

# TUNDRA SCIENCE CAMP

## July 23 – August 1, 2011

DARING LAKE,  
NORTHWEST TERRITORIES

ANNUAL REPORT



## 1.0 Background

Daring Lake and The Tundra Ecosystem Research Station (TERS) are located 300km north of Yellowknife, in the Southern Arctic Ecozone, and 50 km north of the tree line. The Station was established in 1994 by the Department of Environment and Natural Resources (ENR) as a multi-purpose facility whose primary goal is to facilitate long-term research and monitoring of the tundra ecosystem.

The Station also supports conservation education programs including ENR's Tundra Science Camp (TSC). Initiated in 1995, the TSC provides students with a well-rounded exposure to arctic ecology, natural history, human history and Dene traditional knowledge. Participants work closely with scientists, environmental educators, on-site researchers and Dene elders. The focus is on learning about the land from both scientific and Dene perspectives in a cross-cultural setting. Students learn about wildlife ecology, ornithology, plant ecology, geology, archaeology and human history, Aboriginal culture and cultural practices, and get hands-on experience with field techniques in these disciplines. Elders teach traditional skills and their way of knowing the land.



In addition to classroom and field sessions, time is provided for students to conduct their own small-scale research project in an area of special interest. Participants also learn about decision-making, resource management and development issues in this diamond mining region of the Northwest Territories.

There are also opportunities for recreational activities such as swimming, fishing, wildlife viewing, photography, storytelling and games.

## **2.0 Process**

A maximum of 15 students are selected annually from high schools in the North Slave, South Slave and Dehcho regions. Preference is given to students who have completed Science 10 or equivalent. Up to three teachers from participating school boards are also given the opportunity to attend. By participating in the programming, teachers help maintain a legacy of the camp in the school system.



Student application forms are distributed to participating high schools in early April. Completed forms are submitted to the school and the school recommends applicants to the program coordinators by mid-May. Accepted participants are notified by early June when more program information is provided.

The camp is subsidized by grants, contributions and in-kind support from the GNWT Departments of Environment and Natural Resources (ENR), Education, Culture and Employment (ECE) and Industry, Tourism and Investment (ITI) along with Aboriginal and Northern Development Canada (AANDC) and participating school boards. The cost to each participant is \$250. This covers a portion of the costs of return air transportation from Yellowknife to Daring Lake, meals and accommodation at the Research Station.

## **3.0 Student Attendance**

Applications for the 2011 camp were lower than previous years; however, they represented a significantly wider geographic area than ever before. A total of 15 students and one teacher from six communities applied to attend this year's camp. This is the first time in the camp's 17-year history that students from outside Yellowknife outnumbered students from the city.



- 4 from Fort Providence
- 2 from Hay River
- 1 from Kakisa
- 4 from Yellowknife
- 3 from Gamèti
- 1 from Behchoko
- 1 teacher from Behchoko

With two empty spots, there was no need to screen out students. Camp staff and instructors went out of their way to further promote the camp to increase numbers to capacity.

In the end, 11 students attended the 2011 camp. Three students withdrew for various reasons (including obtaining summer employment) and one individual did not show up on the day of departure. The one teacher withdrew from the camp the week before due to personal reasons.

During the final staff meeting at camp, staff and instructors evaluate the 10 days. A number of ideas to further promote the camp were identified and included:

- Expanding the offer for teacher participation throughout the Northwest Territories
- Create a PowerPoint for others to take into communities (ENR, ECE, ITI staff)
- Reach out to all teachers not just science teachers
- Promote camp in school newsletters/on video screens
- Reach out to parents through green screens/PSA's/radio ads
- Have former students do presentations at schools

Two students provided insight on how to address future promotion of the camp in a final written evaluation provided to students. One noted,

*I think there are a lot of students that would benefit from the program, but they just don't know about it. I would be willing to help promote it if need be.*

Another suggested,

*I would suggest to update the poster/papers for the TSC. Designing a catch [sic] poster with new pictures of this year's student [sic] will catch future students' attention. Add some of the activities that we did to make it sound more fun (ex. swimming,*



*hiking etc.). By doing this, students will realise that TSC is not only about science but also about doing activities and having fun on the Tundra.*

## **4.0 Camp Staff and Instructors**

A total of 32 people were at the Tundra Ecological Research Station during the 2011 Science Camp. In addition to the 11 students, there were:

- 11 camp staff/instructors;
- 4 youth participants;
- 4 university researchers;
- 1 university researcher/staff/instructor; and
- 1 Tundra Ecological Research Station manager.

