

Nuchatlaht Language Revitalization Plan

February 19, 2017

Language Revitalization Plan

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Section 1: The Language

Nuchatlaht tribe is a small nation with member's homes spread to different living locations, and not more than 50 [fluctuating number] members living together on the Nuchatlaht reserve. The Nuchatlaht dialect is one of 13 Nuchahnulth/Maanulth dialects, and its condition is **moribund**, of a declining status.

People have always had desire to carry language on, however not a lot of ideas came to fruition concerning how to keep the language alive. There simply was not a lot knowledge and resources for knowing how to keep the Nuchatlaht dialect alive. Then in today's busy world with so many demands attached to knowing and using the English language in Canada, the Nuchatlaht dialect sat on the back burner for too long. Today, new technology and resources make it possible to keeping the language in good health.

Section 2: Current Status of the Language

Current Status of Language

The language is moribund, though not 100% moribund. The existing resources and interest might be enough to turn around the declining status of the language, especially now that there are resources that can coordinate individuals' ideas and desires. There are several existing language knowledge statuses in the tribe.

First, late Tye Hawiah Wy-iikaash, Alban Michael, was the last registered member who knew the Nuchatlaht dialect fluently. Mr. Michael passed away approximately 12 months ago.

Second, there are desires to become second language learners, and this can be seen in the ideas that came out at meetings. There are ideas for language classes, more teachers, a call for bringing forward non-members who know the Nuchatlaht dialect. For another, it sounds like there can be at least entry-level **silent speakers**, for there has been talk about hearing the language as a child and feeling as if it is still in the back of one's minds.

There is an interest in becoming second language learners among members. There are members who have been taught what they consider the basics: numbers, animal names, greetings; it has been declared at meetings that even with limited knowledge language knowledge is passed on to the next generation. However, there is not satisfaction with the amount of language that can be passed on. Thus, the desire for resources to increase knowledge steps into the picture.

There are several silent speakers, people who heard the language as a child and they currently feel that they have language but that it needs to be "**awakened**" in order to be of useful-order. There has been a bit of talk about feeling the language coming forward for their memory when presented with resources. This status was not widely known before, and it is exciting to know that some members may have more Nuchatlaht dialect language than second language learners, who need to learn it from the first building blocks, such as **phonemes**.

Though there are not many fluent speakers left, and though the last fluent speakers may not be that highly accessible due to their current work status in language revitalization, there are a few start-up resources available, via recordings and books, to learners to begin meeting those desires to learn and acquire the language. Then excitement has been expressed at meetings for the tribe's actions of starting language work with this draft plan project.

From personal experience I, Julie John, know that acquiring native language is a grand goal, however, spending years alone with language is not grand. Recordings and books are certainly great resources, but seem to only serve a preschool level language acquisition/learning need. There seems to be a great need for a resource that will bring people beyond preschool level language to independent growing fluency levels, much like the language status of a free and **creative** five-year-old speaker who grew up with a native language.

Survey 1 Summary:

Language Assessment Survey, survey 1, was the first survey done with the Nuchatlaht members. This survey was done to take a clear snapshot of one facet of how the Nuchatlaht dialect life currently seems to its members.

19 people participated in Survey. Most were female. Most were between the ages 25-44 years of age. The picture painted by members' responses is very much a moribund picture. Very little of the language is known, understood or used in the different facets of the community life.

SURVEY 2 Summary:

Language Attitude Survey, survey 2, was the second survey done with the Nuchatlaht members. This survey is another facet of how the Nuchatlaht dialect life looks currently to its members, of course not in current practice but in ideals for what the community desires for the Nucahtlaht dialect language life.

4 people participated in this survey. Most participants were between 25-44. Most participants were female. The picture painted by the survey responses was very much a clear call for bringing native language back to all areas of Nuchatlaht community life.

List of Resources:

Latest Update:	Item Label	Location(s)	Held by:	Protocols for Access or Use:
January 1, 2017	Nuuchahnulth (Nootka) Morphosyntax by Toshihide Nakayama -	Sold by various locations.	Sold via various locations.	Can be purchased.
January 1, 2017	4.64 GB + 803.5MB of Edited Recordings of Alban Michael	1. First Voices Ehattesaht/Nuchatlaht website. 2. Nuchatlaht Tribe	1. www.firstvoices.com 2. Chief Walter Michael; Office	1. Sign up for free. 2. Contact the Band manager & Chief and Council
January 1, 2017	7.28 MB of Original Unedited Recordings of Alban Michael, recordings that were captured for First Voices Project.	Nuchatlaht Tribe	Walter Michael; Office	Contact Band manager and Chief and Council
January 1, 2017	26 MB of Recordings done via Adam Werle and Alban Michael	Nuchatlaht Tribe	Nuchatlaht Tribe	Contact Band Manager and Chief and Council
January 1, 2017	Full set of Nuchatlaht Handbook Project Recordings done by Adam Werle and Alban Michael	Adam Werle	Adam Werle	Most likely: contact Adam Werle via the Nuchatlaht Band Manger
January 1, 2017	Nuchatlaht handbook that came out of the project Adam Werle completed with Alban Michael and the Nuchatlaht Tribe.	1. Nuchatlaht Band Office 2. kwistup.net	Nuchatlaht Band Office	1. Contact Nuchatlaht Band manager
January 1, 2017	148 MB of a copy of the recordings that Victoria Wells acquired working with	1. Nuchatlaht Band Office 2. Ehattesaht Native Language Worker	1. Nuchatlaht leadership 2. Victoria Wells	1. Contact Nuchatlaht leadership 2. Contact Victoria Wells

