



CMSD82 INNOVATES

Quarterly Bulletin

Issue Date: June 6, 2018

Welcome to the **CMSD82 Innovates** quarterly bulletin, which shares innovative initiatives and projects within Coast Mountains School District 82. We encourage you to share the **CMSD82 Innovates** bulletin with students, families and friends. This second issue features original and creative programs from schools across our district that strive to make a difference in the lives of our students. We hope you will be inspired by these innovative and student-centered learning programs.

Parkside Secondary School's Equestrian Program 2017-2018 (Kirsty Evans-Hernes, Teacher)

Parkside Secondary School is proud to offer two types of personalized equestrian learning experiences for students in partnership with Copperside Stables located in Terrace. The first opportunity entails an elective course, which allows students to gain "hands-on" experiences with horses. The second opportunity provides a therapeutic program helping vulnerable students improve their confidence and self-regulation skills.



The Equestrian Program at Parkside Secondary School provides encouragement for students to remain in school by relieving the stress of school and their daily personal struggles while earning a school course credit and developing a renewed powerful and positive outlook on life.

The Equestrian Studies 10 Elective Course enables students to learn the basic skills of riding and caring for horses. This locally developed course is comprised of six units. Students must take part in cleaning stalls, feeding and learning basic safety skills while handling their horse. There is a journal-writing component for students to reflect on their learning. This program operates two mornings each week for the entire school year. The final project in the course involves Parkside Secondary students sharing their equestrian knowledge with younger students within our school district by inviting them on a horseback riding adventure at Copperside Stables.

The Equestrian Program allows students who may be experiencing difficulties at school to work with horses and perform stable chores for the purpose of enhancing students' self-esteem and improving their self-regulation behaviours. The bond between a horse and a teenager can be very powerful and its positive impact lingers well beyond the Copperside Stables environment.

To date, the Equestrian Program at Parkside Secondary School has been very successful. Testimonials shared by students include:

"This riding program means everything to me. It helps relieve the stress of school and my daily struggles. I have built a bond with my horse that I could never have imagined possible, I love Pippa."

"This program encourages me to get up and go to school. Whoever thought I would be able to share my passion of horses and get school credit. This program is why I attend school."

As the program instructor and coordinator, it is a dream come true to share my passion and love of horses with students. Students are at school early and ready to go to the stables for yet another adventure. This program would not have been possible without the dedication of Jane Arbuckle, Parkside Secondary School Principal and the partnership with Jump Start Canada and Copperside Stables. *The students and staff are very grateful for their support!*



Parkside Secondary School's Equestrian Program enhances students' self-esteem and helps improve their self-regulation behaviours.



The Equestrian Studies 10 Elective Course enables students to learn the basic skills of riding and caring for horses. This locally developed course is comprised of six units. The bond between a horse and a teenager can be very powerful and its positive impact lingers well beyond the stable environment.

An Entrepreneurial Spirit is Alive in Kitimat's Elementary Schools (Christine Byrd, Vice Principal, Nechako Elementary School)

The students at Nechako and Kildala Elementary Schools have learned that they have the power to envision, the innovativeness to create, the grit to market and the tenacity to sell their very own products. The PowerPlay Young Entrepreneurs Program, sponsored through Envision Financial, helps young learners develop their own homegrown business ventures while nurturing an entrepreneurial spirit. The program also cultivates innovativeness in that the program deepens student learning by inviting students to think outside the box.



A young entrepreneur from Nechako Elementary School proudly displays her business project entitled Raea's Colourful Scented Pillows.

Both schools recently hosted their own Entrepreneur Fair for their students. Students had spent six weeks preparing for the big day. The core of the program is learning about Entrepreneurship. More

specifically, lessons included in the program emphasize goal-setting, writing product descriptions, understanding money operations, developing market research strategies, and writing a comprehensive business plan. Moreover, students learn about giving back to their community because the program calls for a donation of 10% profit earnings from each young entrepreneur. The students were able to choose what to do with their proceeds, with a number of students from Nechako Elementary donating to their school's Parent Group who are fundraising for a new addition to the playground and to cancer research charities.

The value of organizational skills, carrying out a plan and learning from the process is fundamental to the program. *Although students are to sell a product at the fair, the students learn what the heart of the program is all about – innovation!*

Overall, the success of PowerPlay Young Entrepreneurs is fueled by perseverance, hard work, and growth mindedness. Businesses represented by our young entrepreneurs included: Raea's Colourful Scented Pillows, Crayon Art on Canvas, Josephine's Fantastic Fashions, Jack's Surprise Slime, Fantastic Foam Nunchucks ... just to name a few!



