

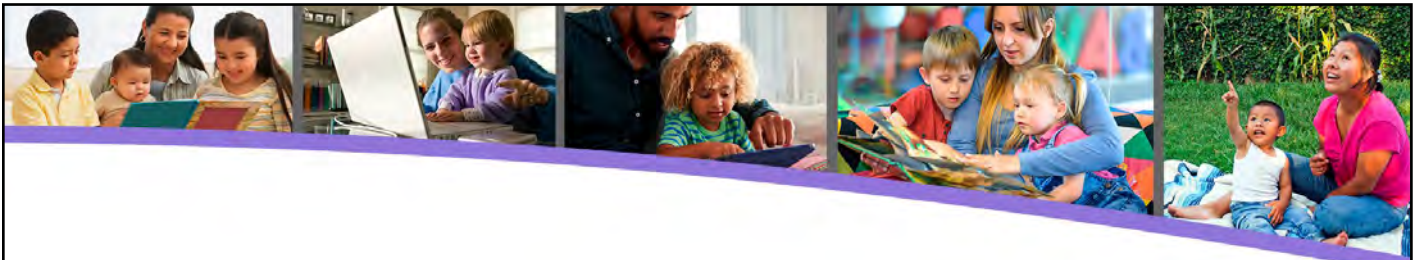


### Lobby Icebreaker

Use the Chat Box to share answers to the following.

Please introduce yourself and share what program you are from and answer the question:

**What are challenges and opportunities for engaging families and communities in children's Native language learning?**



## Family Engagement, Language, and Literacy Webinar Series

**Family and Community Engagement in Young Children's  
Native Language Learning and Development**

**Wednesday May 9, 2018 | 2-3:30 p.m. EDT**



# Logistics

- If possible, connect via hard-wired internet (instead of WiFi).
- Help connectivity by closing other programs.
- Your phones will be on mute!
- To make a comment during the webinar, please use the chat box.
- This webinar will be posted on ECLKC.

Family and Community Engagement in Children's Native Language Learning

# Meet the Presenters



**Dr. Christine Sims**  
Acoma Pueblo  
*University of New Mexico*



**Micker (Mike) Richardson**  
*Haliwa-Saponi*  
Director of the National American  
Indian/Alaska Native Head Start  
Collaboration Office (NAIANHSCO)

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## Meet the Presenters



**Brooke Ammann**  
*Lac Courte Oreilles*  
*Waadookodaading Director*

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## Community Experiences: Yugtun Immersion at Cook Inlet Native Head Start



**Ethan Petticrew (Unangax)**

*Executive Director for Cook Inlet Native  
Head Start in Anchorage, Alaska.*

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# Learning Objectives

- Learn about opportunities and challenges for engaging families and communities in young children's Native language learning and development
- Learn from the experiences of a range of Native communities
- Identify strategies for engaging families and communities based on the experiences shared

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## Head Start Program Performance Standard:

§1302.36 Tribal language preservation and revitalization. A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in §1302.31(b)(2) (i) and (ii) is not required.

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## Introduction and Brief Summary

- What we learned from Lana and Howard in Webinar I that may also pertain to today's discussion.
- Why Native Language Development is important for young children in our communities.
- Comments regarding efforts being made in tribes and families to reintroduce Native language use in their communities and homes.

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## Benefits to Children, Families and Communities

Engaging families and communities around:

- Connecting experiences
- The fundamental importance of culture, identity, and belonging
- Cognitive, academic, behavioral, health, and mental health benefits

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## **Engaging families and communities: Summary of first webinar**

Importance of gaining community support

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## **Native American Children Learning Native Languages as Second Languages**

- How is learning a second language different?
- Finding fluent speakers of Native languages
- Establishing learning environments for language in the classroom, family, and community

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# Community Experiences: Ojibwe Language

