



ULEC

Ukrainian Language Education Centre Newsletter

Вітаємо!

Welcome to the Ukrainian Language Education Centre Newsletter

Dear Readers!

Welcome to a new school year! Although we are still facing pandemic restrictions in some parts of the country, the vaccine rollout has ushered in a successful return to a variety of public and community activities. While masks remain a fashion statement and we are learning to interpret communication with many hidden facial expressions, schools are open for learning and the health and safety of all remains the priority!

Our first newsletter of the year begins with commemorating the newly announced Truth and Reconciliation Day on September 30. We offer some historical background, activities and initiatives to strengthen Indigenous-Ukrainian relationships, share our efforts at reconciliation, and provide details of a symposium designed to reconcile multiculturalism. Readers will be pleased to know that we have continued to interview scholars around the world and will offer a story about a Ukrainian studies program at a different university in each issue of this academic year. We also continue to celebrate Ukrainian teachers in Canada, detail

conferences, new resources, grants and contests, and bring you international news about Ukrainian language and education. And we introduce a new series about Ukrainian Bilingual Program graduates.

As noted in our June newsletter, registrations in language classes dropped significantly during the Covid 19 crisis. This suggests that some advocacy about language learning and bilingualism may be in order! Manitobans have leaped to the forefront in this arena, promoting Ukrainian language education through Petrusia Perogy! Read more on page 14.

Perhaps it is also time to bring home language policy into the discussion. Parents cannot substitute the support of schools, teachers and community organizations for their own responsibility over the language used in the home. Recently I read four related articles written by parents about family language in the public press. Kõ´lá Túbõ` sún, a poet and activist, shares his struggles with how to raise his son as a bilingual (shorturl.at/apvBM) and doctoral student Emma Chen identifies five tips for immigrant parents wishing

(Continued on page 2)

Special points of interest:

- National Truth and Reconciliation Day
- Cree-Ukrainian Relations
- Holodomor Lesson Plan Grant
- ULEC Announces a New Submission Deadline for the Learning Ukrainian Rocks! Video Contest
- Award Winner, Teacher, Administrator, Leader: Olia Myc
- Petrusia Perogy encourages Manitoba kids to study Ukrainian
- Securing the Ukrainian Studies Program at the University of Kansas
- Ukrainian Bilingual Program Graduates
- Ukrainian Sportsmen are Strongly Advised to Speak Ukrainian
- 2021 Summer Institute in Lviv: How to Make School Interesting

Newsletter Editors:

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

Inside this issue:

Welcome	1
National News	3
Regional Highlights: Alberta	8
Regional Highlights: Saskatchewan	13
Regional Highlights: Manitoba	14
Global Highlights	16
Ukrainian Studies Program at the University of Kansas	20
Ukrainian Bilingual Program Graduates	27
News From Ukraine	28
Resources	33
Conferences	35

Welcome to Ukrainian Language Education Centre Newsletter

(Continued from page 1)

to retain their family language <https://cutt.ly/xEIW40h>. A third article by Xavier Aparicio reminds us of the cognitive and emotional complexity of losing a mother tongue. This might be appropriate for parents who have more recently emigrated to Canada as this addresses something that parents raised in a majority language context rarely consider when they move to a milieu in which that language finds itself rarely seen or heard in public spaces (<https://cutt.ly/MEIG730>). Finally, an article from Australia debunks three myths that parents raising their children bilingually need to know, especially when others might question their decision and undermine their confidence. Mark Antoniou, a parent and researcher writes that “research shows that raising a child bilingually does not cause language learning difficulties. Any lag in language development is temporary, so parents shouldn’t worry!” Even when children use two languages in the same sentence their brains are simply working to sort out the language tracks (<https://cutt.ly/pEIEwKx>).

National Truth and Reconciliation Day: September 30 marks the National Day for Truth and Reconciliation, an important day for Canadians, including the Ukrainian community. In the spirit of truth and reconciliation, we encourage you to take the time during this day to learn, listen and reflect on how to serve as allies to Canada’s Indigenous nations. Read about suggested ways to do so with your family on pages 3 to 4!

Indigenous-Ukrainian Rela-

tionships: Read about some of the heartfelt connections between Ukrainians and Cree people through Ukrainian floral scarves and poppyseed cakes in treaty six territory in this issue of our newsletter. We also send kudos to Ukrainian academic and community organizations who are actively exploring our relationship with indigenous communities. For example, The Indigenous-Ukrainian Relationship Building Initiative, a joint initiative between the Kule Folklore Centre, University of Alberta (KuFC) lead by Maryna Chernyavska, and the Ukrainian Resource and Development Centre, MacEwan University (URDC) with Larisa Hayduk at the helm, offers insights through online dialogue between distinguished members of both indigenous and Ukrainian communities. To learn more consider registering for their online workshops and presentations: <https://cutt.ly/8EIEupU>

Multiculturalism: Throughout 2021, as we mark the 50th anniversary of multiculturalism in Canada, it is even more important to reconcile our relationship to the first nations and their lands on which we all thrive today. To this end we bring your attention to the CIUS national symposium on reconciling multiculturalism to be held online over four Fridays in November and December. CIUS Director Dr. Natalia Khanenko-Friesen has forged many new relationships to collaborate on this conference. Note the impressive keynote speakers: Dr. Karla Jessen Williamson (University of Saskatchewan), Dr. Himani Bannerji (York University), Dr. Vic Satzewich (McMaster University), Dr. Joselyn Létourneau

(Université de Laval), Dr. Eve Haque (York University), Dr. Sunera Thobani (University of British Columbia), Dr. Chedly Belkhodja (Concordia University) and Dr. Roman Petryshyn (MacEwan University). Learn more: <https://cutt.ly/dEIEdmK>

Ukrainian studies programs at universities around the world: In the upcoming year we will continue to bring you insights about Ukrainian studies programs at universities around the world. In this issue we feature the program offered at the University of Kansas. Special thanks to Drs. Vitaly Chernetsky and Oleksandra Wallo whose historical accounts, creative, strategic and respected scholarship, and enthusiasm for research and teaching contribute to a sustainable program.

Ukrainian teachers: We continue to celebrate Ukrainian teachers. This newsletter honours the long term pioneer contributions to Ukrainian language education of Saskatchewan’s Vera Labach and shines the spotlight on Edmonton’s Olia Myc, an international award winning and passionate Ukrainian teacher and community organizer. Congratulations, Oliu! We also invite you to nominate past or present Ukrainian teachers who have made a difference to you. Who influenced your Ukrainian language and culture formation? Send us names, photos, or anecdotes and we shall pursue stories to acknowledge these special and influential community influencers in future issues.

Ukrainian bilingual program graduates: In this new series of the newsletter we discover the

(Continued on page 3)

Welcome to Ukrainian Language Education Centre Newsletter

(Continued from page 2)

talents and passions of Ukrainian bilingual program graduates. In the newsletter we discover the talents and passions of Ukrainian bilingual program graduates. Enjoy the reflections of Zoya Kostetsky who graduated from the English Ukrainian bilingual program at Chief Peguis Junior High school in Winnipeg. Please share with us the names and contact information of a graduate of the Ukrainian Program for future newsletters! We will happily make the connection, interview and craft the story!

International news: In international news we share a story of students in Germany who completed the first international

CEFR B1 and B2 level Ukrainian language exams through Ivan Franko National University of Lviv, an update on the constitutional court discussion of the Ukrainian language law, a narrative about how American teachers are bringing child-centred learning strategies to Ukraine, and a review of the growing relationship between Japan and Ukraine.

Continued learning: Check out new resources and upcoming conferences as well.

Grants: Social Studies teachers are invited to apply for the Holodomor Research and Education Centre (HREC)'s *Two Regimes* Project. The funds are designed for educators to create or adapt a lesson plan on the Holodomor,

incorporating the *Two Regimes* book in it. Learn more on page 9.

Contests: Of utmost importance, we remind you to encourage youth in grades 4 to 12 to enter the Learning Ukrainian Rocks video contest by midnight October 31. Details of topics, criteria and monetary prizes can be found on pages 37 to 41. Please contact us if you or your organization is interested in sponsoring a prize or donating to other ULEC projects.

**Learning Ukrainian Rocks!!!
Video Contest**

Deadline: **October 31, 201**

More information on pp. 37-41

National News:

National Truth and Reconciliation Day

We launch the ULEC newsletter in this academic year during National Truth and Reconciliation week. As Justice Murray Sinclair, the architect of the Truth and Reconciliation Commission (TRC) Calls to Action, so clearly stated after five years of hearings across the country, education is the key to reconciliation.

The TRC was a requirement of the Indian Residential Schools Settlement Agreement. The text of the section of the Agreement that outlines the TRC's mandate can be found here: <https://cutt.ly/8EIEEnwo>. Read the reports at <https://cutt.ly/3EIEE14>

Call to Action #80 called on the federal government to establish a new statutory holiday - a National Day for Truth and Reconciliation. The federal government Act established a federal holiday each September 30th: the National Day for Truth and Reconciliation came into force June 3, 2021. Read more: <https://cutt.ly/FEIEPY1>

September 30 marks the National Day for Truth and Reconciliation, an important day for Canadians, including the Ukrainian community. In the spirit of



truth and reconciliation, we encourage you to make time during this day to learn, listen and reflect on how to serve as allies to Canada's Indigenous nations.

Many events and learning opportunities have been organized across the country to help us understand actions that were taken in the past by governments and other bodies of power who intentionally oppressed Indigenous peoples, languages and cultures and to help settlers decolonize our mindset. Here are some things we can do on September 30 with our family. Be sure to consult your public library for more commemorative activities near you.

(Continued on page 4)

National News:

National Truth and Reconciliation Day

(Continued from page 3)

Build a positive relationship with all Canadians - In a 60-minute online panel discussion and Q&A session, Patricia Makokis, Dwayne Donald and Roger Epp will discuss steps all Canadians can take to build positive relations between Indigenous and non-Indigenous peoples, particularly in rural Alberta.

Moderated by Augustana academic Clark Banack, the panelists will discuss takeaways from Building Inclusive Communities in Rural Canada – an ongoing project from the Alberta Centre for Sustainable Rural Communities exploring practical tools for combating intolerance and making communities more inclusive.

Participate in a healing ceremony – Bent Arrow Traditional Healing Society is offering a live streaming event on their Facebook page from 1-4 pm MT on September 30. The day will include: Honour song, smudge and prayer, stories of residential school survivors, a circle talk and crafts. View their Facebook page <https://cutt.ly/9EIEJmw> and Register on Eventbrite: <https://cutt.ly/sEIEVQW>

Watch free films -The National Film Board of Canada has a collection of free films on Residential Schools. Two titles they recommend in particular are: *Holy Angels* (Jay Cardinal Villeneuve, 2017, 13 mins) and *Second Stories–It Had to Be Done* (Tessa Desnomie, 2008, 22 mins). Watch the films at <https://cutt.ly/jEIE2ug>

Download an app - We invite you to download the Government of Canada's Reconciliation: A Starting Point mobile app. The mobile app is a reference tool for learning about First Nations, Inuit and Métis Peoples, including key historical events and examples of reconciliation initiatives. Users will learn why reconciliation matters and what public servants need to know and do to advance reconciliation with Indigenous Peoples in Canada. The content of this app was created and compiled by the Canada School of Public Service, with contributions from Indigenous and non-Indigenous people from across the federal government. Download the app:



<https://cutt.ly/VEIE6Hq>

Consult your local library – Edmonton's Stanley A. Milner Library has a new dedicated Indigenous space: PĪYĒSĪW WĀSKĀHIKAN | Thunderbird House. View a 10 minute virtual tour guided by Elder in Residence, Nôhkom Jo-Ann Saddleback, who explains the creating of this space and its purpose in the community. Watch the tour: <https://cutt.ly/LEIRrHe>

Read a book: Public libraries across the country have created reading lists to help parents, children and community members of all ages learn about residential schools and join the path to reconciliation:

- View the EPL Picks - How to talk about the Kamloops Residential School <https://cutt.ly/oEIRpuy>
- View Miranda Jimmy's picks to encourage learning five years from the Truth and Reconciliation Commission's release: <https://cutt.ly/5EIRdFo>
- <https://cutt.ly/eEIRg7z>
- <https://cutt.ly/8EIRzLC>

Let's wear orange in solidarity!

Одягнімося у помаранчевий у знак солідарності з корінними народами Канади!

National News: Cree-Ukrainian Relations

Why Ukrainian Floral Scarves?

Where I'm from, in Treaty 6 territory, Ukrainian floral scarves have become iconic among many Indigenous Nations. These days, you'll even see these scarves integrated into pow wow regalia. Us nehiyawak (Cree people) call them "kokum scarves" because kokum means "your grandmother", a reminder of our grandmothers and a symbol that we carry them with us, when we need them the most.

So, why the floral scarf? On the prairies, there is a vast history of trade and commerce between Indigenous Nations. But what people may not recognize is the history of trade and cooperation between the original peoples and settlers. In fact, the Ukrainian and Cree communities often worked closely together during times of major hardship and famine. Cooperation like this, between Indigenous Nations and newcomers, is a story that is found over and over again across Turtle Island. It was because of this trade, commerce, and cooperation that floral scarves became a symbol of the strength and hard work of our matriarchs.

