



Ukrainian Language Education Centre Newsletter

Бітаємо!

Welcome to the Ukrainian Language Education Centre Newsletter

Dear Readers,

We made it: With the steady lifting of COVID restrictions across the country, an air of optimism fills the end of the 2020-2021 school year. Never has a summer with light travel and socializing felt more deserving.

We will overcome: As you are all aware, the University of Alberta has been undergoing rapid and intense restructuring, primarily due to the severe provincial cuts to post-secondary education. Every individual and unit on campus has been impacted and we at CIUS and ULEC are no exception. Thanks to our endowments, generous gifts from community members over many decades, we will survive, relying on the resilience learned as we pushed through the Klein cuts of the 90s, the market crash, and other external obstacles on our path of growth and development. That being said, allow me to stress the importance of your gifts to ULEC and express our thanks for your support. We also thank CIUS Director

Dr. Natalia Khanenko Friesen for her greetings in this edition of the ULEC newsletter and her commitment to insuring that Ukrainian language education remains one third of the CIUS mandate as specified in the document that established it.

We are learning through research: Our feature news story is an abridged report on the findings of a 2017 study on the *TYT i TAM* reading series. Completed for the Alberta Foundation for Ukrainian Education Society (AFUES), teachers from across Canada were invited to comment on the strengths and limitations of each of the seven readers in the series and provide a wish list for what could strengthen it or other reading resources. Since these books are popular and well used in public school settings teachers were complimentary of their strengths and their appeal to a broad audience. Children born in Ukraine appreciated learning about many of the Ukrainian traditions

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Special points of interest:

- *Greetings from the CIUS Director*
- *TYT i TAM Reading Series*
- *2021 National Conference for Ukrainian Educators*
- *Shevchenko Scientific Society of Canada Conference*
- *University of Alberta Ukrainian Program Students Go Creative*
- *School trustee, principal worry Manitoba's education overhaul could spell the end of cultural programs*
- *Securing Ukrainian Program at Indiana University*
- *GoCamp: Ukrainian is Calling for Volunteers*
- *LEARNING UKRAINIAN—ROCKS! Video Contest: New Submission Deadline*

Newsletter Editors:

Prof. Olenka Bilash (Acting Director, ULEC)
Dr. Olena Sivachenko (Research Associate, ULEC)

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practiced in Canada while children from non-Ukrainian speaking families benefitted from the large font size, shorter story length and ratio of images to text. While complimentary about the Ukrainian history, literature and culture content, teachers also reported a desire to bring the visuals in line with the fashion, EDI values (equity, diversity and inclusion) and use of technology of the XXIc and add content that aligned with the routine activities of the Canadian school year - texts and images for Thanksgiving, Halloween, Remembrance Day, Valentine's Day, Mother's Day and Father's Day. Read more on pp. 4-6.

We celebrate: Congratulations are extended to the National Ukrainian Education Committee (NUEC) of the Ukrainian Canadian Congress (UCC/KYK) on the delivery of a successful online conference. Although intended to be a national conference, the majority of presenters and participants were from Ukraine, thus making it an international venue for the exchange of teaching ideas and projects. The high quality sessions reflected the time, effort and talent of the speakers and the absence of technological glitches confirmed the ways that COVID has enhanced our comfort in communicating through technology. Learn more on pp 7-8.

Kudos to the 25 graduates of the UNO-Toronto-West ridna shkola, their parents, and the teachers who faithfully guided them over the years. ULEC seconds the heartfelt wishes of their teachers: Ви вирушаєте у самостійне доросле життя. Бажаємо вам, щоб цей шлях був щасливий, наповнений гарними подіями і здобутками. Впевненості вам у власних силах, невичерпного завзяття та здійснення всіх ваших мрій!

We applaud the Shevchenko Scientific Society of Canada for their April online conference entitled "The Ukrainian Language in Ukraine and Diaspora: Current Language Law and Kharkivsky Pravopys." Read more on p. 9.

We share: As always, we highlight the successes of Ukrainian language programs at the post-secondary level. The multimodal creations of advanced level students can be found on p. 10 and ULEC's interview

with leaders of the Ukrainian language program at Indiana University spotlights its evolution on pp 15-20. Following similar histories from the University of Alberta, Cambridge University, and the University of Victoria we see the important role that students play in program evolution, not just as obvious enrollees in courses, but also as initiators of programs and advocates for program expansion.

We remind: Although we all need the summer to recuperate and regenerate, we cannot afford to totally retreat from the issues that have arisen during the pandemic and as a result of new government perspectives on education. Covid has cost bilingual education dearly; enrolments are down in all language programs across the Prairies. Many principals cancelled second language classes in all languages when students had to turn to online instruction. Working from home and fearing the risk to their children of extra contact from busing, some parents transferred their children out of the bilingual program and into local schools. Understandably, children made new friends and found comfort in their new milieu. But sadly, this also often resulted in losing two or three children from the same family to the program. Read about other related concerns as one principal speaks out in Manitoba (p. 12-13).

We request: Your news is our news. Please send us interesting links or websites to explore, photos and captions to include, and updates on any events related to Ukrainian language education.

We wish: May you and yours have a happy summer holiday!

Connect with us!

E-mail: ulec@ualberta.ca

Facebook:
<https://www.facebook.com/ukrainian.language.education.centre/>

Website: <https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and->

Greetings from the CIUS Director

Greetings from the CIUS Director:

A long-term supporter of many Ukrainian language initiatives in the post-secondary education sector, I extend my heartfelt greetings to you, dear reader of this newsletter. As a university educator whose job has been to oversee the Ukrainian studies programs on various North American campuses, I know too well that supporting Ukrainian language education is a key to building strong communities of learners in our field of Ukrainian studies. I am proud to share that I have also been a language educator myself. As some of you may know, I started my academic career in Canada as a graduate student, but also as an instructor of Ukrainian language courses at the University of Alberta. The experience of teaching and collaborating with Dr. Natalia Pylypiuk back in the early 1990s on the Ukrainian language textbook



Right to left: Dr. Khanenko-Friesen with Canadian students on a study tour in Ukraine, May 2018

Mandry, launched my long-term engagement in Ukrainian language education in North America. While working on my doctoral degree as an anthropology student, I spent seven years teaching and building the Ukrainian language program at Harvard Ukrainian Summer Institute (HUSI), first as a lecturer, then as the language program coordinator, and later as HUSI director in 2001. On my initiative, our Harvard team became the first ever ACTFL certified testers of the Ukrainian language in North America.

At the University of Saskatchewan where I taught for the last two decades, I initiated, developed, and led for 17 years a very successful study abroad semester in Ukraine (in partnership with the Ternopil National Pedagogical University). Students from around Canada and abroad participated in our six-week program, studying and traveling around Ukraine, climbing the Hoverla mountain in the Carpathians, exploring urban and rural sites, while further building their Ukrainian language skills in all diverse settings offered to them. Language courses were after all the core of our program.

Now, in my new capacity as the director of the Canadian Institute of Ukrainian Studies at the University of Alberta, my job is to ensure that ULEC is well positioned to maintain its vital role in Ukrainian language education nationally and internationally. ULEC programs and partnerships with Ukrainian language educators around Canada and the globe, ULEC engagement with Ukrainian Canadian youth inevitably lead to a stronger Ukrainian Canadian community, and stronger Ukrainian scholarship in Canada.

Thank you for supporting ULEC, a key member of our CIUS family of programs and centres. I am looking forward to engaging with ULEC networks once we all return to new-normal activities after the end of the COVID-19 pandemic.

Wishes for a safe and healthy summer!

Natalia Khanenko-Friesen

Director, CIUS

Report on the Assessment of the *TYT I TAM* reading series



Teachers in the Ukrainian Bilingual Program frequently describe a shortage of learning resources, particularly reading materials that align with the variety of their students' language levels and interests. Books from Ukraine are described as being too difficult for students from non-Ukrainian-speaking homes to read and understand. The reading series from the USA are considered outdated. Thus, the *TYT I TAM* reading series, developed for second language learners, remains popular, despite the fact that it is also outdated in many ways.

In 2017 the Alberta Foundation for Ukrainian Education Society (AFUES) commissioned a study about the *TYT I TAM* reading series. Teachers from across Canada were asked to comment on the affordances and limitations of each reader, share ideas about how they use them, and offer suggestions for improvements. Dr. Olenka Bilash and Markian Lazurko gathered the following information about each of the seven readers and have been given permission to share it with the ULEC readership.

Affordances

Overall, the first three readers in the *TYT I TAM* series were appreciated by **parents** for their affordability and by **teachers** because the stories are short, use simple and recognizable vocabulary, include accents on syllables, and introduce culture and traditions that are new for learners from Ukraine.

Teachers praised the accompanying **workbooks** with grammar exercises, the complementarity of the supplemental materials created in Saskatchewan, and the readily available questions to check for reading comprehension.

The Ukrainian – English **dictionary** built into the readers was also noteworthy. In short, they were well suited for both second language learners and heritage language learners.

About the readers *Тут і там*, *Друзі*, and *Школа* teachers reported an appropriate **size of font** for primary level students and a good **ratio of pictures to text** that made it easy for children to follow along, track and participate in whole group reading with relative success. The **length of each story** helped teachers to plan lessons.

Additionally, teachers agreed that *Пригоди*'s themes are good for different learner levels, especially in relation to traditional Ukrainian festivities. These traditions are new for the teachers and children of the 4th wave of immigration, thus making the content of interest.

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«Учителі українських двомовних програм часто говорять про нестачу навчальних ресурсів, особливо для читання, які б відповідали зацікавленню учнів та їхньому рівню володіння мовою. На їхню думку, книжки з України є занадто важкими для учнів, які вдома не розмовляють українською, а серії книг для читання, випущених у США, є застарілими. Серія ТУТ і ТАМ залишається все ще популярною, не зважаючи на те, що у багатьох аспектах вона є також застарілою. У зв'язку з цим, AFUES ініціював проведення дослідження, у якому канадським вчителям запропонували прокоментувати сильні та слабкі сторони серії, поділитися своїми думками щодо її покращення».

Report on the Assessment of the *TYT I TAM* reading series



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Teachers reported that the reader *Казки* is appropriate for students in grades 3-5 – “it has many stories that have an element of **humour**” and also “a **moral** to the story”. Some of the **favourite** stories of students in the *Ходить зі мною* reader include *Анна Ярославна і Єлизавета*; *Дідуць в новому краю* and *Татарин у вулику*.

Teachers commented on the **rich collection with many varying stories** (with almost too much to cover) in *Наші скарби*, the final reader in the series. They appreciated the inclusion of **First Nations and Inuit stories** which are now particularly timely though they recommended that these stories be revisited in order to align with the *Truth and Reconciliation Calls to Action*.

Teachers reported that the content of *Наші скарби* aligned well with many annual events and highlights Ukrainian literary figures well. They “always” use the biographies of Ivan Franko and Lesia Ukrainka, and Shevchenko’s stories. *Осел и лев*, *Царівна краса*, *Великдень на чужі землі*; *Легенда про писанку*, *Як почалася вишивка*, *Різдво*, *Новий рік*, *Щедрий вечір* were well utilized. Several teachers described using the *Кераміка* story for Mother’s day followed by an activity in which students painted ceramics.