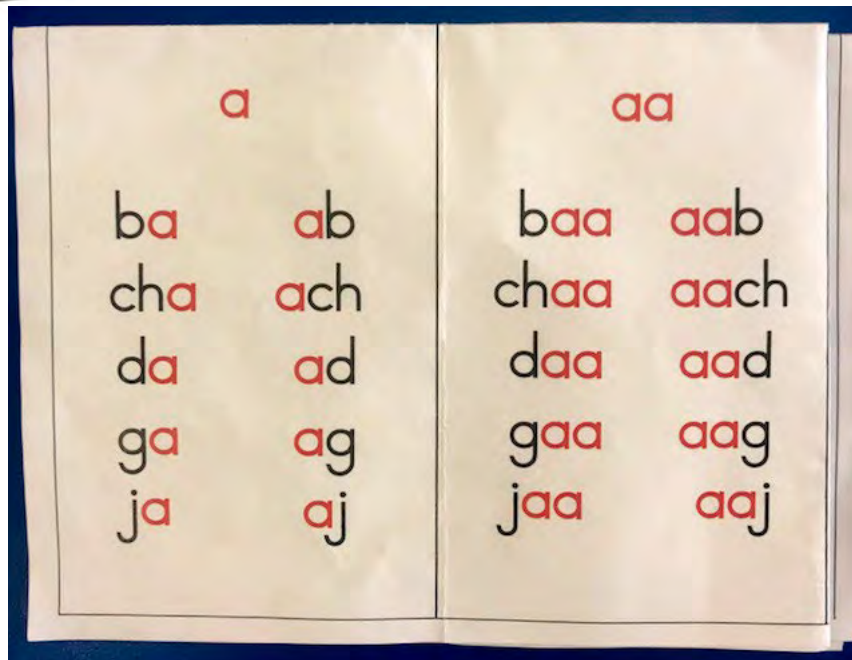
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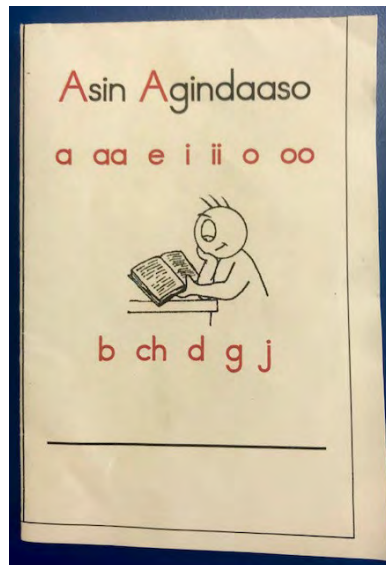


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## Questions, Comments, and Chat

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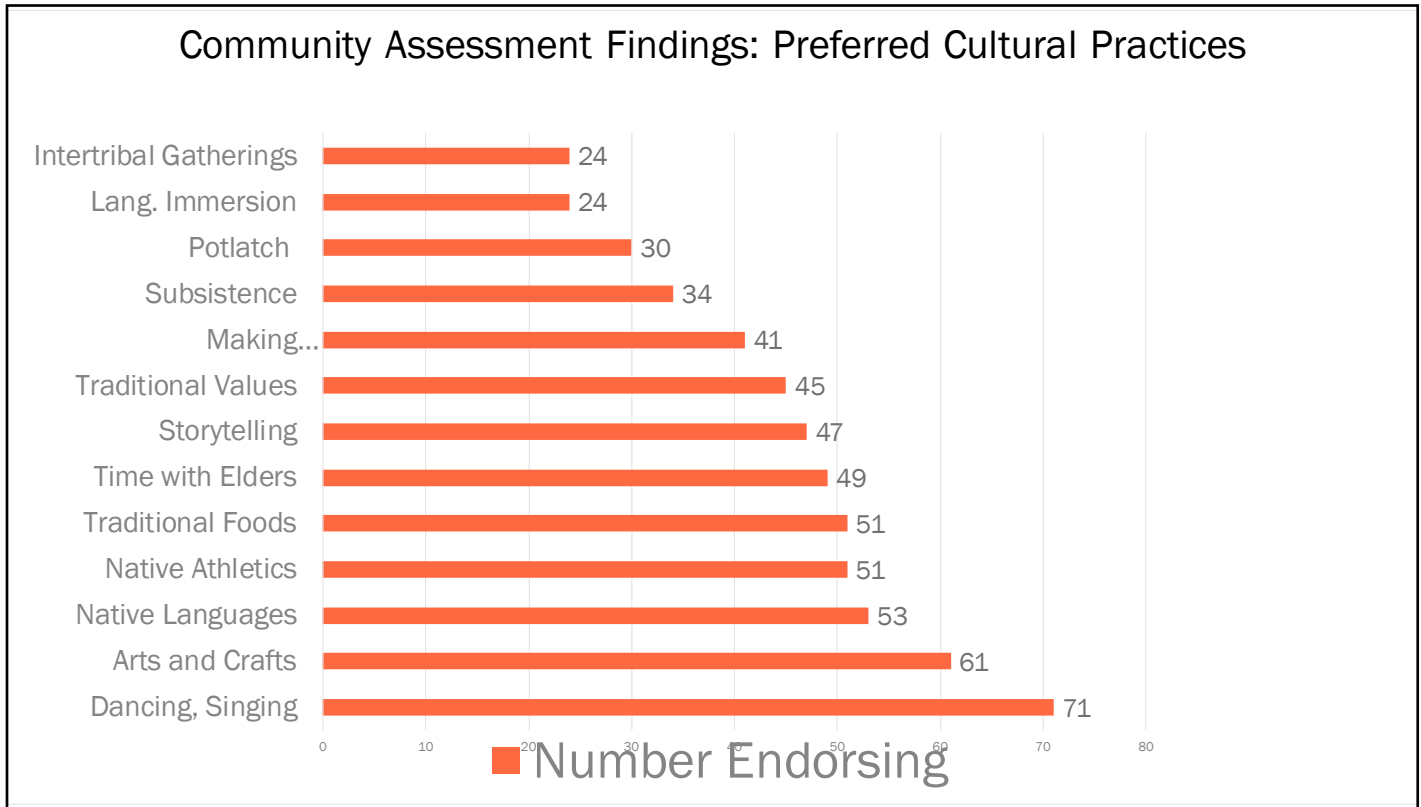
# Community Experiences: Yugtun Immersion at Cook Inlet Native Head Start