Long ago, when Ukrainian people arrived in this territory, they brought with them beautiful floral patterned fabrics that were a natural compliment to the floral patterns found in Cree, Dene, and Metis beadwork. Our grandmothers adopted these patterns as they worked closely with their new neighbours to help each other. I guess that also explains why feasts in my community usually feature foods such as pierogies, and cabbage rolls, alongside our traditional foods.

So what does the floral scarf mean to me? When I was growing up, I often watched nohkum (my grandmother) with her hair tied up in a scarf picking berries, preparing meat, cooking for a feast or watching the grandkids. To me, "kokum scarves" are a symbol that embodies the intrepid and entrepreneurial spirit of my grandmothers: women who worked relentlessly to find opportunity, and to build relationships and cooperation among families and nations to ensure our survival. That's what "kokum scarves" mean to me.

For me, the "kokum scarf" also represents a love for one another. So included in your box is a little bit of love from our Free to be Cree jewelry line. Love that you can carry with you always: sakihitowin means "being in love".

Mallroy Yawnghwe

Source: <https://www.indigenousbox.ca/blog/kokumscarf>



«Багато років тому на землі Договору 6 прибули українці, Між ними на корінними народами зародилися тісні партнерські та торгові зв'язки. Завдяки цим зв'язкам в індіанців з'явилися яскраві квітчасті хустки, які українці привезли з собою. З часом ці хустки стали частиною традиційного вбрання корінного населення».

Elise Stolte: Why are so many Canadians surprised at the Kamloops graves? Ukrainian research holds a clue

"Leah, there were no natives here" — that's what Leah Hrycun's Ukrainian grandmother kept telling her, with increasing annoyance, as Hrycun wrestled with a mystery.

If the Cree moved onto reserves before the Ukrainian settlers arrived, as local Ukrainian historians had said, then why do Indigenous families have stories of grandfathers learning to speak

Ukrainian? Why do their grandmothers pass down Ukrainian poppy seed cake recipes?

Hrycun is a PhD student at the University of Alberta. I thought of her work Monday as city council debated renaming the Grandin LRT station.

Hrycun's mystery goes a long way to explain why it's possible for Canadians to still be so surprised by the children's graves in

B.C. The abuse, disease and trauma has been extensively documented. But the Ukrainian example illustrates how the stories we tell ourselves become a mix of myth and reality; Canada's popular history is also full of blind spots.

Council voted unanimously to remove Bishop Vital-Justin Grandin's name in response to the discovery of 215 unmarked

(Continued on page 6)

Elise Stolte: Why are so many Canadians surprised at the Kamloops graves? Ukrainian research holds a clue

(Continued from page 5)

children's graves beside a residential school in Kamloops. Just before Monday's vote, Coun. Aaron Paquette shared his perspective.

"Growing up, I knew about (the residential schools, abuse and lost children) and I learned more as I got older. But for Indigenous people this history is very much present and constant," said Paquette, whose heritage is Cree and Métis.

"It's as if there are two histories — two worlds, two realities — in this land. I'll tell you, growing up, I didn't understand why no one else cared about these things. I thought they knew and didn't care. It didn't occur to me that they lived in an entirely different reality, a different history, and therefore had entirely different priorities. But I'm hoping that changes."

Hrycun's work is specific to the Ukrainian community of central Alberta, but a similar forgetting happened in many communities as Canada created the "two histories" Paquette references.

The first Ukrainians settled in Western Canada in the early 1900s. At that time, their letters home and their written stories had stories of help. These farming families were unprepared for how cold it gets on the prairies and many would have starved and froze if local Indigenous families hadn't rescued them.

But those stories gradually changed. As Ukrainian settlers learned to farm here, their stories about Indigenous neighbours still expressed sympathy but also stressed hard work, said Hrycun. It became a "bootstrap narrative" — that Ukrainians

succeeded through their own hard work.

By the 1970s, the stories of all Indigenous Canadians did to help their Ukrainian neighbours had all but disappeared.

"(Former prime minister Pierre) Trudeau was really pushing that multicultural atmosphere," said Hrycun. "It was only then that Ukrainians truly began to feel they were part of this Canadian project. At that time, a lot of settlers who had stories of interactions with Indigenous peoples really pushed them under the rug."

That much has been documented by other researchers. Hrycun's PhD project is to find local stories of Indigenous-Ukrainian interaction and share them again. She has help from Indigenous friends including Sharon Venne, whose Indigenous grandmother passed down the Ukrainian poppy seed cake recipe. Eventually, Hrycun will co-produce a travelling public exhibit with participants.

For Hrycun, what stands out is how much Ukrainian and Indigenous families had in common. They were both oppressed, pushed to the margins of society and dealing with the loss of their traditional lands. They must have had longstanding friendships to share language, food and sometimes even intermarry.

But as they gained acceptance in Canadian society, Ukrainians created a new founding myth, she said. "Ukrainians came to see themselves as the first true occupants of these lands. These revisionist histories are the stories of my ancestors."

Hrycun's work is deeply personal. It makes for awkward family con-



Leah Hrycun and her Ukrainian grandmother (baba) Eva Hrycun. Photo credit: N.Hrycun.

«Історії перших українських поселенців у Канаді розповідали про допомогу корінних народів у скрутні часи. У 1970-х рр., коли українська діаспора поступово ставала частиною «канадського мультикультурного проекту», ці історії почали зникати. Мета докторантки Леї Грицин — віднайти і поширити їх».

versations. Some of her relatives are excited about the new perspective, while for others there's guilt and a sense that this wouldn't be a problem if it wasn't talked about.

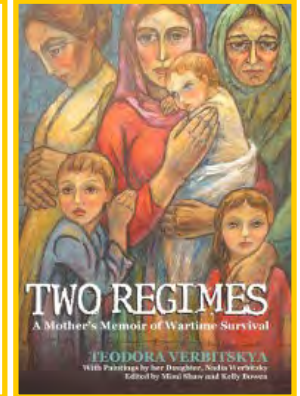
On a broader scale, we need to recognize the history of Indigenous oppression isn't dead. The trauma of residential schools is still being felt today, and it's absolutely appropriate to mitigate that harm by at least removing murals and names celebrating what was done. But Bishop Grandin isn't being "cancelled." If all goes well, his legacy will simply be seen more completely. Then our new myths will at least be more accurate, and that has to be a first step to healing.

Source: <https://cutt.ly/ZEIRWA7>

National News

Holodomor Lesson Plan Grant

Two Regimes is the life's work of two Ukrainian women: a mother, Teodora Verbitskaya (author) and her daughter, Nadia Werbitzky (professional artist). Teodora wrote about her family's life from 1927 to 1945 while living under the two regimes of Stalin and Hitler. Mother and daughter were survivors and witnesses of two genocides: that of the Holodomor (man-made Famine 1932-33 under Stalin) and the Holocaust (1933-1945 under Hitler) while living in Mariupol, Soviet Ukraine. The Two Regimes Collection contains 118 paintings, 150 sketches and a manuscript – now a book published posthumously titled “Two Regimes . . . A Mother's Memoir of Wartime Survival” by Teodora Verbitskaya.



The *Two Regimes* Project invites educators to apply for a Holodomor Lesson Plan grant. In order to qualify for the grant, you need to create or adapt a lesson plan on the Holodomor, incorporating the *Two Regimes* book in it. The purpose of the project is to educate students on the Holodomor and the Holocaust in Ukraine, as well as to offer a platform for discussions about genocides. Your lesson plan(s) should be for students in grades 4, 5, 6, 7, 8, 9-10, and/or 11-12. After the competition, all lesson plans will be available to all teachers at no charge. The deadline for submission is **February 1, 2022**. To get access to a video with more information about the project, please sign up by completing the form:

www.TwoRegimes.com/RequestLessonPlans

More information about the **Learning Ukrainian—Rocks!** video contest is on pp. 37-41

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

Regional Highlights: Alberta

Award Winner, Teacher, Administrator, Leader: Olya Myc (Оля Миць)

Olya Myc's pedagogical career has been dedicated to the development and sustainability of Ukrainian language education in the province. She worked as an elementary school teacher and taught Grades 5 and 5/6 at the Ukrainian Bilingual Programs in Fr. Kenneth Kearns School and St. Theresa Catholic School, Sherwood Park. Olya also acted as an Artistic Director of the Ukrainian Children's Drama Theater "Dzherelo" at the Ukrainian National Federation, Edmonton Branch. Presently, she teaches grades 3 and 3/4 at the Ukrainian Bilingual Program in St. Matthew Elementary School, Edmonton. In the local Ukrainian community she is well-known as the Principal of the Ukrainian Saturday School Ridna Shkola at St. George's Catholic Church in Edmonton. She is also the recipient of the 2019 -2020 *Best Teacher of the Ukrainian Language Abroad* award.



Оля Миць народилася в чарівному прикарпатському місті Івано-Франківську, де провела своє дитинство, закінчила школу та навчалася на філологічному факультеті в Прикарпатському національному університеті імені Василя Стефаника.

Having moved to Edmonton, Olya earned her Early Childhood Development Diploma from Grant MacEwan Community College as well as her Bachelor of Education degree from the University of Alberta with a minor in Ukrainian.



Чим саме вам подобаються педагогічні посади, які ви обіймали/ обіймаєте? Якій віковій категорії учнів – молодшої, середньої чи старшої школи – ви надаєте перевагу?

Мені надзвичайно подобається вчити учнів молодшого шкільного віку. Протягом шкільного року діти збагачують свої знання: вивчають нові слова, вислови, діалоги та ознайомлюються з багатими українськими традиціями. Вони немов би збирають слова-намистинки. А наприкінці року у

них виходить своє коралове намисто із українських слів, пісень та виразів. І так приємно чути українську мову, пісню чи молитву із дитячих уст.

Як вчитель української двомовної програми та адміністратор суботньої школи, як ви мотивуєте дітей, які не розмовляють українською вдома, вивчати цю мову?

Для підвищення мотивації я запрошую різних гостей на уроки. Наприклад, пані Наталя Таланчук пережила Голодомор і хто, як не вона, може достовірно розповісти дітям про пережиті події. Учні читали книжку «Футбольні детективи» із авторкою Лесею Саведчук. Нещодавно, учні мали унікальну можливість познайомитися із дивовижною людиною, кобзарем Юрком Фединським. Він народився в Америці, але вже понад 20 років живе в Україні. Юрко відроджує кобзарство: сам робить унікальні кобзи, бандури та торбани. Він розповідав учням про кобзарство, грав та співав разом із ними. Так учні вивчають українську мову у реальних ситуаціях.

Я часто організую різні екскурсії для дітей, щоб навчання було цікавим та змістовним. Учні відвідали Музей української спадщини та дізналися, як виглядали перші хати українських іммігрантів, як працює млин. Так учні вивчають українську мову занурюючись у реалії мовного та культурно-історичного середовища.

Учні постійно беруть участь у релігійних та народних святкуваннях, концертах та виступах. Це допомагає їм вживати українську мову поза шкільними стінами, вивчати історію, культуру та

(Continued on page 9)

Regional Highlights: Alberta

Award Winner, Teacher, Administrator, Leader: Olya Myc (Оля Миць)

(Continued from page 8)

традиції українського народу.

Щоб навчання було цікавим, я влаштовую спеціальні дні для учнів, а саме: День українського волосся, День піжами, День вишиванки, День української спадщини, День української футболки, День капелюха, День української пісні і т. д. Я декорую школу і клас в українському стилі. Я переконана, щоб учні почували себе комфортно, учнів повинна оточувати українська атмосфера.

What is something that you are most proud of as a Ukrainian language educator?

Recently, I received the 2019 -2020 *Best Teacher of the Ukrainian Language Abroad* award in the category of “Primary School Teacher” from the Ministry of Education of Ukraine. I am very proud of this award and thankful to my students who make me a better teacher on an everyday basis. I love to educate



День української зачіски

young children whose eyes are sparkling with curiosity and eagerness to learn.

Як ви думаєте: якою/ яким ваші учні запам'ятають вас і ваш предмет? Чому?

За характером, я оптимістична та весела людина. Я люблю жартувати і вдома, і в класі. Мені подобається придумувати різні смішні історії та піднімати настрій учням. Коли лунає сміх, то всім хочеться приходити до класу, творити та пробувати себе. Я завжди намагаюся придумувати цікаві та захопливі види роботи для своїх учнів. Ми разом граємо у рольові ігри, робимо музичні відео, співаємо і навіть тацюємо.

І як приємно мені як учительці чути з дитячих уст моїх третьокласників: «Дякую, пані Миць! Це було дуже цікаво!» Саме такою мене пам'ятають учні мої уроки, бо їм було цікаво вчитися. І це мотивує мене створювати цікаві уроки!