Latest Update:	Item Label	Location(s)	Held by:	Protocols for Access or Use:
	Alban Michael and a small group of ladies.			
January 1, 2017	Taaqtaqsapa Dictionary	1. Several copies held via Nuchatlaht office 2. Port Alberni	1. Nuchatlaht office 2. Quuquusa Society	1. Contact Office manager 2. Contact Quuquusa society
January 1, 2017	Opportunity to attend Sporadic Periodic Ehattesht Language Gatherings with Linguist Adam Werle and fluent speaker Fidelia Haiyupis, and Victoria Wells.	Opportunity has presented itself via different packages: Ehattesht Language gatherings in Zeballos	Ehattesht Tribe	Contact Ehattesht Native Language Worker.
January 1, 2017	363 MB of Nuchatlaht dialect recordings from 1991 that were made to accompany the Taaqtaqsapa.	Not isolated, but certainly through: Nuchatlaht Office	Not isolated, but certainly through: Nuchatlaht office	Contact Nuchatlaht band manager
January 1, 2017	Nuchatlaht silent speakers	Across Vancouver Island	Different Nuchatlaht members	1. For their privacy, please ask around to see who it might be. 2. Contact individuals. 3. Ask individuals if they mind being contacted concerning their language status.
January 1, 2017	Bachelors Linguist & continuing second language learner: Julie John	-----	-----	Contact Julie John via facebook or email: jjsmith.employee@yahoo.ca
January 1, 2017	404 MB of recording of Nuchatlaht Native Names	1. Nuchatlaht Band Office 2. Original documenter: Ron Hamilton	1. Nuchatlaht Band Office 2. Ron Hamilton	Talk to leaders of either holder.

Section 3: Language Revitalization Plan

Vision Statement

Although knowing our Nuchatlaht dialect has been difficult with so many components working against members understanding of the language, we want to revitalize it. We want a growing amount of language resources ranging from books, to teachers, to buildings. We want to see our ancestor's cultural gifts that come via cultural practices and knowledge, which can be found buried deep in the language, carried on for generations. We want to work towards such goals as individuals, and also by member's gatherings. For as it is, knowing our own language will be a big part of our healing journeys.

Goal 1: Our Kids

Our children are important to us, and we want to see them learn native language along with us. It is a believe they learn faster, so we should not neglect resources for them like language classes and getting involved in any and all language gatherings.

We will aim to see 2 new children start acquiring/learning language younger than 5 years of age in the next 3 years. We also will encourage and inform at least 1 speaker, in next 12 months, of Julie John's desire for her baby to be bilingual, thus encouraging them to visit her to share language if they can.

Goal 2: Increase Speakers:

When it comes to the community, we know we need to increase the amount of speakers, so we want to aim to several research-proven, by Ehattesaht, and trusted components: Having 1 interest based activity for learners in next 24 months; investing in one more person, after investing in the Linguistic Education of Julie John, who is passionate and committed in next 16 months; Investing language with movement in 1 activity in next 12 months.

Goal 3: Creating Language Resources: Direct and Indirect

There are language resources that we seek, and the resources are not only direct language acquisition opportunities. The resources also include material objects that will increase the life opportunity of our language and our culture.

Some of the direct language resources that we want to start the process of creating in the next year: 1 new native language "teacher", 1 new community language class, 1 new language activity night.

Some of the indirect language resources: 1 long house in next 7 years, 1 old age facility in next several years, and research on building interest in the native language in next year.

Goal 4: Combining Language with Cultural Ways

It is not believed that culture and language are separate things, rather it's believed that language holds keys to knowing more fully the cultural knowledge that we seek, the cultural practices that we long to know more intimately and that we deeply hope to see carried on for generations. That is a big reason why we seek cultural practices stay connected with language acquisition, practices such as: 1 potlatch a year, and learning 7 pieces of traditional knowledge & protocols in the next 4 years.

Goal 5: Increasing components in Native Language Classes and School Grounds

Some components we hope to partner with the school to start with are: starting new and aggressive language strategies with one class of young students; increasing use of target language among all school personal to 3 words a day outside of class in next 12 to 24 months; inserting 3 native written signs in next 12 months.

Goal 6: Including the Community More in School Native Language Activities

For including the community more in school-orientated language goals we will attempt to partner with the school to strive for components believed to work, like: "regular and consistent" language work with one new language school-community partnership in next 2 years; continue using a cultural context to go with language; working on protocol for inviting 1 new community member to pass on their cultural knowledge at the school in next 2 years; bringing in a resident elder to the school in next 2 years.

Goal Time Table

Activity	Continuous Basis	2017	2018	2019
Goal 1: See our kids learn it first		Commence		
Goal 1: Get young interested		Commence		
Goal 1: Julie John's baby practice bilingualism	Commence and Continue			
Goal 1: Have Home environment classes for kids		Commence		
Goal 2: Having an interest based support for learner.			January Commencement	
Goal 2: Investing in those that are passionate and committed	Continue			
Goal 2: Investing language with movement			February Commencement	
Goal 3: Long House			Commence	
Goal 3: Internet Resources		June Commencement		
Goal 3: Old Age Facility		Commence		
Goal 3: More Teachers		Commence		
Goal 4: Potlatches			Commence	
Goal 4: Learn Traditional Knowledge and Protocols				Commence
Goal 4: Acquire Gírlnan Michael's songs and dances		Commence		
Goal 4: Research the existence of Nuchatlaht songs and dances		Commence		
Goal 4: Strengthen our culture's singing and dancing		Commence		
Goal 5: Starting with Young Students		September Commencement		
Goal 5: Using Increasing amounts of target language		September Commencement		
Goal 5: Including some writing in classes			September Commencement	
Goal 5: Immersion Classes			September Commencement	
Goal 5: Include Interest Based Learning in Curriculum			September Commencement	
Goal 5: Creating Books		September Commencement		
Goal 5: Inserting native written signs at school		May Commencement		
Goal 6: Regular and Consistent Language Work			September Commencement	
Goal 6: Using Cultural Context to go with Language			September Commencement	
Goal 6: Inviting Cultural knowledgeable people into the school.			January Commencement	
Goal 6: Bringing Resident Elder into School			January Commencement	

Strategies:

