

## ***Innu-Aimun Mak Innu-Aitun Educational Activity Series***



Centre de la  
petite enfance  
AUASSISS



### **Introduction**

This series of pedagogical activities (i.e., lesson plans) relate to the development of *Innu-aimun* (the Innu language) among children attending an educational childcare centre (childcare centre or daycare), K4 (kindergarten for 4-years-olds), and K5 (kindergarten for 5-year-olds).

It includes four different activities that can be spread over a school year, depending on the calendars of each community. It aims to support learning in young children by creating connections between the different activities.

Two of them are designed to be carried out indoors and the other two outdoors. Each teaching sequence is divided into three age groups: 0 to 18 months, 18 months to 2 years, and 3 to 5 years. The progression of learning is respectful of the Innu traditions, with emphasis on oral skills in the youngest age group and on manipulation (e.g., movement for gross and fine motor skills), repetition, observation, imitation, and listening skills in children aged 18 months to 5 years.

For children attending a childcare centre or daycare, each activity adheres to the principles of the *Accueillir la petite enfance* educational program, produced by Quebec's Ministère de la Famille (this is a program for early childhood from the Quebec Ministry of the Family). It is available online (French version only): <https://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-garderies/programme-educatif/programme-educatif/Pages/index.aspx>.

For K4 and K5 children, each activity adheres to the principles of the *Quebec Education Program*, produced by Quebec’s Ministère de l’Éducation et de l’Enseignement Supérieur (Ministry of Education and Higher Education). It is available online: <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/preschool/>

Please note that we use the pronoun “she” to refer to the “educator” as the profession is predominantly represented by women.

## Acknowledgements

We are grateful for the contribution of Elders from Uashat mak Mani-Utenam and Ekuanitshit in the development of this series of activities. The interviews conducted with Louis Lalo, Julie Mestokosho, Patrick Michel, Anne-Philomène Mollen, and Réal Vollant helped us identify essential knowledge to be transmitted to Innu children.

We are also grateful for the contribution of staff members from the Auassis Childcare Centre (Uashat mak Mani-Utenam), the Uatik Daycare (Ekuanitshit), the Ka-Ussi Nametat Daycare (Uashat mak Mani-Utenam), the AHS Program (Uashat mak Mani-Utenam) and the Teueikan School (Ekuanitshit). Interviews with Joyce Basile, Julie Basile, Kate Benjamin, Tania Courtois, Sylvianne Fontaine, Anita Mestokosho, Lise Mestokosho, Nathalie Ouellet, Marie-Ève Piétacho, Mario Piétacho, Desanges Vollant, and Josée Vollant helped us organize the teaching sequences.

The educational activity series was developed in collaboration with the Tshakapesh Institute (Francis Ishpatau, Judith Mestokosho, Sandra Mestokosho, Kathleen André, Marie Tshernish) and the National Centre for Collaboration in Indigenous Education (Annie Pilote, Jean-Luc Ratel).

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## Activity 1 – Nikamun (Song)



Illustration from the Akua-Nutin app ([akua-nutin.com](http://akua-nutin.com)), produced by the Tshakapesh Institute.

### Name of the teaching sequence:

- *Nikamun*

### Level:

- Preschool (educational childcare centre 0 to 5 years, Kindergarten for 4-year-olds, Kindergarten for 5-year-olds)

### Targeted development area:

- Language development

### Summary:

- During this teaching sequence, the children first listen to a guest singer from their community who will sing *Ninan tshitauassimuauat*. The song was written by singer-songwriter Shait and performed by Paul-Arthur McKenzie, Shait Aster, Scott-Pien Picard, Lauryna Tshernish, Samuel Pinette, Florent Vollant, Mélodie Jourdain-Michel, Amélie Rock, and Gabriel Jourdain. It was launched at the 2019 Pakatakan Symposium and aims to promote the transmission of the Innu language.
- While listening to the song, the educator shows the children flashcards illustrating some words taken from the song, gesturing them, as needed.
- Children aged **0 to 18 months**: The educator goes back over a word in the song, shows it to the children on a flashcard, and briefly explains the meaning of the word using an example.
- Children aged **18 months to 2 years**: The educator asks the children to name a word they heard in the song. The singer then performs the song again and invites the children and educator to sing and move along.
- Children aged **3 to 5 years**: The educator asks the children to identify a word they heard in the song and say what it reminds them of. The singer then performs the song again and invites the children and educator to sing and move along.

### Time required for the sequence:

- Children aged **0 to 18 months**:
  - A 2-minute period for the song, followed by a 1-minute animation (e.g., showing flashcards) by the educator and a 1-minute review of the previous week's activity.
- Children aged **18 months to 2 years**:
  - A 3-minute period for the song, followed by a 3-minute discussion and a 3-minute review of the previous week's activity.
- Children aged **3 to 5 years**:
  - A 5-minute period for the song, followed by a 5-minute discussion and a 5-minute review of the previous week's activity.
- *If it is not possible to separate the groups according to age (0 to 18 months, 18 months to 2 years, and 3 to 5 years), the activity can be presented simultaneously for two or three different age groups by assigning to each group at least one educator who will be applying the relevant instructions.*
  - *In this case, the time allotted for each part of the teaching sequence will need to be adjusted to allow all children to participate in the activity.*

## 1) EDUCATIONAL AIM

### Teaching the subject – Background/Foundational information

- The educator must be familiar with the song *Ninan tshitaussimuauat*, which will be performed by the singer, as well as with the definitions of the words that will be taken from the song and taught to the children.
  - *Ninan tshitaussimuauat* is available online: [www.youtube.com/watch?v=xs7A2EAfuE8](http://www.youtube.com/watch?v=xs7A2EAfuE8) (duration: 05:05).
- References made in the following sections (i.e., “Connections to Early Childhood Education and Care Program” and “Evaluation components”) for children attending a childcare centre or daycare are based on this Québec Ministry of Family: *Accueillir la petite enfance*. It is available online (French version only): <https://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-garderies/programme-educatif/programme-educatif/Pages/index.aspx>.
- References made in the following sections (i.e., “Connections to the Quebec Education Program” and “Evaluation components”) for K4 and K5 children are based on this Québec Ministry of Education and Higher Education document: *Quebec Education Program*. It is available online in two documents, one for K4 and the other for K5: <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/preschool/>

### Connections to the Early Childhood Education and Care Program

- The activity focuses on language development. It relates to prelinguistic language (0 to 18 months) and oral language (18 months to 5 years).

