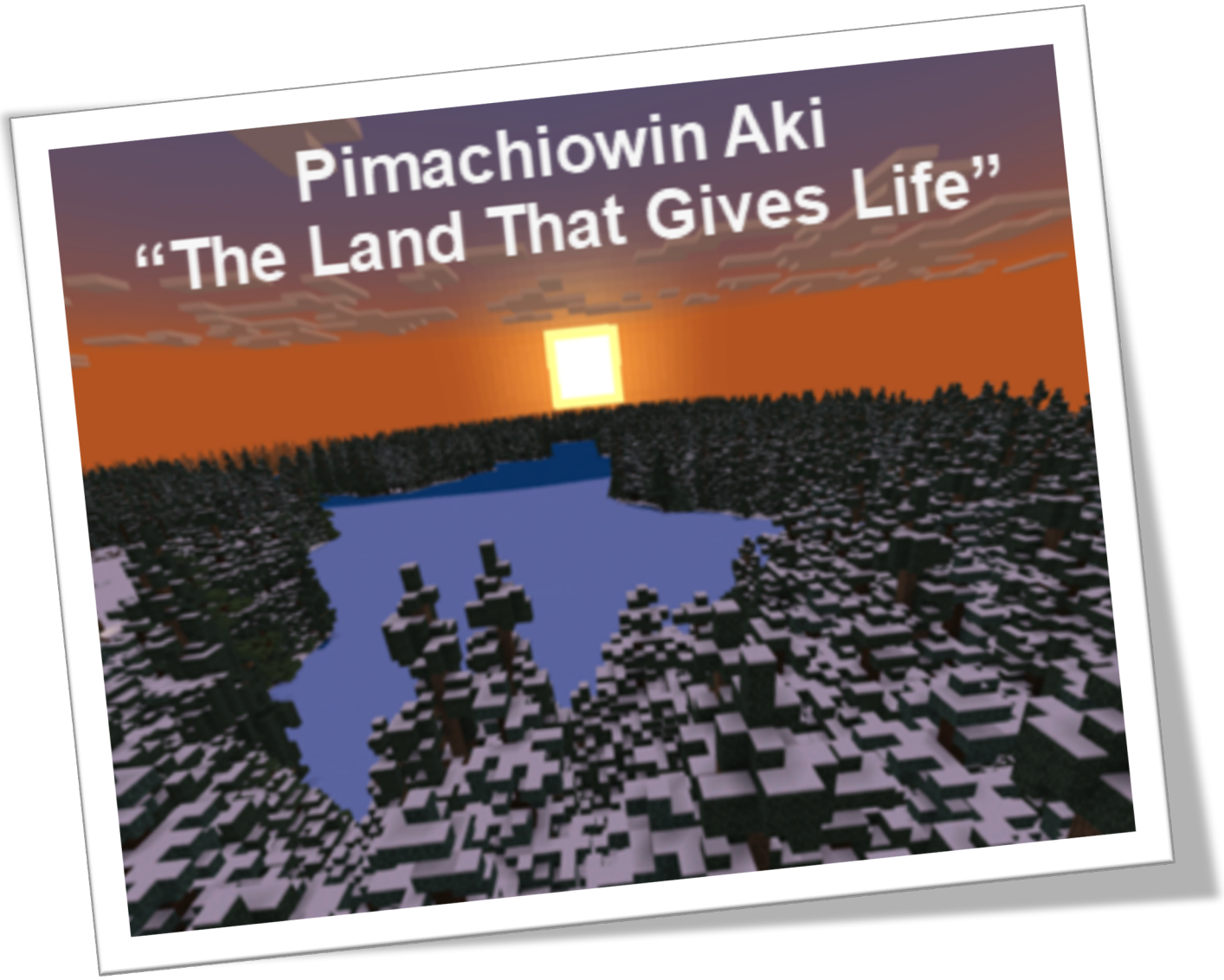


Pimachiowin Aki

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Educator Guide - Phase 1

Welcome to Pimachiowin Aki, “The Land That Gives Life” and the Bloodvein River (*Miskwewesipi*) campsite. Participants are guests of the community throughout these learning opportunities. For these experiences, this campsite at spawn will serve as the central location and community. Participants will return to this community after each Phase 1 activity. All activities flow in a clockwise direction around the central campsite. The day will also progress from sunrise to sunset throughout the activities.

