



International & Heritage Languages Association

NORTHERN ALBERTA

presents

MOTHER LANGUAGE DAY 2026

The Heritage Lab: Where
the 21st Century Listens



Alberta
Education



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About International and Heritage Languages Association (IHLA)

In 1977, the Canadian Consultative Council on Multiculturalism (CCCM) offered a workshop for heritage languages school teachers. Those who attended the workshop came to understand that while the languages and cultures that they taught were different, the challenges were similar. As a result, our heritage languages teachers formed a collective where they could meet, share, and learn from one another. They named their not-for-profit organization the Alberta Ethnic Languages Teachers' Association (AELTA). Although the name has changed twice, the mission and the spirit of multiculturalism remain the same.

Today, IHLA offers many services to heritage languages teachers and leaders at its member schools. These services include:

- Professional development sessions for leaders and teachers
- Support in curriculum development
- Advice for schools seeking accreditation
- Advice and assistance for teachers seeking Alberta credentials
- Mentorship to new and existing schools
- Engaging Multicultural Youth for Stronger Communities
- Local information in newsletters and on our website
- Networking activities
- Participation in international conferences/publications and collaborations representing the work of IHLA, its Schools, and Students
- Our Annual Mother Language Day Celebration
- Our Annual Mother Language Day Book

In 2016, IHLA was awarded the very prestigious UNESCO Linguapax Prize for the organization's dedication to the promotion of linguistic diversity for over 40 years. Learn more about us at www.ihla.ca.

International and Heritage Languages Association

This publication is made possible thanks to funding from Alberta Education, Casino, and the Alberta Association for Multicultural Education, AAME (www.aamed.ca).

IHLA is grateful to its funders who make this project possible each year.



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PRESIDENT'S MESSAGE

On behalf of the International Heritage Languages Association (IHLA), it is my great honor to welcome you to this year's edition of our Mother Language Day publication. In February 2026, we gathered at West Meadows Baptist Church to celebrate heritage languages.

We are especially grateful to the Indigenous community members who opened and attended the event, and to our funders, Alberta Education, AGLC Casino, and Al-Terra for supporting this work. Heartfelt thanks also go to Anupama Deshpande and Kuljeet Kaur, the rest of our board members, staff, and volunteers who made the event and this publication possible. This year, we gathered with heavy hearts following the tragedy in Tumbler Ridge, British Columbia.

Moments like these remind us how fragile peace and community can be, and how vital it is to truly come together. Heritage language education embodies this principle: since 1978, IHLA has worked to protect the bridges that connect communities. When a child keeps their heritage language, they sustain their stories, roots, and confidence. At our event, we heard many languages, yet witnessed one shared commitment: belonging. It is my privilege to present the member school entries under this year's theme:

"The Heritage Lab: Where the 21st Century Listens." Heritage is alive; a dialogue between generations, tradition and innovation, who we were and who we are becoming. Here in Edmonton, Northern Alberta, Canada, our diversity is not just a fact, it is our strength, allowing children to grow up hearing the world, not just reading about it. Listening builds understanding and community. As we look to the 21st century, let us recommit to listening, to each other, to our communities, and to the many voices that make our world strong. Thank you for helping ensure every language, story, and voice has a place to be heard.

Kostas Koukouzikis

President, International & Heritage Languages Association (IHLA)

International and Heritage Languages Association

Land Acknowledgement

Edmonton is located within Treaty 6 Territory and within the Métis homelands and Métis Nation of Alberta Region 4.

We at the International and Heritage Languages Association and all its members, heritage language schools

Acknowledge this land as the traditional territories of many First Nations such

as:

The Nehiyaw (Cree)
Denesuliné (Dene)
Nakota Sioux (Stoney)
Anishinabae (Saulteaux)
and
Niitsitapi (Blackfoot)





Message from His Worship Mayor Andrew Knack



On behalf of City Council and the people of Edmonton, welcome to the annual celebration of International Mother Language Day. This global observance highlights the vital role that linguistic diversity plays in shaping our communities and fostering intercultural dialogue.

Edmonton is a city that deeply values diversity, as it creates more open, inclusive and accepting spaces for all residents. With nearly half of the world's 7,000 languages currently endangered, it is vital that we continue to celebrate the power of language and how it transmits heritage and knowledge.

I am pleased to see heritage languages being preserved for the next generation in Edmonton. Our city is home to more than 100 unique languages, and every mother tongue deserves to be recognized and given prominence as a central part of our multicultural identity.

Thank you to the International & Heritage Languages Association for your tireless advocacy and for organizing this celebration. Your dedication to supporting language educators and schools enriches our lives and ensures that Edmonton remains a welcoming home for all.

Andrew Knack

Andrew Knack
MAYOR, CITY OF EDMONTON





MESSAGE FROM THE PREMIER OF ALBERTA

On behalf of the Government of Alberta, it is my pleasure to send greetings to members of the International and Heritage Languages Association (IHLA) as you reflect on International Mother Language Day 2026 – The Heritage Lab: Where the 21st Century Listens.

Language connects us to each other and to the rich culture we carry with us. It helps us tell our stories and shapes our sense of identity. Each year on this special day, Albertans and all Canadians join the global celebration of mother tongues that have been nurtured by organizations like Alberta's heritage language schools. It is a deeply meaningful recognition of expression and of the diversity that enriches our communities. The focus of International Mother Language Day 2026 is on the role of young people in shaping multilingual education. I hope this publication is wonderful reminder of the 2026 IHLA festivities and the meeting of tradition with the passion of today's youth.

Thank you to all members of IHLA for your ongoing commitment to linguistic diversity, multilingual education and inclusion in Alberta. Please accept my very best wishes for continued success.



A blue ink signature of Danielle Smith.

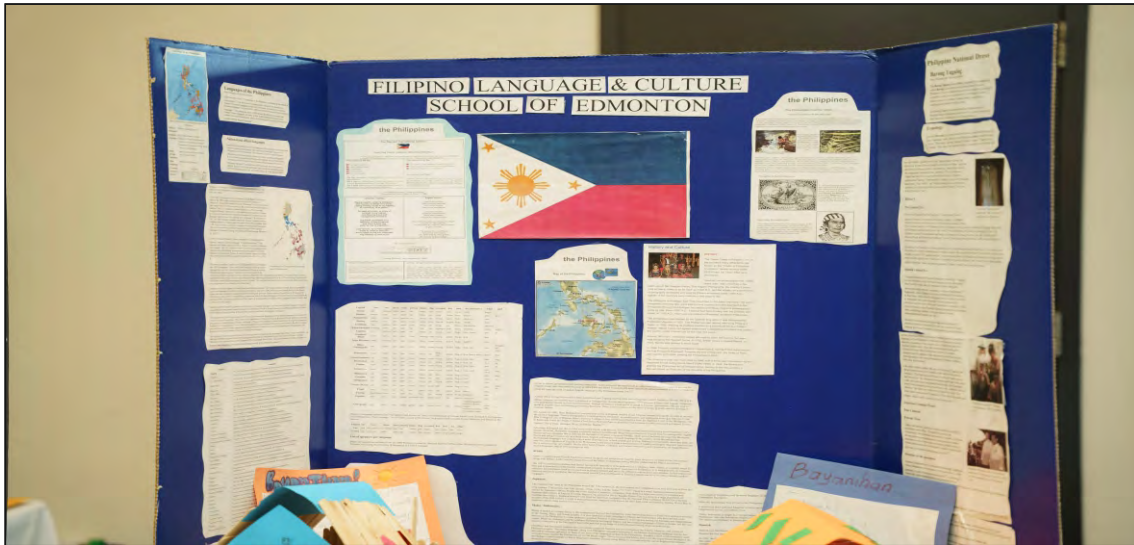
Honourable Danielle Smith, Premier of Alberta

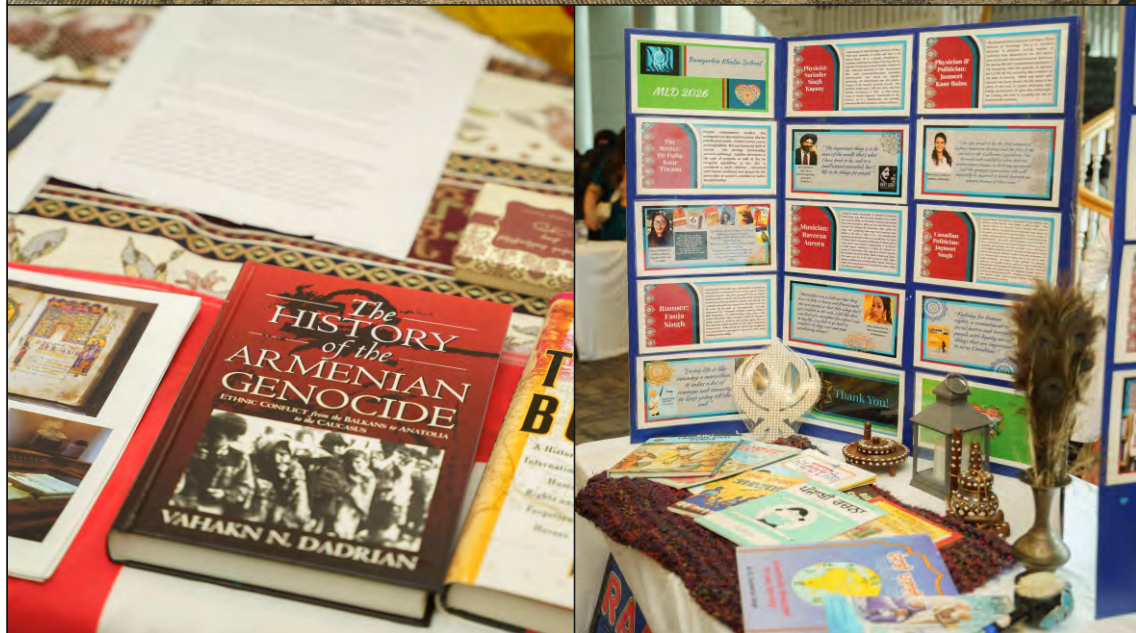
































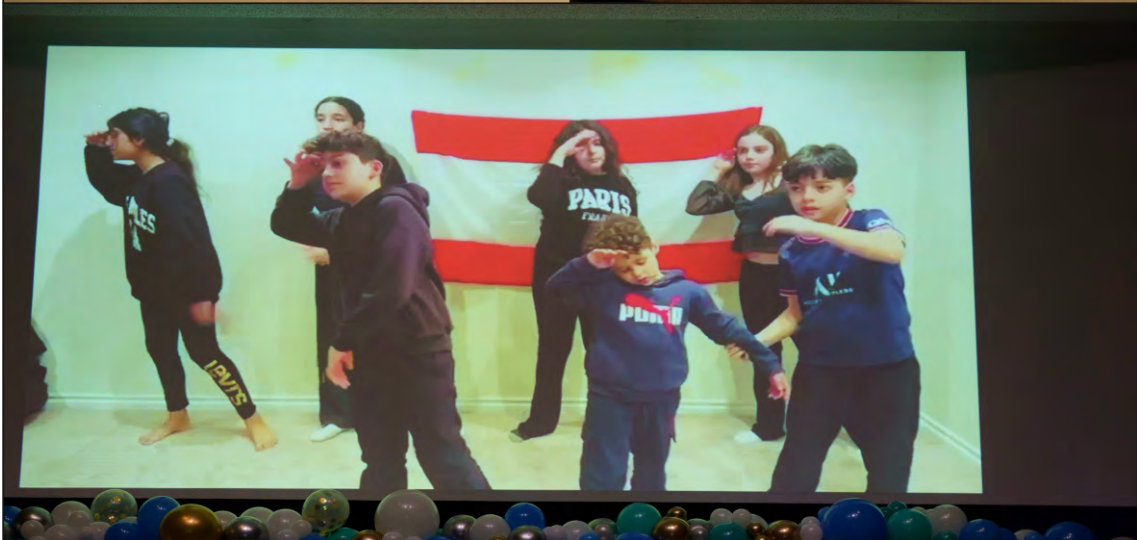














Nepal. This song is especially being during the festival time. The children are singing to their relatives on events and greeting each other. This is the transformation of culture and traditions from aboriginal communities to our new generations.





❖ Currently, 3 Nepali language teachers, Language, Music and Dance Coordinator, a music teacher in collaboration with MusicBox (students volunteer from UoA to teach music), a dance teacher, and a few student volunteers are devoted to teaching Nepali language and culture to children of different shift levels.







the rich culture of the plains.

Dance Performance- Darshan Garen

Darshan Garen a popular Nepali folk dance that is Nepal. This song is especially sang during the festivals and events and greeting each others. This is a traditional song from the aboriginal communities to our new generations.





























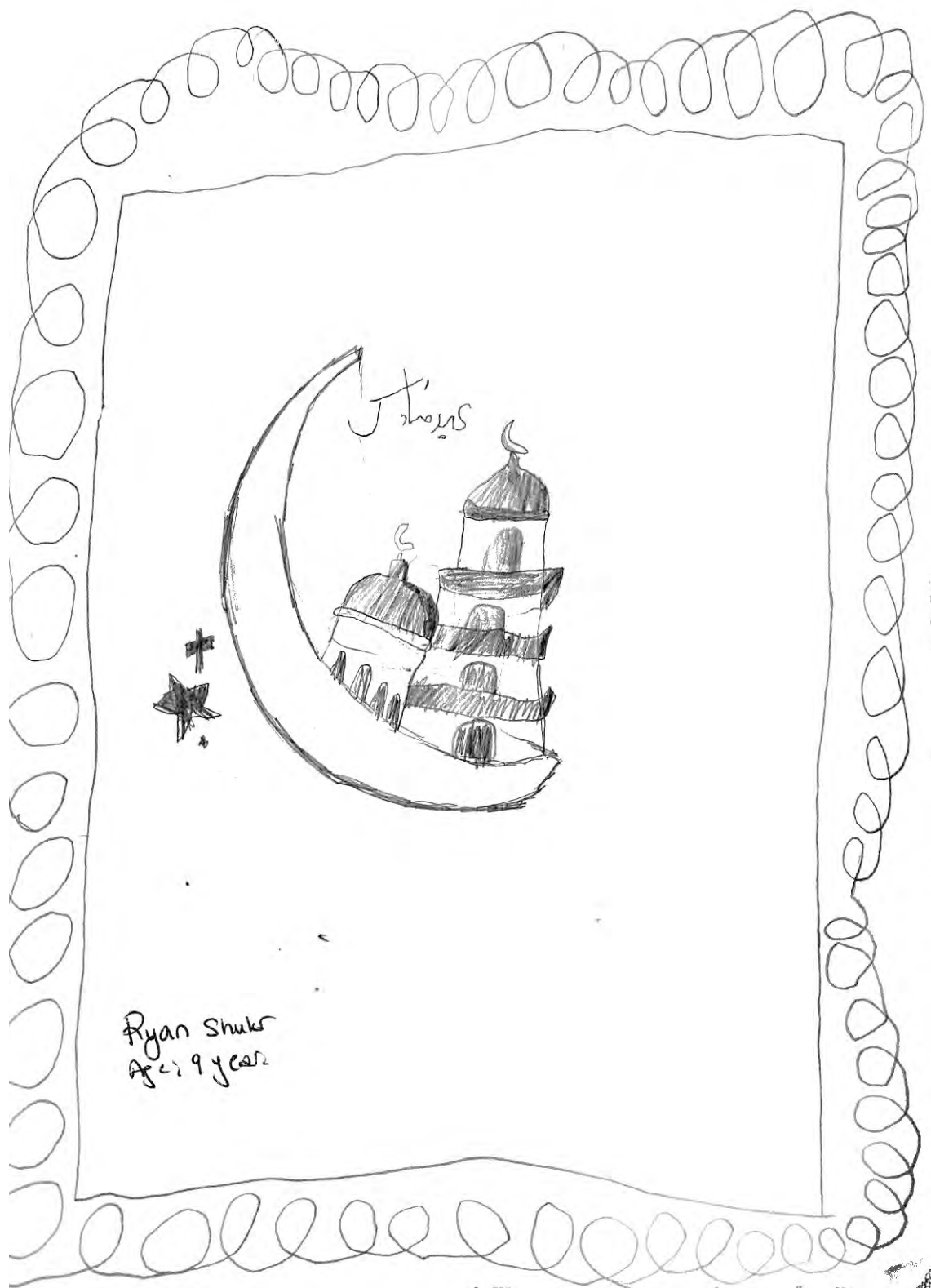


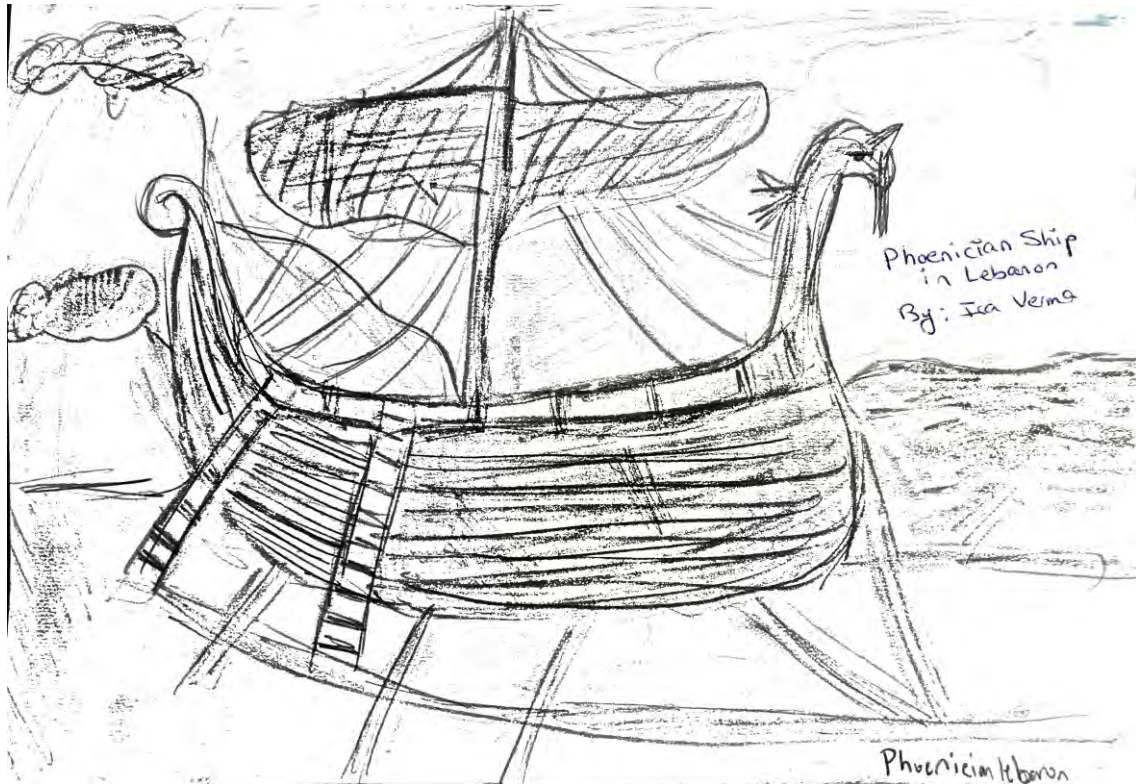
Presentation from Our Member Schools

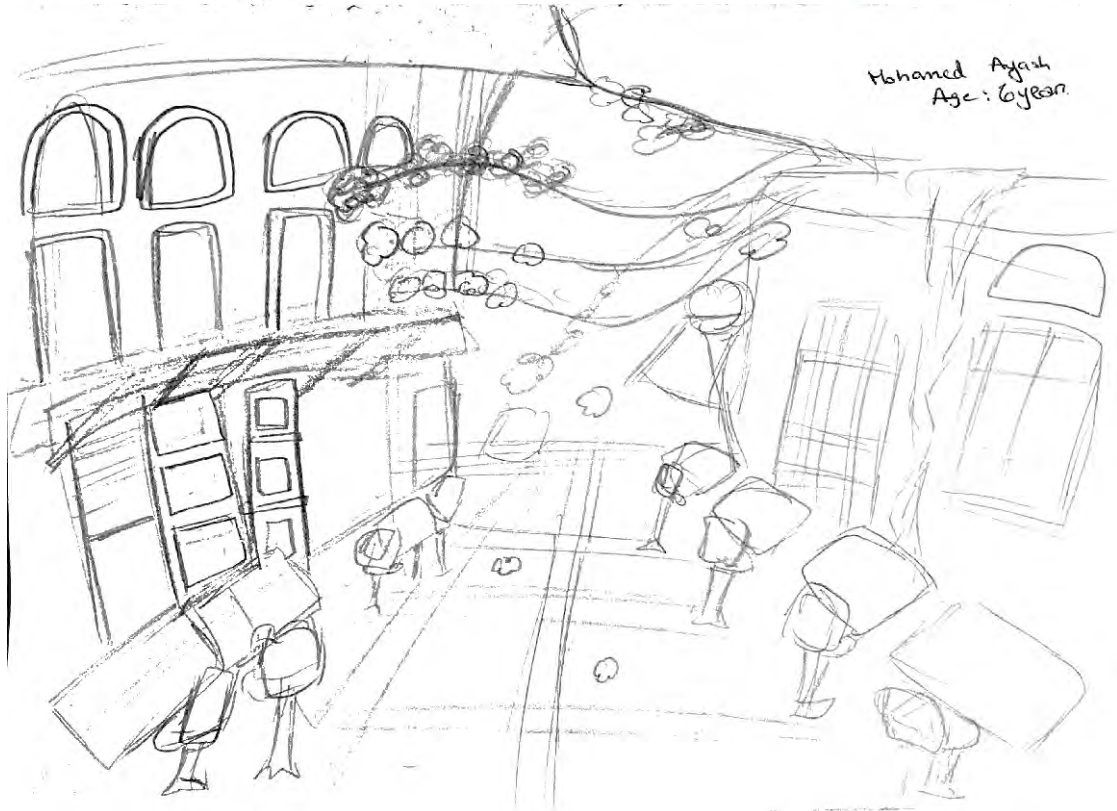
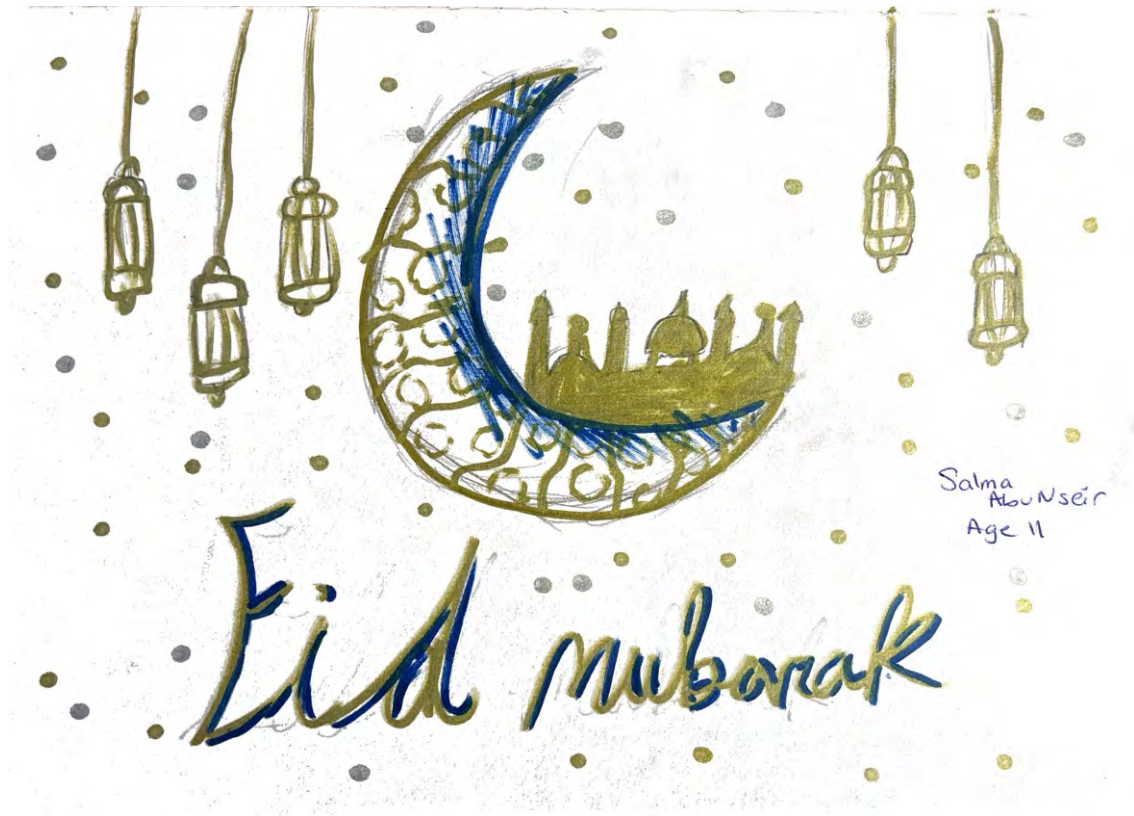
Alberta Aspire Association



Contact: Fatima Rahhal
fatchee@hotmail.com
587 - 938 - 6910













Lebanon's
Traditional
clothes

By:
Isabella
Shukr
Age: 11



Mosque next to church in Beirut
By: Jia Verma

Alberta Hindi Association - Hindi School



Timing: Saturday 1st shift: 10:30AM to 1:00PM,
2nd shift: 1:15 PM to 3:15PM.

