

2017 Aboriginal Nations Recognition Ceremony & Banquet

This year's ceremony will be taking place on **Thursday, June 1st** at the Songhees Wellness Centre. All Aboriginal grads attending need to complete a grad profile form and forward it to your school Aboriginal contact or to the ANED office by fax: [250] 475-4109 or email: pbell@sd61.bc.ca



District Scholarship Applications:

There are nine district Aboriginal scholarships available to all Grade 12 Aboriginal students. Application forms for all the scholarships can be found on the ANED website.



Grade 8 & 10 Achievement Awards:

Aboriginal Nations Education sponsors two Grade 8 and two Grade 10 bursaries for Aboriginal students who have had a successful year. The focus of these awards will be on students who are able to demonstrate the best balance of social, academic and citizenship skills. Applications for these awards can also be found on the ANED website.

ANED website:

<https://aned.sd61.bc.ca/graduation.aspx>
or call the ANED office [250] 475-4124

ANED

Aboriginal Nations Education

Division

Newsletter

Spring 2017

We wish to recognize and acknowledge the Esquimalt & Songhees Nations on whose traditional territories we live, we learn, and we do our work.

Welcome! Craig Schellenberg, District Principal, Aboriginal Education

I am very pleased to be the newest member of the Aboriginal Nations Education team in GVSD. My wife and I moved to Victoria a year ago from Saskatoon, Treaty 6 Cree Nations territory, and absolutely love the new landscape and people. Our five children are all adults and scattered between Winnipeg, Saskatoon and Calgary.

Over the last two months I have had the opportunity to visit many schools, meet principals and teachers and counsellors and Educational Assistants and see the tremendous work being done. The ANED staff, guided by Nella, have created a strong foundation to support Aboriginal learners in their school experience and to support staff members in being knowledgeable and responsive to learner's needs. Not to mention the incredible library of Aboriginal cultural learning resources developed over the years! I have also had the opportunity to meet with educational leaders at the Esquimalt and Songhees Nations, and am so excited about the wealth of knowledge and experience these leaders bring to the relationship that will guide and shape our work together.

Beginning a new position in a new place can come with challenges, but these are far outweighed by the wonderful opportunity to learn new things and build new relationships. I am truly grateful to be here.

Craig Schellenberg

ANED Staff and the schools they serve:

Central Middle:

Ray Forsberg, Academic Support Teacher
Joanne Mitchell, ANED District Counsellor

Cloverdale Traditional Elementary:

Ken Kissinger, Education Assistant

Craigflower Elementary:

Kimberly Kosciak, Kindergarten Teacher
Brenda Kohlruss, Skill Development Teacher
Krystal Cook, Kindergarten Educational Assistant
Fabian Quocksister, Educational Assistant
Carrie Craghtten, Educational Assistant
Paul Thomas, ANED District Counsellor

Colquitz Middle:

Paul Thomas, ANED District Counsellor

Esquimalt High:

Gail Higginbottom, Academic/Support Teacher
Rachel Trebilco, Academic/Support Teacher
John Harris, Education Assistant
Brian Williams, Education Assistant

George Jay Elementary:

Audrey Moore, Kindergarten Teacher
Willo Bennett, Skill Development Teacher
TBA, Education Assistant
Leila Durzi, Family Advocate/ANED

Lansdowne Middle:

Mark Albany, ANED District Counsellor
Shawna Breitreutz, YFC/ANED

Macaulay Elementary:

Brenda Andrews, Education Assistant

Mt. Douglas Secondary:

Paul Thomas, ANED District Counsellor
Tammy Reid, Youth & Family Counsellor

Oaklands Elementary:

Jenna Peterson, Teacher

Quadra Elementary:

Pam Bourque, Education Assistant
Winona Waldron, Teacher

Reynolds Secondary:

Gary Crocker, Academic/Support Teacher
Pam Russ, ANED District Counsellor

Rockheights Middle:

Willo Bennett, Skill Development Teacher

Shoreline Middle:

Pam Russ, ANED District Counsellor
Brenda Pohl, Academic/Literacy Support Teacher
Elizabeth Camping, Education Assistant

S.J. Willis, Alternative Ed.

