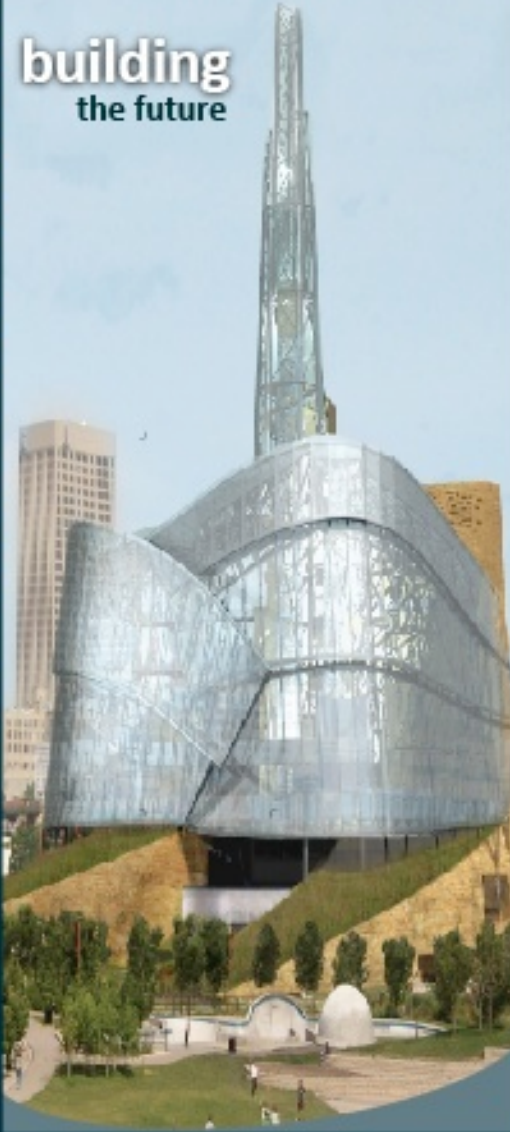


# GROSVENOR SCHOOL

honouring  
the past

questioning  
the present

building  
the future



LEADERS FOR HUMAN RIGHTS

A STUDY OF HUMAN RIGHTS  
AND  
THE CANADIAN MUSEUM  
FOR HUMAN RIGHTS  
2009-2012  
WATCH US GROW!

SUPPORTERS OF THE CANADIAN MUSEUM FOR HUMAN RIGHTS OPENING IN 2012

## Grosvenor School is Proud to Present “COMING HOME”

An evening to celebrate  
the arts with the families of  
Grosvenor !

A three year inquiry journey at  
Grosvenor School to:

honour the past,  
question the present,  
and build the future,

learn about human rights and human  
wrongs and to help our children better  
understand and make sense of our  
world.

*The Canadian Museum for Human Rights is an embodiment of Canada's commitment to  
democracy, freedom, human rights and the rule of law.*

*"How wonderful it is that nobody need wait a single moment before sharing to improve the world"*

*Anne Frank*

**An evening such as this takes a real village to put together and many months of planning.**

**A very large THANK YOU to those who helped make this experience possible.....**

Jamie Oliviero and Shawn Kettner, thank you for the continued inspiration that you share with our children and the talent you share so they could create the "The Story Children" project.

Thank you to Joe Halas for travelling with us on this inquiry path.

Thank you Ms. Christine Mazur for sharing your musical talents and leading our young violinists.

Kristen Robbins, thank you for creating such an emotional script that has continued us on our journey.

Thank you to Leah Braemer for arranging the choreography.

And to the Grosvenor School Association, thank you for your continuous support, vision and passion for the arts.

Thanks to our accompanists Mr. Cameron Denby, Ms. Ariel Posen, and Ms. Helen Black

And **Special Thanks** to our talented and creative Musical Director, Ms. Joan Clark.

Thanks also to the incredibly talented Grosvenor school students, to all of our families for their creativity and time to make this evening happen as well as all the things you do throughout the year.

A large thank you goes out to the Grosvenor Staff for their commitment to life-long learning.

