CARING IS THE UNIVERSAL LANGUAGE

By Jody Nyasha Warner
Illustrated by Irene Angelopoulos and Christopher Felske
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This collection of storybooks is created by COPA (Centre ontarien de prévention des agressions). These multimedia resources have been created for families, educators, and schools as part of the original We All Belong project in collaboration with Endless Films. Visit us to order storybooks and other resources at infocopa.com

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HONOURING INDIGENOUS LANGUAGES

Through colonization came both the attempted systematic elimination of Indigenous languages and the valuing of the written word over oral teachings, traditions and knowledge sharing—so integral to Indigenous cultures.

And yet, the 2011 census reports that over 60 Indigenous languages are still spoken across Canada and close to a quarter of a million people speak one of these at home. Indigenous peoples’ histories, cultures and languages are still ignored, made invisible or thought of as unimportant by many school systems and other institutions. There are efforts now to change this.

Many Canadians are simply not aware of the vitality and importance of the languages. There is an active movement to reclaim and revitalize Indigenous languages across the country and there are specific Calls to Action in the Truth and Reconciliation Commission Final Report designed to support these efforts. Visit trc.ca to find out more.

Educators can take a significant role in changing these perceptions and this storybook collection can contribute to these efforts by:

• ensuring that students learn about the importance and heritage of our Indigenous languages;
• welcoming Indigenous students and families into schools by learning, sharing and using greetings (while also recognizing there are different dialects);
• showing students the Joining the Circle short animated films in Indigenous languages in classrooms, school meetings and events with families, regardless of whether we know we have Indigenous students or not.
• sharing A Circle of Caring: A Multimedia Resource for First Nations, Métis and Inuit Families, and Schools with parents and families in your school community.
• inviting First Nations, Métis and Inuit community members and Elders to speak about this issue and share the value of Indigenous languages, (including the languages in this resource and others spoken in your communities);
• acknowledging that many of our common words in English are in fact Indigenous words, such as Canada, toboggan, moose, kayak, moccasin, pecan, and igloo.

Find the resources mentioned above at copahabitat.ca. Enjoy these storybooks in a rich variety of Indigenous languages and share them far and wide in schools, homes and communities.
TOOF AND THAT BLANKET

By Jody Nyasha Warner
Illustrated by Irene Angelopoulos and Christopher Felske
When Toof was wee small, Sage made a blanket of stars.
and wrapped Toof up in it warm and tight.
As Toof got bigger that blanket stayed around and came along.

To the park.

To the library.
So on the first day of school, when Toof’s eyes opened early and bright, Toof had a new backpack, a new lunchbox, a new pencil case and guess what else? Of course, that blanket.
At school everybody was meeting everybody.
Toof was smiling into the room of new friends and they were smiling back...
...until one of them spotted that blanket and came right over, singing ‘Baby, Baby, Baby’ and ha ha laughing.

Soon the other kids were pointing and laughing at Toof too.
Can you imagine how Toof felt?
Right away the teacher stopped the students to remind them that teasing hurts feelings. The teacher said this was going to be a no-teasing class.
But at recess time Toof could still see fingers pointing and hear whispers being said. The first day of school was a long, long, time.
“What’s wrong?” asked Sage, when Toof got home. Toof told Sage about that blanket and the ha ha laughing and the long, long time.

Sage listened hard.

Sage hugged soft.
Then Sage asked what Toof thought they should do. Toof didn’t know right away. Later though, an idea arrived inside. Toof whispered the plan in Sage’s ear. Sage smiled and nodded.
The next day Toof went to school ready to play and learn. When some kids asked where the baby blanket was Toof ignored them. Toof knew where that blanket was and I bet you do too. But the other kids did not and Toof didn’t say a thing.
The next day and the next day and the next day Toof hid that blanket perfectly. Soon the other kids forgot all about it. They didn't call Toof a baby anymore. Toof was glad.
Then one day the first snowstorm of the year showed up in the sky. At recess all the kids ran outside to taste the cold and touch the snow. They decided to build a fort of the best kind.

All recess long Toof and the others scooped and rolled and stacked and paddled, and sure enough, soon they had a fort of the best kind. Except for one thing.
The fort had a door. The fort had a floor. The fort had windows. But the fort was missing a flag. Somebody had stuck a tall stick on the roof but there was no flag to top it off. It was like a cake without the icing. Not quite finished.
Just then Toof got an idea. A good and scary idea. Toof remembered that blanket was the perfect size for a flag. Toof just knew it would look awesome on top.

