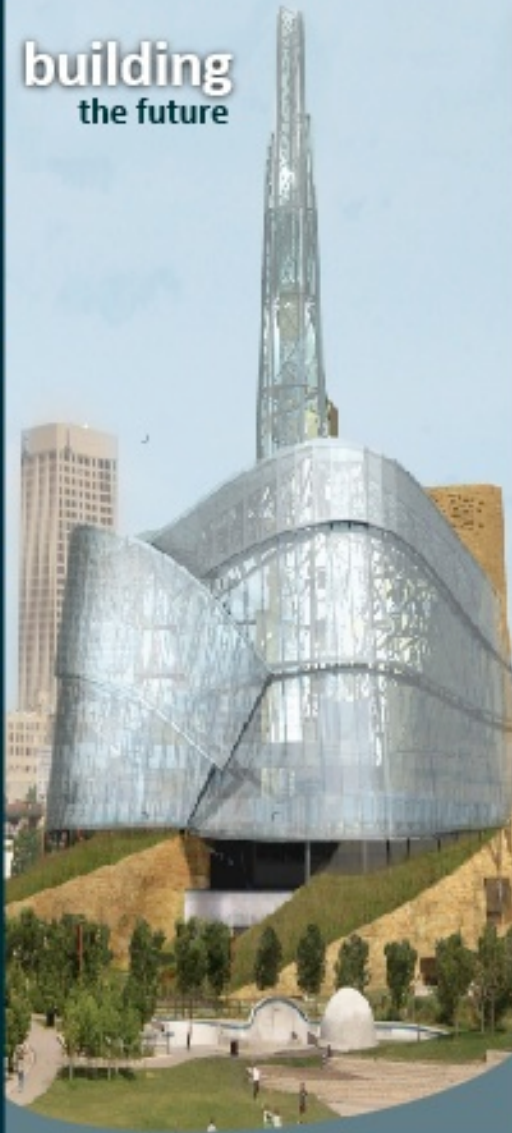


# GROSVENOR SCHOOL

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

**ALL ABOARD  
THE JOURNEY  
BEGINS**

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

Thank you from the  
Grosvenor School Association.  
Your purchase of this souvenir program supports  
this evening's performance.

**A three year journey begins at Grosvenor:**

**by honouring the past,  
questioning the present,  
and building the future,**

**learning about human rights 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.....**

Bud Gillies, thank you for the continued inspiration that you share with our children and the talent you share so they could fill the seven multi-media Human Rights suitcases that are on display today.

Thank you to Jackie Mignot for sharing your gift of your Aboriginal teachings.

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

Thank you Carolina Nagy-Schick for sharing your musical talents and leading our young violinists.

Kristen Robbins, thank you for creating such an emotional script that has started 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.

Thank you to BW Imaging for your assistance in making this souvenir book possible.

Thank you to Omniscreen for the “All Aboard” admission tickets.

Thanks to our accompanists, Mr. Jeff Gordon, Ms. Meghan Dolovich 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 and student teachers for all their dedication and support.

*“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*

BUD GILLIES – ARTIST IN THE SCHOOL



The Banner Dedication Ceremony – ALL ABOARD!



# “All Aboard - The Journey Begins”

## Grosvenor School's Fine Arts Evening

Music Director: Ms. Joan Clark

Script and Drama Director: Ms. Kristen Robbins

May 6, 2010

### Program

<b>Violin Buskers</b>	Boil'em Cabbage, Land of the Silver Birch, Frere Jacques	
<b>Processional</b>	Siyahamba	Traditional African
<b>Intermediate Choir</b>	Obwisana	Donnelly and Strid

### Honouring the Past

<b>Grade 5</b>	The Creator Song My Heart Soars	Tradional Anishinabe Chief Dan George
<b>Grade 4</b>	Child of the World I'd Like to Teach the World To Sing	Jacobson/Higgins The Seekers

### Questioning the Present

<b>Grade 6</b>	Newscast Wavin' Flag	K'nann / Young Artists
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### Building the Future