*"I shall pass through this world but once. Any good therefore that I can do or any kindness that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again." - Mahatma Gandhi*

## ***"Coming Home"***

Program

Music Director: Ms. Joan Clark

Script and Drama Director: Ms. Kristen Robbins

Choreographer: Ms. Leah Braemer

**Whole school** Siyahamba An African folksong

*A song uniting us in our quest for freedom.*

**Grade 1** - Agents of Change By Teresa Jennings

*We can be the change we want to see in the world!*

**Grade 2** - I Am A Child of This World By Teresa Jennings

*A song reinforcing that every child has a right to play and to be heard.*

**Grade 3** - The Dance You Choose By Aselin Debison

*We have the ability to make choices and to take risks that impact change.*

**Nursery/Kindergarten** - What I Am By Will.I.Am

*An opportunity to recognize qualities and gifts we have in ourselves.*

**All** - Any Dream Will Do (from "Joseph") By Andrew Lloyd Webber

*Performed by Grosvenor School at the "Dare to Dream" cancer benefit concert in Winnipeg, March 2012.*

**Grade 4** - One Voice By The Wailin' Jennys

*Joining hands towards peaceful solidarity.*

**Grade 5** - When We Stand Together By Nickelback

*Uniting our efforts to change social injustice.*

**Grade 6** - Coming Home By Diddy-Dirty-Money (Adapted by Grade 6 Students and Jamie Oliviero)

*Exploring our questions related to Human Rights and Human Wrongs.*

**All** - One Dream By Anyang and Jamie Oliviero

*Looking to the future and building a world in which we would like to live.*

**All** - Dare to Dream By Theresa Jennings

*An inspirational song about dreaming of the future we have chosen to pursue.*

*"Never doubt that a small group of thoughtful, committed people can change the world.  
Indeed, it is the only thing that ever has." - Margaret Mead*

## ***"Coming Home"***

### **The Learning Process Through Inquiry**

At Grosvenor School, the staff, student and parent community have embarked on a 3-year inquiry study of Human Rights and the Canadian Museum for Human Rights.

Our task -- **Honouring the past, Questioning the present and Building the future** -- form the framework for learning together about human rights and helping us better understand and make sense of our world. The opening of the Canadian Museum For Human Rights in 2013 will mark the celebration of our learning journey.

Year 3 of our three-year journey is showcased tonight in our very own production of *Coming Home*. In Year 1 six travelers met for the first time in a train station to prepare for their journey and begin to tell their story. In Year Two, we'll show you the arrival of the travelers at their learning destination; they'll meet new people and expand their knowledge of the global village. In Year Three, they come home and, with new eyes, share their learning.

The inquiry process begins with a desire to discover and to ask meaningful questions out of genuine curiosity about the world. A question or a problem comes into focus and the learner begins to describe it. Students begin by gathering information, then they move to the creative task: shaping new thoughts, ideas, and theories from beyond their own experience. In learning conversations with fellow travellers, they share new knowledge and ideas, and begin to build community. Finally, students reflect on their learning, and consider their next steps: What action can I take? What is the next inquiry?

The answers to our questions are not always out there, but come from somewhere within. So, we invite you to join us on this learning journey of *Coming Home*.

### **Celebrating the Arts: Drama, Dance, Music, Song, Visual Art**

The new Arts Curriculum for Kindergarten to Grade 6 incorporates the media of drama, dance, music, song and visual art.

Grosvenor students in Grades 1 through 4 learned dance from our itinerant specialist, Ms. Clark. The South District Dance Support Teacher, Ms. Braemer, collaborated with us to promote dance and creative movement throughout the year.

Our music program incorporates music and performance skills, music in context, creative expression, and a valuing of musical experiences. Tonight, students will be performing a selection of musical pieces that offer a message of hope and inspiration. Our Grade 4-6 violin students will perform in tonight's program under the direction of their instructor Ms. Christine Mazur.

The Primary and Intermediate choirs will be performing together throughout the evening in a literal and symbolic representation of the greatness we can achieve by working together.

Our musical finale is a powerful gift to the world, describing a dream of peace and harmony.

Our students, under the guidance and direction of Ms. Robbins, our drama coach, will deliver the live premiere production of *Coming Home*. Ms. Robbins' script mirrors Grosvenor children's learning conversations about human rights.

*"We protect only what we love, we love only what we know, we know only what we are taught." -Author Unknown*



## Rice Raiser – A Community Service Project

Rice Raiser is an educational, youth-mobilized project, designed to feed people locally and globally while creating awareness of food security issues. Grosvenor is now in our third year of participation in the Rice Raiser Campaign; in part, this is what's led to our children's inquiry into human rights and the Canadian Museum For Human Rights. Wonderful teaching and learning has been happening as young children investigate and connect to the big ideas around human rights, the rights of children, and the right to food security.