Detailed Action Plan										
Goal 1: Our Kids									Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to have as activities that we commence first. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with.	
Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
See Our kids learn it first.	Prioritize kids over other learning groups, thus create resources for them first. Resources such as: Nuchatlaht First Voices site; creating more access to language via teachers and/ or books for school activities and home activities.	Starting younger and working longer to create, at the very least, second language learners.	School, parents, communities, children	2017	Nuchatlaht language specialist, and parents.	Time for research into meaningful resources for language learning and teaching for the school and for families to use at home. Then accessing resources how to bring those resources to the school and families. For the several different activities, we will most likely need a gathering location. Another component we will need is access to books or material to create story books for the community (someone to come up with story, one to translate the story, another to transcribe the story, another to see the publishing of story).	TBD	TBD	Every 12 months.	A growing base of younger second language learners.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
See Our kids learn it first. (Continued)						Timing Method: use 2 calendar years Evaluation Method: Surveys aiming at how effective methods are. Surveys for parents, children, and school, communities				
Get young (children and teens) interested	Research 2-3 new ways to get young interested	Finding meaningful ways to get young involved in native language	Leaders of children activities, Researcher, children.	2017	Nuchatlaht Language Specialist	Research and employee participation in interviews with parents and teaches and youth workers. Time Method: activity could continue over 12 months. Evaluation Method: A community satisfactory list of how to get young interested, and a community vote on which ways are acceptable.	TBD	TBD	After 12 months.	Several ways to put into practice and test to see whether ideas are effective.
See my (Julie John) baby practice bilingualism from birth.	Bring together new born (come February 2017) and 1 fluent and 1 non-fluent learners and speakers to engage in live free native speech and/or songs in year of 2017. Expose child to native music, and to parents verballing practicing their native language.	Bilingual individual, growth in knowledge for second language learning parents.	Parents of child, child, fluent speakers/ language learners.	2016	Julie John	Fluent Speakers; opportunities for native language interactions; resources to attend language opportunities. Timing Method: ongoing for years. Evaluation Method: level of fluency gained by child and parents. Parent's resources: elder-learner interaction, recordings of bite size meaningful words/phrases/sentences	TBD	Parents pocket is one funding resource.	February 2018	Bilingual child with second language learning parents.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
See my (Julie John) baby practice bilingualism from birth. (continued)						to use on a daily basis; time with child to use that language; bite size pieces of knowledge for increasing fluency and not only increasing word count.				
Have home environment classes for kids	Several stages: aid 1-2 parents and adults in learning more language in 2017 and ways to engage children with new knowledge. Then have parents and all family members bring that knowledge home to engage kids more in practical home native language.	Creating natural opportunity for people to use and practice their heritage language.	1-2 Willing families	December 2017	Parents, Nuchatlaht Language Specialist	Teacher for adult orientation classes, classroom, gathering willing parents, parents' stories and report of language activities in their home, Timing Method: 12 months. Evaluation Method: Survey by classroom teacher, parents, and family participants.	TBD	TBD	September 2018	Increased contexts to use and practice language; increased meaningful interactions for native language.

Detailed Action Plan	
Goal 2: Increase Speakers	Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to commence activities. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with. I believe I then matched what was voted on to what said in Goal 1 category.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Having an interest based support for learner.	Hosting 1 activity that members are interested in and aligning language lessons to go along with activity in next 2 years.	Increasing fluency levels in natural environments	Willing Tribal member learners, resource activity teachers, language specialist	January 2018	Language Specialist.	Place to host the event, cultural activity resource person, language source for activity, money to cover costs of cultural activity resource person. Time Method: 1 years. Evaluation Method: Surveys done before and after the event.	TBD	TBD	Assessment can be done at the end of every activity.	Increasing fluency levels in natural environments
Investing in those that are passionate and committed.	When hosting language activities, being sure to invite those that have a long standing	Ensuring that language work is being absorbed meaningfully and	Language hosts, language learners, guest language	Continued basis	Language Specialists	Language opportunity activities Timing method: over a period of a	TBD	TBD	Assessments can be done at the end of every year.	A guaranteed group that has invested and grown in language

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Investing in those that are passionate and committed. (Continued)	interest in learning and passing on language.	successfully.	teachers.			year. Evaluation Method: surveys by all parties.				
Investing language with movement instead of just sitting still.	Hosting 1 cultural event or just a normal daily activity that involves physical and active participation rather than books and pens and desk activities.	Using language for life activities, and not just as a study tool.	Language teachers, and students	February 2018	Tribal language Specialists	All depends on the activity. Generally: gathering place. Time Method: temporary activities, and can be done over a period of 12 months. Evaluation Method: surveys done by all parties.	TBD	TBD	Assessments can be done after each activity and every 12 months.	Bringing language to meet daily life activities.

Detailed Action Plan

Goal 3 - Creating Language Resources: Direct and Indirect

Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to commence activities. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with. I believe I then matched what was voted on to what said in Goal 1 category.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Long House	Build one in our community in next 10 years.	Having more Nuchalthat tribe potlatches, and since we hear native language at these activities we will expose members to more cultural context native language.	Chief and Council, Band Manager	2018	Chief and Council, Band Manager	Funding sources for project; contract builders; cleared location in Oclucje. Timing method: 3 -7 year project; Evaluation methods: Seeing the project successfully completed; having periodic-continuous potlatches; seeing the pride of more potlatches. Evaluation sheet done by leaders and members.	TBD	TBD	After first building is completed, then again after the first 2 potlatches.	A Cultural Language Resource for the Nuchatlaht people.
Internet resources	Creating more of a Nuchatlaht	Our members live mostly in	Anticipated Nuchatlaht	Anticipated to start summer	Nuchatlaht Tribe Office,	Approved Funding from	TBD	TBD	First one: several months	A resource for all member, no

