

The Canoe Is the People CD-ROM & Learner's Resource Pack

Presentation at the Special Event

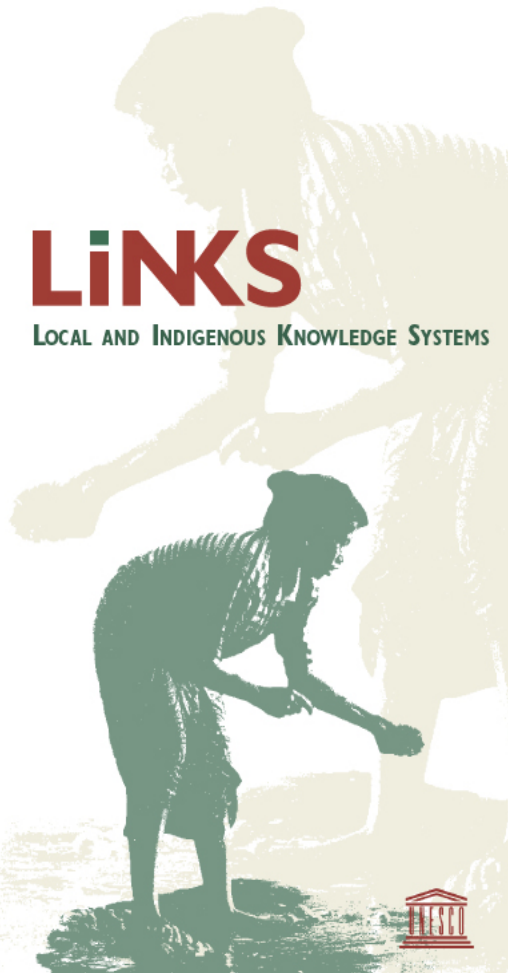
“Synergies between Intangible Cultural Heritage and ESD”
UNESCO World Conference on Education for Sustainable Development
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Coordinated by UNESCO's LINKS Programme Local & Indigenous Knowledge Systems

A cross-cutting initiative involving the sectors for:
Natural Sciences
Social and Human Sciences
Culture
Communication and Information
Education



- Sophisticated knowledge of the natural world is not confined to science
- Societies from all parts of the world possess rich sets of experience, understanding and explanation
- These should be integrated into educational processes in order to ensure the dynamism of indigenous knowledge systems as a foundation for sustainable development

The idea



Use new communication and information technology to reinforce the transmission of traditional and indigenous knowledge in the Pacific

Within a classroom environment, it is not possible to teach children to build or sail a canoe. However, we can stimulate children to take pride in their culture, and to go and learn sailing skills for themselves from elders in their community.

The Canoe is the People

Progress:

- Developed by UNESCO, in partnership with academics, navigators, ICT experts and traditional knowledge holders in and around the Pacific
- Oct 2005: Launch of the CD-ROM *The Canoe is the People: Indigenous navigation in the Pacific*
- June 2007: Launch of the Maori language version in New Zealand, developed in collaboration with Waikato University
- May 2008: Completion of draft Learner's Resource Pack and its presentation to Pacific Heads of Education Svstems

The CD-ROM: 77 videos, 41 stories and accounts, 40 images and diagrams, 11 animations...