Sunday: 11:00 to 1:00.

We also offer extracurricular classes such as
Yoga, Drama.

email: albertahindischool@gmail.com,

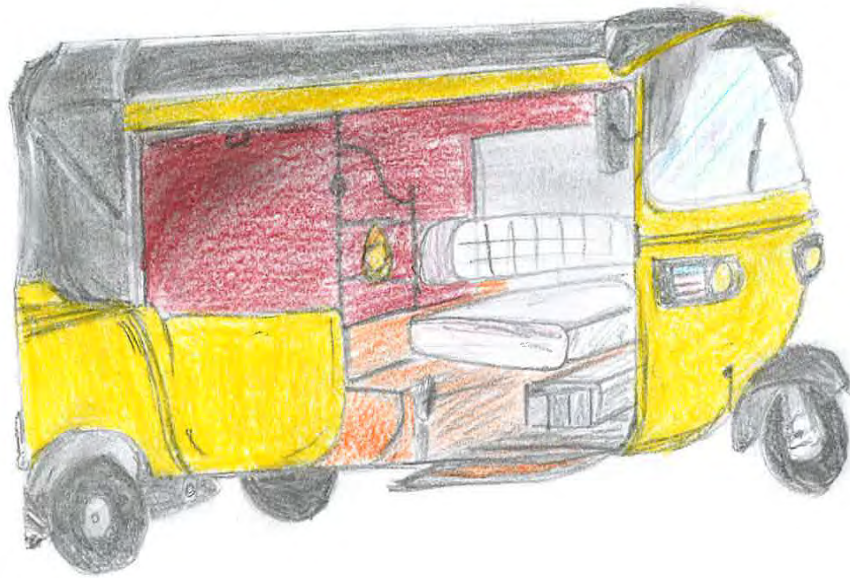
Website : <http://ahpschool.ca>

Phone Number: 'school : Weekends:

587-926-5126 Alternate Principal: 587-974-6180

Address; Strathcona Business Park 3907 98 St
NW, Edmonton, AB T6E 6M3

Navit Shende



पीली आँटी की गूंज में बसता भारत का रंग,
सड़कों पर चलता जैसे शहरों का उमंग।
भीड़, सफ़र आवाज़ों का यह प्यारा सार,
यही तो है भारत का चलता-फिरता संसार।

हिन्दी विद्यालय

मुझे अल्वर्त हिन्दी परिषद बंदिया लगता है
क्योंकि यहाँ मुझे हिन्दी सिखने को मिलती है।
हिन्दी मेरी मातृभाषा है जो कि संस्कृत से
बनी है। यहाँ हम त्यौहार भी मनाते हैं
जिससे हमें भारतीय संस्कृति का ज्ञान भी
मिलता है। यहाँ पर हररोज बिस्कुट भी मिलता
है जो मुझे बहुत अच्छा लगता है।



Level 3 - शौर्य वीर मुंदगिल

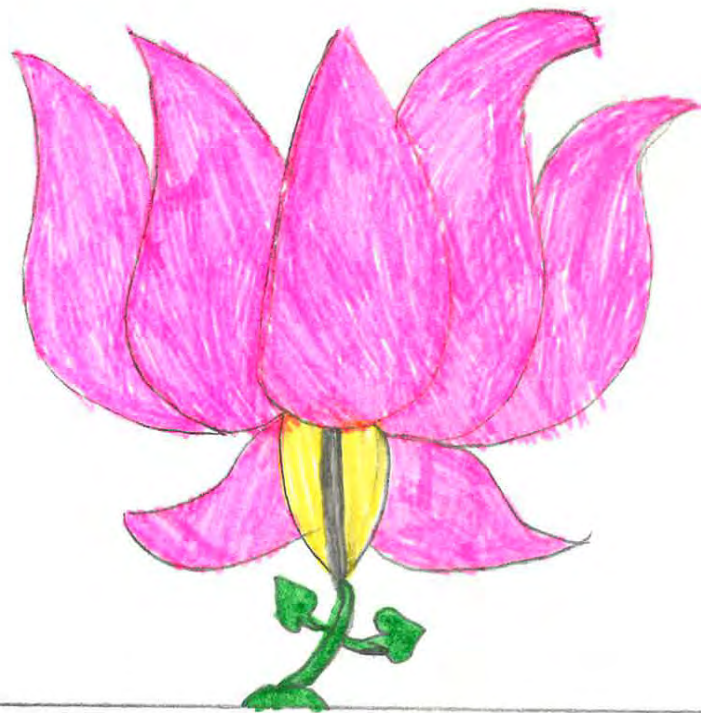
यह तिरंगा है / बूका
 रंग नारंगी हरा सफेद
 है । बूका आकार वास्तव में है ।
 यह हमारा दिला संकेत है ॥



Gokul
 गाँव

level
 2

Parth | कमल | पार्वी



कमल एक सुंदर फूल

यह पानी में उगता है।

इसकी कई पंखुडियाँ होती हैं

दूसरी पत्तियाँ गोल होती हैं

Name: Aarav Saraswat
Praveshika level



Priya Devi
Grade 4
प्रिया

डिजिटल राज में भाषाएँ

भाषा तकनीक की वजह से बदल रही है। लोग आज फोन, सोशल मीडिया और इंटरनेट से बात करते हैं। हिन्दी आजकल राज मसजेस, वीडियोस और एप्स में लिखी जाती है। बहुत से छोटे बच्चे ऑनलाइन हिन्दी और अंग्रेजी को मिलाकर बोलते हैं। यह दिखाता है कि डिजिटल समय में हिन्दी बढ़ रही है।

Name - Charlotte
Level - Praveshika



♡ Olivia. - Name
Praveshika - Level



Name : Austin Jain
Level : Praveshika

ख - खरगोश



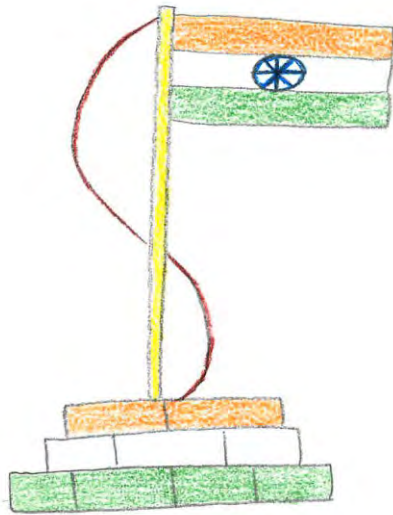
Khargosh (Rabbits) are small mammals in the family Leporidae.

Name : Swara Wakhale
Level - Praveshika



Lotus is the India's national flower

क - कमल - Lotus



Ritik.
(Kaveshika)

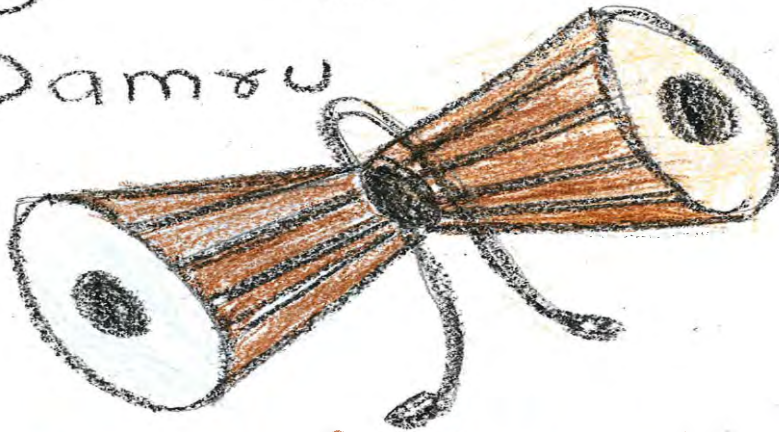




Name : Riyaan (Praveshika)
level

5 - 546

Damru



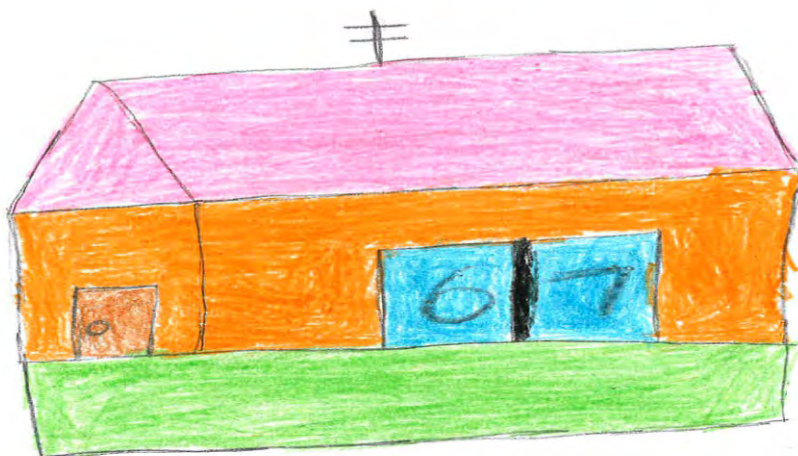
A damru is a small, two headed, hourglass-shaped drum, primarily associated with the Hindu deity SHIVA

Name: Sana Gupta
Level: Pravesika

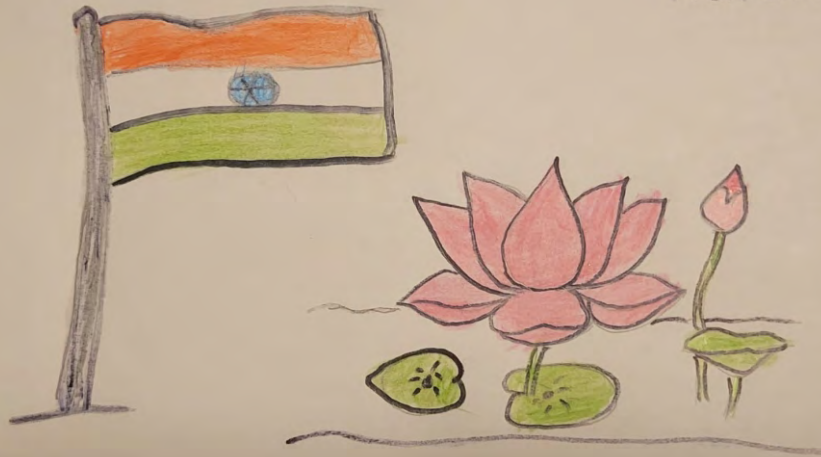
द - दिया-Diya



by Vinod 67
Level - Pravesika



ANGAD CHUGH
PRAVESHKA

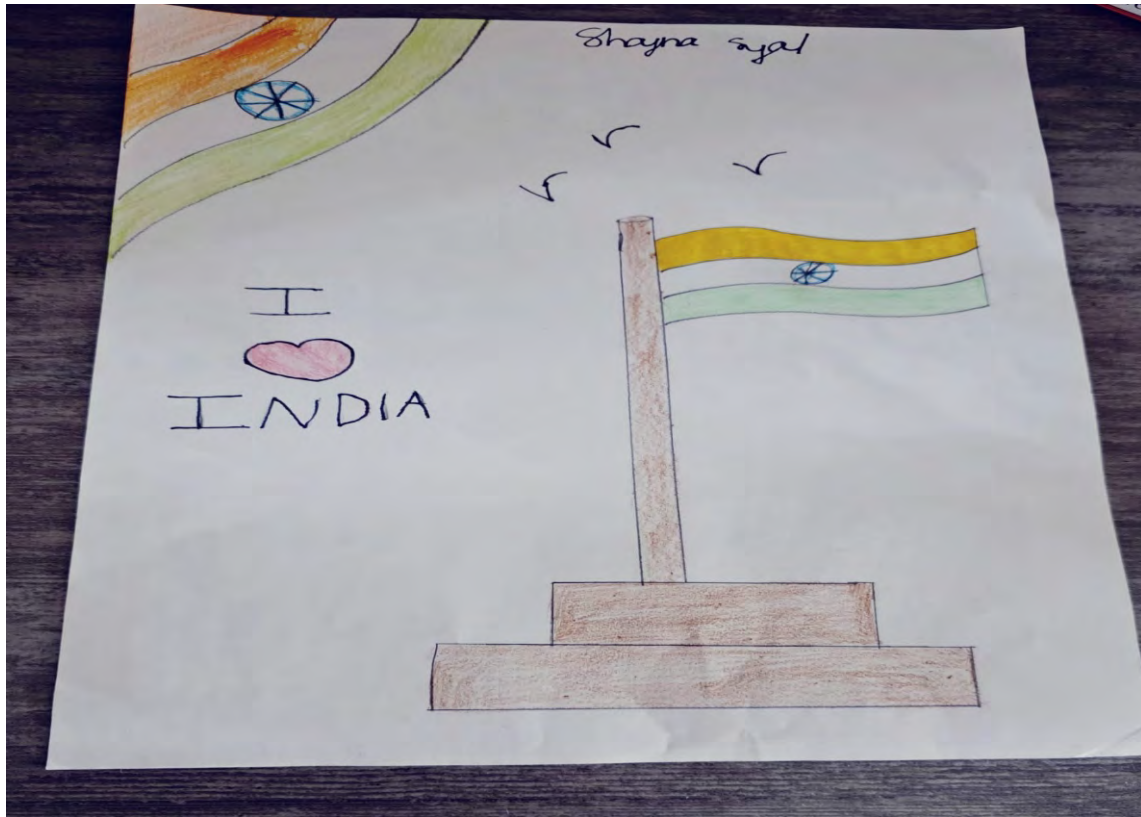


Asiatic Hippo
Also Known as the Asian Hippo or
Indian Hippo



Scientific name : Hexaprotodon Sivalensis

Kabir Chugh
Level - 1



जने वाली भाषाओं में अग्रणी हैं अपितु
इस भाषा ने अपनी निरंतरता और
चिरंजीविता सी बनायी रखी है।

-आदित्य मर्गवें कुमार राय



Hindi is not just a language its a living Laboratory:

भाषा की सार्थकता उसके निरंतरता से है। जिस तरह नदियों का प्रवाह उसकी जीवंतता को बनाये रखता है, उसी तरह भाषा भी तब तक जीवित और प्रासंगिक रहता है, जब तक वह पीढ़ियों को पीढ़ियों से जोड़ने में समर्थ हो।

हिंदी का उद्गम यद्यपि देव भाषा संस्कृत से है परन्तु न जाने किन्ते भाषाओं और विचारों से पोषित हो वह असंख्य लोगों के विचारों को अभिव्यक्त करने में समर्थ बनी है। अनगिनत लेखकों, रचनाकारों और साहित्यकारों ने हिंदी भाषा में लिख कर असंख्य प्राप्त किया और हिंदी की सेवा कर उसकी समृद्धता बढ़ाई है। इन सम्मिलित प्रयासों एवं प्रयोगों का ही परिणाम है की राष्ट्रभाषा हिंदी न केवल विश्व में बोल

PTO

तब से अब तक

Rohan Juneja

1780

बहुत समय पहले भारत में
पहला अखबार छपा ताकि लोग
खबरें पढ़ सकें।

1859

पहली बार लोगों ने अपने घर
के एक डिब्बे पर तस्वीरें चलाती
देखीं।

1932

पहले टीवी सिर्फ काला-सफेद
था फिर सब कुछ असली
और रंगीन दिखने लगा।

1991

एक टीवी चैनल के बजाय
कार्टून और फिल्मों के बहुत
सारे नए चैनल आ गए।

2016

सस्ते डेटा की वजह से हर किसी
के फोन पर इंटरनेट चलने
लगा।

पुराना अंदाज, नये विचार

(Old Tune, New Thoughts)

पुराना अंदाज, हमें सिखने की मिलता है अपने माता-
पिता, दादा - मादी, और अध्यापक से। इस अंदाज
में रशार्डपन व अनुभव भरपूर मिलता है।
शिष्टों के सही मानने और आदर की
भावना भी पुराने अंदाज से ही मिलती है।
अब बात करते हैं नए विचारों की जो आधुनिकता
से मेल खाती है। जो लोग नए विचारों जैसे
तकनीक, भाषा, और काम करने के तरीकों में बदलाव
करते रहते हैं, उनका जीवन बहुत सुशुभ हो जाता है।



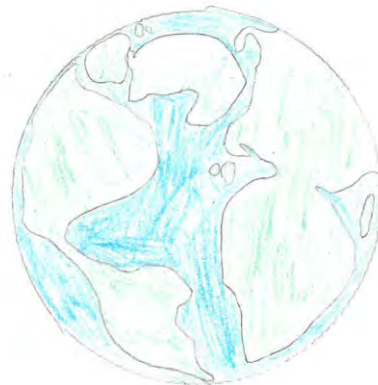
Literature Meets Experiments :

Vaidehi Sahu
Level: 4

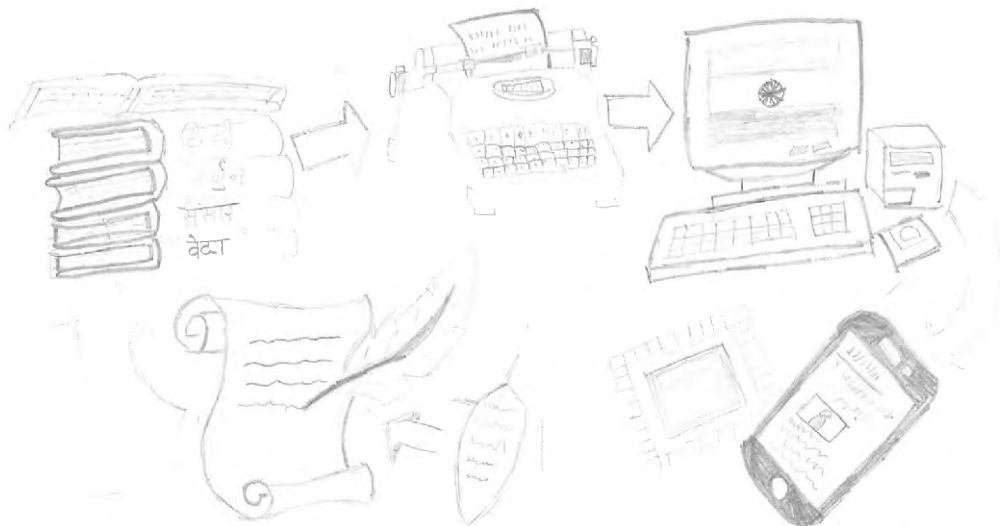
कभी आप ने सुना है कि एक आदमी चंद्र पर पहुँच गया है? यह किताबों में ही सुनते थे। अब, वैज्ञानिकों ने सबूत निकाल दिया है कि व्यक्ति चंद्र पर जा सकते हैं। पहला आदमी जो चंद्र पर गया था वह था Neil Armstrong। और, वह 1969 में था। 1964 में, NASA ने पहली मशीन (Ranger 7) को भेजा था जो चंद्र पर पहुँच गया था।



Moon



Earth



Manuscripts to Microchips

Made by
Arjun Kakkan
class 4

हेरिटेज स्पीक्स, फायचर लिसन्स

हेरिटेज स्पीक्स, फायचर लिसन्स का मतलब है कि हमारे ज्ञान संस्कृत और आर्य आगे की पीढ़ी को गाइड करते हैं। ये दिखाता है कि हमारे सांस्कारित हेरिटेज सिर्फ एक पुरानी चीज़ नहीं है। ये एक जीवित और चलती हुई गाइड है जो हमें मॉडर्न चुनौतियों को समझने और सलझान में महक करते हैं। जब हम अपनी हेरिटेज का सम्मान करते हैं और उसे सीखते हैं तो भविष्य हमारे बातों को सनता है और ध्यान देता है। इसलिए हेरिटेज हमारे जीवन और हमारे निर्णयों का एक महत्वपूर्ण हिस्सा है।

- Simran Devi

{ टेनिस }

Ruhi Juneja - Level 3

टेनिस एक मजेदार खेल है जिसमें रैकट और एक छोटी पीली गेंद के साथ — खेला जाता है। इसे दो लोग या चार लोग मिलकर एक नेट वाले कोर्ट पर खेलते हैं।

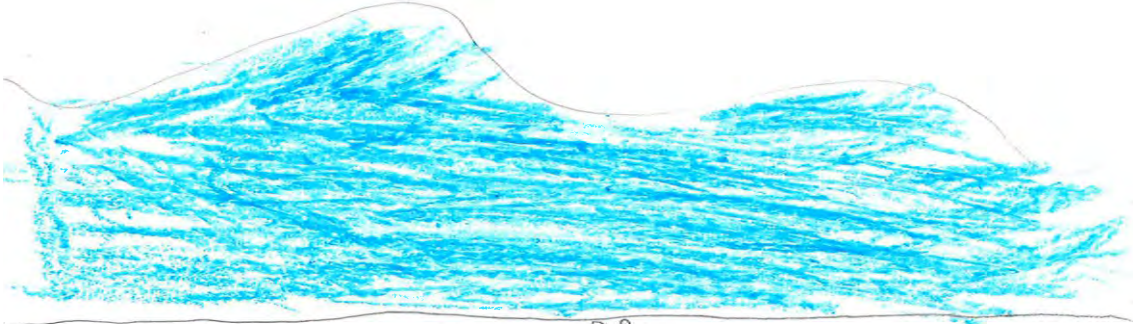


प्रमेय Pramey



। यह तरंगा इका
। नारंगी दरा सफेद है ।
इन्के आकार चारकोन
है यह दमारादिल से
बन्ते है यरानी माकल

विनेश
Vinesh
level 2



यह सागर है।
इन्का रंग नीला है।
इन्का आकार जल है।
यह बहुत बड़ा है॥

नाम: यशमणन
Level 2

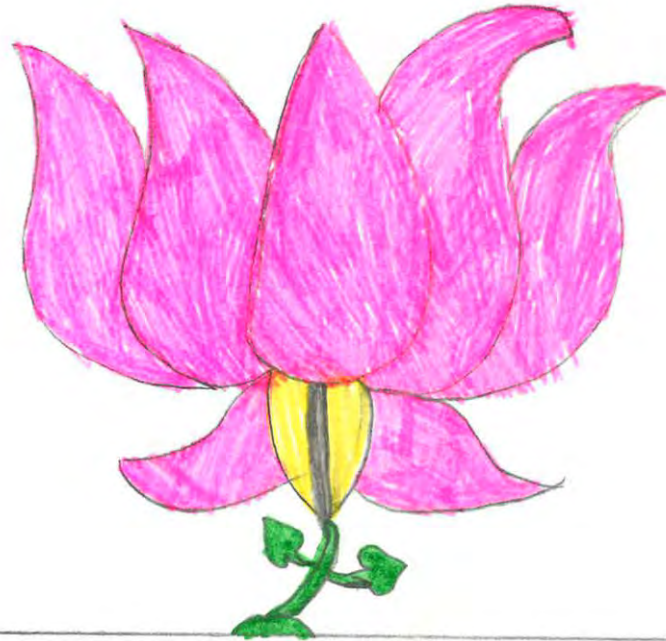


यह तिरंगा है।
इन्का रंग नारंगी, दश सफेद
है। इन्का आकार घोरकोन
है। यह हमारा दिल से बन्ने
है॥

Po-rth

कमल

पार्थ



कमल एक सुंदर फूल

यह पानी में उगता है।

इसकी कई पंखुडियाँ होती हैं।

इसकी पत्तियाँ गोल होती हैं।

मेहन
(Mehaan)
Assistant Teacher



तिरंगा हमारी शान है,
भारत की पहचान है।
जब हवा में लहरता है,
दिन गर्व से भर जाता है।

भारत देश मेरा!

