



2024/25 Grant Recipients

CELEBRATING AND CONNECTING CULTURE

Marshall Springs School, Calgary

PROJECT PROPOSAL

With a diversifying student population, we aim to hold a series of activities to increase the presence of people from different cultural and societal backgrounds in our school to support all students to feel a strong sense of belonging, increase representation, and help all students learn about different cultures, practices, and people.

We plan to have guests, teaching artists, presenters, and artists in residence from various culture backgrounds (Blackfoot, Cree, Asian and South Asian, African, and more) in our school to lead activities based on community, belonging, and expressing voice. The guests will lead a series of activities in the second half of the school year, culminating with an event where students from our school, as well as our two feeder schools will participate in workshops, activities and presentations focussed on celebrating and learning about diversity, equity, and equality.

- Student surveys
- Presenter surveys
- Teacher surveys
- OURSchool Student Survey Results
- Total number of participants
- Review of race/culture-based conflicts in the school

INDIGENOUS AND ALLIES CLUB

École Broxton Park School, Spruce Grove AB

PROJECT PROPOSAL

To increase authentic opportunities for learning about Indigenous cultures and ways of knowing amongst students.

Through the club aimed at Junior High Students, we will host events and invite guests to share their knowledge. Some activities include Elder visits, drumming circles, Smudges, workshops from the Museum etc.

Student engagement, willingness to share their knowledge, exit surveys.

OPERATION: WAKE THE STUDENTS!

St Gabriel the Archangel School, Chestermere

PROJECT PROPOSAL

Our English Language Arts department has a goal of diversifying our classrooms, which entails including more diverse texts and experiences that reflect the variety of experiences, cultures, and students that exist in our classrooms. Furthermore, connecting to one of our board priorities of wellness, we want to help students understand the healing power of storytelling and encourage them to share their own stories.

Wakefield spends a week with our students, working with all our high school ELA classes. Teachers preface his visit by providing students with foundational knowledge around spoken word as well as background information on Wakefield and what the expectations for the week are. By the end of the experience, each student performs their own spoken word poem, meeting the Alberta Education curriculum requirements for poetry creation, as well as learning objectives around speaking and listening.

The first day begins with Wakefield introducing himself, his unique method of poetry analysis (QulBOCOS: Questions, Ideas, Beliefs, Opinions, Comments, Observations, and Suggestions), and he performs many of his own poems for them. He starts to work with the students one-on-one to talk about possible ideas they have for their own poetry. Students are encouraged to bring in as much of their own writing as possible as starting points. As the days progress, Wakefield begins each class by performing a poem and discussing other poetic elements, such as figurative language and sound devices. He also works with the students on how to use their voices for effect while performing. Each day, he continues to work with the students one-on-one, coming back to the whole class to go over new thoughts and ideas as he works with them.

At the end, students perform their own piece of poetry which is marked according to a rubric. However, more significantly they will provide anecdotal feedback of the effect the experience of working with Wakefield had on them. In addition, students will discuss the work in groups and teachers participate in these discussions when possible and appropriate. Historically, students have identified the impact working with Wakefield has had on them, including inspiring students to become allies for marginalized communities, reflecting their own experiences with race in schools for the first time, and sharing their personal stories and poetry in school, on social media, and even at city-wide events.

The benefits of this project are enormous. All of Wakefield's work stems from a place of social justice and giving voice to the marginalized in a new and unique way. Our students find their own voice, they become infinitely more comfortable advocating for themselves and others in positive, creative endeavors rather than negative, harmful ways. As teachers, we work hard to support our students, but many racialized students have identified that they have had few or no teachers who look like them or have had similar life experiences. Wakefield is someone in whom they can see themselves and his life experiences resonate clearly for many of our students, regardless of their racial background. This then ensures they feel more engaged in our school community and the greater community in which they live and will one day work.

KAMETAWEHK WICI (CREE FOR PLAYING A GAME TOGETHER)

Rosemont School, Calgary AB

PROJECT PROPOSAL

Create a connection to our land and to Indigenous ways of knowing through physical activity.

Bridging wellness, physical activity, and Indigenous culture, we would like to create the equipment needed for playing various indigenous games. We have been inspired by our ongoing educational focus on Indigenous education and our goal towards reconciliation while bridging physical literacy. Rosemont School would like to create accessibility for students to learn and play indigenous inspired games during Physical Education times, recess, and sports days.