### Connections to the Quebec Education Program

- Kindergarten for 4-year-olds: The activity focuses on language development, in particular with respect to the competency, “Communicates by exploring spoken and written language,” and relates to oral language development with respect to the following components:
  - Interacts verbally and non-verbally; and
  - Expands his/her vocabulary.
- Kindergarten for 5-year-olds: The activity focuses on the fourth competency, “To communicate using the resources of language,” and relates to the component, “To understand a message” in the following actions:
  - To take into account concepts related to time, space and
  - quantity; and
  - To make connections between speech and writing, and recognize the value of writing.

- Cross-curricular competencies (K4 and K5):
  - Communication competency: “To communicate appropriately” under the “To carry out the communication” component.

### **Expectations in terms of learning**

- Children aged **0 to 18 months**: The activity aims to help children distinguish sounds associated with their mother tongue.
- Children aged **18 months to 2 years**: The activity aims to help children recognize and name words in their mother tongue.
- Children aged **3 to 5 years**: The activity aims to help children recognize sentences in their mother tongue and define a word through association with their own experiences.
  - Children aged 5 years only: The activity also aims to familiarize children with the written language by encouraging them to read *Innu-aimun* words written on flashcards.

### **Evaluation components**

- K5 children: The educator may conduct an assessment based on the “Demonstration of understanding of the message” criterion.

### **Classroom management components**

- The school or educational childcare centre invites a singer from the community to perform *Ninan tshitauassimuaat*.
  - A video of the song is available online at [www.youtube.com/watch?v=xs7A2EAfuE](http://www.youtube.com/watch?v=xs7A2EAfuE).
- The educator must prepare a space, indoors or in a tent, where the singer will be performing the song.
- Because the original song is 5 minutes long, the educator may ask the singer to perform a shortened version (first verses only): 2 minutes for children aged 0 to 18 months or 3 minutes for children aged 18 months to 2 years.
- The educator must prepare relevant flashcards based on the lyrics of the song.
  - *Patetat aimunna tshetshi tshishkutamuakaniht auassat*  
(Examples of five Innu words that can be used.)
    - *Innu-aimun* (Innu language)
    - *Auassat* (children)
    - *Innu-aitun* (the Innu culture)
    - *Tshinanu* (all of us)
    - *Innu* (an Innu)

- The educator has access to resources (in print or on the Internet) to define the words identified in the song, as necessary.
- For example, several definitions can be found on the following websites (in French) created by the Tshakapesh Institute: [akua-nutin.com/](http://akua-nutin.com/) and [www.tshakapesh.ca/fr/ressources-en-langue-innue\\_78/](http://www.tshakapesh.ca/fr/ressources-en-langue-innue_78/). You can also visit [www.innu-aimun.ca/](http://www.innu-aimun.ca/).

## 2) TEACHING SEQUENCE ORGANIZATION

### Preparation

1. Before starting the activity, the educator begins with the following acknowledgement: *“Innu-aimun mak innu-aitun are the foundation of the identity as well as social and spiritual values of the Innu Nation. Their relationship with their land, Nitassinan, is legendary. Elders have had the privilege of transmitting this knowledge for thousands of years. We are grateful to the members of the Innu Nation, the Tshakapesh Institute, and the communities of Uashat mak Mani-Utenam and Ekuanitshit for their generosity and for sharing their knowledge through this activity.”*
2. In the classroom (or another suitable location), the educator gives the initial instructions.
  1. Children aged **0 to 18 months**: The educator tells the children that a singer has been invited. She briefly introduces him or her, and tells them that the singer will be performing *Ninan tshita-uassimuauat*. The educator asks them to greet the singer, who then joins them.
  2. Children aged **18 months to 5 years**: The educator tells the children that a singer has been invited. She briefly introduces him or her, and tells them that the singer will be performing *Ninan tshita-uassimuauat*. The educator tells the children they will have to try to pick up a word they know in the song. She asks them to greet the singer, who then joins them.

### Execution

1. The educator invites the singer to perform *Ninan tshita-uassimuauat*.
2. The singer performs the song for 2 to 5 minutes.
3. After the song:
  - a) Children aged **0 to 18 months**: The educator repeats a word from the song while showing the corresponding flashcard.
    - 1) She then explains the meaning of the word with an example that closely relates to the children’s daily lives.

- b) Children aged **18 months to 2 years**: The educator asks the children to name a word they heard in the song.
  - 1) The educator shows the corresponding flashcard.
  - 2) She then explains the meaning of the word with an example that closely relates to the children's daily lives.
  - 3) She repeats the previous two steps with the different words identified by the children during a maximum of 3 minutes.
- c) Children aged **3 to 5 years**: The educator asks the children to name a word they heard in the song.
  - 1) The educator shows the corresponding flashcard. *Children aged 5 years only*: The educator spells the word written on the flashcard.
  - 2) She then asks the children to say what the word reminds them of, helping them complete their answers, as needed.
  - 3) The educator then explains the meaning of the word with an example that closely relates to the children's daily lives.
  - 4) She repeats the previous three steps with the different words identified by the children during a maximum of 8 minutes.
4. The singer performs the song again for 2 to 5 minutes.
5. During the song:
  - a) Children aged **0 to 18 months**: Children enjoy a moment of reflection or relaxation.
  - b) Children aged **18 months to 5 years**: The educator invites the children to sing, move, and dance along, helping them pronounce the words correctly, as needed.
6. After the song, the educator thanks the singer for his or her participation and asks the children to do the same and say goodbye.
7. After the singer has left, the children have a break.

### Integration

1. One week later, the educator goes back over the words identified during the activity.
  - a) Children aged **0 to 18 months**: The educator repeats the word identified in the song while once again showing the corresponding flashcard at the same time. She then gives another example, different from the one used during the execution phase.
    - Allotted time: 1 minute
  - b) Children aged **18 months to 5 years**: The educator goes back over five words identified by the children in the song.