Activity 1a: Meeting the Community

Before we begin let’s take some time to meet the community members who will be sharing their knowledge and experience as Knowledge Keepers and Stewards of the Land. These community members will share both gifts and knowledge with participants.



Knowledge Keepers and Stewards of the Land:

Gabriel Green	Leslie Orvis	Frank Young	Emily Skye	William "Banjo" Young	Kenny Benson
					

*There are also 2 additional unnamed community members who will offer support.

Participants are gifted the following items:
Camera, Book and Quill Journal, and Portfolio

Introduction:

Pimachiowin (pronounced pim–MA–cho–win) means, “the good life.” This is the greatest ambition of Anishinaabeg. The good life includes hunting success, economic stability, good health into old age, and healthy, happy children.

Aki (pronounced ah-KEY) means, “land”. Aki is a holistic concept of land in which no distinction is made between “the spirit beings”, and “those who have life.” Only within the total field of relations in which people are situated can a person strive for Pimachiowin.

Pimachiowin Aki means, “the land that gives life”. Pimachiowin Aki is a manifestation of an enduring kinship between culture and nature, between the Anishinaabe cultural tradition of *Ji-ganawendamang Gidakiiminaan* (Keeping the Land) and *Mino Aki Ohtakeem* (Beautiful and Whole Land).

Encompassing an area of approximately 29,040 square kilometres (2.9 million hectares or 11,212 square miles), Pimachiowin Aki is the largest network of contiguous protected areas in the North American boreal shield and the ancestral lands of four Anishinaabeg First Nations. Today Pimachiowin Aki is home to more than 5000 Anishinaabeg.
In 2002, Anishinaabeg formed an unprecedented partnership in signing the *Protected Areas and First Nation Resource Stewardship: A Cooperative Relationship Accord* (the Accord). The Accord articulates a shared vision for protecting Anishinaabe ancestral lands through a partnership founded on principles of respect and collaboration. It recognizes formal land management processes led by Anishinaabeg and envisions an internationally recognized network of linked protected areas and a World Heritage site.

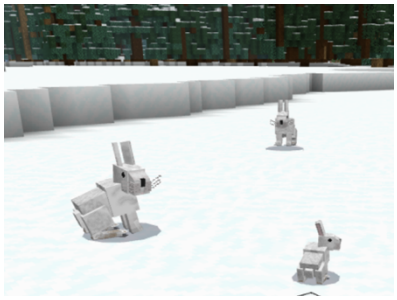
Educators:

You can assist participants by making sure they visit with each of the community members receiving the valuable gifts and information essential for the lesson. One NPC (Kenny) will have a link to Activity 1 once participants have met everyone. Also note that Emily has a “Contribute” button that participants can use to deposit successful harvests they wish to share with the community. Contribution is essential to activate the link to the next activity. Participants can be encouraged to take pictures using their camera during each experience including while meeting the community members. They can also keep a journal and fill it with understandings using the book and quill. The use of the camera, portfolio, and book and quill journal can serve to generate learning artifacts for assessment and sharing purpose.

It is important to point out that these NPC guides represent actual Bloodvein First Nation community members who have offered to share their wisdom and likeness for the purpose of this Minecraft Education experience.



Phase 1 Activity 1b – Land Travel, Tracking, and Trapping


When travelling by land during the winter season one form of travel has proven innovative and successful. Dog sledding allows for a lightly crafted sled to be pulled by a team of dogs over the surface of the snow. Each sled can carry the weight of people as well as their resources. Dog sleds not only increase the speed of travel but also reduce the effort it would normally require when travelling through deep snow.

