

# Skátné Enionkwaió'ten - Community Language Planning

## Community-wide Goals - All Tables

Community Language Planning Session Two – Thursday January 18, 2018

Table & Participants	1: Learning Kahnawà:ke's anthem by 2019	2: Kanien'kéha in the home	3: Kanien'kéha as language of point-of-service within Kahnawà:ke
<b>Table 1:</b> <b>Tsi Niionkwarihò:ten Tsitewahahara'n.</b> Darell Thompson, Wahsontanó:ron McGregor-Yuan, Kahsennahawe Sky, Konwatsi'tsá:wi Phillips, Annette Jacobs, Chera Lahache, Reynold Deer	<ul style="list-style-type: none"> <li>- Everyone can learn it by practicing it everyday. Write it down. Read it. Say it. Sing it!</li> <li>- Listen to Mrs. Jock's recording. Listen to Annette's recording. Make it the noon hour talk show them song, as Carolee suggested. – Door to door “carolling” campaign singing it to the community.</li> <li>- Song to be learned by everyone.</li> <li>- 2019 campaign – 50 years of reclamation of Kahnawà'kehró:non Tsi Niionkwarihò:ten.</li> <li>- Develop a flag.</li> </ul>	<ul style="list-style-type: none"> <li>- All cartoons for kids in Kanien'kéha</li> <li>- Make an effort to speak daily.</li> <li>- Invite elders to visit and tell stories in Kanien'kéha, and to interact with children.</li> <li>- Set aside time each day dedicated to speaking “Kanien'kéha only”.</li> <li>- Continue to use the language as much as possible throughout the day, every day.</li> <li>- Requests and questions as a start.</li> <li>- Label everything in the house.</li> <li>- Post everyday expressions, change periodically.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk to your customers or clients in ‘Indian’!</li> <li>- Post expressions and phrases and encourage people to say them.</li> <li>- Institutions and organizations could and should make it policy for their employees to learn and to use it.</li> <li>- Every word and phrase counts!</li> <li>- Build on what has been learned and expand. Praise people for their efforts and encourage and guide them, when appropriate. Have a Kanien'kéha game night.</li> </ul>
<b>Table 2:</b> <b>Elders</b>	<ul style="list-style-type: none"> <li>- Shorten the time frame to learn the anthem.</li> <li>- Place it on the KOR website</li> <li>- Play it before breakfast</li> <li>- Put it on Youtube</li> <li>- Follow the bouncing ball</li> <li>- Put the words in the Eastern Door</li> <li>- Ask the family permission</li> <li>- Ask the group to sing here and now</li> <li>- Play before Bingo</li> <li>- Play before lacrosse &amp; hockey games</li> </ul>	<ul style="list-style-type: none"> <li>- Labels</li> <li>- Words around meals, words around chores/tasks, words around events (e.g: birthdays)</li> <li>- Play Mohawk c.o throughout the day</li> <li>- Use language every day</li> <li>- Greetings eg: at the door, etc... other idiomatic formalities add to “she:kon”, “niá:wen”, “ó:nen”</li> <li>- Talk to the animals</li> <li>- White board/chalk board</li> <li>- Ón:wa wehniserá:ke owennashón:'a</li> </ul>	<ul style="list-style-type: none"> <li>- Challenge for the community</li> <li>- Kanien'kéha signs in larger print on buildings and within buildings</li> <li>- If you speak khok Kanien'kéha, you get an extra 1% off when you buy American money tsi iehwistaientahkwa.</li> <li>- Hold recordings: songs/spoke word (your call is important to us), etc...</li> <li>- Kahnawà:ke thotiniarontáhíhon Aokióhkwa tsi ionteweienstahkhwanióñkhwa.</li> </ul>

