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Activity Book 1: Coast Salish Laws Relating to Child and Caregiver Nurturance & Safety

Jessica Asch, Tara Williamson, and Leslie-Ann Paige

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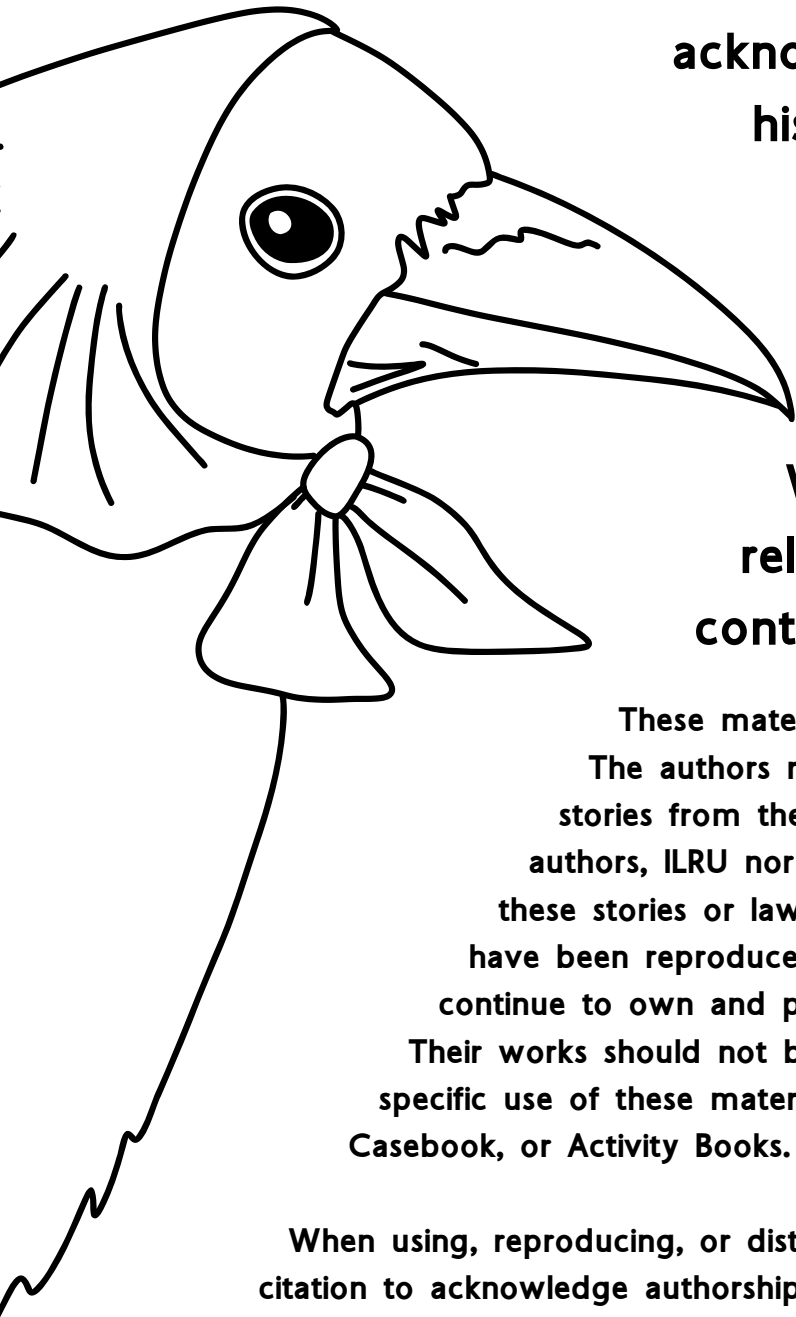
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# ACTIVITY BOOK

COAST SALISH LAWS RELATING TO  
CHILD AND CAREGIVER NURTURANCE & SAFETY





**The Indigenous Law Research Unit acknowledges, with respect, the history and legal traditions of the ləkʷəŋən peoples on whose lands our office stands, and those of the Songhees, Esquimalt, & W̱SÁNEĆ peoples, whose relationships with the land continue today.**

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The materials for this collaborative project were imagined and authored by Jessica Asch, Leslie-Ann Paige, and Tara Williamson. They thank the many ILRU and *CELÁNENEĒ* field course students who conducted research and writing for this project, including Emily Beggs, Diana Borges, Kim Francisco, Liam McGuigan, Veronica Martisius, Brendan Noyes, and Mbaka Wadham. The authors are thankful to Cheyenne Arnold-Cunningham, Ellen Campbell, and Brooke Edmonds, who edited the materials.

The materials include artwork by Sarah Jim, Bradley Yuxwelupton Dick, Doug LaFortune, Ellen Campbell, Aftab Erfan, and Dr. Val Napoleon. Some illustrations are based off of photography by Brave Art Media. All materials were designed by Ellen Campbell.

A number of community engagement sessions and workshops guided this project. These sessions were organized and co-facilitated by Jessica Asch, Brooke Edmonds, Kim Francisco, Dr. Rebecca Johnson, Veronica Martisius, Liam McGuigan, Leslie-Ann Paige, and Tara Williamson. Community engagement would not have been possible without the participation of all the community members and social workers present at these sessions, or without the support of Brooke Edmonds, Sarah Jackson, Simon Owen, Scott Sam, Katharina Stocker, and John Bradley Williams.

The materials for the Toolkit draw from the knowledge and scholarship of Jo-ann Archibald Q'um Q'um Xiim, Dr. John Borrows (Kegedonce), Earl Claxton, Sr. (YELKÁTFE), Dr. Nicholas XEMFOLTW Claxton, Robert YELKÁTFE Clifford, Dave Elliot Sr., STOLÇEĒ (John Edward Elliot Sr.), Dr. Hadley Friedland, Dr. Sarah Morales (Su-taxwiye), Dr. Val Napoleon, Sharon Marlo Paige, and Kwulasulwut (Dr. Ellen White). The Toolkit adapts work released in other ILRU publications authored by Jessica Asch, Lindsay Keegitah Borrows, Dr. Hadley Friedland, Dr. Darcy Lindberg, Dr. Emily Snyder, and Dr. Val Napoleon. The authors are grateful for these contributions to this project.

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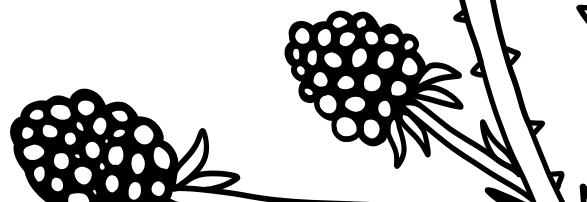
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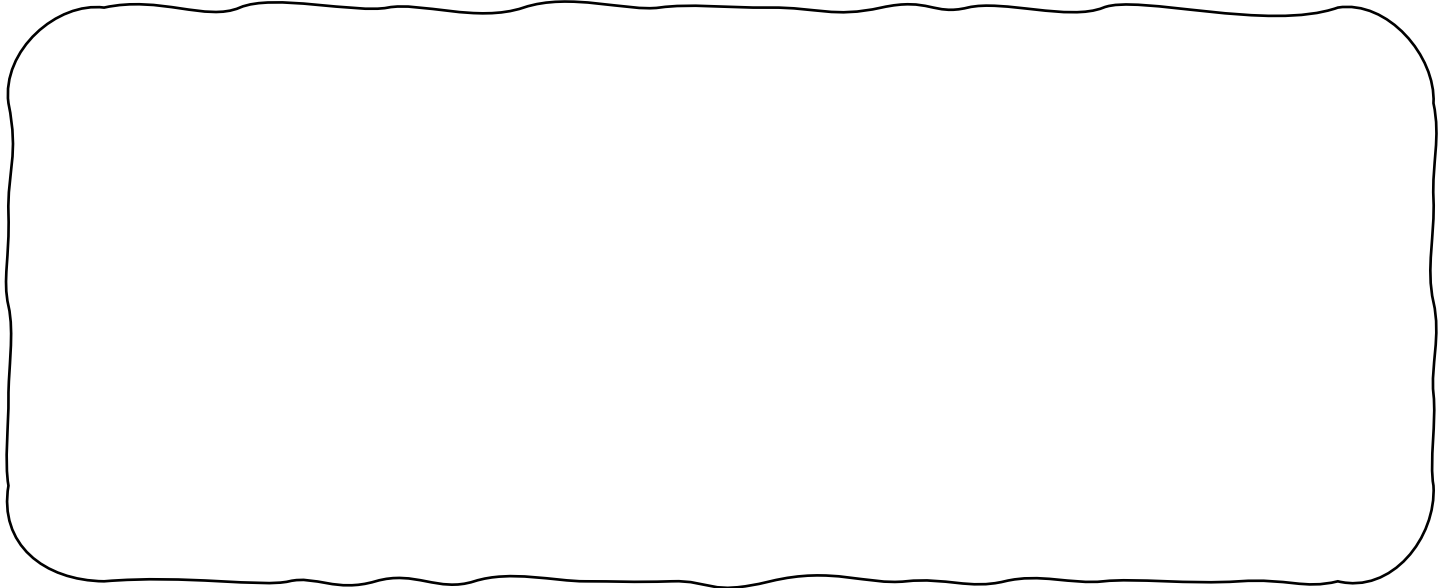
# ACTIVITY 1: FIND SOMEONE WHO... WHO...

FIND SOMEONE WHO AGREES WITH EACH SQUARE AND WRITE THEIR NAME IN THE SQUARE. TRY TO GET FIVE IN A ROW AS QUICKLY AS YOU CAN, OR GO FOR A FULL BLACK-OUT!

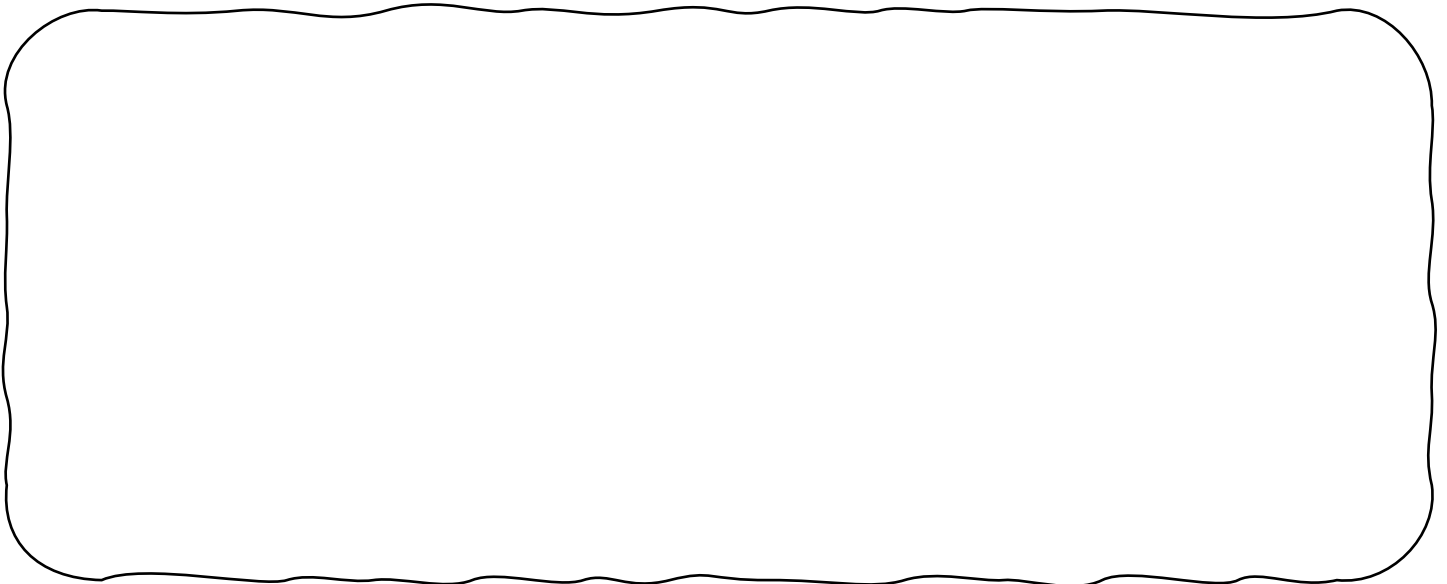
<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Likes to pick berries <small>NAME:</small>	Likes to go fishing <small>NAME:</small>	Knows how to say hello in their language <small>NAME:</small>	Favourite place is on the water <small>NAME:</small>	Knows how to swim <small>NAME:</small>
Has done cedar weaving before <small>NAME:</small>	Lives with their grandparent(s) <small>NAME:</small>	Likes to garden <small>NAME:</small>	Has seen orcas in the ocean <small>NAME:</small>	Has seen salmon spawning <small>NAME:</small>
Likes to sing <small>NAME:</small>	Likes to drum <small>NAME:</small>	FREE <small>MY NAME:</small>	Likes to carve <small>NAME:</small>	Likes to dance <small>NAME:</small>
Likes to sew <small>NAME:</small>	Likes to listen to stories <small>NAME:</small>	Likes to tell stories <small>NAME:</small>	Likes to read <small>NAME:</small>	Takes care of their younger relatives <small>NAME:</small>
Lives with their aunty or uncle <small>NAME:</small>	Likes to learn about stars <small>NAME:</small>	Likes being in the forest <small>NAME:</small>	Likes beading <small>NAME:</small>	Likes to draw or paint <small>NAME:</small>



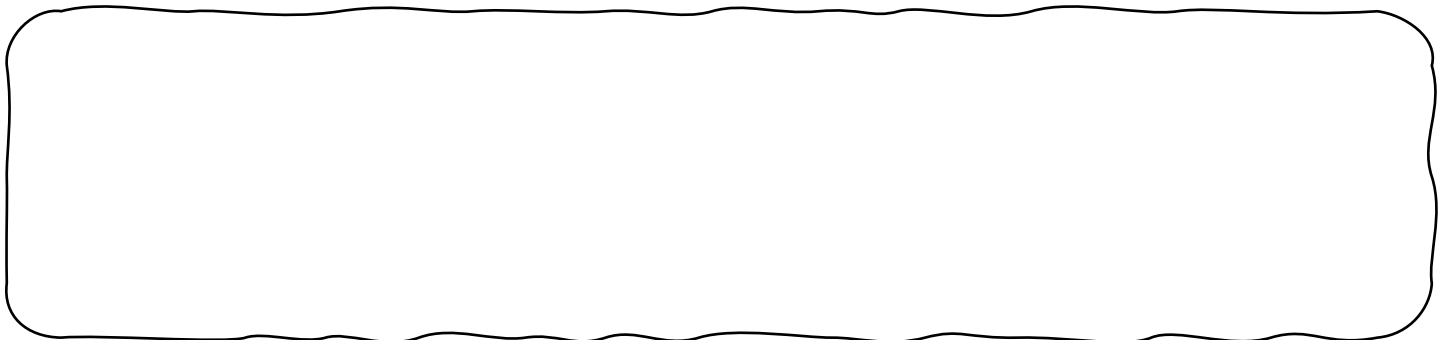
**WHICH OF THESE THINGS, EXPERIENCES, PASSIONS, OR SKILLS IS TRUE FOR YOU?**



**ARE THERE ANY EXPERIENCES, PASSIONS, OR SKILLS YOU WOULD LIKE TO LEARN MORE ABOUT?**



**WHO IN YOUR GROUP CAN HELP YOU LEARN MORE ABOUT IT?**



# ACTIVITY 2: LISTENING TO & THINKING ABOUT STORIES

## FOR THIS ACTIVITY YOU WILL NEED:

- CRAYONS, PENCILS, PENS, OR MARKERS
- SCISSORS
- A STICK OR POPSICLE STICK (OPTIONAL)
- A STICK OF GLUE OR TAPE (OPTIONAL)

1. READ OR LISTEN TO SOMEONE TELLING THE STORY OF COOKSHLA AND HIS SISTER CROW (T'SOU-KE)

2. COLOUR IN THE IMAGES OF CROW (CHAGH-HATGH), COOKSHLA (RAVEN), BULLHEAD, SEAL, BASKET, BABY CROWS, A PLATTER, A ROCK, A POT, AND SEAL BONES (ON THE NEXT FEW PAGES).

