

# Report to Community 2025-2026



## Message from the Principal - Indigenous Ways of Knowing, Being, & Doing

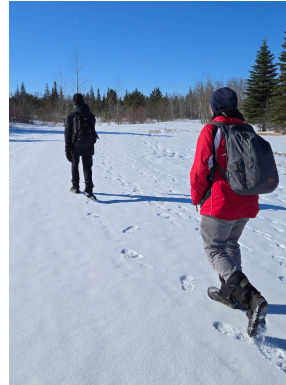
This year we looked to provide more meaningful learning experiences by moving away from 'doing things' and towards 'ways of doing'. This was focused around our four school pillars: Truth & Reconciliation, Climate Justice, Well-Being, & Big Picture Learning. I believe this work is evident in our reflections on the year that you will see here. With a focus on connecting students to the land and to community, and with a focus on wellness, this translated into many land-based learning opportunities – from day trips to overnight camping trips, connecting with elders, a trip to Banff, cultural teachings, and getting onboard a research vessel. Highlights this year connected to student projects and internships definitely include our student-led Theatre Hub, Tech Hub, MICE (entrepreneurship), STEM Collective, MetEx (our quarter three public exhibitions of learning), the STP fair (senior-thesis projects), and having two students making it all the way to the Canada Wide Science Fair – and winning the bronze and gold medals for the work connected to their internships at the UofM! Please follow us on Instagram to see all the amazing projects and internships our students have been working on!! And please remember, with gratitude in your hearts, always try to be kind to yourself, be kind to each other, be kind to your community, and be kind to the planet. Have a wonderful summer,

Nancy Janelle  
Principal, SOMet



## Wellness

This year there were a number of opportunities for students from all three Met schools to come together and participate in wellness activities. Students had the chance to sign up for 3Met Wellness Hikes, exploring various trails in and around Winnipeg, including a winter hike in Birds Hill Park and a spring hike in the trails near Grand Beach.



Volleyball Club continued this year, with weekly meet-ups running almost all year long after school at Victory School. The club was well-attended by students from both SOMet and Maples Met. The inaugural 3Met Badminton Tournament also took place this spring at the Sport for Life Centre and had participants from all three Met schools and from Grades 9-12. The hope is to make the badminton tournament an annual event that continues to bring together all three Met schools.



In Wellness class, students explored various sports, games and fitness activities in the gym, weight room and dance spaces at Garden City Collegiate. We also used the Great Room at SOMet for a fun Winter Olympics-themed day, CPR workshops, and other health and wellness activities and discussions. Students also went on walks to the many community parks near SOMet, with a favourite being nearby Teakwood Tot Lot.



Finally, students from all grade levels had several wellness outings throughout the school year that allowed them to explore movement and wellness in spaces other than the typical gym environment. Outings included ice skating at The Forks, a winter walk at Oak Hammock Marsh, swimming at the YMCA and the Selkirk Community Pool, bowling, and Activate. It has been a great year and I hope everyone has a fantastic summer.

## Grade 9

The beginning of Grade 9 focused heavily on transitioning into high school and learning what it truly means to be a Met School student. Our early days were dedicated to building confidence and fostering a positive advisory culture. We explored two major themes during this first quarter:

- **The Good Life:** Inspired by Justice Murray Sinclair's four big questions in education: *Who Am I? Where Do I Come From? Where Am I Going? What is My Purpose?*
- **Windows on Winnipeg:** preparing students for the professional world. This introductory Community-Based Learning (CBL) unit explored the power of attention, how to navigate Winnipeg safely, and the nuances of professional email, phone, and interview communication.



Quarter 2 served as a testing ground for our students' growing independence. The Grade 9s became fully integrated into the wider school schedule, transitioning to full days of Community-Based Learning on Tuesdays and Thursdays, and began seeking their first internship experiences. Students were also introduced to the fast-paced world of project work through short "Sprint Projects" and began exploring complex ethical questions through our "Being an Upstander" unit. Throughout this time, we anchored our learning in our shared core values: respect, kindness, and focus. Together, we began building a vibrant community centered on individual passions and shared interests.

