

Aboriginal Student Leadership 2015-2016

“Gathering Our Strengths”



Working on our reconciliation mural “Feathers of Hope” with the assistance of Lita Fontaine



TRUTH INSPIRES OUR FUTURE
Truth and Reconciliation Education Day
November 4, 2015

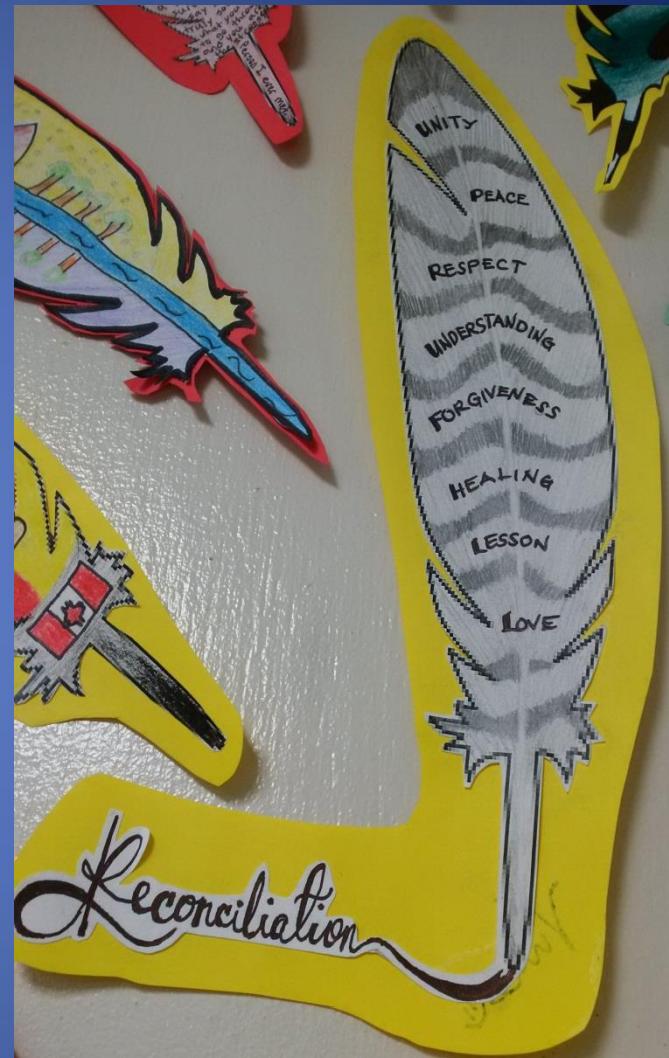


Students enjoyed a full day of speakers, drummers, intergenerational panel and music to celebrate the launch of the Truth and Reconciliation website. trc.ca

School-Wide Truth and Reconciliation

- Our ASL students and advisors; Darren Ellison and Mellissa Proctor in consultation with Kevin Lamoureaux, invited Advocacy Teachers to set aside some time to explore the concept of Reconciliation with their students. We asked each class to develop a “It Matters to Me” statement of reconciliation. Statements could take the form of a definition, an understanding, or a personal commitment.
- These statements will be incorporated into our school mural which will in turn send a message to our community about our commitment to Truth and Reconciliation.

“As Canadians, whether our families have newly arrived or have been here for generations, we inherit the full story of Canada. While we enjoy all of the beauty and pride of being Canadian we also have a responsibility to respond to the challenges left behind by difficult stories in our past. Rather than a burden of shame or guilt, this is instead a calling for young people to embrace the principles of social justice, equity and fairness. It is an opportunity to empower young minds to see themselves as agents of Truth and Reconciliation.” - an excerpt shared with staff and students by Kevin Lamoureux, Scholar-in-Residence



