



‘Ciw Nutokehkikehmicik

Teachers Guide

In helping learners to reach the goals of learning Wolastoqey language and the culture embedded within the language, the following strategies are recommended:

Cooperative Learning Techniques

Cooperative learning involves an affiliation with learning goals, resources, and responsive people. This strategy replaces competitive learning. Students are encouraged to share responsibility in their learning as expressed within the circle of learning. Wolastoqey students need teachers that will help them build self-esteem, and all students to develop interpersonal skills that promote unity within diversity. One technique is group learning. For example, each group is assigned a separate language learning task, such as presenting an oral or written assignment, depending on their levels. This technique facilitates social and communication skills.

Storytelling/Guided Imagery

The study and honouring of oral traditions and orality in children offer essential insights into natural learning. Wolastoqey stories provide a window into the unique culture that is embedded within the language. Orally based learning within storytelling revitalizes traditional yet effective techniques while opening new dimensions that have become dormant with the development of literacy. Storytelling is a primary method for re-establishing links among generations, a sentiment reflected within the traditional teaching of seven generation thinking. The language experience from storytelling is phenomenal.

Critical Thinking

This is a familiar strategy to educators. It involves helping students to advance beyond the basic language skills. Learners are encouraged to advance to a “higher order of thinking”. The analysis, synthesis, evaluation, and application of ideas are encouraged to promote critical thinking. In this strategy, independent enquiry is the central theme. Students are encouraged to expand their own pace of learning and explore multiple ways of acquiring Wolastoqey language skills.

Experiential Learning

This technique is student centered and activity oriented. Experiential learning increases understanding and retention of information and is motivational for learners. Suggested techniques are field trips (on the land), cultural camps, role-playing, master apprentice activities and games.





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Learners guide

The path to personal development is one of reflection, discipline and service inspired by traditional and universal teachings. Learning emerges from out of everyday activities, including the various learning places besides classrooms such as family settings, workplaces, and community settings. Through these means, respect, friendship, cultural pride, and sensitivity are acquired. It is crucial for language survival that the Wolastoqey language extends beyond classroom and community. Holistic learning involves using mind, body, heart, and spirit to learn Wolastoqey. This traditional method promotes understanding the four phases of personal development where language learning can be maintained mentally, physically, emotionally, and spiritually. Traditionally, Wolastoqey language was thriving within all the community realms beginning with cultural activities, social activities, economical (bartering) activities, and political activities. It is the hope that these lessons will be carried forward to future generations of learners. There are four phases of learning Wolastoqey (Nkisi Tehc/Can Do’s)) in its authenticity that include the following:

Language in Culture

To develop and extend knowledge of Wolastoqey worldviews, values and traditions embedded within language.

To participate in cultural activities that may be offered and learn necessary protocols needed for each ceremony.

Language in Learning

To develop the wide variety of strategies necessary for learning.

To develop attributes of wonder, curiosity, and interdependence necessary for lifelong learning.

Language in Thinking

To extend capacity for creative thought and expression within the context of language and culture.

To appreciate the cultural differences that reflect interrelatedness with all of creation as demonstrated in the lesson “All my Relations”.





Language in Communication

To develop the skills and processes needed to communicate effectively by listening, speaking, reading, and writing.

To develop knowledge, understanding and appreciation of language and how it is used.

Wolokehkituwakonol

Holistic Ways of Knowing

Our Wolastoqi knowledge keepers always encouraged traditional ways of knowing by the guiding principles of holistic ways of knowing. There are many ways of teaching and learning, however, WLCC encourages both teaching and learning to be grounded within Wolastoqey worldview and philosophies.

The following phases of learning also follow the cyclical model and may assist learners to adopt a traditional method of learning that apply to all language lessons also rooted as Nkisi Tehc (Can Do's).

Emerging Phase

- Emerging ability to listen politely according to cultural teachings.
- Emerging ability to use oral expressions to initiate awareness to what one observes, feels, and hear through stories and discussions.
- Emerging curiosity about the patterns, sounds and intonations of Wolastoqey language by listening and participating in shared reading activities.
- Emerging awareness of the contemporary and traditional cultures of Wolastoqewiyik.

Developing Stage

- Ability to use listening to understand the significance of Wolastoqey language.
- Ability to convey meaning orally and with confidence in the Wolastoqey language to Elders, and peers in various situations.
- To develop an awareness of the complexities of Wolastoqey language.
- Ability to discuss a few topics using Wolastoqey language.
- Respect for the Wolastoqey culture and an appreciation for other cultures





- Respect for ideas, dialects, and communications styles of others and the ability to respond sensitively and thoughtfully.
- Ability to participate in small or large groups for conversation and other purposes.

Extending Phase

- Ability to use the Wolastoqey language to generate, clarify and extend the knowledge of what is observed, felt, heard, and read through interaction with others.
- Ability to interpret symbols, sounds, and intonation of words through reading and conversing.
- Confidence in the ability to respond in culturally appropriate ways to various audiences and situations.
- Interest and ability to express ideas, thoughts, and feelings in writing for self and others especially Elders.

Specialized Phase

- Ability to approach Elders for guidance and strength.
- Interest and ability to use oral and written language in various setting, activities, purposes, and to respond to questions in Wolastoqey.
- Interest and ability to express critical thinking in more advanced ideas, thoughts, feelings for self and others through both oracy and literacy skills.
- Willingness to play a leadership role in the revitalization, maintenance, and preservation of Wolastoqey language.

Evaluation

Students and learners should be evaluated based on what they have experienced, been exposed to, and practiced, in essence, their culmination of the lesson plans. In assessing language skills, both the receptive (understanding information provided such as sounds and words) and expressive (ability to request objects, ask questions, answer, and describe events aspects).

Please keep in mind that methods of evaluation will vary from oral proficiency tests and levels of literacy skills. Most important is not to gauge students learning of Wolastoqey to equate to either French or English language assessments. Wolastoqey is an endangered language and is not safeguarded politically, economically, socially, or culturally and therefore should not be given the same assessment requirements as English and French.

Wolastoqey learning assessments should create a chart that recognizes both strengths and weakness to determine best teaching and learning strategies for each learner. Learners should be guided to foster their educational goals such as Nkisi Tehc (Can Do's). Keep in





mind that wolokehkituwakonol encourages holistic ways of knowing through mind, body, heart, and spirit. Assessment tools should be Wolastoqey specific to promote both oral and literacy achievements that measure language ability and cultural knowledge.