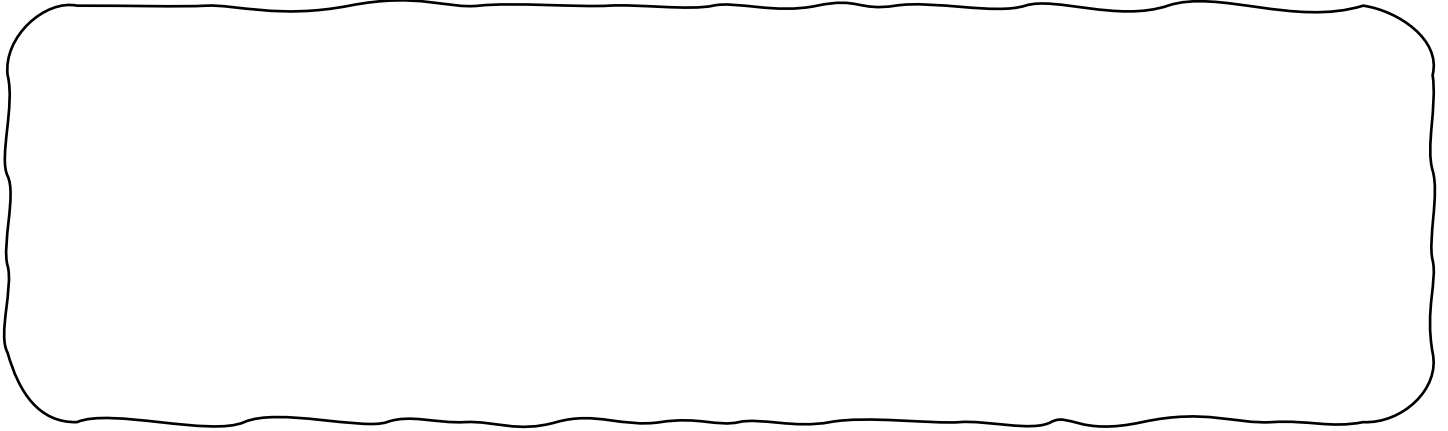
3. CUT OUT THE IMAGES TO USE THEM AS PUPPETS. IF YOU HAVE GLUE AND A STICK OR TAPE AND A STICK, YOU CAN MAKE THEM INTO STICK PUPPETS.

4. CONSIDER THE FOLLOWING QUESTIONS

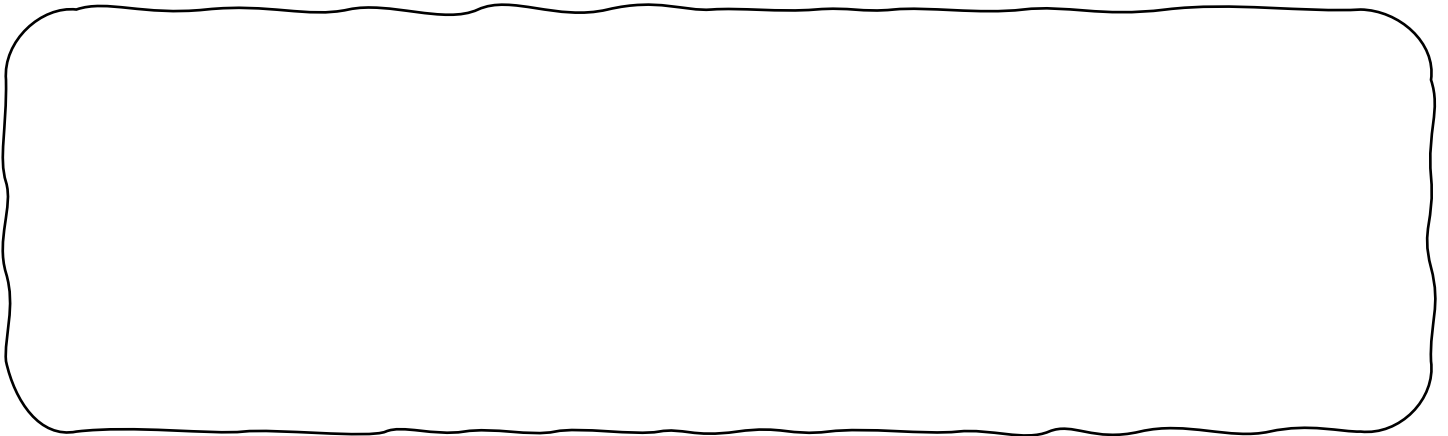
What does this story make you think about?



What would you do if you were Crow and had been tricked by Raven?

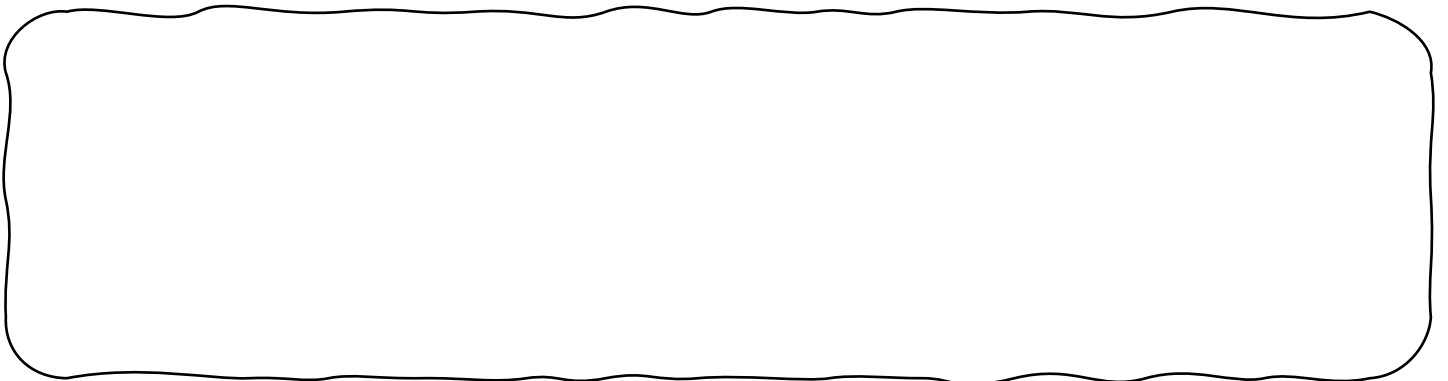


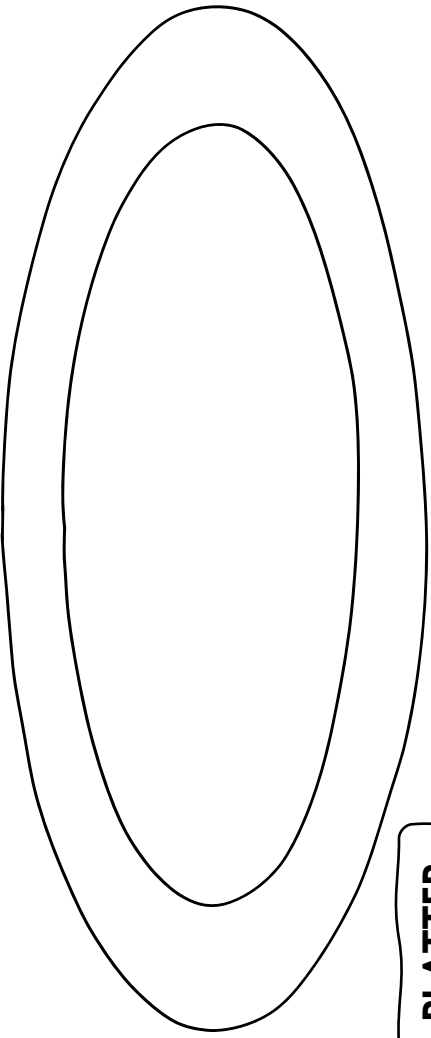
Why do you think Raven acted the way they did?



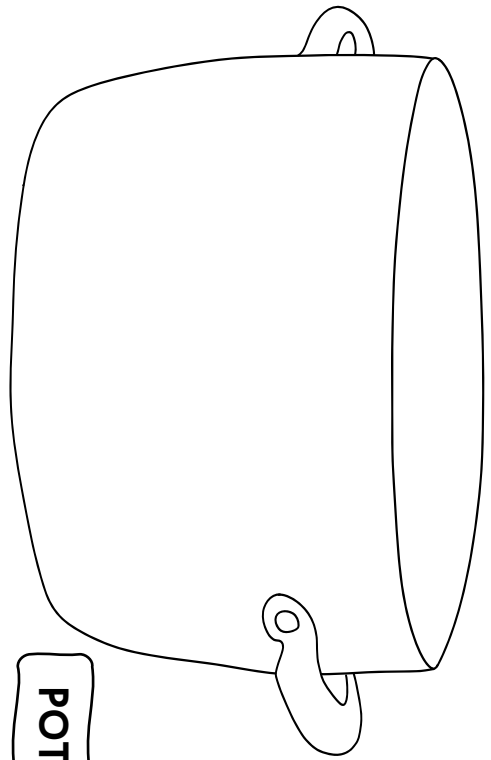
**5. TRY TO RE-ENACT THE STORY YOURSELF OR IN A GROUP WITH YOUR PUPPETS.**

Read or listen to the story again and if you want, use your coloured pictures as puppets to tell the story (just glue some popsicle sticks to the back of them!). If you were telling the story, are there parts you would tell differently? Explore some of those ideas and see what happens!

