



# MMIWG2S+ Awareness Caring Communities



## Aen shinihkatayk

### Title:

Caring Communities: Métis Women, Identity, and the Call of the MMIWG2S+

## Wihtamakayhk kaykwy kaa kishkayhtamihk

### Explaining what is being learned/overview:

This lesson explores how identity, belonging, and community responsibility contribute to safety and well-being, with a focus on the leadership and care Métis women bring to their communities. Students examine how strong relationships and shared responsibilities help communities thrive, and they learn the term MMIWG2S+ in an age-appropriate way, as a reminder of the need for protection, respect, and equitable systems. Through identity mapping, text exploration, discussion, and responsibility-based activities, students connect personal identity to community care and consider how individuals, families, communities, and governments all play a role in keeping people safe. The lesson emphasizes responsibility rather than harm, centering Métis perspectives and community strength

## Kaykwy chi kii ishpayihk

### Curriculum Connections:

#### PA 6.1 .....

Examine the relationship between an individual's power and authority and the power and authority of others.

#### PA 6.2 .....

Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

#### CR 6.1 .....

View, listen to, read, and comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

#### CR 6.2 .....

Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

## L'aanii d'ikol

### Year of school/grade:

Six

## Kaykwy kaa kishkayhtamihk

### What is being learned/subject:

Social Studies & English Language Arts

## Li taan

### Time:

2 hours (2 classes)

## Gashkihtaan

### I can statements:

- I can explain how individuals, communities, and governments share responsibility for keeping people safe and cared for.
- I can understand power imbalances and explain why fairness matters.
- I can understand and respond to texts that teach about identity, caring for others, and community responsibility.
- I can use what I already know and what I learn from texts to explain my thinking.

## Niikaan lii kesyoon

### Focus question:

- How can communities help keep everyone safe and included?

## Taanishi aen tipahamihk

### Assessment:

See rubric in Appendix 5



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## Lesson Description

taanishi aen ishi ooshihtaahk:

### Prior Knowledge

As a class, brainstorm and discuss the question: "Who and what helps keep a community strong?"

After students share ideas, the teacher adds:

- "In many Métis communities, women have played an important role in caring for families, culture, and community."
- Invite students to connect this to their own lives by asking: "How do women in your community show care or help keep the community strong?"

### Main Procedure — Identity Web (Appendix #1)

1. Using the Identity Web in **appendix #1**, the teacher will complete the web for themselves as an example. First, listing their family members, the communities they are a part of, their interests, and their culture and language connections as examples in the margins of the graphic organizer. Afterward using the boxes provided, the teacher will write descriptions of how the different parts of the web make them feel like they are safe and belong.

**Note:** Projecting the graphic organizer on the board or recreating it on the whiteboard would be ideal for the modeling portion of this lesson plan.

### Distribute copies of appendix #1 to students.

Next, prompt students to list their own connections in the margins, afterwards writing descriptions of how the different parts of the web make them feel like they are safe and belong in the boxes provided, just as the teacher modelled.

### Read and Share (Appendix #2)

2. Choose one or both texts: '*The Giving Tree: A Retelling of a Métis Story*' by Leah Dorion, or '*The Flower Beadwork People*' by Leah Dorion

Hand out **appendix #2** Note: Depending on the strengths of your students and your assessment intentions, either assign one recorder for the group, or have every child complete the **appendix #2** template individually.

Have small groups read or watch the story selected (read-aloud available on YouTube).

Using the Group Discussion Sheet in **appendix #2**, have student groups answer the questions on the template.

When groups are finished the read aloud and answering the questions, have them post their sheets on the wall for a gallery walk. Use this time to discuss with students what similar themes and ideas emerged.

### Introducing MMIWG2S+ through safe discussions (Appendix #3)

3. Gather students and have them prepare to listen to the teacher explain how the work that has taken place relates to the topic of **MMIWG2S+** in Canada.

### Lii zafayr poor chi ooshihtaahk ooma

#### Things needed to do this/ materials needed.

- Appendices
- 'The Giving Tree: A Retelling of a Métis Story' by Leah Dorion, OR 'The Flower Beadwork People' by Leah Dorion (physical copies of the books or YouTube read aloud links)
- Pencils
- Talking Rock or Talking Stick (If a Sharing Circle is chosen)
- Whiteboard or Chart Paper
- Materials for physical poster or digital poster making



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Use the **appendix #3** template to read to the students.