Laura Paul, Education Assistant

Spectrum Community:

Emma Milliken, Academic Support Teacher
Paul Thomas, ANED District Counsellor

Tillicum Elementary:

Pam Russ, ANED District Counsellor
Gloria Cardinal, Educational Assistant

Vic West:

Donna Sinclair, Educational Assistant

View Royal Elementary:

Gloria Cardinal, Educational Assistant

Victoria High:

Frank Conibear, Academic/Support Teacher
Joanne Mitchell, ANED District Counsellor

Aboriginal Nations Education, GVSD Board Office

Nella Nelson, District Coordinator
Craig Schellenberg, District Principal
Sarah Rhude, District Aboriginal Art & Culture Facilitator
Paola Bell, Administrative Assistant
LJ Ducharme, Secretarial Clerk/Library

Community Support Services

Butch Dick	Songhees Education Liaison
Kristely Kelly	Songhees Student Facilitator [Shoreline/Craigflower Schools]
Charlotte Charlie	Songhees Student Facilitator [Esquimalt High School]
Dorothea Harris	Esquimalt Nation, Education/Program Coordinator
Amy Whitney	Youth & Family Counsellor, VNFC
Joseph Smith	Youth & Family Counsellor, VNFC

ANED Staff in Action:



Teachings of the drum - Sarah Rhude
Aboriginal Art & Culture Facilitator



Jessica Sault, Music Teacher ProD

School News/Activities:

Enhancement Agreement in Action:

Goal #3 - To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the GVSD

Craigflower Elementary School



February 24th ProD - Teaching Music Teachers
Drumming Songs Gifted to GVSD



Here's a picture of some art pieces my students did. They are from Division 3 at Craigflower Elementary. Students were inspired by the animals of the Spirit of Alliances. First, they traced the head of the Raven or the Bear. Then they copied the tracing four times using carbon paper onto a piece of cardstock. Next, students went over the lines of the four images using dark crayon. Afterwards, they painted their animals using tempura paints in an "Andy Warhol" style. Most students chose to use traditional First Nations colours.


Submitted by: James Skwarok, Teacher

My homework is late.
My dog ate it this morning.
I sure like my dog.

author: None
Title: None

I like this poem because it's short and sweet. It's different than what we've used, and I like the writing style they used.

Jordan
Cloverdale Traditional



This Is The Story How Wolf Learned To Run

By Tehya


Date 02/02/17

Once wolf was walking in the forest when he saw a squirrel. He tried chasing it but he was too slow. When he went home he told his family that he couldn't hunt because he was too slow. So his family tried to teach him how to be quick but it was too hard. They went to the wolf king and asked how to teach wolf to run. He said to climb the mountain that was the highest mountain they ever seen. So they did as they were told and climbed on a boat and sailed to the mountain it was a glorious mountain and the journey began. They climbed for days and found some caves to rest in. They continued their journey to the top. When they got to the top the wolf king was already there and he said there were stairs on the back of the mountain but anyways wolf try to run down the mountain. He could fly got so excited he raced down the hill with his family chasing after him and he was the fastest wolf ever so when he got down the mountain he went to hunt some deer and find the squirrel he was trying to chase. When he found the squirrel he quickly got him and that is the of the story how wolf learned to run.

MAPPING SKILLS

Madison of the Movies - Direction Words

Madison's family went to a movie theatre. They are standing in the centre of the theatre.



Which direction would each member have to walk to see the movie they wanted?

1. Her brother wants to see Space Rangers. Left ✓
2. Her mother wants to see Love is the Family. Left ✓
3. Her father wants to see My Country. Left ✓
4. Her sister wants to see Pretty Flowers. Left ✓
5. Madison wants to see Story of Toys. Left ✓
6. Her brother walked south-east and saw The Wolf King ✓
7. Her mother walked north and saw My Country ✓
8. Nobody saw the movie in the north-west called Battle Zone ✓

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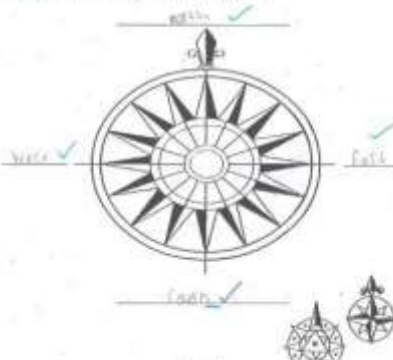
Stephanie Charlie

MAPPING SKILLS

Compass Rose

A compass rose shows the directions of North, South, East, and West. Use a map.

On the compass rose below, mark all four directions.



© 2012 Learning Resources



During Spring Break
I want to go swimming I have
a play date with my friend
and running in my sprinkler
I will go outside and go
to the park. I will
read the book fairy magic
books and I will bake and
cook with my mom. It
I will say this is a awesome
spring break.

Did you do all these wonderful things?
Sandra the Fun!

