

Manitoba ASPnet Schools

Brock Corydon School UNESCO Associated Schools Annual Report 2009-2010

Principal : Ira Udow ; Lead Teacher: Paula MaPherson

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 administrator continues to promote the UNESCO Associated Schools' themes and pillars by ensuring the updates are included in monthly Staff meetings, Parent Advisory Council meetings, School Newsletter, meeting with student leadership groups and actively participating in the monthly provincial meetings.
- The administrator continues to raise UNESCO initiatives at South District Administrator's meetings.
- The administrator explains the school's connection with the UNESCO Schools' network to prospective parents looking to register their children at the school.
- Teachers are continuing to volunteer 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. Teachers at various grade levels are taking active roles in participating in UNESCO related initiatives.

- Grade 2-6 Student representatives continue to volunteer 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.
- The school's yearly plan continues to reflect UNESCO Themes.
- The Co-chairs of the Parent Advisory Council attended both Teacher and Student Forums to gain a better understanding of the UNESCO Themes and Pillars with the intent of strengthening the school's UNESCO involvement, especially amongst the parent community.
- The school is mindful of the Winnipeg School Division's Nutrition policy when developing learning activities involving food. We are finding that many more students of all ages are demonstrating the ability to make informed decisions for healthy living related to personal health such as participating in extracurricular physical activities and bringing healthy choices for lunch. The school staff is committed to educating students in making healthy choices so that it becomes a part of the school culture and a part of the students' personal lives.

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

1. World Concerns and the role of the United Nations

- Grades 5 and 6 students participated in an year long inquiry about the purpose and sustainability of zoos and to answer the students' question, "Is there a role or a need for zoos in today's technologically based world?". A partnership was created with the Assiniboine Park Zoo and the Educational Director to address the students' questions. The students shared their knowledge and understanding by acting as guides for other classes during a school-wide visit to the zoo in June. Students presented their ideas to zoo and city officials on how to improve the zoo.
- Grade 5 and 6 students representatives continue to actively participate in the Student Forum held here 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 Grade 2-4 UNESCO student committee organizes donation drives 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
- Grade 2-6 UNESCO student committee organizes student donations for the Ladybug Foundation in the Spring.
- During the Jewish holiday of Purim, students continue to learn about the Mitzvah of giving to others who are less fortunate. Grade 5 students take on the task of running a yearly garage sale and bake sale for various local charities such as the Siloam Mission, Jewish Child and Family Services, Cancer Care Manitoba and raising funds for the Jewish National Fund in Israel. Younger students bring in Kraft dinner boxes to donate to Winnipeg Harvest.
- 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.
- 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.

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 – Grade 2-6 students raising awareness of and addressing local and global issues.
 - Student Mediators – Grades 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 4-6 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 3 and 4 students take responsibility for the care of our gardens.
- 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.

3. Intercultural learning

- The Manitoba Teachers' Society's Professional Development Grant and the University of Manitoba Sustainable Professional Development Grant supported teachers' professional development in exploring how best to integrate Cultural Diversity. The following process was followed:
 - October-November - Grade 5 and 6 teachers from each school met on their own in their respective schools. At that time, each school team discussed the action research topic as it pertains to their own classrooms and their respective schools. They were asked to reflect on what is driving them to explore this topic. Where is their commitment to this initiative coming from? What more can they be doing in their own classrooms?
 - November 13 - Grade 5 and 6 teachers then met at Brock Corydon School to discuss this topic and share their thoughts and reflections related to how each teacher and each school will develop ways to sustain their efforts of integrating the theme of cultural diversity within their classroom program and school culture. This session was audio-taped by members of the University research team
 - January-March - Grade 5 and 6 teachers met again in their respective schools for a follow-up discussion.
 - December 2 - Administrators from the five schools also met to discuss how they can best support the teachers efforts and how they can best help to integrate the cultural diversity theme within their respective school cultures. This session was audio-taped by members of the University research team
 - December 3 - Grade 6 students from each of the schools participated in an all day field trip to three houses of worship – a Synagogue, Church and Islamic Temple. In each of these locations, the students listened to the clergy give an explanation of their respective religions
 - June 10 - Grade 5 students from each of the schools including Niji Mahkwa school participated in an all day cultural diversity workshop under the direction of Brian Rochat, Regional Coordinator for the Canadian Centre for Diversity
 - The Grade 5 and 6 teachers will meet again in September 2010 to discuss their plans for integrating cultural diversity in their own classrooms and to determine how to include the Aboriginal cultural component in the December field trip.
 - Remaining funds were used to purchase the same books related to the topic of cultural diversity for each school. They will form an avenue for further discussion amongst the teachers

- The Living Bridge Partnership 2000 Program 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. The school administrator and one classroom teacher attended an educator's conference in the Upper Galilee together with other educators from Canada and Israel.
- In December, the 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 continues to be 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.
 - Three classroom teachers and the administrator visited Niji Mahkwa Aboriginal School with the intent of forming a relationship between our two schools.
 - A teacher representative attended the regular Divisional Aboriginal Academic Achievement meetings and shared information with the teachers.
 - Other Aboriginal Education initiatives by grade level
 - Phys Ed
 - Gr 1-6 students participated in Aboriginal games in Physical Education classes
 - Nursery and Kindergarten
 - students have expressed through their words and actions a greater appreciation of the Aboriginal culture, history and lifestyle as they viewed and experimented with Aboriginal art to develop art / shape / colour concepts and looking at emotions connected to colours
 - Students connected their own “gardening experiences with Aboriginal stories and literature that emphasized respect for our environment and respect for “mother earth”.
 - Grades 1 and 2
 - Peter Persian, Aboriginal Consultant (MB Youth & Training) came in and the students learned the importance of animals in the Aboriginal culture
 - Students learned Aboriginal legends and appreciated the many books about animals and Aboriginal people
 - Students learned about and participated in sharing circle; respecting and understanding what it means

- Students made connections to the Seven Teachings which were introduced through literature and exploring how they related to the students' lives i.e. courage is shown by having the courage to talk to a teacher when they see someone being bullied
- Nichola Batzel, Aboriginal Consultant, South District presented to the students and brought in artifacts, stories and art – students learned about how Inuit name their children and how that compares to their own name origins.

