



Outreach Newsletter

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We want to know what you think about this project activity. Please visit the survey link below and provide your evaluation of the SomaliCAN Outreach Newsletter.

Waxaan doonaynaa in aynu helno aragtidaada ku saabsan mashruucan. Fadlan booqo nudka hoose si aad u soo gudbiso sida ay kula tahay SomaliCAN Outreach Newsletter.

<https://www.surveymonkey.com/s/SomaliCANnewsletter>

Culturally-Responsive Approaches for Working with Somali Children

Hab Ixtiraamaya Dhaqanka oo Loola Shaqeeyo Carruurta Soomaaliyeed

Culturally-Responsive Approaches for Working with Somali Children

The Somali Literacy Project

(<http://thesomaliliteracyproject.com>)

1. Becoming culturally responsive educators

Somali parents are attempting to educate their children with a backdrop of discrimination targeted towards Muslims, English language learners, Black students and immigrants and refugees (Bigelow, 2010). As Vygotsky stressed it is important that we connect children's social worlds to the classroom, as this will be a means of enhancing children's learning. A starting point for this would be to develop a strong relationship with Somali children's parents.

As Moll et al.(1992) encouraged us to do, as educators we should position ourselves as learners and seek to learn from students and their families about their home cultures. A starting point is for the responsive educator to critically self-analyze for any potential biases. Following that, educators can seek to critically learn about our families and their cultures via our students' families and communities. Not Fox News. Not MSNBC. But our families. Learn about Somalia, Islam and other key components of Somali culture. Learn about the community and their various centers. Have some tea and do some shopping at the local Somali mall.

Continued on page 3...

Hab Ixtiraamaya Dhaqanka oo Loola Shaqeeyo Carruurta Soomaaliyeed

The Somali Literacy Project

1. Sidee loo Noqdaa Macallin Dhaqanka Ixtiraama

Waalidiinta Soomaaliyeed waxa ay isku dayaan in ay carruurtooda si wanaagsan wax u baraan iyada oo la ogyahay in takoor lala beegsado muslimiinta, ardayda luqadda Ingiriisiga, ardayda madow iyo soo galootiga iyo qaxootiga (Bigelow, 2010). Sida Vygotsky carrabka ku adkeeyay waa muhiim in aan isku xirno carruurta degaanka ay ku dhex noolyihiin ee bulsho iyo fasalka, maadaama ay arrintaasi gacan ka geysan karto kor u qaadidda waxbarashada carruurta. Tillaabada ugu horreysa ee laga billaabayo waa in xiriir wanaagsan uu ka dhexeeyo carruurta iyo waalidka Soomaaliyeed.

Sida Moll et al. (1992) ay dhiirrigeliyeen, ardaydu waa in ay gurigooda ka helaan waxbarasho dhaqankooda ah iyo hoggaan wanaagsan si ay ula wadaagaan barayaasha dugsiyada waxyaabaha dhaqanka u ah. Sidaas waxaa ku billaaban karo in macallimiintu helaan macluumaad u sahla in ay fahmaan dhaqanka ardayda oo ay ka fogaadaan wixii eex keeni kara. Waxaa habboon in macallimiintu ay ka bartaan dhaqanka bulshada ay u adeegaan waalidiinta iyo qoysaska dhalay carruurta ay wax baraan ee ma ahan in ay Fox News, MSNBC ama warbaahinta kale ka soo qaataay fikrado aan sax ahayn.

Eeg bogga 3.

... Culturally-Responsive Approaches for Working with Somali Children

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This will give you the tools to bring those funds of knowledge into the classroom. By connecting students' social worlds, you will be able to provide more meaningful language and literacy instruction.

2. Promoting Somali parent's involvement in children's schooling

Somali parents are incredible advocates for their children, but often do not know how to effectively participate in their child's schooling. Some Somali parents are intimidated to engage with their children's schooling due to differing cultural norms about teaching, which position educators as the exclusive teachers of children. Consequently, some Somali parents believe it is overstepping to be proactive in communicating with a child's teacher. The responsive teacher can position him/herself as a student of Somali culture, asking parents how teaching and learning takes place in the Somali context. Based on this knowledge, the teacher can teach families about education in the American context. With this knowledge, parents will feel empowered to be proactive in their child's learning.