In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

Participants will learn about caring for their sled dogs including feeding the dogs and making a fire, as well as, how to craft a dog sled using traditional tools.
Participants will learn the importance of tracking and trapping smaller fur-bearing game as they create and check a trap line.

The key information shared in this activity includes:

- Crafting and preparing a dog sled and creating or locating a packed path for the sled.
- Caring for dog teams before, during, and after travel.

- The environment and the significance of dog sledding in Anishinaabeg culture.
- Trap Crafting: utilize wood (saplings) and branches.
- Trap Placement – near what the furbearers eat (Jack Pine)
- Identifying rabbit tracks and droppings
- Setting Trap Line: set approx. 5 (normally they would set 20-30 in real life)
- Ideal Traps – smell is important, avoid human smell – animals can sense.
- Collecting fur from the trapped animals along the trap line and understanding the significance of the resources these animals provide.
- Stewardship of the land.

Educators:

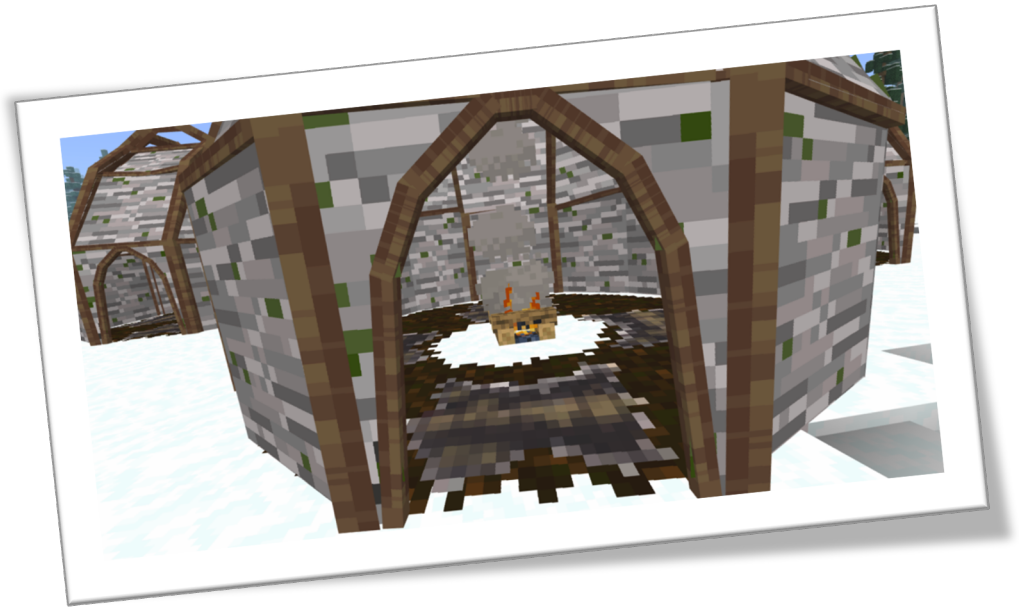
You can assist participants by making sure they meet each of the Knowledge Keepers and Stewards of the Land before attempting to begin this activity. NPCs will provide essential knowledge and gifts that will help participants find success. Much of the knowledge shared applies to the real-world experiences while only some are represented in this game. For example, participants won't feed their sled dogs in this activity despite it being an essential step in the caring process. These activities are built to simulate most of the real-world practices and can never fully compete with the real experience. They were however built to maximize understanding and engagement while participating in the learning experience.

Participants won't feed sled dogs, won't bait traps, and won't place more than 5 traps on the trap line. These are just a few ways this Minecraft Education experience deviates from real practices.

