



Date: _____

Ma Famii - Michif Language Lesson #1

My Family (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.:

Our work took place on the homelands of the Métis Nation and the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples. The following members of the Manitoba Michif Speech Community were involved in creating this lesson plan: 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.

LEARNING OUTCOMES

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

1. Use and respond to greetings and leave takings
2. Recognize family vocabulary
3. Respond to some oral commands

 **Indigenous
Language**

Origin
Manitoba Michif Speech
Community
Manitoba

Learning Level / Grade
8
Also: 9, 7, 10, 12, 11, Beginner
Language

 **60 mins**

**Cross-Curricular
(Related) Subjects**
Indigenous Language, Social
Studies, Health, Family and
Parenting, Indigenous Ways
of Knowing & Being

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)

DESCRIPTION

This lesson plan is one of four Michif language lessons, forming a unit entitled "Towards Visiting Around the Campfire: Family, Tea and Talk." Lesson One focuses on teaching Michif language that is associated with family and concentrates on listening comprehension, using the creation of an "oral input chart" of family members to ensure that the content is understood.

To gain an overview of the unit and all four lesson plans, two documents available for you to review (in the 'Materials' section) are: 1) the "Background/Overview Document: Michif Integrated Lesson/Unit Plan" and 2) "Lesson 1 'My Family' - Sample Daily Instructional Framework Document."

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 'Materials' section. Here are a few of the phrases to be found in these documents:

Pee-piitihkwee	Come inside!
Pee-piitihkweek	Come inside you guys!
Api	Sit down!
Apik	Sit down you guys!
Pashikoo!	Get up!
Pashikook!	Get up you guys!
Ayamihataak!	Let's pray.
Kwayesh!	Good! Correct!
Mitoni kwayesh!	Very good! Excellent!
Ki-nipwaahkaan!	You are smart!
Ki-nipwaahkaanawaaw!	You guys are smart!
Aeñ smart kiya!	You are smart!
Lii smart kiyawaaw!	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!
Oshipeehikeetaak!	Let's write!

Amishchikeetaak!	Let's read!
Haam maaka	Come on.
Eekwaa	And, now...
Kiya eekwaa	Your turn
Kiyawaaw eekwaa	Your guys turn
Kahkiyaw la klas	The whole class.
Eekoshi.	That's it; it's over; it's done

INSTRUCTION METHOD

Useful documents for the instructor to read and gain an overview of the entire unit, *"Towards Visiting Around the Campfire: Family, Tea and Talk"* (all four lessons) are: 1) *Overview Document: Michif Integrated Lesson/Unit Plan*, and 2) *Lesson 1 'My Family' - Sample Daily Instructional Framework Document* (in the 'Materials' section).

Even if you, the teacher, do not speak the language, you are still able to deliver these lessons as all the resources you need are provided: 1) audio recordings to hear the language, 2) written scripts that correspond to the audio recordings, and 3) any additional materials needed for each step. If you know a language speaker and would like them to come teach with you, please continue reading this section and familiarize yourself and the language speaker with the unit as a whole and the Instructional Approach ('Stepping Stones Framework'). Again, the two documents, *Overview Document: Michif Integrated Lesson/Unit Plan* and *Lesson 1 'My Family' - Sample Daily Instructional Framework Document* provide important information.

I. The Stepping Stones Lesson Plan Framework

The Stepping Stones Lesson Plan Framework was created by Tina Hargaden and, with her permission, has been adapted to the Michif cultural context. Tina Hargaden is a teacher trainer who, until last year, was also a classroom world language (e.g., French and Spanish) teacher. She has been using a proficiency-based comprehensible input (CI) approach in her classes for many years now. What is different about Tina is that she also has taught English to students of other languages (ESOL), English language arts (ELA) and social studies. Tina has taken additional strategies from those fields, blended them with CI and brought the resulting product into world language classrooms to great success.

Note that this lesson plan framework is just one small part of an integrated, flexible, culturally responsive and socially just approach to multi-year program and curriculum creation that spans the needs of educators of all levels and ages.

Once you become familiar with the Stepping Stones Lesson Plan Framework and would like to see how, specifically, it has been adapted to the Michif Cultural Context, please read the 'Additional Information' section in the Teachers' Guide.

The strategies selected focus on whole class and group work in order to create an effective filter for language acquisition. The focus is on providing as much oral input as possible and do so as slowly and clearly as possible. Learners are not expected to produce more than hand signals—thumbs up for 'yes', thumbs down for 'no' and maybe a few other gestures and perhaps single words in response to questions. Responding in English is even acceptable in the first few classes because this use of English ("translanguaging") allows them to express their understanding of the materials when they cannot yet do so in the target language. However, as much as possible, slowly and gently model the Michif words or phrases for them after they answer in English.

