

Girl Scouts of Alaska



Council Patches

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ALASKA, MY HOME TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

1. Learn the Alaska state bird, flower and motto.
2. Learn how to make an Eskimo yo-yo.
3. Learn about the history of the Alaska flag, and learn and sing or listen to the Alaska Flag Song.
4. Talk to a person in your community about the early days of your town, OR read something about Alaska history.
5. Prepare and eat an Alaskan food such as sourdough, salmon or other seafood, or something made with berries.
6. Learn the names of some of the plants or flowers that are native to your area of Alaska.
7. Read (or have someone read to you) a book about Alaska.



ALASKA'S NATIONAL WILDLIFE REFUGES PATCH

Visit a National Wildlife Refuge or a refuge headquarters to earn this patch. It is recommended that you contact refuge staff (U.S. Fish & Wildlife – see attached contact info) first to see how they can help you earn the patch, and to find out what educational resources are available. If it's not possible for you to visit a Refuge or refuge headquarters, you may visit an Alaska Public Lands Information Center (located in Anchorage, Fairbanks, Ketchikan and Tok), or you may check out the *National Wildlife Refuges of Alaska* movie from the Council Office.

** A Girl Scout kit is available at the Kenai National Wildlife Refuge in Soldotna that has materials and supplies to complete some of the patch activities.*

Brownies: complete 4 activities (including #1 and 2)

Juniors: complete 5 activities (including #1 and 2)

Cadettes, Seniors and Ambassadors: complete 6 activities (including #1 and 2)

It is recommended (but not required) that you complete at least one animal-related activity and one plant-related activity.

REQUIRED ACTIVITIES

1. **About Your Refuge** After finding out about the history of the National Wildlife Refuge System by reading the background info provided or watching the *National Wildlife Refuges of Alaska* movie (available at each Refuge, Alaska Public Lands Center, or at the Council Office), get to know your local refuge. What are the major bodies of water in the refuge and what are the major land features - tundra, wetlands, glaciers, volcanoes, maritime or mountains? Find out why and when the refuge was created and how large it is. Make a poster or a map showing what you learned.
2. **Recreation Activity*** Many refuges are open to wildlife dependent recreation. Visit a refuge or a nearby forest or tundra to try a recreational activity such as hiking, tide pooling, or walking along a beach. Snowshoeing and skiing are winter possibilities, and some refuges may have snowshoes available for use. Investigate off-trail for animal and bird tracks, or head to a field or snow-covered frozen lake to try out races and games. Note: If snowshoeing for the first time, it's good to use a packed trail until you gain more experience.

ANIMAL-RELATED ACTIVITIES

3. **Animal Tracks*** Identify five Alaskan animals' tracks and learn about their gaits (the distance between the footprints). Using your own hands and feet, try to accurately walk the gait of two different animals. Do an art project of some kind making a replica or print of animal tracks.
4. **Endangered and Threatened Species of Alaska** Find out what species are endangered or threatened in Alaska (http://adfg.state.ak.us/special/esa/esa_home.php). Sea otters were over-harvested for their furs but have since make a comeback because of recognition of the problem. Are there animals, birds or plants on the list that you have seen? Find out which species live in the refuge nearest you. Write a poem or draw a picture about one of the species listed on the web site.
5. **Birds** Identify 5 birds native to your refuge. Then make a feeder or bird house for your back yard and learn what food mixture to use (don't leave bird food out during bear season); OR learn about Duck Stamps and what the fees are used for. Create your own Duck Stamp design, and consider submitting your entry to the Junior Duck Stamp Contest (contest rules available at <http://duckstamps.fws.gov>).

ALASKA'S NATIONAL WILDLIFE REFUGES PATCH (CONTINUED)

6. **Salmon** View pictures of the five species of salmon (http://www.adfg.state.ak.us/special/as/docs/id_%20chart.pdf) and learn about fish habitat. Make a drawing of a healthy fish habitat. Remember to have fresh flowing water, hiding places and food for the newly hatched eggs (and salmon). List three things that are possible threats to the well-being of fish habitat or that can cause erosion to the banks of fish habitat.
7. **Animal Identification*** Find out what animals live in your refuge and learn about them. <http://www.adfg.state.ak.us/pubs/notebook/notehome.php> is a great website of fish, wildlife, birds, etc. with pictures and information. Using resources from your local refuge or a local taxidermist, match animal fur samples to photos of animals. Some possible Alaskan animals are black bear, brown bear, mountain goat, Dall sheep, deer, moose, wolf, snowshoe hare, ermine, wolverine, red fox, marmot, beaver, otter, seal, sea lion and walrus.
8. **Seasonal Adaptation and Camouflage*** Learn about seasonal adaptation and camouflage in the ermine, snowshoe hare, arctic fox or ptarmigan. Can you think of other animals that use adaptation and camouflage? Play a camouflage game (i.e., hide and seek).

PLANT-RELATED ACTIVITIES

9. **Invasive Plants, Fish or Animals** Identify three invasive plants in your refuge. See if you can identify the plants both prior to and after blossoming. Talk with refuge staff to find out if your refuge has any invasive animals, fish or other species. Find out why these plants or animals are a threat to native species and how they got on the refuge. Is anything being done to remove them? See if there is an opportunity to volunteer to help pull invasive plants at your refuge (or other public lands in your community), and do this as a troop service project.
10. **Native Plants** Learn uses of native plants located in your refuge by humans – for food, medicine or decorative purposes. Use plants to add color to a bandana or tee shirt by using the leaves and blossoms for natural dye.
11. **Trees** Identify and become familiar with the bark of four different trees native to your refuge. Notice the bark's texture, odor and the leaf shape. Trees grow from the core out and create rings. If samples are available from your local Refuge, study tree ring samples and see if you can tell the ages of the trees.

OTHER ACTIVITIES

12. **Home to Humans?** What kind of people work at Alaska's refuges? What types of jobs are available? Interview up to three refuge staff to learn what they do at the refuge.
13. **Water Everywhere** Make a groundwater parfait (Edible Earth Parfait) and learn about how pollutants get into our groundwater (<http://www.groundwater.org/kc/activity5.html>). Wetlands are often located in Refuges. Learn why wetlands are important in your Refuge (for migratory birds, fish, animals, floods, purifier, etc.).



(CONTINUED)

NATIONAL WILDLIFE REFUGES (<http://www.fws.gov/refuges/>)

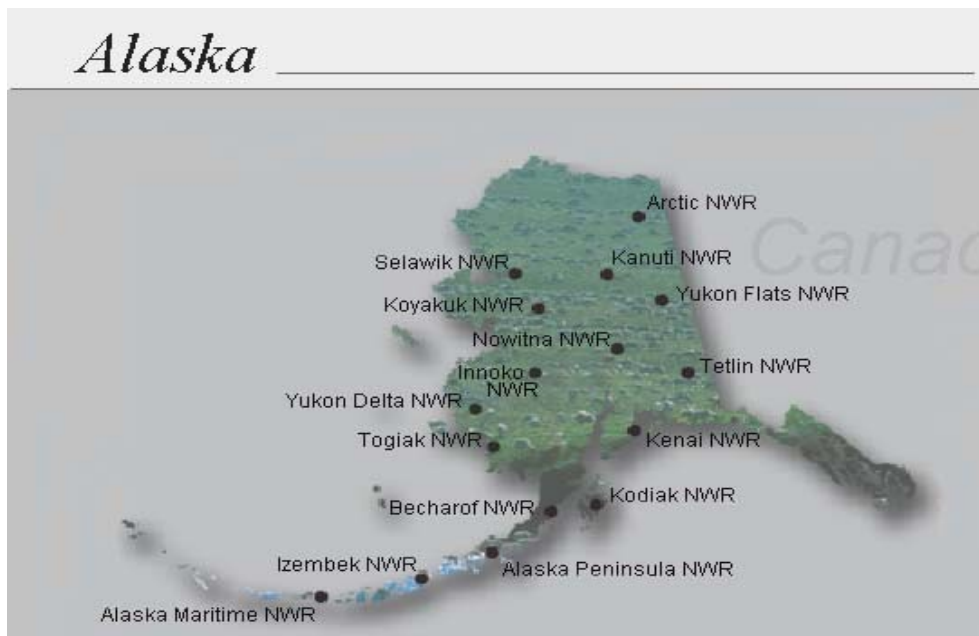
Wildlife habitat is found in very special managed places called National Wildlife Refuges. Habitat is a home for wildlife. It includes everything an animal needs for survival – water, food, shelter, and space. As of September, 2007, there were 548 refuges in the United States. These public lands are managed by the U.S. Fish and Wildlife Service.

The system encompasses more than 96 million acres of land. There is at least one refuge in every state from hot deserts to frozen tundra. Alaska has 16 National Wildlife Refuges where animals come first! Refuges provide important habitat for caribou and birds that migrate, endangered or threatened species, whales, otters, butterflies, bison and many other animals and plants.

Over one hundred years ago President Theodore Roosevelt, along with many other people, became concerned about the over-hunting of many of our country's beautiful birds. Large numbers of pelicans, egrets and herons were being killed every day. President Roosevelt created the first National Wildlife Refuge (Pelican Island NWR) in Florida in 1903. Mr. Roosevelt helped establish 50 more refuges, and he helped to draft laws to protect birds and animals from over-hunting. In Alaska, Refuges range from the North Slope to the rainforests in Southeast and to the tip of the Aleutian Chain. Refuges provide not only protection for animals, plants and their habitats, but many are also open to the public for bird watching, hiking, wildlife observation, hunting, fishing, boating, camping and more.

