

# AGGUTTINNI

*territorial park*

## HERITAGE APPRECIATION PLAN



2022

Approved by the Community Joint Planning and Management Committee for  
Agguttinni Territorial Park.

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Report photos: Nunavut Parks





## ACKNOWLEDGEMENTS

*The following individuals and organizations are recognized for their assistance and support.*

We acknowledge and thank the founding and past members of the Clyde River Community Joint Planning and Management Committee (CJPMC) for Agguttinni:

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The CJPMC would like to acknowledge the following organizations and individuals for their assistance:

- Ilisaqsivik

Translations and interpretation for this project were provided by:

- Daniel Jaypoody
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# EXECUTIVE SUMMARY

## Agguttinni Heritage Appreciation Plan

Agguttinni, “where the prevailing wind occurs”, is our homeland to the north of the community of Clyde River (Kangiqtugaapik). The wildlife and land of Agguttinni have supported our people and ancestors for thousands of years. Archaeological sites are found all along the coast and at inland hunting areas, while the stories of the area that are told by our Elders share the local knowledge of how Inuit have harvested, travelled, and occupied this place in the past, and how it continues to support our way of life. The park represents the strong connection between Inuit and the resources of the land and encourages sustainable recreational and tourism opportunities.

Agguttinni has the potential to offer an exceptional recreational and educational experience. The park welcomes visitors from all over the world to enjoy sight-seeing, hiking, skiing, mountaineering, and cultural programming. Providing outfitting, guided tours, accommodation and other needs will support the local tourism economy and provide direct economic benefits for Clyde River.

Through Agguttinni’s Heritage Appreciation Program, unique stories and information about the park and its resources are shared with community members and visitors to increase awareness of the park’s heritage value as well as how to respect and protect its resources. The Heritage Appreciation Program is also meant to encourage people to consider new perspectives and participate in new experiences, broadening their knowledge and understanding of the park’s significance.

This Agguttinni Heritage Appreciation Plan (HAP) aims to help all audiences celebrate the park’s theme, “Agguttinni –Abundant and Unrivaled”. It is an opportunity to educate visitors by sharing the stories that illustrate the cultural significance that this important place has for Inuit. The Master Plan for Agguttinni identifies four park-specific goals:

1. Protect Agguttinni’s Natural Resources
2. Conserve Agguttinni’s Inuit Heritage and Culture
3. Celebrate Agguttinni through Heritage Appreciation, recreation, and tourism
4. Provide Park associated benefits to Inuit and Clyde River

The park’s Master Plan also recommends controlled development to ensure safety, protection of resources, tourism opportunities, and other actions to help develop this HAP.

The Heritage Appreciation Plan identifies several objectives for heritage appreciation and presents a strategy and action plan to enable the Nunavut Parks and Special Places (NP&SP) Division in providing interpretation, education, and public communications to a variety of audiences, both within the park and within the community of Clyde River over the next ten years.

This HAP should be used by the Clyde River CJPMC, NP&SP staff, and contractors when planning and implementing the Heritage Appreciation Program at Agguttinni and addresses the following topics:

- Gaps, challenges, and resources to be addressed in the future.
- Audiences for the program and the messages to convey to each audience.
- Materials and tools required for communicating / programming with each audience in the park, in the community, or online.
- An implementation strategy to develop the park’s Heritage Appreciation Program over future years.
- Monitoring and evaluation of the different materials / programming to see if they are working.
- Supporting documents to carry out the necessary work.

The Agguttinni Heritage Appreciation Plan was developed based on recommendations presented in the Agguttinni Master and Management Plans and is informed by the Complete Inventory of Park Resources. It achieves the objectives and requirements for heritage appreciation in keeping with the *NP&SP Framework for Planning Heritage Appreciation/Interpretive Programs*, the 2016-2021 *NP&SP Heritage Appreciation Strategy*, the Umbrella Inuit Impact Benefit Agreement for Territorial Parks in the Nunavut Settlement Area (IIBA) and other guiding documents for the Park and the Government of Nunavut, Department of Environment’s NP&SP Division.



## Organization of the Report

The Agguttinni Territorial Park Heritage Appreciation Plan contains five main sections as well as a collection of supporting documents and templates in the Appendix.

The five main sections include:

1. **The Introduction** – Provides an overview of Kajiiausarviit: NP&SP Program with a focus on heritage appreciation.
2. **Agguttinni Territorial Park** – Provides background on the park's context, purpose, resources, and planning requirements that directly inform the Heritage Appreciation Program..
3. **Essentials of Heritage Appreciation at Agguttinni** – Identifies the interpretive theme and sub-themes, audiences, key messages and methodology that have been used to the develop the HAP and should be considered when planning or developing any heritage appreciation materials for the park in the future.
4. **Agguttinni Heritage Appreciation Strategy** – Outlines the specific programs and materials that are recommended to bring the park's Heritage Appreciation Program up-to-date and in conformity with the park's Master Plan and other statutory requirements..
5. **Agguttinni Heritage Appreciation Implementation** – Presents the actions, timeline, and estimated budget required to implement the park's 2022-32 Heritage Appreciation Plan and identifies the responsibilities, important partnerships, and monitoring and evaluation guidelines to help ensure that implementation is successful.











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# 1 INTRODUCTION

*Nunavut parks and special places represent the best sites in Nunavut for learning about our natural and cultural heritage. Parks and special places provide educational and recreational experiences that can foster the development of conservation and stewardship values in Nunavummiut and other park visitors.*

## 1.1 HERITAGE APPRECIATION IN CONTEXT

The Government of Nunavut (GN), Department of Environment's Nunavut Parks and Special Places Division (NP&SP) develops and manages the natural and cultural heritage of Nunavut through a territorial program that focuses on five areas:

1. Parks Program Development, including Canadian Heritage Rivers.
2. Parks Planning & Establishment.
3. Parks Facilities and Operations Planning.
4. Parks Heritage Appreciation.
5. Parks Geospatial & Information Technology.

The fourth area, *Parks Heritage Appreciation*, is where NP&SP:

- Supports and celebrates the protection and stewardship of Inuit natural and cultural heritage (culture, language, and relationships with the land).
- Engages communities, partners, Nunavummiut, and visitors through information and educational experiences.
- Supports the development of heritage experiences that can provide economic and recreational benefits for Nunavummiut and visitors.

Heritage appreciation provides Nunavummiut, visitors, and other stakeholders with an opportunity to increase their awareness of the natural and cultural heritage in our parks and understand the role of parks within Nunavut. Heritage appreciation is accomplished by engaging visitors in the story of a park, presenting communications to the public from the Division, and providing educational opportunities.

In achieving the goals under *Parks Heritage Appreciation*, we can also effectively satisfy the heritage appreciation-related requirements in the other areas. For example, heritage appreciation is a critical component to the mission and goals of Kajjausarviit: Nunavut Parks Program and in fulfilling the Division's obligations under the Inuit Impact and Benefit Agreement for Territorial Parks (IIBA).

As such, the role of heritage appreciation must be considered by GN staff, by Joint Planning and Management Committees, and by contractors working on behalf of NP&SP, in all planning, communication, education, and experience-based activities offered through Nunavut Parks. The planning and implementation for heritage appreciation under Kajjausarviit: Nunavut Parks Program occurs both as Nunavut-wide initiatives and at a park-specific level.

### *Vision Statement for the Nunavut Parks Heritage Appreciation Program:*

*Heritage appreciation celebrates the unique relationship of the heritage of Inuit culture, environment, and resources that are a part of our parks. Our Heritage Appreciation Program connects communities to their parks and will reach every Nunavummiut and park visitor to increase their understanding, enjoyment, and stewardship of the cultural and natural heritage in Nunavut's parks.*

### 1.1.1 HERITAGE APPRECIATION AND KAJJAUSARVIIT: NUNAVUT PARKS PROGRAM

Kajjausarviit: Nunavut Parks Program seeks to achieve the following three goals:

#### **Goal 1: Protect Nunavut's Natural and Cultural Landscapes**

**Kajjausarviit:** Nunavut Parks Program identifies, protects, and promotes Nunavut's natural and cultural heritage as well as its biodiversity, integrity, and unique natural and cultural landscapes and resources.

- Through heritage appreciation, Nunavummiut and visitors will share knowledge of the significance of the natural and heritage resources in our territory and the importance of stewardship of these resources.

#### **Goal 2: Engage the Community in Heritage Appreciation and Conservation**

**Kajjausarviit:** Nunavut Parks Program fosters pride, understanding, knowledge, and appreciation of the Territory's diverse and unique natural and cultural heritage for both residents and visitors.

- Heritage appreciation planning, management, and operational actions are prepared through joint planning and management with park communities.
- Heritage appreciation documents and shares information on the current and past uses of a park's natural and cultural resources.
- Heritage appreciation provides programs and activities for residents and visitors that promote and celebrate the natural and cultural heritage of our parks.

#### **Goal 3: Enhance Community and Visitor Experience**

**Kajjausarviit:** Nunavut Parks Program promotes opportunities for appropriate, safe, and accessible recreation and increased public enjoyment consistent with the protection of the natural and cultural values. Nunavut Parks are important destinations and attractions for Nunavummiut and visitors, providing direct and indirect economic benefit to communities.

- Heritage appreciation provides programs and activities in our parks and communities that encourage active participation of Nunavummiut and visitors.
- Heritage appreciation develops tools and key messages for NP&SP to communicate directly and indirectly with Nunavummiut, park visitors, and partners.
- Through heritage appreciation, NP&SP increases awareness and educates Nunavummiut and park visitors.





### 1.1.2 GOALS AND GUIDELINES FOR THE HERITAGE APPRECIATION PROGRAM

The NP&SP Heritage Appreciation Program sets out a vision for Nunavut's parks, defines the goals and principles that drive the Program, and describes the park's joint planning and management requirements.

NP&SP's vision for heritage appreciation states:

*Heritage appreciation celebrates the unique relationship of the heritage of Inuit culture, environment and resources that are a part of our parks. Our Heritage Appreciation Program connects communities to their parks and will reach every Nunavummiut and park visitor to increase their understanding, enjoyment, and stewardship of the cultural and natural heritage in Nunavut's Parks.*

The primary goals of heritage appreciation – to increase awareness and promote stewardship of the natural and cultural heritage in Nunavut parks – can be achieved through a variety of approaches:

- Interpretative displays and signage within the parks
- Interpretation delivered by park staff and local tourism providers
- Cultural events in affected communities and parks
- Educational programs and career development in communities and parks
- Promotional and informational materials
- Public communications
- Promotion of Inuit business and tourism providers
- Promotion and sale of local arts and products

In some parks, heritage appreciation may also be enhanced through special projects such as archaeological site inventories or oral history projects, which contribute data and understanding of heritage resources and sites of significance to Inuit.

To ensure that all Nunavut Park heritage appreciation planning is done in a consistent manner across Nunavut and to establish strategic goals for the Heritage Appreciation Program, NP&SP has created two guiding documents: *The Framework for Planning Heritage Appreciation/Interpretive Programs* and *The Nunavut Parks and Special Places Heritage Appreciation Strategy*. These documents are linked to a series of planning frameworks that represent a comprehensive, consistent, and integrated planning and management system to guide Kajjausarviit: Nunavut Parks Program.

### 1.1.3 FRAMEWORK FOR PLANNING HERITAGE APPRECIATION/INTERPRETIVE PROGRAMS

*The Framework for Planning Heritage Appreciation/Interpretive Programs* (HA Framework) provides direction on the protocol for park heritage appreciation programs; the engagement of the public, communities and specifically youth; and key messages that NP&SP aims to communicate in all parks. NP&SP has specific obligations under the Nunavut Land Claims Agreement (NLCA) (primarily Articles 8 and 9) and the IIBA. The HA Framework identifies and defines those statutory requirements and sets out measures and approaches to ensure that the obligations related to heritage appreciation are met. The framework also explains the relationship between heritage appreciation and the goals of Kajjausarviit: Nunavut Parks Program.

Included in the HA Framework are detailed guidelines for visual identity and content of any materials that will be prepared under the NP&SP Heritage Appreciation Program, including interpretative, communication, and educational elements. These guidelines identify each element of the Program, define the minimum requirements for the content, and provide a standard for the quality and consistency of materials to ensure consistency in all Nunavut Parks and program activities. The HA Framework must always be consulted when undertaking any planning or development activity related to heritage appreciation.

Section 4 of the HA Framework includes specific guidelines for the following elements to aid in the planning and development of park-specific heritage appreciation plans:

- Visual Guideline Identity
- Print Material
- Presentation Material
- Park Infrastructure and Display
- Public and Cultural Events
- Educational Modules
- Media (Public Communications)

The HA Framework is also used to inform divisional five-year strategies, which will be discussed next.



#### 1.1.4 HERITAGE APPRECIATION STRATEGY

The purpose of the *Heritage Appreciation Strategy* (HA Strategy) is to guide the Division's heritage appreciation planning over a five-year period, toward achieving the Program's vision for heritage appreciation. The term of the HA Strategy is five years, but it may also identify long-term goals to be implemented over a longer timeframe. The HA Strategy is developed to ensure compliance with the GN's obligations under the NA and under the IIBA, and it will be reviewed and renewed by NP&SP every five years.

The current HA Strategy (2016-21) includes goals and objectives that are both Nunavut wide and park specific. The HA Strategy aims to achieve NP&SP's vision for heritage appreciation through planning and activities in five key areas:

1. Park Interpretive Programs
2. Inuit Tourism Strategies
3. Community Events
4. Education and Youth Programs
5. Communications

For each of these areas, the HA Strategy sets out a strategic goal and related objectives, several of which can be accomplished through the completion and subsequent implementation of park-specific heritage appreciation plans. These specific goals and objectives are detailed in Section 3 of the 2016-21 HA Strategy.

## 1.2 PURPOSE OF THE AGGUTTINNI HERITAGE APPRECIATION PLAN

A park-specific Heritage Appreciation Plan (HAP) provides a comprehensive strategy for an individual park's approach to interpretation, communication, education, regulation, events, and outreach. This includes the development of any heritage appreciation materials or programming identified in the master plan and actions required by a management plan to address heritage resource management in the park. Park-specific HAPs must follow the requirements specified in the HA Framework and should seek to accomplish the goals and objectives of the HA Strategy.

A Heritage Appreciation Plan for a specific park, such as Agguttinni, provides an opportunity for NP&SP to enhance the understanding of the role of the park in the community and the importance of the park within Nunavut. The HAP describes how stories and information about the park will be shared, and highlights what a visitor should expect from their visit to the park. It also explains how and where regulatory messages that protect the park, its resources, and the people that use the park should be provided. For Agguttinni, heritage appreciation can be used to celebrate and share the park's significant natural and cultural abundance through interpretive signage, communication and marketing materials, Inuit business and tourism providers, and park-related education programs and events in the community.

The HAP for Agguttinni can fulfill the mandate of Kajjausarviit: NP&SP Program by addressing its mission and three goals. The Mission of NP&SP is *"To ensure our natural and cultural heritage is protected, enjoyed, and appreciated using collaborative planning and management processes through Kajjausarviit: Nunavut Parks Program..."*

Through the Agguttinni HAP, NP&SP will:

- **Support the protection and stewardship of the park's natural and cultural heritage.** Heritage appreciation can inform all park users how to use the park sustainably; have minimal impact when travelling in the park; protect cultural artifacts from disturbance; and understand the park's environment and history.
- **Celebrate the heritage of the park through the interpretive theme "Agguttinni: Abundant and Unrivaled".** The unique stories of Agguttinni will be shared with the community and visitors to demonstrate the value of the park's natural and cultural landscapes and resources. The HAP will record and share traditional and scientific knowledge about the park for the purpose of developing awareness of the cultural significance of the park to ensure this knowledge is carried forward for future generations.
- **Engage the community of Clyde River and other park visitors through information, educational experiences, and communications about the park.** An aim of heritage appreciation is to engage residents and visitors with the park and foster pride and respect of the park's natural and cultural heritage

The Agguttinni HAP should also stimulate opportunities for the development of heritage-related experiences among local outfitters, resulting in economic and recreational benefits for Nunavummiut and visitors. Agguttinni requires all non-beneficiary visitors to be accompanied by experienced and licensed outfitters and guides while visiting the park. This opportunity for local businesses can be enhanced through the development of heritage appreciation materials and tools that are designed to support local tourism initiatives and can be linked to the Clyde River Inuit Tourism Strategy (discussed later in section 5.4.2), as well as territory-wide tourism strategies and initiatives.

The Agguttinni HAP can also address the principles and objectives of the IIBA for park information, materials, and facilities. The IIBA articles and provisions specific to park interpretative programs and the planning or development of heritage appreciation programs are referenced throughout the HA Framework.

Park-specific HAP implementation will require both short-term (1-10 years) and long-term (beyond 10 years) actions and delivery. The resources required to implement the Agguttinni HAP will be considered in the annual budgets of NP&SP and collaborating departments as well as any park-specific work plans and budgets prepared by the Clyde River Community Joint Planning and Management Committee (CJPMC) and approved by the Nunavut Joint Planning and Management Committee (NJPMC).













## 2 AGGUTTINNI TERRITORIAL PARK

*This section summarizes the legislated purpose of Agguttinni Territorial Park and describes its overall significance based on the 2016 Agguttinni Master Plan. It also presents a summary of the park's goals and objectives that relate to heritage appreciation and an inventory of the park's existing heritage appreciation infrastructure and materials. This information provides important background on the park and forms the basis and justification for the future actions that will be recommended in this Plan to complete Agguttinni's Heritage Appreciation Program.*

### 2.1 PARK CONTEXT, PURPOSE AND VISION

#### 2.1.1 PARK CONTEXT

Agguttinni, which means “where the prevailing wind occurs”, is located to the north and west of the community of Clyde River (Kangiqtugaapik) and encompasses 1,646,500 hectares of land. It protects numerous cultural sites of importance for Inuit and the spectacular natural beauty of the areas five fiords that run inland to the west from Baffin Bay.

The diverse landscape of Agguttinni's coastal plains, fiords, mountain passes, and ice caps is represented by three distinct landscape types:

- The Coastal Lowlands that stretch inland from the Baffin Bay coastline.
- The Clyde Highlands with its glacier covered mountains that rise more than 1,525 m above sea level and include some of the longest and highest vertical rock walls in the world, and
- The Barnes Plateau, featuring rolling hills, rivers, lakes and the Barnes Ice Cap.

The landscape provides important habitat for polar bear, caribou, migratory birds, raptors, and fish.

Agguttinni has also been home to the people of Clyde River and their ancestors for thousands of years. Local knowledge and visible cultural resources speak to the continuing use of the area for harvesting, camping, gathering, and travel.

Agguttinni has welcomed travelers and sightseeing visitors from around the world for over a decade. Tourism is expected to increase with the establishment of the park as greater awareness of the area is developed in tourism markets. Tourist expeditions travelling by dog sled, snowmobile, boat, ATV, on skis or on foot will provide economic benefits for the community. Tourism activities in the area include mountaineering activities, ecotourism wildlife and scenery viewing, adventure travel, cruise ship visitation, and research.

A 2016 Agguttinni Territorial Park Master Plan has been prepared to meet the requirements of the Nunavut Agreement (NA) and the Nunavut Park's Umbrella Inuit Impacts and Benefit Agreement (IIBA) as well as territorial legislation including the Territorial Parks Act. The approved Agguttinni Territorial Park Management Plan (2021) was prepared under the IIBA as a companion document to the Master Plan.

The current park classification of Agguttinni Territorial Park under the Territorial Parks Act is “Natural Environment Recreation Park”, established to “preserve the natural environment for the benefit, education, and enjoyment of the public”. The park classification will be recognized as Uumajunut pimmiuninginnut (Natural Environment Recreation) with the approval of *Kajjausarviit*: the Nunavut Parks Program and new Territorial Park Act legislation.

The highest priorities of *Uumajunut pimmiuninginnut* parks are the protection and heritage appreciation of Nunavut's natural ecosystems and the traditional activities and recreational experiences that can be enjoyed in the natural environment.



Other land use designations will contribute to the park's heritage appreciation:

- Agguttinni borders the Proposed Tallurutiup Imanga National Marine Conservation Area (10,900,000 ha) along its coast, and is in very close proximity, to Ninginganiq National Wildlife Area (over 336,000 ha) to the south.
- Agguttinni includes an overlap area with Scott Inlet International Biological Programme Site (Site 7-8), an Important Bird Area in Canada (NU070) and a Key Marine Habitat Site in Nunavut (Site 18).
- The Government of Nunavut, DOE Wildlife Division has determined that 9% (148,185 ha) of the proposed park area is of important value to polar bears, 15% (246,975 ha) is of value to caribou, and 2% (32,930 ha) is important for birds.
- There are three species at risk that reside in the park: Caribou (Barren-ground & Peary), Polar Bear, and Peregrine Falcon

## 2.1.2 PARK PURPOSE

The people of Clyde River, through the CJPMC and community input at consultations, have confirmed that the purpose of designating Agguttinni Territorial Park is to:

- Promote opportunities for recreational use of the park.
- Promote economic opportunities and economic diversity in the community.
- Share the story of Agguttinni with residents and visitors through Heritage Appreciation.
- Conserve Inuit heritage and culturally important sites.
- Protect and preserve wildlife and wildlife habitat.

The purpose statement for Agguttinni is directly linked to the NP&SP Program mandate to:

1. Protect a system of natural and cultural landscapes representative of Nunavut;
2. Provide opportunities for residents and visitors to increase their knowledge and appreciation of Nunavut's natural and cultural landscapes and engage communities in their conservation and appreciation; and
3. Provide opportunities for unique, high-quality visitor experiences and encourage associated economic benefits.

## 2.1.3 PARK VISION

The following vision expresses the long-term ambitions for the park and the enduring value that Agguttinni provides for the people of Clyde River and Nunavut. The vision provides the context for the strategic goals and actions in the Master Plan and Management Plan.

### *Vision Statement for Agguttinni Territorial Park*

*Agguttinni Territorial Park is connected to the history and cultural identity of the residents of Clyde River. Our long and complex relationship with this land and its resources is expressed in our traditional knowledge, the place names of the area and through the use of the area by our ancestors. Residents and visitors will connect to Agguttinni's natural beauty and cultural heritage through a quality park program that celebrates this area as important for providing the essentials of life, and as a place to discover our stories and experience the beauty of the land. Our commitment to the protection, use and appreciation of Agguttinni's landscape and its resources is pledged through our planning and management approach, which will bring together Inuit traditional knowledge and western science. Under the guidance of the Clyde River CJPMC and residents of Clyde River, this approach will ensure that the natural and cultural heritage resources of Agguttinni Territorial Park are enjoyed by the present generation and sustained for the future.*



## 2.2 PARK RESOURCES THAT INFORM HERITAGE APPRECIATION

There are very few places in the world with the beautiful landscapes, plentiful wildlife, and strong cultural heritage that are found at Agguttinni, all of which will contribute to the park's heritage appreciation.

The Agguttinni landscape features an abundance of wildlife, including important habitat for polar bears, barren-ground and Peary caribou, raptors, migratory birds, and smaller terrestrial mammals. The waters of the fiords and lakes are abundant with fish, and several whale and seal species are present offshore. Due to area's importance to marine mammals and habitat, there are several existing wildlife designations in and near the park boundary area. Several coastal lowland sites within the park boundary have been identified and designated as bird areas of significance, while nesting cliffs are used by Peregrine Falcons.