Our students stepped into the professional world across a diverse range of industries. Some highlights were:

- Aviation & Trades: Perimeter Aviation, Beaver Heavy Duty Trucking
- Science & Environment: Assiniboine Park Zoo
- Creative & Design: Architects at Play, Ragpickers
- Health & Community: Save on Foods Pharmacy, Mental Health Education Resource Centre, Multiple Daycares & Schools
- Innovation & Culinary: Tech Hub, Kitchen Brigades, Toybox

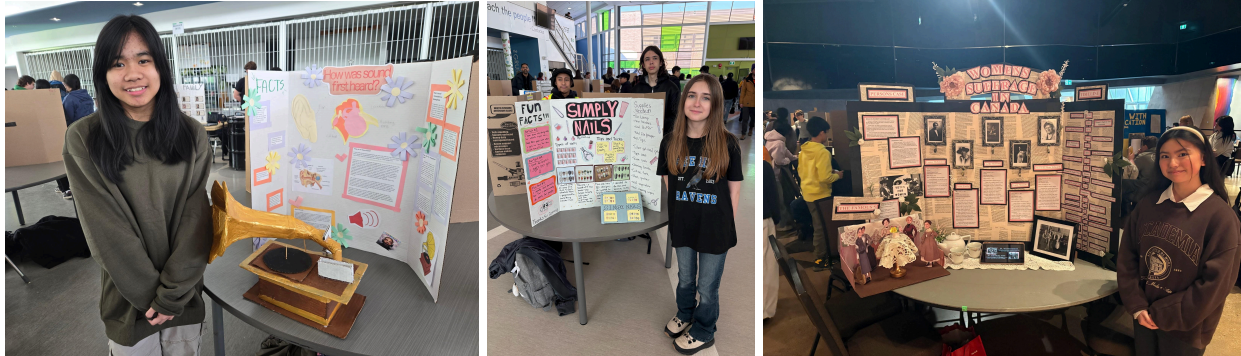


Quarter 3 marked a shift from the fast-paced "sprint projects" toward deeper, sustained engagement. For a month and a half, the Grade 9s focused on a single Student-Based Project (SBP), driving their own journeys through research, critical analysis, and product creation. Their hard work culminated in public presentations at MetEx on February 27th.

Following MetEx, students brought their "Being an Upstander" projects to a meaningful close. Revisiting their research from the fall, they designed professional mini-museum exhibits, which were proudly showcased at the SOSD Kinship and Care Showcase at the Canadian Museum for Human Rights.

The variety of project topics this year highlights the unique passions of our grade 9s:

- Learning Sign Language
- Getting Creative with Sushi
- Mastering Digital Photography
- Dog Training Vlog
- Musical Arrangements with MuseScore
- Pterosaurs
- Moss: The Carpets of Spring
- Arduino & Raspberry Pi Technology
- Perfecting the Craft of Boba Tea
- Attack on Titan ODM Technology



Our final quarter highlighted how much our grade 9s have learned to support one another. They prove that learning is not just an individual pursuit, but a collective effort. It was an incredible year of growth, exploration, and community-building. The journey of a Grade 9 student at Seven Oaks Met School is unique; it requires stepping outside of comfort zones, embracing independence, and learning how to navigate both the classroom and the wider world.

