

## **Manitoba ASPnet Schools**

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### **Brock Corydon School UNESCO Associated Schools Annual Report 2010-2011**

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#### **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.

As a UNESCO school, we give top priority to Education for Sustainability. This priority is based on the belief that an educated citizenry is vital to implementing informed and sustainable development and that good community-based decisions - which will affect social, economic, and environmental well-being - also depend on educated citizens. The teachers have developed active and participatory learning activities throughout the year to engage students in gaining knowledge, values and theories related to sustainable development. The goal is for our students to learn to ask critical questions, clarify their own values and envision more positive and sustainable futures so they can make informed decisions about creating sustainable actions in their own lives and within their local and global community.

Strengthening and Enhancing Aboriginal Education continues to be a provincial, divisional, district and school priority for students to develop an understanding and respect for the histories, cultures and traditional values, contemporary lifestyles and traditional knowledge of Aboriginal peoples. The teachers have embraced this

priority integrating the Aboriginal Perspective within their curricular studies. This year we have been working closely with the Winnipeg School Division's Aboriginal Consultant who has offered us material for use in the classrooms and spent time with the teachers responding to our many initiatives offering the Anishinabe perspective. Our growing relationship with the First Nations School, Niji Mahkwa, brings our students authentic experiences with the Ojibwe and Cree cultures as did the attending the ceremony at the Indian and Métis Friendship Centre honoring the Canadian Métis soldiers who fought in the world wars.

**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 that updates are included in monthly Staff meetings, Parent Advisory Council meetings, and School Newsletter; by 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.
- Facility Upgrades: The Winnipeg School Division has installed new energy efficient lighting fixtures in our classrooms. All carpets in classrooms Library and Office were removed and replaced with tiled floors. New Basketball backboards were installed in our Gym thanks to the PAC and the school community's fundraising efforts.
- Teachers are continuing to take 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 three year plan continues to reflect UNESCO Themes.
- Teachers completed an ECO Globe survey and agreed that our school demonstrates a general awareness of the ESD principles and the practices of sustainability.
- Teachers developed various instructional approaches to engage their students in meaningful learning activities to promote an understanding of sustainable development:
  - collaboration and dialogue (including multi-stakeholder and intercultural dialogue);
  - engagement of the 'whole system', i.e. bringing in experts, use of various text and media, field trips,
  - innovative teaching and learning experiences within an integrated curricula
  - active and participatory learning.
- The students, along with the teachers, are gaining knowledge, values and theories related to sustainable development, and specifically are beginning to learn to:
  - ask critical questions;
  - clarify their own values;
  - envision more positive and sustainable futures;

- think systemically
- respond through applied learning;
- explore the dialectic between tradition and innovation
- 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**

- Students participated in the Farm to School Program promoting locally grown vegetables; in the Heart and Stroke Jump for Heart Skipping program; in the Take Pride Winnipeg and Multi-Material Stewardship Program's Bag Up Manitoba Round up Challenge
- Grade 5 and 6 students studied the world wars and the impact they have had on the economy past and present. Social cultural and environmental concepts arose through this study.
- The Grade 5/6 classroom students engaged in a study of Winnipeg as a dynamic sustainable community comprised of diverse cultural citizens. Students explored 3 sustainable areas that are integral to the city: Human Health and Well Being, the Environment and the Economy. Within these areas, students concentrated on researching and understanding transportation and employment needs through the study of the new airport and rapid transit and the effect on the environment; Social Justice and Equity through the study of the Canadian Museum of Human Rights ; Community and Culture through the study of the Winnipeg Symphony Orchestra and the new Football Stadium. Students also studied these areas through the perspective of our Aboriginal Community, how our history has affected our present and possible future Government decisions on land use.
- Grade 5 and 6 students representatives continue to actively participate in the Student Forum held here in Winnipeg.
- The Student Council assists in organizing and running the yearly Remembrance Day assembly, giving messages of peace and non-violent conflict resolutions.
- Yearly events: Terry Fox Run, Trick-or-Treat for UNICEF program, aluminum cans and tabs collection for the Shriners
- 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:
  - non-perishable food items for Winnipeg Harvest
  - gently used coats for Koats for Kids
  - donations for Pennies From Heaven
  - toys, 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 ran a garage sale and bake sale donating the funds to the Jewish National Fund in Israel in support of the Carmel Forest Fire. Younger students bring in Kraft dinner boxes to donate to Winnipeg Harvest.
- Our Grade 3's and 4's continue to collect dental supplies for Guatemala children at Mildred School and fundraising for the school's lunch program.
- Grade 5 and 6 Cultural Diversity Program engaged students in learning about Islamic, Roman Catholic, Judaic and Ojibwe and Cree cultural traditions. The intermediate students learned about the reasons for the Great War, the effects on the people and how Europe has changed its borders, alliances and loyalties as a result the new countries that were created in Europe and the Middle East.
- **Grade 5 classroom**
  - Grade 5 students learned that they can take action in helping to address the devastation of the Carmel forest fire by hosting a sale of gently used toys and selling home made baking to the students of the school and sending the donation to the JNF. Grade 5 students learned that they can take action in helping to address the devastation of the Carmel forest fire by hosting a sale of gently used toys and selling home made baking to the students of the school and sending the donation to the JNF. These same students raised funds in support of Japan's horrible earthquake and tsunami through a toy sale.
  - Grade 5 students examined the roles of the bully, the target and the bystander in order to identify those roles in our own lives in and out of school. Students examined their own behaviors and worked on changing those that are hurtful to peers. They learned that getting involved by telling an adult if they see, hear, or know about another student's difficulties. "Getting someone out of trouble not getting someone in trouble" is the right thing to do.