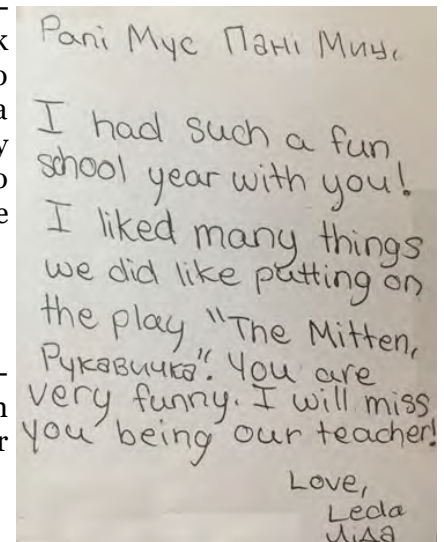
How do you think teachers and the community will remember you as a school leader? Why?

I hope the parents and teachers will remember me as a dedicated educator. I always communicate with parents to update them on the classroom activities and the children's progress. My students create Evidence of Learning Binders to show their work to parents and reflect on their work. I strongly believe that parents have to be engaged in the educational process of their children in order to create a strong classroom community based on mutual respect. I often send friendly reminders and classroom updates to the parents. I take lots of pictures to show classroom engagement. I always say, “Try your BEST and make wise choices! Be kind! We are a family! Ми родина!”

What is your vision for Ukrainian language and culture education in Canada?

Teaching is creating miracles! It is pivotal to provide students with interesting, meaningful, motivating lessons with a smile on your face and love in your heart, so that students can be proud of their Ukrainian heritage, eager to learn and communicate in Ukrainian.

(Continued on page 10)



Regional Highlights: Alberta

Award Winner, Teacher, Administrator, Leader: Olya Myc (Оля Миць)

(Continued from page 9)

What advice would you give to new teachers of the UBP and Saturday schools? Saturday school administrators?

The same advice I would give to my students—always try your BEST! Be kind to everyone around you! Make wise choices! Do not be afraid to try something new! Create a classroom community where curiosity, humor and active engagement take place. Know your students, motivate and empower them! Learning never stops, so be open to new teaching ideas and new approaches.

Як ви підживлюєте своє зацікавлення українською мовою і культурою?

Я постійно відвідую різні конференції та семінари для підвищення професійної кваліфікації, наприклад, конференцію «Формуємо майбутність», курс іконографії, Всеканадські вчительські конференції українських освітян у Торонто, Вінніпезі, релігійні конференції. Нещодавно, я відвідала конференцію “Мені нудно: як залучити до роботи учнів, яким нецікаво.”

Часто з дітьми у класі оглядаємо та обговорюємо нові пісні та мультфільми. Я переконана, що мову не можна вивчати тільки у класі, адже діти повинні бачити, що українською спілкуються і поза шкільними стінами. Тому ми листуємося із школярами з України. І хоч тепер так легко відправити імейл, але діти листуються та обмінюються маленькими несподіванками. Вони так чекають на справжні листи!

Я організую та проводжу різні добродійні заходи, а саме: «Зігрій сироту в Україні», «Зігрій захисника України», «Допоможи ближньому», «Протягни руку допоміж», «Подаруй тепло», «Напиши листівку та привітай українського воїна», таким чином навчаючи дітей творити добро та допомагати іншим.



Нова ініціатива Курсів Українознавства!

Українська школа імені Івана Франка в Едмонтоні оголошує набір на 1-й курс **дистанційного навчання** для студентів віком від 12 до 14 років, які проживають поза Едмонтоном.

- Дистанційне навчання буде проходити щосуботи від 9-12:20 ранку **через платформу Google Meet**
- Період навчання на Курсах розрахований на 4 роки
- Школа затверджена міністерством освіти Альберти
- Освітні кредити до шкільного диплому — 15 кредитів за українську мову і культуру 10 , 20 , 30



За подальшою інформацією можете звернутися до директорки Курсів Лілії Сухой на е-адресу: lsukhy@hotmail.com

Сторінка фейсбуку школи:

<https://www.facebook.com/IvanFrankoSchoolCommunity>



Regional Highlights: Alberta

Рідна Школа парафії Святого Юрія Переможця в Едмонтоні запрошує діточок віком від 5 до 12 років вивчати українську мову та багату культуру українського народу.

Тел.: (780) 471 1709

E-mail: olgamyu@hotmail.com

Ласкаво просимо!

РІДНА ШКОЛА

при парафії Святого Юрія Переможця
м. Едмонтон, Альберта, Канада

**Edmonton's
Ukrainian Heritage Language School
(Saturdays Sept-June)**

Ukrainian Immersion
Language Classes run on
Saturdays from 9:00am-
12:00pm.
Ukrainian as a Second
Language classes run on
Saturdays from
12:30pm-2:30pm.
українська мова
катехизм
географія
історія

Приймаються україномовні діти
віком від 5 до 12 років
Children from 5-12 years of age are welcomed!

**NEW!
Ukrainian
as a Second
Language**

Ridna Shkola helps to
develop strong
Ukrainian language
skills and offers a
variety of vibrant and
cultural rich
experiences.

RIDNA SHKOLA
11301-95A Str
Edmonton, AB
More info at 780 471 1709
olgamyu@hotmail.com

Registration starts on September 11, 2021

Regional Highlights: Alberta

Take Courses in Ukrainian Studies at the University of Alberta

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]

Join us in our fun and engaging
**CONVERSATION
CLUB
& GRAMMAR LABS**

For More Information:
www.uab.ca/mlcs
www.facebook.com/UCLLP

**SUMMER STUDY
ABROAD IN LVIV
UKRAINE**

UKR 300 & 400:
Ukrainian Through
Its Living Culture


Open to anyone
interested via
open studies

Several scholarships and
awards are available

**PLANNED FOR
SUMMER 2022**

Join us for a
fun
**UKRAINIAN
LANGUAGE DAY
CELEBRATION**
and...
your pet!



Study  .ca
Ukrainian



UNIVERSITY OF ALBERTA
DEPARTMENT OF MODERN
LANGUAGES & CULTURAL STUDIES

Regional Highlights: Saskatchewan

Language Pioneer, Educator, Leader: Vera Nadia (Dorosh) Labach (Віра Лабач)

Vera Labach was born in 1940 in Yellow Creek, Saskatchewan to Mykola and Maria Dorosh. In her earlier years, Vera was involved in the Ukrainian Orthodox youth organization (CYMK), 4-H Club, Ukrainian dance and choir. In 1957 the family moved to Saskatoon where she completed Grade 12. She attended the Saskatoon Teacher's College and later the University of Saskatchewan (U of S) where she received her Bachelor of Education and Bachelor of Arts and Science.

Vera taught in the Lanigan School Unit (1959-61) and Saskatoon Public School Unit (1964-65) and taught Ukrainian and Christian Ethics at E.D. Feehan High School (1979-84). From 1976 to 1987 Vera was a sessional lecturer with the U of S Department of Slavic Studies where she taught Ukrainian. She co-authored Ukrainian 101 and 102 students' texts and was a group leader for the student exchange with Ukraine in 1987. In the U of S College of Education she taught classes in Methods of Teaching Ukrainian. Vera made an immeasurable contribution to teaching Ukrainian through her extensive work as a seconded Ukrainian Language Development Consultant with the Saskatchewan Department of Education from 1984 to 1998. She acted as a facilitator, presenter, organizer and development team member on numer-

ous Ukrainian language curriculum projects and several Canada-Ukraine projects. She prepared an audio-lingual beginners Ukrainian Language Program for Adults and conducted numerous training sessions on *Mova i Rozmova*.

Vera was a founding member of the Mohyla Institute Summer School Program and Ukrainian Sadochok. She was editor of *Tema* and member of the Canadian Association of Second Language Teachers, Manitoba Modern Languages Association, Alberta Modern Languages Association, Ukrainian Educational Council – Central Diocese, Saskatchewan Organization for Heritage Languages, Saskatchewan Multicultural Advisory Council, and the Canadian Friends of RUKH – Saskatchewan Council. Vera generously donated time to the Ukrainian Canadian Congress – Saskatchewan Provincial Council on their Education Committee, the Konkurs Selection Committee and Nation Builders Committee and to Ukrainian Orthodox parishes in Saskatoon as a Ukrainian language teacher.

Also, Vera was a member of the Saskatchewan Teachers' Association, the Ukrainian Women's Association of Canada (UWAC) – Saskatoon Branch, the UWAC Saskatchewan Provincial Council Executive and the Ukrainian Museum of Canada.



«Упроровж десяти років Віра Лабач викладала українську мову та методику її викладання у Саскачеванському університеті. У 1987 р. вона очолила групу студентів за обміном з Україною. Вона зробила значний внесок у розвиток українськомовної освіти, працюючи мовним консультантом у департаменті освіти провінції Саскачеван. Вона була автором аудіолінгвального курсу української для початківців Мова і розмова».

In 1992 Vera received the Commemorative Medal on the occasion of the 125th Anniversary of the Confederation of Canada and in 1998 the Saskatchewan Education Service Award.

Source: <http://www.ucc.sk.ca/oldsite/programs/nbuilders/2003/index.html>

Regional Highlights: Manitoba

Meet Petrusia Perogy, the talking, dancing dumpling who encourages Manitoba kids to study Ukrainian



Petrusia Perogy, also known as Mary Jane Wasney, is the ambassador for the English-Ukrainian Bilingual Program in Manitoba schools.

She's escaped certain death at the hands of perogy lovers and even had a song written about her, all while teaching kids the value of learning the Ukrainian language.

Petrusia Perogy, or Petrusia Perih in Ukrainian, is a human-sized perogy who promotes the English-Ukrainian Bilingual Program, which allows Manitoba children in grades kindergarten through Grade 8 to take up to half of their classes in Ukrainian.

In reality, she is Mary Jane Wasney dressed in a giant perogy costume wearing traditional Ukrainian clothing, including a floral printed skirt and sash, an embroidered blouse and red leather boots.

You may have seen her walking alongside the Manitoba Parents for Ukrainian Education float in the Santa Claus Parade in Winnipeg.

Wasney is a parent and former board member of the Manitoba Parents for Ukrainian Education, a non-profit dedicated to promoting and expanding the English-Ukrainian Bilingual Program in public schools. Currently, the program is offered in 11 schools in Manitoba.

Petrusia Perogy was born about 12 years ago, when Wasney dressed up as a perogy for a masquerade party to celebrate the program's 30th anniversary, where attendees were asked to dress as their favourite Ukrainian symbols.

Wasney approached her children's school about us-

ing the costume to promote the bilingual program and the rest, as they say, is history.

"She was so popular that she just evolved into representing not just our school, but the whole English-

Ukrainian Bilingual Program in general," Wasney said.

As part of her mission to inspire kids to study Ukrainian, Petrusia Perogy visits classrooms where kids are enrolled in the program (however, those visits have been put on hold as many schools in Manitoba have shifted to remote learning).

Oftentimes those visits involve reading her book, *The Daring Escape of Petrusia Perih*, which tells the story of Petrusia's escape from those who would like to make her their dinner.

"It's loosely based on the gingerbread man story, but she has a better outcome than he does," Wasney said.

In addition to learning another language, the program also allows students to learn about Ukrainian culture, said Paulette Monita, president of Manitoba Parents for Ukrainian Education.

(Continued on page 15)

Petrusia Perogy visits the English-Ukrainian Bilingual Program Kindergarten classroom at Shkola R.F. Morri-
sion School in Winnipeg.



«Петруся Пирогі, маскот, створений батьківським комітетом українськомовної освіти Манітоби, відвідує учнів з метою реклами

Regional Highlights: Manitoba

Meet Petrusia Perogy, the talking, dancing dumpling who encourages Manitoba kids to study Ukrainian

(Continued from page 14)

Though the program has many students who have Ukrainian backgrounds, it attracts a mix of people, Monita said.

"I think families who enrol their kids are families that value bilingualism, so really understanding the benefits to brain development for their child," she said.

The program also has children from newcomer families who speak Ukrainian already and are now learning the English language, she said.

"But ultimately, there have been children of all backgrounds that have been a part of it," she said.

"Just having that ability to connect with another culture comes back to valuing diversity and having that awareness of many cultures and basically what makes us similar versus what are our differences."

Petrusia Perogy used to come out to many in-person school events or events for parents and children interested in the program.

Without having those events available to them, Manitoba Parents for Ukrainian Education has been making YouTube videos of Petrusia Perogy giving tours of some of the schools that offer the Ukrainian



Petrusia Perogy walking alongside the Manitoba Parents for Ukrainian Education float in the 2017 Santa Claus Parade in Winnipeg.

language program, Monita said.

"It's just an opportunity for families, and the students themselves, to be able to get a sense of what a school would be like, and have a happy dancing perogy show you around."

You can watch one of these videos, featuring Petrusia Perogy, here: <https://www.youtube.com/channel/UCE2cJ6SvhUnoHJtjOjGnWVg>

_Source: <https://cutt.ly/ZEIRPVc>

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

Global Highlights: Germany

Учні української суботньої школи «Сонце в долонях» отримали результати екзамену з української як іноземної



У нашій українській суботній школі «Сонце в долонях» – надзвичайна подія! ВПЕРШЕ, серед суботніх/недільних шкіл української діаспори, наші випускники отримали довгоочікувані сертифікати Львівського національного університету імені Івана Франка з української мови як іноземної (рівні B1 та B2)!!!