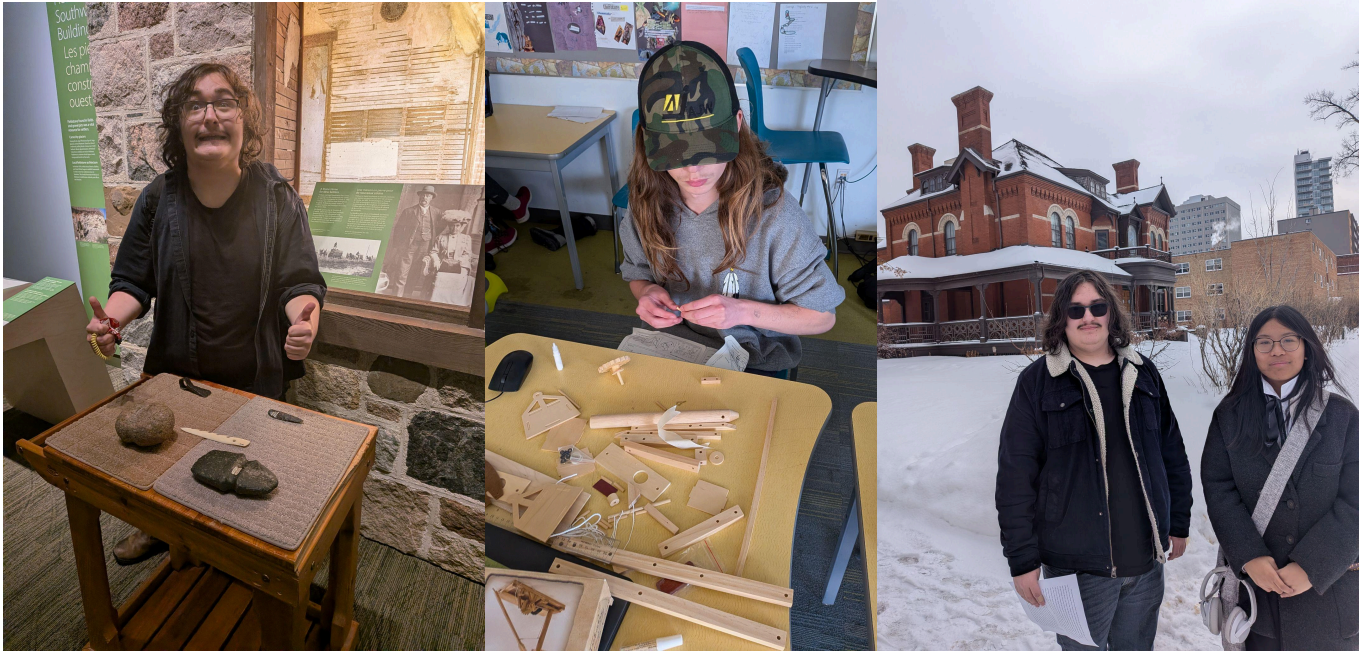


## Grade 10

The first half of the Grade 10 year centred on the SOMet Cities project, a cross-curricular initiative where students explored urban livability, government roles, and sustainability. Students began by creating maps and developing the "lore" of their cities through creative writing, such as folk stories and memoirs, before building 3D physical or digital models to present at the MetEx public exhibition. This project served as a foundation for building essential teamwork and collaboration skills as students considered how societies function and sustain their populations.



As the year progressed into the third quarter, the focus shifted toward independence and personal passion through Student-Based Projects (SBPs). In these "Learn it, Make it" projects, students selected unique topics to research, identified mentors, and refined their time management skills. This process of independent inquiry was supported by research trips to the Millennium Library's ideaMILL and culminated in Ignite-format presentations where students shared their progress and future learning goals.



The academic curriculum maintained a rigorous pace, concluding the year with practical applications and preparatory exams. In Essential Math, students moved from trigonometry and geometry to unit conversions and a personal finance trip to IKEA to budget for an apartment. Precalculus students finished the year mastering polynomial factoring. To prepare for the stamina required for Grade 12 provincial assessments, students attempted final exams in both English and Mathematics. Science similarly transitioned from introductory labs to more complex inquiries, including an eye dissection at the Youth BIOLab, physics labs on waves and mechanics, and the completion of a formal science research paper.