- Children aged **18 months to 3 years**: For each word, the educator shows the corresponding flashcard and asks the children to pronounce the word. She then asks the children to say what each word reminds them of, helping them, as needed.
  - Allotted time: 3 minutes
- Children aged **4 to 5 years**: For each word, the educator shows the corresponding flashcard. ***Children aged 5 years only***: The educator spells the word written on the flashcard. ***Children aged 4 to 5 years***: The educator asks the children to talk about everyday situations related to each of the words, helping them, as needed.
  - Allotted time: 5 minutes

**Activity 2 – Auassat nanashpitutamuat tshishennua utipatshimunnu (Children imitate stories from the Elders)**

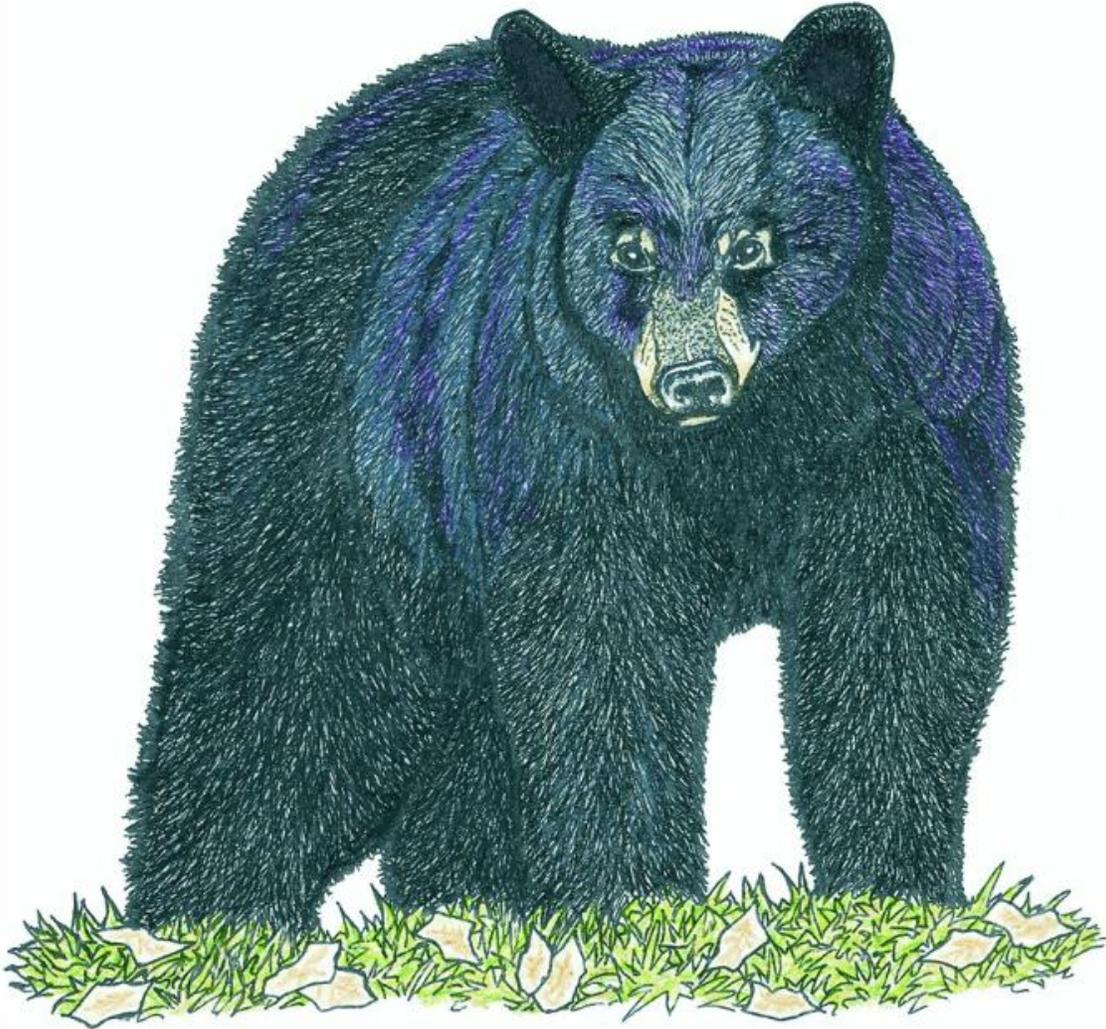


Illustration from the Akua-Nutin app ([akua-nutin.com](http://akua-nutin.com)), produced by the Tshakapesh Institute.

**Name of the teaching sequence:**

- *Auassat nanashpitutamuat tshishennua utipatshimunnu*

**Level:**

- Preschool (educational childcare centre 0 to 5 years, kindergarten for 4-year-olds, kindergarten for 5-year-olds)

**Targeted development area:**

- Language development

### Summary:

- During this teaching sequence, Elders (or other adults from the community) are invited to talk about traditional activities relating to bears, from hunting them to how they are used once caught.
  - The educator may choose other traditional activities, as appropriate.
- During the presentation, the educator can act as an interpreter for the children for certain words and expressions while illustrating them with flashcards and gestures, as needed.
- Children aged **0 to 18 months**: The educator then shows a video illustrating the practice of traditional activities relating to bears. During this time, the Elders or adults can provide comments and explanations.
  - The educator may choose a video illustrating the practice of other traditional activities, as appropriate.
- Children aged **18 months to 2 years**: The educator asks the children to play roles associated with traditional activities relating to bears. During this time, the Elders or adults can act as mentors for the children.
  - The educator may choose roles associated with other traditional activities, as appropriate.
- Children aged **3 to 5 years**: The educator asks the children to identify roles associated with traditional activities relating to bears and choose the roles they want to play. During this time, the Elders or adults can act as mentors for the children.
  - The educator may choose roles associated with other traditional activities, as appropriate.
- *If it is not possible to separate the groups according to age (0 to 18 months, 18 months to 2 years, and 3 to 5 years), the activity can be presented simultaneously for two or three different age groups by assigning to each group at least one educator who will be applying the relevant instructions.*

### Time required for the sequence:

- Children aged **0 to 18 months**:
  - A 2-minute presentation of the traditional activities relating to bears, followed by a 2-minute video presentation and a 2-minute review of the previous week's activity.
- Children aged **18 months to 2 years**:
  - A 3-minute presentation of the traditional activities relating to bears, followed by a 5-minute role-play and a 3-minute review of the previous week's activity.