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Internet resources (continued)	language presence on First Voices, YouTube, etc.	scattered areas, so having an internet resource would 1. give year round native language access 2a. would take out some impediments like travel to get to language activities and 2b. collaboration of unbending schedules. 3. Such a resource can be a starting point for language access. 4. It can also be a recreational activity for people to engage in the language on an individual bases. 5. It would also allow people to work on language at their own pace.	Tribe First Voices Team, Nuchatlaht Tribe Office.	of 2017	and Language Specialist	FPC for Nuchatlaht First Voices project. First Voices Nuchatlaht members team. Computers, recording equipment, assistance from Ehattesaht Tribe, Access to fluent elders and to community members with revitalization experience, internet, First Voices website training; Internet language training; Time Method: First Voices Project might take several months Evaluation methods: seeing the project successfully completed, more members learning about language, more members knowing of			after start of First Voices Project	matter their location.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Internet resources (continued)						resource and using it, pride of members in the resource. Evaluation Sheet done by leaders and members.				
Old Age facility	First, we would find a tribe or 2 to partner with us in our business plan. Then build a facility that could host approximately 5 elders. We would bring our elders home. We would attend to the cultural sensitivity needs of elders, while also allowing for elders to pass on cultural and language knowledge to next generations after institution is set up.	More interaction between younger generations and fluent speakers, while also attending to emotional, cultural and physical needs of elders.	Nuchatlaht office, Aging population, interested employees	2017	Band manager	Money for the facility and the staff that will work in it. Money for crew that will build the facility. Collaboration between facility staff and community groups for facilitating group interactions and their activities. Time method: maybe 3 years. Evaluation Method: Evaluations by each party after each activity gathering.	TBD	TBD	Assessments can be done every 3 months after group gatherings commence.	Growing bodies of language and culture knowledge among lots more young people. Elders who get to know they are valuable via the fact that their communities need them still. More content elders, due to having more visitors and having cultural sensitivity woven into their care.
More teachers	Language naturally requires that there be someone to pass the language on. There are few fluent speakers left. So a big goal	With more language teachers, as a resource we could match them up with their areas of desires (like	High passionate and motivate second language learning adults.	2017	Nuchatlaht Language Specialist	Support from Nuuchahnulth Tribal Council and Quuquaca Society and from Nuchatlaht Chief and Council and Band Office; a call	TBD	TBD	June of 2018	Increased base of people to continue investing in the life of Nuchatlaht language

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
More teachers (continued)	is to increase fluency among numbers so that when the few current elders who are fluent pass on that the language will not be dead. So to create Nuchatalht native language teachers, we need people to start gaining fluency in the dialect and also be willing to teach.	school teachers; various community language teachers; Mater-Apprentice programs) to continue creating more fluent speakers and teachers.				<p>for more teachers; people with high school graduation certificates and possibility a University certificate in Language Revitalization.</p> <p>Time Methods: UVIC has Language Revitalization classes that people can start attending in 2018.</p> <p>Evaluation Methods: surveys done by members with children, surveys done by teachers to be, surveys done by other potential tribes who have travelled the path of creating language teachers.</p>				

Detailed Action Plan										
Goal 4 – Combining Language with Cultural Ways								Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to commence activities. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with.		
Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Potlatches	Members would acquire knowledge of custom protocols and cultural event protocols via practice of putting on potlatches. We would host a variety of themed potlatches.	The Goal of having more potlatches is to keep cultural ways alive via practicing them and learning proper protocols and seeking deeper knowledge of these important events via the tribal language that is associated with hosting such events.	Chief and Council, Band Office, Individual families.	2018	Head of each individual family that choose to host each potlatch	Accessing knowledgeable Nuuchahnulth members to learn protocols associated with potlatches; a building for hosting; food for the attendees; travel; accommodation for attendees and hosts and knowledgeable Nuuchahnulth members; Timing Method: ongoing continuous learning process with the various potlatches; Evaluation Methods: Surveys for how meaningful and the amount of native language exposure.	TBD	TBD	Assessments can be done with the completion of every event and maybe a second assessment several months later for same event.	Growing knowledge among more members; more cultural-context exposure to native language. This cultural knowledge will also be obtained through the meaning and world view of Nuchatlaht dialect.
Learn 7 pieces of Traditional Knowledge and Protocols in next 4 years	There are many cultural activities, thus there has to be much traditional knowledge and protocols to	For next generations to have cultural knowledge to pass on to the next	All ages; knowledgeable Nuuchahnulth members.	Now preferably, but as an institutionally: maybe not till 2019	2019	Research to find people with cultural knowledge. Creation of an event that will gather members to come and learn from resource people.	TBD	TBD	We would want to assess every 6 months.	Growing numbers of member growing in their cultural knowledge. This cultural

Learn 7 pieces of Traditional Knowledge and Protocols in next 4 years (Continued)	learn.	generation. Without such a loop, cultural knowledge is lost. Seeking deeper knowledge of these important events via the tribal language that is associated with hosting such events.				Meeting place: Nuchatlaht governance building. Accommodations and travel for members and resource people. Food to feed people while present for event. We would want this to be a consistent event over a period of at least 2 years, maybe a weekend at a time on a monthly basis. Evaluation Method: We would want to have knowledge assessments done by attendees to gauge whether current method is working.				knowledge will also be obtained through the meaning and world view of Nuchatlaht dialect.
Acquire Gírlnan's songs and dances	Bringing in 1-5 knowledgeable people to teach 3-5 Nuchatlaht members 1-3 songs and dances in 2017.	Having pieces of their culture to know, practice and pass on to next generations Seeking deeper knowledge of these important events via the tribal language that is associated	Resource people who have the knowledge to pass on, and learners of all ages.	2017	Chief and Council	We would need to find resource people who have the knowledge. We will need to find the willing learners. We could host out of Nuchatlaht governance building. We would need accommodation and travel for all that attend. We would need this on a continuance basis, for the knowledge is not pass on in a one-time activity. We	TBD	TBD	We could have an assessment done every 3 months. Then a final assessment after 12 months.	We would have more identity content members. We would also have more cultural knowledge to pass on to coming generations. This cultural knowledge will also be obtained through the

