

	School of Health, Education, and Human Services
	ECCU 390
	Yukon First Nations Culture and Values: Educational Experiences on The Land
	Term: SUMMER 2025
	Number of Credits: 3
Course Outline	

INSTRUCTOR: Norma Shorty, PhD

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Culture Camp Dates: Your personal camp set-up is scheduled for the 3rd of August. A safety meeting will be at 3:00 PM (evening activities are planned).

Classes start on 4 August @ 9:00 AM and end on 8 August 2025 @ 3:00 PM

Culture Camp Location: SKY HIGH RANCH (FISH LAKE)

COURSE DESCRIPTION

ECCU 390: Yukon First Nations Culture and Values: Educational Experiences on the Land is an experiential education course intended to educate and promote awareness and appreciation of Yukon First Nation cultures, languages, lifestyles, culture, and history, of the host First Nation. The course is intended for First Nation and non-First Nation teachers-in-training, providing them with the context for cultural inclusion and land-based activities suitable for public school classrooms. Courses with Yukon First Nations cultural content must have a strong experiential land and community base. This course provides learners with experiences through land-based cultural activities, community elders and specialists who still practice the culture, and camps feature activities. The course is on the traditional lands of Yukon First Nations, and learners will draw from the experiences gained in this setting, which will be mirrored in the course outcomes.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Gain an understanding of significant cultural knowledge, skills, and values of Yukon First Nation peoples, communities, and governments.
2. Gain an understanding of the significance of the environment: land, water, fish, plants, animals, and other forms of life; inclusive of culture and language, as reflected through the cultural lens of the local First Nation.

3. Develop experiential learning opportunities for children reflecting Yukon First Nations cultures and values through the development of a cultural unit connecting curriculum, experiential education, place-based learning, and land-based education concepts.
4. To learn and grow professionally from direct involvement with the local school principal, teachers, and professional staff as well as from the local First Nation government staff, Elders, cultural experts, and language speakers.
5. To appropriately and respectfully interact and engage with Elders, instructors, peers, cultural resource people, FN staff, and language teachers in the delivery of the land and place learning activities/programs.
6. Apply the respective policies, guidelines, and practices about field trips and outdoor education in Yukon schools with a unit of study.

COURSE FORMAT

Students will attend and set up Culture Camp 390 starting August 3rd. The first firepit meeting is on April 3rd, 2025, at 3:00 PM. Evening activities will be announced, and formal classes begin on August 4th and end on August 8th at 3:00 PM.

EVALUATION

This course is evaluated with a Pass or Fail. All mandatory components will be weighted as follows:

Learning Outcomes	Assignments
<p>#1 Reflect a working knowledge of significant cultural knowledge, skills, and values of Yukon First Nation peoples, communities, and governments.</p> <p>#2 Gain an understanding of the significance of the environment: land, water, fish, plants, animals, and other forms of life, inclusive of culture and language, as reflected through the cultural lens of the local First Nation</p>	<p>PASS/FAIL</p> <p>Full participation in learning & teaching</p> <p>Reflective journaling through daily check-in</p> <p>As a group project, you will co-develop a culturally responsive Yukon environmental literacy plan appropriate for learning about and working with local First Nations. The plan must reflect the learning and teaching concepts experienced through ECCU 390.</p>
<p>#3 Develop experiential learning opportunities for children reflecting Yukon First Nations cultures and values through the development of a cultural unit connecting curriculum, experiential</p>	<p>PASS/FAIL</p> <p>Full participation in learning & teaching</p> <p>Reflective journaling through daily check-in</p>

<p>education, place-based learning, and land-based education concepts.</p> <p>#4 To learn and grow professionally from direct involvement with local school principals, teachers, and professional staff as well as from the local First Nation government staff, Elders, cultural experts, and language speakers.</p> <p>#5 To appropriately and respectfully interact and engage with Elders, instructors, peers, cultural resource people, FN staff, and language teachers in the delivery of the land and place learning activities/programs.</p> <p>#6 Apply the respective policies, guidelines, and practices about field trips and outdoor education in Yukon schools with units of study.</p>	<p>As a group project, you will co-develop a Yukon environmental literacy plan that is culturally relevant for learning about and working with local First Nations in public school settings.</p> <p>As a group project, you will co-develop a culturally responsive Yukon environmental literacy plan appropriate for learning about and working with local First Nations. The plan must reflect the learning and teaching concepts experienced through ECCU 390.</p>
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Full attendance and participation are essential elements of the course evaluation. **Students will not be permitted to miss any part of the culture camp.** Students are expected to arrive on time for the start of the course and remain until the end; be on time for all activities, including those held in the evening; and attend any organized off-site activities.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

COURSE TEXTBOOK

Kwanlin Dun First Nation. (2020). *Kwanlin Dun: Daekwandur Ghay Ghakwadindur--Our Story in Our Words*. Figure 1. Vancouver

BC Curricula Connections

Joy Factory Films, May 6, 2019, NOIIE, Spiral of Inquiry <https://vimeo.com/334525720>

Province of British Columbia, March 26, 2024, Indigenous Education Resources <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

Province of British Columbia, 2019. SD61 Case Study, Traditional Drumming and Singing Inquiry, <https://www.youtube.com/watch?v=A7SXdeoSnE8>

Environmental Literacy Framework Suggestion

Alaska Department of Fish and Game and The Alaska Department of Education and Early Development, et al., 2013. Alaska Natural Resource and Environmental Literacy Plan, Revised Draft October 2013. Retrieved from <https://anroe.net/environmental-literacy/>

ACADEMIC INTEGRITY

Students are expected to contribute to a positive and supportive environment and must conduct themselves responsibly. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing students with a positive, supportive, and barrier-free academic environment. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition) should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Various instructional activities will facilitate your education on Indigenous place-based education.

Learners will learn about the cultural significance of Indigenous languages, histories, stories, land, places, people, and nature in learning and teaching. This includes, but is not limited to, teaching/learning through storytelling, demonstrations, group work, and trial and error. The ECCU 390 instructor will facilitate much of the teaching and provide ideas and speakers for accessing local Indigenous knowledge.