- Children aged **3 to 5 years**:
  - A 5-minute presentation of the traditional activities relating to bears, followed by an 8-minute role-play and a 5-minute review of the previous week's activity.
- *If it is not possible to separate the groups according to age (0 to 18 months, 18 months to 2 years, and 3 to 5 years), the activity can be presented simultaneously for two or three different age groups by assigning to each group at least one educator who will be applying the relevant instructions.*
  - *In this case, the time allotted for each part of the teaching sequence will need to be adjusted to allow all children to participate in the activity.*

## **1) EDUCATIONAL AIM**

### **Teaching the subject – Background/Foundational information**

- The educator must be familiar with the traditional activities relating to bears that will be presented by the Elders or adults from the community as well as with the definitions of the words associated with these activities that will be taught to the children.
  - Traditional activities relating to bears are told by Paul-Arthur McKenzie (Uashat mak Mani-Utenam) in this video (duration: 05:43), available online at [histoires.tshakapesh.ca/files/media/P-A\\_McKenzie\\_Mashkw.mp4](https://histoires.tshakapesh.ca/files/media/P-A_McKenzie_Mashkw.mp4).
  - The educator can identify different roles related to bear hunting and how they are used once caught (e.g. meat, fat, bones).
- References made in the following sections (i.e., “Connections to Early Childhood Education and Care Program” and “Evaluation components”) for children attending a childcare centre or daycare are based on this Québec Ministry of Family: *Accueillir la petite enfance*. It is available online (French version only): <https://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-gardereries/programme-educatif/programme-educatif/Pages/index.aspx>.
- References made in the following sections (i.e., “Connections to the Quebec Education Program” and “Evaluation components”) for K4 and K5 children are based on this Québec Ministry of Education and Higher Education document: *Quebec Education Program*. It is available online in two documents, one for K4 and the other for K5: <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/preschool/>

### **Connections to the Early Childhood Education and Care Program**

- The activity focuses on language development. It relates to prelinguistic language (0 to 18 months) and oral language (18 months to 5 years).

### **Connections to the Quebec Education Program**

- Kindergarten for 4-year-olds: The activity focuses on language development, in particular with respect to the competency, “Communicates by exploring spoken and written language,” and relates to oral language development with respect to the following components:
  - Demonstrates his/her understanding; and
  - Interacts verbally and non-verbally.
- Kindergarten for 5-year-olds: The activity focuses on the fourth competency, “To communicate using the resources of language,” and relates to the “To understand a message” component in the following actions:
  - To pay attention to the message; and
  - To express his/her understanding of information received.
- Cross-curricular competencies (K4 and K5):
  - Intellectual competency: “To use creativity” under the “To imagine ways of doing things” component.

### **Expectations in terms of learning**

- Children aged **0 to 18 months**: The activity aims to familiarize children with the gestures associated with traditional activities and the sounds associated with the language of the land.
- Children aged **18 months to 2 years**: The activity aims to help children recognize and repeat gestures associated with traditional activities and words associated with the language of the land.
- Children aged **3 to 5 years**: The activity aims to help children recognize and repeat gestures associated with traditional activities and words associated with the language of the land.
  - Children aged 5 years only: The activity also aims to familiarize children with the written language by encouraging them to read *Innu-aimun* words written on flashcards.

### **Evaluation components**

- K5 children: The educator may conduct an assessment based on the “Production of messages” criterion.

## Classroom management components

- The school or educational childcare centre invites two Elders or adults from the community to explain how traditional activities relating to bears are carried out.
- The educator must prepare a space, indoors or in a tent, where the Elders or adults will be presenting traditional activities relating to bears.
- Children aged **0 to 18 months**: The educator must identify a short video presenting traditional activities relating to bears as they are carried out on the land.
  - For example, a video describing these activities is available online and can be downloaded from [histoires.tshakapesh.ca/files/media/P-A\\_McKenzie\\_Mashkw.mp4](https://histoires.tshakapesh.ca/files/media/P-A_McKenzie_Mashkw.mp4).
- Children aged **18 months to 5 years**: The educator must prepare roles and props associated with traditional activities relating to bears that can be used as (symbolic) tools by the children.
- The educator must prepare relevant flashcards based on words associated with traditional activities relating to bears.
  - *Patetat aimunna tshetshi tshishkutamuakaniht auassat*  
(Examples of five Innu words that can be used.)
    - *Nutshimit* (within the land)
    - *Uiash* (meat)
    - *Nimushum* (grandfather)
    - *Nukum* (grandmother)
    - *Mashkuian* (a bearskin)
- The educator has access to resources (in print or on the Internet) to define the words identified in the story, as necessary.
  - For example, several definitions can be found on the following websites (in French) created by the Tshakapesh Institute: [akua-nutin.com/](http://akua-nutin.com/) and [www.tshakapesh.ca/fr/ressources-en-langue-innue-78/](http://www.tshakapesh.ca/fr/ressources-en-langue-innue-78/). You can also visit [www.innu-aimun.ca/](http://www.innu-aimun.ca/).

## 2) TEACHING SEQUENCE ORGANIZATION

### Preparation

1. Prior to the activity, the educator will speak with the invited Elders or adults to know in advance what they want to talk about with respect to traditional activities relating to bears.
2. Together with the Elders or adults, the educator identifies at least five words that will be spoken, half of which should be associated with the language of the

land. Children aged 18 months to 5 years: The educator also identifies a sufficient number of roles associated with traditional activities relating to bears based on the number of children in the group.

3. Before starting the activity, the educator begins with the following acknowledgement: *“Innu-aimun mak innu-aitun are the foundation of the identity as well as social and spiritual values of the Innu Nation. Their relationship with their land, Nitassinan, is legendary. Elders have had the privilege of transmitting this knowledge for thousands of years. We are grateful to the members of the Innu Nation, the Tshakapesh Institute, and the communities of Uashat mak Mani-Utenam and Ekuanitshit for their generosity and for sharing their knowledge through this activity.”*
4. The educator gives the initial instructions: The children must listen to the Elders or adults and, if they are old enough to speak, identify a task they would like to do in relation with the activities presented.
  - a) Children aged **0 to 18 months**: The educator tells the children that she has invited Elders or adults from the community to talk about traditional activities relating to bears. She asks them to listen to the Elders or adults. She then asks the children to greet the Elders or adults as they join them.
  - b) Children aged **18 months to 2 years**: The educator tells the children that she has invited Elders or adults from the community to talk to them about traditional activities relating to bears. She asks them to listen to the Elders or adults and observe their actions. She then asks the children to greet the Elders or adults as they join them.
  - c) Children aged **3 to 5 years**: The educator tells the children that she has invited Elders or adults from the community to talk to them about traditional activities relating to bears. She asks them to listen to the Elders or adults and identify a task they would like to do. She then asks the children to greet the Elders or adults as they join them.

