

Mentor Apprentice Program

Sample Lessons

Benhti Kokhut'ana Kenaga'
(Lower Tanana)

Deg Xinag

Denaakk'e
(Koyukon)

Dihthaad Xt'een Iin Aandëeg'
(Tanacross)

Dinak'i
(Upper Kuskokwim)

Dinjii Zhuh K'yaa
(Gwich'in)

Doogh Qinag
(Holikachuk)

Hän

Iñupiaq

Nee'aanèegn'
(Upper Tanana)



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Mentor Apprentice Program Sample Lessons

ACKNOWLEDGMENTS

We acknowledge our ancestors who have walked this land, and who have left us such a rich legacy to learn and grow from. Doyon Foundation is located in the territory of the traditional and original inhabitants of this land, the Tanana Khwt'ana. We honor the original language of this place Ch'eno' Kenaga'.

We acknowledge and thank the Administration for Native Americans for the funding and support for this program, as well as Doyon, Limited and the Doyon Foundation board of directors.
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CREDITS

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Thank you to First Peoples' Cultural Council (FPCC) who provided significant resources for these sample lessons. Several lessons were copied from First Peoples' Cultural Council Mentor-Apprentice Handbook (2012), with permission from FPCC - fpcc.ca. Other lessons have been sourced from Doyon Language Online, in collaboration with 7000 Languages.



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CULTURAL COUNCIL



INTRODUCTION

This book of sample lessons is an optional curricular guide for language learners in Mentor-Apprentice Programs in the Doyon region. It is also available as a resource for others who are engaging in mentor-apprenticeship. Although Mentor-Apprentice Programs should be self-guided based on what the apprentice wants to learn and what knowledge the mentor would like to share with the apprentice, sometimes it can be difficult to plan every single language learning session. Our hope is that mentors and apprentices will find these sample lessons helpful for planning their language learning time together.

These lessons have been ordered around a seasonal calendar, with monthly themes that language teams can follow. These topics and lessons are based on lessons developed for Doyon Languages Online (DLO), in collaboration with 7000 Languages. The courses available in DLO should be a welcome support for learners hoping to follow these lessons. Several lessons have been copied from First Peoples' Cultural Council's (FPCC) Mentor-Apprentice Handbook (2012), with permission from FPCC. Thank you also to the Yukon Native Language Centre, which provided many of the images used throughout this resource.

You may notice that these lesson plans are provided in English. Because there are 10 different languages in the Doyon region, we are unfortunately not able to provide unique lesson plans for all the languages of the region. It is important to understand that examples provided in English may not translate well to your own language, as words and concepts are not always easily adapted from culture to culture. Remember, too, that some things done and said in English are not culturally appropriate in your language. Furthermore, some activities in these lessons may be ones that typically only men or only women would talk about with one another. The English examples provided are meant to be sources of ideas, rather than direct translations for your mentor-apprenticeship learning. Remember: Don't ask for translations! Set up the context through gestures, pictures, actions, etc. so it's clear without using English. Another important point is to review, review, review. In every session, it's a good idea to review what you learned in the previous session so you really know you have the language down.

It's also important to remember that these lesson plans and their order are completely customizable, and you are free to create your own plans for your sessions or order lessons in a way that makes sense to you. These particular sample lessons have been based around a schedule where the mentor and apprentice would meet four times a week for about two hours per session. There are prompts for:

1) Conversations 2) Activities 3) Games 4) Review

So you could try doing one prompt per session if you would like. Again, you want to build a schedule and plan that works for you, and these lesson plans should be seen as a guide rather than a set curriculum to follow.

We wish you great success in your learning journey! Please reach out to Doyon Foundation staff if you have any questions or need support with your mentor-apprenticeship. Ana Basi'. Dogidinh. Baasee'. Maasee'. Haj'ęę. Mähsi'. Xisigidasidhut. Tsín'ęę. Tsen'anh. Tsen'jj. Quyanaq.

SAMPLE CALENDAR

Month	Monthly Topic	Week 1	Week 2	Week 3	Week 4
AUG	Introductions and Family	Greetings / Daily Conversation	Introducing Yourself	Family Members	Relatives and Friends
SEPT	Berry Picking	Talking About the Weather	Berry Picking	Invitation to Eat and Drink	Making Berry Foods
OCT	Traveling and Visiting	Visiting Community	Visiting Grandparents	Having Tea with Grandparents	Traveling to the City
NOV	Clothing	Clothing Items	Going Shopping	Sewing Clothing	Doing Laundry
DEC	Sewing and Beadwork	What's in Your Sewing Kit	Sewing Moccasins	Beading Jewelry	Beading Clothing
JAN	Potlatch Activities	Preparing for a Potlatch	Greeting Visitors for Potlatch	Singing at Potlatch	Giving Gifts at Potlatch
FEB	Kitchen Activities	Doing Dishes	Cooking	Baking	Cleaning Up
MAR	Work and Home	Work	Bathroom	Bedroom	Health/ Sickness
APRIL	Handling Objects and Locations	Handling Stick-Like Objects, People and Animals	Handling Fabric-like Objects, Food Objects, Plural Objects	Give it to Me	Locations of Objects
MAY	Hunting	Preparing for Going Hunting	Going Hunting	Butchering and Tanning	Preserving
JUNE	Fishing	Getting Ready to Go Fishing	Going Fishing	Drying Fish	Smoking Fish
JULY	Summertime Activities	Going Boating	Weather Conditions	Picking Grass	Picking Rhubarb



WEEK 1

GREETINGS / DAILY CONVERSATION

Conversation: Get into the habit of speaking ONLY in the language; practice some greetings and simple conversations.

Activities: Practice entering and exiting the mentor's living space, while practicing greetings and proper communication. If there are others in the home, try practicing with them as well.

Games: The Word Game: Each person will take turns saying a different word in their language, back and forth until you can't think of one within 5 seconds. Start over if you take too long to think of a word.

Review: Review what you learned in your sessions throughout the week; practice the same conversations, activities and games.

WEEK 3

FAMILY MEMBERS

Conversation: Go further in-depth speaking about your family members. Bring in a family tree to talk about the relationships between people. You can talk about their jobs, qualities, appearance, etc.

Activities: Fill out a family tree. Look at old photos of family members and discuss your relationship to them.

Games: Play the game Guess Who, if you can find the board game. If you have time and pictures, you could replace the pictures on the board with your own family members.

Review: Review what you learned in your sessions throughout the week; practice the same conversations, activities and games.

WEEK 2

INTRODUCING YOURSELF

Conversation: Learn how to introduce yourself in your language. You could use photographs of your family members as prompts for asking and answering questions. Try using a map to ask about where you are from or where you are living now.

Activities: When you have learned your introduction, practice performing it in front of your mentor. You can also try video recording it, or give it in a public setting. Repeat it many times until you are comfortable.

Games: Pretend to give an introduction of a famous person or people you know well (you could pick some pictures out of a hat).

Review: Review what you learned in your sessions throughout the week; practice the same conversations, activities and games. Practice your introduction over and over until it's memorized.

WEEK 4

RELATIVES AND FRIENDS

Conversation: Go further in-depth about more distant family members and friends, including cousins, great aunts and uncles, etc.

Activities: Bring in pictures of your friends and describe how they look and what they are like. Give a friend a FaceTime call in the language. Fill out a more extensive family tree.

Games: Play Guess Who or a card game in your language (find examples in the MAP Handbook).

Review: Review what you learned in your sessions throughout the week; practice the same conversations, activities and games. Try to fill out an extended family tree and explain relations.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

TOPIC: Greetings and Daily Conversations

Goal: Get used to speaking ONLY in your language and practicing some common greetings and daily conversations.

Tip: Daily conversations can be a great way to start out your future sessions, so these are good to learn right away.

Example conversation and phrases to learn, practice and REPEAT

Remember that these phrases may not translate well from English, so don't translate! Set up the appropriate context through gestures, actions, pictures, etc.

Hello!

Goodbye!

Good morning. / Good afternoon. / Good evening.

How are you today?

I'm fine. How about you?

How are you today?

I'm fine. How about you?

How do you feel today?

I'm tired. / I'm well. / I'm happy. / I'm sad. / etc.

Did you sleep well last night?

Yes, I did. / No, I didn't. I'm tired.

Oh why? What happened?

Are you hungry? Did you eat?

Yes, I'm hungry. / No, I'm not hungry.

What would you like to eat?

How was your day yesterday?

It was good! / I had a bad day.

Oh why? What happened?

What's the weather like today?

The weather is nice today.

It's hot / cold / windy / warm / rainy / snowy / blizzardy.

Basic phrases can be repeated and practiced for each immersion language session.

What is this?

What is that?

This is a _____.

That is a _____.

What do you use this for?

We use this for _____.

What color is this?

This is _____ color.

Where is the _____?

It is at _____.