Іспити проводились 21 листопада 2020 року в онлайн режимі. Екзаменаторами були викладачі кафедри українського прикладного мовознавства філологічний факультет Львівського національного університету імені Івана Франка.

У багатьох виникали сумніви, чи зможуть учні суботньої школи скласти такий складний та об'ємний іспит, адже навіть сама тривалість іспиту та обсяг екзаменаційних завдань дуже великі (письмова частина: читання -60 хв., слухання-30 хв., письмо- 70 хв. та усна: говоріння- 20 хв.).

Проте наші учні не лише змогли успішно підтвердити рівень володіння українською мовою на відповідний рівень B1 або B2, а 6 з 9-ти випускників забажали продовжити навчання! Отже – ми відкриваємо навчання у старшій школі! 10-й КЛАС+

Такий іспит – дуже важливий для вчителів суботніх/ недільних шкіл, бо дає чіткі цілі, і це служить гарним орієнтиром для організації навчального процесу. Для учнів та батьків – це сильна мотивація!

Щиро дякуємо за надану можливість: керівництву ЛНУ ім І.Франка: Володимиру Мельнику, Марії Зубрицькій, Святославу Пилипчуку, Ірині Кочан, викладачам кафедри українського прикладного мовознавства: Лесі Антонів, Дануті Мазурик, Оксані Туркевич, Наталі Фарині, Ользі Ценюх! Щиро дякуємо за юридичну допомогу: Оксані Козенко-Клочко та Оксані Папурі (Вульчин)! Щиро дякуємо директорці школи Роксолані Рахлецькій та вчительці української мови Олені Гнатюк за натхненну працю з реалізації цього проекту!

Students of the Ukrainian Saturday school in Frankfurt have received long-awaited International Ukrainian Language Exam certificates from the Ivan Franko National University in Lviv. The students demonstrated their language proficiency at B1 and B2 levels, and 6 out of 10 graduates expressed their desire to continue their studies in Ukrainian.

Українське товариство у Франкфурті-на-Майні.

Global Highlights: Japan

Ukrainian Studies and Cultural Representation in Japan

In the era of globalization and the increasing role of people-to-people diplomacy in international relations more and more attention is being paid to cultural and academic exchanges between countries.

The growing presence of Japanese culture in Ukraine, the declaration of 2017 as the Year of Japan in Ukraine, and the deep interest of the people of Japan in the history and traditions of Ukraine make research on inter-societal exchanges an important area of study.

Ukraine and Japan have many things in common. Both countries share a history of warriors - samurais in Japan and cossacks in Ukraine. Besides, they are united by democratic values. Ukrainian cossacks formed a military-democratic state which had the parliament called “Kozatska Rada”, and introduced the first Constitution of Ukraine in 1710 which is known as the Pylyp Orlyk Constitution. As for Japan, it is believed that its democratic traditions trace back to the Seventeen Article Constitution that existed some 1400 years ago during the Kamakura era. Nowadays both Ukraine and Japan share universal values such as freedom of speech and a rule of law.

From a cultural perspective, one can find many similarities as well. The Japanese “minka” and Ukrainian “khata” have straw roofs and share such sacred items as “butsudan” in Japan and Christian icons in Ukraine.



Japanese Association for Ukrainian Studies, Tokyo

The similarity of wooden architecture is striking as in the case of Ginkakuji Temple in Kyoto and St. Michael’s Church in Yzhok. Ukrainian custom to greet guests with bread and salt is very similar to the Japanese culture of *omotenashi* (<https://cutt.ly/OEIJrgl>). Martial arts are traditional sports in both countries: hopak, spas, hortying in Ukraine and karate, judo, aikido, and kendo in Japan.

The two peoples share the tragic experience of nuclear accidents. Ukraine is the place where the Chernobyl nuclear plant accident took place in 1986. Japan, besides the atomic bombings of Hiroshima and Nagasaki of 1945, experienced a nuclear reactor meltdown at the Fukushima-Daichi nuclear plant in 2011. These events created a very important connection between the two peoples and resulted in a whole new area of cultural cooperation which is represented by such projects as “Peace on the Wings – a Thousand Cranes by Sadako” by Na-

talia Gudziy, “Okiagari Koboshi Project” by Kenzo Takada and “The Hope” by Zoia Skorpachenko.

«Українські студії в Японії беруть свій початок у 1994 р., коли проф-р Казуо Накай з Токійського університету заснував Японську асоціацію українських студій».

Ukrainian studies in Japan were introduced in 1994 when the Japanese Association for Ukrainian Studies was founded by Professor Kazuo Nakai from the University of Tokyo as a part of the International Association of Ukrainian Studies. Its current president Professor Yoshihiko Okabe from Kobe Gakuin University has put significant efforts into further development of the Association. The Association holds meetings twice per year and greatly contributes to promoting Ukrainian studies in Japan. Additionally, the

(Continued on page 18)

Global Highlights: Japan

Ukrainian Studies and Cultural Representation in Japan

(Continued from page 17)

Slavic-Eurasian Research Centre of Hokkaido University established in 1978 has a dedicated research focus on Ukraine. Its members such as Fujimori Shinkichi, Maeda Hirotake, Uyama Tomohiko, Suezawa Megumi, and Kimitaka Matsuzato analyzed the Orange revolution in Ukraine, decentralization and integration in the CIS as well as modern politics of the Ukrainian state.

«Після Революції Гідності 2013-2014 рр. увага японських науковців до України значно виросла, про що свідчить низка заходів, проведених у Японії за останні сім років».

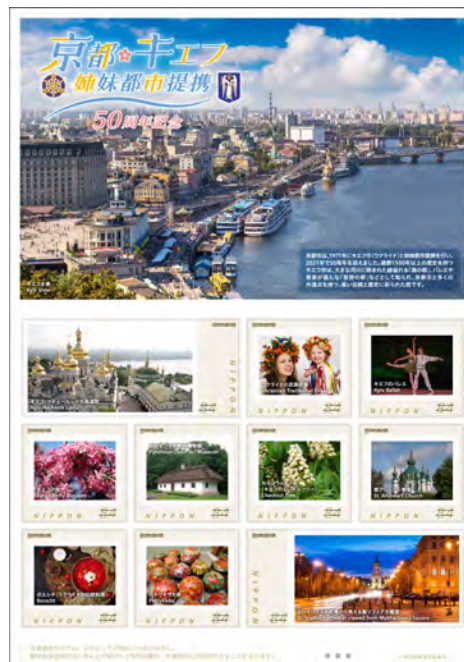
After the Revolution of Dignity of 2013-2014 Japanese academic circles started paying more attention to the political situation in Ukraine. This can be evidenced by events organized by Japan's two main think tanks focused on foreign affairs and security issues, namely the Global Forum of Japan (GFJ) and the Japan Institute of International Affairs (JIIA). In 2015 JIIA carried out an open symposium "Development of the Russian Far East/Siberia and Japan's Economic Security" which focused on Russia's Eastern Strategy after the Ukrainian Crisis as well as the situation in Ukraine and Russia-China approachment, while the GFJ hosted a conference called "The International Order in Europe and Asia-

Pacific after the Ukraine Crisis and Japan's Course of Action" in 2016. In 2018 the international conference "Ukraine: Challenges and Achievements" was held at the Kobe Gakuin University with the support of the Embassy of Ukraine in Japan.

As a result, in addition to such works as "Ukrainian nationalism: the dilemma of independence" (1998) by Kazuo Nakai and "Ukraine History-Europe's Last Power" (2002) by Ambassador Yuji Kurokawa, new publications introducing Ukraine emerged – "International affairs in the Black Sea region" (2017), "65 chapters to know Ukraine" (2018), "Rethink World Map: Geopolitics of Cooperation and Equilibrium" (2019). In 2021 Yoshihiko Okabe published the first book on the history of Ukraine-Japan relations – "History of Japanese-Ukrainian Relations in 1915–1937". Another trend is the interest of the Japanese audience in the culture of Ukraine and its attraction as a tourist destination as reflected in the comprehensive guide book to Ukraine "Ukrainian Fan Book" written by the Head of Japan section at Ukrinform agency Takashi Hirano.

Cultural relations between Ukraine and Japan have been traditionally developed through the sister city relations between Odesa and Yokohama as well as Kyiv and Kyoto, cooperation between the Kyiv Choreographic College and Terada Kyoto Ballet School, and Kyiv Opera and Bal-

let tours in Japan. 2006 is remembered for the holding of the "Month of Ukraine in Japan" (<https://cutt.ly/yEIRCXj>), and 2019 was marked by the "Days of Ukrainian Culture in Japan" organized by the Embassy of Ukraine in Japan which included concerts of Ukrainian



Kyoto-Kyiv sister city 50th anniversary post stamps

classical music, an exhibition of Ukrainian artists at the National Art Center in Tokyo, Ukrainian Style Show at the Tokyo Fashion College, Petrykivka painting master classes, etc. (<https://cutt.ly/NEIRNPC>) In the 2010s Vyshyvanka Parades, organized by the Ukrainian community in Japan, have been held both in Tokyo and Nagoya. Ukrainian public personae such as artist Zoia Skoropadenko, bandura performers Kateryna Gudzii and Nataliya Gudziy, opera singers

(Continued on page 19)

Global Highlights: Japan

Ukrainian Studies and Cultural Representation in Japan



Terada Kyoto Battet School concert dedicated to the 50th anniversary of sister city relations between Kyiv and Kyoto, Kyoto, 2021

(Continued from page 18)

Oksana Stepanyuk and Denys Vyshnya, conductor Taras Demchyshyn have served as Ukraine's ambassadors at various cultural events.

With the spread of the coronavirus, many of-line events were cancelled and Ukraine's public diplomacy in Japan has undergone drastic changes. The focus shifted to virtual events in 2020, and the Embassy of Ukraine co-hosted such events as an online exhibition by artist Zoia Skoropadenko dedicated to the 80th anniversary of the Japanese sumo wrestler of Ukrainian origin, the great yokozuna Koki Taiho (Ivan Boryshko) "Sumo. Life of the Champion", a virtual photo exhibition dedicated to the 55th anniversary of the establishment of the Odesa-Yokohama sister-city relationship, and "Music Journey to Ukraine" resented by Japan's biggest concert agency "Min-On". Since then social networks have started to play a more significant role in people-to-people exchanges. In October 2020 Ambassador of Ukraine to Japan Sergiy Korsunsky established his account on Twitter, which is the most popular social network in Japan, and gained significant popularity among the Japanese audience and mass media (as of August 2020 the mentioned account has more than 7300 followers).

Information campaigns on Ukrainian cuisine, culture, and traditions are regularly carried out at SNS accounts of the Embassy of Ukraine in Japan.

Strong cross-cultural ties between Ukraine and Japan manifested in the collaborative projects realized in 2021. This year is special because of three major events: the Olympic and Paralympic Games in Tokyo, the 30th anniversary of the Independence of Ukraine as well as the 50th anniversary of the establishment of sister-city relations between Kyiv and Kyoto.

Ukraine's independence was celebrated by the concert dedicated to the memory of the Hero of Ukraine Vasyl Slipak, the introduction of Ukrainian language brochures in Japan's National treasure and UNESCO World Heritage site Himeji Castle (thanks to the initiative of the First lady Olena Zelenska), and preparation of a TV show about Ukraine on one of Tokyo's major TV channels "Tokyo MX".

Ukrainian studies and cultural representation in Japan have seen significant development during the 30 years of Ukraine's independence. The two countries have no issues in bilateral relations and share many things in common including cultural codes and universal democratic values. It is believed that by further developing cross-cultural relations and people-to-people exchanges including academic collaboration, Ukraine can accelerate the promotion of its positive image in Japan and see in the nearest future such intangible dividends as a better representation of Ukrainian products in Japan, increase of inflow of Japanese tourists to Ukraine as well as improving overall understanding between the two nations.

Violetta Udovik,
Visiting Associate Professor of Kobe Gakuin University,
Second Secretary of the Embassy of Ukraine in Japan

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

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 focussed on the Ukrainian programs at the University of Alberta, the University of Cambridge, the University of Victoria, and the University of Indiana. We are grateful to Drs. Vitaly Chernetsky and Oleksandra Wallo for the engaging discussion about the Ukrainian program at the University of Kansas.



Dr. Vitaly Chernetsky

Could you please tell us about the Ukrainian program at your university? How was it started?

Vitaly: The program owes its beginnings to Mykhailo, or Michael Palij, who was born in the town of Khorostkiv in the Ternopil region of Ukraine and came to the United States in 1950 to pursue a degree in Library Studies at the University of Minnesota. Later, he earned another Master's degree, in History, from the University of Denver, and then a PhD in History from the University of Kansas (KU). After his graduation, from 1965 until his retirement in 1984, he worked at KU as a librarian. He was the first driving force of librarianship efforts of the Ukrainian diaspora in the US; he is the founder of the Library Committee of the Shevchenko Scientific Society of the US in the 1950s. In his vision for the Ukrainian community he believed that we should not just focus on preserving Ukrainian organizations, but also seek to integrate knowledge about Ukraine into mainstream North American academic institutions. Specifically, his goal was to convince university libraries to start developing Ukrainian Studies collections. Notably, some libraries refused to do it because they did not think it was a legitimate subject. For example, some Slavic Studies librarians, who were of a Russian "white émigré" background, often resisted even acknowledging the need for a separate stream of Ukrainian Studies. Therefore, in the 1970s, Michael Palij and his wife Lubomyra would often stage small protests on Jayhawk Boulevard, the main street running through the KU campus. Their posters would say: "Ukraine, Ukrainian studies deserve attention!" In 1977, after the passing of

Lubomyra Palij, Michael initiated what is now called the Palij Endowment Fund at the University of Kansas. By launching this fund, the University made a commitment to support Ukrainian Studies. Although the fund was not tied to the instruction of the Ukrainian language, it put Ukrainian Studies on the University's radar.

