

Nisga'a Fisheries: Marine Conservation Youth Stewardship Lesson Plan #6

Date Fall 2009

Unit Overview

Title: Marine Ecosystems, Habitat Protection & Conservation, and Abalone Species at Risk.

Lesson: Elder Guest Speaker in local Nisga'a Nation community

Elder Guest Speaker: Joe Gosnell

Elder Guest Speaker: Nita Gosnell to translate English Words into Nisga'a Words. (Nita was unable to attend this session.)

Elder Guest to give introductory Nisga'a prayer and welcome: Herb Morven

Topic: Nass Geography, Changes in Climate and Land Uses (Vetter Mountain During Flooding), and Spiritual History of Nisga'a People.

Focus Questions: We asked our guest speaker, Joe, to feel free to speak about what is on his heart, and what message he felt the youth needed to hear. We video taped the talk that Joe gave, as he told the youth to listen closely; since this might be the only time that they hear the information of what he has to say. The video is now property of Nisga'a Lisims Government.

The topics that Joe chose to speak on were:

History:

1. How the world came to be.
2. Folklore stories.
3. Knowledge and understanding when Nisga'a came into being spiritually.
4. The history of the volcanic eruption and formation of Lava Lake in the Nass area.
5. Yearly Seasonal Changes in the Calendar - The Nisga'a story of the marriage between the two winds.
6. Yearly Seasonal Changes in the Calendar – Nisga'a names of the months of the year, and how Nisga'a adapt to changes in land and season.
7. The arrival of the Europeans and the consequences of disease with the Nisga'a people.
8. How the Nisga'a people made: nets, steel boots, and how they fished.

Geography:

1. Stories of oral history – Where Nisga'a people sought refuge to 3 Mountains (Vetter, Kwinimaas, & Portland Inlet) to keep them alive during the flood.
2. How the land and climate has changed traditionally or non-traditionally over Joe's lifetime.
3. The change in landscape in the Nass area due to the volcanic eruption.

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Lesson Summary: One of our goals of this teacher guide is for you to be able to adapt this marine theme to the: goals, interests, earth-friendly choices towards stewardship & conservation, history, culture, and needs in your community. Have fun choosing guest speakers from your local area!

Within the marine theme, the Nisga'a Youth Conservation Stewardship Summer Camp and Program 2009 used the guiding principle of "integrative science" (www.integrativescience.ca). It was important to the community to bring the respective Nisga'a Aboriginal world view and the Western scientific ways of knowing together for the benefit of all.

Therefore, this lesson integrated Nisga'a history, geography, culture, and science through traditional Nisga'a story telling to the children and youth. The Nisga'a tradition has the youth sitting around the table(s) and focusing their attention on the elder guest that is talking. Herb Morven was invited to give the opening Nisga'a prayer, welcome, and introduce Joe Gosnell. The youth wait to ask their questions near the end of the story telling.

Subject Area(s): Environment and Sustainability Across BC's K-12 Curricula: Science, Social Studies, Language Arts, Fine Arts – Visual Arts,

Grade Level: Students 6-12 years old. Can easily be adapted for older ages and grade levels.

Standards: See Below

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BC Ministry of Education Curriculum Prescribed Learning Outcomes:

Science:

- Describe marine activities of Aboriginal peoples in BC in each seasonal cycle.
- Describe how marine animals are important in the lives of Aboriginal peoples in BC.
- Describe how marine plants are harvested and used throughout the seasons.
- Demonstrate awareness of the Aboriginal concept of respect for the marine environment.

Social Studies:

- Describe ways individuals contribute to their community.
- Describe Aboriginal people's relationship with the marine, land, and natural resources.
- Explain why marine conservation, sustainability, and habitat protection are important.
- Demonstrate an awareness of the concept of change.
- Describe how the physical environment influences human activities.
- Describe how the physical environment influenced early settlement in their local community.
- Identify changes that occur in communities over time.

Language Arts:

- Developing oral language (speaking and listening) abilities; reading and viewing abilities; writing and representing abilities.

Fine Arts – Visual Arts:

- Create images that express personal identity and aspects of art from a variety of historical and cultural contexts.
- Use feelings, observation, memory, and imagination as sources for images.
- Demonstrate awareness that particular images have value in the community.

Lesson Objectives:

Students will:

- Listen to the Elder Guest Speaker in the traditional Nisga'a way.
- Formulate questions and ask the guest speaker to elaborate on stories and facts.
- Have time for reflections, responses, journaling and art in their journals.
- Share with the class their journal and art responses.

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Lesson Scope and Sequence:

This lesson focuses on the natural and cultural history of traditional coastal marine uses by the Nisga'a community as told by Nisga'a Elders from the communities of: New Aiyansh, BC, Gitwinksihlkw, BC, Gingolx, BC, and Laxgalts'ap, BC.

The stories and information told by Joe Gosnell all value the "Seven Paddles of Our Ocean Canoe": Environmental Stewardship, Teamwork, Self-Confidence, Gratitude, Leadership, Friendships, and Taking Action. Throughout the summer camp we encouraged the youth that they could make a difference within their community today and everyday.

We were excited to include Nisga'a Elders as guest speakers to respond to the Nisga'a communities vision of:

- Increasing connections between the teachers and community members – especially the elders.
- Enhancing cultural inclusion in the community.
- Integrating Elder participation within the Nisga'a community.

This gave the youth an incredible opportunity to learn about their history, geography, culture, science, and ways of life in the Nass region!