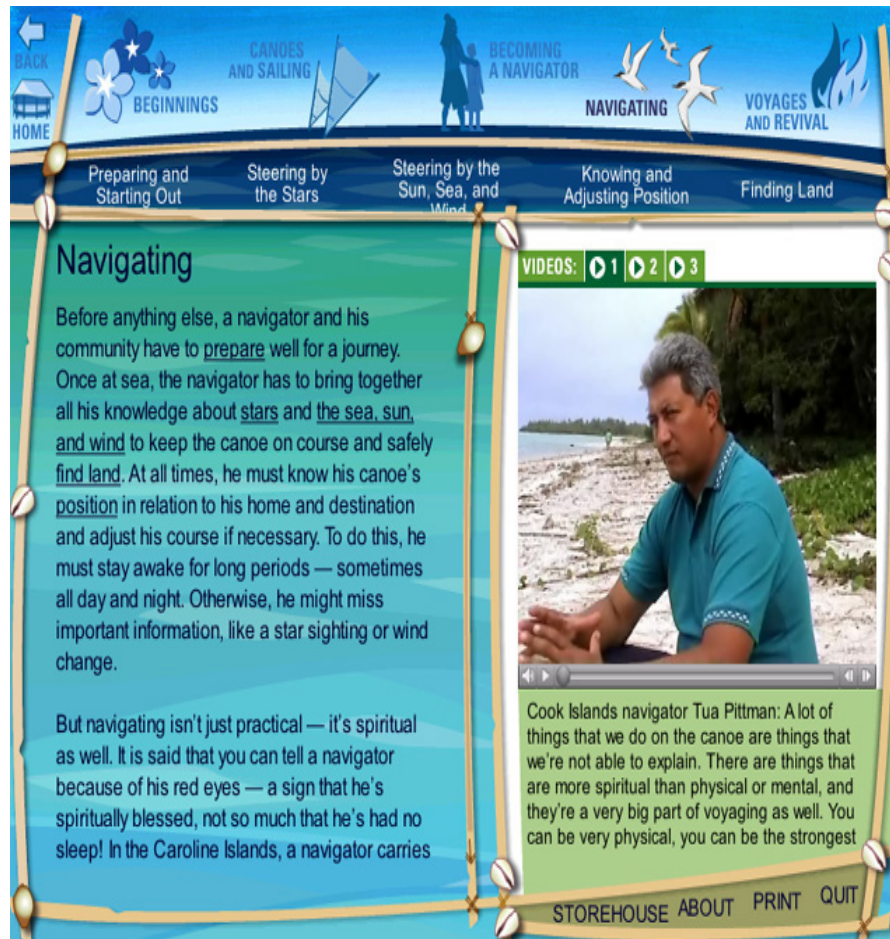
The image displays three overlapping screenshots of a CD-ROM interface. The interface has a blue header with navigation tabs: HOME, BEGINNINGS, CANOES AND SAILING, BECOMING A NAVIGATOR, NAVIGATING, and VOYAGES AND REVIVAL. Below the header are sub-tabs for 'Preparing and Starting Out', 'Steering by the Stars', 'Steering by the Sea, Sun, and Wind', 'Knowing and Adjusting Position', and 'Finding Land'. The screenshots show the following content:

- Swells:** A text-based page with a video player. The text includes a quote from Captain Ward in Lewis, D. (1972): "I have heard from several sources that the most sensitive balance [to feel the swells] was a man's testicles..." and explains that swells are always present and useful for navigation. A video shows a Satawalese navigator Mau Piaulug talking to his crew.
- Interrupted Swells:** A page with text and diagrams. The text explains that navigators use interrupted swells to find land. It includes two diagrams: 'One swell meeting an island' and 'Opposite swells meeting an island', both showing wave patterns reflecting off a central island. A 'Play' button is visible for each diagram.
- Etak System:** A page with text and a diagram. The text describes 'dead reckoning' where a navigator tracks heading and speed. The diagram shows a star compass with stars like Cassiopeia, Vega, Great Bear, Kochab, and Polaris, and a path from an 'Island of Departure' to a 'Destination'.

5 sections:

- Beginnings
- Canoes and sailing
- Becoming a navigator
- Navigating
- Voyages and revival

Learner's Resource Pack: Teacher's manual, learner's text, lesson plans, marking schemes, curriculum guide, poster and map, assessment sheets, evaluation guide – and more



- Designed for use in educational contexts – primarily in the Pacific
- Designed for use across the curriculum in Pacific island secondary schools (year 7–10), but also applicable to non-formal contexts
- Follows the CD-ROM and also allows the content of the CD-ROM to be taught in classrooms with no (or