**Note:** Setting up a respectful and serious but caring environment before reading the appendix is key. Ensure you have knowledge of the student's backgrounds and possible connections to the topic before proceeding, and the proper trigger warnings and supports have taken place. This is not an element of the lesson that should take place with a substitute teacher.

After reading the script, state "When people feel valued and connected, they are safer. When people are ignored or treated unfairly, they can be at greater risk."

#### **4. Pose the following questions to students through a whole group discussion or a sharing circle:**

- Why does belonging matter for safety?
- What happens when people or groups are ignored?
- How does this connect to the term MMIWG?

#### **Then ask:**

- "What does safety look like?" again in a whole group or as a sharing circle have students respond for each context.
- "Safety looks like..."

#### **Contexts:**

- School
- Home
- Community

Record student responses somewhere they can see.

#### **Activity: Responsibility Circles & Community Safety Poster (Appendices #4 and #5)**

**5.** Students will first complete the Responsibility Circles activity as a brainstorming and planning tool.

Using **appendix #4**, students will reflect on how responsibility for safety is shared across four groups:

- Individual
- Family
- Community
- Government

**Appendix #4** will be distributed before the poster activity to support student thinking and discussion. Using the guiding question, "**If keeping people safe is important, who is responsible, and what does safety look like?**" Students will record ideas for each circle to help organize their thinking.

After completing the Responsibility Circles, students will create a one-page Community Safety Poster (digital or physical).

#### **Each poster will:**

- Focus on one responsibility circle
- Visually and verbally show what safety, care, and belonging look like within that role
- Communicate positive messages that promote respect, responsibility, and community care

#### **Optional: Verbal Reflection (Teacher-Recorded):**

**6.** Once posters are completed and submitted, the teacher will ask students the following question verbally:

"Why is it important for communities (including governments) to protect and value Métis women, girls, and two-spirit people?"

Students will respond orally, and the teacher will record student responses for assessment purposes. Responses will focus on fairness, shared responsibility, care, and community strength, rather than harm.



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## Appendix 1:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I can use what I already know and what I learn from texts to explain my thinking.

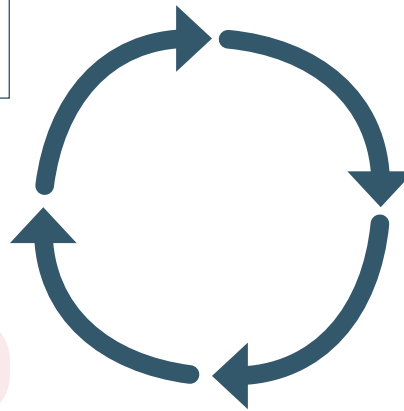
**Write one or two sentences about how each part of your identity helps you feel safe and like you belong**

**Family**

**Community**

**Culture & Language**

**Interests**





# MMIWG2S+ Awareness Caring Communities



## Appendix 2:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I can understand and respond to texts that teach about identity, caring for others, and community responsibility.
- I can use what I already know and what I learn from texts to explain my thinking.

### DETAILS:

Who gives and supports others in the story? Share at least one example.

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What responsibilities do they carry for their community?

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In the story, how do Métis women show care and leadership?

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In the story, how does Métis culture help people feel connected and protected?

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What happens if care is not shared?

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# MMIWG2S+ Awareness Caring Communities



## Appendix 3:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I can explain how individuals, communities, and governments share responsibility for keeping people safe and cared for.
- I can explain that some people have more power than others and why fairness matters.

### Teacher Script: Introducing MMIWG2S+

“Today we are going to learn about an important term used in Canada: MMIWG2S+. These letters stand for Missing and Murdered Indigenous Women, Girls, and Two-Spirit people.

This term exists because Indigenous families (including Métis families) noticed something unfair and worrying. Too many Indigenous women, girls, and two-spirit people were going missing or being harmed, and the systems that are meant to protect people, like governments and police, were not always doing enough to keep them safe.

It’s important to know that this is not about blaming families or communities. Indigenous families have always cared deeply for their loved ones. Métis women, in particular, have long been leaders, caregivers, teachers, and protectors in their communities. They hold families together, pass on culture, and help others feel like they belong.