	<ul style="list-style-type: none"> <li>- Play in the morning after Ohén:ton Karihwatéhkwen at school.</li> <li>- Melody on the school field, learn melody.</li> <li>- Interpretation and translation</li> <li>- Picture of Margaret Jocks to give her recognition</li> <li>- Add to the Mohawk language site</li> <li>- Kahnawà:ke TV</li> <li>- Poster for all business</li> </ul> <p>Kahnawà:ke has talent</p>	<ul style="list-style-type: none"> <li>- Kanien'kéha babysitter</li> <li>- Seek out family</li> <li>- Pamphlets of everyday words</li> <li>- Pay \$10 for Mohawk songs C.Ds at Karonhianónhnha.</li> </ul>	<ul style="list-style-type: none"> <li>- Kahnawà:ke tsílontewienstahkhwaniókhwa Tsílontia'tarohrókstha (Education all place center)</li> </ul>
<p><b>Table 3:</b>  <b>Karonhianónhnha, Karihwán:ron, Indian Way School</b>  Joely Van Dommelen, Kahentoréhtha Jacco, Kaneratanónhnha Jacobs, Kawennióstha Jacobs, Kaníharons Philips, Wentahá:wi Dione Elijah.</p>	<ul style="list-style-type: none"> <li>- Incorporate song at every community event (Mohawk Miles, sports events, on hold on the phone)</li> <li>- Play more often on the radio: Tewawennakará:tats</li> <li>- iRadio, Podcast</li> <li>- SoundCloud, MP3</li> <li>- Listen in different voices (different singers to be able to easily follow along)</li> <li>- Make a kids music video</li> <li>- Tóta tánón' Ohkwá:ri</li> </ul>	<ul style="list-style-type: none"> <li>- Labels in the home, using them, saying them.</li> <li>- Early childhood story books using nursery rhymes, audio of conversation (natural), to listen to at home.</li> <li>- Updated resources DVD accompanying a book.</li> <li>- Apps, games to use at home.</li> <li>- YouTube channel</li> <li>- Families make an effort to visit with speakers, work together to speak to each other.</li> <li>- Replay Joe and Leo to another time slot</li> <li>- Move entertainment shows for adults/youth/family that are interesting for all generations.</li> <li>- Male speaking role models more frequent, encourage more males to speak.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training for customer service to provide services in Kanien'kéha first.</li> <li>- Incorporate Mohawk service in all organizations to be serve din Kanien'kéha first to our community members.</li> <li>- Need a language "police" to ensure service is being delivered to Kanien'kéha first to ensure organizations, businesses follow criteria.</li> </ul>

<p><b>Table 4:</b> <b>Kateri &amp; KEC</b> Shelley G., Janice B., Konwaronhienhawe, Karahkwenhawe</p>	<ul style="list-style-type: none"> <li>- Need a recording of song (new version)</li> <li>- Need written version of song</li> <li>- Reciting daily from morning exposure (in school)</li> <li>- Translation of song</li> <li>- Why do we need an anthem?</li> <li>- Available on social media i.e: FB, Youtube, Etc..</li> </ul>	<ul style="list-style-type: none"> <li>- Send phrases home to parents</li> <li>- Provide parents with formal language opportunities so than can incorporate into the home.</li> <li>- Make resources available to parents</li> <li>- Parent/child language classes Sat/Sun classes ?????</li> <li>- Invite elders into home: go visit your elders.</li> <li>- Recordings played in car</li> <li>- Cooperative learning – family projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Everyone has to use greetings in language, i.e: telephone greetings</li> <li>All signs in language</li> <li>Incorporate language law and must be consistent.</li> </ul>
<p><b>Table 5:</b> <b>KMHC, Tewatohnisaktha</b> Lisa Peterson, Barbara Taylor, Stephanie Diabo, Angie Marquis, Nadine Montour, Lynda Delisle</p>	<ul style="list-style-type: none"> <li>- Obtain a translation for better understanding.</li> <li>- Supply employees with a copy</li> <li>- Possess/provide an audio version</li> <li>- Practice sessions... as a group/individually</li> <li>- Air on the PA system, regularly (i.e: every day).</li> <li>- Create an official recording</li> <li>- Offer as “hold music” on organizations telephone systems.</li> </ul>	<ul style="list-style-type: none"> <li>- Labels in the home</li> <li>- Access to Quizlet, Mohawk app.</li> <li>- Develop goals as a family (i.e: master all the words/phrases related to the bathroom/living room, etc...)</li> <li>- Immerse yourself in the language, i.e: listen to language shows on the radio. Play language CDs in your home, car, office</li> <li>- Have a language themed home/dinner party...prepare words before hand so conversation comes easily.</li> <li>- Hold a language game night.</li> </ul>	<ul style="list-style-type: none"> <li>- First language used in accessing an organization’s services.</li> <li>- Policy in place</li> <li>- Revision of job descriptions to reflect this as a requirement.</li> <li>- Language speakers shadowing/mentoring front line workers</li> <li>- Specific language training dedicated to the area of business.</li> <li>- Parallel English point-of-service areas with Kanien’kéha.</li> </ul>

