



*Stepping Stones to Language*  
*Revitalization: A ŁINGIT IMMERSION*  
DAY CAMP



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# ***“STEPPING STONES TO LANGUAGE REVITALIZATION: A LINGIT DAY IMMERSION CAMP”***

## **Report Written by Immersion Camp Team:**

Khàgané, Connie Jules, Lingit Language Teacher

Skáyda.ù, Tina Jules, B.Ed., M.Ed., Curriculum & Education Consultant

## **Lingit Language Editor**

Kèyishí, Bessie Cooley, Lingit Language Expert

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## IMMERSION CAMP PERSONNEL

### ***Fluent Speakers & Language Experts***

Analahâsh, Sam Johnston

Kèyishí, Bess Cooley

### ***Lead Teachers:***

Khàganê, Connie Jules

Kèyishí, Bess Cooley

### ***Program Design, Development & Evaluation***

Khàganê, Connie Jules, Lingit Language Teacher

Skáyda.û, Tina Jules, B.Ed., M.Ed., Education  
Consultant

### ***Teacher Assistants:***

Shân Tlâ, Lorraine Porter

Khâdzasx'é, Ts'int, Katherine Porter

Skáyda.û, Tina Jules





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## PARTICIPANTS

Âtlên Gunalchîsh to each and every camp participant as for many it took immense courage and immeasurable determination to speak their language once again!

### *Lingit Day Immersion Camp Participants:*

1. Yêl S'ix'i, Sandy Smarch
2. Ghà.â, Dougie Smarch
3. Jinkhûsíyì, Sarah Johnston
4. Yensegchîa, Sean Smith
5. Kashdâxh Tlâ, Minnie Jules
6. Kèyishî, Bessie Cooley
7. Skâyda.û, Autum Jules
8. Analahâsh, Sam Johnston
9. Kheixheka Yeł, Carl Sidney
10. Kaxhyék, Danielle VanBibber
11. Kaxhdahûn, Leigha Douville
12. Wat.sî. Bev Morris
13. Yadúchún, Kim Smarch
14. Garrison Pauls
15. Kh'eyâdé, Annie Johnston
16. Kanashk', Trinity Dewhurst
17. Pauline Peters
18. Anna Porter
19. Yen Kaxh Tlâ, Barbara Hobbis
20. Skindi.â, Winnie Peterson
21. Asgan Ísh, Julian Jules
22. Kashamdahâ, Rachel Johnston
23. Xastín, Madison Johnston
24. Ch'ít Tlên, Seth Netro
25. Sgunakh, Cordell Jules
26. Tl'íkû, Alex Oakley
27. Antuxhasaxh, Emily Sidney



## FOREWORD

The Lingit language is central, core and foundation to the identity of every Lingit person. It is essential for our way of life and our way of being as Lingit people. The current state of the language shows that it is in great jeopardy and that immediate attention and effort must be given to support the development of highly fluent speakers. The concern for the language has come to the forefront of the General Council on a number of occasions. The Elders continuously raise the importance of the language and culture. It is imperative that the government of the Teslin Lingit people take immediate action to protect, sustain and revitalize the Lingit language. Although essentially keeping a language strong and vibrant is the responsibility of the individual, the family and the Clan; the Teslin Lingit Government can help to lead the way and to build a foundation and framework that will help to restore, protect and sustain the language for all generations to come.

*“We won’t be able to think in our way... we will lose our ceremonies and ourselves... our life is our language... language is what makes us strong... languages are who we are as a people.” Stephen Greymorning, 1999.*

Currently, there are 8 First Nation languages in the Yukon and 3 communities are in a state of emergency in terms of protecting and reviving the traditional language in their specific community.

- The last living speaker of the Tagish language has passed on
- The Han (Dawson), Upper Tanana (Beaver Creek), Lingit (Carcross) and S. Tutchone (Ta’an Dialect) have a small handful of highly fluent<sup>1</sup> speakers remaining<sup>2</sup>

Of the remaining languages: S. Tutchone, N. Tutchone, Gwich’in, Lingit and Kaska, the highly fluent speakers are for the most part elderly and beyond the childbearing age. There are no reports of children entering kindergarten programs being fully fluent in their traditional First Nation language. In most, if not all, First Nation government offices, schools, public services and in most homes – English is the main language of use. Essentially, English has replaced our languages in our systems of government, education, justice, health and so forth. Giving us hope, a number of First Nations in the Yukon whom are in the process of building Language Nests (Complete immersion in the language for Ages 0-4) and Master-Apprentice (1 to1 Immersion with a Speaker and Learner), as an attempt to create highly fluent speakers.

For the Teslin Lingit language, there are very few highly fluent speakers living in Teslin. At the time of writing this report, no current list of fluent speakers was available. Given the current numbers provided by various Teslin Lingit Elders, it is a **CRITICAL** time for the TTG to develop a plan with immediate action. **Immediate action, strategic planning, comprehensive implementation and on-going evaluations, must be undertaken to ensure that our Lingit language is restored, sustained and protected for our future generations.**

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1 Informal language state information received from First Nation representatives at CYFN: Self-Government Secretariat Language Revitalization Working Group meeting on August 2012 and Language Nest Training in November 2012. This information is reported with permission from Sean Smith, Language Revitalization Coordinator for CYFN-SGS.

2 Highly fluent speakers defined as speakers capable of speaking and understanding with spontaneity and in a natural manner at the highest levels as defined by language proficiency scales for American Council on Teaching Foreign Languages (ACTFL), Common European Framework of Reference (CEFR) for Languages and the English as 2nd Language (ESL) Benchmarks. See References for further reading on language proficiency scales and guidelines.



## EXECUTIVE SUMMARY

The purpose of the "*Stepping Stones Lingit Day Immersion Camp*" was to provide the TTG with information that could be used to inform future direction for revitalizing the Lingit Language. Although, the goals and objectives were aimed at planting seeds for motivation, the overall aim was for the immersion camp to serve as a *STEPPING STONE* towards the full revitalization and perpetuation of the traditional language.

This report consists of a foreword which discusses the grave situation that the traditional language is in; an executive summary with an outline of recommendations; a project background that shares the original project rationale, goals, objectives, expected outcomes and hopeful side effects identified for the day immersion camp; the results of the immersion camp and the recommendations with further detail and discussion. The Appendix to this document includes a copy of the briefing note and visual presentation planned for the General Council, Elders Council, Executive Council and Management Board (also available for Clans); the original project proposal; a facilitator's manual; speaker-learner manual; the survey and questionnaire forms and results; and the references that used to inform this report. This report also includes a language booklet including all of the language that was planned for this project; an audio CD with Lingit language recordings from a fluent speaker and a video demonstrating the successful achievement of language learning outcomes by some of the participants.

The recommendations put forth below, were designed in a manner to support the decision makers of the TTG in moving forth with restoring, sustaining and perpetuating the Lingit language. The recommendations are also based on years of research on the topics of language revitalization<sup>3</sup>; second language acquisition; best practices in reform and change; and program design, development and evaluation<sup>4</sup>. Countless reports from around the world, in Canada and over 30 years of reports specific to Yukon languages, suggest that for a language in the state of the Teslin Lingit language: that creating fluent speakers; empowering fluent speakers and language champions<sup>5</sup>; language planning and assessment; securing adequate resources; supporting with

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<sup>3</sup> Language reports and research presented by numerous scholars in the field such as, Blair, Cantoni, First Peoples Heritage, Language & Culture Council (FPHLCC), Fishman, Greymorning, Hinton, Ignace, Reyhner and a number of language reports from Yukon, NWT and BC support the language revitalization approaches recommended within the model presented in this report. See the Reference list for specific information on sources utilized to support this report.

<sup>4</sup> Posovac & Carey, 1997, in *Program Evaluation Methods and Case Studies 5<sup>th</sup> Edition* and Fullan in 2001 within, *The New Meaning of Educational Change* and in *Turnaround Leadership*, 2006 and other sources, inform the model in terms of programs and services expertise, thus the importance of: having an effective model for program design-development-evaluation; promoting ownership and developing shared meanings. See the Reference list for further reading on program initiation, design, development and evaluation as well as change and transformation theories. The theories and approaches were thought out and applied to the context of language revitalization within the context of the particular language of focus for this report.

<sup>5</sup> Language Champions are those individuals that advocate and have walked the talk for reviving and maintaining the language. It is important that language champions are not confused with political appointments as the term really refers to those that have actively either learned, advocate for or are teaching the language.





legislation and policy; immersion programming; promoting and developing the language resources as good, solid initiatives to begin with.

Although it is the team/committee/commission/board/council that will oversee and steer the development of a detailed plan, an outline (in the form of recommendations) is provided for informational purposes. It is understood that the process outlined through the following recommendations will be reviewed, revisited and perhaps even completely changed as the citizens become involved, engaged and active in providing informed feedback through consultations.

The following recommendations consist of five stages of program planning, while the language revitalization recommendations are aimed at revitalization and perpetuation of the language. The program development process begins with initiation and moves towards planning, implementation and through to the evaluation stage. Communication and consultations is an on-going process within every stage of the process.

The overall goal for language revitalization is to restore the cycle of babies learning the language from their families in the home. It is vital that that the babies learn the Lingit language as their first language. Furthermore, it is equally vital that supports (programs, policies, etc.) are in place to support the child in continuing their language as their main language of use in the home, community, school and at work.

*“Once intergenerational transmission of a language is disrupted, it marks the potential end of its natural transmission, and therefore of its future existence”*

*Marianne Ignace*

The section under Recommendations for this report provides further detail and discussion for each the stages and the specific recommendations that accompany each stage. The discussions certainly could be more in-depth for each recommendation; however delving deeper into each area will be an activity or task for the teams that will take on the challenge of the work ahead.

*... most of the culture is in the language and is expressed in the language.*

*Take it away from the cultures, and you take away its greetings, its curses, its praises, its laws, its literature, its songs, its riddles, its proverbs, its cures, its wisdom, its prayers... You are losing all those things that essentially are the way of life, the way of thought, the way of valuing....*

*What is lost by the country when the country loses its languages? ... We have had this very haphazard linguistic bookkeeping where you pretend nothing is lost-- except the language...*

*But after all, a country is just the sum of all its creative potential.*

*What does the country lose when it loses individuals, who are comfortable with themselves, cultures that are authentic to themselves...*

*Dr. Joshua Fishman, 1996, p. 12*





## DETAILED OUTLINE OF RECOMMENDATIONS

### **Stage 1: Immediate Action - Empowerment, Planning & Momentum**

- 1.1 Empower Fluent Speakers
  - 1.1.1 Provide Technical Support to ensure SUCCESS
  - 1.1.2 Provide Interim Funding & Infrastructure Supports
  - 1.1.3 Develop Interim Plan of Action
- 1.2 Conduct Language Assessment
- 1.3 Complete Strategic Plan for Language Revitalization
- 1.4 Education & Promotion Campaign
  - 1.4.1 Communication & Informed Consultations

### **Stage 2: Build Foundation & Strategic Action**

- 2.1 Secure core, long term funding & resources
- 2.3 Revise or create legislation & policy to support language
- 2.4 Digitize & document living speakers
- 2.5 Initiate Master-Apprentice 1 to 1 Immersion Program
- 2.6 Offer Seasonal & Cultural Immersion Camps

### **Stage 3: Comprehensive Steps**

- 3.1 Language & Culture Curriculum
  - 3.1.1 Philosophical Framework for Education
  - 3.1.2 Progressive Continuum for Fluency
  - 3.1.3 Scope & Sequence for Cultural Teachings
  - 3.1.4 Teaching Methods
  - 3.1.5 Assessment
- 3.2 Curriculum Support Materials
  - 3.2.1 Courses, Modules, Units
  - 3.2.2 Videos, Podcasts, Website

3.2.3 Dictionaries, Grammars

3.2.4 Textbooks, Handbooks

3.3 Design, develop & implement a Language Nest – Immersion for Babies & Children (Ages 0-4)

3.4 Build Capacity

3.4.1 Synthesize all Language Training Initiatives

3.4.2 For Example: Fluency Certificates, Language Revitalization Coordinator Certificates, Teaching Degrees for Immersion Teachers and Linguist Degrees

### **Stage 4: Expanding & Growing Language Education Programs – EXAMPLES**

- 4.1 Immersion Primary – Kindergarten to Grade 3 (or Bilingual)
- 4.2 Agreements & Partnerships for Language Related Service Providers
- 4.3 High School and Post-Secondary Language Courses – Programs
- 4.4 Places for the Language: Support promotion and use of Language everywhere in community

### **Stage 5: Maintain & Sustain all Language Programs**

- 5.1 On-going Language Learning Materials development
- 5.2 On-going Training & Services
- 5.3 Strategic Plans – Reviewed & Updated, On-going Communications & Consultations
- 5.4 Funding – Continuous, On-going alignment with Evolving Program
- 5.5 Project & Program Reviews & Evaluations – On-going, updating legislation and policies as needed, etc.
- 5.6 Language Assessment – Updated regularly to see Progress





## PROJECT BACKGROUND

The purpose of the "*Stepping Stones Lingit Day Immersion Camp*" was to provide TTG with information that could be used to inform future direction for revitalizing the Lingit Language. The scope of the project was to design, implement and evaluate a practical, immersion based language initiative. Initially the project was to consist of a three-day language immersion camp that teaches the Lingit language and thus, culture and history, however the camp was expanded to a five days in response to participant needs and schedules. As well, the team responded to participant schedules and thus some people attended for only a day and others the whole five days. Leaving the camp with open doors allowed for more people to participate, especially those with busy schedules.

The day immersion camp was hosted at the Teslin Lingit Heritage Center from August 2nd to August 6th, 2012. The total number of participants was 27 Teslin Lingit citizens/beneficiaries participating (some only for ½ day) with a range of age from babies to Elders. There were a number of grandparents that at one point or another had their grandchildren sitting with them and a number of parents/caregivers that had their children with them. The camp was indeed successful in terms of bridging the generational gap by bringing grandparents, parents/caregivers and children together in a Lingit language and cultural learning environment.

The philosophical design of the camp was based on research and proven practices in language revitalization; the general art of teaching (pedagogy) and learning (methodology); second language acquisition theory and program design, development and evaluation. The daily regime was wrapped around active language learning activities representative of Gardner's Multiple Intelligence theory, ideas from Differentiated Instruction, Bloom's Taxonomy <sup>6</sup>and the Universal Design for Learning approach to curriculum development was considered in the project development and implementation of the learning program.

Teaching methods consisted of a wide variety of language learning methods including, but not limited to the Total Physical Response, Direct Instruction and the Gesture Approach. Singing, dancing, nature walks, direct instruction, literal analysis, role play, teacher demonstrations, natural speaker approaches, story telling and a variety of games were integrated throughout the five days of language learning activities. The participants experienced individual, small group and whole group activities. Although the many types of activities and methods were used, many participants felt the need to have language training on the land. However, there was recognition that the host location was limited as were the funds to support the immersion camp.

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<sup>6</sup> Armstrong's 3<sup>rd</sup> edition of *Multiple Intelligences in the Classroom* (2009); the expertise of Tomlinson and websites on Differentiated Instruction and Design for Learning, informed the approaches incorporated and utilized in the day immersion camp. See the list of websites and references for further review and reading from Armstrong and Tomlinson.





## PROJECT RESULTS

### PROJECT AIM & GOAL

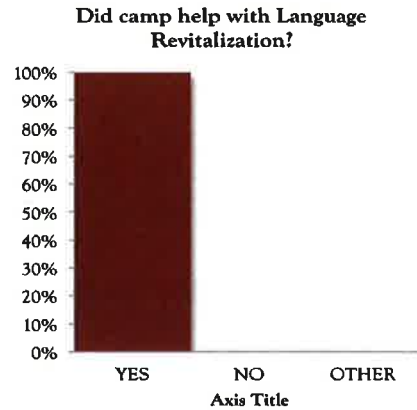
The overall aim of the project was to provide TTG with information that could be used to inform future direction for revitalizing and perpetuating the Lingit language in Teslin. The primary goal of this immersion project was to contribute towards the revitalization and perpetuation of the Lingit language, through Ha Khustlyi - our culture, our way of life.

The Stepping Stones Day Immersion Camp was successful in achieving the overall goal and related objectives; and numerous positive side effects were noted throughout and after the implementation of the camp.

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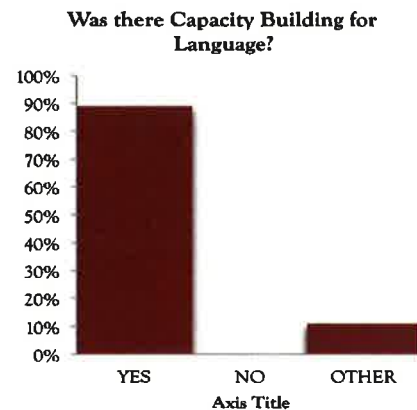
One hundred (100%) percent of the respondents indicated that the project contributed to revitalizing ha yu xh'tangi. Which also encompasses, ha kusteyi kha ha shagun.

A briefing note and visual presentation are attached to this report within the appendix. The note and PowerPoint are intended for the purpose of presentations to Executive Council and General Council and others if requested. The presentations aim to plant seeds for a future roadmap for TTG and its citizens in the hopes that it will help to guide future directions as it pertains to the revitalization of the Lingit language. The model presented (through a set of relatively progressive recommendations) is intended to serve only as a model that has been developed specifically for the context of this particular language. It is fundamental that the model be used only as a beginning point, as information to support informed decision making and furthermore, that the model be used to develop a comprehensive, long term strategic plan for language that is developed for and by citizens, Elders and speakers.



### OBJECTIVES

The objectives for this project were achieved. The team noted the following indicators of success as it pertained to the achievement of objectives and the results from the project evaluation and self-assessment for language surveys are also inserted where applicable.



<sup>7</sup> See Appendix for program evaluation and self-assessment results from camp participants that completed the survey and/or self-assessment. Please note that less than half of the participants completed the survey and/or questionnaire. This may be attributed to the flexibility provided in terms of accommodating schedules and keeping an open door policy. The flexibility resulted in some participants participating for the entire camp and some participating for just a ½ day or 2 days and so on.



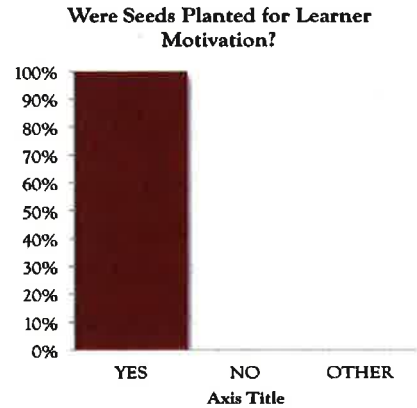


**Objective 1. To build capacity around language renewal in the community**

- a. Those that were participants continue to speak in the community.
- b. Participants request additional language to learn at home.
- c. Participants and many other citizens looking forward to more language immersion camps.
- d. Elders indicating that they want to be involved in the next immersion camp.
- e. Fluent speakers have more insight and hope into the future of the Teslin Lingit language.
- f. Other citizens noticing that immersion camp participants continue to be role models for the language, by using the language in public, in the work place and at home.

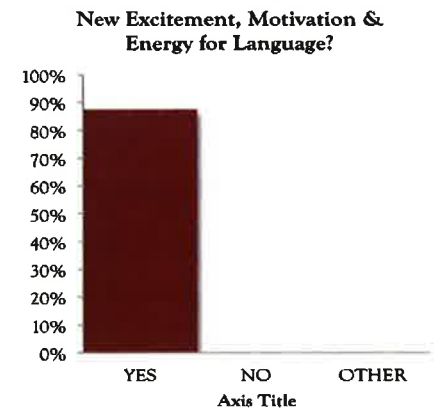
**Objective 2. To facilitate an immersion project needed to take a step toward the revitalization of Lingit.**

- a. The workshop was designed, developed and implemented from August 1st-6th, 2012.
- b. The participants were excited and many note that the camp was a beginning, a stepping-stone towards the revitalization of the Teslin Lingit language.



**Objective 3. To plant seeds that will excite and motivate Lingit language learners and speakers.**

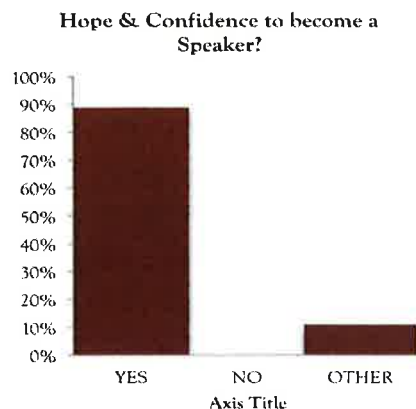
- a. Almost all of the respondents indicated that seeds were planted for motivation.
- b. One participant has asked for the Lingit names in her family to be put on her fridge so she can start using them.
- c. Participants were excited and looking forward to further language learning and hopeful for more immersion camps.





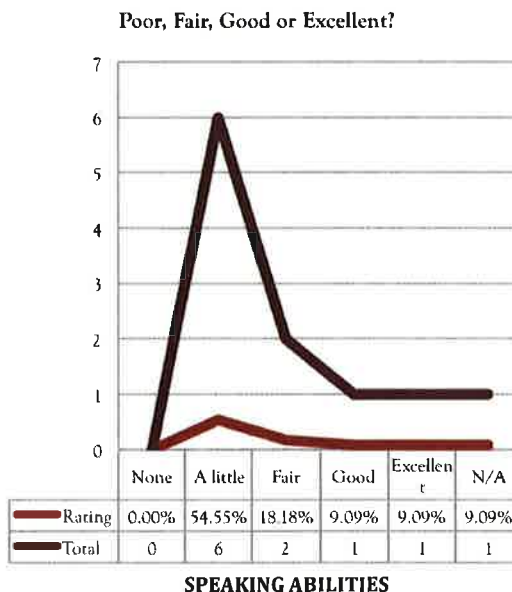
**Objective 4. To demonstrate that we can all learn our Lingit language**

- a. All participants experienced growth in their personal language acquisition.
- b. All participants were exposed to a variety of teaching approaches and made choices to align their personal learning style with preferred teaching methods.
- c. All participants engaged in learning activities with a range of kinesthetic, oral, written, singing, drama and nature activities that were whole group, small group and sometimes in pairs.



**Objective 5. For camp participants to begin to develop a shared understanding of the different levels and kinds of language fluency<sup>8</sup> as well as to be able to complete a self-assessment to determine their specific level and type (strengths) of fluency. This information will help in charting progress and setting learning goals for individual learning in the future.**

- a. Most of the participants indicated that their speaking abilities were in the 'a little or fair' range of fluency. Only the Elderly fluent speakers rated their speaking abilities as excellent. *Perhaps successful language revitalization will flip the line graph someday, where most speakers are at the good to excellent levels.*
- b. Currently it is primarily the Elders that are able to speak at the higher fluency levels, where the language spoken is natural, comprehensive, at great length, detailed, grammatically correct and so forth. See the graph for Speaking Abilities.

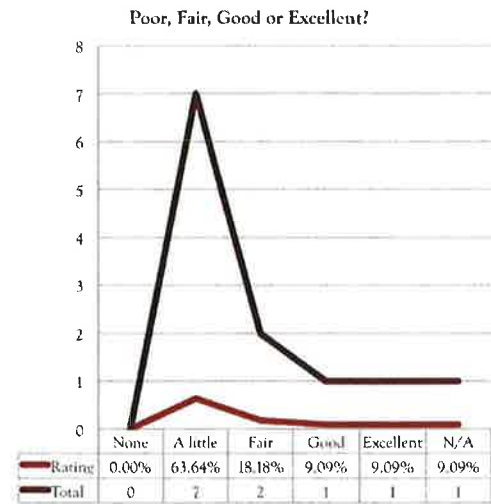


<sup>8</sup> See Appendix for further reading materials on the ACTFL, ESL the CEFR concerning language proficiency levels. This information is important to ensure that future language learning courses and programs are progressive and offer targeted programs that focus on developing the higher fluency levels.

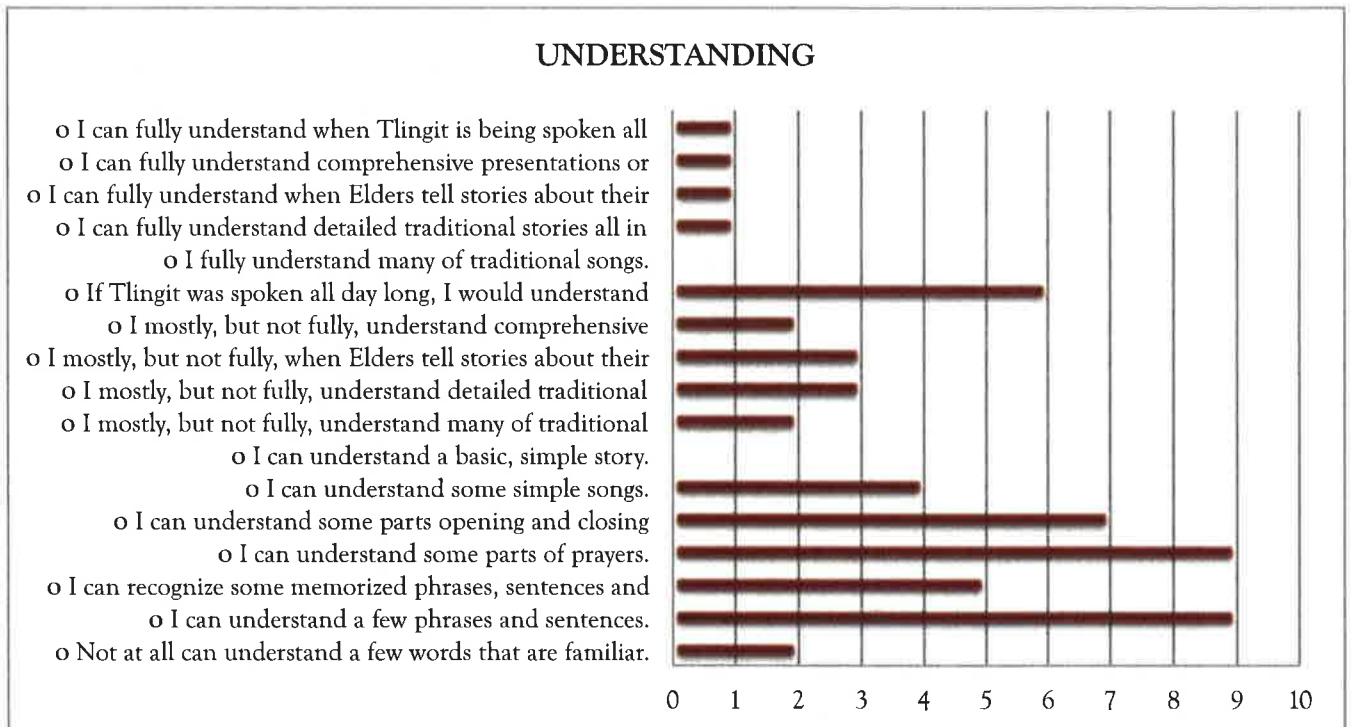




c. It was only the Elder fluent speakers that could fully understand Lingit if it was spoken all day long. There were a number of respondents that could understand the language fairly well, however a “good” comprehension level of a basic story told in the language by one of the speakers was not an ability of any of the “silent speakers”. It appeared that the comprehension level was at the lower levels of fluency. Keeping in mind that with more exposure to the language, there is the possibility of a “flooding” of comprehension that may come back to those that were raised only hearing the language before they went to residential school.



UNDERSTANDING ABILITIES



### POSITIVE SIDE EFFECTS

The following positive side effects (rolover benefits) were accomplished through the Stepping Stones Day Immersion Camp.

1. Documentation of language in use was accomplished as a booklet of language words and phrases comprise a part of this report, as well as an audio CD with recordings and a DVD with songs and a story.

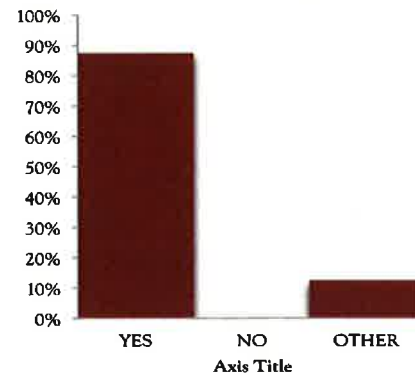






2. Production of materials that can be used in the classroom and in other language learning situations. See No. 1 above.
3. Training of speakers was accomplished in the sense that we now have two fluent speakers that have direct experience with providing language expertise in an immersion setting. As well, the fluent speakers were exposed to a variety of approaches and methods for teaching a second language in an immersion context.
4. Increased health (happiness) of some Elder speakers and therefore their increased activity within the community was accomplished and the results continue to show present day. The two fluent speakers are more active than ever and have been using new methods for teaching the language to those students they mentor.
5. Building capacity around language renewal in the communities was accomplished as the lead teacher and teacher assistants continue to benefit from learning new methods and approaches for teaching a second language. This is evident with the delivery of the Teslin school Lingit language program.
6. Facilitation of conditions within which activities necessary for language revitalization can proceed was accomplished in creating positive and productive learning environment even though a real camp situation was not possible. The team made use of the natural environment around the building.
7. An increase in the use of and discussion about the Lingit language the community is prevalent and many of the participants await more language camp learning opportunities to come forth.
8. To provide information and examples for other Indigenous communities that are involved in their own language revitalization processes is provided indirectly through the provision of recommendations that are based on language revitalization research from around the world.
9. The community should benefit from training and employment opportunities generated by the research. This will remain to be seen as TTG language related staff reviews this report and decides upon how they will move forth with the recommendations.

Health & Happiness?



## CHALLENGES

### **Residential School**

In terms of challenges, residential school experiences and other prior negative language learning experiences in the school and the community cast a dark shadow for some of the participants. The courage, perseverance, determination and strength of those that 'pushed on" regardless of the emotional, spiritual and mental barriers from the past was astonishing and brought tears to the eyes of many. Stories were shared and support was felt from each and every person present in the day camp.





The immersion camp team and assistants did their utmost to provide a safe learning environment for all to enjoy and engage in language learning. Some rules were put in place, such as a 30 second wait time before correcting, waiting until the participant asked for help before providing correction and a talking circle was set up at the end of each day. It is very important to ensure that when the past is opened up in any way, that supports are in place to safely close off those openings before everyone goes home for the day.

### ***Fluent Speakers***

Upon organization and planning of the immersion camp, many fluent speakers committed verbally to participating. Only two fluent speakers came out to participate and help with the immersion camp. This made it challenging to do group work and to be inclusive of all clans as the hope was to have speakers from all clans. In the future, it is recommended to draft contracts for speakers in advance and hopefully this will help in terms of how many show up. As well, it was noted that perhaps if speakers had a more comprehensive training session prior to the immersion camp that it would help with any anxiety and apprehension. After all, teaching and offering language expertise in an artificial language learning environment would be a first for many of our Elders. Many of the participants indicated that they would like to see more fluent speakers involved.

### ***Staff Participation***

A recommendation that came forth from the participants was that it should be mandatory for all staff to participate in the immersion camp. Various comments were put forth throughout the camp by a number of staff and camp participants. In order to maintain confidentiality and to be respectful to all, no names are mentioned, however the nature of the comments (not verbatim) are noted below:

- would have participated if the supervisor supported them in doing so
- could participate on the weekend but not on work days
- work priorities – immediate service provision – is priority and would come first
- detailed notes had to be prepared of what was done in order to justify being at the camp

Perhaps for future camps, a notice could be drafted and sent out to all staff well in advance, thus allowing supervisors and staff members to plan for staff to participate in language learning programs. Due to short notice that the camp was approved, very little time was provided to inform staff or supervisors about the camp.

As well, it is important that supervisors and senior government officials fully understand the situation of the Lingit language viability and the critical importance of each and every citizen being encouraged and supported (even required) to learn their traditional language. The creation of highly fluent speakers is imperative to the restoration of the language. A shared understanding of what will be lost if we lose our language must be developed for decision makers.



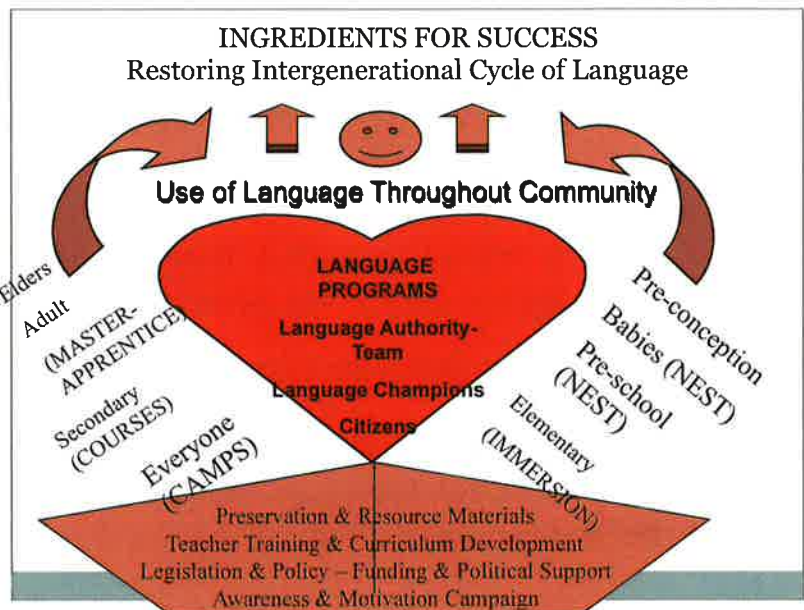




## RECOMMENDATIONS

Essentially, the overall aim of language revitalization is **to restore the cycle of babies learning the language in their home as their first language and continuing to speak the language as their mother tongue –the main language they use in their daily life.** Furthermore, it is always a goal to ensure that those that become fluent grow up in a way that the **“love of the language”** is strongly instilled to ensure that they are **committed and dedicated to teaching their babies** their traditional language as their first language.

The following recommendations are presented in a manner that can help in moving towards restoring the intergenerational transmission of language and culture for future generations. As was mentioned previously, the process and recommendations are based on research<sup>9</sup> and recommended language initiatives from language revitalization experts, linguists, Elders and language advocates that have studied Indigenous



languages from around the world. The recommendations have a firm foundation of best practices in language revitalization, which essentially is the reversal of language shift from the Łingit language to the English language and on best practices in 2<sup>nd</sup> language acquisition and learning. Best practices from Indigenous languages such as: the Maori; Hawaiian; Navajo; Inuit; Hebrew; Arapaho; Shushwap and others inform the recommendations in this report as well.<sup>10</sup> The recommendations also reflect the aspirations and recommendations from the participants of the Stepping Stones Day Immersion Camp.<sup>11</sup> The following recommendations consist of five stages of program planning, while the language revitalization recommendations within are designed for revitalization and perpetuation of the language.

<sup>9</sup> As was stated in the Executive Summary, years upon years of language revitalization expertise and experience underlie the approaches and initiatives recommended in the model put forth for the restoration and perpetuation of the Łingit language. See List of References for research articles, reports and studies used to support the recommendations put forward in this report.

<sup>10</sup> Rehyner, Fishman, Greymorning, Ignace, Hinton, FPHLCC, Chief Ahtam Immersion School and Language Nest information learned from language conferences; language reports from NWT, Yukon and Nunavut and many others (see reference list) provide information, advice and stories that share information on best practices for language revitalization.

<sup>11</sup> See Appendix and conclusion for specific information concerning expectations, suggestions and recommendations from evaluation survey respondents.





STAGE 1: IMMEDIATE ACTION - EMPOWERMENT, PLANNING & MOMENTUM

Recommendation 1: Involves Empower Elders and Fluent Speakers; Support with Technical Staff and Resources; Interim Assessment & Plan and an Education-Promotion Campaign

STAGE 2: BUILDING FOUNDATION & STRATEGIC ACTION

Recommendation 2: Involves Secure Long Term, Sustainable, Core Funding & Resources; begin Legislation & Policy Development; Initiate Master-Apprentice Program; Digitize and Document Highly Fluent Speakers ONLY in language and begin Seasonal, Cultural Immersion Camps.

STAGE 3: COMPREHENSIVE STEPS

Recommendation 3: Involves Language & Culture Curriculum; Curriculum Support Materials (Learning Resources); Language Nest (Immersion for 0-4) and Capacity Building.

STAGE 4: EXPANDING & GROWING LANGUAGE EDUCATION PROGRAMS

Recommendation 4: Involves Immersion or Bi-lingual Primary Program (K-3); Agreements & Partnerships with Service Providers connected to Language; High School & Secondary Courses, Modules or Programs and Places for the Language to be heard and used.

STAGE 5: MAINTAIN & SUSTAIN ALL LANGUAGE PROGRAMS

Recommendation 5.: Involves Maintaining, Tracking, Monitoring and Supporting; Evolving, Changing; On-going Renewal and Sustainability; Communications, Sharing Out & Reporting

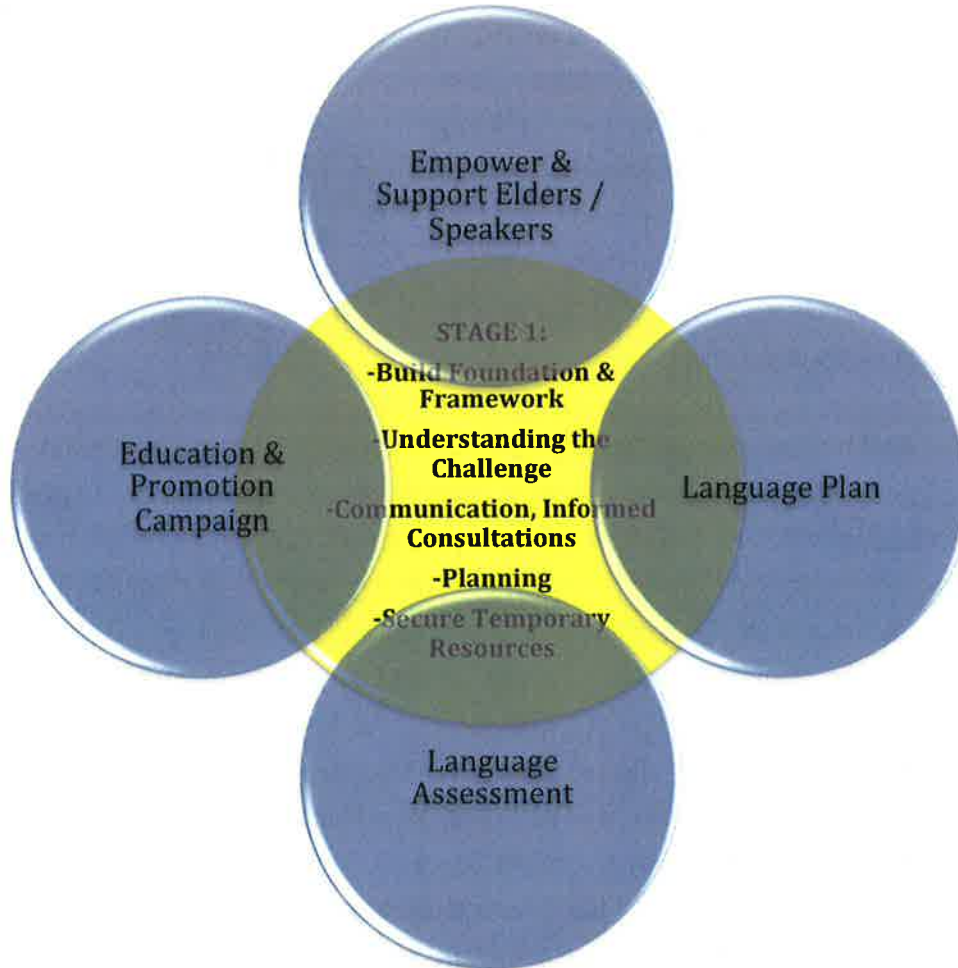
As was mentioned earlier in this report, the recommendations around program design, development and implementation processes are based on advice put forth from reform and program experts such as Posovac & Carey (1997) and Fullan (2001 and 2006). In some cases (not all by any means) certain recommendations make sense to be prerequisite to the implementation of subsequent recommendations. For example, in order to establish a language nest it is a good idea to increase fluency levels of staff prior to or during (evenings and weekends) the language nest. Another example is if a language is given "official language status, it will be easier to elevate the importance of the language amongst community members and government staff.