### **Execution**

1. The educator invites the Elders or adults to talk about traditional activities relating to bears.
2. The Elders or adults talk for 2 minutes (0 to 18 months), 3 minutes (18 months to 2 years), or 5 minutes (3 to 5 years).
3. During the presentation, the educator can act as an interpreter for the children who may not understand certain words, especially those associated with the language of the land. She also shows the children the flashcards she has prepared as the corresponding words are pronounced.
4. After the presentation:

- a) Children aged **0 to 18 months**: The educator shows the children a 2-minute video demonstrating the practice of traditional activities relating to bears presented by the Elders or adults. During this time, the Elders or adults can provide additional comments and explanations.
  - b) Children aged **18 months to 2 years**: The educator suggests that the children play roles associated with the practice of traditional activities relating to bears presented by the Elders or adults. During the 5-minute activity, the Elders or adults can act as mentors to the children.
  - c) Children aged **3 to 5 years**: The educator suggests that the children play roles associated with the practice of traditional activities relating to bears presented by the Elders or adults. During the 8-minute activity, the Elders or adults can act as mentors to the children.
5. After the video (0 to 18 months) or the role-playing activity (18 months to 5 years), the educator thanks the Elders or adults for their participation and asks the children to do the same and say goodbye.
  6. After the Elders or adults have left, the children have a break.

### **Integration**

1. One week later, the educator goes back over the words identified during the activity.
  - a) Children aged **0 to 18 months**: The educator repeats the words identified in connection with the traditional activities relating to bears presented by the Elders or adults while once again showing the corresponding flashcards at the same time.
    - Allotted time: 2 minutes
  - b) Children aged **18 months to 2 years**: The educator asks the children to say what roles they played. She then repeats the words on the flashcards in connection with traditional activities relating to bears.
    - Allotted time: 3 minutes
  - c) Children aged **3 to 5 years**: The educator asks the children to say what roles they played and describe them in a few words. She then once again shows the flashcards used in connection with traditional activities relating to bears, asking the children to pronounce the words. Children aged 5 years only: The educator spells the words on each flashcard after the children have identified them.
    - Allotted time: 5 minutes

### Activity 3 – *Auassat unuitakanuat minashkuat* (Children go out in the woods)



Illustration from the Akua-Nutin app ([akua-nutin.com](http://akua-nutin.com)), produced by the Tshakapesh Institute.

**Name of the teaching sequence:**

- *Auassat unuitakanuat minashkuat*

**Level:**

- Preschool (educational childcare centre 0 to 5 years, Kindergarten for 4-year-olds, Kindergarten for 5-year-olds)

**Targeted development area:**

- Language development

### Summary:

- During this teaching sequence, an Elder tells the legend of *Auass ka nakatakanit*, *The Abandoned Child*.
  - The educator may choose another legend or story, as appropriate.
- Following the presentation of the legend, the children go snowshoeing or tobogganing nearby on the land.
  - Depending on the season, the educator may choose another sports activity, as appropriate.
- In addition to their educator and family members, the children are accompanied by Elders. During the outing, the children will learn about a particularly symbolic place of the traditional land.
  - The location is chosen by the school or educational childcare centre.
- During the activity, a video is recorded that will be used to go back over the activity one week later.
- Children aged **0 to 18 months**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed.
- Children aged **18 months to 2 years**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed. Following the presentation of the legend and the sports activity, the educator asks the children to pronounce some of the words shown earlier on the flashcards.
- Children aged **3 to 5 years**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed. Following the presentation of the legend and the sports activity, the educator asks a few questions about the story or legend they heard.

### Time required for the sequence:

- Children aged **0 to 18 months**:
  - A 2-minute presentation of *Auass ka nakatakanit*, followed by a 2-minute period for snowshoeing or tobogganing and a 2-minute review of the previous week's activity.
- Children aged **18 months to 2 years**:
  - A 3-minute presentation of *Auass ka nakatakanit*, followed by a 3-minute period for snowshoeing or tobogganing and a 2-minute review of the previous week's activity.

- Children aged **3 to 5 years**:
  - An 8-minute presentation of *Auass ka nakatakanit*, followed by a 10-minute period for snowshoeing or tobogganing and a 5-minute review of the previous week's activity.
- *If it is not possible to separate the groups according to age (0 to 18 months, 18 months to 2 years, and 3 to 5 years), the activity can be presented simultaneously for two or three different age groups by assigning to each group at least one educator who will be applying the relevant instructions.*
  - *In this case, the time allotted for each part of the teaching sequence will need to be adjusted to allow all children to participate in the activity.*

## **1) EDUCATIONAL AIM**

### **Teaching the subject – Background/Foundational information**

- The educator must be familiar with the legend of *Auass ka nakatakanit* presented by the Elder as well as with the definitions of the words associated with it. She also needs to be familiar with the basics of snowshoeing and tobogganing.
  - The video of the legend of *Auass ka nakatakanit*, as told by Hélène Nolin Mollen (Ekuanitshit), is available online at [histoires.tshakapesh.ca/files/media/HeleneMollen\\_Auass%20ka%20nakatakanit.mp4](https://histoires.tshakapesh.ca/files/media/HeleneMollen_Auass%20ka%20nakatakanit.mp4) (duration: 17:00).
- References made in the following sections (i.e., “Connections to Early Childhood Education and Care Program” and “Evaluation components”) for children attending a childcare centre or daycare are based on this Québec Ministry of Family: *Accueillir la petite enfance*. It is available online (French version only): <https://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-garderies/programme-educatif/programme-educatif/Pages/index.aspx>.
- References made in the following sections (i.e., “Connections to the Quebec Education Program” and “Evaluation components”) for K4 and K5 children are based on this Québec Ministry of Education and Higher Education document: *Quebec Education Program*. It is available online in two documents, one for K4 and the other for K5: <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/preschool/>

### **Connections to the Early Childhood Education and Care Program**

- The activity focuses on language development. It relates to prelinguistic language (0 to 18 months) and oral language (18 months to 5 years).

### Connections to the Quebec Education Program

- Kindergarten for 4-year-olds: The activity focuses on language development, in particular with respect to the competency, “Communicates by exploring spoken and written language,” and relates to oral language development with respect to the following components:
  - Demonstrates his/her understanding; and
  - Expresses himself/herself orally in different ways.
- Kindergarten for 5-year-olds: The activity focuses on the fourth competency, “To communicate using the resources of language,” and relates to the component “To understand a message” in the following actions:
  - To take into account concepts related to time, space and quantity; and
  - To express his/her understanding of information received.
- Cross-curricular competencies (K4 and K5):
  - Personal and social competencies: “To cooperate with others” under the “To contribute to team efforts” component.

