



Gii-ozhichigaade (Developed by):
FDL Gegaanzongejig Ji-aabadak Ojibwemowin
Language & Culture Department

Nagaajiwanaang Danakiiwin Ojibwemowin Da-ganawenjigaade Omaa

Fond du Lac Reservation Language Plan

2024 – Iwidi Niigaan (into the future)

**The original approach was to develop a collaborative FDL Language Plan with all of the Primary Collaborators (listed on page 5). Based on the advice of the FDL Language Advisory Committee and some Primary Collaborators, this Language Plan is specific only to the FDL Gegaanzongejig Ji-aabadak Ojibwemowin (FDL Language Department). It is our hope that other Programs/Departments providing Ojibwe language services will develop similar plans for the services and programming they provide to the people and community.*

**Nagaajiwanaang Danakiiwin Ojibwemowin Da-ganawenjigaade Omaa
Fond du Lac Reservation Language Plan - Gegaanzongejig Ji-aabadak
Ojibwemowin (FDL Language Department)**

Ojibwemowining ate wenji-gikendamaad Ojibwe-anishinaabe, mii apii wenjising gii-ozhi'oomagak bimaadiziwin. Gidinwewininaaning ate ge-izhi-waabandamang kina gegoo eyaag miziwegiizhig miinawaa ge-izhi-wiijidaamang giginan aki. Gidinwewininaaning gii-onji-gikendamaawag, naagadawenimaawaad wiidaadiziimaaganiwaan, ge ini ge-ani-bimaadizinid niigaan. Ninisidawinaamin gidinwewininaan ge i'i epiitendaagwak wenji-ombizhaagiiyang noongom. Ingichi-oshpendaamin nindinwewininaan mii wenji-ganawendamawangid ge wenji-anokaadamawangid niijibimaadiziwin ge bimiwininang niigaan ge-ani-bimaadizid.

Ojibwemowin has shaped the perspective and philosophy of our people since the beginning of our creation. Our language has given us our unique way to see the world and live with her. Our language shaped their knowledge and philosophy, providing consideration not only for those alive at that time, but also for all generations forward into the future. We acknowledge our language and its role in our existence today. We honor our language for all it has done for us by preserving and revitalizing our language for our people today and those who will carry us forward in the future (English translation of above).

Mii sa iwe Ojibwemowin maamawi-gichi-epiitendaagwak dibendaasowin ge niigaanak ji-biimaadiziimagak inaadiziwin. Nindapasendaamin dash inanokiiyaang ge ninisidawendaamin epiitendaagwak naanagajitooyaang ji-bimaadiziimagak gidinwewininaan.

Ojibwe language is one of our greatest treasures and key to our cultural survival. We are humbled to do this work and recognize the responsibility of caring for the health of our language (English translation of above).

Ojibwemowin Mission

The Fond du Lac Band of Lake Superior Chippewa will provide the people of our tribe, reservation, and community with the opportunity to acquire our language in such a way that Ojibwemowin becomes an integral part of their lives and shapes their knowledge and understanding of the world around them.

Ojibwemowin Goals

- Develop New Speakers of Ojibwemowin
- Preserve Ojibwemowin through Documentation and Resource Development & Dissemination

Additional Goals to consider

- Provide Quality Ojibwemowin Immersion Education (Birth-to-Adult)
- Increase Ojibwemowin Saturation
- Develop Cultural Identity through Ojibwemowin
- Increase Communication, Collaboration, & Alignment of Ojibwemowin Programming throughout the FDL Reservation

Ojibwemowin Objectives

(Designed to Achieve Goals: Short-term = less than 12 months; Long-term = longer than 12 months)

- Develop New Speakers of Ojibwemowin
 - Short-term: Implement the Waa-Ojibwemojig Master/Apprentice Program for 1 team (2 Apprentices & 1 Master) starting Summer 2023; Assist programs to develop and implement Birth-to-5 year-olds Pre-K immersion; Provide Middle School and/or High School After-school and Summer Camp Immersion
 - Long-term: Expand the Waa-Ojibwemojig Master/Apprentice Program to 3 teams (6 Apprentices & 3 Masters) starting Summer 2025; Develop and Implement a Waa-Ojibwemojig Adult Speaker Program (3-year cohorts of up to 8-10 students & 2 Co-teachers) starting Summer 2025; Assist programs to develop and implement a Kindergarten-to-12th Grade Ojibwe Immersion Education option starting Fall 2025 with a kindergarten class; Provide Middle School and/or High School After-school and Summer Camp Immersion
- Preserve Ojibwemowin through Documentation and Resource Development and Dissemination
 - Short-term: Produce digital audio & video recordings of first-language speaker accounts and high-level second-language speaker accounts;