Compact Lesson Plans (side 1)

| STRAND 1: BEGINNINGS AND ORIGINS | | | | | | |
|----------------------------------|--|---|--|---|-----------------|--|
| Strand 1: Lesson Plan 1.1. | | Sub-strand 2. Origins | | Sub Topic 2.1. Island stories | | Number of Periods: 2½ |
| Time | Objectives <i>Learners will be able to:</i> | Integrated learning objectives <i>Learners will be able to:</i> | Teaching methodology | Learners activity | Assignment 3 | Learning resources |
| 20 mins | Understand the reasons for studying the subject area and Strand 1 | | Verbal Explanation Question & answer Give out handout | Listen to teacher Question & answer Read handout | | Teachers Manual Learners Text |
| 20 mins | 1.1.1. Describe the origins of the Pacific Islands as told in myths and legends | Social/Cultural Studies Demonstrate an awareness of their historical and cultural origins as explained in the myths and legends of the Pacific | Verbal exposition, telling of myths and legends which explain the origins of the Pacific Islands | Listen to teacher Question & Answer | √ | Learners Text Page 2 CD ROM: Beginnings: Island Stories |
| 20 mins | 1.1.2. Remember and tell at least one myth or legend which explains the origin of their own country | Social/Cultural Studies Demonstrate an awareness of their historical and cultural origins as explained in the myths and legends of their country English (Listening and Speaking) Identify and describe the major elements such as plot, theme and characters in a story | Verbal exposition, telling of two myths and legends from own country | Listen to teacher Question & Answer In groups read and discuss examples of myths and legends from their own country, retell summary of one to whole class | √ | Handout prepared by the teacher Myth and legends written on board |
| 30 mins | 1.1.3. Remember and tell at least one myth or legend which explains the origin of one other Pacific Island country | Social/Cultural Studies Demonstrate an awareness the historical and cultural origins of Pacific Island Peoples as explained in the myths and legends of the region English Identify and describe the major elements such as plot, theme and characters in a story | Verbal exposition, telling of myths and legends from three different countries | Listen to teacher Question & Answer | | Learners Text CD ROM: Beginnings: Island Stories |
| 10 mins | Recap and summary of Sub Topic | Review and consolidate learning | Summary of content Questions & answers | Questions & answers | | |

Compact Lesson Plans (side 2)

Strand 1: Lesson 1.1 Study Guide

Features of this lesson

Purpose, supports and challenges in the lesson

This lesson aims to grow awareness of traditional stories about historical and cultural beginnings.

Students are supported to value their ancestry, and story-telling.

Some students may find there are differences in stories about the same things & will have to think about 'truth'. A further challenge is over western ways of thinking of origins stories as 'legends' or 'myths'.

Introducing the lesson

Links to students' prior knowledge, and vocabulary

Help the students to reach further & further back into their history. Ask them what their earliest memory is. If we were to tell a story about the earliest times for this island, what do you think would be in that story? Use this time to introduce the word 'origins' (and 'original').

You know, there are traditional stories that tell us about the origins of our islands here in the Pacific. Use this time to introduce the words 'taonga' (Maori. Meaning: 'treasure'), 'indigenous', 'migration', 'pre-historic', 'ancestors' and 'legends'.

Can you tell me a story about the very earliest times, a story about our origins?

ISLAND STORIES

Discussion

Sample questions to promote critical thinking and link to the purpose

What questions do you think students your age need to be able to answer about the origins of the Pacific Islands?

What was life like in the early days in the Pacific?

What do you think was the most likely route, canoe and conditions experienced by ancestors crossing the Pacific? Why?

Why are there different perspectives on life, migration, and settlement in pre-historic Pacific times? Is it important?

Teaching to help students learn

Opportunities for feedback

Ask the students to write down 'The Three Somethings':
Something new that I learned from this lesson.
Something more I would like to know. *Something else* I would like to tell you about this lesson. Feedback is anonymous, summarised and shared with the students at the next lesson. If it is about teaching techniques ("Sometimes you talk & write on the blackboard at the same time. I can't hear you") then let the students know what will be done to improve matters. If it is about content, then share solutions to these requests also.

More information about expert teaching methods can be found in the section *What research says about how students learn best*

Connecting with the community

After seeking support from your Principal meet with community leaders to brief them about the purposes of this study and this lesson. Seek their advice on community knowledge that can be linked with this part of the school curriculum.

See also the section *Aligning community knowledge with the curriculum*

Where to next?

Progression levels

Generate a range of solutions to help groups live together while sailing for a long period, migrating across the Pacific.