How do you say _____?

We say _____.

What is this called?

This is called a _____.

What are you doing?

I am _____.



TOPIC: Introducing Yourself

Goal: Learn how to introduce yourself in your language according to proper protocol.

Tip: Introductions will be something you will continue to do over and over again, so getting it down and practicing many times will be very helpful. If you already know a short introduction, work with your mentor to learn a longer, more detailed version.

Example conversation and phrases to learn, practice and REPEAT

My name is ____.
My mother's name is ____.
My father's name is ____.
My grandmothers are ____.
My grandfathers are ____.
My aunts and uncles are ____.
I am from ____.
I grew up in ____.
I have ____ brothers and sisters.
My brothers and sisters are ____.
My spouse's name is ____.
I have ____ children.
My oldest child is ____.
My youngest child is ____.
I have ____ grandchildren.
I am ____ years old.
I went to ____ school.
I work at ____.
I live in ____.
I like to ____ in my spare time.

Use pictures, photographs or maps to practice conversation. Remember to repeat many times!



Art from Yukon Native Language Centre

Sample conversation

What's your name?

My name is ____.

Who are your parents?

My father's name is ____.

My mother's name is ____.

My mother's family is from ____.

My father's family is from ____.

Are you married?

Yes, I'm married.

No, I'm not married. I'm single. / I'm divorced.

Do you have children?

Yes, I have ____ children. Their names are ____.

No, I don't have any children.

How old are your children?

My oldest is ____ years old.

My youngest is ____ years old.

Where do you work?

I work at ____.

I work from home.

I don't work.

Where do you live?

I live in ____.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

TOPIC: Family Members

Goal: Be able to speak about your family members.

Tip: Relations and family trees in Dene and Inuit languages will be different than in English. Remember that direct translations will make things more difficult. Try using a family tree to talk about relations rather than asking “what is uncle in Dinak’i?” for example.

Example conversation and phrases to learn, practice and REPEAT

Who is this?

What is their relation to me?

What is their relation to you?

This is my ____

- Father/mother
- Sister/brother (older, younger)
- Daughter/son
- Grandchild
- Uncle (mother’s brother, father’s brother)
- Aunt (father’s sister, mother’s sister)
- Cousin (male/female, cross-cousins, etc.)
- Great aunt/uncle
- Niece/nephew
- Great-grandparents

This is your ____.

Where is ____ from?

Where does ____ live?

Who is their spouse?

What is their job?

Do they fish? Sew? Hunt?

What do they look like?

Sample conversation

Who are you parents?

My father’s name is ____.

My mother’s name is ____.

My mother’s family is from ____.

My father’s family is from ____.

Do you have children?

Yes, I have ____ children.

Their names are ____.

No, I don’t have any children.

Do you have siblings?

Yes, I have siblings. Their names are ____.

No, I don’t have any siblings.

Who are your uncles and aunts?

My uncles are ____.

My aunts are ____.

They are from ____.

They live in ____.

They do ____ for work.

They like to ____.

Who are these people in this picture?

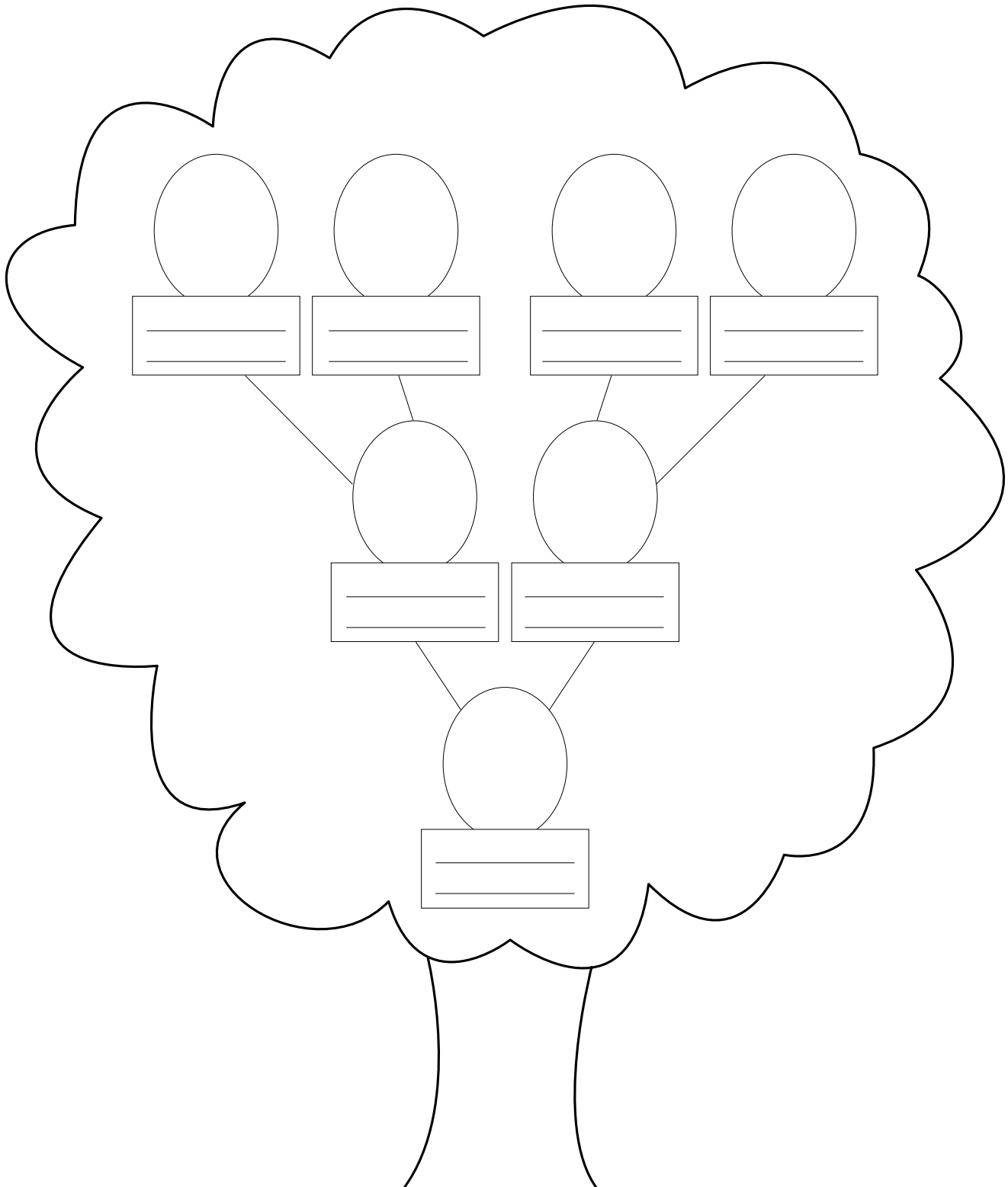
These are my ____.

They look like ____.



Family Tree

Use a family tree with names or pictures to identify family members and their relationships to you or your mentor. Remember to repeat many times!



SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

Mentor Apprentice Program Sample Lessons

TOPIC: Relations and Friends

Goal: Be able to speak about your extended family and friends.

Tip: Relations and family trees in Dene and Inuit languages will be different than in English. Remember that direct translations will make things more difficult. Try using a family tree to talk about relations rather than asking "what is uncle in Denaakk'e?" for example.

Example conversation and phrases to learn, practice and REPEAT

Who are your relations?
Who are your friends?
What are their names?
My friends are ____ and ____.
.....
Where is ____ from?
Where does ____ live?
Where did you meet this friend?
Who is their spouse?
What is their job?
Do they fish? Sew? Hunt?
What do they look like?
What do they like to do?
What is their nation? What is their language?
.....
Tell me a story about a friend of yours.
What do you like to do with your friends?
.....
Give your friend a call and say something in
our language.
.....
Show me a picture of your friend.

Sample conversation

Who are your friends?
My friends are ____ and ____.
.....
Where is your friend from?
My friend is from ____.
.....
Where does your friend live
now?
My friend lives in ____.
.....
Does your friend have a
spouse?
Yes, they have a spouse.
His/her name is ____.
No, they aren't married.
.....
Where did you meet your
friend?
I met my friend at ____.
.....
Show me a picture of your
friend.
Here is a picture of my friend.
They have ____ hair and they
are tall/short. They like to ____.

Bring in pictures
of your friends
and describe
them with
your mentor.



Art from Yukon Native Language Centre

WEEK 1

TALKING ABOUT THE WEATHER

Conversation: Talk about different weather patterns. Bringing in pictures or a sample weather forecast can help you stay in the language.

Activities: Go for a walk outside and talk about the weather conditions. Talk about any changes you might be seeing because of weather or season changes.

Game: Watch a weather forecast on mute on YouTube or on TV. Pretend to give a weather report based on what you are seeing.

