

Relationships for Learning

A Circle of Caring Nurturing Safe, Strong and Free Schools and Communities

>> [Foreign]. My name is [foreign], which means one white wolf standing in all four directions. But most people just call me Deb because it's easier. And that's what I like to write on papers because it's a whole lot shorter than all the rest of that stuff. And I said, "My clan is a bear clan," because in my culture, when we introduce ourselves, we start off with our clan because it's the responsibility of members of our clan to kind of look after us. So if we're in a different territory, I would look for other people who are the same clan as me. And they would make sure that I have shelter and food and such. And I said, "I'm originally from Penetanguishene." My dad is Metis from Penetanguishene. His family were originally German Islanders. And when the United States got their independence, German Island became part of the United States. So the Metis settlement that were at German Island settled in the Penetanguishene area and in the Red River area of Quebec. So on my dad's side of the family, we relatives of Gabriele J'amo. And on my mom's side of the family, my mom's from Henvey Inlet First Nation. And so Ojibwe from that side of my family. And I am a retired teacher. I taught for 30 years in the Kawartha Pine Ridge District School Board and in Prince Edward County. And now, I am an author and editor. And I am working with COPA on their Joining the Circle project and also doing workshops and such for the Circle of Caring project.

>> Good afternoon. My name is Mohin Athia. And my family comes from India. And we arrived here from Canada via England. And so kind of understanding the colonized experience from another angle. I'm a teacher, secondary school teacher, with the Toronto District School board and in a class right now teaching. But for the past 5 1/2 years, I was on a secondment and leave of absence to work on this resource that we're going to be focusing on today called the Circle of Caring, plus a lot of other things with COPA. So Deb and I are really thrilled to be able to be here with you all. Thank you for all choosing this session so that we can take you on a bit of a journey about what a Circle of Caring is about, and also our newest resource that we're going to be launching in the new year. So thank you all for being here. So I guess that maybe I'll say a few words about COPA, which stands for Centre Ontarien De Prévention Des Agressions, which translates as The Ontario Center for Violence Prevention, for those of us who are not Francophone. So COPA is a not-for-profit provincial Francophone organization with capacity in English as well as, obviously, in French. And we've been doing violence prevention work for more than 20 years in the province of Ontario. And how we define violence prevention is not just child abuse prevention, bullying prevention but also equity of inclusion. And so those resource, the Circle of Caring, is one of the latest resources that we've created for First Nations, Metis and Inuit families to support their children around education. But it's also for us as school board staff members and how do we support the parents and families that are an integral part of our school communities. Sometimes there is a bit of an idea that this is just for elementary school children or parents and families of elementary school children. But it's actually elementary and secondary for the same reasons. And probably, you'll notice the characters on here. And we

deliberately designed them so that gender is not identifiable. Ethnoculturally, what the advisory council and parents and families told us was that it was important to see First Nations, Metis and Inuit visibly identified. And so therefore, we've added some symbolic markers to identify that. However, in our original resource, we intentionally created them so that no ethnocultural identity, gender, ability and family composition wasn't what we're used to seeing in our traditional media. We wanted the diversity of our families in Ontario to see themselves reflected. So that's just a couple of notes about who this resource is for and about the design. So, Deb.