Audrina Mavin

Cloverdale (cont'd)



Lilly Frommelt



Submitted by:
Miss Renee Pick
Principal



Student Comments from Campus View Elementary:

Thank you Mr. Taylor for coming and telling us about your culture, about the turtle representing peace, and it's 28 scales, and the 13 moons!

Thank you for showing us your wisdom, your knowledge and your understanding of nature and people.

Thank you for coming to our class and presenting what I thought to be the best presentation for me in all my school years!



Hillcrest Elementary



The Aboriginal Connectedness students of Hillcrest Elementary School are proud to drum in the rest of the student body as they enter the gym for our monthly assemblies. The intermediate students play a drum while primary students play a shaker that was made by older Hillcrest students and gifted to the school.

Submitted by: Mrs. Janet Seale
Performing Arts Teacher/AN ED Coordinator

École Margaret Jenkins Elementary

A'si'em nu schala'cha (My honourable friends)
Margaret Jenkins is embracing the new curriculum by inserting the First Peoples Principles of Learning throughout the school year in all our lessons. We are enjoying a week plus of Aboriginal Culture and History celebration honouring and learning the diverse Aboriginal cultures, traditions and ways of being. This year our week began April 24th to the 28th, with

Margaret Jenkins (cont'd)

additional presentations in May. Our many wonderful guest speakers have brought a plethora of wonderfully rich art, stories, history, music, languages and beliefs. The staff and students have prepared for our guests by reading literature, learning about the art of many cultures and social studies. We have included a greater awareness of the natural habitat and the language of 'mother earth'. Our studies include the Songhees and Esquimalt Nations traditional use of the environment for food supply, and medicine. The traditional harvesting and maintenance of the land has been a significant part of our outdoor education program. We have also developed an even greater awareness of the need for Truth and Reconciliation.

Our guests include:



James Taylor Anishinaabe spent time with our students teaching them the traditional stories, art and drumming. The grade 4 /5 students are all using the drums to lead the assembly

to honour 'Truth and Reconciliation'.

- Bertha and Joe Landrie from the Métis community have taught the history, music, dance and language of the Métis Nation.
- Fern Perkins led the classes through a fabulous tour of Ross Bay Cemetery. The teachers bragged the students **Loved** the tour, and are now hungry to learn more about the Métis people.
- Michael Kusugak and Gerry Kusugak told us the stories of Repulse Bay, Nunavuk and life as an Inuit person. All our students had an opportunity for hands on learning when Gerry shared the traditional clothing and art with the students.
- Simon James shared the values and teachings of the Kwakwaka'wakw through his Raven Tales stories. The students were enchanted.
- Jessica Sault of the Nuuchah Nulth shared teachings, art, language and culture with many classes in our school. She has been a wonderful addition to our team of presenters. The students from K to 5 have comments: "This is real" and "We need to know this".

- Sarah Rhude taught a grade three class the wonders of the 'Dream Catcher'. Students all made Dream Catchers using the Willow branches given to us by one of our families. The students worked hard and wove beautiful beads in the catchers. Then they followed tradition and gave the Dream Catcher away as a gift.
- Alex Nelson is coming to our school to share the history and impact of the Residential School with the Grade 3, 4 and 5 classes. The teachers have prepared students for this valuable learning by reading with the students 'I am not A Number' and 'Fatty Legs'.

We will conclude our learning with an assembly with drumming and a letter on 'Truth and Reconciliation' presented by one of our Grade 5 students. Our learning has been broad and deep this year.

Hay'sxw'qa si'em, Gilakas'la, ?uusca and Marsee Janet Langston, Vice-Principal



Jessica Sault



Ross Bay Cemetery Tour

Oaklands Elementary

The Kindergarten classes at Oaklands School learned about First Nations family traditions and totem poles and created their own classroom totem villages:



Mrs. Dawna Kerr's class



Mrs. Norma Chan's class



Mrs. Nicole Stead's class

Both Grade 1 & 1/2 classes learned about Coast Salish art (spindlewhorl inspired) and Kwakwaka'wakw art (formline):



Mrs. Sandy Smith's Grade 1 class



Ms. Amy Taggart's Grade 1/2 class

Mrs. Julie Hamilton's kids did art based from Spirit of Alliance animals. Ms. Andrea Mueller's class did button blanket art:



Oaklands (cont'd)



Mrs. Kwyn Maxwell's Gr. 4/5 class did a project on First Nations traditional ways of living:



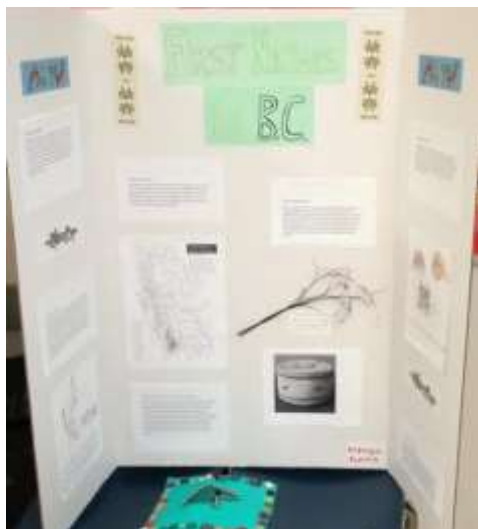
Mrs. Elaine Wooster's Gr. 4/5 class did their unit-end projects on an aspect of First Nations culture including the dark era of Residential Schools:



Oaklands (cont'd)



Oaklands (cont'd)



Tillicum Elementary

Sandra Reilly, Inuit Artist visits students and teaches about Inuit Art.



Submitted by: Nicole Castellanos, Teacher



École Quadra Elementary

Throughout the month of January, Mrs. Winona Waldron and her grade 1 class learned the Lekwungen Celebration Song with the leadership of Ms. Sarah Rhude. The Lekwungen Celebration Song was gifted to the Greater Victoria School District by Bradley Dick. To help support the younger ones and give them the confidence to perform, older Aboriginal students from grade 4 and 5 were invited to participate as well. At the end of each practice, students sat in circle and were invited to share their feelings of gratitude will holding an eagle feather for courage. Students were grateful for the opportunity to drum, for their teachers, for their classmates, and for their families. One student commented how the vibrations of the drums made them feel connected to the earth and their ancestors. The practices culminated in a performance opening Quadra's February assembly. After the event, Ms. Sarah Rhude commented, "What a beautiful opening. The young ones did so well. Thank you for inviting me into your school, supporting the experience for the students, and including Aboriginal ways of being in a truly meaningful way."



Quadra Students drumming at a school assembly.

Submitted by: Winona Waldron, Teacher

Quadra (cont'd)



Students having fun putting together a Coast Salish Big House model and learning about house structures of the Coast Salish Nations.

Submitted by: Cidalia Alvernaz, Teacher



Canoe Art



Beading with Cidalia Alvernaz' gr 3 class.



Kayden Jones and Vice-Principal Cheryl Rolston

Submitted by: Cheryl Rolston, Vice-Principal

Victoria West Elementary



Making corn husk dolls with Lindsay Delaronde

Submitted by Erin McTaggart, Teacher



James Taylor was in my classroom today and I have to share with you that it was an absolutely powerful experience. My students were amazed and enjoyed the learning.

I have attempted to weave indigenous ways of knowing and doing into my classroom for many years and have had many guests in my classroom sharing stories and teachings, but I have never experienced anything like today. James made all the people in the room feel like we were truly to begin a journey together. He was willing to teach both the students and myself. I believe we are so lucky to have James in our district and I am so looking forward to working together again.

Submitted by Ramy Gerber, Teacher



View Royal Elementary



Student made Dreamcatchers

Submitted by: Catherine Scotney, Teacher



Division 6, Grade 3 dream catcher activity

Submitted by: Bill Whitfield

École Willows Elementary



Bringing the Spirit of Alliances into the classroom by using animals and stories. Each child in this class received 4 rocks, each representing one of the 4 animals. Thank you for all that you do!

Submitted by: Melinda Budgell B.Ed M.Ed
District Elementary Counsellor



Grade 1 & 2 students in Div. 17 at École Willows have been passionate about stories by and about our West Coast First Nations Aboriginal hosts. This mural was inspired by Roy Henry Vickers and Robert Budd's story, Orca Chief, illustrated by Mr. Vickers. With gratitude to the authors and illustrator for their inspiration and generosity of spirit, Mme Hunt and Div. 17



In library time today we continued our theme of Aboriginal storytelling with a special guest James Taylor, Kind/Gentle Lighting, Anishnaabe. During his visit he shared his cultures story of Canada's creation and we sang together. The experience of sharing stories together in his culture means we are now family and he looks forward to sharing stories again throughout the students time at Willows. What a great way to experience this aspect of Canadian culture first hand.