Review: This topic can be reviewed many times and is a good option for conversations you can use to start out each session.

WEEK 3

INVITATION TO EAT AND DRINK

Conversation: Talk about protocol when inviting a family member (especially an Elder) to eat and drink tea or coffee with you.

Activities: Act out an invitation to eat and drink. You could even go to the front door to start the conversation. Practice this several times. It could go differently each time.

Game: Play a card game you might usually play after finishing a meal.

Review: Practice these conversations for different types of meals: breakfast, lunch, dinner, dessert, tea, etc.

WEEK 2

BERRY PICKING

Conversation: Talk about berry picking. If you aren't able to go picking, you can bring in pictures of different berries and berry picking tools (bucket, rake, etc.).

Activities: Go berry picking! Talk only your language on your way there and when you are picking.

Game: Play a card game. You can use new vocabulary as items for matching games or for Go Fish.

Review: Review by going berry picking again or by talking about what you learned this week.

WEEK 4

MAKING FOOD WITH BERRIES

Conversation: Talk about all the ingredients needed for making nonaaldlode (Denaakk'e) (or how it is said in your language) or similar foods with berries. You could go through the steps of a recipe together.

Activities: Make nonaaldlode (Denaakk'e) (or how it is said in your language) together. Do this all in the language. Your mentor could give you directions in the language after you observe them first.

Game: Try playing some Dene games. You can find game ideas and instructions in the [MAP Handbook](#).

Review: Teach someone else how to make nonaaldlode or make it again to review.

TOPIC: Weather Conditions

Goal: Be able to speak about many different weather conditions.

Tip: Weather can be a great topic to begin each session once you know the terms well. Remember that weather terms in your language will be different from English. Try to use pictures or context rather than asking for translations!

Example conversation and phrases to learn, practice and REPEAT

How is the weather today?

It's sunny.
It's rainy.
It's snowing.
It's clear skies.
It's cloudy.
It's stormy.
It's blizzardy.
It's sleeting.
It's drizzling.
There's low visibility.
It's foggy.
It's hot.
It's cold.
It's freezing cold.
It's warm.
It's cool.

How was the weather yesterday?

It was _____.

How do they say the weather will be tomorrow?

They say it will be _____.

What activities can we do when it's sunny?

What should I wear when I go outside?

Sample conversation

What's the weather like outside?

It's sunny today.

Is it hot outside?

It's warm outside. There is a light breeze.

What was the weather like yesterday?

It was cloudy and foggy yesterday.

What should I wear when I go outside today?

You should wear a jacket and sunglasses.

What can we do when it's sunny out?

We can go hunting when it's sunny out.

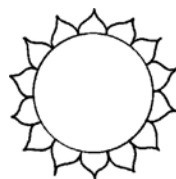
Do you want to go tomorrow?

How is the weather tomorrow?

They say it will be sunny again.

Yes, maybe we should go tomorrow.

Bring in pictures of different weather conditions or a weather forecast and talk about the weather in present, past or future tense. Remember that it might not be appropriate to "predict" future weather, so make sure to ask how to say it in an appropriate way.



Art from Yukon Native Language Centre

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: **Berry Picking**

Goal: Be able to talk about different types of berries and what you say when you go berry picking.

Tip: Go berry picking and only speak in your language. It will be easier to talk about the topic out on the land.

Example conversation and phrases to learn, practice and REPEAT

What kind of berries are these?
(Remember that these may be different categories in your language.)

These are blueberries.

Cranberries

Salmonberries

Cloudberry

Bearberries

Raspberries

Nagoonberries

Red currants

Black currants

Crowberries

etc.

When do we go looking for ____ berries?

We go in ____.

Are these berries ripe?

Yes, they are ripe now.

No, they are not ripe yet.

Where do these berries grow?

They grow by ____.

Sample conversation

Where are you going?

I'm going berry picking.

For what kind?

For blueberries.

Are the blueberries ripe? Unripe berries are bitter.

Yes, the blueberries are ripe. They are good to eat.

Where do blueberries grow?

They grow on the tundra and elsewhere.

I'm going to pick salmonberries.

Are the salmonberries ripe?

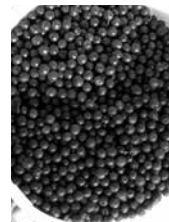
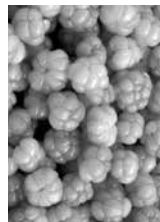
Yes, they are orange when they are ripe. We pick them in the summer.

Where do they usually grow?

They usually grow on the hill.

Let's go picking! Don't forget your bucket!

The best way to practice this lesson will be to go out picking together! But if you can't do that, you can bring in pictures or realia (the real items) to practice with.



WEEK 1

VISITING COMMUNITY

Conversation: Talk about going to visit family or friends, either in your home community or visiting another community. You could talk about a past trip or a future trip to practice talking about things that already happened or things that you expect to happen.

Activities: Go into town by foot or by car. Talk about what you see in the streets, in the grocery store, in the community center, etc.

Game: Go for a walk and play I Spy. This is a good way to practice describing words.

Review: Draw a map of your community; you can talk out what you saw and learned this week as you draw.

WEEK 3

HAVING TEA WITH GRANDPARENTS

Conversation: Talk about making tea or coffee together. If your language has tea partners, you can talk about that as well.

Activities: Mentors can give directions for the apprentice to follow to make them tea or coffee. Then practice having a conversation over tea or coffee.

Game: Play the conversation card game or another conversation game; you can find this on page 55 of the MAP Handbook.

Review: Practice a tea or coffee conversation again.

WEEK 2

VISITING GRANDPARENTS

Conversation: Talk about visiting your grandparents, your grandchildren or an Elder in your community. What kinds of things do you need to remember when visiting?

Activities: Make a visit to a grandparent or to another Elder. Practice what you have learned in your conversation.

Game: Play the conversation card game; you can find this on page 55 of the MAP Handbook.

Review: Review what you have learned this week in speaking and practicing the activity.

WEEK 4

TRAVELING TO THE CITY

Conversation: Talk about going to the city (like Anchorage or Fairbanks). What do you need to do while you are there? What things do you like to do while you are in the city?

Activities: Go for a drive. Talk about what you see on your drive and where you are going.

Game: Play I Spy while out on a drive.

Review: Talk again about traveling to the city. What verbs and other words did you learn this week?



TOPIC: Visiting Community

Goal: Talk about what you see when you go into town by car. The examples below are about visiting by car, but it could also be by foot or by boat.

Tip: If you go for a drive, try this whole conversation again, but do it by foot (if it's not too difficult to go out walking).

Example conversation and phrases to learn, practice and REPEAT

Put your seatbelt on.
Start the car.
Drive this way.
Go faster.
Slow down.
Push the brake.
Step on the gas.
Look out the window.
Look at that!
Open the door.
Close the door.
Roll down the window.
Roll up the window.
Turn on the radio.
Turn up the volume.
Turn down the volume.

Sample conversation

Where do you want to go?

Let's go to the beach / to the store / sightseeing, etc.

What shall we do there?

Let's walk on the beach / see the river / buy an ice cream, etc.

Talk about what you see:

There is a mountain / river / rock / curve / big tree / caribou, etc.

Name all the things you see:

Road signs / cars / birds / animals / trees, etc.

Make small talk:

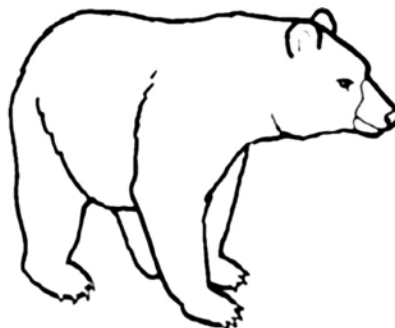
How long have you been driving?

Who taught you how to drive?

What have you been doing lately?

What do you think about ____?

Use pictures or realia (the real objects) to practice words, phrases and conversation.



SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

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Sample Lessons

TOPIC: Having Tea with Grandparents

Goal: Make tea (or coffee) with your grandparents (or anyone), staying completely in the language.

Tip: This is a conversation that you could have over and over again, even to start every session, so it's a good one to learn early.

Example conversation and phrases to learn, practice and REPEAT

Let's have tea. / We should have tea.
Do you want some tea?
Do you prefer tea or coffee?
I will make tea.
You will make tea.
She/he will make tea.
Boil the water.
Plug in the kettle. / Turn on the stove.
Pour the water on the teabag.
Stir the tea.
Pour the tea.
It's too hot.
It's too cold.
What do you take in your tea or coffee?
I take two sugars and one cream.

Sample conversation

Do you want some tea?

Yes, I do want some tea / coffee.

No, I don't want any tea / coffee.

Do you prefer tea or coffee?

I like tea.

Tea is more suitable for me/for my heart.

I like coffee.

Do you like sugar in your tea?

Yes, I do.

No, I don't.