>> Thank you much. First of all, it's shaped like a drum, so that when it's on a shelf, you can identify it very quickly because a lot of resources we get are rectangular prisms. And this one, you'll be able to spot it immediately on the shelf. And then once you open up the kit, you find it has various components. So it has the DVDs. And inside, there ... One of the DVDs is in my computer. But there are two DVDs. And on one of them, there are four languages, four indigenous languages, I think, and then English. On the other one, there's five indigenous languages and French. So it's available in nine languages. Every one of the 21 films is available in English, Cree, Oji-Cree, Ojibway, Oneida, Mohawk, Michif and Inuktitut and French, so that you can watch the 21 little videos and hear the language. It's kind of important if you decide to use them in your schools. It's nice for the students to hear their language spoken, even if they don't understand every word. It's nice. And each of the films, we have two narrators. Come on in. We have two narrators, a female elder and a male elder speaking, so that we alternate from one film to the next who's going to narrate it. And the little characters, the capsule families within the films, they don't really have voices. They make kind of noises in the background. But it's the voice of the narrators that you get. So then also, within the kit, you get a guide. So it gives you a lot of information about bullying, anti-bullying so support the students and families. And then you'll notice that the back pages are kind of a blueish color. That's the film guide. So it gives you the narration for each of the films in English if you have the English copy of the kit. If you have the French copy of the kit, it's all in French. And we'll be looking at some of those once we start showing some of the films. Within the kit, there are also buttons that have the little logo. It's got an [foreign] on it and the Metis infinity symbol. And then it's got a medicine wheel on the Circle of Caring buttons. There is a coloring book in the kit. And the coloring book pages are also available online and such if you wanted to run them off so that your students can color them. There is a flyer with a message from the elders. And it tells you also a little bit more about other COPA resources. There is a little booklet about problem solving together because it's a guide to anti-bullying and problem solving and equity issues. So there's a problem-solving guide as well. Then it's got the catalog as well. And I believe there's also a bookmark in there. I think I had stuck the bookmark in here.

>> So when we say multimedia, we really mean multimedia. So one of the core concepts at COPA, we're going to be watching some of the films. And you're going to be talking amongst yourselves about some of the themes that are raised. But one of COPA's core concepts is this idea of rights, that all of us, every one of us has rights.

And we frame those as everyone has the right to be safe, strong and free. And along with that, everyone has the right to be safe, strong and free, and we also have the responsibility to respect other people's rights and work together to ensure that other people get to keep their rights. Along with that, we really believe in an empowerment-based approach. And that guide that Deb held up, the blue guide, the problem solving guide is really an empowerment-based approach. How do we support young people? How do we support each other with themes around active listening that don't take away and that actually believe in people's capacity to come up with their own ideas and solutions to their problems with adult support in the case of young people? So that's really quite core to us. And again, I think you'll see that as we watch the film. So the first thing we're going to do is watch one of the films. They're about 1 minute long. Maybe we'll move you into small groups to talk about it. So actually, if you have kits on your table, again, one of the kits on three tables is in French. So just be aware of that. But please open up the kits on your table. And please go to the guide. On page 57, there is a discussion guide., page 56 and 57. As Deb said, each of the films has a 2-page discussion guide. At the top in green, you'll see a synopsis of what the film is about then the narrated message from the elders, some ideas that come up in the film. And then on page 57, you'll see two sections of questions, one for parents and family members. So for example, if in your community for your school council meeting or parent council meeting, if you're going to gather a group of parents and families, then there is a set of questions. And since many of us here are educators or in our role as educators here, we'd like you to focus on questions 2 and 3 under "School Staff and Community Leaders." So you can choose to answer any of those questions. but maybe we can focus on questions 2 to 3. So please speak to your neighbor, to your table, for about 5 minutes. Then we'll come back and we'll hear some of your thoughts and ideas. And also, I don't know if I heard it this morning or somewhere else, but this idea of "What we do at school and how do young people take that back to their families? How does our families being involved in our school community bring their knowledge and wisdom into our schools?" How is that a relationship and a flow? So thinking about how, again, our parents and families involved in bringing this knowledge and wisdom and learning and how are young people kind of taking that back home? So again, these films are a start to the conversation. So please think about how you might bring this to your collaborative inquiry. We heard one idea where at a school, they started a professional learning community. They started a book club. And they used our equity resource, it's a book and a film, as their year-long project. So they would read a small section, come together and discuss. So perhaps the film series could be like a video club at your school amongst interested staff members or for your collaborative inquiry or with a group of principals or administrators. So no doubt you'll continue to have really great ways of sharing this as, again, as another entryway for the conversations you're already having.

