

Lesson Plans for Teaching Resources
in a Hul'q'umi'num' Junior Kindergarten

by
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Submitted in Partial Fulfillment of the
Requirement for the Degree of
MASTER OF EDUCATION
(Indigenous Language Revitalization)

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Dedication

I give recognition to all Hul'q'umi'num' Elders of Snu'nuw'us, Snu'ney'muxw, Stz'uminus, Penelakut, Cowichan Tribes, and Malahat Nation for their continued support and efforts to create Hul'q'umi'num' resources, along with the linguists. The Elders have worked many hours to ensure that Hul'q'umi'num' continues to survive in the lives of our Hul'q'umi'num' Mustimuhw.

Huy' ch q'a, Ruby Peter and Delores Louie, for your continued efforts to work with linguists. Our hands go up to you.

Acknowledgements

Sarah Kell, I raise my hands up to you with appreciation for the time we spent together in researching this project. You are much appreciated by the Hul'q'umi'num' Mustimuhw for your dedication to Language Revitalization.

To Stz'uminus First Nation Education Principal, Charlotte Elliott, and the staff of S-hxixnu-tun Primary school, I give recognition to your dedication to this project and your goals to move forward in language immersion in order to become speakers of the Hul'q'umi'num' language.

Chapter 1: Introduction

This is a report on my Masters of Education project that was conducted through the University of Victoria's Master's program in Indigenous Language Revitalization in April and May 2016. I delivered six workshops to develop six Hul'q'umi'num' language lessons using the Paul Creek Direct Acquisition (Peterson, Parkin & Wiley, 2013) and Total Physical Response (TPR) (Asher, 1969) teaching methods. My co-researcher, Sarah Kell, also developed six lessons which combined linguistics with teacher training (Kell, 2016). Sarah is a very close friend and fellow student in the Master's Indigenous Language Revitalization program. The grammar lessons and teaching lessons were developed with the intent for my one hour lesson to transition into Sarah's one hour lesson. We both focused on immersion teaching techniques to be used in a Junior Kindergarten program. The lessons are intended to demonstrate how to prepare children aged four to five for an immersion Kindergarten program.

Junior Kindergarten has been offered in the Stz'uminus Education System since 2010. It is a program developed to prepare children aged four and five to begin their journey for attending school and achieving a good education.

Junior Kindergarten would be an excellent setting for starting an immersion program. Stz'uminus Primary teachers are eager to learn Hul'q'umi'num'. Sarah and I chose our projects because the Stz'uminus Education staff are seeking more resources and the teachers were asking for more grammar lessons. The staff members want to be fluent speakers. The community of Stz'uminus is asking for more advanced programs that will support new speakers.

These concerns arose due to a decrease in fluent speakers resulting from Elders passing away over the last few years. The most recent statistics on the Hul'q'umi'num' Language are

available through the First Peoples' Cultural Council's website at www.fpcc.ca, under Language Reports.

Situating Myself

I am a Snu'ney'muxw First Nation member, and when I married in 1973, I became a Stz'uminus First Nation member. I recall my childhood as living in a Hul'q'umi'num'-speaking environment with my grandmother. My mother came from a large family of nine children. My grandmother was widowed and left to care for her family as a single parent. There were always people around our home, and I recall how they spoke Hul'q'umi'num'. English was not a familiar language used for discussions around the kitchen table. This is an image I wish to see again in my lifetime: an image of my children and grandchildren sitting around the kitchen table speaking Hul'q'umi'num'. I recall and hear the language, but I have not spoken the language to communicate with others. My grandmother lived to the age of eighty-nine, and her children lived into their eighties. Our family members started to pass away, taking our language and teachings with them. This is why I am doing what I do today.

My work with Hul'q'umi'num' started in the 1992 school year. I worked as a teacher assistant in a Hul'q'umi'num' language class, assisting an Elder as she was teaching our language to grades eight to twelve. At this time, the Elder passed away, and I was put in her position to teach Hul'q'umi'num'. I taught the language at Ladysmith Secondary for four years. During these years, I assisted in creating resources with Elders of Stz'uminus, Snu'ney'muxw and Cowichan. As a teacher, I was expected to take part in professional development programs, and I went to Chase, BC, to take all the courses offered for training using the Total Physical Response (TPR). This method was developed by Dr. James Asher (www.tpr-world.com), but I learned TPR

through Chief Atahm School's summer program for Indigenous language teachers (<http://www.chiefatahm.com>).

