

Story Sacks

Parent project in playschool Krílakot with focus on participation of immigrants parents and linguistic stimulation



The history

- ▶ Number of immigrant children in the schools in the community had grown fast.
- ▶ Icelandic course for immigrant parents in playschool in the years of 2011, positive response.
- ▶ Multicultural policy in schools of Dalvíkurbyggð in year 2011



A new situation in kindergarten Krílakot

- ▶ Year 2013-2015
- ▶ 110 children in kindergarten
- ▶ 28% of the children are bilingual
- ▶ 30 teachers and other staff
- ▶ 14% of the staff are bilingual
- ▶ 10 languages are spoken in the group of children, teachers and parents.
- ▶ We wanted to do a multicultural project.



Ideology of the story sacks

- ▶ Study visit to Netherlands to learn about the ideology of Story sacks.
- ▶ Story sack - Neil Griffith
- ▶ Grant from Development Fund for Immigrant Issues
- ▶ The sacks have to be beautiful and carefully constructed, related to books and include a range of stimulating projects.
- ▶ The parents and children can borrow the story sacks home so they can play with the bag together and to encourage parents to read for the children.
- ▶ Good instruction is in a folder in the sack so that parents can easily use them in right and effective way.



Story sacks- Arrangement

- ▶ Letter was sent to all parents in three languages and they were encouraged to participate. Our goal was to have both Icelandic and immigrant parents.
- ▶ Teachers talked to parents and asked them to join the project
- ▶ We offered babysitting and some refreshments while parents worked on the project
- ▶ We worked on the project after school and also on Saturdays



The story sack

- 1 Story book with pictures
- 1 cd - parents read the story and record it to cd
- 1 academic book related to the theme of the books
- Teddy bear, soft dolls or other playthings related to the characters of the book. Also costumes if possible
- Cards and projects related to the book theme (34 projects).
- Instructions in a folder:
 - an overview of the contents of the bag.
 - rules on how to treat bag.
- Songs and poetry related to the theme.
- Paper with text and lines where parents and children are asked to write or draw their experiences of using the bags



Parents where talented.



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19/09/2019

They worked together and made decisions.



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Parent thought the time was too short „oh the time flies, we were just starting, is it ok if i take materials with me and finish this at home? „



Fathers did not come but they did work
on the project at home,



Why storysacks ?

- ▶ Build good relations and cooperation with parents
- ▶ Stimulate interest for books and reading/literacy.
- ▶ To own interesting and stimulating projects to work on with children
- ▶ Support the studying of Icelandic for the immigrant parents.
- ▶ Encourage parents to have quality time with their children in play and work with the story sacks
- ▶ Work against prejudice





The project exceeded all expectations

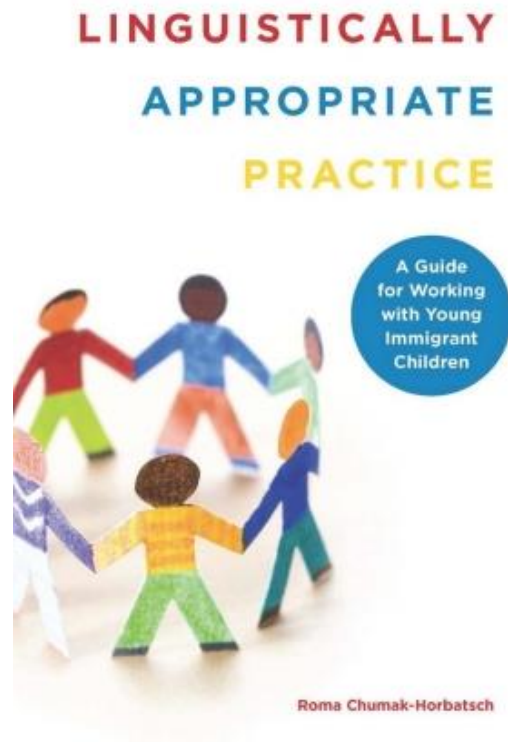
- ▶ Over 20 parents worked on the project
- ▶ Parents made 8 story sacks
- ▶ The bags are always in use
- ▶ Parents and school got two awards



