

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?

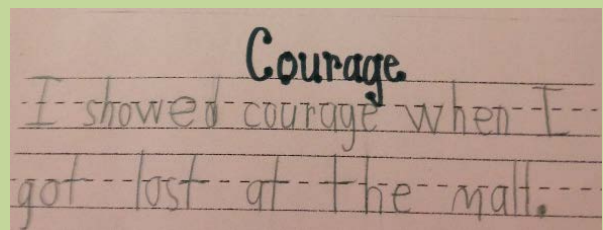
Ms. Fontaine came to our classroom and talked to the students about the teaching of truth. We read various books that focused on this teaching. The students learned that the turtle is the animal that represents the teaching of truth. Ms. Fontaine showed the students a real turtle shell and talked about 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



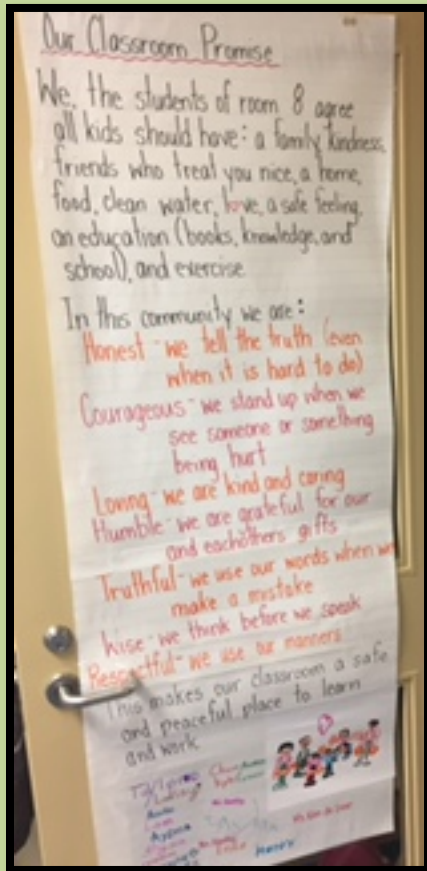
Ms. Fontaine, our Divisional Artist in Residence, taught us about the Seven Teachings. She explained that a different animal represented each teaching. The students illustrated the animal with which they had a strong connection. Ms. Fontaine gathered the individual drawings and put them together to create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



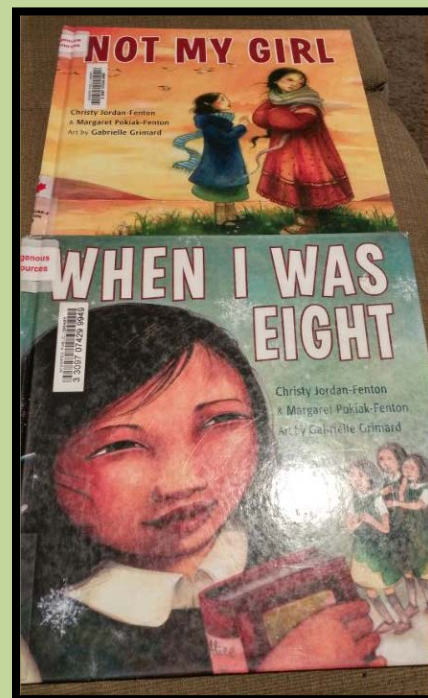
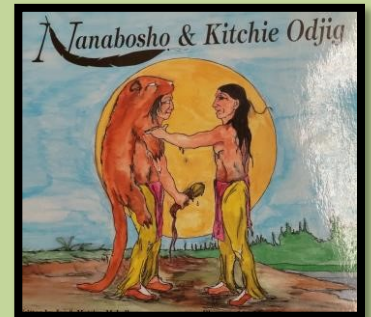
Mrs. McQueen's Grade 2 class...



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.

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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.



The Eagle of Love

The eagle has a story which shows his love and glory. The tales told on his feathers, will show your glory and wisdom. The eagle represents love, love him some so high above. Eagles are majestic birds, if you don't like them you're a bunch of quacks. Love is something to give and receive, it is something you should never leave. The eagle sees the choices you make, so do not mess up or make a mistake. Now you know what love can do, spread the word, and feel free. Sadly, no one has come to see goodness, watch the eagle fly away to the sky.



Spiffy the Tortoise Teaches the Truth

The tortoise Spiffy could be slow, his friends weren't slow with Spiffy's feet because Spiffy had a hard shell that kept all of them from seeing and Spiffy could be slow, but he often is when he's talking to you.

The next day Spiffy had a very funny idea. He decided to sing and play, he took a walk in his back yard, and he had a lot of fun. He had a lot of water from the pond, Spiffy got a new ball and a ring.

He then called a meeting, so the turtles could talk together. The tree was to make a house for their play, the tree was on each branch of the tree, for the love of the tortoise and his friends.

They learned that it took a long time, but each and every day would be a great day and he was happy.



