The following lesson uses some language immersion approaches from "*N'sel'xcin 1: A beginning course in Okanagan*" (Peterson, Wiley & Parkin, 2014) and has integrated feedback from delivery with Hesquiaht participants. The lesson can be used with any mixture of plants and/or trees. To find more plant and tree names download Inventory of Plants and Animals Culturally Significant to the Nuu-chah-nulth of Clayoquot Sound

New language for student production (students repeat after teacher):

1. maawi-fir
2. qaqmapt-alder
3. ḥumiis-mature cedar
4. čuḥsmapt-hemlock
5. tuuḥmapt-spruce
6. -ḥ question ending
7. -iš ending

New language for recognition (students demonstrate understanding with correct actions):

1. ʔaqaqḥ hiẏapuẇas-what is uderneath (on the ground)?
2. ƙupčiʔi _____-point to ___.

Language integrated from previous (Cooking) lesson:

1. haaʔa-yes
2. wik-no
3. ʔuuḥẇaɬ-use
4. ʔuḥʔiiš-and
5. čuu-ok, done

"*čuu*" *is said to indicate the end of one stream of thought or action. It indicates a transition to the next topic or action*.

Send students to pick up a piece of each type of tree in the immediate area of the lesson. Collect two pointer sticks from the immediate area to be used later. In Hesquiaht language, the word to describe the live and dead trees or wood are the same. Collecting from the immediate area will ensure that the name of the stick matches the name of the tree samples that students collect.

In this lesson we found five types of tree:
maawi-fir
qaqmapt-alder
ḥumiis-mature cedar
čuḥsmapt-hemlock

tuuḥmapt-spruce

The following lesson is spoken slowly, loudly and clearly to the entire group. All teaching is accompanied by exaggerated gestures and changes in voice where necessary to differentiate characters being acted out.

Arrange the tree pieces on a spot that is visible to everyone. In this lesson they were laid atop a round of sawn fir tree.
Pick up each individual piece, saying it's name 4-5 times.
čuu

ƙupči?aqᴧs _____ -"I will point to _____" with pointing action, using ƙupy'ak-pointer finger.

Repeat this sequence 4-5 times. When you notice students repeating after you, give them the thumbs up.
čuu

?iš ending- It is _____.
Pick up each tree piece, saying the name, followed by ?iš i.e. maawi?iš-"It is fir."
čuu

ḥ question ending- Is it _____?
Use the question body gesture (hands up and out while shrugging shoulders up).
Say "tuuḥmaptḥ" - Is it spruce?
Answer your own question. Say "haa?a tuuḥmapt?iš" - Yes it is spruce. (give the thumbs up, nod, lift eyebrows)
Repeat this model for all tree varieties.
čuu

Do a second round. This time ask if it is the wrong kind and give the wik?iiš tuuḥmapt. čuḥsmapt?iš-'It is not spruce. It is hemlock' response. (At the same time give the thumbs down, wrinkle your nose for the Hesquiaht "no").
čuu

Pick up the pointer stick and re-do the naming of trees in random order 4-5 times, this time using the pointer stick. When you notice students repeating after you, give them the thumbs up and other positive body language to signal approval.

?uuḥẇał?i qaqmapt ƙupči入 maawi - 'Use the alder (stick is understood) to point to fir.'
"?uuḥẇał" was previously taught in the kitchen lesson i.e. 'Use the knife to cut _____.'
čuu

Show the action of pointing to the tree pieces quickly with the pointer stick, saying "ƙupči?i ___" - 'point to ___' urgently, while pointing very quickly to each tree piece 2-3 times each as you name them.
čuu

Pass the two pointer sticks to students, saying urgently ƙupčiʔič ____-'Point to ____ y'all.'
The aim for the participants is to be the first to point to the correct tree piece.
Announce the winning pointer each time: hitaʔap (name)- '(name) is the winner.'
I tried to include hitaʔiƛ (name)"- '(name) is the loser', but the players became so engaged that there seemed to be no time to say who the loser was, as they were motioning to hear the next tree piece. After 5-6 turns, tell them "kaaʔaƛi qaqmapt (name) ʔuḥʔiiš (name)- 'Pass the alder(stick) to (name) and (name).' "Pass" and "and" were previously covered in the kitchen lesson i.e. "I have a knife and a glass dish."
Keep rotating until it seems like time for the group to rest.
čuu

Point to something in the immediate area that has space on the ground underneath. In this case we were near fir that had space underneath.
Hold up two tree pieces, saying their names and lifting the hand with the corresponding tree as you say each name. Place one piece under the fir that is on the ground, saying hiẏapuẇas maawiʔiš qaqmapt- 'Alder is under the fir.' Repeat this until all types have been placed under the chosen object.
čuu

Pick up and show two tree pieces, saying their names.

Use the question body gesture (hands up and out while shrugging shoulders up).
Use the "underneath" sign, diving one hand underneath the other while both elbows are up and out.
ʔaqaqḥ hiẏapuẇas maawi- 'What is under the fir?'
Address each student randomly with the question, saying the names of the tree pieces as you pick them up and changing out the type of tree piece that goes underneath each time.