BLUE GOOSE HISTORY

Many countries, states and groups have symbols that represent themselves. For example, the bald eagle is America's national symbol and is used to represent freedom and strength. Alaska's state flag has the stars of the Big Dipper and represents the northern skies. In 1935, a cartoonist named Jay "Ding" Darling drew a picture of a blue goose to raise awareness of the need to conserve birds by protecting the habitats in which they live. The symbol later became the symbol of the National Wildlife Refuge System. When you see the blue goose on a sign, you know you are in a National Wildlife Refuge.



Alaska's National Wildlife Refuges:
(Refuges with Visitor Centers are in italics and bold)

<p><i>Alaska Maritime National Wildlife Refuge</i> Alaska Islands & Oceans Visitor Ctr., Homer E-mail: alaskamaritime@fws.gov Lisa Matlock: 907-235-6546 http://alaska.fws.gov/nwr/akmar/index.htm</p>	<p><i>Kodiak National Wildlife Refuge</i> Kodiak Refuge Visitor Ctr., Kodiak E-mail: kodiak@fws.gov Sue Knoth: 907-487-2600 http://kodiak.fws.gov</p>
<p><i>Alaska Peninsula National Wildlife Refuge</i> King Salmon Interagency Visitor Ctr., King Salmon E-mail: akpeninsula@fws.gov 907-246-4250 or 907-246-3339 http://alaskapeninsula.fws.gov</p>	<p>Koyukuk National Wildlife Refuge Galena E-mail: koyukuk@fws.gov 907-656-1231 http://koyukuk.fws.gov</p>
<p><i>Arctic National Wildlife Refuge</i> Arctic Interagency Visitor Ctr., Coldfoot (mile 175) E-mail: arctic_refuge@fws.gov Cathy Curby: 907-456-0250 and 800-362-4546 http://arctic.fws.gov</p>	<p>Nowitna National Wildlife Refuge Galena E-mail: nowitna@fws.gov 907-656-1231 http://nowitna.fws.gov</p>
<p><i>Becharof National Wildlife Refuge</i> King Salmon Interagency Visitor Ctr., King Salmon E-mail: becharof@fws.gov 907-246-4250 or 907-246-3339 http://becharof.fws.gov</p>	<p>Selawik National Wildlife Refuge Kotzebue E-mail: selawik@fws.gov 907-442-3799 http://selawik.fws.gov</p>
<p>Innoko National Wildlife Refuge McGrath E-mail: innoko@fws.gov 907-524-3251 http://innoko.fws.gov</p>	<p><i>Tetlin National Wildlife Refuge</i> Tetlin Refuge Visitor Ctr., Alaska Hwy. – 5 miles from Canadian Border E-mail: tetlin@fws.gov Mary Timm: 907-883-5312 http://tetlin.fws.gov</p>
<p>Izembek National Wildlife Refuge Cold Bay E-mail: izembek@fws.gov 907-532-2445 http://izembek.fws.gov</p>	<p>Togiak National Wildlife Refuge Dillingham E-mail: togiak@fws.gov Terry Fuller: 907-842-1063 http://togiak.fws.gov</p>
<p><i>Kanuti National Wildlife Refuge</i> Arctic Interagency Visitor Ctr., Coldfoot (mile 175) E-mail: kanuti_refuge@fws.gov 907-456-0329 http://kanuti.fws.gov</p>	<p><i>Yukon Delta National Wildlife Refuge</i> Yukon Delta Refuge Visitor Ctr., Bethel E-mail: yukondelta@fws.gov 907-543-3151 http://yukondelta.fws.gov</p>
<p><i>Kenai National Wildlife Refuge</i> Kenai Refuge Visitor Center, Soldotna E-mail: kenai@fws.gov Michelle Ostrowski: 907-262-7021 http://kenai.fws.gov</p>	<p><i>Yukon Flats National Wildlife Refuge</i> Arctic Interagency Visitor Ctr., Coldfoot (mile 175) E-mail: yukonflats@fws.gov 907-456-0440 http://yukonflats.fws.gov</p>

Alaska Public Lands Information Centers
605 W. 4th Ave. #105, Anchorage (271-2737)
250 Cushman St., #1A, Fairbanks (456-0527)
Milepost 1314, Tok (883-5667)

Southeast Alaska Discovery Center
50 Main St., Ketchikan (228-6234)

DUCK STAMPS

Hunters must purchase a “Duck Stamp” each year to hunt ducks, geese and swans. The money raised from the sales is used to purchase wetlands and grasslands for the birds. These areas allow birds to nest, raise their families and feed during their long migration.

Duck Stamps are designed by artists and change each year. There is a Junior Duck Stamp Program open to all youth K-12. For more information about the Junior Duck Stamp Contest, visit <http://duckstamps.fws.gov> or contact your local wildlife refuge office for the guidelines. Submissions must be made before March 15 each year.



ALASKA NATIVE HERITAGE PATCH

Level: All

Requirements: Complete 6 of the following activities OR complete one activity in each of the five Alaska Native culture and the Traditional Foods badges or Try Its on the following pages.

1. Choose one of the following:
 - Create an Alaskan map of your area and place on it only cities, towns, rivers, mountains, etc. with Native names. Use a detailed state or area map as your resource.
 - Create an Alaskan map. Place on it the traditional locations of Alaska Native groups.
2. Find out about native foods of Alaska and methods of obtaining, preparing, and serving them. Learn what plants or animals are/were used for food in your area. These might include plants, berries, roots, birds, animals or fish. Prepare and serve a recipe.
3. Learn to do an Alaskan Native craft. This might include skin sewing, beadwork, basket weaving, mask making, ceremonial hats, octopus bag, totem poles, scrimshaw, button blanket, wood carvings, etc. Work with a consultant or research carefully methods, materials, and designs, so your product is authentic.
4. Learn about Alaska Native legends. Ask an elder to tell you some of the legends, or visit a Native cultural center or museum to hear about some of the legends, or read several legends. Design some illustrations for one or more legends to be used in telling the legends to younger children.
5. Talk to an Alaskan Native elder, visit a cultural center or museum, or do some reading to learn about Alaska Native families in the past and present. Find out about roles of different members of the family, or compare customs and lifestyles of two groups. OR Invite an Alaskan Native community member to attend your troop meeting and share something from their heritage, i.e. dance, song, legend, craft, etc.
6. Find out about current issues affecting Alaska Natives. Contact the Alaska Federation of Natives or native councils or corporations.
7. Learn to say something in an Alaska Native language.
8. Choose an Alaskan Native clan design or totem. Draw your choice and write a brief explanation of your drawing.



CELEBRATE ALASKA PATCH

Available while supplies last, not available outside of Alaska

Level: Brownie, Junior

Requirements: Complete all of the following activities.

1. Complete the Alaska Native Heritage patch.
2. Find out how and when Alaska became a state. Do an activity to mark the 50th anniversary of statehood or attend a statehood celebration event.
3. Display the Alaska flag at a troop meeting and be able to tell about the state flag, flower and bird. Learn the “Alaska Flag Song”. and Name the current Governor, U.S. Senators, and U.S. Representative. Name the mayor or tribal council leader of your community.
4. Make a map showing at least 4 of these interesting facts about Alaska:
 - miles of coastline
 - location of the Arctic Circle
 - important mountain ranges and glaciers/ice fields
 - major rivers
 - major mineral deposits
 - important cities
 - National Forests, National Parks, and Wildlife Refuges
 - location of Alaska Native cultural groups
 - ANCSA corporation boundariesDisplay your map where others can benefit from your research; present an Alaskan program for your parents or to another troop.
5. Do an activity from one of the following try-its: All in the Family, Listening to the Past or badges: Across Generations, Celebrating People, Local Lore, My Community, My Heritage to learn more about people in your community and in Alaska.



Aleut/Alutiiq Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Aleut and Alutiiq region on a map of Alaska. How is the climate different from other parts of Alaska? Choose a village in this region that you are not already familiar with, and find out four facts about it.
- 2. Making Connections** Invite an Aleut or Alutiiq elder to visit your troop or group. Find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? Learn a few new phrases in her/his language.
- 3. Hunting Visor** Examine the designs of various Aleut or Alutiiq hunting hats (using museums or the Internet). Using similar designs, make your own hunting visor out of poster board (*Hands On Alaska: Art Activities for all Ages*, pg. 30-32), or use manila file folders – legal size for Alutiiq hunting visor, regular size for Aleut hunting visor.
- 4. Marine Mammals** Communities in this part of Alaska are dependent on the sea for survival. What animals are important to the people in this area? With your troop, play charades to act out important marine mammals and fish.
- 5. Flag Design** Benny Benson of Alutiiq descent, designed the Alaska State Flag when he was 13 years old and lived in Chignik. Have someone read you *Benny's Flag* by Phyllis Krasilovsky, to learn about his story. Then think of your own idea for a flag, which represents Aleut or Alutiiq life. Use found objects (grasses, reed, buttons, beads, etc...), along with paint or markers to create your design.
- 6. Russian Influence** Learn about and name two ways in which Russians have influenced the Aleut and Alutiiq cultures.
- 7. Harriet's Story** Aleuts were removed from their homes in the summer of 1942 (during World War II) and sent to Southeast Alaska until 1945. Visit the new Aleutian World War II National Historic Area Visitor Center near the airport in Dutch Harbor, or have someone read you "Harriet's Story" on their website at www.nps.gov/aleu/ (click on "For Kids")

"Aang" (Greetings) – Aleut

"Camai" (Welcome) – Alutiiq

See Aleut/Alutiiq Culture Badge for additional resources.



