

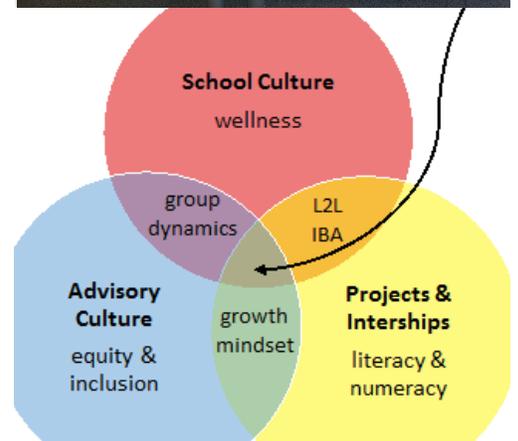
2018 - 2019



Report to Community

Message from the Principal

As a project-based learning school we identified that more than simply passion is necessary when developing projects – purpose & rigor are also required for success. We framed our planning for our 10th year around *Mino' Pimatisiwin*, an Ojibwa term for living your best life by finding a balance of the physical, emotional, intellectual, and behavioural self. It is the ever-present goal of the growth and healing of an individual with the help of their family and community. We continued to work towards helping students recognize their own needs and the needs of others, to prepare them for a world that is constantly changing, and to foster community so everyone can benefit. Under the umbrella of the three 'big picture' priorities – relationships, relevance & rigor – we continued to ensure that each of our students had a learning plan tailored to their specific needs. Wellness, truth and reconciliation, gender & sexuality, and the climate crisis continued to be a part of daily fabric of our school. With this in mind, we planned our activities and 'Leaving to Learn' experiences with an additional emphasis placed on citizenship, by focusing on land-based education, mental health, sustainability, and social justice. With a lens on equity and inclusion, we focused on a growth mindset and strength-based approach to teaching and learning and we sure had an incredible 10th year! The hard work of all the staff and students here at the Seven Oaks Met School never ceases to amaze me. ~ Nancy Janelle, Principal, SOMet



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Truth & Reconciliation & Social Justice

This year at the Seven Oaks Met School students took an active and deliberate role in implementing the Calls to Action from the TRC. Their action and activism ranged from classroom discussions and projects, to professional development sessions, Ted Talks and large community events.

Two of the main learning opportunities and advocacy moments were Strut for Shoal and Walk for Water. These student-led events were in support of the community of Shoal Lake 40 First Nation and the other 95+ Indigenous communities in Canada without reliable access to safe drinking water. Strut for Shoal was a benefit concert and fashion show, ventured around educating students and the public about the injustices facing the community of Shoal Lake 40 First Nation. Students advocated with the community of Shoal Lake to ensure that their voices and concerns were being heard by creating a tabling a petition in the House of Commons for a water treatment center. We were excited to hear that Shoal Lake 40 First Nation will be receiving a water treatment plant. But, our students were not done learning and advocating yet. They were passionate about ensuring that all Canadians had access to clean drinking water, which is a basic human right. To continue the conversation across our city, students planned and facilitated a 1000 person march through downtown Winnipeg. This was a powerful event attended by students of all ages and politicians from across our city.