But what about the other kids?

Toof thought back to what Sage said: that sometimes it takes being strong to be yourself.

Toof took a big breath. “I have an idea,” Toof said.
All the kids turned to see.
Toof reached down, took that blanket and flapped it out.
It got very quiet because nobody said a thing.
Until one of the kids started singing, “Baby, Baby, Baby” and ha ha laughing.
But Toof stayed brave, took that blanket and tied it tight to the top of the stick. The flag flipped and flapped and looked awesome on top just like Toof knew it would.
Then somebody told the classmate to stop singing “Baby”. Somebody else gave Toof a high five. And everyone started cheering.
They all agreed: with that flag flying proud, together they'd built the best kind of snow fort ever.
SPECS AND THE BEST PART

By Jody Nyasha Warner

Illustrated by Irene Angelopoulos
and Christopher Felske

CREE: Specs Akwa Mawatch K’a Minwaasik

INUKTITUT: Sipiaks ammulu allaNain niqpaanga

MICHIF: La méyeur partxi dla fê

MOHAWK: Specs tânom ne Kwah Tion’wé:sen

OJIBWE: Specs miiniwaa memoojji gnaajiwang aanind

ONEIDA: Specs khâlé’ Kwah Tyoyántle’
When Specs arrived at the park, Sunny’s birthday bash was in full swing. There were party games! There were loot bag treats! There was fancy cake! Specs joined right in.


But the best part was coming up. The part when Specs and all the friends would stay over, saying stories and sharing secrets long into the night.
So when the sun slipped down and the sky turned pink, Specs rushed to get ready for bed. So did everyone else. Everyone, that is, except Flip, who was looking out the window in a worried sort of way.
And when the night rose up and the shadows grew longer, Specs jumped into a sleeping bag. So did everyone else. Everyone, that is, except Flip, who was looking around the room in a frightened sort of way.
Then the lights turned out and the dark came in and Specs grinned with glee. So did everyone else. Everyone, that is, except Flip. Flip started crying.
Specs could not believe it. What was Flip doing?
"Flip, be quiet!" said Specs. But Flip's crying got louder.
That's when Specs called Flip a scaredy cat and said “You should just go home”.

CREE: Elota lakée atit Specs Fippsh, Konstachshik "matcha kerway".

INUKTITUT: Qaukkannirramak Pilip Siptaik kappiausaumak wiqamalumak "angirangaliiit".

MICHIF: Pilko yaw dí ke si kyanëtà paw dhrawyé kom un gro bébé lala bin ki devë san nalé chëeëu.

MOHAWK: Thione ṑ-en ne Specrawatr’a a wahanomônóhke ne Flip wáteoron "Sêhô shirë mu saahtëniit’ë’".

OJIBWE: Mii iwi pii Specsga-naad Flip-an zegizi-zhiwaan gaazhag miiniwaa git-kda “Kwii gda-ni giwe.”

ONEIDA: Nó’ thons Specs Lotetsh’ako’s wahanatshikwe’ khâlé’ wálch’ kwaht nök sântëi.
Which is exactly what happened.
After that Specs and the friends got back to the best part, saying stories and sharing secrets long into the night. Until the dark was so deep and so quiet that they crumbled into it.
The next morning, when everyone woke up, the first thought in Specs’ head was what happened with Flip. Specs knew name-calling was mean but it was Flip’s fault for wrecking the best part. Wasn’t it?
Now it wasn't long after that party, that one day at school Teacher said it was time for swimming lessons and took the whole class to a big blue lake.
All the students lined up and when the lifeguard called “Come on down,” everyone rushed to the edge of the water. Everyone, that is, except Specs, who was sticking to the edge in a worried sort of way.
And when the lifeguard blew a sharp whistle everyone jumped into the wet
with a giant splash. Everyone, that is, except Specs, who was holding Teacher’s
hand in a frightened sort of way.
Teacher led Specs to the lake and scooped a little water up. That’s when Specs felt a scream come right out. A scream that was so loud it reached all the way to the other end where the classmates were swimming laps.
Teacher brought a warm towel and led Specs to the side.
Now all of this gave Specs a lot to think about. Which is exactly what happened.
So that when it was Spec's sleepover birthday all the friends, including Flip, were invited. There were party games! And munchies and punch! And floaty balloons! Everyone joined right in.
And when the sun started sinking and the sky turned pink, Specs gave Flip a special present.
A flashlight that could turn on and off to change the dark into the light whenever Flip liked.
Then Specs and Flip and all the friends got round to the best part, saying stories and sharing secrets long into the night.
BOUNCY AND THE ANY KIND AT ALL FISH