Submitted by: Lorraine Powell, Teacher-Librarian



École Arbutus Global Middle School



Students making drums at Arbutus Middle School

On February 15, 2017, students and teachers were involved in making a school set of Aboriginal drums at Arbutus Middle school. The drums will be used at the school to provide the traditional teachings of the drum and songs in their music and school programs. Thank you Sarah Rhude and ANED for all your help in preparing for our Aboriginal drumming project. It was a great success and a wonderful legacy for staff and students at Arbutus.

Arbutus Global Middle School ANED update:

On April 12 Avery Gigalis Nelson and 100 Arbutus students began the "Arbutus Night of Music" by drumming Gigalis' "Journey Song" in a circle around the stage at UVic Centre. Gigalis is a former Arbutus student and we are so grateful that he came back to Arbutus Global to drum with our students. Big thanks

to Sarah Rhude, Nella Nelson and Paola Bell for helping make this event a success.

The Grade 7/8 gifted pull-out class participated in the "New Extreme Outreach Program" with local aboriginal artist Jesse Campbell. Jesse mentored the students through the creation of the mural that focuses on his aboriginal culture and the cultures the students bring to the work. The mural is to be hung on the exterior of the Art Gallery of Greater Victoria. Many thanks to the Greater Victoria Art Gallery for including our school in this project.

A group of teachers at our school has been participating in an Enhancing Learning Grant that looks at including drumming the classroom as part of student participation in reconciliation when learning about residential schools. Thank you to Sarah Rhude for your teachings and guidance in this project. In February Sarah Rhude and Pam Russ amazed us by leading 30 students to create drums for our school. These drums are now used at the beginning of every school assembly, and in classes around the school.

Rob Parker, Principal



Hello Sarah, Thank you again for such a wonderful morning of drumming! My students really enjoyed your teachings. Looking forward to seeing you again!

Alison Calestagne-Morelli, Teacher
Grade 7/8 French Immersion

École Intermédiaire Central Middle School



Central Middle School received a grant from Camosun College's ASP - Aboriginal Special Projects program and launched a project called Planting Seeds for Post-Secondary. A group of grade 8 students with Aboriginal Ancestry have been taking part in discussions, activities and outings related to raising awareness about the transition to high school, and creating a vision of life beyond high school - planting the seeds of ideas for continuing education after high school graduation. We are closely connected to our local college and university and want to highlight the Aboriginal specific programs and supports for students. Our group has attended an anti-bullying film premiere by the Canadian Red Cross Society; the Strong Connections Indigenous student career fair; had a tour of Camosun's Lansdowne campus. We plan to visit the Interurban Campus of Camosun and the University of Victoria, as well as regular trips to Vic High. Staff that have been involved in the project are Joanne Mitchell, Aboriginal Student Counselor; Ray Forsberg, Grade 8 Teacher, and Sheryl Aberdeen, Youth and Family Counselor (and Vic High van driver!)

Submitted by: Joanne Mitchell
Aboriginal Student Counsellor



Glanford Middle School



Teaching Lahal (aka the bone game) to students by community members Sandy and Sainty Morris. The students loved the first session! So did I! So much excitement, so much learning!! The kids came right out of their shell :)

Jeff Duyndam, Vice-Principal

Rockheights Middle School



In March the grade seven Rockheights Middle School students from Mr. Galhon, Mr. Rumble and Mr. Snider's classes visited the Songhees Wellness Centre. There they listened to Elder Joan Morris share about her life on the Songhees Islands. Then the students were taken on a tour of the Wellness Centre

with Mark Salter, Diane Sam and Nathan Rice. For lunch they enjoyed some delicious seafood chowder and fry bread. After lunch they learned about the Lekwungen songs and regalia. We thank the Wellness Centre staff for such a wonderful day.

Submitted by: Willo Bennett, Teacher

École Intermédiaire Shoreline Community School

The City of Victoria's Artist in Residence, Luke Ramsey, in partnership with Songhees Elder, Butch Dick, and eighteen Shoreline students have created a collaborative banner project. Students attended two workshops facilitated by Luke after school at the Songhees Wellness Centre.



This program is a part of the City of Victoria's Year of Reconciliation and Canada's 150th anniversary in 2017. The workshops will focus on supporting the students to explore their own self-esteem and confidence, through art. Both Butch and Luke were present to work with the students to refine their ideas and collaborate on designs over the course of two workshops.

Luke has experience collaborating with youth on artistic projects. For this project Luke will work directly with the students through a collaborative drawing process to develop four different designs for the banners. The banners will be on display in City of Victoria this spring.

We are grateful to the Songhees Nations and the City of Victoria for making this experience possible for Shoreline students.



