



REPORT TO COMMUNITY

Principal's Message

Jane Suchy

What an amazing year it has been! I have to thank you all for welcoming me with open arms to the Exchange Met family. What a rewarding experience to be part of Exchange Met's 3rd year! Over the course of the year our learners have demonstrated incredible determination, courage and strength by taking on new projects, trying new internships and engaging in a variety of new community-based learning experiences. It has been an incredible honour and privilege to be able to learn alongside our learners this year. This year, we set out to have our learners ask themselves: what does Mino-pimatisiwin (living the good life) really mean, how can they embrace Met School to uncover the wonders they are born with, Mamàhtawisiwin, and then how can they share those wonders with the rest of the world?



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To assist learners with uncovering their passions, we embraced Big Picture Learning's campaign on the "beloved agitator." At the beginning of the year, we asked students to get uncomfortable and agitate for change, knowing that they could do so in a safe space around advisors who are "beloved," and support their endeavours. Our learners sought out to do just this, and this was demonstrated in both their school-based projects (SBPs) and community-based learning opportunities (CBLs).

Project-based learning for us this year focused on exploring pathways to allow for deeper, more purposeful, and more meaningful work that could be sustained over a long term period. To do so, one period of every instructional day included time for students to pursue relevant projects and receive guidance from their advisor. We had an added focus this year on having an 'authentic public audience' for student exhibitions. To scaffold this learning process, learners had a mini-exhibition in the fall within their advisories, a more holistic exhibition in the winter amongst their floor-level grades, a public exhibition in the spring at Met Ex and an open, whole-school audience opportunity approaching the summer.

Community-based learning for our learners this year focused on identity development (community vs individualism). We hoped that our students gained an improved understanding about the impacts their actions have on the larger community and that in identifying the gifts they have been given, they would see the importance of using them for the greater good. We wanted to help students feel empowered, so we introduced them to local beloved agitators: authors, climate activists, politicians, scientists, architects, social justice champions etc.; those who are using the gifts they have been given to do their part to make the world a better place. Our guest list this year included:

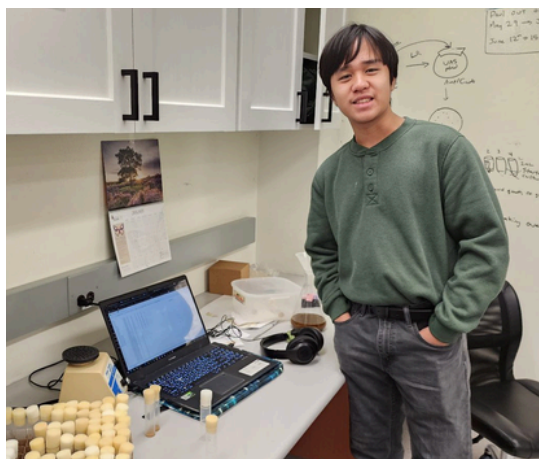
- Ojibwe Youth Cultural Workshops - Luana Moar
- Indigenous Author - Niigaan Sinclair
- Manitoba Energy Justice Coalition
- McMaster University - The Future of Canada Project
- Target Zero - The Forks
- Consider Climate, MB - Devin Latimer
- Marine Biologist - Kayla Hamelin
- Neil Squire Society - Accessibility - Suzanne Win
- Bear Clan Patrol
- Grey and Ivy Architecture Firm
- Author - Jonathan Dyck
- Prop Master - Nathan Enns
- Lake Winnipeg Research Consortium
- Minister of Housing, Addictions, and Homelessness - Hon. Bernadette Smith
- Minister of Families, Accessibility, and Women & Gender Equity - Hon. Nahanni Fontaine

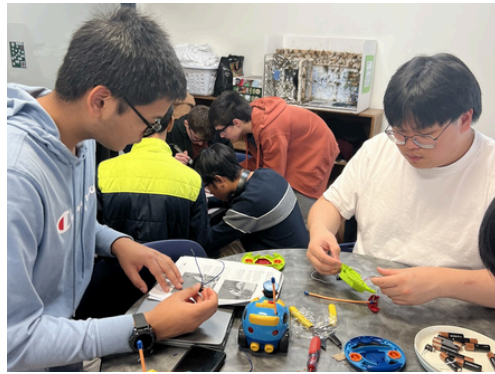


We hoped this would inspire our students to take on meaningful projects, to help them build their skills in mastery, independence, generosity, and begin to move towards Mamàhtawisiwin and share their own gifts with those around them.