Limitations

Teachers also noted weaknesses of the reading series including an outdated font and style of quotation marks, some language that is not contemporary such as авто instead of машина, animal characters that are not **age appropriate** or even of interest to XXIst century students. They reported that there is an **absence of Canadian content** in the series and a need for texts about Mother’s Day, Father’s Day, Thanksgiving, Canada Day and other events that

align with the monthly and seasonal calendar of schools in the first few readers.

Teachers particularly yearned for content that helped students see Ukrainian as a contemporary living language in the Canadian context and help students evolve their **Ukrainian Canadian identity**.

The **progression of levels** of the readers was also critiqued with large gaps in vocabulary and sentence structure between the third and fourth, fourth and fifth and fifth and sixth readers. Several teachers suggested that there should be “additional readers” to transition between each of these stages.

About the readers *Тут і там*, *Друзі*, and *Школа* teachers reported that the visuals do not reflect contemporary fashion, use of technology and Canada’s inclusive population. Further, some **stories are dry and repetitive** and contain **unnatural speech patterns** which make reading labourious for learners and reading in Ukrainian **unappealing**.

Teachers agreed that in *Пригоди*’s poems the “d” in **italics** resembles a “b” which caused confusion to students, especially those with dyslexia and dysgraphia who were “already confused enough” and “this was cumbersome”. To better align with contemporary family activities, teachers suggested that instead of stories about the trip to the farm perhaps the trip could be an outing to pick apples or pick out a pumpkin, thus integrating Canadian seasonal activities into the series.

About the reader *Казки* teachers again noted the problems with the poems being presented in italics and the “d” in italics resembling a “b”. They also noted that “some students became fixated on the місяці року story because of the naked-like boys” and proposed that it “may need to be removed in

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Report on Assessment of the *TYT I TAM* reading series

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future editions”. Proposed revisions included **eliminating the juvenile characters**, re-illustrating the reader to reflect contemporary society including fashion, **inclusivity**, **technology**, texting to meet up with friends, etc.

Several also proposed that stories about cowboys could be “wrapped in the Calgary stampede event – things that link them to Canada”.

Teachers offered the following concerns about the *Hauii skarbū* reader: outdated illustrations and the need for contemporary fashion, inclusivity, and use of technology. They also mentioned the off-topic discussions ensuing from the image of a woman breastfeeding in the field in the Shevchenko story and requested a “change to the illustration because grades 6 and 7 students are dealing with their own hormone issues!”.

Further, over the years “we use *Hauii skarbū* less and less simply due to time constraints and trying to fit in Holodomor and other Ukrainian history units into decreasing time for this subject area”.

Solutions for the future

Canadian classrooms value student experiences as a door to reading texts and follow-up activities. Thus, teachers offered the following ideas to improve the series. Whether they are taken up in a revision of the series or not, these ten tips can be useful to anyone wishing to contribute to learning resources for children learning Ukrainian in the Canadian diaspora.

- Make the best stories into a graphic novel-comic book style.
- Put stories online so students can access them through smartboards or other online forum, and at home (i.e. there may not be a need for books)
- Digitize the workbooks so that teachers can easily choose to copy or adapt for their specific students and increase the spacing between the lines.
- Create interactive vocabulary games to enhance the learning of new vocabulary.
- Create an audio component so students can listen as they read.
- Canadianize the content so that there is material acknowledging Canada Day, Thanksgiving, Remembrance Day, Valentine’s Day, etc. Further, September is proclaimed as Ukrainian Heritage



— Дiду! Бiбo! Де ян? —
кричить Тарас. — Ми тут!
Дивiться! У нас нове авто!
— Дiду! Бiбo! У нас нове
авто! Нове авто! — кричить
Петро.
— Цу, йду, дiти! Добре,
що ви вже тут, — каже дiд.
— Дивiться, дiду! Авто!
Нове авто! — каже Лiса.
— Гарне авто; дiже
гарне, — каже дiд. — Тепер
прошу в хiту.
— Петре! — каже баба, —
Ходь сюди! Ходь в хiту.

Month in Ontario so in addition to visuals such as the usual Tryzub, Flag, and Anthem (newest version), there is a need for stories about these themes for all grades and levels.

- Visuals and topics of new texts should include skiing, snowboarding, winter activities, collecting maple syrup, using smart phones, computers, texting to meet with friends etc. in order to appeal to contemporary children.
- Provide stories about Ukrainians in Canada (first and second wave immigration) that foster appreciation of their contributions e.g. Eleniak as in the Scholastic series, the stories of pioneer and later life depicted in Kurelek’s paintings, Ukrainian themes and customs celebrated in Canada, what it means to be Ukrainian in Canada.
- Find, adapt or create easy to read stories about Ukrainian symbols such as wheat (not the folk tales), soniashnyk, mak, vyshytiy rushnyk etc. As one teacher reported, Grade 5 students working on a booklet about symbols could “find very little information about these important Ukrainian symbols at their reading level”.
- Add trivia *Did you know?* about three facts or so at the end of some stories.

«З метою вдосконалення серії, було запропоновано: перетворити деякі історії на комікси; створити аудіозаписи історій; перетворити робочі зошити на електронні підручники; створити нові історії, які були б цікаві сучасним школярам і представляли канадський та український канадський контекст тощо».

National News:

2021 National Conference for Ukrainian Educators



May 16, 2021— the National Conference for Ukrainian Educators “Ukrainian Education in Canada: New Realities” was held in the format of Online Educational Workshops. It was organized by the Ukrainian Canadian Congress (UCC) National Ukrainian Education Council (NUEC) with the support of the UCC in partnership with the Ukrainian World Congress International Educational Coordinating Council.

The objective of the Conference workshops was to further the development of professional knowledge about innovative teaching techniques in Ukrainian language pedagogy. Sessions included discussions on implementation of new methods and technologies in the classroom and applied methodology and holistic approaches to teaching and learning Ukrainian as a second language. Teachers’ training workshops emphasized the use of online resources in classes and focused on the best practices and effective ways of teaching Ukrainian language and culture. The conference provided a forum for educators from across Canada and abroad to share their successes in creating a positive and meaningful learning experience for students through virtual and/or in-class learning.

Here are the highlights of some of the sessions attended by the ULEC team.

Оксана Туркевич (м. Львів, Україна), на прикладі серії посібників для учнів 1-11 класів «Розмовляймо українською», розглянула два сучасні підходи до навчання дітей української мови як успадкованої та іноземної: диференційований та діяльнісний. Вона продемонструвала, як використовувати навчальні матеріали для планування ефективного уроку, беручи до уваги вище згадані підходи.

Лілія Суха (м.Едмонтон, Канада) провела майстерню з використання Nearpod – додатку до Google Slides, який дозволяє викладачам робити уроки інтерактивними та змістовними для учнів. Як показує практика, дана платформа добре зарекомендувала себе серед учителів під час дистанційного навчання. Додаток дозволяє працювати з файлами, які вчитель має у Power Point або Google Slides, та відео, які можна завантажувати безпосередньо з YouTube. За кілька хвилин вчитель може перетворити свою слайд-презентацію в інтерактивні прийоми роботи, що дозволяє учням бути активними учасниками уроку та працювати у своєму власному темпі.

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2021 National Conference for Ukrainian Educators

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Під час презентації *Олександра Черкаса* (м.Київ, Україна), учасники мали змогу дізнатися про цькування в освітньому середовищі та його видах, почули реальні історії булінгу учнів і їхнього вчителя. Присутні, також, ознайомилися з арсеналом ефективних прийомів для протидії булінгу в учнівському та педагогічному колективах. Пан Олександр презентував антибулінговий workbook, місія якого – подолання цькування.

Люба Славатинська (м.Торонто, Канада) виступила з доповіддю «Ранній розвиток дитини», у якій представила своє бачення основної мети заняття з раннього розвитку дитини – розвитку мислинневих операцій, тактильної чуттєвості, розвитку моторики та творчості мислення. Вона поділилася прийомами роботи, спрямованими на навчання елементів письма і математики, на розвиток уміння спілкуватися з однолітками, адаптації у колективі та вміння встановлювати соціальні контакти.

Віра Чміль (м.Онтаріо, Канада) виступила з доповіддю «Діти з особливими освітніми потребами». Хто ці діти? Які їхні потреби є особливими? Хто визначає ці особливості? – на цих питаннях сконцентрувалася доповідачка під час цієї сесії. Також, вона представила практичні поради щодо індивідуального підходу до кожної дитини, особливостей навчання та інклюзії учнів з особливими потребами.

Аліна Чернякова (Суми, Україна) у своїй доповіді «Крос-культурні студії як інструмент соціальної інтеграції іноземних студентів в умовах багатонаціонального освітнього середовища» поділилася своїм досвідом роботи з іноземними студентами, спрямованої на розвиток їхніх крос- та між-культурної компетенцій. Вона розповіла про іноваційні проекти, які вони пілтують на базі Сумського університету. Науковиця наголосила, що ці проекти не тільки сприяють успішній інтеграції міжнародних студентів в культурне та соціальне життя м.Суми, але й виховують у місцевих жителів обізнаність та культурну толерантність до культури і традицій студентів-іноземців.

Надія Прокопчук (м. Саскатун, Канада) представила новий посібник з оцінювання мовленневих умінь учнів за допомогою дескрипторів Загальноєвропейських Рекомендацій з мовної освіти. За підручником, початкове оцінювання передбачає створення профілю мовленневих навичок кожного учня на початку навчального року у слуханні, читанні, письмі та мовленні. З метою оцінювання, вчитель має відповідати на питання: що учні можуть робити згідно цих видів мовленнєвої діяльності.

Ксенія Бородін (м. Львів, Україна) представила навчальний комплекс «Яблуко», з вивчення української мови як іноземної який вона розробила у співавторстві з Наталею Бартків. Вона продемонструвала, як його можна використовувати у шкільній аудиторії. Вона презентувала загальну філософію, структуру, лексичні та граматичні теми, відповідність стандартизованим вимогам до рівня володіння українською як іноземною.



Конференція Наукового товариства ім.Шевченка в Канаді

April 24, 2021—The Shevchenko Scientific Society of Canada held an online conference “The Ukrainian Language in Ukraine and Diaspora: Current Language Law and Kharkivsky Pravopys”. The conference focused on the current Ukrainian Orthography, known as Pravopys, which was approved on June 3th 2019 and incorporates features of the 1927 Kharkivsky Pravopys. The participants of the conference were three renowned linguists: Prof. Michael Moser from Vienna University, Prof. Alla Nedashkivska from the University of Alberta, and Dr. Volodymyr Kulyk from the Institute of Political and Ethnic Studies, National Academy of Sciences of Ukraine.



Проф. Міхаель Мозер доповів про витoki нового українського правопису. Він зазначив, що на думку науковців, мета нової редакції правопису полягає в створенні балансу між системними параметрами сучасної мови і різночасовими особливостями української мовної традиції, яку, на його думку, представляє Харківський правопис. Доповідач детально розглянув періоди розвитку української орфографії та порівняв зміст правописів 1929-2019рр., наголошуючи на значенні повернення в сучасну мову елементів правопису 1929 р. Науковець окремо зупинився на елементах Харківського правопису, які є застарілими, і зауважив, що їхнє повернення в сучасну мову не завжди є доцільним.