## STAGE 1: IMMEDIATE ACTION - EMPOWERMENT, PLANNING & MOMENTUM

**Recommendation 1. Empower Elders and Fluent Speakers; Support with Technical Staff and Resources; Interim Assessment & Plan and an Education-Promotion Campaign.**



1.1. To establish a Council of Fluent Speakers (could be a Lingit Language Commission or Task Force on Lingit Language, etc.) to provide advice, guidance, support and direction for all Lingit language and cultural revitalization, preservation and protection activities, programs and initiatives. This Council could work alongside the current Elders Council and report directly to the General Council. It is imperative that fluent speakers are provided this opportunity to protect and ensure the survival of our language, our culture, and our history as purely as is possible. Likely, the Elders Council could identify the fluent speakers. The Fluent Speakers must also be supported with 21st century information concerning language shift, language revitalization, de-colonization, immersion best practices and teaching using immersion techniques in unnatural contexts and so forth. This type of information will set the tone for informed decision-making concerning language initiatives, projects and programming.





The Council of Fluent Speakers could act as a "Language Authority".<sup>12</sup> Such an authority would consult with clans and citizens, make decisions and give recommendations to required authorities (such as the Elders Council or General Council) concerning goals; objectives; strategies; priorities; accountability; authenticity; validity; legislation and policy supports; develop new words; decide on standardization of orthography (writing system), types of programs (immersion, bilingual, etc.); teaching methods and so on. The organizational diagram to the left is an idea to chew on, to shape and to mold.



1.1.1. The Fluent Speakers must be supported with Technical Staff to do the legwork required. Program planning, development and evaluation experts infer that the technical support must be able to effectively support the initiation, design, development, implementation and evaluation stages of a program under development.<sup>13</sup> In the case of language revitalization, it is further imperative that the technical team has a comprehensive understanding of language shift, language revitalization, immersion programs, second language acquisition, language teaching and language learning theories.<sup>14</sup> The staff must understand how to move from expression of needs to the development and implementation of effective programs that respect the communication and consultations protocol in effect. The staff must be fully able to promote, advocate and secure financial support for the work put forward by the Fluent Speakers. It is also critical to long-term success that the staff has the ability to lead the development of policy and legislation to support, protect and sustain the language for future generations.

1.1.2. For TTG to provide interim funding and infrastructure supports until long term, sustainable, core funding is in place. The interim funding should allow for the establishment of the fluent speakers group and a core staff to operate. Once staff is in place they should be mandated with securing

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<sup>12</sup> The idea of a language committee and/or language authority is supported and promoted in Ignace's Handbook for Aboriginal Language Program Planning in British Columbia (1999), the 2004 Profile of Yukon First Nation Languages written by Tousignant and Jules and published by the Government of Yukon and by the FPHLCC of B.C.

<sup>13</sup> See previous notes on the importance of program planning and evaluation expertise as put forth by Posovac and Carey (1997).

<sup>14</sup> According to Fullan (2001), change expert for education systems, agents of change and transformation must be well versed in identifying why and when change is needed; how to go about change and transformation; make utmost efforts to promote ownership through involvement and be very intimate with the program and initiative at hand - in this case the realm of language revitalization and the inherent right and benefits to one's traditional language.







additional funding for interim and certainly for the long term as well. Interim funding could consist of a core chunk from TTG, donation from TTI (for example, \$50,000) allocations from each department (For example, \$10-20,000 from each department toward language training-capacity building) and this will allow for the department to get on its feet.

- 1.1.3. Prepare an interim plan of action to serve as a work plan until the comprehensive long term strategic plan is complete. The technical staff could work with the Fluent Speakers and Elders Council to develop this and perhaps vet through the Executive Council and Clans.
- 1.2. Conduct an assessment to determine the current state of the Teslin Lingit language<sup>15</sup>. This is also an opportunity to collect feedback from citizens to form future goals based on the current aspirations and needs and to also determine current resources, human, financial and other. We need to know how many fluent speakers we have, the levels of fluency, who wants to learn, how people prefer to learn, who wants to teach, and so on. The specific questions within an assessment will be determined by the fluent speakers and technical staff or perhaps a team established to steer the project.

A Language Assessment best practice is to conduct a survey or questionnaire to every household on and off settlement lands. Some surveys can be done on-line, some door-to-door and some over the phone. It is imperative to the specific context of the Teslin Lingit language that the assessment includes information about literacy (speaking, understanding, reading and writing) and programming information (vision, goals, priorities, teaching methods, learning styles and learning preferences) that intertwines the culture.

The Language Assessment will provide foundational information to develop a long-term strategic plan for language (See Recommendation 1.3). Sufficient information should be deduced from the surveys to draft out main points (common threads) for a vision, mission, goals, objectives, strategies, guiding principles and priorities for action.

- 1.3. In consultation with citizens develop a long-term strategic plan, with an Action Plan (immediate and short term) for the language. The plan could first be based on survey feedback from Recommendation 1.2; would undergo a citizen and clan consultation process and could be subject to, review and approval by the Elders Council and the General Council. The plan may consist of a vision, mission, goals, objectives, strategies, guiding principles and priorities for action. Some plans include detailed department (justice, education, health & social, heritage, renewable resources) objectives, action items that will support the

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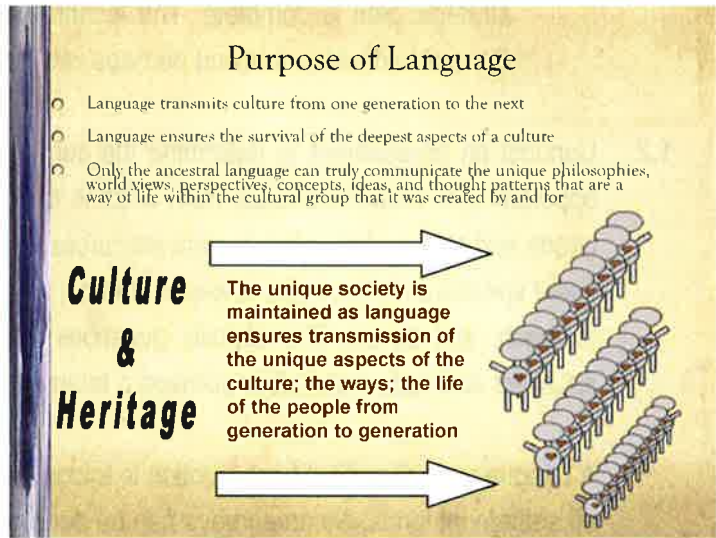
<sup>15</sup> Fishman, Ignace, and others imply that a language assessment is imperative to developing a good language plan. Basically the idea is to understand and know the problem, the challenges, the strengths, the details... etc. before you try to tackle the problem. See the Appendix for a short article that may serve as a good reference tool in understanding language vitality scales revised by Jules in 2012. The FPHLCC's Report on the Status of BC First Nations (2010) and the Yukon Government's Profile on Yukon First Nations Language (2004) are examples of multi-language assessments that have been used to inform strategic program development.



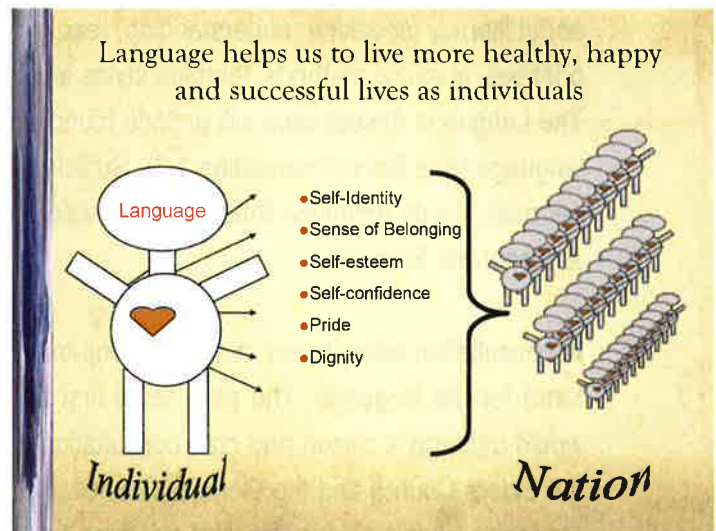


overall goals and priorities for language, thus ensuring that language is a priority throughout every aspect of the organization. An extension of strategic plans is for the Technical Staff to develop practical work plans or operational plans. The departmental operational/work plans could include details such as specific tasks, time frames, responsibilities, review dates, budget, other resources and so on, that would support the restoration and perpetuation of the language.

1.4. Design and implement an Education and Promotion Campaign<sup>16</sup> as a process to share with the entire community the state of the Lingit language; the importance and role of the language; what the language means to individual citizens and our nation; success stories and a possible pathway to restoration. It is important to recognize and honor all of the work done by past people, current language teachers/advocates and to emphasize the need for everyone to work together and the fact that “everyone has a role”, because we all lose if we lose even one Aboriginal language.



1.4.1. In terms of communications and consultations, they are always on-going and it is very important that the planning be enhanced with the development an awareness of the state of the Lingit language and an education around why the Lingit language is important now and in the future... citizens, TTG executive and TTG staff must fully understand what is lost, if the Lingit language becomes extinct. The awareness and education campaign will help to ensure that citizens receive all necessary information prior to being asked to put forth advice, guidance and



<sup>16</sup> Change and transformation expert Michael Fullan (2001) as well as First Nation governments in general, strongly advocate that when working with First Nation people, especially with Elders, that efforts be made to build capacity, share information and all options possible, so as to support and promote *informed decision making*. An education and promotion campaign could potentially accomplish this, if it was designed in a comprehensive manner and not an “event”, rather aimed at drawing out informed feedback and decisions/direction.







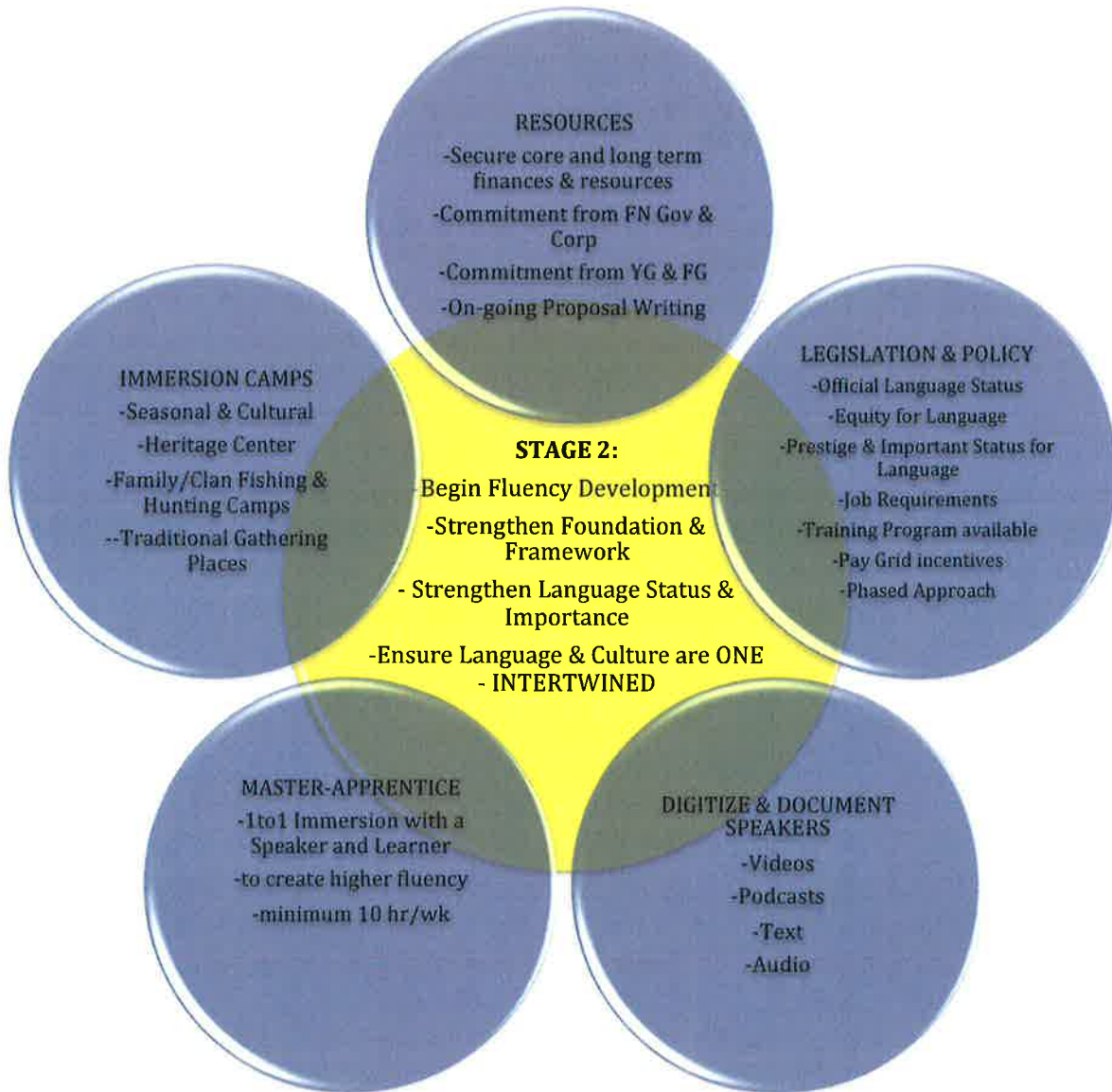
direction. The campaign will provide a foundation for informed decision-making and a foundation of understanding will be in place to support the development of a thorough, unbiased, immediate and long-term language revitalization plan. In this manner, the end product (the plan) will be representative of the voices of well-informed Łingit citizens.





## STAGE 2: BUILDING FOUNDATION & STRATEGIC ACTION

**Recommendation 2. Secure Long Term, Sustainable, Core Funding & Resources; begin Legislation & Policy Development; Initiate Master-Apprentice Program; Digitize and Document Highly Fluent Speakers ONLY in language and begin Seasonal, Cultural Immersion Camps.**



2.1. Secure equitable, long-term and core funding to support and sustain all language and cultural programs into the future. It is imperative that the TTG government raises the importance of the Lingit culture and language to the highest priority by supporting the establishment of a department, equitable to the education, renewable resources, justice, health and social departments within the TTG. The Lingit culture and language is a foundation to all other departments and certainly a foundation for success for each and every Lingit citizen. Furthermore, each and every department of the TTG government could demonstrate a





commitment within its department plans and budgets to support reviving, sustaining and protecting the Lingit culture and language. It is important that the Lingit language and culture have at least equal importance to other staff training and professional development, such as the Excellence Series or the Leadership Training that is promoted by the Workforce Development Department of TTG.<sup>17</sup>

Sustainable, core funding could be provided with an annual budget allotment from TTG that would cover core operations and core staff. Other opportunities for funding could possibly be negotiated internally or externally with the following departments/organizations:

- Request annual contribution from TTI, donation from TTI (for example, \$50,000)
- Allocations from each department (For example, \$10-20,000 from each department toward language training-capacity building)
- Negotiate annual contributions from Heritage Canada (Aboriginal Language Initiative), Health Canada, YTG Education, YTG Justice, YTG Tourism, YTG Health & Social as successful language programs will have a positive impact on their programs and their mandates.
- Negotiate with CYFN Language Revitalization program to lead the way with language initiatives as a means to sharing results, templates and processes with other YFNs.
- Negotiate with Yukon College and other universities to support language research and to offer programming that would benefit their organizations.
- Negotiate with other Lingit organizations/governments to cost-share on larger projects, thus benefitting the nation.
- On-going proposal development for grants and to foundations (Endangered Language Organizations) to support various initiatives and projects.

Other resources such as a designated place for Lingit language only, cultural infrastructure – cultural camps, will need to be identified and secured. The infrastructure needed will depend on the specific plans that evolve out of the consultation process.

On-going development with fluent speakers, staff and leadership will be needed for some time. It is important to build a strong and well-informed team.

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<sup>17</sup> This Immersion Camp was whittled down to a proposal for approximately \$20,000, which was just over 50% of the original proposal budget estimation. The Lingit consultants designing, developing, implementing and evaluating were not compensated at an equitable rate as compared to the consultants for other training programs offered at TTG such as the Excellence Series or the Leadership Training . The learners did not receive training allowance, travel, meals or hotels, however Excellence Series' and Leadership Training participants report that they did receive such incentives and supports. The Lingit language needs to have a place, where it is a top priority and treated with at least equal respect as compared to mainstream, non-Lingit training programs. This is an important message for our citizens, especially our Elders, fluent speakers, language advocates and youth to hear and to see.





2.2. Analyze and revise current legislation and policy (and create new ones where necessary) to develop relevant guidelines, standards, policy and legislation to support, sustain and protect the Łingit culture and language into the future.<sup>18</sup>

Examples of legislation and policy that could support Indigenous languages are:

- Giving the language “official language status”
- Developing a Language Act
- Providing for a Language Commissioner to ensure implementation and adherence to Łingit language legislation and policy
- Policy to ensure sustainability and perpetuation of any boards, committees, councils, commissions or staff put in place to support the language
- Recognition of the orthography and alphabet system that will be used
- Recognizing fluency development level in pay scales
- Requiring Łingit language competency for TTG positions
- Requiring Łingit language competency for political seats such as Chief Executive Officer, Executive Council, General Council
- Providing access, availability and funding to take language training
- Ensuring that a curriculum for language fluency is in place and is being implemented accordingly through a review process
- Ensuring that time allotments in K-12 schooling support fluency development to occur
- Ensuring that language resource development follows protocol and procedures as determined by Łingit language experts
- Bringing all language resource people together, including K-12 language teachers, through an agreement with Yukon Education
- Guidelines to educate consultants and other service providers on settlement lands as to the Łingit language legislation, policy and expectations

**FIGURE 1 UNITED NATIONS DECLARATION RECENTLY SUPPORTED BY CANADA**

*revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. States should take effective measures, whenever any right of indigenous peoples may be threatened, to ensure this right is protected....*

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<sup>18</sup> Inuit from Nunavut; Maori from New Zealand; French in Canada and the languages in NWT are all excellent examples of how strong legislation and effective policy can help to ensure implementation and can indeed support the revitalization and perpetuation of a language that has shifted over to English. The United Nations also provides strong language that can be used to support the development language legislation and policy.





- 2.3. Document and digitize the current speakers of the language. Utilize the recordings for curriculum and resource materials development to support language-learning programs such as the language nest or master-apprentice. Documentation need not be expensive and can be done using current technology that is readily available within TTG such as video cameras, IMacs, MacBook Pros, iPads and ITouches. Using such technology one can easily develop booklets, posters, labels, flashcards, videos, podcasts, visual presentations, compact discs, a website and so on.
- 2.4. Initiate a master-apprentice program<sup>19</sup> to begin the process of creating a new generation of fluent speakers. A master-apprentice program is the pairing of a fluent speaker with a language learner. The main method of learning is immersion - no English. At the onset of a master-apprentice program, both the speaker and the apprentice undergo a training program to learn how to stay in the language and how to design the training program. Recordings from the speaker are used to support independent learning and practice and can also be archived for preservation and curriculum development purposes. The participants must be motivated and committed for at least 5 years of language mentoring of at least 10 hours per week at home and at work.

The program should target future language nest staff, TTG language and culture staff and teachers. It would be beneficial if TTG executive, management board and other key decision makers took part in this training as well. The training would instill passion and the commitment needed to move forward with language revitalization across all government departments and throughout the language community. It is the new generation that will become our leaders, teachers, curriculum developers and program directors, managers and workers of the future.

- 2.5. Develop and implement, on-going, seasonal immersion camps<sup>20</sup> based on the traditional "moon" Łingit calendar system. The moon system of planning ensures that seasonal, culturally relevant and land based camps occur. The curriculum for immersion camps must be developed alongside the fluent speakers to ensure ownership and increased involvement. It is also important that a series of camps are designed to ensure progressive language fluency development. This is necessary for learners to move towards the higher levels of fluency.

It is also important to note that organizers could increase success if pre-camp orientations and pre-

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<sup>19</sup> Leanne Hinton's book, 'How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning' provides detailed information on the master-apprentice program. Master-apprentice is effective if the language learner and speaker commit to the minimum of 10hours of one to one immersion work per week. This approach is widely used by many First Nation languages in Canada and is promoted and supported by the First Peoples' Heritage, Language and Culture Council in BC.

<sup>20</sup> Immersion camps are widely recognized by many First Nations as an effective method of learning a language. First Peoples' Heritage, Language and Culture Council and Sealaska Heritage Institute actively engage, promote and support immersion camps.





language learning materials or small workshops were available. This will help to ensure that speakers are comfortable with the artificial learning environments and learners will have some tools already packed in their toolbox.

Participants recommended that perhaps immersion camps could be offered through individual clans and families within clans. Overall, there was agreement that the camps had to be on going with experiences on the land, through the culture and involving more fluent speakers.

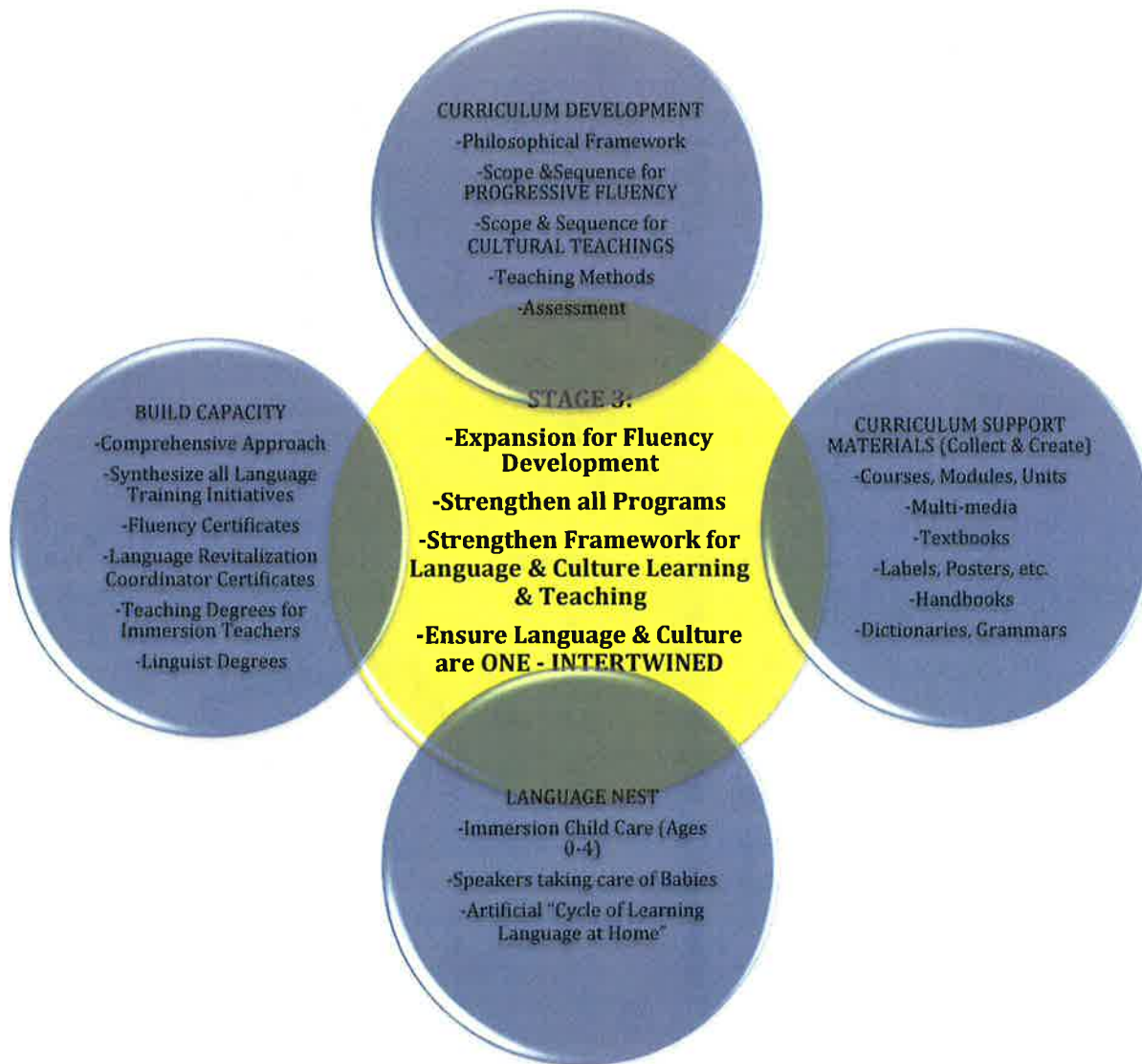






### STAGE 3: COMPREHENSIVE STEPS

**Recommendation 3. Language & Culture Curriculum; Curriculum Support Materials (Learning Resources); Language Nest (Immersion for 0-4) and Capacity Building.**

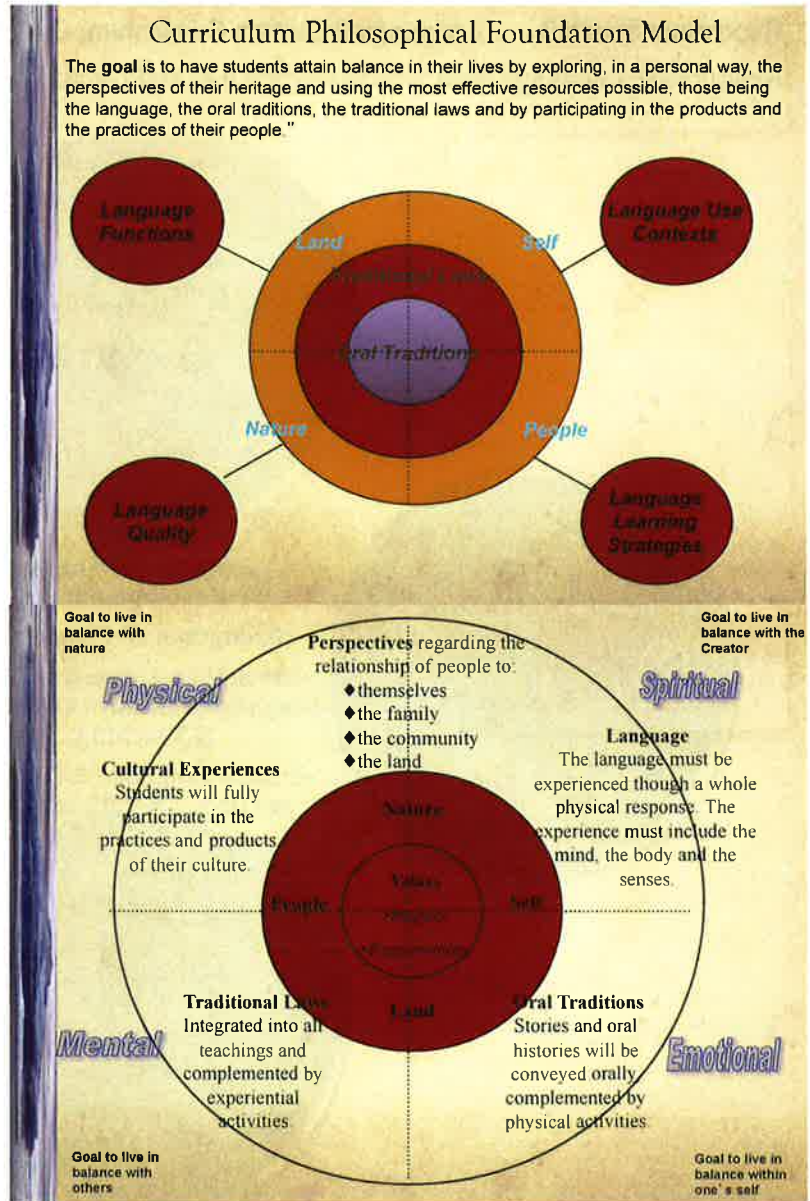


3.1. Research, design and develop a curriculum framework for the Lingit language and culture. There are many designs for curriculum development. It is important to find a model and processes that work for your particular community. More than likely, an adaptation through consultations will evolve. A curriculum could comprise a philosophical framework for education; progressive continuum to plot fluency development; scope and sequence for cultural teachings; identifies aims, goals and learning outcomes; teaching methods and assessment. Curriculum could be specific to the traditional culture with correlation to the western, mainstream culture. It is a good practice to first identify the language and culture from the traditional First Nation basis first and then look at how to fit it into the mainstream. In this manner, you won't lose the big picture or become challenged with approaching inclusion or integration from a piecemeal perspective.





3.1.1. A curriculum for language and culture sometimes has a philosophical framework, which is foundational, yet, all encompassing for the entire curriculum learning goals and outcomes. The curriculum philosophy is developed by working closely with Elders, Cultural Resource people and speakers and asking questions about what one should know in the language and the culture, what one should be able to do at different stages in their lives, and so on. This can be a lengthy process, however the results are imperative to having an authentic curriculum foundation in place. The information gleaned from those that are experts in the culture, are organized in a curriculum document. The curriculum then serves as guideline for program implementation. For example, grade one teachers would know what language and what culture they need to teach over the period of a year OR a language nest would know what learning outcomes they need to cover with the children by the age of school entry OR people designing and teaching an immersion course would be able to target certain levels for different camps. The curriculum could also be used for charting progress for individuals or for program evaluations.<sup>21</sup>



<sup>21</sup> The curriculum philosophical model diagrams show examples of philosophical frameworks derived from the Western Northern Canadian Protocol Curriculum Framework for Aboriginal Languages and Cultures K-12.

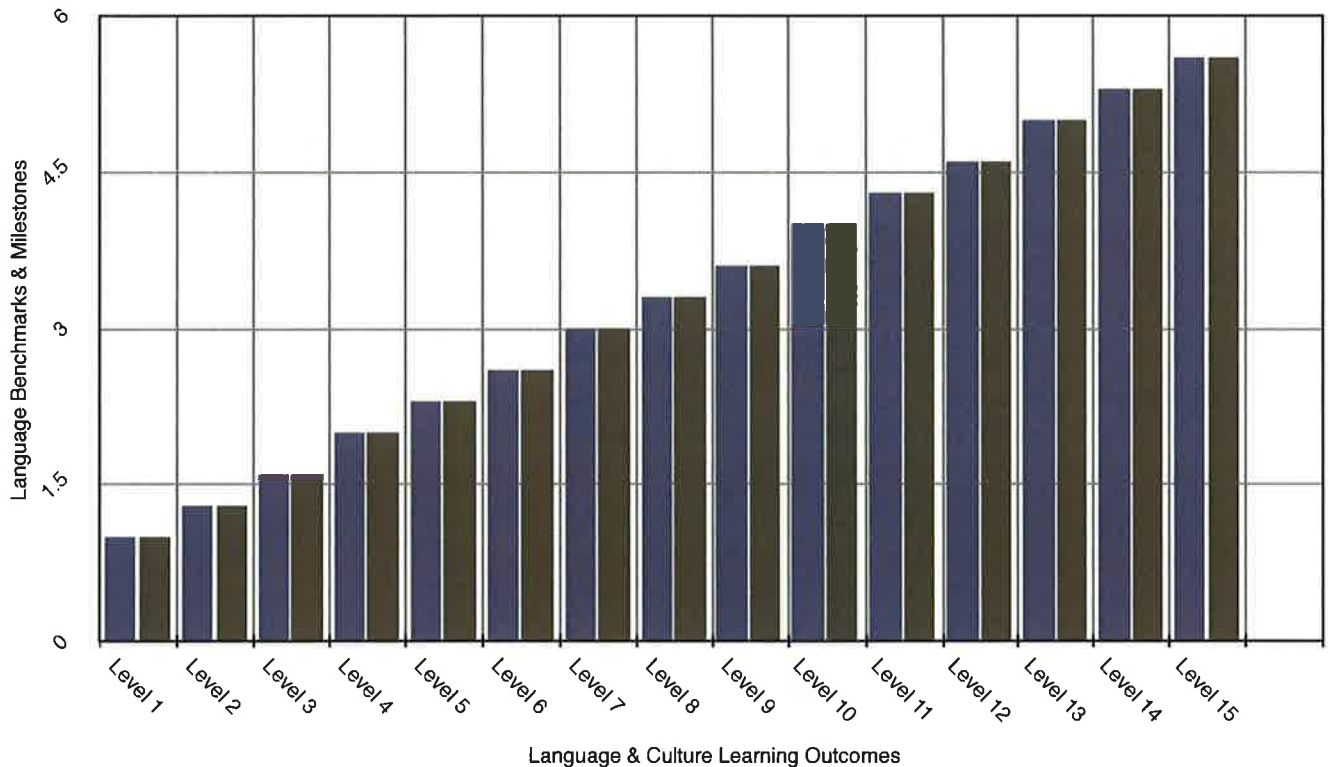




3.1.2. It is important for fluency development that a progressive continuum is developed for fluency in the language to progress. This does not mean that the language is separate from the culture. Rather, it simply lays out what the learner would learn in the language at each level of fluency. The continuum would likely identify the goals and learning outcomes from non-fluency to full, high fluency. This helps to chart progress, to plan lessons, to develop and design quality language programs and to report on progress.

3.1.3. The curriculum must be also be progressive (with great breadth and depth) with a continuum (scope and sequence) for cultural knowledge, skills and abilities.<sup>22</sup> At a minimum, cultural competency consists of abilities, skills and knowledge of the history and heritage, cultural practices, perspectives, values and beliefs from a Lingit worldview – past, present and future.

**Language & Culture Scope & Sequence Template**



<sup>22</sup> “The goal is not to learn another language code or to “study” Aboriginal cultures. The goal is to have students attain balance in their lives by exploring, in a personal way, the perspectives of their heritage and using the most effective resources possible, those being the language, the oral traditions and the cultural practices of their people.” WNCPC CCFCL K-12 p. 16



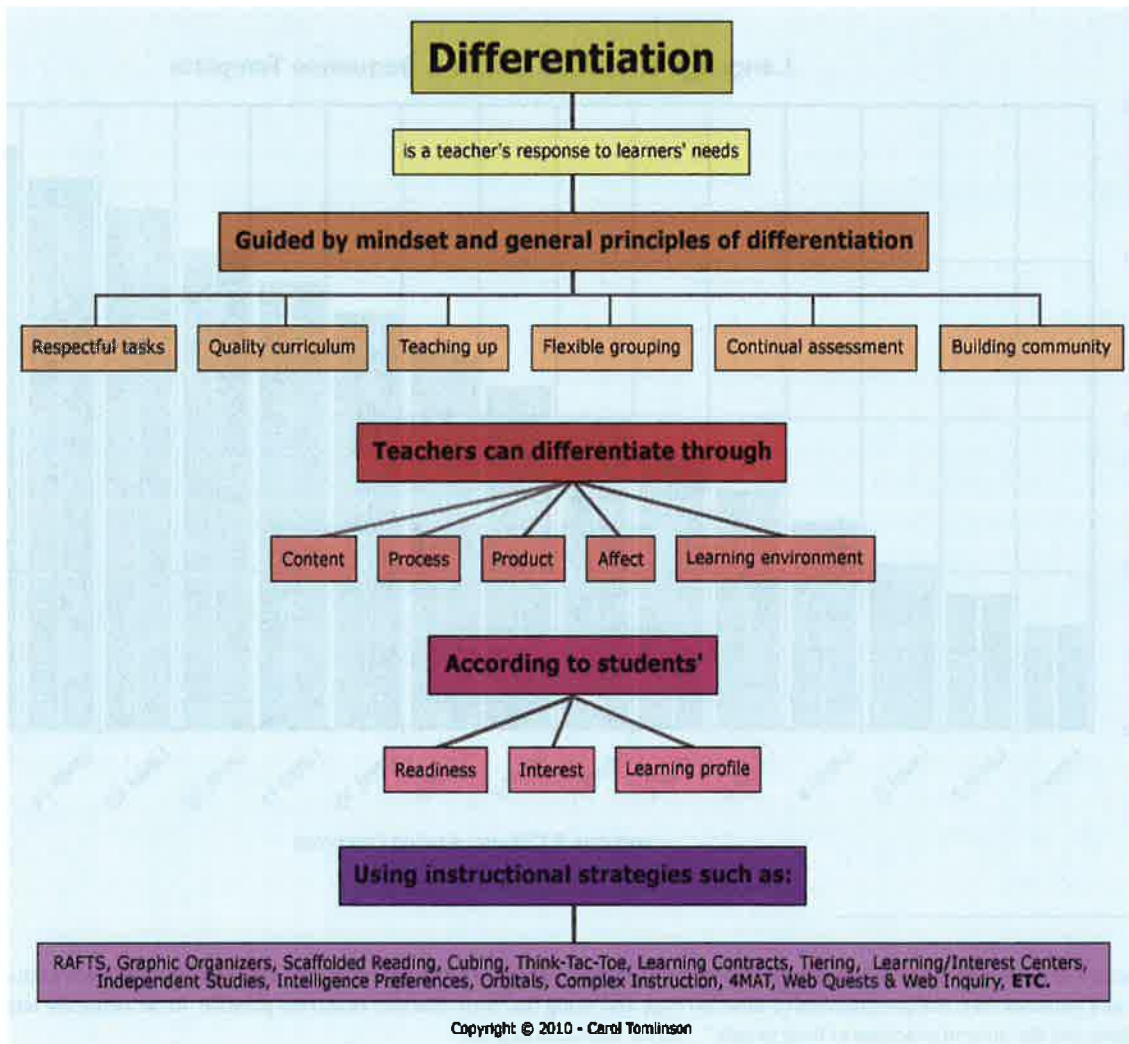




The Language and Culture Scope & Sequence Template Graph shows BLUE for Language and GREEN for Culture. The visual is to help illustrate that the teachings are progressive and by the end of any program (or curriculum) one should have accumulated years of knowledge, skills and abilities in the language and the culture.