Athabascan Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Athabascan region on a map of Alaska, and identify the major rivers in the area. How is the climate in this area different from other parts of Alaska? Choose a village in this region that you are not already familiar with, and find out four facts about it. Or, sketch the eleven Athabascan language areas on your map.
- 2. Native Legends / Story Time!** Ask an elder or a tradition bearer to tell you an Athabascan legend (or listen to an Athabascan legend from *Athabascan Stories* by Alice Brean or *In the Shadows of Mountains* by John E. Smelcer). Or, listen to an Athabascan story (some examples are *The Girl Who Swam with the Fish* retold by Michelle Renner; *Anna's Athabascan Summer* by Arnold Griese; or *Walk About: Life in an Ahtna Athabascan Village* by John Smelcer and Tricia Wilson).
- 3. Who's Who?** Georgianna Lincoln was born in Fairbanks in 1943. Use the Internet or the library to discover how she has been a leader in the Native community. What was she the first Alaska Native woman in the state to do?
- 4. Handiwork** Women from some Athabascan communities make baskets from birch bark and necklaces using prized dentalium shells. Make your own basket or beaded necklace (*Hands on Alaska: Art Activities for all Ages*, pg. 65-69). Base your necklace pattern on images and designs of actual Athabascan jewelry.
- 5. Making Connections** Invite an Athabascan elder to visit your troop or group, and ask her/him to share stories of what life was like when she/he was young. Learn a few new phrases in her/his language.
- 6. Animal Habitats** Subsistence hunting and fishing remain a central part of Athabascan culture. What kinds of animals are an important source of food for the people? Draw a sketch of one of those animals in its natural habitat.
- 7. Yum!** Athabascans rely heavily on moose as a staple in their diet. Try moose stew or roast (or another Athabascan dish). What ingredients were used?

“Chin’anguninyu” (Thank you, that you came here) – Dena’ina

See Athabascan Culture Badge for additional resources.



Eyak/Tlingit/Haida/Tsimshian Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Eyak, Tlingit, Haida, and Tsimshian Indian regions on a map of Alaska. Much of this area is similar to a rain forest, with tall, massive trees found in the region. What other plants and flowers are native to this area of Alaska?
- 2. Imagine That!** Discuss the matrilineal clan structure of this group of Alaska Natives. How does this compare with other cultures you know of? Talk to a tradition bearer from one of these cultures, if possible. What clan does she/he belong to? If your family does not follow the matrilineal clan structure, imagine what your own family would be like if you had grown up within this clan system. Share your ideas with your troop, another girl, or your family.
- 3. Ceremonial Regalia** Examine pieces (or pictures) of traditional clothing worn in villages in this area. What themes are represented in the designs?
- 4. Celebration!** For thousands of years, Southeast Alaska Natives have gathered to share their traditions through dance and song. "Celebration!" (started in 1982) is a biennial festival of Tlingit, Haida, and Tsimshian dance, song, oratory and arts held in Juneau. Watch a Tlingit, Haida, or Tsimshian Indian dance performance. Notice the special clothing and regalia worn.
- 5. Unique Art** Study examples of art from these Northwest Coast cultures, using museums, the library, or the Internet as needed. Sketch your own piece of artwork using similar styles.
- 6. Who's Who?** Use the Internet or the library to discover why Alaska celebrates Elizabeth Peratrovich Day on February 16. She was part of the Alaska Native Sisterhood. What did she fight for? Who was William Paul Sr., and why is he remembered as an important Alaskan?

"Awa'ahdahaanda'laxsa'a'ch'i" (Thank you for coming here) – Eyak

"Yak'eihattyigoode'e" (It's good that you have come) – Tlingit

"Tatsgwiik" (Welcome, here is the place of honor for you) – Haida

"ts'im'wii'amhaw" (Greeting) – Tsimshian

See Eyak/Tlingit/Haida/Tsimshian Culture Badge for additional resources.



Inupiaq/Siberian Yupik Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Native Legends / Story Time!** Ask an elder or a tradition bearer to tell you some legends, or have someone read you children's books about life in this area of Alaska (some examples are the legend *Caribou Girl* by Claire Rudolf Murphy; *Go Home, River* by James Magdanz; *Kumak's House* by Michael Bania; and *Unipchaat 1, 2, or 3: Animal Stories of the Kobuk River Eskimos* edited by Akugluk Wilfried Zibell).
- 2. Scrimshaw** Look at examples of scrimshaw from this area of Alaska. Practice a few designs on a sheet of paper, looking at the lines and patterns of Eskimo art for ideas. With a sharp tool, scratch your design into a smooth, flat side of a bar of soap. Gently rub ink into the surface of the soap with a small brush or rag. Carefully pat off the excess ink. Do not rub. The ink should remain in the depression scratched into the soap.
- 3. Map it!** Find the Inupiaq region and St. Lawrence Island on a map of Alaska, and label at least ten villages. How is the climate in this area different from other parts of Alaska?
- 4. Arctic Animals** Traditionally, the Inupiaq and Siberian Yupik Eskimos depend on hunting for food. What kinds of animals are typically used to provide food for the people? Learn about the traditional whale hunt done by people in villages along the coast. How are the various parts of the whale used? With the help of other girls, make a large drawing or poster to show how the entire community gets involved.
- 5. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Which competitions and games are most helpful in developing skills essential to survival **in this part of Alaska**? Watch a competition (live or on video), and practice one event until you improve your performance.
- 6. Language Lessons** Learn how to say four new Inupiaq or Siberian Yupik phrases. Teach one to your family.
- 7. Celebrate!** Learn about an important occasion for celebration in this part of Alaska. Why is this event important to celebrate, and what is done to make the celebration special? What roles do various people play? Hold a similar celebration (or act one out) with your troop or group.

"Paglagivsigin" (We welcome you) – Inupiaq
"Quyakamsitagilghilsi" (We welcome you) – Siberian Yupik

See Inupiaq/Siberian Yupik Culture Badge for additional resources.



Yup'ik/Cup'ik Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities

- 1. Map it!** Find the Yup'ik region and the two Cup'ik villages of Chevak and Mekoryuk on a map of Alaska. Label the main rivers and as many villages in this area as you can find.
- 2. Got the Beat?** An important part of Yup'ik and Cup'ik dances is the drumming. Watch a Yup'ik or Cup'ik dance performance (live or on video), paying special attention to the rhythm of the drumming. Traditionally, what occasions are cause for dancing and drumming?
- 3. Making Connections** Invite a Yup'ik or Cup'ik elder to visit your troop. Find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? Learn a few phrases in Yup'ik/Cup'ik.
- 4. Plants and Animals** Traditionally, Yup'ik and Cup'ik use seasonal camps for fishing, hunting, and gathering. What plants or animals are used in this area?
- 5. What's up?** Review a current copy of *The Bristol Bay Times*, *The Delta Discovery* or *The Tundra Drums* to see what people/events are making the news today. Make a list of Alaska Native words you find in the newspaper.
- 6. Native Legends / Story Time!** Ask a Yup'ik or Cup'ik elder or tradition bearer to tell you legends (or listen to a legend from *Akiugnert Ciuliamta – Echoes From the Past* edited by Susan Henry, or a story from *Yup'ik Lore: Oral Traditions of an Eskimo People – Yuut Qanemciit: Yupiit Cayaraita Qanrutkumallrit* edited by Edward A. Tennant and Joseph N. Bitar). Or listen to books about life in this area of Alaska. Examples are *Dance on a Sealskin* by Barbara Winslow; *The Eye of the Needle* and *The Hungry Giant of the Tundra*, retold by Teri Sloat; *How the Crane Got Its Blue Eyes: a Yup'ik Legend*, as told by Jean Cook, written by Elsie Jimmy (CD-ROM presents it in both Yup'ik Eskimo and English); *Kitaq Goes Ice Fishing*, by Margaret Nicolai; and *What Girls Should Do When Eskimo Dancing*, by Rosalie Lincoln.
- 7. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video), and practice one event until you improve your performance.

“Waqaa” (Greetings) – Yup'ik & Cup'ik

See Yup'ik/Cup'ik Culture Badge for additional resources.

Additional Alaska Native Resources

Books, etc...:

- *Hands On Alaska: Art Activities for all Ages* by Yvonne Y. Merrill
- ⇒ *Our Stories, Our Lives: A Collection of Twenty-Three Transcribed Interviews with Elders of the Cook Inlet Region* by A.J. McClanahan
- *Raven Tells Stories: an Anthology of Alaskan Native Writing* edited by Joseph Bruchac (poetry and plays by 23 Native writers from various cultures of Alaska)
- ⇒ *A Reference in Time: Alaska Native History Day by Day* edited by Alexandra J. McClanahan

⇒ Available at the Girl Scouts Susitna Council office

Alaska Native Heritage Center Gift Shop (8800 Heritage Center Drive, Anchorage) has a superb selection of resources: books, videos, music, art, and more.