- 1) We will gather and purchase materials and learn the indigenous ways of creating the equipment.
 - 2) Students will begin using indigenous ways of constructing these items in Physical Education and Wellness classes, and within their own classrooms.
 - 3) Students will play the games and begin mastering skills needed to be successful.
 - 4) Students can pass on their knowledge of the activities by teaching one another the activities they have created.
 - 5) Students pass on their knowledge of construction.
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EXPRESSION OF STORY THROUGH LEATHER CRAFTS AND BEYOND!

Hilltop High School, Whitecourt

PROJECT PROPOSAL

We are wanting to create a connection with Indigenous members of our community, by having them share their stories and expressions of stories through the creation of leather crafts.

Part of our division goal is to provide a dynamic and safe learning environment that promotes connection and the authentic application of learning. Our division has an FNMI group of teachers, who work to develop programs focused on Indigenous ways of knowing within a school setting. At a school level, we are always looking for ways to integrate Indigenous teachings in all subject areas. With the help of the Indigenous liaison in our school, we have created connection with a member of our community who specializes in Indigenous expressions of art. Tashalee Wolftail, is a skilled beader and leather craftsman in Whitecourt, who is passionate about learning her trade with students in order to help them better understand Indigenous works of art and how they play a role in the Indigenous way of storytelling. Tashalee and her daughter Mikayla will spend two days working with grade 9 art students, in order to help them create leather works of art.

NPGS vision states: We strive to be the place where students realize their values, discover their talents, and imagine a future where their contribution matters. Students will be given a self evaluation to see how they felt about the leather project that was created. Students will develop a deeper knowledge in how they can create works of art that tell a story. This will be demonstrated through the projects that they will create after their lesson with Tashalee. This project will allow students involved to understand and appreciate Indigenous expressions of art.

MAVERICKS DEI CONFERENCE

Mary Butterworth Junior High School, Edmonton

PROJECT PROPOSAL

The goal of this specific project is to host a 3-day conference in October 2024 that will provide students with the opportunity to rotate through 6 sessions on a variety of anti-racism, reconciliation, and mental health topics. We continue to see the need for further education for staff and students in diversity, equity, and Human Rights.

The conference will provide the students and staff with a solid foundation for the school year and instill a sense of leadership and ownership in each student that will build capacity for students to be changemakers in this school year and beyond. We are planning 6 sessions that students will rotate to. Sessions will offer a variety of learning and engagement to "develop skills and foster inclusive behaviour among students and teachers" (DEHR Grant Program Guide, 2024) such as:

- Intercultural Education- Dabke (dance) Workshop hosted by the CPCA Edmonton- movement experience
- First Nations Metis and Inuit Education- Blanket Exercise hosted by Cultural Advisors from the Edmonton Public School Division- immersive experience
- Anti-Racism Education (specifically racist language)- Guest Speaker- lonestarinstitute.ca/
- Mental Health and Anti-Racism Education- Guest Speaker- bethevoice.ca/
- Special Needs (Inclusion) Education
- Special Olympics Guest Speaker panel
- Intercultural Education- Art Workshop on diversity and identity where every student creates an art piece to become part of a larger school art piece about diversity and belonging. We are hoping this will be a First Nations artist set up through our school cultural advisor, Christy Flett.
- Anecdotal feedback from students and staff
- Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring
- Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 2 topics

MULTICULTURAL DANCING LEARNING PROJECT

Elk Island Public Schools Consultant

PROJECT PROPOSAL

To have fun, exercise and learn about dances from local cultural groups. Personal connections to dancers and artists as well as increased visibility in future classroom instruction with video supports.

We hope to remove barriers and increase comfort with teaching dances of various multicultural groups. By providing the community connections and participation capacity will be two-fold. We hope to have at least two different days to offer the session in person to teachers in our local and their families. Videos of social media quality and resources from the day would be compiled and shared out with Elk Island Teachers who can incorporate the dances and community partnerships for in person bookings in classrooms.

Feedback of teachers and participants to see if series could sustainably run and be added to yearly.

DRUMMING AS HEALING

Light of Christ School, Calgary AB

PROJECT PROPOSAL

Our goal is to actively seek and take proactive steps towards truth, education, and reconciliation with our student population at Light of Christ school. Through this collaborative art project we seek to expose students to Indigenous storytelling, the importance of drumming, the symbolic importance of the drum, and art in Indigenous culture.

