



Andy's Tribal Canoe Journey

Activity 1: A 450 Year-Old Tree Into a Dugout Canoe

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- Projector

Timing:

- Following the pre-reading discussion

Instructions:

1. As a class, watch this video of a massive, ocean-going dugout canoe being made from a 450 year old cedar by Champagne and Aishihik First Nations youth with the guidance of a master dugout boat builder (3:30 min).
 - <https://www.youtube.com/watch?v=JkXzvnXlso>
2. Lead the students through a discussion after the video:
 - Did anything surprise you in this video?
 - Why is it special that these youth are helping to carve the canoe?
 - Tell us about the connection between the carvers and the tree they are creating the vessel from.

Activity 2: Culture & Protocol

Format:

- Groups of 2-4

Materials:

- Computers (enough for the number of groups)
- Letter size paper

- Colouring pencils, markers, crayons
- Pencils

Timing:

- While reading

Instructions:

1. As a class, identify nearby Indigenous Nations and communities near your school, or ones that students in your class are interested in or connected to.
 - Use <https://www.whose.land/en/> if necessary.
2. Have students will break off into groups of 2-4 and research elements of culture and/or protocol of their chosen nation or community. Ideas may include:
 - Ribbon skirts, drums, birch bark canoes, button blankets, totem poles, etc.
 - Language, songs, etc.
 - Potlatches, walking out ceremonies, etc.
3. Have students create a 1-page information sheet that capture 5 facts – it should be visual, and can include drawings/pictures, as well as written information
 - The info sheet should contain:
 - Name of element of culture or protocol being researched
 - Name of Nation or community it is connected to
 - 5 facts about the element of culture or protocol
4. Have each group share about their info sheet with the class.

Activity 3: Who Am I?

Format:

- Individual activity

Materials:

- Computers (enough for the number of groups)
- Letter size paper
- Colouring pencils, markers, crayons
- Pencils

Timing:

- Following the post-reading discussion

Instructions:

1. Guide students to imagine that they are filling in their own Canoe Log.
2. Ask them to reflect on, and journal on their own answers to the question, "Who am I?".
3. Once finished, ask a few students to share their responses with the class, or with a partner.