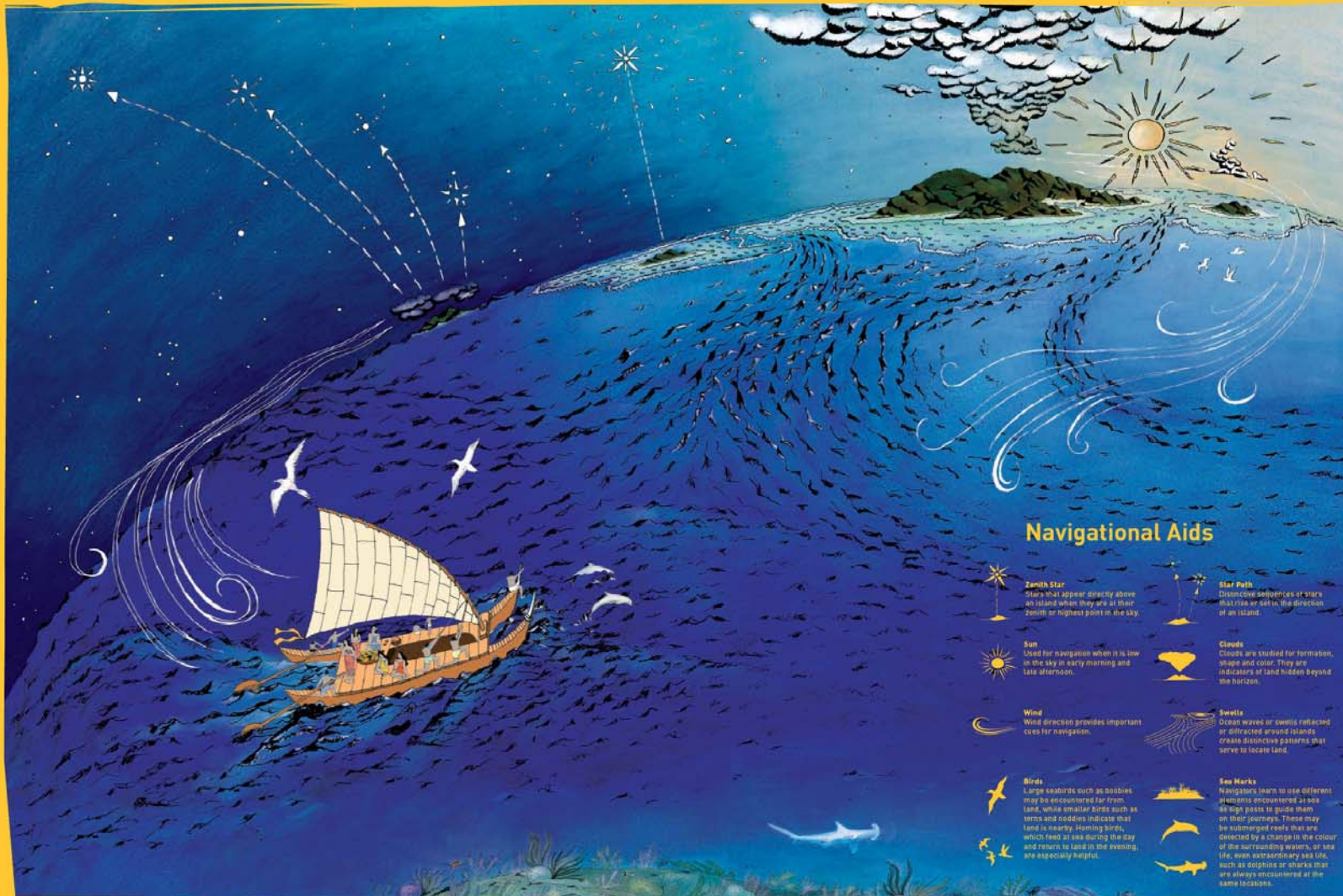
Collect information from a range of sources about life in pre-historic Pacific.

Further examples of progressive learning objectives can be found in the section *Progressive achievement objectives*

Further resources

Additional resources are also on the CD-ROM *The Canoe is the People*.