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LAP



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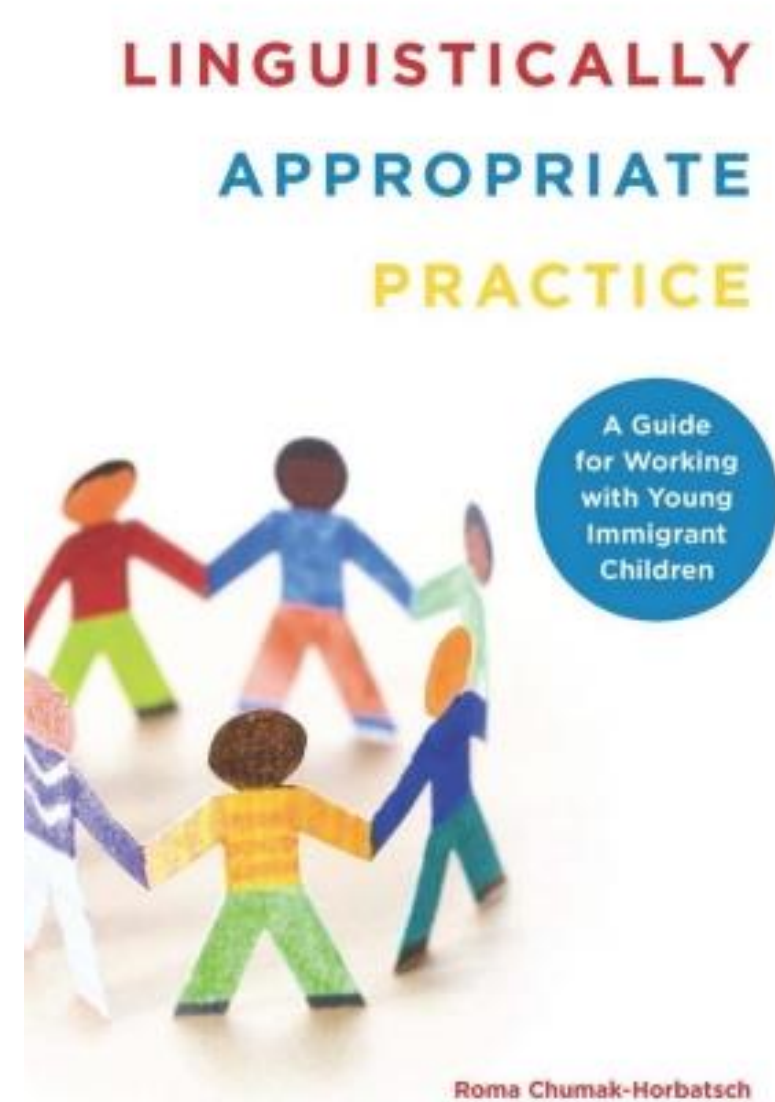
- ▶ Linguistically
- ▶ APPROPRIATE
- ▶ PRACTICE



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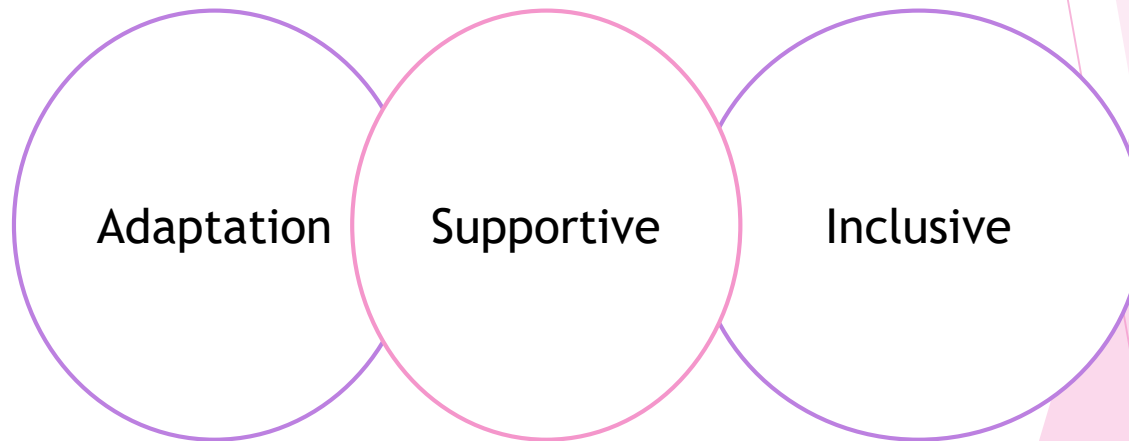
What is LAP

- ▶ Lap is teacher's guide for working with bilingual children and their families.
- ▶ The goal is:
 - ▶ To promote active bilingualism
 - ▶ Multicultural schooling
 - ▶ Increase the skills of immigrant children in Icelandic
 - ▶ Support children and parents in their mother tongue.