मेहन
(Mehaan)
Assistant Teacher



Armenian School of Edmonton

Preserving Heritage, Language, and Culture

SCHOOL LEADERSHIP

DIRECTOR

Dr. Sona Grigoryan

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PRINCIPAL

Paylig Oltadjian

B.Mus, Dip.Ed, M.A.

CLASS DETAILS

📅 Every Saturday (Sept – June)

🕒 **10:00 AM – 12:00 PM**

📺 Available Online or In-Person

FOR MORE INFORMATION, VISIT:

armeniancommunityinedmonton.com

EDMONTON, ALBERTA

Anisiya Grigoryan

Ներդրում գրողության

The Armenian language is one of the world's oldest spoken languages. It belongs to the Indo-European language family and despite centuries of external influences it has preserved a structure and vocabulary that is very different from other languages. The earliest written Armenian scripts date back to the 5th century AD. Armenian exists in two literary forms:

1. Classical Armenian (Grabar): used from the 5th to 18th century.
2. Modern Armenian: Exists in two standard forms:
 - Eastern Armenian: spoken in Armenia
 - Western Armenian: spoken by diaspora communities

Դնճ հազարի-նշ սերունդներին կրակում եմ
գիրապետել հայոց լեզվին:
Մենք փոխանցում ենք սերունդներին ոչ թե
արյուն, այլ հայոց լեզուն:

Վերստի համարումս

Armenian in the 21st century is interesting because it stands in between ancient heritage and modern, digital-age survival. The language is split into two branches: Western Armenian and Eastern Armenian. Armenia acts like a linguistic sponge, soaking up history from empires around it. These influences are still visible in the vocabulary, but the "modern" layer often comes from Russian, English and French. In the 21st century, Armenian speech is a mix of ancient roots and modern attitude. Here are some phrases that will make you sound like a local in no time:

English	Armenian	Meaning
"What's up?"	Ինչ կա չկա? (Inch ga chka)	literally translated as "What's is there, what isn't there?" → this is the standard, casual way of asking "What's going on?"
"Anyway"	ամեն դեպքում (amen depqum)	this is constantly said to wrap up a thought or move a conversation along. "In any event"
The "blessing" for health	Կոպտիս (Apras)	literally means "May you live" → it is used as a "thank you" when someone does something small for you.
Affection: "Hokis"	ին՞չիս	While "Jan" is used everywhere, Western Armenian speakers use "Hokis" (my soul).

M.G.O.

Bangladesh Canada Association of Edmonton

Established: 1979

Bangladesh Center, 4271-95 Street NW, Edmonton, AB T6E 5R6

Registration Number: 502313950 | www.bcae.ca | ec@bcae.ca | Phone: (780) 450-0450

BCAE BANGLA SCHOOL

International Mother Language Day 2026

MLD Book

Submitted to:

International and Heritage Languages Association
(IHLA)



1. Introduction

International Mother Language Day (Ekushey February) is observed to honor the sacrifice of language martyrs and celebrate linguistic diversity. BCAE Bangla School actively promotes Bengali language and culture among younger generations.

2. History and Background

International Mother Language Day has its origins in the historic Language Movement of 1952 in Bangladesh, where students and citizens made the ultimate sacrifice to protect their mother tongue, Bangla.

In recognition of this profound legacy, UNESCO declared February 21 as International Mother Language Day in 1999, now observed worldwide to promote linguistic and cultural diversity. Date: February 21, 2026

3. Event Summary

Event: International Mother Language Day 2026

Date: February 21, 2026

Organizer: IHLA

Venue: West Meadows Baptist Church, Edmonton

BCAE Bangla School participated with speeches and cultural performances.

4. Bangla School Participation Details

- 1 – Introduction
- 2 – School Overview
- 3 – Song: Amar Bhaiyer Rokte Rangano
- 4 – Song: Surjodoye Tumi

5. Participants & Contributors

Students: Debangshi, Rishika, Nora, Samrita, Troyee

Teachers: Salma Jahan

Parents: Shampa Pal

BCAE Representatives: Md. Tarek Sultan,
Md. Eftekhar Hossain, Jamila Jabeen Khan

6. Photo Gallery

Please see next few pages.



BCAE Bangla School Team



Bangla School Live Performance



All IHLA Performers



Bangla School Display Table



Interaction with the Visitors
90



Bangla School Representation



Handcrafted Products from Bangladesh



Bangla School Performers with BCAE Representatives



Artwork from Bangla School

6. Reflection & Impact

This event helped students connect with their cultural roots and understand the importance of preserving their mother language.

7. Acknowledgment

We thank IHLA, students, teachers, parents, and volunteers for their support and participation.

Czech Heritage Language Society of Edmonton



**CZECH HERITAGE
LANGUAGE SOCIETY**

OF EDMONTON

Name: Czech Heritage Language Society of Edmonton

Contact: Jitka Storoschuk

Email Address: czechschoolinedmonton@gmail.com

Website: www.czechschoolinedmonton.com

Home - Czech School In Edmonton

Czech program for children aged 3-12 years old,
traditional events

Saturday 9.30-12.00 P.M



**CZECH HERITAGE
LANGUAGE SOCIETY**
OF EDMONTON

Ahoj from the Czech School in Edmonton!
We all know that the world in the 21st century is fast-paced and hectic—so different from the century before. A few children from our school interviewed their parents of Czech heritage to ask: **Which Czech tradition, book, or song should the 21st century never forget?** Here are their inspiring answers!"





HERITAGE LAB: MISSION 01



Téma: Kde 21. století naslouchá
Theme: Where the 21st Century Listens

Jméno agenta (Agent Name): Zena
Datum průzkum (Date of Research): 21. března
Koho se ptáš? (Who are you interviewing?): Mamky
Otázka: Kterou českou tradici, knihu nebo písničku by 21. století nemělo zapomenout a proč? (What Czech tradition, book or song should the 21st century never forget? Why?)
Báseň máj od K.H. Máchy.
Maminky věří, že naše životy jsou moc rychlé a že
básnička umí zpomalit naši mysl. Ubažuje krásu
celého jazyka a učí nás prožívat emoce.

Obrázek nebo fotka (drawing or photo):

Byl pozdní večer - první máj -
večerní máj - byl lásky čas.
Hrdlička zval ku lásce hlas,
kde borový zavalěl háj.





HERITAGE LAB: MISSION 01



Téma: Kde 21. století naslouchá

Theme: Where the 21st Century Listens

Jméno agenta (Agent Name): THEA

Datum průzkum (Date of Research): 21. BŘEZNA 2026

Koho se ptáš? (Who are you interviewing?): HAMINKU

Otázka: Kterou českou tradici, knihu nebo písničku by 21. století nemělo zapomenout a proč? (What Czech tradition, book or song should the 21st century never forget? Why?)

*Psalní psacím písmem, protože je to "kulturní dědictví",
člověk si může přečíst starší dopisy, rukopisy a dokumenty.
Psalní psacím písmem má také správnou výhodu má
rovný morálku a morálku.*

Obrázek nebo fotka (drawing or photo):

*Psalní
psacím
písmem*



HERITAGE LAB: MISSION 01



Téma: Kde 21. století naslouchá
Theme: Where the 21st Century Listens

Jméno agenta (Agent Name): Filip

Datum průzkum (Date of Research): 20.03.2026

Koho se ptáš? (Who are you interviewing?): Maminky

Otázka: Kterou českou tradici, knihu nebo písničku by 21. století nemělo zapomenout a proč? (What Czech tradition, book or song should the 21st century never forget?

Why?) Utopické drama R.U.R. od Karla Čapka. Je zaměřující, jak Čapková víze je po více než 100 letech přesná. Jeho ROBOTI dnes představují automatizaci a umělou inteligenci, které lidem usnadňují život a práci. To, co dříve trvalo měsíce, trvá minuty. Technologie vytváří na lidstvo větší nároky, tak na výkon, což vede k tomu, že v současném světě je těžší obstát mezi veškerou efektivitou nesmíme zapomenout na naši lidskost a empatii.

Obrázek nebo fotka (drawing or photo):





HERITAGE LAB: MISSION 01



Téma: Kde 21. století naslouchá
Theme: Where the 21st Century Listens

Jméno agenta (Agent Name): Amalie
Datum průzkum (Date of Research): March 21, 2026
Koho se ptáš? (Who are you interviewing?): Wally Ivan Fianta
Otázka: Kterou českou tradici, knihu nebo písničku by 21. století nemělo zapomenout a proč? (What Czech tradition, book or song should the 21st century never forget? Why?)
Czech caroling, and the specific food for different holidays, like the soup

Obrázek nebo fotka (drawing or photo):

Chlebičky



Edmonton Marathi School



Learn MARATHI!

Contact: Anupama Deshpande, Principal

anupamavd@gmail.com

780-906-1882

Online: Saturday/ Sunday 10:00am

<https://edmontonmarathishala.com>

21st Century Expressions: Language, Tradition, and Modern Thought

1. The 21st Century and Multilingual Poetry / Spoken Word
The 21st century is an era of globalization, migration, and multiculturalism. Today's generation thinks, communicates, and expresses itself in multiple languages. Through multilingual poetry and spoken word, heritage languages like Marathi are connected with contemporary social themes. Topics such as identity, migration, roots, inclusion, equality, the environment, technology, and human relationships are powerfully expressed through a blend of mother tongues and modern languages. This keeps the language alive and relevant to the present time.
2. Special Words and the Stories Behind Them
Every language has certain words that cannot be directly translated into another language. Such special or untranslatable words carry within them the history, emotions, and worldview of a culture. This initiative introduces these words, explains the stories behind their meanings, and explores how and why they came into existence. Through this process, the subtle emotional depth of the language is revealed, allowing audiences to form an emotional connection with the culture.
3. Tradition and the Modern World: Giving New Context to Old Art
The central theme of this presentation is the fusion of tradition and modernity. Traditional songs, abhangas, folk dances, classical dance forms, or folk art are presented with modern musical arrangements, new rhythms, contemporary choreography, or modern stage presentation. This approach honors traditional art while making it more accessible, relatable, and engaging for today's generation. It helps preserve tradition while expanding creative expression.
4. Audience Participation: An Interactive Experience
This program goes beyond passive performance and emphasizes active audience participation. Through small interactive activities, inviting audience members to share words or experiences, simple language-based exercises, group readings, or question-and-answer sessions, the audience becomes an integral part of the program. This makes the learning process more effective and fosters a sense of connection with language and art.
5. Unified Purpose
The ultimate goal of all these components is to keep language, culture, and expression alive in the context of the 21st century. This initiative builds a bridge between heritage and modern thought, creating dialogue across generations.

Edmonton Marathi Shala,
Canada

Edmonton Tamil School (ETCA)



Contact: Sasidevi Caster, Principal
edmontontamilculture@hotmail.com
587-708-0319

21ஆம் நூற்றாண்டில் தமிழின் பயணம்

21-ஆம் நூற்றாண்டு என்பது வெறும் காலக்கட்டம் மட்டுமல்ல; இது உலகமயமாக்கல் (Globalization) மற்றும் இணையப் புரட்சியின் காலம். தொழில்நுட்ப முன்னேற்றங்கள் உலகை ஒரு சிறு கிராமமாக மாற்றியுள்ளன.

முன்பெல்லாம் மொழிகள் எழுத்து வடிவிலும் பேச்சு வடிவிலும் மட்டுமே இருந்தன. ஆனால் இன்று, 'யுனிகோட்' (Unicode) மற்றும் செயற்கை நுண்ணறிவு (AI) மூலம் தமிழ் போன்ற தொன்மையான மொழிகள் டிஜிட்டல் தளங்களில் புதுவாழ்வு பெற்றுள்ளன.

இன்றைய 21-ஆம் நூற்றாண்டு இளைஞர்கள் பன்மொழி கவிதைகள் (Multilingual Poetry) மற்றும் 'ஸ்போக்கன் வேர்ட்ஸ்' (Spoken Words) மூலம் தங்கள் பாரம்பரியத்தை சமூகச் சிக்கல்களுடன் இணைக்கின்றனர். ஒரு தமிழ்க் கவிதையில் ஆங்கில வார்த்தைகளை இணைத்து, இன்றைய உலகளாவிய சூழலில் கலாச்சார அடையாளம் எவ்வாறு மாறுகிறது என்பதை அவர்கள் வெளிப்படுத்துகின்றனர். இது பாரம்பரியத்தை நவீன சமூகக் கருத்துக்களோடு பிணைக்கும் ஒரு வழியாக அமைகிறது.

ஒவ்வொரு மொழிக்கும் மற்ற மொழிகளில் மொழிபெயர்க்க முடியாத தனித்துவமான சொற்கள் (Untranslatable words) உண்டு. உதாரணமாக:

- விருந்தோம்பல்: இது வெறும் 'Hospitality' அல்ல; அறிமுகமில்லாதவரையும் இன்முகத்துடன் வரவேற்று உணவளிக்கும் தமிழர் பண்பாட்டின் கதை இது.
- அகம்: இது 'Internal' என்பதையும் தாண்டி, ஒருவரின் உணர்வுகள் மற்றும் காதல் வாழ்வின் ஆழமான பின்புலத்தைக் குறிக்கிறது. இத்தகைய சொற்கள் நம் முன்னோர்களின் வாழ்க்கை முறையைத் தாங்கி நிற்கும் ஆவணங்களாகும்.

செயற்கை நுண்ணறிவு தமிழை கற்கிறது. நம் கடந்த கால வரலாற்றையும், தற்போதைய டிஜிட்டல் யுகத்தையும் இணைக்கிறது. 2001 முதல் 2100 வரையிலான இந்த நூற்றாண்டானது, தொழில்நுட்பத்தின் உதவியுடன் நம் தாய்மொழியை அடுத்த கட்டத்திற்கு எடுத்துச் செல்லும் ஒரு பொற்காலமாகும்.

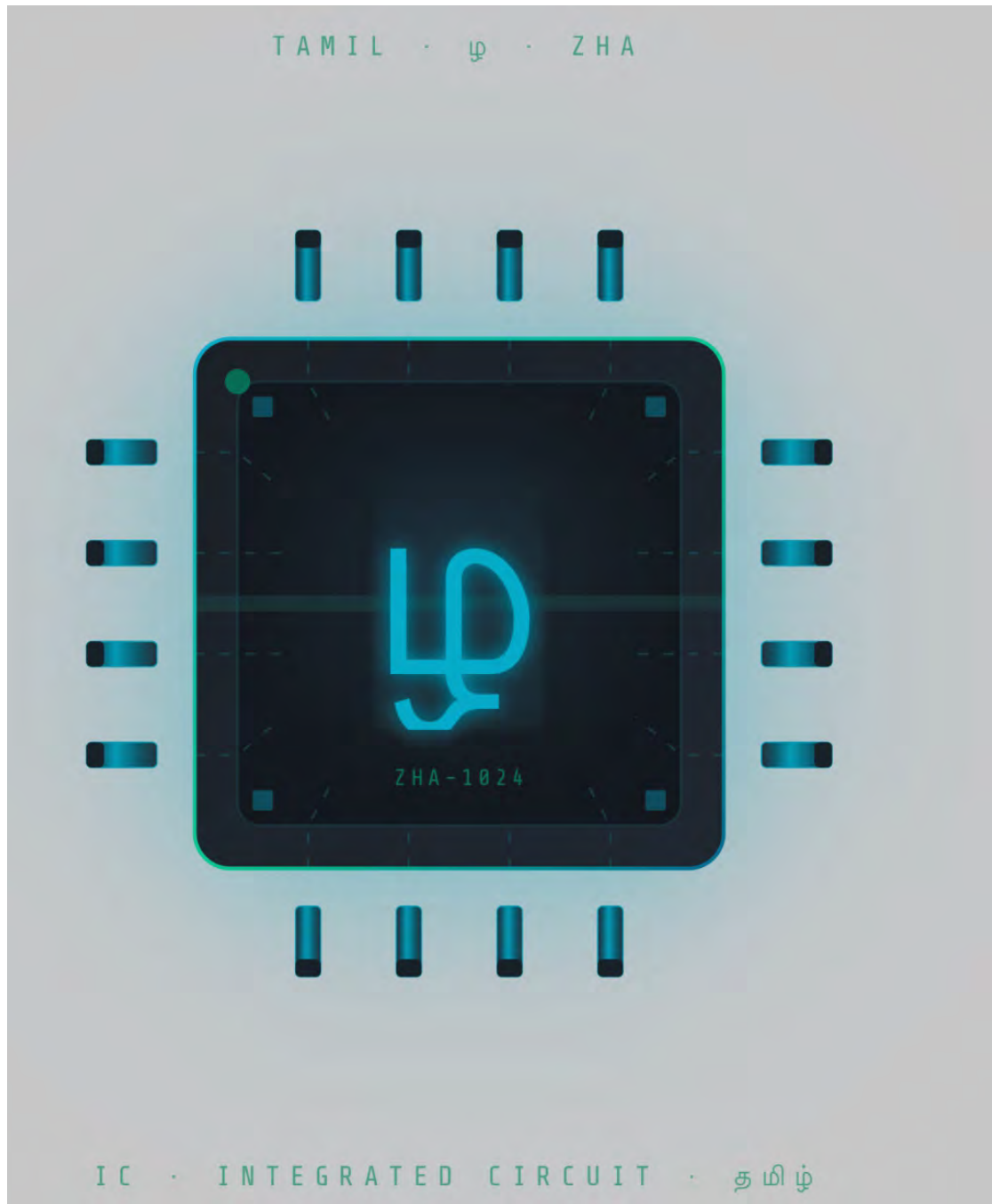
Tamil's Journey in the 21st Century

The 21st century (2001–2100) is defined by globalization and the internet. Once limited to speech and script, ancient languages like Tamil have found a digital rebirth through Unicode and AI. Modern youth use multilingual poetry and spoken word to bridge heritage with contemporary social issues, blending languages to reflect their evolving global identity.

The language carries unique, untranslatable concepts. Below are few sample tamil words:

- Virunthompal: More than hospitality; the cultural soul of welcoming strangers.
- Akam: Beyond "internal"; the deep, private landscape of human emotion.

As AI learns Tamil, it bridges our history with the digital future. This century is a golden age, leveraging technology to elevate our mother tongue to new heights.



Ananya Ananth Kumar

Grade 8

21st Century:

- The period between 2001-2100
- The advancement of technology, globalization and global events that relate to Tamil Language



நாம் தமிழர்கள்; எமது தாய்மொழி தமிழ். தமிழ்மொழி மிகப் பழமையான மொழி. தமிழ்மொழி எப்படி இன்னும் நிலைத்திருக்கிறது என்று நீங்கள் எப்போதாவது யோசித்ததுண்டா? ஆம், தமிழ்மொழியின் நீடித்த தன்மை என்பது உலகை வியக்க வைக்கும் ஆச்சரியம். 2500 ஆண்டுகளுக்கு மேலான நீண்ட வரலாற்றை கொண்ட தமிழ். இன்றும் ஒரு துடிப்புள்ள மொழியாக தொடர்வதற்கு பல முக்கிய காரணங்கள் உள்ளன. 21^{ம்} நூற்றாண்டின், 2001 முதல் 2010 வரையிலான காலக்கட்டம் தமிழ் மொழிக்கு ஒரு பொற்காலமாகும். இக்காலத்தில் தமிழ்மொழி உலக அளவில் "செம்மொழி" என்று அங்கீகரிக்கப்பட்டதோடு நவீன தொழில்நுட்பத்திலும் பெரும் வளர்ச்சி கண்டது. இதன்மூலம் தமிழ்மொழியின் பழமை, தனித்தன்மை மற்றும் இலக்கிய வளம், இலக்கண வளம் உலகளவில் உறுதிசெய்யப்பட்டது. இன்றும் உலகம் முழுவதும் சுமார் 80 மில்லியன் அதிகமான மக்கள் தமிழ் பேசுகின்றனர். 2000-களில் தமிழ் கணினி மற்றும் இணையத்தமிழ் அபரிதமான வளர்ச்சி கண்டது. உலகத் தமிழ் தகவல் தொழில்நுட்ப மன்றம் (INFITT) போன்ற அமைப்புகள் தமிழ் ஒருங்குறியை (unicode) மேம்படுத்தின. 2010ம் ஆண்டு உலகத் தமிழ்ச் செம்மொழி மாநாடு தமிழ்நாட்டில் மிக விமரிசையாக நடத்தப்பட்டது. இது தமிழ் ஆய்வுகளை அடுத்த கட்டத்திற்கு எடுத்துச் செல்ல அமைந்தது.



அறிவியல், தகவல் தொழில்நுட்பம் மற்றும் வணிகம் சார்ந்த புதிய கலைச்சொற்கள் உதாரணமாக கணினி, திறன்பேசி, இணையம், முகநூல்கள் அதிகளவில் உருவாக்கப்பட்டன. செயற்கை நுண்ணறிவு (AI), மற்றும் சமூக ஊடகங்கள் தமிழ் மொழியை உலகளாவிய ரீதியில் கொண்டு சென்றன. சங்கப்பாடல்கள், திருக்குறள் போன்ற தமிழ் இலக்கிய நூல்கள் டிஜிட்டல் வடிவில் செயலிகள், காணொளிகள் மூலம் அடுத்த தலைமுறைக்கு கொண்டு செல்லப்படுகிறது. தமிழ் மரபுத்திங்கள் போன்ற செயற்பாடுகள் தமிழர்கள் புலம் பெயர்ந்து வாழும் நாடுகள் அனைத்திலும் கொண்டாடப்படுகிறது. இது தமிழரல்லாத பிற இன மக்களிடையே தமிழகலாச்சாரம் மற்றும் வரலாறு குறித்த விழிப்புணர்வை ஏற்படுத்த சமூகத்தில் பன்முகத்தன்மையை வளர்கிறது. தமிழ் இளைஞர்கள் தங்கள் அடையாளத்தை பற்றி பெருமை கொள்ளவும் இது ஒரு தளமாக உள்ளது.

Tamil is an incredibly ancient language. Have you ever wondered how it still survives today? Indeed, the endurance of the Tamil language is a wonder that amazes the world. With a long history spanning over 2500 years, there are several reasons why Tamil is a long-living, vibrant language today and how it has adapted to the modern world. In the 21st century, Tamil was globally recognised as a classical language. Through this, the antiquity, uniqueness and the literary of Tamil were reaffirmed on a global scale. It highlights major developments from 2001–2010, including growth in Tamil computing, Unicode support, and digital tools. It also describes how AI, social media, apps, and videos are helping preserve and spread Tamil literature like Sangam poems and the Thirukkural to younger generations. Finally, Tamil Heritage Month celebrates worldwide, which promote Tamil culture, identity, and multicultural awareness in other societies.

Filipino Language and Culture School of Edmonton



LEARN FILIPINO!

Grace Alarcon - Isla, Principal

filcan.saranay@gmail.com,

9538 – 107 Avenue, (Downtown) Edmonton

September to June school calendar

K to Grade 8 (Sundays) 2:00pm - 4:45pm

Grade 9-Grade 12 (Sundays) 1:00pm - 5:00pm

Alberta High school credit courses FIL15, FIL25 & FIL35

Adult Heritage Class (Wednesdays) 6:00PM-8:00PM

*Filipino **BAYANIHAN** will continue to flourish with our students as they grow towards the 21st century. This year, the students of the Filipino Language and Culture school of Edmonton undertook learning their Filipino Heritage within the Bayanihan theme.*

The term “Bayanihan” comes from the word: “Bayan” which means “nation, town, or community” and refers to the culture and spirit of the Filipino people defining their primary belief in communal support, working together in cooperation to achieve a specific goal.

