

# Report to Community 2024-2025



## **Message from the Principal**

While planning for the 2024-25 school year, “Be Kind” became the mantra underscoring our planning process. With this in mind, we focused on mental health (be kind to yourself); truth & reconciliation and anti-racism (be kind to each other); Big Picture Learning projects and internships (be kind to your community), and finally, climate justice (be kind to the planet). If you don’t already, please follow our school Instagram page to see all the incredible photos from this school year that are mentioned below!

[Seven Oaks Met School \(@sevenoaksmetschool\)](#) • [Instagram photos and videos](#)

## ***Be kind to yourself - mental health***

- *Staff PD* with ECSS on best supporting neurodivergent students in our Big Picture Learning model
- Continued to develop as a framework a ‘circle of support’ for graduating students
- Had numerous student groups – D&D, student leadership, GSA, YIP, Ethics club
- Whole school land-based learning outings
- Participated in the annual Winnipeg Pride Parade
- Healthy start student-led breakfast & lunch program
- Wellness – skating, bowling, roller skating, volleyball club and carnival

## ***Be kind to each other - truth & reconciliation and anti-racism***

- *Staff PD* - Treaty Education & Sweat Lodge teachings
- A school framework using Martin Brokenleg’s Circle of Courage - belonging, mastery, independence, generosity - as a project planning tool, to encourage Mino-Pimatisiwin & Mamàhtawisiwin; to live good life for ALL - self, people, animals & the planet – by using your natural gifts to give back to your community
- Used Justice Murray Sinclair’s questions while project planning:
  - Who am I, Where am I from, Where am I going, What is my purpose?
- Staff and students received teachings from elders and matriarchs
- Participated in cultural credit, grad pow wow, Indigenous night of excellence awards, & visited the UM National Center for Truth & Reconciliation
- Planted a school medicine garden & had traditional smudge
- Ran an anti-racism writing workshop for students on the power of belonging

### ***Be kind to your community - Big Picture Learning: projects and internships***

- *Staff PD* with Elliot Washor from Big Picture Learning
- Had a problem-solving focus to project planning
- Community clean-ups & walked with the Bear Clan
- Had student-led curiosity-based advisories (including beading, social justice, outdoor education, animation, drama, cooking, creative writing)
- Had a 3 Met School student-led production & Maker Market
- Harvest Manitoba & Luther Care Home student-led donation projects
- Participated in the MSSS (Manitoba Schools Science Symposium) & After School Leaders Biotech Program
- Went to the Ethics Bowl
- Had our 3<sup>rd</sup> annual Met Ex – public demonstration of learning
- Group internship experiences for niche interests (STEM, game design, kitchen skills, entrepreneurship, engineering, etc)

### ***Be kind to the planet - climate justice***

- *Staff PD* - land-based learning at Aki
- A focus on land-based learning as “we need to begin by giving children the chance to love the land before we can ask them to save it” Nicki Ferland, Indigenous land-based learning educator (Banff, May 2025)
- Staff & student participation in the historic SOSD Student Climate Action Planning Committee
- The creation of Wii Kongay Win Agamik - The Spot - a student-led project in collaboration with the Red Cross Risk Reduction and Climate Change Adaptation Team - a divisional four-season outdoor gathering space for students and educators dedicated to climate justice and truth & reconciliation
- Grade 9 overnight camp land-based learning to Aki Center
- Participated in Envirothon & Earth Day activities, and visited the UM Center for Earth Observation Science
- Established relationships for students with knowledge keepers and indigenous land-defenders to learn about land-stewardship and protecting the land through whole school land-based learning outings – inc Elder Ellen Cook, Elder Florence Paynter

Have a wonderful summer,

Nancy Janelle  
Principal, SOMet

## Wellness

This year in wellness, we have engaged in various activities, including a range of low-organized games and team sports such as volleyball, basketball, handball, speedball, and flickerball. We have also participated in individual activities, such as badminton in the gym and weight training. When we were in the weight room, we engaged in HITT (High-Intensity Interval Training), weight training, and creating personalized workouts to execute using weights, body weight, or machines. We were also involved in various forms of physical activity outside of a gym setting, which incorporated Just Dance and introduced us to circuit training. We also participated in community cleanups and MADD presentations. Our end-of-the-year wellness carnival was also a success, featuring activities such as bubble soccer, gladiator jousting, water balloon fights, and face painting.