Staff provided both formal and informal learning opportunities for the students. This ranged from classroom and outdoor programming to evening sharing circles and learning activities such as a geology time line.

University students, using the facility as a research station, gave TSC students the opportunity to participate in on-going climate change monitoring programs and to learn from these researchers about their “real life” studies. In addition, the TSC students were able to talk informally with university students about education, careers and climate change. As such, the university students provided important role models for our high school students.

Staff/instructors had varied backgrounds and provided a full spectrum of experiences to the students:

- Tom Andrews  
(Archaeologist – Education, Culture and Employment)
- Diane Baldwin  
(Geologist - NWT Geoscience Office)
- Nimisha Bastedo  
(Assistant Camp Cook)



- Karin Clark  
(Biologist - Wek'eezhii Renewable Resources Board)
- Brenda Hans  
(Biologist and Educator – Education, Culture and Employment)
- Steve Matthews  
(Former Research Station Manager, Biologist – Environment and Natural Resources)
- Dora Nitsiza  
(Tł'chǫ Elder)
- Michele Rabesca  
(Tł'chǫ Elder)
- Bernadette Rabesca  
(Tł'chǫ Elder)
- Rosanna Strong  
(Camp Cook – Strong Interpretation)
- Chandra Venables  
(PhD Candidate, Biology, University Of Calgary/University Researcher)
- Stephanie Yuill  
(Camp Coordinator – Environment and Natural Resources)



## 5.0 Schedule/Programming

Upon arrival, students' days and nights were filled with fun, interesting and challenging learning activities. Students were divided into small groups and attended half-day instructional sessions. Time was spent in classrooms and the field with experts in archaeology, ornithology, plant ecology, geology and wildlife biology. This year, the camp was fortunate to have PhD candidate Chandra Venables instruct an entomology session. All experts incorporated both hands-on and outdoor components in each session.



As in the past, three Tł'cho elders were involved in cultural programs. A nimba (tepee) was assembled by students under the watchful eye of Michele Rabesca and cultural activities and programs were held in the facility.

The detailed camp schedule appears in Appendix A. Below are highlights from selected activities.

- Doing headstands on the esker, seeing the land in different ways;
- Walking barefoot through a bog and feeling permafrost on their bare feet;
- Learning to use a spotting scope and viewing peregrine falcons;
- Visiting an abandoned wolf den;
- Learning to use radio telemetry equipment to track a bear;
- Picking blueberries with elders on the all-day hike;
- Tasting moss and lichen;
- Throwing an atlatl, a reproduction of an ancient spearthrower;
- Checking traps as part of the small mammal monitoring program;
- Chipping a stone tool out of obsidian;
- Erecting the nimba and experiencing cultural life inside;
- Scraping the fur and fat off a caribou hide; and,
- Panning for indicators minerals on sandy beaches.

Aside from attending programs, students were responsible for various chores. They were divided into chore groups and rotated tasks throughout the week and never repeated the same chore twice in a row. In the morning, groups washed breakfast dishes, took daily weather readings, cleaned latrines or assisted with the small mammal study by counting animals caught along a trap line (part of the NWT/Nunavut Small Mammal Monitoring Program). Groups were also responsible for washing lunch and dinner dishes.

Social activities depend upon the composition of the camp. This year, free time was largely spent swimming, fishing, reading and socialising. Participants of all ages played endless games of *Bananagrams*™, a 'board' game where players race against each other to build crossword grids and use all their letter tiles.