Websites:

- Alaska Community Database Online www.dced.state.ak.us/cbd/commdb/CF_COMDB.htm
- Alaska Federation of Natives www.nativefederation.org
- Alaska Native Health Board www.anhb.org
- Alaska Native Heritage Center www.alaskanative.org
- Alaska Native Knowledge Network www.ankn.uaf.edu
- Alaska Native Language Center www.uaf.edu/anlc
- Aleutian World War II National Historic Area www.nps.gov/aleu
- KNBA Native Word of the day www.knba.org/knba_nwod_archives.shtm
- Museum of the Aleutians www.aleutians.org
- www.alaskanewspapers.com for a list of rural newspapers and contact information
- www.alaskool.org for a list of on-line materials about Alaska Native history, education, languages and cultures
- www.tribalnews.com

Rural Alaskan Newspapers (a limited list):

- The Arctic Sounder (Barrow and Kotzebue)
- The Bristol Bay Tikmes (Dillingham)
- Chickaloon News
- Chilkat Valley News (Haines)
- The Cordova Times
- Daily Sitka Sentinel
- The Delta Discovery (Bethel)
- The Dutch Harbor Fisherman (Unalaska)
- Kodiak Daily Mirror
- Mukluk News (Tok)
- Nome Nugget
- The Seward Phoenix LOG
- The Tundra Drums (Bethel)
- The Valdez Vanguard
- Wrangell-St. Elias News (Glennallen)

Magazines: First Alaskans
Sharing Our Pathways



Aleut/Alutiiq Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Aleut and Alutiiq region on a map of Alaska. How do the seasonal changes / cycles, along with the climate, affect the lifestyle of the people who live here? Draw a sketch to show a traditional Aleut or Alutiiq activity that is affected by the climatic cycles.
- 2. Making Connections** Invite an Aleut or Alutiiq elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? How has current technology been integrated into traditional practices? Learn a few new phrases in the Unangax or Sugcestun language.
- 3. Hunting Visor** Study several examples of traditional Aleut or Alutiiq Hunting Visors (use museums or the Internet as needed). What are the visors made out of? How are they beneficial to hunters? Using Aleut or Alutiiq art designs, make your own hunting visor out of poster board (*Hands On Alaska: Art Activities for all Ages*, pg. 30-32); or use manila file folders – legal size for Alutiiq hunting visor, regular size for Aleut hunting visor.
- 4. Virtual Museum** Visit the Museum of the Aleutians in person or at www.aleutians.org. See their basket exhibits, a seal gut parka, and learn about the famous "Woman of Ounalashka." Prepare a question for the museum director, and ask your question while visiting (or by e-mail, with an adult's help).
- 5. What's Up?** Review a current copy of *The Dutch Harbor Fisherman* (or other local newspaper) to see what people/events are making the news today. Share your findings with your troop or group. Or, invite an elder or tradition bearer to visit your group and talk about current concerns or news in the area.
- 6. Marine Mammals** Communities in this part of Alaska are dependent on the sea for survival. What animals are important to the people in this area, and how are they used? With your troop or group, play charades to act out important marine mammals and fish.
- 7. Flag Design** Benny Benson, of Alutiiq descent, designed the Alaska State Flag when he was 13 years old and lived in Chignik. Read the book *Benny's Flag* by Phyllis Krasilovsky to learn about his story. Then think of your own idea for a flag that represents Aleut or Alutiiq life. Include found objects (grasses, reed, buttons, beads, etc...), along with paint or markers to present your design.

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- 8. Russian Influence** Choose one aspect of the culture that has been heavily influenced by the Russians (such as language, food, surnames, religion, etc...), and experience that part of the heritage (by identifying native words adapted from Russian, learning to say several new Russian/Unangax or Russian/Sugcestun phrases, scanning a local phone book and making a list of Russian names prevalent in the Aleut/Alutiiq culture, making a Russian dish commonly prepared by Aleuts, or learning about the history of the Orthodox Church and its presence in the area, etc...).
- 9. ANCSA** Learn about ANCSA – the largest land claims settlement in the history of the world. What does ANCSA stand for, when did it occur, and what was the significance to the native people of Alaska? How did it affect their lives? How do Alaska Natives feel today about the passage of this act? Talk to a tradition bearer or elder, if possible. After doing your research, discuss as a group. With your troop or group, visit a native corporation (the Aleut Corp. and Chugach Alaska Corp. have offices in Anchorage), or visit their website (www.aleutcorp.com or www.chugach-ak.com) and find out about the work they do. Or, talk to a shareholder and find out what it means to be a member of a native corporation and how this relates to ANCSA.
- 10. Harriet’s Story** Many people are unaware that the Japanese bombed Dutch Harbor in 1942, six months after bombing Pearl Harbor. The Unangan people (Aleuts) were removed from their homes in the summer of 1942 and sent to Southeast Alaska until 1945. Visit the new Aleutian World War II National Historic Area Visitor Center near the airport in Dutch Harbor (opened during the summer of 2002), to learn more. Or, read “Harriet’s Story” on their website at www.nps.gov/aleu/ (Click on “For Kids”). How do you think you and your family would have survived this kind of experience? Discuss with your troop or group.

“Aang” (Greetings) – Aleut

“Camai” (Welcome) – Alutiiq

Additional Resources:

- ⇒ *Alutiiq Activity Book: puzzles, games, and coloring activities for children of all ages* (produced by Alutiiq Museum & Archaeological Repository in Kodiak)
- ⇒ *Alutiiq Word of the Week: Lessons in Alutiiq Language and Culture* (published by the Alutiiq Museum in Kodiak)
- ⇒ Article: “Identity Search,” by Tom Kizzia, from the Anchorage Daily News 7/22/02 (about Alaska’s Alutiiq Culture)
- ⇒ Video of the exhibition *Looking Both Ways: Heritage and Identity of the Alutiiq People* (produced by the Arctic Studies Center, National Museum of Natural History, Smithsonian Institution, in cooperation with the Alutiiq Museum and Archaeological Repository, Kodiak, Alaska).

⇒ Available at the Girl Scouts Susitna Council office

❖ *Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.*



Athabascan Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Athabascan region on a map of Alaska, and identify the major rivers in the area. Choose a village in this region that you are not already familiar with, and find out how the seasonal changes / cycles affect the people's lifestyle. What skills are essential to survival in this village? Sprinkle your map with sketches of tools used in this area. Or, sketch the eleven Athabascan language areas on your map.
- 2. Native Legends / Story Time!** Learn about Athabascan legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends, or visit a Native cultural center or museum to find out about legends (or read Athabascan legends from *Athabascan Stories* by Alice Brean or *In the Shadows of Mountains* by John E. Smelcer). Design illustrations for one or more legends, and share the legend(s) and your illustrations with younger girls. OR, read an Athabascan children's book to a group of younger girls (examples are *The Girl Who Swam with the Fish* retold by Michelle Renner; *Anna's Athabascan Summer* by Arnold Griese; or *Walk About: Life in an Ahtna Athabascan Village* by John Smelcer and Tricia Wilson).
- 3. Who's Who?** Georgianna Lincoln was born in Fairbanks in 1943. Use the Internet or the library to discover how she has been a leader in the Native community. What was she the first Alaska Native woman to do? Name one other Athabascan leader or elder and tell what she/he is known for.
- 4. Handiwork** Women from some Athabascan communities make baskets from birch bark and necklaces using prized dentalium shells. Make your own basket or beaded necklace (*Hands on Alaska: Art Activities for all Ages*, pg. 65-69). Base your necklace pattern on images and designs of actual Athabascan jewelry.
- 5. Making Connections** Invite an Athabascan elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. There are 11 distinct languages and 22 dialects spoken by Alaskan Athabascans. What is the name of the elder's language/dialect? On a map of Alaska, locate the area where this language is spoken, and learn a few new phrases in this language.
- 6. Animal Habitats** Subsistence hunting and fishing remain a central of Athabascan culture. What animals are an important source of food for the people? Prepare drawings to make a display of the various animals in their natural habitats.

7. **Current Events** Keep an eye on the news or newspapers for a week to see what is going on in these areas of Alaska. Who is making the news in these communities? How are they making the news? What are some current concerns in this area? Share your findings with your troop.
8. **Yum!** Athabascans rely heavily on moose as an important staple in their diet. Prepare a moose stew or roast (or other Athabascan dish), and share it with others.
9. **ANCSA** Learn about ANCSA – the largest land claims settlement in the history of the world. What does ANCSA stand for, when did it occur, and what was the significance to the native people of Alaska? How did it affect their lifestyles? How do Alaska Natives feel today about the passage of this act? Talk to a tradition bearer or elder, if possible. After doing your research, discuss as a group. With your troop or group, visit a native corporation (Ahtna, Inc. in Glennallen, Cook Inlet Region, Inc. in Anchorage, and Doyon, Ltd. in Fairbanks serve this region), or visit their website (www.ahtna-inc.com, www.ciri.com, or www.doyon.com), and find out about the work they do. Or, talk to a Shareholder and find out what it means to be a member of a native corporation, and how this relates to ANCSA.
10. **Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video) and practice one event until you improve your performance.

