

Manitoba ASPnet Schools

Brock Corydon School UNESCO Associated Schools Network Annual Report 2008-2009

Principal : Ira Udow ; Lead Teacher: Eileen Curtis

1510 Corydon Ave

Winnipeg , Manitoba R3N 0J6

phone (204) 488-4422; fax : (204) 489-8764

website: <http://www.wsd1.org/brockcorydon/>; blog site: <blogs.wsd1.org/brockcorydon>

e-mail: iudow@wsd1.org / brockcorydon@wsd1.org

School Structure

Brock Corydon is an elementary school located in the South District of the Winnipeg School Division that offers a Nursery program and a dual track program (Kindergarten – Grade 6) where students have the option of an English Program in addition to a Hebrew Bilingual Program. Brock Corydon School is one of two public schools in North America, which offers a Hebrew Bilingual program, Both the English and Hebrew tracks integrate Special Education students and diversity is celebrated throughout the school enriching the life lessons learned at Brock Corydon. The school is committed to developing strong academic and social skills in children in an inclusive and nurturing environment.

In January 2002, the Canadian ASP Network was launched in the Legislative Building in Winnipeg. Brock Corydon School was one of ten Manitoba schools to join the pilot project. Along with five other schools attained status as a National UNESCO ASPnet schools in September 2006.

Brock Corydon School takes special care to promote a culture of peace that is sustained from one year to the next. Students are encouraged to make healthy choices and take care of their own well being as well as to consider the well being of others less fortunate. Students are encouraged to take action, learning about local and global issues and developing plans to make a difference.

Evidence of demonstrated commitment from Administration, Division, Staff, Students and Parents.

- The current administration took over the position as Principal of Brock Corydon School in February 2004. He undertook to continue the efforts of the previous principal in ensuring the school's commitment to the UNESCO ASPnet by promoting UNESCO's message within the school community and actively participating in the monthly provincial meetings.
- Over the years, various teachers have volunteered to be the school's lead UNESCO teacher and to attend the monthly Steering committee meetings. Division leadership funds are used to support lead teachers' attendance at these meetings. Three teachers have actively participated in these meetings over the years. Several other teachers have joined in to actively participate in UNESCO initiatives with the other elementary UNESCO schools in Winnipeg
- Every school year, student reps are chosen from each grade 1-6 classroom to attend monthly UNESCO and Student Council meetings. These students plan fundraising activities, give reports to

the rest of the student body at assemblies, write articles for the school newsletter, website and blog site to keep the community informed about UNESCO initiatives.

- UNESCO themes are integrated into our school's yearly plan.
- UNESCO initiatives are highlighted at every monthly Staff meeting and monthly Parent Advisory Council meeting.
- Three teachers and two parents have shown interest in attending the Teacher's forum in February 2009. They are interested in learning more about the UNESCO Themes and Pillars with the intent of strengthening the school's UNESCO involvement, especially amongst the parent community.
- The school has developed a blog site to engage the local school community, our partner school in Israel and the other UNESCO schools in dialogue about environmental and UNESCO related issues.
- Over the years, Brock Corydon School has been involved in fundraising efforts to support underprivileged communities around the world. Our efforts in the past few years have focused on understanding the needs of our local communities and supporting them through our fundraising efforts.
- We are currently planning a mural for our school's hallway that will visually represent the students' understanding of Human Rights.

Evidence of broad action to integrate UNESCO themes into school policy and practices.