We participated in four community outings to demonstrate to students that being active can take many different forms beyond the school setting. This will encourage them to engage in these activities on their own, with friends or family, whether while they are still in school or after graduation, to continue leading an active lifestyle. The wellness outings included 5-pin Bowling at Uptown Alley, Skating at The Forks, Mini Golf at U-Puttz, and Roller Skating at Wheelies.



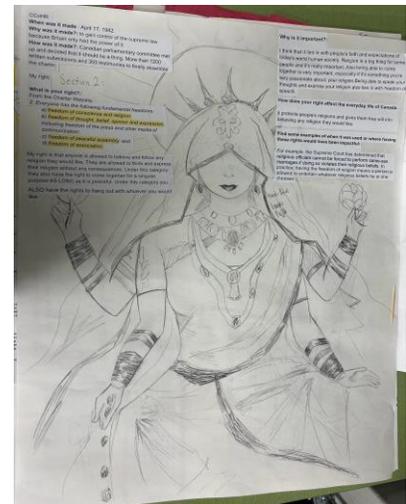
Finally, this year we also had a great time with a great group of students in our volleyball club. The volleyball club got together 1-2 times a week after school at Victory School. The club was created for any student who was interested in playing volleyball. No prior experience was needed for the volleyball club. We covered a variety of skills, including bumping, setting, serving, hitting, jousting, and regular gameplay.



## Grade 9

As we reflect on the 2024–2025 school year, we are incredibly proud of the growth and accomplishments of our Grade 9 students. This year has been filled with transition, challenge, creativity, and curiosity as students discovered what it means to be a Met School student.

At the heart of our work has been the development of key academic and project-based skills. In **English**, students explored their interests through independent reading and journal responses, developed research and reflection skills, engaged in creative storytelling through our class novel study of *This Place*, a graphic novel anthology of Indigenous stories, and studied allegory in science fiction and horror short stories. In **Math**, we experimented with a variety of instructional formats—games, collaborative work, and independent practice—to strengthen number sense, problem-solving, and critical thinking. In **Science**, students completed hands-on labs and developed their own experiments using the scientific method, culminating in presentations at the Grade 9 Science Fair. In **Social Studies**, students began the year by analyzing the Canadian Charter of Rights and Freedoms and later took on real-world advocacy through the **Upstander Project**, where they researched global issues and created powerful messages to raise awareness and inspire action. At the end of the year, students completed their first **Student Based Project (SBP)** and worked to create something connected to one of their passions. Students created video essays, video games, repaired gaming systems, built a shed, upcycled used clothing, started a press-on nail business, made chainmail, recorded an audio drama, and more!



The grade 9s **Community-Based Learning (CBL)** this year has been all about setting up foundations. Through career exploration, mock interviews, and reflective journals, students began connecting their interests to future possibilities. Students interned with bookstores, radio stations, food banks, automotive repair shops, film festivals, schools, restaurants, retail stores, funeral homes, and more! Almost every student deepened their learning at an internship and has a great plan for next year's experiences as well.



Throughout the year, students engaged in a wide range of **workshops and electives**, including art, digital design, business planning, and life skills development. Social-emotional learning remained a priority, especially in Wednesday advisory sessions where students explored topics such as managing anxiety, embracing imperfection, and building resilience.

Learning extended far beyond the classroom. We visited the **University of Manitoba Planetarium**, participated in the **Try-the-Trades program**, celebrated wellness through outings to **Wheelies** and at **The Forks**, and enjoyed our annual winter trip to **Harbourview**. Students also celebrated their peers at the **student-led production of Clue** and the ceremonial opening of **Wii Kongay-Win Agamik**, a space for gathering and collaboration that was co-designed by three of our grade 9s. One major highlight this year was **The Grade 9 Amazing Race**, where students navigated the city using the independence and confidence they built throughout the year.