II. The Steps of the Modified Stepping Stones Framework for Michif and Related Indigenous Languages

The overall layout of the Stepping Stone Framework is illustrated in the first resource in the 'Materials' section, the *'Lesson 1 'My Family' - Sample Daily Instructional Framework'* document. Written below is some useful information for the instructor for each of the different steps in the Stepping Stone Framework; it is used in the first three lessons of this Unit.

A number of resources are provided for each 'Step.' Each material includes clear notations so you understand which resource corresponds to which 'Step.' Many of these resources are part of the other lesson plans as well. Lessons #1, #2, and #3 use the same framework but the CONTENT differs. 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 basic are used in these lessons. Please see the reference list for further ideas (attached).

Note: Times are approximate and can be adjusted for shorter and longer classes. There is an example of how to split the lesson over two classes in the *'Michif Integrated Lesson/Unit Plan'* (the second document in the 'Materials' section).

1. **Norming the Class.** During the two minutes of the class, students are greeted in Michif using the simple language found in the Resource Section. There is written text for creating a poster and an audio file for teachers to learn the pronunciation of the words. Next, the teacher settles the class and offers the simple opening prayer. This takes

approximately a minute. Following this, in one to two minutes, the teacher tells students what the day's objectives are in English. (Example: "Okay class, today I'm going to tell you a little about my family while drawing a chart for you. After we read and write about it together, I will ask you some questions about it to make sure you understand it"). The total allotted time for this activity is **5 minutes**.

2. **Reading Workshop.** Students silently read texts that they have co-created as a class or those supplied by the teacher to match their level of proficiency. As students progress, they transition to Free Voluntary Reading from the class library of texts for this purpose. In this iteration of the framework, **three minutes** is allotted.
3. **Guided Oral Input (GOI).** This is the longest part of the lesson (**10 minutes**) because learners require comprehensible input (CI) more than anything else to acquire language. CI strategies that are familiar to many Indigenous language instructors are Total Physical Response and the Accelerated Second Language Acquisition. However, there are many, many others that could be effectively used in our classrooms. Just a few developed by practicing World Language teachers are Storylistening (Mason, n.d), Teaching Proficiency through Reading and Storytelling (Rowan, 2017) (often mistakenly called Total Physical Response Storytelling) (Link #2 for TPR-S)(Cantoni, 1999), Storyasking (Bex, 2018), Movie Talk (Bex, n.d.) Picture Talk (Stoltz, 2018), One Word Images (Slavic, n.d.) or Special Person Interviews (Special Person Interview, 2019). These resources are listed in the Reference section. More comprehensible input is also provided in the activities below. A video model of Guided Oral Input in Michif is given in the Resources.
4. **Scaffolded Oral Review.** This section is about **seven minutes** long, during which the instructor goes over what was covered in GOI (Step 3). For this and other lessons in the four-lesson unit, a quick whole-class question and answer game is used. Using any visual created or realia (i.e., everyday items, props) used during the GOI to review the content is highly recommended. A video model of this is given in the Resources.
5. **Shared Writing.** On a flip chart, the instructor, together with the class, writes out what they talked about and reviewed during Scaffolded Oral Review (Step 4) and then review one sentence at a time. This section should be kept to about **five minutes**. This technique is sometimes also called "Write and Discuss." It can be as simple as starting to write a sentence in the target language, in our case Michif, with one or two words while saying them out and having the class finish it for you. If learners don't offer a correct answer, the instructor can orally scaffold them by giving them a choice of two, saying "Is it _____ or is it _____?" A video model of this is given in the resources.
6. **Shared Reading.** The teacher slowly reads the text created in the Shared Writing out loud sentence by sentence. The class is instructed to "decode" (translate) the sentence into English chunk by chunk in the order it appears in Michif. This should take about **five minutes**. If a new vocabulary item (a term for a family member, for example) has been added, underline or circle the word and give its translation. Be prepared for someone in the class to give you additional words from their own knowledge or the poster of the expanded list of family members you have created and put up in the class. As you go along, ask the class if they noticed anything different between Michif and English—particularly in the word order or what constitutes a "word." You can ask, "Does anyone have something they noticed about Michif that is different than English?" Word order in Michif can be the opposite of or more flexible than English. Also, one word in Michif often needs two or more words in English and single verb in Michif can be used to express a whole sentence in English. If you want a framework for "helping" learners to notice things about the language a technique called pop-up grammar may be of interest. A model video of this is given in the resources section.
7. **Brain Break.** This is an active part of the class when you get the students up and out of their seats to expend some pent-up energy. Here we use a tried and true technique called Total Physical Response (TPR). There are many others you can find if you search on the Internet. **Five minutes** is allotted for this. A video model of this is given in Resources.
8. **Student Application.** During this time students are invited to use what they remember, the charts created, the shared writing and posters in the classroom to do a learning task, in this case create a "family chart" that will be used later on in the Unit to share with invited guests in small groups. **Ten minutes** of time is allocated for this. The teacher is encouraged to circulate among the students as they create their charts or do the other application activities in the other lessons. Although teachers are encouraged to use the model video and audio resources to master the words and phrases being used in each lesson, the wall charts and posters are for your use as well.
9. **Student Reflection.** **Five minutes** has been allocated for this activity. Students are asked to write a paragraph about what they learned in a journal that is to remain in the classroom. 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 the journals, gives teachers a way to assess learning in a private manner.
10. **Assessment.** In this set of lessons, a "Quick Quiz"(CI Lutoff, 2017) of five yes/no questions is suggested for either an informal oral or more formal written assessment. What you choose to do will depend on your style and the requirements of your administration for grades in your gradebook. This should take about **three minutes**.
11. **Closing Routine.** **Two minutes** is allotted to this. The teacher settles the class and says the closing prayer. Then everyone is encouraged to say "Ka-waapamitin" ("see you again") as their parting words to you and to each other.

