

Christmas is JOY

When they saw the star, they were overjoyed. Matt 2:10 NIV

CHRISTMAS '87

Storytelling tips from an expert

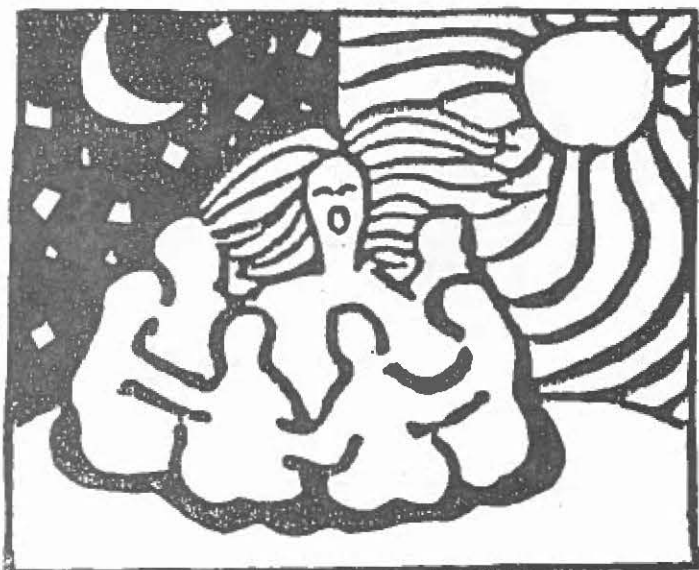
By Mary Love May

The following are suggested steps for learning a story from text to tell to an audience. There are many approaches. Try these steps, then modify to meet your needs.

1. Read aloud.
2. Tell the plot line to a friend.
3. Outline the story to find its shape. Become aware of where one action ends and the next begins.
4. Develop characters—know them physically, e.g., clothes, color of eyes. Know their habits, e.g., favorite breakfast food. Know them emotionally, e.g., what would their response be to being taken by surprise?
5. Visualize setting (in color!). Make a map.
6. Identify phrases you want to learn by heart, e.g., repeated phrases, language that

you want to preserve.

7. Tell the story out loud to yourself.
8. Practise introduction and conclusion until they're smooth, smooth, smooth.
9. Practise the whole story, i.e., tell it to everyone who will listen.
10. Use a tape recorder.
11. Check once in the mirror for extraneous or unclear gestures.
12. Use video if available.



ACTIVE STORY-TELLING

Condensed from "Education Leader" Vol 1, No. 2, Nov. 2, 1987 by Steve Chase.

Great news for all you story-telling teachers! Here is an idea about how to get your students involved in stories--oral stories, the ones you tell them. The idea comes from a presentation recently given at a conference dealing with the Whole Language approach to teaching language arts.

The basis for this approach lies in making literature, both oral and written, as exciting and lively as we can for students. To do this, though, we must first free their imaginations, and that means we must first let our own imaginations go. We must become actors as well as story-tellers. As you tell a story, use facial expressions, physical gestures, vocal inflection, and simple props to make the story come alive. A happy face is easily recognized, flapping arms can be transformed into an eagle's wings, fear comes through the air in a trembling voice, and a simple wooden chair can become a tree, a rock, or an island in a listener's imagination. The story-teller only has to provide a spark to get the listeners' imaginations flaming.

ACADEMIC EMPLOYMENT OPPORTUNITY



Lakehead University

Thunder Bay, Ontario, Canada Postal Code P7B 5E1

Coordinator Native Language Studies in Education

The Lakehead University invites applications for a two-year appointment as the Coordinator of Native Language Studies, in Education. This appointment may be renewable contingent on targeted government funding. Candidates should hold as a minimum a Masters degree in a relevant discipline or an equivalent combination of academic credentials and work experience, demonstrate a knowledge of Algonkian languages especially Cree and Ojibwe, demonstrate qualifications and experience in second language education, and be aware of and sensitive to the culture of Native people. Candidate must hold a teaching certificate. Duties will include an appropriate combination of administration, teaching, practicum supervision and scholarship. Salary commensurate with qualifications (range for 1986-87: \$22,255-\$32,610). Send full curriculum vitae and names of three referees to: DR. R. W. McLEOD, DEAN OF EDUCATION, LAKEHEAD UNIVERSITY, THUNDER BAY, ONTARIO, P7B 5E1. Lakehead University is an equal opportunity employer. In accordance with Canadian Immigration regulations, applications from Canadian citizens and landed immigrants will be given preference.