>> It was really for me, it's when we said to start discussing. You just watched a 1-minute video. And the room was abuzz with discussion after just one short video. So if you can have that impact on the rest of your education community, that would be fantastic. The next video we're going to show you is going to be a telephone call

from school. And we're going to show that one in Oneida because I saw a little bit of excitement back there over the language. And it's important to hear the languages. And as educators, we have to realize that there's intergenerational trauma. And the effects of the residential school are ongoing. And when parents get a phone call from school, the panic attacks and the thoughts that race through their mind are pretty scary from the point of view of the trauma that some people realize. Not everybody, but it is the experience of many. So even though it's going to be in Oneida, and I know that many of us are not going to understand, you can tell by the animations what's kind of going on. And in the new resource that we're making later, there's also a telephone call. And we talk about how to set up telephone calls for home and such because the new resource that we're doing later is aimed specifically for educators. In the books, the information, the narrated message in English is on page 68. And then there are questions on page 69. And some of the questions are, "How do aboriginal families' experiences, such as residential schools, have an impact on our communication with them because more and more people are aware of the effects of the residential schools?" And "How can our schools be more aware and think about these issues to help the families feel more comfortable with either coming into the school or getting phone calls from schools or helping out at the schools and such. So there are just things for us to think about when we watch that video or when we're planning our school year and such.

>> On your tables is the flyer for our new resource called *Joining the Circle*, which Deb has already alluded to, and this new resource that's going to be launched in February with free PD. So please take the flyer. Deb's email address is on here. We are already prebooking PD for February to June. So, please, contact us so that we can do a 1-hour, 1 1/2, half-day, full-day PD on the new resource and this idea of communication with our parents and families and how do indigenous parents and families feel welcomed, included? How are we connecting with the community itself? And how are we recentralizing our schools so that we are in the community and really central to our parents and families, and instead of insisting that parents and families come to us when sometimes it can be so difficult? So the new resource, again, as Deb said, is going to focus on our role as educators and a lot of different things. The other thing that I want to mention, in the guide, is that the first half of the guide ... We've been looking at the second half. But the first half, if you want to just look along with me ... And I'll also show you where the guide itself is online in PDF format. But the first section is really about caring and sharing together and how indigenous families already do that. There is a presumption, a lot of negative stereotypes about, and also realities about why families maybe are having difficulty. But starting page 19, there's a whole section around facing barriers. And what are some of the barriers that First Nations, Metis and Inuit families may face? Racism and discrimination, lateral violence, internalized racism, residential schools, aboriginal children in care, studying away from home, the reality that so many of our young people need to go away to receive an education. And then starting page 27, understanding bullying. And then also a section on preventing bullying. So the whole first section is really a lot of knowledge building and sensitization for us so that we can better understand our communities. So we're going to watch one more

quick film and have you break out into a small discussion group. And this is called Working Together, Learning From Each Other. And then what we'll do is we'll take you on a tour of the Web site and show you where everything is. So again, this one is Working Together, Learning From Each Other. And if you want to open up the discussion guide, it's page 77. And we'll be focusing, again, questions 2 and 3 under the School Staff and Community Leaders.

>> This is where we do our song and dance.

>> There are many ways of learning. We learn through our culture, the land, our stories and by working together. We can also collaborate with teachers to empower our children's education at school. But what is home-school collaboration all about? Well, let's say one of our children has a problem with math. We might want to help him. But sometimes, the subject can be intimidating for adults, too. How about talking to your child's teacher? A partnership between home and school can really help. If we can share our ways of learning with our children's teachers, we can help them understand our culture better and the ways in which our children learn from us. In turn, we can learn how to help support our children's academic success. A partnership between home and school can improve our children's well-being in school and in general. Working together, we can create a healthy learning and living environment.

>> On your note pads, please write down five ideas that you've gathered today that you would like to perhaps go back and take to your school communities or your collaborative inquiry or another education setting. Please write down five different ideas that maybe someone else has shared with you or that you thought. And put an asterisk next to two that you are committing to implement somehow in the next day or week or month. So you're going to brainstorm five ideas and then put an asterisk next to two that you're committing to today.

