

Report to Community Forest Park School 2021-2022

As a school community, we not only survived another year of Covid restrictions and safety guidelines, but we thrived. Each classroom became a blossoming community of inquisitive learners. Our children learned beyond the confines of their classroom walls and ventured out regularly, despite the weather, to learn from the land and the outdoors. Our children developed new friendships and strengthened past relationships. This report is a culmination of classroom stories that celebrate students engaged in their learning.

Mrs. Tabor: Kindergarten AM



The most engaging activity we did in kindergarten was our regular walks at the beginning of the morning. Sometimes we would have a specific goal such as find signs of spring, find things in groups of twos or threes, or measurement. Sometimes we would just walk and notice our environment. Usually, we would take the same route, rather than becoming bored with the walk, the kids become confident in knowing their way and started to notice when something changed on our path. Going out in all types of weather taught us resiliency and showed the kids that we can be outside and enjoy all four seasons. Their enthusiasm, wonder, and joy for being outside was a great way to start our day.



Mrs. Leskiw: Kindergarten PM



The afternoon Kindergarten class enjoyed learning about plants, insects and animals through the seasons of the year. The students took care of their own “Kinder Garden” plants and even some insects. We enjoyed collecting various nature objects on our walks. We learned about taking care of the world around us.

Mrs. Yakiwchuk: Grades 1/2/3

Throughout the year, Room 3 has tried to get outside each day for Outdoor Education, even in the cooler months. This June, we participated in the Two Weeks Outside challenge. We spent most, if not all day, learning outside. We braved the rain to learn about the impact water has on plants and soils. We learned about the importance of respectfully and sustainably collecting materials to create nature mandalas. We told stories, created nature journals, worked together to complete math scavenger hunts, and much more. As a result of our experiences, we are finishing off the year being able to take better care of ourselves, each other, and this place.



Mrs. Justyna: Grades 1/2/3



My class and I did some baking and made popsicles this term. Our inspiration to start was the book 'Awâsis and the World-Famous Bannock' by Dallas Hunt. We followed the recipe from the book and enjoyed some delicious Bannock with either butter or jam. Next, we made chocolate chip cookies - and after discovering how much sugar is in them, we decided to add half of the amount required, and as it turned out - they were still delicious. Students were also curious how much sugar was in chocolate cupcakes, so we made those next. Of course, we cut the amount of sugar in half, and they tasted very good. For our last 'cooking' experience we made popsicles, and instead of sugar, we added some honey (as a healthier option). This was 100% student led when coming up with ideas, and even though not each item that we made was considered 'healthy', it gave us an opportunity to discuss what is healthy and how can we ensure to make good choices most of the time, and that some things are okay to eat in moderation. Each experience was exciting and memorable for my students. If you ask them today what their favourite part of their school year was - majority will say baking. For some of them it was the first time helping with measuring, adding ingredients, and mixing. I hope to continue cooking/baking in my classes in the future.



Mrs. Judge: Grades 1/2/3

During the 2021-2022 school year, Mrs. Judge's Room 5 class did a full year-long inquiry into the monthly full moons. Our Indigenous peoples used the full moons as their calendar. They looked to



nature and what was going on around them to identify the time of year. As each full moon arrived, the students predicted what the moon could be called each month. Then, we connected the full moons each month to the Anishinabe and Cree people and what they called each full moon. We learned about changes in weather, animal behaviours, and trees/plants. We discovered that there are so many changes, in all living things, throughout the seasons on our Mother Earth.



Mrs. Marchenski: Grades 1/2/3



What is the most requested activity in room 6? Writing time! Students learn about the writing process by becoming authors. They plan, write and illustrate their own stories. Then they go through the editing process with their teacher. Before they can publish their books, they must read their story to the class and get “feedback” where students ask questions and give suggestions as to what might make their book more interesting. It involves a lot of work from

the students but they love it. Students also love reading and rereading their classmates stories.



Ms. Dennie: Grades 1/2/3

This year, the students in room 7 worked on an engaging water inquiry project. The project started with learning about Truth and Reconciliation Commission and the #94 calls to action. The class had selected call to action number #62 as an important starting point. The call to action states “*We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.*” etc. Based on this call to action, we started learning about significant Indigenous people in the past and present and we used social media to research about contemporary events in Indigenous history. After learning about artists such as Mikey Harris, Shina Novalinga, Michelle Chubb and James Jones, the class was then interested in the activism of Autumn Peltier. The students in room 7 learned



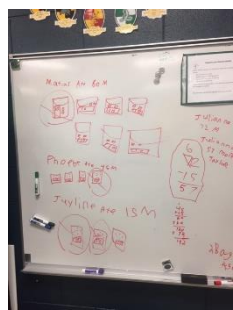
about the issues of unclean and unsafe drinking water in Indigenous communities in Canada and started their own form of activism, creating art that had a message. The students in room 7 acknowledge that clean water is a basic human right for all people and there is more work that needs to be done by our community, government and leaders to make that a reality. This was a powerful inquiry project that the students in room 7 will continue to build on in their future.

Ms. Lee: Grades 4/5

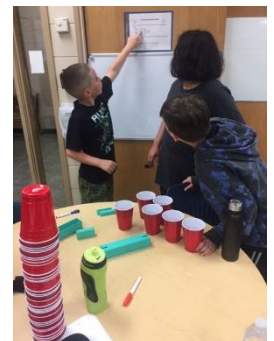
When we took our trip to Ozhaawashkwaa Animikii-Bineshi Aki Onji Kinimaagae' Inun (Blue Thunderbird Land-based Teachings Learning Centre or Aki Centre), we learned that the land was initially a wetland, then turned into farmland over the years and became over farmed. Now the Seven Oaks School Division is doing its part to restore the land. Our goal was to create a model of a native animal habitat to help Aki Center restore the land. We did research by going for walks in our community, walking to the West Kildonan Library to use their books, using electronic resources and having Teacher Kass from the Aki Centre come and answer questions. We built model habitats and presented to each other and to Teacher Kass. Throughout the process we gave and received feedback from peers and adults. We had so much fun on this project!