Together we've learned that hunger occurs for many different reasons, that it's a global concern, and that there's hunger in our own part of the world. Our involvement with Rice Raiser helps children explore the causes of global poverty and develop a sense of global citizenship.

Providing knowledge and information is just the beginning. What we wanted to do with this project is motivate students to take action and empower them to know that they can make a difference. One of these actions was the food drive component of Rice Raiser – a campaign to collect rice for a local food bank. Winnipeg Harvest feeds 39,000 people every month -- 45% of them are children. This year our children delivered their donated rice to Winnipeg Harvest, bagged the rice and learned how and why a food bank operates.

Rice Raiser also supports four global projects, joining forces with relief and international development organizations. Children learned about these projects and came to see that large systemic problems cannot be solved by one organization; they require effort and commitment from all of us together.

This year our Rice Raiser campaign supported 4 global projects in Haiti, Burundi, Sudan, and North Korea.

As you can see, learning about global issues helps our children to look beyond themselves and engage with others across borders of geography, politics, culture, religion, and language. They are widening their experience and developing positive attitudes about global solidarity, peace, tolerance, multiculturalism, environmental awareness and social justice.

### **Coming Home– Stage Set and Props**

Our students created all of the sets and props for the Fine Arts stage performance. The students worked with our Division Art Consultant, Mr. Halas, to create a backdrop of landmarks and the Winnipeg skyline.

### **Coming Home**

Year 3 of our whole school inquiry is titled "Coming Home" a study of Human Rights and the Canadian Museum For Human Rights. The Fine Arts evening will showcase the student's learning through the arts-visual, drama, dance, and music.



*"Be the change you want to see in the world" – Mahatma Gandhi*

**The Story Children Project & The 4 Villages**  
**Many Voices One World**  
**with support of St. Steven's-Broadway Foundation**

“Education is much more than a matter of imparting knowledge and skills by which narrow goals are achieved. It is also about opening the child’s eyes to the needs and rights of others.”

His Holiness the Dalai Lama

One of the most effective ways of creating this awareness is through creative learning. This is at the heart of **Many Voices One World**.

**Many Voices One World** is a series of projects designed and implemented by a collaboration of artists and educators for children. The fundamental goal of these projects is to create a common ground for children so they may understand that we are all in some way connected and responsible for each other and for the world around us. This we believe is the foundation of community, peace building, social consciousness, and environmental awareness.

**The Story Children Project**

For the 2011/12 school year, a new project was initiated, **The Story Children Project**. This project was inspired by the work of the Mexican conceptual artist Helen Escobedo. One work in particular, **Exodus**, uses over ninety life size figures created from metal frames covered with strips of material, to recognize the plight of refugees the world over who have been forced to leave their homes due to the effects of war, famine, and/or natural disasters.

This year at Grosvenor School 196 children are participating in the final year of a three year inquiry into human rights. Building on last year’s Story Banner Project the school community provides an excellent environment to initiate **The Story Children Project**.

For **The Story Children Project** the children worked with a storyteller and an artistic designer to build an art installation made up of four larger than life **Story Children**; metal frames in the shape of children covered with coloured strips of fabric on which the children have recorded their dreams and wishes for a better world .

The student population is divided into four villages made of children from every grade level K-6. Four times during the school year these village groups gather together for a day of planned activities. Just before these ‘village’ days, the storyteller visited individual classes and presented stories and activities that focused on four central themes. The themes are:

1. Self Worth- determining and appreciating self worth, and recognizing similar qualities in others
2. Needs- awareness of physical, emotional, and intellectual needs in one’s self and others, and how to fulfill these needs especially in times of crisis
3. Group dynamics- what it feels like to be part of a group, and what a group can accomplish when all work together for a common cause
4. Community- rights and responsibilities of a community, how the community supports the individual, and how the individual supports the community

With guidance from a visual artist and their teachers the students recorded their thoughts and impressions relating to the themes onto strips of fabric, as part of village day activities. Over the duration of the year the students worked with the artist to cover the metal frames with the art strips. Spacing the project out over the year allowed for the children's ideas and artistic expression to evolve. The Story Children gradually took shape, and are ready to be shared with the wider community.

*“Let's put our minds together and see what life we can make for”*