



# NUNAVUT PARKS

# KINGNGAALUK

*territorial park*

# HERITAGE APPRECIATION PLAN



△ $\nabla$ Π $\zeta$ ρ $\lambda^b$ d $\zeta$

Department of Environment

Havakviat Avatiligiyyikkut

Ministère de l'Environnement



August 31, 2022

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

Nunavut Parks and Special Places Contact:

Director, Nunavut Parks and Special Places Division  
Department of Environment, Government of Nunavut  
P.O. Box 1000, Stn. 1340, Iqaluit, Nunavut, X0A 0H0  
Ph: 867-975-7703 Fax: 867-975-7747 [www.nunavutparks.com](http://www.nunavutparks.com)

Prepared by: NVision Insight Group, Inc.

Report photos: Nunavut Parks and Special Places (GN)





## ACKNOWLEDGEMENTS

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

The Community Joint Planning and Management Committee (CJPMC) for Kingngaaluk prepared the 2022 Heritage Appreciation Plan. The CJPMC members are:

- Johnny Manning (Chair)
- Steven Amagoalik
- Lazarus Epoo Kattuk
- Johnny Appaqaq
- Davidee Qavvik

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

- Hamlet of Sanikiluaq
- Jonah Qittusuk, Conservation Officer, GN Department of Environment
- Archaeologist Ken Swayze, Annie Tookalook, and Elders who assisted with the 2021 archaeological survey
- Qikiqtani Inuit Association
- Community Elders and informants who contributed to the Park Inventory







- [illegible]







# EXECUTIVE SUMMARY

## Kingngaaluk Heritage Appreciation Plan

Kingngaaluk Territorial Park has always been an important area for hunting, trapping, and harvesting of seafood. The coastal waters in this part of the Belcher Islands are rich in fish, seafood and whales. Flocks of geese and duck pass along the shore or feed on the land, and fox make their dens among the rocks. Archaeological sites located throughout the area reveal the remains of camps, fox traps and hunting blinds that can still be seen today by the people of Sanikiluaq who continue to use the area to hunt and fish. The park represents the strong connection between Inuit and the resources of the land and encourages Inuit sustainable harvesting practices.

Easily accessible from the community, the park is a local destination for residents to enjoy activities such as picnics, school trips, and community events. As a unique and marketable tourism attraction, Kingngaaluk has the potential to attract visitors that want to experience and understand Inuit harvesting in a place with beautiful scenery and a long history. Providing outfitting, guided tours, accommodation and other needs will support the local tourism economy and provide direct economic benefits for Sanikiluaq.

Through Kingngaaluk'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 Kingngaaluk Heritage Appreciation Plan (HAP) aims to help all audiences celebrate the park's theme, "Inuit sustainable harvesting practices". 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 Kingngaaluk identifies three park-specific goals:

1. Sustainable Harvesting
2. Conservation and Protection
3. Heritage Appreciation

The park's Master Plan also recommends controlled development to ensure the wilderness nature of the park is maintained, while protecting and promoting harvesting and recreational use, protecting resources, promoting tourism opportunities, ensuring safety, and other actions to help develop this HAP.

The HAP 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 Sanikiluaq over the next ten years.

This HAP should be used by the Sanikiluaq CJPMC, NP&SP staff, and contractors when planning and implementing the Heritage Appreciation Program at Kingngaaluk 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 further 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 Kingngaaluk HAP was developed based on recommendations presented in the Kingngaaluk Master and Management Plans and is informed 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* and other guiding documents for the Park and the Government of Nunavut, Department of Environment's NP&SP Division.



## Organization of the Report

The Kingngaaluk 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. **Kingngaaluk 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 Kingngaaluk** – Identifies the interpretive theme and sub-themes, audiences, key messages and methodology that have been used to develop the HAP and should be considered when planning or developing any heritage appreciation materials for the park in the future.
4. **Kingngaaluk 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. **Kingngaaluk 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.













## TABLE OF CONTENTS

<b>1</b>	<b>Introduction .....</b>	<b>17</b>
1.1	Heritage Appreciation in Context.....	17
1.2	Purpose of the Kingngaaluk Heritage Appreciation Plan .....	21
<b>2</b>	<b>Kingngaaluk Territorial Park.....</b>	<b>25</b>
2.1	Park Context, Purpose and Vision .....	25
2.2	Park Resources that inform Heritage Appreciation .....	27
2.3	2017 Master Plan Goals, Objectives and Proposed Actions for Heritage Appreciation .....	28
2.4	Management Issues and Challenges that inform Heritage Appreciation .....	31
2.5	Existing Conditions of Heritage Appreciation at Kingngaaluk.....	35
<b>3</b>	<b>Essentials of Heritage Appreciation at Kingngaaluk.....</b>	<b>41</b>
3.1	Themes .....	41
3.2	Audiences.....	44
3.3	Key Messages.....	50
3.4	Heritage Appreciation Planning Methodology .....	53
<b>4</b>	<b>Kingngaaluk Heritage Appreciation Strategy .....</b>	<b>59</b>
4.1	Signage and Displays .....	59
4.2	Promotional and Informational Materials.....	69
4.3	Public Communications .....	71
4.4	Community/Cultural Events .....	72
4.5	Park-Specific Education Programs.....	73
4.6	Special Projects .....	75
4.7	Interpretive Training Tools .....	76
4.8	Annual Student Award.....	77
4.9	Updates to the Park's Image, Video and Document Collection .....	78



<b>5</b>	<b>Kingngaaluk Heritage Appreciation Implementation .....</b>	<b>83</b>
5.1	Actions Required to Complete Kingngaaluk's Heritage Appreciation Program.....	83
5.2	Implementation of Recurring Heritage Appreciation Programs .....	83
5.3	Checklist for Annually Recurring HA School Outreach.....	91
5.4	Requirements and Responsibilities for Implementation.....	91
5.5	Program Monitoring and Evaluation.....	93
<b>6</b>	<b>Appendices .....</b>	<b>101</b>
6.1	Glossary/Acronyms .....	103
6.2	IIBA Obligations Related to Heritage Appreciation.....	104
6.3	Sample Communication Templates .....	105
6.4	Parks Day.....	107
6.5	Sample Brochure Templates .....	109
6.6	'Learn-to' Material Samples .....	111
6.7	Youth Camp Sample Documents.....	118
6.8	Sample Education and Career Materials .....	125
6.9	Culturally-Appropriate Consultation Techniques .....	135
6.10	Kingngaaluk Annual Harvesting Calendar.....	137
6.11	Sample Bibliographic Guide to the Photo and Document Archive .....	139













1

---







# 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**

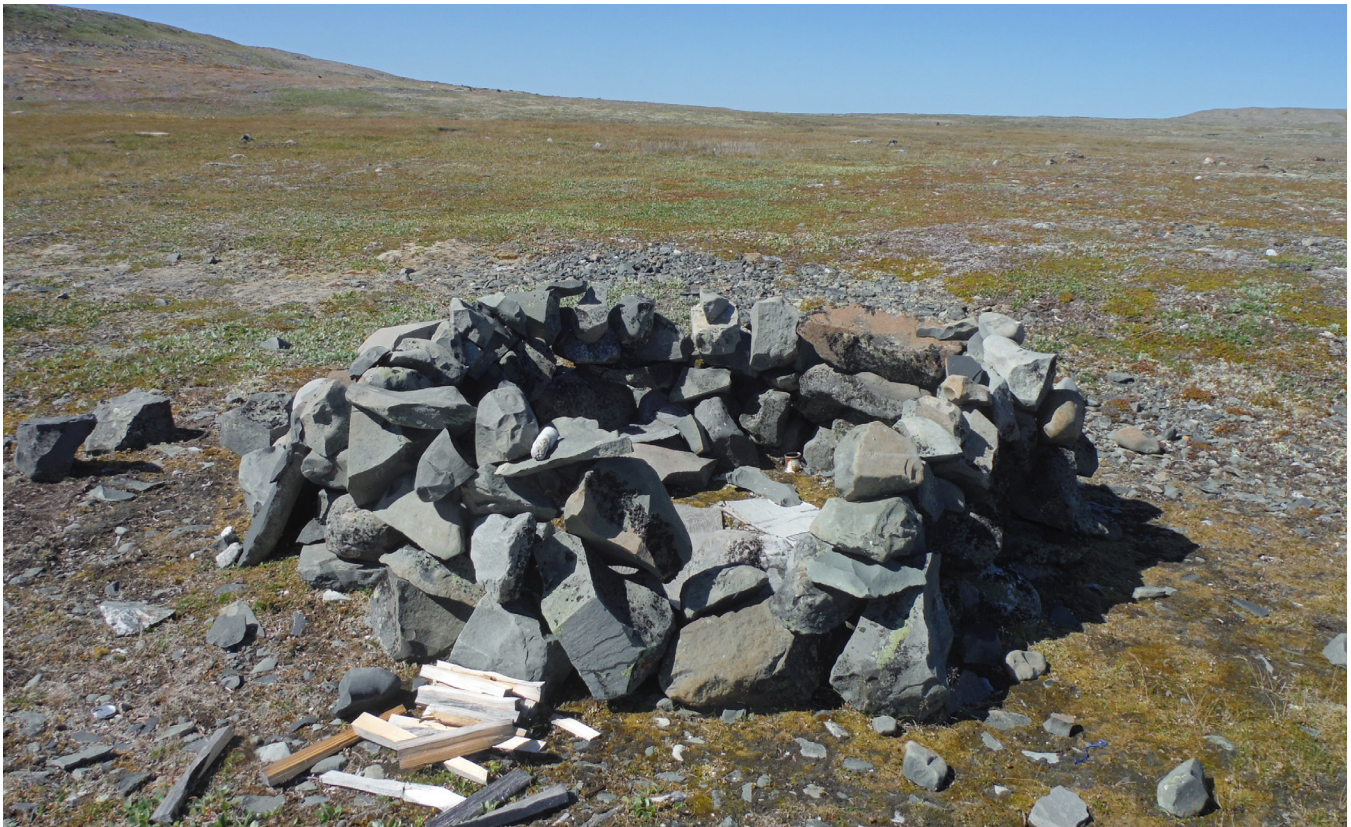
**Kajjausarviit:** Nunavut Parks Program fosters pride, understanding, knowledge, and appreciation of the Territory's diverse and unique natural and cultural heritage for both residents and visitors.

- 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 NP&SP'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: Heritage Appreciation Strategy of the 2016-21 HA Strategy.



## 1.2 PURPOSE OF THE KINGNGAALUK 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 Kingngaaluk, 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 Kingngaaluk, heritage appreciation can be used to protect, celebrate and share the park's significant story of harvesting resources through interpretive signage, communication and marketing materials, Inuit business and tourism providers, and education programs and events in the park and community.

The HAP for Kingngaaluk 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 Kingngaaluk HAP, NP&SP will:

- **Celebrate the heritage of the park through the interpretive theme "Inuit sustainable harvesting practices".** The unique story of the park will be shared with the community and visitors to demonstrate the value of the species that are harvested in every season of the year. Heritage appreciation shares traditional and scientific knowledge about the park for the purpose of developing awareness of the cultural significance of sustainable harvesting to ensure this knowledge is carried forward for future generations.
- **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.
- **Engage the community and visitors with the park 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.

Heritage appreciation will bring greater awareness of historic and contemporary harvesting. Interpretation and education can highlight the park's significant resources that are harvested, and stories and IQ can highlight the ways in which Inuit harvest each resource.

The Master Plan states: The approach to heritage appreciation will include interpretive infrastructure, promotional materials, communications, education programs, and cultural activities in the park and community.

The Kingngaaluk 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. For example, Inuit tourism providers in Sanikiluaq should be encouraged to offer guided interpretive visits to the park. These opportunities 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 Sanikiluaq Inuit Tourism Strategy, as well as any territory-wide tourism strategies and initiatives (discussed later in section 5.4.2).

The Kingngaaluk 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 Kingngaaluk HAP will be considered in the annual budgets of NP&SP and collaborating departments as well as any park-specific budgets prepared by the Sanikiluaq Community Joint Planning and Management Committee (CJPMC) and approved by the Nunavut Joint Planning and Management Committee (NJPMC).