>> Educators Tool Kit came about as a result of this work, which took 3 years to form. And the aboriginal Education Office of the Ministry of Education really liked the kit. And the Ontario Teacher's Federation and COPA has worked a lot with the Ontario Teacher's Federation in the past. They asked COPA if a tool kit could be made specifically for educators, not just teachers, for administrators, for everybody who works in the school system. So that's what COPA has been doing for the past year. And so the new tool kit aimed specifically for people in the education field. And the new one has 10 videos because the budget was much less large than we had for the Circle of Caring. So the 10 films that we're going to have for this one are, we're starting off with reflecting on our roles as educators is the first little video. And then we have Pride and Identity, Equity and Diversity, Safe and Accepting Schools. Working Together, Learning From Each Other is another topic. Positive role modeling, holistic learning, building relationships with families.

>> That's my writing that Deb's trying to read.

>> Joining school council and listening carefully. They're the 10 topics. And the Ministry of Education, this time, gave COPA less money. So they asked us to do it in four indigenous languages and English and French and closed captioning.

>> Actually, I think five indigenous languages. Yeah.

>> Five?

>> Yes.

>> Okay, five indigenous languages. And so they asked us to do it in Mohawk, Oji-Cree, Cree and Ojibway.

>> Yep. And Michif and Inuktitut.

>> And a COPA, we decided that we would over-represent. And we thought that, "Well, we should have Michif because it's the traditional language of the Metis." And we should have Inuktitut as well. So we decided we would put them in there. But for the next one, there was not the funds to do Oneida. But we would have liked to have done that one, too. The new kit, we've had feedback from so many community members helping us create the new kit. And elders and senators and traditional knowledge keepers from across the province have contributed. We've got two working groups. We've got an English working group and a French working group working on the resources. We're at the point now where the films are just about ready and the narrations are being translations into the languages. And we're finding speakers to speak the elders to do the narrations on the videos. The new kit is going to have a language tool so that there will be, within the kit, how to say simple phrases like "hello," "thank you." I forget how many phrases there are in each of the languages that are going to be on the kit so that you can have that tool within your classroom. Other things within the tool kit were, the guide has a lot more information about things such as residential schools, about the Truth and Reconciliation, and the '60s scoop, about a lot of their history, about the treaties, about the Metis script system. It's a wealth of information. It's not every bit of information. But it has a lot of information to help educators within their practice. So it's not the final encyclopedia of everything. But it does have at least a paragraph or a few paragraphs on a variety of topics to give educators a synopsis of what is part of our heritage. So I think that's a very important thing. There are discussion guides to go with each of the little videos.

>> How Deb said, that this resource is not just for those of us in the classroom. We want this resource to be seen and thought about by our office administration staff who are sometimes the first people who are welcoming parents and families in. So this language tool might be really important for them to learn some words of how to greet our family members. Or sometimes, the first people a parent or a family member will encounter is caretaking staff, right? Or bus driving staff when they put their children on a bus. So we really kept that in mind. And we were told very

strongly by all four affiliates who we also worked with, so OSSTF, OECTA, IFO and ETFO. And that was very consistent feedback that this resource is going to be for everyone in an education building in a board staff building: so social workers, children youth workers, absolutely everyone because it's going to take all of us to make this change. So once it comes out ... And actually, since Deb and I sometimes forget, this is our very sophisticated sign-up sheet, as you can see. It's for our blog sign-up. We publish a blog once a month on different education issues. If you choose to sign up, you'll be one of the first people to know about the resource. You can unsubscribe at any time. So please write your name, email and which board you're with. And that's our way of staying in touch with you. We're also on Facebook and Twitter. But I'll tell you about that after.

>> Yes?

>> A question? Yeah?

>> I just had quick question about those other languages that aren't included. I think this would be a great thing. What I'm just wondering is, is there any way that we could include or find the cost to include a language, because I think this would be a really good thing for our community to take up?

>> Yeah.

>> And they would want to. And this would then become an even more useful tool for them.

>> Yes.

>> So if there's any way that consideration can be given to the ones that weren't included and then maybe the cost of those, if there's any way we can find that out, perhaps we could look at them.