Literacy and storytelling were woven throughout the year, ending with an emphasis on autonomy and cultural engagement. In the final quarter, students completed independent novel studies by designing zines and exploring the art of storytelling through a unit on ghost and horror stories. The final English exam was specifically designed around the themes of personal identity and geography, challenging students to demonstrate what factors shape a community. Additionally, students engaged with the local arts scene by attending our Three Met School production of *A Midsummer Night's Dream*.



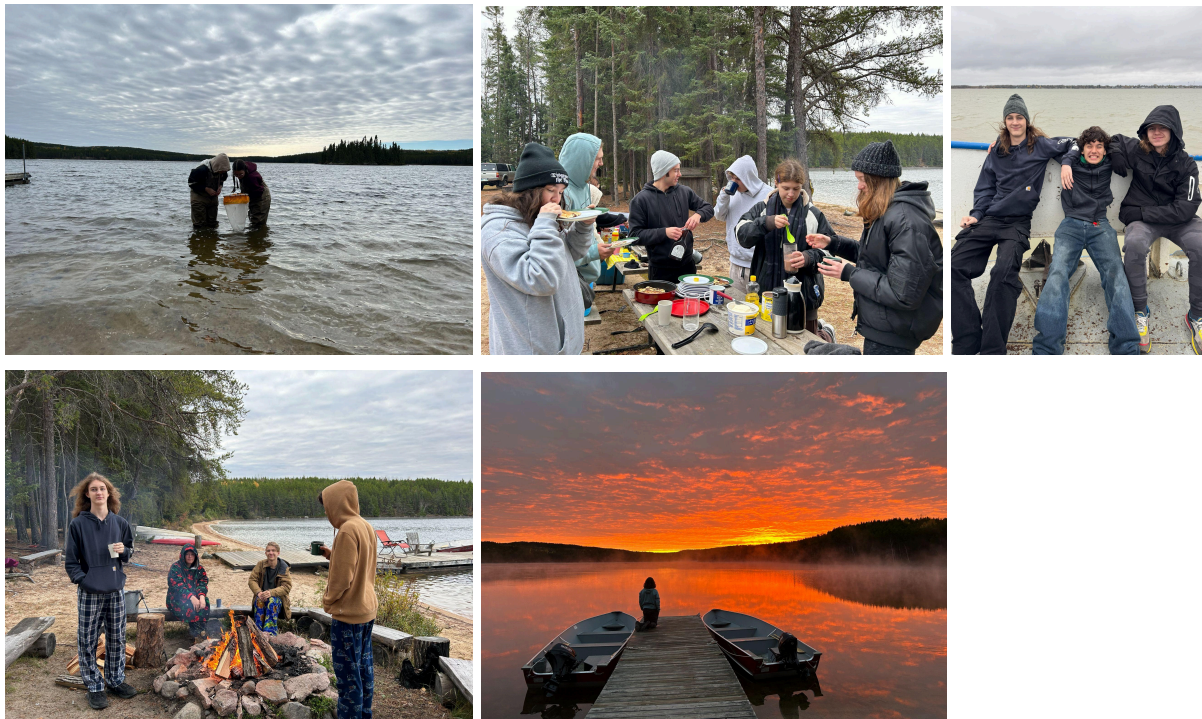
Community connection remained a constant through twice-weekly internships and various wellness outings. Students continued to explore career interests by pairing global challenges with their personal skills while participating in "Leaving to Learn" activities at Oak Hammock Marsh, the golf dome, and the Real Escape, where they practiced collaborative puzzle-solving. As our students look toward Grade 11, they will move into a year of even greater specialization, with science becoming an elective and a new focus on Canadian History through the lens of Winnipeg and Manitoba stories.



## Grade 11

This was a year where we could really see our grade 11s making meaning and really figuring out what is important to them. Grade 11 is often a year where students begin to branch out even more into specific disciplines and focus areas, but it has been wonderful to see how students are finding their paths while also continuing to be part of a community, supporting and engaging with each other.