Using Mamàhtawisiwin as the foundation for planning whole-school activities and student projects certainly pointed everyone in more meaningful directions. Some of the highlights from the year include our:

- Grade 10 camping trip to the Experimental Lakes Area working alongside the International Institute for Sustainable Development
- Community-based learning with the Bear Clan, a grass-roots organization of community members providing aid the inner city in a non-threatening, non-violent and supportive way
- Growth of our Community-based Volunteer Opportunities with Main Street Project, Siloam Mission, Harvest Manitoba, Oyate Tipi
- First annual Winter and Spring Met Markets
- And our incredible student projects:
 - Maxton's Pride T-shirt design
 - Our Gr. 11s' history projects in planning Remembrance Day and Black History Month workshops
 - She Kills Monsters - our amazing school production with students from all three Met Schools
 - Daniel & Gabi's incredible science-focused projects winning medals at the MSSS
 - Our Gr. 9s taking over Climate Justice Month and planning workshops for a KMO





In implementing the above plan, and now looking back over the last 10 months, we truly can see our students have made progress in moving beyond belonging and towards developing their skills in mastery, independence, and generosity.

Some upcoming changes to note for next year:

- 8:45am - 3:35pm school day to allow for nutrition access
- Early dismissals on Mondays
- McDermot/Adelaide doors will be used as the primary entrance into the school
- Technology-use policy will be in place in September, updates to come prior to return to school
- Met STEM Collective will be launched in the fall with increased opportunities for students to engage in enriched STEM experiences
- As recent recipients of the Sanofi Biogenius Canada 2024 grant, STEM purchases will be made to acquire/update STEM equipment
- North Forge project-based fabrication lab pilot will be launched to facilitate opportunities for students to use fabrication equipment to support independent student-based projects
- Opportunities to learn Anishinaabemowin will be offered to interested students as part of the cultural credit elective
- Tim Catcher (he/him) will be returning to our school to continue with active living and health classes on Monday, Wednesday and Fridays
- We welcome Kim Cao (they/them) & Kathryn Laframboise (she/her) our new Gr. 9 and 10 advisors!

There's so much to look forward to next year and we are so excited with all that's in store! Looking ahead to next year, we hope to continue with a focus on Mino-pimatisiwin and Mamähtawisiwin. We aim for our learners to continue uncovering their passions and sharing their gifts with the world around them.

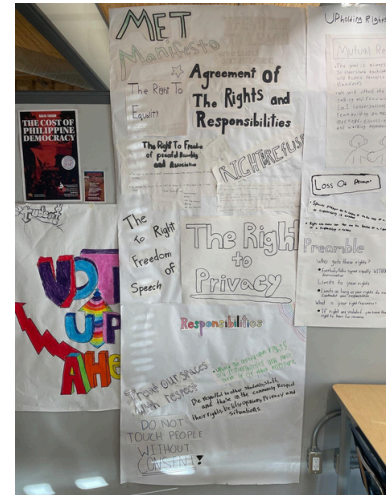
Wishing you a rejuvenating summer,
 Jane Suchy
 Principal, Exchange Met

GRADE 9



Grade 9 at Exchange Met for Jon and Aira's advisories has been a transformative year marked by diverse experiences and significant personal growth. The year began with an emphasis on building community and adapting to new environments outside the school. Trips to places like the Canadian Human Rights Museum, Camp Marcedes, the Aki Centre and various other 'Leave To Learns' laid the groundwork for deepening understanding across subjects such as ELA, social studies, and science.

Throughout the year, project-based learning played a central role, allowing students to explore their interests through initiatives such as the Student Vote, the creation of our 'Met Manifesto', the Element Story, and History Re-Written Project. These projects not only reinforced academic concepts but also developed essential skills in research, time management, and goal setting. Additionally, the "LTI Bootcamp" prepared students for career development, offering practical skills like resume writing and professionalism, setting the stage for future internships and community-based learning opportunities.



Exhibitions showcased students' project planning and achievements to mixed audiences such as classmates, other grades, other schools, advisors and families. Initiatives like the Upstander Research project demonstrated a commitment to social justice and community impact, reflecting the students' evolving passions and dedication. We also introduced School-Based Projects (SBPs) which allowed students to delve deeper into topics of personal interest, supported by mentors, classmates, and advisors.

As the year progressed into its final quarter, students explored subjects like creative writing, astronomy, genetics, and Canadian history through interdisciplinary lenses. They engaged in real-world applications such as pitching Warming Huts to local architects, demonstrating creativity and community engagement.

Overall, the grade 9 experience at Exchange Met has been characterized by resilience, enthusiasm, and growth. Students have embraced the challenges of a project based, Big Picture high school while embodying the school's values of inclusivity, flexibility, critical thinking, and perseverance. This foundational year has prepared them not only academically but also personally for future educational and career endeavors, shaping them into active members of the Exchange Met community.