The writings and drawings by the students of the Filipino Language and Culture School of Edmonton reflect the 7 M's of Bayanihan and Filipino Culture.

Each student selected one principle and wrote what that principle means to them personally in living their daily Filipino culture.



The 7 Ms of Bayanihan and Filipino Culture

- 1. Maka-Diyos - Faith in God**
- 2. Maka-tao – To be Respectful and a Good Human to All**
- 3. Makakalikasan – To be a Steward of Nature/To be a Protector of Nature**
- 4. Maka-bansa – To Love Your Country**
- 5. Masayahin – To be Patient and Happy With Others**
- 6. May Bayanihan – To be Community Minded**
- 7. May Pag-asa – To be Hopeful**

In the spirit of Bayanihan, students from the **Filipino Language and Culture School of Edmonton** shared a common theme this school year with the Filipino schools in **Grande Prairie** and **Northern Alberta** using different approaches and learning pedagogy to learn about the different ways Bayanihan can be expressed in their communities in Alberta as we move towards the 21st century.

Maka-Diyos

The term Maka-Diyos reflects the values of the Filipino people emphasizing the respect for spiritual beliefs and ethical principles. It is even part of the National motto of the Philippines that translates to “For God, People, Nature and Country”

Mara Diyos - Father in
God



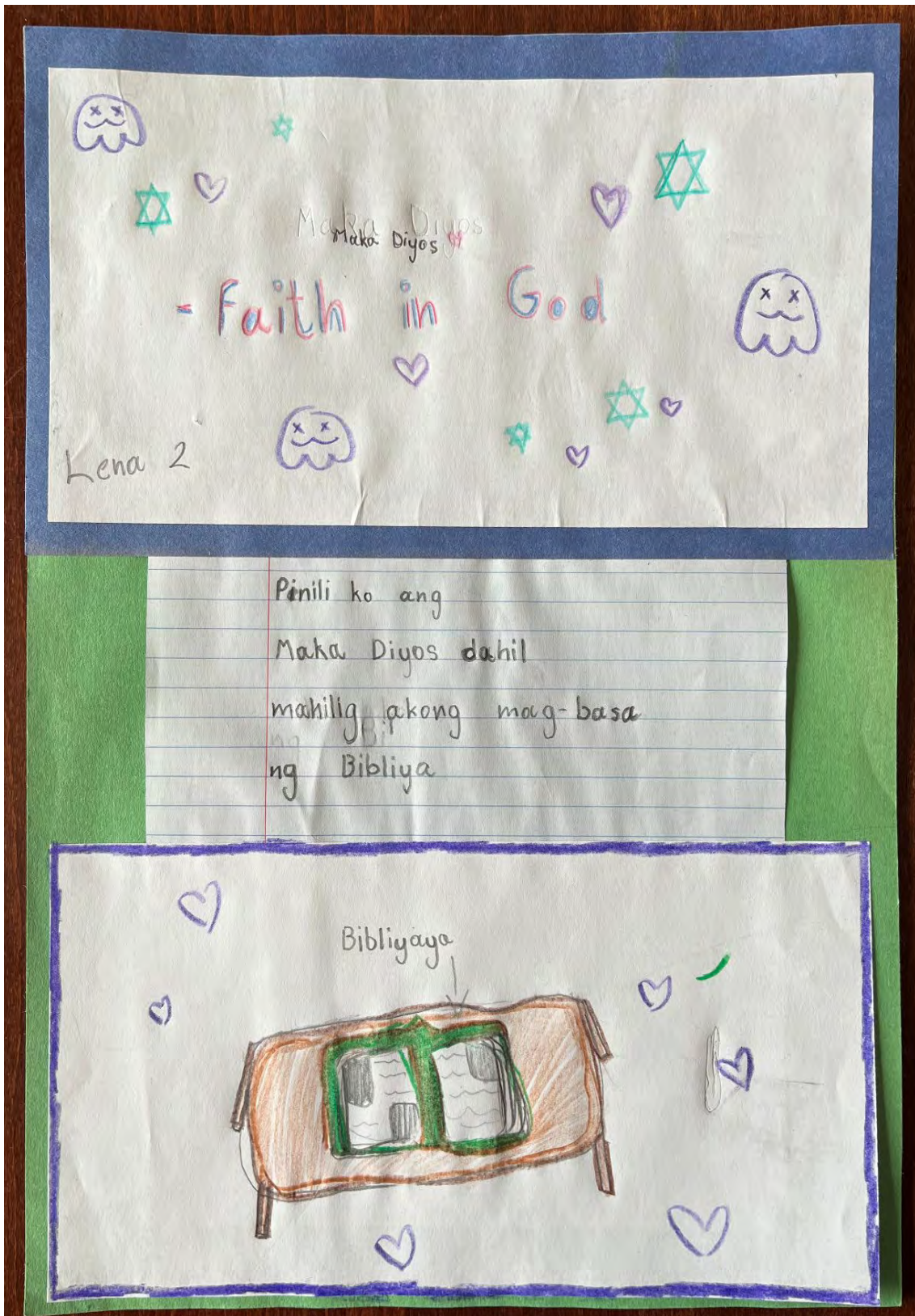
Eunice

Pinapagaan ng
Diyos ang aking
Pakinandam.

Eunice

O





Mak.

Nicholas Wilcox

MAKA DIXOS

Part 1 of 60

Napiti ko ang pagakaw Muka-dixos
dahil ako at Nani nampala-tala at
nagmamahar sa Dixos.

Nicholas



Maka Diyos

Faith in God

Liam

Napili ko ang pagkamaka Diyos. Dahil
mahal ko ang Diyos



God



Liam



Pinili ko ang pagiging maka Diyos dahil ako ay isang katoliko at lahat nang dinadadal ko ay na tutupad.

Gr. 5



Maka-tao

“Tao” translates to people and *“maka-tao”* means for or with people. It encompasses the values of compassion, respect for others, and humanity. It is rooted in the Filipino mindset since tribes and communities were formed embedding the concept into the Philippine national motto for God, people, nature and country.

M a k a T a o

Ang pagkamakatag ay nagpapakita ng
Respecto sa iba. Italin bawag, pagpasalamat at
hindi pananakit sa Iba.

Raphael P.



Artemis Grade 6

- Maka Tao -

To be respectful and a good human to all.

Pinili ko ang pagiging Maka -
Tao dahil gusto ko maging mabuting
Tao at sila din ay maging mabuti
sa akin.



Makakalikasan

To be a steward to nature and protector of the environment is a modern conscious concept of Filipino communities to embrace what mother nature has instilled in the community.

Alexandra

Maka Kalikasan

to be a
Steward of
Nature,



Pinili ko maging makaKalikasan dahil mahal lco
mg Kahleasan at nagagandahan ako nito.

Grade 2





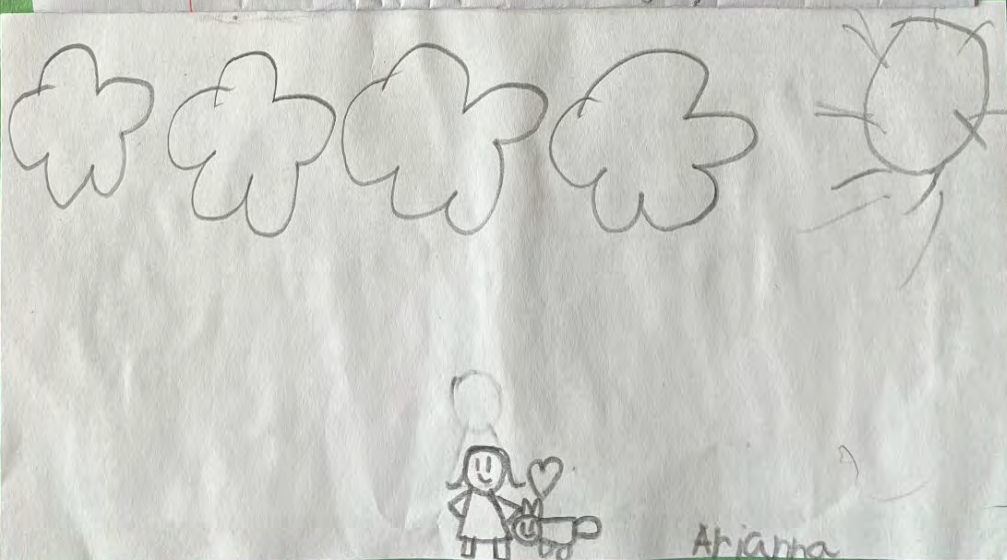
~~Maka~~ Kalikasan

I like animals. I like biking. I like
swimming.

Gusto ko nang mga hayop.

Gusto ko magbike.

Gusto ko lumangoy.



Arianna

Maka Kalikasan

Persphone grade 4



To be a protector of nature

Pinili ko maging makakalasan
dahil gusto kong alagaan
ang kalikasan

By Persphone





Ang mahalina't yakapin ang
kalikasan ay ang pag karakaka
likasan. Arogan ang mga likas na
yaman.



Maka-bansa

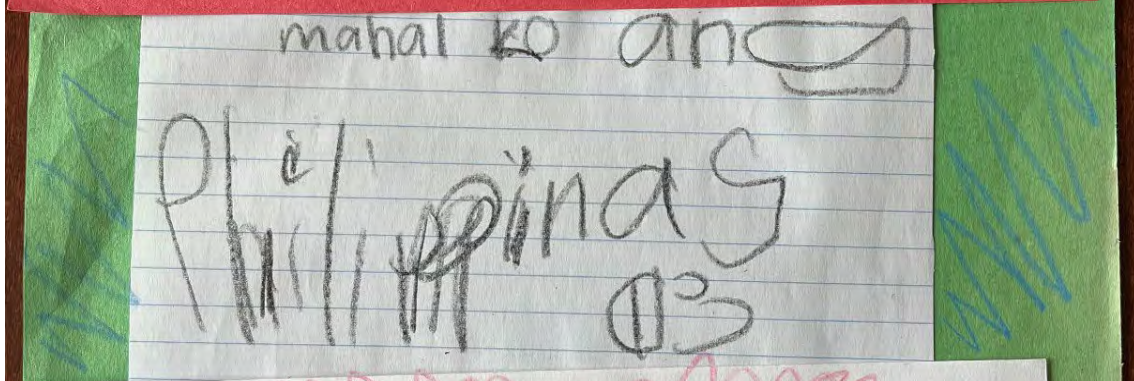
Maka-bansa is a nationalistic pride to one's country. It is an ideology that the Philippines will always come before any other country and sharing the pride to the community where they live in.



Mahal ni Cris ang Canada
dahil sa magandang
kalikasan at mga bundok.
Mahal niya ang Edmonton
at ang Oilers.

Cris





M. Violette S.

Mata Bangsa-
to Love Your Country

Gusto lang mahalinh
ang Bangsa ng Pilipinas.



Maka BANSA!

VI ANNEY

Bakit ko pinili

Pinili ko ang "maka bansa" kasi
mahalaga sa akin ang bansa ko.
Mahal ko lahat sa filipinas. Sa pagkain,
sa sayaw, at sa tao. Mahal ko lahat!

NGR5

Why I chose it

I chose "maka bansa" because
my country is very precious to me.

I love every thing about it. From the
food, the dances, and the people.

I love every thing!

yummy food



Lots of
Friends



super cool
places!



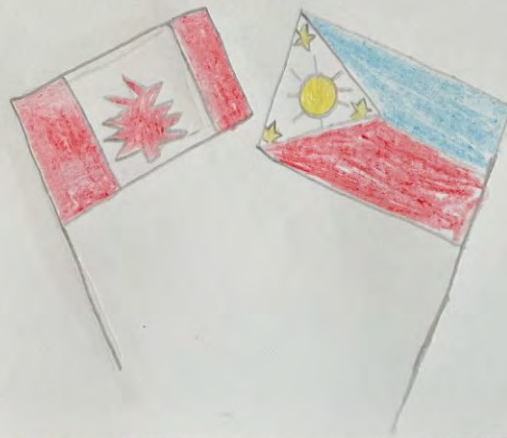
4th M

Maka Bansa

(To love your country)

Pilipiko ang pagiging Maka Bansa dahil mahal ko ang bansa Pilipinas at Canada. Kahit sa Canada ako pinanggana ko mahal ko ang kulturang Pilipino.

-Izaiah
Gr 6



Masayahin

To be patient and Happy with others



Staff and students of the Filipino Language and Culture School of Edmonton
and Northern Alberta Filipino School

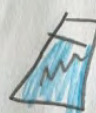
May Bayanihan

Bayanihan is often used to describe the Filipino solidarity and selflessness. It is where the community works together to accomplish the same goal without expecting anything in return.

Celestine L.

May Bayanihan - To be Community Minded

Ako na isip ko na tutulong ako dahil
makalipas ako at ako ay tutulong sa ibang
tao. At ako ay tutulong sa ibang tao sa su-
sulat at ibang bagay, sila na gusto nila.



May Pag-asa

Pag-asa is a Filipino “Tagalog” language to signify hope, trust or an expectation for a better future. You will often hear Filipino’s optimism in challenging situations saying, “*May pag-asa pa!*” (*There is still hope*) enduring belief and expectation for a positive outcome.

Thomas N

May Pag asa
To Be Hopeful

Laging may Pag asa
Sa Lahat pang oras.
- Thomas



May Ag-Ba
Ma'pa g-asg

By:

Kag

La g h m
O M p a s
a s s a s



May Pag-asal
To be Hopeful

When you're having a bad day try to be hopeful
because you never know when it will be

Flipped upside-down. Ang ibig sabihin ng pagtakaroon ng pag-asa
kapag ikaw ay may masamang araw.
subukang maging matulungin dahi. Hindi mo
alan kung kailan ito mababaligtad



May Pag-asa!

To be hopeful



To be hopeful!

Pinili kong magkaroon ng pag-asa dahil mabuti ang umasa.

Kung may pag-asa kang gamitin ang isang bagay posible ito. Pagkaroon ng

Pagkaroon ng pag-asa ay nangangahulugang maniwala sa mga tao at bagay-bagay.

Caitleigh Jaz
Grade 5



Northern Alberta Filipino Language school

(High Level, Rainbow Lake, La Crete, Fort Vermilion and surrounding area)

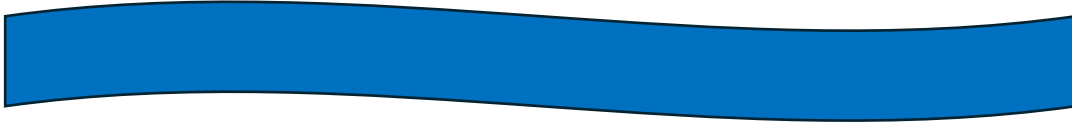
School Administrator: Dr. Renelyn Barrios, PhD

(filcan.saranay@gmail.com)

Grade 10 - 12

High School credit courses (Online) FIL15, FIL25, FIL35

Coordinated with the Filipino Language and Culture school of Edmonton



Wikang Pilipino

Pinagyaman ng ibat-ibang pulo

Dalhin man sa ibang lupalop.

Salitang ito'y mula sa ating ninuno.



Ano nga ba ang halaga ?

Sa isang banyagang bansa

Kung saan kaunlaran Sila'y nangunguna

At kabataan ay wala ng aba

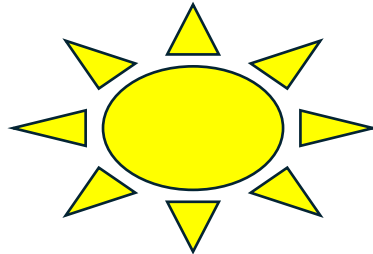


Ngunit nais ko lang ipaalala.

Sa panahon ng iyong pag iisa

Pinagmulan ay alalahanin mo na

Makulay na kultura at languawaheng pamana



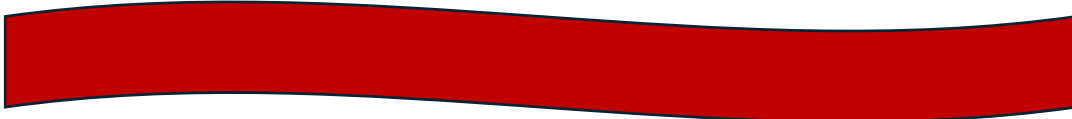
Lahing Pilipino

Ipagmalaki mo

Saan man sa mundo

Iyan ay nanalaytay sa dugo mo

By: R. Barrios



Grande Prairie Filipino Language and Culture school

(Filipino Association of Grande Prairie and Area)



School Administrator: Virginia Tang

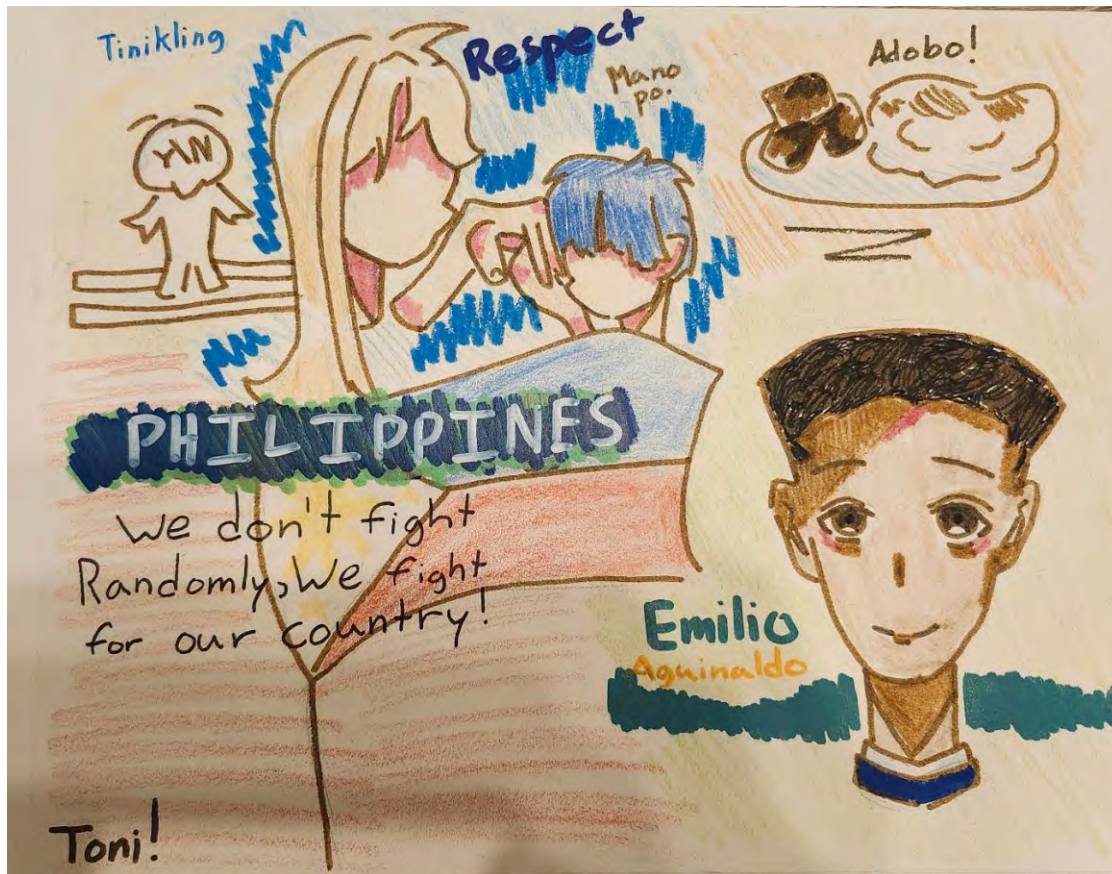
[\(5\) Filipino Association of Grande Prairie and Area | Facebook](#)

September to June calendar year

Sundays

Grades 4 - 12

(online Alberta High school credit course FIL15, FIL25, FIL35)



Bayang magiliw perlas silanganan Alab ng puso
 Sa dibdib moy buhay Lupang Hinirang Duyan ka ng
 Magiting Sa manlulu pig di ka pasicil sa dagat at bundok
 Sa simoy at sa langit moy buhaw May dilag ang tula
 At awit sa paglayang minimahal Ang kuslap ng watawat moy
 Tagumpay na nagningning Ang bituin at araw niya Korlan
 Pa may 'di magdidilim Lupa ng araw ng lawalhati't
 Pagsinta Buhay ay langit sa Piling mo Aming ligaya na 'pag
 May mang-aapi Ang mamatay ng dahil sa iyo





Learn Español (Spanish)
Language Music Dance

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gabrielamistralschool.ca

Kindergarten to Grade 12
Saturdays: 9:00 am - 12:00 pm
Principal: Oralia Hernández

Grades K - 1

Teacher: Cristina Toscano



Left: I'm working on the body parts by making a paper doll. -Leandro

Right: Maya and her family.



Top left: "I draw the inside of my house."
- Sebastian

Bottom left: "I am colouring the house by following the instructions given to me." - Niamh

Bottom right: The kindergarten and first-grade students made lighthouses when they learned the "f" syllable (Lighthouse in Spanish is "Faro de Luz")

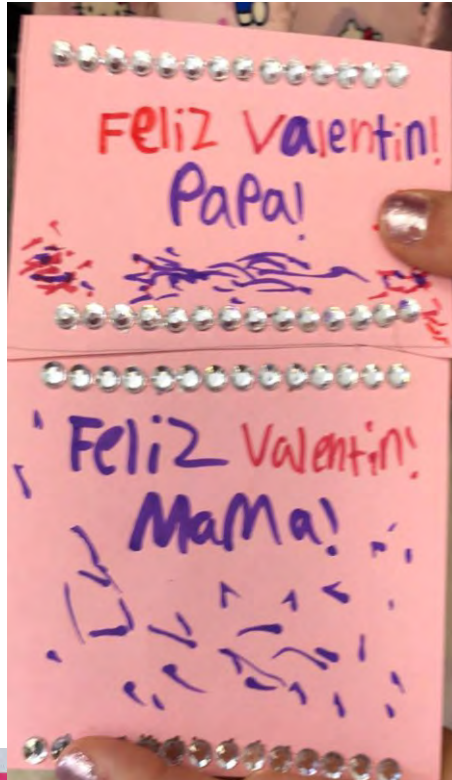


Grades 2 - 4

Teacher: Yaneth Vargas

Students made collages using construction paper - exploring places and landscapes.

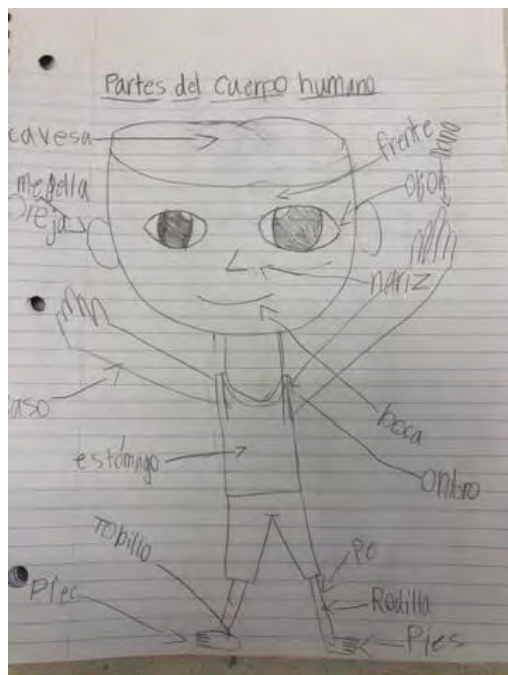
Students: Aviva S., Lucca L., Emilia S., Emilia G., Liouza P., Luciana S. Parker S. Marcella C., Meldio A., Isaac B.



