



Date: _____

Halq'eméylem Introduction

(Halq'eméylem, language of the Stó:lō People.)

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.:

I would like to acknowledge the traditional, ancestral, unceded territory of the Stó:lō people on which we are learning, working and playing. I give thanks to our elders and knowledge keepers for passing down their knowledge and sharing it with our future generations. Ch'í:thóletsel - I thank you (all).

LEARNING OUTCOMES

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

1. Present a short rehearsed statement introducing themselves.
2. Identify sounds of the Halq'eméylem letters.
3. Identify the written form of the introduction.

LIST OF ACTIVITIES

1. Introducing Yourself in Halq'eméylem

MATERIALS

- Halq'eméylem Teacher Page and Student Worksheets
- Halq'eméylem Teacher Page and Student Worksheets



**Indigenous
Language**

Origin

Sq'éwqel, Seabird Island,
located on the traditional
territory of the Stó:lō peoples.
Agassiz
British Columbia

Learning Level / Grade

1

Also: Kindergarten



30 mins

DESCRIPTION

This lesson plan provides students with an opportunity to introduce themselves in the Halq'eméylem language.

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:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity

TEACHERS' GUIDE

Background/Foundational Information

- The educator needs to have an understanding of the correct Halq'eméylem sounds to ensure the students are learning and practicing the correct sounds. It is important to note that Halq'eméylem is an endangered language. Due to colonialism, it was nearly lost. There are very few fluent speakers left but there are Stó:lō people who are learning how to speak it. This is why it is so important for the children to learn.

ACTIVITIES

1 - Introducing Yourself in Halq'eméylem

Purpose

This activity will provide the students with an opportunity to explore the Halq'eméylem language through experience both orally and written.

Time: 30 mins

Activity InstructionsLesson Introduction

- Have the introduction displayed on the board for the students to see.
- Teacher introduces themselves to the students.
 - Éy latelh mekw'wat.
(Teacher name) tel skwíx.
Te litsel kw'e (community name).
- Engage student thinking with questions or exercises, such as: "Do you recognize any of the words you heard?" "I will repeat what I said and listen carefully and think about your answer."
- Repeat the introduction. If the students have had some language experience prior to this lesson, they should know the words, éy (good) and latelh (morning). Allow for wait time for students to think about the words they may know.
- Explain today's lesson: "Today we will be introducing ourselves in Halq'eméylem. Isn't that exciting? Do we remember why it's important to learn our language?" Lead a discussion about this importance. This is a good opportunity for an Elder or Knowledge Holder to participate.

Halq'eméylem Introduction (Choral)

- We are going to learn how to say the words as best as we can as we learn the phrase. Teacher says the introduction again but to a student and without the word "mekw'wat." Ask the students if they notice a difference. We use "mekw'wat" when we are talking to a group of people. If we are introducing ourselves to one person, we do not use "mekw'wat."
- Have students repeat the words as they are being spoken. Do this a few times. Listen for pronunciation of the sounds. Make sure they use their own name and their own community name. Point at the word on the board as the students speak. Focus on tricky sounds like the 'x' (place your tongue at the top of your mouth, the sides of your tongue should be touching your molars and blow air out to make the sound) and the 'lh' (touch your front teeth with the tip of your tongue and blow air out) sounds. This is also a good opportunity to discuss how different the sounds are to the sounds in English.
- Do this choral practice for a few minutes.

Halq'eméylem Introduction (Student Practice)

- The students will move around the classroom and introduce themselves to each other. The teacher will walk around and listen for pronunciation and say the introduction to students as well.
- Do this practice for a few minutes.
- Return to the carpet and ask the students if they feel comfortable introducing themselves to the whole class.

Writing

- The students will be asked to write the introduction down with their name and community added. If the students have trouble writing, have a pre-written introduction worksheet (see attachment in 'Materials' section) ready for them to print their name and community name. This will also serve as the homework to show their family and introduce themselves to their family. There is a place for them to draw a self-portrait. The students can fill out the "I can" statement with: I can introduce myself in Halq'eméylem to (family member name).