>> Yeah. Yes. Please connect with us about that. Again, with a finite budget, some decisions needed to be made, ones that were out of our control. But please, know that as a result of the success of the Circle of Caring and the immense feedback we got from all over Ontario, that's when we got ... The timing was very interesting, right? With the Truth and Reconciliation Commission report and just things really moving in education around truth and reconciliation. So once we get the feedback, we really hope that that's going to be further leverage to a new series or to expand even joining the circle. So we'll get to your details or we'll share our details so that we can look into that. But we're hoping that this is just phase one of the resource. And we'd like to work with you to kind of create that voice, amplify that voice to say, "Hey, we want more." But it's difficult for us to say it. And I know that this is all being captured on film. but it's much more powerful if all of you say "This is what's needed. We like this. We want to see more." It's difficult for us to say we love our resource. But we can only say that when we hear from you. Even with this resource,

please share it. Please send us communication about how you're using it because we send that all to the Ministry. And in fact, why we're invited today is from another branch of the Ministry that did not fund this project. But of course they're like, "Wow. This is a great resource. And we want you to share it within the work that we've sponsored." So again, we want to keep amplifying the work that we're all doing collectively together.

>> So I know that everything is on the Internet.

>> Yes.

>> What if I wanted to get more kits?

>> I'm going to show you right now. Okay. So we're going to go back up to where we saw "Guide and Resources." And then the first ... So we went to "Guide and Resources." And as you scroll down, there is an order button right there. So if you go there, it'll take you to our Info COPA site. And then this here is a catalog of all of our resources. So you'll see a Circle of Caring first. But there is so much more there that we're going to actually tell you about in a moment. You can see everything. All the resources are free of charge. We just ask that you pay for shipping. So as long as we have the resource, we will send it to you free of charge. So actually, you click on it. You tell the number of copies you want. You put in your address. It'll calculate a shipping cost. You pay for it. We send it. Okay, so everything's there.

>> The important thing, too, though is that, because we're not-for-profit, we get grants and money and such. And I don't know that we have any more grants to make more of these kits, to print more. But if there were a lot of feedback saying this is an important resource and we think there should be more, then maybe there would be more money available.

>> Mm-hmm. These are literally the last ones we've set aside for the Sudbury Collaborative Inquiry. But these are literally the last ones. And then we have none. So as Deb said, if you write to us, if you Tweet at us and say, "We want more! We want more!" or send in your orders, then we can track and we can go to the Ministry and say, "Look, we've got 100 orders." If your board would like one, we can arrange a special run for them as well. We've done that for various boards around specifics. So if you want the DVDs, we'll quote. And you say you want 300 DVDs and guides, we will get the cost and we can do a special print run. But if you keep sending us requests, then again, it's more leverage for us to say, "Hey, this is what's needed. This is what's wanted." Yeah. Some thoughts about the PD?

>> So for the professional development, we have various lengths of sessions. We can come and just talk for like 15 or 20 minutes. We can do an hour, an hour and a half, a half-day, a full-day. My preference is the full-day, obviously, because the we bring in more experiences, depending on where we are. Like when we're in Ottawa, we try to bring in some of the people from [foreign] Inuit. And we try to bring in some of the