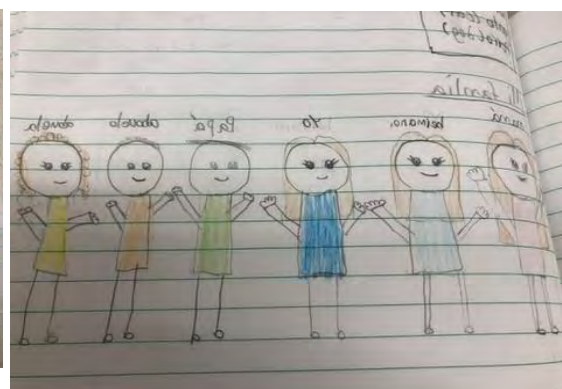
Grades 2 - 4

Teacher: Yaneth Vargas

Drawings exploring family, parts of the body, and professions.



Teacher: Yaneth Vargas



Grades 5 to 6

Teacher: Lucero Londono

Parts of the House

Students created small houses and labeled the different parts of the house in Spanish. This activity helped them learn and practice vocabulary while being creative and working with their hands.



By DeLano and Carmen



By Sofia and Casdiel



By Evalina and Bianca

Clothing Activity (Clothes and Description).

Students cut out and decorated different pieces of clothing. Then they dressed cartoon images of boys or girls and wrote a short description or a story about what their character was wearing.



By Casdiel



By Carmen and DeLano



By Evalina



By Bianca

Español 7-12

During the present school year, the students Mateo, Daniela, Victoria, Liesel, Sofía, Emmanuel, María, Dominik, Violeta, Thomas, Sofía, Garv, and Nysa actively participated in a variety of activities focused on developing their Spanish skills in a dynamic and meaningful way.

With myths and legends as the central theme, students engaged in diverse activities that incorporated topics such as adjectives, conjunctions, and emotions. Through this approach, they created written and artistic work, including “calaveritas” (rhyming poems), Day of the Dead activities, creative art projects, and interactive exercises such as word games and lotería. These experiences supported the development of both written and oral expression in a motivating and participatory environment.

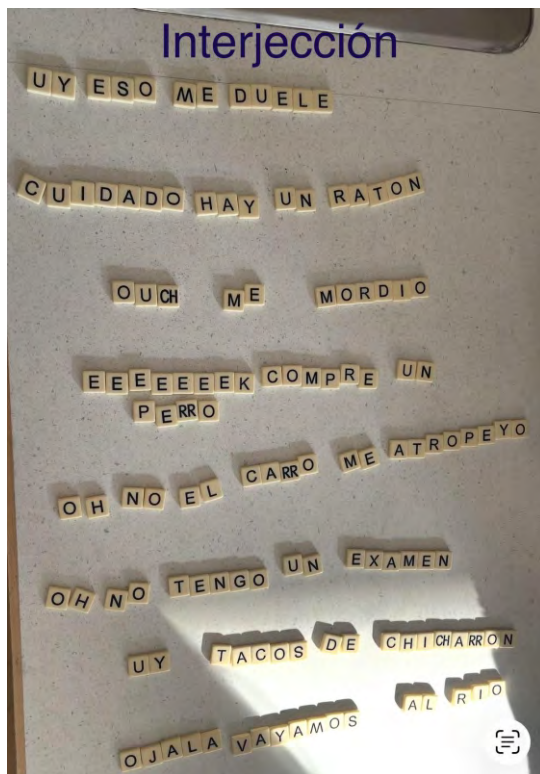
This work presents a representative sample of their productions throughout the school year, reflecting not only their academic progress but also their enthusiasm, dedication, and willingness to learn a new language in an increasingly fluent and natural way.

Teacher: Margarita Lorena Vázquez Márquez

Español 7-12

Gabriela Mistral Spanish School





Maria Pabon
Nov 29
2023

Las Galletas Majicas ☆

Habia una vez en el Polo Norte, una duende que se llamaba Azucar. Cada año ella trabaja para Santa. Pero este año es diferente. Cuando ella se fue a trabajar, ella vio un plato de galletas navideñas. Decidió de comerse una, después ella se sintió diferente. Lo ignora y comenzó a trabajar. Cuando alguien la enoja, su pelo se puso rojo, si ella estaba triste, su pelo fue azul. El proximo día, ella se fue por el mismo camino que ayer para ir al trabajo. Como ayer, ella vio la mismas galletas navideñas, se comió otra galleta pero era diferente. Después de terminar su galleta, Azucar se fue con su camino al trabajo. Cuando camino, su

pies
pies se movieron muy rápido como si fuera corriendo como una cheetah. En el trabajo, ella trabajo más rápido que normal. La proxima navidad, un duende nuevo le paso la misma cosa. Cuando Navidad, las galletas majicas se pasaron a una duende nueva.

Violeta NOV, 22, 2023

El Arbol con una estrella

el arbol estaba muy triste. Pasaba caminado en la nieve fria. llorando y llorando. Pero no sabia porque. el arbol con su estrella, luces, y regalos. Estaba solo. un rato despues se fue ~~quedando~~ un niño se fue a caminar estuvo solo en el frio. no tenia un arbol ni regalos, llorando y llorando porque querian una navidad Feliz. el arbol tenia una idea, se salto para viva, verde alta y Brillante en la luna de la noche, el niño lo vio lindo alto y Brillante pero sin estrella.

el niño lo vio y tenia una idea brillante lo agarró y Dijo "arbolito, arbolito" estas bien te escuché llorando pero no se porque yo te pongo a mi casa para ponerle una estrella grande y Feliz estamos para navidad Fin

La Navidad

En un pueblo pequeño, los niños juegan en la nieve.
Un niño que se llama Matteo, espera que encuentre
Santa Claus por su regalo de Navidad. Pero ese Navidad,
el deseo de Matteo se convierte en realidad. El día de Navidad,
Matteo despierta y se ve Santa Claus viendo a dentro
sus ojos. Santa Claus dice hola a Matteo y
come la comida en la casa y dice, yo quiero ir a mi
casa. Después Santa Claus desaparece.

La noche buena

La noche buena es el día antes del Navidad
cuando celebramos el nacimiento de Jesús con
una gran cena, familiar y amigos.

Celebramos el día antes y continuamos hasta
el noche porque, en el noche nació Jesús.
hacemos una mesa llena de comida para
unir y honrar a la ocasión especial.
La comida simbolizar a la abundancia y
esperanza que trae la temporada.

Algunos lugares que celebran La noche
buena son: latino America, Las Filipinas, y
España. Unimos siempre con la comida,
además en las Filipinas un comida especial
de este día es el "lechon". Es
suficiente para toda la familia y es
una comida rico.

El juego de Santa Emmanuel

Unos días antes de Navidad, Santa estaba haciendo
los días felices por las niñas con las copuladas de él.
Pero había un juego del santo que se llama Dice.
Dice está muy feliz cada día. Uno de Santa estaba
muy preocupado por Dice el juego pero un cosas puede
mucha cosa en el pie y suelta en el suelo. Al fin
Santa estaba su dice que Dice está tan feliz y
mucha de dice dice un juego que Dice.
En el moment Dice pensó que no está estaba
pero Santa se dice estaba feliz, Dice Dice no quis
hacer. Ahora Dice estaba muy triste. Se volvió out
con un buen trato. Dice fue al padre, muy
feliz del North Pole. En el ciudad, Dice estaba
recorrido alrededor de las cosas y regalos. Dice estaba
y fue al un hotel. El dormía por 5 meses.
Cuando despertó, Dice fue al supermercado. Dice
un televisión que dice, El juego de Santa estaba
aquí. Después del partido a su casa fue al
hotel. Sus días estaba muy contentos, pero para
Santa se dice feliz. Dice fue. Pero en la Navidad
Dice se despertó en el sueño de un sueño de
Santa. Santa estaba haciendo a él. Dice se levantó
y fue al puerto. Santa estaba en el otro
lado del puerto y agarró Dice en un abrazo muy
fuerte. Hubo un muy largo tiempo que no se le
dice Santa estaba muy feliz y estaba muy santo, pero
Dice no pagaba Santa. Dice tenía su cultura y
dice "Si". Y estaba familia después de eso.

El Museo de Nieve

Muchas personas no saben de que son los
regalos. Entonces, muchas personas piensan que la
navidad es solo para los regalos. Pero 1000 años
antes de este navidad había un niño que tenía 10 años.
A él le gusta jugar con sus juguetes. Todos los
días, preguntó por qué otro juguete. Pero lo que no
sabía, es que la nieve estaba escuchando. También
había un niño que tenía 10 años, y a él le gusta
jugar con sus juguetes, pero con su familia. Y también
la nieve estaba escuchando. La nieve se evaporó, y
se fue a los cielos, y encontró a Santa. El
dijo que la nieve necesitaba enseñar al primer
niño, que la navidad es de familia y amigos.
Entonces, la nieve se transformó, y luego cuando
regresó al mundo, se llenó el museo de nieve.

Nov 29 2025
Fábula
El Pobre Niño con Dinero

El niño tenía una mamá y un papá, como muchos niños. Pero cuando tenía 5 años, los dos se murieron. Entonces, el niño tomó todo el dinero que tenían sus papás. Y como el niño tenía solo 10 años, tenía más de 1,000,000 de dólares. La ciudad en que vivía, no tiene mucho dinero. Entonces todos los personas de la ciudad preguntaron a él, pero él solo tenía 10 años, y no podía ayudar con lo que necesitaban. Pero tal vez cuando crezca, puede ayudar. Entonces si tiene mucho dinero, tal vez no es inteligente.

Sofía H.

Había una vez, una niña rica quería un caballo para navidad. Todo lo que la niña quería, su papa lo compraba. Pero este año era diferente. Su papa le dio para la navidad un calcetín navideño. La niña era muy enojada. "No quiero un calcetín quei ra un caballo!" "No hija, tienes que estar agradecida por lo que tienes." La niña muy enojada se fue a caminar en la calle. La niña vio una otra niña. Con su papa. Ellos eran pobres. El papa pobre dijo: "Lo siento hija que no te puedo comprar nada para la navidad. La niña pobre dijo: No papa todo lo que necesito para la navidad. La niña rica sentia triste. Ella no pensaba nadie solo ella misma. Alla regalo todo sus regalos, ropa, zapatos y mas para la niña pobre.

Sofía V.
11/22/25

La Estrella

Cada año la estrella miraba a las personas en sus casas mientras ellos decoraban para la Navidad con sus arboles tan hermosos, y sus luces tan coloridas. Y cada año, la estrella nunca podía participar. Solamente miraba, aburrida y atrapada en su lugar en el cielo, obligado por las reglas de la luna.

"¡Por favor, dejame ir asta el piso, yo quiero celebrar con los humanos!" Siempre lloraba la estrella. Y la luna siempre decía que no, que era una estrella y su trabajo era quedarse en el cielo.

Un año, la estrella tenía un plan. Ella esperaba asta que la luna estaba dormida, y se escapo de su lugar en el cielo. La estrella volo adentro de la primera casa que vio y se escondio en el árbol, adornando el tope tan bellamente. Las personas decorando el árbol admira la estrella con asombro y les dijo a todos sus amigos que tenían una estrella al tope de su árbol.

"¡Que buen idea!" decía todos los amigos, y compraban estrellas para sus propios arboles. Eventualmente,

El reno

Un día frío, el reno de Santa Claus Rudolph estaba triste por que no hacía zanahorias por comer. La nariz de Rudolph no brillando! Son magicos se disparate. El reno [?] pudo no celebra Navidad con los niños y niñas de mundo! Santo Claus los dice que si Rudolph celebra Navidad [?] [?] [?] [?] [?] el [?] tengo mucho zanahorias! El reno [?] agrees to help him. Cuando they [?] [?] arrive at el primero casa

Safia V.
11/22/25

La Estrella

Cada año, la estrella miraba a las personas en sus casas mientras ellos decoraban para la Navidad con sus árboles tan hermosos, y sus luces tan coloridas. Y cada año, la estrella nunca podía participar. Solamente miraba, aburrida y atrapada en su lugar en el cielo, obligado por las reglas de la luna.

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"¡Que buen idea!" decía todos los amigos, y compraban estrellas para sus propios árboles. Eventualmente,

Victoria H. La leyenda del Angel

El 22 de Nov.

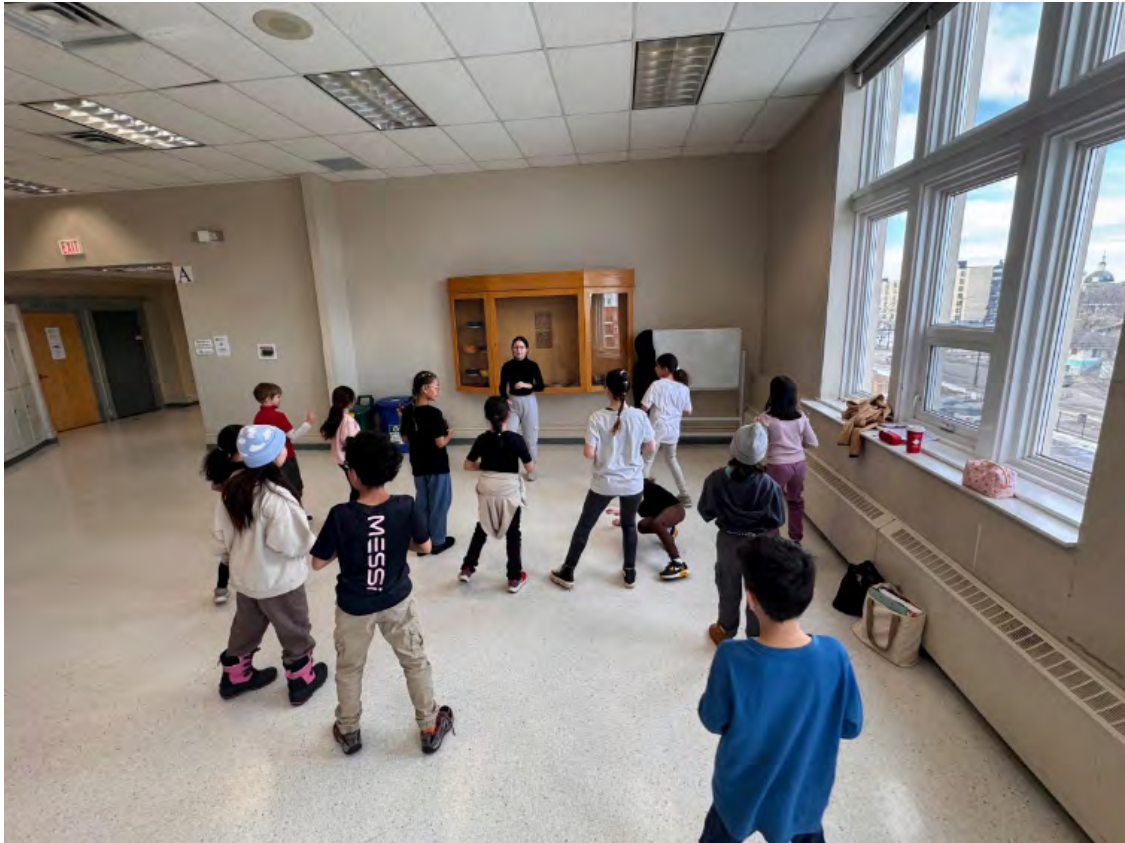
En un pueblo antiguo, las personas no ^{hacían} hacen cosas buenas. Tiran ^{tiraban} huevos a la iglesia, chocan autos, y dicen ^{decían} cosas malas a otras personas. Cada vez que ^{hacía} hacen algo malo, un ángel desaparece ^{caía} de la iglesia. Y cada vez que se perdonan, un ángel ^{volvía a} aparecer. Pero — como era un pueblo malo, (entonces ya solo queda uno.) casi nadie se perdonaba. Con el tiempo todos los ángeles desaparecieron... y solo quedó uno.

... Solo quedó uno. Un día ^{llegó} ~~había~~ una mujer ~~mucho~~ muy bonita. Todos le ~~perdonaban~~ (o, le piden perdón). ^{cuando hacen algo malo.} Los Angeles aparecen uno cada uno, y ahora ~~hay~~ hay suficiente para salvar el pueblo.

Ací la leyenda dice, respecta a todos y ~~perdonan~~ perdonanse mucho, o sino ~~Ang~~ no van a existir los Angeles.

Dance Class

Teacher: Adriana Rodriguez



Planting culture with every step.
Sembrando cultura en cada paso.

Music Class

Teacher: David Hartad



Discovering Latin America through its music.
Conociendo latinoamérica a través de su música.

Gurukul Nepali Pathshala



Learn NEPALI!

Contact: Rajita Sharma,

Principal: rajita.sharma@weandtheworld.ca

587-990-3875

Saturday 1-4PM

<https://www.weandtheworld.ca/>

programs-and-services/gurukul-nepali-pathshal

new address is Stratchcona

Community League Hall,

10139 87 Ave NW Edmonton, AB, T6E 2P3

Email: pravatika.raai@weandtheworld.ca

Being a Student, becoming a Volunteer

I first joined Gurukul when I was around 6 years old as a student, where I learned how to read, write, and speak Nepali while also connecting with my cultural roots. Over the years, I realized Gurukul is more than just a weekend school, but it is a place where I gained a deeper understanding and appreciation for my identity.

As a young student I saw teachers and parents helping the school run in a safe and friendly environment maintaining respect for each other's time, ideas and skills. In my young mind & heart that left a lasting impact and inspired me to be a volunteer when I grow up as a youth. This motive and inspiration acted as a catalyst to my passion to support and the younger members of my community, in the same way my Guruamas (teachers) had supported me at Gurukul.

Volunteering at Gurukul Nepali Pathshala has been a meaningful experience for me and I am extremely proud to say I have been a member of Gurukul for 8 years, first as a student and now as a volunteer. I wanted to contribute to creating a positive learning environment where students could start feeling proud of their culture and heritage. As a volunteer, I help students with reading and writing, and teach cultural aspects like Nepali folk dance, folk arts, folk tales and historical stories & belief. Through these experiences, I have learned leadership skills, public speaking, time management, communication skills and a sense of pride that I'm giving back to my community. One of the most rewarding things about volunteering at Gurukul is seeing the students grow, and start to feel more connected to their roots. It reminds me of my own journey I had with Gurukul and how much I have learned over the years. Being able to encourage these younger students gives me a sense of responsibility and pride.

My experience at Gurukul Nepali Pathshala has been wonderful. It has not only allowed me to give back but has also helped me grow as a person. I am grateful for all the opportunities I received from Gurukul and I am happy that I am a role model for younger students who are eager to connect to their cultural identity.

By Aditi Pokhrel, ex student and current Youth Volunteer, Gurukul Nepali Pathshala

Photos in next page



फागुन पुर्णिमा / होली



Fagu Purnima / Holi is a Nepali festival of color celebrating the victory of good over evil and arrival of spring. We smear each other with abir (colored powder), and throw colored water.

Bisham Gyawali.

Celebrating Mother Language Day, Feb 21, 2026

The 2026 Mother Language Day celebration by IHLA was an unforgettable experience for me. It was not just an event, but a meaningful gathering that highlighted the beauty of linguistic and cultural diversity. I had the honor of representing Nepali culture with my community, and it was a moment of pleasure and excitement.

Firstly, I would like to appreciate the location of the event, taking place in a large, beautifully designed church. It made the entire experience feel even more special. The atmosphere was vibrant, filled with people from different cultural backgrounds, all coming together to celebrate their heritage. One of the things I appreciated most was the sense of unity. Despite our differences, everyone shared a common respect for each other's languages and traditions.

My friends and I performed a Maithili dance, a style that represents the southern region of Prasadhi Kandel, Volunteer Teacher at Gurukul Nepali Pathshala Nepal. I had never performed this type of dance before, so learning it, as well as getting to wear super different attire and jewelry, was all an honor, and presenting it in front of a diverse audience for the first time made the experience even more meaningful. I especially loved the stage in the church because it made our performance feel important, giving us the opportunity to proudly showcase our culture. Seeing the audience watch with interest and appreciation made all our effort worthwhile.

My favorite moment of the entire event was when students from another Nepali school, Juneli, sang the Nepali national anthem. As they began, the Nepali audience members stood up, placing their hands on their hearts as they have been taught to do. What made this moment truly powerful was that soon after, people from many other ethnic backgrounds also stood up. Watching individuals from different cultures show respect for our national anthem was deeply moving. It was a beautiful reminder that respect and appreciation can go beyond language and nationality.

That moment felt like a true celebration of humanity. It showed that even in a diverse crowd, people can come together in mutual understanding and respect. Overall, MLD 2026 was not just an event I attended, it was an experience that I will always cherish.

By Prasadhi Kandel, Student



Theme based Group work - Nov 2025

Students were formed in groups of 3-5 and each group was given themes like Waterworld, Animal Farm, Summer etc. Materials (like paints stickers & motifs) were provided, mixed in a container, and they were expected to choose materials related to their group theme and work on it. They created Theme based posters as shown below, each group presented to the entire school using Nepali language as much as possible. Children of ages 6-10 were engaged.







Lakhe

Lakhe is a traditional masked demon from Nepalese folklore from Newar community. They wear a fierce, scary mask (usually red) with big fangs and long wild hair. Although they are called demons they are our protectors and bring good luck.

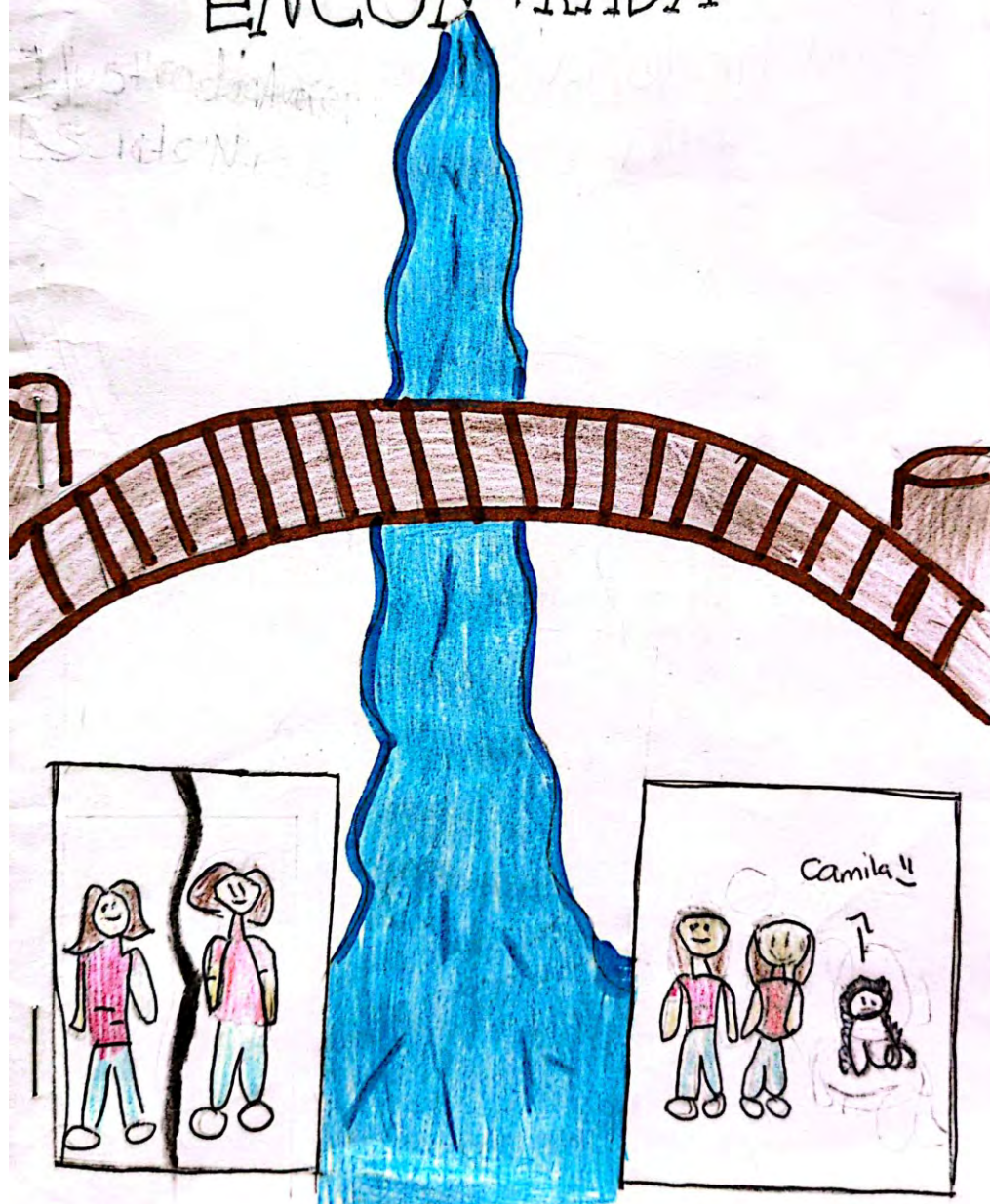
मारे

Lakhe





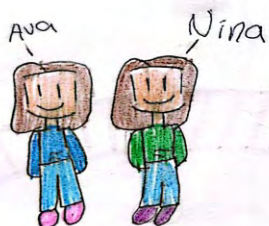
A AMIZADE PERDIDA E ENCONTRADA



Ilustrado por: Ava Maciel

Escrito por: Nina Brito

Uma história sobre duas amigas
Nina e Ava



A Nina e a Ava eram melhores
amigas na escola. Sentavam-se
juntas na aula, riam-se muito
e faziam quase tudo juntas
de comer o almoço a ir para
o autocarro. Toda a gente
sabia que eram inseparáveis.