The Boy Who Learned Wisdom

The boy was a little boy, he had a lot of friends and he was very smart. The boy was a little boy, he had a lot of friends and he was very smart. The boy was a little boy, he had a lot of friends and he was very smart.

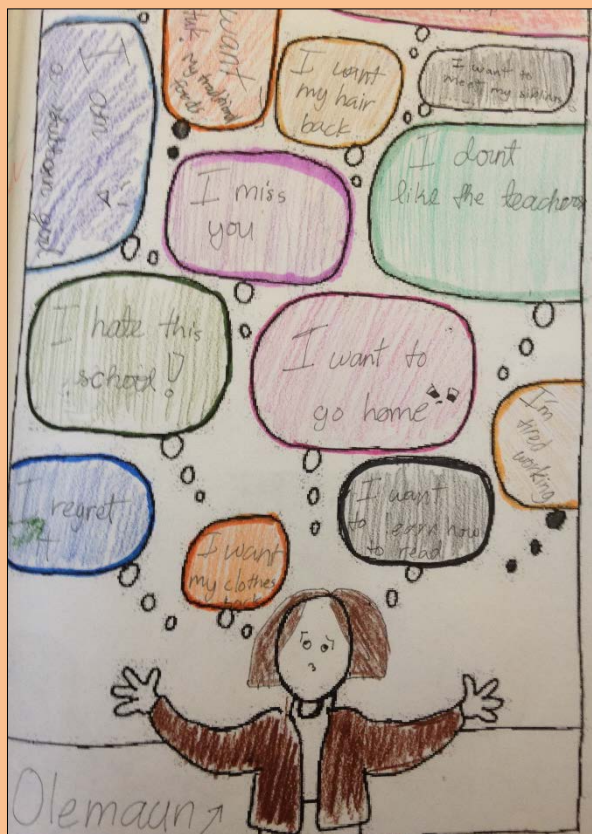
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Mrs. Simard's Grade 4/5 class

I am Olemaun and I am brave
 I wonder when this school will end
 I hear mean nuns yelling at me
 I see the residential school
I am olemaun and I am brave
 I pretend I am at home with mom and dad
 I feel scared without my family
 I touch a picture of my family
 I worry about if I will not go back home
 I cry when I think about my mom and dad
I am olemaun and I am brave
 I understand what my father said about the stone
 I say that I will go back home
 I dream of my fathers glowing pipe
 I try to stay strong
 I hope I that I can go home soon
I am olemaun and I am brave



Dear Mom & Dad.

I met a good nun and she is really nice but the other nuns are mean. And they make me eat oatmeal with no brown-sugar and make me eat nasty cabbage soup and I have to clean stuffs that were not suppose to do. And we have to sleep in a bed that its really hard and not comfortable.

Love Olemaun. ☺

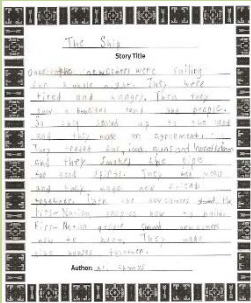
“Our novel *Fatty Legs* was an amazing study. To list a few things we did: we made posters; we pretended we were Olemaun and wrote letters home, and we wrote poems. We loved it so much we insisted our teacher read the sequel *A Stranger at Home*.”

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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.

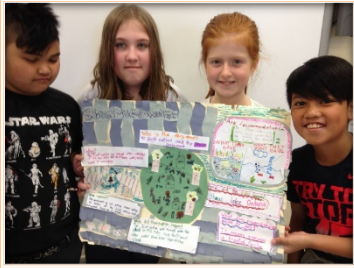


Seven Teachings:
Eagle-Love

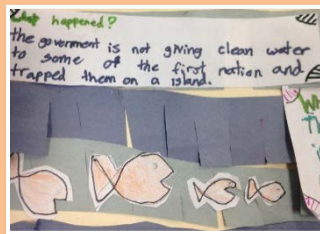
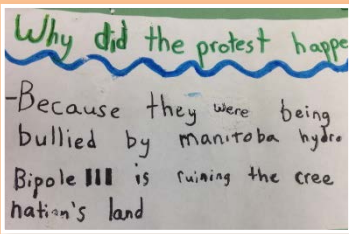


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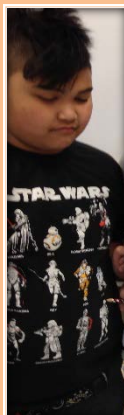
Mr. Unrau's Grade 4/5 class



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
Everybody is here to learn
Peaceful Kind Respectful Honest Willing to Try
An agreement between the students in room 18, Mr. Unrau, Ms. Gagnon, Ms. Schultz, Ms. Polson

- Respect everyone's culture
- Listen when others are talking
- Listen when others are talking, unless the teacher is talking
- Clean up after yourself
- Clean up after someone else when they forget to
- Treat everyone how you want to be treated

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!**