Then I was encouraged to get my teaching degree so I could teach the Coast Salish Language course in the public schools to all grades. I completed my Bachelor of Education (B.Ed.) in 2001. After completing my B.Ed., I was invited to attend a ten day immersion program in Auckland, Rotorua, New Zealand, a cultural exchange experience of Māori traditions in action. The Māori hosted us in their traditional marae and demonstrated to our group daily on how they were doing language revitalization. I could hear and see their language coming to life; this was an experience of a lifetime. I began to think about how we, the Hul'q'umi'num' Mustimuhw, could begin to do a language immersion program.

In 2002 I was hired to teach at Ladysmith Secondary and taught full time for five years, teaching Hul'q'umi'num' and Social Studies. In 2007 I moved to teach Hul'q'umi'num' in the Stz'uminus Schools and became the Hul'q'umi'num' Department Manager until 2009. In time I became a Principal and moved to the Stz'uminus Secondary School, then to the Stz'uminus Community School and back to the Secondary School. In December 2015, I retired from the Stz'uminus Education System in order to continue at the University of Victoria and complete my Master's in Indigenous Language Revitalization. I am going to move forward and make it happen and offer support anywhere possible to develop Indigenous language immersion programs with the intent to develop new speakers.

Outline

In the following chapters, I discuss the methods used in my project, and the conclusions drawn. The six Hul'q'umi'num' language lessons I developed are included in Appendix A. This

report and the six lessons will be posted on the Master's in Indigenous Language Revitalization program website at the University of Victoria, along with Sarah Kell's paper , and

Hul'q'umi'num' grammar lessons. Link:

<https://www.uvic.ca/education/prospective/indigenous/courses/index.php>.

Chapter 2: Project Methods

In this chapter, I discuss the design for my project in the Project Workshops section. (As discussed in the previous chapter, the most important aspect of my project is the necessity for total immersion.) Then I discuss the process of recruiting and ~~and provide a list~~ all the participants in our project.

Project Workshops

I had two purposes for the initial workshops: i) to introduce the changes to the language teaching method and ii) to find interested teachers and staff to work with us in creating the six lessons for this project.

The workshops began on April 22nd, 2016, and ended on May 30 once per week. The starting time was 2:00 pm, and the workshops ended at 4:00 pm. After the first workshop, the teachers requested that we change to Thursdays because they were committed to doing Professional Learning Communities on Friday afternoons. A Professional Development day was scheduled on a Friday in May. The teachers felt that there were going to be too many interruptions for our project if we continued with Fridays, so we moved to Thursdays. The May 26 workshop was postponed to Monday May 30th due to a funeral in the community.

In each workshop with the elders and S-hxixnu-tun Lelum Primary Junior Kindergarten participants, which was planned in collaboration with Sarah Kell, we each taught or demonstrated a one-hour lesson. I demonstrated how to blend the TPR (Billy, 2007) and the Paul Creek methods (Johnston, 2015) to create appropriate lessons for Junior Kindergarten classes. Sarah focused on the grammar in each lesson. The intended outcome of the workshops was to have all participants experience our lessons and give feedback, which could be assessed

as established by participants. I developed a lesson booklet for all participants, and Sarah compiled a grammar lesson booklet.

Each workshop opened with a prayer and introduction. Throughout the series of workshops, I introduced a warmup with TPR to the participants in every lesson. For our process in our two projects, I demonstrated a lesson and then discussed the methods used. Then, Sarah discussed the grammar in each lesson using TPR. The teachers 'and staff members' feedback was useful in editing and vetting the lessons and routines so that they would be useful and accessible to them.

I attempted to use only Hul'q'umi'num during the workshops, but it was difficult to maintain the process because I am a semi-speaker, which means I can understand another speaker by recognizing familiar words in a phrase, or gestures and what is happening at that moment.

The weekly workshop started with my lesson for an hour and moved on to Sarah's grammar lesson for the remainder of the workshop. The time limits were difficult for day when participants came in late or left early. As the project leaders, we had to stay with the schedule due to time constraints. This was difficult because we wanted the participants to understand our lessons and the outcomes, so we took time to catch up with the people who had questions after the workshop was completed.

There were days that we had to accept that we were not going to complete our lessons in the time allotted. I would adapt my lesson quickly in order to make sure Sarah had time to do her lesson in one hour. The biggest cause of time loss was because the Elders and teachers wanted to talk about the vocabulary we had chosen for our lessons. This was great, because we planned for this workshop to

bring a group of speaker together and encourage them share their knowledge for the Hul'q'um'i'num language.