Looking ahead to **Grade 10**, students will dive deeper into science, particularly ecology and geography, and explore more fiction, performance, and project-based learning. Our goal is to help them grow as independent learners and leaders, ready to take initiative in their projects and beyond.

Thank you to all our families, mentors, and community partners for supporting our students on their journeys. We're excited for what comes next!



## Grade 10

It has been a fantastic year of learning for the Grade 10s. Our Student-Based Projects (SBPs) became much more student-driven this year as students built on their foundation of project-based learning that we developed in grade 9. We began the year with sprint projects, where students used their passions, interests and curiosities to design two-week-long projects. These projects helped students understand how to set S.M.A.R.T. goals, create deliverables, and receive quick feedback on the scope and content of their projects. These sprint projects allowed students to explore different topics before committing to longer SBPs in Quarters 3 and 4, where we continued to develop project skills such as making creative connections between our projects and all the credits students are enrolled in, staying organized and going deep with our research, and backwards planning to ensure our goals are helping us work towards our final products. Our grade 10's developed many incredible projects, such as writing and illustrating a children's book on the impact of textile waste on the environment, learning about photography and historical landmarks in Winnipeg, spreading awareness about the negative impacts that artificial intelligence has on the environment and the art community, and using popular culture and psychological and sociological theories to understand power dynamics and abuse of power in different contexts in our society.



Our students also continued with their community-based learning through internships, shadow days and informational interviews. Students explored a variety of different experiences throughout the school year, such as learning about and restoring the Tall Grass Prairie at the Living Prairie Museum, exploring hairstyling at Donna D'Stylist Salon, learning about social justice and community activism at Matter Queer Space Manitoba, fixing and building bicycles at Bikes and Beyond, understanding dog behaviors and how to care for animals at Sprockett's Doggy Day Camp, learning about haunted attractions and acting at Six Pines Haunted Forest, and food safety and baking skills at Avril's Baked Joys and Noemi's Filipino Bakery. The amazing mentorship that our students received through their internship transformed their learning and pushed them to challenge themselves to step out of their comfort zone and fully embrace community-based learning.



As a group, we had many learning experiences to build community and explore different lenses that we can use to understand and deepen our relationship with the place we live. Our geography and science workshops explored concepts such as the Anthropocene, the impact of resource extraction on Indigenous communities, declarations of lakes as legal 'persons' with rights, perspectives on Winnipeg and the serviceberry model of economy. Our leaving-to-learn outings helped solidify our understanding of these ideas and connect with the land with visits to The Forks, The Living Prairie Museum, Aki Center, the climate justice rally and Bois Des Esprits trail. In the spring, we learned about what plants survive best in our Manitoba summers, made garden plans and planted vegetables, herbs, and traditional medicines in the planters behind the school for our community to enjoy.

On top of our academic experiences and learning, the grade 10s were very involved in extracurricular and volunteer activities outside of school hours. They joined the D&D club at lunch and the volleyball club after school, led our creative writing and animation curiosity-based advisories, sold handmade products at the Met Makers Market, took on roles in our student leadership club and volunteered their time with school events and organizations in the community, such as the Children’s Museum, Shoot to Score Hockey Camps, and Gonzaga Middle School. We are so proud of our students and all the cool experiences and opportunities they had this year!



## Grade 11

It has been a wonderful year of learning in Grade 11. The year started out strong with multiple field trips and leaving to learn activities, including outings to Bird’s Hill Park, Save on Foods, and Ikea. Students embarked on short term “sprint” projects to help simplify project-planning and mitigate the tendency for some students to bite off more than they can chew. Later in the year, students embraced larger SBPs that were connected to their interests and passions.



Some highlights of SBPs include a graphic novel based on the popular *Warriors* series, a working go-cart, an in-school restaurant, a wood drying shed, a romantic short film, and a documentary about Indigenous feminism.

