

# VICTORY SCHOOL CELEBRATING INDIGENOUS EDUCATION



Let us start our day...



At Victory School, we believe that by developing a strong understanding of Indigenous culture and integrating an Indigenous perspective throughout the school culture, we will support the work that needs to be done to move toward Truth and Reconciliation. Every morning we acknowledge that we are on Treaty One land and we integrate Treaty education into our classrooms. Our goal is to ensure that this acknowledgment has meaning and understanding for our students. We recognize our students as change makers and future leaders. It is through the education we provide that reconciliation becomes attainable. We celebrate Indigenous culture and acknowledge the impact Indigenous practice has on the growth of our students. We do this in many ways such as offering smudging every morning and running Powwow club. We work diligently to create equity whenever possible, and recognize the inequities of the past. We work hard to ensure all of our students feel represented and have a sense of belonging at Victory School.

- Victory School

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Victory School commemorated  
Orange Shirt Day!



Victory School @VictorySchoolMb · 1m  
Victory School honors Residential  
School Survivors and celebrates every  
child matters.

Every child deserves...



A day of Professional Learning -  
November 2016



University of  
Winnipeg,  
Associate, Vice-  
President,  
Indigenous Affairs -  
Kevin Lamoureux



Learning about Treaty Days  
with Angeli Booz

Learning the  
importance and  
symbolism of  
the eagle  
feather with Ms  
Simard and  
Terry McKay



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Chillin' with Chili – Celebrating the  
Metis Culture, February 2017

SPOONS!



DRESSING UP! & JIGGING



BEAD WORK!



Kindergarten – Morning Star



In Kindergarten, we used the Morning Star to symbolize the beginning of our school journey. Each student created a diamond to be a part of the whole star. We incorporated Science using primary colours, as well as Mathematics, using patterns. The students listened to stories about the Morning Star and learned an Indigenous perspective, while creating a beautiful piece of art that represents us as a whole.

## Ms Work's Grade 1 class - TRUTH



Did you know the turtle shell has 13 months that represent the 13 new moons in a year?

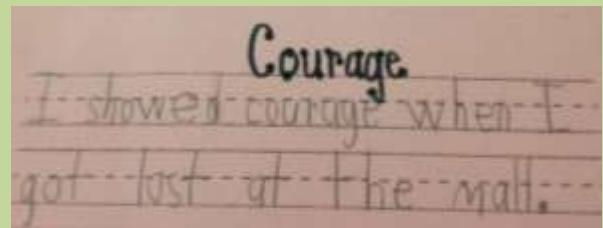
Ms. Fontaine came to our classroom and talked to the students about the teaching of truth. We read various books that focused on this teaching. The students learned that the turtle is the animal that represents the teaching of truth. Ms. Fontaine showed the students a real turtle shell and talked about how the turtle shell has thirteen bumps that represent the new moons. The students then created their own turtle and made their own unique design on the shell. Finally, the students summarized their understanding of this teaching by writing about what truth means to them.



## Mr. Tang's Grade 1 class - COURAGE



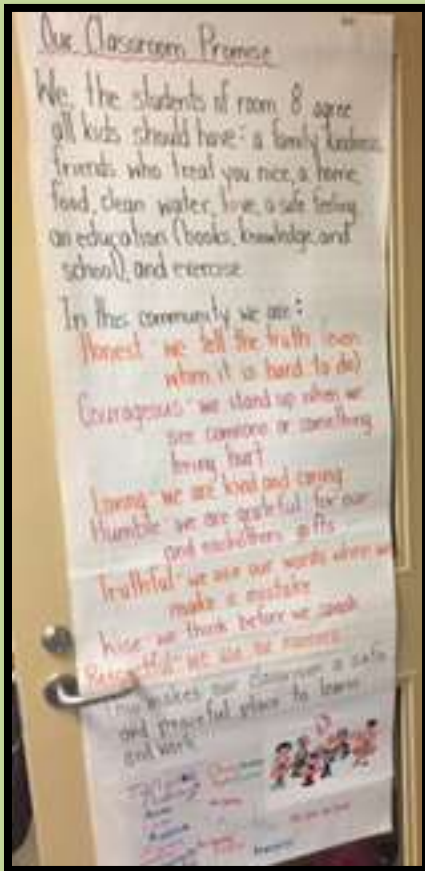
Ms. Fontaine, our Divisional Artist in Residence, taught us about the Seven Teachings. She explained that a different animal represented each teaching. The students illustrated the animal with which they had a strong connection. Ms. Fontaine gathered the individual drawings and put them together to create our classroom's Morning Star.