Agguttinni also contains a large number of sites of archeological significance. These sites are found throughout the park, with the highest concentrations of known sites located along coastal areas and in mountain passes. Future survey work is needed to properly document these resources. There are also several sites of traditional and contemporary uses of the area by Inuit (e.g., contemporary campsites); community uses (e.g., harvesting, fishing, berry picking); family sites (e.g., burial sites, birth sites, family history), and sites associated with stories and legends that are important to the culture and have been passed down through oral tradition. Several local families have retained their strong connection to the area. Their stories identify the seasonal camping locations and how their families migrated through this area.

The entire park area continues to be actively used throughout the year by residents for harvesting, recreation, wellness, and to maintain family connections with traditional places. Harvesting occurs year-round, where community members regularly hunt, fish, set nets, and collect seafoods, plants, berries, eggs, driftwood, and other natural resources. Community use periods are highest in the spring through early fall to coincide with the accessibility to harvest various species.

The common modes of travel in the park are expected to include boating, snowmobiling, dog team, hiking, skiing and ATV (where accessible). The park has several contemporary overland, ice, and water routes into each of the fiords and through the passes. These contemporary travel routes are directly associated to harvesting activities (fishing, caribou hunting, seal hunting, and egg collection), and usually include a portion over ice and land. Some routes are associated with snowmobile or dog sled travel along the coast, into the fiords, and through some of the passes. Many routes are dependent on the conditions of the ice and/or other seasonal environmental hazards. Boat travel into the fiords is possible in summer (although weather, wave and ice conditions vary) and is often associated with community harvesting and fishing activities. The fiords are also used annually by cruise ships and private yachts, drawn into the deep inlets both by the scenic beauty and for protection during poor weather conditions on Baffin Bay. Snowmobile travel to the park is common when snow or ice conditions permit access. Hiking in Agguttinni is focused on the passes, which can be completed over various time periods; however, the challenging terrain and environmental conditions require specific management considerations. ATV travel between the community and Tasialuk, Kogalu River, and Ravenscraig Harbour is possible in summer.

Agguttinni offers opportunities for tourism throughout the seasons. Tourism opportunities include business travelers, adventure travelers, eco-tourists, and cultural tourists that could come from the community to the park either by guided trip (snowmobile, ATV, or boat), or enter the park on skis or on foot. Tourism use of the area, specifically mountaineering and sightseeing in the Kangiqtualuk Uqquti (Sam Ford Fiord) area, has seen increasing activity levels in the last twenty years. Cruise ships and private yachts also visit the fiords of Agguttinni from Baffin Bay, either travelling along the coast of Baffin Bay or crossing to the area from Greenland. Agguttinni Territorial Park will attract Canadian and International visitors that want to experience life on the land in a place with beautiful scenery.

Several previous reports, including the park's Master and Management Plans, oral history, as well as the 2015 Agguttinni Territorial Park Complete Inventory of Park Resources, have identified and recorded information on the most significant resources found at Agguttinni.

In keeping with the park's current 2016 Master Plan, the following resources should be highlighted in Agguttinni's Heritage Appreciation Program:

### *Natural Resources*

- Hydrology
- Vegetation
- Fish
- Terrestrial Wildlife
- Marine Mammals
- Birds
- Geology, Minerals and Physiography
- Climate and Weather



### *Cultural Features*

- Harvesting and Important Wildlife Areas
- Archaeological Sites and Culturally Significant Sites
- Legends and Place Names
- Travel Routes

The 2015 Inventory of Park Resources captures the strong association for the residents of Clyde River with the park, its history, and its surrounding landscape. This includes the continuous use of Agguttinni as a seasonal harvesting area and the importance of the site as a place of cultural significance. The inventory resulted in a Statement of Significance for the natural and cultural resources of the park as an expression of the importance that the people of Clyde River have given to the resources in the park.

The Statement of Significance guides how the park's Master and Management Plans must address protection or conservation of key features, maintain Inuit rights, enhance visitor experience, and provide benefits to the community. The Statement of Significance can be used in Agguttinni's heritage appreciation materials to emphasize the park's importance to the people of Clyde River. Additionally, information that was collected during the inventory process, as well as new data that is collected in the future (e.g. through archaeological and oral history projects), can be used to create communication materials around the significant resources of the park.

### *The Statement of Significance for Agguttinni:*

*Agguttinni, the Territorial Park north of Clyde River, is connected to the history and cultural identity of the residents of Clyde River. Our long and complex relationship with this land and its resources is expressed in our traditional knowledge, the place names of the area, and through the use of the area by our ancestors. Agguttinni is connected to our heritage and continues to be an important area for providing the essentials of life, and as a place to connect with the natural beauty of the land. Our commitment to the protection, use and appreciation of Agguttinni's landscape and its resources is pledged through our planning and management approach, which will bring together Inuit traditional knowledge and western science, under the guidance of the residents of Clyde River, to ensure that the resources are sustained for future generations.*







## 2.3 2016 MASTER PLAN GOALS, OBJECTIVES AND PROPOSED ACTIONS FOR HERITAGE APPRECIATION

The 2016 Agguttinni Master Plan sets out the goals and objectives that are intended to guide planning and management to achieve the park's vision and purpose. There are four goal statements for Agguttinni. Each goal includes objectives or specific actions that are part of the planning and management approach for the park.

The goals and objectives for Agguttinni Territorial Park are as follows:

### ***GOAL 1: PROTECT AGGUTTINNI'S NATURAL RESOURCES***

The natural and cultural heritage of Agguttinni will be protected for future generations through Joint Planning and Management between Inuit and the Government, including operational actions that are informed by Inuit Qaujimajatuqangit and Adaptive Conservation approach.

### ***GOAL 2: CONSERVE AGGUTTINNI'S INUIT HERITAGE AND CULTURE***

Agguttinni will connect us to our past and educate all park users about our history and the cultural significance of this place through a heritage appreciation plan.

### ***GOAL 3: CELEBRATE AGGUTTINNI TERRITORIAL PARK THROUGH HERITAGE APPRECIATION, RECREATION, AND TOURISM***

Agguttinni continues to be used for relaxation, harvesting, and traditional activities. Safe and sustainable use of the park will be supported by infrastructure, planning, and management.

### ***GOAL 4: PROVIDE PARK ASSOCIATED BENEFITS TO INUIT AND CLYDE RIVER***

The use of Agguttinni as a tourism attraction will result in benefits to the economy of Clyde River.



Specific to the first goal, to *'Protect Agguttinni's Natural Resources'*, the Clyde River CJPMC has identified the following objective related to heritage and culture education, awareness, and information sharing:

- Tourism and economic development activities in the park will be planned, managed, and monitored, and negative impacts will be mitigated through management (e.g. regulation; corrective measures).

Specific to the second goal, to *'Conserve Agguttinni's Inuit Heritage and Culture'*, the Clyde River CJPMC has identified the following objective related to heritage appreciation in the park:

- Identify, monitor and manage archaeological sites and resources in the park.
- Complete a burial sites inventory project.
- Record travel routes, travel distances and potential public safety hazards in every season.
- Collect stories, legends and traditional knowledge about the land and resources of Agguttinni through oral history projects to collect Inuit Qaujimajatuqangit and document the heritage resources of Agguttinni.

Specific to the third goal, to *'Celebrate Agguttinni Territorial Park Through Heritage Appreciation, Recreation, And Tourism'*, the Clyde River CJPMC has identified the following objectives related to heritage and culture education, awareness, and information-sharing:

- Share information on natural and cultural heritage resources, the historic use of the area by Inuit, and the continuing importance of the park for the people of Clyde River.
- Develop and offer Heritage Appreciation programs for residents and visitors that celebrate Agguttinni through: Interpretation in the community and in the park; community and park-based education programs; and marketing materials about the park.
- Increase the number of tourists visiting Clyde River and Agguttinni by developing, promoting, and managing ecotourism activities, including camping, hiking, skiing, dog sledding, snowmobiling, boat tours, and sightseeing.
- Make Agguttinni a safe and sustainable destination for all park user groups by developing safety-related infrastructure in the park, such as regulatory signage.

Specific to the fourth goal, to *'Provide Park associated benefits to Inuit and Clyde River'*, the Clyde River CJPMC has identified the following objectives related to the park's heritage appreciation program:

- Maximize economic benefits associated with the park through employment, Inuit business contracting, and promotion of and training for Inuit Tourism Providers (outfitters, guides, tourism establishments).
- Increase skills by providing opportunities for training and education related to the park.
- Support the development of a Clyde River/Agguttinni Territorial Park Tourism Strategy.

To meet these goals and objectives for the park, the Agguttinni HAP takes an approach that includes a variety of programs designed to bring information and awareness about to the park to several different audiences, including schools/educators, community members and visitors.

It also includes projects and recommendations that will support the continued documentation of Inuit Qaujimajatuqangit about Agguttinni and ensure that resources to support the Agguttinni Heritage Appreciation Program will be up-to-date and accessible.

Lastly, it effectively reflects the 2016 Master Plan's priorities for Agguttinni's Heritage Appreciation Program.



### 2.3.1 STRATEGIC OBJECTIVES FOR AGGUTTINNI'S HERITAGE APPRECIATION PLAN

With the above-mentioned goals and objectives in mind, the Agguttinni HAP aims to achieve the following strategic objectives. Listed below each objective are the Heritage Appreciation Program components that are recommended as actions to achieve the desired outcome and fulfill all statutory requirements for the park.

**Objective:** *Provide Heritage Appreciation and Interpretive Programs to a variety of audiences that share Inuit Qaujimagatuqangit, the unique story of Agguttinni through the theme "Agguttinni – Abundant and Unrivaled", subthemes, and key messages to inform and encourage sustainable use of the park. (Addresses Goals 1 & 3)*

**Target Audience:** Residents, Visitors, Tourism Outfitters and other Community-Based Sustainable Tourism Stakeholders

**Recommended programs and activities:**

- Signage and displays
- Promotional and informational material (brochures, maps, website, orientation package)
- Special Project (to support safe park use and sustainable travel)
  - Travel Route Mapping
- In-park educational programs (Learn-to Program, Camps)
- Interpretive training tools
- Inuit Tourism Strategy

**Objective:** *Continue to gather and document Inuit Qaujimagatuqangit, other knowledge, and the unique story about Agguttinni to support the park's Heritage Appreciation Program. (Addresses Goal 2)*

**Target Audience:** All Audiences

**Recommended programs and tools:**

- Special Projects (to gather information and IQ to support the park's theme)
  - Oral History Documentation
  - Archaeological sites research
  - Burial Sites Inventory

**Objective:** *Prepare and deliver education programs that encourage students and youth in Clyde River to learn about the park and to use it as a classroom and learning opportunity. (Addresses Goal 3)*

**Target Audience:** Students, Youth, and Teachers in Clyde River

**Recommended programs:**

- Education modules
- In-park educational programs (Learn-to Program, Camps)
- Youth career development
- Annual Student Award

**Objective:** *Market and promote Agguttinni through Heritage Appreciation to increase park-related tourism opportunities and park-related economic benefits. (Addresses Goals 3 & 4)*

**Target Audience:** Residents and Visitors

**Recommended tools and programs:**

- Public communications (Newsletter, Announcement, Presentations)
- Community/Cultural events
- Updates to Park Image and Video Collection
- Interpretive training tools
- Inuit Tourism Strategy

These 2016 Master Plan goals, objectives, and recommended actions for heritage appreciation form the basis of this 2022-2032 Agguttinni Territorial Park Heritage Appreciation Plan.



## 2.4 MANAGEMENT ISSUES AND CHALLENGES THAT INFORM HERITAGE APPRECIATION

Heritage Appreciation offers an ideal opportunity to approach park management issues and challenges through education and engagement, and the Clyde River CJPMC is encouraged to use the park's Heritage Appreciation Program to communicate important management messages to park users and the community. The Agguttinni Master Plan states that park heritage appreciation programs will be used to promote stewardship, understanding and respect for natural resources, and minimal impact travel. Through heritage appreciation, key messages can be communicated to park audiences to promote the sustainable use of resources and identify activities or behaviors that have a negative impact on the park.

Table D of the Agguttinni Management Plan identifies several current management challenges and issues that will need to be addressed by NP&SP to meet the vision and goals for the park. The following table demonstrates how these same management challenges and issues can be specifically addressed by the park's Heritage Appreciation Program through the use of key messages and educational initiatives.

Several of these management issues and challenges, which may be current, short-term (1-10 years), or long-term (+10 years), are addressed through the specific strategies and actions presented in the park Management Plan and this Heritage Appreciation Plan.





Table 1: Management Challenges or Issues that can be addressed through components and key messages in Agguttinni’s Heritage Appreciation Program.

Management Challenge/Issue	Heritage Appreciation Program Components						Key Messages					Specific Approach Recommendations
	Signage and Displays	Promotional and Informational Materials	Public Communication (radio shows, announcements, newsletters)	Education (in-park activities, school presentations)	Staff and Outfitter Training	Special Projects	Safe and Sustainable Travel	Minimal Impact	Safety in Bear Country	Regulations that govern Archaeological Resources	Other	
Increasing visitation may degrade the environment and result in increased garbage.	✓	✓	✓	✓	✓		✓	✓			Remove garbage, waste and unused supplies from park.  Sustainable vehicle use in areas susceptible to erosion	<ul style="list-style-type: none"><li>• Code of Conduct (for non-Inuit park users)</li><li>• Monitoring and reporting impacts</li><li>• Training park staff so they can confidently approach park users who are violating a park regulation to inform them of the acceptable behavior(s)</li><li>• Bringing information to guides and outfitters about the rules and regulations pertaining to the park</li></ul>
Critical habitat for wildlife will be negatively impacted by increased visitation.	✓	✓		✓	✓		✓	✓	✓			<ul style="list-style-type: none"><li>• Take a protection, education, awareness and enforcement approach to protect the resources, promote sustainable harvesting, and inform the public on safe and sustainable travel, minimal impact travel, and how to report incidents.</li><li>• Code of Conduct (for non-Inuit park users)</li><li>• Training park staff and outfitters so they can confidently discuss park wildlife regulations with tourists or other individuals who may have questions.</li><li>• Management Zoning Plan and Regulations identify guidelines for important wildlife areas.</li></ul>
Economic development in the park (tourism or mineral resource development) might negatively impact the environment, wildlife, and Inuit use.			✓		✓		✓	✓		✓	Inuit use and rights in the park must be respected	<ul style="list-style-type: none"><li>• Monitoring and reporting impacts</li><li>• Training park staff so they can confidently approach park users who are violating a park regulation to inform them of the acceptable behaviour(s)</li><li>• Bringing information to guides and outfitters about the rules and regulations pertaining to the park</li><li>• Economic development activities will be regulated and monitored to document the progress and impacts of increasing visitation.</li></ul>
Inuit use and rights in the park must be respected. Visitor use must not interfere with Inuit rights to use and enjoy the park.	✓	✓			✓						Inuit use and rights in the park must be respected  Public awareness of harvesting activities involving firearms or traps	<ul style="list-style-type: none"><li>• Code of Conduct (for non-Inuit park users)</li><li>• Training park staff and outfitters so they can confidently discuss Inuit Harvesting Rights with tourists or other individuals who may have questions.</li><li>• Management Zoning Plan and Regulations identify guidelines for non-beneficiary Visitor Use and Tourism Management.</li><li>• Inuit Use sub-zoning to identify areas where non-beneficiary visitor use regulations and prohibitions apply.</li></ul>
Archaeological resources are located in the park. Numerous sites are undocumented and not registered. Potential impacts to these sites must be monitored and mitigated.			✓	✓	✓	✓		✓		✓		<ul style="list-style-type: none"><li>• Take a protection, education, awareness and enforcement approach to protect the resources, and inform the public on the regulations to report/secure any found artifacts.</li><li>• Code of Conduct (for non-Inuit park users)</li><li>• Archaeological Sites Special Projects (including burial sites) will continue the research and documentation of sites.</li><li>• Training so that park staff and outfitters can confidently inform the public on the regulations to report/secure any found artifacts.</li><li>• Providing information to guides and outfitters about the rules and regulations pertaining to the park.</li></ul>



Management Challenge/Issue	Heritage Appreciation Program Components						Key Messages					Specific Approach Recommendations
	Signage and Displays	Promotional and Informational Materials	Public Communication (radio shows, announcements, newsletters)	Education (in-park activities, school presentations)	Staff and Outfitter Training	Special Projects	Safe and Sustainable Travel	Minimal Impact	Safety in Bear Country	Regulations that govern Archaeological Resources	Other	
Documentation of traditional knowledge of Agguttinni and family sites in the park.				✓		✓				✓		<ul style="list-style-type: none"> <li>Monitor and manage family sites (e.g. camp sites, graves) in the park in cooperation with the Department of Culture and Heritage (GN).</li> <li>Take a protection, education, awareness and enforcement approach to protect the resources, and inform the public on the regulations to report/secure any found artifacts.</li> <li>Oral History and Archaeological Sites Special Projects (including burial sites) will continue the research and documentation of sites.</li> </ul>
Public safety is a concern in remote areas with many natural hazards, potential for bear encounters, and high-risk recreational activities.	✓	✓	✓	✓	✓		✓		✓		Public awareness of trail closures  Public awareness of harvesting activities involving firearms or traps	<ul style="list-style-type: none"> <li>Take a protection, education, awareness and enforcement approach to inform the public on safe &amp; sustainable travel, emergency contact procedures, and travel in bear country.</li> <li>Bringing information to guides and outfitters about the rules and regulations pertaining to the park</li> <li>Training so that park staff and outfitters can confidently inform the public on the regulations.</li> <li>Visitor orientation package</li> <li>Monitoring and alerting the public of hazards and dangerous conditions.</li> <li>CJPMC to work with HTA to identify locations for posted notices related to harvesting activities.</li> <li>Posting public safety notices and polar bear zone prohibitions for public awareness.</li> </ul>
The travel passes and valleys in Agguttinni present unique challenges and hazards for camping, river crossing, hiking, snowmobiling, dog team and skiing.	✓	✓	✓		✓	✓	✓		✓		Public awareness of trail closures	<ul style="list-style-type: none"> <li>Develop detailed travel route mapping and guidelines</li> <li>Monitoring and alerting the public of hazards and dangerous conditions, including trail/road closures</li> </ul>
Inuit may not benefit from the park.		✓		✓	✓							<ul style="list-style-type: none"> <li>Park-related business and economic opportunities for Inuit in Clyde River</li> <li>Clyde River Inuit Tourism Strategy</li> <li>Promotion and marketing of Inuit-owned park-related products and businesses</li> <li>Employment opportunities for Inuit in delivery of heritage appreciation programs</li> <li>Regulations require park visitors (tourists), cruise ship landing parties and yachts to hire a local guide.</li> <li>Park-specific training and support for guides and outfitters</li> </ul>

Management Challenge/Issue	Heritage Appreciation Program Components						Key Messages					Specific Approach Recommendations
	Signage and Displays	Promotional and Informational Materials	Public Communication (radio shows, announcements, newsletters)	Education (in-park activities, school presentations)	Staff and Outfitter Training	Special Projects	Safe and Sustainable Travel	Minimal Impact	Safety in Bear Country	Regulations that govern Archaeological Resources	Other	
<b>Changes in the climate and environmental conditions of the park.</b> <ul style="list-style-type: none"> <li>Impacts on glaciers, snow and ice conditions, sea levels, lake and river water conditions, and other environmental factors.</li> <li>Resulting hazards and public safety concerns.</li> <li>Impacts on natural and cultural resources.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓			Public awareness of trail closures	<ul style="list-style-type: none"> <li>Take a protection, education, awareness, and enforcement approach to protect the environment and resources.</li> <li>Monitoring and reporting impacts.</li> <li>Providing information to guides, outfitters and Visitor Centre about park rules and regulations.</li> <li>Training park staff and outfitters so they can confidently approach park users who are violating a park regulation to inform them of the acceptable behaviour(s).</li> <li>Mitigate affects (where possible) through management and operational actions.</li> <li>Prioritize public safety through regulations and planning.</li> </ul>
<b>Water consumption from the land in the park is not recommended unless the water can be boiled, filtered and/or chemically treated at the source</b>	✓	✓	✓	✓			✓				Drinking Water Warning	<ul style="list-style-type: none"> <li>Take a protection, education, awareness and enforcement approach to inform the public on safe &amp; sustainable travel.</li> </ul>





## 2.5 EXISTING CONDITIONS OF HERITAGE APPRECIATION AT AGGUTTINNI

It is important to understand the current conditions at Agguttinni so that we can establish a starting point for the programs, materials, and infrastructure that will be recommended as future actions to meet the park's goals and objectives for heritage appreciation.

As a new park, Agguttinni does not yet have any heritage appreciation-related components in place. However, the park is rich with cultural resources and the community has been using the area for harvesting, cultural practices, and enjoyment for generations.

The Agguttinni Management Plan recognizes the role that heritage appreciation can contribute to

- Inform visitors of the risks associated with Agguttinni.
- Increase awareness and respect for the protection of burial sites and archaeology.
- Avoid disturbance of harvesting practices.
- Practicing good stewardship and helping to maintain the condition of natural and cultural resource in the park by driving on designated trails.























### 3 ESSENTIALS OF HERITAGE APPRECIATION AT AGGUTTINNI

*This section presents the knowledge and considerations that will guide and inform the Agguttinni Heritage Appreciation Program, such as the interpretive themes, audience, and key messages that should be promoted and considered in the park's heritage appreciation components. It also presents the planning methodology that was used to create this Heritage Appreciation Plan for Agguttinni.*

#### 3.1 THEMES

In heritage appreciation and interpretive planning, the **theme** is the main message and presents the viewpoint of the story. Themes are used to define the core content of educational messages that the park offers and are the building blocks on which the park's interpretive services and educational programs are based.

The 2016 Agguttinni Master Plan recommends that heritage appreciation should celebrate the theme “Agguttinni – Abundant and Unrivaled”, celebrating the cultural homeland north of Clyde River among towering cliffs, colossal ice formations, and plentiful wildlife.

Interpretation of the “Abundant and Unrivaled” theme can focus specifically on the following sub-themes:

- Cultural heritage and areas and resources of importance to Inuit
- Significant wildlife and wildlife habitat in Agguttinni
- The natural beauty and variety of the landscape of Agguttinni
- Safe and Sustainable Travel

The theme and sub-themes will provide the framework for all Heritage Appreciation Program messages and resources and may be used to inspire graphics and design elements for the park or park materials.

The following table offers a variety of interpretive topics that can be explored and shared under the four sub-themes listed above.

#### *Abundant and Unrivaled*

*Midway along the east coast of Baffin Island, to the north of the community of Clyde River, exists one of the most spectacular fiord landscapes in the Arctic. Rising up from the ocean are the Clyde Highland Mountains with sheer rock walls that reach hundreds of meters toward the sky. Ice tops the mountain range and tongues of glaciers drop into the valleys below. Colonies of birds inhabit the cliffs in spring and summer. Caribou, polar bear and wolves inhabit the tundra plains and coastline. To the west, the massive presence of the Barnes Ice Cap feeds freshwater into lakes and rivers that are teeming with fish.*

*This is Agguttinni: Abundant and Unrivaled.*



Table 2: Planning Matrix for Suggested Interpretive Themes from the 2016 Master Plan.