Про мовні ідеології у парадигмі нового українського правопису доповіла проф. Алла Недашківська. Вона представила результати аналізу публічних обговорень у соціальних мережах Фейсбук, Інстаграм та ТікТок навколо нової редакції, наголошуючи, що вони не зводяться лише до мовних питань, оскільки правописні системи – це символи, які насичені історичними, культурними, суспільними чи політизованими значеннями. Дослідивши чутливість людей до певних мовних форм та практик через призму мовних ідеологій, науковиця зазначила, що ставлення до правопису 2019 р. різняться залежно від вікової категорії дискусантів. У мережі Фейсбук існують чіткі позиції «ЗА» і «ПРОТИ» нової редакції. Мережа Інстаграм, яка представляє молодшу вікову категорію, є свого роду консультативним простором, бо більшість дописів тут про найголовніші зміни у правописі. Загальна позиція дописів у цій мережі про правопис – нова суспільна реальність потребує змін у мові. Загальна позиція молодіжної мережі ТікТок – знати українську згідно нового правопису – круто, модно і прогресивно. Тут дописи мають консультативний та рекламний характер.



Д-р Володимир Кулик розповів про мовну політику, зосередившись на уявленнях українців про те, яким є і яким має бути вживання української та російської мов в Україні. Аналіз загальнонаціональних соціальних опитувань різних років вказує на те, що в переважній більшості громадян України є бажання, щоб українська мова панувала і поширювалася, бо це державна мова, але, при цьому, щоб російська зберігалася через її комунікативну цінність, бо це мова, яку в Україні майже всі розуміють. Цікавим, також, було те, що за останні роки частка українськомовного населення істотно не змінилася, у той час як частка російськомовного населення знизилася та істотно збільшилася частка двомовного населення, яку, в основному, складає молодь. На основі розглянутих уявлень українців вчений висунув нормативні основи для мовної політики.

Regional Highlights: Alberta

University of Alberta Ukrainian Program Students Go Creative

Взимку 2021р. студенти курсу УКР – 212 вивчали тему «У світі казки». Їхнім завданням було підготувати влог «Вечірня казка». Студенти підійшли до виконання завдання дуже креативно. Запрошую вас переглянути відео Тетяни Крупенко і Роксоляни Іщенко та послухати казки у їх виконанні.

З повагою,

д-р Олена Сіваченко,
викладач української мови

PS. Не забудьте вподобати та залишити свої коментарі – дівчата дуже старалися :)

Ольга Миць, директорка Рідної школи у м.Едмонтон, у своєму коментарі до відео Роксоляни написала:

Молодець! Мої учні з 2-го класу дуже любили цю казочку. Хотуть ще!



Відео Тетяни: <https://youtu.be/xjeQaMRIXt8>



Відео Роксоляни: <https://youtu.be/3bGCBX25CH4>

In winter 2021, the Department of Modern Languages and Cultural Studies offered the course UKR 499 “Culture, Art & Reactions,” developed and taught by Dr. Daria Polianska.

The aim of the course was to present contemporary Ukrainian art and culture in their relation to various sociopolitical issues (e.g., environment, gender rights, political protests, etc.). Emphasis was placed on the topics of music, visual and literary arts as well as digital media. A creative part of the coursework was completing an *Art and Culture Reflective Journal*, in which students had the freedom to experiment with any format and type of art to reflect on the topics discussed in class. Some students wrote poetry in Ukrainian!

We are pleased to present
Sophia Jewel’s visual poem “Melody”
(printed with author’s permission).

Мелодія Софія Юрєв

я думала *і мої думки танцювали по небу*

а я пішла за ними
я не знала куди я йшла
а потім я почула

маленьку мелодію
просту мелодію
яскраву й коротку
як
mały

mazurek

а кожна нота знайома
але я не пам’ятаю чому

маленькі кроки
швидко, швидко
навколо по колу
бігаючи, танцюючи, граючись
знову ми дітвми

тільки у теперішньому часі минулий є старим

думки плавали в морі ранкової зорі
хвиля рожеві, золоті, фіолетова

і там я почула
маленьку мелодію
просту мелодію
близьку і знайому
як голос

мої думки літали поза межами мрій
і я себе знайшла у саду
випадає просто
але сутність глибока
і потім я почула

маленьку мелодію
просту мелодію
сонядку й гірку
як зірви на небі

бачури
6

неможливо зрозуміти

Regional Highlights: Alberta

Take Courses in Ukrainian Studies at the University of Alberta

Consider taking Ukrainian language and culture courses at the U of A. In the 2021-2022 academic year, we are planning to return to campus!

STUDY UKRAINIAN

Fall, Winter & Spring 2021-2022

REGISTER NOW ON BEAR TRACKS!

UKR 111/112: Beginners' Ukrainian I & II
MWF 11:00-11:50 [blended-learning format]

UKR 211/212: Intermediate Ukrainian I & II

UKR 308: Advanced Writing Strategies
MWF 1:00-1:50 [winter 2022]

SLAV 204: Slavic folklore and mythology
TTh 2:00-3:20 [winter 2022]

MLCS 299: Language Conflict and Identity
[with Slavic content
online fall 2021]

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CLUB
& GRAMMAR LABS**

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UKRAINE**

UKR 300 & 400:
Ukrainian Through
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Open to anyone
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Study Ukrainian



UNIVERSITY OF ALBERTA
DEPARTMENT OF MODERN
LANGUAGES & CULTURAL STUDIES

Regional Highlights: Manitoba

School trustee, principal worry Manitoba's education overhaul could spell the end of cultural programs



Greg McFarlane is a trustee in the Seven Oaks School Division. He said people in the area are proud of the cultural programming they've developed over the years, but he's worried about what Manitoba's proposed education overhaul will mean for those initiatives. (John Einarson/CBC)

Seven Oaks School Division leaders worry proposed Bill 64's approach won't prioritize diverse initiatives

Educators in part of Winnipeg with flourishing newcomer populations say they're worried Manitoba's proposed education overhaul will put their school division's cultural programming at risk.

Those initiatives range from classes in Ojibwe and Ukrainian to a bhangra dance program to division-wide powwows — and Seven Oaks School Division trustee Greg McFarlane said he's concerned Bill 64 will mean they could fall by the wayside.

That's because the proposed public school reform would dissolve English-language school boards and centralize decision-making with the government, leaving Winnipeg with one parent to advise the province on the needs of every student in the city.

"They may not make these sorts of programs a priority for this area of the city," said McFarlane, who's also the school board's chair.

"So all that work and progress that we've done is now at the mercy of, say, one individual."

According to the 2016 census, northwest Winnipeg has seen a significant increase in newcomers since 2006.

That's true in particular for people from the Philippines and South Asia, populations that more than doubled in that time period. Filipino people now

make up roughly 30 per cent of the area's population, while South Asian residents make up about 19 per cent.

McFarlane said people in the school division are proud of how their programs celebrate the different cultures of the people who go to their schools.

Learning family languages

That includes Ron Escala's Filipino bilingual class at Arthur E. Wright Community School, where students learn a language that helps them in the classroom and outside of it.

In their virtual class one day at the end of May, Escala and his students talked about why rain is important.

He reminded them of the tomatoes they planted in the school's community garden: "Tayo ay nagtanim ng mga kamatis para makatulong sa pamilyan."

They did that on Tuesday, one of Escala's students reminded him.

"And what is Tuesday in Filipino?" he asked his class.

"Martes!"

Eight-year-old twins Isabel and Anabel Sarmiento said the class helps them communicate with their family, most of whom still live in the Philippines.

"That's why I like to go to the Filipino bilingual program, so I could help them have not a hard time speaking in English," Isabel said.

This year, there are 32 students registered from Grade 1 to Grade 3. Next year, there will be 40.

(Continued on page 13)

«Освітняні Вінніпегу, де останнім часом збільшилася кількість нових імгрантів, стурбовані висунутою урядом провінції шкільною реформою, яка має на меті усунення шкільних рад в англомовних школах. Це може призвести до зникнення ряду культурних програм і заходів: від факультативів з оджибве та української до програм з танців бхангра та регіональних церемоній powwow».

Regional Highlights: Manitoba

School trustee, principal worry Manitoba's education overhaul could spell the end of cultural programs

(Continued from page 12)

Funding decisions unclear

Over at École Templeton, principal Michelle Jean-Paul said she has some say over how much money goes to cultural programs in her school.

But under the proposed overhaul, she's not sure how much say the new parent councils will soon have over those decisions — and she's worried her school division could lose what makes it special, like its celebrations for Diwali and Philippines Independence Day and groups where students learn drumming and jiggling.

"I don't know that parents recognize that these are choices. I think it's just become part of our identity as a school and I think they definitely would respond to those things, should they go missing from our school identity," she said.

Jean-Paul said it's crucial for voices of Black and Indigenous people and people of colour to be included in the rollout of the bill, but she's worried they might be hesitant to raise their hands because they haven't historically been represented by the system.

She's also concerned about the effect that could ultimately have on students.

"My fear is that we'll kind of go back to creating a school system that is less welcoming to children that come from very different walks of life than what the school system traditionally has been intended for," Jean-Paul said.

"How do we engage students who don't see themselves reflected in their schools, who don't see themselves reflected in the curriculum, in the activities, in the learning that happens on a day-to-day basis?"

And with teacher burnout already increasing during the pandemic, Jean-Paul said she's worried the new bill will come with curriculum changes.

That could mean teachers will have to spend more time retraining and less time running cultural programming that often only happens because staff volunteer their time during lunch or after school, she said.

Bill delayed until fall

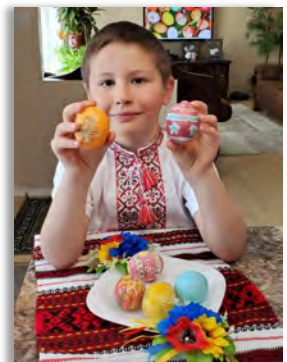
Education Minister Cliff Cullen said the province is engaging with communities through forums, task forces and advisory councils to make sure local school priorities are addressed in the education overhaul. School divisions are also being included in planning, he said.

"Attention will be given to ensure that students see themselves reflected and respected in all educational spaces and that learning environments infuse culturally safe and evidence-informed strategies," Cullen said through a spokesperson in an email.

In March, the Opposition NDP announced it would delay Bill 64, also known as the Education Modernization Act. It won't get a second reading until the fall.

Source: <https://cutt.ly/UnKC3JX>

Фотозвіт «Як учні Рідної школи м.Вінніпег займалися писанкарством»



Regional Highlights: Ontario

Рідна школа УНО Торонто-Захід провела 25 випускників у доросле життя

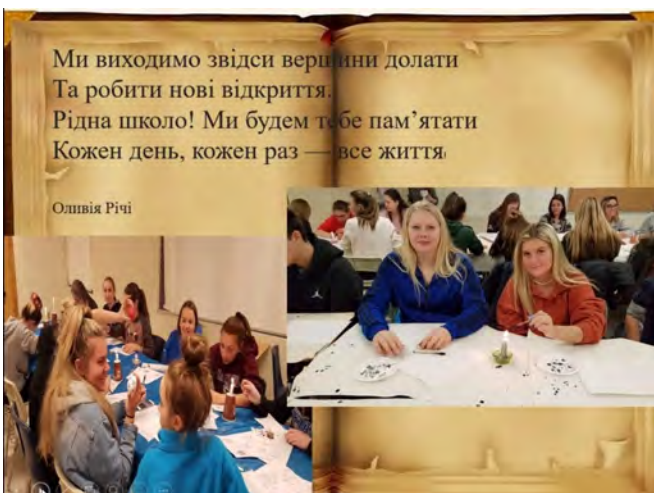


життєвих подій, не пропустити великих відкриттів, завжди хорошого настрою, працелюбності і наполегливості.