Continued on Page 4.

Laakiin qoysaskeena. Baro Soomaaliya, Islam iyo waxyaalo kale oo muhiim ah oo ka mid ah dhaqanka Soomaaliyeed. Baro bulshada iyo xarumaha kala duwan. Aad shaaha qaar ka mid ah iyo samayn shopping qaar ka mid ah suuqa maxalliga ah Soomaali. Tani waxay ku siin doonaa qalab lagu keeni karo kuwa lacagaha aqoonta galay fasalka. By xira Caalamka bulshada ardayda, waxaad awoodi doontaa inaad si ay u bixiyaan af macna iyo barashada akhriska.

2. Kor u qaadidda ka qaybgalka waalidka Soomaali ee dugsiiga carruurta

Waalidiinta Soomaaliyeed waa u dooda cajiib ah carruurtooda, laakiin inta badan ma yaqaanaan sida ay si waxtar leh ka qaybgalaan waxbarashada ilmahooda. Waalidiinta Soomaaliyeed qaarkood ayaa cabsi la shaqaynta dugsiyada carruurtooda ay sabab u tahay kala duwan dhaqanka ku saabsan waxbaridda, kaas oo booska barayaasha sida macallimiinta gaarka ah ee carruurta. Sidaa darteed, qaar ka mid ah waalidiinta Soomaaliyeed ee ay rumaysan waxaa overstepping ay noqdaan kuwo dhiifoon ee la xidhiidhka macalinka ilmaha. Macallinku wuxuu jawaab nafteeda karo isaga / arday ka mid ah dhaqanka Soomaalida, weydiinaya waalidiinta sida baridda iyo barashada dhacda in xaaladda Soomaaliya. Iyada oo ku saleysan aqoon this, macalinka ku bari kara qoysaska ku saabsan waxbarashada ee macnaha guud ee Mareykanka. Iyadoo aqoontan, waalidiinta dareemi doontaa awood ay noqdaan kuwo dhiifoon ee waxbarashada carruurtooda.

Eeg bogga 4.

... Culturally-Responsive Approaches for Working with Somali Children

Hab Ixtiraamaya Dhaqanka oo Loola Shaqeeyo Carruurta Soomaaliyeed

3. Promoting cultural responsiveness through dual language books

Research has shown that utilizing dual language books in the classroom can improve the motivation, interest and family involvement of culturally diverse children in the classroom (Naqvi, R., Thorne, K., Pfitscher, C., Nordstokke, D. & McKeogh, A., 2013). Dual language books validate student's cultural identities, and are ways of validating and sustaining the cultural knowledge, and experiences of your students and their families. These books also demonstrate the importance and utility in using orality as a bridge to promote children's literacy, given that many Somali-English books are based on popular Somali folktales. The Minnesota Humanities Center has developed a series of [Somali-English books for children](#).

4. Connecting orality to children's literacy development

Four Somali Folktales Read in Somali and English/Sheekoy, Sheeko, Sheeko Xariira
When advising Somali parents about best ways to support children's literacy at home, I build from families existing strengths, which includes orality. Research has shown that the development of a strong first language will facilitate the child's learning of the second language (Genesee, F., Geva, E., Dressler, C., & Kamil, M. L., 2008). Using the Somali culture as a framework, I encourage mothers to increase children's language exposure by singing Somali lullabies to their children, and sharing stories.

...Continued on Page 5.

3. Horumarinta dhaqanka iyada oo caruurta la barayo buugta labada afba

Cilmi baaris ayaa muujisay in isticmaalka bugaagta luqada lamaan fasalka hagaajin kartaa dhiirogelin, danta iyo ka qaybgalka qoyska carruurta dhaqamada kala duwan ee fasalka (Naqvi, R., Thorne, K., Pfitscher, C., Nordstokke, D. & McKeogh, A., 2013). Buugaagta af Dual ansixiyo aqoonsigooda dhaqanka ardayga, iyo jira siyaabo ah iyo loona soo gaaray aqoonta dhaqanka, iyo waayo-aragnimada ardayda iyo qoysaskooda aad. Buugtaas waxa sidoo kale muujiyaan muhiimadda iyo korontada ee la isticmaalayo orality sidii buundo si kor loogu qaado qorida caruurta, la siiyey in buugaag Soomaali-Ingiriisi badan ku salaysan yihiin sheeko xariirooyin Soomaaliyeed oo caan ah. Humanities Center Minnesota wuxuu hormariyey taxane ah oo buugaag Soomaali-Ingiriisi loogu talagalay carruurta oo laga heli karaa at <http://minnesotahumanities.org/resources/somalilanguage.pdf>.