3.1.4. A curriculum usually includes information on teaching methods for the teacher as well. In the case of language, it is important to provide authentic information on the traditional teaching methods and approaches (inclusive of beliefs, laws and protocol) as well as methods that are contemporary and evidence based such as differentiated instruction, experiential learning, scaffolding, etc.

Concept map for DI retrieved from Differentiation Central: Reach Every Learning Every Day Through Differentiated Instruction at <http://www.diffcentral.com/model.html>





3.1.5. A curriculum often includes information and tools on assessment for the teacher to draw upon. It is important, as with all other parts of curriculum development, that the traditional perspective is incorporated into this section. A question to Elders could be, “how would you check to see if someone knows how to do this?”. Assessment materials are usually provided to check for proficiency, for achievements and also identify areas that the teacher needs to revisit. Tools are also provided to report progress to the students themselves and to parents if applicable.

3.2. Develop and implement culture and language learning resources to support the implementation of the Łingit culture and language curriculum. Learning resources support the implementation of curriculum. Learning resources will be needed to support the master-apprentice program, language nest program, language immersion camps, secondary/college courses, staff training programs and the K-12 language program. Learning resources come in many multi-media forms such as: picture books, story books, text books, dictionaries, DVDs, CDs, podcasts, videos, flashcards, labels, posters, lesson plans, etc. It is very important that the “lessons and activities” including information on protocol, methods, etc. are included for teaching the language and culture within the resource.

3.2.1. Courses, modules and units are basically packages of learning materials for the teacher to use as a tool and a guide. Materials are usually included to assist with student learning and to illustrate progress as well.

3.2.2. Videos, podcasts, audio recordings, electronic books, etc. are quite easy to develop. An excellent project is to teach intermediate or high school students to develop the materials for younger children or for the language nest. Such electronic resources can be developed with computers, laptops, iPads, ITouches and even iPhones. It would be beneficial to organize a “house” for organization and storing the resources, in the form of a database, or electronic archive and sharing the information is best if made available on a website.

3.2.3. Noun dictionaries, grammar sketches, verb dictionaries and so on are valuable resources that help to support teachers in the delivery of curriculum. It is very important to develop high quality materials that are engaging to the students. Such language learning resources could be developed both in print and electronically.<sup>23</sup>

3.2.4. Parent kits, Grandparent kits, textbooks, handbooks, fridge magnets, object labels, daily agenda

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<sup>23</sup> First Voices is an excellent resource for digitally archiving languages. <http://www.firstvoices.com/en/home>



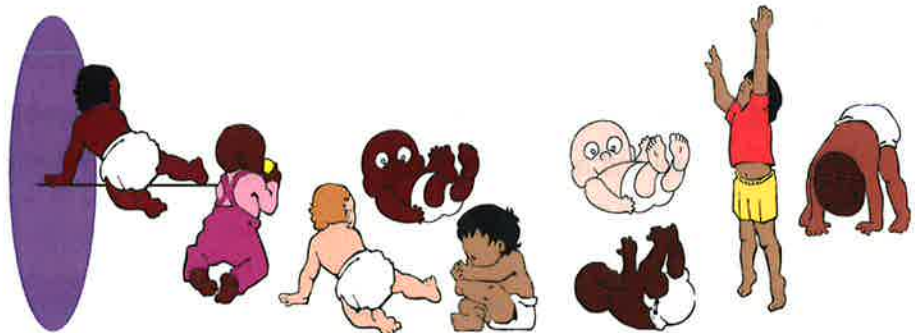




books, calendars, teacher planning books, student planners, etc. are all great examples of language learning resource materials that could be developed.

3.3. Initiate, establish, develop and implement a language nest program<sup>24</sup> to create fluency in our babies and children. A language nest is a total immersion program for preschoolers (ages 0-4). Language Nests are most successful when fluent speakers simply take care of the babies and children and ONLY speak the traditional language. Other language nest staff learns the language through direct exposure and through well-planned master-apprentice or other language learning programs. Staff must be committed to learning the language at home, on their weekends and in the evenings. It is important that materials development and other planning activities are provided for in the daily schedule.

*“The effect of the kohanga reos cannot be exaggerated. Where six years ago a bare handful of children came to primary school with (out) any knowledge of the Maori language, now each year between 2000 and 3000 children, many of them fluent bilinguals, start school after having already been exposed to daily use of the Maori language for three or more years” (Spolsky, 1990)*



The parents must be on board and committed to volunteering and learning the language. Such a program would be a privilege, not a requirement or a daycare service. A L̄ngit language nest will push the current K-12 school system to develop stronger L̄ngit language programming as the fluent speaking children will be “beyond” the current L̄ngit language programming offered through the K-12 education system.

3.4. Further build capacity in a comprehensive and strategic manner through the design, development, implementation and evaluation of accredited post-secondary certificate, diploma and degree programs.

3.4.1. This process will involve the examination of all language programs and initiatives such as the

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<sup>24</sup> Language Nests are immersion programs for babies and children ages 0-5. The Maori and Hawaiian languages were able to produce fluent speaking children through the establishment of language nests. The fluent speaking children basically put pressure on the education systems to develop immersion schooling (kindergarten up). Currently the Maori and Hawaiian language revitalization efforts have resulted in graduates that are fluent and that have now become teachers, language nest workers, journalists and tv broadcasters. The language nest is an artificial way of recreating the natural cycle of learning a language at home where all adult speakers, speak the traditional language and the babies learn the language as their first language.





language nests, master-apprentice, primary immersion, language camps and language courses. The critical review should also analyze the training and capacity required to support effective, on-going and sustainable implementation of all language initiatives including proposal writing, curriculum development, policy and legislation development and so forth. The analysis or examination will help to produce an understanding of capacity needs based on a thorough synthesis of all language training needs derived directly from language programs and initiatives.

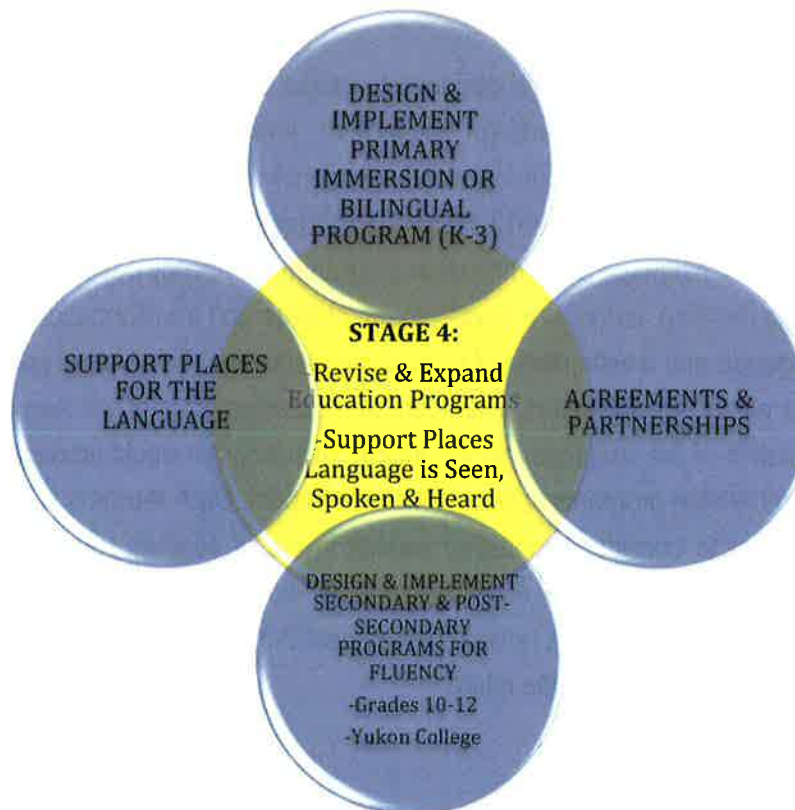
3.4.2. This type of program should be designed to produce fluent speakers with: fully literacy (speaking, understanding, reading, writing, linguistics); knowledge of language shift and language revitalization; ability to design/develop/implement/evaluate various language initiatives/programs and certified to teach in a K-12 system. Such programs will help to build capacity in language revitalization, language shift, immersion programming, fluency development, language acquisition, language learning, curriculum development, change and transformation and most of all fluency in the language and a wide range of cultural competencies. This type of programming would help to prepare senior administrators, managers and coordinators that will support the revitalization and perpetuation of the language into the future. This program would produce competent teachers for future immersion programs and an immersion school. Such teachers will be treated with equity. It is important to consider negotiating various levels of degrees such as bachelors, masters and doctorates. Of course the core components would likely be language fluency and cultural competencies, however it is notable that at least 2-3 Lingit linguists and translators will be needed to support the language in the future.





## STAGE 4: EXPANDING & GROWING LANGUAGE EDUCATION PROGRAMS

**Recommendation 4. Immersion or Bi-lingual Primary Program (K-3); Agreements & Partnerships with Service Providers connected to Language; High School & Secondary Courses, Modules or Programs and Places for the Language to be heard and used.**



**4.1** Initiate, design, develop and implement a primary immersion or bi-lingual program. Given the land claims agreements, it is a legal requirement to ensure that the education program is equal or comparable to the existing education program. Thus, the learning goals and outcomes of current curriculum will have to be covered at each grade level. The approach will largely depend on the team or steering committee that will be overseeing this initiative. It will be easier to begin with physical education, the arts and progress to more challenging areas like language arts, mathematics and science.

It is imperative that a curriculum is in place to guide the program from a traditional language and culture perspective and learning resource materials should be prepared in advance of program implementation. Teachers should be involved in the development at all stages and will have to be trained to deliver a program through the language and culture as much as possible.

**4.2** Initiate, design, develop and implement high school (secondary 8-12) and/or college/university level







language programs. The type of language program will be a significant factor in determining the planning, time, resources, etc. that will be needed. For example, will the program consist of courses each semester? Certain courses through the medium of the language and culture? The approach will largely depend on the team or steering committee that will be overseeing this initiative.

4.3 Negotiate and establish partnerships and formal agreements with service providers that are involved in language programs and services. A process may be necessary to develop shared goals and to identify common priorities. In this manner collaborative and cooperative projects can emerge and delivery/funding arrangements will likely evolve when common needs are met. Some examples of possible partnerships may be:

- Yukon Native Language Centre
- Yukon College (Whitehorse and Teslin)
- Department of Education: First Nations Programs & Partnerships
- Yukon Child and Family Services
- Yukon Department of Health & Social
- Yukon Department of Justice
- Yukon Department of Tourism
- Other Lingit Organizations and Governments
- Council of Yukon First Nations
- Skookum Jim Friendship Centre
- RCMP - Corrections

4.4 Identify and establish places and spaces for the language. The language could be displayed, spoken and heard throughout the community. It is a good idea to have language kits, orientations and training for the various folks in the community. This would help to support the promotion of the language. Some of the places where the language can be seen, heard and spoken are:





- Churches
- Post Office
- Library
- Store
- Motel
- Municipal Office
- School
- College
- Museum
- Health Centre
- RCMP
- Counselor offices
- Meetings
- Recreation Activities – Hockey, Curling, Holiday Celebrations







## STAGE 5: MAINTAIN & SUSTAIN ALL LANGUAGE PROGRAMS

**Recommendation 5** Maintaining, Tracking, Monitoring and Supporting; Evolving, Changing; On-going Renewal and Sustainability; Communications, Sharing Out & Reporting.



5.1 On-going Language Learning Materials Development is an on-going process and certainly a lifetime of work.

5.2 On-going training and professional development will be necessary as new materials are developed; as materials are reviewed and renewed and as new approaches to teaching and learning are discovered. As well, there are always breakthroughs in language learning and language revitalization to remain current with.

5.3 Strategic plans will need to be renewed on a regular basis. It is important that communication and consultation processes continue throughout all stages of language revitalization and not focus on the evaluation, review or renewal stage.





- 5.4 Funding arrangements will require continual reviews and alignment checks with evolving language revitalization program.
- 5.5 Legislation, policy and programs will require regular reviews and evaluations focused on improvement and refinement and re-alignment with changing needs, goals and aspirations. The reviews will also be a check, to ensure that the legislation, policies and programs adequately support the vision, goals and objectives of the language revitalization program.
- 5.6 The language profile and fluency assessment should be updated regularly. This will help to document and show progress and achievements. The assessment will also give insights into strengths and improvements needs from a programming perspective.

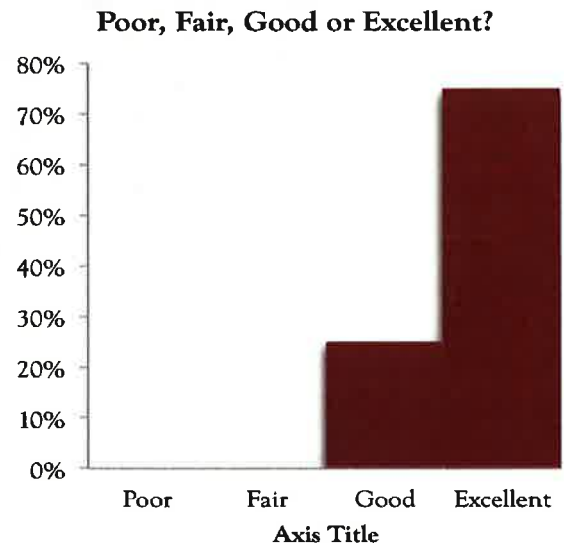
## PROJECT OUTCOMES

A report including a briefing note, a power point presentation and a copy of language resources that were developed for this project were completed. A language booklet in draft, an audio CD with recordings to accompany the booklet and a DVD with songs sung by the participants and a traditional, authentic story told by one of our Clan Leaders comprises a part of this report.

A language immersion model that can be further molded, shaped and adapted by TTG is provided through the series of recommendations and through the visual presentations that are offered by the Stepping Stones Day Immersion Camp Team.

One hundred percent (100%) of the respondents rated the immersion camp as either good or excellent. The most common recommendations were to have more fluent speakers, more immersion, more language and for Teslin Lingit Government staff to be encouraged and required to attend such language training initiatives.

The participants have experienced an increase in their ability to speak and understand the Lingit language. For many they have learned many new words and phrases, have learned to sing three songs and they know how to say a basic prayer, basic introductions, ask for help in speaking Lingit and basic greetings for leave taking. Definitely there is some new energy, excitement, hope and motivation within the Lingit language learners and speakers towards the revitalization of the Lingit language.





## PARTICIPANT EXPECTATIONS

In general, the participants' expectations were fulfilled. For many it was a beginning... they want to see more. For some, their goals are long term and will require commitment and dedication. Every single adult shared that they want to learn their language. Some of the comments shared regarding expectations for the day immersion camp are as follows:

- stepping stone in language structure and use various forms of learning techniques
- to learn more of Lingit
- to hear people talk, so I can become fluent
- to get a kick start on learning the language
- a wider group to speak and learn with
- to hear it from the masters
- none

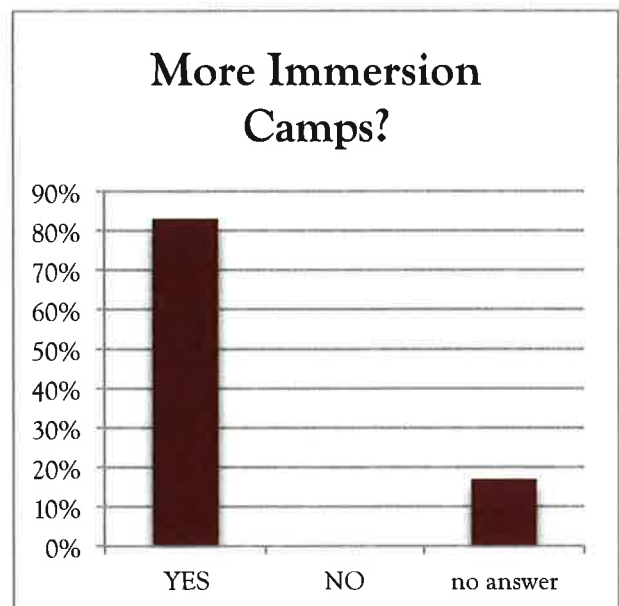


- to be a no. 5 (fair) on chart
- to learn
- to have fun
- that students learn and retain what is taught

## SUGGESTIONS & RECOMMENDATIONS

Almost all of the respondents would like more immersion camps. Some of the comments put forth by the respondents concerning suggestions and recommendations for the camp are as follows:

- One more day would have been good
- Active/Experiential Lessons
- more speakers if possible
- training for speakers
- camping the whole time in immersion
- be held during the week



- not to hold during harvest season
- continue to hold day camps





- need weekly and daily lessons
- all staff should be learning the language
- staff need to be encouraged and supported by supervisors to participate in language immersion camps

## CONCLUSION

Indeed the overall aim of language revitalization is to put the cycle of learning a language back in place. Where the parents, aunts, uncles – family and clan – are the first teachers of the language. Where the traditional language is the first language learned. Where the culture is naturally absorbed through teachings from Elders, time on the land and the water and through speaking and hearing the language.

Conclusion
<ul style="list-style-type: none"><li>• Restoring the natural cycle of passing culture, heritage &amp; language from one generation to the next and ensuring that this cycle continues for generations to come</li></ul>

Essentially, the responsibility for teaching and passing on a language and culture sits with the family and the clan, however there are a number of legal, moral and ethical obligations that each and every one of us is responsible for, as we all lose if we lose even one single Aboriginal language. The 2004, fluency assessment of Yukon First Nation languages, gives us rays of hope to light the path ahead of us. The data reported showed that 100% of the respondents throughout the Yukon, across all languages, want to learn their language. As well, there was an increase in the fluency of the traditional languages reported by youth. This is exciting and it certainly sheds light upon the grave situation.

It is important in moving ahead that citizens are engaged in way that capacity building takes place so as to develop a common and shared understanding concerning the state of the language; the importance of the language and the potential benefits in restoring the language to full vitality.

It is important to launch an education and promotion campaign to help all of our service providers, community members and general public understand where we are at with our language and why it is critical to our existence as an authentic, unique and distinct people.

It is important that our actions ahead of us are lead by our fluent speakers, with the younger generation, political and administrative bodies supporting.

It is important that we learn from others and use proven practices that make sense for us in developing, implementing and evaluating programs.

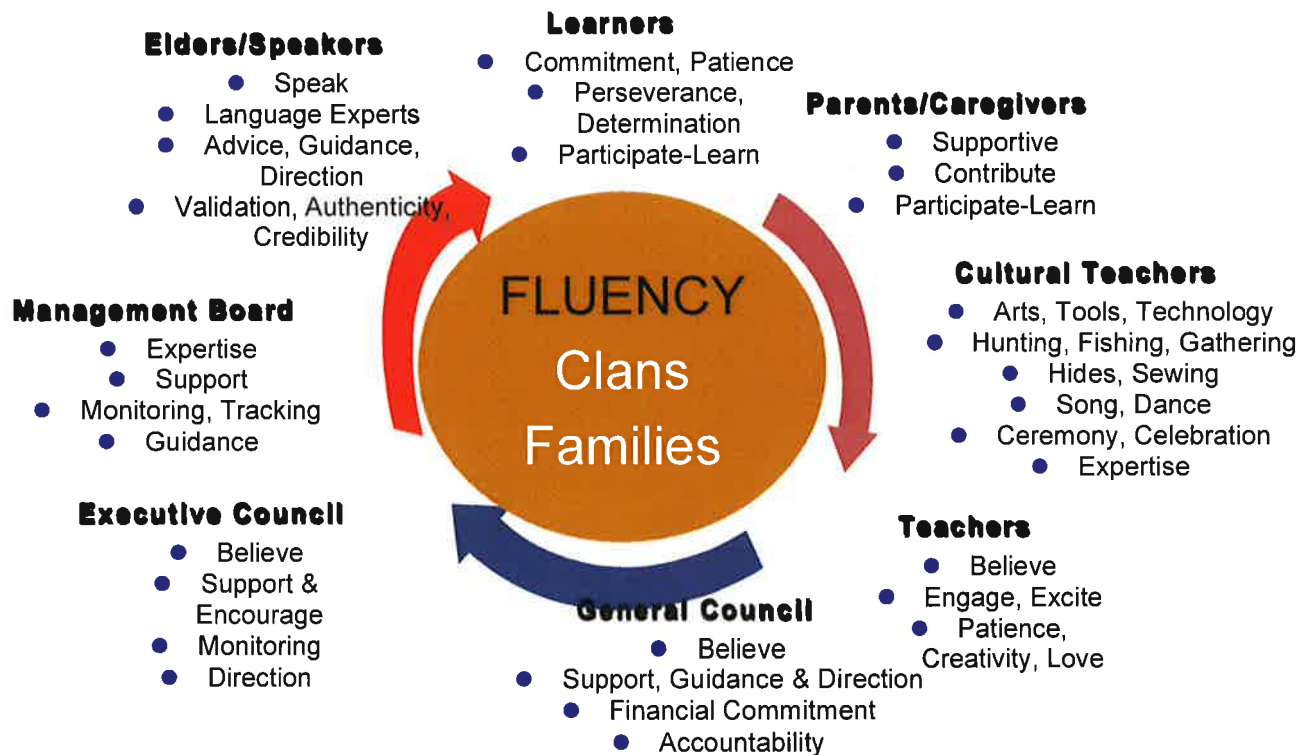
It is important that we take the time to learn about the depths of our programs – immersion, language acquisition, curriculum development, teaching methods, language nests, master-apprentice, and so forth. By learning about





something first, we will be able to make informed decisions. This is important because our decision will affect our future generations. Our decisions today will determine whether or not our language becomes our first language once again.

It is important that we all work together, hand in hand, in unity to restore, protect and sustain our language. Out of respect to Hà Shagûn, for our future generation and our Hà Khustèyîi kha Yú Xh'tangí.



## FOUNDATION SUPPORT

**Government & Leadership** – Moral, Financial, Physical, Technical, Program, Legal and Political Supports







## APPENDICES

The appendices are in a supplementary document.



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TESLIN LINGIT IMMERSION DAY CAMP

*LANGUAGE LEARNER'S HANDBOOK*

Prepared for: LINGIT LEARNERS  
Prepared by: SKAYDA.U & KHAGANE  
Date: AUGUST 2-6, 2012  
Location: TESLIN LINGIT HERITAGE CENTER

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## ACKNOWLEDGEMENTS

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**This is a WORKING DRAFT for your reference during the day camp. This handbook will be completed following the immersion project and will be distributed to all participants.**

**If you have any feedback, ideas and comments to contribute to your Learner's Handbook, please see Skayda.û or Khàganê.**

### Project Team

This project is designed by Teslin Lingit citizens, for our people and for our language.

Connie Jules: Language Teacher, C.E.T., SFU Lingit Language Certificate

Tina Jules, B.Ed., M.Ed., SFU Lingit Language Proficiency Certification in Process

Language Expert: Bessie Cooley, B.A. Liberal Arts

No introduction necessary as Bessie is renowned for her commitment, dedication and excellence in the Lingit language throughout Yukon and in Alaska.

Doug Smarch Jr.: Teslin Lingit Council, Lingit Language & Culture Coordinator. No introduction necessary as Doug Jr. is renowned for his talent, commitment, dedication and excellence in the teaching the Lingit Fine Arts throughout Yukon and around the world.

### Gunalchish A Tlen

- To our invaluable fluent speakers – our archives, our libraries, our professors;
- To the Teslin Lingit Council Executive, Heritage and Workforce Development;
- To all the learners willing to take risks and taking the steps to learn;
- To CYFN's Language Revitalization program and in particularly Sean Smith, Language Revitalization Manager for generous support.

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## BACKGROUND

### Rationale

Our Łingit language is in danger as new generations of fluent speakers are not being produced at a rate that will sustain the language as a living language for future generations. Not many Teslin Łingit citizens are able to tell a story in our language or let alone carry on a natural conversation with ease and confidence.


- Research indicates that it only takes two generations of non-fluent speakers (highly competent in the language) for a language to become a non-spoken language.
- Research indicates that the number one sign of a language near extinction is when children are not using the language as their first language upon entry to formal schooling.
- Research indicates that a person is not able to fully access the depths of cultural knowledge without fluency in that culture's traditional language.
- Research indicates that for a language to survive and be a healthy, strong and vibrant language that families must be passing on the language as the mother tongue to their babies as the first language they speak.

There are numerous Łingit people that want to learn their language and that are willing to commit to learning. Immersion is the only way for a person to become fluent in their language. This method of learning a language is proven around the world in New Zealand, Hawaii, Iceland and Greenland and in Canada at the Chief Atahm Immersion School, the Khanawake Immersion School, in Nunavut and in the Northwest Territories in the early learning language nests.

This project is just a beginning and is a **stepping-stone** in the right direction. The basis for this immersion project comes from listening to our community members that are wishing and wanting for a project such as an immersion camp. Our people are hungry to learn their language. It is time for us to pick up our language and to blow on the embers so as to bring it to full life again. It is time for us to clear that trail and to start using it again.

### Project Overview

This four-day language immersion camp is cleaning up our trail that is overgrown and this is our Łingit language, thus access to the depths of our culture and history – Ha Shagun kha Ha Khusteyi. The philosophical design is based on research and proven practices not only in language revitalization but also in the general art of teaching (pedagogy) and language learning (methodology). The daily regime will be wrapped around active language learning activities representative of Gardner's Multiple Intelligence Theory, Differentiated Instruction and lessons based on the Universal Design for Learning theories. This approach helps to ensure that all learners experience success



and have the opportunity to be fully engaged. Teaching methods will consist of a wide variety of language learning methods including but not limited to the One to One Immersion, Whole Group Language Activities, Small Group Language Activities, Hands-On Learning, Total Physical Response, Direct Instruction, Gesture Approach and the Whole Language Development Process. A survey will be conducted at the beginning of the project and at the end of the project with learners, speakers and organizers to gather information needed for the project evaluation.

This project will produce a final report that may plant some seeds for a future language initiatives , as it pertains to the revitalization of the Lingit language.

### **Project Goal**

The primary goal of this immersion project is to contribute towards the revitalization and perpetuation of the Lingit language, through Ha Kusteyi - our culture, our way of life.

### **Project Objectives**

- To build capacity around language renewal in the community
- To facilitate an immersion project needed to take a step toward the revitalization and perpetuation of the Lingit language
- To plant seeds that will excite and motivate Lingit language learners and speakers
- To demonstrate that we can all learn our Lingit language, thus instilling hope and confidence that we can all eventually become fluent speakers

### **Project Outcomes**

1. The product would be a brief and concise, confidential final report, briefing note\s and keynote presentation, complete with all language resource materials developed.
2. The TTC Education Staff, the Executive Council and the General Council may (presentation upon request) be briefed on the immersion project, including the final report complete with recommendations for future action aimed at revitalizing the Lingit language.
3. An increase the speaking ability of participating Lingit language learners.
4. New energy, excitement, hope and motivation of Lingit language learners and speakers towards the revitalization of the Lingit language.
5. A positive connection between learning your traditional language, being with your Elders, gathering as Lingit people and improved health, happiness and success.
6. A language immersion model that can be further molded, shaped and adapted for improvement.

## Daily Schedule

	Day 1-AUG 2	Day 2-AUG 3	Day 3-AUG 4	Day 4-AUG 5	Day 5-AUG 6
9-9:15	Prayer	Prayer	Prayer	Prayer	Prayer
9:15-9:30	Welcome Housekeeping Overview	Yak'c Tsu Tat Circle Song	Yak'c Tsu Tat Circle Song	Yak'e Tsu Tat Circle Song	Yak'e Tsu Tat Circle Song
9:30-9:50	Yak'e Tsu Tat Song	Ma sa iduwasakw	Ma sa iduwasakw	Ma sa iduwasakw	Opening Speech, Introductions & Closing Speech Presentations
9:50-10:10	Ma sa iduwasakw	Alphabet	Alphabet & A-O Vowels	Alphabet & U-E vowels	
10:10-10:30	Helping Language	Helping Language	Helping Language	Helping Language	
10:30-10:45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10:45-11:00	Learner Handbook	Glottals	Glottals	Glottals	Opening Speech, Introductions & Closing Speech Presentations
11:00-11:15	Surveys	Ma sa iyati?	Ma sa iyati?	Gusu awe?	
11:15-11:30	Speaker Orientation	Da sa ya da ine?	Da sa ya da ine?		
11:30-11:45		Whisper Game	Whisper Game	Lunch Vocab	
11:45-12:00		What time is it?	What time is it?	Lunch Phrases	
12:00-1:00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>IMMERSION LUNCH</b>	<b>IMMERSION LUNCH</b>
1:00-1:30	Song – Gusu awe?	Song – Gu su awe?	Song – De awe.	Song – Elder Selection	Group Skits/Plays
	Story Telling Vocab Game – Whole Story	Introductions	Walkabout	Story Telling Vocab	
1:30-2:00	Walkabout	Speech - Opening	Bannock Making Immersion	Story Telling	
2:00-2:15	Practice Game – What time is it?	Bannock Making Vocab		Walkabout	
2:15-2:30	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
2:30-2:45	Practice Game - Whisper	Walkabout	Story Telling Vocab	Story Telling	Recommendation Wall
2:45-3:00	Bi-lingual Questions-Comments	Leave Taking – Closing Speech	Introduction Opening Speech Leave Taking – Closing Speech	Introduction Opening Speech Leave Taking – Closing Speech	Commitments
3:00-3:15	Prayer	Prayer	Prayer	Prayer	Closing Prayer

Day 1: Practice Language

Day 3: Group Play

Day 2: Introduction, Leave Taking, Opening & Closing Speech

Day 4: Practice Presentations & Group Play

## Helping Language

### General Learning Outcomes:

Learners will be able to rely upon and use a variety of Łingit phrases to assist them to stay in the Łingit language.

### Language Learning Objectives:

<i>English</i>	<i>Łingit</i>
Say it in Łingit, please.	Łingit xh'ênaxh axh in kananik.
Speak your language.	Chush xh'ênaxh.
Say it slower, please.	Kagênaxh.
What do you call _____ in Łingit?	Mâ sá duwasâkw _____ Łingit xh'ênaxh.
I don't understand.	Tlêl kwasikû.
I don't know.	Gushé.
I need help.	Axh it idashí.
Let's rest. Let's break.	Ghatulsá.
Ask him/her.	Xhanawus'
No English, please.	Tlêk, dlêl khâ xh'ênaxh.
I got it.	Á, asgí.
Say it again please.	Tsu, yê yanaká.
What is it?	Dà sáyá?
It is _____.	_____ áyá.
What is that?	Dà sáwé?
That is a _____.	_____ áwé.
What do you see _____.	Dà sá íyatin?
I see _____.	_____ xhatín.



## Instructional Language

### General Learning Outcomes:

The language immersion facilitators and speakers will ensure that all instructional language is provided in the target language. The learners will demonstrate comprehension of the instructional language that they will be exposed to.

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
Are you ready?	Yan iwani gi?
Let's rest.	Ghatuſá.
We are going to play a game.	Achkagaxhtuſ yát.
Everyone sit down.	Łdakátuwan ghíytkí.
Sit down.	Ghanú.
Everyone stand up.	Łdakátuwan ghydanâkh!
Stand up.	Gidahán.
Just a moment... wait.	Ch'a ſisé.
You say it.	We.êch yê yanaká.
Two of you say it.	Daxhnâxh yîwanch yê yaníykhá.
Three of you say it.	Nás'kginâxh yîwanch yê yaníykhá.
All of you say it.	Łdkatuwan Yîwanch yê yaníykhá.
Come here.	Łdkatuwan, hay yí á.
Help her/him.	Du ít idashí.
It's lunch time!	Sitgamsân ít dáxh?
That's right.	Ayaxh áwé.
Ask him/her.	Xhanawùs'
Louder.	Ł'agâw yéxh.
Quiet.	Sh'ilkátí.
Listen to me.	Axh xh'êt sá.áxh.
Listen to him/her.	Dú xh'êt sá.áxh.
Sit down.	Ghanú.
Stand up.	Gidahán.
Welcome.	Nêſ yí.
Come in.	Nêſ gú.



## Basic Verbs

### General Learning Outcomes:

Learners to comprehend and produce speech for very basic verbs that may be used in the immersion camp.

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
I am running.	Yán xhashíx.
I am walking.	Yan xhagút.
I am sewing.	Xhadakhès'
I am cooking.	At Xhasa.î
I am dancing.	Axha'èsh.
All of you, run.	Yá nashíx.
All of you, walk.	Yá gí nâ
_____ (name) sing. (dance, etc.)	
What are you doing?	Dà sá yê dà.iné?
What is he/she doing?	Dà sá yê adàné?

## Basic Greetings & Conversation

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
How are you feeling?	Mâ sá iyati?
I am happy inside.	Axh tùwú yak'ê.
I am good.	Xhat yak'ê.
I am not feeling good.	Axh tùwú yaníkw.
I am sick.	Axh yaníkw.
My head is sick. (I have a head ache)	Axh shá yaníkw.
I am lonely.	Xhat wufitísh.
I am tired.	Xhát wudixhwétł.
How about you?	Wa.é dē?
Me too, I am good.	Xhát tsú, <u>xhát yak'ê.</u>

## Basic Greetings: Morning & Afternoon

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
Good morning.	Yak'ê ts'ù tát.
Good afternoon.	Yak'ê sitgámsân ítúxh.
Good day.	K'idên yagí.
It's good to see you.	Axh tùwú yak'ê ixhwasatíni.
It is a good day.	K'idên yagí áyá.

## Basic Conversation: Gùdé sá yà nigút?

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Where are you going?	Gùdé sá yà nigút?
I am going to FN Gov. office.	Nâ shagûn hítdé yanxhagút.
I am going to the Heritage Center.	Dakhká Khwan hítdé yanxhagút.
I am going Healing Center.	Ganêxh hítdé yanxhagút.
And you?	Wa.é dê?
Me too, I am going to _____.	Xhát tsú, _____ hítdé yanxhagút.

## Basic Conversation: What do you want?

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
What do you want?	Dà sá ituwâsigû?
I want _____.	_____ axh tuwâsigû.

## Encouragement Words & Phrases

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Just try it!	Ch'a! Kuna.ákhw!
Good work!	Yak'é yêjineyí!
That's right.	Ayáxh áwé.
That's very good work.	I jlyís axh tùwú yak'ê.
Wow!	Tlagû!
Do your best.	Igu.ax'wán!
Really good!	Khunáxh yak'ê.
You are doing good.	K'idén yêjiiynè yê yagî.
Good luck with your work.	Laxhêt yi yê jiiynéyí lín.

## Nature Walkabout

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
Pitch	Lk'úxh'et k'úxh'u.
Rotten wood	Nàkhw.
Dry spruce needle	Náxhki.
Rock	Té.
Leaf	Kayàní.
Sand	L'éw.
Firewood	L'ùl'.
Willow	Ch'á'.
Drift wood	Naháshadi.
Acorn	S'ús'ani.
Caribou moss	Shànaxh'ak'é.
Diaper moss	Xh'ùn
Puffball	Xètl tàyí.
Low bush cranberry	Itl'át.
Rose Bush	Xh'unêl'wás'.i
Rose Bud	Xh'unêl'
What is it?	Dà sáyá?
It is _____.	_____ áyá.
What do you call this?	Má sá duwasâkw?
It is called _____.	_____ yu duwasâkw?
Stick	Shiy.
Bark	A dàyí.
Berry	Tl'ékhw.
Flower	Kh'èkaxwên.
Grass	Chùkwán.
Soap berry	Xákwí.
Spruce bough	Hàw.
Hudson's Bay Tea	S'ikshaldín.
Earth	Tl'átk.





## Getting Dressed

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Jacket	Kinà.át.
Shoes	Tìł.
Socks	L'ix'wán.
Shirt	K'ùdás'.
Pants	Tùkh'atâł.
Hat	S'ákw.
Put your hat on!	I s'áxw sháxh ghidatí!
Put your shoes on!	I tìłi xh'ust idayíikh!
Put your mitts on!	I ts'áx'i jínt idayíikh!
Put your jacket on!	I kinà.át káxh ghidatí!
Put your socks on!	I l'ix'wán xh'ust idayíikh.
Take your hat off!	S'áxw shádáxh idatí!
Take your jacket off!	Kinà.át nádáxh gidatí!
Take your socks off!	L'ix'wán xh'ùdáxh idayíikh.
Take your mitts off!	I ts'áx'i jíndáxh idayíikh!
Take your shoes off!	Tìł xh'ùsdáxh idayíikh!

## Identity & Lingit Names

### Language Learning Objectives:

*(idusagwin)* Term used to indicate that the person you are speaking of, is no longer with us.

<i>English</i>	<i>Lingit</i>
What do they call you in Lingit?	Má sá duwasákw, Lingit xh'énáxh?
They call me _____ in Lingit.	_____ yu xhát duwasákw, Lingit xh'énáxh.
What clan are you from?	Dákhw náxh sá isítí?
I am from the _____ clan.	_____ áyá xhat.
Where do you live?	Gùx' sá khiya.ú?
I live in _____.	<u>Deslin</u> àní khuxhà.ú
What is your mother's Lingit name?	Má sá duwasákw, ítlá, Lingit xh'énáxh?
My mother's Lingit name is _____.	Axh Tlá, _____ yu duwasákw, Lingit xh'énáxh. *
What is your father's Lingit name? (or what do they call your father in the Lingit language)	Má sá duwasákw, í ish, Lingit xh'énáxh?
My father's name is _____.	Axh ísh, _____ yu duwasákw, Lingit xh'énáxh.*
What is your grandmother's (mother's mother) name in Lingit?	Má sá duwasákw, ífíkw, ítlá du tlá, Lingit xh'énáxh?
My grandmother's, my mother's mother's, Lingit name is _____.	Axh ífíkw, axh tlá du tlá, _____ yu duwasákw, Lingit xh'énáxh.*
What is your grandfather's (mother's father) name in Lingit?	Má sá duwasákw, ífíkw, ítlá du ísh, Lingit xh'énáxh?
My grandfather's Lingit name is _____ (mother's father).	Axh ífíkw, axh tlá du ísh, _____ yu duwasákw, Lingit xh'énáxh*
What is your grandmother's (father's mother) name in Lingit?	Má sá duwasákw, ífíkw, í ish du tlá, Lingit xh'énáxh?
My grandmother's Lingit name is _____ (father's mother).	Axh ífíkw, axh ísh du tlá, _____ yu duwasákw, Lingit xh'énáxh*
What is your grandfather's (father's father) name in Lingit?	Má sá duwasákw, ífíkw, í ish du ísh, Lingit xh'énáxh?

My grandfather, my father's father's, Lingit name is _____.	Axh fîlkw, axh îsh du îsh, _____ yu duwasâkw, Lingit xh'ênáxh*
What do they call her in the Lingit language?	Mâ sá duwasâkw, Lingit xh'ênáxh?
His/Her Lingit name is _____.	_____ yu duwasâkw, Lingit xh'ênáxh.