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## Alaska Native Languages



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## Alaska Native Values Shared by All Alaska Native Cultures

- *Show Respect to Others - Each Person Has a Special Gift*
- *Share what you have - Giving Makes You Richer*
- *Know Who You Are - You Are a Reflection on Your Family*
- *Accept What Life Brings - You Cannot Control Many Things*
- *Have Patience - Some Things Cannot Be Rushed*
- *Live Carefully - What You Do Will Come Back to You*
- *Take Care of Others - You Cannot Live without Them*
- *Honor Your Elders - They Show You the Way in Life*
- *Pray for Guidance - Many Things Are Not Known*
- *See Connections - All Things Are Related*

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## Yup'ik Values

- Love for Children
- Respect for Others
- Sharing
- Humility
- Hard work
- Spirituality
- Cooperation
- Family Roles
- Respect for Nature

## Cup'ik Values

- Knowledge of Family Tree
- Knowledge of Language
- Hunter Success
- Domestic Skills
- Avoid conflict
- Humor
- Respect For Land
- Respect For Nature

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## Themes by Traditional Seasonal Cycles

- **Cook Inlet Native Head Start**
- **Alaska Native Seasonal Cycles**
- **A Cultural Curriculum Framework**
- **Cook Inlet Head Start and the Alaska Native Heritage Center**

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## Seasonal Subsistence Cycles

|           |                            |                 |
|-----------|----------------------------|-----------------|
| January   | Caribou Hunting            | Inupiaq         |
| February  | Deer (Land Mammal) Hunting | Southeast       |
| March     | Sea Mammal Hunting         | Unangax/Sugpiaq |
| April     | Bird Hunting               | Yup'ik/Cup'ik   |
| May       | Ooligan Fishing            | Southeast       |
| August    | Salmon Fishing             | Yup'ik/Cup'ik   |
| September | Plants and Berries         | Athabaskan      |
| October   | Whale Hunting              | Inupiaq/SLIY    |
| November  | Moose Hunting              | Athabaskan      |
| December  | Beach Food                 | Unangax/Sugpiaq |

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## Yup'ik/Cup'ik: Bird Hunting (April)

### Yup'ik

- Cooperation.
- Family roles.
- Sharing.
- Hunter success.
- Respect for nature.

### Cup'ik

- There's always time to play after your work is done.
- Pingnatugyaraq: learn to do things yourself.
- Respect and honor your elders.
- Respect the animals you catch for food.
- Always show good behavior.