Subthemes	Subtheme Description from the 2016 Master Plan	Suggested Topics for Interpretation
	<b>Theme: Abundant and Unrivaled</b>	
<i>Cultural Heritage: Important Areas and Resources for Inuit</i>	This sub-theme will develop the unique stories of Agguttinni by following the seasonal usage of the park's resources in the present with the historic use of the area by past generations. Sharing the story of Agguttinni as a culturally significant landscape can highlight the stories of the park and specific resources such as the traditional and contemporary Inuit camps, archaeological values, travel routes, and harvesting practices. The Heritage Appreciation program should include materials and programs for residents and visitors that teach <i>Inuit Qaujimajatuqangit</i> respect for Inuit activities in the park, protection of resources, and how the landscape and resources have sustained Inuit culture.	<ul style="list-style-type: none"> <li>• Seasonal calendar of the park</li> <li>• Past and present harvesting activities</li> <li>• Oral history related to living in the area in the past</li> <li>• Archaeological sites and burials, and the factors that made this an important seasonal harvesting/camping area</li> <li>• Legends and Place Names</li> <li>• Travel Routes</li> <li>• Importance of contemporary harvesting</li> </ul>
<i>Significant Wildlife and Habitat</i>	This sub-theme links the diversity of species with the variety of ecosystems and terrains across the park. The park interpretive program should include mapping and photographic/video displays for each habitat to allow residents and visitors to experience the park's environmental diversity, and highlight the sensitive habitats for species of importance to Inuit. Scientific information and <i>Inuit Qaujimajatuqangit</i> should be included to encourage sustainable use and protection of wildlife and wildlife habitat in Agguttinni.	<ul style="list-style-type: none"> <li>• Vegetation</li> <li>• Fish</li> <li>• Terrestrial Wildlife</li> <li>• Marine Mammals</li> <li>• Birds and Raptors</li> <li>• Important Wildlife Areas</li> </ul>
<i>The Natural Beauty and Variety of the Landscape</i>	<p>This sub-theme will highlight the three physical landscape characteristics of the park:</p> <ul style="list-style-type: none"> <li>• Coastal Hills and lowlands;</li> <li>• Clyde Highlands; and</li> <li>• Barnes Plateau and Ice Cap.</li> </ul> <p>The unique features of each area can highlight environmental conditions, glacial conditions and features, changes to the environment and climate, and seasonal patterns. The world-renowned cliffs of Agguttinni should be highlighted as a natural wonder that is unique to this part of the globe and has become a major attraction for mountaineering activities. The impact of glaciation to carve and sculpt the landscape of Agguttinni should be highlighted through graphics and photographic/video displays that demonstrate the natural processes that formed the park's landscape.</p>	<ul style="list-style-type: none"> <li>• Hydrology</li> <li>• Geology, Minerals and Physiography</li> <li>• Natural processes that formed the park's landscape</li> <li>• Climate and Weather</li> <li>• Changes in environmental conditions and their effect on the park landscape</li> <li>• Tourism Areas: important areas for tourism and community economic benefits</li> </ul>
<i>Safe and Sustainable Travel</i>	Through this sub-theme, safety information and <i>Inuit Qaujimajatuqangit</i> should be used to teach residents and visitors about the potential hazards in the park, and how to behave and act when travelling in the park. The use of Inuit tourism providers as outfitters and guides will be promoted, and educating visitors about the challenges and dangers that may be encountered in the park must be a priority of the Heritage Appreciation program and all park communications.	<ul style="list-style-type: none"> <li>• IQ and stories that have safety-related messages</li> <li>• Seasonal travel conditions, danger areas, and environmental hazards</li> <li>• Travel in Bear Country</li> <li>• Safe and Sustainable Travel</li> </ul>







## 3.2 AUDIENCES

Developing and implementing the Agguttinni HAP requires an understanding of “who” will benefit from the key messages, materials, and tools being proposed about and for the park. These people are referred to as the audience for the Heritage Appreciation Plan, and each group’s needs must be considered for the benefits to be realized.

Since the Heritage Appreciation Program will be developed and implemented over several years as financial and human resources permit, this plan has identified the primary audience, or those groups that will benefit directly from the Heritage Appreciation Program components, and the secondary audience as those who will receive benefits indirectly from the proposed actions.

There are four primary audiences for Natural Environment Recreation Parks: Residents, Visitors, Researcher and Film Crews. Detailed information on these audiences can be found in the park’s Master Plan (section 2.3) and Management Plan (section 2.5)

The development and implementation of the Agguttinni HAP will result in resources that may also indirectly benefit the following groups:

- Media (paper, ads, magazine, etc.) that may develop features on the park or the community.
- Online Visitors that can access resources about the park on the NP&SP website.
- Schools outside of Clyde River that can access online resources about the park.

The following table presents the specific audience groups that will benefit directly from the park’s Heritage Appreciation Program. As the table demonstrates, there are several audience types that would be best served by the same types of materials, tools, and key messages that are also required by other audiences. This overlap provides NP&SP with the opportunity to develop materials that are suitable for multiple audiences. A good example of this would be a park map brochure that could be distributed to residents of Clyde River and tourists coming from other places, or park interpretive training materials that could benefit both Inuit Tourism Operators and park staff.

### *Primary Audiences for Agguttinni HAP*

- Inuit & non-Inuit Residents
- Visitors (Tourists)
- Researchers
- Film Crews



Table 3: Agguttinni Heritage Appreciation Plan Audience Needs

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Clyde River Schools	Students	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li><li>• Stewardship and respect for parks, specifically the impact of ATV use, vandalism, and garbage</li></ul>	<ul style="list-style-type: none"><li>• Communication materials (e.g., newsletters, brochures, park map, presentations, social media)</li><li>• Education and youth programs (e.g., education module-based information about the park for use in the classroom, science camps, outdoor classroom)</li></ul>
	Teachers	Primary audience	<ul style="list-style-type: none"><li>• Teaching modules</li><li>• On-line information or resources for projects, homework, or assignments</li></ul>	<ul style="list-style-type: none"><li>• Education and youth programs (e.g., Design and development of teacher resource kits that include module-based information about the park for use in the classroom)</li></ul>
Residents of Clyde River	Inuit and non-Inuit residents using the park and surrounding area	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li><li>• Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li><li>• Stewardship and respect for parks, specifically the impact of ATV use, vandalism, garbage</li><li>• Park-related Inuit business and career opportunities</li><li>• Public safety notices</li></ul>	<ul style="list-style-type: none"><li>• Interpretation tools (e.g., signs, displays)</li><li>• Community/cultural events – in coordination with Inuit Tourism Strategy</li><li>• Education and youth programs (e.g., Learn-to Program, in-park camps, outdoor classroom activities)</li><li>• Communication materials (e.g., newsletters, brochures, park map, presentations, radio shows, social media)</li></ul>
	Residents that are not using the Park	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Awareness of the services and activities to encourage use of parks</li><li>• Increased accessibility for residents to visit the park</li></ul>	<ul style="list-style-type: none"><li>• Communication tools (e.g., newsletters, social media, park map, radio shows)</li></ul>
	Youth	Primary audience	<ul style="list-style-type: none"><li>• Awareness of Kajjausarviit: Nunavut Parks Program</li><li>• Park-related career opportunities</li></ul>	<ul style="list-style-type: none"><li>• Education and youth programs (e.g., Clyde River “Careers in Parks” package, presentations, NP&amp;SP participation in Job Fairs)</li></ul>



CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Visitors / Tourist	Tourists or potential future visitors	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li> <li>Stewardship and respect for parks</li> <li>Inuit tourism businesses and tourism opportunities related to the park</li> <li>Community specific cultural events and activities that are supported by NP&amp;SP</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation tools (e.g., signs, brochures, in-park programs)</li> <li>Community/cultural events – in coordination with Inuit Tourism Strategy</li> <li>Education and youth programs (e.g., Learn-to Program)</li> <li>Communication materials (e.g., online resources, brochure, park map, park orientation package)</li> </ul>
	Researchers	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit-owned lands</li> <li>Research permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., online resources, newsletters, posters, presentations, park map, park orientation package)</li> <li>Outdoor labs, lectures</li> <li>Research partnership opportunities</li> </ul>
	Film crews	Primary Audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Understanding of the natural environment of the park, cultural significance of the park, and park regulations</li> <li>Inuit tourism businesses and tourism opportunities related to the park</li> <li>Public safety notices</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation tools (e.g., signs, displays)</li> <li>Communication materials (e.g., online resources, newsletters, posters, presentations, park map, park orientation package)</li> </ul>

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Business	Inuit businesses <ul style="list-style-type: none"> <li>Clyde River tourism providers (hotels, restaurants, outfitters, guides, etc.)</li> <li>Nunavut tourism providers</li> </ul>	Secondary Audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> <li>Awareness of the Territorial Parks Act</li> <li>Permit requirements (where applicable) or regulated/prohibited access areas or activities (where applicable)</li> <li>Public safety notices</li> <li>Awareness of Inuit business opportunities in Nunavut Parks as defined by the NLCA and IIBA (where applicable)</li> <li>Information on visitor groups using the park and the services they require/request</li> <li>Inuit Tourism Strategy</li> <li>Cultural events and activities with tourism potential that are supported by NP&amp;SP</li> </ul>	<ul style="list-style-type: none"> <li>Community/cultural events – in coordination with Inuit Tourism Strategy</li> <li>Educational programs (e.g., park interpretive script and training - in coordination with the Inuit Tourism Strategy)</li> <li>Communication materials (e.g., newsletters, posters, presentations, promotional materials in coordination with the Inuit Tourism Strategy)</li> <li>Tour package opportunities (long-term)</li> </ul>
	Other businesses <ul style="list-style-type: none"> <li>Cruise ship operators</li> <li>Non-Inuit Outfitters registered in NU</li> <li>Non-Inuit Outfitters from outside of NU</li> </ul>			
Park Management Partners	CJPMC	Advisory Group	<ul style="list-style-type: none"> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2016 Master Plan, management plan, and Inuit Tourism Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., newsletters, presentations)</li> </ul>
	Qikiqtani Inuit Association	Advisory Group	<ul style="list-style-type: none"> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2019 Master Plan, management plan, and Inuit Tourism Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communication Materials (e.g. newsletters, presentations)</li> </ul>



CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Government	Government of Nunavut Departments working directly with the NP&SP Division <ul style="list-style-type: none"> <li>Department of Environment</li> <li>Parks and Special Places Staff</li> <li>Regional Offices</li> <li>Wildlife Division, Area Office Staff – Wildlife Officers, Wildlife Researchers</li> <li>Department of Education</li> <li>Department of Culture and Heritage</li> <li>Nunavut Arctic College</li> <li>Economic, Development &amp; Tourism</li> </ul>	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> <li>Awareness of the Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 2016 Master Plan, management plan, and Inuit Tourism Strategies</li> <li>Increased understanding and awareness of natural and cultural resources, heritage, and history in all parks</li> <li>Partnerships to manage the parks natural and cultural resources</li> <li>Partnerships to monitor and enforce regulations governing the parks natural and cultural resources</li> <li>Public safety notices</li> <li>Awareness of Inuit Tourism Strategies and information on opportunities to promote tourism opportunities associated with parks, including cultural events and activities</li> </ul>	<ul style="list-style-type: none"> <li>Education and youth programs (e.g., Park interpretive script and training)</li> <li>Communication materials (e.g., newsletters, brochure) at hotel</li> </ul>
	Hamlet of Clyde River	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of Clyde River development and management plans, including the 2016 Master Plan and management plans, management zones</li> <li>Awareness of Inuit Tourism Strategies</li> <li>Partnerships for park Interpretative programs (e.g., signs, in-park programs, heritage centre display, promotion of cultural events, promotional materials)</li> </ul>	<ul style="list-style-type: none"> <li>Communication Materials (e.g. newsletters, presentations)</li> </ul>
Non-government	<ul style="list-style-type: none"> <li>Nammataq Hunters and Trappers Organization</li> <li>Ilisaqsivik</li> </ul>	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; outpost camps; cabins; Inuit owned lands</li> <li>Awareness of the NLCA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of Inuit harvesting rights in Nunavut Parks as defined by the NLCA and IIBA</li> <li>Respect for sustainable use of the park, specifically the impact of ATV use</li> <li>Awareness of trail closures and hazardous situations</li> <li>Avoid conflicts between harvesting activities by increasing awareness of the recreational and tourism programs that may occur in the park</li> <li>Awareness of Agguttinni development and management plans, including the 2016 Master Plan, management plan, and management zones</li> </ul>	<ul style="list-style-type: none"> <li>Communication materials (e.g., newsletters, posters, presentations)</li> </ul>





### 3.3 KEY MESSAGES

At the park-specific level, interpretative programs share information on park heritage, including broader NP&SP Program key messages. These key messages include information about the nature, purpose, and regulations relating to heritage appreciation as well as values or principle-based messaging. Special attention must be given to maintain consistency and level of detail in messaging. Messages must also be framed with consideration for the specific audiences for whom they are intended. The key messages approved for use in the NP&SP Heritage Appreciation Program are detailed in Appendix 5 of the HA Framework.

Information and content contained in the previous plans and reports prepared for Agguttinni have informed the key messages for this Heritage Appreciation Plan, including information that will increase awareness of Nunavut Parks, Agguttinni, and the park's heritage theme "Agguttinni – Abundant and Unrivaled", for each audience group. The Clyde River CJPMC also recommends creating a new key message under the category "Park-specific regulations" to make it clear to park users, primarily tourists, that the park is an active harvesting area. Through this key regulatory message, visitors should be made aware that hunters with firearms may be present in the park, and be encouraged to quietly observe harvesting activity, and only take photographs of harvesting activities with permission from the individuals doing the harvesting.

The following table identifies the key messages and the audience(s) that would benefit from the various message content.









# 3.4 HERITAGE APPRECIATION PLANNING METHODOLOGY

## 3.4.1 AGGUTTINNI TERRITORIAL PARK DRAFT HERITAGE APPRECIATION PLAN (2022-32)

*The Agguttinni Territorial Park Draft Heritage Appreciation Plan (2022-32) was prepared to meet the requirements of the NLCA and IIBA. The Nunavut Parks HA Framework and HA Strategy were used to guide the content of the Heritage Appreciation Plan.*

The park’s 2016 Master Plan and 2021 Management Plan were created by NVision Insight Group under the guidance of the Clyde River CJPMC. Combined, these two documents identify the heritage appreciation elements that are recommended at Agguttinni. The following table identifies the reports that informed the content of the Heritage Appreciation Plan.

Table 5. Key documents that have informed Agguttinni’s Heritage Appreciation Plan			
YEAR	TITLE	AUTHORS	PURPOSE
2015	Agguttinni Territorial Park Complete Inventory of Park Resources	CJPMC/NVision Insight Group	Inventory of Park Resources
2016	Agguttinni Territorial Park Master Plan	CJPMC/NVision Insight Group	Master Plan
2021	Agguttinni Territorial Park Management Plan	CJPMC/NVision Insight Group	Management Plan

This Agguttinni Territorial Park Heritage Appreciation Plan has been developed to meet statutory requirements, the park-specific requirements in the HA Framework, and the strategic goals and objectives in the 2019-29 HA Strategy. It also considers the park’s physical environment, state of park resources, park usage, and community vision for the future of the park.

All future work related to Agguttinni’s Heritage Appreciation Program should adhere to the consultation techniques that will be discussed later in Section 5 and in Appendix 6.



















## 4 AGGUTTINNI HERITAGE APPRECIATION STRATEGY

This section describes the programs and materials that are required or recommended to facilitate park visitor and community member experiences or to achieve the content requirements for Agguttinni's Heritage Appreciation Program. This section also describes how these components will achieve the purpose and desired outcomes of heritage appreciation for the park.

Elders will be engaged throughout the consultation process and be invited to participate in heritage appreciation initiatives. This is particularly important for programs that involve youth, such as "Learn-To" activities, oral history projects, in-park education programs, and school visits. The leadership of Elders will ensure the intergenerational transfer of Inuit Qaujimagatuqangit and provide support to all park audiences in connecting with the culture and heritage of Agguttinni.

The following list includes the programs and actions that are proposed for the Agguttinni Heritage Appreciation Program and will be detailed and discussed in this section:

- *Signage and Displays (Section 4.1)*
- *Promotional and Informational Materials (Section 4.2)*
- *Public Communications (Section 4.3)*
- *Community/Cultural Events (Section 4.4)*
- *Park-Specific Education Programs (Section 4.5)*
- *Special Projects (Section 4.6)*
- *Interpretive Training Tools (Section 4.7)*
- *Annual Student Award (Section 4.8)*
- *Updates to the Park's Image, Video and Document Collection (Section 4.9)*

### 4.1 SIGNAGE AND DISPLAYS

In-park signage will address the recommendations for Heritage Appreciation in the Master Plan. This framework conforms to the guidelines for interpretive park signage by:

- Providing orientation, regulations, safety, and general park information.
- Sharing the interpretive themes and sub-themes of the park.
- Identifying Inuit Owned Land (IOL) adjacent to the park as per the IIBA through park boundary mapping.
- Identifying the traditional place names associated with the areas of the park as per the IIBA on all maps and in the interpretive text.
- Supporting visitor navigation and marking designated trail routes using both permanent posts and temporary signage on barriers during road/trail construction or to direct travelers away from cultural sites.

This interpretive framework also recommends:

- Signage in the community to provide visitor information.
- A heritage display in the community.

After the completion of the Master Plan it was decided that construction of the Visitor Services Centre would not be going forward as planned, and that a smaller park office/garage will be built instead. The park office will provide a base of operation for all park staff offers an opportunity to display key information about the park. At this location, the Park Visitor Services Coordinator will register park visitors; provide a quality interpretive experience to park visitors; develop and deliver heritage appreciation programs for the community and park visitors; and participate in communications and marketing for the park.



Given the potentially limited display space available at this location, the Agguttinni HAP recommends the development of 3-5 interpretive wall panels that can provide information about the park and serve as visual art.

Community consultations also identified that Ilisaqsivik is currently fundraising for a new building in Clyde River to house both their Health and Wellness Centre and Ittaq Heritage and Research Centre. The proposed building will also have space to showcase community heritage displays.

The HAP recommends that NP&SP consider developing a display about Agguttinni for this new building with an additional small sign installed at either the airport or Hamlet building. If some landscaping can be done outside of the proposed building, the location can serve as an outdoor setting for park-related interpretation and education programs. A replica qammaq and other campsite features of historic Inuit could be constructed and used seasonally as a backdrop when delivering park programs in this location.

The Clyde River CJPMC is in support of the recommendation to develop wall panels for the park office, as well as having a more comprehensive park display installed in the new Ilisaqsivik building (or other suitable location). Ilisaqsivik is open to providing display space for the park; however, this type of arrangement would require a Memorandum of Understanding between the GN and Ilisaqsivik.

#### 4.1.1 SIGNAGE FRAMEWORK FOR AGGUTTINNI

Refer to the 2022 version of the Agguttinni Master Plan for the plan and location details (and map) of all signage and shelter locations in the park.

Table 6: Park Entrance & Trail Markers

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Park Entrance at Kogalu River</b>	Large Entrance Sign (E2)	N/A	<ul style="list-style-type: none"> <li>• Park name</li> <li>• Park map</li> </ul> Note: Location is IOL
<b>Park Entrance at Kogalu Coast</b>	Large Entrance Sign (E2)	N/A	<ul style="list-style-type: none"> <li>• Park name</li> <li>• Park map</li> </ul> Note: Location is IOL
<b>Trail Markers at travel passes:</b> <ul style="list-style-type: none"> <li>• Caribou Pass;</li> <li>• Atagulisaktalik (Revoir Pass);</li> <li>• Stewart Valley.</li> </ul>	Floating base “walk around pylon” markers	N/A	Note: Trail markers are recommended in the Master Plan. Trail markers are not heritage appreciation elements, but they support way finding for park visitors. The master plan recommends that park staff select marker locations along each pass.

Table 7: Park Shelter Signage

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Group Shelters</b>	Wall mounted sign (PF05A or PF05B), approximately 915 mm by 812 mm (or less) – place inside the facility	N/A	<ul style="list-style-type: none"> <li>• Name of Location</li> <li>• Map</li> <li>• Location Coordinates</li> <li>• Emergency Contact Information</li> <li>• Warnings and relevant regulatory text</li> </ul>
<b>Emergency Shelters</b>	Wall mounted sign (PF05B), approximately 915 mm by 609 mm – place inside the facility or on exterior wall	N/A	<ul style="list-style-type: none"> <li>• Name of Location</li> <li>• Map</li> <li>• Location Coordinates</li> <li>• Emergency Contact Information</li> </ul>

#### 4.1.2 GPS LOCATIONS FOR SIGNAGE INFRASTRUCTURE

Park staff will be required to mark the GPS locations for all signs prior to issuing the Request for Proposal (RFP)/Request for Quotation (RFQ) for signage installation.

GPS markers will be provided to the successful contractor to guide in the correct location of each signage element. Park staff will work with the contractor to confirm the locations during the installation process.

#### 4.1.3 OTHER RECOMMENDATIONS

It is highly recommended that all translation work for signs and other print materials for Agguttinni be translated into North Baffin dialect to ensure that messaging is clear and understandable for local park users.





## 4.2 PROMOTIONAL AND INFORMATIONAL MATERIALS

The Agguttinni Master Plan says that communication and marketing materials are required in print and digital form to encourage visitation to the park and promote Inuit tourism providers. These communication and marketing materials should be geared toward residents and visitors to share information about Agguttinni's natural and cultural heritage resources, the historic use of the area by Inuit, and the continuing importance of the park for the people of Clyde River. They should also celebrate the park through its theme "Agguttinni – Abundant and Unrivaled" and provide information to visitors to assist in their park visit planning, including how to access the park, and arrange guided tours.

In keeping with the HA Framework, promotional and informational materials for Agguttinni should also share key messages about Nunavut Parks and provide links/contacts for people who have an interest in learning more about the park. Finally, all marketing materials (brochures, trail maps, online information) should be developed in coordination with the objectives of the Clyde River Inuit Tourism Strategy.

The actions described below are recommended as additions and updates to the park's Heritage Appreciation Program. Successful completion of these key communication components will:

- Bring the park into conformity with the IIBA.
- Advance the park's goals and objectives to share Inuit Qaujimagatuqangit, the unique story of Agguttinni through the theme "Agguttinni – Abundant and Unrivaled", and key messages that inform and encourage sustainable use of the park with residents and visitors.
- Support NP&SP's strategic goal to promote NP&SP and increase public awareness and appreciation of the oppo





#### 4.2.1 WEBSITE – YEARS 3-5

The NP&SP website ([www.nunavutparks.com](http://www.nunavutparks.com)) provides general and park-specific web content for Nunavut parks, including basic information about each park's geography, wildlife, vegetation, and history.

As a newly established park, the NP&SP website does not currently contain any park-specific information on Agguttinni. As such, new content must be developed to meet the requirements of the HA Framework, provide key messages, and reflect the park as defined by the Master Plan, including telling the story of the park through its theme and sub-themes. The online information about Agguttinni should also include a park-specific map that shows park boundaries and detailed area/location maps for places of special interest, Inuit Owned Land, park access points and key coordinates, hazardous areas, and emergency and other park facilities. It is recommended that a park-specific webpage for Agguttinni be completed as soon as possible.

Secondly, in keeping with recommendations presented in the HA Strategy, the park's webpage should be enhanced with the following supplemental Information about the park:

- Digitized resources, organized as an online library/toolkit on NP&SP, Heritage appreciation, and specific park events, planning and management information, accessible to media and the general public.
- Community and park-specific online resources (i.e. archives of documents relating to the creation of specific parks and special places).
- Online calendar of events or programs related to heritage appreciation including education and youth programs by NP&SP and its partners.
- Educational resources for teachers, students, and youth not in school.
- A comprehensive, indexed set of links to heritage-related organizations, departments, institutions, and other relevant websites to link visitors to the resources they require to participate in heritage appreciation event and activities.

The addition of this material to the Agguttinni webpage will help NP&SP promote the park to Nunavummiut and potential visitors, keep the local community informed of park-related events and opportunities, and support the Division's efforts to bring awareness of parks to Nunavut students and other youth not in school.