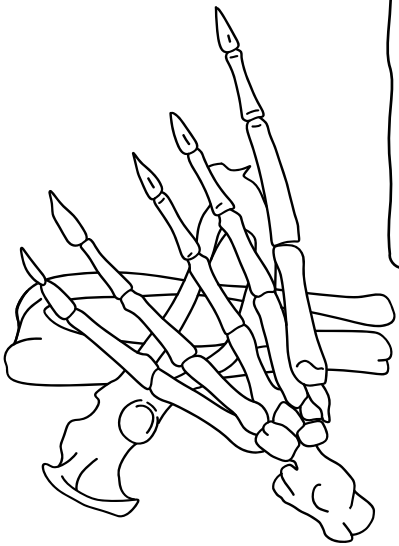




**PLATTER**



**POT**

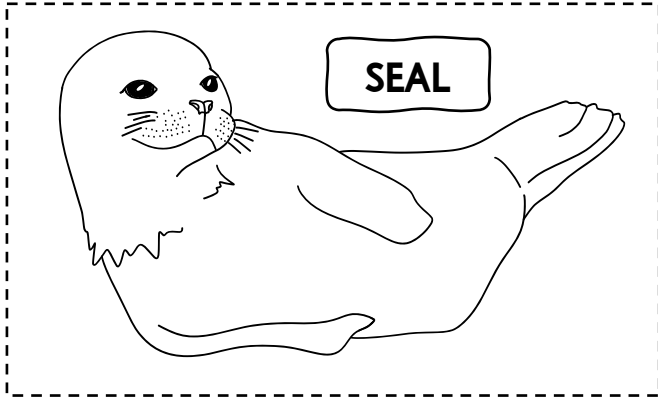


**SEAL BONES**

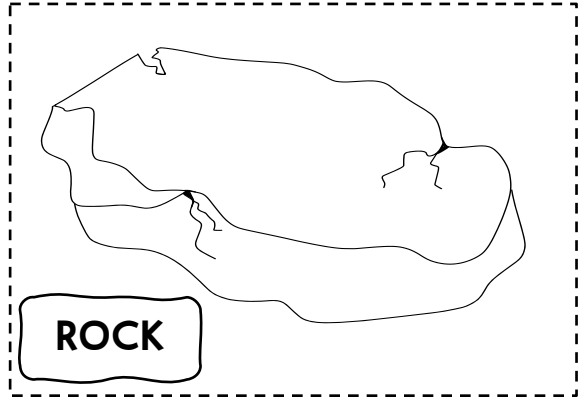


**COOKSHLA (RAVEN)**

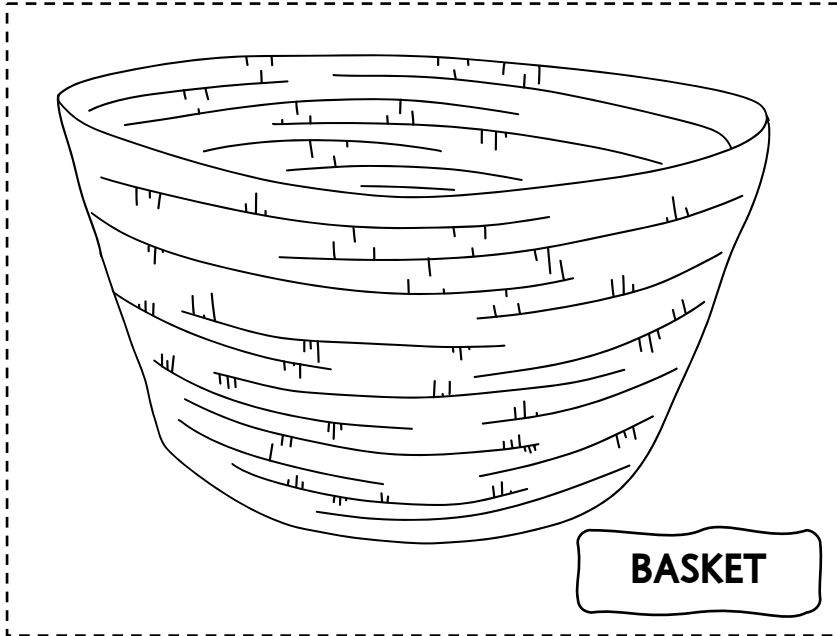




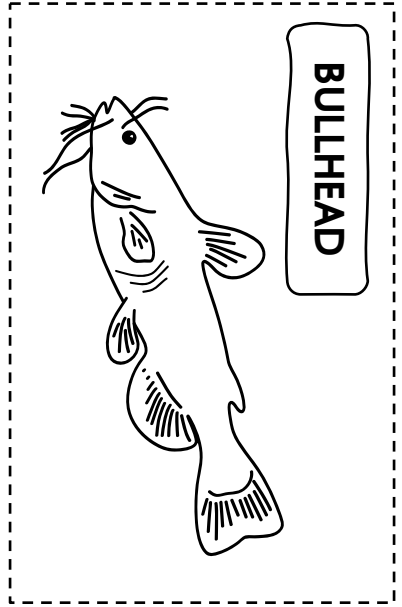
**SEAL**



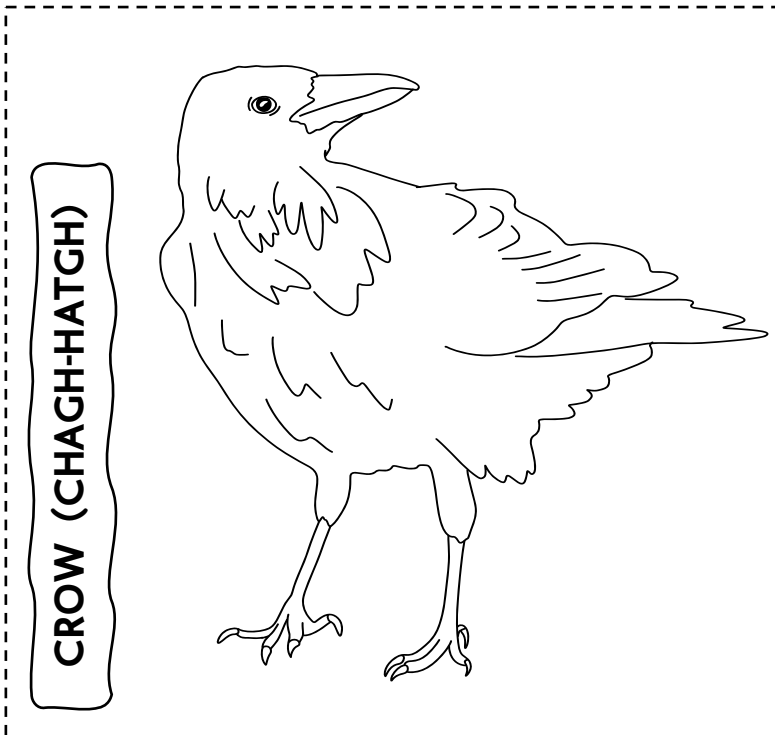
**ROCK**



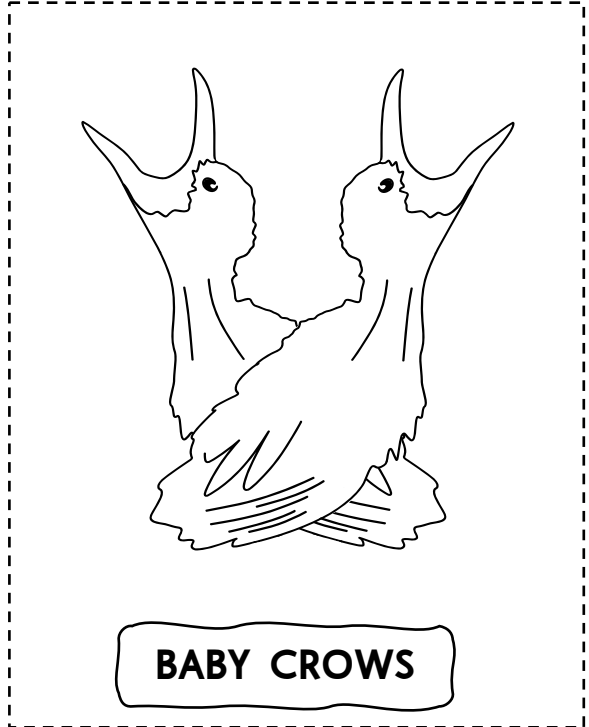
**BASKET**



**BULLHEAD**



**CROW (CHAGH-HATGH)**



**BABY CROWS**



# ACTIVITY 3: WORD SEARCH

BOKEĆEN  
 COAST SALISH  
 ESQUIMALT  
 KLALLAM  
 ləkʷəŋən  
 SC'IA'NEW  
 SENĆOTEN  
 SONGHEES  
 STÁUTW  
 T'SOU-KE  
 WSÁNEĆ  
 WJOŁEŁP  
 WSÍKEM

C	R	B	A	U	P	ł	E	ł	O	J	W	ə	N
N	O	S	O	N	G	H	E	E	S	ł	S	n	E
ŋ	E	A	R	Ķ	L	-	S	ł	W	P	Á	E	T
ə	Y	F	S	T	E	L	S	R	E	Ķ	N	W	T
w	ł	L	O	T	V	Ć	Z	X	N	Ŧ	E	X	L
Ķ	W	U	D	Ć	S	C	E	Y	Ķ	E	Ć	Ķ	A
ə	S	-	E	H	N	A	G	N	I	O	F	E	M
I	I	I	Ķ	U	Y	E	L	Q	'	P	S	K	I
L	T	ə	ł	S	O	F	S	I	C	?	O	-	U
C	'	K	Ć	N	E	F	D	R	S	-	T	U	Q
M	A	L	L	A	L	K	Ć	X	W	H	R	O	S
W	S	Í	Ķ	E	M	C	W	T	U	Á	Ŧ	S	E
M	W	Ķ	I	O	U	'	-	E	E	X	Ķ	'	S
A	T	B	G	J	O	N	E	F	Ķ	N	S	T	E

WHAT COMMUNITY  
 ARE YOU FROM?

IF YOU ARE NOT FROM ONE OF THE COMMUNITIES LISTED HERE, WHAT COMMUNITY  
 IS CLOSEST TO YOU?

## GLOSSARY

### COAST SALISH

The Coast Salish World is big! It goes through and beyond the Salish Sea and along the lower Fraser River. There are many Coast Salish nations within the Coast Salish world intersecting with three major city areas: Victoria, Vancouver, and Seattle.

### ləkʷəŋən

ləkʷəŋən refers to the lands held and lived on by the Songhees and Esquimalt peoples, historically ləkʷəŋiʔnəŋ-speaking people, for thousands of years. Meaning “the place where the herring fish are smoked,” ləkʷəŋən peoples occupied territories that cover the bounds of what is known as Greater Victoria and across the Salish Sea, from Albert Head to Cordova Bay and to the San Juan Islands.

### ESQUIMALT

The Esquimalt Nation is a small nation on the water of Esquimalt Harbour. Their traditional name is Xwsepsum, also written as Kosapsum. Members of the Esquimalt Nation are part of the ləkʷəŋən peoples.

### SONGHEES

The Songhees nation is adjacent to Esquimalt and View Royal. Songhees may come from a ləkʷəŋiʔnəŋ word meaning “people from scattered places.” Members of the Songhees Nation are part of the ləkʷəŋən peoples.

### SC'IA'NEW (BEECHER BAY)

SC'IA'NEW (pronounced CHEA-nuh) means “the place of the big fish” in the Klallam language. SC'IA'NEW First Nation is located on Beecher Bay in East Sooke. SC'IA'NEW lands include Fraser Island, Lamb Island, Long-neck Island, Twin Island, Village Island, and Whale Island.

### KLALLAM

Klallam is a language of SC'IA'NEW First Nation (BEECHER BAY) in East Sooke.

### T'SOU-KE

T'sou-ke means “Stickleback” (an endangered species of fish that can be found at the estuary of the Sooke River) in SENĆOŦEN. The T'sou-ke First Nation territory covers from Beechy Head to the east, Port Renfrew to the west, north to the Koksilah River and south towards the United States, including the Northern Straits and Secretary Island.

### ŪSÁNEĆ

ŪSÁNEĆ means “the emerging people” in SENĆOŦEN. The ŪSÁNEĆ Nation includes ŪJOŁEŁP (TSARTLIP), STÁUTŪ (TSAWOUT), ŪSÍKEM

(TSEYCUM), and BOKÉCEN (PAUQUACHIN). These nations have occupied their villages around the Saanich Peninsula and the Salish Sea continuously for thousands of years.

SENĆOFEN

SENĆOFEN is a language spoken by several communities, including those part of the WSÁNEĆ Nation: WJOŁEŁP (TSARTLIP), STÁUTW (TSAWOUT), WSÍKEM (TSEYCUM), and BOKÉCEN (PAUQUACHIN).

BOKÉCEN  
(PAUQUACHIN)

BOKÉCEN (Pauquachin First Nation) means “land of cliffs and bluffs” in SENĆOFEN. BOKÉCEN is located on the west side of the Saanich Peninsula along the Saanich Inlet.

STÁUTW  
(TSAWOUT)

STÁUTW (Tsayout First Nation) means “houses on top” in SENĆOFEN. STÁUTW is located on the east side of the Saanich Peninsula, north of what is known as Victoria and across from ŁEL,TOS (James Island).

WJOŁEŁP  
(TSARTLIP)

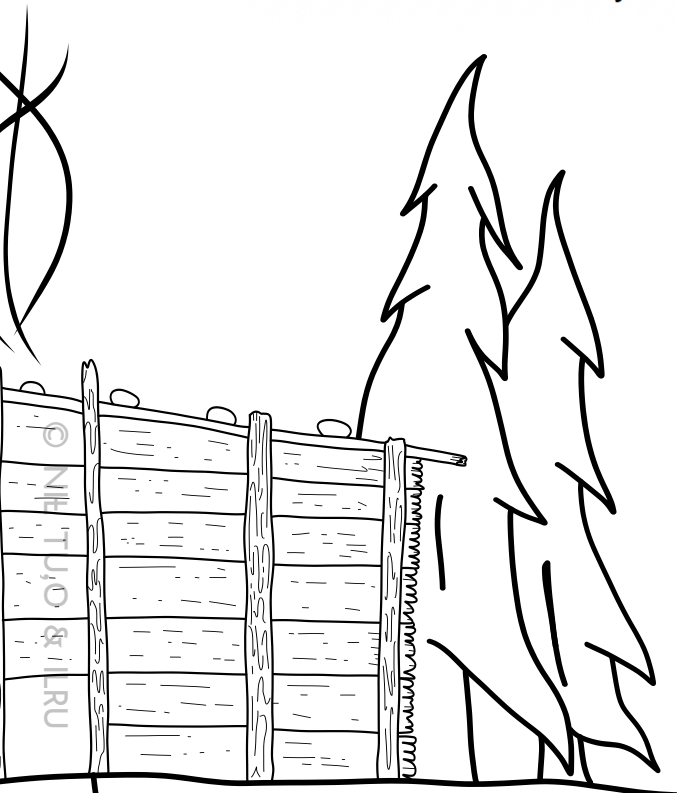
WJOŁEŁP (Tsartlip First Nation) means “place of the maple leaves” in SENĆOFEN. WJOŁEŁP is located close to what is known now as Brentwood Bay on the western side of the Saanich Peninsula.

WSÍKEM  
(TSEYCUM)

WSÍKEM (Tseycum First Nation) means “land of clay” in SENĆOFEN. WSÍKEM is located on the northwest side of the Saanich peninsula, next to what is known as Patricia Bay.

# ANSWER KEY

C	R	B	A	U	P	Ł	E	Ł	O	J	W	ə	N
N	O	S	O	N	G	H	E	E	S	Ł	S	n	E
D	E	A	R	K	L	-	S	‡	W	P	Á	E	T
ə	Y	F	S	T	E	L	S	R	E	K	N	W	T
w	‡	L	O	T	V	Ć	Z	X	N	T	E	X	L
K	W	U	D	Ć	S	C	E	Y	A	E	Ć	A	A
ə	S	-	E	H	N	A	G	N	I	O	F	E	M
I	I	I	K	U	Y	E	L	Q	'	P	S	K	I
L	T	ə	‡	S	O	F	S	I	C	?	O	-	U
C	'	K	Ć	N	E	F	D	R	S	-	T	U	Q
M	A	L	L	A	L	K	Ć	X	W	H	R	O	S
W	S	Í	K	E	M	C	W	T	U	Á	T	S	E
M	W	A	I	O	U	'	-	E	E	X	K	'	S
A	T	B	G	J	O	N	E	F	A	N	S	T	E



# ACTIVITY 4: WHAT IS LAW?

1. READ THE LEGEND OF CAMOSSUNG (ləkʷəŋən)

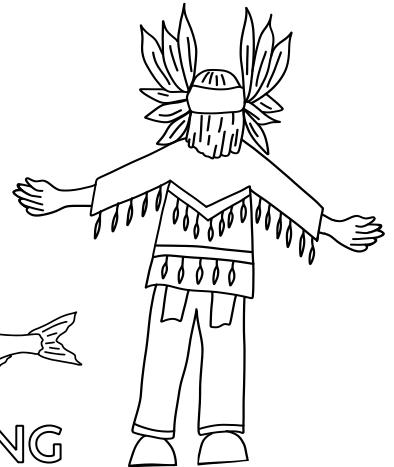
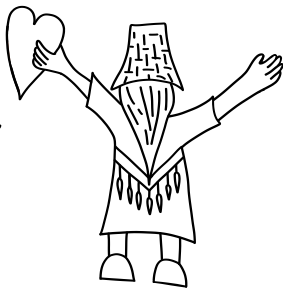
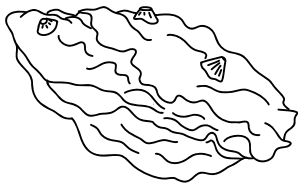
2. PICK ONE (OR ALL!) OF THE FOLLOWING RELATIVES/IMAGES FROM THE STORY

HYCHQA

HAYLAS  
(RAVEN)