Three types of classroom practices

- ▶ Adaptation - Immigrants are expected to adapt to the local culture. Immigrants receive support in learning the language.
- ▶ Supportive: Icelandic is in the forefront and immigrants are expected to learn the language. The importance of home language is recognized and diversity is welcomed.
- ▶ Everyone is supported to integrate with a multicultural society. No one is superior to others. Active bilingualism is promoted where children are given opportunities to understand the nature of languages and the influence of culture. Teachers work closely with families.



Silence of immigrant children

- ▶ Children do not know what is expected of them in the new school and turn in to silence period.
- ▶ The children can feel
 - ▶ Insecure
 - ▶ Lonely
 - ▶ Fear
 - ▶ Anxiety
- ▶ Through the years the following has characterized bilingual teaching
 - ▶ Study in silence, to watch and listen.
 - ▶ Individual teaching
 - ▶ Repeating and imitating
 - ▶ Experiments with the language

Silent or Silenced?

▶ Children

- ▶ Arrive in the classroom as language users
- ▶ Have some understanding and experience of literacy in their mother tongue
- ▶ They all have something to say

▶ children quickly understand

- ▶ That their language does not work in the classroom
- ▶ That they are supposed to speak the school language
- ▶ That their proficiency in the mother tongue does not matter in the school
- ▶ To make some friends they have to speak the school language.

Adapting LAP in classroom

- ▶ It must be very evident that the child language is welcomed to the school and we need help from parents.
- ▶ Krilakot started to adapt LAP in year 2015-2016



Step 1 - Laying the groundwork

- ▶ View the status of the school in terms of multiculturalism, the number of children and teachers, and what languages are spoken
- ▶ Inform teachers and parents about multiculturalism and awareness of the importance of mother tongue
- ▶ Work systematically to promote positive towards multiculturalism
- ▶ Consider the school curriculum
- ▶ Develop a policy on multiculturalism and how to work actively on bilingualism in cooperation with the families of children



Step 2 - Preparing the classroom

- ▶ Presentation for teachers and parents
- ▶ Teacher meeting - how do we make the language visible so that children and parents see that the language is recognized and the environment supports the children's learning
- ▶ Parent groups put together as a representative from each language involved in creating an environment that shows the languages that are spoken in the schools
- ▶ Teachers and parents will meet and help mark and translate so everything will be written properly



Step 2 - Preparing the classroom

Amira

أميرة



Step 3 - LAP activities

- ▶ Activities are created with help of parents
- ▶ Certain projects will be developed that will promote multicultural education that will increase children's outlook and knowledge of languages, cultures and customs.
- ▶ Activities are created that increase children's knowledge of the countries they come from.
- ▶ Teachers / staff strive to learn a few words in each language



Parents are encouraged to participate

- ▶ Bring music from home
- ▶ Come and read for the children and read dual books with teachers in school language and mother tongue
- ▶ Bring items from home and promote family culture
- ▶ Be imaginative and bring new ideas into the school that promote multicultural schooling.



Counting in different languages

Ég

Counting from one to ten in different languages

	1	2	3	4	5	6	7	8	9
English	One	Two	Three	Four	Five	Six	Seven	Eight	Nine
French	Un	Deux	Trois	Quatre	Cinq	Six	Sept	Huit	Neuf
Dutch	Een	Twee	Drie	Vier	Vijf	Zes	Zeven	Acht	Negen
Serbian	Jedan	Dva	Tri	Cetiri	Pet	Sest	Sedam	Osam	Devet
Farsi	Yek	Do	Se	Chahar	Panj	Sheesh	Haft	Hasht	Noh
Vietnamese	Một	Hai	Ba	Bốn	Năm	Sáu	Bảy	Tám	Chín
Italian	Uno	Due	Tre	Quattro	Cinque	Sei	Sette	Otto	Nove
Spanish	Uno	Dos	Tres	Cuatro	Cinco	Seis	Siete	Ocho	Nueve
Japanese	Ich	Ni	San	Shi	Go	Roku	Shichi	Hachi	Que
Cantonese	Yat	Yee	Sam	Say	Mmm	Luk	Chut	Bat	Gou
German	Eins	Zwei	Drei	Vier	Fünf	Sechs	Sieben	Acht	Neun
Polish	Jeden	Dwa	Trzy	Cztery	Pięć	Sześć	Siedem	Ośm	Dziewięć
Mandarin									
Arabic									