In the summer of 1991, Maria Carlson, the then Director of the Center for Russian, East European and Eurasian Studies at the University of Kansas (KU CREES), of Eastern Ukrainian background herself (née Hryhorenko), travelled to Lviv and signed a Memorandum of Understanding with the Ivan Franko University. This happened just a few weeks before Ukraine's declaration of independence, and it was the first partnership between academic institutions in the US and Ukraine. As a result, in 1993, Oleksandr (Alexander, Alex) and Yaroslava Tsiovkh came to KU as visiting professors and stayed here permanently. Alex became an Associate Professor at CREES. With his interest in Political Science, he taught interdisciplinary courses on Ukrainian culture, society and politics as well as broader-focused courses on Eastern Europe and the post-Soviet space. His wife became the Ukrainian language

«Історія української програми Канзаського університету сягає 70-х, коли бібліотекар Михайло Палій намагався переконати адміністрацію створити українські колекції. Його колеги-славісти, які були представниками «білої» іміграції, усіляко заперечували необхідність і перешкоджали створенню окремого напрямку для українських студій. Михайло та його дружина Любомира часто на кампусі влаштовували пікети. На їхніх плакатах було написано: «Україна та українські студії заслуговують на увагу!»

(Continued on page 21)

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

(Continued from page 20)

lecturer in the Slavic Department. She was responsible for teaching elementary, intermediate, and occasionally advanced levels of Ukrainian language courses. In 1994, they launched a summer study abroad program in Lviv in partnership with the Ivan Franko National University, which has been running ever since. Overall, their activity developed a strong interest in Ukrainian Studies, particularly among Russian, East European and Eurasian Studies (REES), History, and Social Science faculty and graduate students.

It should be noted that our situation is different from that of many other universities. Our Ukrainian community is based in the Kansas City Metropolitan Area, which is about a 50-minute drive from Lawrence. The community is active, although it is quite small—its numbers are in the hundreds. Therefore,

«Завдяки нашим донорським фондам, в університеті зростає кількість науковців, які досліджують українські теми. Це приваблює студентів та аспірантів, які б хотіли вивчати україністику. Це сприяло розвитку нашої програми за останні 20 рр.»

we only occasionally get heritage speakers in our Ukrainian language classes. Those are mainly from the Chicago suburbs or elsewhere in the Midwest. However, due to our Endowment funds there was a strong interest among scholars in the Humanities and the Social Sciences who focus on Ukrainian topics. This attracted, and continues to attract, graduate students who wish to pursue their MA in REES by working on Ukrainian topics, too. This has contributed to the growth of the program over 20 years.

I came to KU in 2013 from Miami University in Ohio. The start of my employment coincided with the retirement of pani Yaroslava and I took over teaching Ukrainian language classes. However, since my teaching load also included literature and culture courses, we hired a Graduate Teaching Assistant to teach elementary Ukrainian, while Dr. Alexander Tsiovkh took over advanced Ukrainian. Very tragically, at the end of the fall semester in 2014, Alex died in a car accident, which was a horrible blow to us all and to the program. Also, due to Russia's aggression in Ukraine, there was a temporary hiatus in the summer program in Lviv. Fortunately, in 2015 we had an opening in the Slavic Department for a

tenure-track position in language pedagogy, with preference for Ukrainian, and this is how we got Dr. Oleksandra Wallo as our new colleague. From the very beginning, she became a major driving force in the Ukrainian program, teaching both language and culture-focused courses.

As for me, I now mainly teach literature and culture courses, with a strong Ukrainian component. For instance, when I teach a literature class on Science Fiction, I always include Ukrainian writers, such as Oles' Berdnyk or Maryna and Serhiy Dyachenko, so that students get a sense of Ukrainian literature. When I teach the Soviet and post-Soviet cinema class, Dovzhenko and Parajanov are featured there prominently. Currently, I am working on developing a course on gender, sexuality, and social justice in Russia and Eastern Europe. This course will present, among others, Ukrainian women activists and writers like Olha Kobylianska, who advocated strong independent women identities. Our students can also take courses that focus entirely on Ukrainian topics; however, these courses are offered mostly as independent study courses.

Oleksandra: I would like to add that in addition to teaching Ukrainian language courses, I also teach content courses, and at least one of them is entirely on Ukraine. It is called *Biography of a City: Kyiv/Kiev/Kijów*, and it traces the social, artistic, and literary development of Kyiv from the Kyivan Rus' times to the present day. This course was first developed by Dr. Taras Koznarsky from the University of Toronto, and he kindly shared with me his syllabus and ideas for the course. It is an upper-level course, so it usually attracts graduate students; some of them are from CREES and some from the Slavic Department. Its enrollments may look relatively small compared to some other courses, but it does attract students and is offered fairly regularly.

***Vitaly*, you mentioned that the local Ukrainian community currently numbers in the hundreds. How large was it earlier?**

(Continued on page 22)



Dr. Oleksandra Wallo

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

(Continued from page 21)

Vitaly: I don't think so. When I researched the history of the Ukrainian presence in the Kansas City Metropolitan Area for an article for the Encyclopedia of the Ukrainian Diaspora, I was able to find archival materials dating back to the late 1910s and the early 1920s. In the 1920s, there was a Ukrainian Orthodox parish in Kansas City, Kansas, but that church folded, so we only have a historical record of its activities, but not more than that.

As for the Greek Catholics, we have the small city of Sugar Creek, Missouri, to the east of Kansas City, and then there is the city of St. Joseph, Missouri, which attracted Polish and Ukrainian immigrants from Halychyna during the Hapsburg era. Kansas City and Sugar Creek historically have been home to Croatians, Slovenians, Slovaks, and Czechs, along with some Ukrainians. So, we do have a Slavic diaspora here, though the Ukrainian community is relatively small.

Vitaly, you mentioned that at KU there are researchers who work on Ukrainian topics. Could you please give examples of some particular topics they explore?

Vitaly: Over the years, KU has been the home university to many researchers who work on Ukrainian topics. For example, Paul D'Anieri, who is a very well-known political scientist, has published a lot on Ukraine. He worked at KU for many years, but now he is based at the University of California Riverside.

«В університеті є ряд викладачів, які займаються українською в галузі політології, географії, історії та єврейських студій».

Another political scientist, Erik Herron, has also done a lot of research on Ukraine, but he too recently moved to another school, West Virginia University in his case.

In the field of geography, we now have the strongest support for Ukraine-related research: two of our colleagues, Shannon O'Lear and Alexander Diener, work on our region and incorporate Ukrainian topics in the courses that they teach.

In the Department of History, we are in a good place, too. Prof. Eve Levin, who has just retired, was a leading specialist in the history of the pre-Peter the Great

Eastern Slavic lands, and she always made sure that Ukraine had a strong presence in her courses. There are also Prof. Nathan Wood and Prof. Erik Scott. Prof. Wood focuses on Galicia during the Austrian rule, while Prof. Scott's current research project is on the Soviet defectors during the Cold War period. To my knowledge, he spent a lot of time working in archives in Kyiv. Both scholars actively incorporate Ukrainian topics in their research and classes. I would also like to mention Dr. Renee Perelmutter, the Head of the Jewish Studies program. They were born in Ukraine, in Lviv, and naturally among their research and teaching interests are Jewish-Ukrainian interactions. Renee is definitely a friend and a supporter of Ukrainian studies.

Also, one of our recent PhD graduates, Austin Charon, wrote a pioneering dissertation on refugees from Crimea to the mainland Ukraine after the Russian annexation. It is the first fundamental research project on this topic by a Western scholar. His Master's thesis, which he did before the annexation, was also on Crimea. He did his fieldwork in Crimea at the same time as Maria Sonevytsky, now a faculty member at Berkeley. Her research compared folk music traditions of the Hutsuls and the Crimean Tatars.

It is very reassuring to hear that Ukraine-related topics attract the KU academics and instructors. Does this suggest that the Ukrainian program has a lobby at the university that could help you move things forward? Is the university environment conducive to the development of the program?

Vitaly: Right now, things are unclear, because of the impact of the pandemic, which hit the university very hard. As a result, there was a hiring freeze. However, the Palij Fund allows us to organize Ukraine-related programming. Although there was some grumbling about the so-called Ukraine fatigue a couple of years ago, it went away in view of the visibility of Ukraine in U.S. political developments, in particular, President Trump's impeachment. People understood that Ukraine is a highly important place and that we need to continue providing serious Ukraine-related cultural programming and public events. Through the Palij Fund, CREES has a

(Continued on page 23)

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



Dr. Wallo and KU students in Lviv, 2017.

(Continued from page 24)

requirement to regularly hold Ukraine-related events, and Dr. Erik Scott, who is currently the Director of the Centre, and I have already been in discussion about potential guest speakers and film screenings. The plans are not finalized yet, but there will definitely be Ukraine-related public events.

What are your regular Ukrainian language course enrollments?

Oleksandra: Considering the size of our university, its location, and the fact that we do not have a large heritage speaker population, we have fairly good enrollments. In elementary Ukrainian courses we normally have four to six students. For us that is a good number. At the intermediate level we usually have three or four students. As for advanced level Ukrainian courses, I designed two versions—an easier one and a more challenging one—and I rotate them. I usually teach this course as an overload, in addition to my regular courses. The highest enrollment that I have had in this class is three students.

Additionally, we offer a six-week intensive summer course at the Ivan Franko National University in Lviv, which happens to be my *alma mater*. Because of the pandemic, we have not been able to run it for two years, and I am very much looking forward to the time when we are back on track. Our students really enjoy this program. During their stay in Ukraine, they fall in love with Lviv and the Ukrainian language and culture - so much that they often do not want to come back, and when they return, they are hungry for more Ukrainian content. I have to invent new courses for them because they just want to make Ukrainian language, culture, history, literature, politics...a part of their life.

Currently, we are working hard to bring our enrollments up. This year I have been busy redesigning my elementary Ukrainian sequence into an online, mostly asynchronous course in order to make it accessible to any learner in the United States. Our in-person elementary course meets five times per week. In the online version of the course, students will work independently Mondays through Thursdays, followed by one-hour weekly Friday meetings via Zoom. This course will launch in the fall of 2021, and I am hopeful that this format will help us increase enrollments.

Offering beginner-level Ukrainian online will also free up some more of my time for teaching higher levels of Ukrainian more regularly. Since my teaching load consists of two courses in the fall and two in the spring, including content courses, there is simply not enough time to offer all three levels of Ukrainian language courses every semester. Fortunately, we have been partnering with the Fulbright Foreign Language Teaching Assistant (FLTA) program for four years, which has enabled me to have the invaluable help of a Fulbright TA from Ukraine almost every year. I would say that the success of the Ukrainian Program at KU largely depends on this very important partnership.

Vitaly: I just wanted to add that this is something that we are not only dependent on, but also very fortunate with, because the Fulbright program brings very few Ukrainian language teaching assistants to US universities. If I remember correctly, it is only three or four. For us it is both an honour and a wonderful way to link back to Ukraine.

What type of students does your program attract?

Oleksandra: I always have a mix of graduate and undergraduate students. These are mainly students who come to Ukrainian courses through Russian courses, that is, they are undergraduate students who are either Slavic or REES majors, have already taken some Russian, and want to learn a second Slavic language. And once we get these students in our courses, we keep them! We try to get them excited about

«Наша програма пропонує курси з української мови для елементарного, середнього та просунутого рівнів, включно з літнім курсом в Україні. Також, студенти можуть обирати курси з української літератури, культури та кінознавства».

(Continued on page 24)

Ukrainian Language and Culture Programs at the

Post-Secondary Level: the University of Kansas

(Continued from page 23)

the Ukrainian language and culture, and many of them become excellent, dedicated students.

In some Canadian universities, e.g., the University of Alberta, classes get cancelled if there are less than 12, and in some classes 15, students, while Ukrainian classes at your university have smaller numbers. What accounts for KU's ability to support courses with relatively smaller enrollments? Does it relate to being a public institution? Or is this because the Ukrainian language is valued in terms of the US's geopolitical positions?

Oleksandra: To begin with, KU has been a strong supporter of instruction in foreign languages and regularly offers courses in about 40 foreign languages. Additionally, our university has been historically dedicated to teaching the so-called less commonly taught

«Канзаський університет пропонує вивчення 40 іноземних мов, переважна більшість яких є менш уживані мови. Українська програма завдячує цій політиці».

languages, and Ukrainian is one of them. This may be changing in the future, because of the budget situation and the pandemic.