By Jody Nyasha Warner

Illustrated by Irene Angelopoulous and Christopher Felske

CREE: Bouncy Akwa Poko twoe-kan Kinooayew
INUKTUT: Vauni ammalu qanuitturuinnattiat Iqaluit
MICHIF: Unn journé o Iak
MOHAWK: Bouncy tânon tuk Na’kentsó:ten’s
OJI-CREE: Bouncy egwa aan igo kwegi kinooshe
OJIBWE: Bouncy miiniwaa gegwendig dinoo’oosh Giigoonh
ONEIDA: Bouncy Khâle’ tsyôk nikatsyotíise’
Nobody can say why, but everyone knows, Bouncy loves fish. It's always been that way. Bouncy loves fast fish, still fish, tall fish, small fish and any kind you can think of at all fish.
You can imagine the scene then, when one sizzle-hot day in June, Teacher called the class together to announce a surprise. “Next week,” said Teacher, “we will be taking a trip to the lake!” Well all the students were excited, but you know who was excited most, right?

**CREE:** Tanika kakinow kee wah pa ma chik, ekso ni mitoni ay kiasas tek. Otôss kino amakew ki chu chümhew kakinow aywee sip way tay chik sak ta hik ka neek isi. Kakinow awasisak ki moocho che ke ni tumook. Maka na? Kikiss ken niten na wow mitoni ka ki moo chë chë ken eetuk?

**INUKTITUT:** Tautunnguarunnammarittali qanuilaurnalningilik, ullumangi jaujiniini uqpaturnammatannimi miyishu, ilukami jaujiniiniini uqquturnammatannimi nulami. Innarutqutaq mutuq siqatîngnunik. "Paqas-calendarumik," ilukami uqqutqemumii, "tasirniuluquartut". Taminnilimaitaq qinuqatit qavurturnammatannitit nurirniitqutukuluqutunut, kisamili quqimariit kina qivídaagluamangaasirmik, Ilqog?

**MICHIF:** Un jour o printan la métès avè unn surpriz pour lé zanfan. A leur zaw di kla smèn prawchèn y ziron o lak. Lé zanfan été ekist. Pr tu peu dviné ki kwé kré de joua.

**MOHAWK:** Wa’tewatenoniahtike k’i’ ni nanerwe, ohiat’ha enhnik’ti ki i’rathèn ne, iakerhinin’ni wi wahorwayia’ti’sé’oku ne ratlaasqenok’a: a’ tamon wahorwahorí: hori ni niweónh sùre. Wa’enon ne iakerhinin’ni, “O’iwa tabhíkètí, käniataari ke wétewe.” Alové kon ne ratlaasqenok’a: a wahorwahorshairhen, nek ti satérénntare oríhka wáh’ik’a wáh’orwahorshairhen wáhi!


**ONEIDA:** Łwá:tu ʌsanuhtunyúko uska wʌhnislá:te kwahíkʌ yo’talihʌ Awʌhíhte’ wʌhnitatati. Yakolihuny,niňhé’ ya’akohšé’ nén layuátay’ iwełhe’ tokniñhtę’ ayakohšé. Wa’k’i nyó sw’atáw tutwawasłeyuh’a ace tu’ iñyatañlataši. Akwé:kon wuhutshantini nok ti’i samiñhtę’ kwi uhka kwah tahatshantini Hs tyeyhę’.