4. Isku xiridda horumarinta afka akhriska iyo qoraalka ee carruurta

Afar Sheeko Xariiro oo af Soomaali iyo Ingiriis ku Qoran/ Sheekoy Sheeko, Sheeko Xariiro.

Marka waalidka waano Soomaali ah oo ku saabsan hababka ugu fiican si ay u taageeraan qorida caruurta ee guriga, waxaan ka jira qoysaska, oo ay ku jiraan orality dhiso. Cilmi baaris ayaa muujisay in horumarka luqadda hore xoog loo fududeeyo doonaa waxbarasho ee ilmaha oo ah afka labaad (Genesee, F., Geva, E., Dressler, C., & Kamil, ML, 2008). Eeg bogga 5.

... Culturally-Responsive Approaches for Working with Somali Children

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One cultural activity that connects very well to dialogic reading, is the oral storytelling activity of *sheeko sheeko*. In *sheeko sheeko*, the mother starts the exchange with her child by saying “*sheeko, sheeko*”. The child responds: *sheeko xariir* (what’s the story?). The mother and child go back and forth and build a story, made up of Somali rhymes. These cultural activities provide me with a foundation to explain the importance of other dialogic activities, most notably reading. For mothers who cannot read in English, I encourage them to create stories from the pictures and point to letters and words, to increase the child’s print awareness. With a strong first language, the child will be able to more easily transfer those skills to learning to speak and read in English.

5. Advocating for appropriate assessments to prevent over-identification of culturally and linguistically diverse students in special education

Increasingly, more minority students are being referred to special education due to a language difference. Whether students are English language learners, or speak African American English or Spanglish, special education teams with little awareness for the numerous types of Englishes spoken in the United States are labeling minority children with having a language delay. It is important that the culturally responsive educator is able to advocate for culturally valid assessments for minority children. As English language learners, Somali students have not been immune to the effects of over-identification in special education. Standardized assessments have been found to be biased against culturally and linguistically diverse children (Saenz & Huer, 2003).

It is important that special education teams have an understanding for the various dialects of English and are able to use assessments tools which are more valid with multicultural students. These include but are not limited to dynamic assessment, narrative assessments, and parent report.

Isticmaalka dhaqanka Soomaaliyeed sida qaab-dhismeed, waxaan ku dhiirigeliyaan hooyooyinka in ay kor u gaadhista afka carruurta by heeso lullabies Soomaali in ay carruurtooda, iyo wadaagaya sheekooyinkooda. Mid ka mid ah hawlaha dhaqanka isku xira si aad u wanaagsan in loo akhriyo, waa hawl u sheeko afka ah Sheeko Sheeko. In Sheeko Sheeko, hooyada bilaabo dhaafsiga la ilmaheeda by leh "Sheeko, Sheeko". Ilmuhu wuxuu jawaab: xariir Sheeko (waxa sheekada?). waxaan ku dhiirigalin in ay ka abuurto sheekooyin ka sawiro iyo hal dhibic si ay xarfaha iyo erayada, si loo kordhiyo wacyiga print ilmaha. Iyada oo ah afka hore xoog, ilmaha awood u yeelan doonaan in ay si fudud ku wareejin xirfadaha kuwa barashada ku hadalka iyo akhriska Ingiriiska.

