



Date: _____

Por chi-kiyokeehk o bor li feu dahor: Minihkweehk li tii eekwa piikishkweehk la famii oschi - Michif Lesson #4

Towards Visiting Around the Campfire: Family, Tea and Talk (Michif)

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

The following members of the Manitoba Michif Speech Community: Elvis Demontigny, Verna Demontigny, Terri Dixon, Laura Forsythe, Connie Henry, Vivian Smith and Heather Souter (in alphabetical order) and Prairies to Woodlands Indigenous Language Revitalization Circle. Our work took place on the homelands of the Métis Nation and the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. With scaffolding, understand and use vocabulary related to building a fire orally, in interpersonal exchanges, and in writing;
2. Collaboratively build a (real or simulated) fire and demonstrate comprehension;
3. With scaffolding, understand and use food and drink vocabulary and related verbs in interpersonal exchanges;
4. With scaffolding, recognize family vocabulary.

TEACHING NOTES

Words/Phrases to review from previous lessons	Words/Phrases to introduce this lesson	Words/Phrases to use that lead students from one concept or topic to another (language scaffolding)



Indigenous Language

Origin

Manitoba Michif Speech
Community
Manitoba

Learning Level / Grade

9

Also: 7, 10, Beginner
Language, 11



60 mins

Cross-Curricular (Related) Subjects

Indigenous Ways of Knowing
& Being, Indigenous
Language, Health

DESCRIPTION

Lesson Four is the culmination of the unit entitled “Towards Visiting Around the Campfire: Family, Tea and Talk.” It builds on the “fire” text from Lesson 3, the food preparation activity from Lesson 2, and the “family chart” activity from Lesson 1.

To gain an overview of the unit and all four lesson plans, the “Michif Integrated Lesson/Unit Plan” is a key document to review (see ‘Materials’ section). Pages 17-21 provide details for this specific lesson #4.

The structure of the lessons in this unit is based on meeting teachers “where they are at”—in terms of language proficiency, language teaching skills and educational environment. In a perfect world, we would be teaching in culturally safe and supportive Indigenous-controlled schools that are wholistic in orientation and well-integrated into the community. While working towards the realization of this dream, the hope is that this approach to language teaching approximates some of what we aspire to and helps us on our continued journey to decolonize and bring our ways of being, knowing, and teaching to the fore.

REINFORCING THE LANGUAGE

Here are some tips to use in class, supporting students in learning the language:

- Create an environment where it is safe to make mistakes
- Create a routine built on repetition
- Involve a fluent/proficient speaker in the classroom; they are ‘living libraries’
- Relate the language to land and philosophy; this is where identity flourishes
- Flood the learner with vocabulary, images, and written language
- What words/phrases of encouragement can you repeat regularly to positively engage students and reinforce learning? For example, how do you say ‘Well done’ or ‘Excellent’ in your language?

Below are some words in the language that are part of this lesson plan:

A list of basic words of encouragement are included in the teacher language list and the associated audio file in Resources.

Here are a few of the phrases to be found in additional materials:

Pee-piitikwee	Come inside!
Pee-piitikweek	Come inside you guys!
Api	Sit down!
Apik	Sit down you guys!
Pashikoo!	Get up!
Pashikook!	Get up you guys!
Ayamihatak!	Let's pray.
Kwayesh!	Good! Correct!
Mitoni kwayesh!	Very good! Excellent!
Ki-nipwaahkaan!	You are smart!
Ki-nipwaahkaanawaaw!	You guys are smart!
Aeñ smart kiiya!	You are smart!
Lii smart kiiyawaaw!	You guys are smart!
Wahwaa!	Wow!
Maamaskach!	Amazing! Awesome!
En bon job anima!	That's good work!
Kiiyaam.	Don't worry! Never mind! Oh well!
Kwayesh natohta	Listen carefully!
Kwayesh natohtak	Listen carefully you guys!
Yaeñk natohta	Only listen!
Yaeñk natohtak	Only listen you guys!
Kaaya piikishkwee	Don't talk!
Kaaya piikishkweek	Don't talk you guys!
Kaaya toota	Don't do it!
Kaaya tootak	Don't do it you guys!
Kiiyamapi	Settle down! Be quiet!
Kiiyamapik	Settle down you guys! Be quiet you guys!
Oshipeeheetaak!	Let's write!
Amishchikeetaak!	Let's read!