OYSTER GRANDDAUGHTER

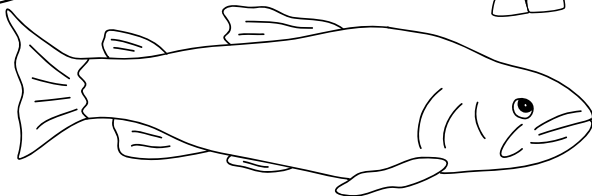
GRANDFATHER



COHO



DUCK

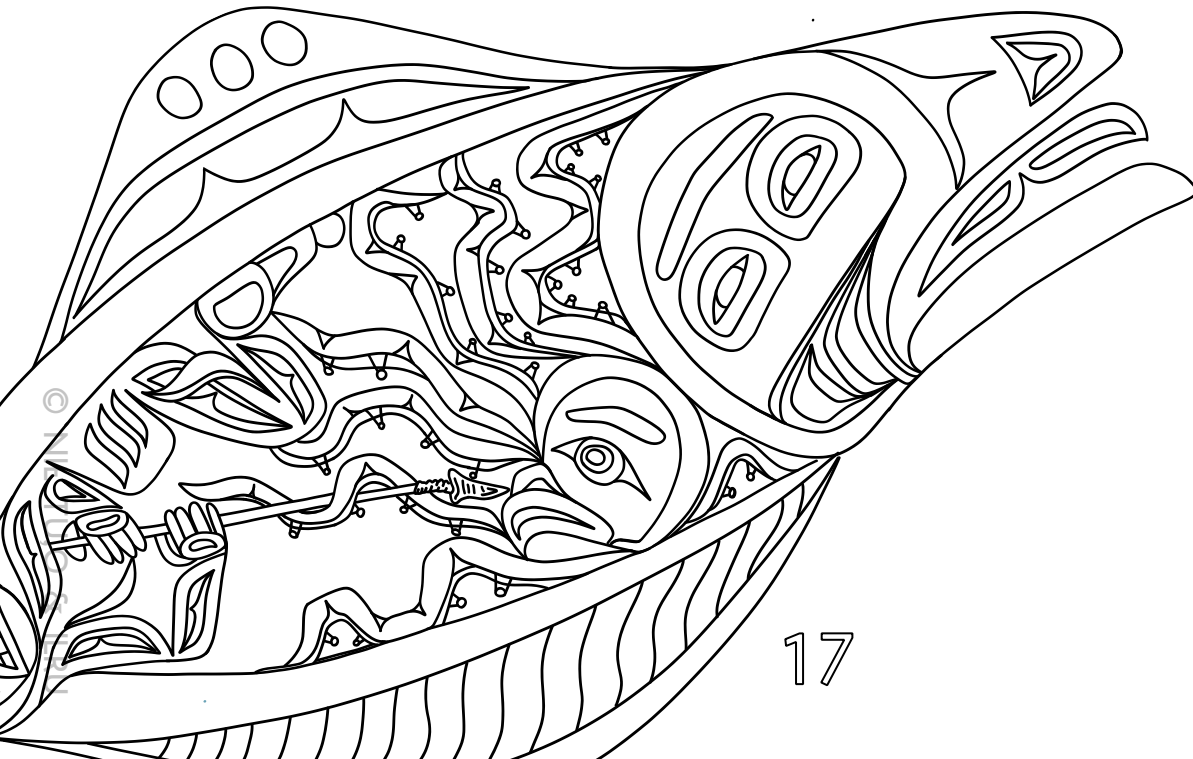
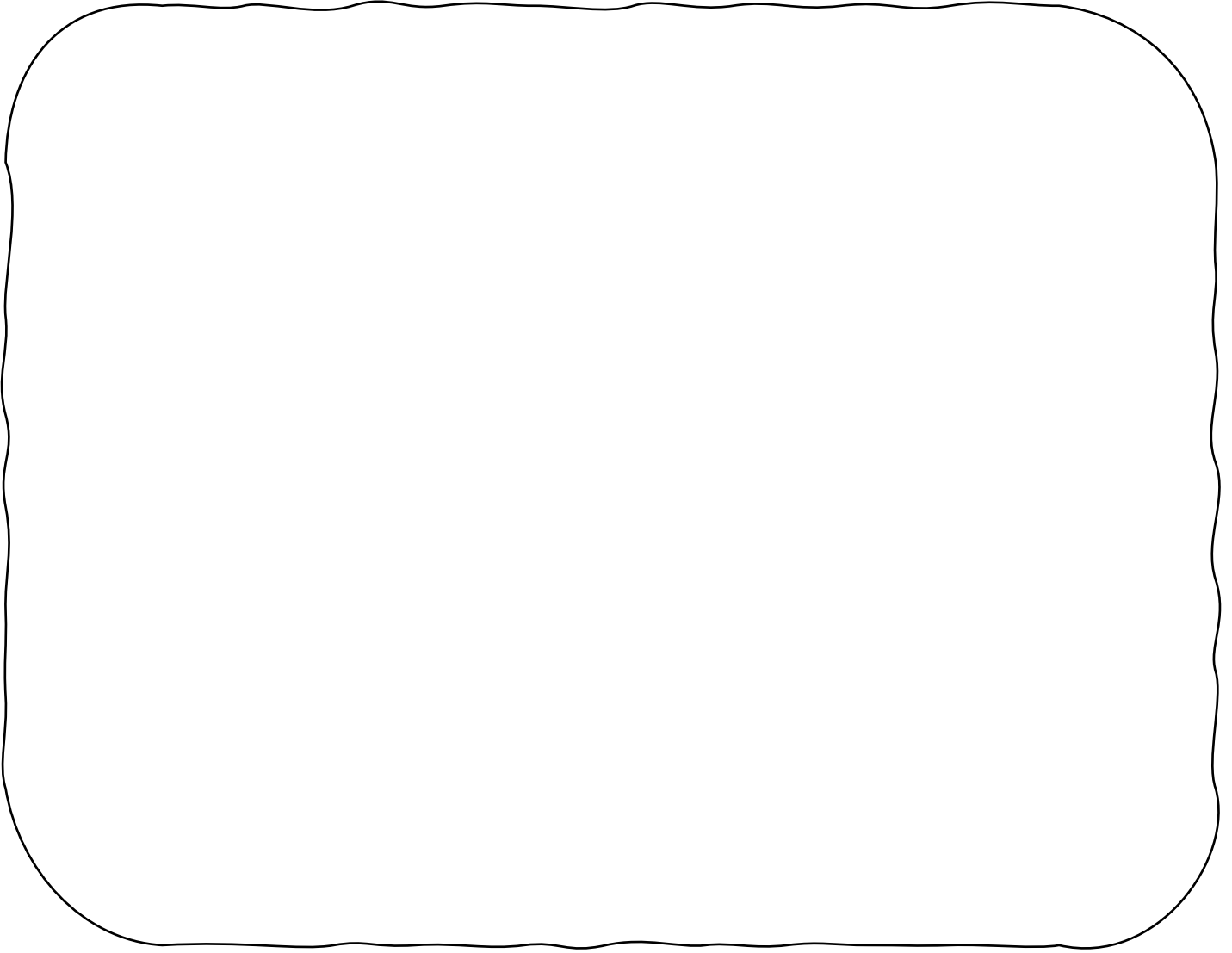


HERRING

3. CONSIDER THE FOLLOWING QUESTIONS

In the Legend of Camossung, what did this relative/image teach us about how people should take care of each other?

What are some other things you know about your relative/image/object from your own life and/or other stories?



# ACTIVITY 5: HOW DO WE TAKE CARE OF EACHOTHER?

## 1. CONSIDER THE FOLLOWING QUESTIONS

What different kinds of relatives do you have?

## 2. REFLECT

How do your relatives take care of you?

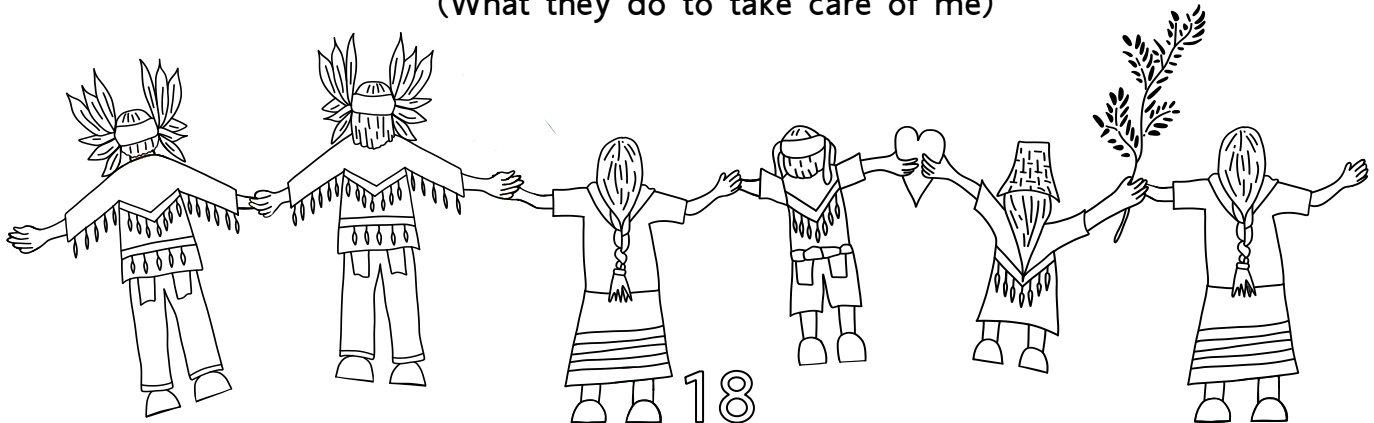
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(The name of a relative who takes care of me)

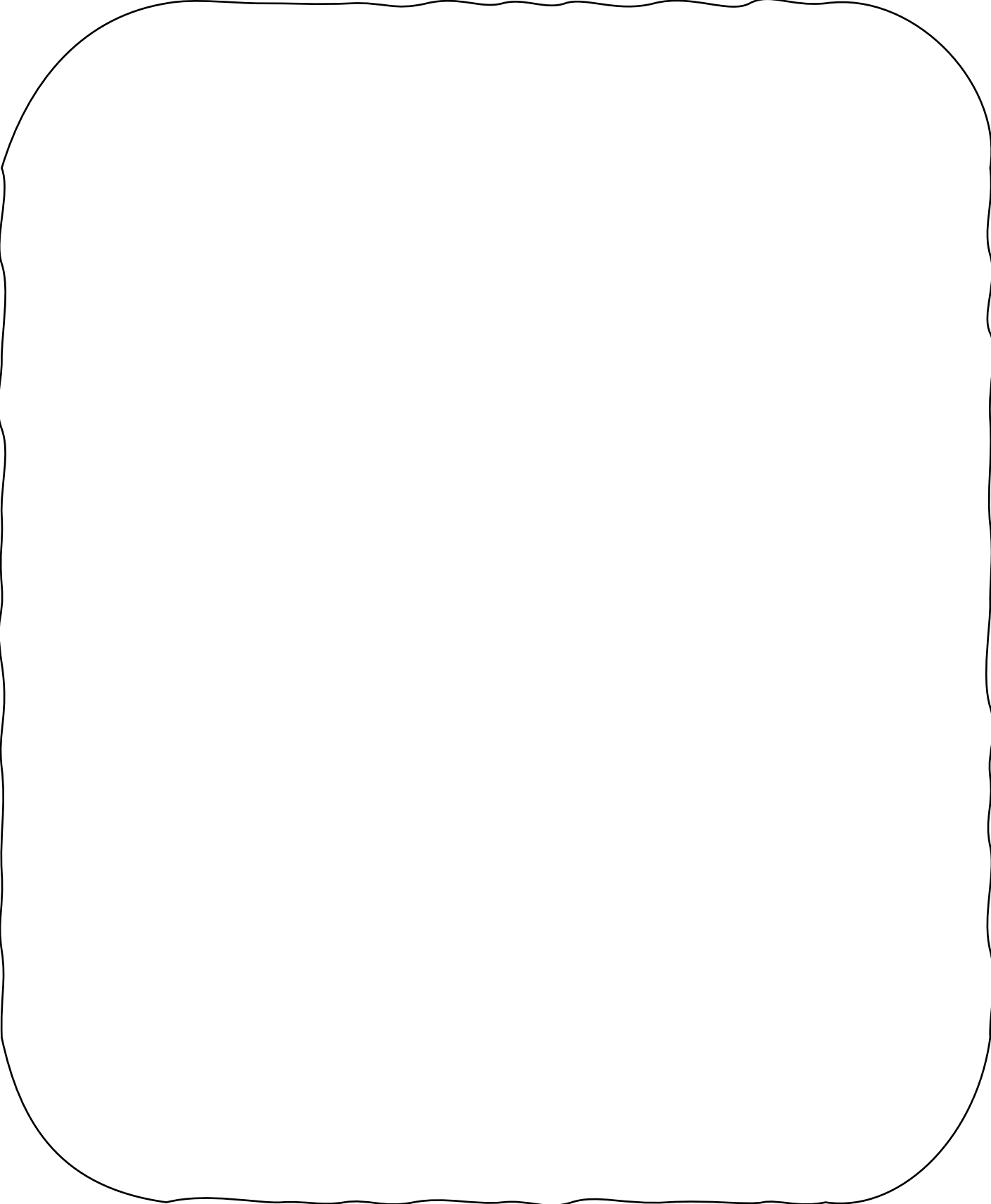
takes care of me by

---

(What they do to take care of me)



**3. DRAW A PICTURE OR TELL A STORY ABOUT WHAT THAT PERSON DOES THAT MAKES YOU FEEL TAKEN CARE OF**



#### 4. REFLECT

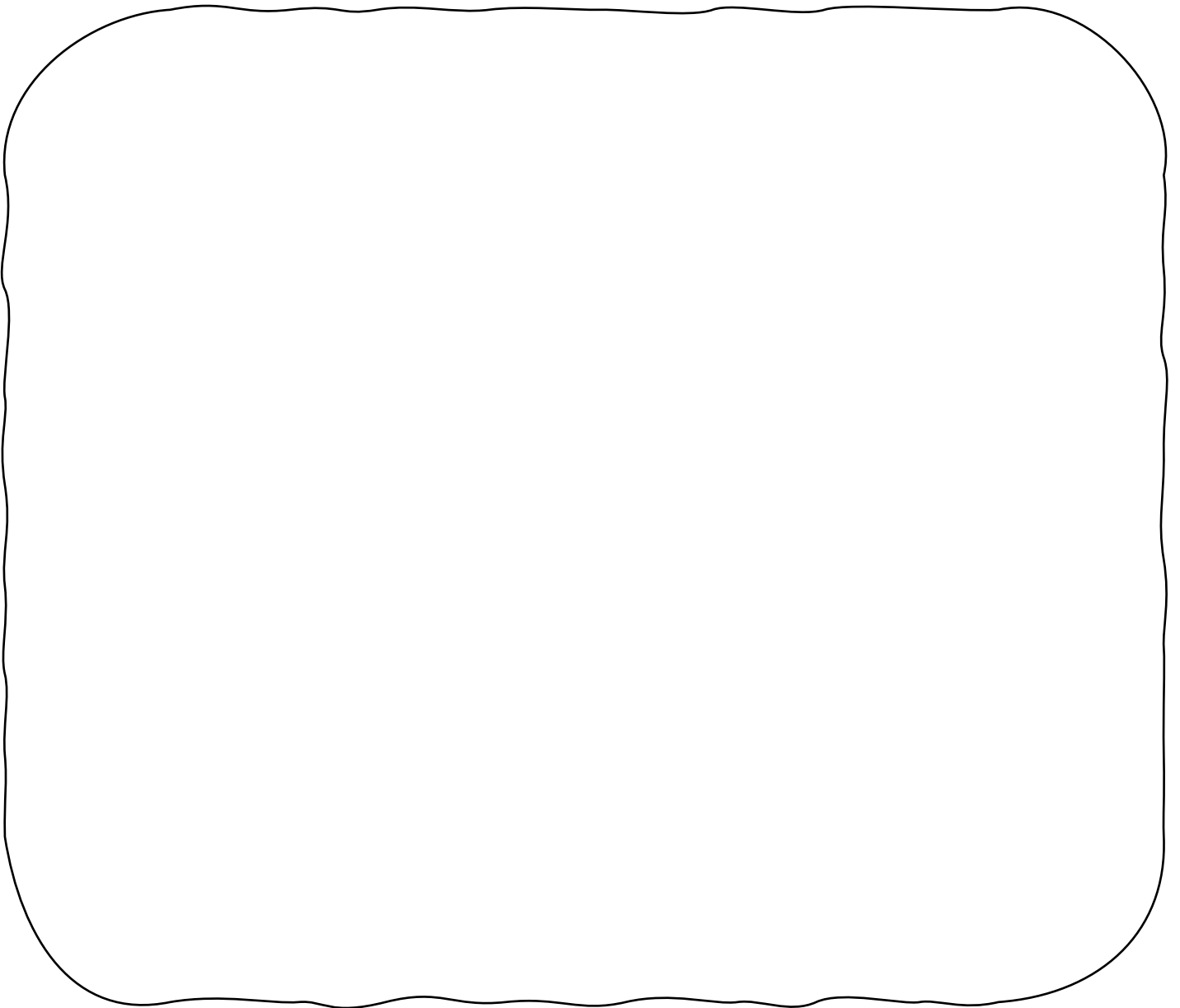
How do you take care of your relatives?