<p><b>Table 6:</b> <b>KSCS</b> Christine Loft, Mary McComber, Allyson Phillips, Kristine Barnes, Beatrice Taylor.</p>	<ul style="list-style-type: none"> <li>- It's a cute song that may come across as a bit racist (ex. Ionhkiiyahskanékhons ratinarà:ken”.</li> <li>- We can learn it as part of a project to gather all old songs so that they are not lost (visit elders, record and distribute).</li> <li>- If we want an anthem maybe something else ex. Iroquois National Anthem (heard at BellCenter during Lacrosse games) or Kahnawà:ke letsitewe.</li> <li>- Also learning traditional ex. Planting songs and Atón:wa songs, and Ohstowa'kó:wa.</li> </ul>	<ul style="list-style-type: none"> <li>- Homework support: sending resources and information home. Offering sessions to parents, language and content.</li> <li>- Family games to encourage interaction and learning the language.</li> <li>- Bilingual resources so parents can help with homework and can also learn alongside their children.</li> <li>- More TV shows for different ages. Ex. Dubbing of movies of popular movies and books/comics (they have Finding Dory in Navaho).</li> <li>- Funny drama or sitcoms for adults. Ex: “Brides Maids”, “South Park”.</li> <li>- Conversational classes for families (ex. Cooking, art, dancing, singing)</li> <li>- Promotional campaign, no tech for 1 hour and speak with family or have a speaker visit your home. They put their names in for a family gift (April).</li> </ul>	<ul style="list-style-type: none"> <li>- Support to schools for printing and resource sharing (library)</li> <li>- More available and store front access</li> <li>- Visible words in organizational buildings and business. Front-line staff receive people in the language</li> <li>- Offer courses to staff for language used regularly in their business or organization.</li> <li>- Better support, funding and policy support for people who come take language training (Ratiwennahní:rats, immersion)</li> <li>- Human resources network to develop/ensure organizations have Tsi Niionkwarihò:ten standards cited in job descriptions.</li> </ul>
<p><b>Table 7:</b> <b>Kahnawà:ke Survival School</b> (5 Participants)</p>	<ul style="list-style-type: none"> <li>- Systema</li> <li>- Ó:nenk tsi entewaka'en:ion ne “Anthem” ioianere Karenna'shon:'a aietewateweinhste</li> <li>- Internet</li> <li>- Tsi ionterihwaiensthakhwa enhenthón:te, enhatika'én:ion ne owenna'shón:'a.</li> </ul>	<ul style="list-style-type: none"> <li>- Mandatory classes for new parents.</li> <li>- Community schools need to follow through providing and supporting families with language. Learning (i.e: mandatory language classes)</li> <li>- Language even at school goal: to teach and practice. Dinner dialogue/conversations. Create opportunity.</li> <li>- Language take home packages and audio – i.e: grade 9 parents book and supports (2018).</li> </ul>	<ul style="list-style-type: none"> <li>- Language packages geared for certain jobs, businesses/stores.</li> </ul>

