

Paddle 2 (4-12)
Lesson Plan (40 minutes)

Materials Needed:

- Paddles Necklace kit
- Paddles
- Large Sumas Paddle – river, paddle made from cedar plank
- Split ring (on before presentation)
- 4 beads
- Class set of symbols/Pictograph Sheets
- 4 Directions Chart
- Cord (80 cm/32")
- Lanyard Hook

Introduction:

Introduce Yourself

- Introduce yourself (name, title, where you are from, who you are as an Indigenous Person)
- Acknowledge the territory: “We acknowledge that we reside on the traditional ancestral unceded shared territory of the Sumas and Matsqui First Nations, Sumas and Matsqui First Nations have lived in the Fraser Valley for at least 10,000 years.
- Ask who are Indigenous people? (Answer: 3 groups, First Nations Métis and Inuit People).

Presentation:

1. Introduce the Paddle and Canoe

Large Paddle Teachings

- Paddle is held in great respect so it is treated with great respect.
 - Holding onto the paddle, the blade doesn't touch the ground, often the handle is placed on the shoe.
 - When not being used the paddle will be placed on a blanket
 - Ask permission to use/touch someone else's paddle.
- Symbols on one side – First Nations, Inuit and Metis peoples of Canada
- Mamele'awt symbol (Indigenous Education Centre)
- From the teachings that were shared with me – Coast Salish Teachings...opposite side has a symbol that everyone in that canoe family would have on their paddle (school symbol)
- Salish eye – a focus point for the pullers seated behind to look at so that all the pullers can become one machine “lhetse mot” (letsa mot) – one mind
- Why is the paddle important to have if you are in the ocean or a river?
 - Can help take you to your goal/direction
 - Can save you and your “family's” life

2. Analogy to family working together, taking care of each other – people, paddles, canoes*

3. Collective of “together” not the individual person*

The Canoe and Pullers

- When racing there are positions in the canoe – front 3 or 4 people, middle people, skipper in the back.
 - Each has their own job
 - Front helps turn the canoe, middle has a job and skipper has a job
 - No position shows hierarchy to others.
- Family – when things go wrong, only listen to the skipper, never think for yourself, think of everyone in the canoe.
- Don't talk around the canoe, no talking even after the race is finished, until the canoe is put away.
- When the destination is reached the canoe is put away and taken care of first before taking care of self needs

- Canoes are treated as if they were a part of the “family” or crew.
- As a puller (person who paddles) they are taught to continue healthy choices and continue the self-discipline when not in the canoe (spiritual, emotional, physical, and mental)

Teachings of the Cedar Tree:

- The cedar tree is “the tree of life” form many Coast Salish and First Nations people on the west coast.
- The canoes typically come from one tree, therefore is treated as if a member of the family.
- Paddles cedar as well.

Design the Paddle:

- One side of the paddle has to have a “Coast Salish Eye” design.
- The second side of the paddle is a personal design by each student – suggest using the Coast Salish Design to create their personal symbol, remind them of the traditional teachings of the paddle.

Assemble Paddle Necklace:

- Hand out the key rings, lanyard clips and cord to those who need.
- Create the necklace or key chain rings.
- Can add beads to the cord if creating a necklace.

Closure:

- Thank the class and the teacher for having you.

Coast Salish Eye Designs