Haam maaka	Come on.
Eekwaa	And, now...
Kiiya eekwaa	Your turn
Kiiyawaaw eekwaa	Your guys turn
Kahkiyaw la klas	The whole class.
Eekoshi.	That's it; it's over; it's done

INSTRUCTION METHOD

Lesson four has a slightly different framework from Lessons One to Three and draws upon the strategies used in prior lessons. This lesson builds on the “fire” text from Lesson 3, the food preparation from Lesson 2, and the “family chart” activity from lesson 1.

For this lesson, it is essential to refer to the Michif Integrated Unit/Lesson Plan in the 'Materials' section (pages 17-21 focus on Lesson #4).

There are MANY different strategies that could be used to deliver Guided Oral Input, Scaffolded Oral Review, Shared Writing, and Task-based Learning. Only the most common are used in these lessons and listed here. Please see the references for further ideas.

- Guided Oral Input: Demo with Realia (props or objects from everyday life) or Picture Talk
- Scaffolded Oral Review: Whole Class Q & A
- Shared Writing: Write and Discuss
- Shared Reading: Whole Class Decoding with Pop-up Grammar
- Total Physical Response
- Task-based Learning

MOTIVATIONAL/ANTICIPATORY SET

Lesson Four concentrates listening comprehension, reviewing and showcasing what has been learned in lessons one to three--family, making tea and making a fire. The use of demonstration, previously created charts, and writing is what ensures that the content is comprehensible. This lesson does not follow the same structured framework as previous lessons; it includes repetition of the key target expressions and opportunities to actually use the language with others in the community.

Preparatory Note: Since this is an outdoor activity involving fire and food, the teacher will need appropriate permissions and approval from administration, plus equipment to put the fire out and to prepare and serve the tea and bannock. There may be a requirement for a small budget to purchase the food and small gifts for Elder speakers who attend (according to local protocols).

- If speakers are invited, provide them with the texts and a brief explanation of the method in advance, along with instructions for how they can best support the learning in today's lesson.
- If speakers are present, ask them use short full sentences and use gestures and objects as much as they can when addressing the students.
- Prepare copies of the family charts from Lesson 1 and the 'Shared Writings' created in Lessons 2 and 3.
- Prepare an explanation of your methods and, before class, give them to any speakers who attend.
- As a contingency plan, the activity can be done in the classroom or even using the video online as part of a synchronous class.

Again, literacy is used as an affordance to create opportunities for oral repetition by the educator and also allows students to have the opportunity to see and notice grammar patterns in the language through the written word. The focus is first and foremost on oral communication. At the same time, students should not be asked to repeat after the educator. A flood of aural input will eventually result in a trickle of oral output, but this takes time. And, it is important NOT to put anyone on the spot when learning. The pressure heightens the affective filter unnecessarily and impedes the acquisition process.

Please note that all language needed has been made available as a video, audio or text resource and can be downloaded. This means an educator who is a novice speaker can use these resources to master the content. If possible, practice with a fluent speaker is recommended. Also, always consider inviting a fluent speaker into your classroom.

Please carefully review the associated resources. In addition to Michif language support, resources and links are provided to demonstrate the teaching strategies used.

Each lesson in this unit holistically addresses the spiritual, emotional, physical, intellectual and social of our students while learning the language and encourages the use of the language in the family and community.

STEPS IN THE LESSON

Step 1

Norming the Class: Greetings, Prayer, and "Can Do's"

Time: 5 min.

Purpose of this Activity: This activity teaches the use of greetings and protocols around welcoming others in a good way. See the 'Preparatory Notes' provided in the "Motivational/Anticipatory Set."