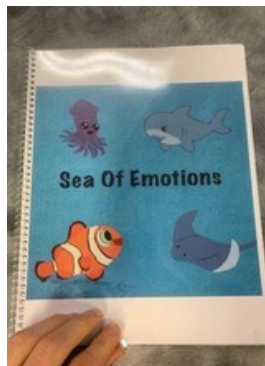


Reflecting on the academic year of 2023-2024, we are thrilled to share the journey of growth and achievement that our students embarked upon. This year has been defined by exploration, deep learning, and community engagement, all anchored in our commitment to holistic education and fostering a sense of belonging and responsibility.

We began our year with a profound Leaving to Learn experience at the Experimental Lakes Area in Northwestern Ontario. Here, students delved into whole systems thinking, understanding the intricate connections within ecosystems and the profound impacts of human actions on our natural world. Learning on the land continued to be pivotal this year as students also visited the Aki Centre, were taken out on the Namao research vessel, camped at Birds Hill park, had winter activity day at Assiniboine park, and regularly visited local parks and green spaces around the Exchange.



Community-based learning played a pivotal role this year, with students participating in internships, informational interviews, and community-based service learning at places such as Manitoba Harvest, Siloam Mission, and Main Street Project. Students from both advisories participated in many cultural credit opportunities where they learned on the land and harvested food in respectful ways. Students interned in a hugely diverse range of places that fit into their career development goals and personal interests.





Student-based projects were a central focus of our advisory this year. Our students blew us away with their creativity and independence. Students worked on projects related to art, food, engineering, computer science, family studies, writing, and environmental studies. Students from both advisories participated in our first Met Makers Market which was a huge success. Exhibitions and public speaking opportunities allowed them to showcase their progress, insights and celebrate their accomplishments with their peers, advisors, and families.

In English Language Arts, students engaged with literature such as *The Marrow Thieves* by Cherie Dimaline, and *Pet* by Akwaeke Emezi where students explored themes related to cultural resilience, identity, and power.

Throughout the year, we emphasized cross-curricular connections. Students integrated science outcomes into projects on environmental sustainability and engineering, and explored geographic concepts through themed travel projects and debates on food production systems. Our Essential Math students used Essential Math Outcomes to construct an outhouse that a community member provided funding for.

As we conclude this academic year, we celebrate the achievements of our students, and the support of our community. There is already a buzz in the air about project ideas and internships being secured for next year. Overall, it was a fantastic year of learning, and we're excited about what our students will be able to accomplish next school year!



GRADE 11

This year, the 11th graders at Exchange Met immersed themselves in Project-Based Learning, engaging in a diverse array of initiatives. These included school-centric projects, community engagement, teacher-guided work, and studies in History, English, Reading is Thinking, Career Development, Sciences, and other areas. Students also developed School-Based Projects (SBPs), tapping into their personal strengths, passions, interests, and societal challenges they wished to tackle. Through research and personal insights, they informed their projects and each proposed a tangible product that to apply and represent their learning.



Additionally we took part in citizenship and history teacher-led projects drawing inspiration from Martin Brokenleg's Circle of Courage and Murray Sinclair's questions about identity and purpose. Students explored their ties to Canadian history, examining the pre-colonial period, the role of treaties, their family histories in Canada, reviewing our school's land acknowledgement, developing whole school Remembrance Day workshops, leading a school-wide Black History Month initiative, writing a children's picture book with themes of diversity and inclusion, studying novels like Adele Perry's Aqueduct, writing a children's book, and creating an indoor garden. These projects fostered historical thinking skills, developing writing techniques and strategies, and working on expressing ourselves in clear and concise ways. Our teacher candidate Phoebe supported these efforts with her own projects on citizenship, history, and self-reflection.

In Career Development, students participated in informational interviews, job shadowing, and internships. They began planning for future internships, and took part in 'leaving-to-learn' and community-based learning at local organizations such as Siloam Mission and Main Street Project. There were many highlights including Daniel's internship with Dr. Paul Marcogliese studying gene expression in fruit flies, Kyle's continued work with web and software development with Ori.Gatou Creative, Parker's work as a content creator for Outreach Genius AI, Yirga's continued exploration of a career in fitness with mentor Miguel at Sport Manitoba, Carl's continued work with Star Labs, Rauvie's internship at Loblaws pharmacy, Emma's work with the Indigenous Film Collective at the Winnipeg Film Group, and Aiden's work managing the school garden.