“Chin’anguninyu” (Thank you, that you came here) – Dena’ina

Additional Resources:

- ⇒ *Alaskan Athabascans* by Patricia Partnow
- ⇒ “Athabascan Values” poster (printed by the Alaska Native Knowledge Network)
- ⇒ *Cheda* (Athabascan Indian for grandma) by A.E. Stephan
- Ella B. Verneti School home page in the Athabascan village of Koyukuk, Alaska (www.vernetti.koyukuk.k12.ak.us)
- ⇒ *The First Athabascans of Alaska: Strawberries* by A.E. Stephan
- ⇒ *Gwitch’in Native Elders: Not Just Knowledge, But a Way of Looking at the World* by Shawn Wilson
- ⇒ *Koyukon Riddles* adapted by Richard Dauenhauer
- ⇒ *Tetlin as I Knew it* by Shirley David Jimerson
- ⇒ *Tetlin Resource Booklet* by Patricia Partnow
- ⇒ *Traditional Athabascan Fish Recipes* by A.E. Stephan
- ⇒ *When People Meet Animals* by Patricia Partnow

⇒ Available in the Athabascan Culture Kit at the Girl Scouts Susitna Council office

- ❖ *Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.*



Eyak/Tlingit/Haida/Tsimshian Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Eyak, Tlingit, Haida, and Tsimshian Indian regions on a map of Alaska. Much of this area is similar to a rain forest, with tall, massive trees found in the region. Prepare a display of some other plants and flowers that are native to this area of Alaska, using live plants or your own drawings.
- 2. Imagine That!** Visit the Alaska Native Heritage Center's website (www.alaskanative.net/38.asp) to learn about the exogamous (meaning they marry outside of their own group), matrilineal clan system of this group of Alaska Natives. Traditionally, the Eyak, Tlingit, and Haida each have two moieties, while the Tsimshian have four phratries. Name the moieties / phratries for each group. How is membership in the different moieties / phratries passed down? Or, invite a tradition bearer from one of these cultures to visit your troop or group to explain the matrilineal clan system to you. What clan does she/he belong to? How does this compare with other cultures you know of? How are certain things passed down in your own family? If your family does not follow the matrilineal clan structure, imagine what your own family would be like if you had grown up within this clan system, and write a story about it.
- 3. Ceremonial Regalia** Examine pieces (or pictures) of traditional clothing worn in villages in this area. What significance do the designs have? What purpose does traditional clothing serve in modern times? Arrange a display of various pieces of traditional clothing (or prepare a collage with copies of the pictures), and explain their meaning to younger children.
- 4. Celebration!** For thousands of years, Southeast Alaska Natives have gathered to share their traditions through dance and song. "Celebration!" (started in 1982) is a biennial festival of Tlingit, Haida, and Tsimshian dance, song, oratory and arts held in Juneau. Watch a Tlingit, Haida, or Tsimshian Indian dance performance. Notice the special clothing and regalia worn. Traditionally, what are occasions for dancing within these cultures?
- 5. Unique Art** Study examples of art from these Northwest Coast cultures, using museums, the library, or the Internet as needed. Using traditional colors, design a miniature totem pole or make an octopus bag (*Hands On Alaska: Art Activities for all Ages*, pg. 6-8, or 19-21).

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6. **What's Up?** Keep an eye on the news or newspapers for a week to see what is going on in this area of Alaska. Who is making the news in these communities? How are they making the news? Or, invite an elder or a tradition bearer to visit and talk about current concerns or news in the area. Share your findings with your troop or group.
7. **Who's Who?** Use the Internet or the library to discover why Alaska celebrates Elizabeth Peratrovich Day on February 16. She was part of the Alaska Native Sisterhood. What did she fight for? Who was William Paul Sr., and why is he remembered as an important Alaskan? Research one other Eyak, Tlingit, Haida, or Tsimshian Indian leader or elder and tell what she/he is known for.
8. **ANB/ANS** The Alaska Native Brotherhood was organized in 1912, and was followed shortly thereafter by the Alaska Native Sisterhood. Visit their website or conduct other research to find out what the mission of these organizations is (read the Preamble at www.anbgrandcamp.org/constitution.htm). What have they accomplished towards that goal?

“Awa’ahdahaanda’laxsa’a’ch’i” (Thank you for coming here) – Eyak

“Yak’eihattyigoode’e” (It’s good that you have come) – Tlingit

“Tatsgwiik” (Welcome, here is the place of honor for you) – Haida

“ts’im’wii’amhaw” (Greeting) – Tsimshian

Additional Resources:

- ⇒ *A Legend of the North Country* by Laura Cecelia McCarley*
- Celebration 2002 Resource Guide (www.juneauempire.com/celebration/2002/)
- ⇒ *Clan Rule Book* by Patricia H. Partnow*
- ⇒ *Haida Totems in Wood and Argillite* by S.W.A. Gunn
- ⇒ *In a Tlingit Winter House* by Patricia H. Partnow*
- ⇒ *Kahtahah* by Frances Lackey Paul
- ⇒ *Kwakiutl House and Totem Poles* by S.W.A. Gunn*
- ⇒ *The Tlingit World* by Patricia H. Partnow*
- ⇒ *Totem Poles to cut out & put together*, published by Bellerophon Books*

⇒ Available in the Eyak/Tlingit/Haida/Tsimshian Culture Kit
at the Girl Scouts Susitna Council office

* Look inside book for green sticky note with a tip for leaders

Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.



Inupiaq/Siberian Yupik Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Native Legends / Story Time!** Learn more about Inupiaq or Siberian Yupik legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends, or read some children's books about life in this area of Alaska (some examples are the legend *Caribou Girl* by Claire Rudolf Murphy; *Go Home, River* by James Magdanz; *Kumak's House* by Michael Bania; and *Unipchaat 1, 2, or 3: Animal Stories of the Kobuk River Eskimos* edited by Akugluk Wilfried Zibell). Discuss with your troop or group what lesson(s) you think the legend or story teaches.
- 2. Carvings** Look at examples of scrimshaw and wildlife carvings from this area of Alaska. Make your own piece of scrimshaw with a bar of soap, or your own wildlife carving using plaster (*Hands on Alaska: Art Activities for all Ages*, pg. 43 and 57-58).
- 3. Map it!** Find the Inupiaq region and St. Lawrence Island on a map of Alaska. How do the climate and landscape affect the people's lifestyle? Their food? dwellings? artwork? traditions? (For example, how does the intricacy of their artwork compare with that of Southeast Alaska Natives? Why do you suppose there is such a difference?) What skills are essential for survival in this area of Alaska?
- 4. Arctic Animals** Traditionally, the Inupiaq and Siberian Yupik Eskimos depend on hunting for food. What kinds of animals are typically used to provide food for the people? Learn about the traditional whale hunt done by people in villages along the coast. How are the various parts of the whale used? With the help of other girls, make a large drawing or poster to show how the entire community gets involved.
- 5. Current Events** Keep an eye on the news or newspapers for a week (*The Arctic Sounder* and *The Nome Nugget* are local newspapers) to see what is going on in this area of Alaska. Who is making the news in these communities? How are they making the news? What are some current concerns in this area? Share your findings with your troop or group. Or, invite an elder or tradition bearer to visit your troop or group and talk about current concerns or news in the area.

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6. **Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Which competitions and games are most helpful in developing skills essential to survival **in this part of Alaska**? Watch a competition (live or on video), and practice one event until you improve your performance.
7. **Pen Pals** With an adult's help, write a letter to a girl in one of the villages in this area of Alaska. Find out what her typical day is like, and tell her about yours.
8. **Language Lessons** Learn how to say four new Inupiaq or Siberian Yupik phrases. Teach these phrases to a friend.
9. **Celebrate!** Learn about an important occasion for celebration in this part of Alaska. Why is this event important to celebrate, and what is done to make the celebration special? What roles do various people play? Hold a similar celebration (or act one out) with your troop or group.
10. **AFN** The Alaska Federation of Natives was incorporated in 1970, and is still in existence today. Find out what issues led to the formation of the organization. How does this compare to the issues that the AFN is concerned with today? Who is the current president of the AFN?