MOTIVATIONAL/ANTICIPATORY SET

INTRODUCTION

Michif Language Revival: We Are All Michif Language Activists!

By using this and the other lesson plans and accompanying resources on this site both you, the teacher, and your students are becoming part of a Michif speech community. We need everyone to share in the work of language revitalization as we can only revive/revitalize our language as a community. We need to honor our mother-tongue speakers and encourage all teacher-learners, learners and language “users”. This is work that can't be done alone by any one person. We are happy you have decided to join us—fluent mother-tongue speakers, latent speakers, language reclaimers, heritage language learners, additional language learners and our supporters. Everyone has an important part to play and needs to be courageous in teaching, learning and using Michif.

Let's encourage each other and our students to use Michif whenever and wherever they can. And, let's encourage others to do so as well even if it is only one word. Finally, let's not be shy about speaking our language AND including it in textual form on social media as well. Ahkameeyimotaak! Let's keep on trying!

STEPS IN THE LESSON

Step 1

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

Approximate Time: 5 minutes

Note 1: Times are approximate and can be adjusted for shorter and longer classes. For instance, there is an example of how to split the lesson over two classes in the '*Michif Integrated Lesson/Unit Plan*' (first attachment in the 'Materials' section).

Note 2: In preparation for this and the other three lessons, the teacher is encouraged to read the attached document (in the 'Materials' section), '*Michif Integrated Lesson/Unit Plan*,' for an overview of all four lessons, additional detailed instructions, and how they fit together in the unit, "Towards Visiting Around the Campfire: Family, Tea and Talk.

Activity Instructions:

At the beginning of this and every class, the teacher will first greet students in Michif as they enter class, using gestures to support their understanding. Then, the teacher will settle the class and recite the opening prayer in Michif and give the English meaning afterward. Finally, the teacher will explain the goals, which are to:

- understand greetings and family vocabulary
- co-create a short written text as a group
- follow directions
- respond to some commands.

Materials and Resources for this Activity:

- 1) 'Background/Overview Document: Michif Integrated Lesson/Unit Plan' (in the 'Materials' section)
- 2) 'Lesson 1 'My Family' - Sample Daily Instructional Framework Document
- 3) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 4) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 5) Opening Prayer (see PDF file in 'Materials' section for 'STEP 1 - Simple Opening Prayer')
- 6) Audio recording of 'Simple Opening Prayer' (see audio file in 'Materials' section)

Step 2

Reading Workshop

Approximate Time: 3 minutes

Purpose of this Activity: This is a review of some of the language used during the Norming of the Class.

The students will be asked to do the following:

Students silently read copies of the handout with image-scaffolded text. As students progress, they will transition to Free Voluntary Reading from the class library of texts for review purposes.

Free Voluntary Reading (FVR) (or sustained silent reading (SSR), etc.) is the reading of ANY reading material that learners select for themselves and is not subject to assessment. It is important that the reading be at the level of student. Access to and, therefore, creation of levelled reading material (not translated from English) is key. Krashen (2003) claims that it 'may be the most powerful educational tool in language education' because it improves the learning of vocabulary and development of literacy. FVR can provide significant comprehensible input in a low stress manner, thus reducing the affective filter—critical for language acquisition.

Materials and Resources for this Activity:

- 1) Students will need a copy of the handout, "STEP 2-Reading Workshop: 'What are you called' Taanshi ee-ishinikaas hoyen" (in 'Materials' section).
- 2) More information about Free Voluntary Reading:
 - <http://mextesol.net/journal/public/files/583d8ff021594b3d51b5f91f24349904.pdf>
 - [81-Generalizations-about-FVR-2009.pdf](#)

Step 3

Guided Oral Input

Approximate Time: 10 minutes

Purpose of this Activity: This activity introduces the vocabulary of the lesson in full sentences. It models the task they will be expected to do later in the lesson and provides repetition of the oral language (comprehensible input) to build their listening comprehension.