### Expectations in terms of learning

- Children aged **0 to 18 months**: The activity aims to introduce the children to Innu stories and legends. It also aims to introduce the children to the land near their communities and to the practice of a traditional sports activity together with adults.
- Children aged **18 months to 2 years**: The activity aims to introduce the children to Innu stories and legends and develop their vocabulary related to a story or legend. It also aims to introduce the children to the land near their communities and to the practice of a traditional sports activity.
- Children aged **3 to 5 years**: The activity aims to introduce the children to Innu stories and legends and make them think about the life lessons that a story or legend conveys. It also aims to introduce the children to the land near their communities and give them a chance to practice a traditional sports activity.
  - Children aged 5 years only: The activity also aims to familiarize children with the written language by encouraging them to read *Innu-aimun* words written on flashcards.

### Evaluation components

- K5 children: The educator may conduct an assessment based on the “Interest in communication” criterion.

## Classroom management components

- The school or educational childcare centre invites at least one Elder to recite *Auass ka nakatakanit*. It also invites a few members of the children's families (number to be determined based on transportation capacity) who are familiar with the customs of the land and the basics of snowshoeing and tobogganing.
- The school or educational childcare centre must provide adequate transportation for the children, the educator, and the accompanying Elders and adults.
- The educator must ensure that enough pairs of snowshoes and toboggans are available according to the number of children and accompanying adults.
- The educator must prepare flashcards based on the words associated with *Auass ka nakatakanit*.
  - *Patetat aimunna tshetshi tshishkutamuakaniht auassat*  
(Examples of five Innu words that can be used.)
    - *Kun* (snow)
    - *Nikau* (my mother)
    - *Nussim* (granddaughter or grandson)
    - *Atshen* (the giant)
    - *Umushuma* (his or her grandfather)
- Because the legend is about 16 minutes long, the educator may ask that a shortened version be recited: 2 minutes for children aged 0 to 18 months, 3 minutes for children aged 18 months to 2 years, or 8 minutes for children aged 3 to 5 years.
  - For example, this video describing the legend is available online and can be downloaded from [histoires.tshakapesh.ca/files/media/HeleneMollen\\_Auass%20ka%20nakatakanit.mp4](https://histoires.tshakapesh.ca/files/media/HeleneMollen_Auass%20ka%20nakatakanit.mp4).
- The educator must provide video equipment that will be used by the accompanying adults to record the activity.
- The educator has access to resources (in print or on the Internet) to define the words identified in the legend, as necessary.
  - For example, several definitions can be found on the following websites (in French) created by the Tshakapesh Institute: [akua-nutin.com/](http://akua-nutin.com/) and [www.tshakapesh.ca/fr/ressources-en-langue-innue\\_78/](http://www.tshakapesh.ca/fr/ressources-en-langue-innue_78/). You can also visit [www.innu-aimun.ca/](http://www.innu-aimun.ca/).

## 2) TEACHING SEQUENCE ORGANIZATION

### Preparation

1. In preparation, the educator will need to send home permission slips for the outside activity.
2. Prior to the activity, the educator will speak with the invited Elder and adults to identify at least five words that will be spoken during the *Auass ka nakatakanit* activity, half of which should be associated with the language of the land.
3. Transportation is arranged to take the participants (the children, their educator, and the accompanying adults from the community) to the location chosen for the activity.
4. Before starting the activity, the educator begins with the following acknowledgement: *“Innu-aimun mak innu-aitun are the foundation of the identity as well as social and spiritual values of the Innu Nation. Their relationship with their land, Nitassinan, is legendary. Elders have had the privilege of transmitting this knowledge for thousands of years. We are grateful to the members of the Innu Nation, the Tshakapesh Institute, and the communities of Uashat mak Mani-Utenam and Ekuanitshit for their generosity and for sharing their knowledge through this activity.”*
5. Before leaving, the educator gives the initial instructions: The children will be taken to the selected location to hear *Auass ka nakatakanit* told by an Elder and go snowshoeing or tobogganing with family members.
6. Once at destination, the Elder and adults explain the customs of the land and the basics of snowshoeing and tobogganing.

### Execution

1. The educator gives the children additional instructions: The Elder will first tell the legend of *Auass ka nakatakanit*, and the children will then go snowshoeing or tobogganing.
2. During the presentation of *Auass ka nakatakanit*, the educator shows flashcards to the children when the previously identified words are spoken, gesturing them, as needed.
  - a) Children aged **0 to 18 months**: Following the presentation of *Auass ka nakatakanit*, the children go snowshoeing or tobogganing with the accompanying adults for 2 minutes.
  - b) Children aged **18 months to 5 years**: Following the presentation of *Auass ka nakatakanit*, the children are given snowshoes and toboggans. They practice the activity for a period of time based on their age (18 months to 2 years: 3 minutes; 3 to 5 years: 10 minutes).
3. The children then have a break.

- a) Children aged **18 months to 2 years**: For about 2 minutes, the educator shows the children the flashcards previously used and asks them to pronounce the words.
- b) Children aged **3 to 5 years**: For about 5 minutes, the educator asks the children a few questions related to the legend of *Auass ka nakatakanit*, as told by the Elder.
4. At the end of the activity, transportation is provided to take the children and the accompanying adults back to the educational childcare centre, school, or home.

### **Integration**

1. One week later, the educator shows a video recording of the activity and goes back over the words identified during the activity.
  - a) Children aged **0 to 18 months**: The educator repeats the words identified in connection with *Auass ka nakatakanit* while once again showing the corresponding flashcard at the same time.
    - Allotted time: 2 minutes
  - b) Children aged **18 months to 2 years**: The educator asks the children to name the legend (*Auass ka nakatakanit*) and the sports activity they practised (snowshoeing or tobogganing). She then repeats the words on the flashcards in connection with the activity.
    - Allotted time: 2 minutes
  - c) Children aged **3 to 5 years**: The educator asks the children to say what they remember from *Auass ka nakatakanit*. She then once again shows the flashcards used in connection with the activity, asking the children to pronounce the words. Children aged 5 years only: The educator spells the words on each flashcard after the children have identified them.
    - Allotted time: 5 minutes