“Paglagivsignin” (We welcome you) – Inupiaq

“Quyakamsitagilghilsi” (We welcome you) – Siberian Yupik

Additional Resources:

- ⇒ *Unipchaat 1: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)
- ⇒ *Unipchaat 2: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)
- ⇒ *Unipchaat 3: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)

⇒ Available in the Inupiaq/Siberian/Yup'ik Culture Kit
at the Girl Scouts Susitna Council office

❖ *Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.*



Yup'ik/Cup'ik Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Yup'ik regions and two Cup'ik villages of Chevak and Mekoryuk on a map of Alaska. Label the main rivers and as many villages in this area as you can find. Sprinkle your map with sketches of animals important to people in this area.
- 2. Got the Beat?** An important part of Yup'ik and Cup'ik dances is the drumming. Watch a Yup'ik or Cup'ik dance performance (live or on video), paying special attention to the rhythm of the drumming. Traditionally, what occasions are cause for dancing and drumming?
- 3. Making Connections** Invite a Yup'ik or Cup'ik elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? How has current technology been integrated into traditional practices? Learn a few new phrases in her/his language.
- 4. Plants and Animals** What plants and animals are important to the survival of people in this area? What skills are essential to be a successful hunter/fisher/trapper, and what tools are required? How are different animals used for survival? Traditionally, Yup'ik and Cup'ik use seasonal camps for fishing, hunting, and gathering. Put together a seasonal illustration (four illustrations, one for each season) of typical subsistence activities.
- 5. What's Up?** Review a current copy of *The Bristol Bay Times*, *The Delta Discovery*, or *The Tundra Drums* to see what people/events are making the news today, and discuss with your troop or group. Make a list of Alaska Native words you find in the newspaper.
- 6. Pen Pals** With an adult's help, write a letter to a girl in one of the villages in this area of Alaska. Find out what her typical day is like, and tell her about yours.
- 7. AFN** The Alaska Federation of Natives was incorporated in 1970, and is still in existence today. What issues led to the formation of the organization, and how does this compare to the issues that the AFN is concerned with today? Who is the current president of the AFN?

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- 8. Native Legends / Story Time!** Learn more about Yup'ik/Cup'ik legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends and stories, or read a story from *Akiugnert Ciuliamta – Echoes From the Past*, edited by Susan Henry or *Yup'ik Lore: Oral Traditions of an Eskimo People – Yuut Qanemciit: Yupiit Cayaraita Qanrutkumallrit*, edited by Edward A. Tennant and Joseph N. Bitar. Children's books about life in this area of Alaska include: *Dance on a Sealskin* by Barbara Winslow; *The Eye of the Needle* and *The Hungry Giant of the Tundra* retold by Teri Sloat; *How the Crane Got Its Blue Eyes: a Yup'ik Legend* as told by Jean Cook, written by Elsie Jimmy (CD-ROM presents it in both Yup'ik Eskimo and English); *Kitaq Goes Ice Fishing* by Margaret Nicolai; and *What Girls Should Do When Eskimo Dancing* by Rosalie Lincoln. What have you learned from reading the story? Discuss with your troop or group.
- 9. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video), and practice one event until you improve your performance.

“Waqaa” (Greetings) – Yup'ik & Cup'ik

Additional Resources:

- ⇒ Bilingual poster of Yup'ik Values
- ⇒ Cassette: “Yup'ik Stories Read Aloud/Yugcetun Qulirat Naaqumalriit Erinairissuutmun,” recorded in Yup'ik and Translated by Anna W. Jacobsen
- ⇒ *The Eye of the Needle*, retold by Teri Sloat
- ⇒ *How the Crane Got Its Blue Eyes: a Yup'ik Legend*, as told by Jean Cook, written by Elsie Jimmy (comes with a CD-ROM that presents it in both Yup'ik Eskimo and English)
- ⇒ *The Hungry Giant of the Tundra*, retold by Teri Sloat
- ⇒ *I Am...* by Loddie Ayaprun Jones (illustrations of Yup'ik Eskimo Masks)
- ⇒ *Kitaq Goes Ice Fishing*, by Margaret Nicolai
- Lower Kuskokwim School District (www.lksd.org)
- ⇒ Photo layout of Toksook Bay Community's dance festival
- ⇒ *Stories of the Seasons* by Jane Sutherland Niebergall
- ⇒ *What Girls Should Do When Eskimo Dancing* by Rosalie Lincoln
- ⇒ Yup'ik/English calendar (outdated)

⇒ Available in the Yup'ik/Cup'ik Culture Kit in the Girl Scouts Susitna Council office

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Traditional Foods Badge

Level: Junior

Requirements: Complete 6 of the following activities

Foods are important to every culture. Everyone enjoys a good meal with family or friends. Do you and your family have a special meal or food that is specific to your culture or heritage? That type of food is called a traditional food. How much do you know about your culture and traditional foods? It's time for you to learn, teach and enjoy traditional foods with this badge.

1. **Techie Girls** Technology is all around us! We use computers, telephones and cars daily. Think of ways that you could use technology to gather traditional foods. Write down the methods that you come up with and share them with your family and community. How does technology make gathering food easier? Could it make it harder?
2. **What's in a Name?** Do you fish for *Oncorhynchus Dermatinus*, or ee-ka-loo-rouk (Chum Salmon) in the summer or pick Asiqq (berries) in the fall? Write down all the traditional foods you gather or eat, then find out the scientific name, common name, and any names in other languages in your region. Also, find out how else the foods that you gather can be used; can you use certain berries as dye or parts of salmon as food for your dogs?
3. **Map it Fun!** Maps can be used for many purposes. Using a G.P.S. (Global Positioning system) unit, map places in your community focusing on traditional food gathering places and the traditional name of that place. Remember to use your resources wisely: find out if your family, school or community center has a G.P.S. unit that you can use, also make sure you know how to use the G.P.S. correctly. You may also want to ask an elder or other community member that knows a lot about food gathering locations to help you.
4. **Dollars and Salmon** Families in Alaska eat food that they have gathered all year round. Talk to your parents/guardians and estimate how much traditional food you or your family eats in a week. Then go to the grocery store and find out how much it would cost to buy similar foods in a grocery store. Remember, that gathering traditional foods may have hidden costs, such as the cost of gas for your four-wheeler.
5. **Traditional Song & Dance** Most cultures have traditional songs and dances. Learn a dance or song about traditional foods. If you are having a hard time finding a dance or song to learn, make one up. Once you have learned a dance or song pass that knowledge on to the rest of your troop or a group of younger girls. It's time to perform!

6. **Beyond Apples and Bananas** Having a balanced diet is important for your health and well-being. Some menus are very well balanced with food that is healthy and tasty, but some menus are not balanced and have too much junk food. Plan a menu using only traditional foods. Make sure that your menu is balanced, nutritional and tasty. Then with adult supervision cook your meal and serve it to your family or friends.
7. **Operation Potluck** Hold a potluck with traditional foods. Make it a community service project. Who in your community would appreciate being invited to a potluck? Do you have elders in your community that really like akutaq (Eskimo ice cream) but can't go pick berries? Have each member of your troop make a traditional food dish. Create labels for each dish. On the label include the traditional name, and common name of the food. Explain why the food is a traditional food and how you prepared the dish.
8. **Play With Your Food** Many foods can be used in multiple ways. For example onion leaves and octopus ink can be made into fabric dyes. Research ways to make traditional foods into a product that can be used to make an art project. Apply the knowledge you gained through your research and actually make a dye or other art supply out of a traditionally gathered product. Take the art supply you have created and make a beautiful piece of artwork.
9. **Food Around the World** Each culture has special foods. Is there another culture or country that you have always wanted to know more about? Here's your chance! Pick another country or culture. Find out what food this culture eats and why it is a traditional food for that culture. Now pick out a food that you have not tried before and try preparing it in a traditional method. Keep in mind some important questions that you should ask yourself before, during and after making your meal. Where can I find a recipe? What do I need to do to prepare this food safely? How will I get the ingredients that I need? Did I enjoy this food? Is it something that I would like to make again?
10. **"Pick Your Own" Picnic** Challenge your troop or family to have a "pick your own" picnic. During the summer or fall go to a location that you know is rich in berries, edible plants and greens or animals. Spend time picking or catching your food. Prepare it and have a tasty picnic.
11. **Preserve Me, Preserve You!** Most of the food that you buy in a grocery store is preserved in some way. Sometimes food is canned or put in a jar and other times it is dried or cooked. Preserving food is an important skill to have when working with foods gathered out of the natural environment. Contact a local food preservation expert such as a cooperative extension agent or elder and ask them to help you learn how to preserve your traditional foods. Make sure to follow all safety procedures outlined by GSUSA in *Safety-Wise* and any additional safety procedures outlined by your food preservation expert.

Traditional Foods Try-It

Level: Brownie

Requirements: Complete 4 of the following activities including activity number one

Foods are important to every culture. Everyone enjoys a good meal with family and friends. Learn more about traditional foods and activities with this Try-It.

1. **“Picking” Information** Some berries and plants are poisonous but many are tasty and healthy. Find out which berries and plants or greens are edible. Ask an elder or another member of the community that knows a lot about gathering foods to go outside and to help you learn the difference between poisonous and edible berries, plants, and greens. Make sure you can tell the difference between poisonous and edible foods by using your eyes and not your tummy!
2. **A Berry Special Bracelet** Read a book about a traditional food in your culture, a good example for Alaskan Girl Scouts is Berry Magic by Teri Sloat and Betty Huffmon. Now pick colors that match the colors of berries you pick and make a bracelet using pony beads. In Alaska you can make a pretty bracelet with a blue bead to represent blueberries, an orange bead for salmon berries, a red bead for cranberries and a pink bead for rose hips.
3. **Food is Special** Do you and your family have a special meal or food that is specific to your culture or heritage? That type of food is called a traditional food. Ask your family and friends questions about why this food is a traditional food and why it is important to them. Bring the information that you gather back to your next troop meeting and teach and learn about your traditional foods.
4. **A Circle is Round...** In Inupiaq culture, when women and girls finish picking berries they will sit down in a circle to eat a snack or lunch. By sitting in a circle they can all see if any danger is coming toward the group. Plan a trip with your troop or family to go berry picking. When you are done with your picking sit down for a snack or lunch and remember to sit in a circle. Keep your eyes open for animals, interesting views and other exciting sights. Then find someone in your community that cannot go out berry picking and give them your berries. Remember a Girl Scout is considerate and caring!
5. **Party-Time!** Most cultures have special meals they like to share with each other. Can you think of a special meal or feast in your culture? In Alaska we like to have potlucks and invite our friends, family and elders. Organize a potluck with your troop; have everyone bring a traditional food dish and make a pretty label for your dish. Include what the dish is, what culture it is from and why it is a traditional food. Have fun and don't eat too much.
6. **Map It** Adults and girls use maps for all sorts of reasons: some maps are for roads, some for places like the woods or tundra. Think of all the places that you and your family go to gather traditional foods. Some examples are berry patches, fishing holes and gardens. Draw a map of your favorite traditional food-gathering place. Remember to put an easy to recognize place on the map too, like your house or fish camp.