The students will be asked to do the following:

The students will be listening to the teacher as s/he gives comprehensible oral input. Students will listen without anything in their hands or talking to each other.

Materials and Resources for this Activity:

- 1) Audio File in 'Materials' section: 'STEP 3-Guided Oral Input 'My family' script audio'
- 2) PDF in 'Materials' section: 'STEP 3-Guided Oral Input 'My family' script
- 3) The Video (.MOV file): 'STEP 3-Guided Oral Input 'My family' Model Lesson-video
- 4) A flip chart and markers are required. Painter's Tape is required to put up the charts/writing created in class.

Step 4

Scaffolded Oral Review

Approximate Time: 7 minutes

Purpose of this Activity: This activity helps students reinforce their understanding of family vocabulary in full sentences. It also allows the teacher to provide more repetitions of oral comprehensible input and to do a formative assessment of the class.

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 the teacher-created chart from Step 3 (either from the video or by the teacher) or objects/materials from everyday life (e.g., for props) is recommended to help scaffold understanding. Students will be asked to 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" and/or say "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 accompanying audio file) in the 'Materials' section.

Materials and Resources for this Activity:

- 1) Video: "STEP 4 'Ma Famii'-Scaffolded Oral Review-Model Video (in the 'Materials' section)
- 2) Background Information for the Teacher: "Teaching Tips-7 Levels of Questioning to Build Student Confidence in Speaking" (in the 'Materials' section)
- 3) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 4) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)

Step 5

Shared Writing

Approximate Time: 5 minutes

Purpose of this Activity: This activity helps students reinforce their understanding of family vocabulary in full sentences. It also allows the teacher to provide more repetitions of oral comprehensible input and do a formative assessment of the class.

The students will be asked to do the following:

- Together with the students, the teacher will write out what has been discussed and reviewed. For this lesson, the teacher will write out the summary text about your (the teacher's) family, and if you have perhaps involved students, about their families as well. Here we recycle the language that has been used thus far. Teacher may refer to the script included in resources as necessary.
- It is suggested to make intentional mistakes and ask the students for help and/or pretend you forgot and then correct yourself. Teachers can also start writing a sentence in the target language while saying it out loud and then have the class finish it.
- If learners don't offer a correct answer, the teacher can orally scaffold them by giving them a choice of two, saying "Is this _____ or is this _____?"
- Students 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 are included in the teacher language list and the associated audio file in the 'Materials' section. A video model of this activity is also found in the 'Materials' section.

Materials and Resources for this Activity:

- 1) A flip chart and markers are required. Painter's tape is also required to put up the charts/writing created in class.
- 2) Video for teacher to watch prior to lesson (.MOV file): STEP 5-Shared Writing 'My Family' Model Lesson-video (in the 'Materials' section)
- 3) Another video for the teacher to watch prior to lesson (a French language lesson) is at: <https://www.youtube.com/watch?v=Y6To5Tu-LM4>
- 4) Question Mark page for the class exercise (in 'Materials' section)
- 5) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 6) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)
- 7) 'Learner Language Survival Phrases' PDF (in 'Materials' section)
- 8) Audio recording of 'Learner Language Survival Phrases' (in 'Materials' section)

Step 6

Shared Reading

Approximate Time: 5 minutes

Purpose of this Activity: This activity again allows the teacher to provide oral input for the students. This activity gets the students started with oral output in a scaffolded manner. It also helps them notice the differences in words and sentence structure between Michif and English. Again, this activity helps students reinforce their understanding of family vocabulary in full sentences.

The students will be asked to do the following:

- The teacher slowly reads the text created in the Shared Writing out loud sentence by sentence. Together with the class, the teacher “decodes” (translates) the sentence into English chunk by chunk in the order it appears in Michif. If a new vocabulary item (a term for a family member, for example) has been added, underline or circle the word and give its translation. Be prepared for someone in the class to give you language from their own knowledge or from the poster of the expanded list of family members you have created and put up in the class.
- As you go along, ask the class if they noticed anything different between Michif and English--perhaps the word order or what constitutes a “word.” You can ask, “Does anyone have something they noticed about Michif that is different than English and wants to teach the class?” Word order in Michif can be the opposite of or more flexible than English. Also, one word in Michif often needs two or more words in English, and a single verb in Michif can be used to express a whole sentence in English.
- A model video of this is given in the 'Materials' section.
- Students 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!” (as in previous steps of the lesson).

Materials and Resources for this Activity:

1) A flip chart and markers are required. Painter’s tape is also required to put up the charts/writing created in class. The flip charts created in 'Shared Writing' is also needed. Other flip charts completed and posted on the wall from other steps can also supplement the lesson.