Our Grade 11s also embarked on exciting new internships, many of which required a new level of maturity and responsibility. Some of this year's internships include AllPro Mechanical, UpHouse Marketing, Premier Trucking, D'Arcy's ARC (Animal Rescue Centre), Scout Coffee + Tea, Murray Chevrolet, the Manitoba Museum, and Children's Dental World. Our 11s acquired some truly unique internship experiences this year, such as sitting in on group therapy sessions at HSC's Pain Clinic, welding at Thor Plumbing & Heating Ltd., participating in research on neurodevelopment disorders at the Albrechtsen Research Centre, and attending multiple days of a high-profile homicide trial.



We would be remiss to not mention the enormous contributions our 11s made to this year's Theatre Hub, a group across the three Met schools that put on a production of *Clue*. A fourth of our students were involved in the play, with four students playing parts in the main cast, two working backstage, and one student taking on the very demanding role of stage manager. The play was extremely well done and well received!



Throughout this year of projects, extracurriculars, and out of school experiences, the Grade 11s completed "history nibbles", selected texts/media from various Canadian literary and historical sources. We connected the struggles of the past to the issues we experience today in our English classes. We focused on the theme of "hopefulness" as we studied how improvements have been made in our country (and our world) over time. In March, we participated in the Met Ex project fair, where we showcased our group projects with our "Museum of Canadian History".



### Grade 12

Grade 12s spent the bulk of their year focusing on their Senior Thesis Projects (STPs). These projects focused on a student’s passions and lasted for the entire year. These projects challenged students to expand their visions of a project to include numerous ways of looking at a topic, which helped them to earn multiple elective credits. Students were also challenged to practice their goal-setting and time management skills to avoid procrastination and meet all deadlines. Many of the students took their projects one step further, integrating work they did at their internships on Tuesdays and Thursdays. This enabled students to craft STPs with a real-world impact. Examples included:

- Creating a booklet for parents and teachers in the Winnipeg School Division about addressing classroom barriers for students with speech and language disorders rooted in hearing impairment, submucous cleft palettes, and Trisomy X.
- Writing a symphony and arranging the music for the three Met School production of Clue, while assisting with the development of marketing reels for the West End Cultural Centre
- Developing and expanding a home-based lash extension business with the support of the mentor at the Met Innovation Centre for Entrepreneurship (MICE) Program

They also gained more experience presenting to a variety of audiences through setting up exhibits and demonstrations during the Grade 8 Open Houses in February and the STP Fair in May. These events brought a combination of middle school students and adults to SOMET, with a wide variety of questions about STP topics and the learning process.



The students' experience in English Language Arts came full circle in grade 12. Back at the beginning of grade 9, we asked students to consider their vision of the Good Life (Mino-Pimatisiwin). This sparked initial conversations about identity and purpose in our communities and in the wider world. In grade 12, we expanded on this idea. Every unit we tackled was connected to Justice Murray Sinclair's four questions: Where do I come from? Where am I going? What is my purpose? And Who am I? Students explored these fundamental questions through units in Philosophy of Identity, Advertising Analysis, Multi-Generational Novels, Poetry, and Autobiographies. Students crafted autobiographies that told their personal stories in ways that were engaging and meaningful. Students individualized their autobiographies by choosing writing formats and incorporating different writing mediums. We are extremely proud of the accomplishments of our grade 12 students this school year.



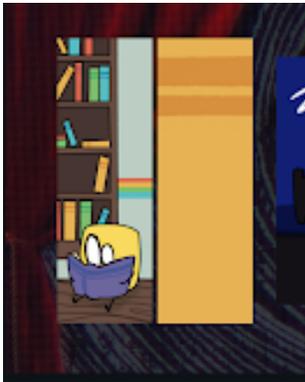
A highlight of the year was graduation and seeing students walk across the SOPAC stage to receive their high school diplomas. Our grade twelve students' valedictory address recounted a wealth of memories and learning opportunities over the past four years and looked forward to the future as graduates entering a new community.