## **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.
- Hill supervisors – Grade 6 students supervise the sledding on the hill
- Garden Club – each class 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.

### 3. Intercultural learning

- 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. This year, one of our teachers and one of their teachers participated in an week long exchange program.
- 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.
- Cultural Diversity workshop - Grade 5 students from Al-Hijra School, St. Emile Catholic School, John Pritchard, First Nations school Niji Mahkwa 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.
- Cultural Diversity Field trip – The grade 6 students from each of the four schools visited Niji Mahkwa school for a pipe ceremony in November, and the five schools participated in an all

day field trip in December visiting the following houses of worship and to speak with the clerics at a Synagogue, a Mosque and a Church.

#### **4. Environmental concerns**

- Earth Day Celebration organized by the Grade 6 students - The theme :“What can YOU do to help the Earth?” with the following activities:
  - The Earth: Students created a collage of recycled materials to create an artistic representation of the Earth.
  - Composting: Students discovered how much waste we produce as a school at lunch. Students were taught what can go into the compost bins and what happens to it and why it is beneficial. A Litter-less Lunch was also planned.
  - Reduce, Reuse, and Recycle – Students played a game where they learned the different types of materials that go into the recycle bin versus the garbage can.
  - Wasting Paper – The student created small books from plain paper that the Grade 6 students found in the recycle bins in our classrooms. They talked about how we should reuse paper and use both sides of a sheet of paper.
  - Dirty Water – The students learned about polluted water and how to make dirty water clean by making a filter from a pop bottle.
  - Electricity – The students participated in a scavenger hunt where they learned about energy efficient light bulbs.
  - Walking to School – The students learned why walking, biking, skateboarding, rollerblading to school is more environmentally friendly than driving every day.
  - Jeopardy – The student played the game on a SMART Board and learned different facts about the environment.
- This year’s N-Grade 4 classroom inquiry on Environmental Sustainability actively engaged students in learning about sustainable and unsustainable environmental practice. The involvement of a visual artist, music teacher and Literacy through the Arts Support teacher, created enriched learning opportunities.
- The school has a comprehensive recycling program of paper products, newspaper, aluminum cans, and plastic.
  - Several teachers have verma composting in their classrooms.
  - Grade 3 and 4 students participated in studying the Monarch Butterflies that breed in our Milkweed Garden every year.
  - Students in Kindergarten – Grade 6 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.
- Teachers completed an ECO Globe survey and agreed that our school demonstrates a

general awareness of the ESD principles and the practices of sustainability.