community members also to share, to make it a really powerful learning experience for the people that are there. But we have some funding for free professional development. And it's a first-come, first-served kind of basis. So you have my information there to contact me if you're interested in having us come to your school or your board or your community to do some professional development. and when we come and do the professional, we bring kits with us. We'll have the new kits beginning in February. And we have funding to do professional development from February to June, as long as we've got money available to do that. So at each presentation, there will be two presenters. and we do the presentations in English or in French. So for the English presentations, it's Mohin and myself most of the time. We have two other presenters, too. For the French presentations, it's usually a person called Elena and myself. We also have a blog. So this is the blog if you're signing up for it. And these are some of the blog writings that we've done with First Nations, Metis and Inuit content or perspectives or knowledge. Again, all of these web sites are in the two catalogs. But Info COPA is our site about our organization and all of our programs and services. So there is an app for iPhones there around emotional literacy. Usually, our young people know how many emotions? Three emotions, right? Happy, angry, sad. This app has 50 different emotions. And it's really kind of fun because you kind of make the face yourself. You make the eyes. You can choose from a variety of eyes. You can choose from a variety of mouths. And then you send it to someone on Apple technology. The only funding we got was to develop it on Apple technology. We'd like to develop it for Androids and Samsungs and whatever else. But check that out if you do have Apple technology. But we are not paid by Apple in any way. If we have full-way ... We have all of these different age-based programming for young people. We have a full-day PD on bullying prevention and intervention. So we will come to your school or board and just focus on bullying prevention and intervention. We have a full-day PD on equity and inclusion where we look at racism, sexism, homophobia, transphobia, Islamophobia and how ... They're young people, so we have a version for young people who are student leaders. And then we have another version around equity for us as adults. How, just as you're doing your collaborative inquiry focused on indigenous education, one is around equity. So you can quick out, and then again a link to the order form right there. The other big project that Deb mentioned earlier is safeatschool.ca. This is our 10-year partnership with the Ontario Teacher's Federation. If you go into Professional Learning, Bullying Prevention, Equity and Inclusive Education. And then as educators, how do we recognize that our parents are caregiver are our partners in prevention? How do we build those relationships and dismantle those walls between us because there is a lot there? For each of the modules, there are documentary films and then all kinds of related understanding, reflection exercises, all kinds of good things there. On the first page down at the bottom, there is an online course around bullying prevention and intervention, so if you are bored or school doesn't have the funds to invite us in to do a full-day PD. Another school told us that they gathered a group of their educators and they did the online course together and had a discussion. So it's got 10 different modules. So if you gather a group of your colleagues together and work through ... The biggest thing that we hear all the time around bullying prevention and intervention is mass

confusion around what is conflict and what is bullying. And we're often getting it mixed up, and therefore not able to support our young people in the way that they need to be supported. So please check out that. On safeatschool.ca, also there are resources, classroom-based resources. So let's go to Bullying Prevention and Intervention and then Working with Students. And then right there, Lesson Plans and Activities. And then they're sorted by age group. Right? So there's lots. You can spend days and days just looking through safeatschool.ca. Then for your young people, those of you working with high school age students ... Or actually, I should say grade 7 to 12, it's changeourworld.ca. And this is a place where young people tell us what are their thoughts, what are their realities through artistic expression around belong, not belonging, equity, bullying, feeling marginalized, feeling included. What are their ideas to create positive social change? And for high school students, there is this COW cred. They can get up to 15 hours of community service through this online course. And the online course isn't sitting in front of the computer and just engaging with a computer. It's actually giving them tasks that they have to go out and speak to their peers, be in the community and then report back. And then they log in. It sends us a report. And then we present a certificate or a letter accrediting how many hours they've done. So those of you working with high school age students, it's a way for them to get hours, really again, being agents of a positive social change and critical thinkers and reflective of their own experience.

>> So the COW stands for "Change our World," not the animal.

>> Yes. Yes, that's right. Yeah. So ...

>> Can [INAUDIBLE] students do that for the summer?

>> Oh, yes. Sure. If that's allowed. I think it ...

>> Can they get credit [INAUDIBLE]?

>> Yes. Then yes, sure, yeah. Exactly. So there's things for young people. And then COPA Habitat, which is the first site we looked at, is really a resource or a portal for parents and families. So we've got something for just about everyone. Ah, the thing I didn't mention on COPA Habitat: story books. We have story books and graphic novels that are free. So you go to Story Books and there are three. One is called "Toof Androids That Blanket." And they're really fun. The same characters in Circle of Caring. And "Toof and That Blanket" is about being proud of our unique identity. And the best part is empathy and kindness, and then "Bouncy and the Any-Kind-at-All Fish" as being an ally, a champion in a bullying situation. And with each of the story books you can see down here, we can see them in PDF. There's audio book versions and there's coloring pages as well to do an extension activity. In the story book PDFs, there are discussion questions at the end of it. So we've really tried very hard to think of everything for you. So you can read this story online. Or you can order them through us. And then at the end, there are discussion questions that I'm just trying to ... Whoops. There we go. So you can engage in a conversation. And then