Mr. Gebhardt: Grades 4/5



The 2021-2022 school year was an exciting and different one for the the Awesomites of Room 10. One of the big differences this year that students really enjoyed was our foray into the practices behind Peter Liljedahl's Building Thinking Classrooms. The main philosophy behind the program is to generate more moments of genuine engagement and problem solving by students. As a quick summary of how it looked, students were routinely placed in random groupings and then assigned to vertical whiteboards throughout the room while they worked on rich-thinking tasks that promoted critical thinking, problem solving, and the application of topics and strategies taught in math. As students became more accustomed to this version of math class, it quickly became a popular activity that drew cheers when scheduled and groans when it wasn't on the agenda. One of the most exciting parts was the collaboration and discussions that students had with each other. Even the students who had previously identified themselves as "not good at math" were suddenly looking forward to our "Big Stinkin' Thinking" problems. As the year went on classmates were able to explain their ideas to one another and were quite mindful to make sure that every group member had a means of



contributing to their solutions. Students loved taking inspiration walks during the process where they would be permitted to go for a walk and look at how other groups were trying to solve things. As I explained to the kids, no one "owns" a strategy and there is a difference between being inspired and just copying. Equally enjoyed were gallery walks at the end of problems in which as a group we would walk around and discuss the different methods groups used. Big Stinkin' Thinking problems were a hit and will be a part of our math class next year again.

Mrs. Cordova: Grades 4/5



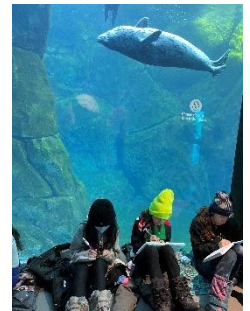
Room 11 has been researching and learning about the history of Canada and connecting them with present Canada. They explored the Indigenous Peoples Atlas of Canada to learn about the land, treaties, residential schools, languages, Indigenous communities, and the role of Indigenous People in the development of Canada as a nation. They attended the Seven Oaks Historical Thinking Jam in Garden City Mall and talked with historians about past events and how they affected people's lives. They went to Downtown Winnipeg's historical sites to complement their classroom learning. It was both fun and a learning experience to visit different locations in Winnipeg and appreciate the available local resources that Winnipeg has to offer.



Mrs. Dech & Mrs. Amy: Grades 4/5

This year, Room 12 had the amazing opportunity to take up residency at Assiniboine Park Zoo. For one very frigid week in December, we bundled up warm and immersed ourselves in interactive, behind the scenes learning. Highlights from our time at the zoo, included:

- "Having cameras to take pictures of things we saw." Jagger
 - "Touching, learning about and having large insects jump on us." Ava
 - "Reading quietly by the seals." Reyah
 - "Playing dead so the tiger could jump at us." Nimisha
 - "Meeting and learning about new animals." Asriel
 - "Seeing the peacocks wandering around everywhere." Abijit
 - "We got to watch the Polar Bears while sipping hot chocolate." Tylyn
 - "Visiting the Animal Hospital." Nirmitt
 - "Being completely grossed out by the food that's fed to the animals." Gavin
- We had a great time at the Zoo.



Mr. Ens: Physical Education



Gym class can help improve students' emotional, social, and physical health. I tried deliberately to focus simply on having fun in physical education this year to encourage each student's physical literacy. After living with COVID for more than two years and everyone missing out on so many active opportunities I felt it to be very important for all students to share in as many of these joyful experiences as possible. This was especially true since I felt the gap between the "athletic" and "non-athletic" students had widened coming into this school year.



Learning locomotor and fundamental sports skills used in various games (ie. throwing and kicking) are necessary and will always be a focus, but my primary goal for the 2021-22 school year was to ensure students leave gym class with a bigger smile on their face than when they arrived. COVID took so much away from students and our children missed out on so much. At the elementary level, protocols did not allow children under grade 6 to have large group intramural activities between classes or extra-curricular activities for most of the year. Badminton was our first extracurricular opportunity in more than 2 years to play alongside students from other schools. Cross-country and track and field followed. It was so nice to have these experiences back and allowed me to reflect on how important these types of opportunities are for a student's school experience. As a physical educator in a public school setting, I can do my part to provide all students at Forest Park with an opportunity to smile, laugh, and have those "feel good moments" that will go a long way in providing some joy in a kids' life.....and if they learn how to shoot a basketball or dribble a soccer ball, it's a bonus.

Mrs. Risbey & Ms. Arcand: Music

What an exciting year we had in the music room! Slowly but surely, making our way back to a more normal year, we could use the music room again. This year was all about working together. We used instruments that we have not been able to use in a few years and made music together as part of a closer ensemble. We celebrated music from different cultures around the world and right here in Canada as we continue to work towards Truth and Reconciliation. We advanced our rhythm skills by exploring different instruments and composition throughout the year. We prepared for two big performances and were lucky to have performed for a live audience at SOPAC in December. The students shined on stage, and it was definitely a highlight of the year! Our Arts in the Park performance was rained out, but we got to show off at our school BBQ. Our students continue to amaze us as they learn, share, and grow together as talented musicians. Looking forward to more musical adventures next year!