Acquire Gírlnan's songs and dances (continued)		with hosting such events.				would need 2 day events maybe on a monthly basis for approximately 12 months straight. Evaluation method: Having learners demonstrate more performance readiness, and resource people happy with their students competence.				meaning and world view of Nuchatlaht dialect.
Research the existence of Nuchatlaht songs.	Having 1-4 people finding out as much information about tribal songs that used to exist, and what their path of existence used to be, and learning whether they reside with knowledgeable people who would be willing to teach it to 1-2 current Nuchatlaht members. For details of path of existence, we would also need to know which family possesses which songs.	The tribe would possess more songs to learn and teach to young generations. This would bring cultural pride. We will also strive to understand the deeper native language meaning associate with 1 song in 12 months.	Resource People and learners of all ages.	2017	Nuchatlaht Language Specialist	Computers, internet, phones, phone numbers, time to visit members to see what they might know or who they might know that might possess such knowledge. Travel to visit other communities where knowledgeable resourceful people might reside. Honorarium/gift for resource people. Time Method: We would want to give this group about 4 months to do research. Evaluation method: Evaluation would be done via the amount of knowledge found, and the amount of potential history found or songs tracked down.	TBD	TBD	January 3, 2018	Growing a bigger base of Nuchatlaht songs and dances, and cultural knowledge through the meaning and world view of Nuchatlaht dialect.
Strengthen our culture: singing and dancing	Having 1-2/per 2 months singing and dancing practices in	With more singers and dancers, more	Willing teachers, willing learners of all ages.	2017	Nuchatlaht Language Specialist	Teachers, willing learners, could be hosted at Nuchatlaht governance building,	TBD	TBD	Assessments could be done every 6 months.	More participants involved in community

<p>Strengthen our culture: singing and dancing (Continued)</p>	<p>Nuchatlaht community in next 12 months.</p>	<p>ceremonial activities with our own tribal participants could be hosted. We will also strive to understand and learn the deeper native language meaning associate with 1 song.</p>				<p>travel and accommodation for teachers and out of town members.</p> <p>We might want a 2-day event maybe every 2 months for approximately 2 years.</p> <p>Evaluation Method would come via teacher's choice, and students' progress, and knowledge contentment of all parties.</p>				<p>activity, community cohesion, more cultural pride, more cultural knowledge to pass on to coming generations. This cultural knowledge will also be obtained through the meaning and world view of Nuchatlaht dialect.</p>
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Detailed Action Plan	
<p>Goal 5: Increasing components in native language classes and the school in general.</p>	<p>Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to commence activities. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with.</p>

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Starting with young students	Start with one class of students right from when they enter school, and continue effective language classes with them as they move on in grades. We could start striving for such a process in December 2017, but when it is an actual running reality is another question.	Then hopefully the interest that blossoms in young will hopefully continue on with them in the process as they get older. Not only the interest is hoped to continue, but the level of fluency too.	Fluency language investors that provide resources, teachers, students	December 2017	Nuchatlaht Language Specialist, School language instructor	<p>Research into effective and fun learning methods for children; teachers willing to invest into learning the methods and using them in native language classes, Time slots for language classes for the young and the old alike;</p> <p>Timing method: maybe 2 years.</p> <p>Evaluation Method: continued interest for aging students, increased language knowledge and use; maybe evaluations done by parents, teachers and students as to the use and effectiveness</p>	TBD	TBD	An assessment can be done at the end of every school year.	Students of an aging population who continue their interest and use of native language.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Starting with young students (Continued)						of current teaching language methods.				
Increasing amounts of target language amount all personnel outside of class.	Target language can be seen via signs around the school. It should be heard by school staff via 3 daily phrases and/or words and used between students and between students and staff in class and in-between classes in next 12 to 24 months.	Increased value in native language; increased opportunity to use what one knows and is learning of the native language, having a bit of an alternation to language learning so that it can be more of an acquired content rather than only a stymied learned object that is to be forgotten.	School Staff and Students and maybe a fluent speaker to share a new word or phrase on a daily basis or a weekly basis.	December 2017	Nuchatlaht Language Specialist, and school Principal.	Fluent speaker to share new words and phrases, willing staff to learn and use native phrases in the school. Time Method: Maybe 12 months. Evaluation Method: Surveys for students and staff for their comfort level in use of target language and their perspective on how effective it is to pick up new words and phrases when used not only in class but in-between classes.	TBD	TBD	Assessments can be done every six months.	Having a language that is practiced rather than just as an object that can be stored in lost memory.
Including the component of writing in native language classes	Using 1-2 new created material on how to build native words, and how to build native sentences, and cultural contexts that certain sentences are appropriate in.	Exposure for students to see the difference between a polysynthetic language and a non-polysynthetic language. Creation of a base	Resource people who create material on how to build Nuuchahnulth words and sentences, teachers, students.	September 2018	Resource curriculum people; School principal; language instructor	A source of money to employ a resource person to create material on how to build Nuuchahnulth words and sentences, etc., the willingness of the school to implement materials into native language classes	TBD	TBD	Assessments can be done at the completion of every semester.	Further growth towards fluency. So far, a lot of people learn individual words. But if sentence and word building can be learned, and