What is this? What is that?

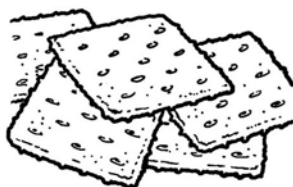
This is a _____. That is a _____.

It's a spoon.

It's a cup.

It's a kettle.

Use pictures or realia (the real objects) to practice words, phrases and conversation.



WEEK 1 CLOTHING

Conversation: Talk about modern and traditional clothing. What are you wearing? What will you wear in different seasons? What colors are your clothes? What are the different parts of your clothes?

Activities: Go to someone's closet and talk about the clothes you see.

Game: Play 20 Questions using clothing items or another topic.

Review: Review the clothing terms you learned this week.

WEEK 3 SEWING CLOTHING

Conversation: Talk about what items you might need to sew a piece of clothing (for example, a pair of moccasins or a kuspuk).

Activities: If you have a sewing kit or sewing machine, go through the kit and explain what each item is used for. Practice sewing together in your language.

Game: Play a card game. You can see examples in the [MAP Handbook](#).

Review: Review sewing items and perhaps practice sewing together again, maybe finishing up a project if you have sewing to do.

WEEK 2 GOING SHOPPING

Conversation: Talk about shopping. What do you like to shop for? Where do you usually go shopping? What things do you need to shop for before going out hunting, for example?

Activities: Go shopping together. Only speak in the language. If you interact with an English speaker, one person can try to translate for the other.

Game: Play Pictionary. The topics could be items you might go shopping for.

Review: Review what you did this week. You could talk about your experience going shopping and how it went.

WEEK 4 DOING LAUNDRY

Conversation: Talk about the different steps there are to doing the laundry. Use pictures or props if you don't have dirty laundry on hand.

Activities: Do the laundry together! Wash, dry, hang, fold, put away, etc.

Game: If you have kids or young relatives, you can have them put on a fashion show. The apprentice can act as the emcee.

Review: Review terms and phrases for doing laundry.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

Mentor Apprentice Program Sample Lessons

TOPIC: Clothing

Goal: Be able to speak about clothing items in your language.

Tip: Clothing can have different nuances in your language; bring in items from your region to practice.

Example conversation and phrases to learn, practice and REPEAT

Get dressed.

Put on your shoes.

Take off your shoes.

Tie your shoes.

Untie your shoes.

Unzip your jacket.

Zip up your jacket.

This is my favorite shirt.

My socks match.

My shirt is too big / too small.

I'm cold.

I'm hot.

Do you like this ____?

Sample conversation

Talk about what you are wearing:

I have a _____.

I'm wearing a sweater / jacket / shirt / pants / socks / shoes / boots / sandals / shorts / skirt / dress / hat / eyeglasses / mittens / scarf / parka / moccasins, etc.

Talk about what color your clothing is:

My shirt is red / blue / brown / white / pink / green / yellow / black / orange, etc.

My shoes are brown / black / white, etc.

Talk about parts of your clothing:

My sweater has a hood / zipper / buttons / snaps / pockets, etc.

My boots have laces / heels, etc.

My sandals have buckles / velcro / straps, etc.

Talk about hot/cold weather and what you are wearing:

It's hot today. I am wearing shorts.

It's cold. I need a warm sweater.

I'm wearing a big jacket.

Use pictures to practice words, phrases and conversation.





TOPIC: **Going Shopping**

Goal: Be able to go shopping together, staying completely in the language.

Tip: A good way to practice speaking out in public is for one person to pretend they can't speak English and the other person has to act as a translator for the other if encountering any English speakers.

Example conversation and phrases to learn, practice and REPEAT

We need groceries!
I need to make a shopping list.
We have no milk!
I am going to the grocery store.
Can you give me a ride to the store?
Bring your own shopping bag.
I need to get money before we go shopping.
I need to buy milk, eggs, bread and apples.
I love to buy cookies!
Where is the laundry soap?
The lettuce looks fresh.
The pears look unripe.
The apples are too ripe.
The meat is too expensive.
There's a sale on blueberries.
They are cheap!
How much does this cost?
There's a long line! I don't like to wait.
I just came back from the grocery store.
I bought lots of food.
Now I can cook supper.

Use pictures or realia (the real objects) to practice words, phrases and conversation.



Sample conversation

I need to go shopping for groceries.
Do you want to come with me?
Yes, I need milk, so I will come too.
Great! Let's go.
Will you drive?
Yes. Get in the car.
There is a grocery store. Let's go in.
Do you want a cart?
Yes, I will take a cart. / No, I don't need one.
I will take a basket.
Do you need bananas? There's a sale.
How much do they cost?
Two for the price of one.
Sure, I'll take some.
I need strawberries. I want to decorate my daughter's birthday cake.
When is her birthday?
Tomorrow.
How old is she?
8 years old.
Here's the milk!
Get some for me, too. Make sure you check the date. I want fresh milk.
Let's go pay. The line is shorter here.
It costs a lot of money!
OK, let's take the bags to the car.
Put them in the trunk.
Let's go make supper.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

TOPIC: **Laundry**

Goal: Be able to do laundry together, staying completely in the language.

Tip: The mentor can do the first load of laundry, describing what they are doing the entire time. Then the apprentice can try the second load of laundry after observing and listening to the mentor the first time.

Example conversation and phrases to learn, practice and REPEAT

Dirty clothes

Clean clothes

Put the laundry in the basket.

Empty the pockets.

Fill up the washing machine.

Put the clothes in the washing machine.

Separate the light and dark clothes.

Measure laundry soap.

Pour laundry soap.

Turn on the washing machine.

Put the clothes in the dryer.

Turn on the dryer.

Shake out the clothes.

Hang up the clothes.

Iron the clothes.

Sample conversation

Talk about doing laundry:

How often do you do laundry?

I do laundry every day.

I do laundry once a week.

Talk about measuring and pouring laundry soap:

How much laundry soap do you need?

Talk about drying the clothes:

Do you hang your laundry to dry?

Do you use a dryer?

How long does the dryer take?

Talk about hanging, folding and ironing the clothes.

Talk about different clothing and laundry:

Sweater / jacket / shirt / t-shirt / pants / socks / shorts / skirt / dress / towel / sheet / pillow cases / blanket, etc.

Use pictures to practice words, phrases and conversation.



Art from First Peoples' Cultural Council

WEEK 1

WHAT'S IN YOUR SEWING KIT

Conversation: Revisit sewing terms and describe what's in your sewing kit. What are the different items for? What are the materials made from?

Activities: Have another sewing session together. The mentor can direct the apprentice on how to sew something in the language.

Game: Play the "What's this" game; you can find instructions in the [MAP Handbook](#).

Review: Review what you have learned about sewing and sewing kit items this week.

WEEK 3

BEADING JEWELRY

Conversation: Talk about beading jewelry. What are the different types of jewelry you can bead? What types of materials do you use? Why are certain beads (for example, dentalium shells) important?

Activities: Bead together! Make sure to use the language the whole time.

Game: Play poker or another betting game in your language (if it's appropriate). You can use beads for betting rather than money.

Review: Bead jewelry again and review the words and phrases you have learned this week.

WEEK 2

SEWING MOCCASINS

Conversation: Talk about sewing moccasins. Who are you sewing for? What are the different parts or materials needed?

Activities: Take a look at different moccasins and clothing items; you could do this at home or check out a museum that has Dene Athabascan or Iñupiaq clothing items. Talk about what you see.

Game: Play Dene Athabascan hand games in the language (if you can get some more players to join).

Review: Review what you have learned this week. Practice the same conversations again. Repetition is necessary to take in the language you have learned.

WEEK 4

BEADING CLOTHING

Conversation: Talk about beading clothing, such as beaded moccasins. Use real items to talk about the activity.

Activities: Bead together! Make sure to use the language the whole time.

Game: Play some Dene games. See the [MAP Handbook](#) for some examples or ask your mentor if they know any games.

Review: Sketch out a beading design that you want to work on together and talk it out as you draw.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

**Mentor
Apprentice Program**
Sample Lessons

TOPIC: What's in Your Sewing Kit

Goal: Be able to identify and explain the contents of a sewing kit and what you use each item for.

Tip: This lesson could be a good opportunity to practice possessive forms, such as my, your, his/her, etc.

Example conversation and phrases to learn, practice and REPEAT

It's sewing day.

Don't forget your sewing bag.

What's in your sewing bag?

My needles. / My thread. / My little knife. /
My scissors. / My skins.

What's in your sewing bag?

Your needles. / Your thread. /
Your little knife. / Your scissors. / Your skins.

What's in his/her sewing bag?

His/her needles. / His/her thread. /
His/her little knife. / His/her scissors. /
His/her skins.

What color is your thread?

What color is my thread?

Sample conversation

It's sewing day. Don't forget your sewing bag. What's in your sewing bag?