Excellence in Education

Once you have your students using their imaginations, they can begin to add details to the story. They can fill in the blanks with their own ideas. They can tell you what the setting looks like, if the weather is warm and lazy or cold and bitter, what smells are in the air, what sounds are going on in the background. With imagination, a reader will create a movie in his/her own mind to go with the story being told.

The final step in this process is to give only part of the story to the students and let them finish it themselves. A story can be started by the teacher, then each student or groups of students may add an episode or simply finish it, using their own imaginations to decide what happens next.

For this approach to be effective, the students must feel secure enough to take a chance, to say what they really are imagining. There can be no "right" or "wrong" ideas. Everyone's interpretation of the story is worth listening to. The important thing is that their imaginations are allowed to fly free and soar. Active listening may take time to develop in your students, but it is well worth the effort it takes.



NATIVE LANGUAGE EDUCATION in ONTARIO

How to Phone Lakehead University

A new telephone system was installed at Lakehead University last spring. It is now possible to dial directly to the person with whom you wish to speak. For those calling long distance, this could be a money-saver, but only if you know what number to call. Here are some of the most commonly used numbers: (Area code 807 plus:)

Mary Mitchell (esp. Tuesdays, 9 to noon, eastern time zone) 343-8542
Ann Guthmann (Mondays & Wednesdays) 343-8198
Accounts (questions regarding payment of tuition, etc.) 343-8241
Registrar's office (questions about transcripts, marks, graduation, etc.) 343-8675
Bookstore (to order or inquire about books) 343-8589

If you have other business, and are unsure of the number to call, phone switchboard 343-8110 and they'll transfer your call for you.



Where Are They Now? (Summer Faculty /87)

Michelle Stevens - has moved to London, Ont., and has a part-time job teaching ESL children in the schools.

Randy & Lisa Valentine - moved to Kingfisher Lake, Ontario in September to work on further research concerning the Severn dialect of Ojibwe. They report that they've had lots of excellent help from the Kingfisher people, and that their data should be complete by January.

Pete Baumgarten & Judy Rice are teaching in Slate Falls, Ontario.

Steve Chase is teaching several courses for the Faculty of Education at LU this winter.

John Nichols is continuing his work at Univ. of Manitoba. This year he is working full time in Ojibwe language research, especially the development of a dictionary for the Lake of the Woods area.

A Letter from the Coordinator

After careful and lengthy consideration, I have decided to retire from Native Language work sometime within the next few months. The decision comes with a degree of personal sadness, as my association with Native Language programs in Ontario has been a long and happy one. I've been immeasurably enriched as I've laughed, worried, worked and learned with so many of you. I shall miss the good, solid friends I have made and the fulfillment of participating in a demanding and important task.

Nevertheless, I believe that it is a wise person who understands the time when her task is done. It seems that I have completed the things I know well how to do; it is time for someone with fresh vision and vitality to pick up the baton. Be assured that I will do all I can to help find the right person.

My plans are not yet fully formulated, but I expect sometime within the next few months to begin a new career of language teaching overseas. As much as I regret leaving NLIP, I look forward to the challenge of this new task, and am fully convinced that it too, is important and significant.

You and the work you are doing will continue to be close to my heart. In the days ahead, I shall look forward to hearing of the good things that are happening in Native Language education because of your fine work. God bless you!

Mary M.



A Reminder

Thanks to those who have sent in photographs. If you haven't yet done so, we'd very much appreciate a head-and-shoulders snapshot of you for our new Native Language Instructors' "Rogues Gallery".