## 2 KINGNGAALUK TERRITORIAL PARK

*This section summarizes the legislated purpose of Kingngaaluk Territorial Park and describes its overall significance based on the 2017 Kingngaaluk 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 Kingngaaluk's Heritage Appreciation Program.*

### 2.1 PARK CONTEXT, PURPOSE AND VISION

#### 2.1.1 PARK CONTEXT

The area between Sitiapiit, Kingngaaluk and Kataapik has always been an important area for hunting, trapping, and harvesting of seafood. In the past people would gather at Kataapik (meaning “little entrance”), a channel that marks the northern boundary of the park, and at Kingngaaluk (meaning “the bluff”) to harvest many species during every season of the year. The coastal waters in these areas are rich in fish, seafood and whales. Flocks of geese and duck pass along the shore or feed on the land, and fox make there dens among the rocks. The place name Sitiapiit refers to this area having many fox traps.

Registered archaeological sites are located throughout the area, and many of these features have previously been studied and documented as Dorset, Thule and Inuit cultural sites. The archaeological features include subterranean houses, tent rings, fire hearths, burial sites, workshop areas, and hunting blinds. The remains of camps, fox traps and hunting blinds can still be seen today by the people of Sanikiluaq that continue to use the area to hunt and fish.

The park is a significant cultural landscape that is easily accessible by ATV, boat or on foot. This ease of access makes the park a local destination for the community to enjoy activities such as picnics, school trips, and community events.

Kingngaaluk Territorial Park was established for the protection of a culturally significant harvesting area, the retention of traditional knowledge, the development of a tourism sector for economic development, and the protection of cultural landscape resources. The park represents the strong connection between Inuit and the resources of the land. As a park that encourages Inuit sustainable harvesting practices, it is unique within Nunavut and Canada.

The Kingngaaluk 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. An approved Kingngaaluk Territorial Park Management Plan has also been prepared under the IIBA as a companion document to the Master Plan.

The current park classification of Kingngaaluk 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 pimmaruininginnut (Natural Environment Recreation) with the approval of Kajjausarviit: the Nunavut Parks Program and new Territorial Park Act legislation.

The highest priorities of Uumajunut pimmaruininginnut 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.



### 2.1.2 PARK PURPOSE

The purpose for Kingngaaluk Territorial Park, as confirmed through the CJPMC, is to:

- Protect and promote the park as a place for sustainable harvesting.
- Protect and manage the natural environment and important wildlife habitat.
- Protect, preserve and share the cultural history of the park.
- Share the important story of sustainable harvesting practices through park information and education programs.
- Develop, promote and manage the park as a destination for residents and visitors.
- Provide a safe and accessible park experience.
- Increase opportunities for outfitting and guided tours to support the local tourism economy.

The purpose statements for Kingngaaluk Territorial Park are directly linked to the NP&SP program mandate, which 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.
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 Kingngaaluk provides for the people of Sanikiluaq and Nunavut. The vision provides the context for the strategic goals and actions in the Master Plan and Management Plan.

#### *Vision Statement for Kingngaaluk Territorial Park*

*For thousands of years our park has been a place to live from the land and harvest the resources of the sea. Our territorial park continues to be an important harvesting area. Our park offers diverse wildlife, beautiful landscapes, and sites of heritage value that will continue to be used for harvesting, recreation, education and tourism. Through careful planning and management our park will protect the rights of Inuit to use the land and harvest resources and share our history and our culture. Kingngaaluk Territorial Park will connect people to the land, celebrate our heritage, promote the sustainable harvesting of resources, and provide for community economic development.*





## 2.2 PARK RESOURCES THAT INFORM HERITAGE APPRECIATION

The area around Kingngaaluk has been used by several cultural groups, including the Dorset, Thule, and Inuit, for more than 2,000 years. Evidence of Kingngaaluk's past use as a harvesting area is demonstrated in the archaeological record, with remnants of subterranean houses, tent rings, fire hearths, burial sites, workshop areas, fox traps and hunting blinds. Traditional knowledge indicates that several Inuit cultural activities have occurred in the area, including fishing, seafood collection, whale and seal hunting, migratory bird hunting, berry picking, and camping.

Kingngaaluk continues to be an active and important year-round resource harvesting area that will be used by the residents of Sanikiluaq into the future. The coastal and cultural heritage of the area offers potential for continued community use for harvesting, picnics, boating, educational and recreational activities. Seasonal access to the area is by ATV, truck, boat, snowmobile, walking, or biking. As a potential tourism destination, guided tours can be offered in summer or fall to showcase one or more sites of significance through interpretation.

The park contains several natural features that can be highlighted through heritage appreciation, including: significant marine and terrestrial mammal fish, seafood, and bird habitats; areas of significant vegetation; land forms created by ancient sea beds and isostatic rebound, and scenic landscapes and beautiful views. This includes Kingngaaluk (or the Bluff), a scenic location offering archaeological sites and a legend that will link visitors to the strong culture of the islands.

Several previous reports, including the park's Master Plan (2017) and Management Plan (2021), as well as the Kingngaaluk Territorial Park Complete Inventory of Park Resources (2016) and related archaeological research have identified and recorded information on the most significant resources found at Kingngaaluk.

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

### *Natural Resources*

- Hydrology
- Vegetation
- Fish and Seafoods
- Terrestrial and Marine Wildlife
- Birds and Raptors
- Geology

### *Cultural Features*

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

The 2016 Inventory of Park Resources captures the strong association for the residents of Sanikiluaq with the park, its history, and its surrounding landscape. This includes the continuous use of Kingngaaluk 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 Sanikiluaq 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 Kingngaaluk heritage appreciation materials to emphasize the park's importance to the people of Sanikiluaq. 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 Kingngaaluk:*

*The northern peninsula of Flaherty Island, proposed as a territorial park, is an important harvesting area that has been used for thousands of years and continues to support Inuit of Sanikiluaq. The area offers diverse landscape types, access to terrestrial and marine wildlife habitat, and sites of cultural significance related to the past and current residents of the Belcher Islands. Several sites of archaeological significance have been studied and are representative of the coastal cultural landscape resources identified in the archipelago. A significant location, Kingngaaluk (or the Bluff) is a scenic location offering archaeological sites and a legend that will link visitors to the strong culture of the islands. Establishing a territorial park in this area will protect and celebrate the harvesting culture of the Inuit of the Belcher Islands. The area is an active resource harvesting area that will continue to be used by the residents of Sanikiluaq after the establishment of a park. The coastal and cultural heritage of the area offers potential for continued community use for harvesting, picnics, boating, educational and recreational activities. As a potential tourism destination, guided tours by ATV or hikes can showcase one or more sites of significance through interpretation.*

## **2.3 2017 MASTER PLAN GOALS, OBJECTIVES AND PROPOSED ACTIONS FOR HERITAGE APPRECIATION**

The 2017 Kingngaaluk 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 three goal statements for Kingngaaluk. Each goal includes objectives or specific actions that are part of the planning and management approach for the park.

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

### **GOAL 1: SUSTAINABLE HARVESTING**

The Territorial Park will continue to be used for traditional activities, including the sustainable harvesting of wildlife, seafood, and berries.

### **GOAL 2: CONSERVATION AND PROTECTION**

The resources and environment of the Territorial Park are conserved and protected through planning, management, and operational actions.

### **GOAL 3: HERITAGE APPRECIATION**

The importance of Inuit sustainable harvesting practices will be shared through heritage appreciation programs and materials about the Territorial Park for the benefit of resident and non-resident park user groups. These programs and materials will be used to create economic and educational opportunities for the community. The park will be planned and managed as a place for harvesting, relaxation, and sharing information about the natural and cultural resources of the area.

Specific to the third goal, *Heritage Appreciation*, the Sanikiluaq CJPMC has identified the following objectives related to heritage and culture education, awareness, and information sharing:

- Share the unique story of Inuit sustainable harvesting practices through interpretive programs and materials for resident and non-resident park user groups.
- Prepare and deliver education materials for schools and youth out of school in Sanikiluaq.
- Increase awareness about Inuit sustainable harvesting, Territorial Parks, and the management of natural and cultural resources.
- Plan and manage the park to protect the safety of all park users.
- Plan and manage the park to encourage park-related tourism, such as opportunities for visitors to learn about the special features of the park (natural and cultural resources, and park heritage).
- Promote Sanikiluaq as a tourism destination.
- Provide infrastructure that supports access to the park.



- Provide heritage appreciation programs and promote events in the park and community that will be of interest to visitors.
- Provide information for visitors about the park's natural and cultural resources and heritage.
- Share information on Inuit sustainable harvesting practices.
- Plan and manage the park to support Sanikiluaq businesses in developing park-related tourism opportunities and park-related economic benefits.
- Provide businesses with opportunities to access park contracting.
- Direct park users to information on tourism businesses in Sanikiluaq.

To meet this goal and objectives for the park, the Kingngaaluk 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 Kingngaaluk and ensure that resources to support the Kingngaaluk Heritage Appreciation Program will be up-to-date and accessible.

Lastly, it effectively reflects the 2017 Master Plan's priorities for Kingngaaluk's Heritage Appreciation Program.





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

With the above-mentioned goals and objectives in mind, the Kingngaaluk 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 Kingngaaluk through the theme "Inuit Sustainable Harvesting Practices", and key messages that inform and encourage safe and sustainable use of the park.*

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

**Recommended programs and activities:**

- Special Projects (to gather information and IQ to support the park's theme)
  - Oral History Documentation
  - Archaeological sites research
- Signage and displays
- Promotional and informational material (brochures, maps, website)
- Interpretive training tools
- Inuit Tourism Strategy

**Objective:** *Prepare and deliver Education Programs that encourage students and youth in Sanikiluaq to learn about the park and to use it as a classroom and learning opportunity.*

**Target Audience:** Students, Youth, and Teachers in Sanikiluaq

**Recommended programs and tools:**

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

**Objective:** *Prepare and deliver Education Programs that encourage students and youth in Rankin Inlet to learn about the park and to use it as a classroom and learning opportunity. (addresses Goal 2)*

**Target Audience:** Students, Youth, Community Members and Teachers in Rankin Inlet

**Recommended programs:**

- Education Modules
- In-park Educational Programs (Learn-to Program, Camps)
- Youth Career Development
- Annual Student Award

**Objective:** *Increase awareness among community members, especially youth and tourism operators, regarding the significance of Kingngaaluk, and the rules, regulations, and best practices to use when visiting the park.*

**Target Audience:** Residents

**Recommended tools and programs:**

- Public communications (Newsletters, Announcements, Presentations)
- Community/cultural events
- Inuit Tourism Strategy – Tourism operator training

**Objective:** *Provide infrastructure that supports access to the park.*

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

**Recommended tools and programs:**

- Park Signage
- Signage and Displays in the community



**Objective:** *Market and promote Kingngaaluk through Heritage Appreciation to increase park-related tourism opportunities and bring park-related economic benefits to the community.*

**Target Audience:** Inuit tourism providers and business in Sanikiluaq

**Recommended tools and programs:**

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

These 2017 Master Plan goals, objectives, and recommended actions for heritage appreciation form the basis of this 2022-2032 Kingngaaluk 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 Sanikiluaq CJPMC is encouraged to use the park’s Heritage Appreciation Program to communicate important management messages to park users and the community. Through heritage appreciation, key messages can be communicated to park audiences to promote the sustainable use of resources and identify activities or behaviours that have a negative impact on the park.

Table D of the Kingngaaluk 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 using key messages and educational activities.