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|  |   |  |   |
|--|---|--|---|
| <b>Elitarkam Caucia: Yugtun elicungcalria</b>                                    |   | HS Goal 1  |   |
| Elitnauram quyigtacia:   |   |  |   |
| Piciryarat:  |   |  |   |
| <b>Elitarka/Elitarkat: Mikelnguq maligtaquaciqai pisqutet elluarrluni</b>        |   |  |   |
| <b>Ayainanermi Elitellra</b>   |   |  |   |
| <b>Elitellra 4</b>   | <b>Elitellra 5</b>  | <b>Elitellra 6</b>   | <b>Elitellra 7</b>  |
| Mikelnguq maligtaquaciqq pisqutet eluciraaralria taringcau tarenrat-Ilu aturluki | Mikelnguq elluarrluni maligciqqa malruk wall' amllenrat pisqutet ak'a nallunrilkengai elitellrat-Ilu umyuaqluki | Mikelnguq elluarrluni taringciqqu caarkat unuaqaqaqan umyuaqluki                     | Mikelnguq elluarrluni maligciqai pisqutet. Qanemcit wall' qanruyutet-Ilu taringciqai-Ilu  |
|  |   | Mikelnguq maligciqai taringluki-Ilu Yugcetun Qaneryaraq qalamciq-Ilu apyutekluki-Ilu |   |
| <b>Taringcetaarun/ Taringcetaarutet</b>  | <b>Taringcetaarun/ Taringcetaarutet</b>   | <b>Taringcetaarun/ Taringcetaarutet</b>  | <b>Taringcetaarun/ Taringcetaarutet:</b>  |
| Elitnauraq elluarrluni pisqun maligciqqa   | Elitnauraq paltuuk teguciqa, tuall' all'uku ellamun anluni-Ilu  |  | mikelnguq elluarrluni neq'arciqai pisqutet mikelnguq apyuteqai qaneryarat wall' aperyarat |

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|  |  |   |   |
|--|--|---|---|
| <b>Domain: Yugtun language acquisition- receptive</b>                                      |  |   |   |
| <b>Level: Head Start- HS 1 RD</b>  |  | <b>Child's Name:</b>  |   |
| <b>Cultural Values: Knowledge of language</b>  |  |   |   |
| <b>Goal: Child will show understanding of increasing number of Yugtun words</b>            |  |   |   |
| <b>Developmental Progression</b>   |  |   |   |
| <b>Stage 4</b>   | <b>Stage 5</b>   | <b>Stage 6</b>  | <b>Stage 7</b>  |
| Will follow simple request in Yugtun may be accompanied with gestures or pictures<br>_/_/_ | Will follow simple requests and one step directions not accompanied with gestures or pictures<br>_/_/_ | Will follow directions in Yugtun with two or more steps that are related to familiar experiences and objects<br>_/_/_ | Will follow detailed, instructional, multi step directions giving Yugtun<br>_/_/_       |
| Will follow one step directions in Yugtun to successfully complete a simple task.<br>_/_/_ | Will show understanding of Yugtun simple questions and short requests<br>_/_/_                         | Will comprehend an increasing number of Yugtun words used daily in simple sentences during interactions<br>_/_/_      | Will show understanding of complex statements, questions and stories in Yugtun<br>_/_/_ |
| <b>Indicators:</b>   | <b>Indicators:</b>   | <b>Indicators:</b>  | <b>Indicators:</b>  |
| Looks or points at object or person named  | Will come to group time when teacher shows picture and states request in Yugtun                        | Will go grab coat when teacher says "time to get our coats on and go outside" in Yugtun                               | Will recall in order multiple step instructions given in Yugtun                         |
| Responds appropriately to meaning of Yugtun words  | Will walk towards sink when told to wash hands in Yugtun   | Can follow request in Yugtun to clean area, wash hands and go to circle in Yugtun                                     | Will ask questions about meaning of new words   |
| Notes:   | Notes:   | Notes:  | Notes:  |

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## Engaging Parents:



**Qayat**



**Kularavik**

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## Yup'ik Coiled Baskets



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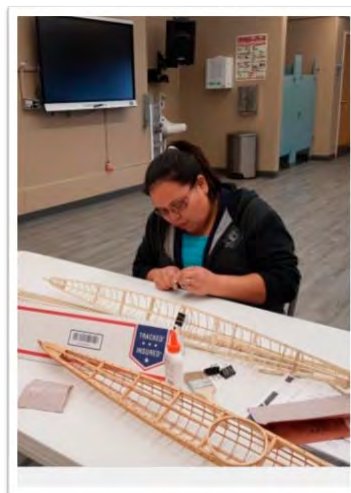