## Basic Speech: Introduction of Self

### Language Learning Objectives:

*\*(idusagwin) Term used to indicate that the person you are speaking of, is no longer with us.*

<b>English</b>	<b>Lingit</b>
They call me _____ in Lingit.	_____ yu xhát duwasâkw, Lingit xh'ênáxh.
I am from the _____ clan.	_____ áyá xhat.
I live in _____.	<u>Deslin</u> àni khuxhá.û
My mother's Lingit name is _____.	Axh Tlá, _____ yu duwasâkw, Lingit xh'ênáxh. *
My father's name is _____.	Axh îsh, _____ yu duwasâkw, Lingit xh'ênáxh.*
My grandmother's, my mother's mother's, Lingit name is _____.	Axh fîlkw, axh tlâ du tlâ, _____ yu duwasâkw, Lingit xh'ênáxh.*
My grandfather's Lingit name is _____ (mother's father).	Axh fîlkw, axh tlâ du îsh, _____ yu duwasâkw, Lingit xh'ênáxh*
My grandmother's Lingit name is _____ (father's mother).	Axh fîlkw, axh îsh du tlâ, _____ yu duwasâkw, Lingit xh'ênáxh*
My grandfather, my father's father's, Lingit name is _____.	Axh fîlkw, axh îsh du îsh, _____ yu duwasâkw, Lingit xh'ênáxh*



**Song: Dé áwé**

**Language Learning Objectives:**

<i>English</i>	<i>Lingit</i>
That's enough.	Dé áwé, dé áwé
Go now.	Gúk dé, gúk dé
	He he he he he
	He he áwé
	He he he he he
	He he áwé

**Song: Gùsú we.á**

**Language Learning Objectives:**

<i>English</i>	<i>Lingit</i>
Where is it?	Gùsú we.á
	Eh eh . I ya a
Children of the _____ . _____ yálk'i	
	Eh eh I ya a
Come to me????	Kù áni ná, kù áni ná
	Hà eh I yà eh
	Eh eh I ya à
	À à à I ya ha

## Prayer

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
Thank you, the one above.	Gunatchîsh dikî ankhâwn.
You give us this day.	Yê yagî hà jit fyatî.
Bless us.	Hà yâ kê jisitan.
And walk with us.	Kha hà in yàgagú yê yagî.
This is what I ask of you.	Yê áyá ixh'atuwùs.
Thank you, the one above.	Gunałchîsh Dikî ankhâwn.
Thank you.	Gunałchîsh.



## Cultural Activity: Bannock on a Stick

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Flour	Sakwnén kaxúk.
Water	Hín.
Salt	Ál'
Grease	Íxh
Sugar	shúgà.
Baking Powder	Kè kdakhachji.át.
Stick	Shíy
I am cooking.	At Xhasa.î.
I am eating bannock.	Sakwnén xhaxhá.
The bannock is delicious!	Yak'é sakwnén.
I am hungry.	Axh ít yanuwahâ.
I want bannock.	Saknên axh tùwú sigû.
Eat!	Xhá!

## Practical Immersion Activity: Eating Lunch

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Salt	Ê'p
Pepper	Si.âx'u át.
Pass me the _____.	Hándé wé _____.
Thank you for the meal.	Gunałchîsh, xh'e dáxh at xhwaxhâyí.
Are you hungry?	I ít yànuwahâ?
Yes, I am hungry.	Á, axh ít yànuwahâ.
No, I am not hungry.	Tl'ék, axh ít yànuwahâ.
What do you want?	Dà sá itùwásigû gí ?
I want _____.	_____ axh tuwù sigû.
Are you thirsty?	Î shakawakuxh gí ?
Yes, I am thirsty.	Á, xhat shakawakuxh.
No, I am not thirsty.	Tl'ék, xhat shakawakuxh.
I am thirsty for _____.	_____ axh shakawakuxh.
Do you want some more?	Tsúk' gí i tùwá sigû?
Yes, I want more.	Á, axh tùwá sigû.
No, I don't want more.	Tl'ék, Tlil axh tùwá sigû.

## Speech: Introduction

### Language Learning Objectives:

<i>English</i>	<i>Lingit</i>
Welcome.	Nêł yéxh se.át.
Thank you all for	Gunałchîsh hat yiyadí.
I am happy to see all of you.	Axh tùwú yak'ê yexhwsatíní.
Hopefully you are happy with what you	Gu.ałshé yê tùwú yak'ê yínsitíní.át.
Good luck with your work.	Łaxhêt yì yê jinèyí tìn.
Thank you for listening	Gunałchîsh axh xh'ét yínsí.axhí.

## Basic Greetings: Leave Taking & Closing Comments

### Language Learning Objectives:

<i>English</i>	<i>Lingít</i>
Thank you for working with me.	Gunalchîsh axh ín yê jiyinéyí.
It feels good to see all of you.	Axh tùwú yak'ê ixhwasatini.
Let's go.	Nàxh tù.àt.
Pack it up.	Khiydachúk.
Are you ready?	Yan i waní gí?
It is good to see you again.	Yak'ê tsútàt, tsú yê ikwasatín.
I will see you in the morning.	Sé dunin, tsú yê ikwasatín.
Have a good night.	Yak'ê xanâ.
Rest well.	K'idên îtsá.
Sweet dreams.	Linúkdzí juní.
I will see you again.	Tsú yê ikwasatín.



## **Story Telling: Goldilocks & Three Bears**

(Jane Smarch)

**Language Learning Outcomes:**

## **Story Telling: Origin of the Mosquitoes or Bear Story**

**Language Learning Outcomes**



## Alphabet & Vowels

### Language Learning Objectives:

INTERIOR TLINGIT ALPHABET												
Consonants	<b>Stops</b>	d	d̥	dz	i	o	ow	gh	ghw	.	.w	
	<b>and</b>	t	t̥	ts	ch	k	kw	lh	lhw			
	<b>Africates</b>	r	r̥	ts'	ch'	k'	kw'	lh'	lhw'			
	<b>Fricatives</b>		l	s	sh	x	xw	zh	zhw	h	hw	
			l'	s'	sh'	x'	xw'	zh'	zhw'			
<b>Sonorants</b>	w		l		y							
	m	n										
Vowels and Tone	<b>Short Vowels</b>			<b>Short Vowels</b>			<b>Long Vowels</b>			<b>Long Vowels</b>		
	<b>with low tone</b>			<b>with high tone</b>			<b>with low tone</b>			<b>with high tone</b>		
	i	u	i	ú	i	ù	l	l̥	l	l̥	l	l̥
	e	—	é	é̥	e	e̥	e	e̥	e	e̥	e	e̥
a		á		a		a		a		a		



**Nasal Vowels** are written with a (.) under the vowel:

- w̥ə́ ən ? how? (Teslin only)
- ə́ yes
- ə́h̥' I'm not impressed
- ə́h̥' Oh yeah!, Oh, I get it, I understand



# Language Nests

A Framework for Successful Language Learning



Photo Credit: Duska HeadHeadstart

**FRAMEWORK PREPARED FOR:**

**Council of Yukon First Nations' Self Government Secretariat  
In Partnership with Northern Strategies Trust**

**PREPARED BY:**  
Tots & Totters

**October 2012**



**Council of  
Yukon  
First Nations**

**Canada**  
Northern Strategy Trust

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# Background

This handbook was created by the project: ***Walking Together to Recognize and Revitalize Yukon First Nation Languages*** to support Yukon First Nations with Learning activities for program development and the implementation in Language Nest Programs.

Language Nests have proven to be one the most successful methods for the transmission of language and culture from generation to generation. For this reason, CYFN and Yukon First Nations communities highly value Language Nests, where by participants learn by being immersed in their traditional culture and language using engaging and relevant learning materials and activities.

CYFN would like to thank Northern Strategy Trust Fund for providing the proponent, Kluane First Nation, with the financial contributors to complete this resource development initiative to benefit all Yukon First Nations.

# Purpose

The purpose of this book is to help First Nations to create a successful and meaningful Language Nest program in their communities. It is intended to guide them in their own journey to develop a program that can be highly successful. It is also recommended that each community set up a Language Nest Committee and work through the framework to develop a program that meets community and individual needs.

*"Aboriginal people speak about language and culture in the same breath. Fluent speakers, particularly elders, are certain that without their languages, their cultures will be lost, because it is impossible to translate the deeper meanings of words and concepts into the languages of other cultures ... The intimate relationships between language, culture and thought underlie the insistence of Aboriginal people that language education must be a priority" (Royal Commission on Aboriginal Peoples, Volume 3 Gathering Strength, Chapter 5 Education, pp 463, Canada Communication Group- Publishing, 1996).*

## What is a Language Nest?

A language nest, in a preschool setting is designed to expose young learners to language and cultural practices. When first attending a language nest, the children cannot speak the language, but within a few months as they progress and are exposed to more language, they learn to understand it and within a few years, they learn to speak it. The impact of the language nest is noticeable in the home and the community if it is established in a way that promotes positive learning experiences. Hands on learning with practical lessons that incorporate real life situation are the best to get children connecting to the language.

This concept was introduced into licensed early childhood care facilities around the country for the purpose of encouraging First Nation language in the early years. Research has shown that the majority of language is acquired within the first six years of life. The majority of children in these language nests are in the age range of three to five years.



Yukon Government Photo

Children learn language best in the very early years, from birth to age five, as their brains progress through developmental stages, which include language acquisition. Language acquisition begins at birth and for the first year a child's life their brain recognizes phonemes, which are the smallest component speech sounds. During this developmental stage, it is important that the child hear as much language in a variety of contexts in order to start to develop their language scaffolding. At this stage in life, children are capable of reproducing the phonemes of any language. Children then begin repeating the sounds they hear. Gradually children attach meaning to sounds as they associate the sounds with symbols (objects or words).

Language Nests support consistent daily exposure and practice with language in the early years. They expose young children to the language during the years when the developmental stage of the brain is at the peak of learning language.



Language acquisition is centered on a constant exposure to the language. The more a child hears and practices a language, the more the child learns the language. Children learn on average ten to fifteen new word meanings each day, but only one of these words can be attributed to direct instruction. The other nine to fourteen word-meanings need to be learned in some other way. It has been proposed that children acquire word-meanings by way of a “semantic analysis”; that is, when they hear an unfamiliar word, children can use information in its context to correctly guess its rough area of meaning.<sup>i</sup>

Childcare is interactive; children play, listen to stories, take instruction and have the opportunity for language immersion throughout the day. Living the language may be more effective in transference than simply pointing and repeating words. “Young children’s language and literacy development occurs as they participate in the routine ongoing practices of their daily lives.”<sup>ii</sup>

Language Nests are designed so that language acquisition is “dependent on children being able to further develop their skills outside the preschool or daycare.”<sup>iii</sup> This means there must be support in the family and community.



CYFN Photo

## Why Language Nests?

The idea for a Language Nest is due to a response to the rapid decline or near extinction Yukon First Nation languages. The hope is to directly influence citizens to take an interest in the revitalization and maintenance of their traditional language. Language is the vital key to maintaining the identity and culture of our people. By starting with a preschool class it is hoped that by the time the child gets into school he has developed enough of a language-base to continue the desire of language acquisition.

*A language is in danger when its speakers no longer pass it onto the next generation. Today, many speech communities of minority languages are shrinking and their languages will ultimately vanish, if these developments are not reversed. Children may no longer acquire languages even when they are still spoken by many thousands of elderly speakers.<sup>iv</sup>*



Language endangerment may be caused by a number of factors such as economic, religious, cultural, or educational suppression as well as a community's negative attitude towards its own language or by a general decline of a group identity. Together, they stop the intergenerational transmission of language and culture. Cultural shame has Elders believe that their languages are of no use anymore and not worth retaining. "Speakers of minority languages abandon their languages and cultures in



the hope of overcoming discrimination, to secure a livelihood and enhance social mobility for themselves and their children.”<sup>v</sup>

This was especially true of Speakers that went through residential school. It is important to note how we lost our desire to pass the language on to our children. It came from a need that was beat into us to conform and become one with western civilization. Language is important to understand our culture and where we come from; Language and culture go hand in hand.

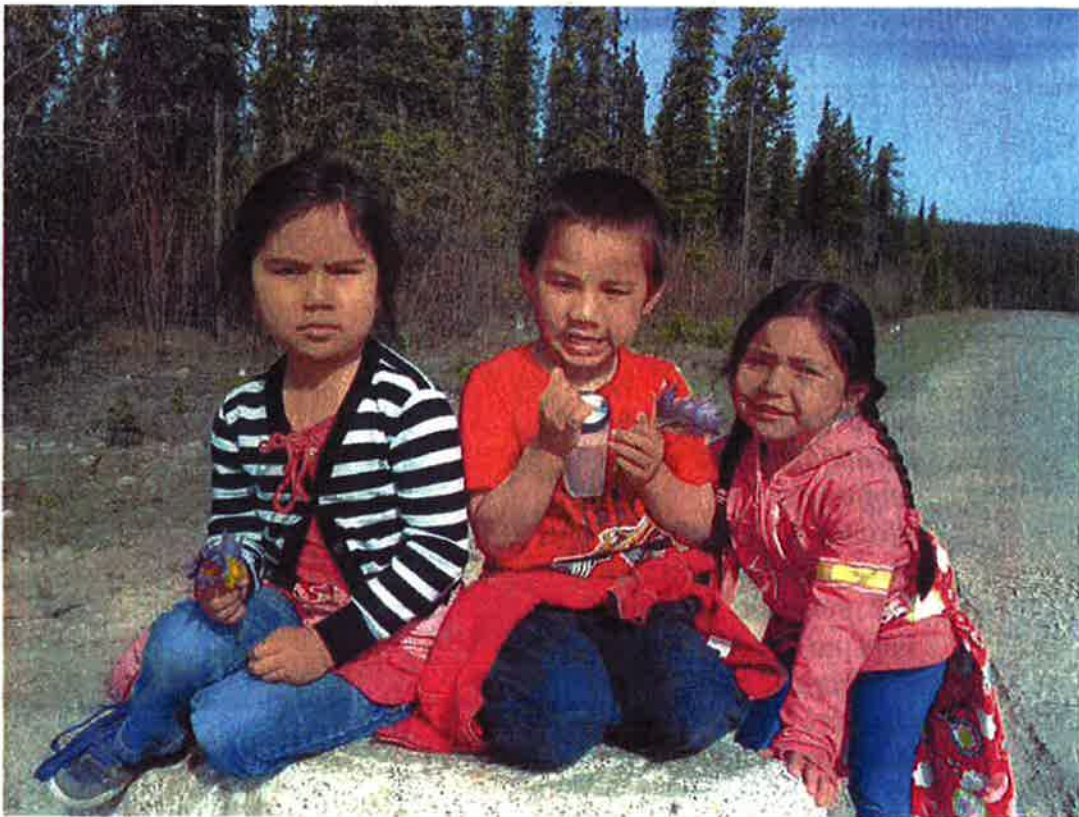


Photo credit: Dusk'a Headstart

“Endangered languages are not necessarily languages with few speakers. Even though small communities are more vulnerable to external threats, the size of a group not always matters. The viability of a language is determined first and foremost by the general attitude of its speakers towards their heritage culture, of which their language may be considered the most important component. In this respect, the intergenerational transmission of the language, i.e. teaching the children the heritage language, is the most important feature of language vitality.”<sup>vi</sup>



## Who benefits from a Language Nest?

All people benefit from being immersed in language and culture. Children will learn the language, bring it home and teach their parents. Parents will in turn be inspired to learn their language as well and potentially enroll in Adult language classes. The cycle of language learning continues and this provides a platform for community language learning. Elders are happy to hear our children speak the language.

*"Our parents did not teach us their native language by using books, we learned by hearing our mothers talk to us. It is first and foremost the mother who passes on the language, and a great deal depends on her because she spends more time with the children."*<sup>vii</sup>

In First Nations traditional culture it was the grandparents who stayed with the young and taught them everything they needed to know; how to hunt, how prepare the food, how to live with one another and how to be respectful. A Language Nest, if set up properly, can mimic this relationship between the young and old like they did in the past. Elders are a very important part of the language cycle and should be at the forefront of designing such a program.



## What does a language nest look like?

Initially, the daycare would begin with a small group of preschool students. This group should consist of a “learning pod” of students who are in the same age group (3-5 years old). On a daily basis, the children in the Language Nest will have six to eight hours of instruction time with fluent and second language speakers/teachers in the language. The goal is to speak initially only in the language with as little English as possible. This will be difficult at first and people may need constant reminding to keep it in the language.

It will be important to “go with the flow” and play with the children with things that interest them the most. Keeping it simple and easy to understand with visuals is key using body language will help the children to connect the language to real life situations. Focus on speaking and using full language. Don’t try to skip over sentences and such, as it doesn’t provide a complete picture of the language. Say things how you would say them in talking to another person and eventually the students will learn to pick out words and start to hear full sentences.



Offer plenty of positive encouragement throughout the learning. It is important to create a safe and understanding environment for children learning the language just as they did when learning English. Don’t yell or scold for not understanding or for times when they use English just kindly remind them “in the language” and guide them with the right words for them to repeat! Repetition is the key; Repeat, Repeat, Repeat!

Encouragement is also very important for the students as well as the Elders. It will be difficult for Elders to speak only in the language. There will be a steep learning curve for everyone. The parents of the children attending will be responsible for providing a support system for the children and staff. It is important for them to attend parent meetings and training, help with special events, and participate or volunteer in the classroom.

*Our language is our connection to the culture. Make every attempt to speak and teach in the language and create real cultural experiences when possible.*



Inside of the Language Nest there are three tasks: talking, learning, and playing with other children in the language. Everything should be in the language. Every moment is about learning and sharing the language. Follow a routine. It is helpful for most students as they will be familiar with that from regular daycare classes.

Morning prayers and greetings, circle time, and even free-play can be done in the language. During free-play, Elders and teachers can also offer suggestions on what the children are playing in the language. Providing a commentary will help students learn how to communicate with their peers as well. Have the teachers and Elders circulate around the room and offer words of encouragement when they hear the students using the language.



Rewards are one strategy that can be used; “caught you using your language” is an example of a reward system that can be put in place. Every time students are heard using the language, whether in the right context, they are given a sticker. Once they reach a milestone on the sticker chart they get to pick a prize.

The example pictured suggests you can also use brightly colored plates with various tasks that students are doing well in the class. Of course you would translate to the language. The students will be able to recognize their “positive behavior” by the color-coded plates.



Offer examples of positive behaviors you would be looking for would be: listening to commands, showing respect, and using your language. When the students exhibit positive behavior they get to snap a clothespin on the plate that describes the positive behavior. When the plate is full the entire class chooses a fun activity such as outside play, gym time, computer time, and so on. Some people don't necessarily agree with “extrinsic motivators”, like rewards, but research has suggested that they do indeed work.



Photo credit: Dusk'a Headstart

Play is an essential component of learning language. When we speak of play it doesn't necessarily mean “free play” but rather structured play where children are given opportunities to play with a focus. There will be opportunities for “free play” but, for the most part, play should be structured around a theme or unit you are working on.

Use toys that encourage discussion or invite talk. Dolls, puppets, block people and stuffed animals are a great example of props that can be used to evoke conversation between peers. While talking with students it is important to get down to their level, make eye contact and give your undivided attention. In order for our children to learn the language they need to speak and be spoken to. Present opportunities for back and forth conversation, taking turns to speak and listen.

Lunchtime is another great opportunity to use the language in a real life context since there is usually so much language centered on food and eating. This is also a good time to share a story with the students. They will be sitting and eating so their attention span will be greater while listening to a story. Have students take turns saying a prayer. They can copy the Elder at first, then as their skills start to develop, they may be able to lead the prayer. Teach them short and simple prayers at first and expand from there. Invite parents in to the classroom to eat with the children at lunch. This is a great opportunity for parents to see what their children are learning and also share in the learning itself.



Parental involvement is key to a successful Language Nest program. Parents need to “buy in” to the program in order for the children to “buy in”. If the language is only spoken at school then the learning cycle isn’t complete. In order for full language learning to be successful students need to hear the language all day, every day, everywhere they go.

Photo Credit: Dusk'a Headstart



Teachers can promote language development by providing playthings that encourage talk:

- Try placing telephones in several different centers
- Add little people to the toy car collection
- Place attractive puppets in a gutted TV cabinet
- Give dolls baths in the water table
- Make stick puppets, bag puppets, and sock puppets
- Change the dramatic play area frequently and help children learn to use the special and technical vocabulary of a shoe store, gas station, campground, stuffed animal clinic, pizza parlor, or workout gym
- Make language props like a pretend microphone, walkie-talkie, cordless phone, or megaphone
- Invite children to talk or sing with a karaoke machine or tape recorder
- Play back taped mystery voices and guess which friend was speaking
- Set up a listening center where children may comfortably listen to books on tape (Record stories from Elders)
- Set up an obstacle course and entice children to move under, beside, over, through, between, or around (All commands in the language)
- Move high, low, quickly, or slowly, up, down (Like a “Simon Says” game in the language)



Photo credit: Dusk'a Headstart

## Classroom Structure:

- Small class size; more speakers if possible
- Strong Elders' voice in the classroom
- Instruction in the language ALL day
- Good quality planning
- Curriculum themes developed
- Child centered approach with active learning
- Positive learning opportunities
- Safe environment for learning

## An Elders' Role:<sup>viii</sup>

- Elders should be role models for everyone else.
- Elders should be teachers to the grandchildren and all young people because of their wisdom.
- Elders should be advisors, lawgivers, and dispensers of justice.
- Elders should be open to everyone.
- Elders should be knowledgeable in all aspects of culture.
- Elders should be teachers for everyone of the history of the people.
- Elders should be recorders of history, not only orally but to be preserved in print and photograph.
- Elders should be teachers of values important to our people to be passed on from generation to generation.
- Elders should be teachers of language and oral history.
- Elders should be teachers of traditional medicine.



Yukon Government Photo

*Teaching through stories helps our children connect to the past and learn for the future. Elders have a special gift to share; their knowledge and experience.*



Yukon Government Photo

*The Elders who know and speak our languages are our most valuable and irreplaceable resource. It is essential that these people be involved in our language revitalization processes ... The best gift that Elders and grandparents can give to their children and grandchildren is to use their Aboriginal language with them as much as possible.*

*M. Ignace. 1998. Handbook for Aboriginal Language Program Planning in British Columbia.*

We place great importance on our Elders. Their knowledge of the past will guide us through our future. They tell us to fight for our land, for our language and for our culture. Elders play an important role in teaching our young people about who they are and how to live a traditional life. Elders are important because of their connection to the past, and for their knowledge of our traditional ways, teachings, stories and ceremonies. Respected Elders are commonly called upon to help communities with decisions regarding everything from health issues, to community development, to governmental negotiations regarding land use and self-government. In the context of First Nation communities, the term "Elder" refers to a person who has spiritual and cultural leadership and who has knowledge of many aspects of tradition.<sup>ix</sup>



## Guiding Forces:

*Your goal is to run a program that offers the highest quality early learning and care for children and families of the community. Engage well trained Early Childhood Educators and language experts who offer a motivational and inclusive curriculum: welcoming all families for their uniqueness and their children's abilities; promoting children's holistic development including empathy, tolerance for diversity, persistence, confidence and creativity as well as emotional, social and spiritual competency; preparing children for maximum success in school and helping parents balance work, further education and family life.*



## Goals:

Ease transition for child and parent into the center by teachers, and create a warm and welcoming environment.	Promote development areas; preparation for maximum success in school.	Offer the highest quality of early learning and care for children and families of the community.
Identify and foster the skills children need for future success in life, including those that promote academic success, empathy, and tolerance for diversity, persistence, confidence and creativity.	Hire trained ECE's who employ a motivational and inclusive curriculums that welcome all diversities of cultures and that prepare children for school readiness.	Provide quality day care in a secure, stimulating environment where the child will have the opportunity to develop physical, socially, emotionally, and intellectually to his/her fullest potential.

## Values & Principles

Believes that providing a safe, healthy and nurturing environment means that it must be free from prejudice, stereotyping and discrimination and that it promotes inter-cultural understanding.	Believes that play is a child's response to life, the medium through which s/he learns. Language learning through play is essential to forming connections and making the learning meaningful.	Recognizes that a well-equipped and creative play center or a natural setting, does encourage all aspects of a child's development.
Values and respects the unique needs and personality of each individual.	Values our collaborative relationship with the Elementary School.	Values advocacy work that benefits children and families.



## Community-Based Language Programs

The dire state of First Nation languages is evident throughout Canada. Many of our languages are facing extinction and the



fluency level of speakers is diminishing. Most First Nation communities have no language speakers under the age of thirty and as the population ages, there are less fluent speakers around to help others learn. First Nation languages are important as they transmit our culture and our traditions. With the loss of our language we lose a part of our culture and identity.

The revitalization and preservation of our languages will assist in ensuring our youth reclaim their identities, and don't lose the connection to their culture and traditions. The key to ensuring the survival of our First Nation languages is to fully immerse our languages in our homes, schools,

communities and higher learning institutions. Individuals, families, communities and leadership must unite if successful language programs are to be developed and implemented.



Photo Credit: Robyn Armour

With a mandate from Yukon First Nations Leadership our Language Revitalization Strategy centers on targeting youth from birth to thirty years of age. This group of individuals have the ability to develop and sustain language fluency in their language. The younger we start to encourage our people to speak their language, the more time we have to develop our language towards a person's fluency.

It is essential to collaborate with the community, public schools and leadership if First Nation languages in Yukon communities are to survive. First

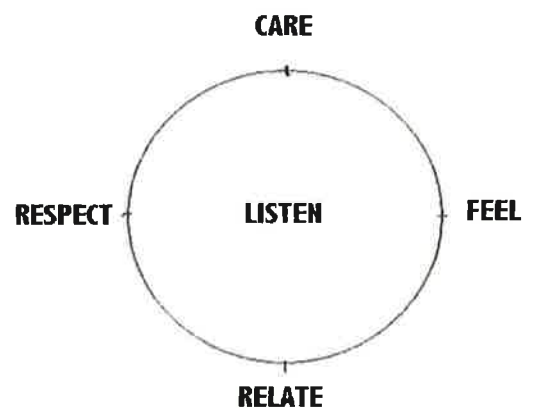
Nations people have identified the survival of First Nation languages as a necessity. After years of advocating and working with other governments to recognize the need for First Nation languages, there is now a collective agreement on the need for First Nation languages to be community-based and community-controlled. Communities are now taking the steps needed to implement past, present and future recommendations for revitalizing and maintaining Yukon First Nation Languages.





Photo Credit: Dusk'a Headstart

As a community we must play an active role in providing the necessary support to First Nations so that we can offer quality education to our youth and children and begin to put languages back in our children's lives. First Nation community members should be involved in the development of improving language learning in the schools and daycare centers. This will encourage and motivate children and youth to learn their language. This requires all parents to use their language in their homes so that children will hear the language consistently throughout the day. Children must be exposed to out-of-school functions in the language so that the language continues to have relevance and value.



It is critical that the lessons taught in school become part of community and family life. Otherwise, we risk seeing language education become just a small part of the day to fill time, considered “token learning”, with very little benefit to long-term language revitalization. Photo credit: Robyn Armour



The success of language programs in schools and daycares are reliant on the support of the Elders and the community. Community members should be actively involved in the planning, organization and implementation of all language programs.

We are all connected. Successful Language Nests that involve the community members, the parents and the Elders are fundamental to providing an educational experience outside the school environment and into the whole daily lives of the students. Community-based language programs will be an important part of a long-term strategy to revitalize languages.

The key element to a successful program is community engagement. It's important to make sure the community “buys into” the program in the sense that they support it and want their children to be a part of this. If the program is designed for success, it will have success. Encouraging all key stakeholders to participate in the





development of the program is a good start. This is why one of the first steps to developing a Language Nest program is to have a Language Nest Committee that involves community members as well.

Holding ceremonies and events in which the community is invited is also a great way to seek community involvement. Asking community specialists (in various areas of skill) to come in and be presenters in the classroom can also help with community engagement. The first and foremost rule is to design the program for the community, from the ground up and make sure it's meeting the community needs.

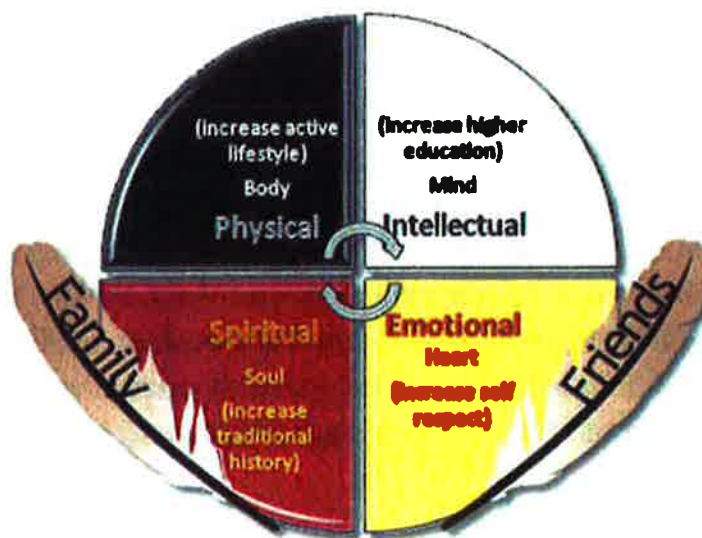


Photo Credit: Robyn Armour

# Holistic Learning

“Holistic Learning is based on the principle of inter-connectedness and wholeness. Thus the student is seen as a whole person with body, mind, emotions and spirit.”<sup>x</sup> There are four distinct dimensions to the person and when one considers teaching on a holistic level they ensure students receive a well-rounded education. It is important to consider a students’ physical, intellectual, emotional and spiritual wellness, as well as their supports available from family and friends.

Trying to teach information by using repetition and force does mean a child is learning holistically. Holistic learners organize their minds like webs. Every piece of information is a starting point, which relates to other points. Creating connections to real life situations helps a student to solidify the information they are learning. There are no guides to this type of learning; It happens naturally when all elements of a students’ being are met.



**Holistic instructional strategies** “include: visualization, cooperative learning, creative problem solving strategies and drama. However, holistic education avoids emphasis on one particular technique but instead stresses a multi-level approach to education that acknowledges interdependence and connectedness.”<sup>xi</sup>

## Steps to designing a Language Nest

### Develop a Work Plan:

- Establish community committees (should include speakers, Elders, teachers, parents and other community members who have a vested interest in the revitalization of the language)
- Conduct a Community language needs assessment interviewing Elders and community members to see who has what language skills. This will also help you figure out who can be the instructors that will best fit the students.
- Identify Language resources (both human and concrete) in the community. Create a database for the teachers to call upon when needed.
- Make a list of the funding sources and grants that can be used to establish and maintain the Language Nest program. There are some central funding agencies that will dedicate specific funds for the preservation and revitalization for First Nation Languages. You can also apply for special funding through your First Nation to set up a program. First Nations Programs and Partnerships Unit at the Department of Education is a great place to start when looking for ideas and potential resources for such programs.

Name: T. Brown

Contact #: 555 - 1234

Skills: trapping, hunting, fishing

I am Committed to . . .

Making time to speak my language with my grandchildren.



### **Fluency: What is it?**

*Fluent: people who can carry on and understand a conversation in their language for as long as the situation requires, with vocabulary, grammar and pronunciation that is deemed acceptable by the Elders and other speakers.*



*Understanders: individuals who can follow the details of a conversation, but who cannot speak the language say a small number of words or phrases.*

*Familiar: people who understand the gist or fragments of the spoken language, but who can only say a few words.*

*No Fluency: individuals who basically have no knowledge of the language, except for a few words.<sup>xii</sup>*

### **Language Status and Fluency Levels:**

*The Assembly of First Nations (AFN) has identified the following categories for Language Status:*



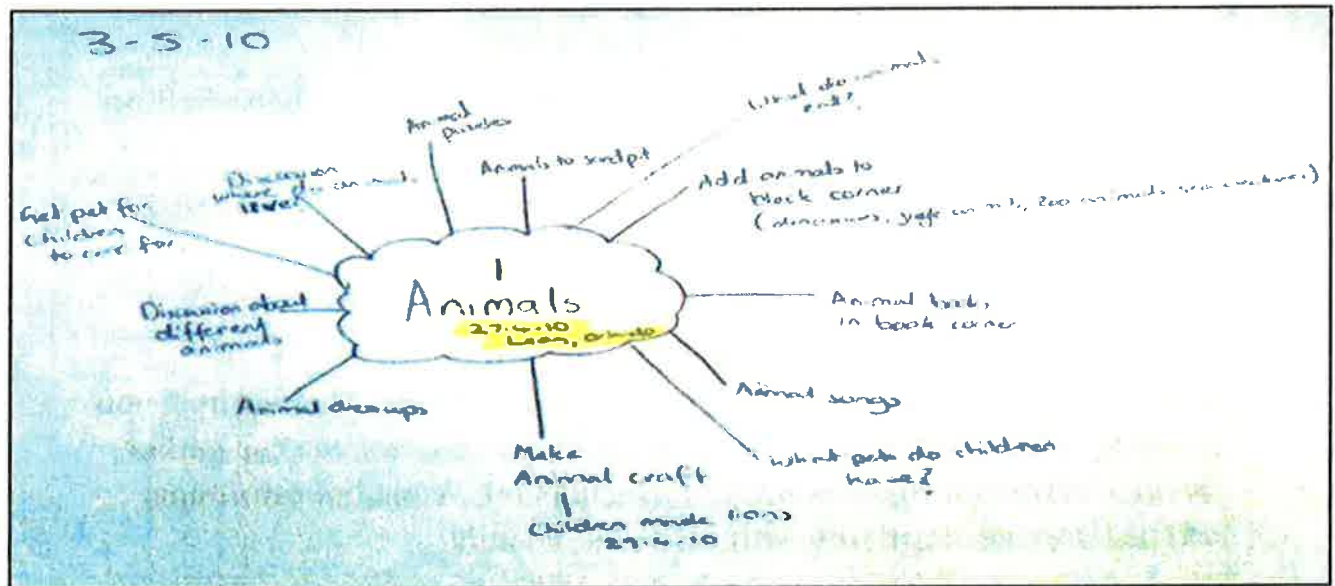
- *Flourishing: over 80% of all age groups are fluent and many are able to read and write the language.*
- *Enduring: over 60% of almost all age groups are fluent in the language.*
- *Declining: at least 50% of the adult population and a lesser percentage of young people are fluent in the language.*
- *Endangered: less than 50% of the adult population speak the language and there are few, if any, young speakers, or, if over 80% of the older population are fluent but there are no speakers under 45 years of age.*
- *Critical: there are less than 10 speakers, or there are no known speakers living in the community.<sup>xiii</sup>*

### **Designing a curriculum model:**

In considering holistic curriculum one must address the question of what children need to learn. Since holistic education seeks to educate the whole person, there are some key factors that are essential to this type of education. First, children need to learn about *themselves*. This involves learning self-respect and self esteem. Second, children need to learn about *relationships*. In learning about their relationships with others, there is a focus on social “literacy” (learning to see social influence) and emotional “literacy” (one’s own self in relation to others). Third, children need to learn about *resilience*. This entails overcoming difficulties, facing challenges and learning how to ensure long-term success. Fourth, children need to learn about aesthetics. This encourages the student to see the beauty of what is around them and learn to have awe in life.<sup>xiv</sup>

- Start by identifying the target age/skill level of group who will be in the language nest.
- Brainstorm a list of units of study you want to cover (see Unit Plan ideas).
- Create a mind map for each unit talking about the words associated, activities, and materials that may be needed (See Example)
- Create a list of assessment strategies for each unit (how will you measure to see how much and what the children are learning).

- Brainstorm objectives that will fit with your learning outcomes. Take a look at the Western Northern Canadian Protocol (WNCP) and Manitoba Curriculum models for objectives and outcomes. (See sample curriculum outcomes for Language and Culture Learning)



## How to Construct a Mind Map

### Look for Relationships.

To show connections between ideas, use

Branches,  
Arrows,  
Colors,  
Groupings.

### Draw Quickly.

Use unlined paper or a chalk/white board so there are no boundaries. This activity is a brainstorming activity, so ideas are expressed quickly.

**PUT MAIN  
IDEA IN  
CENTER**

### Leave Lots of Space.

This makes it easier to add more later.

### Use Capitals.

Use of capital letters helps some students concentrate on writing key points.

## Unit Plan Ideas:

Spring	Summer	Fall	Winter
Trapping	Fishing	Berry Picking	Eating
Pets/Animals	Family	Hunting	Storytelling
Song and Dance	Celebrating and Ceremony	Meet and Greet	Seasons

Use these ideas and create a mind map for each of them. This will help you to develop the units of study. It will also help you to see if you can gather enough information in order for it to be a full unit. While brainstorming, add the language associated with each unit of study.

Photo credit: Dusk'a Headstart

## Assessment Strategies:

- Assessment is ongoing and a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program.
- Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance.
- Assessment engages a variety of strategies. Student achievement is gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment strategies, they are able to



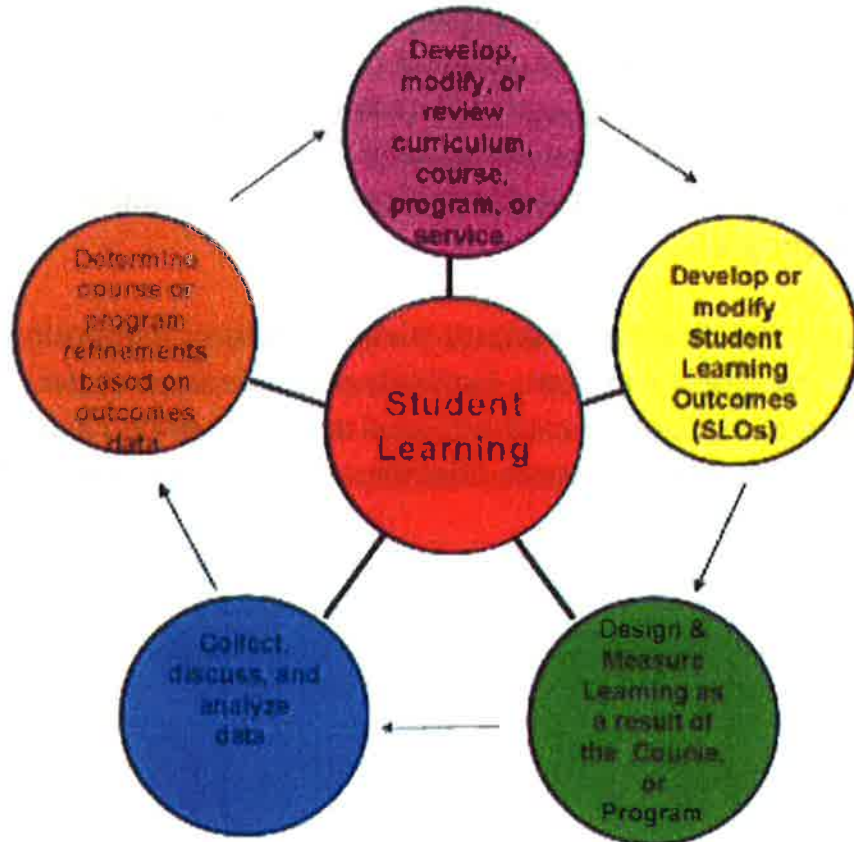
Photo Credit: Robyn Armour

communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their own learning and tell others about their progress.**
- **Assessment involves students. Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.**



## *Assessment Cycle*



**LISTENING SKILLS:** A **Beginning** student learning the language will have stronger listening skills than speaking skills, and will be able to identify certain words, making inferences about what is being said (rather than more fully comprehending what is being said).