Consistently develop new resources to encourage people to learn from and enjoy that are shared freely via the website and/or in-person distribution

- Long-term: Continue to produce digital audio & video recordings of first-language speaker accounts and high-level second-language speaker accounts; Consistently develop new resources to encourage people to learn from and enjoy that are shared freely via the website and/or in-person distribution
- Provide Quality Ojibwemowin Immersion Education (Birth-to-Adult) *see separate plan
 - Short-term: Assist programs to provide Birth-to-5 year-old Pre-K Immersion; Develop and implement Middle School and/or High School After-school and Summer Camp Immersion
 - Long-term: Assist programs to provide Birth-to-5 year-old Pre-K Immersion option; Assist programs to develop and implement a Kindergarten-to-12th Grade Ojibwemowin Immersion Education option starting Fall 2025 with a kindergarten class; Provide Middle School and/or High School After-school and Summer Camp Immersion
- Increased Ojibwemowin Saturation
 - Short-term: Ensure Ojibwemowin is utilized in all new Signage; Review existing Signage for opportunities to add Ojibwemowin; Ensure Ojibwemowin is considered for new Building & Road Names; Expand the current Kiosk Project by adding two (2) additional monolingual and bilingual modules on machines in three (3) different tribal buildings;
 - Long-term: Ensure Ojibwemowin is utilized in all new Signage; Ensure Ojibwemowin is considered for all new Building & Road Names; Expand the current Kiosk Project by adding six (6) additional monolingual and bilingual modules on machines in six (6) tribal buildings;
- Cultural Identity Development through Ojibwemowin
 - Short-term: Provide monthly Gikenindizowin (Knowing Oneself) sessions starting August 2024; Provide on-going Cultural Practices Workshops throughout the year;
 - Long-term: Provide bi-monthly Gikenindizowin sessions starting June 2025; Provide on-going Cultural Practices Workshops throughout the year;
- Increased Communication, Collaboration, & Alignment of Ojibwemowin Programming throughout the FDL Reservation
 - Short-term: Initial implementation of Quarterly Gatherings of all FDL Programs utilizing Ojibwemowin; Ensure active participation of Language

staff in the development of all strategic planning efforts of the FDL Band; assist in promoting awareness of the FDL Language Advisory Board

- Long-term: FDL Language Director & Coordinator provide coordination and oversight of all Ojibwemowin programming in all divisions of the tribe; FDL Language Advisory Committee provides advisory support to all Departments/Divisions of the FDL Reservation; Continue Quarterly Gatherings of all FDL Departments/Programs utilizing Ojibwemowin; Continue active participation of Language staff in the development of all strategic planning efforts of the FDL Band; assist in promoting awareness of the FDL Language Advisory Board

Collaborative Divisions, Departments, & Programs for Ojibwemowin

Primary Collaborators:

- FDL Ojibwe School
- FDL Gegaanzongejig Ji-Aabadak Ojibwemowin (Language & Culture Dept.)
- Ojibwemotaadidaa Omaa Gidakiiminaan (OOG Program of Tribal College)
- FDL Ganawendaawasowin (Child Care Center)
- FDLTCC (Fond du Lac Tribal & Community College)
- Cloquet Public Schools

Secondary Collaborators:

- FDL Natural Resources Division
- FDL Planning Department
- 13 Moons Program
- FDL Human Services Division - Dental Department, Community Health, Behavioral Health
- FDL Head Start
- FDL Agricultural Division - Na'enimonigamig; Gitigaaning
- MIIN (Midwest Indigenous Immersion Network) *outside organization

FDL Language Preservation and Revitalization Projects

(Current & Future)

- Ojibwe Immersion Education Option (*future)
 - Birth-to-12th Grade Ojibwe Language Medium School
- Waa-Ojibwemojig Master-Apprenticeship Program (current)
 - Pairs of Apprentices work with a Master Speaker in order to develop functional speakers of Ojibwemowin that can also read and write in Ojibwemowin *see separate *Waa-Ojibwemojig Handbook*
- Develop and Implement a Waa-Ojibwemojig Adult Speaker Program (*future)