The students will be asked to do the following:

- The teacher will greet guests as local protocol dictates. The teacher also welcomes students in Michif as they enter class using gestures to support their understanding.
- Then, the teacher will settle the class and ask a Michif speaker, if present, to give an opening prayer. If not, the teacher will recite the opening prayer and give the English meaning afterward for the guests.
- The teacher will review "Can Do's" and special procedures for an outdoor lesson.
- Finally, the teacher will explain the goals which are:
 - using and responding to greetings
 - introduce others
 - understand and express simple likes and desires
 - present family charts to family, friends and community members
 - show respect to and learn from Elders, knowledge holders, family, friends and community members
 - work with others (e.g., peers, teachers) to monitor own language learning

While norming the class is going on, have volunteers prepare a fire to be lit. Any special procedures regarding the fire or other matters should be explained at this time as well.

NOTE: If the weather is inclement, the activities can be moved inside. The process of building a fire can be demonstrated with the exception of lighting it.

Materials and Resources for this Activity:

- 1) Michif Integrated Lesson/Unit Plan' (in the 'Materials' section)
- 2) Daily Instructional Framework Lesson Planning Document (in the 'Materials' section)
- 3) Details of Lesson Plan - Building a Campfire (in the 'Materials' section)
- 4) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 5) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 6) Simple Opening Prayer (see PDF script in 'Materials' section for 'STEP 1 - Simple Opening Prayer')
- 7) Audio recording of 'Simple Opening Prayer' (see audio file in 'Materials' section)
- 8) materials for building a fire.

Step 2

Reading Workshop/Guided Oral Input**Time:** 20 min.

Purpose of this Activity: This activity is a review of the vocabulary of the lesson and in the order in which the actual processes take place. The use of a real campfire outside makes the activity engaging and memorable.

The students will be asked to do the following:

- As the fire is lit, the learners read the "Shared Writing" on building a fire from Lesson 3.
- Next, with the help of the teacher, the students chorally read the text from the making tea "Shared Writing" as the teacher demonstrates the process step by step using realia (i.e., props/objects for making tea).
- Next, the students offer tea to guests using the poster with the following language in Michif and English: "Do you want...?" "Yes/ No" "Here you go" "Thank you" "OK". For the chart, it helps if a picture of bannock ("la galet") is placed next to the appropriate "like" and "want" and the tea making condiments and butter and jam are placed by the other one.

Note: If a speaker is present, ask them to model and repeat what is said (and make sure you have explained the CI approach and the purpose behind the repetition). It is best if you have prepared the speaker in advance if possible.

Materials and Resources for this Activity:

- 1) fire-building materials for one central fire; fire suppression equipment; cleaning up supplies (i.e., garbage bags, etc.)
- 2) tea and bannock/cookie supplies, including butter, jam, milk, sugar, cups/mugs, napkins
- 3) small gifts (based on protocols) for Elders/Knowledge Holders
- 4) Printed texts of "Shared Writing" from Lessons 2 and 3.
- 5) Language for "Do you want this_?, Yes/No, Here you go, Thank-you" - script for poster
- 6) "Do you want this_?, Yes/No, Here you go, Thank-you" - audio
- 7) If you do not have language speakers to model building a fire (real or pretend), several resources have been included (all of these resources are also available in Michif Lesson #3):
 - a. Building a Campfire - VIDEO
 - b. Building a Campfire - Audio Part 1
 - c. Building a Campfire - Audio Part 2
 - d. Building a Campfire - Audio Part 3
 - e. Building a Campfire - Audio Part 4

Step 3

Scaffolded Oral Review**Time:** 5 min.

Purpose of this Activity: This activity helps students practice asking and being asked the two ways of saying “Do you like X?” and “Do you want X?” Thus, enabling them to talk about likes and desires with others such as the guests at their special event in terms of tea and refreshments.

The students will be asked to do the following:

- The students will be listening to the teacher as s/he asks yes/no questions based on the comprehensible oral input given. Using a teacher-created chart of drinks and simple foods to help students will help scaffold understanding.
- Students will be asked listen without anything in their hands or talking to each other. They will engage with the teacher as a group by giving hand signals: Thumbs up for “yes” and/or say “Wii!” and thumbs down for “no” or “Noo!”. If the class answers with the correct word, teachers should be especially encouraging.
- A list of basic words of encouragement is included in the teacher language list and the associated audio file in Resources.