We plan on working with Knowledge keeper Chantal Stormsong Chagnon from Cree 8 to facilitate the teachings and significance of the "Drum", how to make a drum and finally how to play the drum. Chantal will come for a week as an artist in residency and teach the importance of the drum, how to make a drum and finally how to play it. We would like to identify Indigenous students in our school for this project to make drums that will be used in school liturgies and events. After the week we would have our group play their drums at an assembly to showcase their talents. Once the drums are made, they will be used as much as possible like: school liturgies (that occur once a month), our annual Chanie Wenjack walk, Orange Shirt day, Indigenous day in June and LOC days that celebrate diversity. Incorporating Indigenous history and cultural practices in schools is critical for true reconciliation.

We can evaluate the success of this project by the number of students that participate in the project by the amount of drums we make, by the amount of songs they learn, by the amount of school presentations they participate in and play the drums. At the end the students will write an exit journal of the experience, what they learned and any feedback from the teachers involved.

2SLGBTQ+ AND SOGI RESOURCE TEAM GSA KITS

École Dickinsfield School, Fort McMurray

PROJECT PROPOSAL

We are a district collaborative group who focuses on ways to support out 2sLGBTQ+ students through the support of GSAs and resources in both elementary and high schools. We are hoping to create easily accessible kits so that teachers can easily create GSAs in order to create safe spaces and a sense of community in their schools. We feel this is especially important with the currently climate in our Alberta schools.

We still have some schools that do not have GSAs and others who need some support. We are hoping that by sharing resources, activity ideas, and providing physical resources, that more support might happen across our district because it will be less work to get these programs started. We hope to provide district-wide communication via a Google Classroom with shared resources for teachers and create physical boxes with materials that are ready to go. Examples of material to purchase books, supplies to create friendship bracelets and pins, the purchase of flags or other decorative materials to help create safe spaces.

We will be able evaluate the success and impact be seeing the creation of more GSA Safe Spaces across all our schools and collaboration and support for the GSAs that already exist.

ANTI-RACISM EDUCATION AT RVS

Ridgevalley School, Crooked Creek

PROJECT PROPOSAL

OWe would like to bring in a speaker for each term of the school year to promote anti-racist education. We have been working as a staff to promote inclusion for our diversifying student population and need support.

We would like to start by bringing in Bryan Saint-Louis, (<https://www.bslspeaks.com/>) who talks about radical empathy and promotes anti-racism. His talks can be geared toward teachers, parents and/or students, and we believe that his talks would help to build empathy and inclusion in our community. With this grant, we could have him come back more than once, or we could bring in other speakers to continue this initiative throughout the year. (I'd like to do both, if we can afford it.)

We will be looking for an increase in inclusion in our school. We will know that it's working if we have fewer incidents logged with racist or otherwise discriminatory causes. We will see fewer racialized students sitting alone at lunch time and will hear fewer hateful words in the hallways.

practical skills like hunting. We hope to give students a chance to connect with activities that they may not have otherwise had the opportunity to engage with.

Our Indigenous Learning Team have meetings once a month. Over the course of next year, we plan on discussing feedback received by teachers and students after having interacted with the Indigenous game's kits. We are hoping that these games kits spark cross-curricular learning opportunities to discuss diversity in the other subject areas.

SUPPORTING CONNECTIONS: DEHR WEEK; DEHR CHILDREN'S BOOKS; INTERCULTURAL CELEBRATIONS

Aspen Grove School, Grande Prairie

PROJECT PROPOSAL

We are wanting to build inclusive connections and support all members to build a supportive collaborative culture.

- DEHR Week
- Children Storybooks - continue purchasing and building upon our Local DEHR Library
- Mix & Mingle Evening - "Share the DEHR Care"
- Hygiene Products and clothing drive/food drive to support at risk/low poverty families
- connect to Local community - Intercultural Celebration
- Survey
- Committee Member feedback Attendance
- Tracking use of DEHR Children's books

KÂKESIMOKAMIK - HEALING GARDEN

Jasper Place High School, Edmonton

PROJECT PROPOSAL

Jasper Place School is in maskêkosihk territory, or the land of medicine. This land is a healing place. With guidance from elders, we will create a kâkesimokamik, or healing garden, as an act of reimagination and reconciliation.

After consulting elders for guidance about medicines to be planted, we will purchase materials and create planters, which we will install on school grounds. With help from students, staff, and community members, we will plant and tend the garden. In addition, we will create a short film of our project, meant to educate folks on the significance of medicine in this territory. Students and staff will continue to care for the garden for many years, helping us to reimagine our place on this land, and our responsibilities as a community.