As a third recommendation for future consideration, several new communication tools could be added to the park webpage as they are developed. Although not a requirement for the park's Heritage Appreciation Program, these tools would enhance the available online resources for the park and contribute to the park's objectives for heritage appreciation. These tools include:

- **White Papers** are a government or other authoritative report giving information on an issue or topic of interest. It is recommended that NP&SP staff with knowledge of the park prepare white papers on the key issues and heritage appreciation themes for the park. These white papers could be developed over several years and used in conjunction with other public communications activities, such as public presentations.
- **Video content** such as a short park YouTube movie that combines images from the park, the Elder interviews, and possibly other interviews conducted in the park.
- **Online educational materials** developed by NP&SP and its partners.

Some of this content can be completed in-house by NP&SP as capacity allows (e.g. white papers), while the other components simply involve providing online access to materials that NP&SP already has available or will be developing through heritage appreciation-related projects planned for future years.

#### 4.2.2 PARK BROCHURE BOOKLET – YEARS 3-5

As a 'Natural Environment Recreation Park', Agguttinni is required to have a *Park Brochure Booklet*. According to the 2016 Master Plan, marketing materials for Agguttinni, such as a park brochure, should be designed to celebrate the story of the park, encourage visitation to the park and community, and promote Inuit tourism providers.

It is recommended that a brochure booklet be developed to fulfill all requirements, including adequate representation of the park's interpretive theme and sub-themes and other proper messaging/ regulations. The brochure should also be designed and coordinated along with the park signage that will be developed through the framework (proposed above) so that mapping and messaging are consistent and complimentary.

This brochure should be formatted using the existing NP&SP standard booklet brochure template currently in use by other parks (e.g. Iqalugaarjuup Nunanga Territorial Park), and as described by the HA Framework (Section 4.2.3). The brochure should be geared toward residents and visitors, and contain the following content as outlined in the HA Framework:

- Interpretive messages highlighting Inuit culture and heritage, heritage or cultural recreation opportunities, sites of cultural significance, important wildlife areas, Inuit Qaujimagatuqangit on abiotic, biotic, or cultural resources, first-person stories as well as quotes related to the interpretive message.



- Park and territorial regulations related to cultural or heritage resources in the park.
- Where applicable, resource or site-specific mapping for cultural or heritage area.
- Where applicable, visitor use restriction areas or guide required areas, Inuit Owned Land.
- Images, illustrations, maps, and park icons to highlight cultural and heritage significant sites or resources.
- Fun facts.
- Local contact information for Inuit tourism promotion and emergency.

Careful consideration should be made to ensure that the brochure's text is written at a level that is appropriate and understandable for the community, particularly youth.

### 4.2.3 PARK MAP BROCHURE – YEARS 3-5

As a 'Natural Environment Recreation Park', a new Park Map Brochure will be required to fulfill the park's requirements for promotional materials. This map brochure should be geared toward all park visitors and designed as described by the HA Framework (Section 4.2.4), so that it can double as a poster to be hung on walls and in public spaces for longer periods. This visual-driven publication should be available online for download and printed in hard copy form for distribution within the community (e.g. at the Park Office, Wildlife office, hotels, HTO, Hamlet office, airport).

The Park Map Brochure's content should include:

- A strong image/map component on one side and details about the park on the reverse side.
- An inset or detailed travel route/trail map.
- An inset or detailed context map showing the travel route from the community to the park.
- Numerous high-quality images (photographs or illustrations) highlighting Inuit culture and heritage, sites of cultural significance, important wildlife areas, Inuit Qaujimagatuqangit on abiotic, biotic or cultural resources, brief interpretive messages as well as first-person stories and quotes related to the interpretive message.
- Key messaging on how to travel to the park, hiring a guide, safe and sustainable travel, and travel in bear country.
- Regulations around Inuit rights in parks, protecting archaeological resources, camping in the park, non-disturbance of wildlife, and private cabins protocol.
- Park and territorial regulations related to cultural or heritage resources in the park.
- Resource or site-specific mapping for cultural or heritage areas (where applicable).
- Inuit Owned Land boundary and the regulations related to IOL, as well as the permit requirements.
- Emergency Contact Information.

As with other promotional and informational materials produced for the park, care should be taken to ensure that the text is written in a manner that is understandable and useful for the community.

Finally, this new map brochure should be developed as a complimentary series along with the park brochure booklet described above.

### 4.2.4 VISITOR ORIENTATION PACKAGE – 5-6

Agguttinni is a remote area with many natural hazards, potential for bear encounters, and high-risk recreational activities. Careful planning will be the key to a successful and enjoyable park adventure. When travelling through the park, there is always some risk involved and the traveler needs to be self-reliant and responsible for their own safety. Being informed and prepared are essential.

As a safety precaution, registration / de-registration is mandatory for all visitors (except Inuit) to Agguttinni Territorial Park. This includes all cruise ships and private yachts that plan to disembark in the park.

Registration / de-registration will be available at the park office in Clyde River immediately before and after trips into the park. As part of the registration process, all park visitors will be required to watch the orientation presentation *Safe and Sustainable Travel / Polar Bear Safety in Nunavut Territorial Parks*. This audio-visual presentation is an opportunity to reinforce considerations and precautions that visitors should make before entering the park.

As mentioned earlier, the Nunavut Parks website should provide other background information about Agguttinni so that visitors will be well-equipped and prepared well in advance of their arrival in Clyde River.

The orientation package should include:

- Key messages describing the risks associated with the park, how to travel to the park, guide requirements, safe and sustainable travel, and travel in bear country.
- Regulations concerning Inuit rights in parks, camping in the park, non-disturbance of wildlife, trail use, and private cabins protocol.



- Park and territorial regulations related to cultural or heritage resources in the park.
- Identification of recommended hiking routes and information about the hazards of hiking in specific areas
- Information regarding 'Approved Activities' and identification of the locations where specific activities are permitted.
- Resource or site-specific mapping (where applicable).
- Inuit Owned Land boundary and the regulations and permit requirements related to IOL.
- Emergency Contact Information.

A Visitor Code of Conduct will be created to promote sustainable use of the park, respecting Inuit harvesting practices, bear safety and other documents to promote safety in the park.

## 4.3 PUBLIC COMMUNICATIONS

NP&SP currently has three public communications templates designed for news releases and PowerPoint presentations. There are two news release templates: one for newsletters and another for announcements.

The *Newsletter Template* can be used to communicate park information to residents of Clyde River and partner organizations. The newsletter can be delivered to organizations impacted by the park, placed in public locations or in individual mailboxes, and posted on the website. The newsletter may have a variety of applications, such as raising public awareness of a park issue, a project being undertaken in the park, or as a tool to increase awareness about the Kajjausarviit: NP&SP Program or the park's heritage. A copy of this template is provided in the appendix (section 6.3).

The *Announcement Template* can be used to communicate a specific piece of information to the public, such as a public meeting announcement or a safety issue in the park. The announcement will be posted in the community, in the park, on the website, or circulated to the public or partner organizations. A copy of this template is provided in the appendix (section 6.3).

A template for *PowerPoint Presentations* has also been developed for presentations that are given by NP&SP to the public, partner organizations, or committees associated with the park. A sample of this template can be found in the appendix (section 6.3).

These communication templates, once customized for use at Agguttinni, can be used by NP&SP and the CJPMC to fulfill the park's goal and objectives related to communicating with residents of Clyde River and other audiences in order to increase awareness about the park's natural and cultural resources as well as the rules, regulations, and best practices to use when visiting the park.

Specific actions for implementing these templates will be presented in Section 5.



## 4.4 COMMUNITY/CULTURAL EVENTS

As a strategic goal, NP&SP seeks to engage communities in heritage appreciation to ensure that residents and visitors value their parks, gain understanding and knowledge of the territory's natural and cultural heritage and realize tourism benefits associated with the park. To work toward this goal, NP&SP is required to host a community event on an annual basis to increase awareness of individual parks and the Kajjausarviit: Nunavut Parks Program.

As such, the 2016 Agguttinni Master Plan states that NP&SP staff will identify and participate in annual community events that increase awareness of Agguttinni Territorial Park and the Kajjausarviit: Nunavut Parks Program. Community events will encourage engagement with the park's heritage and be promoted as tourism opportunities through the community's Inuit Tourism Strategy.

The success of these types of community events often depends on a substantial volunteer effort from the local community. As such, the need for volunteers should be considered during the early planning phase for any community event. This event should also be linked to the Clyde River Inuit Tourism Strategy, which is discussed later in Section 5.4.2.

### 4.4.1 CELEBRATION OF THE PARK – ANNUALLY

Recently approved by the NJPMC as a community/cultural event, an annual 'Celebration of the Park' Day offers an opportunity to bring awareness of the park to residents of Clyde River and to deliver educational programming that emphasizes the park's cultural significance. Through these activities, the park's goal and objectives for sharing heritage appreciation are realized, and the park's IIBA requirement to host an annual community/cultural event is also achieved.

The scheduling of the event will be determined in consultation with the CJPMC, and would preferably occur at a time of year when the park is safely accessible and community use is high. The primary audience would be the residents of Clyde River, but several secondary audiences (e.g. non-resident park visitors, local outfitters, and guides) would also benefit.

This type of event could be planned in such a way that it would meet some of the educational/interpretive programming requirements for the park and promote tourism through the participation of local guides, outfitters, and other park-related tourism providers. It could also include a radio show component to increase awareness of the park and include residents who are not able to attend the event in person.

To guide the successful planning of this event, Section 5 presents specific actions that NP&SP can take. To aid in the planning of this type of event, a sample schedule and planning templates (previously used by NP&SP for celebrating Canada's 'Parks Day') can also be found in Appendix 6.4.

## 4.5 PARK-SPECIFIC EDUCATION PROGRAMS

The Kajjausarviit: Nunavut Parks Program seeks to engage communities in parks and the protection and celebration of park heritage. Education programs provide an opportunity to bring youth into the parks, bring information about our parks into the classroom, and make information accessible for youth that have left school. The following education initiatives at Agguttinni will support NP&SP in achieving the strategic goal and objectives for park-specific education programs and will advance the park's own goals and objectives for heritage appreciation as described below.

### 4.5.1 IN-PARK EDUCATIONAL PROGRAMS

In-park educational programming provides an opportunity for NP&SP to share both Inuit Qaujimagatuqangit and scientific knowledge with park users through interactive activities in the park. For parks, such as Agguttinni, where access to the park is more difficult, many of these programs can also be offered in the community. If programs are held in the community, they would be best offered in an outdoor setting to help the program's audience feel more connected to the land. Indoor locations may also be used through partnership with other community organizations (e.g. local schools, Hamlet, Ilisaqsivik). Programs can also be offered at the Park Office.

### 4.5.2 LEARN-TO PROGRAM – YEARS 1-10

Through a park-specific "Learn-To" Program at Agguttinni, NP&SP will provide opportunities to connect youth and other audiences to the land and resources of the park through brief educational activities on park-related topics, such as cutting up meat and how waste is disposed. Programs will teach the use and respect for the parts of the animals, and teach traditional stewardship practices (e.g., not to dispose a whale head in the sea). This activity will involve the planning and delivery of two-hour sessions, or longer if needed, in the park or community at set times during the year. All sessions should include a hands-on component to help engage participants.



Advertisement of the “Learn-To” Program sessions will be done through the schools, youth centre, other community centres, radio, and online through social media. This program should also be linked to the Clyde River Inuit Tourism Strategy (discussed later in Section 5.4.2).

These short sessions can also provide an opportunity to engage park users and community members in discussions about some of the park’s management issues that were mentioned earlier (e.g. respect for the environment, protection of natural and cultural resources, safe and sustainable travel).

Additional ideas offered by the Clyde River CJPMC include:

- How to harvest narwhal
- How to respect and use the whole animal and not waste meat
- Value of harvesting: Why harvesting is important
- How to process ptarmigan, rabbit, char, geese
- What the different parts of animals are and how to process/use them
- How to process a sealskin
- Toolmaking

The HAP also recommends learn-to programs for youth that can engage them in park-related recreational activities such as beginner kayaking or rock climbing. By introducing youth to these types of adventure sports, they can learn about the kinds of activities that draw tourists to Agguttinni, as well as park-related guiding opportunities for Inuit in Clyde River.

Successful completion of the “Learn-To” Program kits for Agguttinni will enable NP&SP to offer a scheduled educational program that will engage youth and others with an interest in the park. The establishment of this program in Clyde River will also help NP&SP achieve its strategic objective to support educational objectives for the IIBA through heritage appreciation activities and will support the park goal and objective for heritage appreciation: to share the park’s theme and increase community awareness about the park, its important resources, and various management concerns.



### 4.5.3 IN-PARK CAMPS – ONGOING

In-park camps are another way to bring youth into Agguttinni to learn about heritage resources. According to the park's Master Plan, In-park educational programming should consider heritage and science camps for local residents that can be delivered at one of the group shelters, and Elder and Youth camps that can be delivered at other places of significance within the park. Where feasible, any camp related to and supporting the parks heritage appreciation can be developed and delivered in the park in partnership with other agencies. For example, if another organization, such as Ilisaqsiq, is planning a wellness camp in the park, NP&SP may participate as a contributor. The HA Strategy proposes a staged approach to contributing to in-park camps until such time as the Division can organize their own camps (Section 3.4 of HA Strategy).

NP&SP is especially encouraged to work with partner organizations to develop and support the delivery of an educational camp where the park master or management plan identifies an opportunity for an oral history project, archaeological project, or science camp in the park. For Agguttinni, there will be an opportunity to organize and deliver in-park camps in conjunction with the Archaeological and Oral History 'Special Projects' that will be discussed below in Section 4.6.

The provision of in-park camps at Agguttinni will provide youth with an opportunity to appreciate and learn about the park for an extended period. Through these types of programs, park users will form a connection to the park and increase their awareness of the park's stories, resources, and management challenges.

### 4.5.4 OUTDOOR CLASSROOM – ONGOING

As mentioned earlier, the long distance between the park and community makes it impossible to organize shorter educational programs at the park, so these activities will need to be held in town instead.

Linking with the educational modules for the park, effort should be made to create an "outdoor classroom" atmosphere somewhere in the community (possibly outside of the park office or proposed Ilisaqsiq building), where NP&SP staff and local experts can provide talks about the resources of the park, storytelling by Elders, and Elders teaching specific skills for Clyde River schools and residents. These events could be videotaped as an archive for use online and in the development of promotional or educational materials. In partnership with the school, teachers could lead group classes in grades 7 and 10 in sessions related to the educational modules. Any classroom activity related to and supporting the parks heritage appreciation can be developed and delivered in partnership with school/Department of Education curriculum.

### 4.5.5 EDUCATION MODULES – YEARS 6-10

A long-term goal of the Heritage Appreciation Program is to work with the Department of Education (GN) to prepare curriculum about territorial parks for delivery in all Nunavut schools.

One of the requirements of the NP&SP Heritage Appreciation Program is the development of education materials for delivery through Nunavut schools. The objective of this education program aimed at school-age children is to increase awareness of Nunavut Parks and opportunities for careers related to parks. In the long-term, NP&SP and the Department of Education (GN) will work together to prepare curriculum about parks for delivery to students in grades 4, 7 and 10 in all Nunavut schools, a process that will likely take 10 to 20 years. In the meantime, NP&SP, through partnership with the Department of Education and Department of Culture and Heritage, will develop park-specific, community-driven education resource kits based on a standard model and framework as described in the HA Framework (Section 4.6).

The Framework will be referenced for the development of a teacher's resource kit about Agguttinni to be designed for use by Clyde River schools in grades 7 and 10 as part of the general curriculum, and a special curriculum in archaeology will be developed for grade 11. Students will learn about the park and develop an appreciation of both the cultural and natural heritage of the park by examining its rich history and resources. Students will also learn about park management and the skills required for protecting, preserving, and presenting (through interpretation) the park's natural and cultural resources.

The completion of these actions will advance the park's objective to share the unique story "Agguttinni: Abundant and Unrivaled" and increase awareness about the park and the management of its natural and cultural resources with local youth.

Finally, as mentioned above, NP&SP is also required to develop educational materials specific to grade 4 (see Appendix 3, Table 9, HA Framework). Because these materials may or not be developed by NP&SP during the term of this Agguttinni HAP, they have not been included. Therefore, their future development and implementation will need to be considered for Agguttinni's next heritage appreciation planning cycle.

#### 4.5.6 YOUTH CAREER DEVELOPMENT

NP&SP is obligated by the IIBA to establish and maintain appropriate communication linkages with Quluq School in Clyde River to regularly communicate and update tourism- and parks-related information to students through various media and career fairs.

To help the park achieve this objective, NP&SP will develop an Agguttinni-specific package of information directed at youth in Clyde River to ensure that they have an awareness of parks and park career opportunities. This “Careers in Parks” package will be provided to the high school and shared by NP&SP through career fairs and presentations at the school.

The package will include the following materials:

- An Agguttinni-specific brochure about working in Nunavut’s parks.
- Information about Inuit Benefits and Nunavut’s parks.
- An Interview Guide for Nunavut youth.
- NP&SP Job Descriptions.
- A guide on how to apply for jobs with NP&SP.
- A short quiz to assess an individual’s compatibility for working in parks.
- A Clyde River-specific “Careers in Parks” PowerPoint Presentation.

The Clyde River CJPMC has approved this career package in principle, but it has yet to be implemented. The Heritage Appreciation Action Plan for Agguttinni (Section 5) provides recommended actions to help NP&SP ensure these materials are used regularly and effectively to engage youth as required.





## 4.6 SPECIAL PROJECTS

To continue gathering information and Inuit Qaujimajatuqangit about the park, the Agguttinni Master Plan and Management Plan have outlined several “Special Projects” to be phased in over time based on the available capital budget and approved CJPMC annual work plans. These projects, some of which are summarized below, all have the potential to contribute in some way to the park’s Heritage Appreciation Program, either by providing additional information about the park’s cultural resources or by creating tools that can be used to share the heritage of the park.

### 4.6.1 ORAL HISTORY PROJECT – YEARS 1-2 AND 3-4

The Master Plan prioritizes oral history projects to document the knowledge of elders and others on the history and traditional knowledge associated with high community use and tourism areas in Agguttinni. The primary goal is to use these oral histories to develop the park’s interpretive program.

Oral history interviews for Agguttinni can explore the park theme through a variety of topics, including but not limited to the seasonal usage of the park’s resources in the present and past, wildlife species, harvesting methods, uses of each species, historic occupation of the areas within the park, legends and stories, and accounts of the quality of daily life when people lived at Agguttinni, and IQ related to safe travel practices. The resulting Interpretive stories should be told through first person oral histories from Clyde River residents and use the park’s theme.

As per the IIBA oral histories shall include local elders and, where possible, visits to the park. Oral history should always be videotaped and transcribed. Oral History Projects must also be conducted in conjunction with any Archaeological Sites Special Projects that take place in the park.

Community consultations for the HAP identified a valuable partnership opportunity between NP&SP and Ittaq (the heritage and research arm of Ilisaqsivik) due to their interest and ability to assist in, or possibly lead, oral history projects related to the park. For nearly 25 years, Ittaq has collected oral history of the area around Clyde River, including stories, placenames, and other information related directly to the park landscape. They maintain a digital atlas and have hours of interview tapes and transcripts in their archives, including those of Elders who are no longer living. As such, the HAP recommends that any oral history work first include an assessment of what knowledge is already held by Ittaq, prior to conducting any new interviews. As such, new oral history documentation can focus on gaining “new” knowledge (that has not been previously recorded) to fill in any gaps that are identified.

The completion of this oral history special project will provide NP&SP with additional information that can be used to promote the park and NP&SP Program and increase awareness of the significance of the park and its resources for residents of Clyde River. Oral history collection at Agguttinni will also contribute to the understanding and knowledge around the park’s theme “Agguttinni – Abundant and Unrivaled” to enhance the interpretive content for the park.

### 4.6.2 ARCHAEOLOGICAL SURVEY AND BURIAL SITES PROJECT – YEARS 1-2, 3-4, AND 5-10

Through partnerships with the GN Department of Culture and Heritage and Inuit Heritage Trust, archaeological research at Agguttinni will continue the data collection and understanding of cultural resources so that these sites can be monitored and protected for any change or impacts in the future, and potentially included in the park’s Heritage Appreciation Program.

The Master Plan (Section 5.1.7 describes three projects to survey archaeological and burial sites in the park. These surveys are planned for locations associated with proposed infrastructure and development zones, areas to be used for tourist camping sites, and other areas in the park to be identified by the CJPMC in the future.

In the summer of 2021, an archaeological survey was conducted to document the heritage resources near each proposed shelter location, and to ensure that the development locations were an adequate distance from the identified features. The work was completed by an accredited archaeologist under the guidance of the CJPMC.

Future surveys will provide NP&SP with an opportunity to expand on this knowledge and to deliver the grade 11 education modules and in-park camps (discussed earlier). As per the IIBA, Archaeological Sites Special Projects will be undertaken with input from the CJPMC and local elders, and opportunities for local participation of local Inuit field students for all research projects in the park. Additionally, if artefacts must be removed from the park at any time for safe keeping (during survey work or otherwise), efforts must be made to obtain replicas for use in the Heritage Appreciation Program.

As with the oral history project mentioned above, the collection of knowledge around the cultural significance of Agguttinni has the potential to enhance the interpretive content for the park’s Heritage Appreciation Program and theme.

### 4.6.3 TRAVEL ROUTE MAPPING – YEARS 3-4 AND 5-6

As another Special Project, the Master Plan recommends continuing to collect GPS data for snowmobile, hiking, skiing, and other travel routes through Agguttinni, with priority given to any routes that occur in the vicinity of cultural sites of significance and would be the focus of tourism travel routes. Camping sites along the travel routes would also be identified, as well as travel distances and potential public safety hazards in every season.

This travel route mapping can enhance interpretive content that features park maps and messaging about safe and sustainable travel.



## 4.7 INTERPRETIVE TRAINING TOOLS

According to the Agguttinni 2016 Master Plan, all non-beneficiary park users (individual or group visitors) are required to travel in Agguttinni with an outfitter licensed in Nunavut. If the outfitter is not a resident of Clyde River, then the outfitter must hire a local guide to support the excursion. All cruise ship and yacht landing parties must also be accompanied by a local guide.

NP&SP staff will encourage Inuit outfitters and guides in Clyde River to provide park tours, and support their requirements through the Inuit Tourism Strategy and other park-specific training programs. Tourism opportunities include business travelers, adventure travelers, eco-tourists, and cultural tourists that could come from the community to the park either snowmobile, ATV, or boat, or enter the park on skis or on foot.

To support this initiative, tools must be developed through the Heritage Appreciation Program for use by local tourism operators, such as an interpretive script, suggested sites of cultural significance to visit, and suggested interpretive activities. The following actions will help NP&SP and the CJPMC achieve the desired outcomes for park interpretation.

### 4.7.1 AGGUTTINNI INTERPRETIVE SCRIPT – YEARS 3-5

According to the HA Framework, interpretative scripts should be prepared for local outfitters and guides to reference when a park master plan identifies the need for park interpretation. Resources that support the inclusion of appropriate and accurate heritage appreciation messaging in the materials, activities, and presentations of local outfitters, guides and tourism operators, should be used and referenced in the park-specific interpretative script.



For Agguttinni, the script should highlight important stories and legends, places and resources of significance, and the cultural connection of local Inuit to the park landscape. Reference to other tourism opportunities and local Inuit Tourism Providers should also be included where applicable.