**ONEIDA:** Awìtu anahtunyúkwa uska wahisiñcate kwahíkówa yo’talíhs Awoñiińhe’ wahñítati. Yakolihuny,niňhé’ ya’akohšé’ nén layuátay’ iwełhe’ tokniñhtę’ ayakohšé. Wa’k’i nyó sw’atáw tutwawasłeyuh’a ace tu’ iñyatañlataši. Akwé:kon wuhutshantini nok ti’i samiñhtę’ kwi uhka kwah tahatshantini Hs tyeyhę’.
Yup, Bouncy was there with bubbles in the tummy and jumps in the toes.
When the school bell rang, Bouncy burst through the doors and into Knack's arms to tell all about the lake surprise.
The next day was Library Day and Teacher asked each student to find a book about fish before the trip. Bouncy found one on pike. Bouncy’s friend Hum chose one about catfish. Then they went to sign them out.
And that's where they were, waiting their turn, when they heard a scuffle behind them.
Turning around, they saw their classmate Zip moving down the line and pulling books from classmates’ hands.
Bouncy and Hum hugged their books closer to their chests and hoped the line would hurry up fast.
Luckily, it did. Bouncy and Hum felt relieved and glad that was over.

But it wasn’t quite over. Not yet.
The night before the big trip Bouncy had a bad dream about Zip.
So bad, that in the morning, Bouncy woke up tired and flat.
At breakfast, Knack noticed Bouncy’s worried face and asked if anything was the matter. Bouncy shrugged, and then after a bit, told Knack about Zip in the library and Zip in the dream.
Knack gave Bouncy a hug and they talked over what to do if trouble came up again. Bouncy felt a bit better then and went off to get ready.
And by the time the class was loaded on the school bus, some of the bubbles and jumps had crept back into Bouncy's tummy and toes.
When they arrived at the lake, Bouncy and Hum rushed to the edge to see a school of silvery, sharp pike. So sharp they looked like they swallowed a full set of knives. Bouncy's eyes were wide, watching them swish.
Or at least they were, until the too loud voice of Zip sounded behind them.
Zip was laughing at a classmate. "Your nose is as pointy as that pike's."
Bouncy looked down. Hum looked away. Then they hurried off.
Another part of the lake was full of colourful rainbow trout.
So colourful they looked like they ate a box of crayons for breakfast.
But Bouncy had no time to enjoy them because Zip came zooming up and tapped Hum on the shoulder. Zip pointed at the rainbow trout and back at Hum. “Ha! You’re both so bright you hurt my eyes.” Hum shrank back.
Bouncy wanted to shrink down too, but remembered the talk with Knack.

Taking a deep breath, and a small step forward, Bouncy said, "Cut it out, Zip!"
Zip turned to Bouncy. "Why? Who’s going to make me – you?" Bouncy took another deep breath and went on in a strong voice, "No, but we can call Teacher for help."
Zip’s mouth opened wide but nothing came out. So Zip closed it. And guess what? Turns out Zip heard Bouncy’s words and stopped with the teasing.
Which was a good thing. It meant all the classmates, Bouncy, Hum, and Zip too, could get down to enjoying the lake with all of its fast fish, still fish, tall fish, small fish and all the kinds you can think of at all fish.
COPA is a Francophone provincial charity with a long-standing commitment to social change. Since being founded in 1995 over 165,000 students, school staff, and parents and guardians have participated in our whole-school educational programs in Ontario.

COPA strives for the recognition of human rights—in particular, children’s rights, and those of social groups who are particularly vulnerable to discrimination and abuse.

Our innovative, practical and inspiring programs and multimedia resources are evidence-based, and founded on principles of equity and inclusion. They are designed to reach out to all, including those who typically don’t have a voice, and may feel left out.

At the heart of COPA’s work is a commitment to ensuring that all of us feel that we belong and that we all have meaningful opportunities to nurture safe, strong and free homes, schools and communities—all of us: young people, parents, guardians, siblings, educators, administrators, support staff, associated professionals and community workers.

Our contributions to enhancing the quality of public education have been publicly recognized with awards by the Ontario Teachers’ Federation and the Canadian Teachers’ Federation, along with FESFO’s prize La Clé de Voute for its contribution to social change for girls and women.

Visit infocopa.com and copahabitat.ca to learn more, plan training, and order resources.
CARING IS THE UNIVERSAL LANGUAGE

A collection of illustrated storybooks for young children translated into seven Indigenous languages: Cree, Inuktitut, Michif, Mohawk, Oji-Cree, Ojibwe and Oneida. Starring the Capsule Families, they feature gentle messages encouraging listening, kindness, caring, compassion and courage to enjoy at home or in the classroom.

Visit copahabitat.ca to explore toolkits, short animated films, colouring pages, discussion guides and other resources are available for parents, guardians and educators.

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