BIRD TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

Pick up a packet and check out a kit from the council office to complete this try-it.

1. Learn about the following 10 birds:
 - Black Capped Chickadee
 - Red Breasted Nuthatch
 - Common Redpoll
 - Bohemian Waxwing
 - Downy Woodpecker
 - Steller's Jay
 - Black Billed Magpie
 - Raven
 - Willow Ptarmigan
 - Bald Eagle
2. Play the Bird Identification Line Game.
3. Learn about the two main types of feathers - contour feathers and down feathers.
4. Watch the Eyewitness Bird Video . . . 35 min.
5. Read Who Eats What by Patricia Lauber and/or play the food chain games.
6. Make a simple bird feeder and put it where the birds will find it! Watch to see what birds come to eat!
7. Read aloud one of the following books:
 - a. Puffin A Journey Home by Jim Tilly
 - b. The Raven and River by Nancy Carlstrom
 - c. Carmine the Crow by Heidi Holder
 - d. Ask your local librarian for other age appropriate books.
8. Learn the "Found a Mammal" song or a song about birds.



BIRD BADGE

Level: Junior

Requirements: Complete 6 of the following activities

1. Learn to identify at least 10 birds common to Alaska.
2. Using a field guide, select five birds that live in your area. Learn about their habitat and when they are in your region so you can identify them correctly.
3. Do the “Build an Eagle Wing” activity to learn about Eagle flight anatomy.
4. Make your own bird list and keep a journal of what birds you saw, conditions and what the birds were doing.
5. Learn the 10 different types of beaks and 8 different types of feet.
6. Do the “Goin’ Bird Watching” Skit.
7. Play the Habitat Tag game.
8. Make a bird feeder from recycled materials or create a bird sanctuary in your community. Find out what plants improve bird habitat by reading seed catalogues, or using your local library or trying the Internet.
9. Make a list of 10 ways humans benefit from birds and a list of 10 ways birds benefit from humans.
10. Try the “Owls from the Inside Out” activity.
11. Learn about special adaptations water birds have that make them different with the “Build a Seabird” activity.
12. Go on a wetland field trip and complete at least 4 wetland experiments. You select which ones are appropriate for your troop. Check out the “Stream Ecology Kit” of supplies at the Anchorage, Mat-Su or Kenai offices. Outlying areas may be mailed the kit. A \$25.00 deposit is required to borrow the kit. This kit is only appropriate for freshwater wetlands in forested areas. Checkout your local library for wetland experiments.

13. Mix and Match the list below of how bird beaks and feet help them get their food. From the list, choose five to find out how their beaks and feet help them to get their food.

Birds	Food
Owl	Mussel
Hawk	Mouse
Eagle	Crab
Sparrow	Corn
Robin	Seed
Crow	Flying insects
Swallow	Fish
Gull	Worms
Heron	Rabbit

14. Participate in a local service project to benefit birds or wetlands with a resource partner.

15. Participate in Cornell Ornithology Lab’s Project Feeder Watch (on the internet) or the Audubon Society Christmas Bird Count.

For more on the fascinating subject of birds contact your local Audubon Society, Bird Treatment and Learning Center, and the US Fish and Wildlife Service. Also, learn more about owls by ordering and dissecting owl pellets.

A bird badge kit is available for checkout from the council office.



CROSS-COUNTRY SKIING BADGE

Level: Junior

Requirements: Complete 6 of the following activities.

1. Know how to purchase or rent cross-country skis. Includes how to determine ski length, pole size and shoe size.
2. Demonstrate flat land, downhill, turn, and turn-around skills.
3. Demonstrate your ability to dress in layers; know why the layers are so important.
4. Know about hypothermia: symptoms, treatment and prevention.
5. Know what items are necessary for any all-day trail ski and a two to four hour trail ski outing
6. Know first aid for skiers and skis. Include at least one meal on the trail.
7. Plan and carry out an all-day ski trip. Include at least one meal on the trail.
8. Know with whom to file your trail plans. Plan out action that a person is to take in the event you fail to return on time.
9. Invite another troop or some friends to ski with your group.
10. Learn how to read or lay a trail so you can arrive at your point of determined exit.



DOG MUSHING TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

1. Talk with a musher or visit a kennel. Learn about what is involved in caring for, raising and training sled dogs (or read the entire book: *Born to Pull*).
2. Read a mushing book or have one read to you. Suggested reading: *Born to Pull* (an excellent resource on mushing at a kid's level.), *Kiana's Iditarod*, *Balto*, *Storm Run* (Libby Riddles), *Danger*, *The Dog Yard Cat*, *North Country Christmas*.
3. See a movie about mushing. Suggestions: *Balto* or *Iron Will*.
4. Attend a dog sled race (such as the start of the Iditarod, or the Fur Rendezvous races) or follow the Iditarod race progress daily on a map or the Internet.
5. Learn about the parts of a dog sled and basic mushing equipment.
6. View, ride on or mush a dog sled. Learn simple mushing commands (i.e. Gee, Haw, On-By)
7. Learn about dog safety. (Anchorage Animal Control has an excellent hand out.)
8. Write a story or a poem about mushing, draw a picture or make a model of a sled dog team.

Written by: Brownie Troop 316, Eagle River Service Unit.

DOG SLEDDING BADGE

Level: Junior

Requirements: Complete six activities



1. Visit a kennel where sled dogs are raised. Learn about:
 - How to care for a dog and what it costs
 - When training begins and when dogs retire
 - What the dogs eat and how much
 - What is involved in the upkeep of a kennel
2. Interview a musher and find out:
 - What the dogs have to learn and how they are trained
 - Which breed makes the best sled dogs
3. Learn about what happens on the trail:
 - First aid for injured animals
 - What dogs eat on the trail
 - What a person wears on a trail
 - How weather influences sledding
 - How many dogs are on a team
 - How you rest on the trail and how fast can you travel
 - What is packed in a sled
4. Read a book about dog mushing or a famous dog musher. Or, see a movie about mushing.
5. Write an original story about dog mushing. Or, draw a picture, make a mural, or make a model of a dog sled and team.
6. Ride on a dog sled. Learn commands. Drive it yourself, if possible.
7. Watch a sled dog race.
8. Sponsor a musher for the Iditarod. Or, do a service project (make booties, collect food)
9. Learn the parts of a sled and dog-mushing vocabulary.
10. Learn all about the Iditarod Dog Sled Race:
 - When did it start and why
 - Where does it go
 - When is it held
 - Who has won it recently
 - How much can you winOr, draw a map of the Iditarod Trail. Label checkpoints; include a short description of the race.



NASA PATCH

Level: Daisy or Brownie

Requirements: Sample at least two of the following activities (leader kit available for check-out from the Council Office)

1. **Meet our Solar System!** Post the solar system pictures around the room. As a group, let girls guess answers to the Solar System Question Game. Then feature one photo at a time while reading "Meet Our Solar System" (leader can begin with the Sun, and girls can be the planets if they're of reading age). At any time, girls can correct or change their guesses to the questions.
2. **Modeling the Solar System** Using the color photos of our eight planets and the sun and the chart provided, walk out the various distances from the sun to each planet. Then lead a discussion with the group, including asking them what surprised them and what they would still like to learn about our solar system.
3. **It Could Be You!** Look at the poster "Consider a Career in Aerospace" and discuss the names of different careers in aerospace. Ask girls to estimate how many women are pictured on the poster; then count. Over 2/3 of all astronauts were involved in Scouting in their youth. You, too, could have a career in aerospace!
4. **Blast Off!** Show the picture of Barbara Radding Morgan, a NASA astronaut assigned to the crew of an assembly mission to the International Space Station, which launched in 2007. She rode the space shuttle to get there. Read the Sally Ride book. Make copies of the space shuttle design so girls can cut out and glue their own space shuttles. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1... Blast off!
5. **Edible Rocks** Girls act as geologists as they sketch and describe the flat interior of a "rock" (candy bar or layered treat). One day they might use these skills to examine meteorites found on Earth, or rocks from Mars.
6. **Galaxy Game** Post the picture of Hubble Deep Field to show all of the galaxies that the Hubble Space Telescope found in a small, dark area of space. Discover what a galaxy is using "Amazing Space" Q&A about Galaxies. Then use the Hubble Space Telescope cards to play "concentration" (place all cards face-down; then find matching pairs).