The development of this specialized tool for use by Inuit tourism providers, business operators and park staff in Clyde River will help NP&SP achieve the park's vision to share the theme "Agguttinni – Abundant and Unrivaled" with a variety of audiences, create community benefits through tourism opportunities, and provide visitors with a safe and positive experience in the park and in the community.

#### 4.7.2 PARK-SPECIFIC INTERPRETIVE TRAINING – YEARS 3-5

To further support NP&SP in providing park-related services, an annual interpretive training program should be offered to NP&SP staff, local tour operators, and outfitters. This training would serve as an orientation to educate new and returning NP&SP summer staff about the special features and history of the park and park regulations. It would also provide an introduction to the park for new operators and a refresher for established guides. A park orientation session also provides NP&SP with an annual opportunity to share updates on the park such as management directives or issues that might affect operators' services.

As a component of this training program, participants could be invited to participate in the Community/Cultural Events discussed earlier in Section 4.4, which would provide an opportunity for them to practice their park interpretive skills and a chance for tourism-related businesses to promote their services. The Agguttinni Management Plan includes a budget for heritage appreciation and interpretation training for staff (\$1,000 per person, per year). Any actions in this category should be linked to the Clyde River Inuit Tourism Strategy.

### 4.8 ANNUAL STUDENT AWARD

Per the IIBA for Territorial Parks, NP&SP is committed to delivering an Annual Award to high school students who are top achievers in a park-related field of studies:

*Nunavut Parks will communicate with the local high school to nominate a student for this annual award. If the local high school does not have a park-related field of studies, Aulajaaqtut studies will be used. This award should be presented at the annual Parks Day event or at the school's year-end ceremony.*

A high school student in Clyde River will receive a Park Award from the Clyde River CJPMC for excellence in park-related academic topics.



## 4.9 UPDATES TO THE PARK'S IMAGE, VIDEO AND DOCUMENT COLLECTION

This section identifies the various image, video, and document resources that are currently needed to support the actions of this Plan.

### 4.9.1 PARK IMAGE DATABASE – TBD

The HA Framework identifies the need for NP&SP to develop image databases for each park that contain high-quality, professionally commissioned images suitable for marketing Nunavut Parks.

As a new park, the image database for Agguttinni primarily contains photos that were taken during preliminary park feasibility work and data collection for the park inventory. As such, NP&SP will need to supplement the park's image database with content and imagery related to the theme "Agguttinni – Abundant and Unrivaled" that can be used to support continued development of the park's Heritage Appreciation Program. This includes high-quality photographs of the park that can be used in interpretive and marketing materials, particularly photos of the park in all seasons, photos of the community use of the park, and photos of the tourism attractions of the park. Archival photos can also be researched and purchased through the Library and Archives Canada.

Following the development and installation of new park infrastructure, an additional series of high-quality photographs featuring Agguttinni's facilities and amenities should be taken to update the park's photo collection and marketing initiatives.

Completing these actions will help NP&SP meet the strategic goal for public communications, and specifically, the objective to update park-specific tools in compliance with completed interpretive plans. Updating the park image database will benefit all audiences through the subsequent production of heritage appreciation materials (brochures, online, educational) that feature stunning images of the park landscape, park services and amenities, and people enjoying the park.

### 4.9.2 WEB-BASED VIDEO – ONGOING

Web-based video (e.g., YouTube) is a product that can be broadcast on the park's website, linked to the Clyde River Tourism Strategy, displayed in the Park Office and Visitor Service Centre, and used in educational programs for youth who are in or out of school. As such, one video can serve several objectives to meet the needs of multiple audiences in Agguttinni's Heritage Appreciation Program.

As mentioned earlier in Section 4.6, the Agguttinni Master Plan and Management Plan mentions the collection of the park's oral history, which could include the videotaping of Elder interviews to share with the public.

Other activities that NP&SP organizes for the park, such as archaeological projects, camps, special presentations, or people using the park, can also be recorded and edited into short web-based video to promote park activities, stories/themes, and other important information to all park audiences through a variety of media (e.g. online, school presentations, job fairs, community events). Park-related video content may also be available through Ilisaqsivik (Ittaq).

### 4.9.3 BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE – TBD

To aid in the organization and future collection of the park's HA-related resources, NP&SP should work to develop a *Bibliographic Guide to the Document and Photograph Archive for Agguttinni*. This catalogue should be developed to identify park-related documents, digital images, and archival material that are either held in the NP&SP database or available from an archival institution. Once developed, this tool can be used by park staff or contractors to easily find specific information, documentation, or visual resources related to the park. A sample bibliographic guide can be found in the Appendix (section 6.12).



















# 5 AGGUTTINNI HERITAGE APPRECIATION IMPLEMENTATION

*This section provides two action plans and a checklist that will aid NP&SP in working towards the long-range and annual goals that are desired for the park’s Heritage Appreciation Program. This section also discusses the requirements and responsibilities for HAP implementation as well as recommendations for monitoring and evaluation of the park’s Heritage Appreciation Program.*

## 5.1 ACTIONS REQUIRED TO COMPLETE AGGUTTINNI’S HERITAGE APPRECIATION PROGRAM

The following table corresponds to the “one-time” activities and actions outlined previously in Section 4, such as the creation of infrastructure, materials, or educational programs. It sets target dates and budgets and provides details and requirements that are necessary for the successful implementation of these actions. These actions should be reviewed by NP&SP on a yearly basis to ensure that they are considered for inclusion in annual work plans and budgets.

## 5.2 IMPLEMENTATION OF RECURRING HERITAGE APPRECIATION PROGRAMS

The following table outlines the delivery requirements for “annually recurring” activities and programs that will help NP&SP fulfill the goals and objectives of the park’s Heritage Appreciation Program. This list of activities and programs should be reviewed by NP&SP on yearly basis to ensure that they are appropriately addressed in the annual work plan and budget.







Table 8: One-time activities and actions required to complete Agguttinni’s Heritage Appreciation Program

HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Park Entrance Sign – Kogalu River (two locations: Site 13 and 14)	<ul style="list-style-type: none"><li>Large Entry Sign (E2)</li></ul>	Year 1-2	<ul style="list-style-type: none"><li>Large Entry Sign = \$10,000 per sign</li><li>Shipping &amp; Installation = \$5,000 per sign</li></ul>	\$30,000	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 4.2.3, 5.1</li><li>Mgmt Plan: 2.2.4.1, 2.8</li></ul>	<ul style="list-style-type: none"><li>NP&amp;SP Signage Manual</li><li>Shipping assumes access by snowmobile/ATV</li><li>The locations are IOL.</li></ul>	
Signage at Shelter – Site 12	<ul style="list-style-type: none"><li>Wall mounted sign (PF05A or PF05B)</li></ul>	Year 1-2	<ul style="list-style-type: none"><li>Wall mounted sign = \$2,000</li><li>Shipping and Installation = \$500</li></ul>	\$2,500	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 4.2.3, 5.1</li><li>Mgmt Plan: 2.8</li></ul>	<ul style="list-style-type: none"><li>NP&amp;SP Signage Manual</li><li>Shipping assumes boat access to the location</li></ul>	
Archaeological Sites Project and Burial Sites Project (combine) – Priority 1	<ul style="list-style-type: none"><li>Locations associated with all infrastructure development sites.</li></ul>	Year 1-2	Multi-year Project <ul style="list-style-type: none"><li>Year 1 = \$100,000</li><li>Year 2 = \$100,000</li></ul>	\$200,000	<ul style="list-style-type: none"><li>HAP: 4.6.2</li><li>Master Plan: 1.4, 4.1.1, 4.3, 5.1</li><li>Mgmt Plan: 1.5, 2.4, 2.7, 3.1, 3.3.2</li></ul>	<ul style="list-style-type: none"><li>Archaeology and Burial Sites projects could be undertaken in partnership with the Dept. of Culture and Heritage and IHT (as noted in the master plan)</li></ul>	
Oral History Project – Priority 1	<ul style="list-style-type: none"><li>Elder video interviews and transcripts</li><li>High community use and tourism areas in Agguttinni</li></ul>	Year 1-2	One-year Project <ul style="list-style-type: none"><li>\$50,000</li></ul>	\$50,000	<ul style="list-style-type: none"><li>HAP: 4.6.1</li><li>Master Plan: 1.4, 4.1, 4.3, 5.1</li><li>Mgmt Plan: 1.5, 2.4, 3.1</li></ul>	<ul style="list-style-type: none"><li>Oral History projects could be undertaken in partnership with the Ittak Heritage Society of Clyde River (as noted in the master plan)</li></ul>	
Signage at Shelter – Site 8	<ul style="list-style-type: none"><li>Wall mounted sign (PF05A or PF05B)</li></ul>	Year 3	<ul style="list-style-type: none"><li>Wall mounted sign = \$2,000</li><li>Shipping and Installation = \$500</li></ul>	\$2,500	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 4.2.3, 5.1</li><li>Mgmt Plan: 2.8</li></ul>	<ul style="list-style-type: none"><li>NP&amp;SP Signage Manual</li><li>Shipping assumes boat access to the location</li></ul>	
Signage at Shelter – Site 5	<ul style="list-style-type: none"><li>Wall mounted sign (PF05B)</li></ul>	Year 3	<ul style="list-style-type: none"><li>Wall mounted sign = \$2,000</li><li>Shipping and Installation = \$500</li></ul>	\$2,500	<ul style="list-style-type: none"><li>HAP: 4.1</li><li>Master Plan: 4.2.3, 5.1</li><li>Mgmt Plan: 2.8</li></ul>	<ul style="list-style-type: none"><li>NP&amp;SP Signage Manual</li><li>Shipping assumes boat access to the location</li></ul>	
Archaeological Sites Project and Burial Sites Project (combine) – Priority 2	<ul style="list-style-type: none"><li>All travel passes and coastal areas to be used for tourist camping sites</li></ul>	Year 3-4	Multi-year Project <ul style="list-style-type: none"><li>Year 1 = \$100,000</li><li>Year 2 = \$100,000</li></ul>	\$200,000	<ul style="list-style-type: none"><li>HAP: 4.6.2</li><li>Master Plan: 1.4, 4.1.1, 4.3, 5.1</li><li>Mgmt Plan: 1.5, 2.4, 2.7, 3.1, 3.3.2</li></ul>	<ul style="list-style-type: none"><li>Archaeology and Burial Sites projects could be undertaken in partnership with the Dept. of Culture and Heritage and IHT (as noted in the master plan)</li></ul>	
Oral History Project – Priority 2	<ul style="list-style-type: none"><li>Elder video interviews and transcripts</li><li>Ongoing projects to document the oral history of Agguttinni – based on CJPMC priority areas</li></ul>	Year 3-4	Multi-year Project <ul style="list-style-type: none"><li>\$20,000 per year per project</li></ul>	\$60,000	<ul style="list-style-type: none"><li>HAP: 4.6.1</li><li>Master Plan: 1.4, 4.1, 4.3, 5.1</li><li>Mgmt Plan: 1.5, 2.4, 3.1</li></ul>	<ul style="list-style-type: none"><li>Class D Estimates</li><li>Cost estimate is determined by scope of work</li></ul>	



HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
<b>Travel Route Mapping – Priority 1</b>	<ul style="list-style-type: none"> <li>Travel passes: Caribou Pass; Atagulisaktalik (Revoir Pass); Stewart Valley.</li> </ul>	Year 3-4	One-year project <ul style="list-style-type: none"> <li>\$100,000</li> </ul>	\$100,000	<ul style="list-style-type: none"> <li><i>HAP: 4.6.3</i></li> <li><i>Master Plan: 1.4, 4.1, 4.3, 5.1</i></li> <li><i>Mgmt Plan: 2.7, 2.9.1</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> </ul>	
<b>Website</b>	<ul style="list-style-type: none"> <li>Develop new content in keeping with the 2016 Master Plan and park theme</li> <li>Addition of supplemental tools (e.g., library, links, image gallery)</li> <li>Addition of new content as it is developed (e.g., white papers, videos, education modules)</li> </ul>	Year 3-5	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	TBD	<ul style="list-style-type: none"> <li><i>HAP: 4.2.1</i></li> <li><i>Master Plan: 4.3</i></li> <li><i>Mgmt Plan: 3.1, 4.3, 3.5</i></li> <li><i>HA Strategy: 3.5</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> <li><i>Should be completed as soon as possible</i></li> <li><i>Development and addition of new online tools should be completed as/when possible</i></li> </ul>	
<b>Inuit Tourism Strategy for Clyde River and Agguttinni</b>	<ul style="list-style-type: none"> <li>Planning and consultation</li> </ul>	TBD			<ul style="list-style-type: none"> <li><i>HAP: 5.4.2</i></li> <li><i>Master Plan: 4.4, 4.6.2</i></li> <li><i>Mgmt Plan: 3.5, 4.1, 4.3</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP staff and CJPMC to complete</i></li> </ul>	
<b>Outfitter Training Materials, Interpretive Kits, and Promotional Materials</b>	<ul style="list-style-type: none"> <li>Development of park-specific interpretive script and training program for park staff and tourism operators in Clyde River</li> </ul>	Year 3-5	<ul style="list-style-type: none"> <li>Development and fabrication = \$10,000</li> <li>Training and promotion = \$10,000</li> </ul>	\$20,000	<ul style="list-style-type: none"> <li><i>HAP: 4.7.1</i></li> <li><i>Master Plan: 4.6.2</i></li> <li><i>Mgmt Plan: 3.1, 4.3, 3.5</i></li> <li><i>HA Framework: 4.5.3</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> </ul>	
<b>Park Booklet Brochure</b>	<ul style="list-style-type: none"> <li>Content development, design and printing</li> </ul>	Year 3-5	<ul style="list-style-type: none"> <li>Development = \$8000</li> <li>Printing run of \$500 copies = \$2000</li> </ul>	\$10,000	<ul style="list-style-type: none"> <li><i>HAP: 4.2.2</i></li> <li><i>Master Plan: 4.3</i></li> <li><i>Mgmt Plan: 3.2.1.1, 3.1, 4.3, 3.5</i></li> <li><i>HA Framework: 4.2.3</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> <li><i>Updates to the Park Image Database may be required prior to developing the park brochure</i></li> </ul>	
<b>Park Map Brochure</b>	<ul style="list-style-type: none"> <li>Content development, design and printing</li> </ul>	Year 3-5	<ul style="list-style-type: none"> <li>Development: \$3,000</li> <li>Printing run of \$500 copies: \$15,000</li> </ul>	\$18,000	<ul style="list-style-type: none"> <li><i>HAP: 4.2.3</i></li> <li><i>Master Plan: 4.3</i></li> <li><i>Mgmt Plan: 3.1, 4.3, 3.5</i></li> <li><i>HA Framework: 4.2.4</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> <li><i>Updates to the Park Image Database may be required prior to developing the park map brochure</i></li> </ul>	
<b>Trail Markers – Travel Passes: Caribou Pass, Atagulisaktalik (Revoir Pass), Stewart Valley</b>	<ul style="list-style-type: none"> <li>Floating base “walk around pylon” markers (see specifications)</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>8 Markers @ \$500 each = \$4,000</li> <li>Shipping and Installation = \$1,000</li> </ul>	\$5,000	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Assumes installation to be completed by NP&amp;SP Agguttinni staff</i></li> </ul>	
<b>Signage at Shelter – Site 11</b>	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Shipping assumes boat access to the location</i></li> </ul>	

HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Signage at Shelter – Site 4	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Shipping assumes boat access to the location</i></li> </ul>	
Visitor Orientation Package	<ul style="list-style-type: none"> <li>Visitor information to be made available on-line</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>N/A</li> </ul>	N/A	<ul style="list-style-type: none"> <li><i>HAP: 4.2.4</i></li> <li><i>Master Plan: 4.5</i></li> <li><i>Mgmt Plan: 3.1, 3.2.1.1, 3.2.2, 3.3.3, 3.5, 5.2</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> </ul>	
Signage at Shelter – Site 9	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Shipping assumes boat access to the location</i></li> </ul>	
Signage at Shelter – Sites 10 and 15	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>2 Wall mounted signs @ \$2,000 = \$4,000</li> <li>Shipping and Installation = \$1,000</li> </ul>	\$5,000	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Shipping may require helicopter to access location</i></li> <li><i>Class D estimate</i></li> </ul>	
Trail Markers – Trail from Clyde River to Kogalu River-Ravenscraig Harbour	<ul style="list-style-type: none"> <li>Floating base “walk around pylon” markers (see specifications)</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>3 Markers @ \$500 each = \$1,500</li> <li>Shipping and Installation = \$1,000</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li><i>HAP: 4.1</i></li> <li><i>Master Plan: 4.2.3, 5.1</i></li> <li><i>Mgmt Plan: 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Assumes installation to be completed by NP&amp;SP Agguttinni staff</i></li> </ul>	
Travel Route Mapping – Priority 2	<ul style="list-style-type: none"> <li>Trail from Clyde River to Kogalu River-Ravenscraig Harbour.</li> </ul>	Year 5-6	<ul style="list-style-type: none"> <li>One-year project = \$20,000</li> </ul>	\$20,000.00	<ul style="list-style-type: none"> <li><i>HAP: 4.6.3</i></li> <li><i>Master Plan: 1.4, 4.1, 4.3, 5.1</i></li> <li><i>Mgmt Plan: 2.7, 2.9.1</i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>This location is IOL.</b></i></li> <li><i><b>Project to be delivered by NP&amp;SP</b></i></li> </ul>	
Archaeological Sites Project and Burial Sites Project (combine) – Priority 3	<ul style="list-style-type: none"> <li>Ongoing projects to document locations in Agguttinni – based on CJPMC priority areas</li> </ul>	Year 5-10	<ul style="list-style-type: none"> <li>Multi-year Project = \$50,000 per year per project</li> </ul>	\$300,000.00	<ul style="list-style-type: none"> <li><i>HAP: 4.6.2</i></li> <li><i>Master Plan: 1.4, 4.1.1, 4.3, 5.1</i></li> <li><i>Mgmt Plan: 1.5, 2.4, 2.7, 3.1, 3.3.2</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Class D Estimates</i></li> <li><i>Cost estimate is determined by scope of work and location of project</i></li> </ul>	



HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Education Modules	<ul style="list-style-type: none"> <li>Teacher education kits and online resource materials</li> <li>General content for K to 12 grades, and NAC.</li> <li>Specific content for Grade 7, 10 &amp;11</li> </ul>	Year 6-10	<ul style="list-style-type: none"> <li>K to 12 = \$45,000</li> <li>Grade 7 modules = \$35,000</li> <li>Grade 10 modules = \$30,000</li> <li>Grade 11 modules = \$25,000</li> </ul>	\$135,000	<ul style="list-style-type: none"> <li>HAP: 4.5.5</li> <li>Master Plan: 4.3</li> <li>Mgmt Plan: 1.6.2, 3.1, 4.3, 3.5</li> </ul>	<ul style="list-style-type: none"> <li>Project will include Agguttinni-specific and general content.</li> <li>Through partnership with the GN Dept. of Education and Dept. of Culture and Heritage.</li> <li>Cost Estimates are Class D</li> </ul>	
Signage at Shelter – Site 2	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 7-8	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>HAP: 4.1</li> <li>Master Plan: 4.2.3, 5.1</li> <li>Mgmt Plan: 2.8</li> </ul>	<ul style="list-style-type: none"> <li>NP&amp;SP Signage Manual</li> <li>Shipping assumes boat access to the location</li> </ul>	
Signage at Shelter – Site 6	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 7-8	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>HAP: 4.1</li> <li>Master Plan: 4.2.3, 5.1</li> <li>Mgmt Plan: 2.8</li> </ul>	<ul style="list-style-type: none"> <li>NP&amp;SP Signage Manual</li> <li>Shipping assumes boat access to the location</li> </ul>	
Signage at Shelter – Site 7	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 9-10	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>HAP: 4.1</li> <li>Master Plan: 4.2.3, 5.1</li> <li>Mgmt Plan: 2.8</li> </ul>	<ul style="list-style-type: none"> <li>NP&amp;SP Signage Manual</li> <li>Shipping assumes boat access to the location</li> </ul>	
Signage at Shelter – Site 3	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 9-10	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>HAP: 4.1</li> <li>Master Plan: 4.2.3, 5.1</li> <li>Mgmt Plan:</li> </ul>	<ul style="list-style-type: none"> <li>NP&amp;SP Signage Manual</li> <li>Shipping assumes boat access to the location</li> </ul>	
Signage at Shelter – Site 1	<ul style="list-style-type: none"> <li>Wall mounted sign (PF05B)</li> </ul>	Year 9-10	<ul style="list-style-type: none"> <li>Wall mounted sign = \$2,000</li> <li>Shipping and Installation = \$500</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>HAP: 4.1</li> <li>Master Plan: 4.2.3, 5.1</li> <li>Mgmt Plan: 2.8</li> </ul>	<ul style="list-style-type: none"> <li>NP&amp;SP Signage Manual</li> <li>Shipping assumes boat access to the location</li> </ul>	
Updates to Park Image Database	<ul style="list-style-type: none"> <li>Professional photos of park</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Professional Photographer = TBD</li> </ul>		<ul style="list-style-type: none"> <li>HAP: 4.9</li> <li>HA Strategy: 3.5</li> </ul>	<ul style="list-style-type: none"> <li>Project to be delivered by NP&amp;SP</li> <li>Completion of this action is recommended after new park infrastructure is completed</li> </ul>	

\* All Cost Estimates are ‘Class C’ except where indicated.