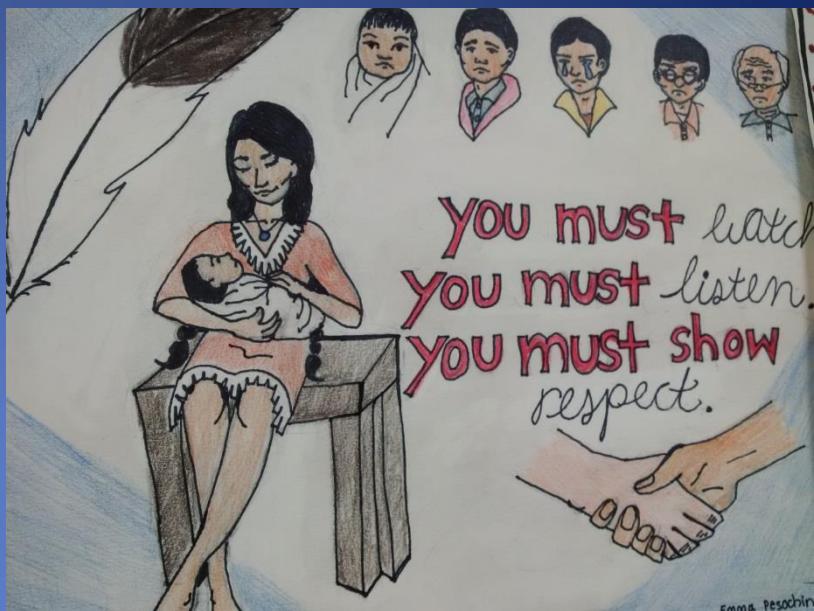
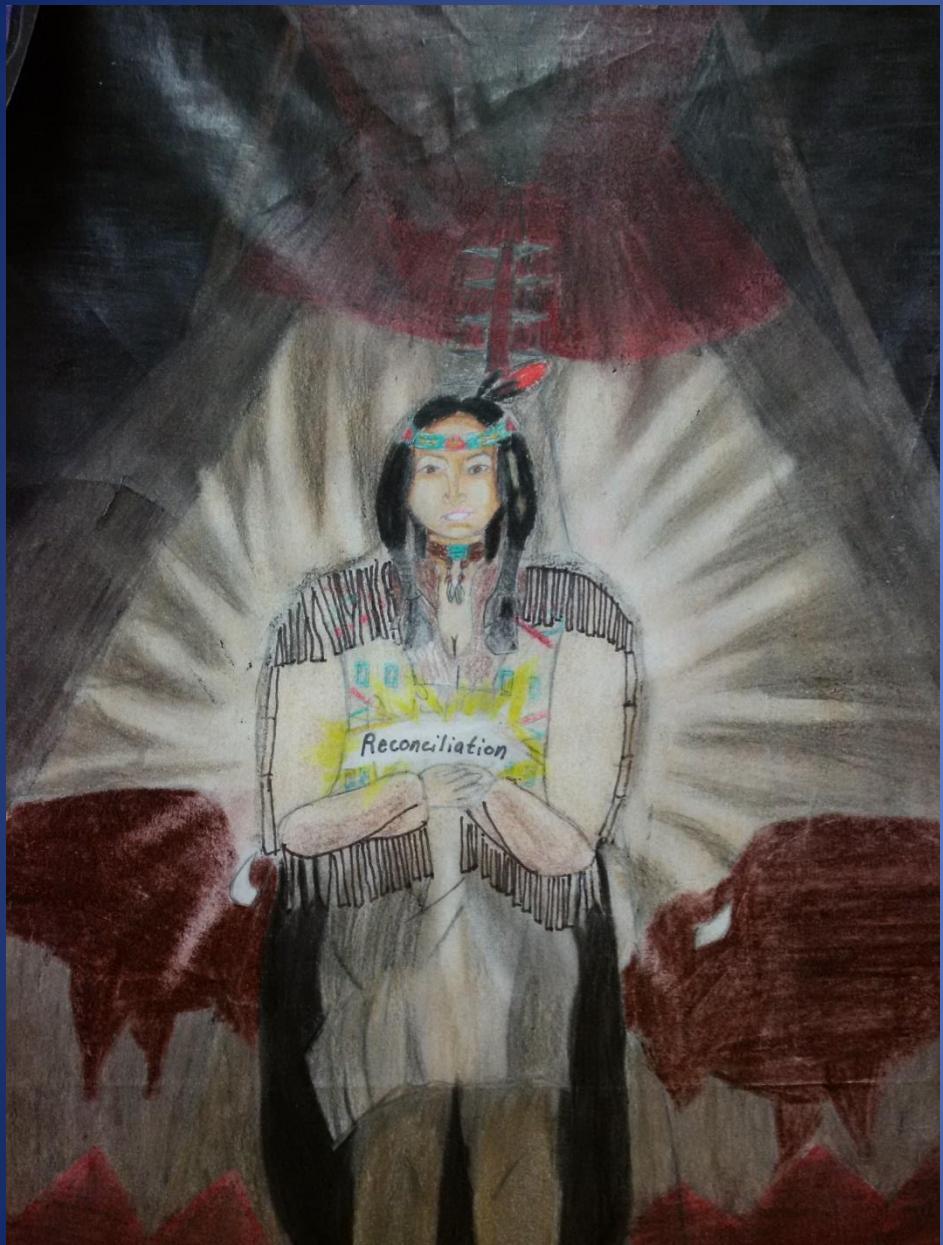
Some responses from our Garden City students for Truth & Reconciliation:

- “We need to remember what we tried to forget”
- “Reconciliation matters, because if we don’t recognize our wrongs we will repeat our past.”
- “As a Canadian it is my responsibility to respect our country and all of its people”
- “As Canadians, it is our responsibility to know about our country’s history”
- “To me, reconciliation means to make amends with one another because we are all Canadians”
- “We all belong to the human race. Our humanity is within us. We must show it to the world to make this planet filled with equality.”
- “Reconciliation matters because no one should stay afraid of their past.” Reconciliation may let them free of themselves and walk towards the future strong and proud of who they are.”
- “The act of becoming friendly again.”

Ms. Single and Mr. Ellison's classes expressed what "Reconciliation" means to them.

The Truth and Reconciliation Commission was set up to give "voice" to all the survivors of Residential Schools in Canada, to educate Canadians on the legacy of Residential schools, and to make recommendations, or calls to action. We learned about Residential Schools and reconciliation, aided by videos and images from Legacy of Hope and a talk and documentary from Justice Murray Sinclair and then represented what we learned in an image and short write up.





Truth and Reconciliation Day @ GCC with Justice Murray Sinclair

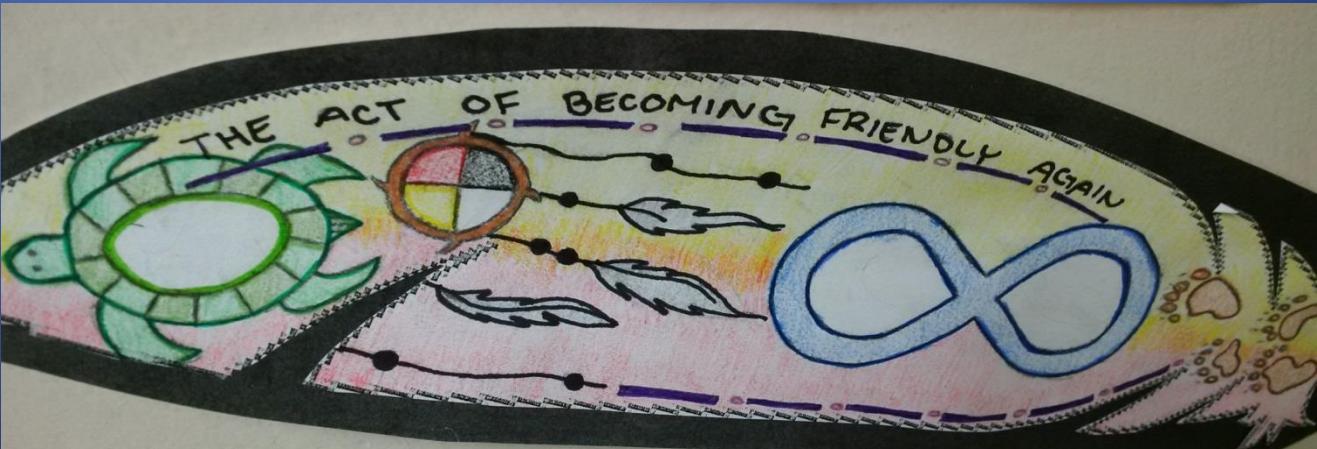


Mary Courchene offering the opening bilingual prayer



ASL present Justice Murray Sinclair with an eagle feather staff and a “Feather of Hope” painted by Haylea Okemaw-Sandy

Mr. Leclair's Grade 9 Social Studies Classes:
When creating their Human Rights Icon presentations, grade nine students researched and demonstrated the Anishinaabe Seven Teachings (Courage, Honesty, Respect, Love, Truth, Humility, Wisdom) in a manner that exemplified each of the teachings through the actions and story of their selected icon. In addition, they also spoke about the conceptual reasoning for the connection between each of the animals who embodies individual teachings and told a story on how one of the teachings had underpinned their actions during a certain time in their lives.