<p><b>Table 8:</b>  <b>KSS Ronteweiénhstha</b>          lawenhotsaieshon,          Tehoténion,          Taierahkwahawi,          Karonhianó:ron,          Karonhiaiewe,          Katsenhainton</p>	<ul style="list-style-type: none"> <li>- Have it playing on the radio between the hours of 7:00 to 8:00 and 3:00 to 4:00.</li> <li>- Have it played at least once a day in work/school.</li> <li>- Have the lyrics displayed around town</li> <li>- Have it as Christmas Carol</li> <li>- Share it on social media.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage it to be spoken all the time.</li> <li>- Labels in the house</li> <li>- More Kanien'kéha tv stations</li> <li>- Parents be given Tota Tanon' Ohkwári CDs</li> <li>- Talk and tell stories during dinner.</li> </ul>	<ul style="list-style-type: none"> <li>- Emergency places (First station, police, ambulance)</li> <li>- Convenience stores, markets, cigarette stores, the bank, the Youth Center, the hospital, at the gym, pharmacies.</li> </ul>
<p><b>Table 9:</b>  <b>SBS, lakwahwatsiratátié</b>          Natalie Beauvais, Marie Lahache, Taiawenti Jacobs-Lahache, Kaweriiostha Deer, Karihwakatste Deer, Ieronhienhawi McComber, Toni House.</p>	<ul style="list-style-type: none"> <li>- Needs to be recorded and distributed</li> <li>- Accessible to all ages (i.e: CDs, radio, song book, etc...)</li> <li>- Promotion</li> <li>- Played regularly on radio (morning and night)</li> <li>- Recording needs to be refined (maybe re-recorded so that the words are clear). Kwahará:ni and Kaia'titahkhe record it together (intergenerational) as a learning tool.</li> <li>- Becomes part of every programs morning routine.</li> <li>- Needs to be translated (language nest can work on it)</li> <li>- Share history about how the song came about, gives meaning to it and incentive to learn.</li> <li>- Video involving all programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Promote that everyone should have, use and know meaning of their Kanien'kéha name, not shortened.</li> <li>- Labelling in the home, vocabulary, phrases.</li> <li>- Positive encouragement (core group). Post on Facebook "this is what I'm doing, what are you doing".</li> <li>- Create slogan: "Onkwehonwehnéha Satá:ti"</li> <li>- Promotion and accessibility of resources to use in the home (different methods of access)</li> <li>- Supportive network, designated person to check in on people in their homes and offer support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Employees learn common greetings/simple conversations</li> <li>- Business's labelled with Kanien'kéha menus.</li> <li>- Kanien'kéha orientation workshop for organizations/businesses</li> <li>- Accountability check-ins.</li> <li>- OPI assessment</li> <li>- Job descriptions: Kanien'kéha knowledge is an asset. Willingness to learn is a requirement (point-of-service employees)</li> <li>- Acknowledgement of organizations that are using the language.</li> <li>- Basic Kanien'kéha language class for front-line workers.</li> <li>- Language sponsors: Speakers make home visits (an available group of people that can spread out to make scheduled visits to families).</li> </ul>
<p><b>Table 10:</b>  <b>KOR</b>          Lisa, Reagan, Chynna, Jessica, Trina, Helen, Marion, Karhowane</p>	<ul style="list-style-type: none"> <li>- Sing daily as a staff at beginning or end of the day.</li> <li>- To be sung before every event (social, games, etc...)</li> <li>- To be taught in the schools</li> <li>- Be sung as act at Tetewatierónnion</li> </ul>	<ul style="list-style-type: none"> <li>- Two words a day in your home (connecting words)</li> <li>- Onkwehonwehnéha satá:ti</li> <li>- Labelling items in the home</li> <li>- Committement</li> <li>- Story telling</li> </ul>	<ul style="list-style-type: none"> <li>- Begin by policy amendments for all organizations. Greeters, receptionist, answering phones, etc...</li> <li>- MCK grapevine distributes a Q &amp; A short phrases daily</li> </ul>

	<ul style="list-style-type: none"> <li>- Break down the words – Kahnawà:ke anthem challenge on social media, families, friends, organizations.</li> <li>- Tota Tanon' Ohkwári episode on the anthem</li> <li>- Music video</li> </ul>	<ul style="list-style-type: none"> <li>- Record conversations at home and translate words frequency counts, audio available.</li> <li>- Pick word of a day, for young children. Get them excited to learn.</li> <li>- Homework: Make it fun for children and parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Public bulletin – where you can get service in the language</li> <li>- MCK advertise (CIESLOK) to post word of the day.</li> <li>- Enforce Mohawk language law.</li> </ul>
<p><b>Table 11/12):</b>  <b>Ratiéwennahní:rats</b>  <b>Students (2016-2018)</b>  Kwahará:ni Jacobs,  Enhakanhton Norton,  Wahianó:ron Meloche.</p>	<ul style="list-style-type: none"> <li>- Print in newspapers (and translations)</li> <li>- Radio (at accessible times, not 5 am)</li> <li>- Bring into schools (intercom)</li> <li>- Not calling it an “anthem” – Kahnawà:ke’s song. Implies standing with our hands over our hearts, too Canadian and American style.</li> <li>- Find a way to teach it without people realizing (subliminal)</li> <li>- When there are events/fairs/festivals, make games and contests that give prizes/discounts to people who are able to sing or tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Baby starter pack, based on “Swedish baby box”, provide new families with books and resources, posters, CDs with songs, etc... all in Kanien’kéha</li> <li>- More workplaces to allow time to take off to talk language courses or have workplaces that do mandatory courses.</li> <li>- Parents can be at the same level as their kids, will benefit home life.</li> <li>- Kanien’kéha language speaker to visit your house and give recommendations (if you should label or focus on different learning techniques (baby nurse home visits)</li> </ul>	<ul style="list-style-type: none"> <li>- All businesses and restaurants have Kanien’kéha written (as much as English) signs, menus, etc...</li> <li>- Everybody should know how to have the basic intro conversation in Kanien’kéha (Hi, how are you? Good.)</li> <li>- Mandatory customer service, even non-native people.</li> <li>- Signs posted around town that show how to say certain things/labels</li> <li>- Bank/money terms</li> <li>- Maddies park: how to talk about playing outside. Hospital: how to describe how you are sick. Gym: Workout words...</li> </ul>