## Activity 4 – Innu-aitun (Traditional life)

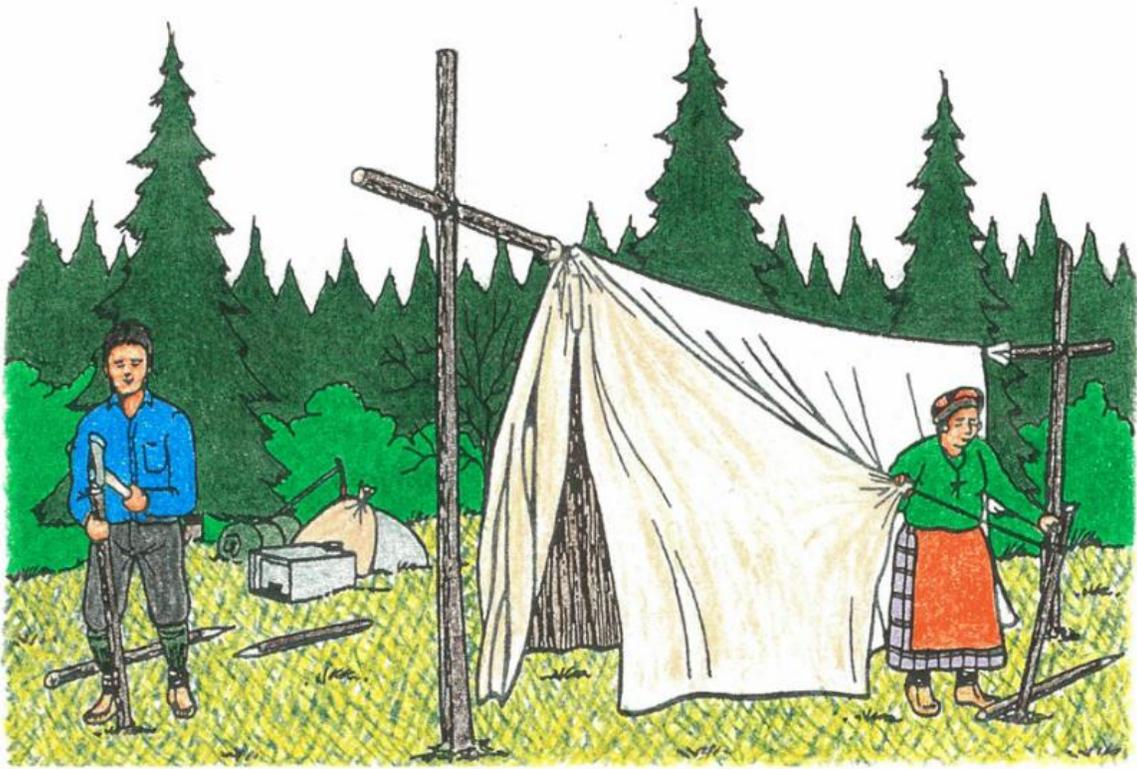


Illustration from the Akua-Nutin app ([akua-nutin.com](http://akua-nutin.com)), produced by the Tshakapesh Institute.

### Name of the teaching sequence:

- *Innu-aitun*

### Level:

- Preschool (educational childcare centre 0 to 5 years, Kindergarten for 4-year-olds, Kindergarten for 5-year-olds)

### Targeted development area:

- Language development

### Summary:

- During this teaching sequence, an Elder tells the legend of *Tshakapesh*.
  - The educator may choose another legend or story, as appropriate.
- Following the presentation of the legend, the children play soccer in the community.

- Depending on the season, the educator may choose another sports activity, as appropriate.
- In addition to their educator and family members, the children are accompanied by Elders. During the outing, the children will learn about a particularly symbolic place of the community.
  - The location is chosen by the school or educational childcare centre.
- During the activity, a video is recorded that will be used to review the activity one week later.
- Children aged **0 to 18 months**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed.
- Children aged **18 months to 2 years**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed. Following the presentation of the legend and the sports activity, the educator asks the children to pronounce some of the words shown earlier on the flashcards.
- Children aged **3 to 5 years**: As the legend is told, the educator can act as an interpreter for the children who may not understand certain words or expressions while illustrating them with flashcards and gestures, as needed. Following the presentation of the legend and the sports activity, the educator asks a few questions about the legend they heard.

**Time required for the sequence:**

- Children aged **0 to 18 months**:
  - A 2-minute presentation of *Tshakapesh*, followed by a 2-minute period for soccer and a 2-minute review of the previous week's activity.
- Children aged **18 months to 2 years**:
  - A 3-minute presentation of *Tshakapesh*, followed by a 3-minute period for soccer and a 2-minute review of the previous week's activity.
- Children aged **3 to 5 years**:
  - An 8-minute presentation of *Tshakapesh*, followed by a 10-minute period for soccer and a 5-minute review of the previous week's activity.
- *If it is not possible to separate the groups according to age (0 to 18 months, 18 months to 2 years, and 3 to 5 years), the activity can be presented simultaneously for two or three different age groups by assigning to each group at least one educator who will be applying the relevant instructions.*
  - *In this case, the time allotted for each part of the teaching sequence will need to be adjusted to allow all children to participate in the activity.*

## 1) EDUCATIONAL AIM

### Teaching the subject – Background/Foundational information

- The educator must be familiar with the legend of *Tshakapesh* told by the Elder as well as with the definitions of the words associated with the legend. She must also know the basic rules of soccer.
  - The video of the legend of *Tshakapesh*, as told by Marie-Clara Jourdain (Uashat mak Mani-Utenam), is available online at [histoires.tshakapesh.ca/files/media/Marie%20Clara%20Jourdain-Tshakapesh.mp4](https://histoires.tshakapesh.ca/files/media/Marie%20Clara%20Jourdain-Tshakapesh.mp4) (duration: 08:00).
- References made in the following sections (i.e., “Connections to Early Childhood Education and Care Program” and “Evaluation components”) for children attending a childcare centre or daycare are based on this Québec Ministry of Family: *Accueillir la petite enfance*. It is available online (French version only): <https://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-garderies/programme-educatif/programme-educatif/Pages/index.aspx>.
- References made in the following sections (i.e., “Connections to the Quebec Education Program” and “Evaluation components”) for K4 and K5 children are based on this Québec Ministry of Education and Higher Education document: *Quebec Education Program*. It is available online in two documents, one for K4 and the other for K5: <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/preschool/>

### Connections to the Early Childhood Education and Care Program

- The activity focuses on language development. It relates to prelinguistic language (0 to 18 months) and oral language (18 months to 5 years).