In our SBPs, there was some very creative and unique work. These projects ranged from Neko’s study of rock climbing physiology, Augustine’s hip-hop music production, Carly’s research on treaty history and geography, Korbin’s animated shorts, Kirby’s Hadron Collider diorama, Gabe’s research on aging and wellness trends, Emma’s parody mockumentary, Arlo’s sculptures and art curation, Shyra’s sustainable architecture study, Onyx’s study and production of 18th century style portraits, Nahum’s ethics café, and Sid’s theatrical exploration. These projects were showcased at events like Met-Expo, STEAM Fest, and Arts in the Park.



We also dedicated time to ‘leaving-to-learn’ experiences, connecting students with various communities. These included exploring Canadian history at The Forks, visiting the Manitoba Craft Council, the Winnipeg Art Gallery, St Boniface Bio Lab, the Boeing Manufacturing Facility, and university orientations at the University of Winnipeg and the University of Manitoba. We finally capped off the year with a camping trip to Birds Hill Park to share in the celebration of an awesome year together.



MAHALIA & STEPH

GRADE 12

A focus for grade 12s this year was on considering our place in the world, and using the Indigenous concept of Mino-Pimatisiwin to reflect on what it means to us to live on this Earth in a good way, to create a life for ourselves that is purposeful and meaningful. We used four essential questions, inspired by the Circle of Courage, to frame our work this year: "What brings me joy?", "What does the world need?", "What do I need to learn?", and "What can I offer?" These four questions were the foundation of our project development. Grade 12 projects this year included explorations of the role of theatre in advocating for issues, learning about the role of humour in mental health, studying sensory preferences and neurology of cockroaches, creating video games and documentary films to help others understand neurodivergency, and more. As usual, students also continued community-based learning through internships, interviews, mentorships, shadow days, service learning, and other experiences outside of school. For our grade 12s, we had some fantastic internships this year which included Manitoba Theatre for Young People, Forum Arts Centre, ArtBeat Studios, the University of Manitoba Department of Biological Sciences, Prairie Circus Arts, All About Theatre, Pop Co-lab, Oyate Tipi, and more.



We also worked on building a deeper understanding of our broader world with a focus on Global Issues. The overarching focus of our ELA/Global Issues “workshop” was to connect the personal to the global, to focus on action and change, to understand how the issues we care about are interconnected and how they impact different people or places, and to reflect on our role in all of this. We investigated complex issues by engaging with a variety of different types of texts and forms of expression, including short stories and poetry, news articles and current events. We discussed a wide variety of different topics - including artificial intelligence, gender bias, nuclear weapons, fast fashion, and just transitions on development, climate and sustainability. Engaging in CBL and leaving-to-learn opportunities added to our thinking on Global Issues, and for the grade 12s this included visits to the Aki centre, Brokenhead Wetland, Winnipeg Art Gallery, and bringing in guests from Manitoba Energy Justice Coalition, among many others. At the end of the year, we developed a collaborative zine project which focused on a theme of “hope for the future” which brought together many of the ideas we had been discussing throughout the year in a creative medium.

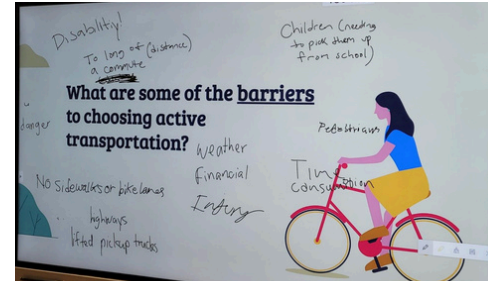
This year, our school really expanded, and there were also new opportunities for extracurriculars, school clubs, and events in our community. Many of our grade 12s took on leadership roles in these, including our student council and our first-ever Met Maker Market. Throughout all this, students were able to see the interconnectedness between their project work, our work in global issues, learning done for and with community, and their personal aspirations.



WELLNESS

This year, the Exchange Met School students were given the opportunity to explore and participate in a wide variety of activities that emphasized movement, skill development, community exploration, and lifelong active living.

Matthew Welby started the school year as the school's Wellness Advisor, and under his guidance students tried several unique activities, such as frisbee golf, boxing, and indoor rock climbing. In January, Tim Catcher took over as Wellness Advisor after Matt was offered a new position at Maples Met. Matt had made strong and positive connections with the school and students, and his departure was felt deeply.



We spent much of our active living time at Sport for Life, using the basketball courts, a newer artificial turf area called the Flex Space, and the Fitness Center. Students were often given a choice between two or more activities to give them some freedom to choose the activity that they most enjoyed and that would get them moving and active. Fitness Center classes saw students participating in such activities as spin class, High Intensity Interval Training (HIIT) and TRX workouts, or simply walking and running around the indoor track. Fitness Center instructors supervised students and guided them through the various exercises.