I take care of my relatives by

---

(What do you do to take care of your relatives)

#### 4. DRAW A PICTURE OR TELL A STORY ABOUT WHAT YOU DO TO HELP TAKE CARE OF YOUR RELATIVES



# ACTIVITY 6: THE FIVE WS OF RULES AND LAWS

## 1. CONSIDER THE FOLLOWING QUESTIONS

What is a rule or law that you can think of? (Can be from school, in your family, in the big house, in community, ANYWHERE!)

Who taught you about this rule/law?

When and where do you have to follow this rule/law?

If you don't follow the rule/law, who will remind you about the rule/law?

What happens if you break this rule/law?

What should happen if you break this rule/law?

Why do you think this rule/law exists?

Do you think this is a good rule/law? Why or why not?

If you could make one rule or law that everyone had to follow, what would it be?

## 2. COMPARE YOUR ANSWERS WITH OTHERS IN THE GROUP

Did anyone have the same answers?

If the whole group had to agree on one new rule/law, what would it be?

# ACTIVITY 7: ASKING WHY

UNITS

2

3

4

5

Do you remember when you were little and used to ask “Why?” over and over again? Maybe you have younger relatives who do that to you! It can be hard to be patient when someone is asking why over and over again. But, it is natural to want to understand why things happen around us and in our lives. Asking “why?” can help us make sense of the world around us.

## 1. READ THE STORY OF XÁLS MAKES RAVEN A BIRD

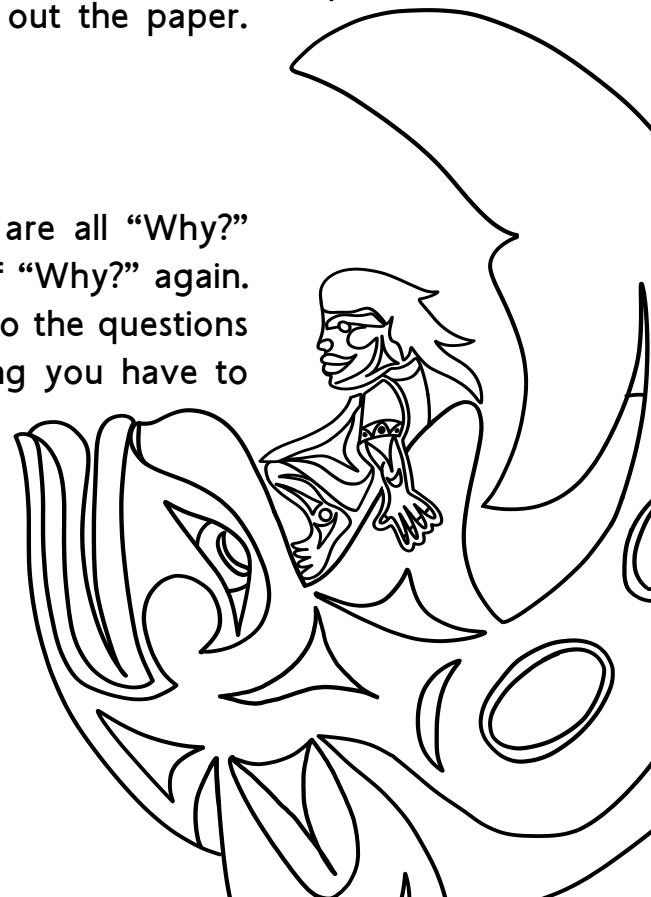
## 2. MAKE THE FORTUNE TELLER

After you read the story XÁLS Makes Raven A Bird, follow these instructions for making the fortune teller on the next page:

1. Cut along the dashed lines on the next page
2. Then, take the square paper that is left, flip the page over (so that the back side is facing up).
3. Fold the four corners of the page into the center of the page so that all four corners meet in the middle.
4. Then, flip over the paper.
5. Fold the corners in, using the same manner as step three.
6. Then, fold the square in half so that the larger flaps are on the outside.
7. Slide you fingers under the four flaps that have been created using both your thumbs and pointer fingers.
8. Pinch your pointer and thumb fingers together between the flaps of paper and push them towards the fold to fan out the paper.

## 3. PLAY THE GAME

You will notice that the questions that are revealed are all “Why?” questions. Once you answer the question, ask yourself “Why?” again. Ask “Why?” as many times as you can! The answers to the questions might be from the story, or they might be something you have to think about and make a good guess.



RAVEN

1

WHY DO YOU THINK RAVEN IS A BIRD?

8

SATTIC NORTHWIND

2

WHY DO YOU THINK SATTIC WENT TO RAVEN AND MINK'S HOUSE?

7

WHY DO YOU THINK THE MINK DIVES AFTER THE FISH?

3

WHY DO YOU THINK RAVEN STOLE SATTIC'S DAUGHTER?

6

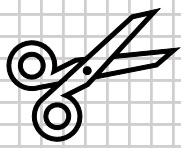
XÁLS

4

MINK

5

CUT THIS SIDE OFF





# ACTIVITY 8: EVERY CHILD MATTERS

## 1. CONSIDER

Do you have an orange shirt? September 30 is Orange Shirt Day. On that day, all people are asked to wear an orange shirt to remind us about Residential Schools and to help us make sure nothing like that ever happens again. But, we know we must remember that Every Child Matters EVERY DAY.

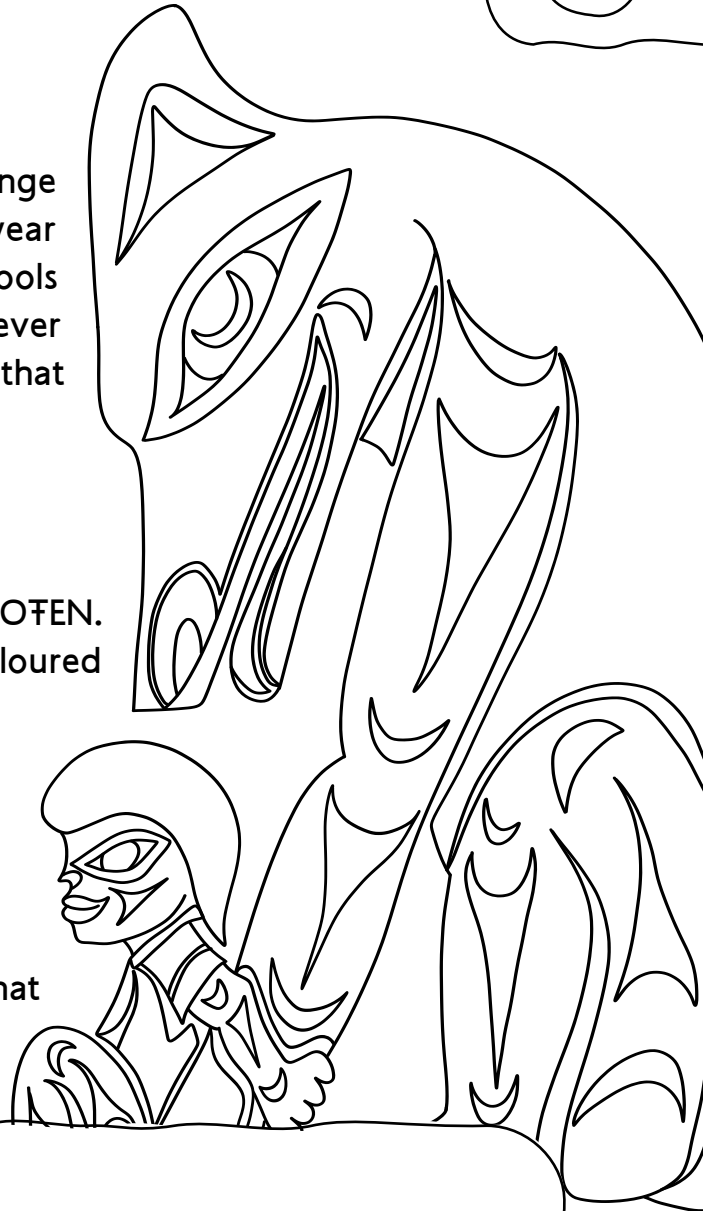
## 2. PRACTICE

Here is a way to write Every Child Matters in SENĆOŦEN. Practice writing this out with your favourite coloured markers!

JÁN U, XÁXE TŦE SŦELIŦKEŁ

## 3. REFLECT

What are some things people can do to show that Every Child Matters? Think of as many things as you can!



# ACTIVITY 9: POINTS OF VIEW

## 1. CONSIDER

When you tell a story, you can only tell it from your own point of view. That means there might be many ways to tell a story, depending how many points of view there are and how many people are telling the story.

For example, let's say you and your best friend go on a bike ride adventure one afternoon. When the both of you tell the story to your friends, you might remember different parts of the story. Or, you might remember how it happened differently from each other. Maybe you saw an animal on the bike ride that your friend was scared of, but is your favourite animal—how might your friend describe meeting that animal compared to you? Or maybe you ate a handful of berries that your friend loved but you hated and spit out right away—how would you talk about those berries compared to how your friend talks about them?

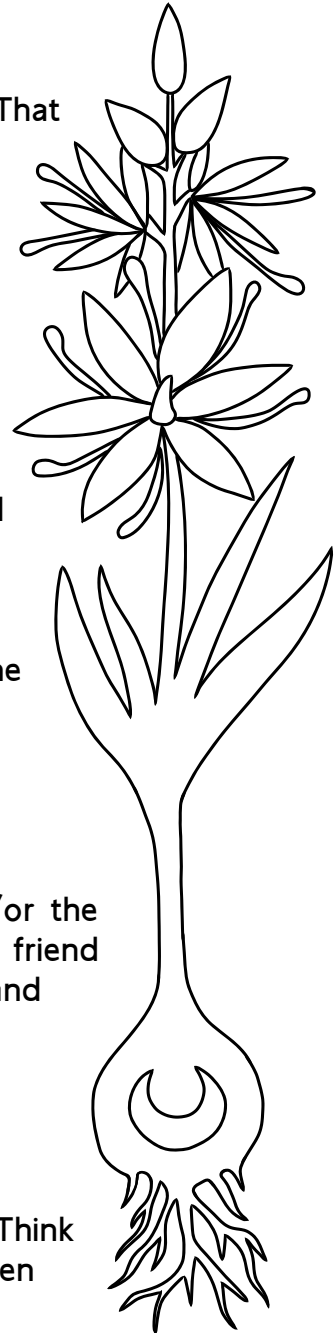
In the story of SIÁTEN and SESIÁTEN there are many people involved in the story. What happens if you think about the story from the perspective of the different people?

## 2. READ

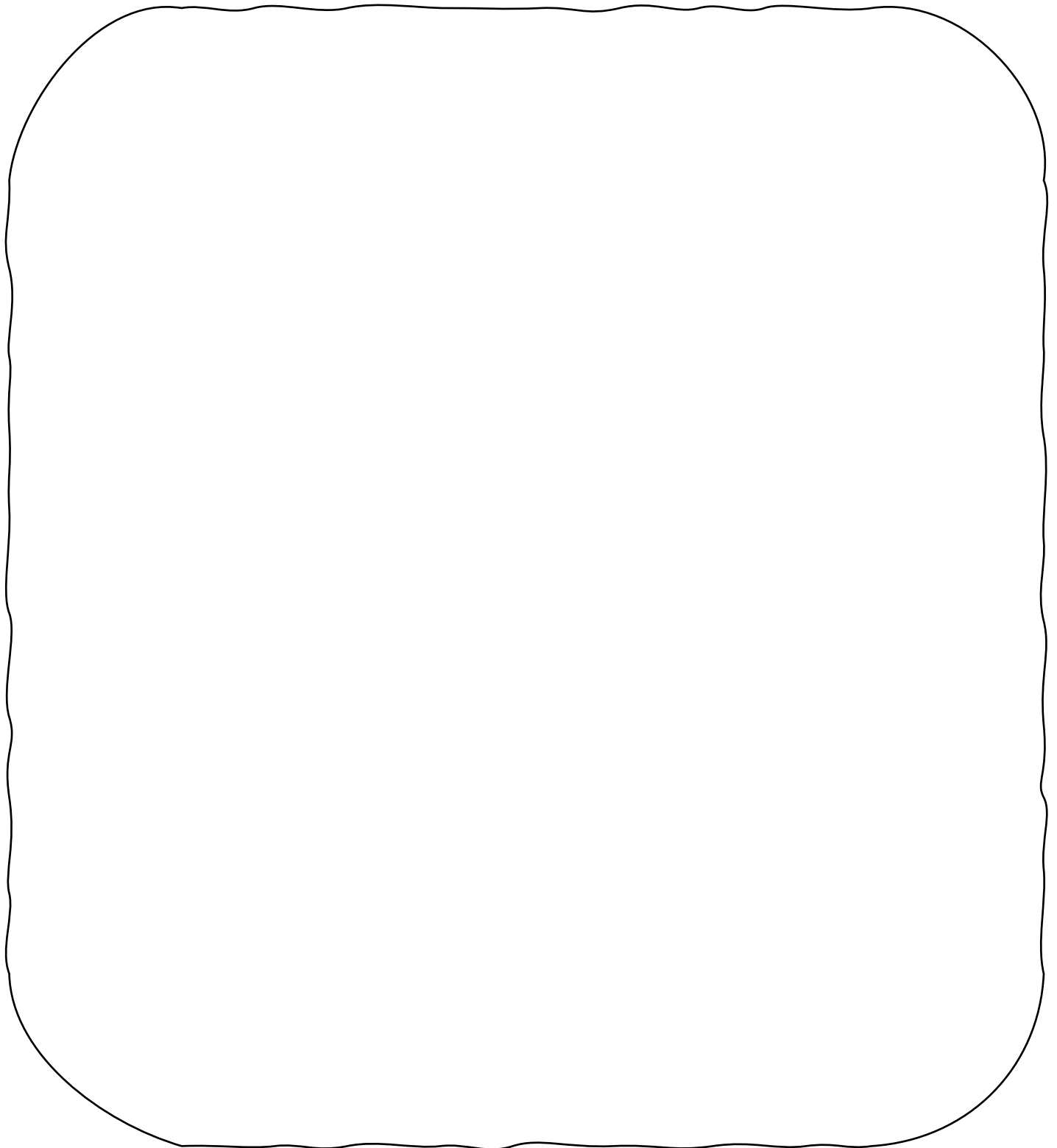
Read the story SIÁTEN and SESIÁTEN. Reflect on how the Mother and the/or the Boy might feel and what they might say if they were writing a letter to a friend about what happened. Think about what they might be feeling, thinking, and what they hope will happen next.

## 3. WRITE OR DRAW

Reflect on how the Mother and the/or the Boy might feel and what they might say if they were writing a letter to a friend about what happened. Think about what they might be feeling, thinking, and what they hope will happen next. You can use the space on the next page to write a letter or draw pictures from the point of view of the mother or the boy.