Preparation - Invitation to Participate

To meet Stz'uminus First Nation policies, our process was to first meet with the Band Administrator and get an approval from the Chief and Council. In doing so, I discussed the plans for the project with the Administrator, who in turn brought it to the Council table for approval. The Administrator informed me of the approval by email. The Band Administrator also delivered the invitations to the project feast on April 20th, 2016. Chief John Elliott agreed to attend the feast on behalf of the Council.

Sarah Kell and I greatly appreciate Charlotte Elliott's leadership. Charlotte took time to meet with Sarah and me to discuss our plans and make sure that she had our schedule so she could adjust the project participants' schedules at work, releasing them to attend our workshops. Sarah and I appreciated Charlotte's input, guidance, and her efforts to reschedule teachers.

Invitations to the project feast and meeting were to stay with traditional methods of the Hulq'um'i'num Mustimuhw: I delivered invitations to the potential participants' homes, going door-to-door, visiting with all potential participants and inviting them to the feast and information session on April 20th. This is our traditional way of inviting people, by going to their homes and inviting them to special events and meetings.

On April 20th, 2016, interested people came to our feast. This involved eating a meal together, and then sharing the project plans. Sarah and I read out the University of Victoria ethics information, and before everyone adjourned, we asked each person if he or she would be

interested in being part of our project for the six workshops. Everyone at that meeting committed to being participants in the project workshops. We thanked our guests and closed the meeting.

List of Participants

The following people were Elders and participants in my project. Huych'qa for your assistance.

Garry Harris

Desmond Peter

Rita Harris

Charlotte Elliott

Delores Elliott

Cecelia Harris

Fred Elliott

Gina-Mae Harris

Beverly Buffi David

Roxanne Seymour

Chapter 3: Conclusion

In the past twenty years as a Hul'q'umi'num' language champion in the revitalization of the Hul'q'umi'num' language, I have not detoured from the goal to move forward with language revitalization. I began working with not knowing where to start, but after many years of working in the Hul'q'umi'num' language programs, I am determined to begin a Language Revitalization Team. My project helped me to become more open and fearless of what others are saying about the efforts made by myself and other language workers because now I know that it is their fears and blocks which I will respect their concerns but will not own it. My long-term goal is to reverse the language shift from a nearly sleeping language to a language that is vibrant with energetic new speakers.

Appendix A: Lessons

Lesson Plans 1 to 6

Hul'q'umi'num' Beginner Language Lessons, with the intent to move students into an immersion program.

Lesson #1: Vocabulary for Day-to-Day Communication

Lesson Title: Verbs and nouns that will be serviceable vocabulary in day-to-day communication in the home and classroom.

Lesson outcomes:

1. The students will demonstrate ability to follow directions in the daily lessons.
2. The students will demonstrate ability to comprehend while the teacher demonstrates using images.
3. The students will demonstrate their social skills and ability to show respect to classmates, teacher and elders.

Vocabulary _____ **Grammatical Structures**

New

Verbs	Nouns	Adverbs	Other
lhxilush (stand up)	lutem (table)	xwumshun (move feet faster)	tu (the, in sight)

hwts'e'nutsum (sit down in a chair)	shts'e'nutstun (chair)	'ayumshun (slow)	tth'ihwum (please)
'imush (walk)			m'i 'ewu (come)
xwchenum (run)			nem' (go)
'unuhw (stop)			'een'thu (it's me)
ya'thut (back up)			tseep (you all)
sults' (make a circle)			

Lesson Content

1. Start the lesson with a prayer song, T'i'wi'ulh tsun tse'. (Teacher and staff will lead prayer song daily; students will learn by hearing song on a regular basis, opening and closing the day.)
2. Introduction of self, elders and friends in the circle. Each student will be instructed to follow the lead of the instructor/teacher.
3. Start lesson with the Paul Creek method recognition level, using 8.5 x 11 flash cards with the new vocabulary images.
4. Total Physical Response lesson for action words will follow the Paul Creek method, for *walk, run, stop, back up, sit, stand...*
5. Finish with activity: Crossover Game

-
1. Protocol:

M'i tseep sults'.

You all come make a circle.

Sing prayer song: T'i'wi'ulh tsun' tse'

2. Introductions:

In a circle, person one starts by introducing him or herself, then the person to the right, modelling introduction - e.g., 'Een'thu Pearl (I am Pearl), and then pointing to the person to his/her right and saying - e.g., Nilh Mary (This is Mary). The Hul'q'umi'num' speakers in the circle will model and support each student as the introduction moves around the circle to the right. The Hul'q'umi'num' speakers will be doing all the speaking at the start, but given time and repetition, the students will start to speak for themselves. Introduction of oneself is the only time we encourage the Junior Kindergarten students to speak, but we will not pressure students into speaking during introductions because the children will speak when they are confident enough and it is not too often that a child will not want to share.