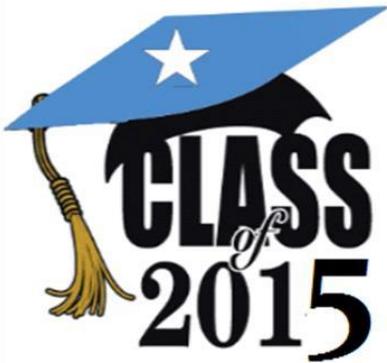
5. Ka dooddidda qiimeynta ku habboon si looga hortago in ardayda afka iyo dhaqanka kala duwan leh lagu qoro waxbarashada gaarka ah

Waxaa sii kordheysa, ardayda laga tiro badan yahay oo dheeraad ah lagu gudbiyo waxbarashada gaarka ah ay sabab u tahay kala duwan yihiin luqadda. Haddii ardayda waa Bartayaasha Luqadda Ingiriisiga, ama la hadal African American Ingiriisi ama Spanglish, kooxaha waxbarashada gaarka ah la wacyi yar ee noocyada badan ee Englishes hadlay oo dalka Mareykanka ah waxaa loo shaqi ama caruurta laga tirada badan yahay, isagoo u dhac luqad. Qiimayno waxaa la helay in la janjeedhaan ka dhanka ah dhaqan iyo luqad ahaan carruurta kala duwan (darita & Huer, 2003).

Waxaa muhiim ah in kooxaha waxbarashada gaarka ah waxay leeyihiin waxgarasho ah lahadaha kala duwan ee English iyo waxay awoodaan in ay isticmaalaan qiimaynta qalabka oo ka sii sax ah ardayda dhaqamada kala duwan. Waxaa ka mid ah, laakiin aan ku xaddidnayn qiimaynta firfircoon, qiimaynta sheeko, iyo warbixinta waalidka.

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For more information, please contact the organizing committee:
Phone: (614)439-3034 E-mail: mohamed.196@osu.edu

GRADUATING STUDENTS: PLEASE BRING A COPY OF YOUR FINAL TRANSCRIPT FOR SCHOLARSHIP CONSIDERATION.

Dowladu ma kaa caawisaa guriga aad dagantahay?



Hadii ay jawaabtaadu haa tahay, waxaa heli kareysaa caawimaad cunto oo dheeraad ah!

Sida uu qabo sharciga ohio, hadii uu qof uu daganyahay guri dowladeed, lacagta korontadana ay ka midtahay kirada guriga, waxaad xaq u leedahay in lagu xisaabiyo lacagta korontada oo laguugu daro xisaabaada marka uu xaafiiska ceyrta eegayo waxyaabaha kaa baxo.

- Hadii lagu diiday kaarka cuntada, waxaa laga yaabaa arintaan owgeed in ay tahay. In lagu dari waayay lacagaha kaaga baxo korontada iyo biilasha kale.
- Hadii aad qaadatid kaarka cuntada iminka, waxaa laga yaabaa arintaan in ay kuu kordhiso intaad horay u heli jirtay.

Sida loo codsado Kaarka Cuntada:

- **Online**, gal <https://odjfsbenefits.ohio.gov>.
- **Qof ahaan**, tag xaafiiska ceyrta ee kuugu dhow.

Sida loo helo ogolaanshaha in lagu xisaabiyo qarashka korontada hadii aad qaadatid kaarka cuntada:

- **La xiriir xaafiiskaaga ceyrta** una sheeg in aad dagantahay guri dowlada kaa caawiso lacagta korontadana ay ku jirto kirada. Si aad u heshid, ogolaanshahaas waxaa laga yaabaa in lagu weydiiyo warqad cadeynayso, oo la yiraahdo ka keen qoloda iskaleh guriga aad dagantahay.

Hadii lagu diido ama lagu yiraahdo lacagaha kharashka ee aad bixisay laguma xisaabinayo kaarkaaga cuntada, Fadlan la soo xiriir xaafiiska Legal Aid oo soo wac (614) 241-2001 ama gal www.columbuslegalaid.org.

Central Ohio Community Resources

Police:

Emergency: 9-1-1
 Non-emergency: 614-645-4545
 Sheriff: 614-462-3333

Mental Health Crisis:

Netcare Access: 614-276-2273

Poison Control: 1-800-222-1222

Columbus Health Department
 Free Clinic: 614-240-7430

Legal Matters:

Legal Aid Society: 614-241-2001

Child Abuse and Neglect:

FCCS: 614-229-7000

Housing:

CMHA: 614-421-6000

Information and Referral:

HandsOn: 614-221-2555 or 211

Somali Services

SomaliCAN
 614-489-9226
www.SomaliCAN.org

The Omoleky Law Firm
 614-441-5305

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Funded by the Ohio Developmental Disabilities Council under the Developmental Disabilities Assistance and Bill of Rights Act, Public Law 106-402.

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