Dearest Friend,



Your friend,



(A Mother/A Boy)

# ACTIVITY 10: WHAT DO YOU SEE WHEN YOU SEE ME?

Sometimes we think we know things about someone just by looking at them. This activity is meant to help us think about how much we can really know about someone without taking the time to get to know them.

## 1. TAKE THE TIME TO THINK ABOUT AND FILL IN THE BLANKS THAT DESCRIBE YOU

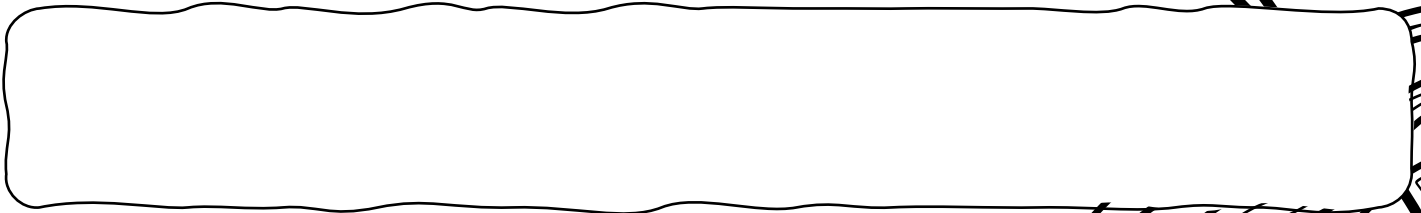
My family is from...

My favourite food is...

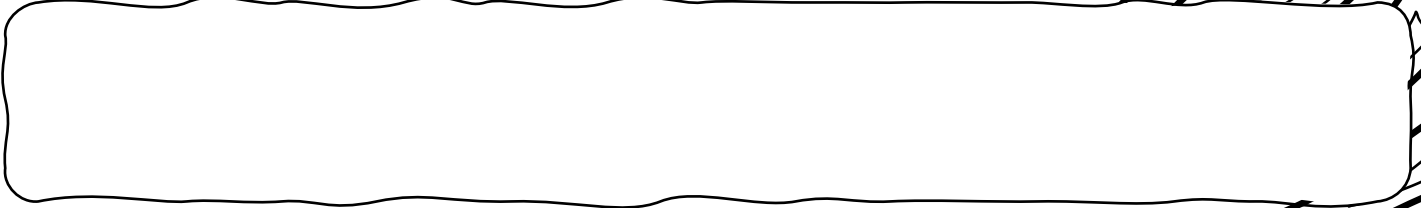
My favourite colour is...

My favourite song is...

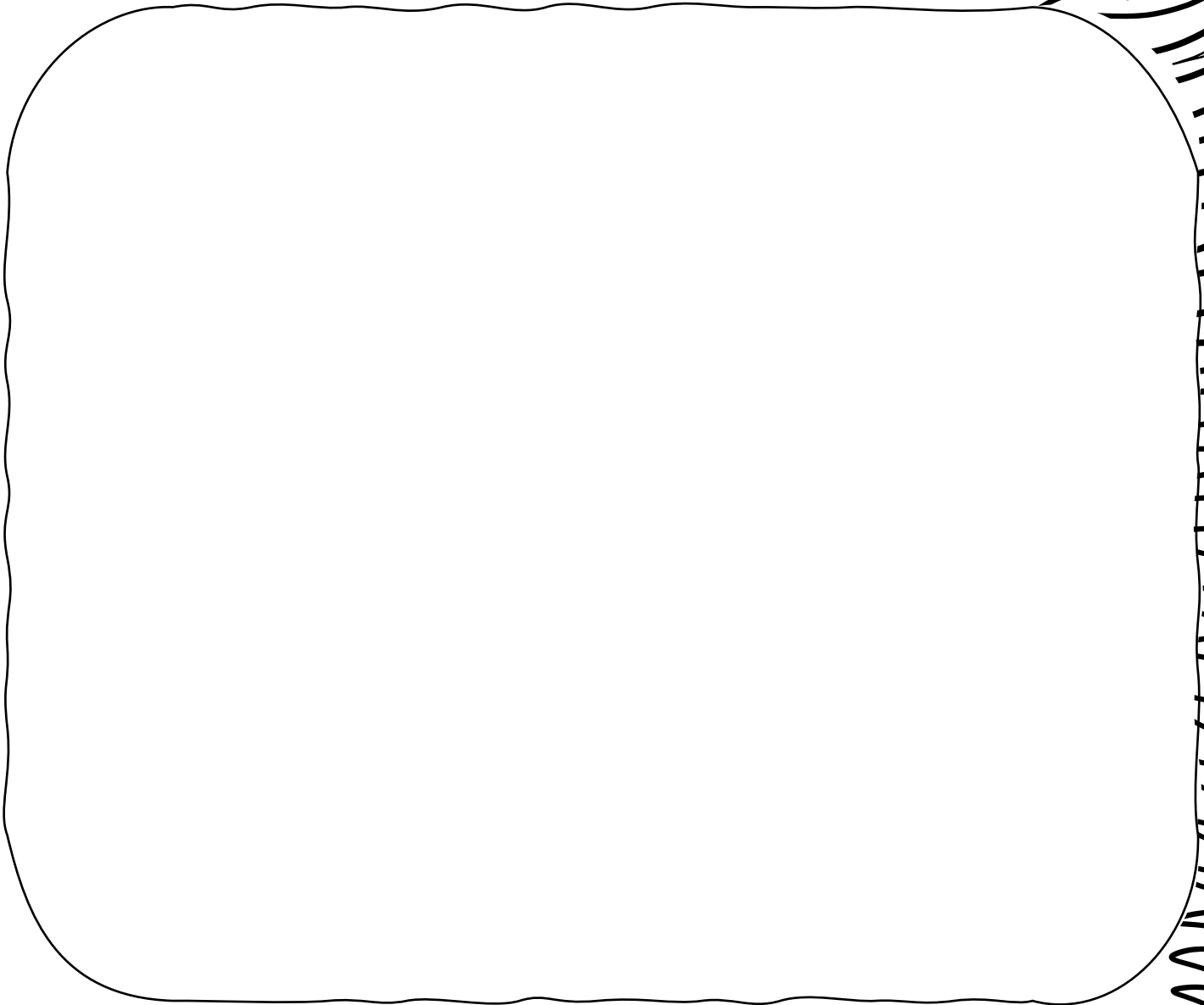
My favourite season is...



My favourite thing to do on a Saturday is...



Now, take the time to write or draw what you look like today!

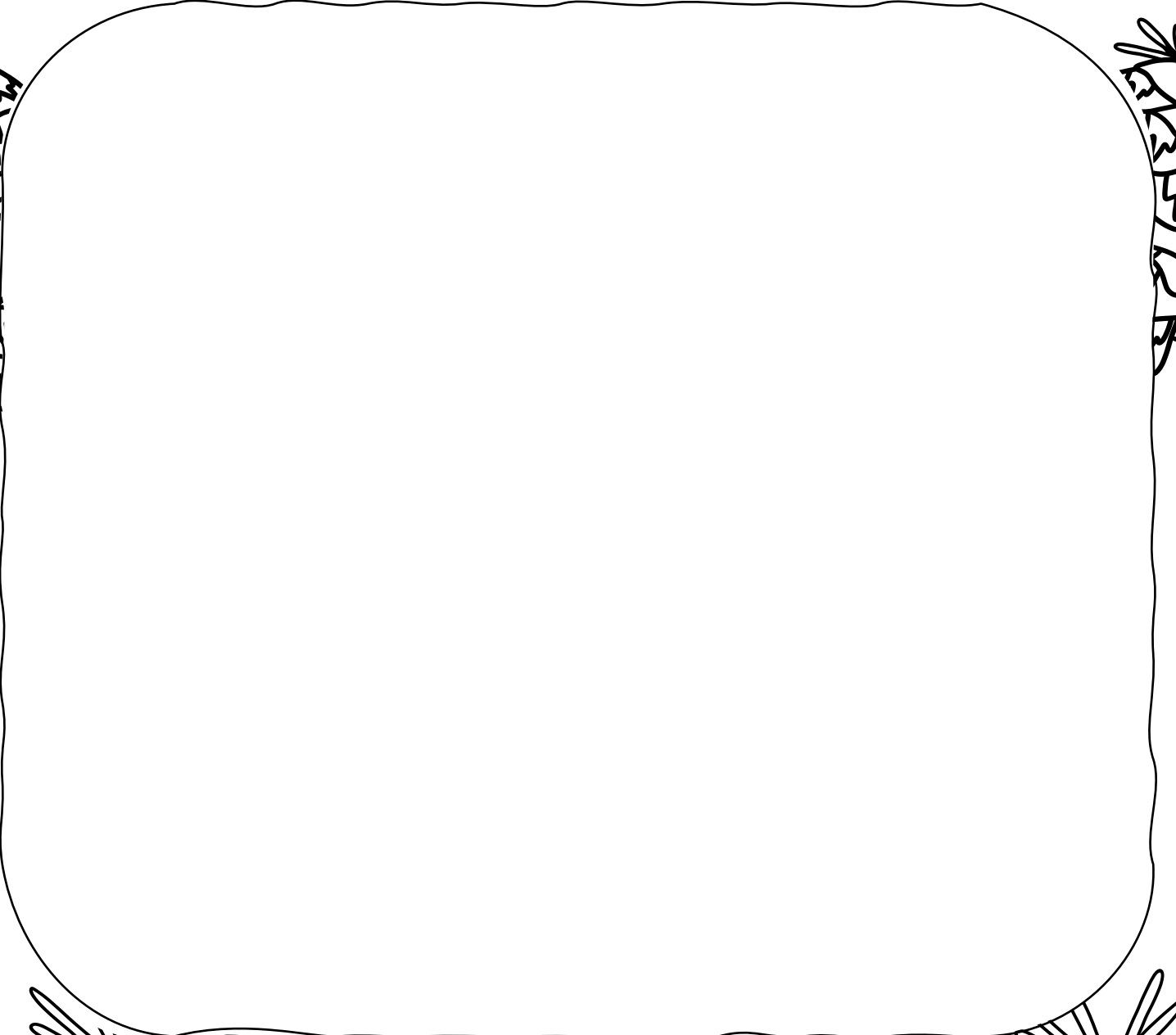


## 2. REFLECT

If somebody saw you the way you've drawn or described yourself today, what things might they know about you? Would they be able to tell where your family is from or your favourite food, colour, song, season or your favourite thing to do on Saturdays?

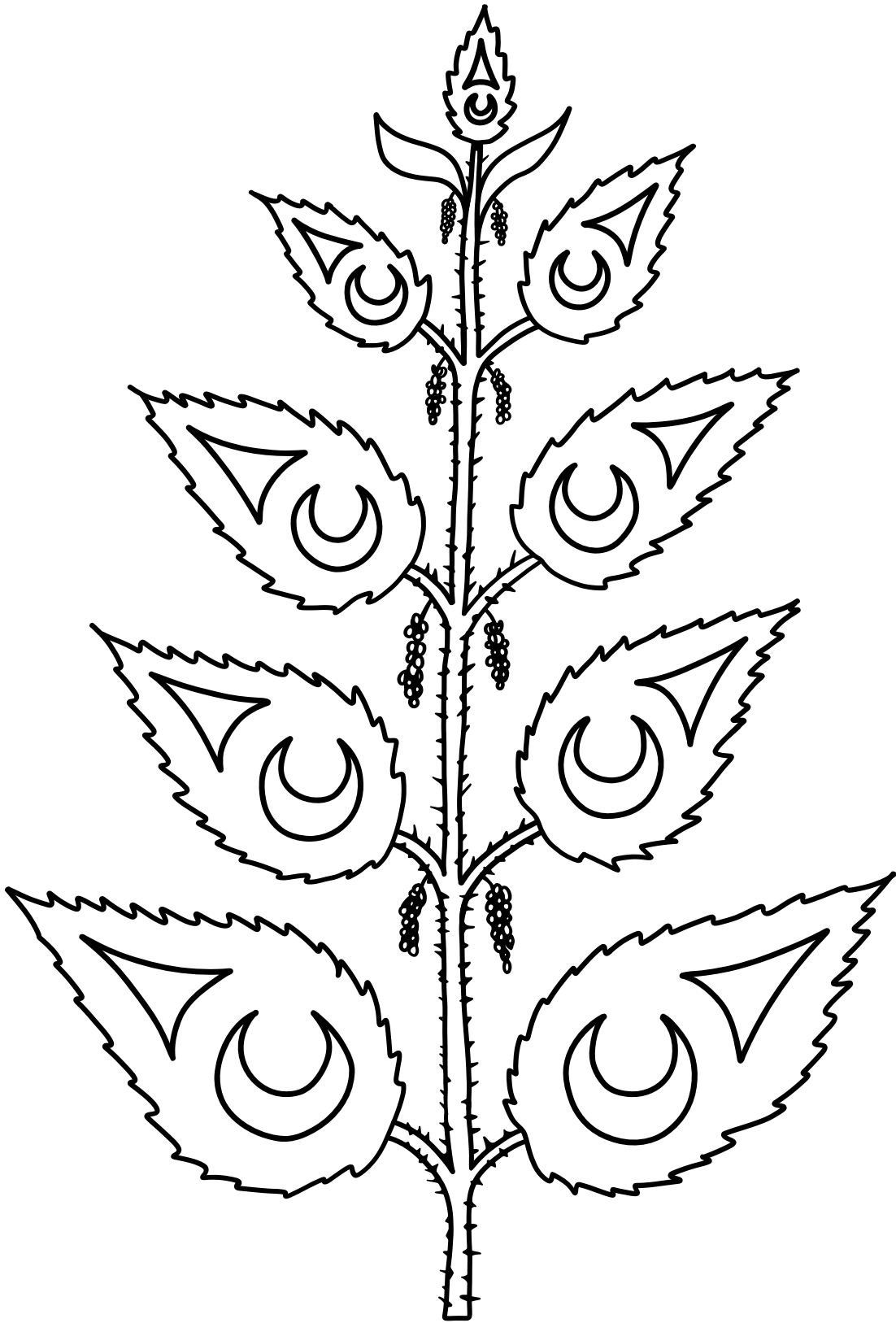
It's important to remember that there are lots of things we can't know about people unless we take the time to get to know them better!

What are some questions you could ask someone to get to know them better? Try to think of 4 things you could ask!

