ground. You remind your friend to pick it up and they will not do it.



### ISSUE #2:

You're at an outdoor gathering and your friends start throwing cans and glass bottles into the river even though there are garbage and recycling bins nearby. Some of the bottles break over rocks at the edge of the river.



### ISSUE #3:

When it comes to hunting and fishing, you know that you are not supposed to take more than you need. Someone you know is over-fishing and you know this can impact the population of fish that other people and species rely on, plus it's against the law.  
What would you do?



### ISSUE #4:

A business in your community wants to build a new building and they will have to cut down a lot of trees to do this. You know that the trees are good for the environment because they clean the air, helps to fight climate change, and provides a place to live for animals.  
What do you do?



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