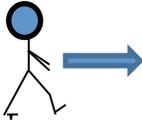
3. Recognition Level: Begin instructions for this lesson to students: NO speaking please, listen only.

Instruct: 'Uwu ch qwal! (Gesturing no talking, zipper lips together.)

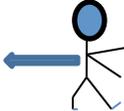
- a. Teach using the TPR method, using images for new vocabulary.

Images to teach

- lhxilush 
- hwts'e'nutsum 

- 'imush 
- xwchenum^r

- 'unuhw (gesture with hands up: stop!)
- m'i 'ewu (gesture as you would when calling someone to come to you)
- nem' (gesture pointing away from yourself)

- ya'thut 

Add adverbs: xwumshun, 'ayumshun.

- 'imush xwumshun tun imush (move yourself faster, referring to your feet, shun)
- xwchenum 'ayumshun (run slowly)

Demonstrate noun images

- litem
- shts'e'nutstun

Seating all students in a position to face teacher, lesson moves on to assess recognition using images.

-transition to desks or chairs facing teacher

-teacher instructs students on yes/no answers, using gestures: thumbs up for hee' (yes), thumbs down for 'uwu (no). (Reminder, these lessons are in Hul'q'umi'num'.)

-the teacher can choose to do all images or pick four for this part, such as m'i 'ewu and nem' commands. In addition, in the next lesson we concentrate on teaching fast and slow movements.

What a teacher repeats in the review sections of the lessons is the vocabulary that students are not recalling and are not yet able to recognize.

-continue recognition level with activities using the Total Physical Response method (TPR).

4. Total Physical Response Method

-move on to do Sample Commands, continuing to do phrases by commanding movement with all students. Begin by gesturing actions and doing actions with one student.

-sample Commands: Teacher commands to Charlotte, a student who has volunteered to demonstrate commands by following the teacher's lead.

-Charlotte, tth'ihwum 'i' lhxilush. (Charlotte, please stand up.)

- m'i 'ewu

- hwts'e'nutsum

Following through with all vocabulary words in a TPR lesson:

- lhxilush
- hwts'e'nutsum
- 'imush
- xwchenum
- lhxilush, hwts'e'nutsum, 'imush, xwchenum, 'unuhw, nem' hwts'e'nutsum
- 'imush, 'imush xwumshun, 'unuhw
- xwchenum, xwchenum 'ayumshun 'u tu shts'e'nutstun

- lhxilush, 'imush nem' 'u tu lutem, ya'thut 'u tu shts'e'nutstun, nem' hwts'e'nutsum

5. Activity: Crossover Game (Paul Creek Teacher Manual)

-Make two teams; have one student sit out

-Line teams up side-to-side, facing opponents, with the one unassigned student standing in the middle.

-Using two decks of matching images on index cards, the person in the middle will give each team an image that will match an opponent's image. The team members get one image each. (Extra images are put aside and will not be used at this time.)

-The student in the middle will start the game, by calling out a word, such as *'imush*. Each team must have one *'imush* card. Two *'imush* cards will cross over in attempt to switch sides but the person in the middle is ready to jump into a vacant spot; with an outcome of one person in the middle. The game continues with the person in the middle calling out an image. The people with that image have to cross over, and there will always be someone left in the middle.

(Adaptations: If students cannot yet pronounce the words, then they could do the actions, or the teacher could have another set of images for the person in the middle to hold up one image per turn.)

Materials needed for this lesson:

Chairs, table, images on 8.5 x 11 sheets, deck of image cards for playing Crossover

hwts'e'nutsum (sit down in a chair)	shts'e'nutstun (chair)	'ayumshun (slow)	tth'ihwum (please)
'imush (walk)			m'i 'ewu (come)
xwchenum (run)			nem' (go)
'unuhw (stop)			
ya'thut (back up)			

Activity: Say / Listen

In this review of vocabulary from lesson 1, the students will be seated and listening to teacher. While holding up an image for all students to see, the teacher calls out the word for the image, such as lhxilush (stand up), three times.



Activity: Matching

The students each receive six small pictures. Students place small pictures face down on their tables. Teacher holds up an image, the students flip one image over to view; eliminating only the images that match the teacher's image the first student to eliminate all six images wins.

(Teacher's Manual Direct Acquisition Lesson Activities nsəlxcin - Okanagan Salish.)