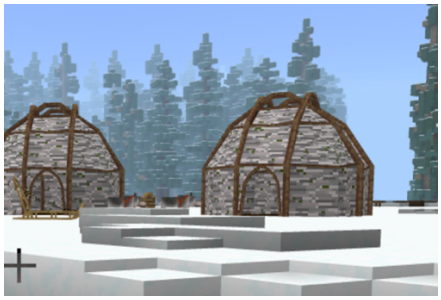
Participants will build the sled dogs a shelter near camp in a designated area and place a warm campfire to comfort their dogs.

Content Warning: This activity involves taking the life of an animal and may be a sensitive topic and action. If at any time during this experience, you do not feel comfortable with an action or task, you have the right to alter the activity in any way necessary. Remember, the animals' sacrifice is essential for the survival of the community and is not taken lightly. All sacrifices should be respected and honoured.

At the end of the successful trapping experience participants will return to camp and gift their harvest to the community using the "Contribute" button that Emily Skye has in her welcome dialogue. This will be similar for the end of each activity.



Phase 1 Activity 2 – Sheltering and Ice Fishing



Guides for Activity 2 are William Young, Kenny Benson, and Emily Skye

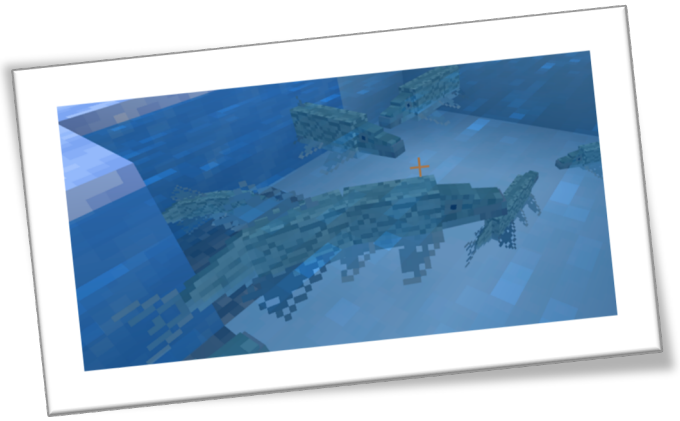


Depending on the seasons, geography, and intended duration of a stay, different shelters can be used to keep the community warm, dry, and protected from the environment. Here at Activity 2, participants can see an example of shelters that are used for such purposes.

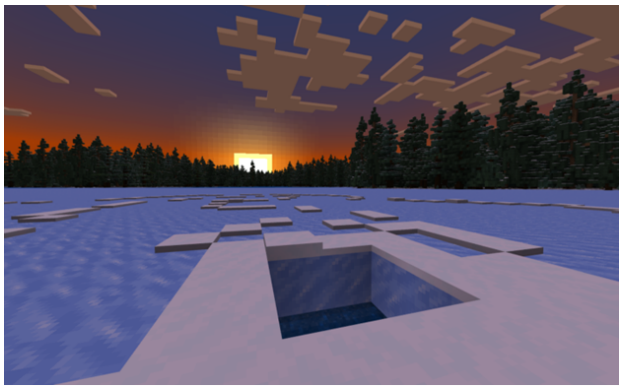
Wigwams

These semi-portable, welcoming, and traditional dwellings provide shelter for community members.

Wigwams can be portable (or permanent structures) that are disassembled, stored in a central spot, and meant to be used by the next person. Made from saplings and featuring a domed sloped roof they are ideal for multiple seasons and climates. Central to the wigwam is a fire to generate warmth. The interior can be covered with hides and fur for added warmth, especially in Winter. The fire serves three main purposes. It provides warmth, light, and the ability to cook inside the shelter. Participants can tour and photograph the wigwam and if they fall into the river while ice fishing this wigwam is where they will be teleported to retry the fishing adventure.