Comprou almoço e rápido,
dirigiu para a escola.

Ela foi para a aula
e sentou na terceira
cadeira no meio da aula
da Lara. Em 5 minutos,
Lara foi para a frente
do quadro e falou, 'Hoje,
nós vamos ter um
exame.'



"Não! Eu
não estudei!
Estive cá a
assistir iron-
man 2! Estou frita!"

Pensou a Maria. Agora,
a Maria não está
mais preocupada em
estar cansada pois está
com mais medo do exame!

Lara deu o teste e
Maria quase morreu de
medo.

Para mim, ser Português é
connectar-me com a comida e a
família. Comendo Com meus
Pais e meus amigos e ficando
fora conversando comendo comida
portuguesa. Senti 'saudades
por comunidade.



Fernando



Eu gosto de visitar Portugal. E falo
Português com a minha família
Adoro Passar com eles e comer
Comida Portuguesa.

Hellenic Heritage Language School of Edmonton & Region



Learn GREEK!

Contact: Kostas Koukouzikis,
School Board Member , Maria Pappas,Principal

kostas.koukouzikis@edmontonhellenic.com ,

maria.pappas@edmontonhellenic.com

780-454-2382

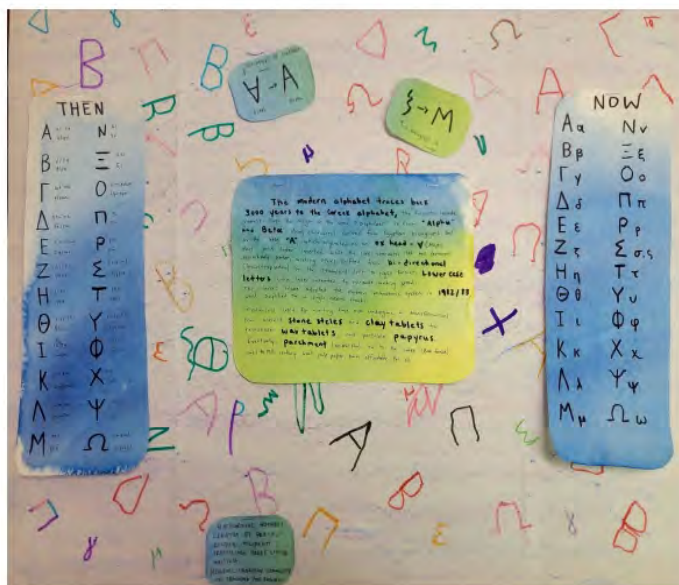
Saturday 10: 30-2PM

<https://www.edmontonhellenic.com/greek-language-school>

At Heritage Lab, where the 21st century listens, Mother Language Day becomes a living dialogue between tradition and contemporaneity, two forces that do not oppose each other, but continuously shape one another. Alphabets carry identity across generations, yet evolve as they are written, digitized, and reimagined today. Historic trade routes reveal how language has always moved alongside goods and ideas, much like contemporary global exchange. Jewelry and clothing embody stories of place and tradition, while modern design reinterprets them for new contexts and audiences. Even herbs used in traditional medicine reflect this connection, as ancestral knowledge is revisited through contemporary practice and science. In this way, tradition is not preserved as something static, but activated, translated into the present, forming a rich, sensory archive where language is not only heard, but seen, worn, studied, and lived.

Στο Εργαστήρι Πολιτιστικής Κληρονομιάς, όπου ο 21ος αιώνας ακούει, η Ημέρα Μητρικής Γλώσσας μετατρέπεται σε έναν ζωντανό διάλογο ανάμεσα στην παράδοση και τη σύγχρονη εποχή, δύο δυνάμεις που δεν αντιτίθενται, αλλά διαμορφώνουν διαρκώς η μία την άλλη. Τα αλφάβητα μεταφέρουν την ταυτότητα μέσα από τις γενιές, ενώ εξελίσσονται καθώς γράφονται, ψηφιοποιούνται και επαναπροσδιορίζονται σήμερα. Οι ιστορικές εμπορικές διαδρομές αποκαλύπτουν πώς η γλώσσα ταξίδευε πάντοτε μαζί με αγαθά και ιδέες, όπως συμβαίνει και με τις σύγχρονες παγκόσμιες ανταλλαγές. Τα κοσμήματα και τα ενδύματα ενσωματώνουν ιστορίες τόπου και παράδοσης, ενώ ο σύγχρονος σχεδιασμός τα επανερμηνεύει για νέα πλαίσια και κοινά. Ακόμη και τα βότανα της παραδοσιακής ιατρικής αντανakλούν αυτή τη σύνδεση, καθώς η προγονική γνώση επανεξετάζεται μέσα από σύγχρονες πρακτικές και την επιστήμη. Με αυτόν τον τρόπο, η παράδοση δεν διατηρείται ως κάτι στατικό, αλλά ενεργοποιείται, μεταφράζεται στο παρόν, διαμορφώνοντας ένα πλούσιο, πολυαισθητηριακό αρχείο όπου η γλώσσα δεν ακούγεται μόνο, αλλά γίνεται ορατή, φοριέται, μελετάται και βιώνεται.

Alphabet/ Αλφάβητο (Kindergarten)



Kindergarten children practice the Greek alphabet as they learn the differences between the ancient Greek alphabet and the Greek alphabet today, as well as the changes in the various tools and materials used for writing over the years.

Τα παιδιά του νηπιαγωγείου εξασκούνται στο ελληνικό αλφάβητο καθώς μαθαίνουν τις διαφορές μεταξύ του αρχαίου ελληνικού αλφαβήτου και του ελληνικού αλφαβήτου σήμερα, καθώς και τις αλλαγές στα διάφορα εργαλεία και υλικά που χρησιμοποιούνται για τη γραφή με την πάροδο των ετών.

Jewelry/ Κοσμήματα (Level 1A)

Historically, jewelry was given to people for many occasions and ceremonies such as birth, engagements, weddings, sports achievements (medals), religious ceremonies, and military service. Today, jewelry is still given for many of the same occasions and even more, including graduations, anniversaries, baptisms, and for protection, such as the evil eye. Jewelry can symbolize love, wealth, personal taste, religion, victory, protection, and identity. Its significance remains very important in many cultures. Modern jewelry acts as a link between the past and the present, continuing traditions while also reflecting contemporary styles.

Ιστορικά, τα κοσμήματα δίνονταν στους ανθρώπους σε πολλές περιστάσεις και τελετές, όπως στη γέννηση, στους αρραβώνες, στους γάμους, σε αθλητικές επιτυχίες (μετάλλια), σε θρησκευτικές τελετές και στη στρατιωτική υπηρεσία. Σήμερα, τα κοσμήματα εξακολουθούν να προσφέρονται σε πολλές από τις ίδιες περιστάσεις, αλλά και σε περισσότερες, όπως σε αποφοιτήσεις, επετείους, βαπτίσεις και για προστασία, όπως το μάτι. Τα κοσμήματα μπορούν να συμβολίζουν την αγάπη, τον πλούτο, το προσωπικό γούστο, τη θρησκεία, τη νίκη, την προστασία και την ταυτότητα. Η σημασία τους παραμένει πολύ σημαντική σε πολλούς πολιτισμούς. Τα σύγχρονα κοσμήματα λειτουργούν ως σύνδεσμος ανάμεσα στο παρελθόν και το παρόν, συνεχίζοντας τις παραδόσεις και ταυτόχρονα αντικατοπτρίζοντας το σύγχρονο στυλ.

🕒 Protection (Προστασία) : The evil eye is worn for protection and good luck/ Το μάτι φοριέται για προστασία και καλή τύχη.

🏆 Achievement (Επίτευγμα): Medals are given to celebrate success and achievements/ Τα μετάλλια δίνονται για να γιορτάζουν την επιτυχία και τα επιτεύγματα.

✝ Religion (Θρησκεία) : Cross necklaces are worn as a symbol of faith and belief/ Οι σταυροί φοριούνται ως σύμβολο πίστης και θρησκείας.



Jewelry in Greek culture has always had deep meaning, from tradition to protection. Τα κοσμήματα στον ελληνικό πολιτισμό είχαν πάντα βαθύ νόημα, από την παράδοση μέχρι την προστασία.



Trade/ Εμπόριο (Level 1B)



The Greek trade has been one of the most important sectors of the economic activity of the Greeks from ancient times until today. Greece's geographical position, between three continents and with an extensive coastline, favored the development of shipping and commercial transactions. In ancient Greece, trade developed mainly through the sea. Cities such as Athens, Corinth, and Miletus became important commercial centers. The Greeks founded many colonies in regions of the Mediterranean and the Black Sea in order to facilitate trade exchanges. Greece mainly exported products such as olive oil, wine, ceramic vessels, and metal objects. After the conquests of Alexander the Great, an extensive network of trade routes was created connecting the East with the Mediterranean. Greek cities and ports participated in large commercial exchanges that included luxury goods, spices, and textiles. After the establishment of the Greek state in 1830, trade began to be organized on a national level. Ports such as Piraeus developed

into important commercial centers. In the 20th century, the growth of shipping significantly strengthened the country's foreign trade. Today, Greece actively participates in international trade, mainly exporting agricultural products (olive oil, fruits, wine), industrial products, and services. At the same time, shipping, tourism, and international trade relations constitute key pillars of the country's economy.

Το ελληνικό εμπόριο υπήρξε ένας από τους σημαντικότερους τομείς της οικονομικής δραστηριότητας των Ελλήνων από την αρχαιότητα μέχρι σήμερα. Η γεωγραφική θέση της Ελλάδας, ανάμεσα σε τρεις ηπείρους και με εκτεταμένη ακτογραμμή, ευλόγησε την ανάπτυξη της ναυτιλίας και των εμπορικών συναλλαγών. Στην αρχαία Ελλάδα, το εμπόριο αναπτύχθηκε κυρίως μέσω της θάλασσας. Πόλεις όπως η Αθήνα, η Κόρινθος και η Μίλητος έγιναν σημαντικά εμπορικά κέντρα. Οι Έλληνες ίδρυσαν πολλές αποικίες σε περιοχές της Μεσογείου και της Μαύρης Θάλασσας, προκειμένου να διευκολύνουν τις εμπορικές ανταλλαγές. Η Ελλάδα εξήγαγε κυρίως προϊόντα όπως ελαιόλαδο, κρασί, κεραμικά σκεύη και μεταλλικά αντικείμενα. Μετά τις κατακτήσεις του Μεγάλου Αλεξάνδρου, δημιουργήθηκε ένα εκτεταμένο δίκτυο εμπορικών δρόμων που συνέδεε την Ανατολή με τη Μεσόγειο. Οι ελληνικές πόλεις και λιμάνια συμμετείχαν σε μεγάλες εμπορικές ανταλλαγές που περιλάμβαναν είδη πολυτελείας, μπαχαρικά και υφάσματα. Μετά την ίδρυση του ελληνικού κράτους το 1830, το εμπόριο άρχισε να οργανώνεται σε εθνικό επίπεδο. Λιμάνια όπως ο Πειραιάς εξελίχθηκαν σε σημαντικά εμπορικά κέντρα. Τον 20ό αιώνα, η ανάπτυξη της ναυτιλίας ενίσχυσε σημαντικά το εξωτερικό εμπόριο της χώρας. Σήμερα, η Ελλάδα συμμετέχει ενεργά στο διεθνές εμπόριο, εξαγοντας κυρίως γεωργικά προϊόντα (ελαιόλαδο, φρούτα, κρασί), βιομηχανικά προϊόντα και υπηρεσίες. Ταυτόχρονα, η ναυτιλία, ο τουρισμός και οι διεθνείς εμπορικές σχέσεις αποτελούν βασικούς πυλώνες της οικονομίας της χώρας.



Clothing/ Πουχισμός (Levels 3-4)

In the past, children in Greece dressed very differently from how they dress today. They wore traditional clothes that showed where they came from, their village, and their culture. These clothes were often handmade and included special patterns, colours, and accessories. Today, children dress in modern clothes such as jeans, T-shirts, and sneakers, which are comfortable and similar all around the world. Even though fashion has changed, traditional clothing is still very important because it helps us remember our history, our culture, and who we are. Dressing differently today allows people to express their personality, while traditional clothing connects us to our roots and keeps our traditions alive.

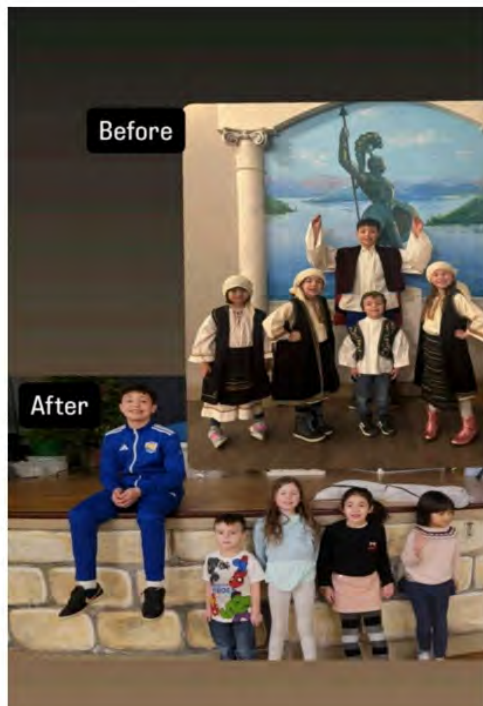
Στο παρελθόν, τα παιδιά στην Ελλάδα ντύνονταν πολύ διαφορετικά από ό,τι σήμερα. Φορούσαν παραδοσιακά ρούχα που έδειχναν από πού προέρχονταν, το χωριό τους και τον πολιτισμό τους. Αυτά τα ρούχα ήταν συχνά χειροποίητα και περιλάμβαναν ιδιαίτερα σχέδια, χρώματα και αξεσουάρ. Σήμερα, τα παιδιά φορούν μοντέρνα ρούχα όπως τζιν, μπλουζάκια και αθλητικά παπούτσια, που είναι άνετα και παρόμοια σε όλο τον κόσμο. Παρόλο που η μόδα έχει αλλάξει, η παραδοσιακή ενδυμασία παραμένει πολύ σημαντική, γιατί μας βοηθά να θυμόμαστε την ιστορία μας, τον πολιτισμό μας και το ποιοι είμαστε. Το να ντύνεται κανείς διαφορετικά σήμερα επιτρέπει την έκφραση της προσωπικότητάς του, ενώ τα παραδοσιακά ρούχα μας συνδέουν με τις ρίζες μας και κρατούν ζωντανές τις παραδόσεις μας.



In the past, Greek children and adults wore traditional clothing like the fustanella, which was part of the national costume. These clothes were handmade and showed their region, culture, and identity.

Στο παρελθόν, τα παιδιά και οι ενήλικες στην Ελλάδα φορούσαν παραδοσιακές φορεσιές, όπως τη φουστανέλα, που αποτελούσε μέρος της εθνικής ενδυμασίας. Αυτά τα ρούχα ήταν χειροποίητα και έδειχναν την περιοχή, τον πολιτισμό και την ταυτότητά τους.

Keeping Our Traditions Alive
Κρατώντας Ζωντανές τις Παραδόσεις μας



Herbs in medicine: from Hippocrates's Ancient Greece to today./ Βότανα στην Ιατρική: από την αρχαία Ελλάδα του Ιπποκράτη στο σήμερα. (Credits 12/25/35)

Tilia platyphyllos/Τίλιο



Tilia is a perennial tree. Η φλαμουριά είναι αιωνόβια. Tilia has a positive effect on heart health. Το φλαμούρι έχει θετική επίδραση στην υγεία της καρδιάς. A genus of trees found widely throughout the temperate northern hemisphere, particularly in Europe, Asia, and eastern North America. Ένα γένος δέντρων που απαντάται ευρέως σε όλο το εύκρατο βόρειο ημισφαίριο, ιδιαίτερα στην Ευρώπη, την Ασία και την ανατολική Βόρεια Αμερική. This magnificent tree is known for its fragrant flowers and medicinal properties, making it a favorite in many cultures and traditions. It is also used to induce sweating to treat colds and flu. Αυτό το υπέροχο δέντρο είναι γνωστό για τα αρωματικά του άνθη και τις θεραπευτικές του ιδιότητες, καθιστώντας το αγαπημένο σε πολλούς πολιτισμούς και παραδόσεις. Χρησιμοποιείται για την πρόκληση

εφίδρωσης για τη θεραπεία του κρυολογήματος και της γρίπης. Moreover, it is used to treat snake bites. Χρησιμοποιείται για την αντιμετώπιση τσιμπημάτων φιδιών.

Dittany of Crete/ Δίκταμο



Dittany was one of the most important medicinal plants. Ήταν ένα από τα πιο φαρμακευτικά φυτά. It is used as a tea. Χρησιμοποιείται για τσάι. It can be used against several diseases effectively. Χρησιμοποιείται κατά των ασθενειών. It grows only in the mountains of Crete, a characteristic that made it even more difficult to collect. Φυτρώνει μόνο στα βουνά της Κρήτης, ένα χαρακτηριστικό που έκανε τη συγκομιδή του ακόμα πιο δύσκολη. It spreads from sea level to 1,600 m. exclusively on cliffs and ravines (obligate chasmophyte). Εξαπλώνεται από την επιφάνεια της θάλασσας έως τα 1.600 μ. αποκλειστικά σε γκρεμούς και φαράγγια (υποχρεωτικό χασμόφυτο).

Mint/ Μέντα



Hippocratic use/ Ιπποκρατική χρήση: Stomach problems, bloating, nausea, bad breath, mild painkiller/ Στομαχικά προβλήματα, φούσκωμα, ναυτία, κακοσμία, ήπιο αναλγητικό. Modern use/Σύγχρονη χρήση: Mint essential oil: antispasmodic, IBS, tension headaches/ Αιθέριο έλαιο μέντας: Σπασμολυτικό, IBS, πονοκεφάλους τάσης. Where it can be found/ Που βρίσκεται: Wet, shadow areas and stream banks./ Υγρές περιοχές, συμπεριλαμβανομένων των όχθων ρυακιών, σε σκία.

Chamomile/ Χαμομήλι



Hippocratic use/ Ιπποκρατική χρήση: Inflammation, gynecological conditions, tranquillizer, sleeping aid, gastrointestinal conditions/ Φλεγμονές, γυναικολογικές παθήσεις, ηρεμιστικό, χαλαρωτικό για ύπνο, στομαχικά και εντερικά προβλήματα. Modern use/ Σύγχρονη χρήση: Mild anxiolytics and sleeping aids from chamomile/ Ηπια αγχολυτικά και υπνωτικά σκευάσματα από χαμομήλι. Where it can be found/ Που βρίσκεται: In open, sunny areas, such as fields, roadsides, disturbed ground and meadows./ Σε ανοιχτές, ηλιόλουστες περιοχές, όπως χωράφια, άκρες δρόμων, διαταραγμένο έδαφος και λιβάδια.

Willow tree/ Ιτιά



Hippocratic use/ Ιπποκρατική χρήση: Fever, pain, inflammation, bleeding./ Πυρετος, πονος, φλεγμονες, αιμορραγιες. Modern use/Σύγχρονη χρήση: Aspirin is created by willow tree/ Ασπιρινη απο ιτια. Where it can be found/ Που βρίσκεται: Moist and sunny areas/ Υγρές ηλιόλουστες περιοχές

Thyme/ Θυμάρι



Hippocratic use/ Ιπποκρατική χρήση: Cough, Asthma, respiratory infections, wound antiseptic/ Βηχας, ασθμα, λοιμωξεις αναπνευστικου, αντισηπτικο σε πληγες. Modern use/ Σύγχρονη χρήση: Thymol: Cough syrups, antiseptic mouthwashes/ Θυμολη:

Σιροπια για βηχα, αντισηπτικά στοματικά διαλυματα. Where it can be found/ Που βρίσκεται: Sunny and dry environments, on rocky slopes./ Ηλιόλουστα και ξηρά περιβάλλοντα, σε βραχώδεις πλαγιές.

In closing, Heritage Lab invites us not only to remember, but to actively listen, to recognize that language, tradition, and knowledge do not belong solely to the past, but continue to shape our present and future. Through this ongoing dialogue between then and now, a space emerges where cultural heritage is not simply preserved, but meaningfully reinterpreted with purpose for generations to come.

Κλείνοντας, το Εργαστήρι Πολιτιστικής Κληρονομιάς μας καλεί όχι μόνο να θυμόμαστε, αλλά να ακούμε ενεργά, να αναγνωρίζουμε ότι η γλώσσα, η παράδοση και η γνώση δεν ανήκουν στο παρελθόν, αλλά συνεχίζουν να διαμορφώνουν το παρόν και το μέλλον μας. Μέσα από αυτή τη συνεχή συνομιλία ανάμεσα στο τότε και το τώρα, δημιουργείται ένας χώρος όπου η πολιτιστική κληρονομιά δεν διατηρείται απλώς, αλλά επαναπροσδιορίζεται με νόημα και σκοπό για τις επόμενες γενιές.

HINDI LANGUAGE ACADEMY

INCREDIBLE INDIA ASSOCIATION

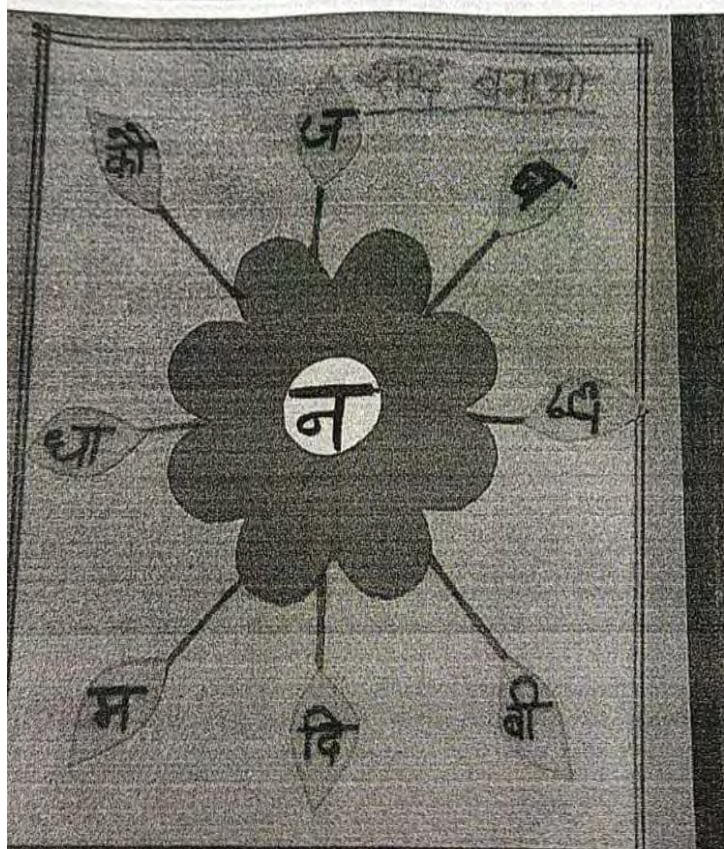
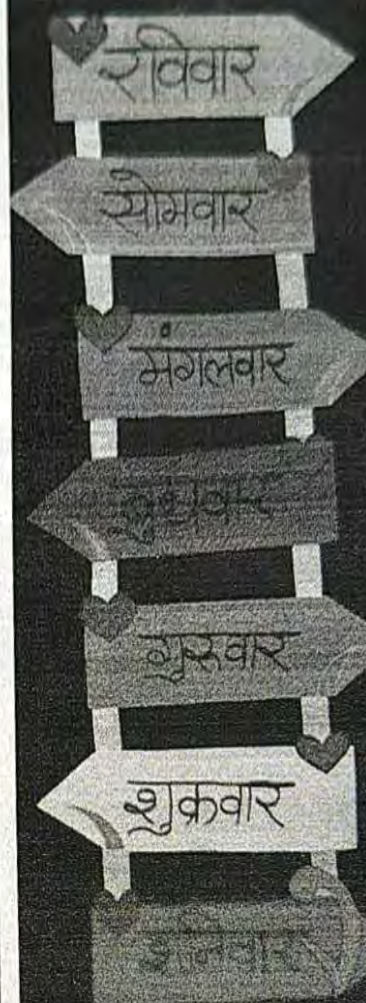
Learn Hindi!