Materials and Resources for Activity:

- 1) Language for “Do you like this?” - script for poster
- 2) Language for “Do you like this?” - audio
- 3) Teacher Language for the Classroom - script
- 4) Teacher Language for the Classroom - audio
- 5) Huge Question Mark

Step 4

Shared Reading/ Student Application**Time:** 15 min.

Purpose of this Activity: This activity allows the students to present their prior learning to their family and friends. They will also be presenting and introducing the guests to each other and learning how to respectfully interact with Elders and knowledge holders.

Students will be asked to do the following:

- Students form groups (including any invited Elders or caregivers from their own family) and present their family charts from Lesson 1.
- They introduce their guests “This is my (X). He/she is called.” Students can use the chart if they need a word for a family member they do not know yet.
- If there is a Michif speaker in the group, students may ask the speaker to tell them about their family while drawing a family chart. Thus, students may have an authentic communicative exchange with a Michif speaker.
- Speakers will need prior coaching and to bring a photo of their family if possible.

Materials and Resources for this Activity:

- 1) Family Charts from Lesson One
- 2) More Family and Friends Vocabulary - script for poster (from Lesson One)
- 3) More Family and Friends Vocabulary - audio (from Lesson One)
- 4) Learner Language Survival Phrases - script for poster
- 5) Learner Language Survival Phrases - audio

Step 5

Student Reflection**Time:** 5 min.**Purpose of this Activity:** This activity allows the students to reflect on their experience and learning in the class.**The students will be asked to do the following:**

Students are asked to write a paragraph about what they enjoyed and learned in the class. Illustrations are also allowed to demonstrate learning. The writing can be in English, but students should be encouraged to use as much Michif as they can. They may use any of the charts, posters, and diagrams to scaffold their writing. Having access to journals gives teachers a way to assess learning in a private manner.

Materials for this Activity: Students will need a notebook in which to journal and leave at school and colored markers, pencils, and pens to express themselves in them.

ALTERNATIVES AND ADAPTATIONS**Alternative Instruction Method****Adaptations to Consider for Different Learner Levels/Different Learning Styles**

As this is a wholistic post-methodology approach, the lesson plans accommodate most novice learners.

CLOSING THE LESSON**Closing Routine****Time:** 5 min.

Purpose of this Activity: To settle the class and help students understand the connection between language and spirituality. Students practice leaving takings. Homework is distributed; the homework directly supports the recognition of the vocabulary and practice following directions.

Students will be asked to do the following:

- Students will listen to a Michif Elder or the teacher say a prayer. Then the students will thank the guests for coming. (This language is found in the "teacher language" text.) They will then take leave of each other in Michif using the language on the chart, with scaffolding as necessary. Students will be asked to take home a worksheet to do as homework with their families, friends and/or community members.

Materials for this Activity:

- 1) Lesson 4 Homework: Li Tii Oshitatak! Let's Make Tea! PDF
- 2) Lesson 4 Homework: Li Tii Oshitatak! - audio
- 3) Lesson 4 Homework: Instructions for Caregivers-Li Tii Oshitatak! Let's Make Tea! PDF
- 4) Lesson 4 - Language for Thanking Guests and Clean up - audio
- 5) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 6) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 7) 'Simple Closing Prayer for class' (see PDF file in 'Materials' section)
- 8) Audio recording of 'Simple Closing Prayer for class' (see audio file in 'Materials' section)

GAINING PRACTICE

On one's own

Use language acquired whenever possible.

Recommended practice time: 10 minutes

In a group

Language will be practiced in groups in various 'steps' throughout this lesson.

Recommended practice time: 10 minutes

At home with family/relatives

Students will bring the "Making a cup of tea" activity to do with caregivers and/or family.

Instructions for Caregivers

- Making a cup of tea is one activity your learner has been working on in Michif class. They are bringing home a sheet, and we'd like them to practice making a cup of tea for someone at home. Please play along even if you don't drink tea, OK?!
- There is an audio file that is available for you to listen to that is provided in the 'Materials' section for copying to a laptop or recording on a cellphone.
- We would like to encourage you to listen to the recording and familiarize yourself with it. Then go over the words and the instructions on the worksheet with your learner. Listening to the recording together is also a great idea.
- Finally, you can play the recording from about 00:01:55 and you and your learner can practice reading the script together in Michif. A bonus would be if you feel comfortable enough with reading and saying the Michif, you can tell the learner the steps and have them make tea for you and vice versa if your learner feels confident to do so. Most of all have fun!
- Please have your learner return the instruction sheet with the date when you made tea together and your signature.