**ORAL SKILLS:** A **Beginning** student learning the language will be able to identify things in their environment, ask and respond to familiar questions, introduce themselves, greet others, convey courtesies, express needs, use memorized phrases in familiar settings, count to 100 and identify colors.

**CULTURE SKILLS:** A **Beginning** student learning their culture and language will be able to reflect through their own daily actions the values and beliefs of their Community; their sense of identity and self-esteem will be strengthened through speaking their language; and they will, through their language and culture, better understand and relate to the world around them. Culturally knowledgeable students are rooted in the cultural heritage and traditions of their community

## A Day in the life of a Language Nest...

### Infant Daily Schedule

Infant schedules are developed by implementing resources from the parent and through the teacher's knowledge and observation of the child's individual development

Active exploration occurs daily through appropriate skills that involve: one on one interaction on infant's eye level with caregivers; tummy time and outside time. Human interaction is the key to developing infants; this includes singing songs and speaking in the language. By speaking in your language the infant will start to develop connections and begin to recognize the words just as in English.

Provide opportunities for infants to feel traditional materials like furs and hide and other textures that will stimulate their tactile senses.

Offer traditional foods to the infants (if they are eating solids)

Daily opportunities also include appropriate large muscle development visual, sensory, verbal and auditory stimulation. Language development is a primary focus so teachers talk with, sing and use descriptive language with infants on a constant basis throughout the day.

Flexibility and changing activities often is important for infant development. The key thing to remember when you have infants in your language nest is to speak the language as much as possible. The more they hear, the more they are likely to retain the language and use it as a preschooler. Language is development in the first few years of life. Think of how a baby learns to speak English. The parents are constantly speaking, singing, rhyming with them. Repetition is also important when infants are developing language skills.



# Preschool Daily Schedule

- 7:00 – 9:30** Individual and small group, child-initiated and some teacher-directed activities that include art, music, manipulatives, dramatic play, and sand/water play. This is a good opportunity to speak one on one with the children, using your language to give directions and offer encouragement. Toileting and hand washing are ongoing. Planned transitional activities leading to
- 9:30 – 10:15** Outside play and curriculum. Go for a walk outside and describe the plants in your language. Talk with students as you walk and tell them a story that relates to the area you are in. Describe the actions they are doing in the language (running, jumping, playing) Snack Center is also incorporated. Planning transitional activities leading to
- 10:15 – 12:00** Individual and small groups, child-initiated and some teacher-directed activities that include art, music, manipulatives, dramatic play, and sand/water play. This would be a good opportunity to talk about colours, number, weather, etc in the language as you do the activities. Circle time is offered. During circle time speak only your language and tell a story using actions and words. Toileting and hand washing are ongoing. Planned transitional activities leading to
- 12:00 – 12:45** Lunch. During lunch offer traditional foods if possible and talk about them in the language. Use the vocabulary associated with eating. Everything in the language while the students are eating. Planned transitional activities leading to
- 12:45 – 3:00** Nap and quiet time. Planned transitional activities leading
- 3:00 – 3:45** Music and dance class. Music is also another way to speak the language in a meaningful and concrete way. Dedicate a specific amount of time during the day to music and dancing. Sing only in the language and teach the children the songs and dances. Snack center is incorporated. Toileting and hand washing are ongoing. Planned transitional activities leading to
- 3:45 – 4:30** Outside play and curriculum. Remember to speak the language when children are playing. Describe what they are doing in the language. Ask them what they are doing. Planned transitional activities leading to
- 4:30 – 6:30** End of day routine; Spend time with each child. Talk with them in the language. Closing circle time is offered where you can share what you are thankful for. This is a good time to share a prayer for the day to come (as you would if leaving for a day). Toileting and hand washing are ongoing.

As with Infant development, repetition is the key to language acquisition.  
**Program Evaluation and Professional Development**

*Program Evaluation:*

Program evaluation is a critical component of programs' success. It involves ongoing monitoring tracking and revisions on a regular basis. At first it is wise to begin with daily team check-ins to review the success and challenges of the day and decide on the changes for tomorrow. Over time the team will likely progress to weekly and then monthly check-ins. It is imperative that data is collected on an ongoing basis concerning participant attendance successes challenges and anecdotal concerning language achievement.

It is a good idea if the team produced a monthly newsletter for communication purposes and for data collection needs. This will help the organization to be able to obtain future funding and resources for the Language Nest. A detailed and thorough annual report should be published that reports on the achievement and progress made concerning program goals and objective inclusive of participant and language learning achievements.

*Professional Development:*

It is a good idea for the team to participate in team building activities and training opportunities. Assessment workshops can help us learn to understand who we are as teachers and who are students are. The more we stay up to date the better with professional development, the more we connect with our students. Reading current research and finding out what works in other programs will help guide your program to successful strategies.



## Successful Language Nests

Successful Language Nests are due to a number of factors:

### Key players

- Elders and speakers
- Motivated Parents
- Dedicated Teachers
- Children/Learners



### Strategies for success

- **Optimism and determination:** Having a positive outlook and planning for success will yield a successful program. With active and dedicated members on the planning committee you will be more likely to make decision and stick to them. Be committed and know that you are doing something for your people and the future generations.
- **Accommodate Elders:** Be respectful of an Elder's time, knowledge and ability to share their information the way they know best. They have been doing it for years now Always make them feel at home. Explain what is going on and give them time to figure out how they want to work with the group before you just "throw " them into it. Make tea and invite them in before hand. Show them the room or space where they will be working with the children and allow them to ask any questions.
- **Keep it Simple:** Plan realistic learning tasks and outcomes. These are young children, their attention span is short and lessons need to be focused and varied. Changing activities often for small children is recommended.
- **Focus on speaking:** EVERYTHING should be in the language. Children will soon figure out body language, which goes hand-in-hand with words. Encourage the speakers to be patient and keep speaking in their language. The more you hear the words the better ability you will have to retain the words.

- **Use everyday language:** Use language children will be more likely to repeat. Simple commands, everyday speech and terms they can relate to.
- **Structure and Routines established:** Make sure you set up the classroom that works best for all students. Follow routines and classroom expectations. If students know what to expect they will be more likely to stay on task and have fun while learning at the same time. Establish routines such as morning circle, story time, and so on. Students will start to understand the language better if there are routines that go with certain activities for example weather sharing in a certain area of the classroom at a specific time of day.

### **Connections to Community**

As previously discussed, Language Nests are most successful when the whole community “buys in” to the project. It is important for the success of the program that the community be involved whether it be through the committee, teachers, Elders, parents and students.

### **Funding and Resources**

Capital Funding is not always possible, but there are numerous grants and project funds that can be accessed through First Nations and their organizations or other funding agencies, such as CDF, AANDC or foundations and so on. Language Revitalization is on the forefront of First Nation issues right now and there are monies that have been earmarked for this purpose. You will need to write proposals and grants that include supporting documents from your program.

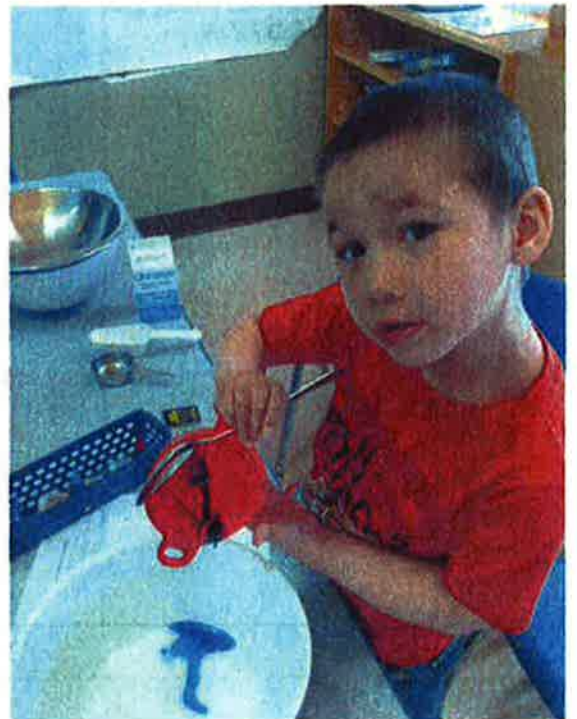


Photo credit: Dusk'a Headstart

## Next Steps

### Reviving the language:

- Meet with Elders and other fluent speakers to record on paper, CD, and DVD words and phrases, as well as their meanings, sounds, and usage.
- Record songs, stories, histories, and speeches that are important examples of our language.
- Find, catalogue, edit, and duplicate materials that can be kept and used for teaching our language.
- Encourage Elders and other fluent speakers to speak your language with their children, grandchildren, and other young people;
- Encouraging Elders and speakers to teach your language in formal and informal settings, and providing them with skills to help them do so;
- Encouraging people who understand your language to start speaking the language, as well. These people often learn their language quite quickly.

*There is a pressing need to document endangered languages, as many of them will disappear within the next few decades. These languages may play important roles in the future of the speech communities, for example, with regard to human rights issues and questions related to cultural identity and survival.*<sup>15</sup>



Photo credit: Dusk'a Headstart



## Example of Ideas for Promoting Language Use:

### In the Community

- Make posters and distribute pamphlets promoting the importance of using your language. Create posters about motivational Speakers in your community and share them with the daycares, schools and other workplaces.
- Put up traffic and street signs in your language.
- Organize games that are played using your language.
- Produce a newsletter in your language.
- Organize weekend language classes or even an immersion weekend, culture camp or immersion camp.

*The loss of each language reduces the linguistic diversity of the world, regardless of the reasons why people abandon their language and regardless of whether they adopt another local language, an official state language or an international language.*<sup>16</sup>

*Language loss leads to the irrevocable loss of human cultural heritage. Thus, endangerment of languages raises concerns among linguists, as languages are important sources for speakers' identity as well as for scientific research.*<sup>17</sup>

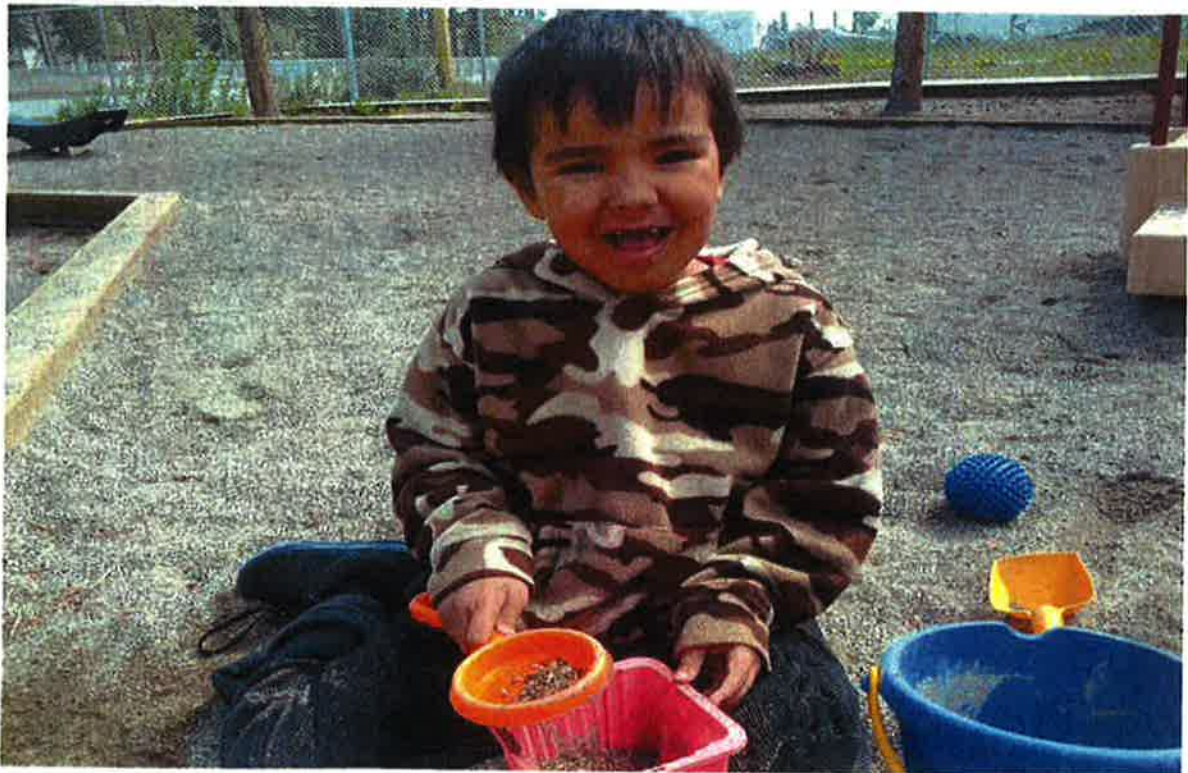


Photo Credit: Dusk'a Headstart



## In the Home

- Use your language at meal times or other regular activities during the day. This may take patience. Don't give up!
- Learn the words your children are learning at school.
- Bring books home from your child's language classroom and make it part of your routine to read a book every night to your child. Make language books with your children. Have them make the stories and when they go back to class have their teacher/Elder help them to put the language in the book
- Use your language when talking with toddlers and small children. Teach them all the words you know.
- Spend time socializing with Elders and other speakers. Invite them into your home to participate in home routines.
- Put up signs showing traditional places.
- Use your language at all public dinners and other social events.
- Support the use of your language in First Nations government, such as in meetings and letters sent to community members.
- Encourage your children to spend time with their grandparents and other people who speak the language. Encourage Elders to speak with the children in their language.
- Integrate language use into games and entertainment in the home.
- Attend a language class and other literacy sessions.

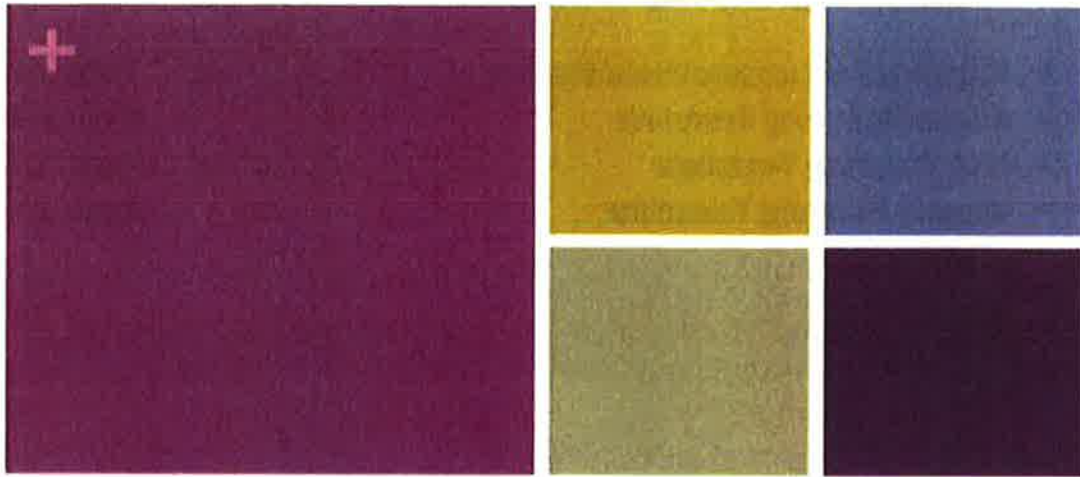


The Language Nest Coordinator/teacher can also put together language backpack kits, which would go home on a weekly basis with students. These can be organized by theme so every child can take turns taking home a different theme or by the unit they are working on. Things to include:

- Outline of what the students are working on
- Books, CD, or DVD recording of stories in the language
- Language games or activities that can be playing with their parents
- Objects that students are working with that relate to the language

## **APPENDICES 1: Program Design & Tools**

- **Planning For Success Presentation** Page 1-6
- **Annual Planning Template** Page 7-10
- **Unit Planning Template** Page 11-18
- **Weekly Planning Template** Page 19



## Planning For Success

*A Guide to designing, developing, implementing, supporting, monitoring and evaluating*

## + Designing Your Program



- **Develop a rationale**
- **Establish community committees** (should include speakers, Elders, teachers, parents and other community members who have a vested interest in the revitalization of the language) and identify composition, roles and responsibilities.
- **Conduct a Community language needs assessment** interviewing Elders and community members to see who has what language skills. This will also help you figure out who can be the instructors that will best fit the students.
- **Identify Language resources** (both human and concrete) in the community. Create a database for the teachers to call upon when needed.
- **Make a list of the funding sources and grants** that can be used to establish and maintain the Language Nest program.
- **consultations, communication and reporting to partners and stakeholders.** This may include brochures, posters, newsletters and reports.

## + Developing Your Program

- Develop a curriculum that will be the guiding force for the program outcomes and objectives
- Brainstorm (mind – map) a list of themes, units and activities to be covered
- Develop units of study (at least 10-12 units per year)
- From the units develop an activity bank. It does not have to be formal lesson plans but should include the basics: **Learning Objectives, Materials/Resources, Activities, Assessment and Revisions**

### How to Construct a Mind Map

#### Look for Relationships.

To show connections between ideas, use

Branches,  
Arrows,  
Colors,  
Groupings

#### Draw Quickly.

Use unlined paper or a chalk/white board so there are no boundaries. This activity is a brainstorming activity, so ideas are expressed quickly.

**PUT MAIN  
IDEA IN  
CENTER**

#### Leave Lots of Space.

This makes it easier to add more ideas.

#### Use Capitals.

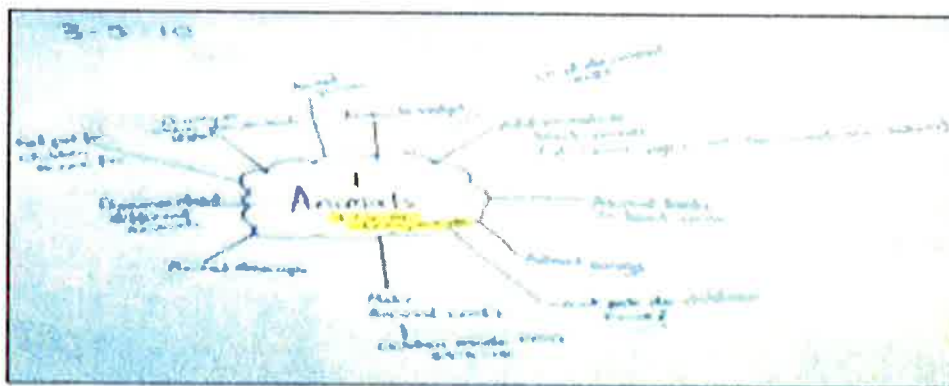
Use of capital letters helps some students concentrate on writing key points.

<http://www.ndstudies.org/resources/assessments/ag.html>



## + Themes

- Create a mind-map and brainstorm a list of themes such as animals, food, celebrations, etc.
- Decide on how you want to categorize your themes i.e.: by seasons, by the months, etc.



## + Unit Planning

- Rationale
- Overall Expectations
- Pre-assessment/Prior Knowledge
- Learning Environment
- Activities
- Content Focus
- Teacher Planning
- Accommodation
- Teacher Reflection



**Unit Plan Ideas:**

<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>
<b>Trapping</b>	<b>Fishing</b>	<b>Berry Picking</b>	<b>Eating</b>
<b>Pets/Animals</b>	<b>Family</b>	<b>Hunting</b>	<b>Storytelling</b>
<b>Song and Dance</b>	<b>Celebrating and Ceremony</b>	<b>Meet and Greet</b>	<b>Seasons</b>

**+**

## **Lesson Planning**



- **Learning Objectives:** What you want the children to learn
- **Materials and resources:** What is needed to present the lesson
- **Activities:** What you are going to do with the children that will be engaging and student centered
- **Assessment:** How you are going to measure the successes of the students
- **Revisions:** What worked? What will you change for next time?

## + Assessment

- **Assessment is ongoing and a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program.**
- **Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance.**
- **Assessment engages a variety of strategies. Student achievement is gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.**

## + Implementing Your Program

- **Order and organize all materials necessary such as learning resources, learning kits, classroom furniture and student centers**
- **Set up the classroom and learning centers so that student centered learning is incorporated into the daily routine.**
- **Develop a classroom routine that will help students follow the flow and create a harmonious environment for learning**
- **Staff training in various aspects such as classroom management, lesson structure and program expectations**

## + Evaluating Your Program



- Feedback from parents and children
- Are students able to understand or are there a lot of behavioral issues?
- Conduct a review (could be an external source) to establish if you are meeting your overall goals and objectives
- Make any changes necessary to areas which aren't proving to be successful making sure to note changes and revisions

## + Monitoring Your Program



- How are the students reacting to the lessons?
- How are the parents reacting to the students learning?
- How are the staff reacting to the teaching environment?
- How involved is the community?
- How do the Elders feel in the classroom? Are they apart of the programming?



Month	Season	Themes	Activities	Assessment
September				
October				
November				

<b>December</b>	<b>January</b>	<b>February</b>

March	April	May

<b>June</b>	<b>July</b>	<b>August</b>



**UNIT PLAN FORMAT**

**TITLE OF THIS UNIT:** \_\_\_\_\_ **LEVEL:** \_\_\_\_\_

**LENGTH OF UNIT (# of hours or # of weeks):** \_\_\_\_\_ **AUTHOR:** \_\_\_\_\_

**RATIONALE: Why is this relevant?**

**OVERALL EXPECTATIONS: What do you want them to know?**

**PRE-ASSESSMENT/PRIOR KNOWLEDGE**

**LEARNERS: What should they know before this unit begins?**

**LEARNING ENVIRONMENT**

**SPACE: What does the classroom look like?**

**TIME How much time do you need?**

**ACTIVITIES: List of activities the children will do.**



**CONTENT FOCUS (Initial brainstorming, mind mapping)**



## TEACHER PLANNING SHEET

LEARNING ACTIVITY	SPECIFIC EXPECTATION	TEACHING/LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION Type Strategy Tool	PLANNING NOTES

**ACCOMMODATIONS**

**SPECIAL NEEDS**

**EXCEPTIONS**

**TEACHER REFLECTION (Evaluation of the unit)**

**Overview**

**Activities to be modified or deleted**

**Teaching/learning strategy changes**

**Materials needed/deleted**  
**Effectiveness of people, places, and resources used**

Day	Target	Activity	Materials
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			

## **APPENDICES 2: Theories and Immersion Programming**

- Education Theories Presentation Page 59 - 63
- Language Immersion Presentation Page 65 - 73



## Educational Theories

"Ways of teaching, learning and doing"

*I hear and I forget.  
I see and I remember.  
I do and I understand.  
~ Confucius ~*

## Experiential Learning

- \* Having participants doing rather than watching will help them to create connections in their brain that solidifies the language as something that is important and needs to be remembered.
- \* Creating a physical connection between an action and a word will help participants remember the word.
- \* Encourage all participants to be actively involved with the language learning process. The more they get in and “get their hands dirty” the more they will remember when it comes to language acquisition.
- \* The language the participants are learning should be relevant to their day-to-day lives.

## Land Based Education



- \* Connecting with the land helps the learner connect to the language.
- \* Creating real life connections will make language learning easier and more rewarding

## Constructivism

- \* **Constructivism is a** theory of learning and an approach to education that lays emphasis on the ways that people create meaning of the world through a series of individual constructs.
- \* Simply stated, it is a learning process which allows a student to experience an environment first-hand, thereby, giving the student reliable, trust-worthy knowledge. The student is required to act upon the environment to both acquire and test new knowledge.

[http://en.wikipedia.org/wiki/Constructivism\\_\(learning\\_theory\)](http://en.wikipedia.org/wiki/Constructivism_(learning_theory))

## Place Based Learning

- \* Place-based learning begins with asking questions such as, "Where am I? What is the natural and social history of this place? How does this place fit into the larger world?" (<http://www.ecoliteracy.org/strategies/place-based-learning>)
- \* Place-based education is often hands-on, project-based and always related to something in the real world.
- \* Place-based education differs from conventional text and classroom-based education in that it understands students' local community as one of the primary resources for learning.

[http://en.wikipedia.org/wiki/Place-based\\_education](http://en.wikipedia.org/wiki/Place-based_education)

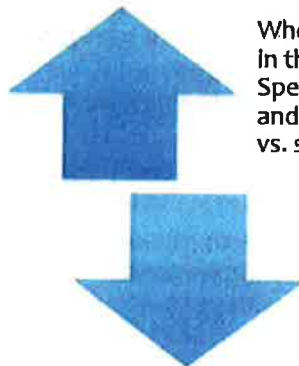
## Play Based Student Centered Learning

- \* Learning through play helps a child connect to what they are learning and put it into a rel life situation
- \* Teachers roles are shifted from instructor to facilitator as they guide students towards learning opportunities



[http://earlylearningcentral.ca/?page\\_id=1192](http://earlylearningcentral.ca/?page_id=1192)


## Whole Language vs. Phonetics



Whole Language is using the words in the context of their meaning. Speaking in complete sentences and surrounding words by groups vs. sounds

Phonetics is chunking and dissecting the sentences so that each word can be studied and identified within the sentence. This is also true for sounds of words.





***“Play nourishes every aspect of children’s development-it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life.”***

Canadian Council on Learning





# Language Immersion

What it means to be fluent

*“Language is our unique relationship to the Creator, our attitudes, beliefs, values and fundamental notions of what is truth. Our Languages are the cornerstones of who we are as a People. Without our Languages, our cultures cannot survive.”*

Towards Linguistic Justice for First Nations, Principles for Revitalization of First Nations Languages, AFN, Sept. 1990

## Language Fluency

*"Language fluency is used informally to denote broadly a high level of language proficiency, most typically foreign language or another learned language, and more narrowly to denote fluid language use, as opposed to slow, halting use.*

In this narrow sense, fluency is *necessary* but not *sufficient* for language proficiency: fluent language users (particularly uneducated native speakers) may have narrow vocabularies, limited discourse strategies, and inaccurate word use.

They may be illiterate, as well. Native language speakers are often incorrectly referred to as fluent.

<http://en.wikipedia.org/wiki/Fluency>

*In the sense of proficiency, "fluency" encompasses a number of related but separable skills:*

- Reading: the ability to easily read and understand texts written in the language;[3]
- Writing: the ability to formulate written texts in the language;
- Comprehension: the ability to follow and understand speech in the language;
- Speaking: the ability to produce speech in the language and be understood by its speakers.

<http://en.wikipedia.org/wiki/Fluency>

## Language Proficiency

- Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues as to what constitutes proficiency,[1] there is little consistency as to how different organizations classify it
- Additionally, fluent and language competence are generally recognized as being related, but separate controversial subjects.
- Native speakers of a language can be fluent without being considered proficient.

[http://en.wikipedia.org/wiki/Language\\_proficiency](http://en.wikipedia.org/wiki/Language_proficiency)

## Three Stages of Fluency...

- Connecting With the Language
- Getting comfortable in Most Situations
- Constant Improvement

<http://www.pickthebrain.com/blog/the-three-stages-of-language-fluency/>



## The First Stage: Connecting With the Language (60-90 hours)

Exposing yourself to the language in a number of settings with a variety of experiences will help you become comfortable with the culture of the language. Remember that culture and language go hand in hand and without the one you cannot understand it fully.

My Goal: To become familiar with a new language

My Measurable: Learn to recognize 1000 words

Main task: Listen repeatedly to short, simple content

My Target Languages: \_\_\_\_\_

## The Second Stage: Getting comfortable in Most Situations (180-360 hours)

My Goal: To understand ordinary conversations and most everyday language

My Measurable: Less than 10% unknown words in most conversations

Main tasks: Listen to natural conversations; Work on vocabulary; Step up speaking and writing activity



## The Third Stage: Constant Improvement (180 hours to forever)

My Goal: To continue to enjoy the language, to learn more words, and to use the language better

My Measurable: Less than 10% unknown words in contexts that are of interest to me

Main tasks: Follow my interests



*“Language and culture are inseparable. The revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Aboriginal cultural perspectives.”*  
Manitoba Framework Curriculum Outcomes, 2007

Yukon Government Photo

## Local Trends

- The ideas for Language Immersion Camps originated out of the concern for the endangered status of Yukon First Nation languages. Leaders have long been saying something needs to be done to save our languages.
- In fact, Yukon First Nation Languages are becoming 'dead languages', with one language, Tagish, already essentially extinct. Hän is also a dying language with only 2 current speakers left in the community each with a different dialect.
- There are very few fluent speakers of the languages left; the Elders and our children hold the key to our language survival in their hands.

## National Trends

- Approximately 60% of the First Nations languages of Canada are spoken in B.C. (<http://maps.fnpic.ca/>)
- Two traditional First Nation languages have received official protection in the far northern province of Nunavut, Canada. The Inuit Language Protection Act, passed by the provincial legislature in Iqaluit in 2008, provides the most powerful protection for any of Canada's aboriginal languages and puts Inuit languages — including Inuktitut and Inuinnaqtun — on par with English and French as the province's official languages. (<http://www.pajamadeen.com/world-news/canada/aboriginal-inuit-languages-protected-in-nunavut-canada/>)
- Statistics Canada says only three aboriginal languages in Canada — Cree, Ojibwa and Inuktitut — remain viable and there are 50-plus aboriginal languages spoken from coast to coast to coast. (<http://www.cbc.ca/news/background/aboriginals/endangered-languages.html>)



## International Trends

- A language dies on average every two weeks somewhere around the world, according to the United Nations and many aboriginal languages in Canada are among those considered in peril
- UNESCO says there are a multitude of languages spoken around the globe – an estimated 6,700 – but more than half of them may become extinct over the long-term.
- UNESCO estimates that 96 per cent of the world's languages are spoken by four per cent of the world's population.

[http://www.tvc.ca/news/background/aboriginal/indigenous\\_languages.html](http://www.tvc.ca/news/background/aboriginal/indigenous_languages.html)

## Immersion

- Immersion is a technique used to completely surround the learner in the language.
- It is said when someone is completely submerged into something they develop a better grasp on the subject and are able to create connections in the brain that allow the information to be processed in a different way.
- Immersion has been proven to be a successful strategy for language learning all over the world. When you want to learn about a culture and language people often suggest you go to that culture and live in the environment, completely surrounded by it day in and day out.

## Examples of Immersion Learning

- Full Day Immersion Camps
- Language & Culture Camps
- Master Apprentice Programs
- Language Nests
- Headstart Programs
- First Hunt/Bison Hunt
- Moosehide Skinning/Tanning Workshops

## Immersion Schools

*The Tlingit K-4 Program at Harborview Elementary School is a well sought after alternative to regular school curriculum. It is delivered fully in the language just as French Immersion is. This program has a waiting list and is always full to capacity.*

*Champagne & Aishihik First Nations Bicultural Program was developed in 2007/2008, when the Yukon Department of Education and the Champagne & Aishihik First Nations Government, along with the St. Elias School Council in Haines Junction, initiated a partnership to develop, implement and evaluate a pilot project: Champagne & Aishihik First Nations Southern Tutchone Bicultural Program at the St. Elias Community School.*

## Language Immersion

- *Language immersion* is a method of teaching a second language (also called L2, or the target language) in which the target language is used for instruction. Unlike a more traditional language course, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language.

[http://en.wikipedia.org/wiki/Language\\_immersion](http://en.wikipedia.org/wiki/Language_immersion)





## References

- Making the Links: Language Acquisition and Literacy Development in the Inuit Language. Written for the Nunavut Literacy Council. By Arlene Wortsman March 31, 2009
- Language Acquisition: <http://education.stateuniversity.com/pages/2153/Language-Acquisition.html>
- Child Development: <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/infants.html>
- Language Nest Programs in BC [http://www.fpcc.ca/files/PDF/language-nest-programs\\_in\\_BC.pdf](http://www.fpcc.ca/files/PDF/language-nest-programs_in_BC.pdf)
- Assessment Cycle: [http://www.berkeley.peralta.edu/apps/comm.asp?\\$1=10160](http://www.berkeley.peralta.edu/apps/comm.asp?$1=10160)
- Fluency Cycle: <http://craigseenglish.com/blog/index.php/fluency-vs-accuracy>
- Mind Map: <http://www.ndstudies.org/resources/assessments/ag.html>
- Holistic Learning Model: <http://positivechangecoach.ca/>
- Images not credited were taken from the www in free domain for educational use.

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<sup>i</sup> Landauer TK, Dumais ST. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition. *Psychological review*. 104: 211-240.

<sup>ii</sup> Purcell-Gates, V., Melzi, G., Najafi, B. & Orellana, M.F. (2011). *Child Development Perspectives*. The Society for Research in Child Development. Vol 5(1), p25.

<sup>iii</sup> Bougie, Evelyne . September 9, 2010. Family, community and Aboriginal language among young First Nations children living off reserve in Canada. *Canadian Social Trends, Component of Statistics Canada Catalogue no. 11-008-X*. Statistics Canada. Government of Canada. P73.

<sup>iv</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>v</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>vi</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>vii</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>viii</sup> What is the Role of an Elder? <http://www2.brandonu.ca/library/cjns/16.1/Stiegelbauer.pdf>

<sup>ix</sup> What is the Role of an Elder? <http://www2.brandonu.ca/library/cjns/16.1/Stiegelbauer.pdf>

<sup>x</sup> Holistic Learning – Definitions: <http://astralsite.com/1110/HolisticLearning.html>

<sup>xi</sup> Holistic Learning – Definitions: <http://astralsite.com/1110/HolisticLearning.html>

<sup>xii</sup> The Aboriginal Language Planning Workbook

Prepared for the First Nations Education Steering Committee Aboriginal Languages Sub-Committee by Barbara Kavanagh. August 1999

<sup>xiii</sup> The Aboriginal Language Planning Workbook

Prepared for the First Nations Education Steering Committee Aboriginal Languages Sub-Committee by Barbara Kavanagh. August 1999

<sup>xiv</sup> [http://en.wikipedia.org/wiki/Holistic\\_education](http://en.wikipedia.org/wiki/Holistic_education)

<sup>15</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>16</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)

<sup>17</sup> [www.mercator-research.eu/.../endangeredlanguages/Article](http://www.mercator-research.eu/.../endangeredlanguages/Article)





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**Dusk's Head Start Learning Centre  
Kwanlin Dun First Nation**

**#35 McIntyre Drive**

**Whitehorse, YT**

**Y1A 5A5**

**Phone: 393-3775 Or 633-7816**

[erin.pauls@kwanlindun.com](mailto:erin.pauls@kwanlindun.com)

May 2<sup>nd</sup>, 2014

Council of Yukon First Nations,

Please find attached the contribution agreement between the Kwanlin Dun First Nations/Dusk's Head Start and Family Learning Center and our financial reporting.

It has been an honor and life changing for Kwanlin Dun to have been a part of the language Nest Program. The program has been very positive in our community and we have created curriculum and recordings that will be enjoyed by generations to come.

We are currently continuing the project for this fiscal year and will be searching for new funding to expand and or continue the program after this fiscal year.

Please feel free to contact me if you have any questions or concerns regarding our contract and or our financial accountability.

Respectfully,

Erin Pauls





# Kwanlin Dun First Nation

## Statement of Revenue and Expenses

#N/A

For The Period/s Ending March 31, 2014

Unaudited

		<b>ACTUAL TO DATE</b>	<b>BUDGET FOR YEAR</b>	<b>BALANCE OF BUDGET</b>
<b>REVENUE:</b>				
Other Revenue	49003349300	98,800.00	98,800.00	0.00
Total Revenue		<b>98,800.00</b>	<b>98,800.00</b>	<b>0.00</b>
<b>EXPENDITURES:</b>				
Contracts	62403349300	2,175.00	0.00	(2,175.00)
Educ Train Wkshops	63003349300	2,025.00	0.00	(2,025.00)
Honorariums Elders	63803349300	890.00	28,800.00	27,910.00
Program Materials	66403349300	2,375.15	10,000.00	7,624.85
Wages Language Nest	69003349300	82,362.60	50,000.00	(32,362.60)
Benefits Language Nest	69103349300	10,398.64	10,000.00	(398.64)
Total Expenditures		<b>100,226.39</b>	<b>98,800.00</b>	<b>(1,426.39)</b>
Surplus (Deficit) Before Transfers		<b>(1,426.39)</b>	<b>0.00</b>	<b>1,426.39</b>
<b>Transfers:</b>				
Net Transfers		0.00	0.00	0.00
Net Surplus (Deficit)		<b>(1,426.39)</b>	<b>0.00</b>	<b>1,426.39</b>



Language Nest  
 Roles and Responsibilities Checklist  
 Language Revitalization Program (LNP)  
 SGS of CYFN  
 May 16, 2014

	<b>Questions to consider</b>	<b>Outcomes</b>
<b>Language Nest Program (LNP) Assessment</b>	<p>How many children were in attendance at Language Nest Program? How many hours per week were the children receiving instruction in language? How many employees taught? Were the employees fluent in the language? What were teaching strategies? What about weekly meetings with LN coordinator, elder/speakers, and daycare worker?</p>	<p>Duska' has 8 children in attendance at the language nest program.          Duska' provides 20 hours of language teaching per week.          Two employees were taught the (ST) language, but not fully fluent in the (St) language. The common method would be TPR beginning level with a variety of other teaching methods such as; direct approach, reading approach, audio lingual method, natural approach, grammar translation, teacher centered focus on questions and answer pattern.          Characteristics of drills dialogs, set phrases speaking and listening.</p>
<b>LNP effectiveness</b>	<p>What was the LNP's effect to produce beginning level speakers between 1 and 5, with 1 being low and 5 being excellent? Consider the number of children, the number of Elders, the number of employees.</p>	<p>On a scale from 1-5, I would place the duska' children for speaking the language at number 5. Not only are the children in the language classroom learning but the duska' staff, families and the other classrooms are also affected by the impact of (ST) language being taught in the center.          Staffs want to learn and use the language on a daily basis.          The expectations of non fluent staff want to learn and use key words, phrases for daily greetings and classroom expressions. Families are influenced by morning greeting in (ST) language.</p>
<b>Capacity</b>	<p>Employee evaluations: how many employees were involved in the LNP? Do they fully understand immersion methods? Did they have language immersion sessions?</p>	<p>We have three staff at duska' who are employed and involved in the LNP. We have a 3 year old classroom teacher; Duska, language elder, teacher, and culture and language coordinator/teacher. The teachers are fully aware of language immersion methods. We have not have language immersion sessions at Duska'.</p>

<p><b>Impact of language in the home</b></p>	<p>How has the LNP impacted the household? How has the LNP impacted the community?</p>	<p>I have found the LNP has made a tremendous difference in how the children show pride and confidence in their learning. They are eager and willing to express their language at home with families. Parents are becoming very aware of their aboriginal language being used at the center. Children have a stronger interest in participating in cultural activities. Families are bringing their children to the center consistently on time with their children.</p>
<p><b>Language Nest Pilot Program</b></p>	<p><b>Success:</b> We have consistent classes each day at 10am. We were able to accomplish recording of 12 songs in the (ST) language. We are in the process of establishing a web page for the Language Nest. We have recorded five books completed by Duska; children, teachers, parents, and staff. Duska; consistently keeps monthly evaluation records of language in the classroom. Children are retaining (ST)language and speaking and singing at home when they leave the center. They larger vocabulary of (ST) language The children's behavior is changing, they are learning to sit in a classroom setting and listen for instruction of 30 minutes. They seem to learn faster when you are singing a song with them.</p> <p><b>Challenges:</b> Very difficult to get community resource workers and community elders come for story telling and other activities. Often they do not come for the family monthly luncheons. Would like to have language nest teachers teaching in all of the classrooms in the center. Parents are asking for more languages. Support for Curriculum development Would like to have language classes at the Yukon language center for LNP and staff. Would like the st language recognize with (YTG) Yukon child care services and Yukon college, early</p>	

**child development**  
**Need more technical support for writing the (ST)**  
**language.**

**Lessons Learned:**





# **KFN Language Nest Final Report**

## **Overview and Assessment**

### **Language Nest Pilot Project 2013/2014**

**April 28, 2014**

The Pilot Project for the KFN Language Nest that was in partnership with the Council of Yukon First Nations is coming to a close on May 9/2014. In the past couple of months I worked with the KFN Heritage Manager to see if it was possible to secure funding to continue the program for the next two years, we were successful in doing this. The Health and Social Manager and I developed a budget for 2014/2015 and this was presented to our Chief and Council at the end of March at which time they approved the budget for the program to continue. I have accepted for another year in the position of Language Nest Coordinator.