<b>Kindergarten</b>	Love Goes Round and Round	A. Olson
<b>Nursery</b>	We Are A Family	J. Hartman
<b>Grade 2</b>	A House is a House for Me Welcome Home	Fred Penner Jacobson
<b>Grade 1</b>	All I Really Need Aquarium	Raffi Saint Seens
<b>Primary Choir</b>	Rhythm of the Rain	
<b>Grade 3</b>	Dream a Dream Our Wishes	Emerson/Jacobson
<b>All</b>	Hymn to Freedom	Oscar Peterson
<b>Recessional</b>	Siyahamba	Traditional African

#### **Accompanists:**

Piano: Ms. Helen Black

Drums: Mr. Jeff Gordon

Bass: Ms. Meghan Dolovich

Violin: Ms. Carolina Nagy-Schick

*"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*



## ***All Aboard... The Journey Begins: 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 2012 will mark the celebration of our learning journey.

Year One of our three-year journey is showcased tonight in our very own production of *All Aboard...The Journey Begins*. Six travellers meet 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'll come home and, with new eyes, share their learning stories.

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. *All Aboard...The Journey Begins*.

### **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 at the beginning of the evening.

The Primary and Intermediate choirs will each be performing a selection, followed by a whole-school finale performance by Nursery through Grade 6.

All students at Grosvenor School receive American Sign Language For All instruction as part of our inclusive model. Our musical finale, performed with voice and American Sing Language, is *Hymn To Freedom*, Oscar Peterson's 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 *All Aboard...The Journey Begins*. Ms. Robbins' script mirrors Grosvenor children's learning conversations about human rights. All Aboard!



***"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.

Students in Grade 5 took specific action, led by one of their fellow classmates after learning about the disaster in Haiti. The student wrote the following reflection:

*"After seeing photos in the news and talking to my parents about the tragedy that happened in Haiti, I decided to do something to help. I talked to Mr. Corbett about doing something to raise money for Haiti. He talked to Ms. Pellaers, my classroom teacher, and from there I did a presentation to my grade 5 class. We thought of many ideas to raise money and came up with the idea of having a bake sale and accepting cash donations. A couple days later, each grade 5 student brought 20 baking items. We sold most of the items the first day and had another sale the next day to sell the extras. There were still a few items left after the second sale so we donated them to Winnipeg Harvest. As a result, we raised \$1202.86." - Grade 5 Student*

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.

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



### **All Aboard...The Journey Begins – The Multi-Media Visual Art Installation**

The dream of the new Canadian Museum For Human Rights is the inspiration for our whole school inquiry, from Nursery through Grade 6. Through a process of exploration, questions, discovery and inventions, students made connections across the curriculum to help them make sense of their world.

Working with visual artist, Mr. Bud Gillies, over several weeks, students created seven multi-media pieces, to represent the *United Nations Declaration of the Rights of the Child*. They are suitcases of ideas, packed and ready to take on our journey:

The **Nursery and Kindergarten** packed a suitcase related to the right to affection, love and understanding. The **Grade 1** students packed a suitcase that depicts the right to adequate nutrition and medical care. The **Grade 2** students created a suitcase that shows that home is where the heart is. The **Grade 3** students’ suitcase speaks to their hopes and dreams for children everywhere: the right to free education and to full opportunity for play and recreation. The **Grade 4** students created a suitcase about the right to a name and nationality. The **Grade 5** students created a suitcase about the Four Nations, honouring the past of Canada’s First Peoples. The **Grade 6** students’ suitcase asks the question: What would it be like to walk in the shoes of a human rights leader? It features puppet depictions of five inspiring people.

The collective interactive piece is designed to inspire people to become leaders for human rights. It is our hope that this amazing work of art will be showcased and celebrated tonight at our Fine Arts Evening and beyond. All Aboard!