Saturdays, Online and Hybrid Classes

Contact: coordinator.hla@gmail.com

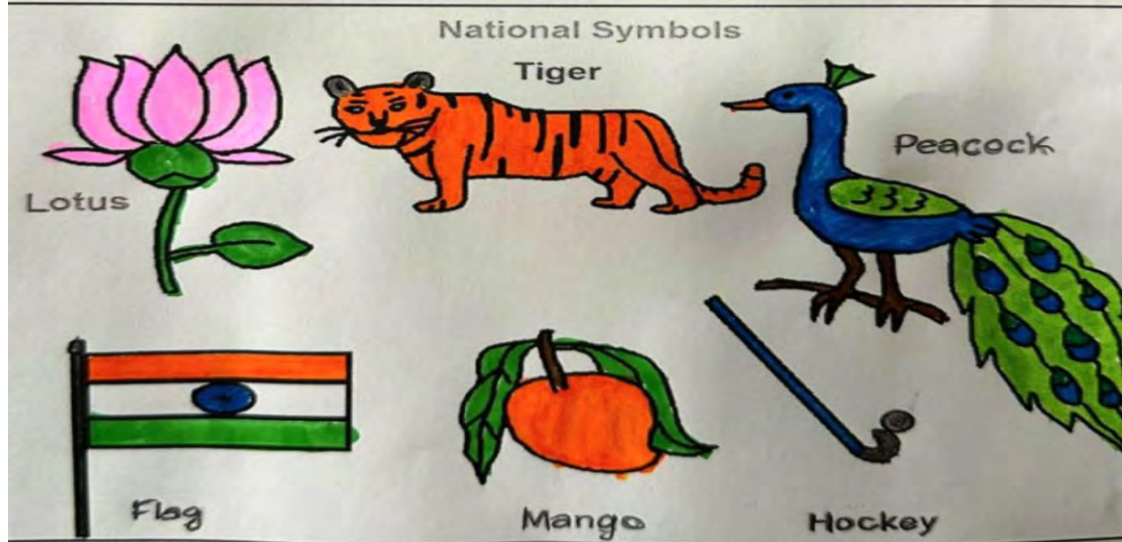


Oj Mahajan



HINDI LANGUAGE ACADEMY

KARTIKEYA CHOUDHRY



Hindi Language Academy
On Mahan

- हिन्दी सीखने से मैं अपने
काका-दादी से बात कर सकता हूँ

By learning hindi I can talk to my
grandparents

- मैं हिन्दी किताबें पढ़ सकता हूँ
जिसे मैं अपने संस्कृति
के बारे में जान सकता हूँ

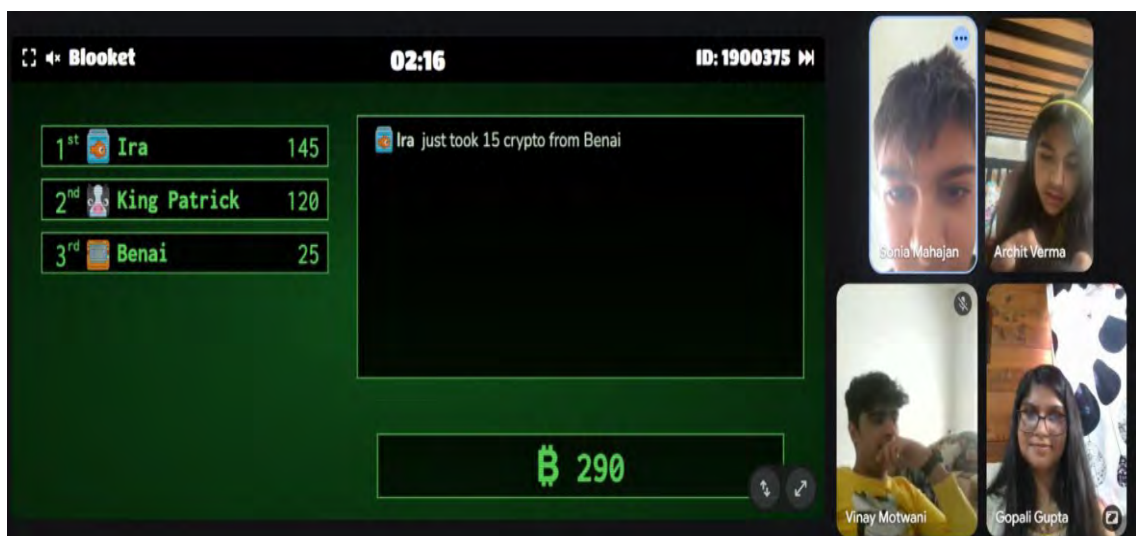
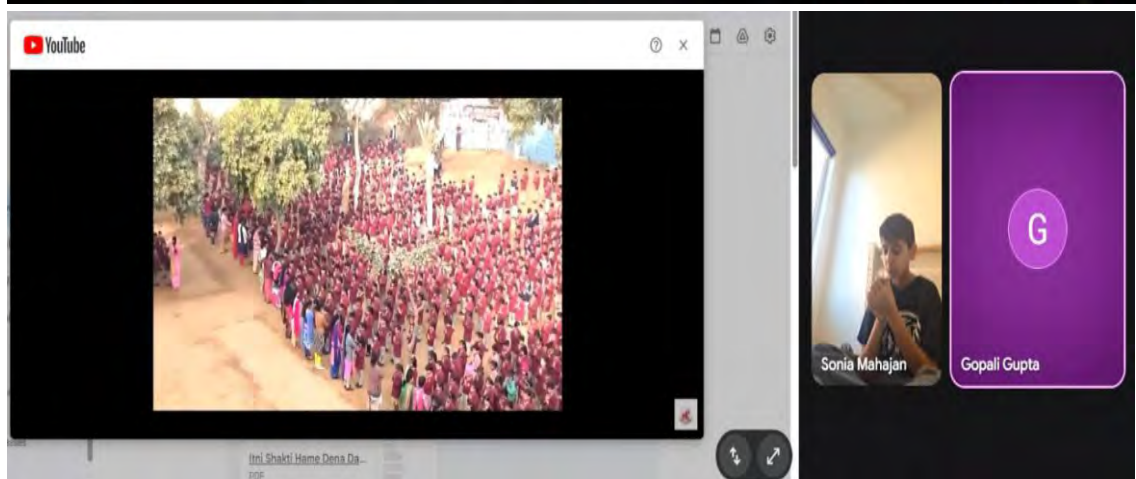
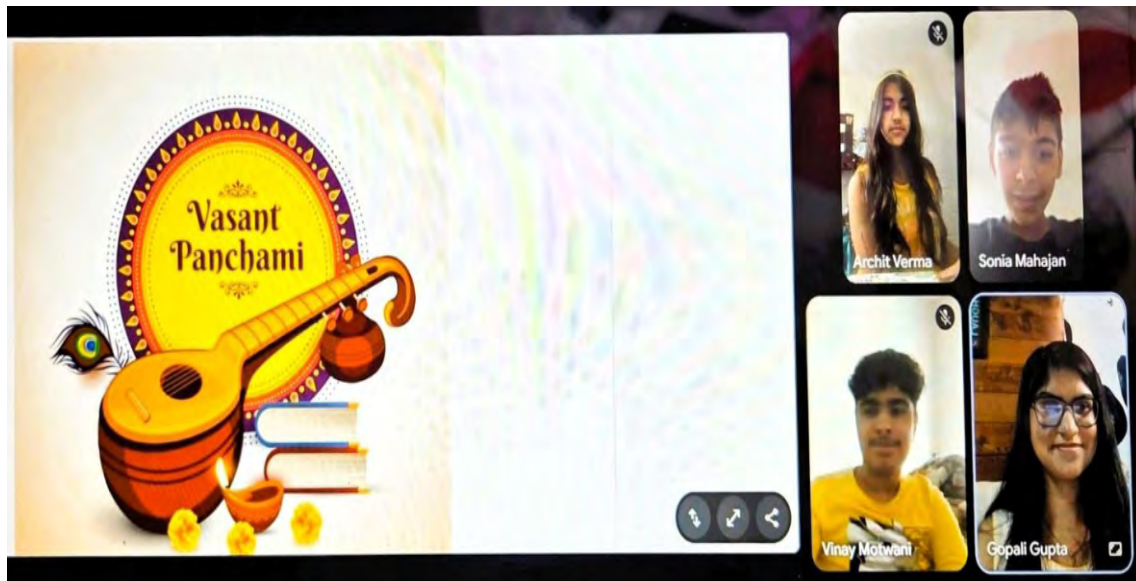
I can read hindi books that help
me learn my culture.

- मैं आरती और चान्नीरा पढ़
सकता हूँ

I can read religious prayers

Class Activities





Ivan Franko School of Ukrainian Studies



Learn UKRAINIAN!

Contact: Liliya,

kursy.ukrainoznavstva@gmail.com

In person: Saturday 9-12:20 PM

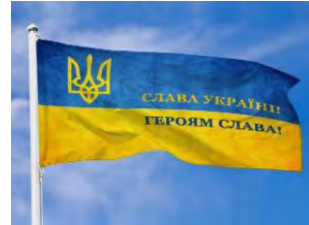
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Ivan Franko School of Ukrainian Studies

Юля Суха

As someone born in Canada, learning the Ukrainian language is incredibly important to me. It allows me to preserve my cultural heritage, understand and participate in our traditions, and connect deeply with the history and values of



my ancestors. By speaking and studying Ukrainian, I can help keep the language alive, ensuring that future generations of our family and community have the opportunity to embrace their roots. For me, learning Ukrainian is not just about communication—it is a way to honor our identity, maintain our cultural legacy, and contribute to a vibrant, living heritage that will continue to thrive for years to come.

Як людина, яка народилася в Канаді, для мене надзвичайно важливо вивчати українську мову. Це дає мені змогу зберегти мою культурну спадщину, розуміти та брати участь у наших традиціях і глибоко пов'язатися з історією та цінностями моїх предків. Завдяки вивченню та використанню української мови я можу допомогти зберегти її живою, забезпечуючи, щоб майбутні покоління нашої родини та громади мали можливість усвідомлено пізнавати свої корені. Для мене вивчення української — це не просто спосіб спілкування, а спосіб вшанувати нашу ідентичність, зберегти культурну

спадщину та сприяти розвитку живої, яскравої традиції, яка буде існувати і процвітати в майбутньому.





Тетяна Сосенко

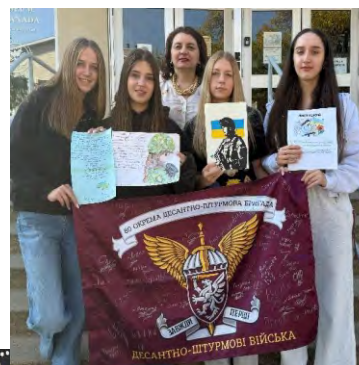
«Лабораторія спадщини: де ХХІ століття слухає» — це уявний простір, у якому сучасне покоління звертається до досвіду минулого, щоб краще зрозуміти себе. У світі, де технології розвиваються дуже швидко і люди постійно рухаються вперед, особливо важливо не втратити зв'язок зі своїм корінням. Саме

тому молодь усе частіше прислухається до традицій, мови, родинних історій та культури свого народу. У цих речах зберігається мудрість попередніх поколінь, їхній досвід, цінності та погляди на життя. Коли ми слухаємо розповіді старших, відзначаємо народні свята або





цікавимося історією свого народу, ми ніби проводимо дослідження в особливій «лабораторії», де кожен спогад або традиція допомагає краще зрозуміти нашу ідентичність. Саме завдяки цьому поєднанню минулого і сучасності ми можемо впевненіше будувати майбутнє, не забуваючи, хто ми і звідки прийшли



Дарія Лапан

Мова, традиції, звичаї, обряди, історичне минуле – усе це є безцінним надбанням нашого народу. Усе це передаються від покоління до покоління, від пращурів і батьків до дітей і онуків. Вони закарбовуються у віршах, піснях, легендах, історичних оповіданнях наступними поколіннями.

Запитаємо себе: чого варті ми без рідної пісні, вірша, казки, повчальної історії, розказаних нам нашими батьками? Люди радісно отримують інформацію про минуле через навколишнє середовище, навчання в школі, спілкування з родиною і вчителями.





Василь Карпець

Сучасне покоління у XXI столітті все більше цікавиться спадщиною свого народу. Молоді люди слухають історії старших, вивчають традиції, мову та культуру, щоб краще зрозуміти, ким вони є. Завдяки цьому ми можемо зберігати досвід попередніх поколінь і використовувати його для створення кращого майбутнього. Коли ми пам'ятаємо свою історію та поважаємо традиції, ми стаємо сильнішими як народ і як особистості.



Соломія Ілечко

Для того, щоб бути повноцінною особистістю, людина повинна з повагою ставитися до славетного минулого свого рідного народу, добре знати усі етапи історичного й культурного розвитку своєї країни, починаючи з часів її створення. Пишатися досягненнями свого народу, перейматися проблемами Батьківщини, з честю продовжувати справу своїх предків — ось головне завдання, яке стоїть сьогодні перед кожним з нас, ось головне, над чим кожен з нас повинен замислитися на початку свого життєвого шляху, ось питання, яке для кожного з нас повинне бути особистим громадянським вибором.

На мій погляд, одним з головних чинників пробудження національної свідомості українців завжди була культурна та літературна спадщина наших співвітчизників.



Саме завдяки тому, що життя українців завжди будувалося на культурній та історичній спадщині, нам і сьогодні вдалося не втратити душевність, доброту і щирість, і сьогодні ми відрізняємося бажанням жити, а не байдуже існувати. Це прагнення ми обов'язково повинні зберегти і передати своїм нащадкам.





Ivan Franko School of Ukrainian Studies





Juneli School of Nepali Language and Culture was established in 2004. It is operating under the guidance of the NECASE Board and the Juneli School Council. It is dedicated to promoting and preserving Nepali language, culture and heritage among the new generation of Nepali children and youths.

Currently, we are running Nepali language, music and dance classes. Classes run every Sunday from 10 AM to 2:15 PM except long weekends. The class is held at NECASE Centre. New registration and admission starts from August 2026.

Contact information

Principal: Bimala Sapkota

Coordinator: Balu Dhital

Nepalese Canadian Society of Edmonton (NECASE)

5624 53 Ave. NW, Edmonton, AB T6B 3K1

Email: juneli.school@necase.ca

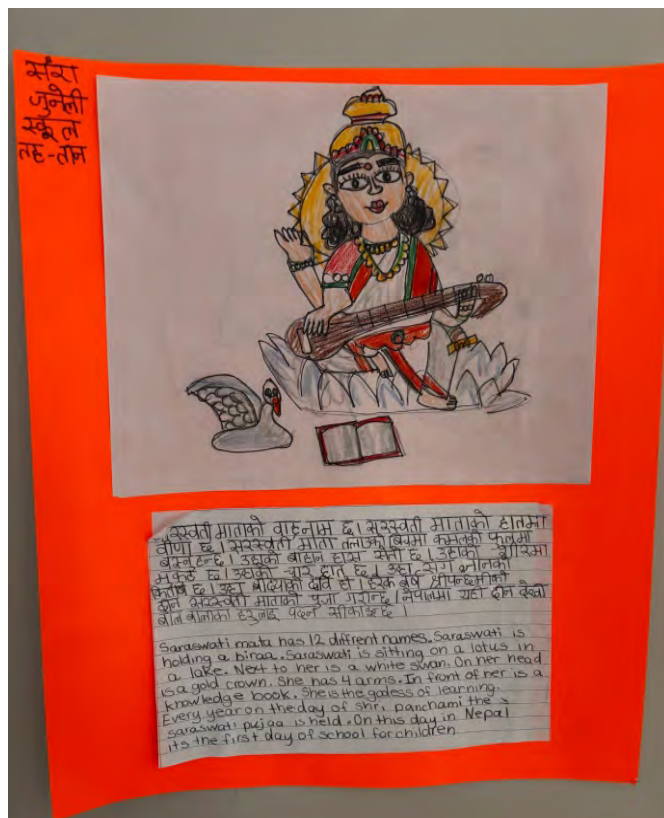
Web: <https://junelischool.necase.ca>

Juneli School of Nepali Language and Culture

Juneli School of Nepali Language and Culture, a Nepali heritage language school was established in 2004 and is running under the guidance of NECASE board and the Juneli school council. It is dedicated to promoting and preserving the Nepali language culture and heritage among the new generation of Nepali children and youths.

On the day of MLD 2026, our school did a Dance Performance on one the traditional song from Aboriginal communities (Gurung Communities) is called Darshan Garen. Darshan Garen is a popular Nepali folk dance that specifically symbolizes the aboriginal communities of Nepal. This song is especially sung during the festival time. The dance is about meeting and gathering of relatives at events and greeting each other. This is the transformation of culture and traditions from aboriginal communities to our new generations.

The following pictures were drawn from our students for the MLD.



Goddess Sarasowoti by Sara, Level 3

LORD GAUTAM BUDDHA AND WORLD HERITAGE

We have all heard the name of Lord Gautam Buddha. He was born about 2560 years ago in Nepal. He was born in a place called Lumbini, which is now a UNESCO world heritage site.

Lord Buddha taught us lessons of peace, kindness and truth. He became famous all over the world. Places like Lumbini, Bodhi Gaya, Kushinagar and Sagar Math are known as holy Buddhist sites. These places are now recognized as world heritage sites.

Easy points for children to remember

Lumbini → The birthplace of Gautam Buddha
 Bodhi Gaya → The place where Buddha gained wisdom.
 Kushinagar → The place where Buddha found peace upon passing away.
 All these places are protected as world heritage sites.

Our Message

Let us try to be kind and peaceful like Lord Buddha. We should also take care of his life stories and these beautiful places.

* I go to the Buddha for refuge *



भगवान जौतम बुद्ध र विश्व सम्पदा

हामी सबैले भगवान जौतम बुद्धको नाम सुनेका छौं। उनी लगभग २५६० वर्ष पहिले नेपालमा जन्मिएका थिए। उनको जन्म भएको ठाउँ लुम्बिनी भन्ने थियो। लुम्बिनी अहिले विश्व सम्पदा (UNESCO world heritage site) मा परेको छ।

भगवान बुद्धले हामीलाई आफ्नै हृदयबाट र सबैको कुरा सिकाउने विद्या दिनुभयो। उनी संसारभरि फैलिएका बुद्धको कालको बुद्धिमान, सौम्य, सुशिक्षित र सम्पूर्ण जल्लो पछिपछि, धर्मको पालना गर्नु र अन्तिम मुक्ति। यी सबै सम्पदाहरूलाई विश्व सम्पदा भनेर संरक्षण गरिएको छ।

हामी सबैलाई यस्ता ठाउँहरूमा जानुपर्ने छैन। तर, हामीले यी ठाउँहरूको बारेमा जानकारी लिनुपर्ने छ।

लुम्बिनी = बुद्धको जन्मस्थान
 बोधिगया = बुद्धको ज्ञान (बुद्धत्व) प्राप्त गर्ने ठाउँ भएको स्थान
 कुशिनगर = बुद्धले बुद्धत्व प्राप्त पछि अन्तिम स्थान
 यी सबै स्थानहरूलाई विश्व सम्पदा भनेर संरक्षण गरिएको छ।

हामी सबैको लागि :

भगवान बुद्ध जस्तो हाम्रो र आफ्नो मानिस सबैको लागि भयो। उनका जीवनका कथा र यी सुन्दर स्थानहरू हामीले सुन्दर बनाउनु पर्छ।

* बुद्ध आराम गर्नुपर्छ *



Gautam Buddha by Mahima Dhital (Volunteer Student, Graduated from Juneli School)



Table Setup on the day of MLD 20



Students in Nepali cultural dress on the MLD 2026



Students performing their dance on the song “Darshan Garne” on stage at MLD 2026



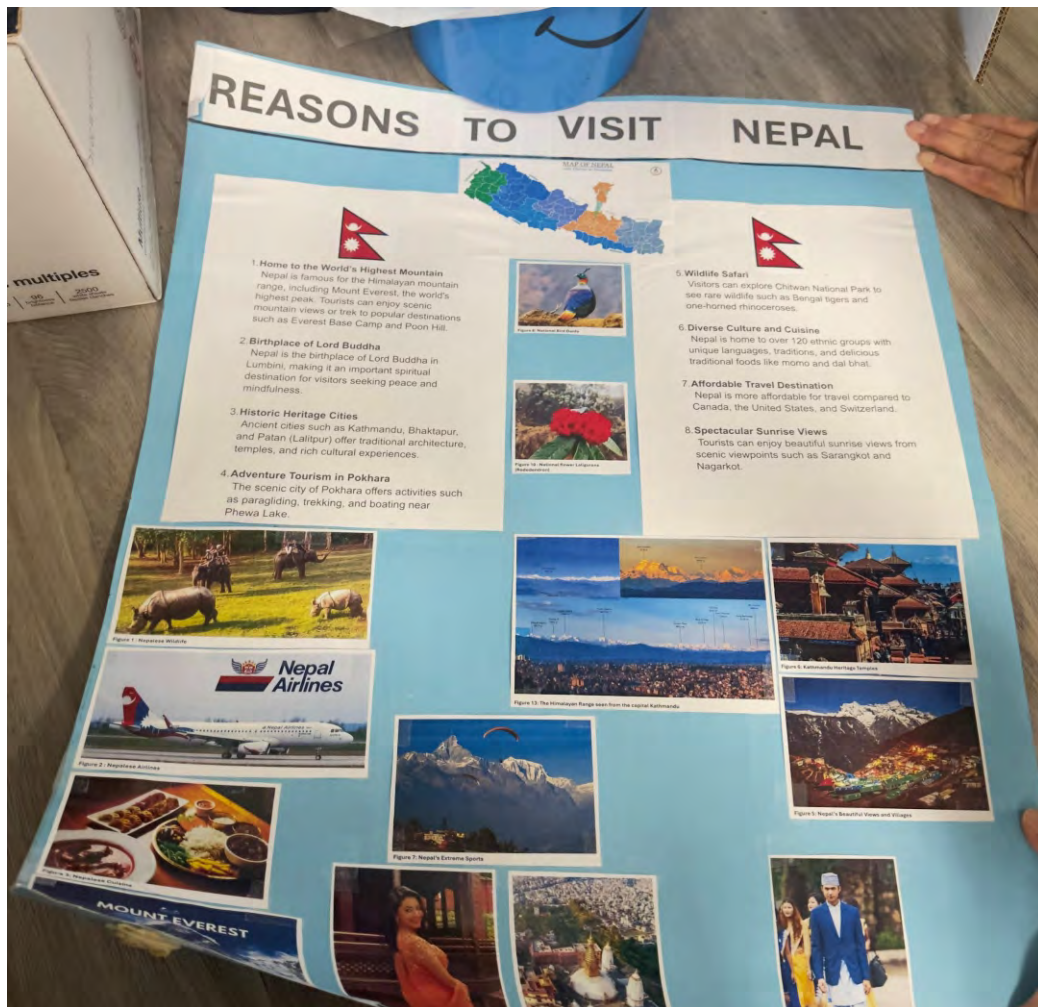
Students celebrating Saraswoti Puja at Juenli School



Music students performing Nepali songs on the day of Saraswoti Puja.