Shoreline is thrilled to announce that we will be partnering with Butch Dick at the Songhees Wellness Centre to provide an opportunity for students to learn design and to create art under the mentorship of Butch Dick. 20 students (Grades 6/7/8) and two teachers (Mrs. J. Bradley and Mrs. B. Pohl) will spend four Tuesday afternoons at the Wellness Center with Butch. The goal of the project will be for the students to design art work that they will then paint on to Shoreline's 35 foot canoe which will be used in our Big Canoe Paddling Program. This process will also involve the naming of the canoe and a gathering of our communities in a ceremony in the spring in which the canoe will be blessed. This initiative is part of the Big Canoe Program at Shoreline. We would like to acknowledge the collaborative work of Shoreline staff, Shoreline students and the Songhees Wellness Centre.



Shoreline (cont'd)



Submitted by Michelle Troughton, Vice-Principal



Rattle making at Shoreline



Drumming on the big drum with students at Esquimalt High. Special cultural guests Jessica Sault, Nicole Mandryk and Meagan Saulnier were also there to share teachings and help students dance the white wolf.



École Secondaire Esquimalt School



Esquimalt High students James Goldsmith and Calvin George designed the school logo for George Jay Elementary.

Esquimalt (cont'd)

Our BCFNS12 class has a diverse and dynamic group of students, including International, First Peoples, Métis and non-Aboriginal. The wide range of experiences and perspectives provides the class an opportunity for meaningful discussions and shared learnings. The class joined historian Cheryl Bryce on an ecological tour of Lekwungen territory, learning about the connection between land and culture. Students expressed the benefit of hearing Cheryl's stories and history while visiting Beacon Hill Park, Willow's Beach and Kinsmen Park; they saw firsthand some of the impacts of colonization. We were honoured to hear Alex Nelson share his story as a residential school survivor. Esquimalt students and staff value the time and effort of these local knowledge keepers and appreciate ANED's support in making these invaluable experiences possible. With respect,

Shannon Dunn , BCFNS 12 Teacher



Music students at Esquimalt high school recently participated in a drum making workshop with Sarah Rhude. With financial help from a school district Enhanced Learning Grant, they were able to purchase materials for students to learn how to create drums, handles and drum beaters. The students, a combination of aboriginal and non-aboriginal students, have spent this year learning drumming songs with Sarah as part of the block 2 band class. This group is excited to participate in the upcoming production of The Sacred Circle play by Wedlidi Speck, as well as has enjoyed learning more about First Nations culture through their experiences with drumming.

Jenn Treble, Music Teacher

Mt. Douglas Secondary



Michael Serroul, Mt. Doug Grade 12
Submission entered for the
2017 Aboriginal Arts & Stories Competition
Good luck Michael!

École Secondaire Reynolds Secondary School



Coast Salish weaving with students in Mrs. Campbell's Grade 9/10 Home Economics class.

Sarah Rhude
District Aboriginal Art and Culture Facilitator

Spectrum Community School



Working with students in Ms. Raynor-Atterbury's Grade 9 Art class making cedar headbands, rope and roses with the guidance of George Shaughnessy.



Spectrum Elder's Tea - April 19, 2017

Spectrum (contd)



Olivia started playing lacrosse as a field goalie 5 years ago. In 2015 the Victoria area offered female box lacrosse. She started as a runner that year and then last year played goal. She found her position for sure! Her team played in the 2016 provincial championships where Olivia won 3 game MVP's, tournament MVP for her team and most sportsmanlike player for her team. Last summer, she went to Kamloops to try out for Aboriginal Team BC and made it to the team as their starting goalie. She will travel with her team to Toronto this summer to play in the North American Indigenous Games. Olivia is Métis from her maternal grandfather and Cowichan from her maternal grandmother.

Submitted by: Lynda Psaila, Teacher
Arbutus Global Middle School

Students in Action:



Olivia Psaila



On April 9, 2017, music students from around the district were invited to perform at the Save-On Foods Memorial Centre for the *Rink Cycle II* event. This event celebrates Canada's 150 anniversary with performances by the Victoria Symphony and our Youth. Aboriginal students from Esquimalt, Spectrum, Colquitz and Central had the honour of opening the ceremony with a performance of the Celebration Song written by Bradley Dick. Our drum groups did us proud by playing with heart and carrying themselves with honor, pride and respect.



Teachers Sarah Rhude, Emma Milliken and Jen Treble and First Nations Counsellor Paul Thomas, chaperones and organizers for the “Rink Cycle 2” event.