Phase 1 Activity 2 - Ice Fishing



The frigid temperatures of a northern winter are enough to freeze all waterways including the Bloodvein River (*Miskwewesipi*) in Pimachiowin Aki. Beneath the ice however, the water is still teeming with delicious fish. In this activity participants will be guided by Knowledge Keepers Kenny Benson and William “Banjo” Young as they engage in fishing on the Bloodvein River during the coldest season of the year. Near the

wigwam for Activity 2 students will find a poster that will help in identifying fish species that they photograph later on the river.

In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

- Gathering or crafting the tools necessary to cut holes in the ice and for fishing.
- Understand the significance of travel by dog sled.
- Identifying the fish species of the Bloodvein River. (pickerel, jackfish, and sturgeon)
- Selecting an ideal and safe spot to fish.
- Building shelter, cutting the hole in the ice, photographing fish species, catching fish.
- Shelter disassembling, fish are collected and returned to the community and shared with family members and community with support from Emily Skye.

Educators:

You can assist participants by making sure they find Activity 2 using Emily Skye's dialogue button. William and Kenny are near a lone wigwam to start activity 2. Ensure participants gather the knowledge and tools they need to be successful while ice fishing and remind them to leave only footprints behind after a successful catch. Ask students to enter a wigwam and reflect on what community life must be like in such a traditional shelter. Sled dogs are present for each activity, and it is still important to stress safety and caring for the dogs before and after each journey.

Added as a secret opportunity is a pictograph along the shoreline of the river near the ice fishing zone. Encourage participants to find and photograph these important pictorial communications.

Finally, after fish are successfully photographed for participants' journals and then caught, remind them to contribute the fish to the community with Emily Skye's support back at the spawn location before beginning Activity 3.









Phase 1 Activity 3 – Sustainable Hunting

Fishing and trapping can yield smaller meals and resources, but when it comes to large-game hunting it is of the utmost importance to practice safe and sustainable hunting. Participants will track, hunt, and return a moose to camp in this activity. Knowledge Keepers Kenny Benson and William “Banjo” Young will guide participants through the sustainable hunt from preparation to maximizing the harvest back at camp. Participants can practice using traditional hunting tools before engaging in the hunt.

Guides for Activity 3 are William Young and Kenny Benson



In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

- Preparing for the hunt, ensuring safety, and understanding the significance of hunting rights and ethics.

- Understanding sustainability, hunting rights, and the importance of protecting the land from industrialization and tourism.

- Practising with hunting tools.

- Tracking moose prints in the area near camp. Following evidence including broken branches and bushes to locate the animal.

- Successfully use traditional tools like a bow and arrow during the hunt and respecting the resources obtained after a successful hunt.

- Offering Tobacco to a cow (female) moose after a successful hunt or hang the beard of a bull (male) moose to thank it for feeding your family.

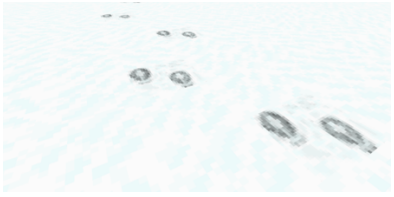
- Utilizing the entire animal, including hide, meat, bones, and antlers. Respect is at the center of the hunt.

Educators:

You can assist participants by making sure they locate the start of Activity 3 using Emily Skye's button. NPCs William and Kenny are waiting to discuss sustainable hunting. After a successful hunt you can make sure participants harvest the bull moose, honour it by hanging its beard, and then bring the harvest back to camp. Remember that Emily Skye has a "Contribute" button for many of the resources from the moose.

Content Warning: This activity involves taking the life of an animal and may be a sensitive topic and action. If at any time during this experience, you do not feel comfortable with an action or task, you have the right to alter the activity in any way necessary. Remember, the animals' sacrifice is essential for the survival of the community and is not taken lightly. All sacrifices should be respected and honoured.

Participants can activate "Creative Mode" after finishing the hunt successfully to explore the Bloodvein River map more widely and engage in some of the suggested or alternative extension opportunities.


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