Students enjoying festival of colors (Holi/Fagu Purnima) at school



नेपाल भ्रमण गर्नुपर्ने आठ कारणहरू Reasons to visit Nepal

१. विश्वकै सबैभन्दा अग्लो हिमाल भएको देश:

नेपाल हिमालय पर्वत-शृङ्खलाका कारण विश्वभर प्रसिद्ध छ, जहाँ विश्वकै सबैभन्दा अग्लो शिखर माउन्ट एभरेष्ट (Mt. Everest) अवस्थित छ। पर्यटकहरूले यहाँ सुन्दर हिमाली दृश्यको आनन्द लिन सक्छन् वा Everest Base Camp र Poon Hill जस्ता लोकप्रिय गन्तव्यहरूमा ट्रेकिङ गर्न सक्छन्।

२. भगवान बुद्धको जन्मस्थल :

नेपालमा भगवान गौतम बुद्ध (Gautam Buddha) को जन्मस्थल लुम्बिनी (Lumbini) अवस्थित छ। त्यसैले शान्ति, ध्यान र आध्यात्मिकता खोज्ने पर्यटकहरूका लागि यो अत्यन्त महत्वपूर्ण धार्मिक तथा आध्यात्मिक गन्तव्य बनेको

छ।

३. ऐतिहासिक सम्पदाले भरिएका शहरहरू :

काठमाडौँ (Kathmandu), भक्तपुर (Bhaktapur) र पाटन ललितपुर (Patan, Lalitpur) जस्ता प्राचीन शहरहरूले परम्परागत वास्तुकला, मन्दिरहरू तथा समृद्ध सांस्कृतिक अनुभव प्रदान गर्छन्।

४. पोखरामा साहसिक पर्यटन

सुन्दर शहर Pokhara मा प्याराग्लाइडिङ, ट्रेकिङ तथा Phewa Lake वरिपरि डुङ्गा सयर (बोटिङ) जस्ता साहसिक गतिविधिहरू गर्न सकिन्छ।

५. वन्यजन्तु सफारी

पर्यटकहरूले चितवन राष्ट्रिय निकुञ्ज (Chitwan National Park) मा गएर Bengal Tiger र Nepali One horned rhinoceros (एकसिंगे गैंडा) जस्ता दुर्लभ वन्यजन्तुहरू अवलोकन गर्न सक्छन्।

६. विविध संस्कृति र परिकारहरू

नेपालमा १२० भन्दा बढी जातीय समुदायहरू बसोबास गर्छन्, जसका आफ्नै भाषा, परम्परा र संस्कृति छन्। यहाँका स्वादिष्ट परम्परागत परिकारहरू जस्तै मःमः (Momo) र दाल भात (Dal Bhat) पनि निकै लोकप्रिय छन्।

७. सस्तो र सहज यात्रा गन्तव्य

नेपाल, Canada, United States र Switzerland को तुलनामा यात्रा गर्नकालागि धेरै किफायती र सस्तो गन्तव्य मानिन्छ।

८. मनमोहक सूर्योदय दृश्यहरू

पर्यटकहरूले सारंगकोट (Sarangkot) र नगरकोट (Nagarkot) जस्ता रमणीय दृश्यावलोकन स्थलहरूबाट अत्यन्त सुन्दर सूर्योदयको दृश्य अवलोकन गर्न सक्छन्।

तयार गर्ने : Prepared By

आरिज राज गौतम

Aariz Gautam

Volunteer student graduated from Juneli School

Ramgarhia Khalsa School



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Ramgarkhia Khalsa School, Punjabi Presents

The Report

5 min Play Performed at 20 26 M2D

Written By Kuljeet K Bhuee



Kid 1- Aman

"How are you doing? "

Kid 2- Harman

*"Not too bad , but I'm struggling to
complete this Punjabi history project. "*

Kid 3- Sandeep

" GROWL AHHH. "

Kid 1- Aman

"What's the project on?"

Kid 2 -Harman

"21st century innovators. "

Kid 3 - Sandeep

[sighs loudly] "Ahhhhhhh!"

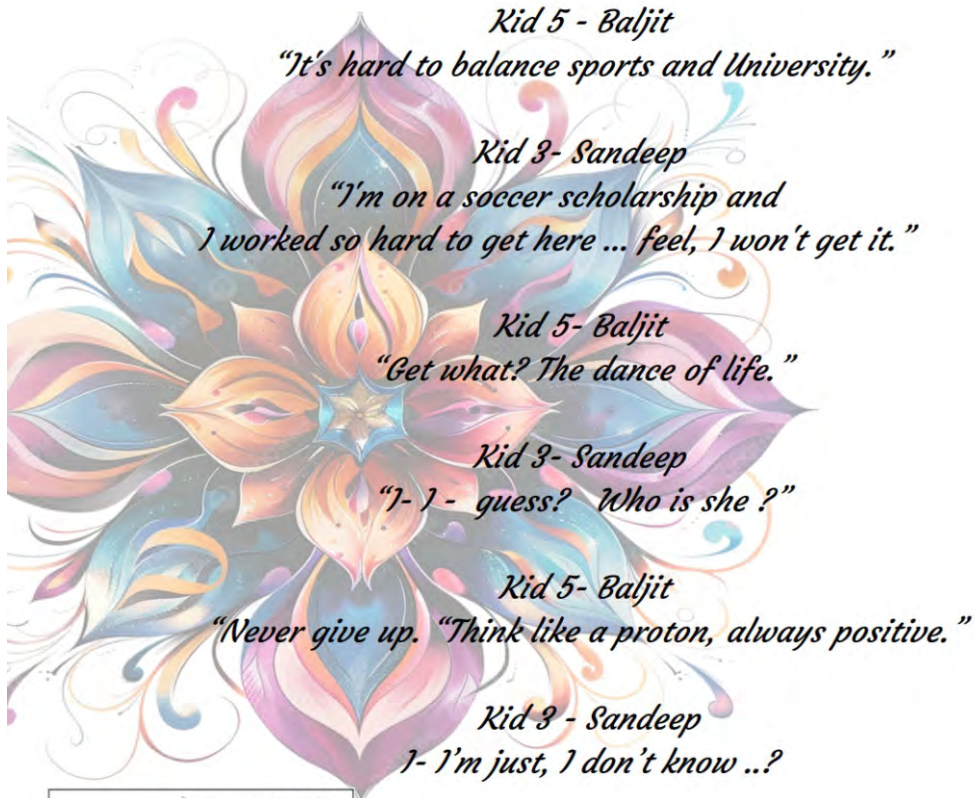
Kid 2- Harman

"Sandeep, what's with the noises ?"

Kid 3 - Sandeep

*"....It's...just...that, I go to the gym in the morning
and classes during the day and
then evening practice.*

It's a lot and I'm tired by the end of the day."



which impacted the Punjab region. Families were violently forced out of their land. It is now called Pakistan. "

Kid 1 - Aman
"My grandparents still remember this horrific time."

Kid 4- Arshdeep

"I have a story about never giving up. Have you ever heard of Fauja Singh Ji?"
"Fauja Singh Ji the world's oldest marathon runner at 89. When he was kid he was teased, like a lot of us. To help he took up running. Stopped during the 1947 partition which impacted the



Kid 4 - Arshdeep

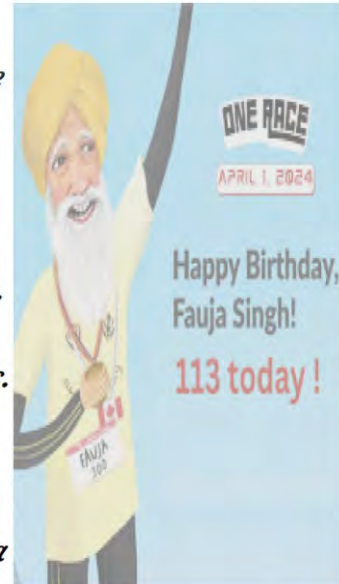
"He became a worldwide hit. Also known as The Turbaned Tornado, Running Baba & Sikh Superman. He proved his bullies wrong."

Kid 3- Sandeep

"His age and past hardship were never a problem. His story gives me hope. I have small setbacks but I can still think big. I have to rethink my goals. Time to press the reset button. "

Kid 1- Aman to Harman

"Harman, what about doing your project on Fauja Singh?"



Kid 2 - Harman

"There's so many to choose from. I'm just not sure."

Kid 2- Harman

"Okay Aman, for instance...What do you think about. Physicist Narinder Singh Kapany or Dr. Harvinder Sahota?"

Kid 1- Aman

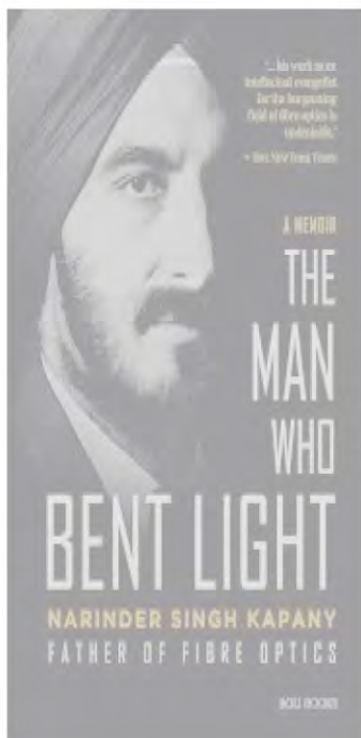
"The father of fiber optics Narinder Singh Kapany. Our phones, our computers, high speed internet, medicine and communication would not be possible without fiber optics. His impact on modern technology is legendary !. His impact will forever be infinite. The connection is forever."

Kid 5 - Baljit

"He would be an awesome choice!"

Kid 2- Harman

"Yes I know. "





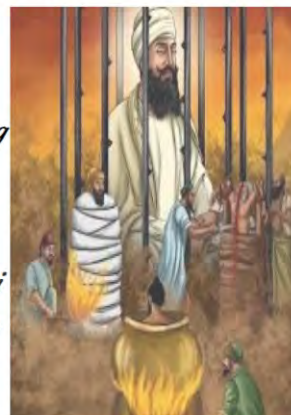
Kid 4- Arshdeep
There's also Dr. Harvinder Sahota,
an American cardiologist the inventor of
"Sahot's perfusion balloon"
He has saved many lives all over the
world."



Kid 5-Baljit
"Two very essentials humans for our World"

Kid 1- Aman
"Harman, Your project is just as important as the past"

Kid 2 - Harman said in a somber voice
"That's true Aman. Sadly . Remember, the 1500's during
the Mughal empire, They had tortured women, men,
children and Gurus. Under the orders of the Emperor,
Aurangzeb, Sikh's refused to convert to Islam. The
horrific death of Bhai Dayala ji, Bhai Mati Das ji ,Bhai
Sati Das ji, and many more.
Bhai Dayala ji was boiled
alongside Sri Guru Teg
Bahadur, our 9th Guru.



Kid 4 - Arshdeep
" Very horrific. Remembering, shapes us, reminds us,
builds character, and resilience. They fought and died for
their freedom so we can have ours."

Kid 5 - Baljit
"The brutality of the Sikh people continues to be
targeted. Not long ago, on March 25 2020 in Kabul,
Afghanistan, the Gurdwara Har Rai was attacked. There were 200 worshippers. 25
killed, 8 wounded. Another assault, on the day of the funeral, while the families
grieved, they were targeted by a bomb blast."



Kid 3- Sandeep
"It's sad how hate continues."



Kid 3- Aman
*"Reminds me to stand up for the oppressed,
 maintain our mother language and aspire with ambition"*

Kid 2- Harman
"The University is an example of growth, knowledge, and connection."

Kid 4 Arshdeep
*"Those who interfere in our lives; murdered, attack and bully us, it's a
 reflection of their hate, their intolerance and their upbringing."*

Kid 5 - Baljit
*"When I speak in Punjabi, talk about the past and present history, I connect with
 generations. We learn to grow within ourselves so we can truly be Sikh."*

Kid 4- Arshdeep
*"A healthy life is about infinite learning, growing in mind, body, spirit and love
 is the driving force."*

Kid 2- Harman
*"Conversation is important. I am glad I bumped into you, Aman and everyone for
 sharing. I have a few ideas for my 21st century project."*

*No Man shall coerce another;
 No man shall exploit another.
 Everyone, each individual,
 has an inalienable birth-right to seek
 and pursue happiness and self-fulfillment.
 Love and persuasion is the on law of
 social coherence and harmony.*

The Sri Guru Granth Sahib Ji quote, Sikhism Siri Guru Granth Sahib, Page 74

5

Fateh S Ghuman, Arshpreet K Ghotra, Harnoor Kaur, Japjit K Dhariwal, Evreen Singh, Ekamjot Kaur

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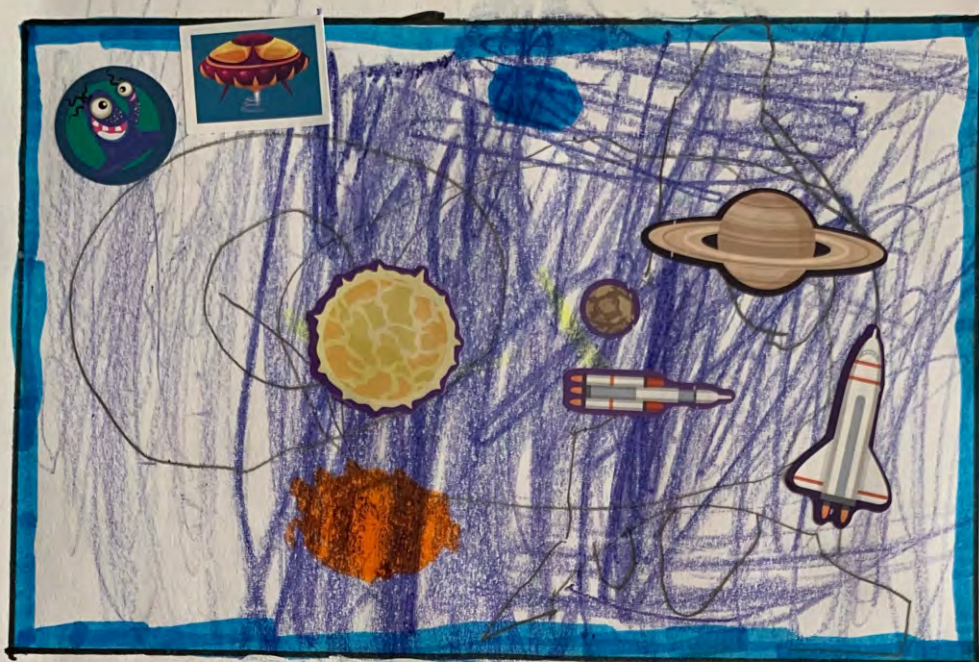
My name is Anna, I like reading and listening to music. I am 5 years old. I have two sisters. Their names are Sasha and Amelia.

БИОГРАФИЯ
МЕНЯ ЗОВУТ АНЯ.
Я ЛЮБЛЮ ЧИТАТЬ
И СЛУШАТЬ
МУЗЫКУ. МНЕ
ПЯТЬ ЛЕТ. У МЕНЯ
2 СЕСТРЫ. ИХ
ЗОВУТ САША И
АМИЛИЯ.
МЫ ЖИВЁМ
БОЛЬШОЙ ДРУЖНОЙ
СЕМЬЕЙ.



Меня зовут Николд.
Мне 4 года. У меня есть
мама, папа и брат
Лука. Я люблю играть
с машинками. Мне
понравилась океан, киты
и черепахи.

My name is Nikola. I'm 4 years
old. I have Mom, Dad and brother
Lu ka. I like ocean, whales and turtles.



МЕНЯ ЗОВУТ АЛЕКС. МНЕ 5 ЛЕТ.
У НАС В СЕМЬЕ МАМА, ПАПА И
МОЙ БРАТ АНДРЕЙ. Я ЛЮБАЮ
РИСОВАТЬ КОСМОС, РАКЕТЫ И
ПЛАНЕТЫ. ЕЩЁ МНЕ НРАВЯТСЯ
МАШИНЫ БМВ И ЛАМБОРГНИИ
КРАСНОГО ЦВЕТА.

My name is Alex. I'm 5 years old.
I have Mom, Dad, and brother
Andrew. I like drawing Space,
rockets, and planets.



Меня зовут Алиса. Мне 4 года.
У меня есть мама, папа и сестра
Эля. У меня дедушка
фокусник. Я люблю рисо-
вать, кушать шоколадные яйца,
танцевать.

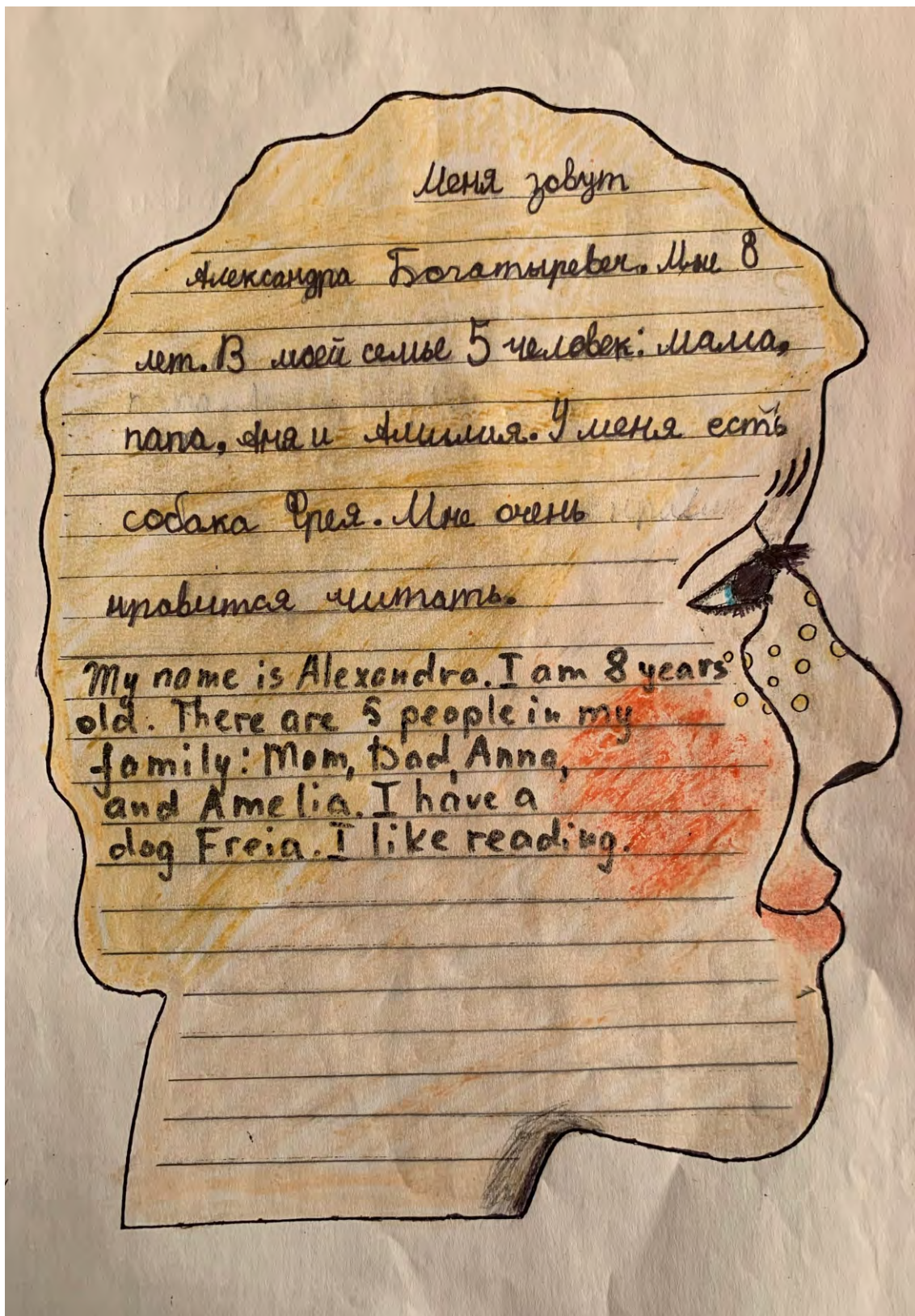
My name is Alice. I'm 4 years old.
I have Mom, Dad and sister Elly.
My grand-father is magician. I like
drawing, chocolate eggs, and dancing



Я люблю слушать аудио передачу "Хрун".
Это передача для детей, где разные
герои из сказок попадают
в беду и детективы, которых зовут
Мария Петровна, глава агентства
"Хрун", Макс, помощник, и Добрыня,
глава полиции. Иногда они ищут
пропавших героев из сказок, а
иногда они пытаются расследовать,
почему некоторые сказки
изменились.

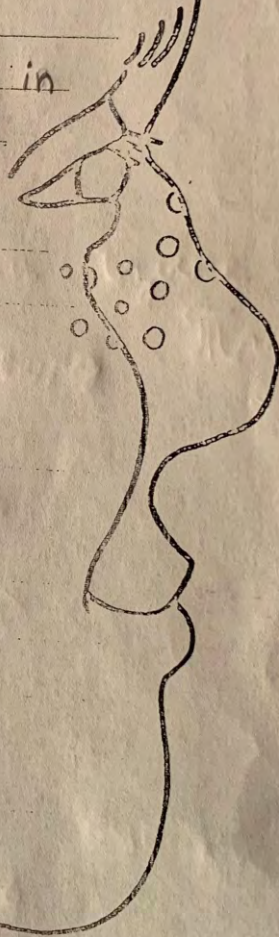
Мне очень нравится эта
передача, потому что там
встречаются герои моих
любимых сказок.

My favorite thing to do on my free time is listening to
the podcast "Hrum" on Youtube. Three detectives are
solving problems of famous characters from popular tales.



Меня зовут Андрей
мне 9 лет. В моей семье четыре
человека, я, мой брат Саша, мама и
папа. У меня нет животных. Я люблю
читать книги и комиксы, играть в шахматы,
футбол и в видеоигры.

My name is Andrew.
I'm 9 years old. There are 4 people in
my family: my brother Alex, mom, dad
and my self. I like reading, playing
chess and soccer.



Я люблю играть в 1,000 игр без
интернета. Там есть игры на разных
языках. Я играю на русском языке,
игра называется Кроссворд. Там
надо вставлять слова в кудики.
Это не единственная игра, в которую
я люблю играть.

Сейчас очень много видеоигр на разных языках. Моя любимая игра это всем известная игра Майнкрафт.

Майнкрафт — это игра, где ты можешь делать всё, что угодно, например, ты можешь построить дом или целые города. Вот почему мне нравится игра Майнкрафт.

Меня зовут
Хаким, мне 11 лет. У меня
есть младший брат его
зовут Анвар. Ему 7 лет. Мы ходим
в русскую школу по субботам.
У меня есть папа и мама.
Папу зовут Анвар (как и моего
брата) а маму зовут Зарина.
У меня есть домашние
животные, это две кошки.
Одну кошку зовут Нюша
а вторую - Тим. Я люблю чи-
тать книжки и комиксы, играть
в шахматы и видеоигры, а также
играть с куколками.

My name is Khakim, I'm 11 years old.
I have a little brother, his name is
Anvar. His 7 years old. I have mom and
dad. My mom name is Zarina and my dad
name is Anvar. I like read books and
play soccer.

CBC Event Coverage

The converging of Edmonton's diverse languages

<https://www.cbc.ca/player/play/video/9.7101326>



<https://lightroom.adobe.com/shares/338363e367384d2bb7ed1051f0bb0b18>



https://www.youtube.com/watch?v=RA6MVgE_gKY



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