3. Introduce New Vocabulary: Total Physical Response Method

Verbs	Nouns	Other
ya'thut (back up)	xul'tun (pencil)	tunu (my)
tstl'um (jump)	si'lu (grandparent)	tun' (your)
mul'ts't (roll it)	ka (car)	
kwunut (take it)	smukw (ball)	
'ehwe't (give it to)		

Hold up a ball and ask a student to take the ball from you:

-Garry! Kwunut tu smukw. Mul'ts't tu smukw 'utl' Pearl.

-Pearl! Mul'ts't tu smukw 'utl' Garry.

-Rita! Kwunut tu smukw. Mul'ts't tu smukw 'utl' Pearl.

-Pearl! 'Ehwe't tu smukw. (Give the ball to anyone.)

-tunu kaa, (saying my car and holding an image of my car)

tunu si'lu, (showing an image of my grandmother/father)

tunu smukw (hugging my ball)

- continue saying phrases of possession and gesturing meaning,

-lhxilush, 'imush, tstl'um, 'imush, tstl'um, ya'thut, ya'thut, 'unuhw.

-'imush, 'imush, tstl'um, ya'thut, ya'thut, 'imush 'u tu shts'e'nutstun, ya'thut 'u tu lutem.

-xwchenum, xwchenum 'u tu shts'e'nutstun, hwts'e'nutsum.

-Garry, kwunut tu ka 'i' hwts'e'nutsum.

-Rita, kwunut tu smukw 'i' hwts'e'nutsum.

-Garry, mul'ts't tu ka 'utl' Pearl.

-Rita, mul'ts't tu smukw 'utl' Sarah.

4. Activity:

Objects are placed in the centre of everyone is sitting in a circle. (Objects, ka, smukw and xul'tun) Students will follow the lead of the teacher:

Teacher demonstrates: kwunut tu ka (picking up car and returning to sit)

Then the teacher commands: Garry, kwunut tu ka 'i' hwts'e'nutsum.

Garry should be able to follow as teacher gestures, walking to the centre, picking up the car and returning to his seat.

-Garry, mul'ts't tu ka 'utl' Pearl.

-Pearl, mul'ts't tu ka 'utl' Sarah.

-Rita, kwunut tu smukw 'i' hwts'e'nutsum.

-Rita, mul'ts't tu smukw.

-Pearl, kwunut tu xul'tun.

Using other phrases, give students commands – e.g.,

Nem' 'imush. (Go walk.)

Nem' (go)... and keep reading out the commands from cards or notes, following through with commands in section above. (These commands can be written on a card to cue the teacher to follow through and lead the students in gestures.)

5. Game: Matching

-Students can form groups of four or five and sit around a table.

-Each student will receive one deck of image cards.

-Begin by each student holding the deck face down, taking the top card and placing it face up.

-Show your team your card. If you match, then you have to say the name of the image or gesture thumbs up. For example, if the image is *'imush*, the people who matched have to be seen or heard first, either by putting thumbs up or by saying *imush!*. The first to gesture thumbs up or say the name of the image wins the matching cards. The first student to get all the cards wins.

Materials

- ball, toy car, pencil, images for lessons, decks of image cards for playing Matching.

Lesson #3

Lesson Title: Daily language vocabulary usage: verbs and nouns that will be serviceable vocabulary in day-to-day communication in the home and classroom.

Lesson outcomes:

1. The students will demonstrate extended vocabulary in the daily lessons using singular action words presented in this lesson.
2. The students will demonstrate the ability to comprehend while the teacher demonstrates using images.
3. The students will demonstrate the ability to understand and follow directions called out in Hul'q'umi'num.

Protocol:

M'i tseep sults'.

You all come make a circle.

Begin lesson with a Prayer.

Vocabulary

Grammatical Structures

Learned Vocabulary

Review this lesson using TPR

Verbs	Nouns	Other
ya'thut (back up)	xul'tun (pencil)	lhwet (who?)

tst'um (jump)	si'lu (grandparent)	tunu (my, masculine)
mul'ts't (roll it)	kaa (car)	thunu (my, feminine)
kwunut (take it)	smukw (ball)	
'ehwe't (give it to)		

Lesson Content:

-All lessons will start with a prayer song.

-Review lesson 2 using the nod and clap activity

-Students will learn to greet each and be encouraged to greet each other in a respectful manner.

Nod and clap activity

Teacher shows a picture and says a word. If the word matches the picture, the students nod. If it does not match, students clap (once). Teacher works through all images two or more times.

TPR phrases of action

Commanding students:

-Gary! Kwunut tu smukw. Mul'ts't tu smukw, nem'ustuhw 'utl' Pearl.
-Pearl! Silt tu smukw, nem'ustuhw 'utl' Gary.
-Rita! Kwunut tu smukw.