Василь Салючок, голова шкільного комітету філії УНО Торонто-Захід, вітаючи цьогорічних матурантів, заохочував їх брати активну участь в житті громади і не забувати істини, яка поєднує усіх нас: «Ми – українці. Багатющий скарб звичаїв нашого народу ми отримали у спадок від наших батьків і мусіли берегти його та передати вам, нашим дітям, щоб не перервався зв'язок поколінь, щоб зберегти генетичну пам'ять нашого народу. А вам, матуранти 2021 року, далі продовжувати розбудовувати українську громаду тут, у Канаді».

Цьогоріч філія УНО Торонто-Захід започаткувала стипендію «За кращі успіхи в навчанні і активну громадську діяльність» світлої пам'яті Ірини Кравець, довголітньої директорки Рідної школи, яка 10 років віддано керувала освітнім закладом. Петро Довгаль, заступник голови філії УНО Торонто-Захід і голова комісії назвав імена стипендіатів. Ними стали: Петро Швед, Таїса Салючок і Вероніка Барткова.

Слова подяки за освітянську працю всьому педагогічному колективу і адміністрації Рідної школи від імені батьківського комітету виголосила Оксана Швед, мама цьогорічного випускника. Звертаючись



12 червня 2021р. на урочистому шкільному заході «Прощання з матурантами 2021», який підготували вчителі-керівники 11 класів Олена Пилипчик і Марія Судак, зібралися учні старших класів, їхні батьки і родичі.

З привітальним словом до юнаків та дівчат і закликом не забувати цінностей української громади виступив президент Українського національного об'єднання Канади Юрій Ключас.

У чому сила громади? У молоді. Перед вами відкрито так багато доріг. Оберіть власну стежину, зробіть свій вибір і пам'ятайте, що тільки ви є творцем власного життя. Від усієї душі хочу побажати вам подальших успіхів у навчанні, у суспільному житті, бути у центрі

“June 12, 2021—25 students graduated from Ridna Shkola UNF Toronto-West.”

до усіх юнаків і дівчат, для котрих вже пролунав останній дзвінок, Оксана побажала їм щасливої долі: «Сьогодні ви стоїте на порозі незвіданого майбутнього, прощаєтеся зі своїм дитинством, шкільною юністю. Тож нехай завжди і скрізь супроводжує вас батьківська розсудливість і зігріває безмежна материнська любов».

Дорогі випускники 2021! Ви вирушаєте у самостійне доросле життя. Бажаємо вам, щоб цей шлях був щасливий, наповнений гарними подіями і здобутками. Впевненості вам у власних силах, невичерпного завзяття та здійснення всіх ваших мрій!

Рідна школа УНО Торонто-Захід

Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University

In our August 2020 newsletter, we initiated a series of articles highlighting the current situation of Ukrainian Studies at the post-secondary level. ULEC's earlier articles focused on the Ukrainian programs at the University of Alberta, the University of Cambridge, and the University of Victoria. This newsletter offers an interview about the Ukrainian program at Indiana University (IU) with the program's instructors Sofiya Asher and Dr. Svitlana Melnyk as well as the President of the Ukrainian Studies Organization, Dr. Nataliya Shpylova-Saeed, who is seeking her second PhD degree at IU.



Left to right: Ani Abrahamyan, Nataliya Shpylova-Saeed, Svitlana Melnyk

Could you please tell us about the Ukrainian Program at Indiana University?

Svitlana: I would like to start this conversation with the history of the Ukrainian program at Indiana University (IU). I find it very rewarding that I first learned about it from my students. In the spring of 2018, I assigned my intermediate Ukrainian class students with a project on the history of Ukrainian studies at IU. I got this idea after a meeting with an American historian of Ukrainian heritage, George Liber, who also happens to be an IU graduate. He started talking about how a Ukrainian language course was introduced into the university curriculum, and I thought: “[Learning about this] would be a wonderful project for my students!” And my students did an amazing job; they actually worked in University archives, and found many interesting things about the Ukrainian program and Ukrainians affiliated with IU.

I learned that initially the Ukrainian language was only taught in connection with Russian as part of the *History of Russian Phonology and Morphology* course, in which other Slavic languages, including

Ukrainian, were discussed. A separate Ukrainian language course—*Beginner Ukrainian I & II*—was first taught in 1963. In order to sign up for this course, students had to have previous knowledge of another Slavic language. However, this course was no longer offered after 1986, at which point another course for graduate students, entitled *Introduction to Ukrainian*, appeared. This course emphasized knowledge of Ukrainian morphology and syntax. However, after the Orange Revolution, there was a revival of interest in Ukrainian studies and in the Ukrainian language in particular. In 2006, Olena Chernyshenko, a new faculty member at what is now called the Department of Slavic and East European Languages and Cultures, started teaching *Beginner Ukrainian*.

Later, in the spring of 2010, she introduced a new course—*Ukrainian through Russian*, it was an accelerated course equivalent to first-year Ukrainian. It was mainly for students with knowledge of other Slavic languages, primarily Russian.

«Українська програма в Університеті Індіани виникла на базі російської. У 60-х рр. викладався курс «Історія російської фонології та морфології», у якому йшлося й про українську мову. У 1963 р. вперше було запропоновано курс з української мови для початківців. Наразі університет пропонує: курси з української мови на початковому, середньому та просунутому рівнях; прискорений курс з української для тих, хто знає російську; інтенсивний літній курс з української для початківців; вступ до української культури; курс з сучасної історії України. Також, український компонент є частиною інших курсів».

(Continued on page 16)

Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University



The *Cyborgs: Heroes Never Die* film team visits IU

(Continued from page 15)

In the 2000s, a number of courses connected with Ukrainian studies increased at Indiana University. During this time, various courses on Ukrainian history and culture were offered. In 2006, Dr. Hiroaki Kuromiya, a Professor of History, started to teach a separate course on Ukraine — *Modern Ukraine: From Cossacks to Independence*. Another content course -*Introduction to Ukrainian Culture*-was introduced in 2010. It was first taught by Monica Kindraka Jensen, who happens to be a University of Alberta graduate! What a small world! My first affiliation with IU goes back to summer 2007, when I started teaching an intensive beginner Ukrainian language course at the Summer Language Workshop (SWSEEL), and I am happy to continue to be doing this. In 2014, I joined the Slavic Department as a full-time Lecturer. Since at that time only elementary Ukrainian was offered, we started working hard to establish a full-fledged Ukrainian program here. With this goal in mind, in 2017, we introduced an intermediate Ukrainian course.

Sofiya: Last semester, we offered a Slavic Sampler 3-week 1 credit class for students in the College of Arts to try out Less Commonly Taught Languages. This time it was Ukrainian, Czech, and BCS. We do not know if it yielded any results yet, but here is keeping our fingers crossed! Also, as Svitlana mentioned earlier, in 2014, we started offering Introduction to Ukrainian Culture as an eight-week course, which enrolled 25 students. Presently, it is a regular general education course, and last spring there were 59 students registered in it, which I think is absolutely amazing!

It is indeed amazing to have so many stu-

dents interested in the Ukrainian culture! Do you offer them any opportunities to explore the culture outside of class? Do you have any special Ukrainian language and culture events?

Svitlana: I am proud to say that we do have extra-curricular events through which we try to immerse our students in the Ukrainian language and culture. In Bloomington, we have the Ukrainian Studies Organization (UkrSO), led by Nataliya, which together with local community enthusiasts organizes a number of cultural events. For example, on a weekly basis we organize the Ukrainian Language Conversation Club or, as we call it, Ukrainian Table.

Nataliya: I would like to add that in cooperation with IU Cinema, we organize a *Ukrainian Homelands Film Series*: we show both Ukrainian classics and most recent films. Last year, when we were showing *Cyborgs: Heroes Never Die* (edit., a war drama about the Battle of Donetsk Airport during the war in Donbas), we were able to bring guests from Ukraine – Nataliia Vorozhbyt and Andriy Sharaskin, a script writer and an actor from this film, respectively. After the film screening we had a public discussion, which received a lot of positive feedback from the attendees.

Sofiya: Yes, the event was a success. We work hard on raising the program's visibility both on campus and in the Bloomington community. Collaboration with IU Cinema allowed us to bring Ukrainian cinema to the community. An annual Ukrainian Independence Day picnic and Pysanky workshop (on an annual basis since 2015) provide a nice connection and visibility as well. Word of mouth, flyers, recent conferences, and weekly talks on various topics all work to influence and boost the Program's visibility.

Svitlana: In addition, we also have annual Ukrainian Christmas caroling and varenyky parties

«Українська програма організовує багато цікавих заходів, мета яких привернути увагу до України, українських студій та самої програми. Серед них: фестиваль українського кіно, щорічні майстерні з писанкарства, пікніки на День незалежності України, колядування, вареничні вечірки, щотижневі розмовні клуби».

Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University



Participants and attendees of the Taras Shevchenko conference

(Continued from page 16)

celebrate Ukrainian heritage and spirit. We also organize various lectures on Ukrainian topics. But our major event is the Taras Shevchenko conference, which is organized by UkrSO. And I am asking Nataliya, the President of UkrSO, to share more about this event as well as other activities of the organization that contribute to the development of the Ukrainian program at IU.

Nataliya: I first came to IU for a visit and was really impressed with how much diversity the department was offering. I felt like it would be an ideal place for my interests in Memory Studies with respect to relations between Russia and Ukraine. So, in 2017 I started my PhD program at IU and after a while I became President of UkrSO, a student-run organization; Ani Abhrahamyan is our Treasurer. We have a lot of support from the Department of Slavic and Eastern European Languages and Cultures. Practically, all our Ukrainian program activities and initiatives are supported by the department as well as by the Russian and Eastern European Studies Institute.

As Svitlana noted, our major event is the Taras Shevchenko conference. Our main goal is to attract scholars, both young and well-established, from across the world. A year ago, we had more than 50 attendees from Canada, the United States, Ukraine, and Hungary. This year's conference, which was online, attracted scholars from North America, Eastern Europe, and Japan. We were particularly happy that Serhii Plokhly delivered a keynote speech at our virtual convention. We had an excellent roundtable discussion with our colleagues from Kyiv about the

future of Ukrainian studies with well-known scholars from Canada, the US, Italy, and the UK.

The idea to organize the conference originated from the Taras Shevchenko poetry reading evening, which we held in 2019. This event, at which we recited poems by Shevchenko, was successful, and in 2020 we decided to organize a conference which was named after Taras Shevchenko. The conference is multidisciplinary.

Also, this year, we started a new initiative—an UkrSO lecture series which we post on our YouTube [channel](#). Our objective is similar to that of the Taras Shevchenko conference: to raise awareness of the Ukrainian program at IU by inviting scholars from different countries to share about their research on Ukrainian topics. As part of the UkrSO Talks and Lectures in the fall of 2020, we organized an online Holodomor Memorial, and Prof.