One of our goals for this past year was to develop the Cultural Language Learning Environment document. We have succeeded in doing this, although it is still in draft form we will have the completed and final document sometime in May. Our mission and obligation was to have the daycare children working towards full immersion. It was a challenge at the beginning of this program and now I can say that it is moving towards our goal as full immersion. The dedication and commitment of our fluent teachers KFN Elders, Grace Johnson and Lena Johnson and our semi-fluent speaker teacher Peter Upton has made this a success. These teachers made a commitment to see this work and it is now showing in our daycare children. The Daycare staffs are both semi-fluent, but as each day goes by they are learning more and also are making an effort to use it throughout their work day. The development of programming was set down by all staff that works with the Language Nest. We started out with the "one word" system with pictures, simple commands using the Total Physical Response training methods and now have moved into the sentence structure.

The children's behavior at the beginning of this program was never a problem. We have enthusiastic and ambitious children who just wanted to learn, so we were very fortunate in this area. There were some behavior issues but it was nothing that classroom management procedures couldn't handle. We used methods of allowing the disruptive child to teach and this worked very well for us. This brought out the creativity in the children. The repetitious method of repeating words allowed the children to catch on to what we were teaching them. We used the 70X70 method from the TPR Program. The comprehension level of the children is extremely high. The two 4 year old who started pre-school at Kluane Lake School in September of 2013 have been assessed and evaluated by the school's ST Language teachers. We are very proud to mention that they are at a Grade 3 and 4 levels in the Southern Tutchone language. The accuracy and proficiency of

speaks.

The parent participation has been a struggle, so in the future I will work and collaborate with the Cultural/Language Coordinator from the Heritage Department to develop language programs that the parents can participate in.

The teaching methods of how we taught, the first rule was patience, caring and loving atmosphere which was expressed to the children by all who worked with them. The disciplinary classroom setting was taken away and a calm and relaxing atmosphere was set with small couches facing the teachers of the day. We talked to the children about respecting not only their teachers, but to everyone else in the community. This happens every day. Classroom management was instilled by the Daycare Coordinator which is helpful to the teachers when they are teaching. It is mandatory that all staff that work in the Daycare to participate in language time. The language is taught 4 days a week at 3 hours a day. The teaching materials were one word system pictures and words of Yukon animals, birds, berries, flowers, land and water and commands using the TPR system. The sentence structures consisted of simple and common commands that would be used on a daily basis, such as: give, pick up, pass me, go or over there, come here, sit here, stand here, etc. The creation of songs and games has been successful. We create our own songs and these will stay within our Daycare and could possibly be shared with other Southern Tutchone First Nation Daycare. The sentence structures have advanced to more technical forms of sentences, in which the children hear it and are responding to the command. The connection from teacher to child is very powerful, and it is due to the love and patience that these teachers have towards each child. The children show the love and respect they have for their teachers by giving hugs and greetings at the door in Southern Tutchone.

The future programming goal is for the Language Nest is to have the Kluane Daycare using full immersion by the end of 2014. This will be only accomplished by encouraging our teachers and daycare staff to continue to speak the language during and outside of work time. The children greet people in Southern Tutchone when outside of the Daycare. The curriculum for the Daycare will be developed and accomplished this year with the help of the language teachers and resource people. The engagement of parent's participation will be another goal that we will strive in achieving. The videoing of our Elder teachers will begin in July or August and this will be archived for future use to the Language Nest and future generations. The empowerment of this program is dependent on the strengths, direction and guidelines that we set down and provide to the development of the program.

The Language Nest is working at this time for Kluane First Nation and will continue in the future as long as we have teachers who want to help to revitalize the language.

Thank you

**Language Nest  
Roles and Responsibilities Checklist  
Language Revitalization Program (LNP)  
SGS of CYFN**

**Carcross/Tagish First Nation Report  
May 12,2014**

**Language Nest Program (LNP) Assessment**

- C/TFN's Language Nest Program had between 6 and 8 children actively participating on a regular basis.
- The children were receiving 8 hours of Tlingit language instruction weekly.
- We had 3 to 4 people employed to teach language to our children through the Language Nest Program
- The CTFN members hired to teach Tlingit language had a wide range in fluency. We had fluent Elders, younger Elders working towards fluency, a younger teacher who was nearing fluency and an individual who benefited from the teachings of Lance Twitchell and is now fully committed to furthering her knowledge of the language.
- The teaching strategies used for the Language Nest Program were based in a means of engaging the very young children in language activities. We focuses on daily life use of the language working closely with our Elders. Further the Total Physical Response (TPR) method was used to teach the younger children.
- Meetings were held on a weekly basis with everyone involved with the Language Nest Program, this included: the Day Care staff,the Elders working with the program, the employee overseeing the Language Nest Program, the Adult Language worker, the Heritage Manager and the Director of Capacity.

**LNP Effectiveness**

- The LNP's effect on producing beginning level speakers is considered to be a 4 or highly effective.

**Capacity**

- C/TFN had 3 to 4 employees involved with the teaching element of the LNP. Further there were 2 other individuals involved with the administration of the LNP and the Day Care had assigned a position to be part of the LNP team. The total involved was 6-7 individuals involved with this our first year following the LNP.
- Some of the employees were fully versed in immersion methods and they guided others in the principals.
- The LNP in Carcross had “mini-immersion” sessions as part of the daily routine of the program. There were no long-term immersion sessions held during this pilot program.

**Impact of the Language in the Home**

- We had reports of children encouraging their parents to use Tlingit in the home and in

response older members of households were requesting more resources to continue the use and learning of the language at home. The children were also excited to take new information and knowledge home to share with other family members.

- In the community as a whole we are finding that there are more individuals asking for opportunities to learn Tlingit. We have also been asked to create full-time permanent language positions within C/TFN in order to have language learning become farther reaching in the community.

### **LNP Successes**

- More of our fluent Elders have come forward to be part of the language teaching with the children
- We see an increase of engaged Elders and young people.
- There has been a substantial increase in cultural awareness and a desire to learn and live by traditional values such as respect and honour.
- The young children who were exposed to the LNP had a much easier transition to the language teaching when they went from the Day Care to the school programs.
- The LNP encouraged our younger Elders to become teachers and to further their learning of the language.

### **LNP Challenges**

- To create and follow a set curriculum
- To have parents participate in the program with their children
- Having funding to maintain the program on an on-going basis
- There was a period of decreased attendance at the Day Care.

### **Lessons Learned**

- Elders are anxious to be part of an organized language program with the children.
- Children learn the Tlingit language quickly and become excited about their culture through language learning.
- We need curriculum development and support
- We saw some natural “peer teaching” happening as the children began helping each other out with language tasks.
- We definitely need an on-going program in our community.



### **Language Nest Program Budget**

The Contribution Agreement offered C/TFN **\$98,800.00** for the Language Nest Program. Here is how the money was spent:

Honorarium: \$13,318.09  
Materials and Supplies: \$5,474.62  
Meetings and Workshops: \$5,250.00  
Travel: \$3,287.32  
Wage Benefits: \$6,049.90  
Wages: \$71,770.21

**Total: \$105,150.14**

Carcross/Tagish First Nation is very grateful to have been able to offer the Language Nest Program in the fiscal year 2012-2013. Our community has benefited greatly from this program and we have laid a solid foundation for the continuation of the Language Nest Program as we expand our Language Programs with the GCTFN. We look forward to further funding to help us to build on the important work of this past year. Gunalcheesh.

Should there be any further questions please do not hesitate to contact the Heritage office of the Department of Heritage Lands and Natural Resources.

Heather Jones  
Heritage Manager  
Box 130 Carcross Yukon

[heather.jones@ctfn.ca](mailto:heather.jones@ctfn.ca)  
(867)821-4251 ext 8222  
toll free: 1-855-686-4251 ext 8222



**Master Apprentice Program (MAP)  
Roles and Responsibilities  
Monthly Program Completion Check-list  
Language Revitalization Program SELKIRK  
SGS/CYFN**

Roles	Responsibility	Checklist / Comment
<b>1. Community Responsibilities</b>	<ul style="list-style-type: none"> <li>✓ ___ manager of department overseeing Master Apprentice Program</li> <li>✓ ___ Master Apprentice Program design, development, and implementation</li> <li>✓ ___ Master speaker from host First Nation</li> <li>✓ ___ Must be able to provide 15 hrs of total immersion instructor per week</li> <li>✓ ___ Apprentice must be available to at least 15 hrs per week</li> <li>✓ ___ Must be assessed by a fluent speakers panel after every 100 hrs or 4 months of instructional time</li> <li>✓ ___ Record as much sessions as possible</li> </ul>	
<b>2. Master Apprentice Structure Outline</b>	<ul style="list-style-type: none"> <li>✓ ___ MAP outline and schedule weekly location, dates, times, and activities</li> <li>✓ ___ Master and Apprentice(s) create a monthly work-plan</li> <li>✓ ___ Set personal language goals</li> <li>✓ ___ Choose proper environment to work together</li> <li>✓ ___ Resource tools to facilitate MAP (BC Master Apprentice Language Handbook) General guideline;</li> </ul>	<p>- the apprentices have asked that we extend the lessons to youth and others that are interested as well.</p> <p>- we are setting up a Language Nest area in the FN Government Building.</p> <p>- we have purchased an ipad for the use of the lessons and further resources that may be needed.</p>
<b>3. Role and Responsibilities of LRP/CYFN in Implementation of Masters Apprentice Program</b>	<ul style="list-style-type: none"> <li>✓ ___ Flow first payment of community allocation to Yukon First Nation after a community formally submits agreements with Master speaker and apprentice(s)</li> <li>✓ ___ Flow second payment of community allocation to Yukon First Nation after community submits a financial statement and cheque payments to master speaker; and including submission of self assessment and panel</li> </ul>	

	speaker evaluations	
<b>4. Language Revitalization Coordinator</b>	<ul style="list-style-type: none"> <li>✓ ___ Check-ins on progress of MAP implementation by phone</li> <li>✓ ___ Assess and evaluate</li> <li>✓ ___ Identify accreditation through a college / university</li> <li>✓ ___ Create awareness and understanding of MAP</li> </ul>	
<b>5. Master Apprentice Program Feedback</b>	<p><b>Successes / Challenges / Lessons learned</b></p> <p>- Now that I am familiar with the program and have completed the first report, I feel much more confident on the status of this project. I look forward in helping the MAP group to extend their knowledge to others in the community.</p>	

**Master Apprentice Self Evaluation**  
**Language Revitalization Program**  
 CYFN SGS  
**Selkirk - Darlene McGinty - Apprentice**

<b>Activity</b>	<b>Questions to consider</b>	<b>Outcomes</b>
<b>Work-Plan</b>	<p>Can you please describe the goals, activities, and outcomes from your workplan goals? What topics did you learn about from your mentor? What activities did you work on with your mentor to accomplish your language learning goals? Were there activities that you did not work on? What do you need to practice on? What to do you need to improve? Was culture a priority in your First Nations vision, goals and/or objectives? If yes, then explain how. Is there any other detail you would like to add about the workplan? What were the outcomes in the community? Were you able to use the language with a variety of speakers?</p>	<p>I need more lessons, activities, and linguistics to help improve my language learning. A budget for activities ie gas, snacks, other Elders too. Culture is a priority. The community was very pleased with us, our presentations.</p>
<b>Language Focus</b>	<p>What language have you learned from each activity? For example greetings, words, phrases, language skills, complete immersion, etc. How do you think you did on a scale of one to five with one being poor and five being excellent? Did you record any sessions? Did you use any resource tools such as handbooks? Were the resource tools effective? Were you able to increase your language fluency?</p>	<p>Greetings, weather, feelings, listening exercises, fishcamp was complete immersion sentences for fishing, hunting and harvesting.          On a scale of 1 - 5 I give myself a 5, as I did a lot of work, practice and review and more practice.          Yes I increased my language fluency by 100%</p>



<p><b>Number of Hours</b></p>	<p>How many hours have you spent on each activity? What type of activities were you involved with?</p>	<p>15-20 hours a week depending on the activity, location and cost. But mostly weekends, evenings we had to respect each others schedules so we would agree on the on the next week or weeks schedule. The full immersion fish camp was HARD, but we can do it better or set up better next time.</p>
<p><b>Master Apprentice Program</b></p>	<p><b>Successes:</b></p> <p><b>Challenges:</b></p>	<p>It was a great success, all year long was fun, interesting, sometimes frustrating, but we did it!</p> <p>Schedules and money for gas</p>

	<b>Lessons Learned:</b>	<b>All in all, I believe we learned, patience, how to do schedules, how to record activities and lessons, using devices and learnt transcribing, speaking, reading and writing. Trying to translate materials, journalizing activities, lessons and projects.</b>
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**Payroll Information for Percy Henry, 2013.**

	YTD Hours	Hourly Wage	YTD Total	PP-26 Dec 8-21	
Regular Earnings	890	\$ 38.00	\$ 33,820.00	40 hrs	\$ 1,520.00
Statutory Holidays	28		\$ 1,064.00	\$ -	
4% vacation pay			\$ 1,395.36		\$ 60.80
Employer portion-EI (no CPP-age)			\$ 954.90		\$ 119.95

YTD Total Cost to Employer  
(up to Dec 7th, 2013)

**\$ 37,234.26**

\$ 1,700.75

PP-26     \$ 1,700.75

**GT     \$ 38,935.01**

**Master Apprentices Program (MAP)  
Host Community Check-list  
Language Revitalization Program  
December 2013**

<b>Roles</b>	<b>Responsibility</b>	<b>Checklist / Comment</b>
<b>1. Community Responsibilities</b>	<input type="checkbox"/> Master speaker from host First Nation <input checked="" type="checkbox"/> Must be able to provide 15+ hrs of total immersion instructor per week <input type="checkbox"/> Apprentice to study language 15 hrs per week <input type="checkbox"/> Every 100hrs assessed by fluent speakers panel <input checked="" type="checkbox"/> Recording MAP language sessions and storing them into computer database	<p>Since our last report in July, the Language Programmer, Cultural Education Coordinator, and Language Master worked together until the end of August then the Cultural Education Coordinator had many other projects to complete related to her position and it was challenging to meet on a regular basis. However, the Language Programmer has met with the Language Master on a consistent basis since the last report. Language work continues in partnership with the Aboriginal Headstart Coordinator/Teacher and Han Language Teachers at RSS, as well as Hän Language planning with TH Education.</p> <p>The MAP apprentices have not been assessed by a speakers panel because they only work with one Elder who is the Language Master. There are other Elders in the community but they don't work with the language so it is challenging to organize the panel speaker evaluation. The sessions with the Language Master continues to be recorded.</p>
<b>2. Master Apprentices Immersion Structure Outline</b>	<input checked="" type="checkbox"/> MAP schedule weekly location, dates, times, and activities <input type="checkbox"/> Master and Apprentice(s) monthly work-plan <input type="checkbox"/> Set personal language goals what Apprentices want to accomplish in immersion <input checked="" type="checkbox"/> Location agreed with Fluent speaker, Apprentices, MAP Coordinator	<p>The schedule continues to happen five days a week with the Language Master for approximately 3 hours each day.</p> <p>The MAP group created a monthly work plan and set goals when we first started, since then the Language Master and Language Programmer have met to review language work and reflect on discussions from previous sessions. Numerous topics have been covered related to many types of verbs, vocabulary, and place names. The group has an established routine but sometimes other work commitments with deadlines take away the opportunity to work on the language. We make best efforts to get back on track. We have used some resources to help us in the learning process, such as</p>



		<p>together, try to follow some normal patterns and use the language in those situations. The master and apprentices must continue to commit to staying in the language during the sessions. Teach what you learn to others to work on repeating what was just learned. The program should continue, however apprentices in the program should have commitment only to the program for the duration of the program. It is too difficult for apprentices with full-time jobs to do the program on a consistent basis.</p>
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# Master Apprentice Self-Evaluation

## Language Revitalization Program

### CYFN SGS

Activity	Questions to consider	Outcomes
<p><b>Work-Plan</b></p>	<p>Can you please describe the goals, activities, and outcomes from your work plan goals?            What topics did you learn about from your mentor?            What activities did you work on with your mentor to accomplish your language learning goals?            Were there activities that you did not work on?            What do you need to practice on?            What to do you need to improve?            Was culture a priority in your First Nations vision, goals and/or objectives? If yes, then explain how.            Is there any other detail you would like to add about the work plan?            What were the outcomes in the community?            Were you able to use the language with a variety of speakers?</p>	<p><b>Outcomes</b></p> <p>Work plan goals: 1) commitment by all participants to meet 15 hours per week; 2) set a schedule and do work plan each month with assessment after 40 - 60 hrs, and panel assessment after 100 hrs; 3) commitment to staying in the language during the sessions; 4) focus on listening and speaking, not writing; 5) record all sessions, if possible.</p> <p>Outcome of work plan goal #1 and #2: The group met consistently for 15 hrs a week between January - May 2013. Once summer began, it was challenging to have sessions on a regular basis. The group returned to a consistent schedule in September 2013 - October 2013. However, the last few months of the program, it was proving to be a challenge for the group to meet on a regular basis because of other job commitments. However, one apprentice still managed to work on a large amount of language with the Mentor.</p> <p>The MAP apprentices were never assessed by a speakers panel because they only work with one Elder who is the Language Mentor. There are other Elders in the community but they don't work with the language so it was challenging to organize a panel assessment</p> <p>Outcomes of work plan goal #3 and #4: Between January - May 2013, the group worked really hard to stay in the language and work on conversation. They would practice with the language one day, and then the next day the apprentices were asked by the Mentor to have the conversation without reading the script. Once summer began, they spent more time documenting and transcribing the language and had minimal opportunities to have conversations in the language. In the fall, they made best efforts to get back on track and they continued to have some conversation but they mostly spent time documenting and</p>

	fluency?	The group was able to increase their word fluency. There were words that the apprentices were able to pick out of a conversation with the Mentor. They did not really increase their sentence fluency. There were moments the group would practice and memorize a script.
<b>Number of Hours</b>	How many hours have you spent on each activity? What type of activities were you involved with?	The group would spend, at most, two class sessions on a particular topic (activity). If the group was working on a story, prayer, or a song, then they would spend at least 3 to 4 class sessions. See attached document: MAP Topics. The document shows a breakdown of the topics (activities) they covered each month since starting in January 2013. The group met between 40 - 60 hours during each month.
<b>Master Apprentice Program</b>	<b>Successes/Challenges/Lessons Learned</b>	<p>Successes: The Language Mentor continues to be fully committed to working with the apprentices. He is sharing lots of his knowledge of the language. The apprentices have recorded many hours of language conversations with the Language Mentor.</p> <p>When the Language Mentor is available to help with the language, then all community language programs have success. It also helps to build rapport and teamwork amongst the language apprentices, learners, and teachers.</p> <p>Language learning is fun to learn! Lots of laughter, especially when the Language Mentor teases us!</p> <p>The apprentices have a larger database of language vocabulary and the ability to make sense of the language better, especially when sentences get longer!</p> <p>The Language Mentor feels satisfied that he is doing his part to contribute to the revitalization of the language.</p> <p>Challenges: The apprentices only have one speaker to work with. There are times that they fell into a habit of doing language documentation and did not really work on language fluency. There is anxiety on the apprentices' part to speak and on the Mentor's because he's got nobody to talk to in the language. Since apprentices have full-time jobs, the jobs sometimes take away the time that is needed to work on the language. It has been challenging to remember the new vocabulary and words the apprentices have learned and apply them in a conversation. Little time was dedicated for review of new words</p>

# Master Apprentice Program Overall Program Evaluation

## Language Revitalization Program

### CYFN SGS

Activity	Questions to consider	Outcomes
<p><b>Work-Plan</b></p>	<p>Were you able to follow your annual work plan for MAP?</p> <p>Were you able to accomplish your planned activities, language learning goals and expected completion dates for each activity?</p> <p>Was there enough capacity within your First Nations to deliver this program?</p> <p>What language activities happened, when did they occur, and were they recorded?</p> <p>Was each apprentice able to fill out their self evaluation form?</p> <p>Did you have a panel of fluent speakers? If yes, then how many?</p> <p>Was the panel of fluent speakers able to support, encourage, and evaluate the apprentice's language learning progress?</p> <p>Did the apprentice(s) get feedback for their language fluency?</p> <p>Was the Mentor able to use the language in a natural setting?</p> <p>Was the apprentice(s) able to demonstrate and record their fluency and language improvement?</p> <p>Was the mentor able to provide moral support to the apprentice(s)?</p> <p>Was more support needed?</p>	<p>The MAP team was able to follow their work plan for part of the time, at least until May 2013. Between January and May 2013, the team met the 15 hrs per week required to study the language. After May 2013, the group met between 10 – 15 hrs per week and at times there were no session because the apprentices has other work commitments or the Mentor was not available.</p> <p>The MAP group was able to accomplish most of the planned activities (topic) and some of the goals. The group could have reviewed specific activities longer to feel they completed the activity (topic).</p> <p>The capacity is available within our First Nation to deliver the program if there was better guidance on how to set-up the MAP. Two apprentices did the program as part of their jobs, but the commitments to the program proved to be challenging because of their other work commitments. It would have been better to have an apprentice that did not have other work commitments and could focus solely on MAP.</p> <p>See attached document: MAP topics and self-evaluation about language activities and recording of sessions. The apprentices also kept journals of their sessions.</p> <p>No, the MAP did not have a panel of fluent speakers. The apprentices only worked with one speaker. The apprentices received no feedback about their fluency.</p> <p>For the most part, the Mentor was able to use the language in a natural setting.</p> <p>The apprentices were able to demonstrate and record their fluency in some of the sessions.</p> <p>The Mentor provided moral support where he could, but the group did need further support to keep the program on track.</p>

		<p>conversation. Little time was dedicated for review of new words and vocabulary to learn for retention.</p> <p>Commitment to the program has waned considerably since August but the Language Programmer and Language Mentor continued to meet on a regular basis.</p> <p>Using the language on a regular basis in our everyday lives because the language is spoken so little in our work place and in the community. The language presently exists in those areas where it's being taught but rarely used in every day conversation.</p> <p>The Language Mentor was knowledgeable of the language but there were times that he really wanted to have other speakers there to enable further understanding of the language.</p> <p>The program requires 12 - 15 hours of language work a week and it is was challenging for the apprentices to stick to the hours on a regular basis.</p> <p><b>Lessons Learned:</b> The apprentices need to focus on listening and speaking, not writing. Live our daily lives together, try to follow some normal patterns and use the language in those situations. The master and apprentices must continue to commit to staying in the language during the sessions. Teach what you learn to others to work on repeating what was just learned.</p> <p>Review of the language needs to be built more consistently into the work plan and schedule and utilize the Master's time to speak to him in the language when doing the review.</p> <p>The apprentices shouldn't worry about making mistakes when speaking in the language.</p> <p>The program should continue, however apprentices in the program should have commitment only to the program for the duration of the program. It is too difficult for apprentices with full-time jobs to do the program on a consistent basis.</p> <p>The speakers panel assessment should happen to ensure the apprentices are getting feedback from community members. This group will need to be established before another program begins.</p> <p><b>Recommendations:</b> There was only one training session for</p>
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## **MAP Topics**

**Jan 14<sup>th</sup> – Jan 31<sup>st</sup>**

- General conversations and questions
- Borrowing money
- Let's have tea
- Commands
- How was your sleep?
- Learning
- Working
- Conversation about sore arm
- Cleaning
- Body parts
- Feelings
- Birds
- Weather
- Elements
- Animal parts
- Sickness
- Camp stories

**Feb 1<sup>st</sup> – March 7<sup>th</sup>**

- Snowshoeing story with Headstart
- Wind/sun burn month
- That's what he told me/that's what they say
- Place Names
- Go get it
- I give you loan
- Coffee too strong
- I wake up in the morning with a smile
- Snowshoeing
- Lunch time
- Bedtime story
- Phone conversation

**March 8<sup>th</sup> – April 4<sup>th</sup>**

- This is our land
- Welcome to our land
- Take care of the land
- Introductions
- Fire building and Tea boiling
- Eye glasses
- Grieving
- I am going to tell you a story

- It's okay
- I like
- Puddle
- Swampy place
- Water flow
- Burial
- What do you think?
- What's next?
- Insects
- Birds
- Surprise
- Greetings
- Place names
- Fire place
- Help
- Story time
- Roots

**May 31<sup>st</sup> – June 27<sup>th</sup>**

- Trees
- Respect
- Caribou migration
- Laughing
- Healing
- River travel
- Gossip
- Scaring
- Shake hands
- Fish camp
- Not your business
- Berry picking
- I don't understand
- Lost and found
- 

**June 28<sup>th</sup> – July 25<sup>th</sup>**

**(Away at Adaka and First Fish)**

- Friend
- Sneaking
- Shake hands
- Insects
- Parents
- School
- Packing
- Raft

- **Rabbit fur scarf**
- **Take off or put on your hat**
- **Language Video review**
- **They spoil the land**
- **Happy to teach us**
- **Calf muscle**
- **Literacy Session in Whse**
- **Bedtime story for Headstart**
- **Snowshoeing story for Headstart**
- **Sit down**
- **Walking**
- **Knowing**
- **Loaning money**

**Master Apprentice Program (MAP)  
Roles and Responsibilities  
Monthly Program Completion Check-list  
Language Revitalization Program  
SGS/CYFN**

<b>Roles</b>	<b>Responsibility</b>	<b>Checklist / Comment</b>
<b>1. Community Responsibilities</b>	<p><input type="checkbox"/>_X_ manager of department overseeing Master Apprentice Program</p> <p><input type="checkbox"/>_X_ Master Apprentice Program design, development, and implementation</p> <p><input type="checkbox"/>_X_ Master speaker from host First Nation</p> <p><input type="checkbox"/>_X_ Must be able to provide 15 hrs of total immersion instructor per week</p> <p><input type="checkbox"/>_X_ Apprentice must be available to at least 15 hrs per week</p> <p><input type="checkbox"/>_ Must be assessed by a fluent speakers panel after every 100 hrs or 4 months of instructional time</p> <p><input type="checkbox"/>_X_ Record as much sessions as possible</p>	<p>- assessments are done daily by Masters</p> <p>- need to organize an official assessment in July/early August; Daniel Tlen was recommended by Hazel to take part in the assessment panel</p> <p>- lessons were sometimes recorded; need to do more</p> <p>- old written stories have been verbally translated by Apprentices</p> <p>- Master Speakers are from TKC</p>
<b>2. Master Apprentice Structure Outline</b>	<p><input type="checkbox"/>_X_ MAP outline and schedule weekly location, dates, times, and activities</p> <p><input type="checkbox"/>_X_ Master and Apprentice(s) create a monthly work-plan</p> <p><input type="checkbox"/>_X_ Set personal language goals</p> <p><input type="checkbox"/>_X_ Choose proper environment to work together</p> <p><input type="checkbox"/>_X_ Resource tools to facilitate MAP (BC Master Apprentice Language Handbook) General guideline;</p>	<p>- daily 10am-1pm; sometimes they end later</p> <p>- working under informal workplan; group is advanced and don't follow workplan from Language Centre as it is too 'easy' for them</p> <p>- Master Speakers have developed an enriched program for the Apprentices; will formally develop plan</p> <p>- Apprentices have gone on field trips; participated in Adaku festival</p> <p>- utilize materials from Language Centre</p>
<b>3. Role and Responsibilities of LRP/CYFN in Implementation of Masters Apprentice Program</b>	<p><input type="checkbox"/>_ Flow first payment of community allocation to Yukon First Nation after a community formally submits agreements with Master speaker and apprentice(s)</p> <p><input type="checkbox"/>_ Flow second payment of community allocation to Yukon First Nation after comments to master speaker; and statement and cheque payments to master speaker; and including submission of self assessment and panel speaker evaluations</p>	<p>TKC has received initial payment of 11k</p>

<p><b>4. Language Revitalization Coordinator</b></p>	<p>___ Check-ins on progress of MAP implementation by phone          ___ Assess and evaluate          ___ Identify accreditation through a college / university          ___ Create awareness and understanding of MAP</p>	<p>- Coordinator has been asked (by Hazel) to come in          - (Hazel) has requested a literacy workshop          TKC has requested that the apprentices receive some sort of accreditation for when completed.</p>
<p><b>5. Master Apprentice Program Feedback</b></p>	<p><b>Successes / Challenges / Lessons learned</b></p>	<p><b>Success:</b></p> <ul style="list-style-type: none"> <li>- Apprentices are very advanced and dedicated; literacy is strong; pronunciation has exceeded expectations; are confident in writing and presenting stories</li> <li>- Apprentices can understand the Masters when they speak</li> <li>- Advanced literacy; Apprentices know the Southern Tutchone alphabet; are practicing at home and teaching their families</li> <li>- Apprentices have also gained traditional knowledge through the background of the stories and the root of certain words</li> <li>- Hazel believes that this program could produce fluent Southern Tutchone teachers and Masters</li> <li>- Apprentices are very dedicated</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>- No consistent work space</li> <li>- Not enough \$ for external activities and field trips; Masters think that 2 more Apprentices would work well</li> <li>- Ta'an language is very an old way of speaking and the Language Centre is useful for introduction to the language but not for fluent communication as the LC is very basic</li> <li>- not enough citizens seem to be interested</li> </ul> <p><b>Lessons Learned:</b></p> <ul style="list-style-type: none"> <li>- Dedication is the success of the program</li> <li>- as long as there is interest, the program is successful</li> <li>- It is possible to do this! The language can be kept alive.</li> </ul>



# Ta'an Kwach'an Council

## Statement of Revenue and Expenditures

For All Program & Departments

Department Lands & Resources -Department 40  
 Program CYFN Master Aparentiship -Program 425  
 For The 7 Periods Ending October 31, 2013

	Current	Budget	Variance	Budget
	YTD	YTD	Position	Full Yr.
	A	B	A-B	
<b>Revenue</b>				
Council of Yukon First Nations	11,250	20,417	- 9,167	35,000
<b>Total Revenue</b>	11,250	20,417	- 9,167	35,000
			<b>Variance</b>	
			<b>Position</b>	
	<b>A</b>	<b>B</b>	<b>B-A</b>	
<b>Expenditures</b>				
Employee Costs	63,336	-	- 63,336	-
Professional Fees	-	36,342	36,342	62,300
Materials & Office Supplies	152	-	152	-
Travel	-	408	408	700
Honoraria	-	4,083	4,083	7,000
Meetings & Workshops	146	-	146	-
<b>Total Expenditures</b>	63,633	40,833	- 22,800	70,000
			+++ = Positive	
Revenue less expenditures	- 52,383	- 20,417	- 31,967	- 35,000
Surplus or (Deficit )				



# SGS Language Revitalization Working Group - Aug 22-23, 2012

## Meeting Notes



**Prepared by: Tina Jules, B.Ed., M.Ed.**





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## Background

Yukon Aboriginal languages are rapidly declining, Tagish, one of the 8 First Nation languages in the Yukon, has now become extinct with no living speakers left. In response to this, Yukon First Nation leaders have given a direct mandate to the Council of Yukon First Nations' Self-Government Secretariat to focus on an initiative, which aims to revitalize and shift the current trend of language loss. This is the first meeting of a working group for this initiative. A member from each of the 14 Yukon First Nations was invited to participate on the working group. This group will build a plan of action to shift the current trend of language loss in the Yukon (*extracted directly from past Working Group meeting notes*).

*\*Reported at this meeting that Dawson has 2 fluent speakers*

Marilyn Jensen was the past coordinator for the Self-Government Secretariat (SGS) Language Revitalization Program (LRP) and completed an immense amount of work already. The working group acknowledges and appreciates the vision, hard work and dedication from Marilyn. Her efforts have laid a foundation and framework for moving forward with this language initiative. Sean Smith is now the LRP Manager and Sandra Jack is the Executive Director for the SGS. The services of Tina Jules have been acquired to act as a meeting facilitator for the Language Revitalization Working Group.

### **Key elements previously identified for this initiative:**

- Create a strategic plan for language revitalization under the guidance of key stakeholders;
- Conduct and analyze research and develop comprehensive models;
- Assist and support a forum for sharing and providing feedback;
- Build upon and complement the efforts currently underway by all levels of government: First Nation, Yukon and Canada;
- Encourage collaboration and cost effectiveness;
- Increase capacity for all key stakeholders and service providers; and to
- Create generic models and templates to focus on revitalization and preservation of language projects and programs

*\*Extracted directly from past Working Group meeting notes.*

## Purpose

The main purpose of this session was to seek and incorporate feedback, advice and direction from the SGS LRWG into the current work plan for the SGS LRP and to continue with implementation accordingly. The priorities were language conference planning and the implementation of Phase II and planning of Phase III initiatives.

This session aimed to clarify past decisions, principles and direction for the program as the last working group meeting was held in January 2012 and since then the program has undergone significant staff turnover. Clarification and input was provided to further develop the project plans for language revitalization initiatives such as the: language conference, language promotion, language legislation and policy, language resource materials development, language immersion projects [language nests, language camps, master-apprentice] and to provide aspirations and advice to move forward with community planning and community consultations.

## Participants

SFN, Elder Liz Hall	TKC, Hazel Bunbury (Day 2)
LSCFN, Joseph Brien	KDFN-YNLC, Linda Harvey
FNNND, Nicole Hutton	TTC, Bessie Cooley
WRFN, Ruth Johnny	CTFN, Gary Sidney Johnson
THFN, Jackie Olson	RRDC, Josephine Acklack
CAFN, Barb Hume (Day 2)	VGFN, Regrets Maryanne Moses
Sean Smith, SGS LRP Manager	
Sandra Jack, SGS Executive Director (part of morning of Day 1 and morning coffee Day 2)	

Barb Joe, SGS Researcher (Introductions for Day 1)

Michelle Kolla, CYFN Executive Director (for meeting participants in morning of Day 2)

Mary Jane Jim, SGS Language Revitalization Advisory Committee Member (Day 1 – PM and Day 2)

Tina Jules, Meeting Facilitator

**Opening Prayer** was offered by Elder Liz Hall on Day 1. Bessie Cooley offered the opening prayer on Day 2.

### Welcome & Introductions

Sandra Jack on behalf of the SGS formally welcomed the participants. Sandra discussed some changes at the SGS and introduced new staff members, Barb Joe – Researcher and Sean Smith – Language Revitalization Manager.

All participants introduced themselves to the group and provided news and updates from their communities. The new SGS staff and facilitator were welcomed to the group. Overall, working group members were happy to have the opportunity to come together and looked forward to carrying on with the work of the LRWG. There was recognition that communication needs to be refined with the LRWG.

#### Highlights of Introductions:

- Some First Nations want funding directly
- Changes in staff have occurred at the central and community levels
- Need to keep momentum going
- Concern for lack of funding at the community level for language initiatives
- Generation gaps caused by residential school needs to be addressed
- Ladder concept needs to be created to show all language resources in each community
- Traditional First Nation ways need to be used: hear, see, do; seasonal approaches; on-going
- Host LRWG meetings in communities
- In the past, First Nations people were fluent in more than one language, this is possible and it could be a goal
- Grandfathers & Uncles Program/Grandmas & Aunties – 2 weeks on the Land is a success for Northern Tutchone

### Adoption of Agenda

Sean Smith reviewed the agenda. The agenda was accepted by consensus. See Appendix 1 for a copy of the agenda as accepted.

### Expectations, Hopes and Dreams

Each participant recorded and shared their expectations for this meeting. The expectations were recorded on sticky notes, shared with the group and included in the whole group illustration. See Appendix 2 for a copy of original comments.

## SGS Language Revitalization Program Update

### Administrative Update

Sean Smith provided an overview of SGS LRP and a brief outline of progress. The overall goal is to create fluency within all language groups. Creating fluency will in part be accomplished through Immersion Camps, Language Nests and Master-Apprentice fluency development pilot projects. Strategic planning sessions were held; research on best practices and comprehensive models was conducted and shared out; and a forum for sharing and providing feedback is in place with the LRWG. To date there have been four meetings with the LRWG. Han, Northern Tutchone and Tlingit have implemented the pilot project immersion camps.