Natasha Dos Santos, Student Teacher in Dan Leclair's class

During my last teaching block at Garden City Collegiate, I had the privilege of teaching my grade 9 classes about residential schools. We looked at the subject through different mediums such as the graphic novel "Sugar Falls" which follows a survivor's story from right here in Manitoba. We also listened to many residential school survivors stories and watched the documentary "We Were Children". To finish off our unit the students had to think about what truth and reconciliation looks like, feels like and means to them. After watching former Prime Minister Stephan Harper's apology and discussing the 94 calls to action, every student received an eagle feather outline and designed it. Each eagle feather represents what reconciliation means to them. The idea to do this came from The Aboriginal Leadership Group here at Garden City.



Tracie Leost, Grade 12 student at Garden City Collegiate and Recipient of a Manitoba Aboriginal Youth Achievement Award for Athletics. Tracie was also nominated for a Community Service award for her run to support and raise awareness for Missing and Murdered Indigenous Women.



Chris Lagimodiere, U of M Aboriginal Recruitment Officer, visits our ASL group every six weeks to inform students about aboriginal opportunities and encourages participation in activities. We have had tours to the U of M - including the Aboriginal Student Center “Migizii Agamik” (Beaver Lodge) where students took part in a smudge and sharing circle. They also toured the Native Studies Faculty and enjoyed the climbing wall and playing Indigenous Games.



Teenage Bears Drum group from Maples share their traditional talents with GC students



A visit from the Louis Riel Institute



Mr. Ellison modeling traditional Metis fur trader's jacket and furs.

City of Winnipeg, Corporate Support Services Staff visit Garden City

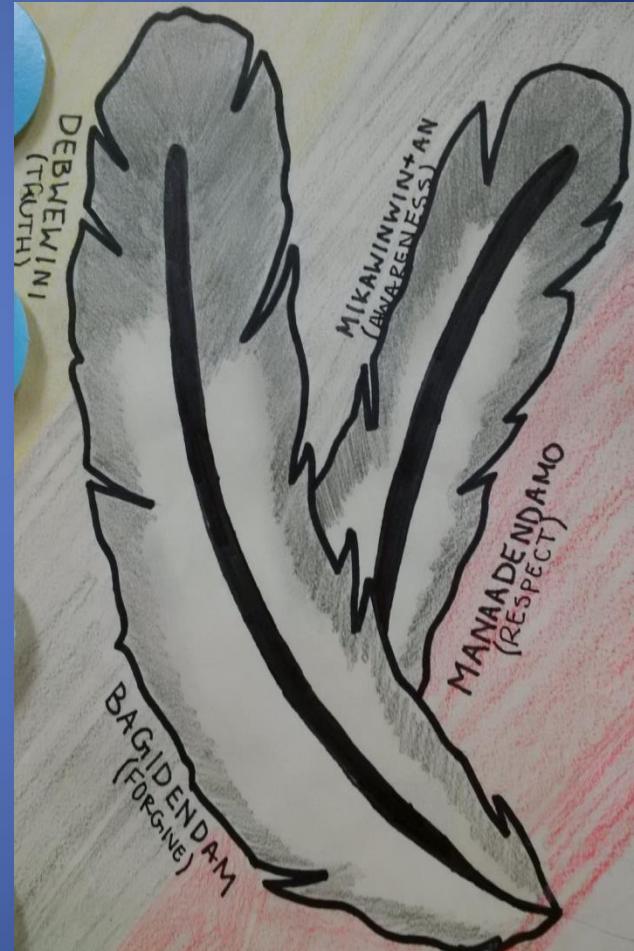
OshkiAnnishnabeNigaaniwak@winnipeg.ca

Staff informed our ASL group of employment opportunities, scholarships and service awards available to Aboriginal students.

Voices into Action

ASL and Indigenous class participated in this session to learn about social justice issues and celebrate the launch of

www.voicesintoaction.ca



Dream Catcher ELA20S: Our class dream catcher was created during a sharing circle where students shared their dreams and aspirations in life. After sharing their dream, students then added a string to the dream catcher to build the webbing. Once the dream catcher was made, a second class constructed small cut-outs to represent their dream that would then be applied to the dream catcher. This dream catcher is comprised of the hopes and dreams of two separate groups of students, reminding us all that every person dares to dream. - Mr. Pereira