Kuromiya participated in this inaugural event. We also invited speakers from the Ukrainian Museum of Holodomor, who gave a presentation on the Museum's exhibitions and artifacts. For the 2021 event, we hope to bring speakers to the IU campus: one of the participants will be Yevangelina, a Ukrainian pianist who will perform piano pieces by Ukrainian composers. Also, this year we are celebrating the 30th anniversary of Ukraine's independence. We are organizing a teleconference which will host participants from across the world. These are the major events through which we promote Ukrainian Studies in general, and the Ukrainian program at IU in particular.

When and how was this organization started?

Svitlana: Actually, the organization emerged back in 2006. After that, there was a gap in its activities, and I believe that in 2013 it was revived by Shaun Williams, our graduate student and a great enthusiast of the Ukrainian language and culture. He

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«В університеті активно діє студентська Організація українських студій. Вона організовує багато заходів, серед яких конференція ім.Шевченка та публічні лекції науковців на українську тематику, які вона розміщує на своєму YouTube каналі».

Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University



Celebration of Ukraine's Independence Day

(Continued from page 17)

started the Ukrainian Table, a conversational club for those who wanted to practice their oral communication skills.

That's very exciting! There are some similarities with the University of Cambridge. In one of our previous newsletters, we wrote how a student's activism resulted in the emergence of the Ukrainian program in their institution.

Svitlana: A substantial portion of our most interesting events have been established by student enthusiasts, and Nataliya is one of the brightest ones! A few years ago, I just had a dream of having a Ukrainian conference at IU, and Nataliya and Ani made this dream come true. Last year, Natalia's tireless enthusiasm, and complete devotion to the success of our small but vibrant student community was recognized; Nataliya was presented with a prestigious Up-and-Coming Student Leader Award by the IU Division of Student Affairs for her service as president of the UkrSO. Importantly, the first runner-up was a nominee by the Future Business Leaders of America. This is quite a large and active student organization at IU yet Nataliya won! I think that it is a great success and achievement for the program. We are so proud of her!

You have mentioned a number of people who provide support. What kind of support do you mean: financial, moral or both?

Nataliya: We receive both financial and moral support. Regarding the former, we receive funding through various grants. Also, there is an IU Funding Board, which aims to support student initiatives. Basically, the Taras Shevchenko conference, which we

held on campus in 2020, was substantially financed by them. Last year, it allowed us to sponsor Oleksandr Mykhed as our keynote speaker. With respect to moral support, many of our department faculty participate in the conference with presentations on various Ukrainian topics.

When you were talking about these events, you mentioned a strong Ukrainian community outside the university. Is this community also fairly generous in donations to your program? Or is the program supported exclusively by Indiana University?

Svitlana: Bloomington is a very small town. Therefore, our community is very small, too, although very vibrant. We are deeply grateful to all our community members for their help and enthusiasm. We have a big support, both moral and financial, from two very active members of our community— a professor from the O'Neill School of Public and Environmental Affairs - Robert Kravchuk - and his wife Natalka Kravchuk. In 2014, Bob and Natalka and a former Olympic

champion from Ukraine, Serhiy Fesenko organized the first annual Ukrainian community picnic to celebrate Ukraine's Independence Day. Since then, Natalka and Bob have been supporting this event. Notably, these picnics attract locals from the Bloomington community, as well as from Indianapolis, South Bend, and other places.

What kind of students does your program attract? What are their backgrounds?

Svitlana: It depends on the courses. Elementary, intermediate, and advanced Ukrainian, which is offered in the form of independent study, normally attract graduate students from the Russian and East European Institute, who are interested in contemporary Ukrainian politics and history. We also have PhD students from the Slavic department, whose

(Continued on page 19)

«Фінансова підтримка програми надходить з університету, а заходи фінансуються департаментом слов'янських та східно-європейських мов і культур та інститутом російських та східно-європейських студій. Щорічний пікнік на День незалежності організовується за кошти активних членів української громади».

Ukrainian Language and Culture Programs at the

Post-Secondary Level: Indiana University

(Continued from page 18)

research focuses on Slavic linguistics and literature and who want to incorporate a Ukrainian language component in their research. We also offer Introduction to Ukrainian Culture, which is a general education course that attracts undergraduate students from various departments.

Unlike, for example, the University of Alberta, we do not have many heritage speakers in our Ukrainian language classes. It is sad, because we have a big Ukrainian community in Chicago, and one would hope for more students from this area in our classes.

Earlier you mentioned that there are people coming from South Bend, Indianapolis for Ukrainian Independence Day picnics that you organize. This means that there are Ukrainian families. Do their children take Ukrainian courses?

Svitlana: These include just a few families who right now do not have children who are students. Another thing is that students from Ukrainian families might choose to study economics, technology, engineering, etc. And language courses are not a requirement at IU. This is a requirement only in the College of Arts and Sciences. However, there is another issue: the College of Arts and Sciences offers courses in more than 60 languages! And the majority of these languages are less commonly taught languages like Ukrainian. Can you imagine how stiff the competition is?

Nataliya: I wanted to make a quick comment regarding heritage learners. Although I do not teach Ukrainian, I have had a couple of encounters with students who have Ukrainian background and I noticed that they usually do not reveal this. In one of the classes in which I assisted, while grading students' final projects, I found out that there was a student whose grandparents came from Ukraine. I was surprised that the student did not come forward, although I did mention that I am originally from Ukraine. But for some reason, at times, students do not have the incentive to talk about their Ukrainian heritage. I think the absence of such an incentive is linked to how this heritage is remembered.

Svitlana: Here, I completely agree with Nataliya. I know some members of the Russian speaking community at Bloomington who came from Ukraine, but they never attend our events, which somewhat demonstrates their political views and their attitude towards the current situation in Ukraine. So, it is difficult to believe that their children will take

Ukrainian at the university. They would rather take Russian, instead.

Nataliya: I agree with Svitlana that in Bloomington you can come across people whose identity is heavily influenced by ideology or propaganda. On the other hand, I have observed cases which are a bit different, too. Let us be honest, in the 70s, 80s or 90s, the name "Ukraine" did not tell much to Americans. I remember conducting an oral exam in a Russian class, and one of the students said that their mother was from Russia. When I asked them which part of Russia, they said: "From Cherkasy." Being a native of Cherkasy myself, I became speechless! I just could not wrap my mind around the fact that somebody referred to a city in Central Ukraine as part of Russia! But then they explained themselves, saying that their mother was not actually from Russia, but from Ukraine, but it was easier for her to explain her background this way. Basically, this student considers themselves of Russian background because their mother is from Cherkasy, and she told them that it is part of Russia. I understand this gesture as a newcomer's desire to be accepted, to become part of a new community as quickly as possible. For many Americans, the former Soviet Union is synonymous with Russia, even today. The other day, I had to provide a comment in class, when one student was talking about the role of Russia, instead of the role of the Soviet Union, in World War II.

«Серед студентів, які беруть курси з україністики, є ті, чії батькі емігрували з УРСР. Проте, вони частіше ідентифікують себе з Росією, аніж з Україною. Таке явище досить поширене у США».

Svitlana: That is why we see our mission not only in promoting the Ukrainian language and culture. We try to raise awareness about Ukraine and its history among the undergraduate students and develop their critical thinking regarding its current issues. We aim to change the perspective, from which Ukraine is viewed as part of Russian geopolitics. And I believe that we are doing a good job through our courses and events.

Please tell us about your enrollments.

Svitlana: We have around 60 students in our Introduction to Ukrainian Culture class, which is very good. With respect to our language classes, we

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Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University

(Continued from page 19)

usually have many fewer students. For example, we had only six students in fall 2020: two in the beginner course, and in intermediate and advanced courses we have four students in total. It is very frustrating! We put so much effort in organizing so many interesting events and we advertise them through social media. Nataliya and Ani Abrahamyan (UkrSO treasurer) have created a Facebook page and an Instagram account for the UkrSO, and we still struggle with the enrollments.

You mentioned that Ukrainian is also offered as an intensive course at the IU Summer Language Workshop. When was it offered for the first time? Do you get students every summer? What are your enrollments?

Svitlana: They started to offer intensive beginner Ukrainian in 2007, and I was the first instructor to teach it. I still do it every summer, with the exception of some years. For example, in 2019 the enrollment did not meet the minimum requirement, and we had to cancel the course. That was the most unsuccessful year for the Ukrainian summer program and that was the first time the class was cancelled. In the summer of 2020, we had eight students and only one of them was from IU. Instead, we had many students from other universities.

How does the program stand today, as compared to five or six years ago?

Sofiya: I started teaching the Ukrainian language in 2018, so I can only share my observations covering the above-mentioned time period. Overall, it is making steady progress, with an amazing boost since Nataliya Shpylova-Saeed became the President of UkrSo. In the years that I have been part of the Ukrainian Program, we have added the second year, introduced scholarships for students taking Less Commonly Taught Languages (for Czech, BCS, and Polish as well), and we started a collaboration with the IU Cinema.

Svitlana: I agree with Sophia that our biggest accomplishment is that it made steady progress. We now have a full-fledged program. We offer all levels of the Ukrainian language and a Ukrainian culture course, which attracts many undergraduate students. Ukrainian is offered in the Summer Language Workshop. Additionally, Dr. Kuromiya teaches a class on Ukrainian history. Also, there are professors at IU who incorporate Ukrainian topics into their courses and research.



Are you ever invited by other instructors to come to their classes and teach about Ukraine?

Nataliya: We are and we do it gladly. Recently, I have collaborated with the IU Center for Constitutional Democracy, founded by Professor David Williams. Its group members attended our conference in 2020, and they got interested in some topics that we discussed. Last summer, they approached UkrSO and asked if we would be interested in co-organizing a book reading group. Of course, we did it with pleasure. Initially, we planned to co-organize the reading of one book, but after our first book, they expressed a desire to continue with reading on Ukraine. In addition to this, if some instructors invite us to come and talk on Ukrainian topics, we are happy to contribute. I was also invited to give a talk as part of the events organized by the IU Center for Constitutional Democracy. The members of the Center also participated in our Taras Shevchenko Conference this year.

What is the general student population at IU?

Svitlana: The student population in Bloomington is over 40,000, while the general student population of IU is more than 110,000. It has two core campuses, with one of them located in Bloomington, and seven regional campuses. However, importantly, Ukrainian is only offered on our campus in Bloomington. Previously, we taught it only in-person, but the pandemic prompted us to think about the possibility of switching to a remote or a hybrid model—a combination of in-person and distant classes. We do not know about the format yet, but the idea behind it is to increase our enrollments.

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Ukrainian Language and Culture Programs at the Post-Secondary Level: Indiana University



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What do you think students would identify as the highlights of the premium program and why?

«У нас сильна підтримка з боку університету та громади. У нас активна студентська організація та прекрасний студентський лідер. Ми організовуємо багато цікавих заходів. Однак, у нас доволі низькі вписи на курси з української мови».

knowledge to the specific research projects. I find that this quality makes the program appeal to a wider range of young scholars. In addition, the program is aided by the UkrSO, which places a great emphasis on networking and professional development”.

What do you think your challenges are?

Svitlana: Enrollment is our biggest challenge. We have strong institutional support and a strong Ukrainian community. We have a student organization and a great student leader, we organize many interesting extracurricular events. We need students

Svitlana: I asked my students this question, and I can share what they wrote. One of my undergraduate students noted: “The highlight of the Ukrainian program is that it is very personal. When I go to class, I always feel welcomed and I’m beginning to feel as if I am part of the culture.”