Our hope is that you will use this teacher guide as a model of how to:

- Form a youth stewardship group in your local area. Get the youth involved to use their talents, interests, and passions! Watch how the excitement will grow in your community, and how the people in your local community will want to support your project as well.
- Get your local community, government, and youth involved in creating earth-friendly action projects to make a difference in your local region. The youth will feel empowered.
- Use this marine theme and make the topic relevant to your own area. Be creative! We had success, and you will too!
- Revolve your theme around the values of: Environmental Stewardship/ Conservation/ Habitat Protection, Teamwork, Self-Confidence, Gratitude, Leadership, Friendships, and Taking Action.

Student Assessment:

- Evaluate the students' discussions with the guest speaker.
- Students reflect and respond in their journals.
- Students hand in their journals at the end of the day for the instructor to evaluate.
- Students share their journals the next morning.

Lesson Implementation

Instructional Strategies	Grouping Options	Scaffolds/

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Introduce the lesson:	Whole group	Elder guest speaker, Herb Morven, gives the Nisga'a opening prayer and welcome. Herb introduces Joe Gosnell to the youth.
Focus Questions:	Whole group	Elder guest speaker, Joe Gosnell, tells the oral stories of Nisga'a culture, history, geography, and spiritual beginnings.
Practice:	Individual	Students have an opportunity to ask Joe questions and discuss the stories told.
Homework Assignment:	Individual	Students have a choice to journal, reflect, and illustrate one of the day's sessions.
Review:	Pairs, and whole group	The next morning, the students share their journals in pairs and with the whole class. The instructor can debrief and further any discussions.
Action Project:	none	
Application/Work time:	individual	Students will reflect, journal, and illustrate their responses in their journal. Students will discuss and ask questions with the guest speaker, instructor, and their peers.

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<p>Self-Evaluation and Critique:</p>		<p>The response from the four Nisga'a communities towards our Nisga'a Youth Conservation Stewardship Program 2009 summer camp was impressive!</p> <p>The Nisga'a Lisims Government, Nisga'a Fisheries, New Aiyansh Village Government, Gitwinksihlkw Village Government, Laxgalts'ap Village Government, WWN Computer Lab, and NVHA all contributed government funding for this project.</p> <p>Individuals that live in the Nisga'a community also supported this project with volunteer hours, guest speaking, and by giving individual donations.</p> <p>We discovered that the youth ages 6-12yrs old were fascinated with hearing their history told with oral stories. Many of the youth continued to tell more oral stories to the instructors throughout the rest of the camp!</p> <p>We, as instructors, learned many stories and facts from the youth. They talked about: how to make eulachon fish grease, how to make smoked salmon "Guy-yooks", bears visiting the community, favourite fishing holes, and more!</p> <p>We discovered that these youth know a lot about their traditions, culture, food, geography, and history!</p>
<p>Accommodation Options: See Below</p>		

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ELL / IEP Students:	The elder guest speaker asked a few of these students to sit beside them at the table. We discovered that these students were captivated by the stories, looked at the guest speaker, and asked thoughtful questions.										
Highly-Capable Students:	<p>Ask these students to summarize their learning about the stories they heard in a small group. Ask the group to share what they discussed. Read out some of the journal responses.</p> <p>One of the girls wrote a page of reflections. We were so impressed with her ability to journal that we encouraged her by telling the class that this girl has the ability to be an international journalist as a career!</p>										
Management/Organization Tips: <ul style="list-style-type: none"> ▪ Arrange the two guest speakers and phone for confirmation. ▪ Offer the two guest speakers hot or cold drinks to make them feel relaxed and comfortable. ▪ Have two presents available to give to the guest speakers as a thank you. ▪ Follow up with thank you cards from the students to give to the guest speakers. 											
Approximate Time Needed: One hour for the guest speaker to give oral story telling presentation. Twenty minutes the next morning for time to share journals and further any discussions.											
Prerequisite Skills: <p>Remind the students of the "Seven Paddles on Our Ocean Canoe": Environmental Stewardship, Teamwork, Self-Confidence, Gratitude, Leadership, Friendships, and Taking Action. This is a time for them to show self- confidence and leadership when listening. As well, they need to show an attitude of gratitude and friendship.</p>											
Materials and Resources Required for Lesson: <ul style="list-style-type: none"> ▪ Video camera to record the elder guest speaker(s) give their presentation. ▪ Digital camera to take photos. ▪ Two thank you gifts to give the guest speakers at the end of the session. <p>Adopted and other Audio/Visual: none</p> <p>Supplemental Resources (including Internet resources): none</p> <p>Supplies: See Materials Above</p> <p>Technology – Hardware (Click boxes of all equipment needed.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;"><input type="checkbox"/> Computer(s)</td> <td style="width: 33%; padding: 2px;"><input type="checkbox"/> VCR</td> <td style="width: 33%; padding: 2px;"><input type="checkbox"/> Projection System</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Printer</td> <td style="padding: 2px;">X Video Camera</td> <td style="padding: 2px;"><input type="checkbox"/> Camera</td> </tr> <tr> <td style="padding: 2px;">X Digital Camera</td> <td style="padding: 2px;"><input type="checkbox"/> Scanner (optional)</td> <td style="padding: 2px;"><input type="checkbox"/> Video Conferencing</td> </tr> </table> <p>Technology – Software (Click boxes of all software needed.)</p>			<input type="checkbox"/> Computer(s)	<input type="checkbox"/> VCR	<input type="checkbox"/> Projection System	<input type="checkbox"/> Printer	X Video Camera	<input type="checkbox"/> Camera	X Digital Camera	<input type="checkbox"/> Scanner (optional)	<input type="checkbox"/> Video Conferencing
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- See above.

Optional Technology Extensions:

- If funding permits, edit and put to music the video of the elder guest that has been recorded. Present on a website, at a special assembly, or with the local community.

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