We are now learning more about each Teaching. We started with Courage. The students shared different moments when they felt they had to be brave and show courage. We realized that we display courage in moments where we feel scared.

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Ms Van de Laar's Grade 2/3 class



Room 8 has been learning about the importance of Canada's treaties by engaging in activities and discussions about keeping promises and honouring agreements, as well as, the importance of peaceful relationships demonstrated by Canada's First Peoples. As a classroom community, we developed our own classroom promise using the Seven Teachings.

Mr. Wilson's Grade 3 class



Ms. Rumak's Musical Literacy class gave us the opportunity to learn about Anishinabe culture through folktales. She chose "The Possum's Tail", a folktale that touches on the theme of humility, one of the Seven Sacred Teachings. We will be presenting the puppet play to our school and later at Arts in the Park. Some students are characters and some are narrators, and everyone has a part. She recorded our voices on her computer. We also composed a song and played instruments to accompany the play.

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## Pow Wow Club

Our Pow Wow Club this year has 25 students and we are thrilled to be working together with École Seven Oaks Middle School. It is wonderful to welcome back many of our Pow Wow dancers from last year, and as a result, our Victory students benefit from their knowledge and experience as they serve as role models for our younger students.

We have a Pow Wow dancer named Matt Mousseau, as our instructor. Matt is a staff member at ESOMS, and we are grateful to him and the school for the opportunity to learn.

In addition to our weekly practices, Matt has offered two evening sessions for our school community.

We are looking forward to the Grand Pow Wow that will be held June 8 at the new soccer complex in Garden City.



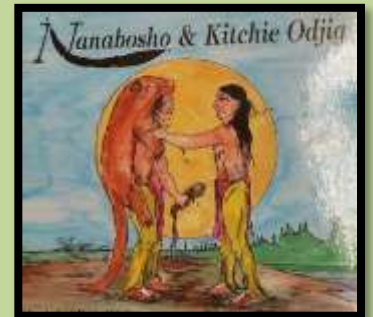
## Mrs. McQueen's Grade 2 class...



We studied the Seven Teachings. We created lanterns with the animal representations.



We studied legends using the works of Winnipeg's own, author, Joe McLellan.



Now we are reading about Residential Schools.

# VICTORY SCHOOL CELEBRATING INDIGENOUS EDUCATION

Mrs. Wakula's Grade 4 class



We examined various ways in which First Nations groups express themselves using art. Each student created his or her own work of art using a Pointillism method to resemble beading. Our inspiration was Metis artist, Christi Belcourt, who often uses the same technique. Her acrylic paintings depict floral patterns often seen in Metis and First Nations beadwork art.

Ms Toppazzini's Grade 5 class

In Room 6, we incorporated many activities in our daily work that integrated the fundamental and spiritual principles of our First Nations' Peoples. The learning that resonated the most with my students and provided the greatest interest and impact was the Seven Teachings.

As a class, we read numerous books and had many discussions regarding the Seven Teachings. Then using our Writer's Workshop and Art classes my students had the opportunity to express their feelings and thoughts, as each student wrote their own story about each of the Seven Teachings. The results were extraordinary.

We also discussed in detail the application of these principles in creating our own classroom beliefs. Throughout the year, the Seven Teachings serve to guide our interpersonal relationships and interactions with one another and within our school community.