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 and Issues that can be addressed through components and key messages in the park’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	
<b>Harvesting Areas and Important Wildlife Areas</b> <ul style="list-style-type: none"><li>The wilderness areas of the park are important harvesting areas for Inuit. Park development and activities shall not negatively impact on Inuit harvesting.</li><li>Important Wildlife Areas include migratory bird and raptor feeding and nesting habitat, fox denning habitat, and seafood harvesting areas.</li></ul>	✓	✓		✓	✓		✓	✓	✓		Safe firearms practice during harvesting in the park  Awareness of other park users during harvesting in the park	<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, and minimal impact travel.</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 important wildlife areas.</li></ul>
<b>Culturally Significant Sites, Archaeological Sites and Artifacts</b> <ul style="list-style-type: none"><li>Archaeological resource damage, disturbance, loss.</li><li>Protect burial sites from disturbance.</li><li>Undetermined location, extent, type of archaeological/cultural resources for some sites.</li></ul>			✓	✓	✓	✓		✓		✓		<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>Archaeological Sites Special Projects (including burial sites) could continue to be researched and documented.</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>See Management Plan 3.1 for specific instructions for planning heritage appreciation programs within areas of known culturally significant sites resources.</li><li>Providing information to guides and outfitters about the rules and regulations pertaining to the park.</li></ul>
<b>Park Infrastructure Wear and Tear/Vandalism</b> <ul style="list-style-type: none"><li>Issues associated with the maintenance of park infrastructure</li></ul>			✓	✓	✓			✓			Vandalism Reduction	<ul style="list-style-type: none"><li>Announcements to inform local residents, specifically youth, about vandalism reduction</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 behavior(s)</li><li>Staff monitoring</li></ul>
<b>Emergency Response and Public Safety</b> <ul style="list-style-type: none"><li>Wildlife encounters, weather conditions, ice and snow conditions, travel in remote areas, and unforeseen accidents are all potential threats to public safety.</li></ul>	✓	✓	✓	✓	✓		✓	✓	✓			<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></ul>







## 2.5 EXISTING CONDITIONS OF HERITAGE APPRECIATION AT KINGNGAALUK

It is important to understand the current conditions for heritage appreciation at each park 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, Kingngaaluk does not currently have a heritage appreciation program or 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 Kingngaaluk Management Plan recognizes the role that heritage appreciation can contribute to

- Increase awareness and respect for the protection of burial sites and archaeology.
- Avoid disturbance of harvesting practices, particularly in the areas that are identified as harvesting buffer zones.
- 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 KINGNGAALUK

*This section presents the knowledge and considerations that will guide and inform the Kingngaaluk 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 Kingngaaluk.*

### 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 2017 Kingngaaluk Master Plan recommends that heritage appreciation should celebrate the theme "Inuit sustainable harvesting practices". The unique story of the park will be shared with the community and visitors to demonstrate the value of the species that are harvested in every season of the year. Heritage appreciation shares traditional and scientific knowledge about the park for the purpose of developing awareness of the cultural significance of sustainable harvesting to ensure this knowledge is carried forward for future generations.

Oral history collection can explore the theme through a variety of topics, including but not limited to: the seasonal harvesting calendar, species, harvesting methods, uses of each species, historic occupation of the areas within the park, construction methods for sod houses and tents, vegetation uses, legends and stories, and accounts of the quality of daily life when people lived near Kataapik or Kingngaaluk.

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

The "Inuit Sustainable Harvesting Practices" theme will be developed through three sub-themes. The sub-themes include:

- The Annual Harvesting Calendar, which highlights the various wildlife and vegetation that are traditionally harvested throughout the year.
- Significant landscape types and features that are found in the park,
- Legends, stories and placenames associated with the park landscape.

The following table offers a variety of interpretive topics that can be explored and shared under the sub-themes listed above. Information supporting these subthemes can be found in the 2016 Complete Inventory of Park Resources.

#### ***Inuit Sustainable Harvesting Practices***

*As a park that encourages Inuit sustainable harvesting practices, Kingngaaluk Territorial Park is unique within Nunavut and Canada. The Kingngaaluk seasonal calendar is testament to the diversity of species and harvesting opportunities currently found at the park. Its enduring importance as a place for harvesting is evidenced by numerous archaeological sites and features found throughout the park.*

*As Lazarus Epoo, Kattug, 2017 Chair of the Sanikiluaq CJPMC says, "The theme of our park is to teach people about "Inuit sustainable harvesting practices". This means that our park will be a place where people from Sanikiluaq can hunt, and where we can teach the importance of harvesting.*



Table 2: Planning Matrix for Suggested Interpretive Themes for Kingnaaluk.

<i>Subthemes</i>	<i>Subtheme Description</i>	<i>Suggested Topics for Interpretation</i>
<i>Annual Harvest Calendar</i>	<p>This sub-theme will develop the interpretive messages and stories associated with the annual harvesting calendar for the park. The theme offers opportunities to connect historical and contemporary use of the park's resources. The theme will expand understanding of the park as an important place for wildlife and the harvesting opportunities it offers throughout the year.</p> <p>The park provides important habitat for:</p> <ul style="list-style-type: none"> <li>• Marine mammals</li> <li>• Seafoods</li> <li>• Fish</li> <li>• Ducks and Geese</li> <li>• Raptors</li> <li>• Terrestrial mammals</li> <li>• Berries and vegetation</li> </ul> <p>The presence of these resources has influenced the use of the area by Inuit and their ancestors in the past and continues to offer important harvesting opportunities for the community.</p>	<ul style="list-style-type: none"> <li>• Seasonal calendar of the park</li> <li>• Past and present harvesting activities: hunting, fishing and netting, collection of seafoods, collection of vegetation and berries, collection of eggs and bird by-products (e.g. feathers), and collection of driftwood.</li> <li>• Oral history related to harvesting in the past</li> <li>• Importance of contemporary harvesting and need for sustainability</li> <li>• Sustainable Harvesting teachings — methods of harvesting and best practices</li> <li>• Traditional uses and preparation methods</li> </ul>
<i>Landscape types/features</i>	<p>This subtheme focuses on three important locations in the park that have been selected due to their natural characteristics and/or significance to Inuit for harvesting in the past and present:</p> <ul style="list-style-type: none"> <li>• <i>Kataapik</i></li> <li>• <i>Kingnaaluk</i></li> <li>• <i>Sitiapiit</i></li> </ul>	<p><b>Kataapik</b></p> <ul style="list-style-type: none"> <li>• Seafood and marine species harvested, methods of harvesting, methods of cleaning and cooking.</li> <li>• Archaeology and burials and the factors that made this an important seasonal harvesting/camping area, i.e., the channel conditions (depth, tides, ice, etc.)</li> </ul> <p><b>Kingnaaluk bluff and vicinity</b></p> <ul style="list-style-type: none"> <li>• Geomorphology of the park, isostatic rebound and the changing landscape of the Belcher Islands over time.</li> <li>• Subterranean houses — description of features, how they were built and oral history about past inhabitants</li> </ul> <p><b>Sitiapiit</b></p> <ul style="list-style-type: none"> <li>• Importance as an area associated with fox trapping and berry picking</li> <li>• Oral history about past inhabitants</li> </ul>
<i>Legends, Stories, Placenames</i>	<p>This sub-theme will share the legends, stories and placenames associated with the park. The sub-theme offers opportunities to expand the interpretive program to include storytelling sessions in the park, community, and through other education programs. It can be used to explore the lessons that the stories/legends are trying to teach us as, and provides opportunities to share the different variations as told by different families.</p>	<ul style="list-style-type: none"> <li>• Traditional Inuit Place Names associated with the areas of the park</li> <li>• Kingnaaluk legend</li> <li>• Tunngak — people with eyes sideways on their faces; stories of their houses and ghost ship; stories about lights; stories about being lured to follow Tunngak into the rocks and getting lost</li> </ul>







## 3.2 AUDIENCES

Developing and implementing the Kingngaaluk 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 (Inuit and non-Inuit), Visitors (Tourists), Researchers, and Film Crews. Detailed information on these audiences can be found in the park’s Master Plan (section 2.4) and Management Plan (section 2.3.3.2)

The development and implementation of the Kingngaaluk 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 Sanikiluaq that can access online resources about the park.

The following table (Table 3) 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 Sanikiluaq and tourists coming from other places or park interpretive training materials that could benefit both Inuit Tourism Operators and park staff.





Table 3: Kingngaaluk Heritage Appreciation Plan Audience Needs

CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Sanikiluaq 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 Sanikiluaq	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 per the NA and IIBA</li><li>• Use, access, and enjoyment; harvesting; removal of carving stone; camping; cabins; outpost camps; 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>• Firearm Safety</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., Sanikiluaq “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, business travelers, or potential future visitors	Primary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as per the NA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; camping; 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>Firearm safety</li> <li>Inuit tourism businesses and park-related tourism opportunities</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)</li> </ul>
	Researchers	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as per the NA and IIBA</li> <li>Use, access and enjoyment; harvesting; removal of carving stone; camping; 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)</li> <li>Outdoor labs, lectures</li> <li>Research partnership opportunities</li> </ul>
	Film Crew	Secondary Audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as per the NA 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>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)</li> </ul>
Business	Inuit businesses <ul style="list-style-type: none"> <li>Tourism providers (hotels, restaurants, outfitters, guides, etc.)</li> <li>Other businesses</li> <li>Cruise ship operators</li> </ul>	Secondary Audience	<ul style="list-style-type: none"> <li>Awareness of the NA, 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, 2017 Master Plan, management plan, and Inuit Tourism Strategies</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>



CATEGORY	TARGET	PRIMARY OR SECONDARY	NEEDS	RECOMMENDED APPROACH
Park Management Partners	CJPMC	Advisory Group	<ul style="list-style-type: none"> <li>Awareness of the NA, IIBA and TPA</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of park-specific planning and programs, including the inventory of cultural resources, 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, 2017 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>
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 per the NA 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, 2017 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>
	Municipality of Sanikiluaq	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of the NA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajjausarviit: Nunavut Parks Program</li> <li>Awareness of Sanikiluaq development and management plans, including the 2017 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, community display(s), promotion of cultural events, promotional materials)</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
Non-government	Sanikiluaq Hunters and Trappers Organization	Secondary audience	<ul style="list-style-type: none"> <li>Awareness of Inuit rights in Nunavut Parks as per the NA and IIBA</li> <li>Use, access, and enjoyment; harvesting; removal of carving stone; camping; outpost camps; cabins; Inuit owned lands</li> <li>Awareness of the NA, IIBA and Territorial Parks Act</li> <li>Awareness of Kajaasarviit: Nunavut Parks Program</li> <li>Awareness of Inuit harvesting rights in Nunavut Parks as defined by the NA and IIBA</li> <li>Respect for sustainable use of the park, specifically the impact of ATV use</li> <li>Firearm Safety</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 Kingngaaluk development and management plans, including the 2017 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 Kingngaaluk have informed the key messages for this Heritage Appreciation Plan, including information that will increase awareness of NP&SP, Kingngaaluk, and the park’s heritage theme “Inuit sustainable harvesting practices”, for each audience group. The Sanikiluaq CJPMC also recommends creating a new key message under the category “**Park-specific regulations**” to make it clear to park users that the park is an active harvesting area, and that the primary purpose for park establishment was to protect the area for harvesting. Through this key regulatory message, visitors should be made aware that hunters with firearms may be present in the park, and be encouraged to use the assistance of a local guide during harvesting seasons, quietly observe harvesting activity, only take photographs of harvesting activities with permission from the individuals doing the harvesting, and to wear an orange vest for safety purposes.

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 KINGNGAALUK TERRITORIAL PARK DRAFT HERITAGE APPRECIATION PLAN (2022-32)

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

The park’s master and management plans were completed in 2017 and 2021 (respectively) by NVision Insight Group under the guidance of the Sanikiluaq CJPMC. Combined, these two documents identify the heritage appreciation elements that are recommended at Kingngaaluk. The following table identifies the reports that informed the content of the Heritage Appreciation Plan.

Table 5. Table 5. Key documents that have informed Kingngaaluk’s Heritage Appreciation Plan			
YEAR	TITLE	AUTHORS	PURPOSE
2016	Kingngaaluk Territorial Park Complete Inventory of Park Resources	CJPMC/NVision Insight Group	Inventory of Park Resources
2017	Kingngaaluk Territorial Park Master Plan	CJPMC/NVision Insight Group	Park Master Plan
2021	Kingngaaluk Territorial Park Management Plan	CJPMC/NVision Insight Group	Park Management Plan

This Kingngaaluk Territorial Park Heritage Appreciation Plan has been developed to meet statutory requirements, the park-specific requirements in the HA Framework, 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 Kingngaaluk’s Heritage Appreciation Program should adhere to the consultation techniques that will be discussed later in Section 5 and the Appendix.























## 4 KINGNGAALUK HERITAGE APPRECIATION STRATEGY

This section describes the additional programs and materials that are required or recommended to facilitate park visitor and community member experiences or to complete the content requirements for Kingngaaluk'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 Kingngaaluk.

The following list includes the programs and actions that are proposed for the Kingngaaluk 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 will bring the in-park signage into conformity with 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:

- A sign in the community to provide visitor information.
- Directional markers along the road to the park for navigation.