Where do we come from - what language do we speak

Maps- languages - flags



Linking the flag to a language



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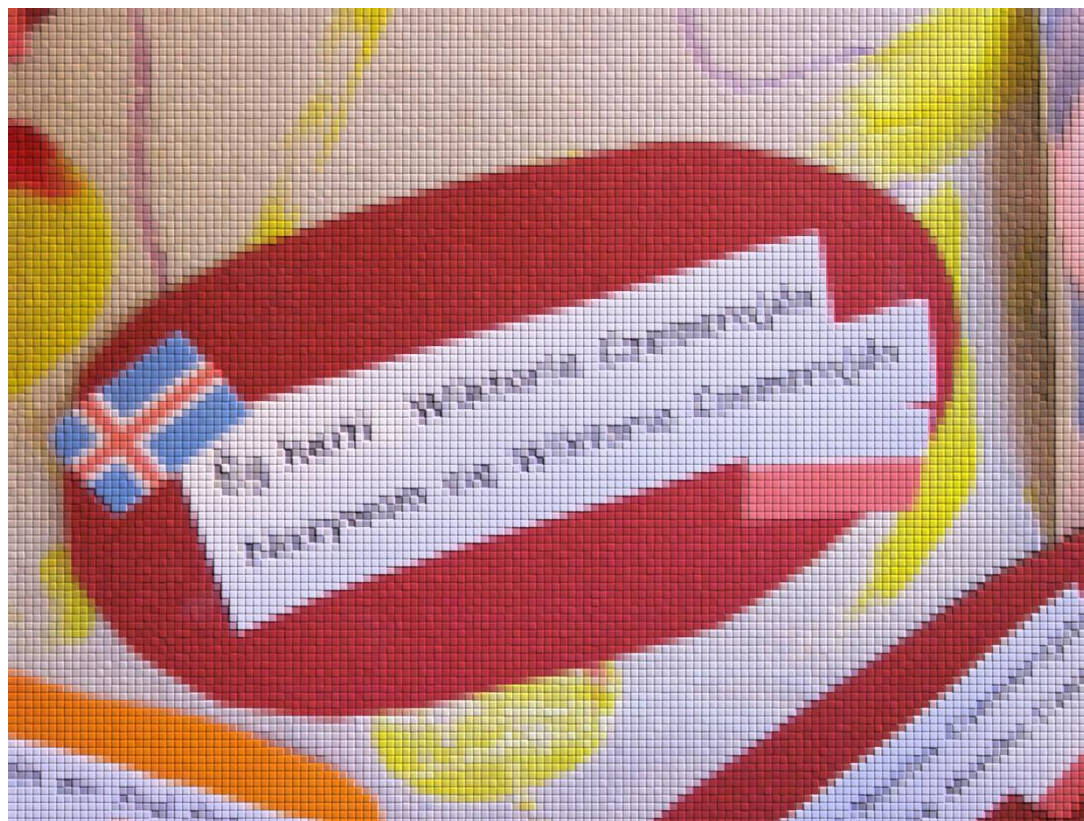
What language do we speak?



Parents come to school and help us to sing
the birthday song in home language.



Parents help us to translate



Language ball and language cards

Use school language and homelanguage



Our school/classroom is a place where languages are:

- ▶ Welcome
- ▶ Respected
- ▶ Spoken
- ▶ Learned
- ▶ Accepted
- ▶ Compared
- ▶ Discussed
- ▶ Never forbidden
- ▶ Never laughed at
- ▶ Discovered
- ▶ Written
- ▶ Read
- ▶ Shared
- ▶ Sung
- ▶ Explored



Takk fyrir

Kiitos
Tak
Tack
Takk
Dzięk
Salamat