Our minimum enrollment require-

ment for regular undergraduate courses is 12 students. However, it is next to impossible to get this kind of enrollment even in elementary Ukrainian at KU. This is something that our department and other language departments have been advocating for with the administration. We are trying to explain why these less commonly taught languages are so important for the US with respect to its national security and global politics, etc. So far, we have been successful in making that case and convincing them. The minimum expected enrollment for new online less commonly taught language courses (Polish, BCS, Turkish, etc.) has been set at six students for now.

As for the intermediate and advanced level courses in Ukrainian, my solution is to teach them as overload courses or independent studies. I devote time to these courses in order to keep the program going with the hope that when we build up stronger enrollments in elementary Ukrainian, they will trickle into these higher levels. This will demonstrate to the department and the administration that perhaps we need a Ukrainian graduate teaching assistant which in turn will allow us to expand the program.

Vitaly: In my view, one of the reasons why KU has

such strong support for less commonly taught languages goes back to the 1960s. At that time, the US began to realize that it needed to invest into foreign language education. Also, historically, our Slavic department has never been just a Russian department, like in many other universities. For example, we are one of the very few places where the Slovene language is offered, but in this case, because the instructor position is partially funded by the Slovene government.

Also, our university is a participant in the Title VI program with the US Department of Education. This program supports instruction in less commonly taught languages, including Ukrainian. It is very competitive, and our university applies every four years in order to participate in it.

Further, KU is located rather close to Fort Leavenworth, which is the home of several US military educational institutions, including Army Command and General Staff College, with whom we successfully collaborate. They regularly host an exchange with Ukrainian officers, who often visit our public events. Additionally, our REES Master's students have a unique opportunity to do their internships there. They work with open source documents, mainly in the languages that they study, and prepare summary analytical briefs in English for US government specialists. This is an excellent experience and one of the examples of how our students benefit from this relationship.

Are there any additional ways that you sustain your program and create a public presence?

Vitaly: In addition to what we have mentioned so far, we were fortunate to benefit from the partnership

(Continued on page 25)



Dr. Chernetsky and famous Ukrainian conductor Kyrylo (Kirill) Karabits

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

(Continued from page 24)

with Columbia University when Mark Andryczyk was running a program to bring Ukrainian writers to the US. Very often, KU was part of the writers' larger tours of North America that were organized for them.



Kateryna Babkina at KU

Through this program, we were able to bring to KU such authors as Yuri Andrukhovych, Sofia Andrukhovych, Serhiy Zhadan, Yuriy Vynnychuk, Andriy Lyubka as well as other writers, like Kateryna Babkina and Oleksandr Mykhed, who visited KU through other programs.

We also have had a lot of Ukrainian film screenings. Since I have research interests in contemporary cinema, I have been attending film festivals, and have developed relationships with filmmakers, and thus have been able to organize screenings of numerous Ukrainian films here. Writer readings and Ukrainian film screenings have become a regular feature of our programming since 2013. This helped us galvanize our relationship with the community, because people, particularly the youth, are really fascinated and eager to learn more about Ukraine. They start reading books by Ukrainian authors, and this is wonderful. I am sure that we will continue doing this. In the future, we would like to bring not only writers, but also artists and scholars of various disciplines, and the Palij Fund allows us to organize such events.

Oleksandra: I would like to add that when Fulbright TAs come, we try to involve them in organizing cultural events. They are normally in charge of weekly Ukrainian conversation tables, either virtually or in person.

We offer various workshops. For example, our first FLTA offered a workshop in the Petrykivka painting style, which was a success. Last year, because of the pandemic we could not have any in-person events, so we did a cooking workshop via Zoom, during which students were making Ukrainian medivnyks in their kitchens at home, and we were talking about Ukrainian cooking traditions. We try to organize such informal events that would be interesting to our students and also attract students who are studying other

Slavic languages to explore Ukrainian culture as a potential subject of their study program.

We also encourage our students to visit events organized by the Ukrainian Club of Kansas City. It is the local diasporic club whose roots go back to the 1950s. Its members include representatives of all the waves of Ukrainian immigration to the US - from the early twentieth century to the early post-independence years. Some are even very recent immigrants from the East of Ukraine, in some cases refugees from the Donbas. This club is quite active. They have an annual Independence Day picnic, and they always invite our students to come and join the celebration. Students are also welcome to come to their Christmas parties.

There is also one particularly promising type of event, which I want to hold more regularly in the future. It is a meeting with the program alumni. Some time ago we invited two students who came and talked about using Ukrainian in their professional careers. It was very encouraging and gave my students some ideas on how to utilize their interests in Ukrainian studies. It demonstrated to them the practical value of what they are learning in the program.

Do you invite only students from your language classes to your cultural activities, or are they open to all students? If the latter, what impact does that have?

Oleksandra: I try to open these cultural activities to other students as well. I invite my graduate students, I invite students from other classes that I teach. We invite members of student clubs. Anyone can join. Inevitably, there are conversations, participants have questions about Ukrainian, how much it differs from Russian, how difficult it is to learn Ukrainian when one already knows some Russian. That opens doors for recruiting students into our program.

What do you think your students would consider as the highlight of the Ukrainian program at KU?

Oleksandra: Two things come to mind. The first one is, of course, our summer study abroad

(Continued on page 26)

«Ми організуємо зустрічі наших студентів з українськими письменниками, поетами, кінорежисерами та акторами. Ми також заохочуємо студентів брати участь у заходах, які організує українська громада м. Канзас».

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

(Continued from page 25)

program in Lviv. Students love to go to Ukraine and explore its culture in person. The second thing that my students particularly appreciate is the flexibility. If they want to do something in Ukrainian, I will try and find a way for them to do it. If they have a particular interest and want to do an advanced Ukrainian independent study, I will try my best to accommodate that. Staying flexible and trying to meet students' interests and needs is something I strive to maintain here, and I think students appreciate it.

What are the successes and challenges that you face today?

Oleksandra: I think that our biggest success is that we have been able to maintain our program for this long through all kinds of ups and downs. We now have two tenured faculty members dedicated to Ukrainian studies in the Slavic Department. In the United States, this is very rare. And as long as Vitaly and I are at KU, we will make sure that Ukrainian courses are taught all the time. We will also work very hard to expand the program as much as possible.

The biggest challenge, of course, is enrollment numbers. Most foreign language departments at KU are facing significant pressure to sustain and grow enrollments. So we have to be very creative and find ways to bring our enrollments up in the first year of Ukrainian, as well as to retain most of these students in the program at least for their second year studying the language.

What advice would you give to someone who is looking into launching a Ukrainian program?

Oleksandra: First of all, it is very important to have community support, both moral and financial. Along with the Palij Fund, we have a Jarosewycz Family Scholarship established in the 2000s by Peter (Petro) Jarosewycz, a Ukrainian diaspora member from Kansas City. It is a small scholarship of \$3,000 in tuition, which is awarded to students who are dedicated to studying Ukrainian. It is given to students in the first year course who are also committed to taking the second year level. There is a competition, and applicants need to submit an essay in which they describe their motivation to study Ukrainian. Then a small committee of faculty members adjudicates the competition. This scholarship has helped us attract some students to the program who would not normally even try learning Ukrainian. But then they try it, and they really like it, and they continue. Having even small scholarships is very helpful in maintaining interest and continuity of the program.

KU Center for Russian, East European & Eurasian Studies
2019 Palij Lecture Series

Words for War:
New Poems from Ukraine

Thursday, March 21, 7:00p.m.
Centennial Room, Kansas Union

Oksana Maksymchuk
(University of Arkansas)
&
Max Rosochinsky
(Northwestern University)

Please join us for the presentation of an acclaimed new volume of Ukrainian literature in translation into English by editors Oksana Maksymchuk and Max Rosochinsky. Featuring an introduction by Ilya Kaminsky and an afterword by Polina Barskova, this NEH-supported anthology brings together the powerful work of 16 poets, some writing in Ukrainian, others in Russian, responding to the conflict in Ukraine that has been going on since 2014.

KU CENTER FOR RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES
College of Liberal Arts & Sciences

@KUCREES
f t u y in
CREES.KU.EDU

It also seems to me that going digital and going online can be a very effective means to maintain a program. I think that the future is with digital and open-access resources for language learning. I know that the Ukrainian program instructors at the University of Alberta are working on such resources, and we are trying as well.

For instance, with the financial and technical support of KU's Open Language Resource Center, I have recently developed an open-education web-based resource for teaching basic Ukrainian grammar, Dobra Forma (<https://dobraforma.ku.edu>).

By offering such resources to students, we make sure that if students want to study Ukrainian,

there is always a way for them to do it.

«Для того, щоб ваша програма була успішною, подбайте про фінансування. Навіть невеликі стипендії допомагають привабити студентів, які раніше не планували вивчати україністику. Використання новітніх технологій та розробка онлайн курсів може стати ефективним способом підтримки програми».

Ukrainian Bilingual Program Graduates:

Zoya Kostetsky

For more than 40 years Ukrainian Bilingual Programs (UBP) have been promoting Ukrainian language and culture in public schools across the Canadian Prairies. The UBP offers students a number of subjects taught in Ukrainian, such as Ukrainian language and culture courses, health, art, music and physical education, which total up to 50 percent of the school day. In this newsletter, ULEC introduces a new section focusing on people who have graduated from the UBP. In this issue, we celebrate Zoya Kostetsky who graduated from the English Ukrainian Bilingual Program at Chief Peguis Junior High School in Winnipeg.

Why did you register in the UBP? Why did your parents want you to join the program?

My parents felt that it is very important for our family to preserve the language and cultural traditions and for me to know where I am from. But most importantly to see all of the amazing things Ukrainian culture has to offer.

Please share a few of your fondest memories of the UBP.

Some of my fondest memories of being in UBP were definitely the lifelong friendships I made. UBP made me feel welcome as a newcomer to Canada and offered a safe and joyful space for me as a student. Some of the best memories come from the amazing events UBP put on, like our trip to Vegreville, Ukrainian Easter Breakfast, painting pysanky, and Koliada.

Have you stayed in touch with any of your peer group?

Yes! I have stayed in touch with my peers, some of whom I still hang out with regularly, but mostly through social media. Some events that I have seen my peers at include Folklorama, at church, Dauphin Ukrainian Festival and other smaller events put on by the Ukrainian community.

How did the program influence your identity as a Ukrainian Canadian/Canadian?

This program had an immense influence on myself as a Ukrainian Canadian. Being an immigrant from Ukraine, this program made me feel welcomed and a part of a bigger community here in Canada. It has improved my language; both English and Ukrainian, made me more involved with world politics, and encouraged me to pursue a career as a UBP teacher!

What advice would you give to a parent, administrator, school trustee or Minister of Education about the value of dual language/bilingual education?

Dual language/bilingual programs are more than just a place for a student to learn an additional language. For many, like myself, it is a home away from home; a safe space with incredible educators and peers. It teaches students empathy, culture, politics, language, diversity and community. These programs are one of the most vital educational practices we have in Canada and they deserve to be highlighted and continuously funded.

Would you send your own children to the UBP? Why or why not?

I would absolutely send my own child to UBP. It is an incredible program with benefits like the ones I mentioned above. Children benefit socially, culturally, and educationally. I also have complete confidence in the skills and talents of UBP educators as I am going through the process of becoming one.



«На програмі я знайшла друзів на все життя. Як імігрантці з України, програма дозволила мені відчувати, що мені у Канаді раді, що я є частиною громади, частиною канадського суспільства. Мої найтепліші спогади пов'язані з подорожжю до Вегревілю, великоднім сніданком, майстернею з писанкарства, святковою колядою».

News From Ukraine

Constitutional Court Okays Ukrainian Language Law

The Ukrainian language law was ruled constitutional by the Constitutional Court of Ukraine on July 14. The court reviewed the law after 51 lawmakers, most of whom belong to the 44-member pro-Russian faction Opposition Platform — For Life faction, alleged that the law discriminates against ethnic minorities, including Russian speakers.

Ukraine's parliament passed the law in April 2019, aiming to expand the use of the Ukrainian language in the media, education, and business.

All media outlets have to publish content in Ukrainian or have a Ukrainian version. This rule does not apply to outlets that publish content in Crimean Tatar, English or any of the official languages of the European Union.

Films produced in Ukraine have to be in Ukrainian and foreign movies must be dubbed in Ukrainian.

The law also applies to books. Publishing houses have to print at least 50% of their books in Ukrainian, while bookstores have to ensure that at least half their inventory is in Ukrainian.

All educational institutions have to be Ukrainian-speaking. Schools can have classes taught in ethnic minority languages and universities can have some subjects in English or one of the official languages of the EU.

Private businesses have to provide their services to clients in Ukrainian.

Violators can be fined \$125-440.

Українським спортсменам радять говорити державною мовою – ще раз і настійно

Під час Євро 2020 запалали пристрасті навколо спілкування української збірної з футболу російською мовою. Багато шанувальників і фахівців почали дорікати спортсменам, що вони не хочуть говорити державною мовою, хоча цілком могли б. Підключився до дискусії й уповноважений із захисту державної мови Тарас Кремень.

