



# Discover Who You Are: *Guiding Voices*

*Jaime Koebel*

*“I want them (the children) to have a strong sense of who they are.”*



## Who is Jaime Koebel?

- Jaime is Métis.
- She grew up feeling like she did not fit in.
- Jaime is of Cree and Métis descent from Lac La Biche, Alberta.
- She led a double life: participating on Ministry committees on bullying (but being bullied), speaking for Métis housing rights (but ran away and was homeless in Edmonton), educating about Métis culture (without feeling proud of her Métis heritage).
- Jaime also questioned why other Métis did not know their history and why there was such misunderstanding.
- Over time, she became proud and aware of her identity and is currently a mother and artist who is well-known for her commitment to jigging and music.
- She is determined to make sure that her children, and others everywhere, understand their Métis culture and are proud of their own identity so that they never have to walk in her shoes.



## What is she currently doing?

Currently, Jaime:

- Conducts “Indigenous Walks” through downtown Ottawa.
- Continues her work with fish scale art, ink on drums, Métis beadwork and Métis cultural dance.
- Is the recipient of the Emerging Aboriginal Artist Award.



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## *Teacher Notes - Jaime Koebel*

### **After viewing the video segment, discuss the following:**

Jaime experienced racism and a lack of acceptance by others while growing up. How accepting are you of those who are different than you in their beliefs, appearance, ethnicity, abilities, financial means, interests or attitudes? What could you do to get to know these people better, and learn from them? How could you be a model for tolerance and peace in your school?

### **Suggested Tasks:**

#### **How Do You Feel? (Junior)**

**CGE** An effective communicator who listens actively and critically to understand and learn in light of gospel values.

#### **Writing Expectation - Junior**

**1.3** Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.

**2.1** Write more complex texts using a variety of forms.

#### **Action:**

Each student will find a picture of an expressive person from a magazine or newspaper. Teachers will review the characteristics of a newspaper article with the students. The teacher will tell students that they are going to become media reporters. Their job is to interview the people featured in the photographs. They will think of five questions that they would like to ask of the person in the picture (Who, What, When, Where, Why and How). In response to the questions they formulate answers. Using the questions and answers, students write a newspaper report.

#### **The Jig (Grades 9 & 10)**

**CGE** An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

#### **Identity Expectation - Grades 9 & 10**

**NAC10** Explain the importance of an art form to a cultural group.

#### **Methods of Historical Inquiry Expectation - Grades 9 & 10**

#### **NAC20 & ATC10 & ATC20**

Identify information about Native Studies, using the school library-resource centre, community and government resources, computer databases, computer-stored information, and the Internet.

#### **Action:**

Students use the Internet to explore three different styles of the jig (Métis, Acadian and Irish) and list the similarities and differences. They reflect on the importance of keeping each version and why the Métis jig is such a strong representation of true multiculturalism.