Poster depicting navigational aids for use in the classroom



The Canoe Is the People – Indigenous Navigation in the Pacific

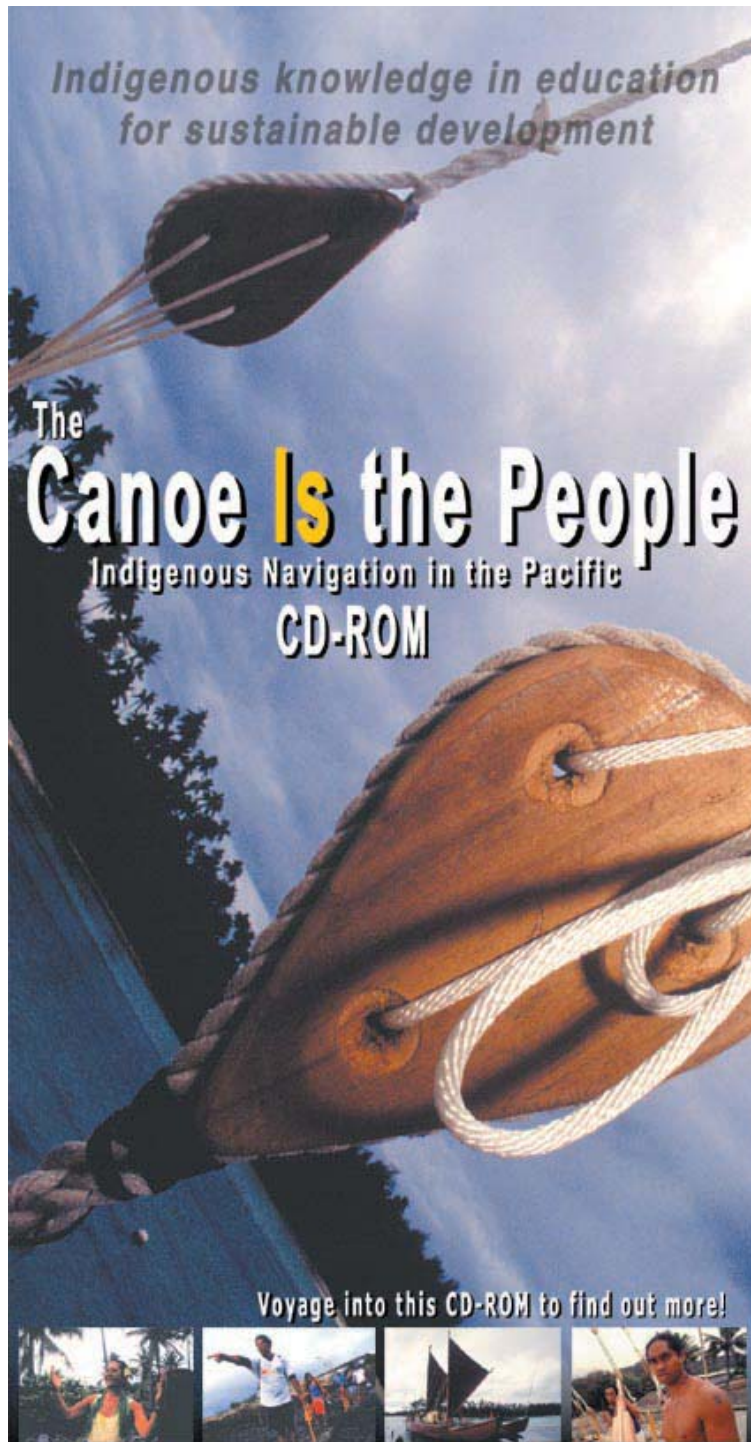
Ongoing and proposed follow up

2009 - Piloting in two Pacific Island countries

- 6-9 teachers in 3 schools in the Marshall Islands and the Cook Islands
- Pilot self-selected aspects of the LRP with students in Years 7-10 (age 12-15 years)
- The teachers provide their comments on the following:
 - **usefulness** of the LRP as a teaching and learning resource: an evaluation of the ease with which the content of the LRP can be understood and applied to classroom curriculum; recommended changes to the LRP;
 - **relevance**: how the LRP relates to national curriculum statements; and
 - **quality teaching**: what professional development would be useful to assist in the use of the LRP.
- Finalization of the Learners Resource Pack

2010 – Establish a web-based version of the CD and LRP

- A 'wiki' to share new information, student projects, teaching materials etc.



The Canoe is the People CD-ROM

THANK YOU

The CD-Rom is available free-of-charge in English and New Zealand Maori. Write to links@unesco.org to receive your copy.