- Teachers developed various instructional approaches to engage their students in meaningful learning activities to promote an understanding of sustainable development:
  - collaboration and dialogue (including multi-stakeholder and intercultural dialogue);
  - engagement of the 'whole system', i.e. bringing in experts, use of various text and media, field trips,
  - innovative teaching and learning experiences within an integrated curricula
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- The students, along with the teachers, are gaining knowledge, values and theories related to sustainable development, and specifically are beginning to learn to:
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  - clarify their own values;
  - envision more positive and sustainable futures;
  - think systemically
  - respond through applied learning;
  - explore the dialectic between tradition and innovation.
- Outdoor classroom gardens: Each classroom was given a garden plot to weed and take care of the plants. Two vegetable planters were built and placed in the school grounds. Classrooms grew vegetables with grow lamps which were then planted in the garden. The PAC Plant sale provided further support for our gardens.
  - students learned how to weed a garden by assigning a specific garden plot for each class to take care of.
  - Students learned about creating a vegetable garden box, filling it with earth, planting the vegetable plants grown in the classrooms from seeds using grow lamps. Through this experience, students are connecting with food in a real and sustainable way.
  - Students are learning to see themselves within the "earth" community and learning what their roles and responsibilities are. They are becoming more confident and independent in knowing how be mindful in caring for their environment in a positive and productive way.
- N/Kdg students:
  - Learned about Earth Day and the importance of recycling, turning off lights and taps when not in use, planting trees and plants and re-using materials or recycled material to make crafts.
  - Learned about the value of planting your own food as opposed to buying it from the store by planting beans and tomatoes
  - Learned about growing seeds in the classroom using grow lamps and then transplanting the grown plants in their home garden plots and in the school's new vegetable garden.

- Learned about the parts of plants and trees, the affect of pests and disease and how to care for the plants
  - A presenter from an Environmental agency gave the children a hands-on presentation about the value and procedure of recycling materials.
  - Learned about our changing environment and developed a greater appreciation nature through the explorative nature walks.
  - began to see themselves affecting their world – having ownership and gaining sense of independence; being an “expert” and a “teacher” while engaging in field work and outdoor learning using new “ESD” gardening vocabulary.
- Grade 1 classroom:
    - Learned about the relationship between caring for flowers and caring for their own bodies.
    - Learned about unsustainable practices - what if there were no more flowers on earth?
    - Learning about the important connection between themselves and their environment.
- Grade1/2 classroom:
    - The students know and practice – not littering, recycling, reusing i.e. bags, found materials for art supplies, eating locally, using reusable batteries, composting, using both sides of the paper, unplugging equipment when not in use to save electricity.
    - The students have an understanding of how incredible our planet is – they’ve studied different parts of our earth and now realize if they don’t do the examples stated above our earth will be forever changed.
    - They learned what a healthy and unhealthy earth looks like and what they can do to maintain a healthy earth
- Grade 3 classroom
    - Students learned about the devastating Carmel Forest fire in Israel. Through this study and the study of local trees, they learned about caring of trees and in particular our forests.
    - The acquisition of knowledge has motivated the students to become more responsible students by laying the groundwork for an assessment of their own values and practices in relationship to the sustainability of tress and our forests. The students have learned about the dangers of clear cutting and poor lumbering and pulp and paper practices. They are aware of the effects of global warming and natural disasters on our forests. They have learned what they can do to help minimize the effects of global warming. They have learned that they help minimize destruction by speaking to others, conserving paper, reducing green house



emissions and educating others. This knowledge has led to an effort to use recycled paper, use both sides of paper, minimize the use of paper and paper products.