## Learning through Internships

### Toybox

Since 2019, the Met Schools in Seven Oaks School Division have partnered with ToyBox Manitoba, a program at the University of Winnipeg that offers free, playful learning activities for children aged 2 to 8, focusing on letters, numbers, and wellness. Each year, Met School interns form a graphics team that designs all the artwork for ToyBox using professional tools like ProCreate. Students learn technical and creative skills, including software use, character design, and color theory, while also developing collaboration, time management, and feedback skills. The internship has expanded over time, with many students returning in their second year to mentor newcomers and take on leadership roles. In addition to guidance from Sheri-Lynn Skwarchuk and Paul Betts, Met School alumni now also support the program, helping it continue to grow.



### Kitchen Brigades

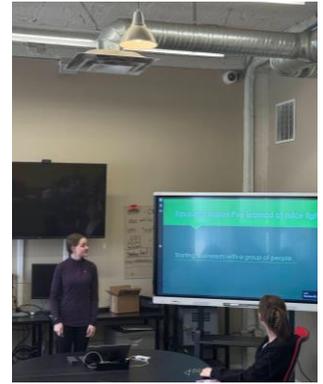
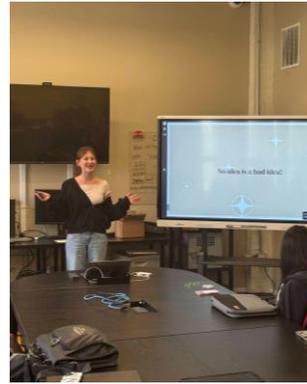
At Kitchen Brigades, our students work with a professional chef to learn basic cooking skills. Each week they learn to make a different recipe and then share in the food they made together. Multiple cooking challenges throughout the year give students an opportunity to demonstrate their learning. Kitchen Brigades is a national opportunity with students from across Canada taking part in the program. This year the Met Schools had a team that won the provincial competition and went on to

win silver in the national semi-finals. Way to go team!



## MICE

The Met Innovation Centre for Entrepreneurship is a partnership between the Met Schools and North Forge where students learn about entrepreneurship. They bring their own business ideas to the table and create a pitch for their business. Many of our student businesses created with the MICE program have become real businesses for the students, and MICE students can often be found at school events or the Met Makers Market that takes place at Exchange Met School during First Fridays. We are so thankful for our amazing mentor, Stephen Sim, who brings his improv and entrepreneurship experience to work with our students in a fun but authentic way.



## Tech Hub

Tech Hub is a divisional program offered in partnership with New Media Manitoba in which students learn the basics of game development. This includes computer programming, art, animation, and sound. As a team students worked to create a game in Unity. This year we had two games developed. The first was Creature Catcher, a game that students created to address issues of extinction and climate action. The second was Souper Cooked, focused on social justice and food insecurity. Through this experience students were able to gain foundational game development skills while also strengthening their communication, collaboration, creativity, and more!



## Met Ex

Each year the three Met Schools get together for quarter three exhibitions, putting their work publicly on display. This year, Met Ex took place at Maples Met School and Maples Collegiate where 300+ projects were on display. Students created a Human Rights Upstander Museum, a Canadian History Museum, participated in 3-minute thesis presentations, performed music, poetry and drama in the theatre, managed a booth at the Met Maker Market, or shared their work project fair style. This not only gave students an opportunity to share their learning with one another and the public, but also to connect with students from other Met Schools as we are always striving to strengthen our partnership. Many students found peers with similar interests sparking group project ideas across the schools.



## Community Needs Project Fair

As the end of the school year approaches, grade 11 students are asked to share their learning goals for the following school year. This includes the beginning stages of a Senior Thesis Project Proposal. In an effort to make Senior Thesis Projects more authentic, and to provide students with an opportunity to engage in a real-world project, we host our annual Community Needs Project Fair. At this event, members of the community at large bring project ideas to share with our students in the hopes of finding a Met student to collaborate with next year. This year we had projects from Architects at Play, MARL, Graffiti Art Gallery, Nera Lake, Heritage Winnipeg, Pride, Arts in the Park, Wayfinders, and Canadian Goodwill. Students engaged in meaningful conversations to learn more about these projects and to develop partnerships for their grade 12 year. We look forward to seeing these projects come to fruition in the coming school year.