My needles.

What else?

Here's my thread.

What else do you have?

Here's my scissors. Here's my little knife. That's all.

What do I have?

You have your thread, your scissors, your little knife, your skins. That's it.

Thread this needle for me. Hand me your needle.

I'll cut the thread here. Thank you.

Use pictures to practice words, phrases and conversation.



SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: Beading Jewelry

Goal: Be able to identify and explain the process and the items used.

Tip: Beading is also a great opportunity to practice your colors and numbers, as well as location.

Example conversation and phrases to learn, practice and REPEAT

It's time to bead.

What beads do you have?

What color beads do you have?

What do you use these beads for?

What are you making?

I am making a necklace. / Bracelet. /

Ring. / Anklet. / Keychain. / Moccasins. /
Gloves.

What color beads do you like?

I like the red beads.

What are dentalium shells used for?

Sample conversation

What do you use beads for?

To make my mom a necklace.

Do you like necklaces?

Yes, I like necklaces.

Do you like red beads?

Yes, I like red beads.

Would you like beaded gloves?

Yes, I would like beaded gloves.

Do you want it on moose hide?

Yes, I would like it on moose hide.

Will you use beads on top of the gloves?

Yes, I will.

Thank you, my friend.

Use pictures to practice words, phrases and conversation.



WEEK 1

PREPARING FOR A POTLATCH

Conversation: This month you could talk about the needs for preparing a potlatch. What do you need to prepare? What do you bring with you? What foods do you need to make?

Activities: Prepare for a potlatch by making food together or other activities.

Game: Play Go Fish!

Review: Talk together about a potlatch you attended in the past. How did you prepare? Learn a prayer together in preparation.

WEEK 3

SINGING AT A POTLATCH

Conversation: Talk about what kinds of singing and dancing happens at a potlatch. What songs do people sing? Who made these songs? What dances do you do? Are you singers and dancers?

Activities: Sing and dance some songs together (if it's appropriate to do so). If it's appropriate, the mentor can teach a song and dance to the apprentice.

Game: Play the Memory game (see the MAP Handbook for an example). It might be easier to remember the Memory game if you sing in a tune.

Review: Volunteer to sing at the next potlatch or teach someone else the song to reinforce your knowledge.

WEEK 2

GREETING VISITORS FOR A POTLATCH

Conversation: Practice language around greeting visitors for a potlatch. One person can practice being the guest and the other person can be the host.

Activities: If you can go to a potlatch, you can practice this language. Otherwise, you can invite visitors to your home and practice greeting them properly.

Game: Play Yahtzee (with a couple guests if you can). See the MAP Handbook for an example of this game.

Review: Review and practice what you learned this week several times.

WEEK 4

GIVING GIFTS AT A POTLATCH

Conversation: Talk about what kind of gifts you might give out at a potlatch. What items do you give to whom? Why are these items important? (This is also a good opportunity to practice handling objects using classifier verbs.)

Activities: Practice giving different items to different people (either at a potlatch or simulating it at home).

Game: Play some Dene games, such as hand games. See the MAP Handbook for examples, or ask your mentor if they know any games they would like to play.

Review: Practice the handling verbs again. Remember to review many times in many different ways to really learn the words. You could make a gift you plan to give and practice these verbs.



TOPIC: Preparing for a Potlatch

Goal: Be able to speak in your language about how to prepare for a potlatch.

Tip: Songs are an excellent way to remember language. Learn songs or create tunes in your language to help remember it more easily.

Example conversation and phrases to learn, practice and REPEAT

What is she/he working on?

She is working on “nonaaldlode.”

He is busy working on wood.

Is she/he preparing food for the potlatch?

What is she/he preparing?

Who is she/he preparing for?

What are you working on?

What am I working on?

What are we working on?

What are they working on?

Who will be there?

What kinds of foods will be there?

What prayers will be given?

We pray that everyone travels safely.

It will be good to see friends again.

Sample conversation

What is she working on?

She is working on “nonaaldlode.”

Is she preparing food for the potlatch?

Yes, she’s been busy cooking.

My older brother is working on wood.

He is a hard worker.

What about you, are you working?

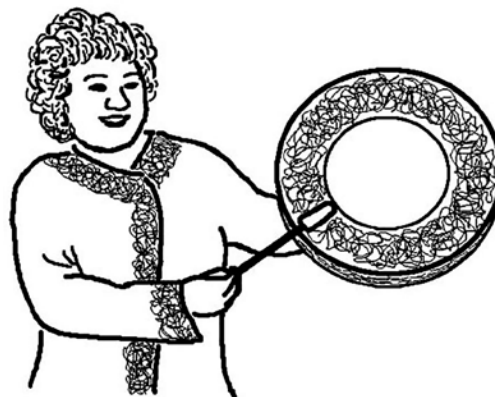
Yes, I am also working.

I hope it all goes well.

We pray everyone travels here safely.

It will be good to see friends again.

Use pictures to practice words, phrases and conversation.



Art from Yukon Native Language Centre

WEEK 1

DOING DISHES

Conversation: Before the session, ask your mentor to keep their dishes out for you two to clean together. Talk about the steps for washing dishes and the different items you need to wash and dry.

Activities: Do the dishes together. The mentor can demonstrate first and then the apprentice can follow the mentor's instructions in your language.

Game: Play Hangman in your language. Use some of the words you've learned this week.

Review: Go over the phrases and language you have learned for doing dishes. Maybe you can do the dishes several more times to practice what you learned.

WEEK 3

BAKING

Conversation: Talk about baking. What do you like to bake? Who do you usually bake for? Bake something together, talking through each step in your language.

Activities: Write a recipe for one of your favorite baked goods together in your language.

Game: Play Jenga in your language. You can find an example of phrases you can use in the [MAP Handbook](#).

Review: Use step-by-step pictures to review the recipe steps. Practice by putting them out of order, and then put them in the correct order to promote understanding rather than just memorization.

WEEK 2

COOKING

Conversation: Go to the kitchen together to talk about cooking. What do you like to cook? What do you want to cook today? What traditional recipes do you know?

Activities: Write a recipe for one of your favorite dishes together in your language.

Game: Play Backgammon or another board game together.

Review: Use step-by-step pictures to review the recipe steps. Practice by putting them out of order, and then put them in the correct order to promote understanding rather than just memorization.

WEEK 4

CLEANING UP

Conversation: Talk about cleaning your home. What terms do you need to know to talk about cleaning your kitchen and home?

Activities: Clean up together! The mentor could direct the apprentice using different commands. You could also do yardwork or other errands.

Game: Play Pictionary together in your language.

Review: Pretend you are running a cleaning business and explain how to clean the house for a potential client.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: **Cooking**

Goal: Be able to cook something together, staying completely in your language.

***Tip:** Cooking is a good opportunity to practice observing first, then replicating afterwards. Remember to be careful in the kitchen!*

Example conversation and phrases to learn, practice and REPEAT

Time to make dinner!
Can you cut the meat / vegetables, etc?
Can I set the table?
Wipe the table first.
Empty the dishwasher.
Close the fridge!
The stove is hot! Don't burn yourself!
Can you give me a spoon / fork / knife?
How many plates do we need for supper?
Your kitchen is very clean.
My husband is a good cook.
Dinner's ready!
Let's eat!
Can you say the prayer?
Good food!
I'm hungry!
I'm starved!
I'm very full!
I ate too much.
I have the hiccups.
I have a tummy ache.
I'm not hungry. I just ate.
Do you want dessert? Let's bake a cake!
Can you take the garbage out?
Open the window, it's warm in here.

Sample conversation

I'm glad you could come for supper.
You have a nice kitchen!
Yes, I love to cook.
Let's start cooking.
What should we have?
I feel like having fish today.
Great! I love to eat fish.
Salmon is my favorite.
Mine too!
Should we bake it, fry it or boil it?
Let's make soup with it.
What else should we put in?
Onions, potatoes and celery.
Sounds good.
Can you cut up the vegetables?
Yes, but I need a knife.
They are in this drawer.
Thank you. But this knife is not sharp.
Try another one.
This one is good.
I will boil the water.
Where are your pots and pans?
In the cupboard.
And don't forget the salt!
We don't want too much salt.
How long does it take?
One hour.

Use pictures to practice words, phrases and conversation.

Art from Yukon Native Language Centre



WEEK 1

WORK (or School or Daily Routine)

Conversation: Talk together about your work (or former jobs if you are retired). What do you do? Who do you work with? What do you like or dislike about your job?

Activities: Take a visit to your workplace. One person can pretend to only speak the language, so the other person will have to translate to coworkers who speak English. Talk about the different things you see and do in the office.

Game: Play a board game in your language.

Review: Talk about what you did in the office this week. Draw a map of the different buildings and workplaces in your community (see page 29).