### Connections to the Quebec Education Program

- Kindergarten for 4-year-olds: The activity focuses on language development, in particular with respect to the competency, “Communicates by exploring spoken and written language,” and relates to oral language development with respect to the following components:
  - Demonstrates his/her understanding; and
  - Expresses himself/herself orally in different ways.
- Kindergarten for 5-year-olds: The activity focuses on the fourth competency, “To communicate using the resources of language,” and relates to the “To understand a message” component in the following actions:
  - To take into account concepts related to time, space and quantity; and
  - To express his/her understanding of information received.

- Cross-curricular competencies (K4 and K5):
  - Personal and social competencies: “To cooperate with others” under the “To contribute to team efforts” component.

### **Expectations in terms of learning**

- Children aged **0 to 18 months**: The activity aims to introduce the children to Innu stories and legends. It also aims to introduce the children to their communities and to the practice of a sports activity together with adults.
- Children aged **18 months to 2 years**: The activity aims to introduce the children to Innu stories and legends and develop their vocabulary related to a story or legend. It also aims to introduce the children to their communities and to the practice of a sports activity.
- Children aged **3 to 5 years**: The activity aims to introduce the children to Innu stories and legends and make them think about the life lessons that a story or legend conveys. It also aims to introduce the children to their communities and give them a chance to practice a sports activity.
  - Children aged 5 years only: The activity also aims to familiarize children with the written language by encouraging them to read *Innu-aimun* words written on flashcards.

### **Evaluation components**

- K5 children: The educator may conduct an assessment based on the “Interest in communication” criterion.

### **Classroom management components**

- The school or educational childcare centre invites at least one Elder to recite the legend, *Tshakapesh*. It also invites a few members of the children’s families (number to be determined based on transportation capacity) who are familiar with the customs of the land and the basic rules of soccer.
- The school or educational childcare centre must provide adequate transportation for the children, the educator, and the accompanying Elders and adults.
- The educator must ensure that enough soccer balls are available according to the number of children and accompanying adults.
- The educator must prepare flashcards based on the words associated with *Tshakapesh*.
  - *Patetat aimunna tshetshi tshishkutamuakaniht auassat*  
(Examples of five Innu words that can be used.)
    - *Pishimu* (the sun)

- *Ishkuess* (the girl)
  - *Anikutshash* (squirrel)
  - *Umisha* (his or her older sister)
  - *Atshapi* (an arc, a spring)
- Because the legend is about 7 minutes long, the educator may ask that a shortened version be recited: 2 minutes for children aged 0 to 18 months and 3 minutes for children aged 18 months to 2 years.
    - For example, this video describing the legend is available online and can be downloaded from [histoires.tshakapesh.ca/files/media/Marie%20Clara%20Jourdain-Tshakapesh.mp4](https://histoires.tshakapesh.ca/files/media/Marie%20Clara%20Jourdain-Tshakapesh.mp4).
  - The educator must provide video equipment that will be used by the accompanying adults to record the activity.
  - The educator has access to resources (in print or on the Internet) to define the words identified in the legend, as necessary.
    - For example, several definitions can be found on the following websites (in French) created by the Tshakapesh Institute: [akua-nutin.com/](http://akua-nutin.com/) and [www.tshakapesh.ca/fr/ressources-en-langue-innue\\_78/](http://www.tshakapesh.ca/fr/ressources-en-langue-innue_78/). You can also visit [www.innu-aimun.ca/](http://www.innu-aimun.ca/).

## 2) TEACHING SEQUENCE ORGANIZATION

### Preparation

1. In preparation, the educator will need to send home permission slips for the outside activity.
2. Prior to the activity, the educator will speak with the invited Elder and adults to identify at least five words that will be spoken during the *Tshakapesh* activity, half of which should be associated with the language of the land.
3. Transportation is arranged to take the participants (the children, their educator, and the accompanying adults from the community) to the location chosen for the activity.
4. Before starting the activity, the educator begins with the following acknowledgement: *“Innu-aimun mak innu-aitun are the foundation of the identity as well as social and spiritual values of the Innu Nation. Their relationship with their land, Nitassinan, is legendary. Elders have had the privilege of transmitting this knowledge for thousands of years. We are grateful to the members of the Innu Nation, the Tshakapesh Institute, and the communities of Uashat mak Mani-Utenam and Ekuanitshit for their generosity and for sharing their knowledge through this activity.”*

5. Before leaving, the educator gives the children the initial instructions: The children will be taken to the selected location to hear *Tshakapesh* told by an Elder and to play soccer with family members.
6. Once at destination, the adults explain the basic rules of soccer to the children.

### Execution

1. The educator gives the children additional instructions: The Elder will first tell the legend of *Tshakapesh*, and the children will then play soccer.
2. During the presentation of *Tshakapesh*, the educator shows flashcards to the children when the previously identified words are spoken, gesturing them, as needed.
  - a) Children aged **0 to 18 months**: Following the presentation of *Tshakapesh*, the children play soccer with the accompanying adults for 2 minutes.
  - b) Children aged **18 months to 5 years**: Following the presentation of *Tshakapesh*, the children are given soccer balls. They practice the activity for a period of time based on their age (18 months to 2 years: 3 minutes; 3 to 5 years: 10 minutes).
3. The children then have a break.
  - a) Children aged **18 months to 2 years**: For about 2 minutes, the educator shows the children the flashcards previously used and asks them to pronounce the words.
  - b) Children aged **3 to 5 years**: For about 5 minutes, the educator asks the children a few questions related to the legend of *Tshakapesh*, as told by the Elder.
4. At the end of the activity, transportation is provided to take the children and the accompanying adults back to the educational childcare centre, school, or home.

### Integration

1. One week later, the educator shows a video recording of the activity and goes back over the words identified during the activity.
  - a) Children aged **0 to 18 months**: The educator repeats the words identified in connection with *Tshakapesh* while once again showing the corresponding flashcard at the same time.
    - Allotted time: 2 minutes
  - b) Children aged **18 months to 2 years**: The educator asks the children to name the legend (*Tshakapesh*) and the sports activity they practised (soccer). She then repeats the words on the flashcards in connection with the activity.
    - Allotted time: 2 minutes

- c) Children aged **3 to 5 years**: The educator asks the children to say what they remember from *Tshakapesh*. She then once again shows the flashcards used in connection with the activity, asking the children to pronounce the words. Children aged 5 years only: The educator spells the words on each flashcard after the children have identified them.
- Allotted time: 5 minutes