After the completion of the Master Plan a new opportunity was developed in the community. The HTO and Arctic Eider Society are building a research centre that will include a community heritage display area. The HAP recommends NP&SP consider developing a display about Kingngaaluk for this new building with an additional small sign installed at either the airport or Hamlet building. The Sanikiluaq CJPMEC is in support of this recommendation. To have a display in the new research/heritage centre would require a Memorandum of Understanding between the GN and Arctic Eider Society/HTO.



### 4.1.1 SIGNAGE FRAMEWORK

Table 6: Site 1

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Site 1</b> <b>Qalingulik</b>	Kiosk	“Welcome to Kingngaaluk” Information/Regulation	<ul style="list-style-type: none"> <li>Welcome key messages</li> <li>General information and map</li> <li>Description of site services</li> <li>Key messages: minimal impact travel; safety and emergency contacts</li> <li>Regulations: sustainable harvesting; no interference with harvesting; protecting archaeological resources</li> </ul>





Table 7: Site 2

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Site 2</b> <b>Sitiapiit</b>	Parking Area	“Welcome to Kingngaaluk” Information/Regulation	<ul style="list-style-type: none"> <li>Welcome key messages</li> <li>General information and map</li> <li>Description of site services</li> <li>Key messages: minimal impact travel; safety and emergency contacts</li> <li>Regulations: sustainable harvesting; no interference with harvesting; protecting archaeological resources</li> </ul>





Table 8: Site 3

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Site 3 Kangiqsuk	Kiosk	Information/Regulation	<ul style="list-style-type: none"> <li>General information and map; locations of interpretive sites, pavilion, picnic and camping areas</li> <li>Key messages: minimal impact travel; safety and emergency contacts</li> <li>Cultural Zone Messages: respectful behaviour around burials and cultural sites; stay on designated trails; Tourists recommended to travel with a guide</li> <li>Regulations: sustainable harvesting; no interference with harvesting; protecting archaeological resources</li> </ul>
	Icon Post	“Entering Cultural Zone” Directions	Entering Cultural Zone <ul style="list-style-type: none"> <li>North of this parking lot is the Cultural Zone</li> </ul> Navigational arrows and distances <ul style="list-style-type: none"> <li>North to Kataapik</li> <li>North and east to Kingngaaluk (“The Bluff”)</li> <li>South to park entrance and community</li> </ul>





Table 9: Site 4

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
Site Plans 4A, 4B & 4C	Interpretive Panels (3) on trail	Sustainable Harvesting Kingngaaluk Legend Raptors	<ul style="list-style-type: none"> <li>Each panel will provide interpretive messages on the sub-theme</li> <li>Regulations to be included: non-interference with harvesting; no climbing the bluff when raptors are present</li> </ul>
	Icon Post	“Kingngaaluk Cultural Area” Directions	Entering Kingngaaluk Cultural Zone <ul style="list-style-type: none"> <li>Navigational arrows and distances</li> <li>North to Kataapik</li> <li>Northeast to the Pavilion</li> <li>East to the cultural site</li> <li>South to park entrance and community</li> </ul>
	Interpretive panels (3) at pavilion	Sustainable Harvesting <ul style="list-style-type: none"> <li>Seasonal Harvesting Calendar</li> <li>Traditional harvesting practices and knowledge</li> <li>Contemporary harvesting practices and the use of IQ for sustainable harvesting</li> </ul>	<ul style="list-style-type: none"> <li>Description of the seasonal harvesting calendar for the area</li> <li>Tell the story of harvesting in the past Through Oral histories</li> <li>Share the importance of contemporary harvesting and sustainability</li> </ul>
	Icon Post	“Harvesting Zone” Directions	Entering Harvesting Zone <ul style="list-style-type: none"> <li>Caution: north of this area is a seasonal harvesting zone</li> </ul> Navigational arrows and distances <ul style="list-style-type: none"> <li>North to Kataapik</li> <li>Northeast to the Pavilion</li> <li>South to park entrance and community</li> </ul>
	Kingngaaluk cultural area (archaeological site of sod houses) low level boardwalk with integrated signage ( <i>to protect sod houses</i> )	<ul style="list-style-type: none"> <li>Description of the sod house foundations</li> <li>Sod house construction</li> <li>Oral History about past inhabitants</li> </ul>	<ul style="list-style-type: none"> <li>Interpretive</li> <li>Regulatory: protection of historic subterranean houses and archaeological resources</li> </ul>



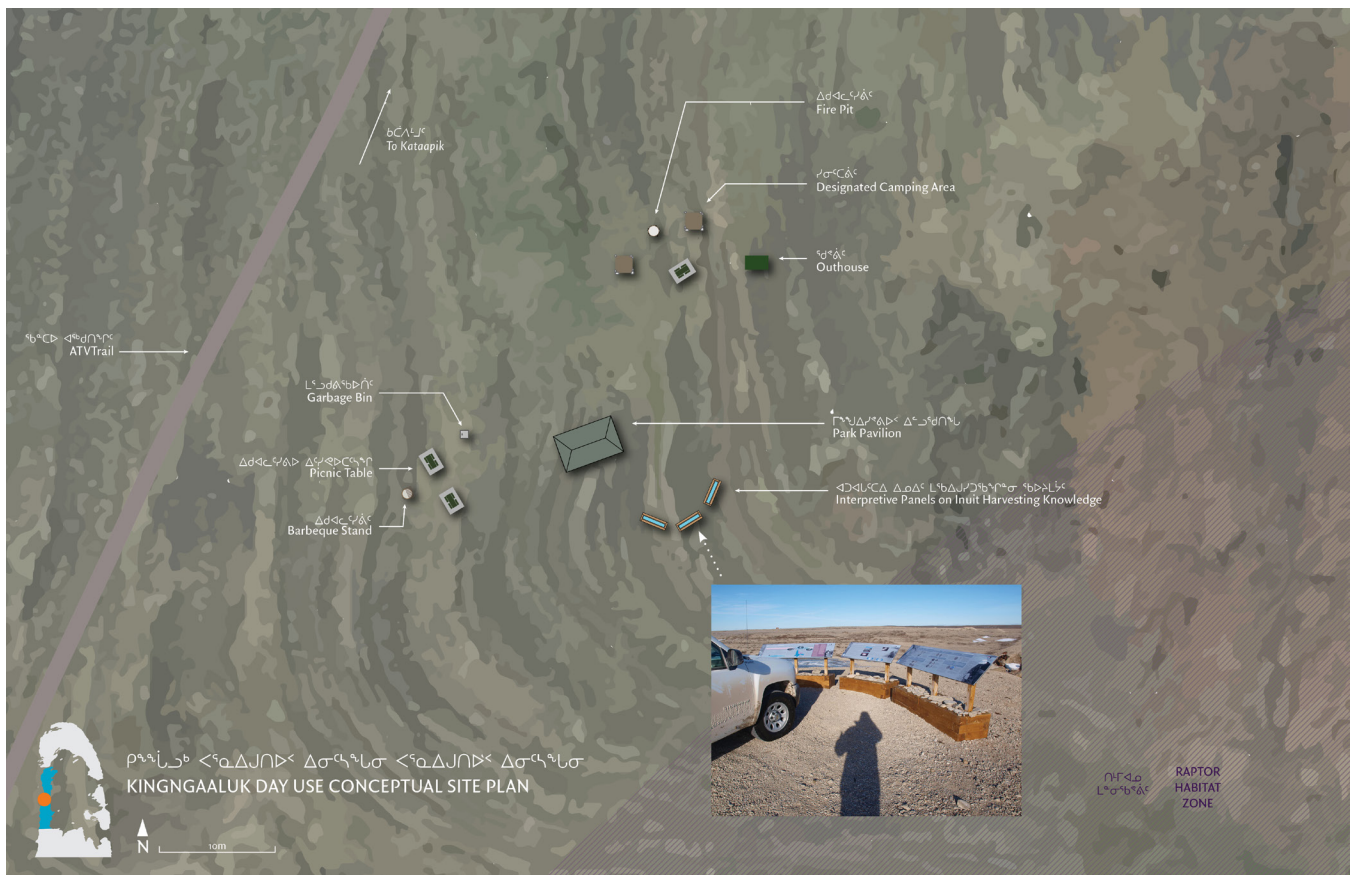








Table 10: Site 5

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Site 5</b> <b>Qaittukallak</b>	Kiosk	Information/Regulation <ul style="list-style-type: none"> <li>Camping</li> <li>Kataapik Area</li> </ul>	<ul style="list-style-type: none"> <li>General information and map; locations of interpretive sites, pavilion, picnic and camping areas</li> <li>Key messages: campig regulations; minimal impact travel; safety and emergency contacts</li> <li>Cultural Zone Messages: respectful behaviour in Kataapik area</li> <li>Regulations: sustainable harvesting; no interference with harvesting; protecting archaeological resources</li> </ul>
	Wall panel on the outhouse	n/a	<ul style="list-style-type: none"> <li>Emergency contact information</li> </ul>

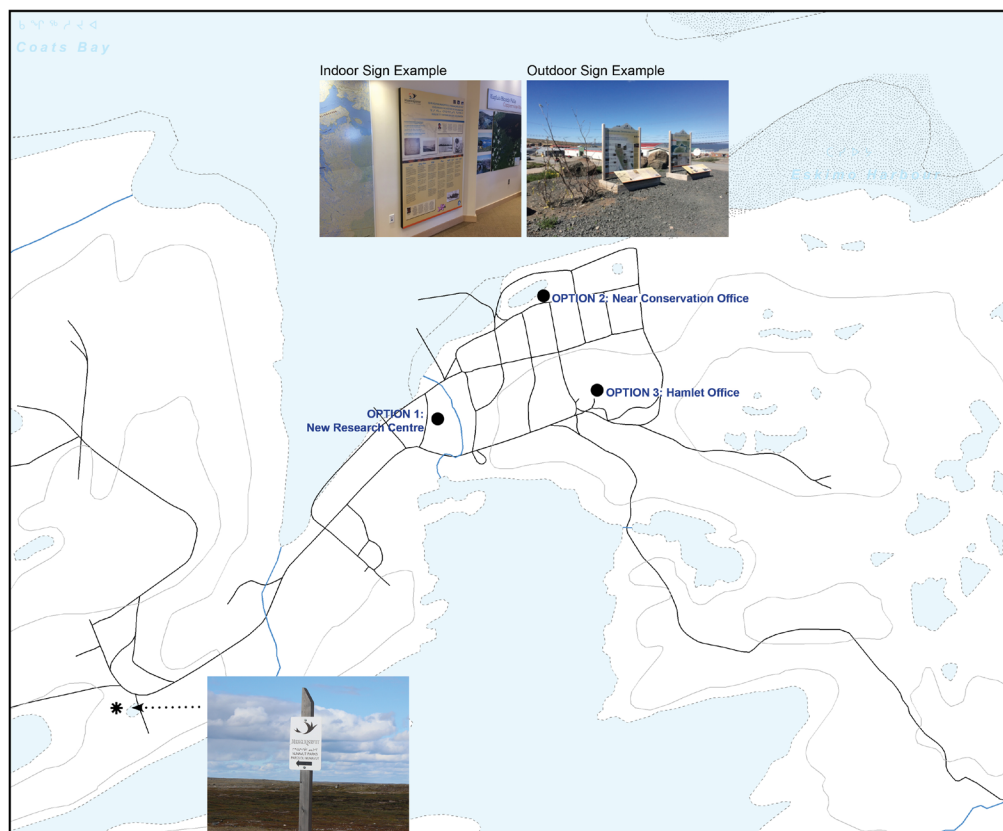
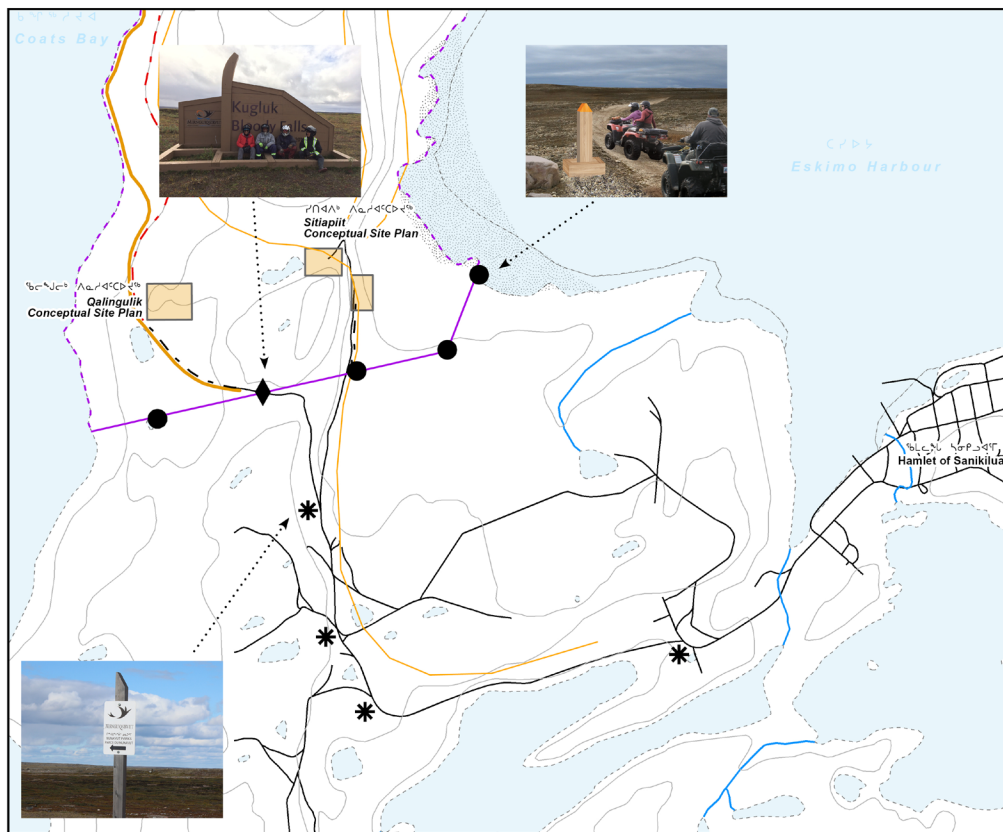