A healing garden honours the connection people must land. A garden also answers the calls to action from the Truth and Reconciliation Commission regarding health and wellness (18-22). Our garden will be cared for by our community, inspiring new imaginings of our relationships to this place.

GREENFIELD'S WÂHKÔHTOWIN GARDEN

Ecole Greenfield School, Edmonton

PROJECT PROPOSAL

We aim to foster a school culture that embraces the Cree concept of Wâhkôhtowin, emphasizing interconnection. By incorporating native plants significant to indigenous communities into our learning environment, we provide students with an opportunity to contribute to the land and develop a deeper connection that fosters an understanding of sustainability.

We are seeking funding to support a student-led grade 6 legacy project aimed at developing an Indigenous Plant Garden. The cornerstone of this meaningful project is our students working with and alongside Elders and Knowledge Keepers of the land we learn on. By cultivating an Indigenous plant garden, students will not only deepen their connection to the environment but also gain insight into their own attitudes and actions towards sustainability. The concept of Wâhkôhtowin emphasizes the interconnectedness of all living beings, and working with Indigenous plants is a valuable way for students to learn about reciprocity, relationships, and environmental responsibility.

The success of this project will be assessed by the school's enhanced ability to appreciate naturalized spaces, the overall sense of connectedness students has to the land, and the teachers' development of skills in incorporating land-based learning into their teaching practices. These factors will be key indicators of the project's effectiveness in promoting environmental awareness and education within the school community.

STUDENT-GENERATED GENDERS & SEXUALITIES ALLIANCE (GSA) T-SHIRTS

MidSun School, Calgary

PROJECT PROPOSAL

MidSun School's GSA has created various t-shirt designs, choosing their favourite (attached) for your consideration. Our hope is to help promote unity amongst staff, students, and within our surrounding communities by emphasizing one important aspect of our identity: our clothing choices.

We have asked the student population to create high-quality t-shirts in Art class, designing a product that not only represents our diverse community of learners, but might also be more reflective of the GSA's collective identity. We have voted on our favourite design and have included it in this application for your consideration.

Grant money would be used to purchase materials to make our t-shirts. This would ensure that we could provide these shirts to every student, staff, and community member that would want one. Using student survey data that measures students' feelings of belonging and equity in our building, we could gauge the impact of this project and our school's GSA overall. We could also complete one-on-one interviews with our GSA to identify the project's impact and ultimate success.

SWEET GRASS AND SMUDGE TEACHINGS

Piitoayis Family School, Calgary

PROJECT PROPOSAL

As a school that focuses on embedding and integrating Indigenous pedagogy and ways of being into all aspects of learning and school culture, we would like to expand the learning and knowledge of students, staff, and teachers about sweetgrass teachings, smudge, and their importance to the peoples of the lands of Treaty 7 so that this knowledge can become a daily part of our school practices.

We will bring in an Elder to share sweetgrass teachings with students, staff, teachers, and families. We will also purchase the necessary supplies for daily smudging for the rest of this school year and the upcoming school year (2024-2025), some items will last far into the future. We will regularly check-in with Elders to review protocols and teachings to ensure that staff, students, and teachers are both confident and committed to daily smudging and starting each day in a good way.

We will know our project has been successful when we see teachers, staff, and students engaged in daily smudge and atsimoyihkaan. Students will also be able to share teachings with their families and use smudge as a strategy for self-regulation. We will also gather feedback from teachers about their comfort levels in implementing smudge into their daily teaching practice. We will ask families, community, and stakeholders for feedback about the project.

RED DRESS PROJECT

John Ware School, Calgary

PROJECT PROPOSAL

Our Red Dress Project honors and fosters awareness of Missing and Murdered Indigenous Women, Girls, and Two-Spirited Peoples. We hope one day that we can stop sewing flowers because we as a country have come together to address this legacy of colonialism and ensured that everybody gets safely home.

Each year, students at John Ware sew flowers to add to this dress. Each flower is created in memory of and to honor Missing and Murdered Indigenous Women, Girls, and Two-Spirited Peoples. The project of creating flowers to add to a dress was taught to us by Otahpiaaki Fashion Week, Calgary's Indigenous Fashion week. Students at John Ware will continue to sew flowers for this dress every May in honour of these women and as an act of reconciliation. The National Day of Mourning for Missing and Murdered Indigenous Women, Girls, and Two-Spirited Peoples is May 15.

Students can identify the legacies of colonization and are able to articulate acts of reconciliation they can engage in both at school and in our broader school community. As this is a yearly project, students can see the number of flowers on the dress grow.