Recommended practice time: 30 minutes

ASSESSMENT

Assessment for Learning:

Educators are encouraged to do formative assessments throughout the lesson by visiting each of the groups during student application.



Assessment of Learning:

















In addition to verifying if the homework was completed, teachers are encouraged to look at their students' reflections in the journals after the lesson to further assess each student's process.



VIDEOS, AUDIO FILES, DOCUMENTS, ETC.

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Michif Integrated Lesson/Unit Plan	File (Michif Integrated Lesson Unit Plan-with list of resources.docx) 
For an overview of Lesson 4, see pages 17-21.	
Daily Instructional Framework Lesson Planning Document	File (Daily Instructional Framework Lesson Planning Document.pdf) 
Daily Instructional Framework Lesson Planning Document	

Resource Title	Type
Details of Lesson Plan - Building a Campfire PDF	File (Lesson Plan for Building a Fire in Michif. Final.pdf) 
Teachers can use this document for details about the lesson for 'building a fire' - which is used in both Lesson 3 and Lesson 4. For the audio for the 'Inputs' and 'Comprehension Check', see the different audio files included in the 'Materials' section.	
Language for Greetings and Leave Taking - script	File (Lessons_14_Language_for_Greetings_and_Leave_Taking_Poster.pdf) 
If you don't already have a poster from a previous lesson, here is the script for making one for 'greetings and leave-takings.'	
Language for Greetings and Leave Taking - audio	File (Language for Greetings and Leavetakings-audio.mp3) 
Lessons 1-4 - This is the audio that accompanies the poster that has been used for Lessons 1-4 for Greetings and Leave Taking.	
Simple Opening Prayer for Class - script	File (Lessons 1-4 Simple Opening Prayer for Class.pdf) 
Lessons 1-4 Simple Opening Prayer for Class PDF	
Simple Opening Prayer - audio	File (Lessons 1-4_Simple_Opening_Prayer.mp3) 
Simple Opening Prayer Audio	
Language for "Do you want this?" Yes/No, Here you go. Thank-you. - script for poster	File (Lesson 4 Language for "Do you want this_" Yes_No, Here you go. Thank-you. Poster.pdf) 
Make a poster with this script.	
Language for "Do you want this?" - audio	File (Lesson 4 Language for Do you want this_Poster.mp3) 
This is the audio file for the poster. If a language speaker is not present, the group can listen to this audio recording.	
Building a Campfire - VIDEO	Link 
Use this video in Lesson 4 if you are not able to build a real fire or you do not have language speakers to model the practice of building a fire (real outdoors or pretend in the classroom).	
Building a Campfire Audio Part 1	File (Lessons 3-4 Building a Campfire Audio Part 1 Introduction.wav) 
Lessons 3-4 Building a Campfire Part 1 Introduction Audio	
Building a Campfire Audio Part 2	File (Lessons 3-4 Building a Campfire Audio Part 2 Inputs 1-3.wav) 
Building a Campfire Part 2 Audio - Inputs 1, 2, and 3	
Building a Campfire Audio Part 3	File (Lessons 3-4 Building a Campfire Audio Part 3 Input 4.wav) 
Lessons 3-4 Building a Campfire Part 3 - Input 4	
Building a Campfire Audio Part 4	File (Lessons 3-4 Building a Campfire Audio Part 4 Comprehension Check .wav) 
Lessons 3-4 Building a Campfire Part 4 Comprehension Check Audio	
Language for "Do you like this?" - script	File (Language for 'Do you like this' POSTER.pdf) 
Language for "Do you like this_?" - audio	File (Lessons 2 and 4 Language for Do you like this_Poster.mp3) 
For Lessons 2 and 4 - Audio recording to accompany the Language for "Do you like this_?" script/poster	
Teacher Language for the Classroom - script	File (Lessons 1-4 Teacher Language for the CI Classroom.pdf) 
For Lessons 1-4 - Teacher Language for the CI Classroom PDF	
Teacher Language for the Classroom - audio	File (Lessons 1-4 Teacher Language for the CI Classroom.mp3) 