Table 11: Other Signage

LOCATION (as per master plan)	SIGN TYPE	THEME / SUB-THEME	RECOMMENDED CONTENT
<b>Site Plan 6 Park Entrance</b>	Entrance Sign (E3 style from Signage Manual)	n/a	<ul style="list-style-type: none"> <li>• Park name</li> </ul>
<b>Site Plan 6 Park Boundary Markers</b>	Icon Posts (4 total):	Directional	<ul style="list-style-type: none"> <li>• Boundary markers where the park trails cross the boundary</li> </ul>
<b>Site Plan 6 Directional signs between Park and Community on Access Road</b>	Icons on metal “T” posts	Directional	<ul style="list-style-type: none"> <li>• Icon posts will be located along the road between Sanikiluaq and the park entrance</li> </ul>
<b>Site Plan 7 Sanikiluaq (3 location options identified: location TBD)</b>	Kiosk (Outside)	Informational	<ul style="list-style-type: none"> <li>• General Kingngaaluk introduction including theme</li> <li>• Contact information</li> <li>• Park map and legend of services</li> <li>• Summary description of the cultural and natural resources of the park for those that might want to visit or those unable to visit but interested in the place</li> <li>• Key messages: how to travel to the park; hiring a guide; safe and sustainable travel</li> <li>• Information materials should also include: Park maps, brochures, and other print or digital materials and Inuit tourism operators’ information</li> </ul>
<b>Site Plan 7 Sanikiluaq (Research centre is the preferred location)</b>	Interpretive display	Educational	<ul style="list-style-type: none"> <li>• General Kingngaaluk introduction including theme</li> <li>• Park map and legend of services</li> <li>• Interpretive themes described for educational purposes</li> </ul>







### 4.1.2 GPS LOCATIONS FOR SIGNAGE INFRASTRUCTURE

Park staff will be required to mark the GPS locations for trail posts, directional markers, boundary markers, interpretive panels, and kiosks 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 Kingngaaluk be translated into Sanikiluaq dialect to ensure messaging is clear and understandable for local park users. Kuujjuarapik dialect would be an acceptable alternative.

## 4.2 PROMOTIONAL AND INFORMATIONAL MATERIALS

The Kingngaaluk 2017 Master Plan indicates that communication and marketing materials should be geared toward residents and visitors to increase awareness of the traditional and contemporary use of the site, its archaeological values, and sustainable harvesting practices. Furthermore, it states that marketing materials, designed to celebrate the unique qualities of the park, encourage visitation to the park and community, and promote Inuit tourism providers.

In keeping with the HA Framework, promotional and informational materials for Kingngaaluk 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 Sanikiluaq Inuit Tourism Strategy (Master Plan 2.7).

The actions described below are recommended for 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 Qaujimajatuqangit, the unique story of Kingngaaluk through the theme "Inuit sustainable harvesting practices", and key messages that inform and encourage sustainable use of the park by residents and visitors.
- Support NP&SP's strategic goal to promote NP&SP and increase public awareness and appreciation of the opportunities provided by Nunavut Parks.

### 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 Kingngaaluk. 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: "Inuit sustainable harvesting practices". The online information about Kingngaaluk 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, and emergency and other park facilities. It is recommended that a park-specific webpage for Kingngaaluk 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 Kingngaaluk 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 video 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 permits (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', Kingngaaluk is required to have a *Park Brochure Booklet*. According to the 2017 Master Plan, marketing materials for Kingngaaluk, such as a park brochure, should be designed to share the story of the park through the park's theme "Inuit sustainable harvesting practices", encourage visitation to the park and community, and promote Inuit tourism providers. Additionally, all materials about Kingngaaluk should highlight the cultural significance of the site for the people of Sanikiluaq.

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.
- Notify park users of the use of firearms in the park during harvesting seasons.
- 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 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 Wildlife office, hotels, Hamlet office, airport, HTO, and new research building).

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 context map showing the park and community and access routes via the ATV trail.
- 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 ATV use on the park trails.
- 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 map brochure should be developed as a complimentary series along with the park brochure booklet described above.

## 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 Sanikiluaq 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 or a project being undertaken in the park or as a tool to increase awareness about Kajjausarviit: NP&SP Program or the park's resources and 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 can be used by NP&SP and the CJPMC to achieve the park's goals of communicating with residents of Sanikiluaq and other audiences to increase awareness about the park's natural and cultural resources, 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 Kajjausarviit: Nunavut Parks Program.

As such, the 2017 Kingngaaluk Master Plan states that NP&SP staff will identify and participate in annual community events that increase awareness of Kingngaaluk Territorial Park and 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 kinds of community events often depends on a substantial volunteer effort from local groups and residents. 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 Sanikiluaq Inuit Tourism Strategy, which is discussed later in Section 5.4.2.

### 4.4.1 PARKS DAY – ANNUALLY

Parks Day is an annual event that NP&SP is already implementing in several parks to coincide with *Canada's Parks Day* (a Canadian Park's Council initiative that happens annually on the third Saturday in July). Parks Day offer an opportunity to bring awareness of the park to residents of Sanikiluaq, and deliver educational programming that emphasizes the park's cultural significance. Through these activities, the park's goal and objectives for sharing heritage appreciation can be realized, and the park's IIBA requirement to host an annual community/cultural event is also achieved.

NP&SP may recommend holding "Parks Day" or another "Park Open House" on a different date than the national Parks Day. In consultation with the CJPMC and NJPMC, an alternate date will be selected for the specific park and added to the annual work plan.

To guide the successful planning of this event, Section 5 presents specific actions that NP&SP can take. A sample Park's Day event schedule and planning templates can also be found in Appendix 6.4.



#### 4.4.2 COMMUNITY OPEN HOUSE – ANNUALLY

Another Community/Cultural event that is relevant to the goals of the Kingngaaluk Heritage Appreciation Program is a Community Open House. An annual Community Open House could be planned to include programming that celebrates the heritage of the park. The CJPMC recommends that this type of event would be best held in spring to coincide with the most popular time for community use of the park, which is also during the main harvest season. The primary audience would be the residents of Sanikiluaq, but several secondary audiences (e.g. non-resident park visitors, local outfitters, and guides) would also benefit. The CJPMC also recommends organizing an associated activity in the community, such as a radio show to share stories about the park, to ensure that residents who are unable to travel to the park can still participate. To encourage participation, the event could be held in conjunction with a fishing derby or berry-picking contest (if an event occurs in late August).

This type of event could also 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.

### 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 Kingngaaluk 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 will be developed by NP&SP to teach park users, through interactive activities taking place at Kingngaaluk, about both Inuit Qaujimagatuqangit and scientific knowledge. These programs can also be offered in the community for those who cannot access the park. If these programs are held in the community, they would be best offered in an outdoor setting (e.g. school yard, beach) 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).

#### 4.5.2 LEARN-TO PROGRAM – YEARS 6-10

Through a park-specific "Learn-To" Program at Kingngaaluk, 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 associated with harvesting, such as fishing tool making (e.g. kakivak), safe preparation of seafood, smoking a fish, hunting birds, berry picking, medicinal uses of vegetation, edible plants, kayaking, reading the environment (e.g. weather, ice conditions), wildlife management, and cultural sites/archaeological management. The park's seasonal harvesting calendar can serve as a guide for determining which topics to cover during different times of the year.

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 Sanikiluaq 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, and firearm use and safety). For example, "Learn-to" sessions can be used to teach the use and respect for the parts of the animals, teach traditional stewardship practices (e.g. not to dispose a whale head in the sea), and encourage safe firearms practices (in partnership with the HTO).

The Master Plan recommends the development of an "Elder story telling program". This program should be part of the "Learn to" for Kingngaaluk, where elders can share oral histories and traditional knowledge about harvesting, places of significance within the park, or some of the legends associated with the park.

Successful completion of the "Learn-to" Program kits for Kingngaaluk 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 Sanikiluaq 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 "Inuit Sustainable Harvesting Practices" and increase community awareness about the park, its important resources, and various management concerns.



### 4.5.3 IN-PARK CAMPS – ONGOING

In-park camps, such as youth camps, healing camps, heritage camps, or science camps, are another way to bring youth into Kingngaaluk to learn about heritage resources. Where feasible, any camp related to and supporting the park's heritage appreciation can be developed and delivered at the designated camping at Qaittukaalak, in partnership with other agencies. For example, if another organization is planning a youth camp, 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 Kingngaaluk, 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 Kingngaaluk 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. The CJPMC recommends organizing a spring youth camp at Kingngaaluk every 2-3 years in coordination with the hamlet's youth coordination and/or recreation department. Some topics suggested by the committee include cultural harvesting skills and activities, first aid training, and games for youth.

### 4.5.4 OUTDOOR CLASSROOM – ONGOING

Linking with the educational modules for the park, effort should be made to use the park as an outdoor classroom for all Sanikiluaq schools and residents, with NP&SP staff and local experts providing guided walks or talks about the resources of the park, storytelling by Elders, and Elders teaching specific skills. Outdoor classrooms can use the proposed pavilion building (to be located near Kingngaaluk) once it is completed.

These events could be videotaped as an archive for use online and in the heritage/Visitor Centre.

In partnership with Paatsaali 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 the park in partnership with school/Department of Education curriculum.

### 4.5.5 EDUCATION MODULES – YEARS 6-10

A long-term goal of NP&SP 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.

To support this initiative, NP&SP, through partnership with the Department of Education and Department of Culture and Heritage, will design and develop a Nunavut Territorial Park teacher's resource kit for use in Sanikiluaq schools in grades 7 and 10 as part of the general curriculum, and a special curriculum in archaeology will be developed for grade 11. These park-specific resource kits will be based on a standard model and framework that is described in the HA Framework (Section 4.6). Through these lessons 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 "Inuit Sustainable Harvesting Practices" 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 HA Framework Appendix 3, Table 9). Because these materials may or not be developed by NP&SP during the term of this Kingngaaluk HAP, they have not been included. Therefore, their future development and implementation will need to be considered for Kingngaaluk's next 10-year heritage appreciation planning cycle.