Music was also a big part of the 2011 camp. One youth from Fort Providence brought his guitar, another youth sang and all joined in during both spontaneous and organised musical sessions. During the final Sunday service, the group was entertained by a guitar, a ukulele, two fiddles and a number of songs.



## 6.0 Student Collections

During the first seven days of the camp, students were exposed to a number of different Western sciences and a number of traditional practices. This exposure culminated with two student-lead activities: a collection fair and a student project presentation.

Students were informed of both activities at the beginning of camp. Information was reinforced throughout the week (particularly during the all-day, instructor-led hike) so students could take every opportunity to collect the necessary specimens/ samples.

Students were expected to choose their own areas of interest for both activities for it be more interesting and relevant to them. To help them focus and prepare their research and presentations, students were given hand-outs from previous years with examples of what, and how, things were done in the past.



Appendices B, C and D contain detailed copies of each hand-out.

On the final Friday evening, students set up displays of their collections as staff, instructors and other students circulated and asked questions.

Plants and rocks were the highlight of the 2011 collections fair. Three students exhibited the flowering and fantastic plants of the tundra, while one youth did blind taste and smell tests of differing plants.

Four students exhibited rocks as their collections, which included a guessing game and a test for magnetite. All staff and instructors were dumbfounded by one student who found a rock on site, added it to his collection and quizzed us what the rock was. Few guessed expanding concrete!

## 7.0 Student Projects

The highlight of camp for many students was the special project. It enabled them to pursue an area of interest and present it in their own way. They could work individually or as a team, depending on the depth of research (eight individuals chose to work alone, two groups were made of up pairs and one group consisted of four students).

To help them focus and prepare their research and presentation, students were given two project outlines from previous years and an outline sheet to fill out (Appendices B, C, D). Students were also assigned an instructor to mentor them throughout their projects. The mentor acted as a resource for the students, answering questions or providing direction to other resources. Mentors also ensured students were on track with timing and encouraged students to start work or accompanied students in the field to collect the necessary samples or field data.

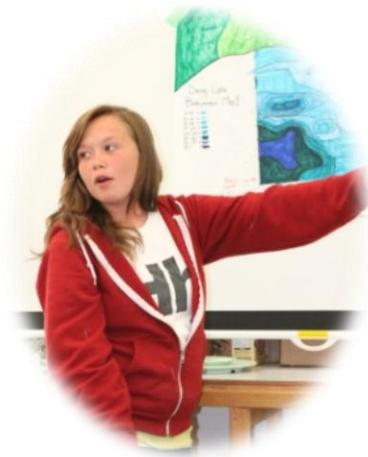
Students were made aware of the projects early and had ample time to prepare. Aside from the all-day hike and time during other classroom activities, almost three full days were available for research and preparation. Final presentations were held the early evening of the final full day.

Eleven projects were presented. The popularity of the new entomology session was evident: five students did their projects on insects. The projects were:

1. Trapping Insects in Three Habitats – the student collected and compared types and numbers of insects caught at three locations: marsh; sandy beach; and, dry habitat.
2. The Eating Behaviour of Water Bugs – the youth collected bugs and monitored their habits to determine if they eat other captive bugs.



3. Bugz Life – students took two readings and collected samples at four locations to determine where the bugs lived and preferred living conditions (flowing water; lake; deep pond; shallow pond).
4. Plants and Traditional Uses – students collected and identified seven different plants and researched traditional uses for each.
5. Tundra Foods – youth collected and cooked fireweed and blueberries to create four different tundra foods and conducted taste comparisons.
6. Colours of the Tundra – students collected tundra plants, heated them by various means and tested them on different fabrics to determine what plants made the best dyes.
7. Bathymetric Map – youth mapped a large section of Daring Lake in front of the Research Station.
8. Bathymetric Mapping and Fishing – student used bathymetric map in an attempt to identify what connection there might be between depth of water and depth of fishing lure on the success of fishing.
9. Best Swimming Area – youth took depth and temperature measurements and collected sand and plant samples at four different swimming areas in the Research Station area.
10. Calorie Count – student collected samples and compared caloric needs and amounts of foods needed for four tundra animals to survive.
11. Glacial Erratics – student examined rock types and measured size of largest glacial erratics on the esker to determine any correlation between rock type and size by collecting representative samples of the four main rock types found, getting GPS locations and creating a map.