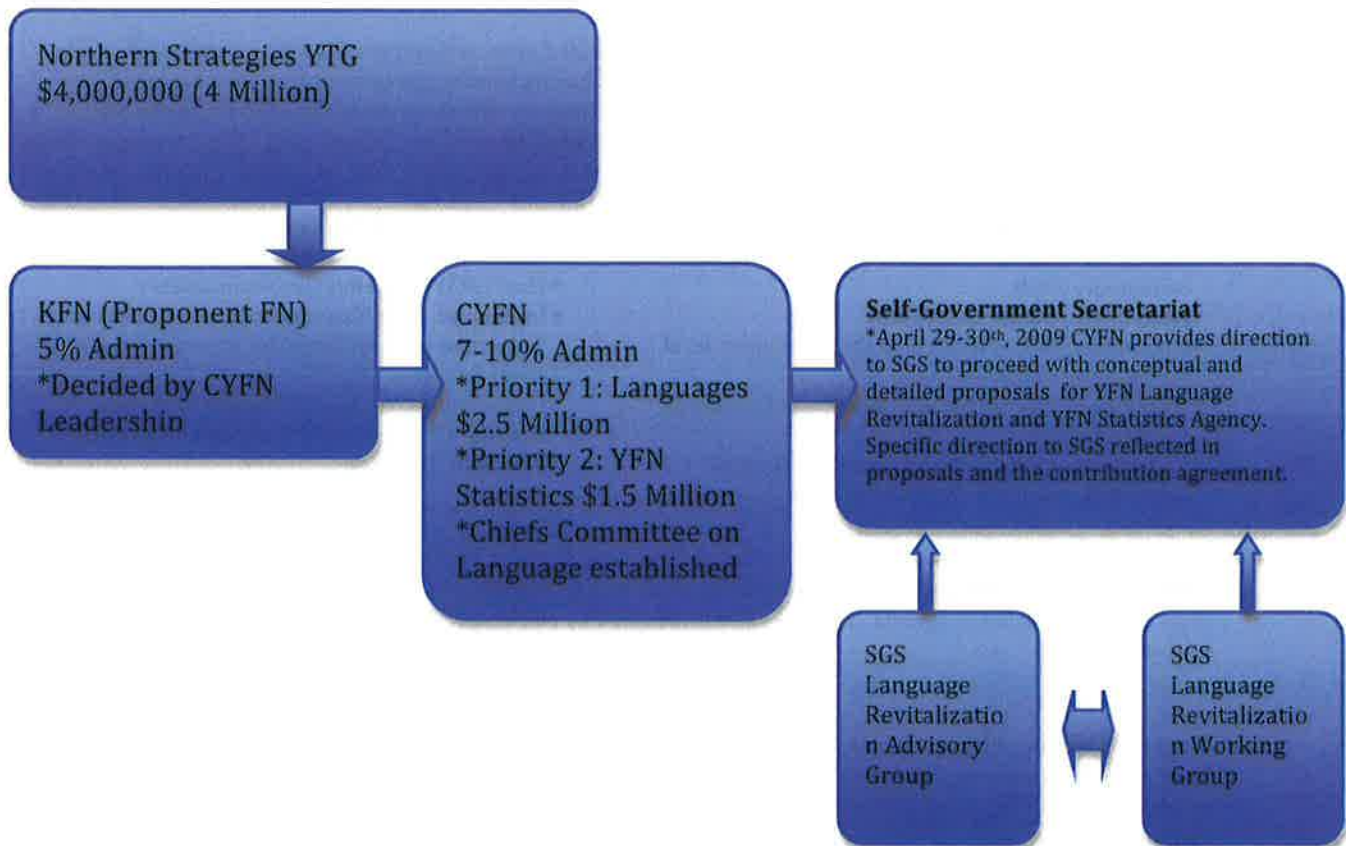
### Action – SGS LRP Update:

- An overall assessment of what is needed to increase fluency must be completed. This should include training, technology, costs, time frame, etc.

- Need to pull information together from past meetings into a draft Strategic Plan document for the LRWG to review and further develop.
- Need a community consultation plan.
- The network needs to be further established and built.
- Multi-media needs to be incorporated into language learning resources development and language promotion.

### Funding

Sandra Jack provided an oral and visual update on the funding flow for the SGS LRP initiative. Because CYFN is a society and is not able to access this particular funding directly, KFN is the host FN and thus submitted the proposal and is the proponent FN. The administration fee provided to KFN is 5% and CYFN is 7-10%. The funding is provided through the Northern Strategies initiative, Yukon Government.



Funding is used to implement the LRP Work Plan. The work plan consisted of Phase I [completed], Phase II and Phase III initiatives. Phase II involves pilot projects for Language Nests, Language Immersion Camps and Master-Apprentice. Designated communities will receive a contribution agreement. Funding is also allocated to central initiatives for areas common to all language groups.

First Nations that are not a part of CYFN are included in this process and they are a part of the decision making structure.

### Action – Funding:

- SGS-LRP research and report back to the working group on funding programs. Tina Jules will provide some funding information to Sean Smith as it pertains to resources for YFN languages. The research will include information on the distribution of funding for all First Nations, self-governing and non-self-governing.

## Phase II and Phase III of SGS Language Revitalization Program: Fluency Development Initiatives

Time Lines (August 2012-March 2014)

The facilitator organized an activity to develop draft project charters [project plans] by the LRWG members. A template was provided and it was explained that these types of plans are high level and are meant to be adapted. The object of the group work was to create common understandings and one direction concerning specific projects under a broad goal, in this case, creating language fluency. Each group circulated and added feedback. Once all groups had input, the original “developing group” shared the “revised” charter [project plan] with whole group. The floor was opened up for questions and comments. Feedback was received and recorded. Whole group agreement was achieved on Draft Project Plans and the Terms of Reference outline detailed out further below. This method served the purpose of creating an opportunity for input, interaction, reflection, common understandings and mutual agreement on the draft plans for: SGS-LRWG Terms of Reference; Language Nests; Language Camps and Master-Apprentice.

### SGS Language Revitalization Working Group (LRWG): Terms of Reference

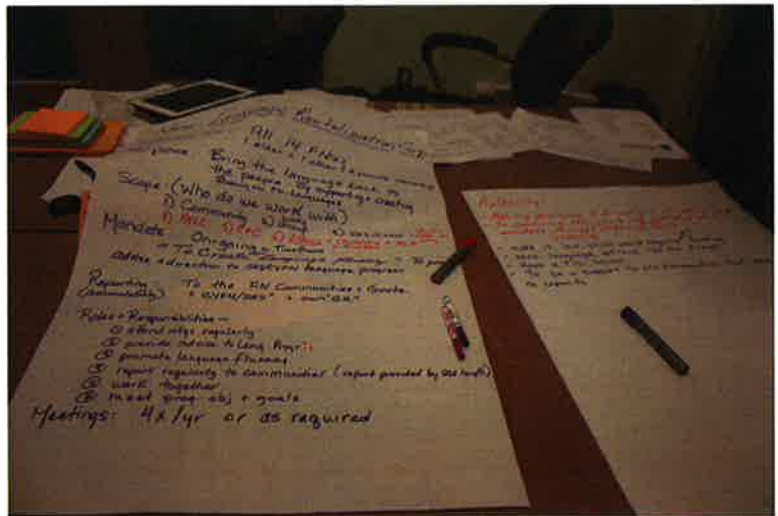
As discussion developed from administration to funding... the LRWG decided that a Terms of Reference was needed to guide and confirm work to be done. A template for a Terms of Reference was quickly developed on chart paper to serve as a starting point. The working group was divided into four groups and each group added their input into the terms of reference under development. The initial small group shared the results with the whole group. The Terms of Reference below is a draft and will require further feedback and shaping prior to being put forth to the Advisory Committee for endorsement.

The following are related excerpts from previous meetings:

Mandate – p. 8, October 2010 LWG Meeting  
 “key for engaging and supporting communities”  
 “will provide direction from the communities and reflect all 14 First Nations”  
 “will determine strategy and action plan”

Program Intent p. 5, October 20109 LWG Meeting  
 “a movement to revitalize language and culture”  
 “collaborating together to build capacity and create action”

April 14-15, 2011 LRP Working Group Meeting  
 “important to have a multi-generational and community-based approach that focuses on unity of all YFNs”  
 “grassroots approach that supports language development in all communities”  
 “political support is important”



### Action – Terms of Reference:

- A Sub-Working Group was established to further develop the Terms of Reference for the SGS LRWG. The Sub-Working Group consists of: Mary Jane Jim (LR Advisory Committee member), Sean Smith (SGS LRP Manager), Gary Sidney Johnson (CTFN) and Linda Harvey (YNLC-KDFN).
- The Terms of Reference for the SGS-LRWG will need endorsement from the Chiefs Committee. The LRWG would like to meet with the Chiefs Committee on Language, including the Grand Chief to follow-up with the



Terms of Reference under development and to discuss the situation with community level language funding. Funding has lapsed and some communities are in dire straits with no resources to support community language initiatives. Perhaps administration fees could be waived?

- Review past LRWG meeting notes and incorporate any relevant information from past Strategic Planning sessions into draft TOR. SGS LRP staff will request meeting with Chiefs Committee on Language and Grand Chief.

## Language Nests

### Camps need to be:

- Seasonal, on-going
- Complements – connects to other fluency programs i.e. Nest > Immersion
- Language + Culture needs to be higher priority FNs and SG
- CAFN does on own-not a pilot-interdepartmental approach
- No need to wait for others to do, just do it
- Start small + intimate
- Language needs to evolve
- Not just camps to follow model of immersion
- Before we lose our speakers(elders)
- Might need a series of immersion > progressive
- Invite others that are interested.



*\*In the future, the notes from the Working Group Manual on Immersion Camps should be incorporated prior to next meeting.*

### Action – Language Camps:

- Need an elders speakers council to give advice to LRWG / Coordinator / Facilitator. Need youth involvement in whole process – become innovative. Young elders need to be included.
- Follow up from Pilot Projects-Successes – challenges – share and report for next meeting - need to meet and share with others the outcomes.
- Evaluation plans are needed including sustainability.
- Develop a booklet, pamphlet – guidelines – for Language Initiatives: Immersion Camps, Language Nests and Master-Apprentice. The type where people can sign up for different activities. Prep time is an important aspect. Accommodate various learning styles – traditional – contemporary and marry the two ways of knowing – oral history – learning from elders-stories-listening. Include information from success stories – singing – dancing – like the Pink Mountain and Blueberry Youth/Elders Gathering.



## DRAFT PROJECT PLAN

**Project Name:** LANGUAGE NESTS (Start Jan 2013 – need time frame & milestones)

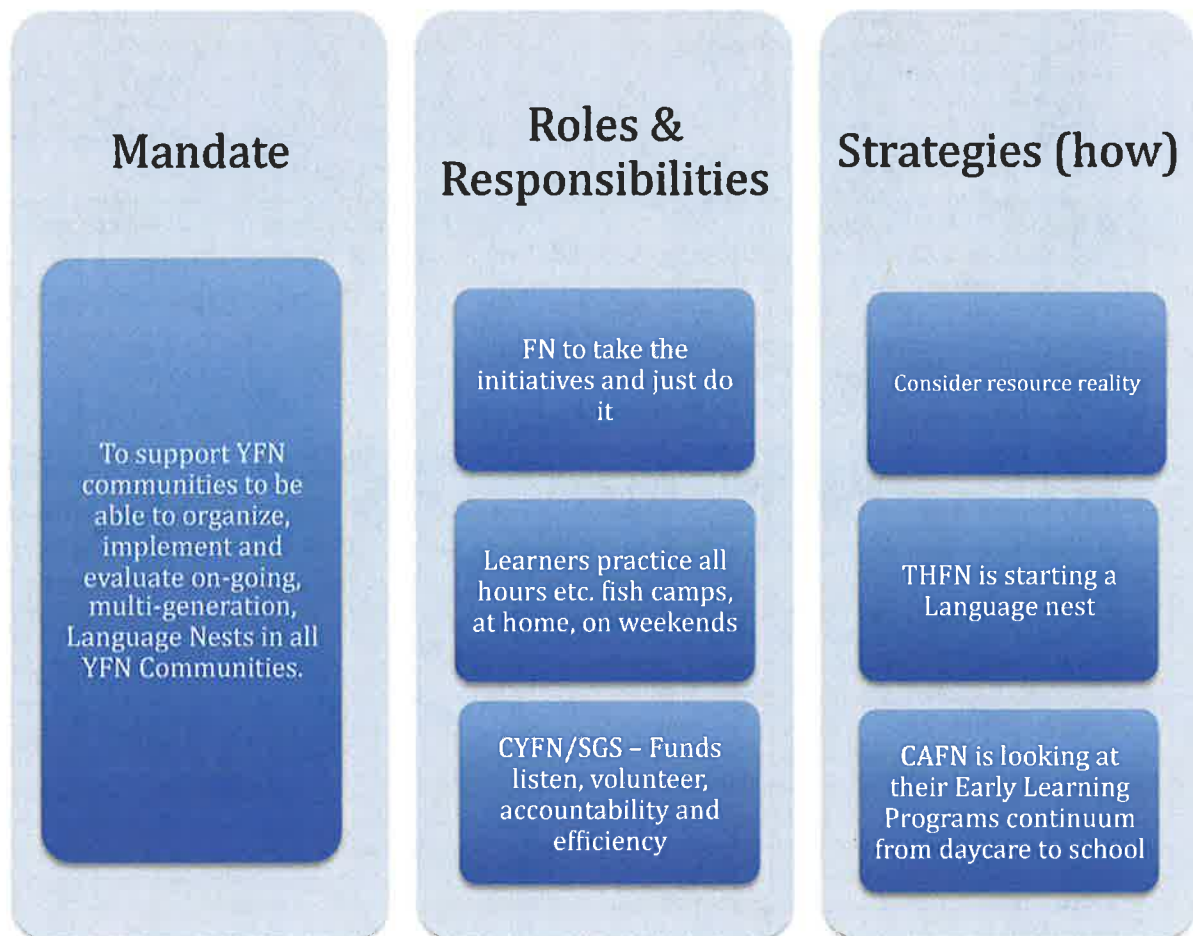
**Sub-Working Group:** The SGS-LRWG established a Fluency Development Sub-Working Group. Elder Liz Hall, Bessie Cooley and Gary Sidney Johnson. This group will focus on fluency development programs such as the Master-Apprentice, Language Immersion Camps and Language Nests.

**Project Team (local level):**

- Daycare Directors – Non-FN requires support of an Elder Speaker for mentor
- Language Teachers – Elder/Fluent Speaker
- Elders Council Members
- Language Trainees
- CYFN, YNLC, YTG Representatives
- Chief and Council + Parental Involvement

**Pilot Projects:** Southern Tutchone, (KFN), Tlingit (CTFN) and Southern Tutchone (KDFN)

*\*Notes from the Working Group Manual on Language Nests should be incorporated prior to next meeting.*





## **Overall Goal: To increase the number of fluent speakers**

- Create fluency with babies, toddlers and children
- More fluency with Elders & Early Learning staff
- All future children will be spoken to in language
- Creating desire to expand language in the community
  - Eventually have Adult Language Nests

### **Central Level Objectives/Actions (what):**

- Research Language Nest approach, programs and identify best practices, then share and build capacity
- Identify funding requirements and funding options
- Identify criteria for determining “Readiness”
- Assist communities with determining “Readiness” and identifying “Language Resources”
- Provide training for common needs
- Develop template for process and the program
- Develop resources to support lessons
- Create resource kit for home i.e. parents
- Create structure for program evaluation
- Create a communication plan with tools
- Prepare and Training for Pilot Projects
- Implement Pilot Projects
- Pilot Project participants debrief, share and develop template
- Pilot Project participants share with LRWG
- Contribute to the continuum for progressive fluency (Framework for Fluency)
- Create handbook with solid guidelines for successful Language Nests
- Work towards every community having an on-going Language Nest type of program running
- Create sustainability plan, including funding
- Rollout to other YFN communities

### **Community Level Objectives (what):**

- Determine and Ensure “Readiness”
- Create a local Language Nest Team - Youth, Elders, K Program, Heritage/Culture, Community Reps., Speakers, Project Leader/Coordinator, 1 or 2 staff members, SGS staff ex-officio, YNLC
- Identify Language Resources (Recordings, Files, etc.)
- Identify Speakers
- Identify Early Learning Staff
- Identify those that “hear” the language
- Mentor and create fluency with those that will be working in the Language Nest
- Develop local resources to support lessons
- Create resource kit for home i.e. parents
- Lobby for recognition within FN government policies and K-12 system
- Lobby for incentives for learning
- Communication with stakeholders and service providers in community

### **Outcomes (evidence, indicators, measuring tools)**

#### **Indicators (how will you know if goals and objectives are achieved?)**

- When teachers at Nest are fluent
- More First Nation language in school curriculum
- Community signage in the language
- Children speaking and playing in the language
- Young people proud to speak their language
- Elders/youth working together
- Children have more pride in who they are – Indian name, clan, place names – a sense of belonging
- More language for when the children go to elementary – they build stronger networks in their brain
- Structure for a Language Nest put together and handbooks available
- Attended Chief Atahm training conference – adults, youth
- Handbooks and resource kits developed
- More documentation of language & sharing multi-media

#### **Measurement Tools (surveys, observations, video, etc.)**

#### **These objectives align with:**

SGS-LRWG Work Plan

Creating Fluency

Other: \_\_\_\_\_

### Language Camps

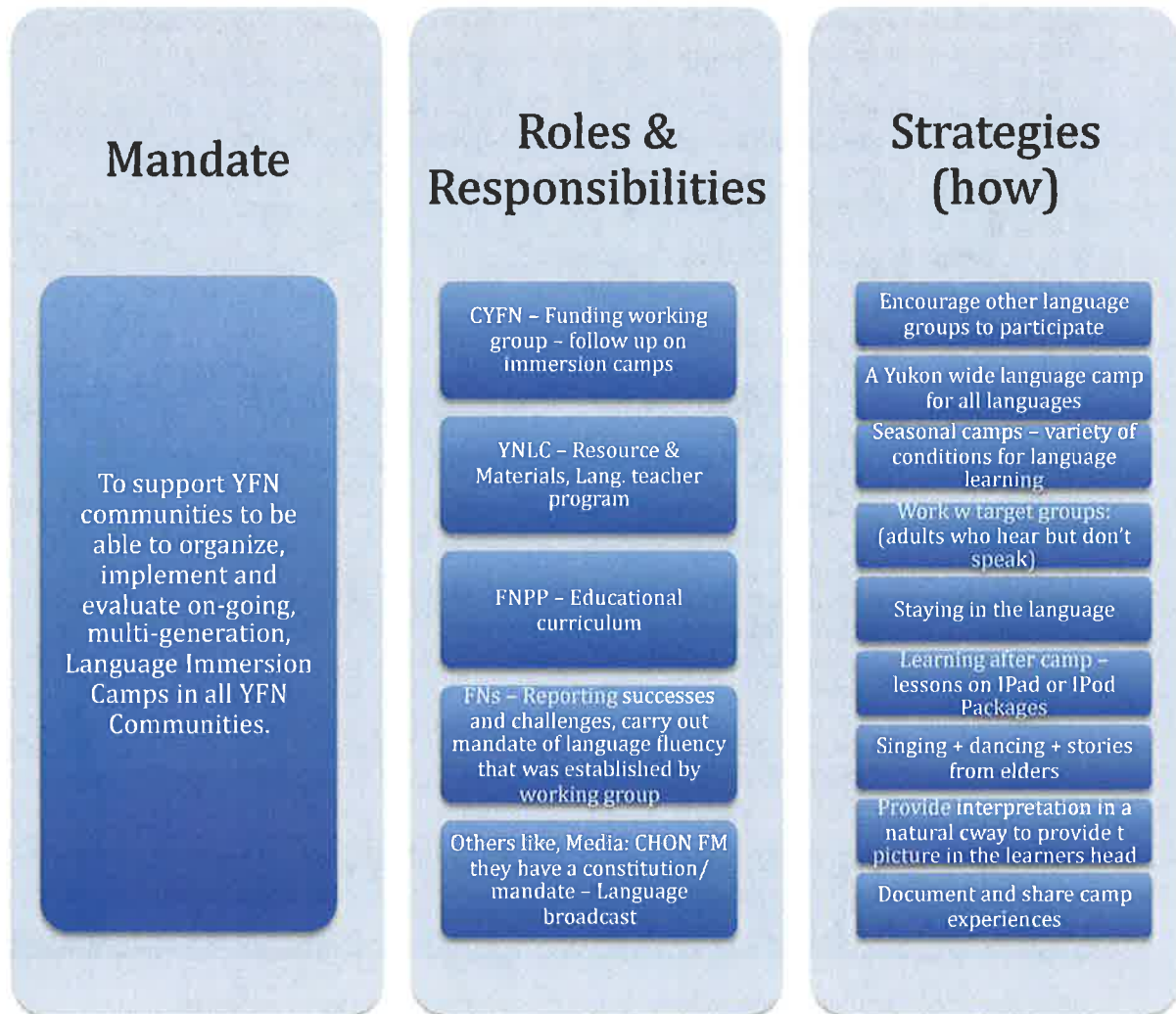
The pilot projects for language immersion camps are completed. Han (THFN), Tlingit (TTC) and Northern Tutchone (FNNND) need to meet to share information on best practices, challenges, program plans, etc. and to develop a template for other First Nations to use. This information needs to be shared out with other communities. A recommendation from Mary Jane Jim was to have presentations on the pilot projects at the language conference in November.

## DRAFT PROJECT PLAN

**Project Name:** LANGUAGE IMMERSION CAMPS (3 year time frame, needs milestones)

**Sub-Working Group:** The SGS-LRWG established a Fluency Development Sub-Working Group. Elder Liz Hall, Bessie Cooley and Gary Sidney Johnson. This group will focus on fluency development programs such as the Master-Apprentice, Language Immersion Camps and Language Nests.

**Pilot Projects:** Han (THFN), Tlingit (TTC) and Northern Tutchone (FNNND)



## Overall Goal: To increase the number of fluent speakers

- To one day have people attend and not ask for money
- To connect young generations with older generation
  - To preserve language and culture

### Central Level Objectives/Actions (what):

#### Central:

- Research Language Immersion Camp approach, programs and identify best practices, then share and build capacity
- Identify criteria for determining “Readiness”
- Assist communities with determining “Readiness” and identifying “Language Resources”
- Develop template for process and the program
- Create structure for program evaluation
- Create a communication plan with tools
- Prepare and Training for Pilot Projects
- Implement Pilot Projects
- Pilot Project participants debrief, share and develop template
- Pilot Project participants share with LRWG
- Contribute to the continuum for progressive fluency (Framework for Fluency)
- Create handbook with solid guidelines for successful program
- Work towards every community having an on-going Language Immersion camp type of program running
- Create sustainability plan
- Rollout to other YFN communities

### Community Level Objectives (what):

#### Communities:

- Determine and Ensure “Readiness”
- Create a local Language Team - Youth, Elders, K Program, Heritage/Culture, Community Reps., Speakers, Project Leader/Coordinator, 1 or 2 staff members, SGS staff ex-officio, YNLC
- Identify Language Resources (Recordings, Files, etc.)
- Identify Speakers
- Identify Language Camp Staff
- Identify those that “hear” the language
- Lobby for recognition within FN government policies and K-12 system for equality with other training programs
- Lobby for incentives for learners
- Communication with stakeholders and service providers in community

### Outcomes (evidence, indicators, measuring tools)

#### Indicators (how will you know if goals and objectives are achieved?)

- To have participants fluent in basic phrases
- Increased fluency levels in each language group
- Language camps will connect and strengthen other language initiatives in the community
- More people that will realize that language is healing!
- Increased pride, self-esteem, confidence and sense of belonging – overall increase in sense of self-worth

#### Measurement Tools (surveys, observations, video, etc.)

#### These objectives align with:

SGS-LRWG Work Plan

Creating Fluency

Other: \_\_\_\_\_

*\*Notes from the Working Group Manual on Immersion Camps should be incorporated prior to next meeting.*



### Master-Apprentice

Planning – September 2012

Implementation – January 2013 – January 2014

Sean Smith reviewed the Master-Apprentice program. The pilot projects will be Southern Tutchone, Han and Upper Tanana/Tagish. More information as to available resources, current capacity and overall language situation needs to be sought out for Upper Tanana and Tagish language groups. There was passionate discussion from some members of the working group feeling that their specific First Nation community was not directly benefiting from the SGS – LRP. It was decided that Sean Smith will follow-up by meeting with the Southern Tutchone group to support sharing of information. It was also evident that those communities that implemented pilot projects must come together to share and to develop a generic template for others to use.

By the third year, the expectation is to achieve a good fluency level and be making a dent in bringing back the old, natural ways of learning and teaching the language.





**Action – Master Apprentice:**

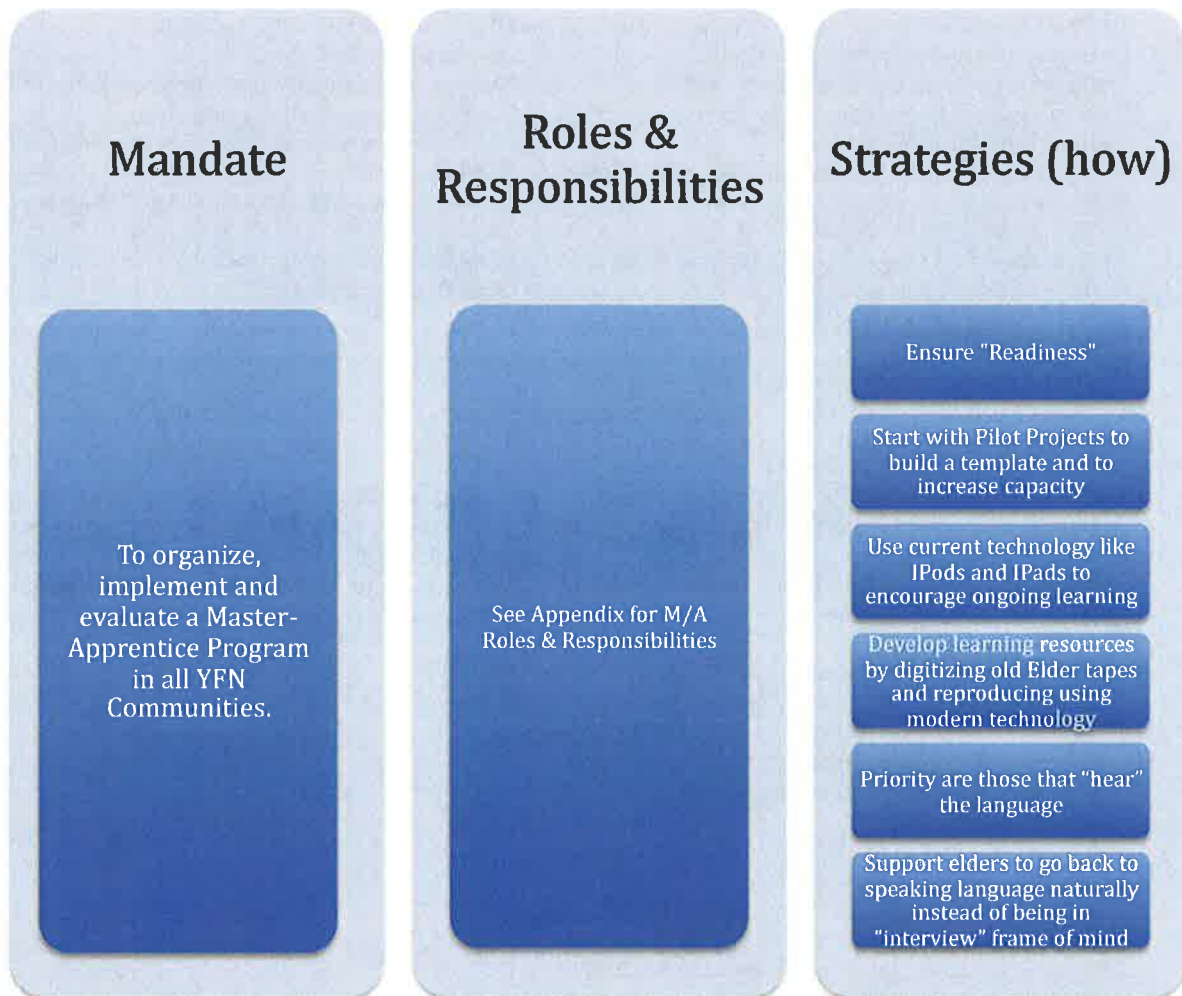
- Support a Readiness Assessment for Upper Tanana and Tagish languages. What resources are in place? What needs to be done? Recordings – digitizing – elders.
- Identify what kind of commitment is needed – timeline is needed.
- Assess how many fluent speakers of Kaska are in place.
- The SGS-LRWG established a Fluency Development Sub-Working Group. Sean Smith will follow-up with Elder Liz Hall, Bessie Cooley and Gary Sidney Johnson. This group will focus on fluency development programs such as the Master-Apprentice, Language Immersion Camps and Language Nests.
- Communication, notes, briefs and reports will be copied to the SGS-LRWG members. New members require a copy of the Working Group manual and past reports and meeting notes as well.
- Communication materials are needed by LRWG members to use for information sharing purposes at the community level.

# DRAFT PROJECT PLAN

**Project Name: MASTER APPRENTICE PROGRAM**

**Sub-Working Group:** The SGS-LRWG established a Fluency Development Sub-Working Group. Elder Liz Hall, Bessie Cooley and Gary Sidney Johnson. This group will focus on fluency development programs such as the Master-Apprentice, Language Immersion Camps and Language Nests.

**Pilot Projects:** Han (THFN), Northern Tutchone (SFN) and Southern Tutchone (TKC) – 3-year time frame





## Overall Goal: To increase the number of fluent speakers

- Bring back the old ways – the original master-apprentice approach
- Intergenerational natural fluency happening
- Creating fluency among families and children

### Central Level Objectives/Actions (what):

#### Central:

- Research Master-Apprentice approach, programs and success stories
- Identify criteria for determining “Readiness”
- Assist communities with determining “Readiness” and identifying “Language Resources”
- Develop template for process and the program
- Create structure for program evaluation
- Create a communication plan with tools
- Prepare and Training for Pilot Projects
- Implement Pilot Projects
- Pilot Project participants debrief, share and develop template
- Pilot Project participants share with LRWG
- Contribute to the continuum for progressive fluency (Framework for Fluency)
- Create handbook with solid guidelines for successful program
- Work towards every community having a master-apprentice program running
- Create sustainability plan
- Rollout to other YFN communities

### Community Level Objectives (what):

#### Communities:

- Determine and Ensure “Readiness”
- Identify Language Resources (Recordings, Files, etc.)
- Identify Speakers
- Identify Apprentices
- Identify those that “hear” the language
- Build introduction skills – introduce parents/grandparents
- Mentor and create fluency with those that hear the language [receptive bilinguals]
- Create structure for assessment of learners (Language Authority)
- Lobby for recognition within FN government policies
- Lobby for incentives for learning
- Communication with stakeholders and service providers in community

### Outcomes (evidence, indicators, measuring tools)

#### Indicators (how will you know if goals and objectives are achieved?)

- Increased number of speakers in each language group
- fluency levels in apprentices
- More people will think in the language ... will apply the newly developed worldview and make it relevant to every day life
- The generation gap will be reduced between learners and Elder fluent speakers
- As families learn together, the family will become closer
- Ways of describing new objects, concepts, etc. will be developed for 21<sup>st</sup> century communication needs

#### Measurement Tools (surveys, observations, video, etc.)

#### These objectives align with:

SGS-LRWG Work  
Plan

Creating Fluency

Other: \_\_\_\_\_

*\*In the future, the notes from the Working Group Manual on Master-Apprentice should be incorporated prior to next meeting.*

## YFN Language Conference

### Action - Language Conference:

- The LRWG established a Sub-Working Group with an Elder, Youth and Speaker. Working Group members: Gwich'in ( ), Han – Jackie Olson, Tagish, Gary Sidney Johnson, ST, Hazel Bunbury, NT, Liz Hall, Tlingit, Bessie Cooley, UT, Ruth Johnny, Kaska ( ). This group is to meet once a week.
- SGS LRP will provide weekly updates and will finalize the Sub-Working Group for the Conference. The draft project plan developed by the LRWG will provide the group's aspirations, perspectives and recommendations for topics, strategies, resources and so forth.
- Sean Smith will organize a LRWG meeting in October 2012 to review and vet the conference agenda and plans.

# DRAFT PROJECT PLAN

## Project Name: YFN LANGUAGE CONFERENCE

**Sub-Working Group:** Gwich'in ( ), Han – Jackie Olson, Tagish, Gary Sidney Johnson, ST, Hazel Bunbury, NT, Liz Hall, Tlingit, Bessie Cooley, UT, Ruth Johnny, Kaska ( ).



**Conference Goal:**  
***To create, promote and revitalize “fluency”***

**Topics to Address**

- *Language loss*
- *What are we doing?*
- *How can we generate new interest?*
- *Presenters from pilot projects: Language Nests, Language Camps, Master-Apprentice*
- *Best Practices*
- *Fluency Development*
- *Recommendations from last language conference*
- *Showcase technology + communications ,YNLC*
- *Hip-hop workshops Gary Johnson, Nigel from Haines Junction*

**Recommendations from LRWG**

- Bring together & seek out (identify) all elders + fluent speakers + bring them together
- Straight forward language
- Involve our speakers/elders
- In conference need to have youth panel, Elder panel, speaker panel, Aboriginal language service provider panel, YTG culture and tourism panel
- Break out workshops facilitator + recorder
- Two name tags traditional name and English name
- Interpretation – speaker, booths, microphones, user friendly
- Chiefs/leadership be present
- Youth participation
- Oratory
- Make it fun, games, challenges, competition, singing, stories
- Have target groups - career opportunities
- Dance competitions
- Traditional Food
- Campfire talks with elders
- Hand games
- Up + coming rappers

**Outcomes (evidence, indicators, measuring tools)**

**Indicators (how will you know if goals and objectives are achieved?)**

- Conference will have a FN language Name/Slogan and translate to all languages
- More interest in language generated
- Increased understanding of how fluency is developed
- Increased knowledge of the design, implementation and evaluation of language nest, language immersion camp and master-apprentice programs
- Increased knowledge of best practices
- Increased knowledge of language activities and programs with YFN communities and Service Providers (YNLC, CYFN-SGS, FNPP, Yukon College,...)

**Measurement Tools (surveys, observations, video, etc.)**

**These objectives align with:**

- SGS-LRWG Work Plan
  Creating Fluency
  Other: \_\_\_\_\_

## Community Language Planning & Community Consultations

January 2012-October 2013

### Communication (on-going)

The discussion outcomes focused on the need to improve communication with communities. Communities need to understand the program, its direction and must have a sense of ownership and involvement. Visual-Straightforward Communication Tools need to be provided to the LRWG members to assist with communications/sharing at the community level.

### Language Plans

The LRWG agreed that FN local/community aspirations, goals, needs and context/situation; must be the foundation of Regional (language group) and Central (CYFN-SGS-YNLC) language plans. It was decided that FN/local Language Plans must be completed, which would include a language assessment (see Action for details), at the community level.

The members understand that a draft Strategic Plan already exists for this project and would like to see this information pulled together into a user-friendly, visual document. The central strategic plan will be a living plan that will change and evolve as each community's language planning and assessment information is incorporated.

Community and Regional Language Plans feed the development of a Central Strategic Plan. The central plan will support the common needs with generic approaches and resources that will benefit all communities, yet reduce costs by promoting sharing. The Central Strategic Plan is intended to guide the work of central language service providers and stakeholders (CYFN, SGS, YNLC and others yet to be determined).

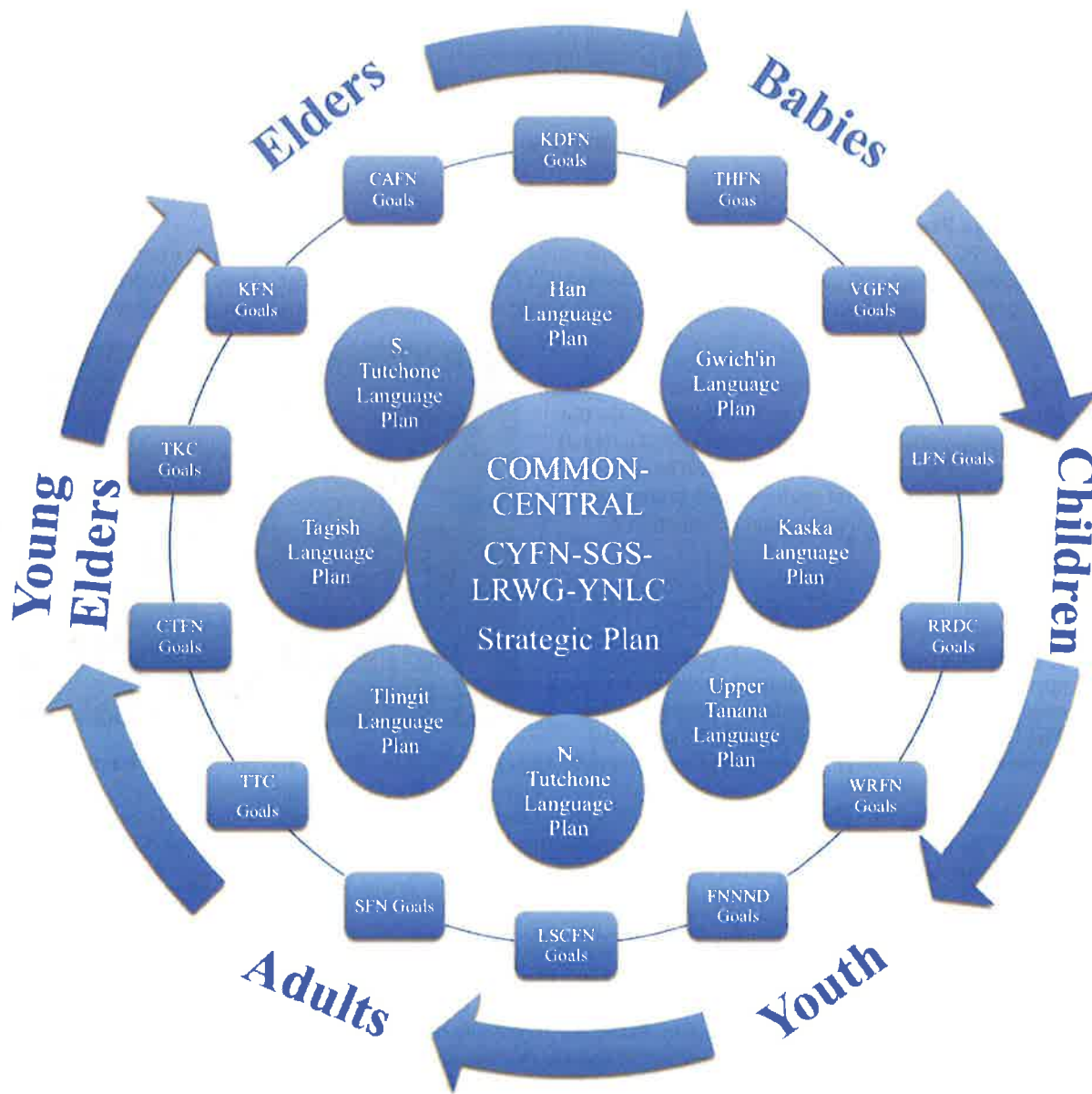


Priorities for language planning will be Kaska (RRDC), Gwich'in (VGFN) and Upper Tanana/Tagish (depending on capacity and resources). Sean Smith will be considering how to incorporate the concerns from CAFN feeling that they are not directly benefiting at the community level.

### Action – Language Plans:

- Meet and collaborate with Kaska (RRDC), Gwich'in (VGFN – tbc) and Upper Tanana/Tagish/Southern Tutchone Community (tbc) to prepare for language planning, inclusive of language assessments. The 3<sup>rd</sup> Community will be decided once an assessment is completed on readiness.
- Community priorities include translation. SGS-LRP to identify the communities that have translation services such as VGFN, TTC and CAFN. This would include the logistics such as costs, equipment, etc.
- SGS-LRP to develop a “project plan outline” for language planning (and assessment) as a starter template for initial plans to be based on. This will be shared with Kaska, Gwich'in and Tlingit and other Language Groups at Regional Meetings. The Project Plan will become the implementation plan along with an attached Action Plan to accomplish the objectives. These templates will be derived from the August 2012 LRWG meeting.
- SGS-LRP develop Contribution Agreement with First Nation communities to begin the process of developing FN Local Language Plans, which will provide the “common goals, needs, strategies, actions, etc.” for Regional Language Plans.
- The previous Strategic Planning sessions of the LRWG will be reviewed and incorporated into the revised Strategic Plan. Plans are living documents and must reflect the aspirations, goals and needs at the grassroots and community level. The plans are most effective if ownership exists.
- SGS-LRP, Sean Smith, will meet with First Nations that have not had a pilot project in their community to find a way in which the specific First Nation would directly benefit from the project. This may involve assisting with the pilot project follow-up process within each language group to ensure that information is shared and that templates are developed.