When the weather was nice, classes went for walks to local community parks, playing fields and courts, allowing students to play kickball, soccer, outdoor basketball, touch football, and frisbee. When given the chance, some students would choose to play on the available playground equipment, which is a great and fun way to be active. These walks allowed time for students to chat, connect with their classmates and with Tim, and explore the neighborhood. The goal is to encourage students to find activities that they enjoy doing and that will allow them to be physically active throughout their school years and after high school.

In health class, students investigated several challenging topics, including active transportation, drug awareness, voicing and supporting their opinions, cooperation versus competition, stress management, sex education, and the effects that advertising can have on self-image. Students identified some barriers to people choosing active transportation, which allowed them to think outside of the classroom and apply their real world experiences and knowledge to a real world issue. They finished by choosing a Winnipeg street that is unwelcoming to people using active transportation and redesigned it using Streetmix. It is the hope that students will become vocal advocates for better biking infrastructure and safer streets, which will ultimately allow more people to reap the mental and physical benefits of daily active living.

TECH-HUB



The Tech Hub internship experience was a dynamic blend of creativity, teamwork, and industry exposure. Students from various disciplines—writing, coding, music and art—came together to contribute their unique skills to “The Cave.” Under the guidance of the Flighty Felon team, they immersed themselves in the game development process. From brainstorming sessions to mini-game jams, students learned unique skills that involve teamwork, collaboration and critical thinking. The writing and art team created the character development and ensured they worked together to build the character backstory and the narrative. The coding team worked hard to ensure the game’s mechanics worked and learned how to program in Unity. The art team designed characters and environments, which added richness to the game. The music team worked alongside Julian Beutal in composing and creating sound effects and game music throughout the game.

The partnership between Flighty Felon and the students was more than just a collaboration; it was a bridge connecting academia with industry. Students gained invaluable practical insights into project management, communication, and problem-solving as they worked. Their creativity thrived, and their authentic voices found expression within the game. This internship exemplified the power of hands-on learning, preparing students for future careers in the ever-evolving world of game development. The Flighty Felon crew provided mentorship, sharing real-world experiences and industry best practices. Students learned about deadlines, scope and adjustments. “The Cave” became more than just a project—it was a canvas for student innovation. Their writing, coding, music and artistry seamlessly blended, resulting in a cohesive and engaging gaming experience. Thank you for the partnership with Flighty Felon and New Media Manitoba. The students not only had not only honed their skills but also ignited their passion for creating immersive digital worlds.

INTERNSHIPS

This year marked my first year as Internship Coordinator for the Met Schools. The start of the year was great as I had a chance to meet all of the new grade 9 students as I supported the grade 9 advisors and students through internship readiness. Students developed many new skills related to finding internships including professional communication via phone and email, preparing for interviews, and creating a resume and cover letter template for themselves. As always, students also learned about workplace health and safety and worker's rights from Safe Workers of Tomorrow, Red Cross trainers came in to provide first-aid training, and Rory Brett helped out by teaching all new students a food handlers course. They completed their internship readiness by conducting mock interviews with members of our community and completed portfolios of their learning to demonstrate a readiness to begin internships for the year.



Throughout this year, students secured amazing internships in many different industries such as aerospace engineering at Perimeter Aviation, computer science at OriGatou, small engine maintenance at Boost Lawn and Garden, social justice and ethics work with MARL, science at the University of Manitoba and Winnipeg, and so many more! Our group internships continued to provide foundational learning for our students as well as they participated in Tech Hub making video games, developed digital art skills at Toybox, learned business entrepreneurship at North Forge through the MICE program, explored culinary arts through Kitchen Brigades, explored the city through art with City Builders, and dove into graphics technology with Sandbox.





The Met Schools also worked hard to provide community based learning opportunities for all students, even if they were between internships or finding it challenging to secure one that met their learning goals and interests. This year we strengthened our relationships with community organizations such as Agape Table, Bear Clan, Siloam Mission, Harvest Manitoba, Winnipeg Animal Services, Main Street Project, and more by taking groups of students to volunteer at least once a week.



At the end of each year, we welcome several organizations to our school for the Community Needs Fair where they get to meet students looking for authentic project work and internship opportunities for next year. This year we welcomed several new organizations to the event including Fireweed Food Coop, Main Street Project, and Toba Centre for Children and Youth. We also had several returning organizations including Youth Employment Services, Harvest Manitoba, and Architects at Play. Each organization brought incredible project ideas and internship opportunities that they want students to get involved in and we look forward to strengthening our relationship with each one of them in the fall.