WEEK 3

BEDROOM

Conversation: Talk about bedroom things: getting dressed, dressing your kids, putting your kids to bed, sleeping, etc.

Activities: Take a visit to the rest of the home: bedroom, kitchen, garage or any other parts of the home you haven't spoken about yet in your language.

Game: Play Dominoes in your language.

Review: Review what you learned this week. Take another trip around the home to practice.

WEEK 2

BATHROOM

Conversation: Explain your morning and evening routine, completely in your language. Have this conversation in the bathroom, if it helps make it clearer. Acting out motions (brushing teeth, washing face, etc.) can help too.

Activities: If it's appropriate, take a look around the home where you are meeting. See what items are in the bathroom. What language do you need to talk about what is in the bathroom?

Game: Play Bingo in your language. If you have time, prepare the game using vocabulary you learned this week instead of numbers.

Review: Use old magazines to make a collage board with pictures of the items discussed and talk about them with your mentor.

WEEK 4

HEALTH AND WELLNESS

Conversation: Talk about how you or your family members are feeling. You can act out different illnesses (coughing, fever, cold, etc.) to learn these phrases in your language.

Activities: Take a visit to the hospital or clinic, if it's appropriate. Talk about what you see there. You could even go to a check-up and translate what the doctor says. (Please practice COVID-19 safety if you visit public spaces like health care facilities.)

Game: Play Charades, acting out different vocabulary you learned this week.

Review: Review the phrases you learned this week. Remember that talking about health and wellness may be very different in your language than in English.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: **Work**

Goal: Talk about your workplace in your language.

Tip: You could make a visit to your workplace to practice these terms. For an extra challenge, one person can act as an interpreter whenever encountering English speakers.

Example conversation and phrases to learn, practice and REPEAT

I'm late for work.
I have to go to work now.
I work hard.
My son has a good job.
Mary is my boss. She's a good boss.
I work late.
I have to go to work early.
I worked late today.
It's time for a coffee break.
When do we usually get paid?
When are your holidays?
My job is hard.
I have lots of friends at work.
Work keeps me very busy.
I have to look for a new job.
I have been working since I was 16.
I just got a raise.
What time do you work?
What time do you finish work?
Do you have to wear special clothes for work?
What time is your lunch break?
What's your favorite part of work?
Time to go home!

Sample conversation

Where do you work?
I teach at the school.
What do you teach?
I teach our language.
The children learn quickly.
How old are the children?
Ages 5 to 10. It's a small school.
That sounds like a fun job.
It is. Where do you work?
I work at the band office.
What do you do there?
I answer the phone.
I work on the computer.
Have you been there long?
Yes, two years. /
No, only for a month.
Are there many people working there?
Yes, it's very busy.
Do you like your job?
Yes, I like my job. / No, I don't like my job.
Do you have good benefits?
Yes, there are good benefits.

Use pictures, photographs or maps to practice conversation. Remember to repeat many times!



Art from Yukon Native Language Centre

Draw Your Own Map

Use this area to draw a map that helps facilitate conversation about what you are learning in your language.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: Bathroom

Goal: Be able to talk comfortably about the bathroom in your language.

Tip: If you have children, or nieces or nephews, it could be a good idea to learn these terms with them in mind, so you can do their bedtime and morning routines entirely in the language.

Example conversation and phrases to learn, practice and REPEAT

Where is the bathroom?
I have to go to the bathroom.
Your hands are so dirty.
Wash your hands!
My hands are clean.
My shampoo smells like flowers.
Conditioner makes my hair feel soft.
I like to shower every day.
Do you like to shower or take a bath?
Brush your teeth!
That is too much toothpaste.
The toothpaste tastes good / bad.
The toothpaste makes my teeth white.
Here's a tissue for your nose.
We need more toilet paper. It's all gone.
Comb your hair before bed.
The medicine is in the bathroom cabinet.
Flush the toilet.
I need to clean the bathroom.
There is hair in the sink. It's plugged.
There is water on the floor.
I like a hot bath.
I like a cold shower.

Sample conversation

Can I use your bathroom?
Sure. It's down the hall.

Conversation to practice with little kids

Time for your bath!
Yay! Bath time!
Do you want bubbles?
Yes, please, bubbles are fun.
Here are your bath toys.
Give me the red boat.
Try not to splash so much.
Splashing is fun!
Here is the soap.
Remember to wash your toes.
That tickles!
I need to wash your hair now.
No, I don't like it. Don't get soap in my eyes.
Don't worry, I'll be careful.
Keep them closed.
I'm done.
Time to come out then.
I'll dry you off.
I want the blue towel.
OK, now get your pajamas on.
And now it's time for bed.

Use pictures, photographs or maps to practice conversation. Remember to repeat many times!



Art from First Peoples' Cultural Council

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

**Mentor
Apprentice Program**
Sample Lessons

TOPIC: Bedroom

Goal: Be able to talk comfortably about the bedroom in your language.

Tip: If you have children, or nieces or nephews, it could be a good idea to learn these terms with them in mind, so you can do their bedtime and morning routines entirely in the language.

Example conversation and phrases to learn, practice and REPEAT

Make the bed.

Fold the blanket.

Fluff the pillow.

Fold the clothes.

Put the clothes away.

Open / close the closet.

The dresser is open / closed.

I'm tired.

I'm sleepy.

I woke up early this morning.

I went to bed late last night.

I did not sleep well last night.

Turn on / off the lamp.

Open / close the window.

Open / close the curtain.

Use pictures, photographs or maps to practice conversation.
Remember to repeat many times!



Sample conversation

I sleep in a big / double / queen-sized / king-sized bed.

I use ____ blankets.

I only use one blanket.

I like lots of pillows.

I only use one pillow.

My mattress is firm / soft / medium, etc.

My bed is comfortable.

There is a window in my bedroom / near my bed / across from my bed.

I have a small / big closet.

Talk about your bedtime routines

I like to stay up late.

I usually go to bed early.

I watch TV / read before I go to sleep.

Talk about your morning routines

I wake up early / late.

I drink coffee in bed before I get up.

I get up before / after my kids.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: Health and Wellness

Goal: Be able to talk about your and your family's health and wellness.

Tip: Talking about health and wellness may be much different in your language than in English. Try to use actions, props or pictures to stay in your language.

Example conversation and phrases to learn, practice and REPEAT

What's hurting you?

I have a headache.

My throat is sore.

**I have a cold / fever / cough /
stomach ache / toothache.**

My chest hurts.

My neck / back is sore.

I have a bruise / cut.

It is painful.

What do you need?

I am taking some medicine.

I need medicine.

I am unhealthy / healthy.

I feel well / unwell.

My body hurts.

I need to get more exercise.

I feel great!

Sample conversation

Talk about how you are feeling:

How are you feeling today?

I'm great!

I'm not feeling well.

I feel sick.

I think I am getting a cold.

Talk about how your family is feeling:

How is your family?

_____ is not feeling well today.

My daughter / son has a stomach
ache.

My mother / father has high blood
pressure.

My wife / husband has the flu.

She / he is vomiting.

I feel good now, but last week I was sick.

Use pictures to practice words, phrases and conversation.



Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

Art from Yukon Native Language Centre

WEEK 1

HANDLING STICK-LIKE OBJECTS, PEOPLE AND ANIMALS

Conversation: In Dene Athabascan languages, learning verbs for handling different objects is very important. Depending on your language, these categories may not be exactly the same in each language. In the first week, bring some “nouns” with you (stick-like items, animals or people, such as a small child) and practice the handling verbs.

Activities: Go to the grocery store or a public place to practice the handling verbs.

Game: Practice the handling verbs with the apprentice’s eyes closed. Guess what object the mentor is referring to based on the handling verb they use.

Review: Getting the handling verbs down will take some time. Practice these terms over and over again.

WEEK 3

GIVE IT TO ME

Conversation: Continuing practicing handling verbs by adding in the term “give it to me.” You can use all the different objects you used in previous weeks to practice. Do this over and over until you get it down without help.

Activities: You could practice this activity at the store, out on the land, or around your home.

Game: Ask your mentor to hand you certain objects. You could try it blindfolded or with your eyes closed, so you have to use your other senses to ask for the object that you would like.

Review: Getting the handling verbs down will take some time. Practice these terms over and over again.

WEEK 2

HANDLING FABRIC-LIKE OBJECTS, FOOD OBJECTS, PLURAL OBJECTS

Conversation: In Dene Athabascan languages, learning verbs for handling different objects is very important. Depending on your language, these categories may not be exactly the same in each language. In the second week, bring some “nouns” with you (fabric-like objects, food objects, and plural objects) and practice the handling verbs with these objects.

Activities: Go outside or around your home to practice the handling verbs with different objects.

Game: Practice the handling verbs with the apprentice’s eyes closed. Guess what object the mentor is referring to based on the handling verb they use.

Review: Getting the handling verbs down will take some time. Practice these terms over and over again.