Уповноважений із захисту державної мови Тарас Кремень

попросив спортивні федерації та клуби пояснити спортсменам важливість спілкування українською мовою. Про це він написав на своїй сторінці в соціальній мережі Facebook, передають Українські Новини.

"З метою неухильного дотримання мовного законодавства, всебічного захисту та розвитку української мови, а також для запобігання порушення прав громадян України ми повторно надали



Young people wearing Ukrainian flags play drums at a rally in support of the Ukrainian language law in front of the Ukrainian parliament on April 25, 2019.

«14 липня Велика палата Конституційного суду прийняла рішення у справі за конституційним поданням 51 народного депутата України щодо відповідності Конституції України (конституційності) Закону України «Про забезпечення функціонування української мови як державної». Суд визнав, що мовний закон є конституційним».

Source: <https://cutt.ly/DEIR2wr>

рекомендації всім без винятку спортивним федераціям, асоціаціям, товариствам, установам і клубам, які повинні провести роз'яснювальну роботу для виправлення ситуації. Крім того, нагадуємо важливість утвердження Державної програми сприяння засвоєнню державної мови й організації курсів із української мови", – написав він.

Кремень пояснив, що написав пост, враховуючи гостру

Українським спортсменам радять говорити державною мовою – ще раз і настійно

(Continued from page 28)

якою повинні розмовляти спортсмени під час офіційних спортивних змагань, зокрема за кордоном, а також надходження значної кількості скарг громадян. Кремль наголосив, що спорт має національну ідентичність, тому він ніколи не був і не буде поза політикою та сучасного життя держави.

"Кожен громадянин України на міжнародних змаганнях – приклад професіоналізму, спортивної майстерності, гордості та поваги до свого народу, держави, шанувальників із різних куточків світу. Саме тому публічні виступи, коментарі або пресконференції, в яких беруть участь наші спортсмени, їхні тренери, представники федерацій або клубів, у тому числі по завершенню кар'єри, повинні бути державною мовою, а ось переклад повинні здійснювати організатори змагань", – написав він.

Омбудсмен зазначає, що мова особистого спілкування спортсменів не є сферою дії закону, проте підготовка спортсменів повинна бути комплексною та концентруватися як на досягненні спортивного результату, громадянській позиції, так і на принципах спортивної дипломатії.

"На жаль, на думку експертів, спорт залишається однією з найбільш зросійщених сфер суспільного життя, у результаті чого маємо окремі приклади використання відомими спортсменами російської мови в інтерв'ю, публічних виступах або коментарях. Бувають випадки, коли мова спілкування спортсменів під час змагань призводить до конфліктів, які отримують громадський резонанс", – написав він.

Після переможного матчу збірної України в 1/8 Чемпіонату Європи з футболу завдяки вирішальному голу 24-річного українського футболіста

“Ukrainian football players were criticized for speaking Russian at interviews and press-conferences during Euro 2020. Taras Kremin, the Ukrainian language ombudsman, requested the Ukrainian Sports Federation and sports clubs to remind their sportsmen about the importance of using the Ukrainian language in public situations.”

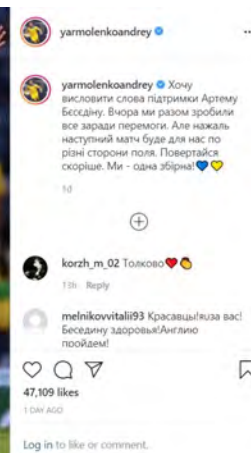
Артема Довбика у ворота шведів українська письменниця Лариса Ніцой у пості у Facebook різко розкритикувала футболіста за використання російської мови під час післяматчевих інтерв'ю, назвавши його "московитом". Публікація Ніцой в соцмережах і викликала бурхливі дискусії серед користувачів.

У лютому Кремль просив Українську асоціацію футболу (УАФ) пояснити ситуацію з використанням суддями недержавної мови на матчі Прем'єр-ліги.

Джерело: <https://cutt.ly/oEITeZw>

Футболісти збірної почали послуговуватися українською після «мовного скандалу»

Футболісти збірної України перед матчем з Англією на Євро 2020 заговорили українською. Так, Руслан Малиновський, який раніше говорив російською, перейшов на державну під час прес-конференції. А коли Роману Яремчуку та Руслану Малиновському задавали питання українською, обидва із задоволенням на них відповідали теж українською. При цьому - абсолютно без суржику. Також, багато футболістів почали вести українською свої сторінки в соцмережах.



News From Ukraine: 2021 Summer Institute in Lviv

Як зробити школу цікавою? Вчитель зі США поділився власним досвідом

July 2021—around 200 educators from Ukraine participated in the 2021 Summer Institute in Lviv. The Institute was founded in 1992 by the Ukrainian World Congress International Educational Coordinating Council and the Teachers' Professional Development Institute. The main objective of the Institute is to help Ukrainian educators develop a contemporary child-centered school. This year's focus was on distant teaching and learning and the challenges that educators faced this year.

Своїм досвідом із українськими педагогами поділився американський вчитель українського походження **Борислав Білаш** – автор восьми підручників, власного YouTube каналу і актор театру.

Вчитель фізики та хімії Борислав Білаш, ще й актор малого бродвейського театру у Нью-Йорку. На його хімічні шоу приходять цілими родинами. У виставі поєднується наука, жарти, сміх, спів. Свічка рухає водою, а паперова склянка не горить – такі вистави подобаються дітям і чимало з них захоплюються після цього природничими науками, каже він. А запросив Борислава Білаша у театр кілька років тому театральний продюсер.

«Я написав 8 книжок, із яких 6 – на тему природничих наук, тобто, як їх подавати. Продюсер про це довідався і попросив написати сценарій, а потім і зіграти на сцені. Так я став актором, маю двох помічників. Вистави тривали до початку пандемії. Це 1,5-годинна казка у формі презентації експериментів. Я маю таких 30. Трохи дуріємо, трохи співаємо», – розповідає Радіо Свобода Борислав Білаш.

Борислав Білаш працює 35 років шкільним вчителем у штаті Нью-Джерсі. Він запровадив різні методики навчання, щоб зацікавити учнів, зокрема «перевернутого класу», коли учні засвоюють новий матеріал вдома, а у класах виконують. Вчитель, ще до дистанційного навчання у час пандемії, почав записувати яскраві 15-хвилинні відеоуроки, які школярі переглядають вдома, а вже у класі освоюють знання на практиці. Комп'ютер і смартфон теж використовуються на уроці.

«На початку вчительської праці я давав учням



Вчитель Борислав Білаш записує відеоурок.

інструкції, на кшталт рецептів у кухарській книзі, як проводити експерименти. І вони розв'язують проблему різними способами. Але знання слід дати наперед, щоб мали базу, і розв'язок буває кілька. Треба вміти переписати стандартне викладання, з точки зору учня. Зараз тим паче змінюється стандарт базової школи, і це дуже важливо, що дитина зможе, виконавши експеримент, навчитися і засвоїти матеріал. Замість вчити з підручника, учні мають нагоду виробляти ті навички через практичні завдання, якими керують. Такі методи використовуємо у школах США і Канади», – говорить Борислав Білаш.

Методика «перевернутого класу», розслідування, лабораторна робота, вироблення інженерних навичок – усе це протягом тижня переймали від американського вчителя і канадських освітян українські педагоги. У Літньому інституті було 8 тренерів з Канади і 36 співвикладачів з України. Найважливіше – навчитися доносити до школяра матеріал на основі чіткого прикладу і практичного заняття, а не чогось незрозумілого з підручника.

(Continued on page 31)

News From Ukraine: 2021 Summer Institute in Lviv

Як зробити школу цікавою? Вчитель зі США поділився власним досвідом



Halyna Tereshchuk/RadioSvoboda.Org (RFE/RL)

(Continued from page 30)

«Після першого Літнього інституту я перебрала для початкової школи один досвід – діти вчилися говорити приємні слова і компліменти своїм родичам. Я побачила, що це працює, вони робили групову роботу і вийшли щасливі. Сьогоднішня українська школа творилася тоді, в 90-х роках, починаючи з літніх курсів, організованих українською діаспорою Канади. Філософія, що у центрі – дитина, партнерські взаємини, тематичне навчання у початковій школі. Дуже цінно, коли до вас не говорять через перекладача, а вчителі розмовляють українською мовою, є представниками української діаспори. Тут

навчається директор, заступник, з кожної дисципліни вчитель – і ця команда приходить у школу, на кожному рівні може робити зміни», – каже **Лідія Андрушко**, директорка початкової школи «Світанок», яка з 1997 року співпрацює з освітнім канадським проектом.

Бере участь у таких навчаннях із 1991 року вчителька початкових класів **Оксана Росипська**, яка сьогодні керує школою «Малюк» у Львові.

«Я побачила іншу методику навчання. Навчаєш дитину відповідно до теми, і вона має досягнути вміння і знання. Для прикладу: дитина могла вивчати тему «олівчик», а відтак могла лічити, вивчати кольори, граматику. Тобто, навколо одного предмету отримує багато вмінь і знань. Так виходило, що діти вивчали не книжку, не зошит, а мали інтегровані теми. Сподобалося, що є партнерські стосунки в освітньому процесі», – розповіла Оксана Росипська.



Halyna Tereshchuk/RadioSvoboda.Org (RFE/RL)

У 1991 році почесний консул Канади у Львові **Оксана Винницька-Юсипович** започаткувала спершу курси, потім Літній інститут, залучаючи канадських учителів і директорів для обміну досвідом із українськими освітянами. Відтоді вони приїжджають в Україну, щоб поділитися своїми знаннями і, навпаки, довідатись щось нове для себе.



Halyna Tereshchuk/RadioSvoboda.Org (RFE/RL)

Вдалося залучити до проекту Борислава Білаша, який народжений у Канаді. Історія його вчительської родини у цій країні почалась наприкінці XIX століття.

«Моя баба, народжена у Канаді, стала вчителькою. Запізналась із моїм дідом, теж учителем. Вони були першими українськими вчителями в Манітобі. Викладали в однокімнатних школах. Дід зорганізував українську громаду, народний дім. Вчителювання передалося моєму батькові. Тата прадід – Петро Варовей – приїхав до Канади ще в 1897 році і належав до перших українських родин в Канаді. Мамина родина походження Остфрїзландійців в теперішній Німеччині та із Меннонітів

Запорізької області України. Мама під впливом мого діда навчилася української мови і стала вчителькою української мови у провінції Манітоба. Вдома мовою була українська, а тоді англійська.

(Continued on page 32)

News From Ukraine: 2021 Summer Institute in Lviv

Як зробити школу цікавою? Вчитель зі США поділився власним досвідом

(Continued from page 31)

Тато був співзасновником і став першим президентом Світової координаційної виховно-освітньої ради (СКВОР). Він належав до команди ініціаторів двомовної української шкільної програми в державних школах в провінції Манітоба, видав різні книги і підручники з української мови, якими користується українська діаспора», – розповів Борислав Білаш, який належить до п'ятого покоління українців Канади і зберіг культурне коріння і мову.

«Вчителювання – моє життя. Діти змінюються, і я мушу, пристосовуюсь до їхніх потреб. Мені дуже подобається ділитися своїми ідеями з іншими вчителями, а коли випала нагода попрацювати з українськими вчителями, мене це захопило. У них – велике бажання вчитися нового і творити щось нове. Я багато вчуся від моїх колег в Україні», – зауважив Борислав Білаш.

Борислав Білаш учив педагогів під час Літнього інституту працювати дистанційно з учнями, як застосовувати сучасні програми, щоб урок був цікавим. «Хто сказав, що практичні наукові експерименти не можна робити в інтернеті! Тут 21 викладач створив і протестував три прототипи проектів захищення падіння яєць!», – написав у себе на фейсбук-сторінці Борислав Білаш.

«Дистанційно нам Борислав подавав теоретичний матеріал і проводив презентації. Ми мали ліхтарик, картку – і вдома лінійкою треба було знайти споруду, як можна побудувати тінь. Надав інструкцію. А ще пробували записувати відео на 60 секунд. Для деяких вчителів це було критично важко, 150 разів переписували», – каже Оксана Росипська.

Борислав Білаш наголошує: щоб зробити відеоурок для учнів, потрібно мати уяву, знати, які матеріали діти потребують вдома. Він підготує для українських освітян спеціальні рекомендації.

Джерело: <https://cutt.ly/CEITu7Q>

Нацрада оштрафувала «1+1» за трансляцію серіалу російською мовою

Національна рада з питань телебачення і радіомовлення 15 липня оштрафувала телеканал «1+1» на понад 71 тисячу гривень за трансляцію серіалу «Кухня» російською мовою.

«Позапланову безвиїзну перевірку мовнику було призначено на звернення громадянина Максима Ковбика, який скаржився на неправомірну трансляцію в

ефірі телеканалу «1+1» із 13 квітня по 30 травня 2020 року серіалу «Кухня» недержавною мовою. Моніторинг Національної ради відбувся у період із 27 квітня по 5 травня», – мовиться у повідомленні.