**When we talk about MMIWG2S+, we are really talking about responsibility.**

**We are asking questions like:**

- Who is responsible for keeping people safe?
- What happens when people are ignored or treated unfairly/unjust?
- How do power and decisions made by governments affect real people’s lives?

This topic reminds us that everyone deserves to be valued and protected, and that safety grows when people are respected, listened to, and supported. It also reminds us that governments and communities must work together to make sure systems are fair and caring.

As we learn about this topic today, we will focus on community strength, care, and belonging. We will think about how strong relationships, shared responsibility, and fairness help keep people safe and how valuing Métis women, girls, and two-spirit people helps make communities healthier for everyone.”



# MMIWG2S+ Awareness Caring Communities



## Appendix 4:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- I can explain how individuals, communities, and governments share responsibility for keeping people safe and cared for.
- I can explain that some people have more power than others and why fairness matters.
- I can use what I already know and what I learn from texts to explain my thinking.

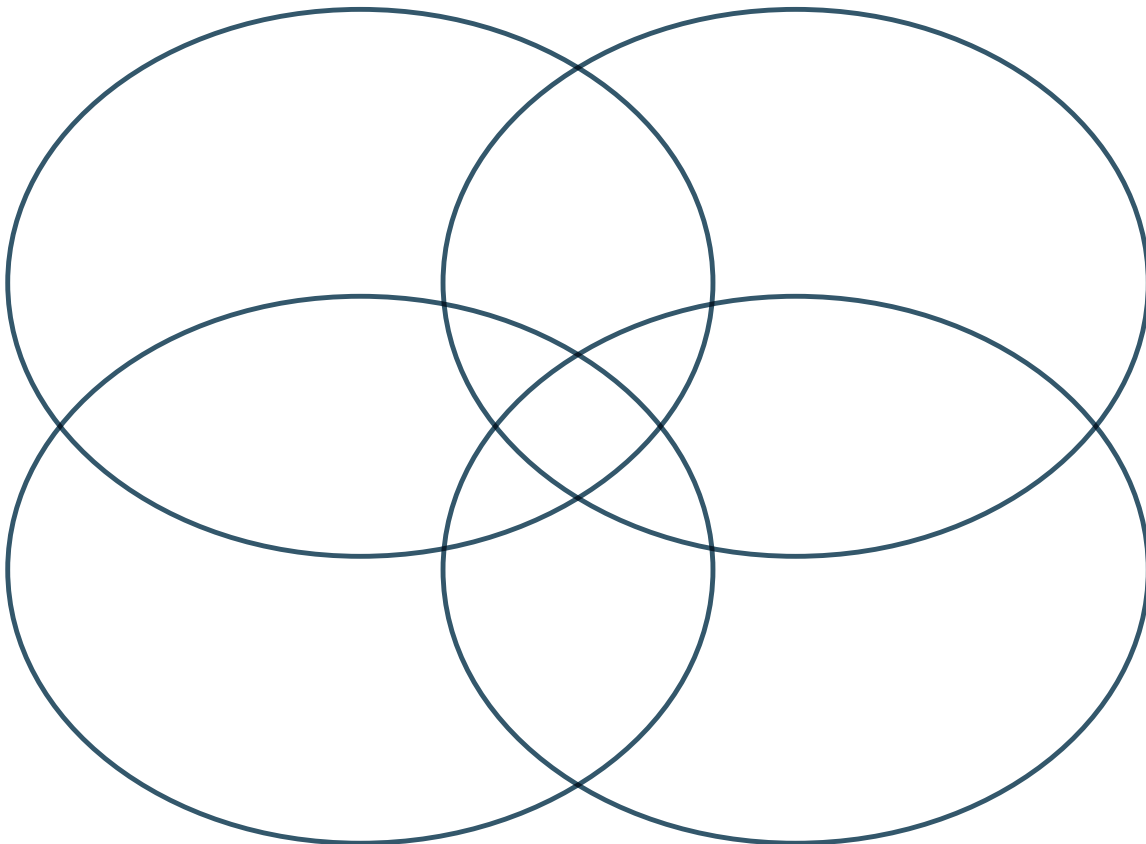
This organizer helps you think about who is responsible for safety and what safety looks like at different levels. You will use this page to plan before creating your Community Safety Poster.