Table 9: Annually recurring actions and activities under Agguttinni’s Heritage Appreciation Program

HAP ACTION	DESCRIPTION	IMPLEMENTATION TIMEFRAME	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS
Public Communications	Use of the park’s communication templates, radio, or social media to announce events and meetings or messages about park management issues	As/when applicable or required	HAP: 4.3 Master Plan: 4.3 Mgmt Plan: 1.6.2, 3.1, 3.2, 3.3, 3.5	<ul style="list-style-type: none"><li>• To be delivered by NP&amp;SP</li><li>• Newsletters and announcements will need to be created to address the ongoing park management issues described in the management plan and HAP</li><li>• NP&amp;SP will need to establish a protocol for issuing official notices to ensure consistency across the territory</li><li>• NP&amp;SP &amp; the Clyde River CJPMC will also need to establish a protocol for issuing messages that the CJPMC may want to disseminate</li></ul>
Celebration of the Park Event	Planning and hosting an annual Celebration of the Park day to coincide with the most popular time for community use of the park.	Annually	HAP: 4.4.1 Mgmt Plan: 3.5, 4.3 HA Strategy: 3.3	<ul style="list-style-type: none"><li>• Project to be delivered by NP&amp;SP and may be adapted from existing Parks Day programming</li><li>• Manager Parks: Heritage Appreciation to provide support or information to the local tourism coordinator or individual responsible for the community event as required</li><li>• Should be planned to benefit residents, visitors</li><li>• Includes promoting the community, providing park information to share with residents and visitors attending the community event, and assistance in planning the community event</li><li>• Must include cultural components (e.g. Learn-to Program sessions, interpretive presentations, etc.)</li><li>• To be scheduled in consultation with CJPMC</li></ul>
“Learn-to” Program	Brief educational sessions used to teach topics that are relative to the park and its resources	Regularly scheduled during park season	HAP: 4.5.2 Master Plan: 4.3 Mgmt Plan: 1.6.2, 3.1, 3.5, 4.1, 4.3 HA Strategy: 3.4	<ul style="list-style-type: none"><li>• Should be advertised through the schools, Youth Centre, radio, community centres, and social media</li><li>• Can be delivered in conjunction with other activities and programs such as Community Events (Celebration of the Park), school presentations, in-park camps</li><li>• \$3,000 per year for development, materials and implementation</li></ul>
Park Office Programs and Materials	Implementation of park-related Elder programs; school programs; visitor programs.	Annually	Mgmt Plan: 4.3	<ul style="list-style-type: none"><li>• Project to be delivered by NP&amp;SP</li><li>• \$2,000 per year for development, materials and equipment</li></ul>
In-Park Camps	To provide in-park camp experiences for local students and Youth (Inuit Qaujimajatuqangit science camps)	As/when applicable	HAP: 4.5.3 Master Plan: 4.3 Mgmt Plan: 1.6.2, 3.5 HA Strategy: 3.4	<ul style="list-style-type: none"><li>• To be delivered through partnership with other organizations (e.g., schools, Inuit Heritage Trust)</li><li>• Can be used for any educational events or programs that can benefit from an in-park camp component</li></ul>
Park-Specific Interpretive Training	To provide annual training on interpretation and park management updates	Annually	HAP: 4.7.2 Master Plan: 4.6.2 Mgmt. Plan: 3.1, 3.5, 4.3	<ul style="list-style-type: none"><li>• For NP&amp;SP staff, local Inuit tourism operators</li></ul>
Youth Career Development	To develop partnerships with Clyde River schools’ teachers and principals to share information about Nunavut Parks, and provide information to students about careers in parks, Kajjausarviit: Nunavut Parks Program, and the resources of their local park	Annually	HAP: 4.5.6 Master Plan: 4.6 Mgmt Plan: 3.5, 4.2.3 HA Strategy: 3.4 IIBA: 6.1.1	<ul style="list-style-type: none"><li>• “Careers” information package should be distributed to local schools (high school, Arctic College), along with other park brochures and interpretive materials that are developed for the park.</li><li>• NP&amp;SP staff in Clyde River should attend at least one career/job fair annually and conduct a school visit to explain parks-related jobs, career, and business opportunities to students.</li></ul>
Student Award	Annual Regional Award for secondary school students who are top achievers in a parks-related field of study	Annually	HAP: 4.8 Mgmt Plan: 3.5 IIBA: 6.2.1	<ul style="list-style-type: none"><li>• Contact high school to identify the student who is the top achiever</li><li>• Present award on Celebration of the Park Day or school year-end ceremony</li></ul>





## 5.3 CHECKLIST FOR ANNUALLY RECURRING HA SCHOOL OUTREACH

NP&SP staff can use this checklist to ensure that a consistent approach is followed for annually recurring outreach initiatives and requirements related to the park's Heritage Appreciation Program.

Prior to the beginning of each school year, NP&SP staff should arrange to meet with high school administrators to:

- Determine how many students will be attending school for the given school year, specifically in grades that will be targeted for HA presentations and programs.
- Discuss potential opportunities for in-park camps that can be planned in conjunction with the school's Career Technologies Studies (CTS) week, or any special projects (e.g., archaeology or other research) scheduled for the park.
- Determine if the school's career counselor has enough copies of career brochures and other printed materials as required.
- Inquire about career and science / heritage fairs planned for the school year and request to participate.
- Explore opportunities to offer special presentations related to careers in parks and other park-related topics during the school year.
- Encourage the schools to use the park as an outdoor classroom.

## 5.4 REQUIREMENTS AND RESPONSIBILITIES FOR IMPLEMENTATION

### 5.4.1 PARTNERSHIPS FOR PROGRAM DEVELOPMENT AND DELIVERY

The success of a park's heritage appreciation program depends on partnerships. The HA Strategy identifies NP&SP's partners and the strategic goal of building partnerships in heritage appreciation to identify opportunities for collaboration and partnership, strengthen current partnerships, and define the key heritage appreciation goals that can be achieved through partnerships.

For example, in Clyde River:

- Partnership with the Clyde River CJPMC will help ensure that the park's Heritage Appreciation Program is planned and developed in the best interests of the community.
- Partnerships with local tourism providers (guides, outfitters, others) will help ensure that park interpretive messages are shared and that park-related tourism benefits are realized in the community.
- Partnership with the hamlet and community organizations will aid NP&SP in the successful delivery of community events, such as Celebration of the Park Day.
- Partnerships with community heritage organizations, such as Ilisaqsivik (Ittaq), can ensure that the collection and sharing of oral history, interpretive messages, and other park-related knowledge directly benefits the community.
- Partnerships and communication linkages with Clyde River schools ensure that students are engaged in park heritage appreciation and aware of park-related career opportunities and that teachers have access to learning materials related to the park.

These partnerships help to ensure that that planning, development, and delivery of park-specific heritage appreciation programs are done in ways that are meaningful to Inuit and beneficial to the community and audiences for which the program is intended.

### 5.4.2 CLYDE RIVER INUIT TOURISM STRATEGY

As a requirement of the IIBA (Article 4), the Government of Nunavut will be developing Inuit tourism strategies in communities that have a nearby park. These tailor-made tourism strategies will effectively capture and improve upon a variety of park-related tourism products that are specific to each community, such as hospitality, accommodation, and heritage programs and interpretation. For Clyde River, this will involve making the most of tourism-related opportunities at Agguttinni Territorial Park to help stimulate local tourism development and support the needs of Community-Based Sustainable Tourism Stakeholders. Park-related tourism services will consider planning, development, and training for outfitting, guiding, logistical support, contracting, product promotion and sales, program delivery, and special projects.

The park is an essential part of Clyde River's tourism potential, and the park's Heritage Appreciation Plan can directly inform the community's tourism strategy by: (1) providing a list of park events and interpretive activities offered in the community/park, and (2) identifying training needs specific to providing park interpretation to tourists.

To support the development of a local tourism initiative, information about the community should be included on the Park's web



site and in marketing literature, taking the community's vision for tourism into account. The Master Plan also recommends that the Clyde River/Agguttinni Inuit Tourism Strategy include an assessment of the training needs for Inuit Tourism Providers. The purpose of the training needs assessment would be to review the current capacity and identify training needs. The assessment should address the business skills and training required for all areas identified in IIBA Article 4.4.3, and in addition, it should assess the requirements for safe and sustainable travel, search and rescue, Heritage Appreciation program delivery, and tourism service delivery (e.g. outfitting, guiding) for the visitor groups and activities identified in this plan.

The interconnections between the Clyde River Inuit Tourism Strategy and the park's Heritage Appreciation Program have been identified (where applicable) throughout the Agguttinni HAP.

### 5.4.3 INUIT CONTRACTING AND BUSINESS OPPORTUNITIES

There will be incentives for Inuit and local businesses for park-related contracts per the policy for Government of Nunavut and park-specific contracting. For example, The Master Plan's recommended zoning states that non-Inuit visitors should use Inuit outfitters in the park, and requires non-beneficiaries to be guided in special management zones in the park and on Inuit Owned Lands. The Inuit Tourism Training Programs for Agguttinni will address the requirements to develop and support Clyde River's Inuit outfitters and guides. All of the actions in the implementation plan offer Inuit contracting and business opportunities in construction contracting, shipping of materials, installation, and special project completion.

### 5.4.4 COMMUNITY INVOLVEMENT

Nunavut's Parks are planned and managed jointly through the NJPMC and CJPMC in each associated community. NP&SP recognizes Inuit rights and obligations under the NLCA and IIBA, and heritage appreciation is shaped by co-management and consultation with park communities.

Agguttinni's Heritage Appreciation Program has been developed in partnership with the Clyde River CJPMC. The continued development and implementation of the park's heritage appreciation program will need to respect the co-management relationship and requirements set out in the IIBA. This will include abiding by the following IIBA requirements related to heritage appreciation planning:

- Before developing or contracting for the development of any promotional, educational, or informational material in connection with a Park, the GN shall consult with the Relevant CJPMC regarding the proposed type, design and content of the material to be developed (IIBA 7.4.1).
- Prior to the installation of any new facilities or infrastructure, the CJPMC is to be consulted on the recommended location of facilities, displays, and exhibits to be produced for Agguttinni or in the community (IIBA 7.5.2).
- Engagement with the public or stakeholder organizations may occur for any matter identified by the CJPMC in the management and operation of Agguttinni but must occur for Oral History and Archaeology Projects (IIBA 14.5).

Additionally, the guidelines presented in NP&SP's planning guide *Culturally-Appropriate Consultation Techniques for use in planning and managing Nunavut's Parks and Special Places* should be taken into consideration when NP&SP staff (or contractors) are working with the public, small groups, or individuals about matters related to the park's heritage appreciation.

# 5.5 PROGRAM MONITORING AND EVALUATION

To determine if the Heritage Appreciation Program is achieving its goals and objectives, NP&SP will undertake an evaluation of the Agguttinni HAP as part of the implementation plan. There are four stages recommended for monitoring and evaluating the HAP:

1. Establish the objectives of the evaluation for each implemented action.
2. Determine the indicators to be monitored for each implemented action.
3. Determine the method(s) that will be used to conduct the evaluation (e.g., paper or online survey, stakeholder interview, collection and analysis of data such as hits to webpages, or number of brochures distributed).
4. Implement the evaluation.

NP&SP will identify key sources for the evaluation (documents, events, and stakeholders), and design the processes by which these sources will be engaged in an evaluation (research, survey, focus groups, interviews, data mining). NP&SP will implement the evaluation internally or through an independent evaluator.

The general areas to evaluate the Agguttinni HAP could include:

- The contribution of the HAP action to the NP&SP Program and specific heritage appreciation goals for Agguttinni.
- The contribution of the HAP to meet obligation and requirements of the IIBA.
- The effectiveness of the HAP to increase awareness of key messages and interpretive themes among the target audiences.
- The ability of NP&SP to implement the HAP within available resources (human and financial).

NP&SP should determine the evaluation indicators at the outset of the HAP. The following table recommends possible indicators for each of the HAP actions as well as suggested methods and timing of the evaluation.

The Manager of Heritage Appreciation will be responsible for identifying the evaluation tasks to be undertaken each year and provide a report on the outcomes and requirements for continuing implementation of heritage appreciation and interpretative programs. The following table (Table 10) provides a framework to guide the evaluation process, and the HA Framework (Section 3.7) provides additional guidelines for monitoring and evaluating heritage appreciation programs.







Table 10: Evaluation Indicators Framework for Agguttinni Territorial Park

HAP Action	Evaluation Objectives	HAP Indicators	Evaluation Method	Evaluation Schedule
<b>Interpretive Infrastructure: Park Signage</b>	<ul style="list-style-type: none"><li>Protect park and park resources</li><li>Increased awareness of park and park regulation generally and resources specifically</li><li>Engage visitors and community in park heritage</li><li>Enhance visitor experience</li></ul>	<ul style="list-style-type: none"><li>Negative impacts of visitor use are measurably reduced, specifically ATV damage, vandalism, and disturbance to cultural sites</li><li>Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>Park visitors appreciate the stories of the park</li><li>All park user groups and audiences have a positive experience and impression of the park</li></ul>	<ul style="list-style-type: none"><li>Visitor Surveys</li><li>Community Open House/meetings</li><li>Community survey</li><li>NP&amp;SP staff reporting on the state of the park, its resources, and Operations and Management issues</li></ul>	<i>Starting the season after the signage is installed:</i> <ul style="list-style-type: none"><li>Visitor surveys: <b>annually</b></li><li>Community Open House: <b>annually</b></li><li>Community survey</li><li>NP&amp;SP state of the park report: <b>annually</b></li></ul>
<b>Interpretive Infrastructure: Park Office</b>	<ul style="list-style-type: none"><li>Increased awareness of park and NP&amp;SP program</li><li>Engage visitors and community in park heritage</li><li>Enhance visitor experience</li></ul>	<ul style="list-style-type: none"><li>Increase in park visitation</li><li>Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>Park visitors appreciate the story of the park</li></ul>	<i>Integrate with the methods listed above for park signage:</i> <ul style="list-style-type: none"><li>Visitor Surveys</li><li>Community Open House /meetings</li><li>Community survey</li></ul>	<ul style="list-style-type: none"><li>Visitor surveys: <b>annually</b></li><li>Community open house: <b>annually</b></li><li>Community survey</li></ul>
<b>Promotional and Informational Materials:</b> 1. Park Brochure 2. Park Map Brochure 3. Website	<ul style="list-style-type: none"><li>Increased awareness of park and park regulation generally and resources specifically</li><li>Engage visitors and community in park heritage</li><li>Enhance visitor experience</li><li>Support economic development (tourism) in Clyde River</li></ul>	<ul style="list-style-type: none"><li>Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>Consistent and comprehensive park-related tourism information available online or through local tourism providers</li><li>Increased media coverage of the park and community</li></ul>	<ul style="list-style-type: none"><li>Monitor the traffic to the NP&amp;SP website for the park, and if possible, monitor the downloads from the site</li><li>Monitor the numbers of brochures, postcards, and maps handed out each season</li><li>Monitor media coverage that mentions the park</li></ul>	<i>Starting the season after materials are developed:</i> <ul style="list-style-type: none"><li>Monitoring will be annual for numbers of visitors accessing the website or taking hand outs</li><li>General monitoring of media should occur <b>annually</b></li></ul>
<b>Public Communications:</b> 1. Newsletter 2. Announcement 3. PowerPoint	<ul style="list-style-type: none"><li>Increased awareness of park, heritage river, and NP&amp;SP program</li><li>Engage the community and key stakeholders in park heritage</li><li>Provide information to the community and key stakeholders on specific issues, resources, or plans for the park</li><li>Support community consultation objectives of NP&amp;SP</li><li>Protect public safety through announcements when required</li></ul>	<ul style="list-style-type: none"><li>Increased knowledge and understanding of NP&amp;SP and the park among community residents</li><li>Consistent and comprehensive communications about NP&amp;SP, the park, and specific issues</li><li>Engage key stakeholders in park issues</li><li>Timely public safety announcement concerning the park</li></ul>	<i>Integrate with the methods listed above for park signage:</i> <ul style="list-style-type: none"><li>Visitor Surveys</li><li>Community open house/meetings</li><li>Community survey</li></ul>	<ul style="list-style-type: none"><li>Visitor surveys: <b>annually</b></li><li>Community open house and community survey: <b>annually</b></li></ul>
<b>Community and Cultural Events:</b> Celebration of the Park Event	<ul style="list-style-type: none"><li>Increased awareness of park and park regulation generally and resources specifically</li><li>Engage visitors and community in park heritage</li><li>Enhance visitor experience</li><li>Support economic development (tourism) in Clyde River</li></ul>	<ul style="list-style-type: none"><li>Increased knowledge and understanding of NP&amp;SP and the park among community residents</li></ul>	<ul style="list-style-type: none"><li>Record attendance at Community Open House functions</li></ul>	<ul style="list-style-type: none"><li>Monitoring of specific actions (e.g. open house) will be linked to the action</li></ul>



Table 10: Evaluation Indicators Framework for Agguttinni Territorial Park

HAP Action	Evaluation Objectives	HAP Indicators	Evaluation Method	Evaluation Schedule
<b>Learn-to Program</b>	<ul style="list-style-type: none"><li>Increased awareness of park and its resources</li><li>Engage community and visitors in park heritage</li><li>Enhance visitor experience</li><li>Support economic development (tourism) in Clyde River</li></ul>	<ul style="list-style-type: none"><li>Consistent and timely delivery of the Learn-to Program</li><li>Increased knowledge and understanding of the park and park resources</li><li>Increased participation by community members</li><li>An increase in park appreciation by residents as measured by less vandalism and more respectful park use</li></ul>	<ul style="list-style-type: none"><li>Record attendance each time the program is delivered</li></ul>	<ul style="list-style-type: none"><li>The program will be offered on a regular schedule annually, and evaluation will take place both throughout (formative evaluation) and at the end of the season (summative evaluation)</li></ul>
<b>Education: Grade 7 and 10 Modules</b>	<ul style="list-style-type: none"><li>Ensure that modules are delivered in Clyde River classrooms and that students:<ul style="list-style-type: none"><li>- Gain a foundation of knowledge in the definition, planning, and management of parks</li><li>- Develop an understanding and appreciation of parks, park planning, and park management</li><li>- Demonstrate responsible participation in environmental issues that affect them, their community, and the park</li></ul></li></ul>	<ul style="list-style-type: none"><li>The delivery of education modules in Grade 7 and Grade 10</li><li>Increased knowledge and understanding of the park and park resources</li><li>Increased participation in park communications by students</li><li>An increase in park appreciation by students as measured by less vandalism and more respectful park use</li></ul>	<i>Each module will have a number of evaluation methods.</i> <ul style="list-style-type: none"><li>Students will engage with their peers in the classroom and will have Elders engaged in the learning in the modules at both grade level.</li><li>Rubrics will be created to evaluate students on all of the classroom activities</li><li>Students in grade 7 will have a number of different activities and presentations to present to their peers, teachers, Elders and parks employees. These presentations will be done throughout the module and will illustrate students’ understanding, appreciation and knowledge development of the material presented in the module</li><li>Students in grade 10 can choose a variety of different ways to present their research findings</li></ul>	<ul style="list-style-type: none"><li>The modules will be taught annually, and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations)</li><li>Students in grade 7 will present what they have learned in a ‘Parks Fair’ end of module project that the community will be invited to view</li><li>Students in grade 10 will present their research projects in the classroom, will present at a ‘Parks Fair’ and will receive credit for completing the research activity</li></ul>
<b>Education: Grade 11 Archaeological Program</b>	<ul style="list-style-type: none"><li>Modules are to be delivered in Clyde River when archaeological projects are planned and undertaken in the park to:<ul style="list-style-type: none"><li>- Gain a foundation of knowledge in the definition, planning, and management of archaeological resources</li><li>- Develop an understanding and appreciation of best practices in archaeology and cultural resource management in parks</li><li>- Demonstrate responsible participation in research and cultural resource management issues that affect them, their community, and the park</li></ul></li></ul>	<ul style="list-style-type: none"><li>The delivery of education modules on archaeology in Grade 11</li><li>Increased knowledge and understanding of the park and park cultural resources</li><li>Increased participation in park research by students</li><li>An increase in park appreciation by students as measured by less vandalism and more respectful park use</li></ul>	<i>Module will have a number of evaluation methods.</i> <ul style="list-style-type: none"><li>Students will engage with their peers in the classroom and will have archaeologists engaged in the learning during archaeological research in the park</li><li>Rubrics will be created to evaluate students on all of the classroom and in-park research activities</li><li>Students can choose from a variety of different ways to present their research findings</li></ul>	<ul style="list-style-type: none"><li>The modules will be taught only when archaeological research projects (or camps) are undertaken in the park and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations)</li><li>Students in grade 11 will present their research projects in the classroom, will present at a ‘Parks Fair’ and will receive credit for completing the research activity</li></ul>















## **6 APPENDICES**

### **6.1 GLOSSARY AND ACRONYMS**

### **6.2 IIBA OBLIGATIONS RELATED TO HERITAGE APPRECIATION**

### **6.3 SAMPLE COMMUNICATION TEMPLATES**

6.4.1 NEWSLETTER TEMPLATE

6.4.2 ANNOUNCEMENT TEMPLATE

6.4.3 POWERPOINT TEMPLATE

### **6.4 CELEBRATION OF THE PARK DAY**

6.5.1 PARKS DAY – SCHEDULE SAMPLE

6.5.2 PARKS DAY CHECKLIST – IQALUIT 2019 SAMPLE

### **6.5 SAMPLE BROCHURE TEMPLATES**

6.6.1 PARK BROCHURE BOOKLET

6.6.2 PARK MAP BROCHURE

### **6.6 ‘LEARN-TO’ MATERIALS**

### **6.7 YOUTH CAMP SAMPLE DOCUMENTS**

6.8.1 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK  
INFORMATION PACKAGE

6.8.2 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK SCHEDULE 2020

6.8.3 YOUTH SCIENCE CAMP – REGISTRATION FORM

6.8.4 YOUTH SCIENCE CAMP – CAMP EXPECTATIONS

6.8.5 YOUTH SCIENCE CAMP – PHOTO RELEASE APPROVAL

6.8.6 YOUTH SCIENCE CAMP – STUDENT EQUIPMENT LIST



## **6.8 SAMPLE EDUCATION MATERIALS**

**6.9.1 EDUCATION MODULES**

**6.9.2 ‘CAREERS IN PARKS’ PACKAGE**

**6.9.3 STUDENT AWARD LETTER AND CERTIFICATE**

## **6.9 CULTURALLY-APPROPRIATE CONSULTATION TECHNIQUES**

## **6.10 KINGNGAALUK ANNUAL HARVESTING CALENDAR**

## **6.11 SAMPLE BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE**

## 6.1 GLOSSARY/ACRONYMS

CJPMC	Community Joint Planning and Management Committee
DoE	Department of Environment
ED&T	Department of Economic Development and Transportation
GN	Government of Nunavut
GPS	Global Positioning System
HA	Heritage Appreciation
HAP	Heritage Appreciation Plan
IIBA	Inuit Impact and Benefit Agreement for Territorial Parks in the Nunavut Settlement Area
NLCA	Nunavut Land Claims Agreement
NP&SP	Nunavut Parks and Special Places
RFP/RFQ	Request for Proposals/Request for Quotation



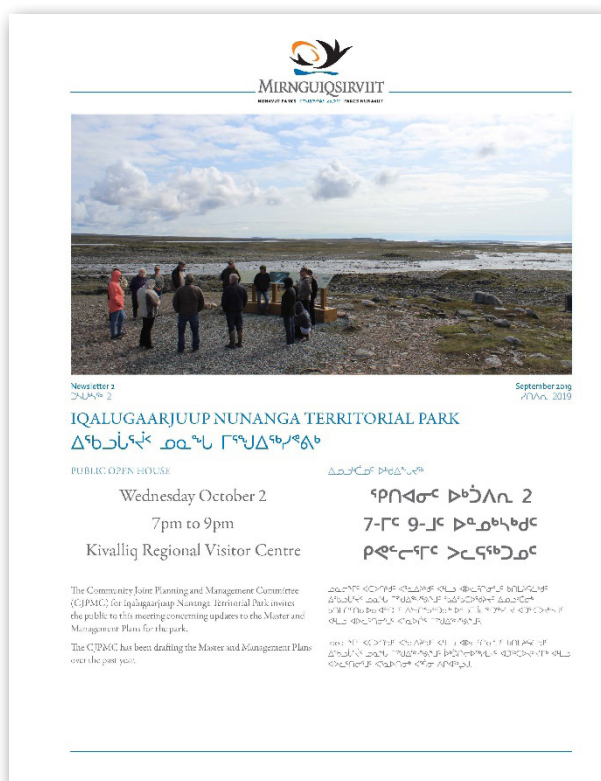
## 6.2 IIBA OBLIGATIONS RELATED TO HERITAGE APPRECIATION

The IIBA articles or provisions that set the objectives and requirements for Park Interpretive Programs and other considerations under the Heritage Appreciation Plan include:

ARTICLE	PROVISIONS
Article 3	Matters Respecting Certain Inuit Rights and Uses of Parks Inuit Use and Access to Territorial Parks (IIBA 3.2) Removal of Carving Stone (IIBA 3.3) where applicable Outpost Camps (IIBA 3.4) Inuit Owned Lands (IIBA 3.6) where applicable
Article 4	Business and Career Development Benefit Inuit Tourism Strategies (IIBA 4.2) Inuit Tourism Strategy Implementation Plans (IIBA 4.3) Training programs (IIBA 4.5 and 4.6)
Article 6	Educational and Employment Benefits Youth Education and Employment Initiatives (IIBA 6.2) Education Programs (IIBA 6.5)
Article 7	Park Information, Materials and Facilities Inuktitut Language Requirements (IIBA 7.2) Park Interpretative Programs (IIBA 7.3) Promotional, Educational, and Informational Material (IIBA 7.4) Park facilities and assets (IIBA 7.5)
Article 8	Culture and Heritage Resources Culturally Significant Sites (IIBA 8.2) Photographic Records and Archaeological Specimens (IIBA 8.3)
Article 9	Wildlife Resource Important Wildlife Areas (IIBA 9.2)
Article 12	Visitor Entry, Access and Use Inuit Use and Enjoyment (IIBA 12.2) Recommended or Required Guide Areas (IIBA 12.3)
Article 13	Parks Planning and Management Committees
Article 14	Park Planning and Management Inventory of Park Resources (IIBA 14.4) Oral History and Archaeological Projects (IIBA 14.5) Master Plans (IIBA 14.7) Management Plans (IIBA 14.9)

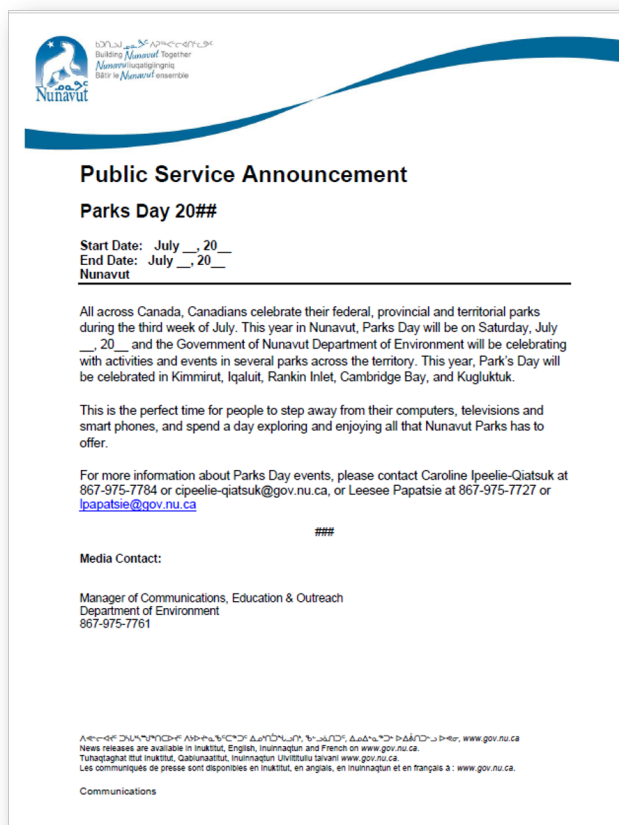
## 6.3 SAMPLE COMMUNICATION TEMPLATES

### 6.3.1 NEWSLETTER TEMPLATE



### 6.3.2 ANNOUNCEMENT

# Public Service Announcement





### 6.3.3 POWERPOINT TEMPLATE



6.4 CELEBRATION OF THE PARK DAY

6.4.1 PARKS DAY – SCHEDULE SAMPLE



ΔΰΰΔΰ Δΰΰ Sylvia Grinnell Sylvia Grinnell Parc Territorial  
ΓΰΔΰΔΰΔΰ ΔΰΔΰ Min'nguighirvia Territorial Park Sylvia Grinnell

	ΔΰΔΰΔΰ ΔΰΔΰ 27, 2019-Γΰ	Saaluti Julai 27, 2019	Saturday July 27, 2019	27 Juillet, 2019
11:00 – 2:00	ΔΰΔΰΔΰ ΔΰΔΰΔΰΔΰΔΰΔΰ	Pahikhiiniq	Barbecue	Barbecue
11:00 -11:30	ΔΰΔΰΔΰ ΔΰΔΰΔΰΔΰΔΰ	Qulliq Ikitiqnia	Qulliq Lighting	Allumage du qulliq
12:00 -12:30	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
12:00-1:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Nattingit pepigungit haungitnik ulepqiutikhat	Seal flipper bone game	Jeu de prédictions avec os de phoque
11:00 –2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Kakinilit	Tattooing	Tatouage
1:00 – 2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Qjavraqtuq & Qilautjaqtuq	Throat Singing & Drum Dancing	Chant de gorge & Danse du tambour
1:00 – 1:30	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
1:30 – 2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Kumait Hultjutainni	Creepy Bug Activity For Children and Youth	Activité avec les insectes pour les jeune
1:00-3:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Minguiqviqyut Kanetami Nanminikkut Taireqhimeyuq	Parks Canada Bio Blitz	BioBlitz de Parcs Canada
1:00-2:00	ΔΰΔΰΔΰΔΰΔΰΔΰΔΰ	Pitquhitigut Tängit	Traditional Tea	Thé traditionnel

ΔΰΔΰΔΰΔΰΔΰ  
10:30 ΔΰΔΰΔΰΔΰΔΰΔΰ  
ΔΰΔΰΔΰΔΰΔΰΔΰΔΰΔΰ  
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Bus Schedule  
10:30 AM - 3:00 PM  
Stop locations:  
Abe Okpik Hall  
Apex Hill Quickstop  
Boarding home  
Arctic Ventures/Marketplace  
Northmart, Discovery  
Parking lot

Akhaluutiryuap  
Ikaarnighait 10:30  
Uplaami-3:00P.M.  
Nutqaqvikhait:  
Abe Okpik Hall,  
Apex Hill Quickstop,  
Boarding home,  
Arctic Ventures/Marketplace,  
Northmart, Discovery  
Parking lot

Horaire des autobus  
de 10 h 30 à 15 h 00  
Arrêts:  
Salle Abe Okpik  
Apex Hill Quickstop  
Tukisigiarvik (édifice 523)  
ArcticVentures/Marketplace  
Northmart





### 6.4.2 PARKS DAY LIST (SAMPLE)

## Parks Day List 2019

- Date/time
  - July 20, 2019 Saturday
  - Set up 8:30 AM
  - Parks Day event 11:00 AM – 2:00 PM
  - Weather/alternative date
  - July 27th Saturday
  - Schedule of events
  - **BBQ**
    1. 4-8 Volunteers
    2. Utensils for BBQ
    3. Rubber gloves for handling meat
    4. Baffin Canners (Hotdogs, Juice boxes, Hamburgers, Buns, cheese slices, condiments, plates, napkins, forks, cups, salt and pepper)
    5. Fire extinguisher
      - Emcee: (Name)
        1. Script/schedule
        2. Sound system equipment
        3. Cheque
          - Qulliq Lighting: (Name)
    1. Oil, lighter, Paper towel
    2. Cheque
      - Traditional storytelling: (Name)
    1. Tent & Chairs
    2. Cheque
      - Throat singing /Drum dancing: (Names)
    1. Mic
    2. Cheque
      - Creepy bugs!: (NRI)
    1. Table
      - Tattooing
    2. Tent X2
    3. Table & Chairs
    4. Tattooing kit & Paper towel
      - Seal flipper bone game: (Name)
    1. Cheque
      - Volunteers
      - Call for volunteers:
      - Schedule time slots
  - Bannock (Name)
    1. Flour, Salt, Baking powder, Lard, Skim dried milk, Bowls & Pans
    2. Ziplocs
      - Country food (Country food store)
    3. Fish X6 (2 for Elders' fish)
    4. Charcoal, Fire starter, lighter
    5. Tinfoil, Spices, cardboard
      - Tea & Coffee (Name of Business)
      - Water
    1. 4 jugs
    2. cups
      - Tents
        1. X3 tents + Poles
        2. X3 platforms
          - Staff (Summer student)
            1. Staff names
              - Transportation: BUS
                1. Pick up drop off destinations:
                  1. times
                    - PSA: Facebook, CBC, Newspaper- 2. Communications
- 3. EIA
- 4. GN Facebook/website
- 5. CBC
- 6. Nunatsiaq news
  - Coleman stove
  - Naphtha







## 6.6 ‘LEARN-TO’ MATERIAL SAMPLES



### “Learn-to” Check List

**Sylvia Grinnell Territorial Park Summer 2020**  
**Every Tuesday and Thursday 1:15PM to 3:00PM**

Weekly “Learn-to” events will be offered again this summer at Sylvia Grinnell Territorial Park! “Learn-to” events aim to get the public out to the park to learn something new. Different activities are planned until the end of August 2020. Due to the COVID-19 restrictions, this summer we are forced to limit our participants to 10 per session, please register by calling 867-975-7784. All our events will be held outside and will be weather dependent.

**Tuesday June 23rd & Thursday 25th, 2020**  
**Learn about Inuit Traditional Legends**

1. Contact Instructor
2. Prepare Honoraria
3. Tea/Water & Cups
4. Camera, Photo Waivers

**Tuesday June 30h & Thursday July 2, 2020**  
**Learn to Drum Dance**

1. Contact Instructor
2. Prepare Honoraria
3. Tea/Water & Cups
4. Camera, Photo Waivers

**Tuesday July 7th, 2020**  
**Learn to Make Bannock and How to Prepare Traditional Tea**

1. Contact Instructor
2. Prepare Honoraria
3. Flour, Lard, Salt, Baking Powder, Skim Milk, Raisins, Water, Bowl, Pan, Pot, Paper Towel, Stove, Washing Bin, & Labrador, Blueberry, Paurngarq Tea Leaves
4. Tea/Water & Cups
5. Camera, Photo Waivers

**Tuesday July 14th & Thursday July 16, 2020**  
**Learn to use GPS & Hike**

1. Contact Wildlife office, Park staff, Instructor
2. In-kind contribution
3. GPS, batteries, interpretive walk guide
4. First Aid Kit
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday July 21st & Thursday July 23rd, 2020**  
**Learn to Carve soapstone**

1. Contact Instructor
2. Purchase soapstone/or ask if instructor has any
3. Files, sandpaper, tubs, cloth, polish wax, pencil
4. Tea/Water & Cups
5. Camera, Photo Waivers
6. First Aid Kit

**Tuesday July 28th, Thursday July 30th, 2020**  
**Learn to make Kakivak**

1. Contact Instructor
2. Prepare Honoraria
3. Purchase supplies, wood, Teflon, screws, rope, sandpaper
4. Already made Kakivak
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday August 03rd, 2020**

**Learn to make Pitsi**

1. Contact Instructor
2. Prepare Honoraria
3. Purchase fish from local hunter, Country food store, have Park staff set nets
4. Cleaning board, Knives, ulu, spices, gloves, bins, soap, water, paper towel, ziplocks
5. Camera, Photo Waivers
6. First Aid Kit

**Tuesday August 11th & Thursday August 13th, 2020**

**Learn about traditional rock uses**

1. Contact Instructor
2. Prepare Honoraria
3. Provide photos of examples of rock formations
4. Tea/Water & Cups
5. Camera, Photo Waivers

**Tuesday August 18th & Thursday August 20th, 2020**

**Learn to Prepare Seal Skin**

1. Contact Instructor
2. Prepare Honoraria
3. Cleaning board, garbage bags, gloves, ulu. Knife sharpener
4. Provide examples of different stages of seal skin (clothing)
5. Tea/Water & Cups
6. Camera, Photo Waivers

**Tuesday August 25 & Thursday August 27**

**Traditional Plant Walk**

1. Contact Instructor
2. Prepare Honoraria
3. Garden Shovel, Ziplocs, Common Plants of Nunavut book
4. Tea/Water & Cups
5. Camera, Photo Waivers







**LEARN ABOUT TRADITIONAL LEGENDS AND MYTHS  
TUESDAY JUNE 23 & JUNE 25TH, 2020**

**Purpose:** This session will teach participants how to make Kakivak a traditional Inuit Tool made to spear fish

Overview:

Instructor: Name

Location: Parking lot 7

Materials Needed: Barricades, taxi vouchers

Budget: Cost

Comments:



## LEARN TO DRUM DANCE TUESDAY JULY 07TH, 2020

Purpose: This session will be facilitated by a traditional storyteller to teach the participants about traditional Inuit legends.

Overview:

Instructor: Name

Location: Elders Cabin Pavilion

Materials Needed:

Budget: Cost

Comments:





# **BUDGET** **IQALUGAARJUUP NUNANGA TERRITORAL PARK** **“LEARN-TOS” 2020**

Vendor	Item	Cost
	Total:	



**OVERALL COMMENTS**  
**IQALUGAARJUUP NUNANGA TERRITORAL PARK**  
**“LEARN-TOS” 2020**

## 6.7 YOUTH CAMP SAMPLE DOCUMENTS

### 6.7.1 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK INFORMATION PACKAGE

#### Nunavut Parks Youth Camp 2020: Coppermine River

This camp is targeting youth (boys & girls) 14 to 17 years of age, camping along the Coppermine River for a period of 5 days,

There will be hiking, fishing & wildlife conservation, environmental protection, parks management, environmental education, site seeing, plant identification & uses, wildlife identification, storytelling, photography being taught to the youth. They will be camp below the Kugluk Falls on the east side of the river, where Kugluktuk Inuit traditionally camped during fish harvesting season.

Hiking & Site Seeing – during the hiking & sightseeing, they will be taught the names of plants and their uses and photography

Fishing – Inuit & youth harvesters will use gill nets and the fish caught will be processed and made into dry fish (piffi) or used for meals each day and the youth taught how to set nets and where to set them, they also will be taught how to fillet them, preserve and use every part of the fish, not only fishing will be taught but how important it is to boat safely.

Wildlife – harvest only what you need or hunt with a camera, names of animals sighted, harvesting seasons, best times to hunt, wildlife track sighting and what animal made them.

Environmental Protection & Education – Lets keep our environment clean and bring back our garbage and they will be taught how important it is in keeping our land, water and air clean.

Parks Management – lets involve our youth to have them involved in managing our parks and the importance of having these parks and archaeology and preserving these sites

Storytelling – will be done over a camp fire in the evenings along with the youth day events and what skills they have learned

Survival skills – learn what material found on the land that they could use to survive on the land, what not to do and what to do etc...

Photography – hire a photographer to record the youth camp, activities with a possibly make a documentary CD that parks can use in the future and have the youth involved in filming too

Gaining from Kugluktuk Elders and local expertise

Kugluktukmuit have used the Coppermine River for centuries, their knowledge has been passed down to their children and youth as they grew up, sharing a deep connection to the Coppermine River and its surrounding land, they understand how unforgiving the river can be at times but still venture out using the river as a transportation corridor to hunt and harvest its resources such as caribou, muskoxen, moose, grizzlies, wolves but most of all the prized ARCTIC CHAR including some of these fish like the Jumbo, Cisco whitefish, Arctic Grayling, Lake Trout, Pike, Burbot just to name a few, that has sustained them throughout the seasons, preserving them so that harvested fish and wildlife can be used later on the seasons.

The Inuit knowledge and experiences are invaluable, passing this information onto our youth would benefit the youth as they turn towards to becoming an adult, and in turn pass along their learned skills to others but most of all value life. Let us provide the necessary tools for the youth to better themselves





If you have any questions regarding the camp, please contact Jenny at the 982-7461.

## 6.7.2 YOUTH SCIENCE CAMP – KUGLUK TERRITORIAL PARK SCHEDULE 2020

	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00 AM		8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake	8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake	8.30 AM Meet outside the Kugluk Park office. Travel to S-Lake
9:15 AM – 12PM		<ul style="list-style-type: none"> <li>Plant Identification &amp; Traditional uses</li> <li>Climate Change/ Kugluktuk Elder interviews</li> </ul>	½ group Trip to Bloody Falls 1. Fishing/ fish biology 2. Hiking /sightseeing	½ group Trip to Bloody Falls 1. Fishing/ fish biology 2. Hiking /sightseeing
1:00 PM	Meet outside the Kugluk Park office. Travel to S-Lake	Lunch	½ group with Elders @ S-Lake	½ group with Elders @ S-Lake
1:30 – 3:30 PM	Orientation/ Camp rules Chores (give kids chores) <ul style="list-style-type: none"> <li>Safety Talk, gun safety, communication systems, grizzly bear safety (Larry/Gerry &amp; Elders)</li> </ul>	<ul style="list-style-type: none"> <li>Weather reading &amp;</li> <li>Navigation Hike</li> <li>Traditional Rock uses</li> <li>Climate Change/ Bread Fossil Activity</li> </ul>		
3:30 – 4:00 PM	Clean up/pack up	Clean up/pack up	Clean up/pack up	Clean up/pack up
4:00 – 5:00 PM	Travel back to town	Travel back to town	Travel back to town	Travel back to town

## 6.7.3 YOUTH SCIENCE CAMP – REGISTRATION FORM



### REGISTRATION FORM

Name \_\_\_\_\_

Age \_\_\_\_\_ Health Card Number \_\_\_\_\_

Date of Birth \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Personal Health Record: (Attach separate sheet of paper if needed)

1. Do you have any allergies or health conditions? If so, please provide details in the space below
2. Are you taking any medications? If yes, please provide information on when the medication should be taken, how much, and if there are any restrictions surrounding the medication?
3. Are there any other health problems/issues that may affect your ability to participate in this camp? If so, please provide details below.

### Permission for Medical Attention:

*As the parent/guardian of \_\_\_\_\_ (child's name), I give permission for medical attention to be given to my child should circumstances arise where the health and well-being of my child is in danger while my child is attending the science camp.*

\_\_\_\_\_  
(Parent/Guardian Signature, Date)



NUNAVUT PARKS  
MIRNGUJQSIYIIT ᐅᓴᑦᑲᓴᑦᑯᑦᑳᑦ PARCS NUNAVUT



It is expected that students will abide by the following:

- Anyone failing to adhere to these expectations will risk being sent home at parent/guardian expense.**

(Parent/Guardian Signature, Date)

As with any outdoor program in Nunavut, there are a number of unlikely, but potential risk factors such as wildlife attacks, boating or ATV accidents, etc. The camp personnel are equipped with action plans and equipment (such as life jackets, guns, first aid kits, etc.) to mitigate and prevent such risk.

(Parent/Guardian Signature, Date)

(Participant Signature, Date)

## 6.7.5 YOUTH SCIENCE CAMP – PHOTO RELEASE APPROVAL



### **Photo Release Approval**

Department:	Environment
Subject/Title:	
Brief Description:	

### **Signed off by:**

Photographer Name	Date	Signature	
<p><b><i>*For photographer and subject*</i></b></p> <p>By submitting this form I acknowledge that I freely agree to submitting photo(s) or being the subject(s) of a photo to the Department of Environment for use in _____ on _____.</p> <p>I provide complete authorization and give consent to publish this photo.</p> <p>I have not been promised nor do I expect to receive any financial compensation for this submission now or in the future. I hold the Government of Nunavut free from any legal and/or monetary consequences for utilizing this information as outlined.</p> <p><i>You must print your legal name in the space provided below and print today's date.</i></p>			
Individual/Subject in photo - Name	Name Parent/Guardian if applicable	Date	Signature
<p><b>Please Print – Complete Mailing Address of people in photo(s)</b></p>			

### **Departmental Contact**

Karen Flaherty  
 Manager Communications  
 Department of Environment  
 867-975-7761

## 6.7.6 YOUTH SCIENCE CAMP – STUDENT EQUIPMENT LIST



### WHAT TO BRING

#### Student Equipment List 2020

Please pack the following items and labelling your belongings:

- Life jacket
- Bug spray
- Sunscreen
- Sunglasses
- Fishing Rod (if you have one)
- Sleeping bag
- Foamy mattress or sleeping pad
- Dishes: plate, bowl, cup, knife, fork, and spoon
- Berry picking container
- Raincoat
- Clothing (extra socks, pants, shirt, underwear, sweater, thick socks)
- Rubber boots
- Shoes or hiking boots
- Mitts/Gloves
- Hat
- Toiletries (toothbrush, toothpaste, soap, towel, face cloth)
- Flashlights with batteries
- Water bottle (if possible)
- Small Backpack
- Warm jacket



## 6.8 SAMPLE EDUCATION AND CAREER MATERIALS

### 6.8.1 EDUCATION MODULES: EXAMPLE PLANNING PROCESS FOR EDUCATIONAL MODULES (FOR KUGLUK TERRITORIAL PARK)

#### PLANNING FOR CURRICULUM

Once curriculum has been identified as a strategic priority, modules will be planned and developed in two phases. The following examples explain a phased approach to preparing educational modules in Nunavut:

- For an initial two to five year period, local/park-specific community-driven resource kits will be developed based on a standard model and frameworks supported by the Department of Education and offered subject to approval by the Minister of Education.
- Building on these initial materials, and over a ten-year period, an approved Nunavut Curriculum will be developed jointly by DoE and the Curriculum Services division of the Department of Education, which is responsible for development, adoption and implementation of all curriculum for all grades (K to 12) in the Nunavut public school system.
- The phased process actions are described in greater detail:

**Phase One:** Creation of local, community-driven, park-specific resource kits, supplemented by guidelines and templates for their development by local teachers, through the following steps:

- The Manager for Heritage Appreciation (DoE) and the Director, Curriculum Services, Department of Education will agree on a process, schedule, timeframe, authorities and budget for Phase One, the creation of local, community-driven, park-specific resource kits. These decisions will include protocols for the identification of target communities; identification of objectives; scope and scale of activities; stages for local input and approval.
- An initial group of communities will be selected and supported in undertaking the first round of resource kit development. These will be selected based on community resources currently in place and community interest: Kugluktuk, for example, would be an ideal community to participate.
- It is recommended that one grade level (potentially grade 7) be the target group for this initial round of resource kit development. Over the long-term, the target grades can be expanded to grades 4, 10 and 11.

The materials developed in this Phase will provide material for the eventual implementation of Phase 2.

**Phase Two:** Creation of Heritage Appreciation School Education modules to supplement and enrich the existing Social Studies curriculum, for delivery in Grades 7 and 11.

In a parallel but longer-term process, the Manager for Heritage Appreciation (DoE) and the Director, Curriculum Services, Department of Education will agree on a process, schedule, timeframe, authorities and budget for Phase Two, the creation of a series of heritage-themed modules for inclusion in the Nunavut Social Studies curriculum.

Work on this material can be carried out simultaneously with the development of the Phase One Community Resource Kits; however, this will be a longer-term process, and will extend beyond the current five-year strategic planning window.

#### GRADE 7

The following module outlines a typical Grade 7 curriculum.

##### Module 1 (Unit 1)

Students are introduced to concepts of parks and park planning: Who Plans, Who Manages, and Who Cares?

Students will:

- Gain a foundation of knowledge in the definition, planning and management of parks;
- Develop an understanding and appreciation of parks, park planning and park management; and
- Demonstrate responsible participation in environmental issues that affect them, their community and the park.