Another student wrote: “The highlight of the Ukrainian program is the flexibility that faculty presents the student with. The focus goes beyond the general cultural and linguistic comprehension, allowing students to apply their

for our language classes, and we struggle with this.

Nataliya: I am a firm believer in the concept of visibility. The more visible Ukraine is at a multidisciplinary level, across all disciplines, the more interest we can draw to our program, which can lead to an increase in course enrollments. I once asked colleagues from another university what students they have in their Ukrainian courses. They replied that their students usually develop an interest in Ukrainian studies through Russian courses. Therefore, I think we need to incorporate a Ukrainian component in other courses that we teach and encourage other instructors to do the same.

How are you planning to sustain and develop your program at IU?

Svitlana: We will continue with our most successful initiatives. We will advertise the program on social media and on campus. We will continue offering Ukrainian as a BTAA course, which is possible due to an alliance between 10 academic institutions, including IU. It allows us to enroll students from other universities in the alliance. For example, in the academic year 2020-2021, I had a student from Ohio State University in my advanced class. And I have a dream to organize a Ukrainian choir to promote our program, to make it more visible.

What advice would you give to others looking to launch, grow and secure their Ukrainian programs at the post-secondary level?

Sofiya: Making sure that there is strong institutional support at every level is a must, in my opinion. Figuring out who your potential partners are is very important as well. This is more location-specific, but integrating community and seeking community support is of paramount importance.



ORGANIZED BY THE UKRAINIAN STUDIES ORGANIZATION AT INDIANA UNIVERSITY
Sponsored by Department of Slavic and East European Languages and Cultures, Indiana University & Russian and East European Institute, Indiana University
Contact Nataliya Shevchova-Saeed (nshay@iu.edu) or Ani Abrahamsyan (anibr@iu.edu) for the conference zoom link.

News From Ukraine

Children's Art Contest «Let's Do Good for the Sake of Peace»

The charitable organization *The Kolgofer family foundation* holds an annual children's drawing contest ***Let's Do Good for the Sake of Peace.***



The contest has been held since 2008. Its goals are to create a positive humanistic image created by children, foster a sense of responsibility and mutual assistance and promote the spiritual development of the younger generation.

This year, we accept applications from children aged 5 to 17 years who are residents of Khmelnytsky region or members of the Ukrainian diaspora in the USA and Canada.

Contest opens: March 1st, 2021

Deadline: **July 1st, 2021**

Criteria: Drawings should reveal one of the following topic categories: KINDNESS, LOVE, RESPECT, FRIENDSHIP, HONESTY, DECENCY, RESPONSIBILITY.

The contest entries will be adjudicated by a jury, consisting of prominent cultural figures and artists. The best works will be published on the official page of the *The Kolgofer family foundation* and will take part in the exhibition dedicated to the 30th anniversary of the Independence of Ukraine on August 24, 2021.

Each winner (10-15 winners) will also receive a **major prize – an ELECTRONIC DRAWING TABLET!**

To participate in the contest, please email your drawing (a photo of your drawing) and your contact information (last name and first name, age, phone number and email address) to fondrodnykolgofer@ukr.net by July 1st, 2021.

Most respectfully,

Olexander KOLGOFER, President
CO «The Kolgofer family foundation»

News From Ukraine: GoCamp

Ukraine is Calling for Volunteers



GoCamp is the biggest volunteer programme in Eastern Europe, where volunteers from the whole globe motivate kids to learn foreign languages and introduce the world to young Ukrainians. By joining the project, you create a new generation of future leaders, inspire youth to overcome barriers and open new cultures, languages, and opportunities.

GoCamp 2021: Due to the Covid-19 pandemic, there is only GoCamp online programs in 2021. Online volunteering is available from anywhere on the planet. Offline programs will be restored ASAP. For more information: <https://gocamps.com.ua/>

As a GoCamp volunteer you will:

- Experience Ukrainian hospitality and culture while living in a host-family all over Ukraine (during offline programs);
- Motivate kids to break their language barriers, think creatively and critically, be tolerant and communicate in a multicultural environment;
- Join global GoCamp family of more than 1200 volunteers from 78 countries and 162 692 Ukrainian youth;
- Have an affordable opportunity to travel with a purpose.

French Camp (Online)

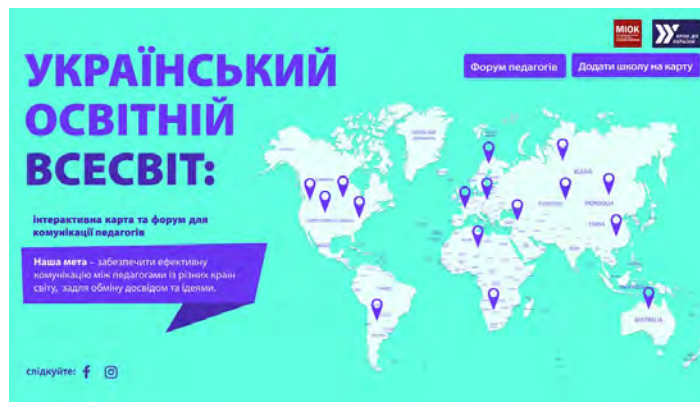
June 28 - July 9 - camp
Camp language - French

Creative Camp (Online)

June 28 - July 9 - camp
July 12 - 23 - mentorship program for chosen teams
Camp language - English

Портал «Український освітній всесвіт» <https://vsesvit.miok.lviv.ua/> створений для українських освітян, викладачів українознавчих студій, науковців, педагогів шкіл вихідного дня (суботніх та недільних шкіл) за кордоном, тобто для тих, для кого україністика без перебільшення є Всесвітом, у якому щодня можна відкривати нові обрії. Ідея створити Портал зародилася в середовищі українських освітян з-за кордону під час Першого світового форуму українознавчих суботніх та недільних шкіл (МІОК, Львів, 2018 р.) за участю представників із 36 країн.

Запрошуємо педагогів вносити інформацію про діяльність освітніх закладів на інтерактивну карту, а також ділитися інформацією про життя школи у розділі «Новини». Нехай Ваші колеги із цілого світу довідаються про події у Вашій школі, а на форумі запрошуємо поділитися цікавинками, ідеями та, можливо, проблемами, яких у нас всіх вистачає.



<https://vsesvit.miok.lviv.ua/>

Портал “Український освітній всесвіт” – це:

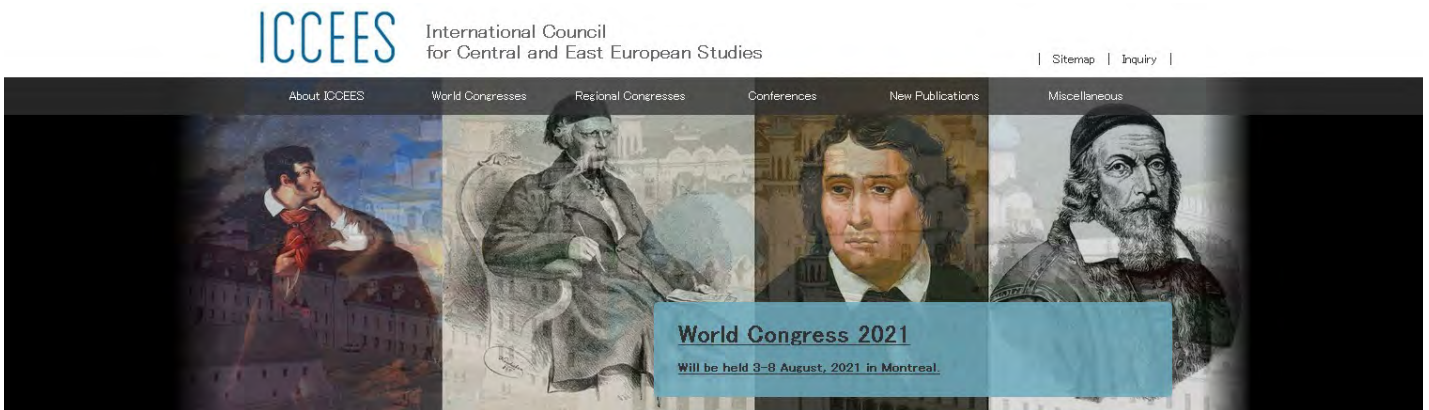
- онлайн-карта українознавчих освітніх закладів світу;
- новітня комунікативна платформа для активних українських освітян;
- виняткова нагода спільно діяти;
- форум, де вас почують освітяни з усього світу;
- майданчик для обміну досвідом і напрацьованими матеріалами;
- джерело інформації про діяльність українознавчих закладів у світі та база їхніх контактів;
- можливість проводити вебінари і вчитися разом;
- можливість утворити спільні авторські колективи;
- ефективний доступ до оголошень, анонсів і повідомлень.

Проект «Український освітній всесвіт» реалізовує Міжнародний інститут освіти, культури та зв'язків з діаспорою Національного університету «Львівська політехніка» (МІОК).

Фундатори проекту: Українська Світова Фундація; Кредитна спілка «Будучність»; Українська каса Дежарден в Монреалі; Українське Культурне Товариство “Просвіта” в Аргентині; Уляна Підзамацька (Канада); Євген Семенов і Українська громадська рідна школа в Абу-Дабі (ОАЕ); Українська школа «Веселка» в Нідерландах; Українська школа при церкві св. Володимира в Парижі.

Партнери проекту: Світовий Конгрес Українців; Міністерство закордонних справ України; Світова Федерація Українських Жіночих Організацій; Світова Координаційна Виховно-Освітня Рада СКУ; Пасторально-міграційний відділ УГКЦ; Краудфандингова платформа «Startera».

Conferences



ICCEES, the International Council for Central and East European Studies, is a global consortium of national scholarly associations dedicated to multi-disciplinary research into Central and Eastern Europe, Russia and Central Asia. Its aims are to:

- promote international scholarly exchange and cooperation by holding a World Congress every five years;
- share experience and support in critical methods, scholarly publishing, and organizational skills; and
- welcome young scholars working in the field.

With the main theme of “**Bridging National and Global Perspectives,**” the Organizing Committee of World Congress in Montréal looks forward to welcoming an estimated 1,500 participants from around the world; professors and graduate students who study Central and Eastern Europe, Russia and Central Asia from diverse disciplinary and cultural perspectives. Our rich program will feature keynote speakers, panels, book discussions, and other special events relating to political science, history, literature, linguistics, journalism, public policy, economics, international trade, and other fields.

Методичний Центр
Української Мови
представляє
ВІДЕО-КОНКУРС:

Вивчати українську

КРУТО! #2

Початок: 1 вересня 2021
Речинець: 31 ЖОВТНЯ 2021
(24:00, MST)
Інформація: ulec@ualberta.ca

THE UKRAINIAN LANGUAGE
EDUCATION CENTRE (ULEC)
PRESENTS:
LEARNING UKRAINIAN

ROCKS! The **SEQUEL**

VIDEO CONTEST

Opens: September 1, 2021
Closes: October 31, 2021
(midnight, MST)
Information: ulec@ualberta.ca

Resources: Podcasts

I'm Nick Dahlhoff, the creator of All Language Resources. I'm not a super polyglot who speaks 20 languages. I'm not here to teach you how to learn a language - countless people are more qualified to do that than me. But, I have tried out an insane number of language learning resources. This site aims to be the most comprehensive and least biased place to figure out which language learning resources are worth using. To learn more about myself, or the site, go to shorturl.at/kwAH1



Whether you'd like to learn Ukrainian as part of your higher education or for work, if you're taking a Ukrainian language-learning class either in person or online, then you might find yourself in need of a little extra help. That's where language-learning podcasts come in.