Grade 3 and 4

- Students made personal connections with Aboriginal students through written letters and a visit to Niji Mahkwa School
- Students had an opportunity to participate in a smudge ceremony and pipe ceremony which promotes a better understanding of the significance and importance of such ceremonies in Aboriginal culture. Hope is to learn first-hand about the significance of other ceremonies and cultural events, particularly ones relating to the seasons and nature
- Students became familiar with legends: understanding of Aboriginal Seven Teachings and connection to nature. How can Seven Teachings be incorporated into our own life?
- Students connected with a school in Guatemala which is primarily Mayan in enrolment, providing for an opportunity to explore Canadian and South American Aboriginal communities regarding dress, foods, art, and much more
- Students were exposed to Aboriginal literature and drumming which were integrated in their science sound unit

Grades 5 and 6

- Gr 5 students participated in a Cultural Diversity workshop with Aboriginal students
 - Gr 5 students demonstrated a greater understanding of treaties through speakers, art, literature and visiting the ceremony of the First nations Treat Day at the Legislature. These students made personal connections to one of our speakers, Elder Pratt, and were quite excited to see her at the ceremony at the Legislature
 - Gr 6 students demonstrated their understanding of Aboriginal culture through the use of learned aspects when they were required to create a new fictional culture
 - Gr 6 students successfully completed an Aboriginal unit on the original First Nations Group before the Europeans
- Cultural Diversity workshop - Grade 5 students from Al-Hijra School, St. Emile Catholic School, John Pritchard and Brock Corydon came together again in June for a day of interfaith sharing and learning to promote and sustain socio-cultural diversity and intercultural understanding. Grade 5 students from Niji Mahkwa School joined in this year.
 - Cultural Diversity Field trip – The grade 6 students from each of the four schools visit participated 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.
 - Guatemala Project:

- In February, 2009, the students in the grades 3 and 4 classes at Brock Corydon School had an opportunity to connect with an elementary school in Guatemala City, Guatemala. With the help of the Canadian chapter of the Dentistry For All program, our students sent letters of introduction to the students of Mildred's School. They also collected toothbrushes, dental floss and toothpaste which the dentists hand delivered to the school. Upon their return to Canada, the dentists provided our students with letters of thanks from their new friends in Guatemala.
- This year, the students learned that due to a lack of funds the lunch program at Mildred's School was going to be cancelled. Immediately, the Brock Corydon students responded by selling healthy snacks at recess in an effort to raise the necessary dollars to re-instate this much needed program.
- Together with 30 pounds of dental supplies, letters and a photo album sharing activities at our school, a money order in the amount of \$600 was presented to Mildred, the school's principal. The Dentistry for All program matched our donation, dollar for dollar. The lunch program was immediately re-instated. By providing the seed money for this project and careful budgeting, Mildred's School will be able to feed its hungry students for almost six months.
- To further sustain this worthwhile endeavour we received a grant of \$1000 from the MaNACE Developing Technology Contest to enable our two schools to utilize e-mail and video conferencing to connect the students at both schools in a more meaningful and timely manner.

4. Environmental concerns

- Facility Upgrades: The Winnipeg School Division has installed a new electrical service to accommodate new receptacles in each classroom and an underground fibre optics cable has been installed for a more efficient internet access. We received new low flush toilets for better water conservation and mechanical upgrades to attain further efficiency of our Heating and Cooling systems. Our hallway lights have been replaced and encased in a new drop-down ceiling and plans are underway for an energy performance upgrade with new energy efficient lighting fixtures in our classrooms. This summer, all classroom carpets, Library and Office carpets will be removed and replaced with tiled floors.
- Outdoor Classroom Gardens: Three new Silver Cloud Maples were planted on the east side of the school. Our Grade 3 and 4 students were a big help in weeding our gardens and preparing them for the new flowers purchased through the PAC's plant sale.
- 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 participated 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.

- The Student Environmental Action Team continued to promote the culture of recycling and composting within the school.
- Our Grade 3/4 classroom and classroom teacher have taken charge of learning about and caring for the school's Ecosystem.
- Other Environmental Projects include:

Nursery/Kindergarten:

- Going Green Project: Students in our Nursery and Kindergarten classes learned about sustainable practices of recycling, being "conscious" about energy use (turning off lights), waste reduction and water consumption, and paper usage (using both sides of a paper). This past year, they also participated in a year-long study of trees in our environment.
- Dishes and dishwasher were purchased to address waste reduction at snack time.

Grades 1 and 2

- Students learned about the importance of animals in all cultures. They were exposed to experts on endangered animals.
- Animal conservation Officers visited the children.
- Manitoba Aboriginal consultant discussed the importance of animals in the Aboriginal Culture.
- Visitors discussed the importance of "working dogs" such as Guide dogs.

Grades 5 and 6:

- Students participated in learning about energy efficiency, listening to a representative from Hydro, and distributing CLF light bulbs to the community.