Reflection

- Have the students sit on the carpet and discuss how they feel about learning to introduce themselves in Halq'eméylem. Who are some other people they can introduce themselves to? Why do we introduce ourselves to others? Also discuss that we would also include who our parents and grandparents are. The Stó:lō people

thought this information was important because it tells the person we are introducing ourselves to who we are and where we come from.

Additional Background Information for this Activity

The educator must be comfortable with the Halq'eméylem introduction and the sounds associated with it. The website, First Voices, provides all the sounds and some vocabulary to practice for teaching this and other lessons:

<https://www.firstvoices.com/explore/FV/sections/Data/Salish/Halkomelem/Halq'em%C3%A9ylem>

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Spiritual

Halq'eméylem language revitalization is integral to helping keep Stó:lō culture alive. Language is "stories, songs, dances, protocols, family, histories and connections" and essentially the very essence of being (from: <https://www.ictinc.ca/blog/why-is-it-important-to-protect-revitalize-indigenous-languages>). the beginning state of dialogue sets the tone for our youth to be able to communicate who they are as *Stó:lō people*.

Emotional

Prior to contact, English was never a means of communication for our people. Halq'eméylem embodies thoughts, emotions and feelings that cannot be conveyed through the English language. The further language is revitalized the more we are able to provide opportunities for our youth to express their feelings in the language. Understanding one's identity and culture also helps to promote a positive self-image and a sense of pride.

Physical

In this case, students will have an opportunity to introduce themselves to one another using the language. They will also use gestures to help ensure the retention of introductory terminology. For our students, being able to introduce themselves as *Stó:lō first and foremost is invaluable*.

Intellectual

For students who are very methodical or logical/linear in their mode of thinking, the language requires a great deal of memorization for students. The vocabulary is extensive and the structure is vastly different from the English language.

Materials

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
Halq'eméylem Teacher Page and Student Worksheets	File (Halq'eméylem Introduction Teacher Page and Worksheets.docx) 📄

This document includes the teacher page and the student worksheets for this lesson.

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

The language lessons are ongoing and the students should be practicing Halq'eméylem daily. The students will be able to see the language, hear the language and speak the language on a day to day basis. The teacher should be listening for pronunciation and fluency. For the written aspect, the student's work will show their understanding of spelling and the sounds written as words. Student work should be kept together in a folder to provide a perspective of progress. Each worksheet will provide the students with an "I can" statement to complete.

Resource Title	Type
Halq'eméylem Teacher Page and Student Worksheets	File (Halq'eméylem Introduction Teacher Page and Worksheets.docx) 
This document includes the teacher page and the student worksheets for this lesson.	

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
First Voices	Link 
This website provides all the sounds and some vocabulary to practice for teaching the lesson.	

HOLISM AND ALL OUR RELATIONS

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Participatory and experiential learning activities
Language and Culture
This is a lesson based on the Halq'eméylem language.
Relationship with family, ancestors
The students will be asked to take their written worksheet home to introduce themselves to their family. The student must fill out the "I can" statement at home after their introduction. The statement should say: "I can introduce myself in Halq'eméylem to (family member name).
Connections are made with everyday life
At the end of the lesson, the students will engage in a discussion about introductions: why they're important and why it's important to introduce ourselves in our own language.
Intergenerational learning with Elders/Knowledge Holders
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity

This is an interactive activity that requires students to feel comfortable enough with each other to present a skill they just learned. The teacher must ensure there is a certain level of care, respect, trust and integrity amongst the children to be able to stand up in front of everyone and speak.

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

Healthy relationship with self and identity

The post-lesson reflection will include a discussion that would also include who our parents and grandparents are. The Stó:lō people thought this information was important because it tells the person we are introducing ourselves to who we are and where we come from. This is important for students because it may provoke inquiry into learning more about themselves, their families and history.

OTHER DETAILS

CONTRIBUTORS

Name	Role/Job Title	Place
Jason Bruce	Research Lead	Chilliwack
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QUESTIONS/MORE DETAILS

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