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Mrs. Telenko's Grade 2/3 class



Students worked together in creating a Community Treaty Chain, highlighting their rights and responsibilities, as "We are all Treaty People". Students created a short story of their understanding of the first signed treaties.



In our study of the Canadian coin and symbols, the students felt they wanted to re-design the back of our Canadian coins to signify the relationship to the treaties.



Indigenous Inspired Art:  
Daphne Odjig

Indigenous Inspired Art:  
Norval Morrisseau



In partnership with Peter Jordan and Pauline Broderick, the classroom is participating in the Renewal of the Three Sisters publication project. Students listened to an elder speak about the Iroquoian Three Sister plant teachings. From there, students depicted a visual representation of their understanding from the teaching.



Seven Teachings:  
Eagle-Love

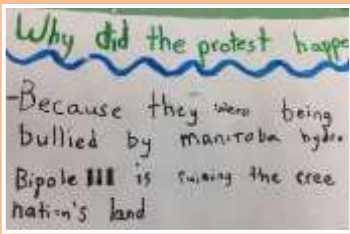


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Mr. Unrau's Grade 4/5 class



**Reconciliation Project:** Students studied a variety of current events that connect to the Truth and Reconciliation Commission. Together we studied the numbered treaties and identified where they have been broken. The students then made their own recommendation for what should happen to move toward reconciliation.

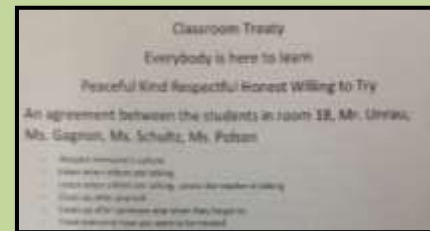


where the government and the Indigenous people made an agreement for me to live here. It means I live on a place where I am safe. It means I have to follow specific rules to live on this land.



**Understanding Living on Treaty 1:** We live on Treaty 1 territory. Students reflected on what this means to them... "I think the word "Treaty" means making an agreement. Living on Treaty 1 land is AMAZING, because the Indigenous peoples let other cultures live on this land."

**Medicine Traditions:** We learned about the tradition of gifting tobacco to people who share their knowledge. After our class was gifted tobacco for sharing our reconciliation project with teachers from other school, Lita Fontaine helped us complete the cycle by returning the tobacco to the earth.



**Classroom Treaty:** As a learning community, we all play a part in contributing to a kind, respectful, peaceful, and curious classroom. Together we created a treaty that helps achieve both our individual and collective learning goals.

**Treaty Simulations:** The students engaged in a fictitious activity where the only way to solve the conflict was to create their own treaty. We observed that not all voices in the community were equally represented and some groups were ignored.



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## Physical Education & Music



**Tewa** - The contestants lie on their backs holding the tail of the sling ball between their feet and then sling the ball backward overhead. The sling ball going the farthest distance in the air is the winner.



**Bench Reach** - The competitor kneels at the end of a bench. While supported at the ankles by an assistant, they lean forward then down, and put a small object on the floor as far away from the bench as possible. The attempt is only valid if they succeed in moving back up into the starting position.



On Wednesday, March 15, 2017, the Victory School Recorder Ensemble performed on stage with the Winnipeg Symphony Orchestra for their Adventures in Music Concert "Canadian Mosaic". The concert was a celebration of Canada's 150th anniversary, and explored the diversity and creativity that makes Canada great, featuring an all-Canadian program of music. The Recorder Club performed with the orchestra "Three Metis Songs" arranged by Canadian Composer Harry Stafylakis. The three folksongs used in this piece were: "Quand le bonhomme revient du bois", "C'est pas l'affaire des filles" and "A Boat Song". The students were outstanding!

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When you're hurt or  
feeling down, find a  
friend, read a book, and

**SMELL THE  
SWEETGRASS!**