2) The Video (.MOV file): 'STEP 6-Shared Reading 'My family' Model Lesson-video (for the teacher to watch prior to the lesson)

3) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)

4) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)

5) Other videos and websites illustrating the practice of Shared Writing and Shared Reading:

<https://www.youtube.com/watch?v=Y6To5Tu-LM4;>

<https://teachingcomprehensibly.com/pop-up-grammar/>

Step 7

Brain Break

Approximate Time: 5 minutes

Purpose of this Activity: This activity allows the teacher to provide oral input for the students focused on verbs. It uses a combined oral and body-based approach to learning. It also allows students to release pent-up energy so they can focus better on learning afterward.

The students will be asked to do the following:

- This is an active part of the class when you get the students up and out of their seats to expend some pent-up energy. Here we use a tried and true technique called Total Physical Response (TPR). In this technique, the teacher starts by modeling the action while saying a command slowly in the target language multiple times (three is a good start.) The students simply observe and listen at the beginning.
- Next, the teacher asks the students to do the action along with them as s/he says the command three times in a turn. No more than six or seven commands should be done in one set. Actually, it is better to start with three commands and have the students master them and then do three more.
- Once you think the majority of the students have mastered the commands, tell the students that you will be giving them commands and they have to try to do the actions. Make sure you do them in the same order but without the actions. Encourage the students who get it right and demonstrate the action yourself. The other students will soon be following along. This activity is usually well-loved by students no matter what age. There is a model video for this activity.

Materials and Resources for this Activity:

- 1) Watch the video 'STEP 7-Total Physical Response-Verbs - Model Video' prior to class (in 'Materials' section)
- 2) 'Total Physical Response Verbs List' PDF (in 'Materials' section)
- 3) Any props (i.e., objects and materials from everyday life) as required for the actions demonstrated in the TPR exercise.
- 4) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 5) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)
- 6) 'Learner Language Survival Phrases' PDF (in 'Materials' section)
- 7) Audio recording of 'Learner Language Survival Phrases' (in 'Materials' section)

Step 8

Student Application

Approximate Time: 10 minutes

Purpose of this Activity: This activity allows the students to apply their learning about family vocabulary, telling the names of themselves and family members and even expressing loving feelings towards family members and others. It is task-based learning as the charts they create will be used to support oral output in Lesson 4 of the Unit, which is a special family/community event.

The students will be asked to do the following:

- Working in pairs, students begin to create their family charts which will be shared in a future lesson. (The teacher's family chart and Shared Writing/Reading text must still be posted for students to refer to if they so need.) Simple printer paper and colored markers or crayons are needed. They create a chart similar to the teachers but with the family members or friends appropriate to their situation. (See the expanded list of family and friends for additional family words to provide as necessary.)
- Working in small groups of three, each ask the two others in turn, "Who is this?" (Aweena awa?) The two others in turn respond: "This is me" (Niiya awa) or "This is my _____" (Ni-_____/Ma/moñ_____awa.) (Whatever is appropriate.)
- The teacher mixes with students to support them and also do a formative assessment to see what they may need to reinforce. When time comes, the teacher says "eekoshi" (that's it) and collects family charts. The teacher asks in English if there are any questions and answers them as best they can.
- The teacher later makes a photocopy of each, saves the copy for the sharing circles in lesson 4, and returns the original to the student at the start or end of lesson 2.

Materials and Resources for this Activity:

- 1) Papers, pens, markers and/or coloured pencils are required.
- 2) Flip Charts created in previous steps, posted on walls for students to see and refer to during this activity.
- 3) 'STEP 8-Who is this What is this' PDF for a poster on the wall (in the 'Materials' section)
- 4) 'STEP 8-Who is this What is this' audio recording (in the 'Materials' section)
- 5) 'Teacher Language for the Classroom' PDF (in the 'Materials' section)
- 6) 'Teacher Language for the Classroom' Audio File (in the 'Materials' section)
- 7) 'Learner Language Survival Phrases' PDF (in 'Materials' section)
- 8) Audio recording of 'Learner Language Survival Phrases' (in 'Materials' section)

Step 9

Student Reflection

Approximate Time: 5 minutes

Purpose of this Activity: This activity allows the students to reflect on their learning in the class and how they might be able to use their learning with their families, friends and in their communities.

The students will be asked to do the following:

- Students are asked to write a paragraph about what they learned in a journal that is to remain in the classroom. 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 and Resources for this Activity:

- 1) Students will need a notebook in which to journal and leave at school and coloured pencils, markers, and pens to express themselves in them.
- 2) Students will need to be able to see and refer to all the posters that have been placed on the walls for reference.

Step 10

Assessment

Please see the 'Assessment' section below.

Step 11

Closing Routine

Please see 'Closing the Lesson' below.

ALTERNATIVES AND ADAPTATIONS**Alternative Instruction Method**

Many different strategies and methods are incorporated into the daily lesson plan framework to connect with learners with a variety of learning styles.

One alternative is to find language speakers in your territory and record their voices for the audio recordings to be used in the various 'Steps' in the lesson. This way, you can involve local speakers and tailor the lesson to where you live and teach.