An Entrepreneur Fair was hosted by students at Nechako Elementary School. Students spent six weeks preparing for this big day to learn about Entrepreneurship!



Joshua's Fantastic Foam Nunchucks proudly displayed by a young entrepreneur from Nechako Elementary School.

Hazelton Secondary School's Student Painting Therapy Program (John Alexander, First Nations Support Worker)

Through the Student Therapy Program at Hazelton Secondary School, students can share their feelings and have conversations in a calm and healing environment.

In my role as a First Nations Support Worker at Hazelton Secondary School, I work with students who have distractions that prevent them from focusing on their education in a formal manner. These distractions can range from chronic depression to a death in the family or a difficult home environment that impedes family members to render support for these students.

With my traditional background in the Gitxsan way of life including spirituality to support these students, we reached out to them through painting Gitxsan designs, which I drew for them, while following the strict guidelines to complete top quality Gitxsan designs. The conversations began as students worked on their art in a calm and healing environment. Conversations evolved in a very natural way, as it is a safe place to share feelings and experiences. Several students worked with me using this method of therapy starting in September 2017. It was a success!



A Hazelton Secondary School student paints the sun, a Gitxsan design learned through the Student Therapy Program.

Hazelton Secondary School's Student Painting Therapy Program (continued)

Through this process, students learned about and connected with the First Nations symbols and animals that are so representative of the strengths and stories of their local culture. Students learned how to prepare, paint and complete a Gitxsan design of their choice such as a frog, wolf, killer whale, raven or butterfly. For one hour each day, students would learn a new technique on painting and eventually gain the competency to work in a group with their peers away from the structured classroom environment. It was an ideal situation to discuss their issues amongst one another; a place for students to sort out feelings and express experiences in a creative way. If students felt more comfortable, they would confide in me. Through this calming and spiritual process, I was able to help students understand their personal barriers that prevented them from moving forward in life.



Through the Student Painting Therapy Program, students learned about and connected with the First Nations symbols and animals that are so representative of the strengths and stories of their local culture.

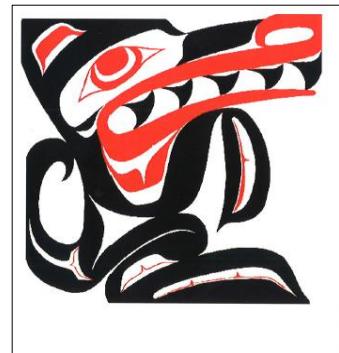
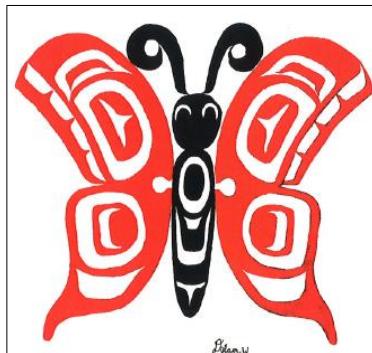
One of my students was grieving for a loved one. Through Gitxsan spirituality learnings, I was able to point out to this student that her loved one's spirit is always with her, building and protecting her towards success, and to no longer feel abandoned. Another student wondered why she was always depressed from an early age. Ensuing conversations and spiritual reflection enabled this student to become aware of the root of her depression and why she suffered from this debilitating condition. She took control of her depression and moved forward focusing on her education. Now she is fully functional in all her classes and plans on pursuing a career in the Culinary Arts. These students' accounts are very similar to that of the Residential School survivors who had very little confidence after being torn down mentally, physically and spiritually. The grandmothers of the Residential School survivors were instrumental in providing guidance and support to their achievement through First Nations culture teachings such as language and harvesting by creating and spending time with them until they gained skills, knowledge and experience, but most importantly, confidence.



Through confidence one can achieve anything ... the Student Painting Therapy Program provided a calm and healing environment for students to share their feelings and experiences in a safe place through Gitxsan spiritual learnings.

Confidence will initiate the conversations to understand and begin the healing process. It gives me great joy to share that the students I worked with through the Student Painting Therapy Program during this past school year are now back in class focusing on their careers and to a renewed positive outlook on life.

The following are some of the First Nations symbols and animals that students learned how to prepare, paint and complete through the Student Painting Therapy Program. As an extension of their beautiful artwork, cards were created by the school reflecting the students' amazing artwork with the Hazelton Secondary School logo and name displayed on the back of the card. *A potential innovative Entrepreneurial opportunity for Hazelton Secondary School!*



For Your Information ... for those seeking more information regarding the Cassie Hall Elementary School's *Outdoor Kindergarten Program*, please contact the developers of this program, Maureen Clent and Denise Tupman, Teachers at Cassie Hall Elementary School who introduced this approach and innovative initiative to their Kindergarten classes.