New Vocabulary: Paul Creek lesson,

'uy' skweyul 	Hello
hey' 'ew'ulh 	Goodbye
'uy' netulh 	Good morning
'uy' skweyul 	Good day
'uy' kwunus 'i lumnamu 	It is good to see you!
'uy' hwune'unt 	Good evening
'uy' snet 	Good night
'o' lumnamu tsun tse 	See you later.

Begin lesson with students sitting in a circle

-Teacher walks around shaking hands and greeting: 'uy' skweyul, 'uy' skweyul, 'uy' skweyul.

-Waving and walking away saying hey' 'ew'ulh, hey' 'ew'ulh, hey' 'ew'ulh.

-Continue to wave and say 'o' lumnamu tsun tse', 'o' lumnamu tsun tse', 'o' lumnamu tsun tse'.

-Command students to stand up. Teacher goes around the circle shaking each student's hand saying 'uy' skweyul, shaking every student's hand.

-Teacher then walks out the door and says hey' 'ew'ulh, 'o' lumnamu tsun tse'!

-Command students to sit, and teach images for:

'uy' skweyul 

hey' 'ew'ulh 

'o' lumnamu tsun tse' 𑌎

- Continue to teach the remaining vocabulary in a manner that keeps students involved.
- Show images and says each phrase three times, shaking hands or waving.
- Reinforce recognition by asking
- Listen /gesture hands cupped behind ear
- Teacher reinforces learning by holding up picture and saying phrases
- Students are paired and stand facing each other,
- Teacher says 'uy' skweyul, students shake hands or wave.
- If they are wrong, they have to sit down. This continues until everyone is sitting.
- Do this activity over and over to enforce listening and learning.

Materials needed: Images

Lesson #4

Lesson Title: Getting to Know You

Verbs	Nouns	Other
'iyus (happy) 😊	shulakw' (circle)	
sqiqu'l'us (sad) 😞	sne (name)	thu (the - girl, in sight)
si'si' (scared) 😨		tu (the - boy, in sight)

Students will:

- become aware of their own feelings
- Learn social skills.
- build a sense of identity
- become aware of others' feelings
- identify that feeling scared is OK
- build a sense for feeling brave
- identify with similarities and differences

New Vocabulary

qwal (speak) 		'i tsun (I am)
lemut (look) 		
lhysiws (tired) 		
hwiyeem' (listen) 		

Lesson Content

-Prayer songs / sing Ni' 'untsu tu/thu _____.

-Teach new vocabulary with Paul Creek method, showing images along with TPR.

Protocol

M'i tseep sults'.

You all come make a circle.

Tth'ihwum' hwiyeem'.

Please listen.

- Start lesson with a prayer song, T'i'wi'ulh tsun tse', followed by a greeting song, Ni' 'untsu thu Sarah? (Where is Sarah?)
- Teach new vocabulary on emotions
- Reinforce recognition with questions; students answer yes (thumbs up) or no (thumbs down).
- Activity

Teacher goes around the circle singing, Ni' 'untsu thu Sarah? Ni' 'untsu thu Sarah? In addition, stops in front of Sarah, and then asks students Nilh 'a'lu lhwet tu'i? (Who is this?) Students say name of child: Sarah!

Teacher looks directly at the child and sings Ni' 'untsu thu Sarah? Ni' 'untsu thu Sarah?

Teacher Assistant or elder leads the reply by singing 'E'ut tu'i, 'e'ut tu'i. (She is right here.)

Teacher says 'Uy' netulh, Sarah, and continues around the circle until all students have been greeted.

Lesson for emotions:

Teacher directs students: Tth'ihwum' hwiyeem'. 'Uwu ch qwal. (Please listen, no talking.)

-Start lesson by teaching using images for emotions.

Hold up 'iyus, and say 'iyus, 'iyus. Gesture 'iyus by demonstrating a big smile and happy face.

Continue teaching each image with this method, showing the images to students and saying the name for the image three or more times, moving about so all students are included, and gesturing each emotion, such as a sad face or a happy smiling face. Over-exaggerate the emotions so each image is recognized.

Re-enforcing recognition: yes/no answers

Show image for si'si' and asks students, 'iyus?

Students are encouraged to use thumbs up for yes, and 'Uwu or thumbs down for no.

Teacher shows the correct image si'si' and students put their thumbs up.

Continue until all images have been reviewed and questioned.

Activity:

Fly swatter: Students form two teams and line up facing the four images that are chosen from previous lesson.

The images can be switched several times during this game.

Have students form two lines facing the two images, students can be seated while waiting their turn. The first in line receives the fly swatter and teacher instructs these two students to move in front of the images close enough to be able to hit each image with the fly swatter.