Upcoming Events:

University of Victoria Indigenous Student Mini-U Summer Camp

Grades 8 to 12

For more information and to register:

Email: inafelo@uvic.ca or phone: 250-853-3729

This camp gives you a taste of university life. A week filled with academic, physical, creative, cultural and social activities. It is a great way to learn about the benefits of a post-secondary education and envision your education options in the future.

University of BC Summer Science Program 2017

Open to all students in grades 9-12 who are of First Nations, Inuit or Métis ancestry. For more information and to download an application:

<http://www.health.aboriginal.ubc.ca>

or call: 604-827-1444

email: summer.science@ubc.ca

Community Connections:

Enhancement Agreement in Action:

Goal #2 - To honour, nurture and support relationships between the GVSD, local First Nations, Aboriginal Nations, families and community

Self-Care for Families:

Emotional

- Watch a good movie
- Write each other positive notes
- Verbalize and talk about feelings
- Draw self portraits
- Say “I Love you”
- Spend time writing
- Have a sing-a-long
- Tell jokes
- Try a new craft
- Eat dinner together

- Have daily “highs and lows” as conversation starter at dinner
- Discuss styles of anger

Physical

- Dance party
- Go for a walk
- Family bike ride
- Take a hike
- Play kickball
- Tag
- Roller skating/road hockey
- Go to the pool
- Jump rope
- Yoga
- Wii Fit games
- Beach combing
- Bear hugs
- High fives
- Attend sports games

Spiritual

- Write a gratitude list
- Go outside
- Talk about forgiveness
- Write thank you notes
- Volunteer
- Spend time in nature
- Practice positive self-talk
- Plant a tree
- Grow stuff/gardening
- Talk about where food comes from
- Know where you live
- Do a family tree/know who you are
- Practice culture



Mental

- Read together
- Draw or write stories
- Learn and practice meditation
- Find shapes in clouds
- Practice belly breathing
- Go on a walk to find new things
- Make vision boards
- Create mandalas
- Make mindfulness jars
- Play memory games
- Talk about what you are learning
- Talk about tv shows and commercials
- Go to the library
- Learn to love books

Practical

- Clean up
- Declutter old toys and donate some
- Assign chores
- Make grocery lists together

- Learn about money
- Make a weekly budget
- Homework and study planning
- Routines for morning and bedtime and after school
- Use a family calendar to organize
- Attend school student led conferences
- Practice manners
- Get to know your community centre

Social

- Play in the park
- Call or visit relatives
- Have family dinners
- Play board games
- Host a sleepover
- Invite friends over (play dates)
- Plan a BBQ
- Do a neighbourhood food drive
- Talk about friendships and how to be a friend
- Practice greetings
- Learn a handshake
- Learn when to use formal greetings
- Learn digital citizenry: how to be respectful with social media and cell phones

Victoria Native Friendship Centre

Hello Everyone,

My name is Amy Whitney I am Métis and a 34 year old mother of four. I grew up in Sacramento California but have lived in Victoria BC since 1996.

I have worked at the Victoria Native Friendship Centre since July 2010. I am joining the Youth Team, after having been with the Aboriginal Infant Development Team for almost seven years.



My passions are my family and spending time with them outdoors, I love being outside and enjoy going for walks, to the park or the beach which is my favorite place of all.

In addition to being an avid outdoors person, I also am a people person, who enjoys being social. I look forward to working with the children of our community, in supporting them in obtaining their Education and

helping them to succeed both educationally and emotionally. Our community is rich with our Aboriginal Culture and I will do my utmost to help our children in connecting with their culture and teachings. I look forward to meeting and working with you all. Should you wish to contact myself please email amy.w@vnfc.ca or call 250-384-3211.

In Unity,
Amy Whitney



Songhees Nation

1100 Admirals Road, Victoria, BC
V9A 2R1
<http://songheesnation.ca/>
Telephone: 250-386-1043



Esquimalt Nation

1189 Kosapsum Crescent, Victoria, BC
V9A 7K7
<http://www.esquimaltnation.ca/>
Telephone: 250-381-7861



Victoria Native Friendship Centre

231 Regina Avenue, Victoria, BC
V8Z 1J6
<http://www.vnfc.ca/>
Telephone: 250-384-3211



Métis Nation of Greater Victoria

231 Regina Avenue, Victoria, BC
V8Z 1J6
<http://mngv.ca/>
Telephone: 250-380-6070



Surrounded by Cedar Child & Family Services

#211 - 1497 Admirals Road
Victoria, BC V9Z 2P8
<http://www.surroundedbycedar.com/>
Telephone: (250) 383-2990



Hulitan Family & Community Services

Journeys of the Heart



Journeys of the Heart is a "free-of-charge" 10 month (30 week) cultural early learning program for Aboriginal children ages 2-5

years and their families. Program structure and delivery is designed to provide opportunities to

empower and contribute to positive cultural identity within Aboriginal children and their families. The program runs out of Craigflower



Elementary School.