ROCKY VIEW SCHOOLS MIDDLE SCHOOL GSA

Fireside School, Cochrane

PROJECT PROPOSAL

This Middle Schools GSA Conference will continue to create awareness within the greater community and Rocky View Schools around gender and sexuality. This event will bring together teachers, staff, and students who can connect and grow their identities and gender expressions, leading to increased inclusion, confidence, and self-awareness.

The 3rd Annual RVS Middle School GSA Conference will bring together RVS GSA's, as well as create awareness along with opportunities for sharing and learning. We will have multiple guest speakers from the greater community who will speak about acceptance, support and community connections/programs that are available for middle school students. All guest speakers are advocates/allies for the 2SLGBTQIA+ community. The event itself will also feature student led activities that celebrate everyone's identities, allow expression through art, and connections to community advocates and supports. We will also be showcasing learning opportunities through books and other resources.

We hope to foster inclusion and acceptance in our schools and will evaluate our success through:

- Increased 2SLGBTQIA+ representation in schools within our division
- Increased attendance each year at subsequent annual GSA conferences resulting from increased community awareness and acceptance among families
- More established middle school GSA's in RVS Schools

EMBRACING DIVERSITY

Colonel Walker School, Calgary

This project will support us to “embrace diversity” by building awareness of self and others and cultivating empathy at Colonel Walker School. This project will build on our ongoing learning and action for Truth and Reconciliation. Our goal is to better understand ourselves and others, to appreciate cultural diversity and to create a more inclusive school community (“Together We Grow”).

We continue to build bridges between teachers and students at CWS and Piitoayis Family School (PFS) as we live and learn alongside one another each day. This grant will enable on-going learning (for teachers and students) to support their understanding of Blackfoot culture, and of the arts (including drum and storytelling) as important ways to express

ourselves and support well-being. We plan to work with artists (including Indigenous artists) to explore what makes us unique and how we are all connected.

Teachers and students will show they better understand themselves, one another, what we have in common and what makes us unique through learning celebrations, surveys and ongoing assessments. Teacher professional learning will inform task design and assessment, and students will showcase their appreciation for cultural diversity and will engage in the arts to express themselves over the course of the 2024-25 school year.

INDIGENOUS GAMES KIT

Winterburn School, Edmonton

PROJECT PROPOSAL

Our goal is to incorporate more Indigenous teachings into our school, and to provide a more equitable learning environment for our diverse range of learners. Winterburn is a Seven Sacred Teachings school, meaning that we teach in accordance with the grandfather teachings. The teachings that this project will enhance are bravery, honesty, and respect.

As a Seven Sacred Teachings school, we are always deepening our ties to the Indigenous cultures of the area. Our goal is to purchase 2 Indigenous games kits for use in our physical education program. These games kits will provide enough supplies for classes to book them out during their P.E. time. Each game in the kit incorporates Indigenous teachings such as fairness, respect, and teamwork and cooperation; as well as more

practical skills like hunting. We hope to give students a chance to connect with activities that they may not have otherwise had the opportunity to engage with.

Our Indigenous Learning Team have meetings once a month. Over the course of next year, we plan on discussing feedback received by teachers and students after having interacted with the Indigenous game’s kits. We are hoping that these games kits spark cross-curricular learning opportunities to discuss diversity in the other subject areas.

DIVERSITY IN ACTION

Our Lady of the Assumption, Lethbridge

PROJECT PROPOSAL

We have a rapidly shifting school demographic with an increasingly diverse and international population. Our goal is to reduce instances of racism by increasing intercultural understanding, focusing on global perspectives, and encouraging students to inquire into real life problems.

We have several initiatives we hope to implement, moving from a narrow focus on our school community and broadening out to global perspectives:

1. Focus on antiracism and empathy education for all students
 2. Inclusion of increasingly diverse cultural perspectives via guest speakers, different languages, and multicultural resources
 3. Inclusion of FNMI ways of known and perspectives via elder visits, cultural experiences, etc
 4. Community involvement through family nights and events
 5. A shift towards inquiry-based and global education encouraging students to take action as world citizens
 6. Classroom based action projects allowing students to identify real world problems and feel as though they have the power to affect change.
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1. educed reports of racist language, insults, and confrontations at school and on the bus
 2. Increased community involvement at events and school council
 3. Increased diversity and representation in guest speakers
 4. Increased frequency of community involvement and guest speakers
 5. Visible actions undertaken by classes
 6. Increased vocabulary around and understanding of inquiry learning and global perspectives observed

PRIDE MONTH PINS

Ecole Lacombe Junior High School, Lacombe

PROJECT PROPOSAL

Our goal is organizing a Pride Walk with our GSA kids for the month of June culminating in a pin/swag presentation to our grade 9 students who are moving on to the high school next fall.