## Yup'ik Coiled Baskets



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## Iqyas / Qayat



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## Qayat



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## Ikamraq: Dog Sled



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## Ikamraq: Dog Sled



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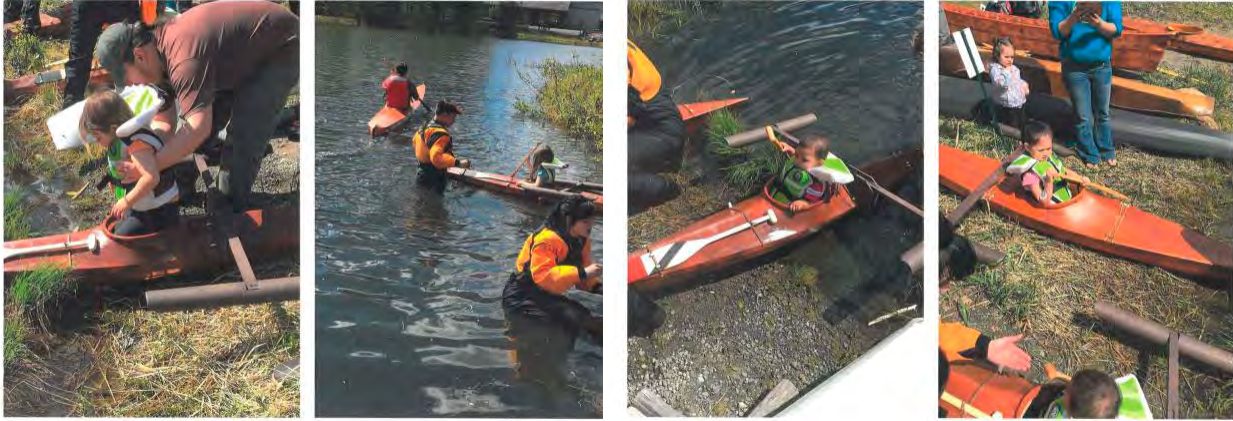
## Ikamraq: Dog Sled



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## Qayaq Launch: A Family Event



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## Qayaq Launch: How to Paddle



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## Qayaq Launch: Mom waits on shore while dad teaches son how to balance.



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## Qayaq Launch: learning how to paddle



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## Qayat



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## Christmas Family Night: Entertainment from other cultures



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## Family Night



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## Ilanka Quyurteqatartut Ataku Family Night



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## Yugtun Nights



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## Yugtun Nights: Elder working with children and families



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## Yugtun Night: Feasting



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## Yugtun Night: Dance Fans



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## Yugtun Nights: cauyat



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## Yugtun Nights: cauyat



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## Yugtun Nights



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## Our future Yugtun speaking doctor



Quyana - qva

Tuai Piurra

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## Similarities and Differences Across Communities

- Dr. Christine Sims, Acoma Pueblo
- Micker (Mike) Richardson, Haliwa-Saponi
- Lana Garcia, Jemez Pueblo
- Howard Paden, Cherokee Nation
- Brooke Ammanns, Lac Courte Orielles
- Jason Schlender, Lac Courte Orielles
- Ethan Petticrew, Unangax

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## Q&A

What questions do you have?

Please use the chat box.



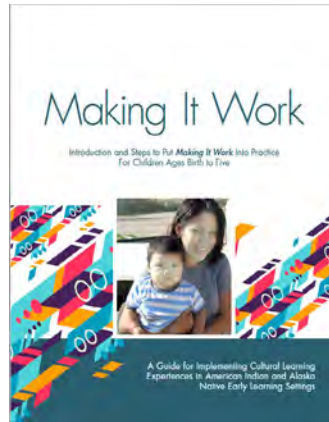
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## Learn more about it!

- <http://www.ktva.com/story/37863903/cook-inlet-native-head-start-yupik-language-pipeline>
- <http://www.ktva.com/story/37882330/frontiers-139-alaska-native-languages-a-struggle-for-survival>

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## OHS Resources



<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

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## Join the Chat After the Webinar!



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## Online Survey and Certificates

- Your feedback is important to us!
- And email with a survey link and certificate is on its way! Keep an eye out for it in your inbox.

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For more information about this resource, please contact us:  
[pfcewebinars@ecetta.info](mailto:pfcewebinars@ecetta.info) | 1-866-763-6481