1. World Concerns and the role of the United Nations

- Grade 5 and 6 students representatives have actively participated in the Student Forums held here in Winnipeg.
- Most memorable was the conference held at Vincent Massey featuring Kim Phuc as the keynote speaker.
- Twelve of our Grade 5 and 6 UNESCO students joined other student representatives from the ASPnet schools in Winnipeg for the first National UNESCO Student Forum held in Winnipeg April 17-18. The conference theme "ACT NOW—ASPnet Comes Together—Needs Over Wants" inspired the students to take action, making a difference while getting involved. The afternoon of April 17th was devoted to assembling Health Kits to be sent to various Refugee Camps through the Mennonite Central Committee. For the rest of the time, the students attended various workshops related to Human Rights issues.
- Grade 4 classes actively participate in the Poverty Walk held in June to highlight the issues of poverty in Winnipeg.
- Each year, all students participate in learning about Terry Fox and his battle with cancer. They all participate in the Terry Fox run at school and collect money for his cause.
- The Student Council assists in organizing and running the yearly Remembrance Day assembly, giving messages of peace and non-violent conflict resolutions.
- Brock Corydon participates in the yearly Trick-or-Treat for UNICEF program to improve access to education in Malawi and Rwanda, Africa.
- The school collects aluminum cans and tabs to give to the Shriners who will use the money

to provide transportation to hospitals for individuals who require the assistance.

- In December of each year, The UNESCO ASPnet team organizes a donation drive to support a few of the local organizations that are set up to assist people in our community:
 - toys for the Anne Ross Daycare
 - non-perishable food items for Winnipeg Harvest
 - gently used coats for Koats for Kids
 - donations for Pennies From Heaven
 - clothes and food for the Christmas Cheer Board
- UNESCO students organize student donations for the Ladybug Foundation every year.
- A parent organized two projects with her child's grade 2 classroom that would help "make a difference" for people in the community. The children visited older people at a Senior citizen's home and sang songs for them; the children collected toys, books and games to give to the hospital for sick children.
- The school is being informed that children are choosing to collect donations for various charities in lieu of Birthday presents.
- The school community donated over 1000 books for the library and classrooms at Ramat Korazim, our partner school in Israel. The Grade 5 students sent letters and made beautiful posters to hang in Ramat Korazim's library. The posters expressed thoughts and feelings about the importance of reading, and the fascinating places you can visit while you read.
- Grade 5 students take on the task of running a yearly garage sale for various local charities such as the Siloam Mission, Jewish Child and Family Services and most recently raising funds for destroyed trees in southern Israel.
- Small Hands, Big Hearts... Kindergarten students participated in a very special field trip to Winnipeg Harvest on January 7/09. As part of their Going Green project, the class is looking at taking care of their environment and helping others through acts of charity and giving. Each child filled their own "Giving Bag" with donated clothing items and non-perishable food items which were brought to school by their families. Winnipeg Harvest welcomed them with open arms. They met other volunteers, some with physical and learning disabilities and people who had come from other parts of the world to help. They worked alongside these volunteers to sort and to bag food to be sent out to those in need.
- Our Grade 3's and 4's undertook a collection of dental supplies for Guatemala children. These supplies are being delivered by 7 dentists who will be donating their services to impoverished communities in the country.
- Students in Grade 4 initiated a school supply and book drive after hearing about a local community school St. Ignatius that had a fire and suffered supply and book damage.
- Our Grade 5 and 6 students have explored in depth the role of the Canadian Armed Forces in Afghanistan. Various speakers have made presentations to the students – Most significant was the Afghani woman who immigrated to Winnipeg and discussed the role of women in her native country and culture.

- N/K classes created fabric bags to replace plastic bags
- classes cleaned litter from the school grounds
- N/K families were taught about recycling