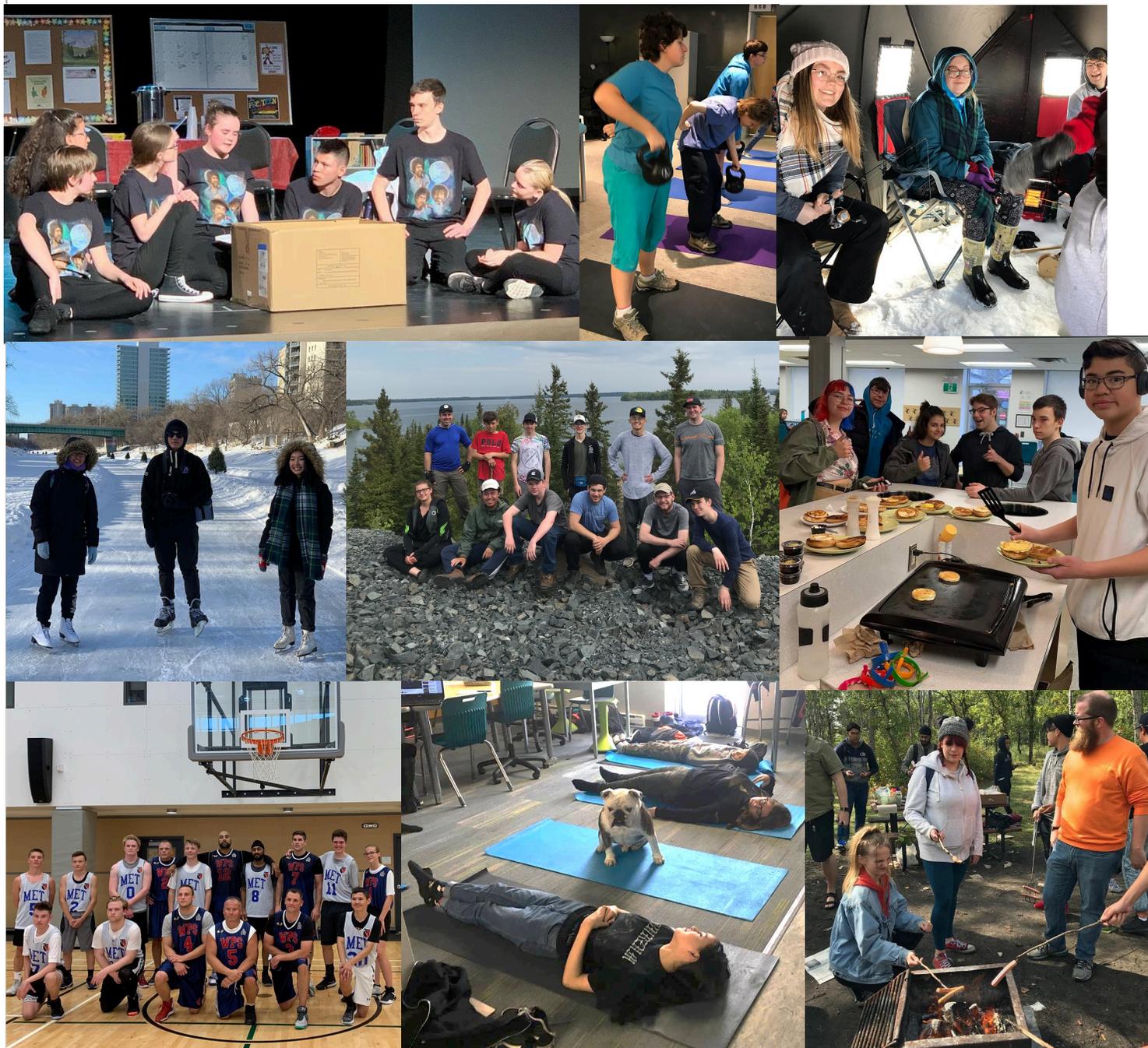
Through this, students learnt a great deal regarding the TRC and how important it was for students to take charge of their own learning. Through research, conversation with community members, and multiple visits to Shoal Lake 40, students learnt about the history of colonialism and racism within our country, about the resiliency and traditions of Indigenous communities and the importance of the calls to action. They learnt that their voices are powerful, advocacy is important, and all Canadians deserve and access to basic human rights. It truly was an amazing and engaging year.