## 4.5.6 YOUTH CAREER DEVELOPMENT

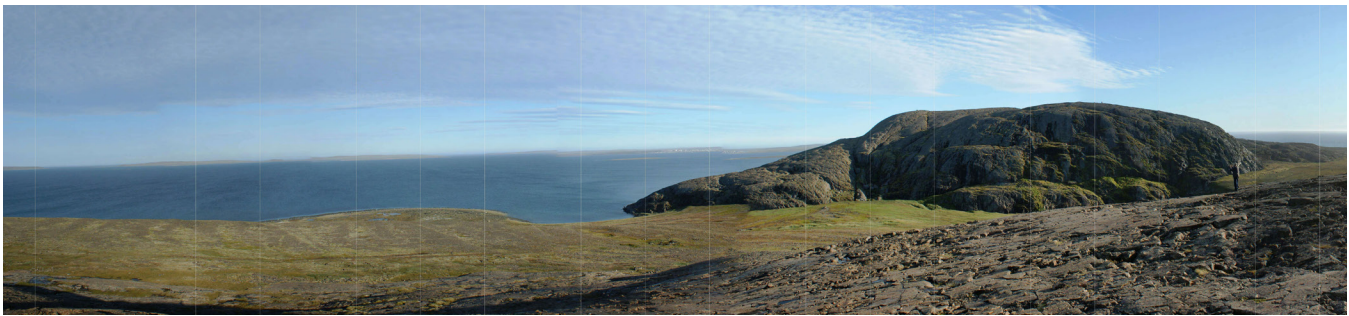
NP&SP is obligated by the IIBA to establish and maintain appropriate communication linkages with Paatsaali School in Sanikiluaq to regularly communicate and update tourism – and parks-related information to students through various media and career fairs.

To help the park achieve this objective, NP&SP will develop an Kingngaaluk-specific package of information directed at youth in Sanikiluaq 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 CJPMC also recommends additional outreach to students attending Nunavut Arctic College.

The package will include the following materials:

- A Kingngaaluk-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 Sanikiluaq-specific “Careers in Parks” PowerPoint Presentation.

The Sanikiluaq CJPMC has approved this career package in principle, but it has yet to be implemented. The Heritage Appreciation Action Plan for Kingngaaluk (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 Kingngaaluk Master and Management Plans have outlined two “Special Projects” to be phased in over time based on the available capital budget and approved CJPMC annual work plans: Archaeological Sites and Oral Histories. These projects, which are summarized below, both 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. These Special Projects will also seek opportunities to hire local youth, elders, and other knowledgeable persons.

### 4.6.1 ORAL HISTORY PROJECT – YEARS 1-2

The Master Plan prioritizes oral history projects to document the knowledge of elders and others on the history and traditional knowledge related to harvesting activities at the park. The primary goal is to use these oral histories to develop the park’s interpretation program.

Oral history interviews for Kingngaaluk can explore the park theme through a variety of topics, including but not limited to: the seasonal harvesting calendar, species, harvesting methods, uses of each species, historic occupation of the areas within the park, construction methods for sod houses and tents, vegetation uses, legends and stories, and accounts of the quality of daily life when people lived near Kataapik or Kingngaaluk. The resulting Interpretive stories should be told through first person oral histories from Sanikiluaq 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.

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 Sanikiluaq. Oral history collection at Kingngaaluk will also contribute to the understanding and knowledge around the park's theme "Inuit Sustainable Harvesting Practices" to enhance the interpretive content for the park.

#### **4.6.2 ARCHAEOLOGICAL SITES SURVEYS – YEARS 1-2 AND 11-15**

Through partnerships with the GN Department of Culture and Heritage and Inuit Heritage Trust, archaeological research at Kingngaaluk will continue the data collection and understanding of cultural resources that can be included in the park's Heritage Appreciation Program.

The Master Plan states that archaeological surveys will be required prior to all park infrastructure projects in the park to identify any archaeological resources or sites of cultural significance of the proposed development areas or access trail route. The first archaeological survey for the park was completed in the summer of 2021 to document all of the sites under threat from ATV/truck use, sites in areas proposed for development as truck access routes and parking areas, and all sites in Development zones. The work was completed under the guidance of elder Annie Tookalook.

Future surveys provide NP&SP with an opportunity to deliver the grade 11 education modules and in-park camps (discussed earlier). They may also provide opportunities for local students to work with the archaeologist for school credits (arrangements for this type of partnership will need to be made well in advance). 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 Kingngaaluk has the potential to enhance the interpretive content for the park's Heritage Appreciation Program and theme, "Inuit Sustainable Harvesting Practices".

### **4.7 INTERPRETIVE TRAINING TOOLS**

As per the Kingngaaluk Master Plan, guided interpretive visits to the park should be encouraged, and interpretive training may be required in the Tourism Strategy for local outfitters. Inuit tourism providers in Sanikiluaq have the potential to offer guided trips to the park in late spring, summer and early fall, and can transport their clients either by truck, on foot, boat, or ATV. Activities that could provide tourism opportunities include guided interpretive tours on cultural sites and sustainable harvesting practices, or general guided tours to enjoy site seeing, relaxation, picnics, cultural education, or bird watching. Guided tourism is the approach preferred by the CJPMC.

To support this initiative, tools must be developed through the Heritage Appreciation Program for use by local outfitters, such as an interpretive script, a list of suggested sites of cultural significance to visit (including the regulations to follow during site visits, and identification of those sites that are regulated or prohibited from visits based on the park zoning plan), and suggested interpretive activities related to the park theme. The following actions will help NP&SP and the CJPMC achieve the desired outcomes for park interpretation.

#### **4.7.1 KINGNGAALUK INTERPRETIVE SCRIPT – YEARS 1-2**

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 Kingngaaluk, the script should highlight important stories and legends, 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 Sanikiluaq will help NP&SP achieve the park's vision to share the theme "Inuit Sustainable Harvesting Practices" 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 1-2

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 Kingngaaluk Management Plan includes a budget for heritage appreciation and interpretation training for staff (\$1,000 per person, per year). Partnerships with other organizations, such as Inuit Heritage Trust, may also be identified for Inuit tourism providers that are seeking training related to park tourism opportunities. Any actions in this category should be linked to the Sanikiluaq 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.*

Each year a high school student in Sanikiluaq will receive a Park Award for excellence in park-related academic topics from the Sanikiluaq CJPMC.





## 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 – ONGOING

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 Kingngaaluk 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 "Inuit Sustainable Harvesting Practices" 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 Kingngaaluk'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 eye-catching 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 Sanikiluaq Tourism Strategy, 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 Kingngaaluk's Heritage Appreciation Program.

As mentioned earlier in Section 4.6, the Kingngaaluk Master Plan prioritizes 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).

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

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*. 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 KINGNGAALUK 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 KINGNGAALUK'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 Table 16 outlines the delivery requirements for “annually-recurring” activities and programs that will help NP&SP fulfill the goals and objectives of the park's HAP. 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 12: One-time activities and actions required to complete Kingngaaluk’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 Entry Sign – medium size (E3)	<ul style="list-style-type: none"><li>• Park Entry Sign near boundary on main park access road</li></ul>	Year 1-2	Design, materials and construction = \$8,000  Shipping and installation = \$2,000	\$10,000	HAP: 4.1  Master Plan: 4.2.7, Table 6  Mgmt Plan: 3.1	<ul style="list-style-type: none"><li>• NP&amp;SP Signage Manual</li><li>• Placement near boundary in a location to allow a scenic backdrop.</li><li>• CJPMC does not want park entry flag poles installed</li></ul>	
Kiosk Signage at Parking Lot 1, Parking Lot 2, and in community	<ul style="list-style-type: none"><li>• (3) kiosks</li><li>• General interpretive and regulatory</li></ul>	Year 1-2	Per unit design, materials and fabrication = 7,000 (x3)  Shipping and installation = \$2,000	\$23,000	HAP: 4.1  Master Plan: 4.2.7, Table 6  Mgmt Plan: 3.1	<ul style="list-style-type: none"><li>• NP&amp;SP Signage Manual</li><li>• Kiosk at Lot 1 to be placed near the ATV trail in general location of proposed parking lot, and moved (if required) when parking lot 2 is constructed.</li><li>• Location of kiosk in community to be determined by CJPMC &amp; Hamlet</li></ul>	
Oral History Project	<ul style="list-style-type: none"><li>• Elder Interviews and mapping</li></ul>	Year 1-2	Multi-year Project \$50,000	\$50,000	HAP: 4.6  Master Plan: 2.6.2, 2.6.7, 5.6  Mgmt Plan: 3.1, 3.6	<ul style="list-style-type: none"><li>• Oral History projects could be undertaken in partnership with the Heritage Centre and schools</li></ul>	
Archaeological Sites Survey – Priority 1	<ul style="list-style-type: none"><li>• Various locations where infrastructure is planned</li></ul>	Year 1 -2	Multi-year Project Year 1 = \$50,000  Year 2 = \$30,000	\$80,000	HAP: 4.6  Master Plan: 2.6.7  Mgmt Plan: 2.5, 3.1	<ul style="list-style-type: none"><li>• Prior to infrastructure development</li><li>• Project to be supervised by NP&amp;SP with qualified archaeologist</li><li>• Project should be planned to coincide with grade 11 education program and in-park camp and offer outdoor classroom opportunities for local schools</li></ul>	
Kingngaaluk Day Use Area Signage	<ul style="list-style-type: none"><li>• (6) interpretive pedestal panels near picnic area (x3) and pavilion (x3)</li><li>• (2) walk around pylon signs on ATV trail</li></ul>	Year 3-5	Interpretive panels per unit design, materials and construction = \$3,500 (x6)  Pylon per unit design, materials and construction = \$1,500 (x2)  Shipping and installation = \$2,000	\$26,000	HAP: 4.1  Master Plan: 4.2.7, Table 6  Mgmt Plan: 3.1	<ul style="list-style-type: none"><li>• Class D Estimate</li><li>• NP&amp;SP Signage Manual</li></ul>	
Kingngaaluk Archaeological Site (Sod House) Area signage	<ul style="list-style-type: none"><li>• (1) kiosk</li><li>• (3) interpretive pedestal panels</li></ul>	Year 3-5	Kiosk Signage per unit design, materials and fabrication = \$7,000 (x1)  Panel signage per unit design, materials and fabrication = \$3,500 (x3)  Shipping and installation = \$4,000	\$17,500	HAP: 4.1  Master Plan: 4.2.6, 4.2.7, Table 6  Mgmt Plan: 2.5, 3.1. 3.6	<ul style="list-style-type: none"><li>• NP&amp;SP Signage Manual</li><li>• Following site survey</li><li>• Interpretive panels to be integrated into viewing platform design</li></ul>	
Qaittukallak Designated Camping Area Kiosk	<ul style="list-style-type: none"><li>• (1) kiosk</li><li>• General interpretive and regulatory</li></ul>	Year 3-5	Per unit design, materials and fabrication = \$7,000 (x1)  Shipping and installation = \$2,000	\$9,000	HAP: 4.1  Master Plan 4.2.7, Table 6  Mgmt Plan: 3.1	<ul style="list-style-type: none"><li>• NP&amp;SP Signage Manual</li></ul>	



HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
<b>Park Boundary Posts</b>	<ul style="list-style-type: none"> <li>(4) walk around pylon sign posts</li> <li>at various access points along southern boundary</li> </ul>	Year 3-5	Per unit design, materials and fabrication = \$1,500 (x4)  Shipping and installation = \$1,500	\$7,500	<i>HAP: 4.1</i>  <i>Master Plan: 4.2.7, Table 6</i>  <i>Mgmt Plan: 2.5, 3.1</i>	<ul style="list-style-type: none"> <li><i>Class D Estimate</i></li> <li><i>NP&amp;SP Signage Manual</i></li> </ul>	
<b>Directional Markers on Park Access Road</b>	<ul style="list-style-type: none"> <li>(4) “T” bar with small icon panels</li> </ul>	Year 3-5	Per unit design, materials and fabrication = \$250 (x4)  Shipping and installation = \$500	\$1,500	<i>HAP: 4.1</i>  <i>Master Plan: 4.2.7, Table 6</i>  <i>Mgmt Plan: 2.5</i>	<ul style="list-style-type: none"> <li><i>Class D Estimate</i></li> <li><i>NP&amp;SP Signage Manual</i></li> <li><i>Location to be determined by CJPMC &amp; Hamlet</i></li> </ul>	
<b>Interpretation, Education and Marketing materials as per Master Plan</b>	<ul style="list-style-type: none"> <li>HA program materials and interpretive script</li> </ul>	Year 3-5	Materials = \$5,000  Research and Labour = \$10,000	\$15,000			
<b>Park Booklet Brochure and Map Brochure</b>	<ul style="list-style-type: none"> <li>Content development, design and printing</li> </ul>	Year 3-5	Development = \$8,000  Printing run of 500 copies	\$10,000	<i>HAP: 4.2</i>  <i>Master Plan: 2.6.3, 2.7</i>  <i>Mgmt Plan: 1.6.2, 3.1, 3.3.6.3, 3.5</i>  <i>HA Framework: 4.2.3 and 4.2.4</i>	<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>“Learn to” Program</b>	<ul style="list-style-type: none"> <li>Development of Kingngaaluk-specific programs and materials</li> </ul>	Year 6-10	Materials = \$2,000 per year	\$10,000 total (or \$2,000 per year)	<i>HAP: 4.5</i>  <i>Master Plan: 2.6.5</i>  <i>Mgmt Plan: 1.6.2, 3.3.1.1, 3.5, 4.3</i>  <i>HA Strategy: 3.4</i>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> </ul>	
<b>Education Modules</b>	<ul style="list-style-type: none"> <li>Development of grade 7, 10 &amp; 11 teacher education kits and online resource materials</li> </ul>	Year 6-10	<ul style="list-style-type: none"> <li>Grade 7 modules = \$35,000</li> <li>Grade 10 modules = \$30,000</li> <li>Grade 11 modules = \$25,000</li> </ul>	\$90,000	<i>HAP: 4.5</i>  <i>Master Plan: 2.6.4</i>  <i>Mgmt Plan: 1.6.2, 4.3</i>	<ul style="list-style-type: none"> <li><i>Project will include Kingngaaluk-specific and general content.</i></li> <li><i>Through partnership with the GN Dept. of Education and Dept. of Culture and Heritage.</i></li> <li><i>Class D Estimates</i></li> </ul>	
<b>Kangiqlik Parking Lot 3 and Access Road Signage</b>	<ul style="list-style-type: none"> <li>(2) pylon signs:               <ul style="list-style-type: none"> <li>“No ATV”</li> <li>“Zone Regulations”</li> </ul> </li> </ul>	Year 11-15	Per unit design, materials and fabrication = \$1,500 (x2)  Shipping and installation = \$1,000	\$3,500	<i>HAP: 4.1</i>  <i>Master Plan: 4.2.7, Table 6</i>  <i>Mgmt Plan: 2.5, 3.1</i>	<ul style="list-style-type: none"> <li><i>Class D Estimate</i></li> <li><i>NP&amp;SP Signage Manual</i></li> </ul>	



HAP COMPONENT	DESCRIPTION	TIMEFRAME	CAPITAL COST ESTIMATE *	CAPITAL COST TOTAL	REFERENCE DOCUMENT	PLANNING CONSIDERATIONS	STATUS (to be completed by NP&SP)
Archaeological Sites Survey – Priority 2	<ul style="list-style-type: none"> <li>Prior to infrastructure development at: <ul style="list-style-type: none"> <li>planned route for access road</li> <li>ATV boardwalk</li> <li>parking lot 2</li> <li>pavilion</li> </ul> </li> </ul>	Year 11-15	Year 5 = \$30,000	\$30,000	<i>HAP: 4.6</i>  <i>Master Plan: 2.6.7</i>  <i>Mgmt Plan: 2.5, 3.1, 3.6</i>	<ul style="list-style-type: none"> <li><i>Project to be supervised by NP&amp;SP with qualified archaeologist</i></li> <li><i>Project should be planned to coincide with grade 11 education program and in-park camp and offer outdoor classroom opportunities for local schools</i></li> </ul>	
Website	<ul style="list-style-type: none"> <li>Develop new content in keeping with the 2017 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>	Ongoing			<i>HAP: 4.2</i>  <i>Master Plan: 2.6.3, 2.7</i>  <i>HA Strategy: 3.5</i>  <i>Mgmt Plan: 3.2.2.1, 3.3.2.1, 3.3.6.3, 3.5</i>	<ul style="list-style-type: none"> <li><i>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>	
Interpretive Training Tools	<ul style="list-style-type: none"> <li>Development of park-specific interpretive script and training program for park staff and tourism operators in Sanikiluaq</li> </ul>	Ongoing			<i>HAP: 4.7</i>  <i>Master Plan: 2.6.3</i>  <i>Mgmt Plan: 2.3.3.2, 3.1, 3.3.6.3, 4.2.6</i>  <i>HA Framework: 4.5.3</i>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> </ul>	
Updates to Park Image Database	<ul style="list-style-type: none"> <li>Professional photos of park</li> </ul>	Ongoing	Professional Photographer = TBD		<i>HAP: 4.9.1</i>  <i>HA Strategy: 3.5</i>	<ul style="list-style-type: none"> <li><i>Project to be delivered by NP&amp;SP</i></li> <li><i>Completion of this action is recommended after new park infrastructure is completed</i></li> </ul>	

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







Table 13: Annually recurring actions and activities under Kingngaaluk’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 Mgmt Plan: 2.5, 3.2.2.1, 3.3.2.1, 3.3.1, 3.3.10, 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 Sanikiluaq CJPMC will also need to establish a protocol for issuing messages that the CJPMC may want to disseminate</li></ul>
Parks Day (or alternative)	Planning and hosting an annual Parks Day Event to coincide with Canada’s Parks Day	Annually (on or around the third Saturday of July)	HAP: 4.4.1  Master Plan: 2.6.6  Mgmt Plan: 1.6.2, 3.3.6.1, 3.3.12  HA Strategy: 3.3	<ul style="list-style-type: none"><li>• Project to be delivered by CJPMC and local park staff (once hired) with support from NP&amp;SP regional staff</li><li>• Program can be adapted from existing Parks Day programming currently offered at Sylvia Grinnell Territorial Park in Iqaluit</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>• 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></ul>
Community Open House	Planning and hosting an annual Community Open House to coincide with the most popular time for community use of the park	Annually in Spring	HAP: 4.4.2 Master Plan: 2.6.6 Mgmt Plan: 3.3.6.1, 3.3.12	<ul style="list-style-type: none"><li>• Project to be delivered by CJPMC and local park staff (once hired) with support from NP&amp;SP regional staff</li><li>• Should be planned to benefit residents, visitors</li><li>• Should be planned and promoted as a tourism event to benefit local outfitters/guides</li><li>• Must include cultural components (e.g. Learn-to Program sessions, interpretive presentations, etc.)</li><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 (Parks Day, Community Open House), school presentations, in-park camps</li></ul>
“Learn-to” Program	Brief educational sessions used to teach topics that are relative to the park and its resources  Elder short storytelling sessions used to share oral history of the park and its resources	Regularly scheduled during park season	HAP: 4.5 Master Plan: 2.6.5 Mgmt Plan: 1.6.2, 3.3.1.1, 3.5, 4.3 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>
In-Park Camps	To provide in-park camp experiences for local students and Youth (Inuit Qaujimagatuqangit science camps)	As/when applicable	HAP: 4.5 Mgmt Plan: 1.6.2, 3.3.1.4, 3.3.9, 3.3.12 HA Strategy: 3.4	<ul style="list-style-type: none"><li>• To be delivered through partnership with other organizations (e.g. schools, IHT)</li><li>• Can be use 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 Mgmt. Plan: 3.3.6.3	<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 Sanikiluaq 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 Master Plan: Mgmt Plan: 3.5 HA Strategy: 3.4 IIBA: 6.1.1	<ul style="list-style-type: none"><li>• “Careers” information package should be distributed to Paatsaali School, along with other park brochures and interpretive materials that are developed for the park.</li><li>• When in the community, NP&amp;SP staff should conduct a school visit to explain parks-related jobs, career, and business opportunities to students; or attend a career/job fair if possible.</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  Master Plan:  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 Parks 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 Sanikiluaq:

- Partnership with the Sanikiluaq 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.
- Partnerships with hamlets and community organizations will aid NP&SP in the successful delivery of community events, such as Parks Day.
- Partnerships and communication linkages with Sanikiluaq 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 SANIKILUAQ 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 Sanikiluaq, this will involve making the most of tourism-related opportunities at Kingngaaluk 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 Sanikiluaq'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 also be included on the Park's web site and in marketing literature, taking the community's vision for tourism into account. The interconnections between the Sanikiluaq Inuit Tourism Strategy and the park's Heritage Appreciation Program have been identified (where applicable) throughout the Kingngaaluk 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. 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.

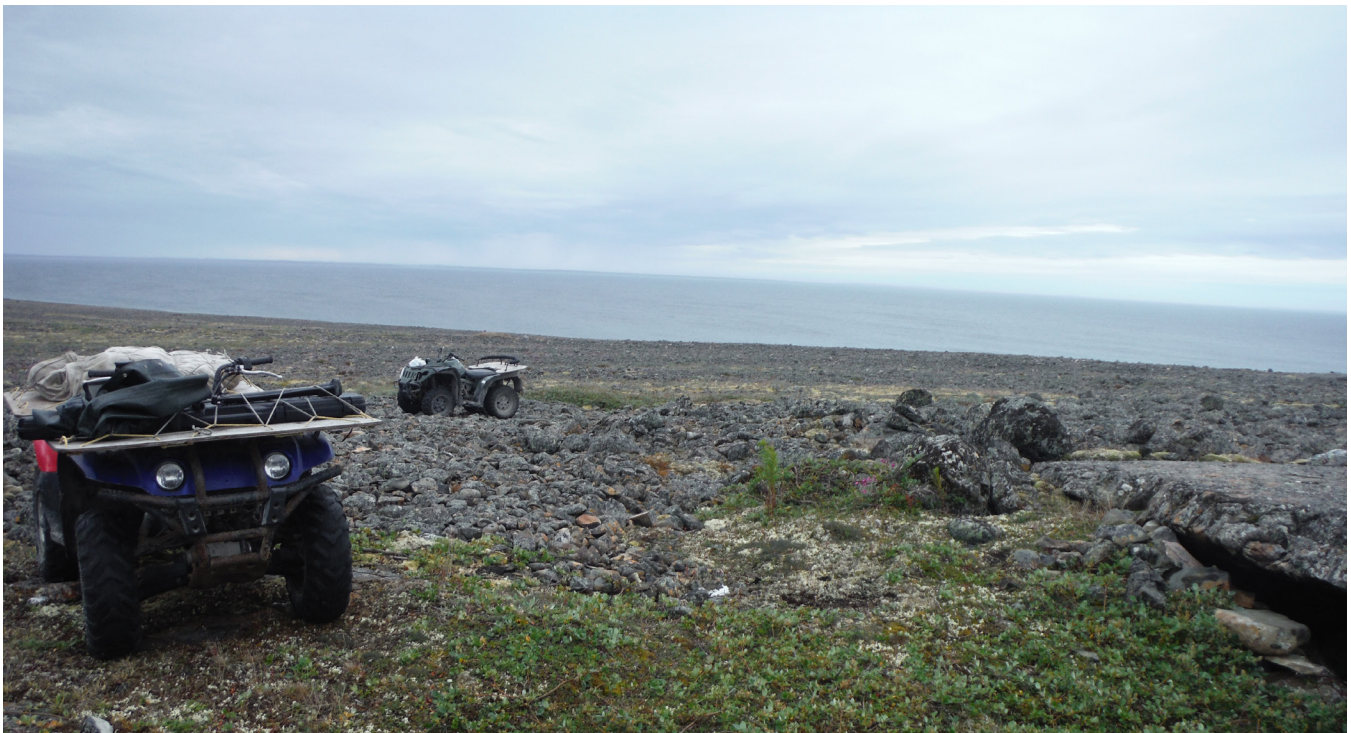
### 5.4.4 COMMUNITY INVOLVEMENT

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 NA and IIBA, and heritage appreciation is shaped by co-management and consultation with park communities.