- Grade 3/4 classroom:
  - Through their in-depth study of the water cycle and the affects of people on the quality of water, students have demonstrated that they understand sustainable and unsustainable practices regarding the need for clean water, what the problems are and what actions they plan to take.
  - They have demonstrated their understanding in and their conviction to respect and preserve their environment shown in their letters to parents. Many of the students have chosen to save water by closing the tap while brushing their teeth or taking shorter showers.
  - Students have demonstrated a very high interest in classroom agriculture. They learned how to grow plants from seeds using grow lamps in the classroom and learned how to transplant them in their home garden plots and the new Vegetable garden at school.
- Grade 4 Classroom:
  - Through their in-depth study of the Spring flood in Manitoba, the students learned about how the flooding began, the affects of flooding on the environment and the people, and what can be done to prevent future floods.
- Grade 6 classroom
  - Farm to School project – the Grade 6 students themselves decided that this project would be good way to bring awareness of saving fuel and reducing chemicals on fruits & veggies. They have referred to this project throughout the rest of the year.
  - Earth Day Celebration – The Grade 6 students were able to consolidate their learning about the environment and decide what would be important to learn as they developed activities for the rest of the school. They learnt about changing climate, extinct animals & habitats, shrinking ice caps and pollution/garbage.
  - Grade 6 students learned how economics affect their daily lives, comparing the times of the Depression, the latest recessions and the difference between our needs and wants.
  - *A Diamond in the Rough?* is an inquiry question that has been posed to the students in this classroom. To answer this question, the students chose various commercial, cultural, entertainment and environmental ventures of the city to investigate such as the new football stadium, the new airport, the Winnipeg Art Gallery, the Winnipeg Symphony, the floodway and the Forks. The students travelled to various cites in the city to photograph, draw and write about what they saw. They networked with and interviewed community leaders, business people, entertainers, athletes, and politicians. A working relationship was developed with Tourism Manitoba to look at

tourism through the eyes of Grade 5 and 6 students. Students learned how decisions are made and what sustainable factors are considered when new ventures are being developed. They learned that they, as citizens of this city, can have input in these decisions and can play an important role in promoting Winnipeg to others

### **Aboriginal Perspective**

The teachers have continued to embrace integrating the Aboriginal Perspective within their curricular studies.

- They are continuing to incorporate the stories and cultures of various Aboriginal groups through children's literature.
- This year we have been working closely with the Winnipeg School Division's Aboriginal Consultant who has offered information and conceptual frameworks that has given us a greater understanding of the Aboriginal perspective and how that can be integrated within the curricular studies. The consultant also made available material for use in the classrooms and spent time with the teachers responding to their many initiatives offering the Anishinabe perspective.
- Our growing relationship with the First Nations School, Niji Mahkwa, brings our students authentic experiences with the Ojibwe and Cree cultures as did the attending the ceremony at the Indian and Metis Friendship Centre honoring the Canadian Metis soldiers who fought in the world wars.
- In studying about and planting a 3 Sister Garden, a Native American form of gardening, the N/Kdg students learned how plants support each other and how we need to support each other.
- Grade 1 classroom connected to the Pillars of Aboriginal Education by taking a holistic approach to their environmental sustainability inquiry (critical thinking during the Inquiry Project on Flowers). The students also discuss the meaning and origins of their Hebrew names and find connections to the Aboriginal way of naming. For next year, I would like to connect Yom Kippur to Sundance Ceremonies – giving up food, the web of life (Judgment Day), giving of your body, and mindfulness.
- Grade 1/2 classroom learned how important animals, trees, rocks and land are to the aboriginal people through aboriginal books and discussions. Children learned that the aboriginal people have respect for everything they take from our earth.
- Grades 3 and 4 students learned about the Aboriginal Tribal or clan system . They Gain a better understanding of the governing bodies within an Aboriginal tribe or clan, the role each member of a clan had. They demonstrate some understanding of the challenges faced by Aboriginals today in identifying with a clan and began to develop an understanding and awareness of the local and national needs of the Aboriginal community. Students also enhanced their learning of the 7 Aboriginal teachings by

creating and sharing Aboriginal Seven Teaching book bags with their families.

- Grade 3/4 classroom – This year Aboriginal Education was mostly incorporated into ESD. Students brought in examples of Aboriginal people taking what they needed from the environment. Their knowledge of Aboriginal connection was evident when they could relate to how things from nature are used by aboriginal people and others. Students presented their aboriginal art work. They explained how Aboriginal people told their important stories using art on animal hide.
- Grade 5 and 6 students learned the role of Aboriginal soldiers in the Canadian Forces – first hand with Wambadi, an Aboriginal war veteran & through a Remembrance Pow Wow at the Metis Friendship Centre. Students were able to compare how different people honor their veterans. Gr.5/6 teachers presented a historical perspective to teachers' at the AAA in-service on how to include the aboriginal perspective in Social Studies without being Aboriginal. Jacquie Mignot helped students become aware of types of music and the importance of different words & melodies in different Aboriginal ceremonies. Students examined residential schools and their effects in order to understand the ambivalent loyalties of First nation Peoples to Canada & the Crown.