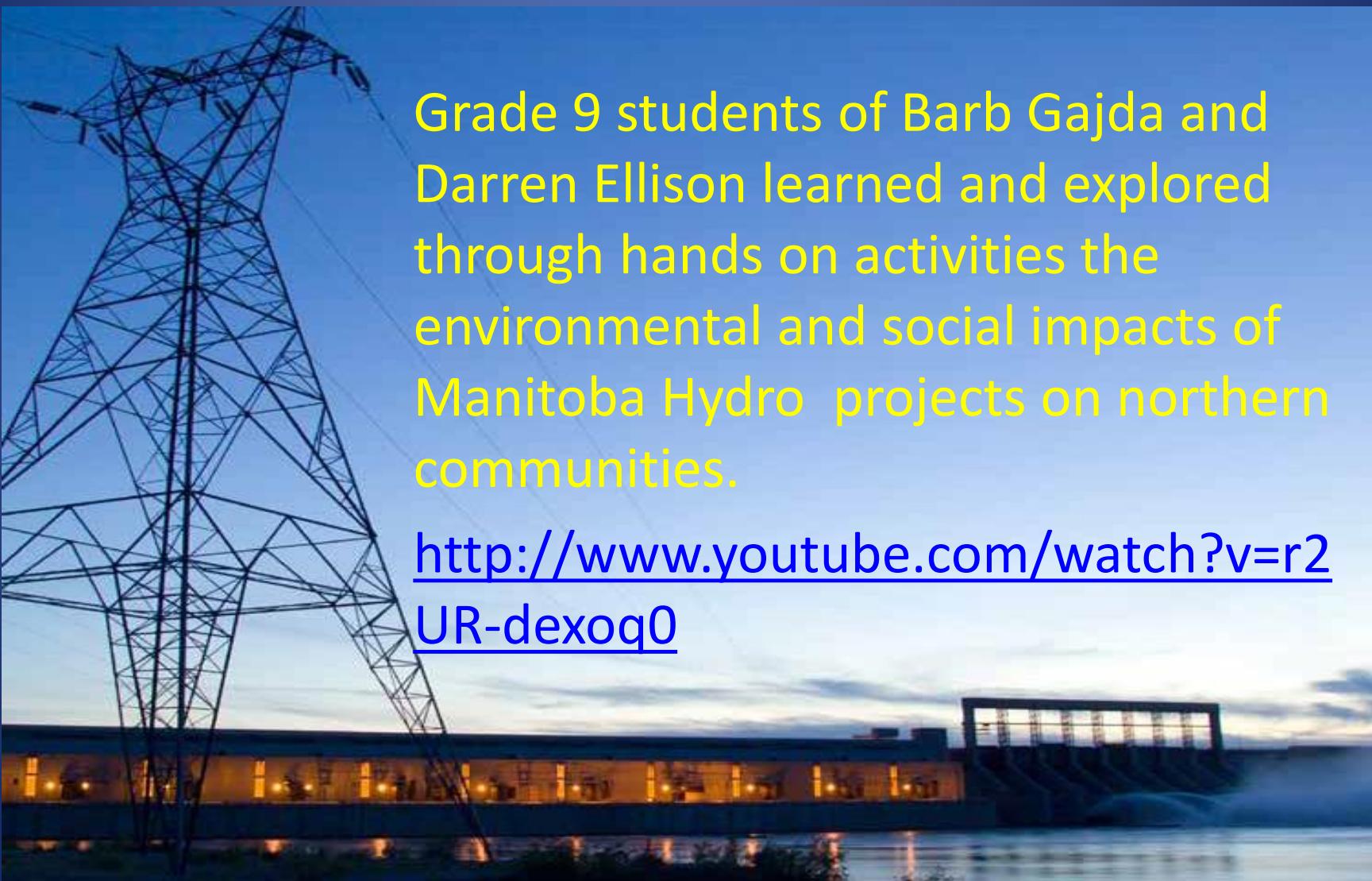


Darren Ellison's Grade 9 "Story Map Project" for our novel study on "The Absolutely True Diary of a Part-Time Indian" by Sherman Alexie.



Graeson Spencer

Considering the other end of the line...

A photograph showing a tall, lattice-structured electrical pylon on the left, its wires extending towards the right. In the background, a dam structure is visible with water cascading over it, set against a sky transitioning from blue to orange and yellow at dusk.

Grade 9 students of Barb Gajda and Darren Ellison learned and explored through hands on activities the environmental and social impacts of Manitoba Hydro projects on northern communities.

<http://www.youtube.com/watch?v=r2UR-dexoq0>

Canadian Museum for Human Rights

Mikinak-Keya Spirit Tour

(Seven Sacred Teachings)