## ***8.0 Traditional Knowledge***

Traditional knowledge was incorporated throughout the camp in numerous ways. Three Tłı̨chǫ elders presented traditional programming in the forms of Dene games, drum making, beading, fire feeding and caribou hide scraping. Elders also acted as a resource for a number of students who used their knowledge for research projects.

The presence of the elders also provided informal yet invaluable bonding time. Students were often seen simply sitting with elders, chatting with them during meal times or picking berries during the all day-hike.

The Tłı̨chǫ language was promoted through the use of a word-of-the-day poster in the dining tent. Each day, two relevant words were written in both English and Tłı̨chǫ for all to see and learn. Many instructors also incorporated traditional knowledge into their sessions.



## 9.0 Budget

The Table 1 details the budget for Tundra Science Camp for the students and staff in attendance for the 10 days.

Table 1: Tundra Science Camp Budget

<b><u>Debits</u></b>		
Air Charters	Caravan (Split) - Groceries (mid-July)	\$ 1,700.00
	Caravan (Split) Groceries & Personnel (TSC start-up)	\$ 1,700.00
	Twin Otter - Staff & Participants (4 @ \$5,100)	\$ 20,400.00
Food	Groceries	\$ 5,000.00
Contracts	Cook	\$ 4,000.00
	Cook's Assistant	\$ 1,200.00
	Elders (3 @ \$3,000)	\$ 9,000.00
<b>Total Cost</b>		<b>\$ 43,000.00</b>
<b><u>Credits</u></b>		
Tuition	16 X \$250 (Students and Teachers)	\$ 4,000.00
GNWT Financial Contributions	ENR (Field Support )	\$ 5,000.00
	ENR (Wildlife)	\$ 5,000.00
	ECE (PWNHC/Education)	\$ 9,000.00
	ECE (Education)	\$ 5,000.00
	ITI (NTGO)	\$ 5,000.00
AANDC	Charters	\$ 10,000.00
<b>Total Credits</b>	<b>Tuition, GNWT and AANDC</b>	<b>\$ 43,000.00</b>

## 10.0 Evaluations

Students and student teachers were asked to fill out evaluation forms on the last day of camp. Appendix E is a copy of the form. Here is a selection of responses from camp participants.

- I think the groups could of [sic] been mixed up more since I didn't get to spend enough time with everyone throughout the day. There was lots of time for reflection/sharing which I really enjoyed. Yes, I felt comfortable with the staff.
- Dishes worked out well because of team work.
- It was good. Better than I expected.
- I like the insect session and how we learned about several different things and especially the interactive activities.
- I liked the length of the camp. I enjoyed having lots of activities everyday and also have free time. The sessions weren't too long and I enjoyed having lots of time to work on our own projects.
- The schedule worked for me. There mornings were early...but I wouldn't have wanted to miss anything by sleeping in.
- I had enough time to meet new friends.
- The mix of small and large groups were very good and all of the staff were very helpful.

Camp staff and instructors also evaluated the program. While students were filling out evaluations, staff and instructors met to debrief and assess the camp and provide recommendations on how to improve future programming. Below is a selection of critiques, ideas and comments from camp staff and instructors.

- The need for alternatives to traditional activities. In the past two years, the hunt for caribou has been unsuccessful which impacts activities normally carried out by Tłı̨chǫ elders. This includes:
  - Willow sticks
  - Dry meat demonstrations
  - Dry fish demonstrations
  - Wool for mitten strings



- Perhaps more focus on presentations.
- More hand towels for kitchen.
- Email staff/instructors student's names in advance.
- Try eco-theatre one evening.
- Coaching students to reduce anxiety during presentations.
- Keep our eyes on chore groups, especially dishes.
- Refresh supplies (beading box, water colour paper etc.)