**Action - Communication:**

- SGS-LRP will coordinate and meet with each Language Group to help with Connections to Community - communicating, collaborating, sharing resources, successes, challenges... The meetings will also provide updates on all initiatives, advice/support to address local language issues and an opportunity for input.
- Communication tools need to be developed and provided to LRWG members
- The LRWG Manual needs to be provided to all those that do not have one (Mary Jane, Gary and Jackie have binders). Members would like copies of reports to Northern Strategy and CYFN as well, including briefings.
- SGS-LRP to complete Community Consultations to communicate, consult, collect information and data. This needs to include information that will provide a Language Assessment, which is needed at the community level. This Language Assessment would include resources for the language – legislation, policy, fluent speakers, cultural resource experts, language teachers, funding, language organizations, etc. This could be drafted into a “Language Ladder” as described by Joseph OBrien, LSCFN. See Appendix for a basic beginning draft.



## Language Revitalization Program Promotional Campaign

February 2013-March 2013

The LRWG would like to spend adequate time to develop a promotional campaign. In this manner, the campaign will be comprehensive and strategic aimed at accomplishing the bigger picture for impacting and changing beliefs, values and actions of the various stakeholders and service providers.

### Action – Promotional Campaign:

- The LRP Promotional Campaign is tabled to a future LRWG meeting. It is important that adequate time is allocated to allow the working group to thoroughly develop a draft plan for this area.



## YFN Language Legislation & Policy Development

December 2012-May 2013

Mary Jane Jim explained that Mike Smith completed an initial draft in the past. Perhaps this could be accessed at CYFN or even AFN. This will assist First Nations in developing language legislation and policy. Developing language legislation was an initial intent within self-government agreements.

### Action – Language Legislation & Policy Development:

- For the SGS to research developments in this area and develop a draft template for the LRWG to review. The purpose would be for First Nations to use to develop First Nation specific legislation. Time frame is to have this prepared for the next meeting.

## Generic Language Learning Resource Materials

### On-going

Although this item is a priority the LRWG requires more time to do a thorough job of planning out this area.

#### Action – Language Learning Resource Materials:

- This item is tabled to the next meeting. It is recommended to spend at least ½ day on this item as the development of a Framework for Fluency goes hand in hand.



## Language Revitalization Program Evaluation

April 2013-August 2013

-Sustainability

-All stakeholders working together....

The purpose of the evaluation is to examine and report out on the achievement of the program's goals, objectives and plans as laid out in the proposals, contribution agreements, progress reports and project plans. An evaluation design is usually constructed at the beginning of an initiative, along with the data collection tools and instruments that will be used to measure the progress and achievements.

#### Action – Program Evaluation:

- Sean Smith will follow-up with Barb Joe to request information and perhaps assistance in developing the Evaluation component of this project. Follow-up will be provided at the next LRWG meeting.

## Language Training

(On-going)

### University of Victoria Language Revitalization Course

### Chief Atahm Language Nest & Curriculum Development Training

Sean Smith provided an update on progress for training. LING 180A: Human Effects of Aboriginal Language Shift and Loss was completed

last year through University of Victoria. There is a hope to be able to connect the Language Revitalization training to Professional Development needed for teachers. See Appendix 9 for a copy of the LING 180A Course Outline.



The course focuses mainly on local contexts but asks universal questions like:

- What is lost when Indigenous languages stop being spoken?
- Are language and culture distinct?
- How is identity affected by language loss?
- What are the roles of elders, speakers and leaders in maintaining languages?

The course learning outcomes are:

1. The cultural dynamics surrounding language loss
2. A raised awareness of the state of indigenous languages and minority languages of the world and the cultural and linguistic wealth they represent
3. An understanding of the links between healthy languages, healthy communities, and healthy individuals;
4. An understanding of the social, political and psychological dynamics that influence language revival in aboriginal communities, and
5. An understanding of language revitalization as potentially life-changing and community-changing work.

### Recommendations:

The LRWG recognizes that comprehensive, long term and strategic training/capacity development plan must be developed. This will take time and thus this item is tabled for further work, review and revisions at a future LRWG meeting.

### Action - Training:

- SGS LRP to connect training to the conference and to professional development for Yukon Teachers.
- A Sub-Working Group was established to focus on the area of training and capacity development that supports Fluency Development [the overarching goal]. The Sub-Working Group for Training & Capacity Development is Linda Harvey, YNLC; Nicole Hutton, FNNND; Jackie Olsen, THFN

## Successes

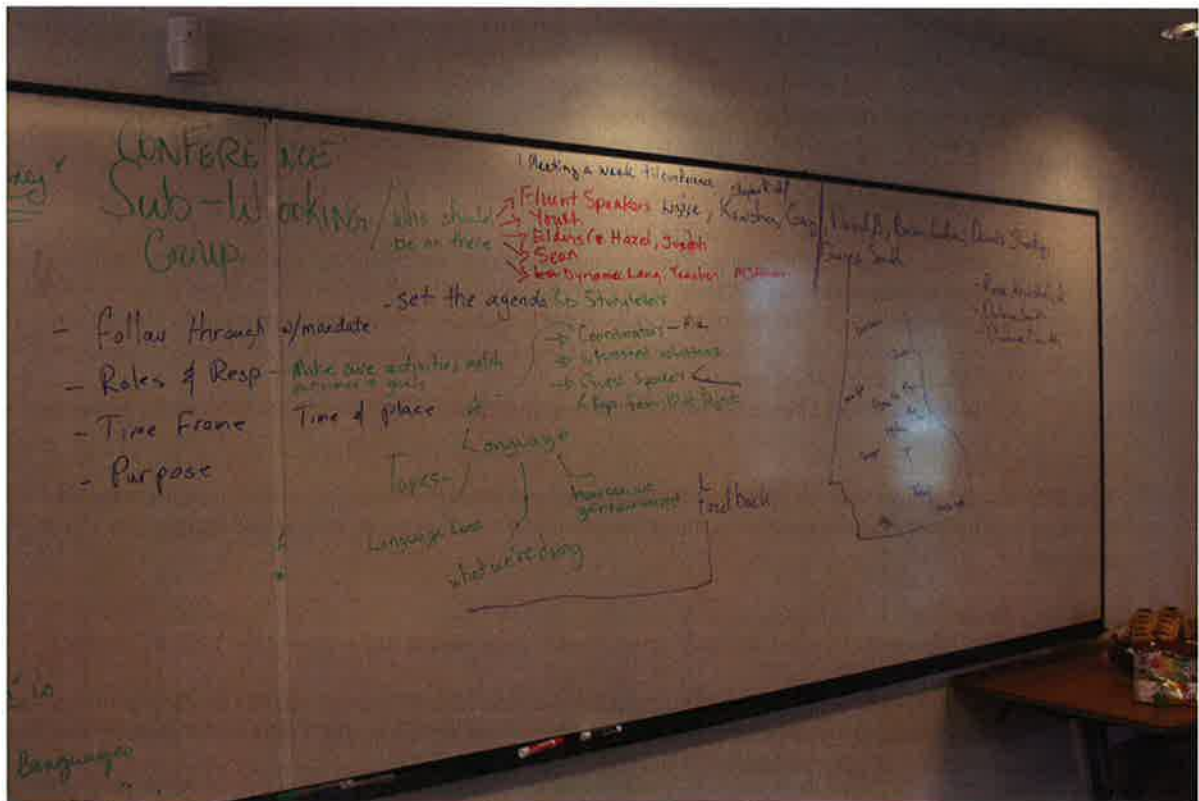
Everyone worked well together  
Guiding principles of respect, compassion and due diligence were present throughout the meeting.  
Commitment, dedication and passion were as strong as ever.  
The desire for immediate action was very present.  
Hopeful that we can move forward with action.

## Challenges

Revisited past decision to pool resources and to approach work from a language group perspective  
Follow-up and sharing concerning the planning, implementation and evaluation of pilot projects  
Frustration as revisiting past decisions and talking is going in circles.  
Frustration with regards to having a clear mandate with appropriate authority provisions in place.

## Closing Prayer and Closing Comments

All meeting participants provided closing comments. The meeting agenda needs to be reduced so as to be realistic and to allow the LRWG to thoroughly work an area. The next meeting will be in Dawson City, Yukon. Elder, Hazel Bunbury, offered closing Prayer.



## Appendices

### Appendix 1: Timeline Summary of Events

#### April 2009 CYFN Leadership

- Created the mandate for Language Initiative

#### October 8<sup>th</sup>, 2010 SGS LRWG Meeting (1<sup>st</sup> Meeting)

- Program Introduced, Current State of YFN Languages, Language Revitalization, Review Program Mandate, Working Group Roles, Strategic Planning Dates
- Best Practices & Bright Lights
- Action: Host Language Conference, Name Alternates

#### January 26-28 2011 SGS LRWG Meeting (2<sup>nd</sup> Meeting)

- Background of Project
- Purpose – to build a plan of action for language shift to occur
- Vision, mandates, guiding principles/values, best practices, strategic issues, action
- Recommendations: pool funding, work together, language legislation, involve community in creating a plan
- Next Steps: Language legislation [official status], dictionaries, community pilot project

#### April 14-15<sup>th</sup>, 2011 SGS LRWG Meeting (3<sup>rd</sup> Meeting)

- Purpose: review work plan and develop a process for pilot project selection
- Planning for pilot projects: Immersion Camps, Language Nests
- Language Training – For teachers and UVic training
- Language Resources, Language Conference, Promotional Campaign
- Action: UVic Course, Important Phrases for Phrase Book
- Next Steps: Formalize Working Group's Authority
- April 29-30<sup>th</sup>, 2009 SGS/Leadership Board Meeting
- Discussion pertaining to what the YFN priorities were for 4 million dollars set aside for YFN Specific Projects
- 2.5 million for Language Revitalization Initiative
- 1.5 million for YFN Statistics Agency

#### November 10<sup>th</sup>, 2011 CYFN Chiefs Committee on Language established

- To provide direction, guidance and support to CYFN with respect to language matters, including YNLC
- Includes non-member YFNs
- Consists of 3 Chiefs

#### January 13<sup>th</sup>, 2012 SGS LRP Technical Team (is this the 4<sup>th</sup> meeting?)

- Purpose: Develop activities for Phase II Work Plan (starts April 2012)
- Success, Change, Learning, Areas of Focus
- Community Plans Action: Continue developing plans and work on common language authorities. Beneficial for pooling of resources and regional meetings with long term being creating a support structure for YFN languages. Plans need to be owned by communities.
- Language Nests Action: Pilot 3 Nests. Delegation to Hawaii. Focus on KFN, CTFN, KDFN.
- Bi-Cultural Program Action: Develop a plan to build on Language Nests in schools.
- Language Policy Action: Encourage YFNs to develop policies. Could include training, hiring practices & incentives and learn from others.
- Immersion Camps Action: TTC Immersion Camp in spring. Document lessons and process.
- May 2012 Language Gathering Action: Host in Haines Junction. Focus on Language Nests.



- Training Action: Host 4 more UVic courses. Improve communication and process to access. Plan to support learners more.
- Teacher Support Action: Host professional development for teachers. Work with Department of Education.
- Master-Apprentice Program Action: Develop a process and clear expectations for involvement. Identify and grow future speakers and teachers. Provide funding for people to learn.
- Promotion Action: Contest for language projects with kids. Resurrect existing materials and get language on CHON. Digitize and create inventories of existing materials. Create on-line phrase book with common template for all 8 languages. Tapes need to be digitized. Use digital resources Facebook, Youtube, Twitter. Need to modernize language to appeal to youth.
- Inspiration: Continue relationships with FPHLCC, Chief Atahm, Hawaii and New Zealand. Attend Chief Atahm Conference.

## Appendix 2: Language Revitalization Working Group Meeting: August 22<sup>nd</sup> – 23<sup>rd</sup>, 2012: Agenda

**Facilitator: Tina Jules**

**Coordinator: Sean Smith**

- **Green Text is priority for implementation of initiatives for Phase II and**
- **Chief's Language Committee**

<b>Time</b>	<b>Day One</b>	<b>Day Two</b>
9am – 10am	1. Opening Prayer, Introductions and Expectations <ul style="list-style-type: none"> <li>• Review/Approval of Agenda</li> </ul>	6. Community Language Planning (Jan 2012-Oct 2013) (via Language Group)
10am – 10:45am	2. Review Language Revitalization <ul style="list-style-type: none"> <li>• Process to develop Work plan</li> <li>• Phase I Completion</li> </ul>	7. LRP Promotional Campaign (Feb 2013-March 2013)
10:45am – 11am	Break	Break
11am – 12pm	3. Language Revitalization Program <ul style="list-style-type: none"> <li>• Timeline for Phase II, III</li> <li>• Discussion of sub working groups (August 2012 – March 2014)</li> </ul>	8. Yukon First Nation Language Policy (Dec 2012 – May2013) (Via Language Group)
12pm – 1pm	Lunch	Lunch
1pm – 3pm	4. Implementation of Phase II & III Initiatives <ul style="list-style-type: none"> <li>• Language Nest</li> <li>• Master Apprentice (Planning – Sept 2012; Implementation Jan 2013 – Jan 2014)</li> </ul>	9. Develop Generic Language Resources (On-going) 10. Sustainability Plan 11. Language Revitalization Program Evaluation (April 2013 – Aug 2013)
3pm – 3:15pm	Break	Break
3:15 – 4:30pm	5. YFN Language Conference (November 2012) <ul style="list-style-type: none"> <li>• Planning (i.e. service provider presentations)</li> <li>• What we want from conference</li> <li>• Sub Working Group (4-7 people)</li> </ul>	12. UVIC Language Revitalization Course 13. Chief Atahm Training (On-going) <ul style="list-style-type: none"> <li>• Language Nest Training</li> <li>• Curriculum Development &amp; Training of Trainers</li> </ul>

**Appendix 3: Hopes & Expectations Original Comments**  
**Hopes and Expectations**  
**August 22-23, 2012**

Understanding

- Language Revitalization deliverables as this is
- My second day at work meet working group
- To Garner ideas from the group as to what works well for them and how they may work for everyone

Ideas

- How to bring this back to the community and the importance of teaching the language and give more support from First Nation leadership
- Native name cards to identify ourselves
- Out on the land for a day or even partial day – see – hear – do !

Clear direction of what will be done moving forward the current work-plan

- Resource development
- Language training for teachers
- Language policy – chiefs sub-committee
- Promotion “talk your language”

Commitment from SGS to support and move projects forward in a timely manner

Movement to have Language Nest started in communities ASAP

- How this will look
- What resources are required to support

Clear direction on what funding is available for communities to apply for – if any?

Clear direction moving forward for training to teaching the language

To encourage anyone interested in learning or teaching the language elders, adults, youth & children

Discussion on upcoming language conference, to have many of our own people – language center involved.

Funding for Language - \$ 20 thousand immersion camps through language working group member

To talk about evening Language classes gathering in every community

Identifying and getting every language speaker or person who has any type of language knowledge to get involved

Do what we say not only say it but elder teaching through learner – conference language on the land – Indian days

Indian – archives name of FN in language stories

- Teaching about
- 4 season camping in the land
- Talk our language all the time – what we know

- Funding
- mentoring

UVIC – Revitalization course when, how long, where?

Question – is there a way this group could make a Facebook page or something where we could share updates/ideas etc.

Create a way to keep updated so we don't waste too much time going over old news

Would be really nice to make plans to hold meetings in other communities may be tie in a local language workshop – to show community some language tools

- Clear direction for initiatives on phase II & III work-plan
- Talk about collaboration of service providers YNLC
- Talk about chief language committee

I hope that we can achieve most of these – I forgot what we did for phase I

Get back on track ... getting our language strong again like the French

Getting ready for upcoming events, conferences, etc. meeting on each community

Make a plan for what kind of support/guidelines projects or language tools/ideas will be given

How part of figuring out where to start for a lot of us, so we really need to help there

To go away from this meeting feeling like we are making progress, instead of just feeling like we are repeating ourselves; having the same conversations but not really getting anywhere

Discuss

- Working group and community involvement (multiple) in planning immersion camps
- Not in these two meetings but soon or eventually see a multi-language dictionary
- Progress – Moving forward what's next

#### Appendix 4: Language Revitalization Work-plan Phase I

Area of Work	Deliverables	Completion
Consultation Process	Community Visits, networking, building of network	Ongoing – More thorough Plan for Phase II
Language Revitalization Staff	Development of two job descriptions Currently developing job description of Language Tech/assistance	Hired Language Technician began November 8 <sup>th</sup> , 2010.
Advisory Committee	Establish a Advisory/Working group consisting of all 14 YFNs.	Completed Advisory Group and Working Group
Yukon First Nation Language Revitalization Strategic Planning & Decision Making Session	Engage all YFN's in a two day strategic Planning Session	First Meeting, Oct. 8 <sup>th</sup> , 2010 Strategic Planning Session scheduled for January 26 <sup>th</sup> – 28 <sup>th</sup> , 2011.
Comprehensive Strategic Plan Development	Comprehensive Strategic Plan with Implementation timeline.	Phase II
Program Review and Enhancement	Review Existing Programs and determine their relevance to and linkages with overall Revitalization Strategic Plan.	Ongoing, Early January completion date.
Multi Media Potential	Webpage development, development of promotional campaign and materials.	Was in the works for first phase to be completed by March 31, 2011 however CYFN Grand Chief will not sign SGS contracts. Work has been halted.
Phase II	Develop Phase II Work plan and Associated Budget	February/March 2011



### Appendix 5: Language Revitalization Work-plan Phase II

Area of Work	Deliverables	Completion
Language Revitalization Staff	Hire more 3 more Technical Assistance Staff to implement large work plan.	Hire April-May 2011
Working Group	Ongoing meetings to derive direction and voice from communities and grass roots	Meetings: April, August, December 2011 March 2012
Advisory Group	Advisory group to ensure work is within scope of vision.	Meetings: April, August, December 2011 March 2012
Community Engagement	Ongoing visits to inform citizens of the program and progress.	April 2011 – March 2012
Community Language Plans	Develop a template for Language Revitalization Plans, provide a Facilitator to communities to assist in the development of community level plans.	
Pilot Projects	<ul style="list-style-type: none"> <li>• Development of Process</li> <li>• Immersion Camps</li> <li>• Language Nest Immersion</li> <li>• Language Revitalization Training</li> </ul>	April 2011 – March 2012
Language Legislation	Execute Pilot projects in partnership arrangements with First Nations.	April 2011 – July 2012
Language Revitalization Model Development	To produce template booklets that will be useful to communities in implemented their language immersion programs.	April 2011 – March 2012
Language Revitalization Resource Development	Yukon First Nation Language Dictionary Curriculum	April 2011 – March 2012
Online Language Resource Development	Online Dictionary Webisodes Online Language Games	
Promotional Campaign	To provide a Yukon wide promotional campaign to emphasize the importance of language revitalization	April – August 2011
Co-host Athapaskan Language Conference	To promote languages by co-hosting and partnering an International conference to share ideas, methodologies and approaches to language Revitalization and maintenance in the Yukon.	June 2011
Research of Central Yukon First Nation Language Agency	Research other similar organizations, produce report on finding and options for Leadership to consider. Specifically looking for avenues of sustainability and long term funding.	April 2011 – March 2012

**Appendix 6: Revised Work Plan Phase II**

April 1, 2012 – March 31<sup>st</sup>, 2013

CYFN Self Government Secretariat/Northern Strategy Trust Language Revitalization Work Plan Phase II

<b>Area of Work</b>	<b>Specific Task</b>	<b>Action to be Taken</b>	<b>Target Date</b>	<b>Desired Outcomes</b>	<b>Approximate Budget *see attached budget for exact costs</b>
<b>Operation and Maintenance</b>	Attached core Budget – Salaries, professional services, legal, training, employee travel, delegate travel, meetings, meeting room rental, telephone, materials and supplies, phone, fax – etc.		April 2012 – March 2013		\$182,380 (wages & benefits) \$25000.00 (Professional Services) \$8500 (Admin Fees) \$2000.00 (Training) \$30,000 (Employee Travel) \$25,000 (Delegate Travel) \$28,731 (Office Rental) \$10,000 (Meetings) \$29,830(all other admin)
<b>Working Group</b>	-Meeting	Have 4 periodic meetings to derive direction, guidance and voice of communities from Working Group	April 2012 August 2012 December 2012 January 2013	To have continual communications and dialogues with Communities and their voice present in the direction of the program.	*delegate travel
<b>Community Engagement Workshops</b>	Ongoing visits to communities to advise them of the project and provide information on Language Revitalization.	Will visit communities to inform them of Program, its' initiatives, the resources available, to launch website resources and promotional	April 2012 – March 2013	To ensure community participation and presence in project on a continual basis. Ensure communication and awareness of Project.	*employee Travel

		Campaign			
<b>Community Language Plans</b>	To Facilitate Planning sessions with each community to provide community level Language Revitalization Plans.	To build language revitalization plans in each community developed at the grassroots level.	<ul style="list-style-type: none"> <li>Process: send a facilitator to each community /language group to go through a language planning process.</li> </ul> Process: train a person from each of the 14 First	To provide a critical element for successful language revitalization at the community level.	\$15,000.00
<b>Pilot Projects</b>	<ul style="list-style-type: none"> <li>Language Nests</li> <li>Master-Apprentice Program</li> <li>Language Revitalization Training</li> </ul>	Execute Pilot projects in partnership arrangements with First Nations.	April 1 – March 31 <sup>st</sup> , 2012 In First Nations of: Kluane First Nation Carcross/Tagish First Nation Kwanlin Dun First Nation	To begin a strategic and action focus on Language Revitalization best practices, to analyze success and areas of improvement for methods.	Language Nests \$300,000.00 2 staff x \$40,000.00 Resource \$20,000.00 Master – Apprentice 3 pairs @ 50,000.00 = \$150,000.00
			3 Pilot Master-Apprenticeship programs for: Ta'an, Tron'dek and Northern Tutchone		
			<ul style="list-style-type: none"> <li>Send 10 people from the Yukon / LRWG to the Chief Atahm conference</li> </ul>		Language Revitalization IVIC Training: 2 courses \$50,000.00 Conference: \$15,000.00 Total Physical Response Training: \$25,000.00
			Fall 2011 Provided in Partnership with University of Victoria, Aboriginal Language Revitalization Certificate Program and BC Heritage Total Physical Response Training		
<b>Language Gathering</b>	To promote languages to provide a venue	Organize planning committee.	June 2012	To celebrate and promote language	\$50,000.00

	for language by hosting a language gathering			revitalization in the Yukon to be held in Haines Junction. Also to look at Language Revitalization Strategically and facilitate a checklist.	
<b>Language Policy and Legislation Development</b>	To develop policies which enable language to become a priority in Yukon First Nation Governments	Research.	April 2012 March 2013	To make Yukon First Nation Languages Official languages in the Yukon.	In house
<b>Language Revitalization Resource Development</b>	To build upon language resources with a specific focus on language revitalization.	Contract	April 2012 – March 2013	To add highly valuable and needed resources for Teachers and Learners of Yukon First Nation languages with a focus on digital resources accessible and attractive to youth.	\$50,000.00
<b>Promotional Campaign</b>	To provide a Yukon wide promotional campaign to emphasize the importance of language revitalization		April 1, 2012 – March 31, 2013	To continue to enhance and promote the reason to Revitalize Yukon First Nation Languages.	\$80,000.00
<b>TOTAL:</b>					\$912,380.00

**Appendix 7: SGS Language Revitalization Program Groups****Language Revitalization Working Group Members**

SFN, Elder Liz Hall  
LSCFN, Joseph Brien  
FNNND, Joella Hogan  
WRFN, Ruth Johnny/Agnes Windsor  
THFN, Jackie Olson  
CAFN, Barb Hume/Mary Jane Jim  
TKC, Hazel Bunbury/Coralee Johns  
KDFN, Anne Smith  
TTC, Bessie Cooley/Connie Jules  
CTFN, Gary Sidney Johnson  
RRDC, Josephine Acklack  
LFN, Leda Jules/Daniel Dick  
VGFN, Maryanne Moses  
KDFN, Daniel Tlen/Luke Johnson  
YNLC, Linda Harvey

**Technical Team Members**

“P. 8 Technical Team Meeting on January 13, 2012

“-Technical working group will develop the strategic direction and overarching plans. Will take to LWG for their thoughts”

Marilyn Jenson, Program Coordinator  
Melaina Sheldon, Program Administrator  
Matt Cameron, Multimedia Tech  
Mary Jane Jim, Chairperson of LRP Working Group  
Joella Hogan, FNNND  
Jackie Olsen, THFN  
Joanne Johnson, YNLC Rural Programs Coordinator  
Lyn Hartley, Facilitator

**Advisory Group**

Proponent First Nation, Chief Mathieya Johnson  
SGS Director, Pauline Frost/Sandra Jack  
Linguist/UBC, Dr. Patrick Moore  
Program Coordinator/Manager, Marilyn Jenson/Sean Smith



## **Appendix 8: Starting Template for Language Ladder**

*\*provided by Joseph OBrien*

Carmacks, Yukon

Taka Chu Dun (Big River People)

Northern Tutchone Area (Pelly, Mayo, Carmacks, Beaver Creek)

Northern Tutchone Tribal Council

LSCFN

-2 Elders, 1 Youth (located in FN office)

-E. Skookum, A. Washpan, J. Skookum

YTG

-School, 2 Teachers, Grace Roberts, Amy Billy

-Department, FNPP FN Language Support

CYFN

-YNLC (urban, rural, language resources, linguist support)

-SGS Language Revitalization Program

Yukon College

Whitehorse Schools

**Appendix 9 : Master Apprentice Program (MAP): Roles and Responsibilities  
Language Revitalization Program  
SGS of CYFN**

**1. YFN Community & CYFN Collaborative Responsibilities**

*Establish Support Team*

- Yukon First Nation Language Coordinator, Manager of department, LRP working group member and or other employees linked to success of Masters Apprentice Program
- Support MAP in its design, development, and implementation
- Community Resources language teachers, revitalization skills and knowledge

**2. YFN Community Responsibilities**

First Nations communities must take ownership of their language and culture currently and in the future. This will mean establishing language and culture as a priority in their First Nation's vision and objectives such as passing traditional language, knowledge and values to younger generation.

*Selection of Master Speaker*

- Select a master speaker of language group from First Nation
- Must be able to provide 15 hrs of total immersion instructor per week

*Selection of Apprentice*

- Commit to at least 15 hrs per week of instructional time
- Must be able to complete self assessment and be assessed by a fluent speakers panel after every 100 hrs or 2 months of instructional time
- Record and review as many sessions as possible
- See attached evaluation

*Setting Master Apprentice Structure*

- Setting MAP outline and schedules including weekly location, dates, times, and activities
- Master and Apprentice(s) create a monthly work-plan together at the end of each month in preparation for upcoming month

*Setting Learning Goals*

- Listing topics for apprentices to learn about
- Setting specific language learning objectives and/or outcomes
- Developing scheduled routines with mentor (i.e. Greetings, overview of language lesson, complete immersion, breaks, evaluation)
- **Personal internal and external goals**
- Resource tools to facilitate MAP (BC Master Apprentice Language Handbook)

**3. Role and Responsibilities of LRP of SGS in Implementation of Masters Apprentice Program**

- Flow first allocation to Yukon First Nation after a community formally submits agreements with Master speaker and apprentice(s)

- Flow each quarterly allocations to Yukon First Nation after community submits a financial statement and cheque payments to master speaker; and including submission of self assessment and panel speaker evaluations

*Language Revitalization Coordinator will:*

- Monitor the implementation of the program
- Assess and evaluate success and challenges that may arise
- Follow through with modifications necessary for Master Apprentice Program to be effective in reaching language learning goals
- Bring in Language Experts and/or technicians to evaluate program

**4. Engaging Apprentices in Learning First Nation language**

- Each host community will decide to award their apprentice/s will be provided with financial training support
- If the apprentice is an employee of the First Nation, the First Nation will decide whether to allow the employee to take LWP or LWOP to attend set scheduled MAP sessions

## **Appendix 10: UVIC: LING 180A: Human Effects of Aboriginal Language Shift and Loss**

### **Course Description**

Effective approaches to language revitalization begin with an understanding of the context of language shift and loss. This course provides an introduction to the human dynamics associated with Aboriginal language shift and language loss, including the profound psychological, intellectual, and spiritual effects on individuals, families, communities, and cultures.

Topics covered in this course include issues of language endangerment, an exploration of the cultural wealth held by language, the effects of politics and economic factors on language survival, as well as the possible effects of language loss and language revitalization.

This course focuses mainly on local contexts but asks universal questions like:

- What is lost when Indigenous languages stop being spoken?
- Are language and culture distinct?
- How is identity affected by language loss?
- What are the roles of elders, speakers and leaders in maintaining languages?

### **Course Learning Outcomes**

After taking this course you will have an understanding of:

1. the cultural dynamics surrounding language loss
2. a raised awareness of the state of Indigenous languages and minority languages of the world and the cultural and linguistic wealth they represent
3. an understanding of the links between healthy languages, healthy communities, and healthy individuals;
4. an understanding of the social, political and psychological dynamics that influence language revival in Aboriginal communities, and
5. an understanding of language revitalization as potentially life-changing and community-changing work.

## Appendix 11: Summary of Action Items

### Important Matters:

- ✓ “Time is of essence for elders”
- ✓ Dialect is important to consider in all aspects of language revitalization.
- ✓ Translation services are important to increase the amount of language heard.

### Recommendations:

- ❖ Lunch should be provided during the meetings. It is an opportunity to network and share. Do not have meetings in August.
- ❖ Use name cards to share First Nation names.
- ❖ Use YFN expertise and expertise at the community level. Elders are the experts.
- ❖ Review past notes and reports and cross-reference with Actions and Recommendations from this meeting
- ❖ Pilot Projects need to be invited to present and share knowledge and experiences

**The Action Items below are not prioritized. Although the items have been organized and placed into categories that make sense from a “Follow-Up” point of view.**

### Action – SGS – LRP Administration General:

1. An overall assessment of what is needed to increase fluency must be completed. This should include training, technology, costs, time frame, etc. A pre-requisite is to understand how fluency occurs and having an inventory or good understanding of what already exists. This will reduce the “new” funding and resources required.
2. Have the LRWG meetings in communities - as is an opportunity to consult and share at the community level.
3. Create a list of acronyms – a glossary of the terms used in these types of meetings.
4. DuChu Management completed a research project, which provided 3 recommendations and emphasized the need to work with agencies such as YNLC, YTG, etc. SGS-LRP send working group members a copy of the report.
5. Need an Elders Speakers Council to give advice to LRWG and coordinator-facilitator . Need youth involvement in whole process – become innovative. Young elders need to be included.
6. Need to work towards all Stakeholders and Service Providers working together, aligning efforts and in-concert action towards common goals and objectives. Collective, strategic action.

### Action – Funding & Resources:

1. SGS – Language Revitalization Program (LRP) research and report back to the working group on funding programs. Tina Jules will provide some funding information to Sean Smith as it pertains to



resources for YFN languages. The research will include information on the distribution of funding for all First Nations, self-governing and non-self-governing.

2. When in communities assisting, sharing or supporting Language Revitalization, SGS-LRP staff to collect information and data on the resources that are existing. The research needs to be expanded to include all “resources” - centrally and locally – and with all organizations. This can include number of speakers, teachers, early learning staff, funding programs, language learning classes, language nests, language immersion camps, etc...Work towards creating the “ladder” concept explained by LSCFN representative, Joseph Obrien.
3. Final product will include visual, on-pagers. KISS concept.

**Action – Terms of Reference:**

1. Terms of Reference Technical Working Group was established to further develop the Terms of Reference for the SGS Language Revitalization Working Group. Members of this group are: Mary Jane Jim (LR Advisory Committee member), Sean Smith (SGS LRP Manager), Gary Sidney Johnson (CTFN), Linda Harvey (YNLC-KDFN).
2. Review past LRWG strategic planning sessions, meeting notes, reports, presentations, briefings, proposals, etc. and incorporate any relevant information from past into draft TOR.
3. SGS LRP staff will request meeting with Chiefs Committee on Language and Grand Chief to review the draft TOR and concerns regarding funding and resources at the community level.

**Action – Master Apprentice:**

1. Support a Readiness Assessment for Upper Tanana and Tagish languages. What resources are in place? What needs to be done? Recordings – digitizing – elders.
2. Identify what kind of commitment is needed – timeline is needed.
3. Find a way to support communities that need support.
4. Review past LRWG strategic planning sessions, meeting notes, reports, presentations, briefings, proposals, etc. and incorporate any relevant information from past into draft Project Plan for Master-Apprentice.

**Actions – Language Nests, Master-Apprentice, Language Immersion Camps - General:**

1. The SGS-LRWG established a Fluency Development Sub-Working Group. Sean Smith will follow-up with Elder Liz Hall, Bessie Cooley and Gary Sidney Johnson. This group will focus on fluency development programs such as the Master-Apprentice, Language Immersion Camps and Language Nests.

FLUENCY		
Language Nests	Immersion Camps	Master Apprentice

2. Follow up from Pilot Projects-Successes – challenges – share and report for next meeting. The leads for the pilot projects need to meet and share with others the outcomes. This is for all Fluency Development Initiatives - Immersion Camps, Language Nests and Master-Apprentice.
3. Invite to pilot project leads to conference

4. Central body to develop a template for others to use for Fluency Development Initiatives - Immersion Camps, Language Nests and Master-Apprentice.
5. Develop a booklet, pamphlet – guidelines – for Fluency Development Language Initiatives: Immersion Camps, Language Nests and Master-Apprentice. This could include an agenda or outline. The type where people can sign up for different activities. Prep time is an important aspect. Accommodate various learning styles – traditional – contemporary and marry the two ways of knowing – oral history – learning from elders-stories-listening. Include information from success stories – singing – dancing – like the Pink Mountain and Blueberry Youth/Elders Gathering.
6. Review past LRWG strategic planning sessions, meeting notes, reports, presentations, briefings, proposals, etc. and incorporate any relevant information from past into draft Project Plan for Fluency Development initiatives – Language Nests, Language Immersion Camps and Master-Apprentice.

**Action – Conference:**

1. The LRWG established and Sub-Working Group with an Elder, Youth and Speaker. Working Group members: Gwich'in (tbd ), Han – Jackie Olson, Tagish, Gary Sidney Johnson, ST, Hazel Bunbury, NT, Liz Hall, Tlingit, Bessie Cooley, UT, Ruth Johnny, Kaska (tbd ). This group is to meet once a week.
2. SGS LRP will provide weekly updates and will finalize the Sub-Working Group for the Conference. The draft project plan developed by the LRWG will provide the group's aspirations, perspectives and recommendations for topics, strategies, resources and so forth.
3. Sean Smith will organize a LRWG meeting in October 2012 to review and vet the conference agenda and plans.

**Action – Communication & Consultations:**

1. Communities need to understand the program; it's direction and must have a sense of ownership and involvement. Communication materials are needed by LRWG members to use for information sharing purposes at the community level. These materials need to be visual and user friendly for the LRWG members.
2. Communication, notes, briefs and reports will be copied to the new LRWG members. New members require a copy of the Working Group manual and past reports and meeting notes as well. This should be a process regularly implemented when new members join the LRWG.
3. SGS – LRP needs a community consultation plan.
4. The network needs to be further established and built.

**Action – Language Plans:**

1. Meet and collaborate with Kaska (RRDC), Gwich'in (VGFN – tbc) and Upper Tanana/Tagish/Southern Tutchone Community (tbc) to prepare for language planning, inclusive of language assessments. The 3<sup>rd</sup> Community will be decided once an assessment is completed on readiness.
2. Community priorities include translation. SGS-LRP to identify the communities that have translation services such as VGFN, TTC and CAFN. This would include the logistics such as costs, equipment, etc.

3. SGS-LRP to develop a “project plan outline” for language planning (and assessment/language ladder) as a starter template for initial plans to be based on. This will be shared with Kaska, Gwich’in and Tlingit and other Language Groups at Regional Meetings. The beginning draft template will be derived from the August 2012 LRWG meeting.
4. SGS-LRP develop Contribution Agreement with First Nation communities to begin the process of developing FN Local Language Plans, which will provide the “common goals, needs, strategies, actions, etc.” for Regional Language Plans.
5. Need to pull information together from past meetings into a draft Strategic Plan document for the LRWG to review and further develop. This will be a living document, as it will change to include newly developed language plans at the FN community or regional levels.
6. The newly developed or existing FN language plans AND previous Strategic Planning sessions of the LRWG will be reviewed and incorporated into the revised Strategic Plan. Plans are living documents and must reflect the aspirations, goals and needs at the grassroots and community level. The plans are most effective if ownership exists.
7. Follow up from Language Planning Pilot Projects-Successes – challenges – share and report for next meeting. The leads for the pilot projects need to meet and share with others the outcomes.
8. Invite to pilot project leads for Language Planning to conferences
9. Develop a booklet, pamphlet – guidelines – for Language Planning.
10. SGS-LRP, Sean Smith, will meet with First Nations that have not had a pilot project in their community to find a way in which the specific First Nation would directly benefit from the project. This may involve assisting with the pilot project follow-up process within each language group to ensure that information is shared and that templates are developed.

**Action – Promotional Campaign:**

1. The LRP Promotional Campaign is tabled to a future LRWG meeting. It is important that adequate time is allocated to allow the working group to thoroughly develop a draft plan for this area.

**Action – Language Legislation & Policy Development:**

1. SGS to research developments in this area and develop a draft template for the LRWG to review. The purpose would be for First Nations to use to develop First Nation specific legislation. Time frame is to have this prepared for the next meeting.

**Action – Language Learning Resource Materials:**

1. Multi-media must be incorporated into language learning resources development and language promotion.
2. This item is tabled to the next meeting. It is recommended to spend at least ½ day on this item as the development of a Framework for Fluency goes hand in hand.

**Action – Program Evaluation:**

1. Sean Smith will follow-up with Barb Joe to request information and perhaps assistance in developing the Evaluation component of this project. Follow-up will be provided at the next LRWG meeting.
2. Evaluation plans are needed including sustainability.

**Action - Training:**

1. SGS LRP to connect training to the conference and to professional development for Yukon Teachers.
2. A Sub-Working Group was established to focus on the area of training and capacity development that supports Fluency Development [the overarching goal]. The Sub-Working Group for Training & Capacity Development is Linda Harvey, YNLC; Nicole Hutton, FNNND; Jackie Olsen, THFN