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Including the component of writing in native language classes (Continued)		knowledge for how words and sentences work in heritage language.				Time method: maybe 2-3 years Evaluation Method: surveys for students and teachers and parents for how well and effective they believe the new material is on their children's native language abilities.				the difference between polysynthetic and non-polysynthetic then that is growth for language development acquisition. Learning word and sentence building via writing would be a great baby step for second language learners.
Immersion classes	Having 1 class per month where students are immersed in native language.	Increased fluency abilities	Native language resource people, teachers, students	September 2019	Resource curriculum people; School principal; language instructor	Immersion curriculum, fluent speakers, possibly fluent teachers Timing Method: over a period of one school year to start. Evaluation Method: Evaluation sheet for teachers and students and parents.	TBD	TBD	After one school year is complete with implemented immersion classes.	Increase fluency abilities among students.
Including in the curriculum some interest based learning	Doing an evaluation with students for some interest based activities. Then implementing 1 of those activities per year, periodically,	Increase interest in language, and building a foundation for the long haul to fluency.	Fluent speakers, teachers, students, Ehattesah and Nuchatlaht Language Specialists.	September 2018	Language Instructor, Language Specialists.	Resource person to create a piece of acceptable interest based curriculum to present and be accepted by school board.	TBD	TBD	After each school year.	Bringing language to life, and giving students an acquisition-base to build their language on.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget& other available funds	Assessment Date	Actual Outcomes
Including in the curriculum some interest based learning (Continued)	into some language classes.					Timing method: 2 years [Not sure how long the curriculum process takes]; Evaluation: surveys, teachers willingness to conduct surveys and attempt to implement interest based activities.				
Creating books	Teachers and students, of one grade class, together participate in 1 class activity per 3 months, of creating home-made books to use and let others in the school use.	1. Creating own resources 2. Practice native writing 3. Practice Language Creativity	Fluent speakers, teachers, students	September 2017	School Principal in partnership with language instructors and tribal language specialists.	Computers, ink, printer, resourceful fluent speaker that also knows how to write native, willing teachers, a class that can be implemented maybe once a month for students to create more books. Timing Method: maybe 12 months. Evaluation method: are books being used in and outside of school, and if so how much and to what end. Surveys for students, parents, and teachers.	TBD	TBD	After 12 months	Having students practice their baby-language-status creativity so they can grow stronger in using language in just as a creative manner as all other native speakers. There is a practice of writing skills as well. More resources are built.
Inserting native written signs.	Asking the student body and the school staff what signs they might like to see around the school. Having a few tribes invest	Increase the sight of native language around the school; increase pride; increase	School staff, students, and Ehattesaht and Nuchatlaht offices.	May 2017	School Principal and tribal language specialists.	Surveys for what kinds of signs are desired by students and staff; willing tribes to invest in signs; a staff member to take the initiative	Approximately \$600-\$1000	TBD	December 2017, possibly.	Increase the sight of language around the school; increase pride; increase

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Inserting native written signs (continued)	in getting signs for the school made up.	opportunity to read heritage language and use it on a daily basis.				to order the signs for the school, a "launching party" for hanging the signs at school Timing Method: 3 months. Evaluation Method: surveys done by students, parents and staff.				opportunity to read heritage language and use it on a daily basis.

Detailed Action Plan	
Goal 6: Including the community members more in School Native Language activities	Note: That I decided to use the goals that were voted on the most in the Priority Goal Evaluation, to commence activities. I do not think that we can work on everything all at once, and the Priority Goal Evaluation allowed it to be seen what we would want to work on first and to start with.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget& other available funds	Assessment Date	Actual Outcomes
Trying for “regular and consistent” language work.	As opposed to having one language activity a year, if a language activity is implemented than creating a schedule for it to be done consistently several times throughout the school year.	Increasing interest outcomes in native language, and increasing language learning levels.	Surrounding community members, school staff, and students	September 2018	Ehattesaht and Nuchatlaht Language Specialists, and school principle.	Language knowledgeable community individuals; opportunity for them to attend language classes and teach at language classes. Time Method: maybe over a period of one school year. Evaluation Method: knowledge level of students, evaluation surveys done by all parties.	TBD	TBD	At the end of one school year.	Increased fluency abilities in students.
Using a cultural context to go with language	To implement 1 more cultural activity that goes with language lessons in next 2 years.	Increasing movement with language; increased cultural knowledge as well as language	Cultural resource person of a cultural activity, teachers, students	September 2018	Tribal Language Specialists, school principal.	Variety of Cultural resource people that know of different cultural activities and a Language resource person that can parallel the language with the activity,	TBD	TBD	Assessments can be done at the end of each school year, and at the end of each cultural activity.	Increased Pride and cultural strengthening. We hopefully will also start to see connections

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Using a cultural context to go with language (Continued)		knowledge.				<p>willing staff</p> <p>Time Method: maybe over a school year.</p> <p>Evaluation Method: surveys by all parties.</p>				made between native language and world views that used to match 100% with the language, thus come to an understanding the language more deeply.
Inviting cultural knowledgeable people into the school.	Implementing 30 more minutes per 3 weeks of class time for knowledgeable cultural individuals to pass on some knowledge to students.	Having students increase their knowledge via the knowledge of their own community members. Making a solid connection in students' perceptions to how much community members know and care about cultural knowledge and the continued existence of that knowledge.	Community members; staff, students	January 2018	Tribal Language Specialists and school principal.	<p>Culturally knowledgeable resource people, time slots in school classes, willing staff, individual activity resources.</p> <p>Time Method: maybe try over a school year.</p> <p>Evaluation Method: surveys for all participating parties.</p>	TBD	TBD	End of school year	Allowing native language and culture to be a goal and desire rather than only a learned object.
Bringing in a resident elder to school.	Maybe biweekly bringing into the school a resident elder that can be	Creating a more culturally sensitive	Students, staff, residents elder.	January 2018	Tribal language specialists, and school	A comfy room for about 3 people to sit and converse, a time slot for a resident	TBD	TBD	End of school year	A more cultural sensitive environment.

Activity Goals and Scope					Resources				Outcomes evaluation and assessment	
Action Step or Activity	Activity Details	Goal or Anticipated Outcomes	Group Involved	Start Date	Leaders	Resources Required (including time and evaluation methods)	Estimated Cost	Budget & other available funds	Assessment Date	Actual Outcomes
Bringing in a resident elder to school (Continued)	available to students and staff concerning language or cultural topics. The Elder can be available to have conversation, and/or just be a supportive cultural presence.	environment, allowing opportunity for students to be turn to one of their own community members.			principal.	elder to be available, Time Method: maybe try out for a school year Evaluation Method: survey for all participating parties.				This would also create a connection between school cultural knowledge and community. Having such a connection would change the student perception of the importance of native language status of their community members.

Appendix:

Analyzed Surveys

Not to be forgotten: All membership ideas from meetings

Glossary

Members/Community Skills and Interests

Analyzed Surveys

See the Attached Excel Spread Sheets.

Not to be forgotten: All membership ideas/thoughts/wishes from meetings

Key: [] are used to indicate words and phrases or information that was not originally in the meeting notes.