2. Human rights, democracy and tolerance

- At the school's first assembly in September, students are informed of the various leadership roles they can volunteer for to become actively involved as responsible members of our school community for the school year. Class representatives are then selected for:
 - Student Safety Patrols – Grades 5 and 6 students ensuring children safely cross the busy Corydon Avenue.
 - Student Council – Grade 1-6 students discussing and recommending school improvement initiatives.
 - UNESCO ASPnet – Grade 1-6 students raising awareness of and addressing local and global issues.
 - Student Mediators – Grades 5 and 6 students learning conflict mediation skills and helping younger children solve their recess conflicts in non-violent ways.
 - Ambassadors for Peace – Grades 4-6 students organizing and distributing recess equipment and helping out at recess in organizing games and supervising the toboggan run..
 - Environmental Action Team – Grades 5 and 6 students educating the school community about environmental issues, collecting food scraps for the composter and playing environmentally friendly board games with younger children
 - Student-Run Assemblies participants help lead the assemblies, reporting to the school about the various leadership group initiatives and clubs, writing peace poems to be recited during the lighting of the peace candle giving words of thoughts to encourage peace at home and at school.
 - Technical Assistants – Grade 6 students run the sound system for school events.
 - Garden Club – Grades 1-6 students take responsibility for the care of gardens.
- Classroom teachers spent an in-service day discussing what each grade level is doing with regard to the Social Studies Curriculum. The concept of helping students understand their role as active, responsible members of their local and global community is addressed at each grade level.
- Playground Peace Structures – Children are encouraged to build snow structures of peace instead of snow forts.
- Playground Expectations are that there is no play fighting of any kind. Children are expected to play in a safe, peaceful and friendly manner.
- Grade 5 Classroom teachers annually engage their students in a comprehensive anti-bullying unit that defines and examines the role of the bully, target and bystander. Various activities are used to help students evaluate their own personal behaviour.
- Kim Jasper, Communications officer for the Canadian Museum of Human Rights was invited

to give the staff a presentation about the Museum. As a result, the teachers have agreed to begin forming a relationship with the Museum. The first step taken:

- N-Gr 4 teachers have begun an Inquiry/Action-Focused Project in collaboration with the Literacy through the Arts Support Teacher on the topic of Human Rights. A number of excellent children's books have been purchased to support classroom discussions. Mind maps were created to record students thoughts about what Human Rights means to them. Some of the concepts being explored are: Rights to have a home, Rights for an Education, Our responsibilities as a community member, celebrations of the rights we have, how our hands can help others, The different faces around the world and the right to live in a nonviolent world. Len Udow, musician and songwriter, will begin a two week Artist in the Schools Residency Program in March to write songs with the students in each class related to the Human Rights topic. The culmination of this project will see the students perform their songs in a Spring Concert.
- **Gr 1/2 students looked at faces around the world, using Unicef photo stories, National Geographic and other visuals**
- **Reading books and through song, questions and discussions arose that led to “what can we (or I) do?” statements. Children’s ideas and inventions turned into blueprints then into models made from recyclable “junk”.**

3. Intercultural learning

- The Living Bridge Partnership 2000 Program: Partnership 2000 is an exciting project that builds a **“living Bridge”** (*gesher chai, in Hebrew*) between Jews in the Diaspora and Jews in Israel. The bridge between Winnipeg and Israel's Galilee Panhandle is regularly crossed as students from Brock Corydon School maintain contact with students in the Galil. Through email, letters and pictures, the students are learning more about each other and each another's countries. Partnership 2000 reinforces and builds the concept of a world Jewish Family. Through this partnership, teachers and administrators have been involved in reciprocal visits
- Every December, our Early Years classes participate in the yearly Winter Extravaganza which involves the children in a variety of fun activities based on the winter theme while learning how people of different cultures celebrate this special time of the year. Students help set up a multicultural display featuring a Christmas tree, Chanukah Menorah and Solstice candles.
- Integrating the Aboriginal Perspective within the curriculum is one of our school plan priorities. Classroom teachers meet regularly with the Division's Aboriginal Support Teachers and Consultants to set up classroom activities that will integrate the Aboriginal perspective.
- Our Grades 3 and 4 students from both the Hebrew and English tracks are making a concerted effort to study the history of the Aboriginal presence at the forks, The Metis identity in Manitoba and the Inuit community in Manitoba. .