WEEK 4

LOCATIONS AND OBJECTS

Conversation: Talk about where an object is in the room (above, below, next to, on, over, under, etc.). These could change depending on what type of object you are talking about.

Activities: Practice talking about locations by taking an object and placing it in different areas (a table, a bed, a chair, etc.). Mentors and apprentices can take turns asking and answering the questions about the object’s location.

Game: One person can hide objects around a room while the other looks for them. They can only “get” the object if they correctly identify its location in the language.

Review: Play these games and practice speaking about locations many times. It will take lots of review to get it down good.



TOPIC: Handling Objects (Weeks 1, 2 and 3)

Goal: Be able to talk about the different handling verbs in your language.

***Tip:** This lesson is based on Tanacross. Remember that words and categories may be different in your language. (Note: Iñupiaq does not have handling object verbs, so you could instead practice demonstrative pronouns.)*

Example conversation and phrases to learn, practice and REPEAT

Single compact objects:

Here is the rock / cup / ax / shell / thimble.

Long, stick-like objects:

Here is the cane / stick / paddle / knife / rifle / plate.

Contained objects:

Here is the tea / water / berry juice / cold water / soup.

Animate objects:

Here is the fish / puppy / child / ptarmigan / porcupine / rabbit.

Fabric-like objects:

Here is the paper / handkerchief / shirt / blanket / pants / hide.

Plural objects:

Here are the necklaces / moccasins / socks / traps / shells / plates.

Food:

Here is the cranberries / bannock / cracker / sugar / salt / flour.

Sample conversation

Try it with the verb “give”:

Single compact objects:

Give me the rock / cup / ax / shell / thimble.

Long, stick-like objects:

Give me the cane / stick / paddle / knife / rifle / plate.

Contained objects:

Give me the tea / water / berry juice / cold water / soup.

Animate objects:

Give me the fish / puppy / child / ptarmigan / porcupine / rabbit.

Fabric-like objects

Give me the paper / handkerchief / shirt / blanket / pants / hide.

Plural objects:

Give me the necklaces / moccasins / socks / traps / shells / plates.

Food:

Give me the cranberries / bannock / cracker / sugar / salt / flour.

Especially for this lesson, use pictures (or even better, the real objects) to practice words, phrases and conversation. Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

TOPIC: Locations and Objects

Goal: Be able to talk about the placement of different objects in relation to another.

Tip: This lesson is great to practice many times with many different objects. It will be good to practice this back and forth between the mentor and apprentice. You can make it into a game where you have to correctly identify the position the object is in to get points.

Example conversation and phrases to learn, practice and REPEAT

Where is the dog standing?

The dog is standing behind the house.
The dog is standing on top of the house.
The dog is standing inside the house.
The dog is standing at the doorway of the house.

Where is the dog sitting?

The dog is sitting behind the house.
The dog is sitting inside the house.
The dog is sitting beside the house.

Where is the dog sleeping?

The dog is sleeping inside the house.
The dog is sleeping beside the house.
The dog is sleeping behind the house.

Especially for this lesson, use pictures (or even better, the real objects) to practice words, phrases and conversation. You can practice this with all the different handling "object categories."

Sample conversation

Try it with inanimate objects in the different categories.

Where is the paper?

The paper is inside the box.
The paper is beside the box.

Where is the knife?

The knife is inside the case.
The knife is beside the case.

Where is the blanket?

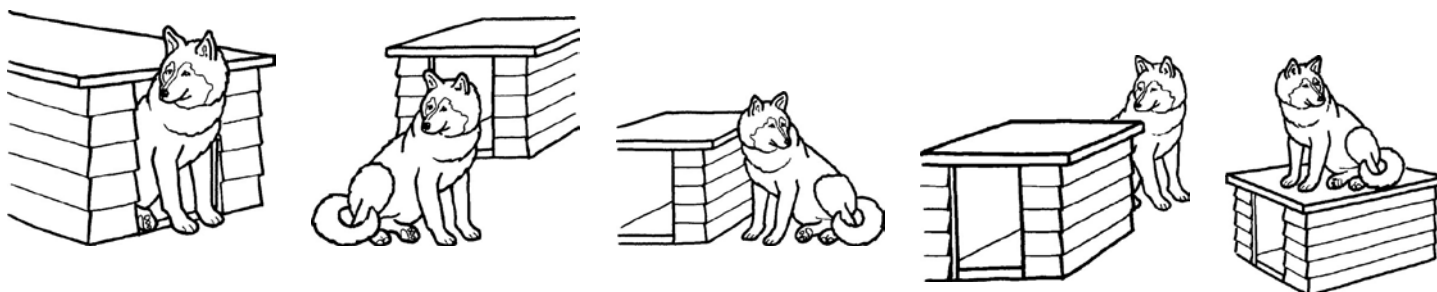
The blanket is beside the bed.
The blanket is under the bed.

Where is the cane?

The cane is right here.
The cane is over there.
The cane is by the doorway.

Where are the traps?

The traps are right here.
The traps are over there.
The traps are hanging over there.





WEEK 1

PREPARING FOR GOING HUNTING

Conversation: Talk about what you need to prepare to go hunting. What items do you need? When will you go? What are the weather conditions like?

Activities: Prepare for a hunting trip together.

Game: Play 20 Questions in your language. The answers could be limited to game animals.

Review: Review what you learned this week. Make sure to practice many times.

WEEK 3

BUTCHERING AND TANNING

Conversation: Talk about butchering and tanning hides in your language. If you don't have real catches or hides, you can bring in pictures or props to talk about it.

Activities: Butcher and/or tan hides, while discussing the process in your language. This may actually be easier to do in your language than in English.

Game: Play Moose Skin Drag or other games you can play with skins or hides, using your language.

Review: Review phrases and words for butchering and tanning several times by the end of the week.

WEEK 2

GOING HUNTING

Conversation: Talk about hunting (but remember that there are cultural differences from English in talking about these things). What seasons are there hunting? What do the weather conditions spell for hunting? How do we show respect to the animals when hunting?

Activities: If it's possible, go on a hunting trip together. Out on the land, it may be more natural to speak in your language than in English.

Game: Staying in your language, play card games, Dene games or other games you might play together when out on a hunting trip.

Review: Review what you learned this week. Make sure to practice many times.

WEEK 4

PRESERVING MEAT

Conversation: In your language, talk about ways for preserving meat (drying, freezing, fermentation, pickling, jarring, etc.).

Activities: Preserve meats together. Remember to speak all in the language. The mentor can give instructions and the apprentice can follow them.

Game: Ask your mentor what games they like to play in summer. Try out a summer game together or look for examples in the MAP Handbook.

Review: Review what you learned this week. Make sure to practice many times.

TOPIC: Butchering and Tanning a Hide

Goal: Be able to discuss the process of tanning a hide, completely in your language, and teach it to someone else.

Tip: Language around butchering and tanning may be really specific to your language. The best way to learn will be to set up the situation clearly. Remember to repeat many times.

Example conversation and phrases to learn, practice and REPEAT

What are the different parts of the caribou / moose / rabbit, etc.?

What do we use these parts for?

Cut these up.

What are the tools needed to tan a hide?

Shave the fur.

Scrape the skin.

Pull the hide tight.

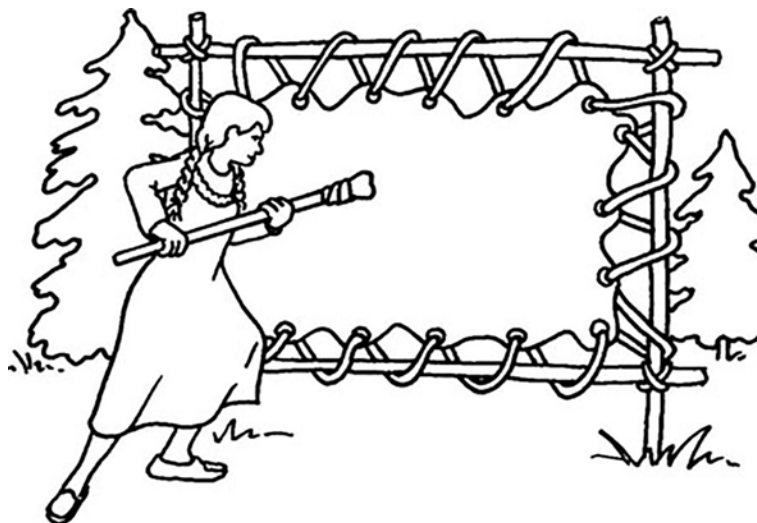
Help me pull the hide.

How long does it take to shave the fur / scrape the skin / stretch the skin, etc.?

What is the hide used for when it is ready?

What are the different parts used for?

Butcher a carcass and tan a hide to practice the words, phrases and conversation together. If you can't get a hide to tan, use pictures to practice.