For several of our students, this year began with an amazing trip to the Experimental Lakes to learn about water monitoring and ecology research. This was not only a great experience for their science learning (learning about whole-system ecology, water chemistry and biology, and interconnections between different sciences), but also a way to connect with land and each other. This was shortly followed by a visit on the Namao research vessel on Lake Winnipeg, where students got to learn more about methods for water sampling.



Some highlights of their student-led projects over the year include: creating an informative video about issues impacting climate change, preparing traditional foods as a way of learning about Métis culture, conducting research in labs and presenting research posters at the Manitoba Schools Science Symposium and the Canada-Wide Science Fair, creating a series of mini-games to help begin learning computer science, sewing a ribbon skirt, learning about biomechanics and conducting an experiment on the factors that impact flexibility and range of motion, throwing a haunted house fundraiser, creating character design and concepts for an indie animation game, hand-drawing and writing a Japanese manga, making one-pagers on antibiotic resistance, exploring a variety of writing styles to build a creative writing portfolio, and more.

Our grade 11s have also been finding their place within communities at our school - through involvement with groups like Theatre Hub, the Met Maker Markets, and student groups like leadership, Youth in Philanthropy, and Volleyball Club - as well as outside of school through their internships and other opportunities they are seeking. This year, that has included collaboratively creating a video game in the Winnipeg Game Jam, writing music and styling hair for the theatre production of *A Midsummer Night's Dream*, learning about and restoring the tall-grass prairie at the Living Prairie Museum, working on writing and journalism at CBC, interning in university labs and museums (the U of M Computer Science Department, the U of M , the U of W anthropology museum), leading a quality improvement project on patient care at the St. Boniface Hospital, supporting care at Maples Personal Care Home, observing and assisting in dental clinics, creating educational materials at the Prairie Climate Centre, shadowing various photographers at concerts and other events, helping out with events for the Manitoba Council for International Cooperation, and so much more. These have been wonderful opportunities for students to get involved in the community outside of our school and learn through direct experience in fields of their interest, while also finding ways for their work to contribute to communities and spaces that matter to them. We are so grateful to all the mentors who have supported our students throughout this year.



As a whole grade-level with our 11s, some themes and topics we have explored throughout the year have been historical thinking (with a focus on using local history and places we are familiar with as a lens through which to understand broader historical context) and storytelling. Our teacher candidate, Maryssa, led two group projects with our students - first the Manitoba Through Time project, where students created an interactive History museum, and then the Campfire Storytelling project, where they each wrote and created a ghost story. These projects were inspired by visits to the Manitoba Museum, and to Manitoba Theatre Centre, where we watched a production of *In the Shadow Beyond the Pines*.



As the school year wound down, we focused on reflection. Students spent time thinking about all their experiences over their past three years at our school, and identifying the ‘threads’ that tie together the experiences they have been choosing. They have really been figuring out what is important to them (what values, ideas, and interests are at the heart of the work they have been trying to do over the years). This led to them proposing their Senior Thesis Projects which they hope to work toward next year.

Our year ended with a camping trip to Falcon Lake, where we spent two and a half days together cooking meals, doing land-based learning, and having some group bonding experiences before summer break. The school year flies by and it’s easy to get swept up in the chaos of projects, internships, extracurricular activities, and other responsibilities. This camping trip gave us a minute to slow down, connect, and enjoy time together before break.



## Grade 12

It has been a wonderful Grade 12 year with this amazing group of students. We built our year on reflection, contemplation, and identity-making, since our students will soon be taking on the next stage of life and leaving our school community. Also, every Grade 12 Met advisory writes autobiographies (or “memoirs”), which are designed to help them develop their senses of selves in the world. We started our year with contemplative poetry, and chose to begin this unit when we went camping at Caddy Lake in September. This trip was a great experience, with students taking part in outdoor writing activities as well as swimming, canoeing, fishing, and all the fun things associated with camping!