the graphic novel for grades 10 to 12 students, it's also about peer pressure. So for older students, again, we take the same characters. And here you see a still image of some of the pages. And down at the bottom here, you can download it. You can print it out or call us or order copies. If you're going to do a classroom activity, there's group discussion questions. And then on the far right, questions for students if you want them to do some sort of self-reflective activity or a project or something. So again, we've tried to make it as easy for you to implement as possible. And again, the theme here is peer pressure and how a young person navigates that world, seeks support and makes a decision for themselves that's going to feel comfortable and right for them, how to navigate the situation around peer pressure. So lots there. And then finally, you'll find us on Facebook and Twitter. Please follow us. Please like us. Of course when I want to find where the addresses are ...

>> While you're finding that ...

>> Yes.

>> If you'd like to have the physical copies of the books within your library like the story books like "Toof and That Blanket" are available in a small version. But they're also a big book, too.

>> Yes.

>> If you still get the opportunity to read a big book to your class, they're available in the regular format, plus the larger, which is nice, too.

>> Yeah. So the original funding we got was a story book series for parents and families. And then they flew like hot cakes. And then the Ministry thought, "They'd be really excellent." That's my timer to say, "Oh, we should be wrapping up." Stop!

>> And recently, the Education Minister Mitzie Hunter read ...

>> Yes.

>> Was it "Toof and That Blanket"?

>> So happy! Yes.

>> Word on the streets in Toronto.

>> Yeah. So we've got a fantastic photo of our minister of education reading a very beautiful story book. Yeah, so we got the funding for the large format picture story book because we got such fantastic feedback. So we just hope to continue growing that series, as well as the graphic novel series because they really do touch on the themes that we all are working so hard to try and inculcate and to really inspire. And we know that those ideas are in our young people. They are naturally from a

young age empathetic and resourceful and kind and cooperative. And yet, we also recognize that we live in a larger world that sometimes doesn't celebrate and espouse those same values. We won't even start talking about what's happening south of the border here or what's happened in our country, right? Not to get very political. But how do we continue? How do our resources continue supporting the work and ideas that you've been thinking about and working on for a long time? So in your teacher catalog on page 16 are our social media identifiers. So for Twitter, it's @copaonline. At Facebook, it's COPAwrites. And of course in French, we also have a French presence there, too. So please take a look. We're continually coming out with new things. So if you sign up for our blog, actually, one week thing that I will let you know about. We've received a small funding grant from a private source where for COPA Habitat, this site, we're going to be building a little module on corporal punishment and why very punitive measures with children really just don't work. And again, it's going to be engaging. It's going to be inviting people in into having a conversation. So that's just one little piece. We're also adding a piece to change our world for young people with private funding. So again, you'll learn about that if you signed up for your blog. So before we wrap up, any thoughts or questions, comments, anything you'd like to share before we, again, move downstairs? I know we've thrown a lot your way. That's because we've got a lot that we'd like to share with you. Yeah? Deb.

>> I forgot to share something.

>> Yes. Okay.

>> For our Joining the Circle tool kit as well, our plan for part of the promotion is to interview some of the elders that were involved in it, elders, senators and traditional knowledge keepers. And we're going to have on the Web site, hopefully we'll have little snippets of elders either giving or teaching or telling us what their role was in the production of these kits and what it meant to them and what it might mean as a Metis senator, how they see these tool kits affecting Metis students or as an Inuit knowledge keeper, how this tool kit would affect the Inuit students in the community. So that's another part of the multimedia aspect. The little videos are not going to be in the actual physical kit. But they will be available online for people to use in their classrooms as well to put a face to some of the names of the elders that are working on the project.

>> Yeah. So thank you all again for being here, for speaking with each other, for sharing some of your thoughts and ideas. and we've got a few extra resources. But again, everything on the table is yours to take, to share. So we want to thank you all again for coming.