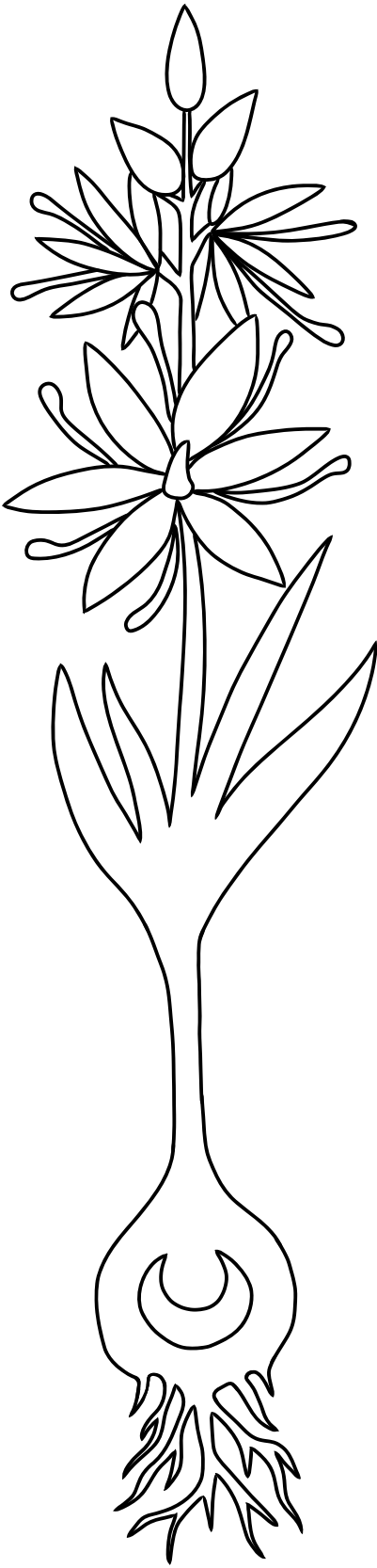


A large, empty, rounded rectangular box for writing, decorated with leafy branches on the left and right sides and starburst shapes at the bottom corners.

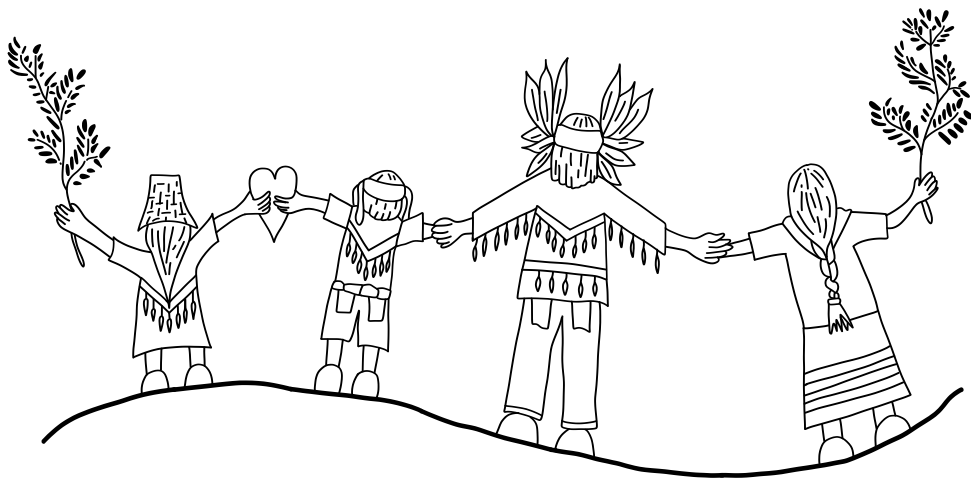
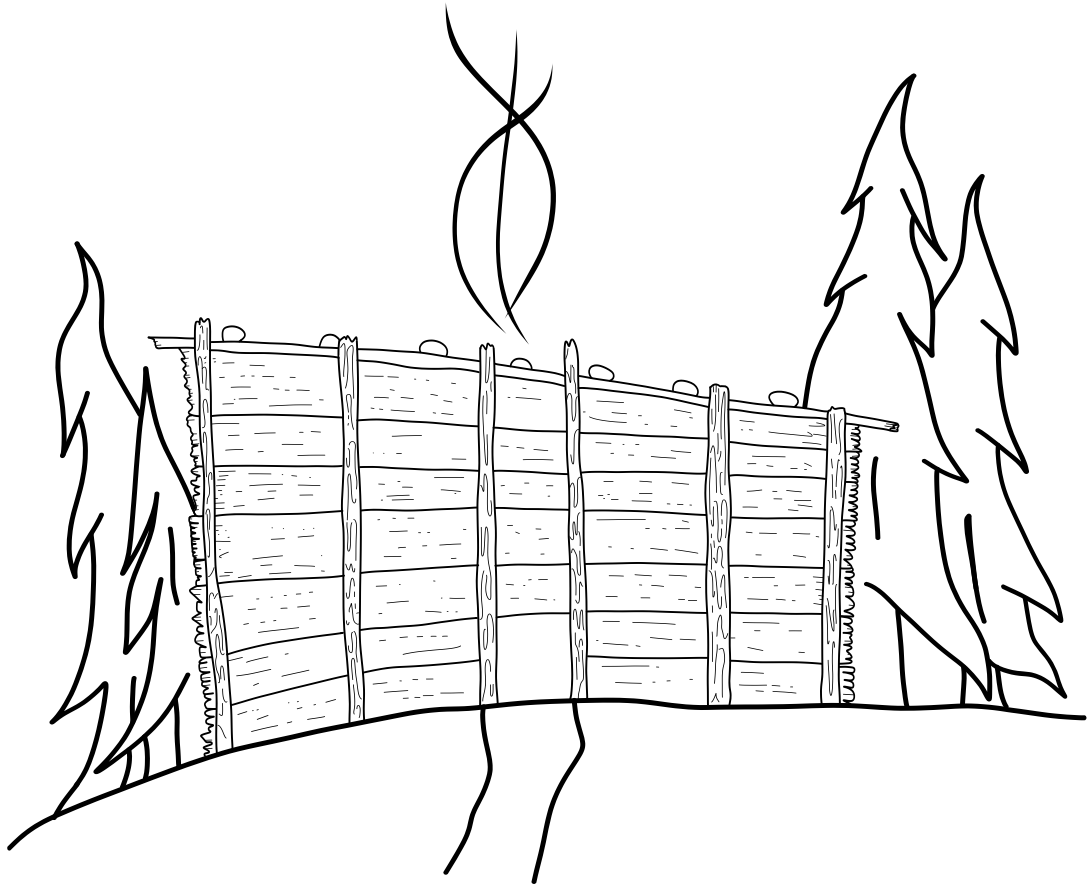
# COLOURING PAGES