(Art work done by our students and our artists-in-residence, Annie Bergen & Lita Fonatine)



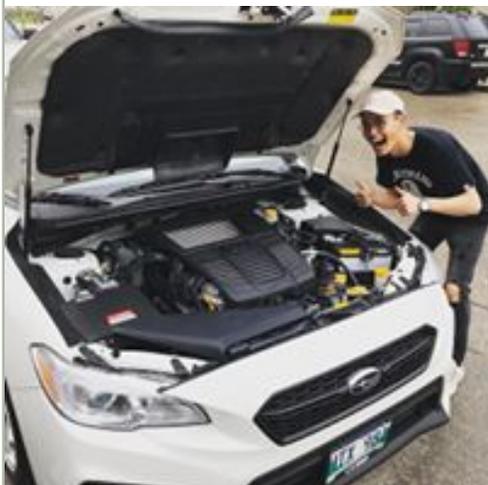
Wellness & Outdoor Education

This past year we explored various aspects of wellness such as self-care, healthy relationships, mental health, nutrition and being active outdoors. Every month the school had a different wellness focus challenges. In addition, to this there were often speakers who came in to share stories and insights with students from a provincial power lifter, who is also a Dietitian exploring elements of nutrition, to a mother of two who has clinical depression sharing various aspects of her mental health journey. A huge aspect of wellness this past year was getting students connected to our community and to our world by exploring various activities that can help them along their wellness journey from dance, taekwondo, cross-country skiing, hiking, skating, ice fishing, playing broomball, bulldog yoga, playing basketball vs the WPS, to going on a canoe trip on Shoal Lake. The Met Theater Ensemble put on a wonderful performance that highlighted the challenges related to depression. Thanks to all our kiddos who helped with our free healthy start breakfast program.



Learning Through Internships

Our Metsters, during the 2018-2019 school year, showed incredible growth through their internship experiences. I would like to highlight grade 9 Grace's internship at Heritage Winnipeg with Cindy. The initial connection was made in June 2018 at our Community Needs Project/Internship Fair, where Cindy was looking for a mentee who was interested in local history and preservation. Grace approached Cindy with a resume articulating her artistic abilities, while also expressing her interest in Heritage Winnipeg and the work they do. It was a match! Over the school year, Grace's wrote and illustrated a watercolor graphic children's novel to be printed and sold during Doors Open Winnipeg in May 2019. Grace's story is only a glimpse of the incredible internship projects that happened this school year!



Gender & Sexuality Alliance

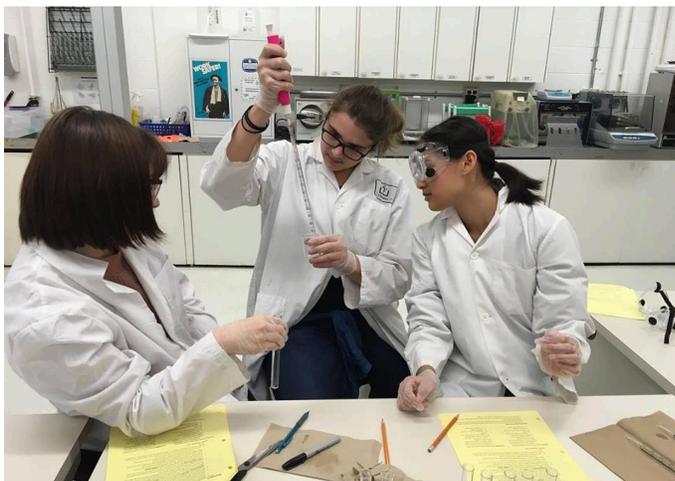
The SOMet GSA focused again this year on broadening student and staff understanding of gender. For the third year in a row, grade 9 advisories were given an introduction to the differences between gender identity, gender expression, biological sex and sexual orientation. A special emphasis was placed on respecting people's pronouns, not making assumptions about people's gender or sexual orientation, and asking for consent to have conversations or ask each other questions about these issues. Students made pronoun buttons for several days at lunch to show their pride and their support. In the spring, posters were hung around the school highlighting the achievements and lives of famous people who identify as transgender and we rounded the year off again with many staff and students participating in the Winnipeg Pride parade on June 2.