Alternative Step 1**Adaptations to Consider for Different Learner Levels/Different Learning Styles**

This lesson plan is for *novice* language learners and cannot be adapted to higher levels. The similar content can, of course, be addressed at higher levels but this would require building more foundational language skills first and presenting more lexical content. The decision to keep vocabulary to a minimum is a deliberate one in order not to overload working memory and allow for enough repetition of language for acquisition (and not simply rote learning) to happen.

All "learning styles" are addressed in the lesson plan. There are eleven parts (activities) to this lesson plan and each addresses one or more learning styles. The spiritual (relational) emotional (intuitive), physical (experiential) and intellectual (logical) are all addressed in one or more of the parts.

CLOSING THE LESSON

Purpose of this Activity: To settle the class and help students understand the connection between language and spirituality. Students practice leaving takings.

The students will be asked to do the following:

Students will be listening to the teacher say the prayer and then take leave of each other in Michif using the language on the chart as scaffolding as necessary.

Materials and Resources for Closing the Lesson:

- 1) Language for Greetings and Leave-Takings Poster (see PDF file in 'Materials' section)
- 2) Audio recording of the poster, 'Language for Greetings and Leave-Takings' (see audio file in 'Materials' section)
- 3) 'Simple Closing Prayer for class' (see PDF file in 'Materials' section)
- 4) Audio recording of 'Simple Closing Prayer for class' (see audio file in 'Materials' section)

GAINING PRACTICE

On one's own

- In the first three lessons, there is no homework. During class, students are given practice time in several steps. Students are free to practice on their own, with friends or family anytime. Homework to do with parents/guardians/ siblings/extended family/community members is given in lesson 4.

Recommended practice time: 5 minutes

In a group

- In the first three lessons, there is no homework. During class, students are given practice time in several steps. Students are free to practice on their own, with friends or family anytime. Homework to do with parents/guardians/ siblings/extended family/community members is given in lesson 4.

Recommended practice time: 5 minutes

At home with family/relatives

- In the first three lessons, there is no homework. During class, students are given practice time in several steps. Students are free to practice on their own, with friends or family anytime. Homework to do with parents/guardians/ siblings/extended family/community members is given in lesson 4.

Recommended practice time: 5 minutes

ASSESSMENT

Assessment for Learning:

Formative: Educators are able to do formative assessments throughout the class during Scaffolded Oral Review, Shared Writing, Shared Reading, TPR and Student Application. Educators are encouraged to read and look at their student's reflections in the journals, which are to be left at school as well.

Assessment of Learning:

Summative: The assessment method for this lesson and others in this unit is a "Quick Quiz"(CI Liffott, 2017) of five yes/no questions. It can be used for either an informal oral or more formal written summative assessment. What you choose to do will depend on your style and the requirements of your administration for grades in your grade book.

As an example, here is a youtube video of a 'Quick Quiz' in a Spanish class:

<https://www.youtube.com/watch?v=ED9RX0d9wrM>

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
Overview Document: Michif Integrated Lesson/Unit Plan	File (Michif Integrated Lesson-Unit Plan with list of resources.docx) 📄
This document for the instructor illustrates and maps out the four lessons in the Unit, "Towards Visiting Around the Campfire: Family, Tea and Talk."	
Lesson 1 'My Family' - Sample Daily Instructional Framework Document	File (Lesson 1 'My Family'-Sample Daily Instructional Framework Document.pdf) 📄
This outline for the lesson presents an overview of the various 'Steps.' Please note: 'Norming the Class' includes Greetings as well as the Opening Prayer.	
Language for Greetings and Leave Taking Poster	File (Lessons 1-4 Language for Greetings and Leave Taking Poster.pdf) 📄
This poster includes language for greeting the students in Step 1, Norming the Class, and for wrapping the lesson up in 'Closing the Lesson.'	
Language for Greetings and Leave Takings-audio	File (Lessons 1-4 Language for Greetings and Leave-takings Poster.mp3) 📄
This is the audio that corresponds to the poster that includes language for greeting students in Step 1, Norming the Class, and for wrapping the lesson up in 'Closing the Lesson.'	
STEP 1-Simple Opening Prayer for Class-script	File (Lessons 1-4 Simple Opening Prayer for Class.pdf) 📄
This is the script that corresponds to the audio of the 'Simple Opening Prayer' for Step 1, Norming the Class.	
STEP 1-Simple Opening Prayer-audio	File (Lessons 1-4_Simple_Opening_Prayer.mp3) 📄
This audio recording has an opening prayer to say at the beginning of class in Step 1, Norming the Class. If you know another opening prayer, you are welcome to share that one.	
STEP 2-Reading Workshop: 'What are you called' Taanshi ee-ishinikaas hoyen	File (STEP 2-Reading Workshop 'What are you called' Taanshi ee-ishinikaas hoyen.pdf) 📄
This is the student handout for Step 2, Reading Workshop	
STEP 3-Guided Oral Input 'My Family' Model Lesson-video	Link 🔗
This video is for the class to watch in Step 3 (if the teacher opts not to do it in person). This video models the 'guided oral input,' illustrating for the students what they will be doing in the next steps, which is creating their own family trees while learning Michif words for different family members. Length: 6:53 minutes	
STEP 3-Guided Oral Input 'My family' script	File (STEP 3-Guided Oral Input 'My Family' script.pdf) 📄
This is the 'My Family' script that accompanies the audio for Step 3: Guided Oral Input.	
STEP 3-Guided Oral Input 'My family'-audio	File (STEP 3-Guided Oral Input 'My family' script-audio.wav) 📄
This is the audio file to accompany the script pdf with 'family language'	
STEP 4-'Ma Famii'-Scaffolded Oral Review-Model Video	Link 🔗
This video models what the teacher reviews with the students in the Scaffolded Oral Review. The teacher can either use their own family tree chart in this Step or they can show this video to the students, if the teacher is using the model videos as teaching tools in class.	
Teaching Tips-7 Levels of Questioning to Build Student Confidence in Speaking	File (Teaching Tips-7 Levels of Questioning to Build Student Confidence in Speaking.docx) 📄