## 11.0 Conclusion

Group dynamics differentiate each Science Camp. This year, arts appeared to solidify the group. One student brought his guitar which led to a great deal of spare time being spent singing around the fire in the nimba. Attendees also spent a great deal of down time hanging out and making friendship bracelets for each other.

Bonding time created friendships between all attendees. While there were several younger students, this year age, gender or home communities were not barriers to making new friendships. Older students helped younger ones with work. Everyone chipped in during chores and downtime was often spent in diverse groups.

The new friendships also permeated sessions, projects and collections as students joined forces to work together and/or assist each other. For example, during the all day hike, students were constantly watching for items that others were collecting.

As always, the week concluded with tears of happiness and sorrow. Much fun was had throughout the week and students were often seen smiling and heard laughing. This made saying goodbye hard for many students. One of the most important lessons students left camp with was that science, traditional knowledge, fun and friendship can all work together in harmony.



## Appendix A – Tundra Science Camp Schedule 2010

July 23, Saturday	July 24, Sunday	July 25, Monday	July 26, Tuesday
<b>Orientation Day/ Flights to Daring L.</b>	<b>8:00 am. Breaky/ Chores</b>	<b>8:00 am. Breaky/ Chores</b>	<b>8:00 am. Breaky/ Chores</b>
<b>9:00 am.- 12:00 pm.</b> *Meet at NUP, 2nd floor classroom (205) -meet & greet -bear safety (in)	<b>9:30 am.</b> Reflection - Michele	<b>9:30 am.</b> Group 1 Cultural Activities -Dora, Michele, Bernadette	<b>9:30 am.</b> Group 1 Birds - Steve
<b>1:30 and 2:00 pm.</b> Flights to Daring L.	<b>10:00 am.</b> Group 1 Human History -Tom	<b>Group 2</b> Caribou Ecology - Karin, Brenda	<b>Group 2</b> Geology -Diane
<b>4:00 pm.</b> Paying the Water Camp Orientation Bear Safety	<b>Group 2</b> Plants -Karin, Brenda	<b>12:30 pm. Lunch</b>	<b>12:30 pm. Lunch</b>
<b>6:00 pm. Supper</b>	<b>1:00 pm. Lunch</b>	<b>1:30 pm.</b> Group 2 Cultural Activities -Dora, Michele, Bernadette	<b>1:30 pm.</b> Group 2 Birds - Steve
<b>7:30 pm.</b> Evening activity -Stephanie &Brenda	<b>2:00 pm.</b> Group 2 Human History -Tom	<b>Group 1</b> Caribou Ecology - Karin, Brenda	<b>Group 1</b> Geology -Diane
Opening Circle - Stephanie & Brenda	<b>Group 1</b> Plants -Karin, Brenda	<b>6:00 pm. Supper</b>	<b>6:00 Supper</b>
Staff Meeting	<b>6:00 pm. Supper</b>	<b>7:30 pm.</b> Collections and Projects -Stephanie	<b>7:30 pm.</b> Time Travel - Stephanie, Diane
	<b>7:30 pm.</b> Presentation (Tom)	<b>Co-management</b> -Karin, Brenda	<b>Sharing Circle</b>

**July 27, Wed.**

**8:00 am. Breaky/  
Chores**

**9:30 am.**

All Day Hike

- den ecology
- wildlife viewing
- geology
- human history
- Dene perspective
- birds
- plants