- 3-year cohorts of up to 8-10 adult students & 2 Co-teachers utilize adult immersion strategies to develop functional speakers of Ojibwemowin to assist in meeting the goals and objectives of the Language Plan in various areas
- Gikenindizowin Identity Program (*future)
 - Monthly sessions designed to increase understanding of the unique language, history, and culture of Gichigami-Anishinaabeg and the Nagaajiwanaang Danakiiwin (FDL Reservation)
 - Gigibaaga'adowewin (Stickball) Weekly Sessions
 - Wawiingeziwin Sessions (various skills and knowledge development)
- Ojibwemowin Immersion Teacher Training Scholarship Program (*future)
 - MIIN (Midwest Indigenous Immersion Network) Teacher Training Program @LCO University
- Middle School, High School, Adult Immersion
 - Middle School students, High School students, & Adults After-school, Weekends, Week-long Summer Camps (*future)
- Ojibwemowin Learning Materials Projects
 - Webpage Development (current)
 - Videos (YouTube, Webpage)
 - Social Media Posts (Facebook, Instagram, *TikTok)
 - Podcast - (*future)
 - Movies - Short films, Films (*future)
 - Books, Learning Booklets, Wordlists, Coloring Sheets, etc.
 - Kiosks and Signage (current)
 - Memrise - FDLanguageProgram page, FdLTCC (current)
 - Rosetta Stone - Mille Lacs Band (current)
- Ojibwemowin Learning Sessions (current)
 - Ke Go Naa! Weekly Sessions
 - Gigibaaga'adowewin Weekly Sessions
 - FDL Employee Weekly Sessions
 - Omaa - An Ojibwemowin Restaurant Experience (future Quarterly)
 - Ojibwemowin Immersion Education (ongoing)
 - Ojibwemowin Language Camps
 - Monthly sessions with Department Staff (currently - Dental Dept, Head Start)
 - Quarterly New Employee Orientation sessions for the Health & Human Services Division
- FDL Employee Orientation Ojibwemowin Sessions (*future)
 - 30-60 minutes are provided for all newly hired program employees of all divisions/departments

- Ojibwemowin Translation Services (current)
 - Support for FDL Divisions & Staff *High priority
 - Support for External Programs/Organizations *Low priority
- Placenames Project (*future)
 - Develop a Monolingual & Bilingual Ojibwe booklet/kiosk module that includes a map with integrated stories and explanations of all the Ojibwe placenames known around the reservation
 - Integrate this content into the school curricula and share with Band members and the community via website and the Kiosk Project

**There are a number of programs of the Reservation and individuals in the community that have events or one-time projects that include Ojibwe language, but the language may not be the primary focus or medium of communication. A list of these things could be gathered by the Division Directors if such a list is to be included in future plans.*

FDL Language Plan Positions

(FDL Gegaanzongejig Ji-aabadak Ojibwemowin Staff)

Division Director - a position (full-time preferred) fully committed and passionate about leading the restoration of our language and cultural way of life in our community; knowledgeable of language revitalization practices and possesses a level of Ojibwemowin “competency” to be able to lead all efforts to achieve the goals of the division; oversees all budgetary requests and approvals; supervises all language staff of the FDL Reservation;

Anishinaabemowin Coordinator - full-time position that coordinates all Ojibwemowin programming and projects of the FDL Reservation; develops and manages the budgets for language funds; leads the design and implementation of projects; participates in planning and facilitating events, workshops, and trainings; leads all grant applications, monitoring, and reporting; provides translation services; facilitates consistent staff meetings and collaboration efforts; direct supervisor of all language staff;

Language & Curriculum Specialists - full or part-time positions that co-design and implement/facilitate language learning opportunities for the Band and community members - examples would be weekly language classes, speaker visits, aadizookewin, specific skills language integration (baaga’adowewin, diplomacy, ricing, etc.), teaching in Immersion schools, etc.

Waa-Ojibwemojig Master-Apprenticeship Program - part-time or full-time positions designed to develop functional adult 2nd-language Speakers for our community. Apprentices learn primarily through intentional sessions with Master Speakers and proficient 2nd-Language Speakers. Language learning focuses on ‘everyday language’ and specific skills/activities of interest (i.e. games, race-car driving, ricing, etc.) *See the *Waa-Ojibwemojig Handbook* for more detailed information

Ojibwemowin Gegaanzikigid Project Manager - full-time position that manages and co-facilitates preservation & revitalization projects and language learning opportunities for the Band; provides project evaluation and monitoring; assists the Coordinator and Director in designing and implementing projects; participates in planning and facilitating events, workshops, and trainings; assists in grant applications, monitoring, and reporting; provides translation services;