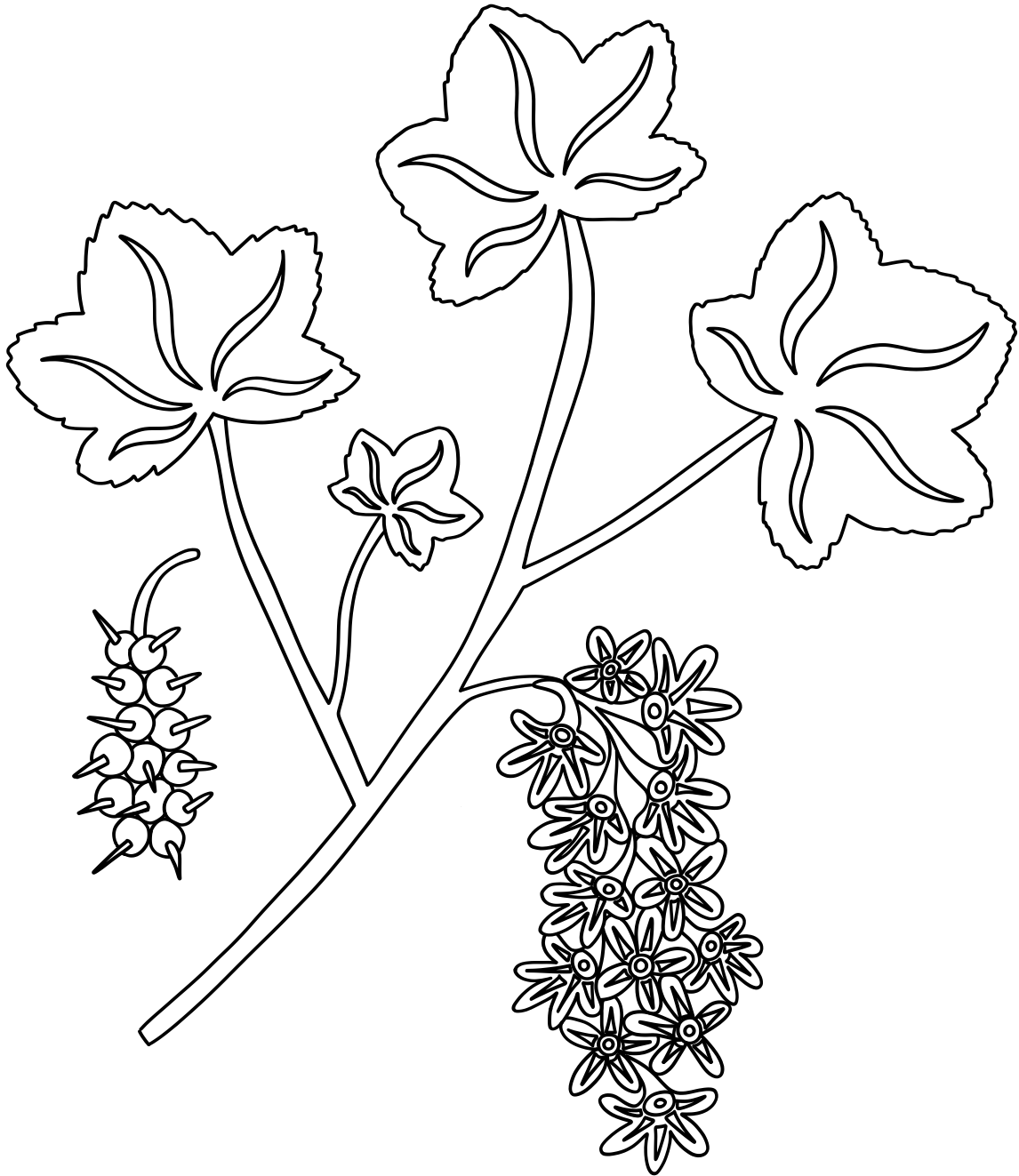


Stinging nettle  
By: Sarah Jim

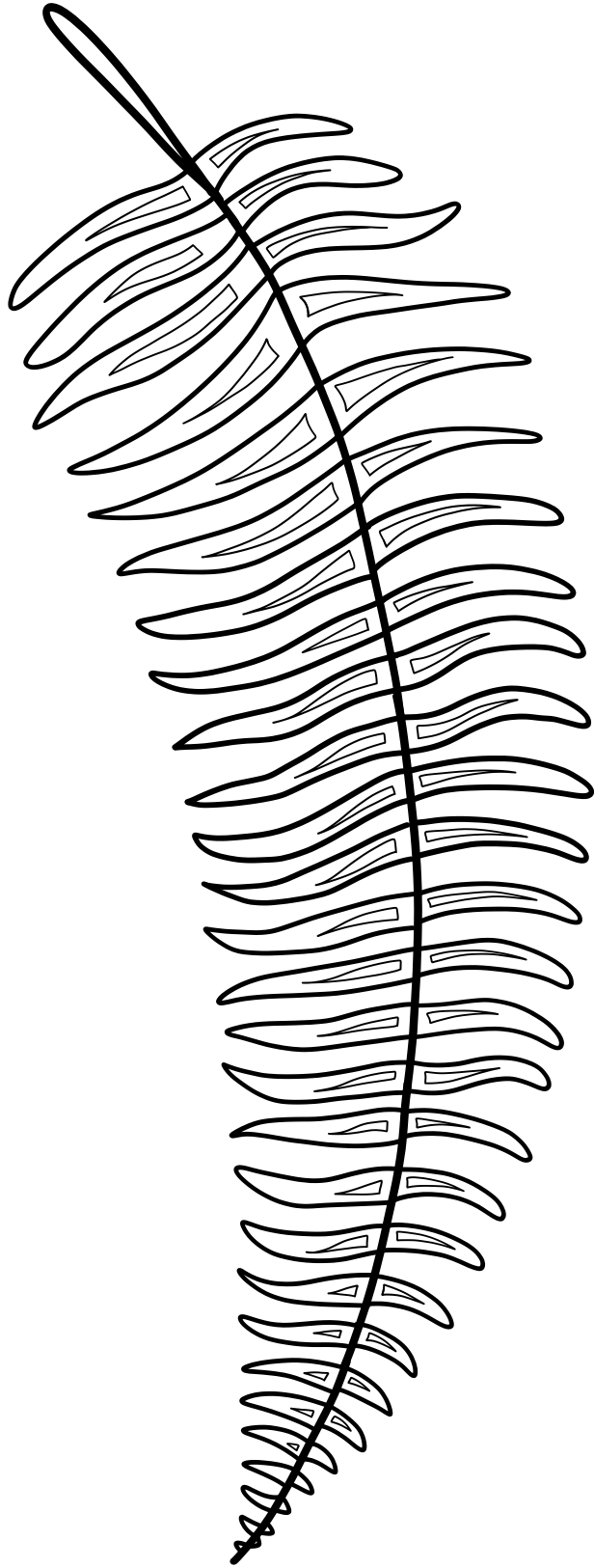


Camas  
By: Sarah Jim

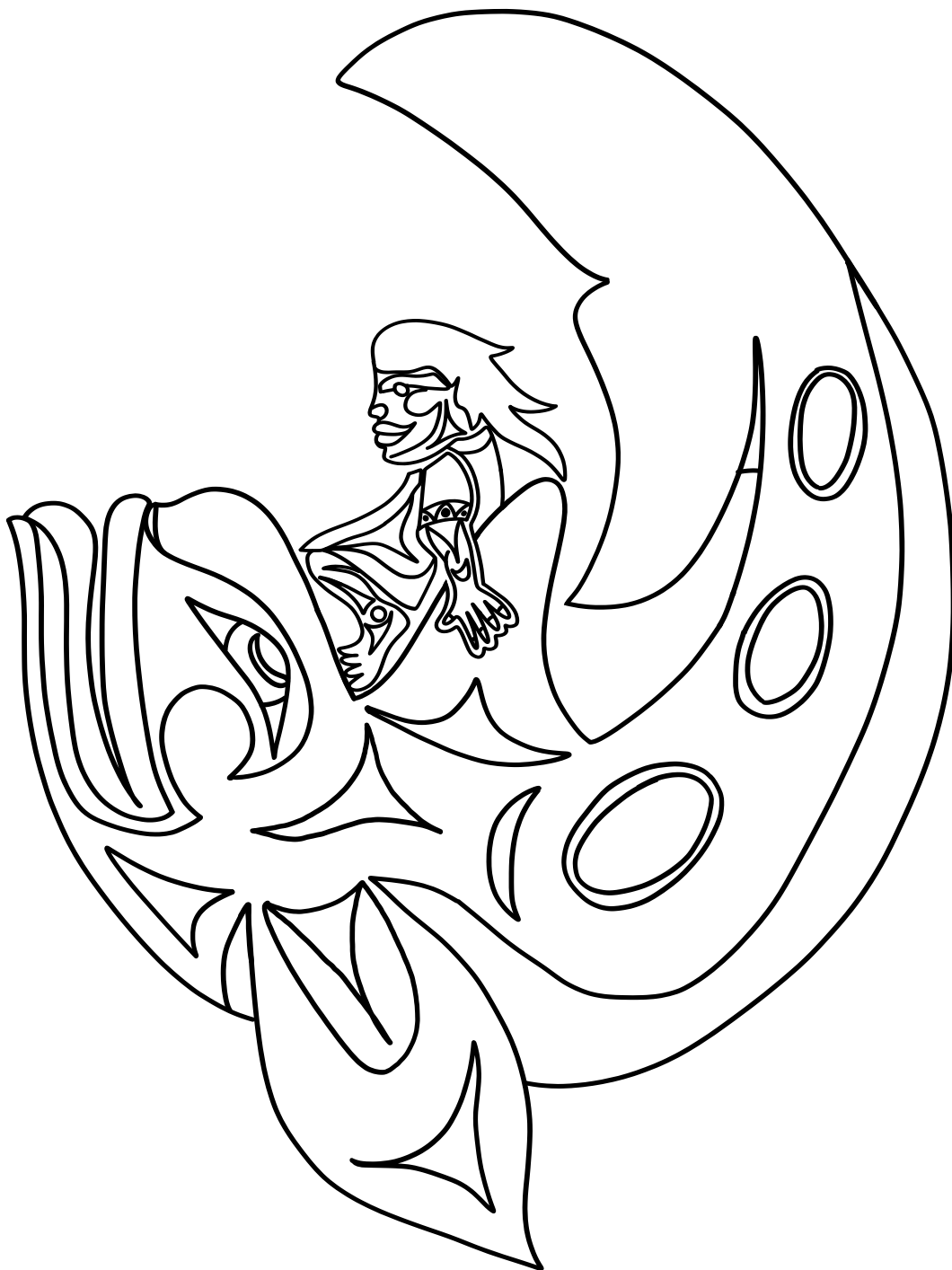




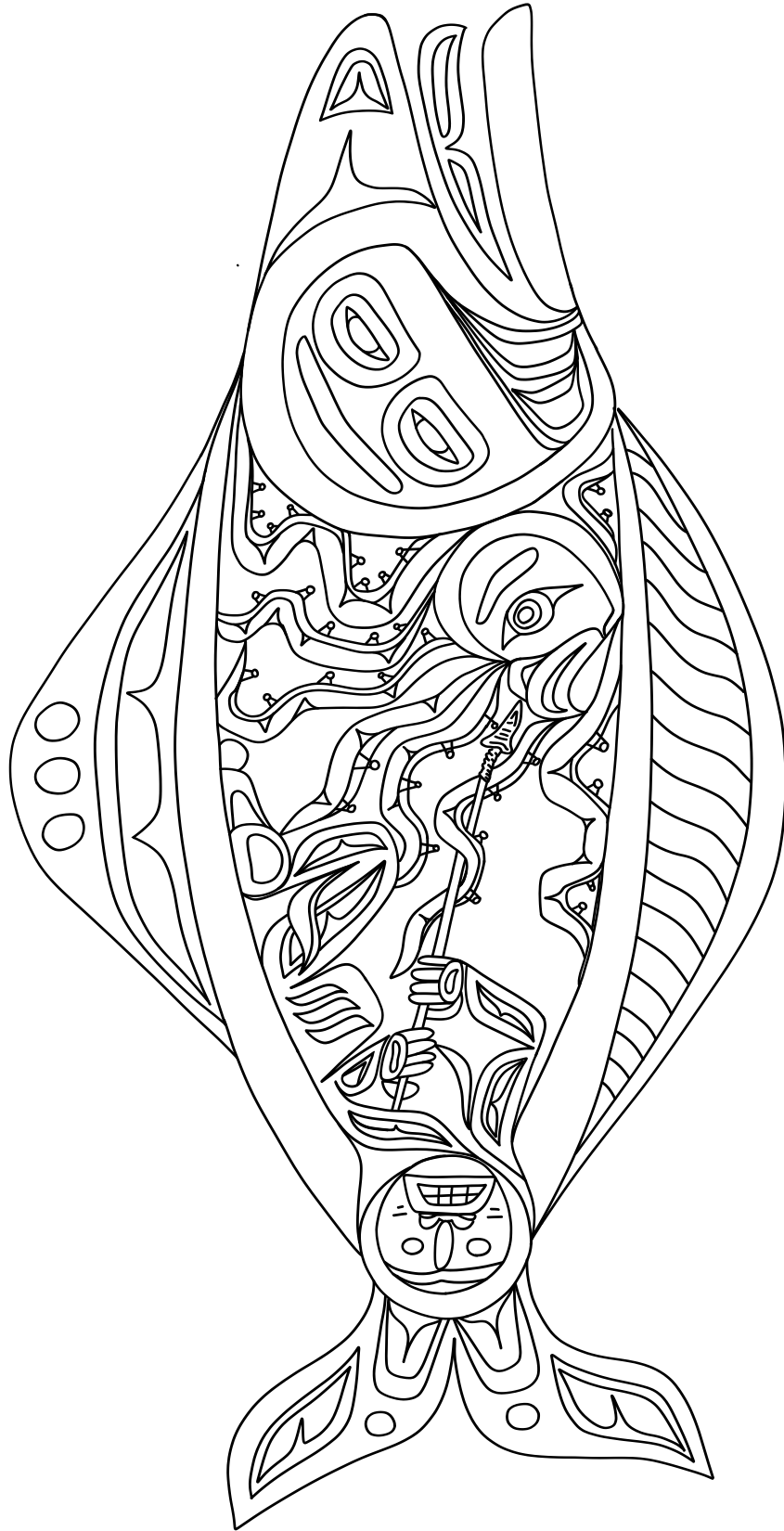
Redflower Currant  
By: Sarah Jim



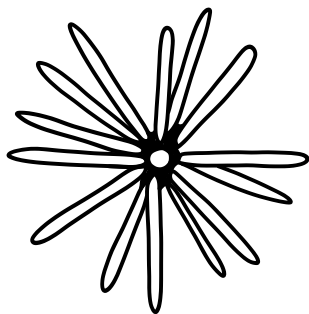
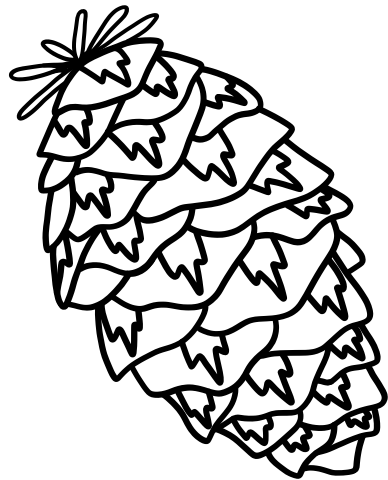
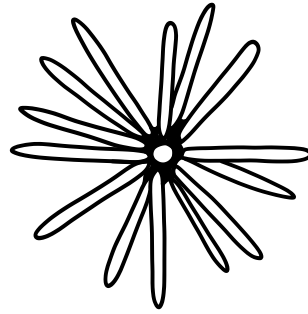
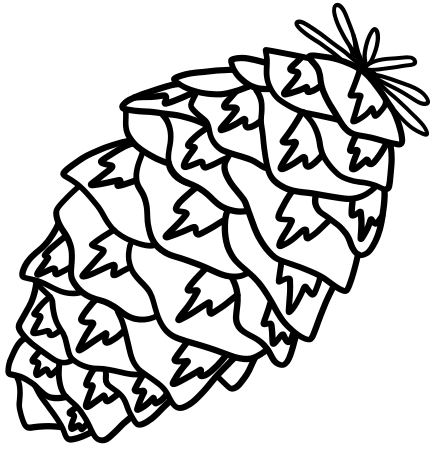
Fern  
By: Sarah Jim



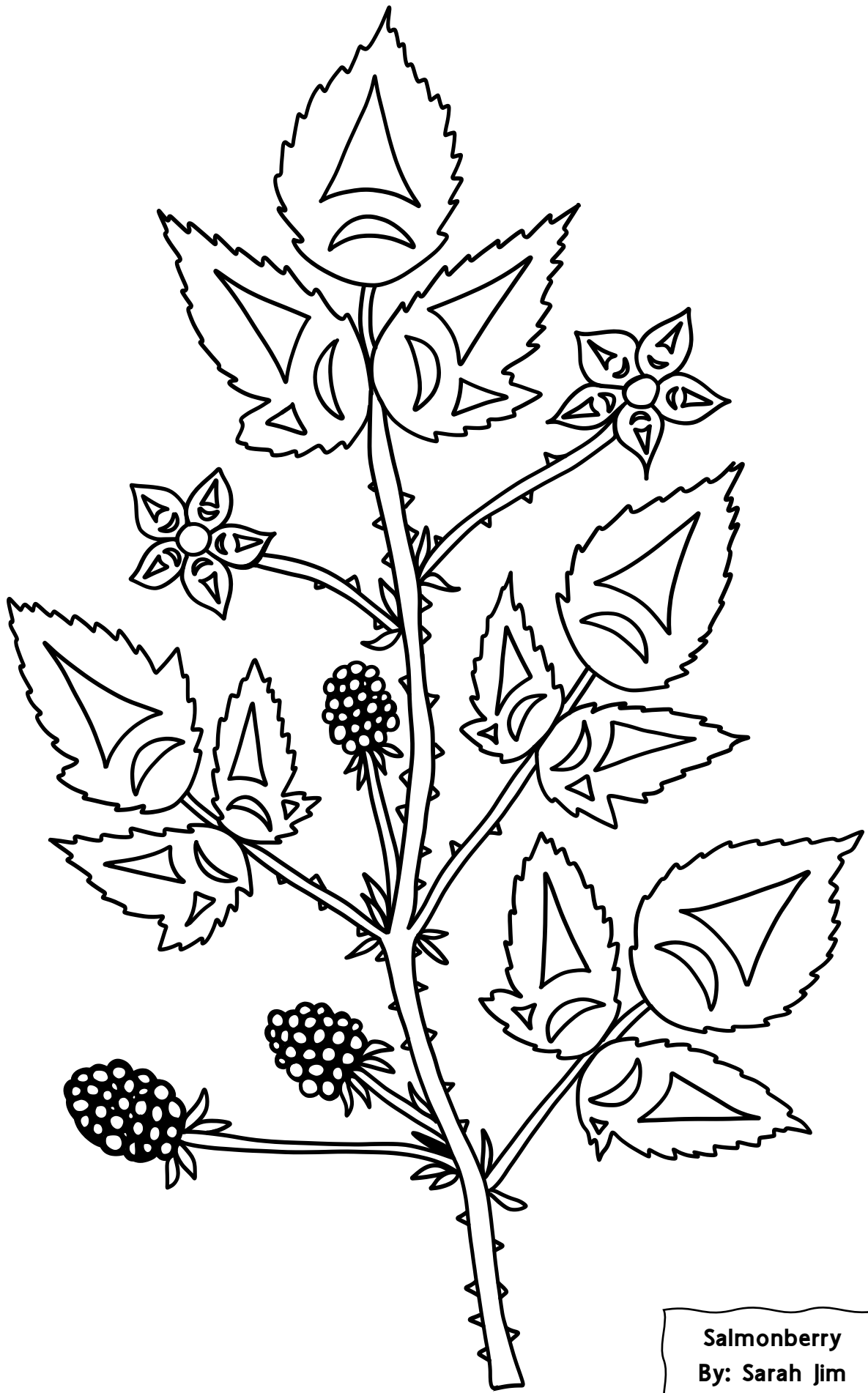
By: Doug LaFortune



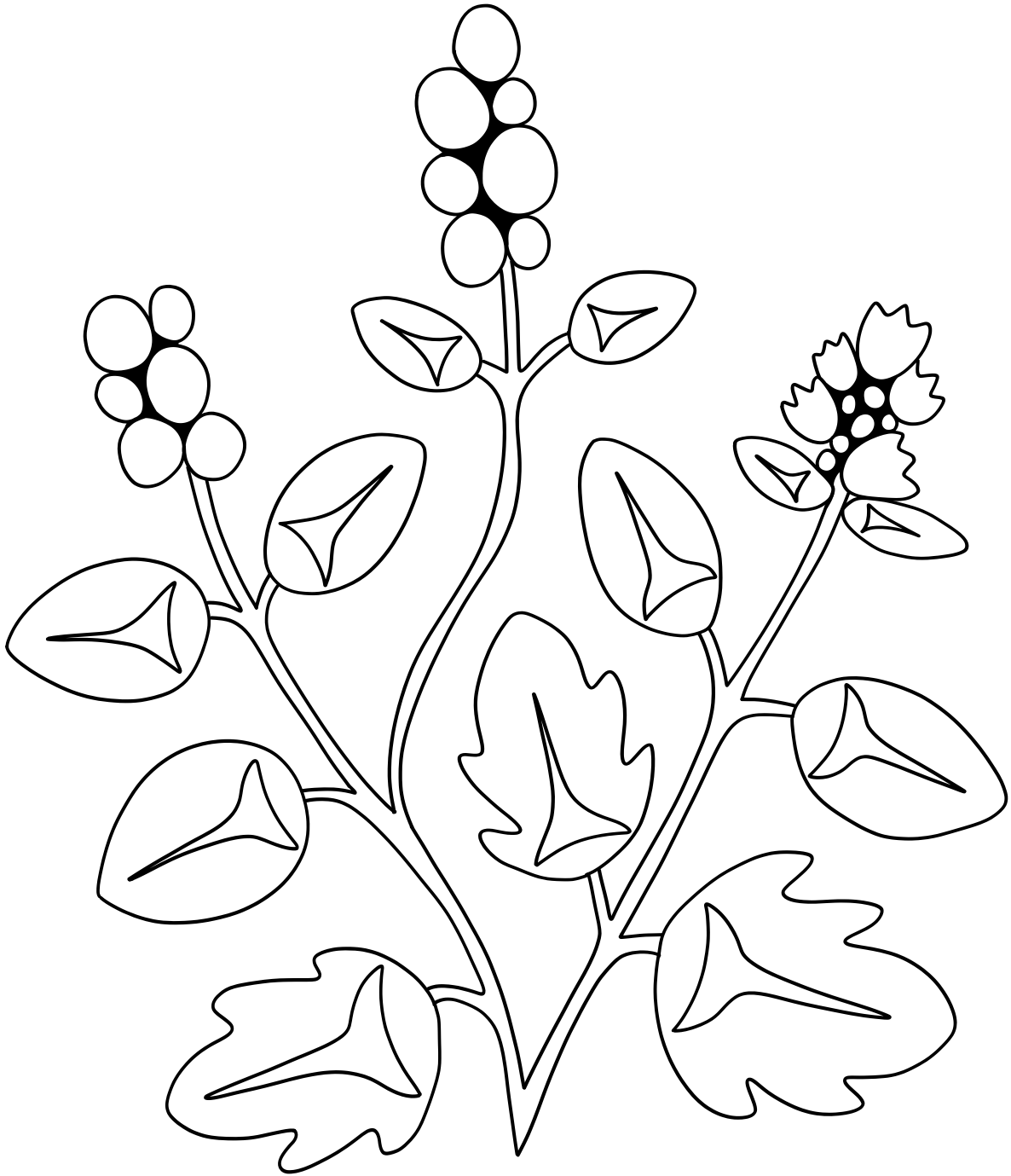
By: Bradley Yuxwelupton Dick



By: Sarah Jim



Salmonberry  
By: Sarah Jim



**Snowberry**  
**By: Sarah Jim**