Language-learning podcasts are a great complement to any online or in-person language course. They're easy to access from anywhere, any time, and teach you a huge array of language-related concepts, from vocabulary words to grammar to culture and history.

We've compiled eight recommended Ukrainian podcasts that can help you in your endeavor to learn this amazing language.

PODCASTS FOR BEGINNERS: If you have absolutely no prior experience with Ukrainian, then you're going to want to start with some of these podcasts aimed at beginner learners. They take you right through some of the most basic concepts, so you can build a strong and comprehensive foundation.

The *Ukrainian Lessons* podcast is a great option for beginners, as it takes you through more than 100 episodes, starting with learning the most common 100 Ukrainian words and then leading you through more advanced vocabulary, grammar, and even songs. The podcast is hosted by a Ukrainian teacher and educational resources developer, and she's added lots of extra resources on her website to enable learners to further their progress. You can find free vocabulary lists, flashcards, pronunciation guides and even a guide to the top 1,000 most useful Ukrainian words. The podcast is updated every week with a new episode and each episode is somewhere between 20 and 30 minutes in length. shorturl.at/dfmKS



OneMinute
Ukrainian

Of course, you can't really learn Ukrainian in one minute, but this podcast does provide you with short, quick hits of Ukrainian language lessons, so you can get in a little extra practice to complement your Ukrainian lessons elsewhere. While the podcast is no longer being updated, it does have a backlog of episodes that teach you basics such as useful travel phrases, numbers, conversational phrases and more. shorturl.at/fCNY2

Resources: Podcasts

Similarly, this simply named *Ukrainian Podcast* has nine lessons, all a few years old, but all offering a quick hit of language learning opportunities, covering the basics of vocabulary, grammar, and Ukrainian literature. shorturl.at/uGQo6



Ukrainian Podcast

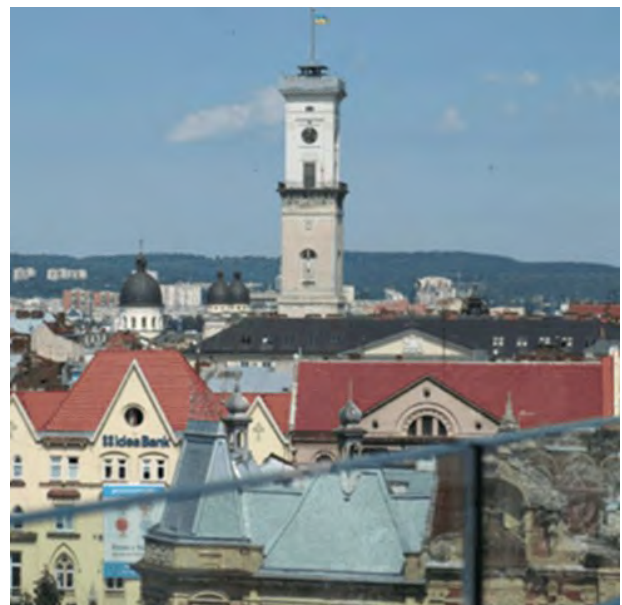
PODCASTS FOR INTERMEDIATE LEARNERS: When you begin to further develop your Ukrainian language skills, you'll find that you can understand a good bit of Ukrainian vocabulary words and even start to form entire sentences. As you get to this level, it's wise to keep challenging yourself by adding more and more Ukrainian to your everyday life in place of English. One way to do this? Listening to podcasts that are fully or mostly in Ukrainian.



Nasha Kasha is a similar podcast that features both English and Ukrainian audio (though less Ukrainian than you'll hear in the *Ukrainian Podcast* above). It focuses on Ukrainian life, travel and events, as well as music on occasion. The podcast is updated every single week and episodes are about a half-hour in length. shorturl.at/fkCJR

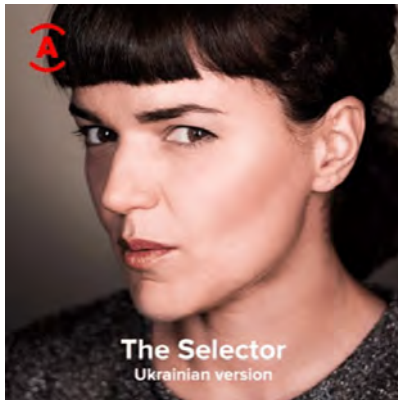
One thing you can also do at the intermediate stage of learning a language is to begin learning about that language's culture, news, and history as well. The *Made in Ukraine* podcast is kept pretty up to date, with new episodes uploaded a few times each month. The podcast features interviews with Ukrainian entrepreneurs and leaders, so listeners can get a feel for Ukraine's issues, economy, and concerns on a global scale.

shorturl.at/suxB6



Resources: Podcasts

PODCASTS FOR ADVANCED LEARNERS: When you're ready to move into more advanced language concepts, you'll want to begin listening to more and more Ukrainian audio — the same programming that many native Ukrainians listen to, to get their news, entertainment and more. This will help you know when you're truly excelling in learning Ukrainian, and areas you might need more practice.



The Selector is a good fully Ukrainian podcast to start out listening to, because it has a separate version in English, meaning you could listen to one and then the other and make sure that you're able to follow along. Each episode is rather lengthy, over an hour each, and episodes were regularly uploaded up until October 2019. There are more than 50 episodes in total. shorturl.at/dryFP

This podcast focuses on international news, events, lifestyle stories, interviews, and features. Created by the Special Broadcasting Service, it's spoken entirely in Ukrainian but focuses on issues and news stories that you should already be familiar with, making it easier for you to follow along. shorturl.at/kvyEV



Invitation to contribute to the *ULEC Newsletter*

- Have you attended a conference recently?
- Have you been involved in a Ukrainian language or culture education project?
- Are there any Ukrainian language or culture education events going on in your city or town?

Please share your experiences or observations with us!

We look forward to receiving your contributions!!!

Please contact us at ulec@ualberta.ca

The Ukrainian Language and Education Centre (ULEC) presents:

LEARNING UKRAINIAN ROCKS! video contest **THE SEQUEL!**

Students of Canadian schools, which are part of the Bilingual Program or the Saturday/Sunday Ridna Shkola system, are invited to participate in the second **LEARNING UKRAINIAN ROCKS!** video contest for the chance to win up to **\$250** and show everyone how amazing it is to learn and use your heritage language! It's simple! Show and tell us and millions of other viewers, in Ukrainian, according to the given topic categories and age groups. How creative can this be??!!

Contest opens: **September 1, 2021**

Deadline for entries is **OCTOBER 31, 2021**

at midnight Mountain Standard Time

WINNERS will be announced in **2021

(Specific criteria and letters of permission are forthcoming)

The **prizes** will be awarded to the winners from each grade category through the school principal. No personal addresses, phone numbers, or email contact information from participants is requested. Winners' names will be featured on the ULEC **Facebook** page: <https://www.facebook.com/ukrainian.language.education.centre/>

The winning videos will be posted on the ULEC **website** <http://oomroom.com/>

Contest Categories for video presentations and prizes on pp. 48-50

Criteria

1. Video meets all criteria described in the category (50 points)
 - a. Title page includes all relevant components (2)
 - Project Title « _____! »
 - School
 - City, Province (no actual address is needed)
 - Grade
 - Names (and grades) of the students and other participants present in the video.
 - b. Does what is described in the category (e.g. dramatizes a dialogue about the given characters (gr 5-9 UBP; gr 5-6 R.Sh); presents an interview (gr 4, 7-9 R. SH), presents a story-play (gr 10-12 UBP; gr 4, 7-9 R.Sh); presents a series of tips (gr 10-12 R Sh) (10)
 - c. Creating **context** for the topic through setting, costumes, props... (10)
 - d. Appropriate and engaging for the intended audience of **peers** (10)
 - e. Use of **sound effects** (instead of music that has not cleared copyright) (3)
 - f. Character depiction (5)
 - g. **Humour, unexpected twists** (10)
2. Audio is delivered **without reading** (10 points)
 - a. No reading (5)
 - b. Appropriate intonation to convey meaning (5)
3. Video quality (20 points)
 - a. **Audio** clarity and quality (8)
 - b. **Video** clarity and quality (8)
 - c. **Special effects** (4)
4. Text (10 points)
 - a. Use of a range of topic- and age- appropriate **vocabulary** (5)
 - b. **Accuracy** (spelling, grammar) (5)
5. Time (**not longer than 5 minutes and not shorter than 4:30 minutes**) (10 points)



UKRAINIAN INTERNATIONAL BILINGUAL PROGRAM

Four BILINGUAL PROGRAM Contest Categories:

1. Grade 4: (individual, pair or group/class submission)

From the *Nova 4 Series* – Imagine that Atram and Okram landed in another place in Canada. What adventure would they have and what “golden” thing would you feed the spaceship so that it could continue flying?

Compose A NEW DIALOGUE and dramatize it on videotape. Use your own imagination to present Romko Robot, Atram and Okram. No reading of the text on the videoclip. Submit your text and videotape.

4-й клас: (індивідуальний, парний чи груповий проєкт)

На основі навчального комплексу *Nova 4*: Уявіть, що Атрам та Окрам приземлилися в іншому місці Канади. Які пригоди на них би чекали та яку “золоту” річ ви б згодували космічному кораблю, щоб він зміг легіти далі?

Складіть НОВИЙ ДІАЛОГ, розіграйте та зафільмуйте його. Подумайте, як творчо представити Ромка Робота, Атрама та Окрама. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.



2. Grades 5-6: (individual, pair or group/class submission)

From the *Nova 5 Series* – Natalka and David have discovered a time machine created by their neighbour, an absent-minded professor. Together with Karudo, a talkative parrot, they learn about the major inventions of history – fire, paper, the telescope, telephone ...

After reading about some of the inventions in this series, imagine that the trio have landed in your home or school and discovered an invention that you created to respond to XXI century problems. No reading of the text on the videoclip. Submit your text and videotape.

5-6-і класи: (індивідуальний, парний чи груповий проєкт)

На основі навчального комплексу *Nova 5*: Уявіть, що Наталка та Давид знайшли машину часу, збудовану їхнім сусідом, забудькуватим професором. Разом з говірливим папугою Карудо, вони дізнаються про найвідоміші відкриття в історії людства – вогню, паперу, телескопу, телефону тощо. Після прочитання про деякі з цих відкриттів, уявіть, що усі троє опинилися у вас вдома чи у школі і дізналися про відкриття, яке створили ви для боротьби з проблемами XXI сторіччя.

Складіть НОВИЙ ДІАЛОГ, у якому б йшлося про ВАШЕ ВЛАСНЕ ВІДКРИТТЯ та ЯК БИ ВОНО ВПЛИНУЛО НА СУЧАСНИЙ СВІТ. Розіграйте та зафільмуйте його. Подумайте, як творчо представити Наталку, Давида та Карудо. Надішліть письмовий текст діалогу та відеофайл. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.