Kingngaaluk's Heritage Appreciation Program has been developed in partnership with the Sanikiluaq 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 Kingngaaluk 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 Kingngaaluk 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 Kingngaaluk 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 Kingngaaluk HAP could include:

- The contribution of the HAP action to the NP&SP Program and specific heritage appreciation goals for Kingngaaluk.
- 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 14: Evaluation Indicators Framework for Kingngaaluk 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>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 Sanikiluaq</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 annually</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> 1. Parks Day 2. Community Open House	<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 Sanikiluaq</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>
<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 Sanikiluaq</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>



Table 14: Evaluation Indicators Framework for Kingngaaluk Territorial Park

HAP Action	Evaluation Objectives	HAP Indicators	Evaluation Method	Evaluation Schedule
<b>Education: Grade 7 and 10 Modules</b>	<ul style="list-style-type: none"><li>• Ensure that modules are delivered in Sanikiluaq 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 several 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 classroom activities</li><li>• Students in grade 7 will have several 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 Sanikiluaq 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 several 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 classroom and in-park research activities</li><li>• Students 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 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 PARKS 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)



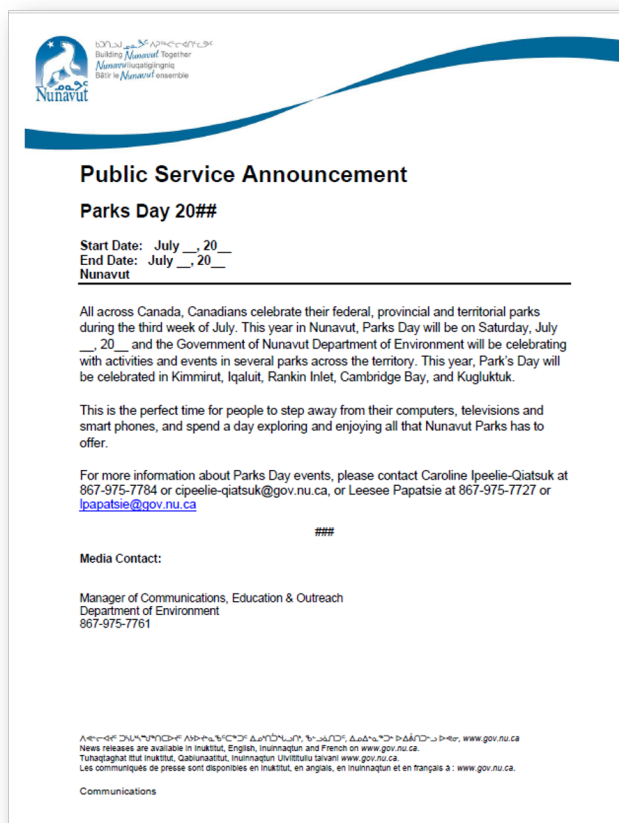
### 6.3.1 NEWSLETTER TEMPLATE

### 6.3.1 NEWSLETTER TEMPLATE



### 6.3.2 ANNOUNCEMENT

## Public Service Announcement





### 6.3.3 POWERPOINT TEMPLATE





## 6.4 PARKS DAY

### 6.4.1 PARKS DAY – SCHEDULE SAMPLE



$\Delta^a \Delta^b \Delta^c d^4$   
 $\Gamma^a \Delta^b \Delta^c \Delta^d \Delta^e \Delta^f \Delta^g \Delta^h \Delta^i \Delta^j \Delta^k \Delta^l \Delta^m \Delta^n \Delta^o \Delta^p \Delta^q \Delta^r \Delta^s \Delta^t \Delta^u \Delta^v \Delta^w \Delta^x \Delta^y \Delta^z$

Sylvia Grinnell  
Min'nguighirvia

Sylvia Grinnell  
Territorial Park

Parc Territorial  
Sylvia Grinnell

	ሥላሴ ልጅ ልጅ 27, 2019-ጥር	Saaluti Julai 27, 2019	Saturday July 27, 2019	27 Juillet, 2019
11:00 – 2:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Pahikhiliniq	Barbecue	Barbecue
11:00 -11:30	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Qulliq Ikitiqnia	Qulliq Lighting	Allumage du qulliq
12:00 -12:30	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
12:00-1:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Nettingit papigungit haungitnik ulapaqijutikhat	Seal flipper bone game	Jeu de prédictions avec os de phoque
11:00 –2:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Kakiniit	Tattooing	Tatouage
1:00 – 2:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Qivraqtuq & Qilautjaqtuq	Throat Singing & Drum Dancing	Chant de gorge & Danse du tambour
1:00 – 1:30	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Pitquhikkut Unipkaat	Traditional Story Telling	Contes traditionnels
1:30 – 2:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Kumait Huliitjutanni	Creepy Bug Activity For Children and Youth	Activité avec les insectes pour les jeunes
1:00-3:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Minguiiviloqiyut Kanetemi Nenminikkut Teiraqhimesyuq	Parks Canada Bio Blitz	BioBlitz de Parcs Canada
1:00-2:00	ሥላሴ ልጅ ልጅ ልጅ ልጅ	Pitquhigut Tingit	Traditional Tea	Thé traditionnel

ጊዜ ጥሩ ነው።  
10:30 ሆኖ 3:00 ሆኖ  
ፊት ጥሩ ጊዜ ሆኖ፡  
ጥሩ ጊዜ ሆኖ ሆኖ  
ጥሩ ጊዜ ሆኖ ሆኖ  
ጥሩ ጊዜ ሆኖ ሆኖ  
ጥሩ ጊዜ ሆኖ ሆኖ  
ጥሩ ጊዜ ሆኖ ሆኖ  
ጥሩ ጊዜ ሆኖ ሆኖ

**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

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

**Horaires des autobus**  
de 10 h 30 à 15 h 00  
Arrêts:  
Salle Abe Okpik  
Apex Hill Quickstop  
Tukisigiariavik (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
- Supplies: Food/equipment
- 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







# 6.5.2 PARK MAP BROCHURE (KEKERTEN EXAMPLE)

**NUUNAVUT PARKS SPECIAL PLACES**

NUUNAVUT PARKS  
1000-1000  
1000-1000

## A Special Place

### KEKERTEN AND THE CUMBERLAND SOUND WHALE FISHERY

#### Early Years

Whaling was a major industry in the early years of settlement in the Cumberland Sound area. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### TO FORM A WHALING SETTLEMENT

The whaling industry was a major part of the local economy and provided a source of food and income for the community. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### FOR MORE INFORMATION

For more information, please contact the Nunavut Parks Department. The Nunavut Parks Department is responsible for the management and conservation of the park's natural resources.

#### The Discovery on Cumberland Sound

The discovery of the whaling industry on Cumberland Sound was a significant event in the history of the region. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### BALENA MYSTICETUS

The baleen mysticetus is a type of whale that was hunted by the whaling industry. The baleen mysticetus was a large whale that lived in the Arctic region and was hunted for its baleen.

#### KEKERTEN TERRITORIAL PARK GUIDEMAP

The Kekerten Territorial Park Guidemap is a map of the park that shows the location of the whaling industry. The map is a valuable resource for visitors to the park and provides information about the park's history and natural resources.

### After the Haplo

#### Early Years

Whaling was a major industry in the early years of settlement in the Cumberland Sound area. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### TO FORM A WHALING SETTLEMENT

The whaling industry was a major part of the local economy and provided a source of food and income for the community. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### FOR MORE INFORMATION

For more information, please contact the Nunavut Parks Department. The Nunavut Parks Department is responsible for the management and conservation of the park's natural resources.

#### The Discovery on Cumberland Sound

The discovery of the whaling industry on Cumberland Sound was a significant event in the history of the region. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### BALENA MYSTICETUS

The baleen mysticetus is a type of whale that was hunted by the whaling industry. The baleen mysticetus was a large whale that lived in the Arctic region and was hunted for its baleen.

#### KEKERTEN TERRITORIAL PARK GUIDEMAP

The Kekerten Territorial Park Guidemap is a map of the park that shows the location of the whaling industry. The map is a valuable resource for visitors to the park and provides information about the park's history and natural resources.

### After the Haplo

#### Early Years

Whaling was a major industry in the early years of settlement in the Cumberland Sound area. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### TO FORM A WHALING SETTLEMENT

The whaling industry was a major part of the local economy and provided a source of food and income for the community. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### FOR MORE INFORMATION

For more information, please contact the Nunavut Parks Department. The Nunavut Parks Department is responsible for the management and conservation of the park's natural resources.

#### The Discovery on Cumberland Sound

The discovery of the whaling industry on Cumberland Sound was a significant event in the history of the region. The whaling industry was a vital part of the local economy and provided a source of food and income for the community.

#### BALENA MYSTICETUS

The baleen mysticetus is a type of whale that was hunted by the whaling industry. The baleen mysticetus was a large whale that lived in the Arctic region and was hunted for its baleen.

#### KEKERTEN TERRITORIAL PARK GUIDEMAP

The Kekerten Territorial Park Guidemap is a map of the park that shows the location of the whaling industry. The map is a valuable resource for visitors to the park and provides information about the park's history and natural resources.

### MAJOR EVENTS IN EASTERN ARCTIC WHALING

Year	Event	Location
1850	First whaling voyage	Arctic
1860	Whaling industry established	Arctic
1870	Whaling industry established	Arctic
1880	Whaling industry established	Arctic
1890	Whaling industry established	Arctic
1900	Whaling industry established	Arctic
1910	Whaling industry established	Arctic
1920	Whaling industry established	Arctic
1930	Whaling industry established	Arctic
1940	Whaling industry established	Arctic
1950	Whaling industry established	Arctic
1960	Whaling industry established	Arctic
1970	Whaling industry established	Arctic
1980	Whaling industry established	Arctic
1990	Whaling industry established	Arctic
2000	Whaling industry established	Arctic
2010	Whaling industry established	Arctic
2020	Whaling industry established	Arctic



## 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-TO” REPORT SUMMER 2020 IQALUIT KUUNGA TERRITORIAL PARK

Weekly “Learn-to” events were offered again this summer at Sylvia Grinnell (Iqaluit Kuunga) Territorial Park! “Learn-to” events aim to get the public out to the park to learn something new. Different activities were planned until the end of August 2020. Due to the COVID-19 restrictions, this summer we were challenged to practice social distancing, limiting our participants to 10 per session, and to hold all our events outdoors.

Thirteen sessions were offered to Rankin Inlet residents this year:

1. Learn to Make Kakivak – Tuesday June 30th, 2020
2. Learn about Traditional Legends – Tuesday July 7th, 2020
3. Learn to Make Bannock and How to Prepare Traditional Tea – Thursday July 14th, 2020
4. Learn to Make Mikku – Tuesday July 21st, 2020
5. Learn to Make Pipsi – July 28th \* July 30th, 2020
6. Learn About Traditional Rock Uses in Nunavut Parks – Tuesday August 4th & Thursday August 6th, 2020
7. Learn to Carve a Qulliq out of Soapstone – Tuesday August 11th, 2020
8. Learn to Prepare Sealskin – Tuesday August 18th & Thursday August 20th, 2020
9. Traditional Plant Walk – Tuesday August 25th & Thursday August 27th, 2020

Report Outline:

1. Learn to Make Kakivak
2. Learn about Traditional Legends
3. Learn to Make Bannock and How to Prepare Traditional Tea
4. Learn to Make Mikku
5. Learn to Make Pipsi
6. Learn About Traditional Rock Uses in Nunavut Parks
7. Learn to Carve a Qulliq out of Soapstone
8. Learn to Prepare Sealskin
9. Traditional Plant Walk
10. Budget overview
11. Overall Comments





**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 ᐅᓴᑦᑭᓴᑦᑯᓴᑦ 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><b><i>You must print your legal name in the space provided below and print today's date.</i></b></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 Iliqqusiq (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 Iliqqusiq (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 (Iliqqusiq) 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



ጠቅላይ ፍርድ ቤት  
 ለፍርድ ቤት ጠቅላይ ፍርድ ቤት  
 ለፍርድ ቤት ጠቅላይ ፍርድ ቤት  
 ጠቅላይ ፍርድ ቤት  
 በጠቅላይ ፍርድ ቤት  
 በጠቅላይ ፍርድ ቤት  
 ለፍርድ ቤት ጠቅላይ ፍርድ ቤት

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

**NUNAVUMMI  
UNNAGIURHIQVIIT &  
INNIITURLIIT**  
Havakviat Avatiligiyyikut  
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



ᐃᓕᓕᓕᓕᓕᓕ  
Availiqyikkut  
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 Aulajaaqtut 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















## 6.11 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.