Netaa-Ojibwemojig (Fluent Speakers) - full-time and contract positions for fluent speakers of Ojibwemowin who are essential to successfully meeting the goals and objectives; serve as models for expressing ourselves in our language and embracing our value structures and way of life; provide essential advice and guidance in all components of preservation, revitalization, and research of Ojibwemowin, including cultural protocols to be followed; serve as the primary resources for language acquisition for new speakers;

* Full-time Waa-Ojibwemojig Adult Speaker Students (*future) - 3-year positions where adults apply to become 2nd-language speakers of our language by becoming Students in the *Waa-Ojibwemojig Adult Speaker Program*. These are 3-year cohorts of up to 8-10 adult students & 2 Co-teachers utilizing adult immersion strategies to develop functional speakers of Ojibwemowin to assist in meeting the goals and objectives of the Language Plan in various areas.

*Full-time and/or Part-time 2nd-Language Speaker Positions (*future) - 1-year ‘positions’ where current adult employees apply for a Leave of Absence to become 2nd-language speakers of our language by becoming Apprentices in the *Waa-Ojibwemojig Master/Apprentice Program*. Employees would keep their current salary, position status, and benefits (leave balances, rights to their position) The number of available positions is dependent on the vacancies in the *Waa-Ojibwemojig Program* *See the *Waa-Ojibwemojig Handbook* for more detailed information (*future possibility)

FDL Language Plan Approaches

Aadizookewin - Sharing knowledge and gifts given to us through storytelling. We acknowledge that there are ceremonies for all parts of our lives and all of our endeavors. Aadizookaanag will serve as one of the means by which we determine projects and specific areas to focus our language efforts. Our knowledge-base and cultural identity within our community will grow and mature by relearning our Aadizookaanag. Providing aadizookewin for people to participate in will be a part of restoring the aadizookaanag as a primary means for learning.

Ojibwe Immersion Education - promote the revitalization of Ojibwe language and culture with enrollment typically of children whose first language is English; utilize Ojibwemowin to teach subject matter content; integrate language teaching with content teaching; offer instruction through Ojibwemowin for at least 80 percent of the school day during the pre-school and elementary years; utilize Ojibwemowin to teach core content areas in middle and secondary continuation programs; promote bilingualism or multilingualism; school-based program held accountable for evaluating academic achievement in the content areas; employ teachers who are highly proficient in Ojibwemowin for instruction;

**adapted from CARLA (Center for Advanced Research on Language Acquisition) definition of Indigenous Language Immersion*

Games/Entertainment - Bagesewin (bowl game), Makizin-ataagewin (moccasin game), Baaga'adowewin (stick game), Zhamashkii-webinikonang (throwing sticks game), Biipiinjigana'ong (ring & pin game), Oninjiiwataadiwin (hand game), Zhooshimewin (snowsnake), etc. offered weekly, monthly etc. so people can learn how to play, not just get exposure to them *people should be offered to learn vocabulary for these and also the Aadizookaan for them

Ensure there are consistent weekly, bi-weekly, monthly etc. language learning opportunities that are in all different formats and approaches. There are identified best practices to meet the language goals, but there is not one way to learn to understand and speak. Offer both passive and active language opportunities.

Provide support for employees and employee groups in learning and appreciating our Ojibwe language.

FDL Language Advisory Committee - the purpose of the Language Advisory Committee shall be to promote the management, preservation, and protection of the traditional language (Anishinaabemowin) of the Fond du Lac Band of Lake Superior Chippewa and

to advise the Reservation Business Committee about these issues. This includes all programs and departments that are providing language offerings and services. The Language Advisory Committee will be supported by all programs and departments providing Ojibwe language programming and services to best be able to do the work of the committee (see list of Primary Collaborators).

Recommended inventory of all language funds coming into programs of the FDL Reservation and have all language funds coded with a Business Unit/Object Code to assist in determining how these funds are aligned to meet the Goals and Objectives for Ojibwe language on our reservation and in the area.