Resource Title	Type
These two pages provide the teacher with different questions s/he can ask the students during the Scaffolded Oral Review - to help build their comprehension and confidence in speaking.	
Teacher Language for the Classroom-script	File (Lessons 1-4 Teacher Language for the CI Classroom.pdf) 📄
This script can also be made into a poster for the wall.	
Teacher Language for the Classroom-audio	File (Lessons 1-4 Teacher Language for the CI Classroom.mp3) 📄
Teacher Language for the Classroom Audio	
STEP 5-Shared Writing 'My Family' Model Lesson-Video	Link 🔗
The teacher can watch this video prior to class to get an idea of how to teach this part of the lesson. Length: 8:13 minutes	
For Lessons 1-4: Huge Question Mark	File (For Lessons1-4 Huge Question Mark.pdf) 📄
Print this page to use in a number of Steps/Activities in all four lessons, including Shared Writing.	
STEP 6-Shared Reading 'My Family'-Model Video	Link 🔗
This video goes through the 'Shared Reading' exercise and how the teacher can work with students to understand the structure and meaning of the words in the lesson. Length: 9:01 minutes	
Learner Language Survival Phrases-script	File (Learner Language Survival Phrases.pdf) 📄
Here are some words and phrases for students/learners to use when they have questions when learning to speak Michif. You can make a poster with this script for the wall.	
Learner Language Survival Phrases-audio	File (Lessons1-4-Learner Language Survival Phrases-audio.mp3) 📄
Here is the audio to accompany the poster with learner language survival phrases.	
STEP 7 Total Physical Response-Verbs - Model Video	Link 🔗
This video is in preparation for Step 7, 'Brain Break.' It provides instruction and tips for the teacher in an introduction to Total Physical Response (TPR) and how to do it. The video models how to do TPR in Michif for the following words: listen, stand up, sit down, laugh, cry, put (or leave), and jig (dance). Length: 15:41 minutes	
STEP 7-Total Physical Response Verbs List	File (Lessons 1-4 Total Physical Response Verbs List.pdf) 📄
This is the list of verbs taught during the Brain Break with the Total Physical Response method (TPR).	
STEP 8-Language for 'Who is this What is this'-poster	File (Lesson_1_Who_is_this__What_is_this__Poster.pdf) 📄
The script can be made into a poster on flip chart paper for students to refer to in their work during Step 8-Student Application.	
STEP 8-Who is this What is this-audio	File (Lesson 1-Who is this What is this.mp3) 📄
This is the audio file that goes with the corresponding poster with 'Language for Who is this? What is This?'	
STEP 8 - More Family and Friends Vocabulary for Poster - script	File (STEP 8-More Family and Friends Vocabulary - script.pdf) 📄
Additional 'family and friends' vocabulary for another poster.	

Resource Title	Type
STEP 8-More Family and Friends Vocabulary-audio	File (STEP 8-More Family and Friends Vocabulary - audio.mp3) 📎
This is the audio file that goes with the 'More Family and Friends Vocabulary' poster.	
Simple Closing Prayer for Class-script	File (Lessons 1-4 - Simple Closing Prayer for Class.pdf) 📎
This Closing Prayer is to be said at the end of every class. If the teacher knows another prayer, s/he can say that one instead.	
Simple Closing Prayer for Class-audio	File (Lesson 1-4 - Simple Closing Prayer for Class-audio.mp3) 📎
This is the audio recording of the Closing Prayer, which is to be said at the end of each class. If the teacher knows another closing prayer, s/he can say that one instead.	

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?

Context: This lesson is meant to be delivered in a classroom but it could be delivered on the land if time, location and administrative considerations permit.