### Individual (Me)

- What can one person do to help keep people safe and respected?
- Safety looks like (examples, actions, feelings):

### Family

- How do families care for and protect one another?
- Safety looks like (examples, actions, feelings):



### Community

- How do schools, neighbours, leaders, and organizations help keep people safe?
- Safety looks like (examples, actions, feelings):

### Government

- What responsibilities do governments and systems have to protect people?
- Safety looks like (examples, actions, feelings):



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## Appendix 5: Rubric for Assessment

	<b>Fully meeting expectations, with enriched understanding (Exceeding)</b>	<b>Fully meeting grade level expectations (Meeting)</b>	<b>Mostly meeting grade level expectations (Working Towards)</b>	<b>Not yet meeting grade level expectations (Needs Improvement)</b>
<b>Identity &amp; Belonging</b>	Clearly and insightfully explains how identity connects to belonging and safety; provides enriched examples of perspectives.	Clearly explains how identity connects to belonging and safety.	Shows partial understanding; explanation is unclear or incomplete.	Does not explain the connection or shows major misunderstandings.
<b>Responsibility Circles</b>	Accurately describes responsibilities of all four groups with added detail, or examples.	Accurately describes responsibilities of all four groups.	Describes some responsibilities, but missing details or groups.	Responsibilities are unclear, inaccurate, or missing.
<b>Connection to Métis Context</b>	Shows strong, enriched understanding of the importance of Métis women's safety and leadership; includes thoughtful insights.	Shows clear understanding of why Métis women's safety and leadership matter.	Shows partial understanding; connection is surface level.	Shows little or no understanding of the Métis context.
<b>Visual Communication</b>	Poster is exceptionally organized, clear, creative, and thoughtful.	Poster is organized, clear, and thoughtful.	Poster shows some organization and effort but may be unclear or unfinished.	Poster lacks organization, clarity, or effort.
<b>Reflection</b>	Reflection is thoughtful, responsible, and shows enriched personal insight; fully age-appropriate.	Reflection is thoughtful, responsible, and age-appropriate.	Reflection is brief or partially thoughtful; somewhat age-appropriate.	Reflection is missing, incomplete, or not age-appropriate.



# MMIWG2S+ Awareness Caring Communities



## Appendix 6: Heritage Michif Pronunciation Guide

English	Michif	Pronunciation
<i>Title</i>	<b>aen shinihkatayk</b>	ay SHIN-ick-a-TAKE
<i>Grade ("year of school")</i>	<b>l'aanii d'ikol</b>	la-KNEE dee-COL
<i>Subject ("explaining what is being learned")</i>	<b>Kaykwy kaa kishkayhtamihk</b>	cake-WHY kah kish-KAY-tuh-MICK
<i>Topic ("specifically what we're talking about")</i>	<b>ispray kaa piikishkwatamihk</b>	iss-PRAY kah PEEK-ish-KWAH-tuh-MICK
<i>Overview ("talking about what is being learned")</i>	<b>wiihtamakayhk kaykwy kaa kishkayhtamihk</b>	wee-TUM-a-CAKE cake-WHY kah kish-KAY-tuh-MICK
<i>Assessment ("How it will be measured")</i>	<b>taanishi aen tipahamihk</b>	taan-SHIH ay tip-AH-ha-MICK
<i>Time</i>	<b>li taan</b>	lih TAH
<i>Curriculum Outcomes ("what should happen")</i>	<b>kaykwy chi kii ishpayihk</b>	cake-WHY chih KEY ish-pah-YICK
<i>I Can Statement ("I can do it")</i>	<b>Gashkihtaan</b>	Gahsh-kih-TAHN
<i>Materials Needed ("Things needed to do this")</i>	<b>lii zafayr poor chi ooshitaahk ooma</b>	lee za-FAIR pohr chih oh-sh-TAHCK oh-MA
<i>Focus Questions ("primary questions")</i>	<b>niikaan lii kesyoon</b>	knee-KAHN lee kess-YONE
<i>Lesson Description ("How to do it")</i>	<b>taanishi aen ishi ooshihtaahk</b>	taan-SHIH ay ishih oh-sh-TAHCK

\*Capital letters indicate stressed syllables