Create multiple spaces where our language is valued, honored, utilized, supported, and loved on the reservation

Provide seasonal opportunities for the community to gather to ‘feast’ the language to best ensure our language is healthy and growing; Strive to ensure community members are aware of ceremonies happening for them to participate in

*The Fond du Lac Reservation will fund the foundational aspects of the Language Department by covering the costs of the necessary language staff - speakers, coordinators, managers, specialists, teachers, apprentices, administrative assistants, etc; salaries and benefits, space, technological supports, travel, contractual, and other supplies like printing, books, publishing, gifting, etc. Language Staff will also work to identify and centralize language funding opportunities available to the FDL Band to be utilized for department/program objectives (Possible Funders: MN Indian Affairs Council - MIAC, ANA, Legacy Grant Funds, MN Humanities Center, First Nations - Native Language Immersion Initiative). Staff will also explore quality alternative funding sources to supplement specific programming objectives.

****All of these ideas and approaches need staff and participants who speak and understand our language or are learning to speak and understand our language. Each goal, objective, and project needs consistent thoughtful consideration and intentional work to be done to ensure these are opportunities for our people to learn to speak and understand our language.**

ALIGNMENT with: 2019-2025 FDL Strategic Plan

Strategy A: Enhance CULTURAL VALUES, PRIDE, PRACTICES AND LANGUAGE

Priority A.1: Expand LANGUAGE SATURATION

Priority A.2: Broaden and deepen CULTURAL ORIENTATION for all employees and leaders at every level

Priority A.3: Add key CULTURAL FACILITIES

ALIGNMENT with: 2020-2040 FDL Comprehensive Plan

Much of what is considered quality of life issues and opportunities stem from a desire by people to reconnect to traditional foods, use cultural medicines, host more gatherings, and expand access to cultural education. Band members want more opportunities to connect with their culture and their community.

The Band has done a good job of using Ojibwe language to strengthen cultural identity and promote a stronger sense of sovereignty. This can be further enhanced, as there are still many who find the boundaries of the reservation to be somewhat blurred, depending on the point of entry.

This sense of community can be further strengthened for residents by incorporating more cultural education opportunities into traditional education pathways. There was a strong desire to see more community programming and events that can appeal to the population of the reservation at-large, providing opportunities for people to come together around common interests. The Band should invest in creating the spaces required to accommodate desired activities.

ALIGNMENT with: Fond du Lac Housing and Community Needs Report 2021-2023

Interest in language programs and resources among those living on the Fond du Lac Reservation and those living off-Reservation is significant, but the Language Program is still growing and adapting to meet the community's needs. To promote greater language learning, more regular sessions and knowing that the language learning program will continue to be around and have programming would help with retention of participants, according to one participant in the Ke go naa! language sessions.

50% of all AIAN households surveyed use Ojibwe regularly at home; however, among those who use Ojibwe, most use a level of language limited to single words (commands, names, items, etc.). With that being said, 65% of all AIAN households indicated that at least one member of their household is interested in learning to speak Ojibwe. This suggests that many households not currently using Ojibwe at home would like to learn, and that many currently using Ojibwe at home would like to learn more. Interest is about equivalent off the reservation, with 66.4% of these households expressing interest in learning the Ojibwe language. (See Page 39)

Households interested in learning Ojibwe expressed a preference for web-based learning programs, with 54.1% selecting this as a preferred method. However, many respondents may be unaware of the language programs already available to them. While most respondents are aware of the Kiwenz Summer Camp and Ke go naa! Language Learning Sessions, few are aware of the Waazh Immersion Program, the Band's language-learning social media accounts, or Ojibwe Translation Supports. (See Page 40)

Actions to Consider: Language and Culture

Expand options for web-based language learning to improve access to Ojibwe language, including possible partnerships with other Ojibwemowin-speaking Tribes, for example, the recent Mille Lacs Ojibwe Rosetta Stone Project.

Continue supporting the language and culture initiatives across the Reservation, including opportunities that are accessible to off-Reservation members, both of which have strong support from Tribal members. (See Page 57)

Data from American Indian/Alaskan Native Households Surveyed

57. Is Ojibwe used in your household?

Response	Number	Percentage
Yes	79	50
No	79	50
Total	158	100

58. How would you describe the level of Ojibwe typically spoken by most members of your household?

Response	Number	Percentage
Single words (commands, names, items, etc.)	60	76.9
Basic questions and answers	13	16.7
Phrases; describing people, events, and things	3	3.8
Full conversations; doing ceremonial talks	2	2.6
Total	78	100

59. How would you describe the level of understanding of Ojibwe by most members of your household?

Response	Number	Percentage
Single words (commands, names, items, etc.)	58	74.4
Basic questions and answers	12	15.4
describing people, events, and things	3	3.8
doing ceremonial talks	3	3.8
Full conversations	1	1.3
Phrases	1	1.3
Total	78	100