**6:00 pm. Supper**

**July 28, Thursday**

**8:00 am. Breaky/  
Chores**

**9:30 am.**  
Tool Making (All)  
-Tom

**11:00 am.**  
Cultural Program  
-Michele and others

**12:30 pm. Lunch**

**1:30 pm.**  
Group 1  
Insects  
-Chandra

Group 2  
Projects-Introduction &  
Mentor

**6:00 pm. Supper**

**7:30 pm.**  
Wildlife Techniques  
-Steve, Karin

**July 29, Friday**

**8:00 am. Breaky/  
Chores**

**9:30 am.**  
Group 2  
Insects  
-Chandra

Group 1  
Projects-Introduction &  
Mentor

**12:30 pm. Lunch**

**1:30 pm.**  
Projects

**6:00 pm. Supper**

**7:30 pm.**  
Collections Fair  
Circle

**July 30, Saturday**

**8:00 am. Breaky/  
Chores**

**9:30 am.**  
Projects

**12:30 pm. Lunch**

**1:30 pm.**  
Projects

**6:00 pm. Supper**

**7:30 pm.**  
Tundra Challenge  
2011

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**July 31, Sunday**

**8:00 am. Breaky/  
Chores**

**9:30 am.**  
Reflection

**10:00 am.**  
Projects

**12:30 pm. Lunch**

**1:30 pm.**  
Projects

**3:00 pm.**  
Project Presentations

**6:00 pm. Supper**

**7:30 pm.**  
Cultural Program  
-Michele and others

Closing Circle

**August 1, Monday**

Say Goodbye to Daring  
Lake!

**9:00 am. Breaky**

**10:00 am.**

-pack up camp  
-closing ceremony  
-evaluations  
-staff meeting

Departures to YK  
**1:00 & 3:00 pm.**

## ***Appendix B - Tundra Science Camp Student Collections***

### **Objective:**

1. Collect 8-10 items/ species/ examples,
2. Learn the classification system for those items
3. Become familiar with the field guides, manuals and other resources available for identifying these items.
4. Display and present your collection at an informal collections fair.

### **Past Collections, for example:**

1. Rock types/minerals/potential for tool-making
2. Plants – common/medicinal/traditional uses/traditional teas/flowers
3. Aquatic invertebrates.
4. Mushrooms
5. Soil samples.
6. Animal sign/remains (not bones).
7. Sunspots.
8. Lichens.
9. Tracks.
10. Terrestrial insects
11. Hair
12. Indicator minerals
13. Berries
14. Original poetry/art
15. Habitats
16. Traditional stories
17. Sounds
18. Fish prey
19. Mosses
20. Scents
21. Feathers
22. Archaeological sites (using photos)

## **Appendix C - Tundra Science Camp Student Projects**

### Past Projects

1. Permafrost - comparison of permafrost depth at various locations with different plant coverage and different degrees of human disturbance.
2. Daring Lake Ecology – construction of a food web based on evidence of species in the lake.
3. Tool making – collection of rocks that have conchoidal fracture and attempt to make tools from them.
4. Tool-making – construction of various tools using wood, obsidian, stone, hide including bow drill, arrows, bow, knife, model dead-fall and fish traps, snares and willow fishnet.
5. Tool-making – construction of caribou fence and description of traditional caribou hunt.
6. Late evening wildlife observation – planning a walking route for observing and recording evidence of wildlife.
7. Habitat comparison for plants – measurement of plant height and leaf size of dwarf birch in a variety of habitats.
8. Medicinal uses of tundra plants – collection and pressing of plants with traditional medicinal uses.
9. Ecology of peregrine falcons – observation of peregrine nest sites, response to disturbance, collection of prey remains and if possible, banding of chicks.
10. Comparison of food bait preferences of insects.
11. Pictorial description of process for tanning hides.
12. Mapping of archaeological sites.

13. Recording of traditional place names.
14. Mapping and description of wildlife use of bear rocks.
15. Mapping of rock outcrops.
16. Pictorial dictionary of Dogrib.
17. Mushroom collection and spore printing.
18. Plant collection and taxonomy.
19. Description of caribou hunting and meat and hide processing.
20. Comparison of aquatic invertebrates in fast-moving water, lake and pond habitats.
21. Comparison of plant phenology on island and mainland.
22. Comparison of phenology and size of blueberry plants in different habitats and preparation of pemmican and blueberry squares.
23. Mapping of “spoon” glacial feature and construction of a model.
24. Stream dynamics.