Teacher Demonstration using the first four images on the board:

Teacher to elder / fluent speaker: Nem' tth'asut tu si'si'. (Go hit scared.)

Elder, standing close enough to hit the images, swats si'si'.

Nem' tth'asut tu 'iyus. (Go hit happy.) Elder swats 'iyus.

Nem' tth'asut tu lhtsiws. (Go hit tired.) Elder swats lhtsiws.

Nem' tth'asut tu sqiqu'l'us. (Go hit sad.) Elder swats sqiqu'l'us.

Returning the swatters to the first two students and moving them to the front of the images, the game begins. It ends when everyone has had a turn. This game can continue for as long as time permits.

Materials: fly swatters, images

Resources: For more resources go to the Interior Salish website: (Paul Creek, teacher manual)

<http://interiorsalish.com/tpcla.html>)

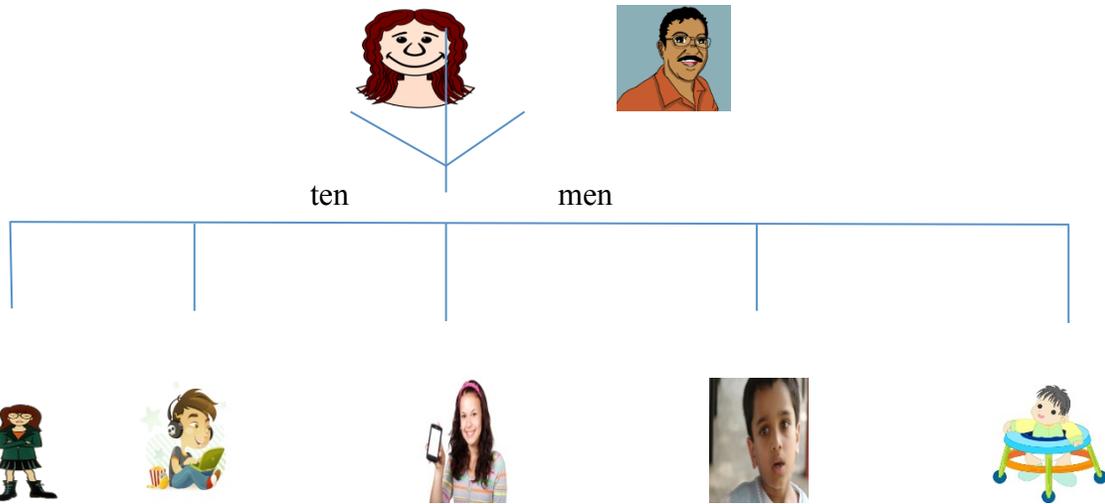
Lesson #5

Lesson Title: 'A'mutem: Family Living in my Home.

Students will:

- become aware of their own feelings
- learn social skills.
- build a sense of identity
- become aware of others' feelings
- identify that feeling scared is OK
- build a sense for feeling brave
- identify with similarities and differences

Each family tree is different and some children will need to add 2, 3 or 4 generations. The next two lessons will need a family member to assist each child in doing this family tree.



Shuyulh Rita

Shuyulh Ruth

'een'thu Pearl

sqe'uq Leslie

sqe'uq Delia

'A'mutem: Family Living in my Home.

Lesson Content:

-Learn new vocabulary

-Activity center for cutting out images and pasting on poster board

-Elder, family members, teacher and support staff working with children, cutting and pasting while speaking Hul'q'umi'num' for family identity.

New Vocabulary / Learned Vocabulary

Verbs	Nouns	Other
'iwust (point to it)	si'lu (grandparent)	thu (the - girl, in sight)
'a'mutem (family living in home)	ten (mother)	tu (the - boy, in sight)
tth'umq't (cut it with scissors)	men (father)	'een'thu, 'unthu (I am, it's me)
chumxt (glue it)	shuyulh (older sibling/cousin)	nilh (he/she is)
'umut (sit or squat where you stand)	sqe'uq (younger sibling/cousin)	thunu (my, feminine)
	tth'umq'tun (scissors)	tunu (my, masculine)
	shchuchumuxuls (glue)	nu (my)

Sults' tseep 'i' 'umut.

You all make a circle and sit down.

Pearl, the instructor, introduces the family that lives in her home.

Image of:

-Ten, ten, ten, ten (mother). Showing image and saying **ten** three to four times.

Ending each sequence with tens thu Pearl and gluing the image in the correct spot on Pearl's tree.

-Men, men, men, men (father). Saying the word three to four times, while showing image of men.