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 (using the simple format provided), these important knowledge holders should be invited to model correct pronunciation and voice melody by having them repeat the language being presented. This added input would 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.

Additional Information

- Please read the 'Description' and 'Instruction Method' sections. Also, for a good overview of the Unit and each of the four Lesson Plans, in the 'Materials' section please read through the documents entitled: 1) "Background/Overview Document: Michif Integrated Lesson/Unit Plan" and 2) "Lesson 1 'My Family' - Sample Daily Instructional Framework Document."

Additional Background Information on the Stepping Stones Framework

This lesson plan and the others form integrated unit of four lesson plans that is based on the Comprehensible Input (CI)(Krashen, 1982) approach. Some techniques you may be familiar with already. However, it more specifically based on the recent applied work by Tina Hargaden (2019) and theoretical work by Krashen, Netten and Germain (2012) to develop language teaching methodologies focused on language acquisition for real life communication and self-expression. This lesson, and others in the integrated unit of four, loosely follow Hargaden's flexible lesson framework learned during a CI Lift-Off summer institute in St. Louis, MO in 2019. Cultural adaptations have been made as required, including the use of prayer and self-reflection.

What may be surprising to some is the use of literacy as an affordance to developing oral language. However, its inclusion allows for additional input of oral language in a way that is aligned with how we acquire

languages and also with the American Council on the Teaching of Foreign Languages. Still many, including some of our knowledge holders, counter that ours was a completely oral language and, therefore, literacy should have no place in the Michif language classroom or learning activities. The reality, however, is that literacy is a key skill in ANY language today. So many modes of everyday, academic and professional communication require its use. Thus, if we don't develop literacy in addition to aural/oral competence, our language will become irrelevant and be rejected by our youth and others who rely on text to communicate in the digital world.

Stepping Stones Lesson Plan Framework: Adaptations for the Michif Cultural Context

For those familiar with this Framework, this section outlines how it has been adapted for the Michif Cultural Context:

- 1.) Prayer is now part of "Norming the Class";
- 2.) "Reading Workshop" starts with image-scaffolded text. As texts are co-created in Michif in class, they are included in the lessons following.
- 3.) A "Brain Break" section has been added to allow for learning through whole-body movement;
- 4.) Self-reflection is incorporated into the lesson plan. This is done in English but learners are encouraged to use as much Michif as they can (what they remember and see around them) in their writing. This is also done so teachers have access to another way to assess students in a manner that does not single anyone out.
- 5.) Prayer is part of the class closure routine.
- 6.) When and where appropriate fluent speakers, family and community members may be asked to take part in class or help with homework.

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

Spiritual Learners

- **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 and other, 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 making tea, 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.
- **How are students encouraged to reflect and think about ways in which the Lesson Plan applies to one's**

everyday life? 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

- **Personal Reflection Time (nurturing identity and relationship with self):** There is a five-minute journaling time at the end of every lesson, except lesson four which is a special event. Learning the Michif reinforces a student's sense of identity and may make them think about what it must have been like when their families and communities spoke the language.

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. In addition, during the “Brain Break,” Total Physical Response is used to get the students to use their bodies to act out their comprehension. Finally, the drawing of family charts is a physical activity using fine motor skills.

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 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, learners are required to think carefully about the instructions and what is meant by them. Student reflection demands students think about their learning and how they experienced the lesson. Finally, assessment demands students listen and respond to questions providing them with the opportunity to exercise their minds.

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
Relationship with family, ancestors
Connections are made with everyday life
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
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"

Does this lesson plan meet curriculum expectations and outcomes for Manitoba? Yes

Standards:

1.1.1: A-8 listen and respond to a variety of short, simple sentences in guided and unguided situations

1.3.1: A-8 comprehend and identify the main point and supporting details of short texts on familiar topics in guided situations

1.4.1: A-8 produce short, simple texts in guided and unguided situations

Source:

Manitoba Education, Citizenship and Youth (2007). Kindergarten to grade 12 Aboriginal languages and cultures: Manitoba curriculum framework of outcomes. Retrieved from: https://www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf

CONTRIBUTORS

Name	Role/Job Title	Place
Heather Souter	Curriculum Developer and community member	Canada/Manitoba Metis Federation/ Camperville
Verna Demontigny	Knowledge Holder	Canada/Manitoba Metis Federation/ Brandon
Elvis Demontigny	Community Member	Canada/Manitoba Metis Federation/ Brandon
Vivian Smith	Knowledge Holder	Canada/Manitoba Metis Federation/ Brandon
Connie Henry	Community Member	Canada/Manitoba Metis Federation/ Boggy Creek
Terri Dixon	Community Member	Canada/Manitoba Metis Federation/ San Clara
Laura Forsythe	NCCIE Regional Co-Lead, Manitoba	Winnipeg, MB

For Questions contact: Heather Souter (hsouter@gmail.com) for more information.