Як зазначили у Нацраді за результатами перевірки, трансляція серіалу «російською мовою з українськими субтитрами є порушенням



Борислав Білаш

“National Radio and Television Agency imposed a UAH 72,000 fine on “1+1” TV channel for telecasting a TV series in Russian.”

вимог абзацу другого частини п'ятої статті 10 Закону України «Про телебачення і радіомовлення».

Джерело: <https://cutt.ly/5EITpXS>

Resources

Ukrainian Language Resources from Manitoba

Інтерактивна двомовна програма «Марійчині Скарби» – це чудова збірка пісень для наспівування усім класом, а також вірші, вправи, співочі ігри, поробки, розмальовки та активності для всіх та кожного!

Ця чудова програма – це результат творчості, натхнення та любові до дітей **Марійки Хаблюк** та неймовірної команди однодумців. Всі вони ще й поєднані любов'ю до України та української культури, і саме тому результат їх праці вражає!

Деякі з тем, які включені в програму «Марійчині Скарби»:

- Ми - горді канадійці???? (Якщо на увесь світ?)
- Українська кухня («Борщ з буквою «Б»)
- Український танець
- Казковий світ з принцями та принцесами («Була собі Царівна»)
- Родина та діти («Де згода в родині», «Моя доня, мій синочок»)
- Життєва мудрість
- Чарівний світ метеликів
- Християнські пісні для всієї родини

Що входить до програми?

- Інтерактивна книга для учнів (тексти пісень, розмальовки, ігри, завдання)
- CD-диск з піснями та пісенними вправами
- Можливість завантаження пісень
- Комплект роздруківок для вчителів

Для якого віку та класів підходить ця програма?

Ця програма підходить для всієї родини та найцікавіша вона буде для

Maryka's Treasures
PRESENTS

BACK TO SCHOOL
PROGRAM FOR TEACHERS
Learning materials for Ukrainian studies in the Classroom

Making every Ukrainian teacher's work easier

Maryka's Treasures
Book, CD, Digital Downloads & Printables:

- Teaching Ukrainian language and traditions through music, movement & hands-on activities
- Connecting everyone in the classroom & their families
- Life lessons for healthy eating, national pride, respectful values
- Sing-along with enthusiastic children and Maryka Chabluk

Order Student Activity Books + musical CD for your class and engage everyone in exciting learning & singing with Maryka!

Your students will love it!
To order & for more info go to:
www.MarykasTreasures.com
maryka.chabluk@gmail.com

учнів від **перешкілля до 5 класу (К-5)** включно.

Програма «Марійчині Скарби» створена спеціально для маленьких двомовних українців по всьому світові, щоб їм цікавіше було вивчати українську мову та культуру України співаючи, граючись, рухаючись та об'єднуючись!

Більше інформації, ціни на різні комплекти та замовлення – на сайті www.marykastreasures.com
Або пишіть прями́сінько Марійці Хаблюк на maryka.chabluk@gmail.com

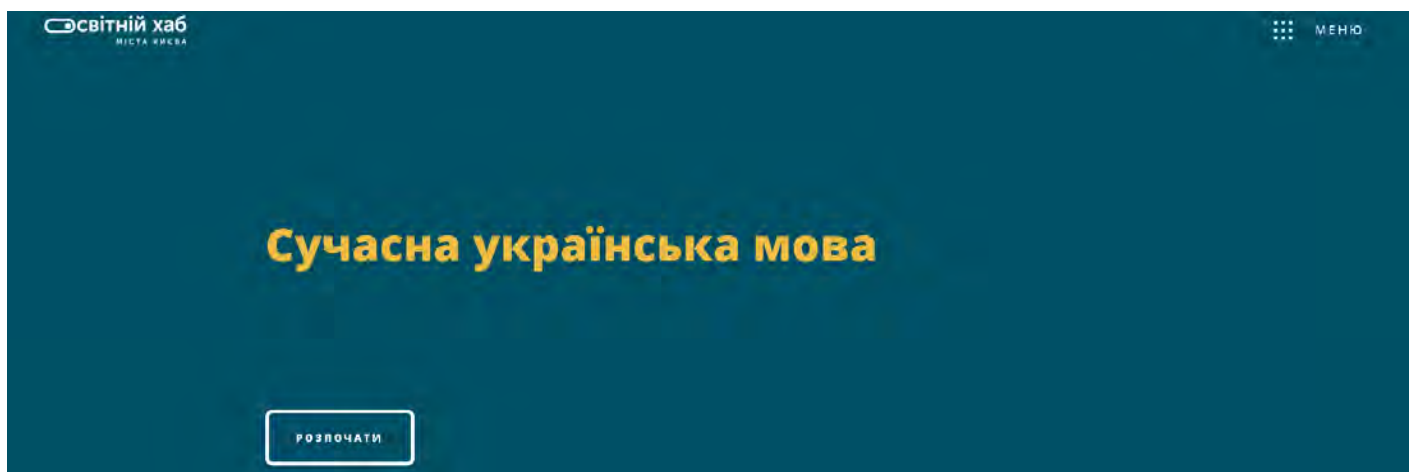
Resources

В Україні запустили мультимедійний курс української мови за новим правописом

Міністерство культури та інформаційної політики на базі Освітнього хабу міста Києва презентувало безкоштовний мультимедійний курс «Сучасна українська мова», повідомляє голова інституції Олександр Ткаченко.

Курс створили за технологією, яка за допомогою сторітелінгу, квестів та інших форматів максимально залучає користувача в процес. Він складається з трьох модулів: правопису, ділової мови та власне мови й мовлення.

Проект розробили за новим українським правописом 2019 року. Ознайомитися з ним можна за посиланням: <https://eduhub.in.ua/courses/suchasna-ukrajinska-mova>



Мета курсу: стимулювати/мотивувати до використання української мови в повсякденному житті/роботі/побуті; показати, що вчити та вдосконалювати мову - це не страшно, не складно, а навпаки - весело та легко. Головне бажання і практика! Ви зможете отримати теоретичні знання з української мови та вдосконалити навички володіння нею на базі нового правопису.

Користь цього навчального продукту в тому, що він дає змогу вивчити/повторити/нагадати основи мови такі як: звуки і букви, орфографію, пунктуацію та паралельно розібратися з нововведеннями в правописі.

Курс складається з трьох модулів:

1. Мова та мовлення
2. Правопис
3. Ділова українська мова

У кожному модулі свої головні герої, які, завдяки отриманим знанням та навичкам, досягають своєї мети у рамках оволодіння українською.

Цей курс розроблено для: людей, що прагнуть оволодіти сучасною українською мовою; людей, чії професійні сфери діяльності пов'язані з використанням нового українського правопису; усіх, хто хоче ознайомитися з новим правописом та знати основи мови та мовлення; вивчити останні зміни нового українського правопису, прийняті у 2019 році; удосконалити навички володіння українською мовою; розвинути мовленнєві навички та навички побудови цікавих і граматично правильних текстів; підвищити рівень володіння літературною мовою; навчитися розрізняти суржик, літературну норму, запозичені слова і навчитися правильно їх вживати.

Upcoming 2021 Conferences

2021 Midwest Association of Language Testers Conference – October 9, 2021

The 22nd annual MwALT Conference will be held in conjunction with the 18th annual Technology for Second Language Learning Conference at Iowa State University. The conference theme, “The evolving role of technology for second language assessment,” invites participants to explore how technology is affecting all facets of language assessment, including not only the technical but also the professional and social aspects of the profession. For more information: <https://apling.engl.iastate.edu/for-graduate-students/>

The 18th TSLL and 22nd MwALT Conference (2021)



Community-Based Heritage Language Schools Conference

2021 Community-Based Heritage Language Schools Online Conference – October 8-9, 2021

This conference is for program directors and administrators of community-based heritage language schools, members of the language communities involved in these schools, and directors of charter schools who are interested in working with community-based heritage language schools. For more information: <https://www.american.edu/soe/iie/heritage-language-conference.cfm>

Substitute Teachers' Annual Conference (online) – October 22-23, 2021

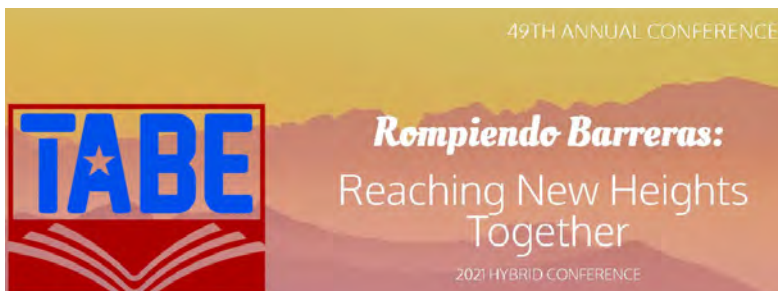
The Alberta Teachers' Association sponsors an annual conference for substitute teachers that provides an excellent opportunity for professional development and networking. For more information: <https://bit.ly/2VmHS9N>



The Alberta Teachers' Association

Upcoming 2021 Conferences

2021 AAEE Conference & Education Career Fair – October 26-28, 2021 – Louisville, KY, US. This conference covers professional development and networking opportunities for professionals from: career services, Colleges of Education, academic advising, K-12 recruitment, school system administration, non-profit and for-profit education-related organizations, and state departments of education. For more information: <https://aaee.org/conference>



Texas Association for Bilingual Education Conference (hybrid) – October 23, 25-26, 30, 2021–El Pas, Texas, USA. This is the GO-TO-CONFERENCE for content based academic language instruction strategies, authentic literacy materials & vendors, current research on translanguaging and metalinguistic learning! For more information:

<https://www.tabe.org/2021conference/>

2021 TESL Virtual Conference – November 3-5, 2021. – The theme of the 49th Annual Conference, “*Forging Ahead: Building New Normals Together*” reflects what teaching profession will continue to do for the foreseeable future. For more information: <https://pheedloop.com/TESL2021/site/home/>



2021 ACTFL Online Convention – November 19-21, 2021. This global event will provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn help students to succeed in their language learning process. For more information: <https://bit.ly/3zOWilp>



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/>

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 летіти далі?

Складіть **НОВИЙ ДІАЛОГ**, розіграйте та зафільтуйте 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 зафільтуйте 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' 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 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.

ФУТБОЛЬНІ ДЕТЕКТИВИ

Після тренування 'Скорпіони' знаходять загадковий пурпуровий мішечок, захований між їхніми спортовими речами. Через декілька днів їм у руки попадають ще інші загадкові 'дарунки', які виводять їх на шлях злодіїв, котрі викрали дуже вартісні музейні експонати.

Чи Ромко, Ньюнка, Козак і їхні футбольні друзі зуміють віднайти та зловити цих злодіїв? У пригоді їм стануть такі цікаві знаряддя, як корки і авта-іграшки – нетрадиційна зброя в руках цих дуже нетрадиційних канадських футбольних детективів!

Леся Саведчук є автором серії книжечок для молодших читачів, між якими є такі популярні книжки, як "Томчик", "Пурпурова Плянета" і "Тістечка з Муштардою". Крім книжок для дітей і молоді, вона любить писати смішні вірші та пісні, а також короткі гумористичні п'єси. Леся живе в Калгарі, в провінції Альберта, в Канаді.

футбольні детективи



ЛЕСЯ САВЕДЧУК

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" 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 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 попередніх сторінках

Критерії

- Відео відповідає усім критеріям, зазначеним у категорії (50 балів)
 - 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.
 - 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)
 - Створення **контексту** за допомогою декорацій, костюмів, реkvізитів... (10)
 - Відповідає віковій категорії (10)
 - Використання **шумових ефектів** (замість музики, захищеної авторськими правами) (3)
 - Створення образу персонажів (5)
 - Гумор, несподівані повороти** (10)
- Аудіо передається **без читання** (10 points)
 - Без читання з листочків (5)
 - Інтонація відповідає змісту повідомлення (5)
- Якість **відео** (20 points)
 - Чіткість і якість **аудіо** (8)
 - Чіткість і якість **відео** (8)
 - Спецефекти** (4)
- Текст (10 points)
 - Використання лексики, яка б відповідала темі та віковій учнів (5)
 - Грамотність (орфографія, граматика) (5)
- Час (**не довше 5 хвилин, але не коротше 4:30 хвилин**) (10 points)



UKRAINIAN LANGUAGE EDUCATION CENTRE

4-60 Pembina Hall
University of Alberta
Edmonton, AB
Canada T6G 2H8

Phone: [+ 1 \(780\)492-2904](tel:+17804922904)

Email: ulec@ualberta.ca

Facebook:

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

Website:

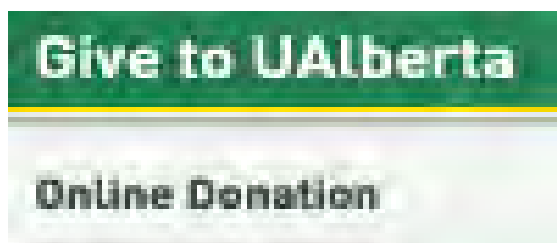
<https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec>

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): <https://bit.ly/2kaJocY>



- 2) choosing 'Ukrainian Language Education Endowment'

Direct my donation to: *

Name

CIUS Greatest Needs Fund

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