WEEK 1

GETTING READY TO GO FISHING

Conversation: Talk about what you need to prepare to go fishing. Make sure you have all the equipment and supplies you might need.

Activities: In addition to getting ready at home to go fishing, you could go to the tackle store together to talk about the different equipment you might need to go fishing. You could also make a visit to fish camp together.

Game: Play some games you might play out at fish camp to pass the time. Play Go Fish!

Review: Gather all your supplies together. Have the mentor direct the apprentice to load the items, put them away, or utilize them. This is a good way to practice commands.

WEEK 3

DRYING FISH

Conversation: Talk about drying fish. Talk about the cutting process and different steps for readying dry fish, including getting the smokehouse ready.

Activities: Do all of this! Especially if you have already practiced the vocabulary in a conversation setting, doing the activity all in the language should be much easier.

Game: Play some games you might play out at fish camp to pass the time.

Review: Continue to review what you have learned about drying fish. You want to practice and repeat these words over and over again.

WEEK 2

GOING FISHING

Conversation: Talk about fishing. If you aren't able to go fishing, you could bring in props or pictures of different fish to discuss. You could talk about uses for fish, different parts of the fish, what types of fishing people do at different times of year, etc.

Activities: There are many different types of fishing-related activities you could do together in the language. Visit a fish wheel, go netting, mend fish nets, go fly fishing, etc., but do it ALL in your language.

Game: Play some games you might play out at fish camp to pass the time. Play Go Fish!

Review: Tell a story to your mentor about the fishing trip as if they didn't come with you, or tell them about a fishing trip where they weren't present.

WEEK 4

SMOKING FISH

Conversation: Talk about the fish smoking process.

Activities: Smoke some fish in the smokehouse! If you don't have access to a smokehouse, you can bring in some smoked salmon and talk about what you are eating.

Game: Play some games you might play out at fish camp to pass the time.

Review: Continue to review what you have learned about smoking fish. You want to practice and repeat these words over and over again.

TOPIC: **Going Fishing**

Goal: Be able to go fishing while staying completely in your language.

Tip: Fishing language may be really specific to your language. The best way to learn will be to set up the situation clearly. Remember to repeat many times.

Example conversation and phrases to learn, practice and REPEAT

Let's go fishing.

Try to catch some fish.

Fishing net / drift net

Fix the fish net.

Pull the line.

Tie a knot.

Drop the hook.

Ride in a boat.

Paddle the canoe.

Follow the current.

Wear a life jacket.

Anchor the boat.

Cut fish.

Cut the fish head / tail fin / gill.

Chinook / Sockeye / Coho /

Chum / Pink / other fish species

Eat the fish / fish eggs / dried fish /

dried fish eggs / smoked fish.

It's spawning season.

Sample conversation

Do you like fishing?

Yes, let's go fishing.

No, I don't really like fishing.

I get seasick on the water.

How many fish did you catch?

I caught _____ fish.

Talk about cutting and drying the fish:

Let's cut the fish.

Let's dry the fish.

Cut the salmon thinly.

Hang it up like this.

Talk about fishing in the past:

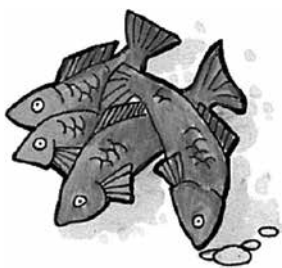
Did you go fishing when you were a child?

Yes, I did.

Tell me about it.

I used to go with my dad / uncle.

Go fishing, cut fish or dry / smoke fish while practicing the words, phrases and conversation together. If you can't do these activities, use pictures to practice.



SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION



TOPIC: **Drying and Smoking Fish**

Goal: Be able to talk about hanging and drying fish, completely using your language.

Tip: Fishing language may be really specific to your language. The best way to learn will be to set up the situation clearly. Remember to repeat many times.

Example conversation and phrases to learn, practice and REPEAT

Let's cut the fish.

Cut fish.

Cut the fish head / tail fin / gill.

Behead it.

Fillet it.

Cut it into pieces.

Try to hang the fish up.

Put them on the fish rack.

Put up the fish rack.

Tie a knot.

How long should they hang for?

Do you want to see our smokehouse?

We hang them in the smokehouse to smoke them.

Sample conversation

The fish is done drying.

Take it down.

Wipe off the ashes.

Wipe it off good and put it away.

Use a clean cloth.

It's lots of work.

How does it taste?

Try some.

I'll try some.

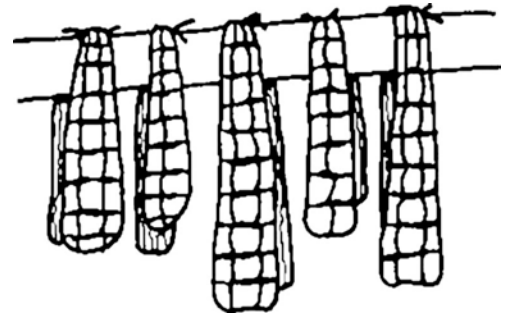
That's so good!

Save the fish skin.

We toast it over the fire.

Here is toasted fish skin.

Go fishing, cut fish or dry / smoke fish while practicing the words, phrases and conversation together. If you can't do these activities, use pictures to practice.



WEEK 1

GOING BOATING

Conversation: Talk about where, when and why you go boating. What rivers do you go down? This could also be a good opportunity to talk about place names.

Activities: Go boating with your mentor. Talk about what you see on your boat trip. Talk about the operations of the boat. (Remember to practice boat safety and wear life jackets!)

Game: Play I Spy in your language while on a boat ride.

Review: If you went boating this week, take another trip at the end of the week to practice the words and phrases you have learned about boating.

WEEK 3

PICKING GRASS

Conversation: Talk about picking grass to make grass baskets. What does that process look like?

Activities: Go out picking together! Make sure to talk only in your language, even on your way there.

Game: Invite some friends over to basket weave, if someone knows how to. You could play word games while you weave.

Review: Make sure to practice this terminology several times in several different ways so you really know the language down pat.

WEEK 2

WEATHER CONDITIONS

Conversation: Hopefully by this point you should have a good grasp on weather terminology, but you can deepen your knowledge by talking about weather conditions in the context of hunting, fishing, gathering, etc. What do you need to know about weather conditions in order to go out on the land?

Activities: Go out on the land and talk about the weather. You could do this several times in several different weather conditions.

Game: Record a weather conditions report for a local radio station, using your language.

Review: Talk about each season. What do you like about each season? What do you always do every season? What is the weather like each season? What's your favorite kind of weather?

WEEK 4

PICKING RHUBARB

Conversation: Talk together about going picking for rhubarb (or another plant in your region). When do you go picking? What are the good spots for picking? Where do you find lots of rhubarb? Who do you go picking with?

Activities: Go picking for rhubarb! Speak in your language the entire time.

Game: Play your favorite game you played in your language during your first year of your mentor-apprenticeship.

Review: Talk together about a time you went picking for rhubarb (or another plant). If this is the last lesson in your first year of mentor-apprenticeship, you might want to take some time to review any topics you have questions about or want a refresher on. Also, think about how you can share what you have learned with others.



TOPIC: Picking Grass

Goal: Be able to talk about the different handling verbs in your language.

Tip: This lesson is based on Tanacross. Remember that words and categories may be different in your language. (Note: Iñupiaq does not have handling object verbs, so you could instead practice demonstrative pronouns.)

Example conversation and phrases to learn, practice and REPEAT

Let's go picking for grass.

Where will we go?

When will we go picking?

When does the grass grow?

The grass grows tall in the summer.

What different uses do we have for grass?

It's used to make mattresses for bedding.

It's used as a mattress for dog houses.

It's used as a floor for steam baths.

It's used for insulation for homes.

It's used as chinking material.

It grows on the roof (as insulation).

Grab my basket for me.

What do we need to bring?

Are there lots of mosquitoes?

Sample conversation

Summertime is when we go
picking for grass.

Let's go to the grass field.

Bring baskets, water and a gun.

We will camp at the fish camp.

It's down from the hill.

Will your family be coming too?

Yes, they will be coming.

**We should also pick berries, too,
if we see any.**

There are lots of mosquitoes.

Bring your bug spray!



Art from Yukon Native Language Centre

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

Mentor
Apprentice Program
Sample Lessons

TOPIC:

Goal:

Tip:

Example conversation and phrases
to learn, practice and REPEAT

Sample conversation

Use pictures to practice words, phrases and conversation.

Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

DOYON
FOUNDATION



TOPIC:

Goal:

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Mentor
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SAMPLE MENTOR-APPRENTICE LANGUAGE SESSION

DOYON
FOUNDATION



TOPIC:

Goal:

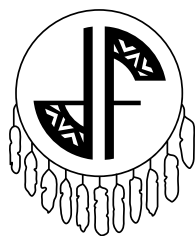
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