- Our grades 5 and 6 students have studied the history of Residential Schools and the effect these schools had on the Aboriginal People. Most significant were the various speakers who came to talk with the students – aboriginal survivors, lawyer representing the survivors, as well as a Priest representing the position of the Church. They are currently studying the way conflict is handled from a European and Aboriginal perspective. As well, the teachers is making good use of our relationship with Al Hijra School by inviting the principal to discuss the Muslim way of handling conflict.
- A teacher representative attended the regular Divisional Aboriginal Academic Achievement meetings and shared information with the teachers.
- Grade 5 teacher participated in a U of M Research project using math concepts and activities with references to Aboriginal culture, such as stories, legends, history and geography.
- Grade 3 and 4 teachers attended a series of workshop on Integrating Aboriginal Perspectives in Science
- The Parent Advisory Council organizes an annual Outdoor Winter Carnival featuring Inuit Winter games.
- We invited an aboriginal singer, hoop dancer and other dancers to perform for the school.
- Students are encouraged to see the value of another language and culture – Basic French language instruction, Sharing of the Hebrew Language and Spanish Language workshops offered to children after school. Adults are now able to learn Hebrew during Adult classes in the evening.
- Cultural Diversity workshop - Grade 5 students from Al-Hijra School, St. Emile Catholic School, John Pritchard and Brock Corydon come together every year in June for a day of interfaith sharing and learning to promote and sustain socio-cultural diversity and intercultural understanding. As members of the UNESCO school network the four schools are interested in developing a partnership in learning that will extend across our school boundaries and into the broader Winnipeg and global community. Together with our partners we hope to share traditional knowledge, exchange cultural information, promote understanding and peace in the areas of human rights, tolerance and common environmental and economic issues. We view this partnership as an opportunity to explore the need for social changes and practices for sustainability through real life learning experiences. It is our hope that these students will develop sustainable action plans that will be carried into the following school year. It is also possible that relationships among the students will be formed that will see them communicating with each other beyond the forum.
- Cultural Diversity Field trip – as a follow-up, the grade 6 students from each of the four schools visit Grade 6 students (who participated in the Cultural Diversity workshops as Grade 5 students in June 2008) participate in an all day field trip in December visiting the following houses of worship and to speak with the clerics at these locations: Shaarey Zedek Synagogue on Wellington Crescent, Central Mosque on Ellice Ave., Holy Rosary on River Ave.

- Our Grade 5 Hebrew bilingual Class participated in an interfaith Celebration Of Light program at the Misericordia Health Centre St Luke's Chapel.
- Classroom teachers use a Healthy Eating Grant to introduce healthy multicultural foods to their students.
- N/K class created totem poles after presentations from Andrea, Aboriginal Consultant
- Gr 1/2 looked at masks from other cultures

4. Environmental concerns

- The school has a comprehensive recycling program of paper products, newspaper, aluminum cans, and plastic.
- Several teachers have introduced verma composting in their classrooms.
- Grade 3 and 4 students participate in studying the Monarch Butterflies that were breeding in our Milkweed Garden every year.
- Students in Kindergarten – Grade 4 participate in the annual Community clean up, walking through the neighborhood picking up garbage.
- Our school has successfully applied for and received sustainable development grants to support our outdoor classroom garden. We extended the garden in June 2008 and we intend on planting more trees this June 2009.
- The Student Environmental Action Team has made great progress in instilling the culture of recycling and composting within the school. They have purchased environmentally friendly board games to play with the younger students teaching them about environmental issues. What began with a group of Grade 6 students, now includes Grade 5 students. This team of Grade 5 and 6 students will now be sustained over the years.
- Our school recently purchased an ecosystem that includes animals and plant life that live both in and out of the water. An ecosystem club has been formed to research the questions they and other children have about the ecosystem.
- The Nursery and Kindergarten classes will be having a fund-raising garage sale on May 1st. They are raising funds to purchase a tree for the school to provide a lasting reminder of our responsibility to work towards a greener lifestyle.
- One of the N/Kdg classes has been reflecting about our classroom waste reduction. By changing to dishes from paper plates and cups and purchasing a dishwasher for the classroom, by recycling all recyclables in our classroom recycling center, by taking only what they can eat at snack, changing the snack purchases (examining the amount of packaging of items), etc., they have reduced their waste by a third since September. They have become very conscious about what goes to the landfill. They will continue to examine other ways to have a positive impact on the earth.
- May 5 Earth Day celebration - whole school