Science

Students passionate about science this year, in the realms of biology, chemistry, physics and other topics, truly explored their curiosity. At the start of the year we participated in many Leaving-to-Learn opportunities to expose students to a variety of science environments and to meet a variety of professionals in their fields. The idea behind taking students out into the real world and performing hands-on, minds-on activities, labs and experiments, was to get them inspired, curious and engaged in their own learning and to eventually have them take on their own experiments. With visits to the Youth BIOLab, University of Manitoba's Chemistry department, Discovery Day at the U of M's Faculty of Medicine, the Inner City Science Centre and visits from Let's Talk Science U of M, students were able to engage in real science, gain mentorship from individuals performing cutting edge research and make lasting connections that eventually led to internships.

As a result of these Leaving-to-Learn experiences, students came back to the classroom and took on school-based projects that demonstrated their learning to their classmates. This ranged from heart and kidney dissections, to an explanation of the blood system and organizing a blood drive, to exploring bioluminescence and creating glow sticks, to creating hovercrafts and researching new drugs for influenza. Students also had the opportunity to enter the Sanofi Biogenius competition and the Manitoba Schools Science Symposium and we're proud to say that Jasmine won a gold medal and earned the best individual project in health and biotechnology award. Furthermore, this led students to reach out to the community and take on internships at Cadham Provincial Laboratory, Manitoba Centre for Proteomics and Systems Biology, the Exchange District Pharmacy, and the University of Winnipeg's Faculty of Physics. This is just a snapshot of all the exploration, determination and fun we had this year. We cannot wait for all that we will discover next year!



Sustainability & the Climate Crisis

Our passion for the environment was evident again this year. We travelled to Toronto and Ottawa to study solutions to the climate crisis. We designed additions to the school that could potentially house enough solar panels for us to go off-grid. We built outdoor ovens. We attended the Friday Climate Strikes. We built vertical indoor gardens. We harvested fruit from our edible community garden. We studied water quality in a number of waterways. We attended the Learning for a Sustainable Future conference and received a grant to support the Walk for Water. And perhaps most importantly, we decided to make the impending Climate Crisis a focus at our school for next year. Keep your eyes open for great things to come.



Model United Nations Assembly

The SOMet Model United Nations team expanded from one team last year to three teams this year, representing the countries of Nicaragua, Zambia, and the United States. The teams researched their countries and their positions on resolutions about major world issues including change, denuclearization of the Middle East, racism, and the space arms race. In May, the teams joined 160 other students from Ontario, Saskatchewan, Minnesota and North Dakota at the CMU to try and reach consensus on the resolutions. The teams performed well, with the team representing the United States (Teo & Meg) receiving an honorable mention for the Bert Friesen Award for the best-prepared delegation. Teo, Meg, and Alyssa also had the chance to attend the Forum for Young Canadians in Ottawa, connecting with our alumni, Allie, who is currently a page in the House of Commons.



Interest-Based Advisory

One of our new initiatives this year was Interest Based Advisories (IBAs). The idea behind this was to provide students with an opportunity to try something new, collaborate with other students in the school that share similar interests, spark project and internship ideas, and to generally strengthen our school community. Students helped develop the list of IBAs being offered and then signed up for the advisory they most wanted to experience. Each advisor also had an opportunity to share their interests and passions through the advisory they were responsible for. Some of the topics we explored this year included cooking, video editing, graphic design, travel, computer science, adulting 101, healthy relationships, photography, social entrepreneurship, outdoor education, etc. IBAs ran once a month and ended with an all day Leaving-to-Learn outing at the end of each semester. IBAs were greatly successful and something we plan to continue for years to come!



Growth Mindset



One aspect of this year's professional development at Seven Oaks Met School centered around strength based programming and growth mindset. As a staff, we have a lot of strengths, but we're also continually pushing to be better. We focused on the use of growth mindset strategies as a tool to help students reach maximum success. Together, we have integrated growth mindset language into all facets of our teaching and life at Seven Oaks Met School. We have made efforts to choose our language more carefully with the goal of helping students focus on the effort and strategies they use, helping students recognize they can improve their abilities over time with practice, and helping students see mistakes and challenges as necessary parts of learning. Essentially, growth mindset is a tool for helping students see they can always improve.

Congratulations, Class of 2019!