Resource Title	Type
Teacher Language for the CI Classroom - Audio	
Huge Question Mark	File (Lessons 1-4 Huge Question Mark.pdf) 
For Lessons 1-4 - Huge Question Mark PDF	
More Family and Friends Vocabulary - script	File (More Family and Friends Vocabulary - script.pdf) 
If you did not save this poster from Lesson 1, here is the script to make a new one.	
More Family and Friends Vocabulary - audio	File (More Family and Friends Vocabulary - audio.mp3) 
If you did not save this from Lesson 1, here is the audio for 'More Family and Friends.'	
Learner Language Survival Phrases - script	File (Lessons 1-4 Learner Language Survival Phrases.pdf) 
Learner Language Survival Phrases - make a poster	
Learner Language Survival Phrases - audio	File (Learner_Language_Survival_Phrases.pdf) 
This is the audio that accompanies the poster.	
Lesson 4 Homework: Li Tii Oshitatak! Let's Make Tea! - script	File (Lesson 4 Homework Li Tii Oshitatak! Let's Make Tea!.pdf) 
Lesson 4 Homework Li Tii Oshitatak! Let's Make Tea! PDF	
Lesson 4 Homework: Li Tii Oshitatak! - audio	File (Lesson 4 Homework Li Tii Oshitatak!.mp3) 
This is the audio to accompany the script. Before leaving class, students should upload the audio to their laptops (if they have one) or the teacher can play it and the students can record it on their cellphones. Alternatively, if the students have internet at home, they can access the audio file on nccie.ca in the actual lesson plan.	
Lesson 4 Homework: Instructions for Caregivers - Li Tii Oshitatak! Let's Make Tea!	File (Lesson 4. Homework Instructions for Caregivers Li Tii Oshitatak! Let's Make Tea!.pdf) 
Make a copy for each student to take home with the homework PDF (and the audio recording) for making tea with a family member/caregiver.	
Language for Thanking Guests and Clean up - script	File (Language for Thanking Guests and Clean Up - script for poster.pdf) 
For Lesson 4 - Make a poster with this script.	
Language for Thanking Guests and Clean Up - audio	File (Lesson 4. Language for Thanking Guests and Clean up.mp3) 
Lesson 4. Language for Thanking Guests and Clean up Audio - accompanies script file.	
Simple Closing Prayer For Class - script	File (Lessons 1-4 Simple Closing Prayer for Class.pdf) 
Simple Closing Prayer For Class PDF. If a language speaker is in the class for Lesson 4, they may be asked (with protocols) to offer a closing prayer that they know.	
Simple Closing Prayer for Class - audio	File (Lesson 1-4 Simple Closing Prayer for Class.mp3) 
Lesson 1-4 Simple Closing Prayer for Class Audio - This is only needed if there a language speaker is not available to offer a closing prayer in this final lesson.	

TEACHERS' GUIDE

People and Place

Is this a land-based course, held in the classroom, taken into the community, or a combination? Is there an opportunity to invite other language speakers, including Elders, to teach part of the lesson?

This lesson can take place outside or in a classroom depending on the weather and other factors.

Intergenerational Learning: There is always an opportunity to invite other language speakers, including Elders, to teach part of the lesson. In addition to inviting speakers/Elders to pray at the start and end of the class, these important knowledge holders should be invited to model correct pronunciation and voice melody. This added input will add greatly to the class. In addition, their participation in the student application section would be extremely helpful. It may be very helpful for these knowledge holders to also view the model videos prepared for teachers in the resources as they may not be familiar with this language teaching approach.

Bringing in speakers via video link (Skype, Messenger, Zoom, etc.) may also be a possibility.

Note: One of the very first actions taken in the development of this set of lesson plans was to gather together members of the Michif speech community committed to language revitalization and ask them what Michif meant to them. The word "home" was offered and resonated with the whole group. Another was "identity" in connection to "family" and "community". What also came out is the difference in "worldview" when speaking Michif compared to English. It was acknowledged that our languages shape the way we think and understand our realities. And, therefore, learning and speaking our languages are key to maintaining and strengthening our identities. The themes and understandings from the gathering have formed the basis for the unit and each lesson within it, including this one.