Supplies for the crafts (flag making) are supplied by the school however the purchase of the lion pins and other swag requires some additional funding. Sonia Hiebert, the GSA advisor, will prepare what needs to be done for the flag making and put in the order for the pins and other swag (if funding is provided, stickers and tattoos).

The pins are a lovely keepsake for our students, and they are very proud to have it as such. Many wear it daily - others keep it or give it to a friend. The impact of this pin is simply that it is precious and recognized as a symbol of inclusivity and the togetherness of our school's GSA = both LGBTQ2S and allies.

COMMUNITY DISCUSSION AND DIALOGUE ABOUT TRUTH AND RECONCILIATION

J R Robson School, Vermilion

The goal of this project is for the school and the ATA local to engage with the community about issues related to the effects of residential schools and Truth and Reconciliation.

To address this issue, the school and the ATA local will invite parents, businesspeople, community leaders, students, and other interested members of the public to come to the school for a public screening of the film *Bones of Crows*, and afterwards engage in a discussion and dialogue about the effects of residential schools and Truth and Reconciliation, and how these topics connect with the school and community. This project would happen during the week leading up to September 30th National Truth and Reconciliation Day.

A survey would be sent to those who participated in the public screening and dialogue to collect data and responses on how effective the event was.

INCLUSIVE DRUMMING CIRCLES

Canyon School, Pincher Creek

PROJECT PROPOSAL

Local Piikani Elders have suggested that we pursue more cultural programming in our public school. Our goal is to promote First Nations education and cultural practices through the teaching of drumming and powwow dances to every student. We plan to extend this to our community through school performances.

We intend to capitalize on existing interest and established initiatives (FNMI Club and Elder visits) to initiate drum-making, drumming, and powwow dancing and to ensure the continuity of this project. We plan to enrich our music room with a class set of hand drums - made and used in culturally appropriate ways with the guidance of Blackfoot instructors. Selected students (Indigenous and non-Indigenous) will create drum circles to assist in school assemblies in the years to come and will help train upcoming drummers for this role.

In May, we will collect feedback from Elders, parents, teachers, and students through brief surveys and personal correspondence on whether we have promoted First Nations cultural education in our community through the powwow drumming and dance project. We will gather direct quotes and publish them in our FNMI newsletter.

INUIT EDUCATION WITH KNOWLEDGE KEEPER GOOTA DESMARAIS- HISTORY, TRADITIONS, CULTURE

St Ann School, Fort McMurray

PROJECT PROPOSAL

Bringing an Inuit elder/knowledge keeper to our school aims to foster cultural understanding and appreciation among children. By sharing their rich heritage, traditions, and wisdom, the elder serves as a living bridge, promoting respect and inclusivity. This unique educational experience encourages empathy, broadens perspectives, and nurtures a sense of global

citizenship. It is extremely difficult to find an Inuit Knowledge Keeper/Elder who is available to come to Fort McMurray and provide teachings to staff, students, and parents. Goota is a member of the ATA Elder Advisory council and has offered to travel here and share her culture with our community!

Engaging an Inuit elder/knowledge keeper for our educational initiative will involve interactive sessions that enlighten both children and staff about Inuit culture, history, and traditions. Activities will include storytelling sessions to convey oral traditions, hands-on experiences with traditional crafts, sharing Inuit art, and participating in cultural ceremonies. These activities aim to create a holistic understanding, fostering appreciation and respect for Inuit heritage within our school community.

In order to evaluate the success/impact of the teaching, we can:

- Encourage students and staff to share how they have applied the teachings in their daily lives or work. Collect anecdotes and case studies that illustrate the practical impact of the teachings.
- Assess the cultural competency of students and staff before and after the teachings. This could involve evaluating their understanding, respect, and appreciation for Inuit culture and values.
- Seek feedback from the elder who provided the teachings. Their insights into the receptiveness and engagement of the audience can provide valuable perspectives on the impact of the teachings.
- Plan for an annual Arctic Winter Games event, incorporating the teachings that Goota will share with us about traditional outdoor activities and games from her culture. The goal is to expand to each school in the district (the same idea as Sports Day in the Spring) with the help of the Indigenous Liaisons from each school (the liaisons will be invited to attend the teachings to learn from Goota)