NASA patches (\$1.25) are available at the Council office for troops who complete a NASA activity. The NASA patch can be earned any year of Scouting by sampling new NASA activities.

Girl Scouts Susitna Council thanks NASA for providing training in December 2004, and gives credit to NASA for most of the activities and resources in this kit.



NASA PATCH

Level: Junior, Cadette, Senior, Ambassador

Requirements: Sample at least three of the following activities (leader kit available for check-out from the Council Office)

1. **Solar Pizzas & Solar Cookies!** Using copies of the “solar pizza,” predict and discover the distance of 1 Astronomical Unit (1 A.U. = the distance between sun and earth). Then celebrate with solar cookies – complete with sunspots and solar flares!
2. **Solar System Necklace?** Use string and pony beads to make a model showing how far each of the planets in our solar system is from the sun. Were there any surprises?
3. **Strange New Planet** Using homemade telescopes, girls make observations of newly discovered planets at the edge of our solar system while discovering the difference between earth-based telescopes and the Hubble Space Telescope.
4. **Making an Impact (Crater)!** Experiment dropping and throwing different sized marbles onto a surface to see how velocity, angle, and size affect the type of craters formed. Look at pictures of real craters on Earth and the Moon.
5. **Saturn Model** Make a model of the planet Saturn with its rings using old CD’s and styrofoam balls. Examine real images of Saturn and its rings. The model will demonstrate the tilt of Saturn’s axis, and represents how Saturn’s rings can appear so different when seen from various angles.
6. **Martian Volcanoes and Lava Flows** The largest known volcano in the solar system is on Mars, and is more than twice as high as Earth’s highest volcano. Make your own volcanoes with play dough, and map the lava flows.
7. **Extreme Space Facts!** Did you know... that if you could stand at the Martian equator, the temperature at your feet would be like a warm spring day, but at your head it would be freezing cold? Distribute one “extreme space fact” per girl. Let each girl read her fact to the troop. Vote for which space fact is the most amazing!!

8. **Cosmic Poetry** Using materials in the “Solar System Exploration” folder, post the images around the room. As girls look at the various images, help them brainstorm a list of words that come to mind when they think of outer space (some samples are in a ziploc bag). Girls can work alone or in groups of 2-3 to write a few lines of poetry or lines of a song about space, using some of the words on the brainstormed list. If possible, go outside under a starry sky (or turn the lights off and pretend), and let girls use flashlights to read their poems or sing their songs.
9. **Sun-Earth Connections** Watch the video “Blackout: The Sun Earth Connection” and/or Use the “Our Sun Our Earth” CD to view *live* images of the sun (requires Internet access to view the sun *live* – without Internet access, other images are available). View a variety of solar images as seen from different observatories and satellites. Then make solar cookies to celebrate the importance of our sun!
10. **Me? Work for NASA?** Read about Hispanic female engineers in “Ay, Mija!” and learn about the many women who have worked for NASA using the poster “Explore Space Sciences” and NASA’s booklet about women astronauts. As you read about these women, think about your own future and complete the “What do You Want to Be?” worksheet.

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NORTHERN LIGHTS BADGE

Level: Junior

Requirements: Complete 6 of the following activities.

1. Make a piece of art inspired by the Northern Lights (such as a collage, wall hanging or painting).
2. Learn what causes the Northern Lights or Aurora Borealis.
3. Write a poem, skit or story about the Northern Lights and share it with younger girls.
4. Make a display about the Northern Lights so other people can learn about them.
5. Look for myths, folk tales or stories about the Northern Lights and read one of them. (Example: *Aurora: A Tale of the Northern Lights* by Mindy Dwyer).
6. Take a trip to a planetarium or science museum to learn more about the Northern Lights.
7. Make food inspired by the Northern Lights such as a vanilla milkshake with layers of different colors using food coloring. (Use red, blue and green food coloring and a tall clear glass. Drop one color at a time into the shake near the edge of the glass and stir gently.)
8. Make Northern Lights in the snow by filling a plastic bottle with colored water and squirt it in the snow.
9. Tie-dye a t-shirts to resemble the Northern Lights.
10. Find out when the Northern Lights are most visible in your area. Plan an overnight with your troop where you can catch a glimpse of the Northern Lights. Try organizing a night watch where patrols take turns sleeping and staying awake to watch for a light show.

Written by: Troop 936, Wasilla



OUTDOOR SURVIVAL BADGE

Level: Junior

Requirements: Complete 5 of the following activities.

1. Find out what hypothermia and frostbite are, and know steps to prevent them in different weather and water conditions. Learn and demonstrate procedures to take if either of these occur.
2. Shelter, food, water, warmth, and clothing are basic survival necessities. Show how you can provide these for yourself and consider their order of importance. Make a solar still or an emergency shelter.
3. Make a basic survival kit. Know how to use each item properly. Make sawdust fire starters.
4. Work with a group to set up a physical fitness course. Time yourselves on it. Invite others to try it. What safety measures did you take?
5. Know basic compass and map skills, and demonstrate them by following a simple orienteering course.
6. Arctic wilderness provides its own challenges. Think about and discuss characteristics of water, plant life, geographic conditions and weather in the Arctic that would help or hinder you. What is stress and how can it interfere with survival? Discuss feelings such as fear and loneliness. How do you deal with tensions like thirst, hunger and pain?
7. Invite a wildlife specialist to a meeting to inform you about bear protection and wildlife awareness.



Souvenir patches for
Singing Hills overnights.
No requirements.
while supplies last
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Cooperative Bears Try-It

Take on this exciting math challenge and use cooperative logic (similar to logic riddles) to work as a team to find a group solution.

(Kit is available from the council to fulfill the requirements for this patch. A \$25.00 kit deposit is required.)



Community Builders (Patches are Free!)

Contact Judy Koskela, Communications Director
at 248-2250 or (800) 478-7448
jkoskela@gsscak.org

SUPER TROOP PATCH



All activities are to be completed during the current membership year (Oct. 1 - Sept 30). Troops must be registered in order to participate. Each activity counts toward one requirement. A minimum of 100 points is required. Shaded requirements are mandatory.

Troop _____ SU _____ Leader _____ Phone _____

SU manager / council staff signature _____

1	REGISTRATION (30 points max)	Points
a.	The troop re-registered by Sept. 30, all registration information correct and complete (10 points)	
b.	New, never registered troop registered before their third meeting. (10 points)	
c.	Registered additional adults to help the troop (5 points)	
d.	All leaders & assistant leaders (position 01 & 02) are registered and have turned in their Leader/Co-Leader Agreement Forms. (5 points) MANDATORY	

2	GIRL MEMBERSHIP (25 points max)	Points
a.	Troop registers as many girls in September as were active in June. (10 points)	
b.	If a NEW TROOP, by November 30 have the following number of girls registered: Daisy (5), Brownie (6), Junior (8), Cadette (5) Senior (5), Ambassador (5). (10 points)	
c.	Troop registers additional girls after Jan. 1. (5 points)	

3	ADULT TRAINING / MEETINGS (25 points max)	Points
a.	Troop has an adult certified in First Aid/CPR (5 points)	
b.	Leader attended Leadership Essentials or Advanced Leadership Techniques training. (10 points)	
c.	Troop leader or designated representative attended at least 50% of service unit leader meetings. (5 points) MANDATORY	

4	FAMILY GIVING (10 Points)	Points
	At least 50% of troop parents attended a Family Giving Presentation.	

5	GIRL RECRUITMENT (10 points)	Points
	75% of active troop members took part in a meeting or event to help recruit additional Girl Scouts	

6	PRODUCT SALES (20 points max)	Points
a.	Participated in cookie sale and attended training. (10 points) MANDATORY	
b.	Participated in Magazine Sale. (10 points)	

7	BRIDGING (10 points)	Points
	Troop took part in two activities with a sister troop of a different level which leads to a bridging patch.	

8	GIRL SCOUT VISIBILITY (10 points)	Points
	75% of active troop members took part in activities which increased Girl Scout visibility in their community (flag ceremony for civic group, parade, uniform day, etc.)	

9	COUNCIL PATCHES (10 points)	Points
	Completed one council patch program other than Super Troop. (see Council Patches booklet).	

10	SERVICE (15 points max)	Points
	Troop did service projects with 75% of active troop members participating. (5 points each project) Projects: _____	

11	SPECIAL EVENTS (15 points max)	Points
	75% of active registered troop members took part in activities observing a special Girl Scout day (Juliette Low's Birthday, World Thinking Day, Girl Scout Week) or Council Event. (5 points each event) Events: _____	

12	OUTDOOR PROGRAM (30 points max)	Points
	Troop participated in outdoor activities. May include outdoor meeting, cookout, all day outing, or campout. (10 points for each activity)	

13	SUMMER ACTIVITIES (5 points)	Points
	50% of active registered troop members participated in a summer troop activity.	

14	GIRL SCOUT PROGRAM (10 points)	Points
a.	Each Daisy participated in the Petal Program or a Journey.	
b.	Each Brownie or Junior earned one badge or Try-It or patch from a Journey for their age level.	
c.	Each Cadette, Senior or Ambassador completed one interest project, one focus book, one Journey or one requirement toward the Silver or Gold Award.	