Mens thu Pearl.

-Sqe'uq, sqe'uq, sqe'uq, sqe'uq.

Sqe'uq thu Pearl. Showing the two images that are Pearl's sqe'uq.

Shuyulh, Shuyulh, Shuyulh, Shuyulh.

Shuyulh thu Pearl. Showing the two images that are Pearl's shuyulh.

Materials

-glue

-scissors

-family tree with no images attached for Pearl to stick her family images on during demonstration of her family.

All family images

-Two copies of each family photo. (Prior to this lesson, parents were asked to bring in photos of immediate family members, labelled with age and relationship to child.)

Lesson #6

Lesson Title: 'A'mutem: Family Living in my Home (continued)

Students will:

- become aware of their own feelings
- learn social skills.
- build a sense of identity
- become aware of others' feelings
- identify that feeling scared is OK
- build a sense for feeling brave
- identify with similarities and differences

Note from last lesson: Each student has completed a family tree and each family tree is put up at eye level for children to go to for this lesson on introduction of family. All students will do the lesson and then move off with a designated leader to complete their family trees. (If there are any parents assisting with the family trees, please thank them for taking part.)

Learned Vocabulary

Verbs	Nouns	Other
'i'wust (point to it)	si'lu (grandparent)	thu (the - girl, in sight)
'a'mutem (family living in	ten (mother)	tu (the - boy, in sight)

home)		
tth'umq't (cut it with scissors)	men (father)	'een'thu, 'unthu (I am, it's me)
chumxt (glue it)	shuyulh (older sibling/cousin)	nilh (he/she is)
	sqe'uq (younger sibling/cousin)	thunu (my, feminine)
	sts'a'muqw (great-grandparent / great-grand aunt/uncle / great- grandchild / great-grandniece / nephew)	tunu (my, masculine)
	tth'umq'tun (scissors)	nu (my)
	shchuchumuxuls (glue)	

Lesson Content:

Continuing from lesson 5, students will complete their family trees, and move on to discussion on family.

-Protocol, prayer song / Hul'q'umi'num' sqwal, ni' 'amust tu nuwu, Hul'q'umi'num' Language is happy to see you, Hul'q'umi'num' language is happy to see you. 'Uy' kwunus 'i lumnamu, tunu siye'ye, _____(name). (Looking at person we are singing to. Once student says his/her name, move on to next student.)

Huy' ch q'u, nu siye'ye. (Thank you, my friends.)

Lesson: Family images will be taught as we do the family trees, for only the family members put on each child's family tree. For example, Pearl does not include great-grandparents / children /

aunts / uncles / nieces / nephews, therefore we do not discuss the sts'a'muqw, because then we will confuse students who do not have these people living in their homes.

-The students will hear Pearl introduce her family.

'A'mutem

Pearl introduces new vocabulary using flashcards of images from her family tree.

- Pearl has a blank family tree, with no images attached.
- As Pearl introduces 'a'mutem, each family member that lives in her house, she puts an image of that person on the family tree.
- Starting at the top of tree, Pearl has men 'i' ten to share:
 - Nilh nu men. (This is my father.)
 - Nilh nu ten. (This is my mother.) Attach to the top branches of Pearl's tree. (See image at the beginning of Lesson 5.)
 - Nilh nu sqe'uq, Delia. (This is my younger sister, Delia). Attach youngest sibling, far left of family tree.
 - Nilh nu sqe'uq, Leslie. (This is my younger brother, Leslie.) Second-youngest sibling is attached next to youngest sqe'uq, moving to the left.
 - 'Een'thu Pearl. (It's me, Pearl). Pearl attaches her own image in the middle of the tree.
 - Nilh nu Shuyulh, Ruth. (This is my older sister, Ruth.) Attach to left of Pearl.
 - Nilh nu Shuyulh, Rita (This is my older sister, Rita.) Attach to left of Ruth.

Discussion on my grandparents and great-grandparents, who do not live with me but are special also, but our tree is for those who are living in our home.

Once this lesson is completed, encourage students to go complete their family trees. The activity today is to hear you introduce your family with Pearl helping you along.

Activity

Students introduce their family to the class with the assistance of teacher/elder.

Start at top of tree.

Grandparents: Nilh nu si'lu.

Parents: Nilh nu men. Nilh nu ten.

Siblings: Nilh nu sqe'uq. Nilh nu Shuyulh.

Note: All siblings / cousins are considered a sqe'uq or Shuyulh, depending on age: younger or older sibling / cousin.

Materials:

-Scissors/glue/charts from Lesson 5.

-Images for lessons on family, including grandparents and great-grandparents.

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