ACTIVITY	MATERIALS
Opener: What makes a park, a park?	<ul style="list-style-type: none"> <li>• Review of why parks (in general) exist. On flip charts – brainstorm what features are found in a park. Give out information sheets (to be developed based on existing information that will need to be gathered in concise teacher and student information sheets) on National Parks, Territorial Parks, and Heritage sites. Who cares about Parks? Why? Review National Territorial Parks. Historical Sites.</li> <li>• Find backgrounders on community interests, Territorial and National interests on parks. Find examples of groups who want a park and ones that do not. How do they work through this?</li> <li>• Do a Jig Saw activity with these information sheets. (Expert groups teaching other groups what they learn. Will need to create activity rules and handouts for students).</li> <li>• Important to review – parks have historical significance for an area. Parks have proven to be important and/or special places for specific reasons – natural and cultural heritage is found in a park.</li> <li>• Alternate Opener: Park Scavenger Hunt – the features found in a park. Have students use those information sheets to come up with their own lists of what is found in a park. Use a Venn Diagram to show what differences and similarities between National Parks, Territorial Parks and National Heritage sites after students have figured out what makes a park, a park.</li> </ul> <div data-bbox="462 709 747 982"> </div> <p>(Establish Historical Significance)</p>
Connector: Where are we in Nunavut? Map it out.	<ul style="list-style-type: none"> <li>• Map of Nunavut – Students receive a map of Nunavut with parks marked on them, with no names. See if students can find out the names of Nunavut parks – create a word search or scavenger hunt to find the names. (Example: if the answer is “Sirmilik”, the clue could read: “People from Mittimatalik visit this park because it is so close to that community”). See if students can fill in the entire Nunavut map with these clues.</li> <li>• If classes have access to computers, this activity can be done in small groups on the computer.</li> <li>• (Encourage use of primary source evidence)</li> </ul>
Activity: The Park Planning Process	<ul style="list-style-type: none"> <li>• Documents for teachers on the park planning process – simplify this in a flow chart of how a park becomes a park and who is involved in the park planning process.</li> <li>• Any videos created by NP&amp;SP that discuss the process? If not, arrange to record someone explaining the process to student.</li> <li>• Options for presentation: videos, flow charts, pictures, bring in elders who can talk about what they remember about Kugluk (Bloody Falls) becoming a Territorial Park.</li> <li>• Additional teaching – there are responsibilities at many levels for parks – what does the federal government do? The territorial government? The hamlet? The communities around a park? List the roles and responsibilities found at different levels of government.</li> <li>• (Identify continuity and change)</li> </ul>
Activity: Park management	<ul style="list-style-type: none"> <li>• Explain park management to students. Determine who has what responsibility to ensure the park is kept nice for community members. Students will write a letter to someone who will be born in the future. Students will inform these people about park management, why it is important and how they can do their part to continue to keep the park beautiful.</li> <li>• (Analyze cause and consequence)</li> </ul>

ACTIVITY	MATERIALS
Activity: How important is OUR very own Kugluk (Bloody Falls) Territorial Park?	<ul style="list-style-type: none"> <li>• National Historic Site – in 1978 – on flip chart – what makes a site a national historic site – who decides? What special features must a place have to earn this designation?</li> <li>• Coppermine River – Canadian Heritage River in 2002. Same details as National Historic Site but using the river</li> <li>• Materials: information sheets of timelines that Kugluk (Bloody Falls) went through to become a national historic site.</li> <li>• Students brainstorm what they think is special about their park. What is found in this park that makes it unique and special? Ground this activity in Iliqqusi (Culture) and continuous human use of the park. Do they have any stories about the park that they can share with the class?</li> <li>• Use elders' stories of life at the park and along the river in the recent past.</li> <li>• National Historic Site – in 1978 – on flip chart – what makes a site a national historic site – who decides? What special features must a place have to earn this designation?</li> <li>• Coppermine River – Canadian Heritage River in 2002. Same details as National Historic Site but using the river</li> <li>• Materials: information sheets of timelines that Kugluk (Bloody Falls) went through to become a national historic site.</li> <li>• Students brainstorm what they think is special about their park. What is found in this park that makes it unique and special? Ground this activity in Iliqqusi (Culture) and continuous human use of the park. Do they have any stories about the park that they can share with the class?</li> <li>• Use elders' stories of life at the park and along the river in the recent past.</li> <li>• (Take historical perspectives)</li> </ul>
Activity: Vision and Mission – The BIG picture of parks in Nunavut	<ul style="list-style-type: none"> <li>• Students will learn about the vision and mission of Nunavut Parks – review the vision and mission statements. Discuss how visions are about BIG picture things. Give out sentence strips with short statements on them, some that are big picture planning, some about day-to-day operations. Have students separate the big picture statements from daily operation statements. Show the difference between a vision and the operations of a park.</li> <li>• Next, have students suggest any changes. What might the vision and mission be in 20 years? 100 years?</li> </ul>
Activity: Tools can look like words!	<ul style="list-style-type: none"> <li>• Introduction to this activity – teachers guide students through an activity to identify what 'resources' are. (Land, water, soil, plants, animals, humans.) Can further talk about what is found in each of these resources (copper, diamonds, gold found in the land etc.). This should be on flip charts – students break into small groups after brainstorming the overarching resources to come up with more details about the kinds of resources found in each heading.</li> <li>• This leads into the next activity – when a park exists, the 'resources' found in the park are special, they have value and significance and they are protected. Now that students know what resources are, they move into the next part of this activity – park management plans that are to be used as a tool for keeping track of and having a plan for what to do with the resources.</li> <li>• Using park plans as tools to manage park resources. Review an org chart from NP&amp;SP of a master plan and a management plan. (Will need to create simplified master plan and management plan info sheets). What are some of the parts of the plan that talk about the future that students agree with or disagree with? Materials needed for this will be simplified versions of management and master plans, or a small section of the management and master plan that students can see and discuss.</li> <li>• The goal of this activity is to get students thinking about what needs to be managed, why things in a park need to be managed and to understand the bigger picture of parks. They are important as a snapshot of a long life with past, present and future – park planning and management is essential to understand the past (Unikkat), understand how we fit in with the world at large (Silarjuaq) and culture (Iliqqusi) impacts our worldview.</li> <li>• (Take historical perspectives, Understand the ethical dimensions of history)</li> </ul>



ACTIVITY	MATERIALS
Activity: Come and Visit us!	<ul style="list-style-type: none"> <li>• Brainstorm activity – in small groups – why do we go places? Starting with small trips – why do we go and visit friends and family members in town, why do we go out on the land, why do we travel places on planes, how do we pick where we will go?</li> <li>• After brainstorming answers to these questions, ask students to think about why people from the south may visit the north, why visit Nunavut, why visit Kugluktuk, why visit the park? What is different about life in Nunavut? What could people from the south see that they could only experience in the North?</li> <li>• Several extensions to this activity – this may become the beginning of a promotional piece on why visitors should come to the park. It may be an informational piece for ‘arm chair visitors’ i.e., those people who want to learn about the park from a distance without actually traveling to the park.</li> <li>• Take students through the development of a ‘marketing plan’ – more details to be developed.</li> <li>• This activity encourages students to understand they are part of a unique northern landscape that is intriguing to visitors. As part of the larger world, they have something to share about their own immediate environment.</li> <li>• Extension activity – Celebrate Parks Day!</li> <li>• Parks day is in July when school is out. Have students plan a way to celebrate Parks Day early. Plan a day activity to the park. What time of year would it be? How will they get there? How will they celebrate? Bring elders in to plan an itinerary of going to the park to celebrate past and present human use at the park.</li> <li>• Invite guests of elders and parks employees into the class to plan the celebration.</li> <li>• Go out to the park after planning the itinerary. Take pictures of rocks, of the river, of landmarks and the resources you see. Create a ‘Celebrate Parks Day’ collage that could be shared on the internet for the real Parks Day in July. For the visitors who are not at the park, students can prepare this collage to show what the current views of the park are.</li> </ul>
Reflection: Respect, what does it look like?	<ul style="list-style-type: none"> <li>• What does it mean to show respect at the park and on the land? Avatimik Kamatsiarniq – looking after the environment – students come up with 4 different ways to show respect towards the park, or just on the land in general. Make lists in small groups, share with the larger group. Make posters in small groups about what respect for a park looks like.</li> <li>• Ask NP&amp;SP to judge the posters – have them digitized, use them on the website as part of park promotion illustrating how to respect the land.</li> <li>• Alternate posters/images to draw could be the ‘NO...’ (circles with a diagonal line through it) – NO tundra ripping, NO overfishing, NO littering.</li> <li>• This activity with the ‘NO...’ version included – students have flip chart papers. Draw a line down the middle, one column is ‘Respect’, the other is ‘Disrespect’. Have them write what are respectful use and treatment of the park in the first column and what disrespectful use is and treatment in the second column.</li> <li>• Some more discussion to come out should be about vandalism – what is it, what does it look like, what are some of the long-term consequences. These activities will all be developed with materials to support and teachers should attempt to do all of the respect/disrespect activities and amend as they see fit depending on the class they have.</li> <li>• (Understand the ethical dimensions of history)</li> </ul>

## Grade 10

The following section outlines a module for Grade 10.

### Module

In grade 10, students are expected to conduct research that is based on 'Conflict in Canadian History'. This section will give examples of different research projects the students could develop based on 'conflict' in Kugluk (Bloody Falls) Territorial Park. Activities in this section will not be as clearly defined as the activities in the grade 7 modules.

#### Conflicts in Canadian History – Research Project – Grade 10 project

This information provided by the Government of Nunavut, Department of Education, Curriculum and School Services

- What went wrong to cause this conflict?
- Historical Thinking Concepts
- How did the participants attempt to seek and restore harmony
- Do you feel they were successful? Why or why not?
- Would the outcome have been similar or different if Inuit practices of Inuuqatigiitsiarniq been applied
- Represent the conflict as an arc or Power curve.
- Written component – built into rubric
- 5 minute presentation

Resources Required: (how it should be presented to students)

- Binder-detailed instructions, check lists, rubrics, examples
- DVD of Elders discussing Inuit conflict resolution-harmony maintaining practices
- Web links and other resources
- Mini unit – template on how to present this to students

### Research Option 1:

There is a geographical and hydrological story found in the park – an environmental story of the river eroding through the tundra. There are examples in the park of glaciation and of erosion. The landscape has changed, not only due to human use, but due to water changes, climate change, and erosion.

#### Materials:

- Examine photographs of the side of the river – look at the striations that one can see in the rocks. What has happened to create this? The water levels in the Coppermine River have changed and this has and continues to affect the park environment.
- Bring in elders or listen to stories of elders that are recorded that are specific to how the look of the environment has changed in their lifetime and in stories they were told. These natural changes can be heightened by human use. Erosion is happening (how, why) from the natural environment – research and discuss the natural changes taking place. Where do humans fit in? Are humans contributing to the natural changes that are being seen in the park? What happens when ATV usage is heavy in an area that may be sinking into the ground (for example)?
- Climate Change – in the past 20-30 years, evidence of climate change and erosion can be seen – it is significant and is affecting the current state of the park and river. Human activities cause erosion as well. What to do? If this conflict (natural and human) continues, how will the park be impacted? How will humans using the park be impacted?

### Research Option 2:

There is a story that exists that has put Kugluk (Bloody Falls) Territorial on the map and this is the story of the massacre that occurred in 1771. It is one story of one person and it was a written story. Are written stories always true? Find the story that Samuel Hearne wrote and compare it to stories told orally by elders about what happened on that day. What are some differences between stories that are written down and stories that are shared by word of mouth?

#### Materials:

- Examples of the journal entries, books that have been written, the story of Bloody Falls in the news, Elders' recollections will all be used for this research option. There are many questions about how the park can and should manage a story filled with conflict. One person's story and one event happened out of thousands of years of events in the park.

### Research Option 3:

- Regulation and regulatory bodies – the park has rules around it, rules about why a park exists, rules about being a park in Nunavut that is governed by the NLCA and that requires an Inuit Impact Benefit Agreement (IIBA) to oversee the use of the parkland. There are regulations about licenses and firearms policies.
- Conflicts can and do arise when people have rules that they are meant to follow. Students will research regulations that govern the park and use the park master and management plans to review some of the rules.
- Materials needed will be simplified information sheets about the regulations that govern the park. Students will research current events, and determine when regulations may have created conflict between park rules and park users.

#### Materials:

- Plain language examples of NLCA, the IIBA for the park, various regulations that exist will be shared with the students. Students should hold a debate for the presentation of this research option – have students argue for or against different regulations. Have specific examples of why hunting and fishing regulations may be contrary to Inuit traditional values or examples of why these same regulations are crucial to maintain and develop the precious resources found in the park.

### Example Evaluation Indicators Framework (for Kugluk Territorial Park)

Category	Heritage Appreciation Objectives	Indicators	Evaluation Method	Evaluation Schedule
Interpretative Signage and/or Displays	<ul style="list-style-type: none"> <li>• Protect and present park and park resources</li> <li>• Increased awareness of park heritage generally, Inuit heritage and resources of significance in the park-specifically</li> <li>• Engage visitors and community in park heritage</li> <li>• Enhance visitor experience</li> </ul>	<ul style="list-style-type: none"> <li>• Negative impacts of visitor use are measurably reduced: specifically vandalism, garbage, and disturbance to cultural sites or Inuit use and enjoyment of parks</li> <li>• Increased knowledge and understanding of NP&amp;SP and the park's heritage among community residents</li> <li>• Park visitors appreciate the story of the park and understand the Inuit heritage of the park</li> <li>• All park user groups and audiences have a positive experience and impression of the park and its heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Visitor Surveys</li> <li>• Community and CJPMC survey</li> <li>• Community open house/meetings</li> <li>• NP&amp;SP staff reporting on the state of the park, its resources, and O+M issues</li> </ul>	<p><i>Starting the season after the signage is installed:</i></p> <ul style="list-style-type: none"> <li>• Visitor Surveys: <b>annually</b></li> <li>• Community open house: <b>annually</b></li> <li>• Community and CJPMC survey: <b>annually</b></li> <li>• NP&amp;SP park report: <b>annually</b></li> </ul>



Category	Heritage Appreciation Objectives	Indicators	Evaluation Method	Evaluation Schedule
<b>Communications Materials</b>  <b>Park Brochure, Maps, online content, etc.</b>	<ul style="list-style-type: none"> <li>Protect and present park and park resources</li> <li>Increased awareness of park heritage generally, Inuit heritage and resources of significance in the park-specifically</li> <li>Engage visitors and community in park heritage</li> <li>Enhance visitor experience</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and understanding of NP&amp;SP Program and the parks natural and cultural heritage among community residents and visitors</li> <li>Consistent and comprehensive park related tourism information available online or through local tourism providers</li> <li>Increased number of park visits and/or inquiries about park visits</li> <li>Increased media coverage of the park and community</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the traffic to the NP&amp;SP website for the park, and if possible monitor the downloads from the site</li> <li>Monitor the numbers of brochures and maps handed out each season</li> <li>Record attendance in the park or at park related community events</li> <li>Monitor media coverage that mentions the park</li> </ul>	<p><i>Starting the season after the communications material is available:</i></p> <ul style="list-style-type: none"> <li>Annual monitoring of visitors accessing the website or taking hand outs</li> <li>Event specific monitoring</li> <li>Annual media monitoring</li> </ul>
<b>Education Modules</b>	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <li>A foundation of knowledge, understanding and appreciation of parks heritage, park planning and park management; and</li> <li>Demonstrate responsible participation in heritage and environmental issues that affect them, their community and the park</li> </ul>	<ul style="list-style-type: none"> <li>The delivery of education modules in Grade 7 and Grade 10 classrooms in affected communities</li> <li>Increased number of student and teacher requests for information about the park or NP&amp;SP program</li> <li>Increased number of students and classes visiting parks for educational programs, recreation or personal enjoyment</li> <li>An increase in park appreciation by students as measured by less vandalism and more respectful park use</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics will be created to evaluate students on all of the classroom activities</li> <li>Students in grade 7 will have a number of different activities and presentations to present to their peers, teachers, elders and parks employees. These presentations will be done throughout the module and will illustrate students' understanding, appreciation and knowledge development of the material presented in the module</li> <li>Students in grade 10 can choose a variety of different ways to present their research findings</li> </ul>	<p>The modules will be taught annually and evaluation will take place both throughout (formative evaluations) and at the end of the modules (summative evaluations).</p>

## 6.8.2 'CAREERS IN PARKS' PACKAGE

Seven files:

- Come Work in Nunavut's Territorial Parks (brochure)
- Come Work in Nunavut's Territorial Parks (powerpoint)
- Inuit Benefits and Territorial Parks
- Nunavut Parks Job Descriptions
- Jobs in Nunavut Parks
- Interview Guide for Nunavut Youth
- Quiz: Is a job with Territorial Parks right for you?

### 6.8.3 STUDENT AWARD LETTER AND CERTIFICATE



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**NUNAVUT PARKS  
& SPECIAL PLACES**  
Department of Environment  
Government of Nunavut  
P.O. Box 1000, Station 1340  
Iqahuit, Nunavut X0A 0H0

**NUNAVUMMI  
UNNAGIURHIQVIIT &  
INNIITURLIIT**  
Havakviat Avatiligiyikkut  
Nunavut Kavamatkut  
Qisqutaa 1000, Nayugaa 1340  
Iqahuit, Nunavut X0A 0H0

**PARCS ET ENDROITS  
SPÉCIAUX DU  
NUNAVUT**  
Ministère de l'Environnement  
Gouvernement du Nunavut  
Case Postale 1000,  
Succursale 1340  
Iqahut, Nunavut X0A 0H0

☎ 867.975.7700  
 📠 867.975.7747  
 parks@gov.nu.ca  
 www.nunavutparks.com



Avaliliqykkut  
Department of Environment  
Ministère de l'Environnement

Date

Name of Principal, Principal,  
Name of High School,  
PO Box Number,  
Community, Nunavut,  
Postal Code  
email@gov.nu.ca

**Re: Recipient for the Nunavut Parks Student Award**

The Nunavut Parks Student Award recognizes high school students demonstrating achievement in the field of parks-related studies. A certificate and \$500 cheque are to be handed to the winning student during the end of school year ceremony and announced at the annual National Parks Day celebration.

If you would like a Name of High school student to be considered for the 20??-20?? school year, please submit the student's name, a copy of their birth certificate and their Social Insurance Number if they have one. This is necessary to prepare the student's cheque.

The 2016-26 Umbrella Inuit Impact and Benefit Agreement for Territorial Parks in Nunavut provides \$500 every school year to each park community with a Territorial Park to the winners of this award. The Nunavut Joint Planning and Management Committee for Territorial Parks has decided that the award will go to the highschool student top achiever in a parks-related studies, and recommended Aulajaqtut or Environmental Studies be considered.

Sincerely yours,

Name of Coordinator,  
Title of Coordinator, Name of Region,  
Phone: (867) Phone Number  
Email : name @gov.nu.ca



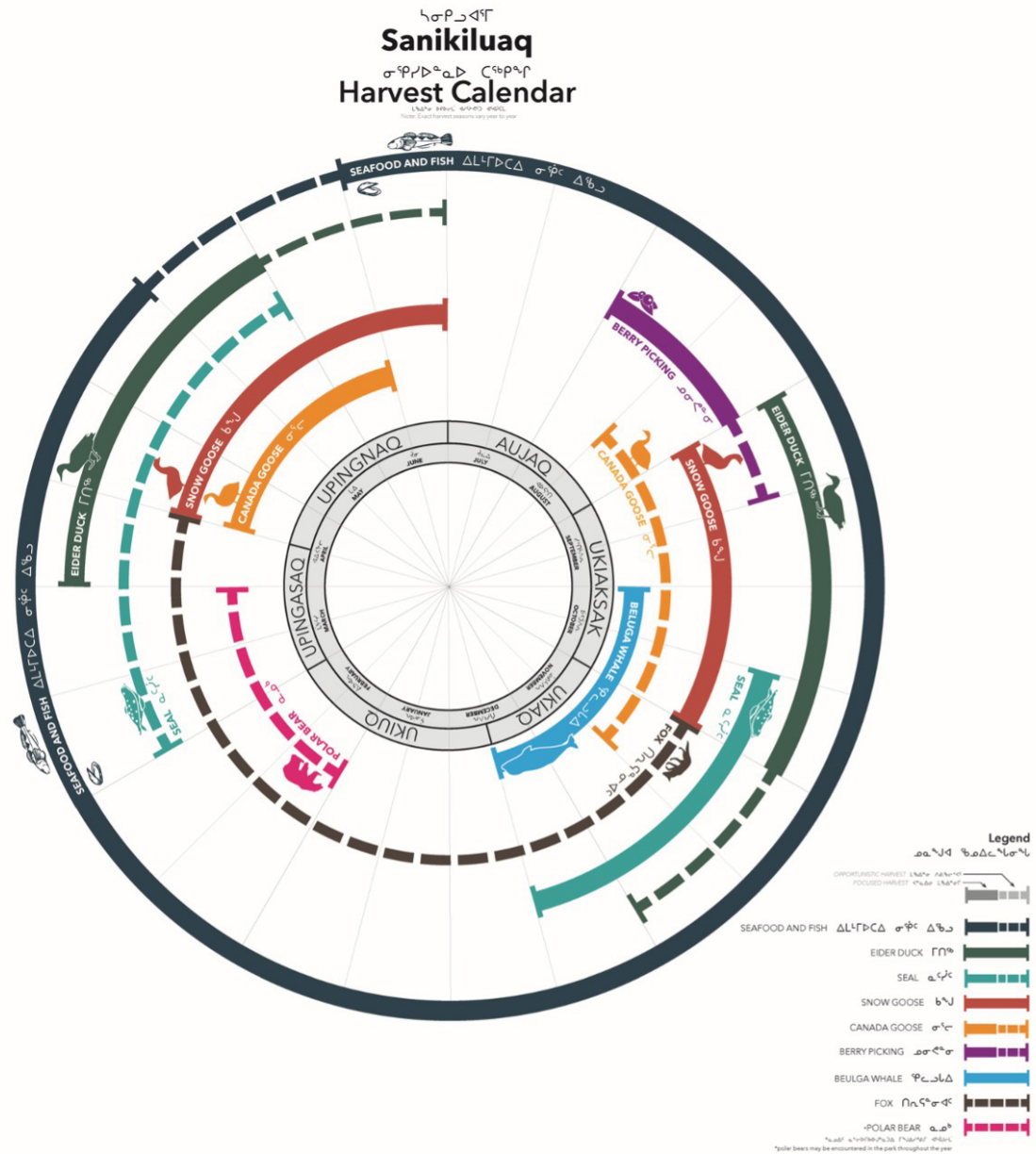
b<sup>h</sup>q<sup>sb</sup> katjaqnaaq  
listen to the land  
aliannaktuk  
en osmose avec la terre





## 6.9 CULTURALLY RELEVANT CONSULTATION TECHNIQUES

## 6.10 KINGNGAALUK ANNUAL HARVESTING CALENDAR





## 6.11 SAMPLE BIBLIOGRAPHIC GUIDE TO THE PHOTO AND DOCUMENT ARCHIVE

ID #	Source/Reference	Description/Key Contents	Status	File Type	Comments/Gaps
<b>Doc-1</b>	Franklin, John; Narrative of a Journey to the Shores of the Polar Sea, in the years 1819, 20, 21, and 22 (1823). London. John Murray	Book that details John Franklin's travels from England to the north, including passage and portage routes.	Acquired	PDF	Pages 346-357 Bloody Falls.  Not yet reviewed
<b>Doc-4</b>	Jenness, Stuart E.; Arctic Odyssey: The Diary of Diamond Jenness, Canadian Museum of Civilization, 1991	Diamond Jenness personal journals and photos.	Not yet acquired		Available for purchase
<b>Picture Group-1</b>	Prince of Wales Heritage Centre in Yellowknife	<p>The Prince of Wales archives contains multiple photos, fonds, videos and audio clips in "fonds".</p> <p><b>N-1989-008:</b> Northern Heritage Society fonds</p> <ul style="list-style-type: none"> <li>• Audio recordings of oral history by William Kaptuna, including data on the Copper Inuit traditional way of life. Sound files so can't review online.</li> </ul> <p><b>N-1988-009:</b> Richard Finnie fonds</p> <ul style="list-style-type: none"> <li>• 11 photos which are likely a high priority to acquire</li> <li>• 9 photos which are a likely a lower priority to acquire</li> </ul>	Not yet acquired		Need to review clips and lists of materials to determine what to purchase. Costs are \$10 per picture, \$10 per audio clip, and \$20 per video. Descriptions of photos but not thumbnails were available on the PWHC website, so a full review was not possible.







