

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

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

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

<p>Table 6: KSCS Christine Loft, Mary McComber, Allyson Phillips, Kristine Barnes, Beatrice Taylor.</p>	<ul style="list-style-type: none"> - It's a cute song that may come across as a bit racist (ex. lonhkiihskanék'hons ratinarà:ken". - 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). - If we want an anthem maybe something else ex. Iroquois National Anthem (heard at BellCenter during Lacrosse games) or Kahnawà:ke letsitewe. - Also learning traditional ex. Planting songs and Atón:wa songs, and Ohstowa'kó:wa. 	<ul style="list-style-type: none"> - Homework support: sending resources and information home. Offering sessions to parents, language and content. - Family games to encourage interaction and learning the language. - Bilingual resources so parents can help with homework and can also learn alongside their children. - More TV shows for different ages. Ex. Dubbing of movies of popular movies and books/comics (they have Finding Dory in Navaho). - Funny drama or sitcoms for adults. Ex: "Brides Maids", "South Park". - Conversational classes for families (ex. Cooking, art, dancing, singing) - 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). 	<ul style="list-style-type: none"> - Support to schools for printing and resource sharing (library) - More available and store front access - Visible words in organizational buildings and business. Front-line staff receive people in the language - Offer courses to staff for language used regularly in their business or organization. - Better support, funding and policy support for people who come take language training (Ratiwennahní:rats, immersion) - Human resources network to develop/ensure organizations have Tsi Niionkwarihò:ten standards cited in job descriptions.
<p>Table 7: Kahnawà:ke Survival School (5 Participants)</p>	<ul style="list-style-type: none"> - Systema - Ó:nenk tsi entewaka'én:ion ne "Anthem" ioianere Karennà'shon:'a aietewateweinhste - Internet - Tsi ionterihwaiensthakhwa enhenthón:te, enhatika'én:ion ne owenna'shón:'a. 	<ul style="list-style-type: none"> - Mandatory classes for new parents. - Community schools need to follow through providing and supporting families with language. Learning (i.e: mandatory language classes) - Language even at school goal: to teach and practice. Dinner dialogue/conversations. Create opportunity. - Language take home packages and audio – i.e: grade 9 parents book and supports (2018). 	<ul style="list-style-type: none"> - Language packages geared for certain jobs, businesses/stores.

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

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