3. Grades 7-9: (individual, pair or group/class submission)

From Футбольні детективи - Chapter 23-25. Members of soccer team 'Skorpiony' have inadvertently become amateur detectives trying to solve a museum heist. They are tailing their suspects.

Now imagine that you have recently moved to the Skorpiony's neighbourhood and have joined their soccer team as a midfielder. You find yourself in the middle of their next case: some costumes have been stolen from the Pupianok dance group and their upcoming trip to the Vegreville Pysanka Festival is in jeopardy. Can you and the Skorpiony find the costumes in time? Identify a suspect, follow him or her, and bring this case to a quick conclusion!

After reading the above chapters, compose a short script with no more than three speaking characters and/or narrators and dramatize it on video. No reading of the text on the videoclip. Submit your text and videotape.

7-9-і класи: (індивідуальний, парний чи груповий проєкт)

На основі 23-25 глав книги *Футбольні детективи*. Члени футбольної команди 'Скорпіони' неочікувано стали дитективами у розслідуванні пограбування музею. Вони йдуть по сліду підозрюваних.

Уявіть, що ви недавно переїхали у район, де проживають "скорпіони" і стали хавбеком у їхній команді. Ви стали учасником їхнього наступного розслідування: хтось викрав костюми танцювального ансамблю "Пуп'янок" і їхній виступ на фестивалі писанки у Вегревелі опинився під загрозою зриву. Чи зможете ви із "скорпіонами" вчасно знайти костюми? Визначте підозрюваного, прослідкуйте за ним чи нею, і швидко розплутайте цю справу! Після прочитання глав 23-25, складіть короткий сценарій з не більше, ніж трьома героями, які беруть участь у діалогах, та/ або розповідача. Розіграйте та зафільтуйте діалог. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.



4. Grades 10-12: (individual, pair or group/class submission)

Help a new immigrant family to Canada understand the history of Ukrainians in Canada. Thinking about the generations that came before you, share a story in "play" form of Ukrainians who have made a difference. You can integrate poetry, art, music, and of course, drama. Your topic choices are: i) a short depiction about the life of Ukrainian pioneers, OR ii) a depiction of a XX c Ukrainian who made a difference! No reading of the text on the videoclip. Submit your text and videotape.

10-12-і класи: (індивідуальний, парний чи груповий проєкт)

Допоможіть сім'ї нових емігрантів до Канади зрозуміти історію українців Канади. Подумайте про покоління, які прибули до вас, і розкажіть про українців Канади, які прославилися своєю діяльністю. Ви можете використовувати поезію, образотворче мистецтво, музику та драматизацію. Оберіть одну з тем: i) коротка розповідь про життя українських піонерів, АБО ii) розповідь про українця 20-го сторіччя, який прославився своєю діяльністю у Канаді. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.



РІДНА ШКОЛА УКРАЇНОЗНАВСТВА

Four RIDNI SHKOLY Contest Categories:

1. Grade 4: (individual, pair or group/class submission)

Using your reader (chytanka) or other resources from your grade: create a play or a TV interview about an INTERESTING FAMOUS PERSON, PLACE or TRADITION in Ukraine -OR- AMONG UKRAINIAN CANADIANS. No reading of the text on the videoclip. Submit your text and videotape.

4-й клас: (індивідуальний, парний чи груповий проєкт)

На основі читанки чи іншого ресурсу, який ви використовуєте у класі: напишіть сценарій драматизації чи телевізійного інтерв'ю про ВІДОМУ ЛЮДИНУ МІСЦЕ чи ЦІКАВУ УКРАЇНСЬКУ ТРАДИЦІЮ в Україні чи Канаді. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.

2. Grades 5-6: (individual, pair or group/class submission)

From Футбольні детективи - Chapter 23-25. Members of soccer team 'Skorpiony' have inadvertently become amateur detectives trying to solve a museum heist. They are tailing their suspects. Now imagine that you have recently moved to the Skorpiony's neighbourhood and have joined their soccer team as a midfielder. You find yourself in the middle of their next case: some costumes have been stolen from the Pupianok dance group and their upcoming trip to the Vegreville Pysanka Festival is in jeopardy. Can you and the Skorpiony find the costumes in time? Identify a suspect, follow him or her, and bring this case to a quick conclusion! After reading the above chapters, compose a short script with no more than three speaking characters and/or narrators and dramatize it on video. No reading of the text on the videoclip. No reading of the text on the videoclip. Submit your text and videotape.

5-6 і класи: (індивідуальний, парний чи груповий проєкт)

На основі 23-25 глав книги *Футбольні детективи*. Члени футбольної команди "Скорпіони" неочіковано стали дитективами у розслідуванні пограбування музею. Вони йдуть по сліду підозрюваних. Уявіть, що ви недавно переїхали у район, де проживають "скорпіони" і стали хавбеком у їхній команді. Ви стали учасником їхнього наступного розслідування: хтось викрав костюми танцювального ансамблю "Пуп'янок" і їхній виступ на фестивалі писанки у Вегревелі опинився під загрозою зриву. Чи зможете ви із "скорпіонами" вчасно знайти костюми? Визначте підозрюваного, прослідкуйте за ним чи нею, і швидко розплутайте цю справу! Після прочитання глав 23-25, складіть короткий сценарій з не більше, ніж трьома героями, які беруть участь у діалогах, та/ або розповідача. Розіграйте та зафільмуйте діалог. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.

3. Grades 7-9: (individual, pair or group/class submission)

Using your reader (chytanka) or other resources from your grade: create a play or a TV interview about a UKRAINIAN or UKRAINIAN CANADIAN who has made a significant contribution/invention to the world and why this is important. No reading of the text on the videoclip. Submit your text and videotape.

7-9 і класи: (індивідуальний, парний чи груповий проєкт)

На основі читанки чи іншого ресурсу, який ви використовуєте у класі: Напишіть сценарій драматизації чи телевізійного інтерв'ю про УКРАЇНЦЯ чи УКРАЇНКУ з України чи Канади, які зробили значний вклад в історію людства і у чому полягає його значення. Читання тексту сценарію під час фільмування не допускається. Надішліть письмовий текст діалогу та відеофайл.



The **prizes** will be awarded to the winners from each grade category through the school principal, in addition to having the winners' names featured on the ULEC **Facebook** page: <https://www.facebook.com/ukrainian.language.education.centre/>

and the winning videos on the ULEC **website** www.oomroom.com

РОЗКАЖІТЬ СВОЇМ УЧНЯМ ПРО:

Відео-конкурс «Вивчати українську – КРУТО!» – 2

Учні канадських шкіл з українською двомовною програмою, українських суботніх/ недільних шкіл та шкіл системи «Рідна Школа» запрошуються взяти участь у Другому МЦУМівському відео-конкурсі «Вивчати українську – КРУТО!» Учасники зможуть виграти до **\$250** та продемонструвати, що вивчати мову предків – це захопливо ... і просто! Покажіть, розкажіть про це нам та глядачам українською мовою, згідно з запропонованою темою та віковою групою. Будьте творчими!

Конкурс розпочинається **першого вересня 2021р.**

Речинець на подачу заявок 24.00 (MST) **31 жовтня, 2021**

**** ПЕРЕМОЖЦІ будуть оголошені у 2021 р.****

(вимоги до конкурсу та зразки форми “дозволу” будуть оголошені пізніше)

Переможці у кожній категорії отримають **призи** через директорів школи. Особова інформація учасників (адреса, включно з електронною, номер телефону) збиратися не буде. Імена переможців будуть оприлюднені на **фейсбук-сторінці МЦУМ**.

<https://www.facebook.com/ukrainian.language.education.centre/>

Відео переможців конкурсу будуть розміщені на **вебсайті МЦУМ** <http://oomroom.com/>

Про категорії та призи на ст. 48-50

Критерії

1. Відео відповідає усім критеріям, зазначеним у категорії (50 балів)
 - a. Титульна сторінка включає: (2)
 - Назву проекту «_____!»
 - Назву школи
 - Місто, провінція (без повної адреси)
 - Клас
 - Імена (та номери класу) учасників та інших присутніх осіб на відео.
 - b. Відео включає компоненти, зазначені у категорії (нпр.: драматизація діалогу певних персонажів (gr 5-9 UBP; gr 5-6 R.Sh); презентація інтерв'ю (кл. 4, 7-9 Рід. Шк.), драматизація історії (кл. 10-12 UBP; кл. 4, 7-9 Рід. Шк.); презентація порад (кл. 10-12 Рід. Шк.) (10)
 - c. Створення **контексту** за допомогою декорацій, костюмів, реквізитів... (10)
 - d. Відповідає віковій категорії (**10**)
 - e. Використання **шумових ефектів** (замість музики, захищеної авторськими правами) (3)
 - f. Створення образу персонажів (5)
 - g. **Гумор, несподівані повороти** (10)
2. Аудіо передається **без читання** (10 points)
 - a. Без читання з листочків (5)
 - b. Інтонація відповідає змісту повідомлення (5)
3. Якість **відео** (20 points)
 - a. Чіткість і якість **аудіо** (8)
 - b. Чіткість і якість **відео** (8)
 - c. **Спецефекти** (4)
4. Текст (10 points)
 - a. Використання лексики, яка б відповідала темі та віковій учнів (5)
 - b. Грамотність (орфографія, граматики) (5)
5. **Час (не довше 5 хвилин, але не коротше 4:30 хвилин)** (10 points)



UKRAINIAN LANGUAGE EDUCATION CENTRE

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Email: ulec@ualberta.ca

Facebook:

<https://www.facebook.com/ukrainian.language.education.centre/>

Website:

<https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec>

The Ukrainian Language Education Centre (ULEC) promotes and develops Ukrainian language education in Canada and abroad by: supporting bilingual programs and professional development of Ukrainian language teachers and instructors; creating learning and teaching resources at both the secondary and post-secondary levels; conducting research on topics related to Ukrainian-language education and related fields; and fostering international links and community engagement. For more information about ULEC, please visit [our website](#) and [Facebook page](#) or contact us by [email](#).

Методичний центр української мови сприяє розвитку україномовної освіти в Канаді й за кордоном: підтримує двомовні програми, підвищує професійний рівень вчителів української мови, розробляє навчальні та методичні ресурси для середньої і вищої освіти, проводить дослідження, пов'язані з тематикою україномовної освіти і суміжних галузей, а також сприяє розвитку міжнародних контактів і підтримує зв'язки з громадськістю. Детальнішу інформацію про центр можна знайти на [веб-сторінці](#), [сторінці фейсбуку](#) або через [е-пошту](#).

How You Can Support Ukrainian Language Education

- Call (780) 492-6847
- E-mail cius@ualberta.ca to inquire about other ways to donate
- Send a cheque payable to "University of Alberta / CIUS," indicating the name of the fund (program, project) to which you are donating on the memo line, e.g., Lupul Endowment Fund
- Give online by:
 - 1)visiting the [CIUS Donor page](#): <https://bit.ly/2kaJocY>



- 2) choosing 'Ukrainian Language Education Endowment'

Direct my donation to: *

Name
CIUS Greatest Needs Fund
<input type="text" value="CIUS Greatest Needs Fund"/>
The Contemporary Ukraine Studies Program
The East/West Journal of Ukrainian Studies
Kule Ukrainian Canadian Program
Ukrainian Language Education Endowment
An area not listed (please fill out the information below)

- 3) following further instructions on the website