**Project Team:** Kay and Curly

**Title of Project:** Tracking Wildlife Life of the Narrows Beach

**Purpose:** To see what animals hang out around the Narrows when people are not hanging out there.

**Methods of Study:**

Monitor animal tracks/footprints in the sand at different times of the day and night. Rake the sand clean of tracks and return to check for tracks first thing in the morning; in the afternoon; late evening. Identity and document the tracks; measure size of track for comparison of individuals; record direction of movements. Record human activity during intervals between sampling, to see if that influences number of tracks. Photograph or make plaster cast for sample tracks.

**Equipment:**

Garden rake	Camera	Watch/clock
Notebook and pencil	Plaster and mold form	Each other, buddies to leave camp

**Expected Results/Product:**

We think we will find tracks of some small animals, and maybe caribou and wolf and maybe even a Big Animal. During the day, we expect some human tracks. Probably there will be more animal tracks overnight, when people aren't moving around.

**Presentation:**

We can do a bar graph of the number of each species that we found there. We can do another graph to show the activity at different times of the day. We may have some plaster casts to show different animal tracks. If we get a 'mystery' track we can make up a story about it!

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**Project Team:** Lina and Jake

**Title of Project:** Traditional Uses of Caribou

**Purpose:** To see how our grandparents used parts of the caribou.

**Methods of Study:**

We will talk to elders at the camp, research and read books and other materials,

**Equipment:**

Notebooks and pencils	Camera	Caribou hide	Caribou
Scarf/traditional clothing	Thread and needle	Birch bark basket	Buttons

**Expected Results/Product:**

We think that our grandparents used each and every part of the caribou and did not waste anything.

**Presentation:**

We would like to present it as a play. One of us will be the interviewer and one of us will be the elder being interviewed. We would like to use various props to demonstrate the different uses of different parts of the caribou. For example, how the sinew was used for sewing clothes and stitching together baskets.

## ***Appendix D - Tundra Science Camp Project Outline***

**Project Team**  
(Who's doing it? 1,2,or 3 people max.)

**Title of Project**  
(What it's about?)

**Purpose**  
(What questions are you trying to answer?)

**Methods of Study**  
(How are you going to find your answer?)

**Equipment**  
(What will you need?)

**Expected Results/Product**  
(What do you think you will find?)

**Presentation**  
(How will you "show and tell" your project?)

## **Appendix E – Tundra Science Camp Student Evaluation**

Please give us your comments and suggestions for these areas:

### **1. The Program**

- a. Orientation – Did you feel well prepared for camp? In which ways was the orientation day in Yellowknife most valuable to you? What recommendations do you have for changes?
- b. Schedule – Was the length of the camp suitable? Was the daily schedule suitable? Were the instructional sessions an appropriate length? Was there enough time to pursue your own interests? What recommendations do you have for improvements?
- c. Content – Was there enough variety in the program? Too much? Which sessions were most valuable to you? Are there other topics you would have liked to have covered? Was there enough of a balance between student-directed and instructor-led sessions?
- d. Group dynamics – Did the mix of small and large group activities work? Did you get enough opportunity to interact with everyone at camp? Was there enough time for group reflection and sharing? Did you feel you could approach staff members if you were concerned about something?

### **2. The Facility**

- a. Accommodations – Were you satisfied with the sleeping arrangements? Do you have any suggestions for improvements?
- b. Meals – Were you satisfied with the food? Did you enjoy your involvement in kitchen duty? Do you have any suggestions to improve the menu or the ways meals are prepared?
- c. Other facilities – Any suggestions for improvements to other facilities (wash house, lab tent, outhouses, docks, dining tent, etc.) and how they are used?

### **3. Other areas?**

Feel free to comment on other aspects of the program, too.

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