Additional Information

- **Preparatory note:** If speakers are invited, provide them with the texts and a brief explanation of the method in advance, along with instructions for how they can best support the learning in today's lesson.

Since this is an outdoor activity involving fire and food, the teacher will need appropriate permissions and approval from administration, plus equipment to put the fire out and to prepare and serve the tea and bannock. There may be a requirement for a small budget to purchase the food and small gifts for elder speakers who attend (according to local protocols). Prepare copies of the family charts from Lesson 1, "Shared Writing" from all lessons and posters for scaffolding. It is NOT "cheating" for learners to glance at these scaffolding materials. They will stop using them as soon as they have had enough oral comprehensible input and acquired the language.

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How does this lesson plan relate to learners with different learning styles?

Spiritual Learners

Relationship with The Land – Outdoor Activity: This lesson can take place outside depending on the weather.

Language and Culture: This is a language lesson and cannot be separated from culture.

Relationship with Other Classmates – Practicing Ethics in the Classroom: In greeting one another, we are showing care and respect for each other. Students can use these greetings with their families, friends and in the community. In praying, we are respect for the Creator and respect and care for each other and our relations. Students may learn the prayers if they continue to be repeated in all subsequent lessons or even in other classes at the beginning and end. By expressing goals at the start of the lesson and meeting them by the end of the lesson, we are modeling truthfulness and trust as well as integrity. By sharing in the process of building a fire, distributing refreshments and interacting with guests, students learn how to scaffold and support each other in their understanding of the language. This gives the students the opportunity to show caring to their classmates.

Relationship with Family: In this lesson, homework is given and students are asked to do it with parents/guardians/siblings/extended family/community members. This helps build family connections through language.

Student Reflection: Students are invited to be Michif language revivalists with their instructor and get others to use Michif—if even just one word. They are encouraged to take their learning home to their families and friends and use it both orally and in text on social media.

Emotional Learners

Student Reflection of Identity: There are five minutes at the end of the lesson for journaling and reflection. Learning the Michif reinforces students a sense of identity and may make them think about what it must have been like when their families and communities spoke the language more extensively and when building fires, drinking tea and visiting both indoors and out was the norm.

Physical Learners

Throughout the whole lesson, a variety of gestures are demonstrated to students to make the language input comprehensible. Students are encouraged to gesture their comprehension through the use of “thumbs up” and “thumbs down” gestures. Students physically offer tea to the guests while using the appropriate language. During student application, learners interact with others using gestures and realia. Homework is given for learners to physically make tea with a family member using the language and this real-life application is the basis of their assessment.

Intellectual Learners

During “norming the class”, goals are clearly spelled out helping logical learners understand the purpose of the class. The focus of the lesson is provided as much oral comprehensible input and review as possible, and at times the class is invited to answer using gestures or words in the language as they are able. Both listening comprehension and expressing that comprehension either through movement, gesture or oral output are both intellectual activities. In addition, engaging in decoding of language, noticing and discussing grammar patterns are all intellectual activities. Also, during student application, students are required to both produce oral output and also process spontaneous responses in the language during their group work. Finally, students are required to share as much of what they have learned with their families during their homework assignment which requires higher-order thought processes.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Participatory and experiential learning activities

Language and Culture

Connections are made with everyday life

Different learning styles; attention given to mind, body, and spirit

Healthy relationship with self and identity

Personal reflection time (connecting with thoughts and feelings)

OTHER INFORMATION

Stream: General, Academic

Unit Plan Title: Por chi-kiyokeehk o bor li feu dahor: Minihkweehk li tii eekwa piikishkweehk la famii oschi "Towards Visiting Around the Campfire: Family, Tea and Talk"

2.4.1: A-8 work with others (e.g., peers, teachers) to monitor own language learning

3.1.1: B-8 give examples of and discuss ways to converse respectfully with people at home

3.3.2: A-8 discuss and present information on past and contemporary practices, traditions, and celebrations within own community

Standards Used

Manitoba Education, Citizenship and Youth. (2007). Kindergarten to grade 12 Aboriginal

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