The 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. 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:

- Organizing, planning, implementing, and performing at a benefit rock concert at the West End Cultural Centre in support of Huddle Youth
- Stage-managing the school’s production of *A Midsummer Night’s Dream*
- Curating an art gallery featuring animations, paintings, sculptures, and drawings
- Working with psychologists at the Cognitive Behavioural Therapy and Mindfulness Clinic at HSC, collecting and analyzing data about the efficacy of their program
- Researching variations in a specific protein that has been linked to ADHD, Autism, and other conditions (which won a Bronze medal at the Canada-Wide Science Fair in Edmonton!)

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.



A highlight of the year was the partnership we developed with Mme Crystal Ringach's Grade 5 class at Ecole Riviere Rouge. Our students and the Grade 5s became pen pals, writing letters to each other each month. At the end of April, we arranged a "meet-up" day, where we invited the kids to our school and had a morning of activities, including icebreakers, structured conversations, carnival games, and food! It was so much fun and had a huge impact on both the Grade 5s and our SOMET students.



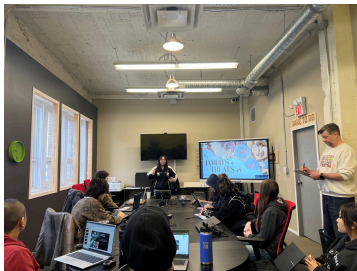
Finally, it was amazing to see our students walk across the SOPAC stage to receive their high school diplomas. Our Grade 12 students' valedictory address recounted a wealth of memories and learning opportunities over the past four years and looked forward to the future as graduates entering a new community.



## Learning through Internships

### *Group internships*

A highlight, as always, has been our group internships, which have given students the chance to dive into specialized industries and collaborate on real projects. In Tech Hub, students have been stepping into the world of game development, blending coding, art, and storytelling to create games centered around climate action. Meanwhile, our MICE cohort has been diving into entrepreneurship, sharpening their public speaking and collaboration skills as they build and refine their own business concepts. This year our MICE students created an authentic sticker business participating in several Maker's Markets throughout the year. At Kitchen Brigades students have been exploring new flavors and mastering essential cooking techniques. Finally, students in Toybox have been experiencing life as graphic designers, learning the vital professional skills of taking client feedback, collaborating, and communicating effectively to bring artistic visions to life.



### *Met Ex*

Every spring, our students participate in Met Ex, our massive, three Met School public celebration of projects and the performing arts. This event brings together all of our students to share their hard work, growth, and creativity with one another, as well as with families, mentors, and the wider community. It is a true showcase of what happens when learning goes beyond the classroom walls and enters the real world. When you walk through Met Ex, you will see the incredible depth of what our students have accomplished. The space comes alive with Interactive Project Displays, The Performing Arts, and Authentic Dialogue. Students have the opportunity to share and celebrate their ideas, answer tough questions, and gather real-world feedback from their audience. This celebration is an important piece of how we do school. It gives our students a real audience for their work, proving that what they create has value far beyond a mark on a report card. For families and mentors, it is a front-row seat to see how much our young people have matured, deepened their thinking, and built the confidence to share their passions with the community.



## Community Needs Project Fair

Looking ahead, we are already setting up our students for future success with our Community Needs Fair. The primary goal of the fair is to spark inspiration and secure partnerships for next year's Senior Thesis Projects. We believe that some of the best learning happens when students tackle real-world problems rather than theoretical ones. By connecting with community members now, our upcoming Grade 12s can identify pressing local needs, whether a neighborhood organization needs a new data tracking system, a local shop needs a marketing campaign, or a community garden needs an eco-friendly irrigation design, and spend their senior year building concrete solutions. A big thank you to all the mentors who show up time and time again to collaborate with our students and provide authentic opportunities!