To find out more about the program or to register please contact: Hulitan Family & Community Services Phone: 250-384-9466 www.hulitan.ca



Unity Drummers & Singers

Sing to Live to Sing
Songhees Wellness Centre
1100 Admirals Rd.



Everyone is invited to attend.

For schedules and special announcements, go to their Facebook page under **Unity Drummers**

If you would like to receive copies of our newsletters by email, please contact pbell@sd61.bc.ca and you will be put on the distribution list. Thanks!

Don't forget to visit us on the ANED website where you can find community events, parent information, library hot picks, teacher/curriculum and library resources, graduation/scholarship information and much more!

<https://aned.sd61.bc.ca/>

Curriculum & Cultural Integration Program Comments:

We have just finished our novel unit in my English 9 class, where we read My Name is Seepeetza. I just got some interesting feedback from a student who stayed after school to finish up his final project. He said he found that reading this novel was the best way he had yet learned about residential schools, because reading it allowed him to access a real experience and see different aspects of a survivor's life. He said when it's been taught to him as straight history, it's often felt so negative that it's hard to keep listening after a while... and while he fully agrees that residential school was generally a traumatic, terrible experience, he also liked the relief of hearing about the positive parts of Seepeetza's life (when she is at home), and appreciated that he was allowed to form his own personal responses, opinions, and questions. He asked a lot of questions in class, and I could see him looking for ways to understand what motivated everyone involved in the story.

This is what I like so much about this novel – it contains so much important information, but as a novel, students can sympathize with and relate to Seepeetza, and see what a full life she had at home. It's often difficult for students to walk away with so much negative information, and the novel is gentle enough that students can process the challenging information.

I had to share – great to hear such positive and valuable information from a student! I think this also supports teaching this subject in various formats and subject areas, allowing students to access the info in different ways.

Emma Milliken, Teacher
Spectrum Community School

I was TOCing at Marigold Elementary in a K/1 French Immersion class and we reviewed the Spirit of Alliances animal characteristics (with the 5 and 6 year olds). They connected their goals with the various characteristics. One student stated so clearly, "I am going to listen, like the Wolf and care with my friends"... they made my heart sing!!! Awesome class! Mitchel du Plessis, District School Counsellor

I just want to share that we have a new Spirit of Alliances display at South Park. Today one little girl was so excited when her teacher asked if anyone knew what it is.... She raised her hand and blurted out "I know!!! It's the SPIRIT OF APPLIANCES!!!!"

So cute!

Laurie Bayly

I have had Sarah Rhude in my class (grade 8 at Arbutus) twice teaching my students about drumming as part of our team's Enhanced Learning Grant this year. Sarah suggested that I let you know about something that we have been doing since Sarah's first visit, in early January. When Sarah came in at that time, my students sat in a circle and passed around an eagle feather. Each of them gave a number to indicate how they were feeling and gave information about their ancestry, I believe. It was wonderful to see my students listen to each other and each have an opportunity to share information about themselves in a respectful and safe environment. Nobody talked over anyone else or interrupted! After that class, I decided to rearrange my tables so that they are around the outside of the room and each morning we start with a circle. We don't pass around an object anymore but they know that the expectation is that they listen to each other without comment or judgement. The first 6 weeks we shared a daily gratitude - sometimes with a prompt from me (ex. In my home life I am grateful for..., On of the things I appreciate most about my friends is....) and I started by reading them an article about the positive impact that orally expressing gratitude has on the brain and in improving one's outlook. I did the same thing with my grade 7 Late Immersion students for each class - always in French so it fulfilled an important aspect of their program. We always start with rating how we are feeling on a scale of 1-10 and I often give them a question from a book I have - sometimes moral questions, sometimes information about who they are, sometimes what if's - with the intention to continue to build community in the class.

I think that the results have been outstanding. I have a really sweet and lively group of students who generally treat each other very well but they are in the throes of early adolescence and when I did individual interview with them at the end of last term, many of them said that they have really felt a positive impact from the circles in the morning. For me, I feel as though I have been able to get to know them better and it has helped to highlight the importance of hearing everyone's voice. This is something that I will continue to use in my class as long as I continue to teach and I thank Sarah for initially bringing this idea of a sharing circle to us :) Thanks, Nora Havelaar