Me's + Language + Now

- Beginning of rebuilding culture due to prior history.
- Understand very little of language, & I do not speak it.
 - o My children understand even less.
- I try teach my kids what I know, but that is very little.
- I want to know more to teach my children.
- The children are important.
 - o They will be the next generation carrying revitalization torch.
- I grew up with grandparents who rarely used native language out in the open
 - o Occasionally I hear the language used among themselves.
- I have heard it at potlatches.
- We have no Long House, so fewer potlatches.
- We do not see enough cultural sensitivity for elders.
 - o If we had it, then elders needs could be met while providing possibility of intergenerational language exchange & intergenerational cultural knowledge exchange.
 - o Lack resources for making this a reality.
 - o We need educated people to meet this, & trained people.
- I like the First Voices project.
- I like preschool style books in native language.
 - o Ex. Kyuquot books.
- We need to use it more; so it's not used a lot.
- Do not hear language in a lot of places: work, streets, stores, visiting, etc.
- Do not hear from people I know
- It is good to have language back in the schools.
 - o Many language options to be taught in school
- Individuals have fading language knowledge
- Do not see enough language in action
 - o Do not know words for places or fish
- Do not see enough
- Not celebrated through cultural ways.
- No one born into it anymore.
- Grandma use to know only native & this blocked communication with her.
- Not enough English interpretation when I have tried to learn.
- With language gatherings, I get invigorated and fed hope to pass what I know on.
- Felt like it was a lost cause.

- Can teach what I know but very limited & need more language knowledge.
- Lost some language knowledge from lack of use.
- Native language in Zeballos but not in towns. Then the only language classes available are noon-Nuuchahnulth.
- One possibility: I had a teacher willing to let me learn Nuuchahnulth, but first she needed another teacher to send material for me to work through. But it did lack pronunciation teaching material.
- Do not see projects like crafts building taught in Nuuchahnulth or Nuchatlaht.
- Do not know anyone where I live that knows Nuchatlaht dialect.
- Rarely see language-type gatherings.
- Rarely see other members.
- Rarely see Nuchatlaht cultural gatherings
 - Dancing and singing
 - Language gathering to explain use of language in the songs.
 - Was decades ago when there was singers and dancers.
 - Do we have singers?
- Give out language material.
- Some traditional protocols are not being followed, and it bothers me. It is a big part of our culture.
- I have language, but it needs to be brought forward (in memory/brain).
- There are building blocks
 - Like the alphabet
- Language in my immediate family is coming back
 - They learn it at school
 - They are my teachers
 - They have singing and dancing at school
 - They have awesome teachers
 - Teach them a prayer
 - I encourage them to hold onto the tradition they learned
- Seen elders share words with teen
- Can go to First Voices for repetition.
- Encouraged to save what's left
 - Pass on what we know, no matter how little that is.
- We knew what elders were saying when we were young [silent speakers]
- I share with the younger ones.
- We are losing how to say utterances from deep down. But to save as much as we can is good.
- Used to use the Taaktaqsapa with my son and grandfather. But don't have the book anymore.
 - Lack of resources
- Some people do not know how to read Nuuchahnulth
- There are different types of learners.
- When we were young, language was repeated every day
- Find some people aren't outspoken people.
- Some people still have unwritten rule to not use language.
- When I was young, the best time to learn was on road or water

- All in one space.
- Hard remembering it today though, but resources aids memory.
- Not many people know it
- Do not see it at all
- Friendship center taught Coast Salish and same as school instead of Nuuchahnulth language.
- In our homes we share some words and phrases with all members of all ages
- Grandson is learning 2 different Nuuchahnulth dialect from family members
- Not many people who are fluent!
 - Mix our native words with English sentence structure.
- When I try go online to learn this, it is hard.
 - Cannot pronounce the letters

Me's + language + Bigger & Big Goals

- Long houses
- Potlatches
- Books
- Make internet resources for young people.
- Old age facility for our elders
 - Elders can teach young visitors.
 - More cultural access between elders and young people.
 - Elders get lonely in current facilities.
 - Elders still have lots to share.
 - Different tribes can work together for an old age facility.
- Put money to big things like Long House and Old Age Facility
- Native language immersion schools.
- I want to see more teachers.
 - I don't see many Fedilia's.
- For this year's xmas dinner, buy the kids native language books.
- Combine Ehatis & Nuchatlaht Language classes
- Talk to each other more in that [Nuchatlaht] language
- See our children learn it first
- "opposite of everything we do not see now."
- See my baby grow up from birth in Nuuchahnulth.
- Maybe see neighboring communities combine the language.
- Get young interested.
- Have activity night
 - Games
 - Door prizes
- Visit our school for their languages
 - Adults to visit students
 - Get feeling of what kids learn
- Kids study groups; adult study groups
 - Be in a house

- Keep an open concept for meeting (ie. Common room at office).
- If both dialects used to be one, ask Ehat's to help us revitalize our dialect.
- Nuchatlaht language classes
- More cultural gatherings in Nuchatlaht
- Find a speaker to teach language
- Have language class where everyone shares what they know
 - o There could be little pieces of knowledge left with different people.
- Get ALL of us members in one spot.
 - o Fundraise to make it happen
 - o Give enough notice so everyone can participate (eg. 2 weeks notice)
- Want to see a lot of the kids knowing the language. Me know it too.
- Funding for:
 - o Language classes
 - Schools can ask for it for native language classes?!
- Create our own funds for language classes.
- I would like to listen to elders who still know Nuchatlaht.
 - o Fedilia Hiuyupis
 - o Josephine George
 - o Florence Michael remember some things and words.
- Have memorial potlatches
 - o Be healing
 - o Gathers family and Nuchatlaht people
- Do we have songs?
- When language is spoken, please translate it.
- See more Nuchatlaht [tribe] potlatches
 - o Invite other nations
 - o My kids & nephew & nieces are registered in other tribes
 - o Have kids see "our" language & songs & dances
- See more naming potlatches
 - o Try give them young
 - o Start teaching them when they are young.
 - o It could inspire learning more language
- See more young & people learning traditional knowledge & protocols.
- People need to learn the spiritual connection to protocols. Be specific.
- Have someone come teach Girlnan's songs and dances.
 - o We want to know it.
 - Have wanted to know it for years
 - o Would be god to know them so we can pass on to next generations & use them at potlatches.
 - o Randy Frank offered to teach her songs
 - o Ron Hamilton knows one of her songs & i8s willing to teach right people.
 - o We need to take these offers up.
- Have someone fluent teaching you face to face
- Have kids learning their own language rather than something else (ie. Coast Salish)

- See what is feasible for everyone
 - o How they will gather
 - o Transportation is a big hold up for Nanaimo members, and make it difficult to attend.
 - o See if people are going to commit. We cannot start something that we wont finish.
- Have a public fear of speaking workshop
 - o For shy and fearful
 - o In order to get to next step of language attendance and teaching
 - o People fear they are pronouncing wrong too.
- See kids learn faster
 - o Have classes for kids
 - o It's easier for them to learn

QUESTIONS:

- Is there going to be a Nuchatlaht dictionary?
- Are you reapplying for funding too?
- Next time will you have more information for us?
 - o Side note from Julie: I asked what kind of information, and we got to what kind she was looking for. She wanted to know if I was going to have ideas on how to make their ideas a reality.
- Will there be any teaching of language during this program?
- Can you video call to include us in Oclucje meetings so we can be involved?
- Can you bring members in to be at Oclucje meetings?
- Do kids get to be involved in these gatherings?
 - o My kids want to be.
- Can we get Fedilia, Josephine and Victoria Wells to teach us language?
 - o Speaking
 - o Writing
- Dad's memorial
 - o What is it going to look like?
 - o What are the protocols for a big chief?
 - o We have a lot to learn

WISHES OR IDEAS FROM SURVEYS:

- Work closely with Vicky Wells. Start with general healing workshop. A conference done in Nuchatlaht dialect. It's new, so build interest in it. How do we build interest?
- wish: all ages of people would desire deeply for revitalization.
- Teaching and Showing
- Connect Ehatish/Oclucje communities for bigger numbers of people.
- Getting people together
- using words in the home
- Teachers, elders can teach in schools.
- Strengthen our culture; singing & dancing.
- introduced into office life; on social media page.
- Maybe games using the words
- Youtube videos to subscribe to and possibly more meetings like this.

- Meetings, surveys
- Start with younger
- We need to implement: If we can increase the pride in our native language, then we can increase the amount of people who seek to know our language more intimately.
- Need better communication between office and members.
- Curtis Michael remembers hearing of a program that is built for creating fluent speakers.
- Are Fidelia and Josephine helping revitalize the language?
- Lydia Michael might have a lot of translated work.
- Accept that people will sound different.
- Encouraging to know that we can let language stand on it's own feet without politics dividing.
- Walter can ask Denis John for another copy of Gurlnan Michael's songs.
- Max Savey, does he have lots of recordings of Gurlnan and Boynan Michael?
- We need to find out why our herring are not coming back. Maybe we need to have a ceremony.
- Have our own elders conference, and youth conference.
- Things need to start happening again.
- Identify fluent speakers from Ehatis, Kyuquot and Mowachat, for they can be brought in.
- Get Adam Werle to teach in Zeballos School.
- Once the plan is in place, things will come together. We seem to be stuck right now.

GLOSSARY

“Awakened”: a product that has to be triggered and stimulated and then brought forward. When in forward status, then it can start flourishing.

Creative: being able to express any idea or thought.

Cultural Resource Person: a person with a meaningful amount of cultural knowledge in one or many facets of Nuuchahnulth culture.

Cultural Sensitivity: being sensitive to one’s time of growing up, and one’s activities that would have been thought of as “normal.” Such sensitivity will allow for a more comfortable environment.

Language Creativity: Language creativity is when a person is able to express their thoughts and their perceptions, whether that expression is syntactically correct to begin with or not. To not have language creativity is when one is only able to utter repeated utterances.

Note: It is a psycholinguistic fact that language is a creative process, and not a repeat-only-process.

Moribund: declining status

Phonemes: a unit of sound in a language

Silent speakers: There are different levels of silent speakers. For one there are people who know how to interpret the language, but do not know how to speak it or cannot speak it beyond minutes. For another there are people who know how to read the language, but do not know how to speak it. Then there are people who know the language fully, but have chosen to 100% remain silent about having this knowledge or ability.

Teachers: anyone willing to pass on their knowledge no matter their context. We, as Nuchatlaht people do not want to restrict passing on of native language knowledge to only the traditional-western school institution. IE. A teacher can be a sibling sharing with a younger sibling a new phrase of the day.

Members/Community Skills and Interests

Name	Skill	Area of Interest
Walter Michael	Leadership	Language Revitalization
Cathy Michael	Native Singing, baking, crafts	Teaching in physical and emotional health areas; spirituality.
Tanya Michael	Singing; Combine today's tools with what we learned; native dancing; care giver	Language, culture, books, reading
Regina Sutherland	Childcare	Dance practices
Cheri Smith	Computer, math, business, accounting, etc.	Business, education, culture, family
Julie John	Linguistics, cooking	Language revitalization, books, family
Alice John	Learning language and culture	Having a tea night with ladies
Audrey Smith	Cooking, organizing activities	Talking circle
Rikki Nelson	Utilizing technology	Learning with youth
Curtis Michael	Drawing, carving, painting, cedar bark	Culture nights or arts and crafts
Maxine Little	Baking, cooking	Activities with young kids
Kirsten Dean	Resourceful	Native Language
Richard Dean	Cooking; homemaking	Traveling
Sara Harry	Cooking and Baking	Traveling
Mason Ducharme		
Ida John	Nursery Rhymes	music
Stan Harry	Cooking and baking	Fishing
Bailee Mark	Computers	Technology
Helena Michael	Office experience; motherhood	Family; work