### **All Aboard...The Journey Begins – Stage Set and Props**

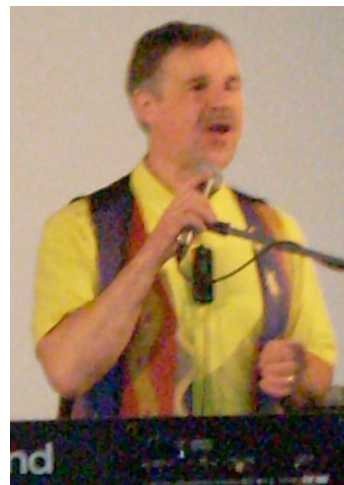
Our students created all of the sets and props for the Fine Arts stage performance. The students worked with our Division Art Consultant, Mr. Halas, to create inspiring messages of hope and opportunity for positive change. These will be on display in our school hallways for further exploration.

### **Our 4 Villages – Community Building and Aboriginal Education**

To further our understanding of our global and local village, Grosvenor once again grouped all staff and students into four mixed-age Villages: North Village, South Village, East Village and West Village met and worked together through the year. The goals of this approach were to foster peer-to-peer and staff-to-peer relationships, to incorporate traditional Aboriginal teachings, to further develop our whole school inquiry and to have fun! Ms. Jacqueline Mignot, an Aboriginal Support Teacher, worked with all four Villages, staff and parents to teach the Seven Sacred Teachings and to further connect our understanding of First Peoples in the global village.



“Nothing great was ever  
achieved without  
enthusiasm.”  
-Ralph Waldo Emerson



Terry Kelly Assembly

## Introductions to travellers...

Have you ever wanted to be a part of something bigger than yourself? There's so much out there just waiting to be discovered. I haven't done much traveling. I've seen family in Saskatchewan and our lakes in Ontario, but I've never crossed an international border. I imagine a trumpet fanfare and a huge parade in my honour when it finally happens. I'll enter a new country to see a colourful sign that says "WELCOME! WE'VE BEEN WAITING FOR YOU! WE'RE SO HAPPY YOU'VE FINALLY ARRIVED!" Or, maybe I'll just get a stamp in my passport and that will be thrilling enough!

I'm so ready to learn about the world and its people. I'm ready to expand my point of view. I've always been good with people, so I'm not afraid to travel alone. I know I'll make friends. I can't wait to make friends! I'm wearing lots of maple leaves so everyone will know I'm from Canada. I wonder how much they'll think they know about me just because of where I live. Maybe I'll fascinate my neighbours across the globe with my lilting prairie accent! I really believe I'm going to meet some incredible people and hear some pretty amazing stories along the way. I'll keep track in my journal!

I thought I could do this, but I'm not so sure anymore. I felt so brave when I was packing my suitcase. I picked out my socks and shoes with confidence. Now I'm not even sure which way to go, and if I can find the right train, will they even let me on? What if I don't have enough identification? Where's my money? Breathe. I'm fine. I'm good. I plan to avoid all the tourist spots along my journey. I want to explore the quiet, hidden beauty of every place. I want to listen in on the everyday conversations between people who understand the history of their countries. I'll totally blend in, right? Breathe, breathe!

Hi! In school we've been learning about the importance of Human Rights – knowing what they are, and how we all have the same rights, no matter what. The problem is not everyone is listened to or respected in this world. Some people have their rights and even their most basic needs like healthy food, clean water and decent shelter taken from them. I have a lot of dreams, not just for myself, but for others. I want to show respect by doing all I can to see my dreams come true. I'm taking this journey because I want to find a way to help people in trouble. I'm not sure yet how I can help or how I might change the world for the better, but I'm a good listener. Maybe someone out there, someone I'll meet on this voyage, will have an idea how I can help.

I am in love with books, especially any books to do with history. I can imagine myself in a different time and place and feel myself in someone else's shoes. Do you have a family tree? On mine, I can see names and dates, but there are no personal stories. What I want to know is what did my ancestors do for a living? What were their hopes and dreams? What were their greatest strengths? If they lost someone they loved, how did they continue to survive? If they moved to another land, what were the reasons? Was it their choice? Were they in danger or were they scared? Were they looking for adventure or just a safe place to call home? Every family has a story. I'm searching for my family's adventures as I have my own. And, I'm looking forward to making a new kind of family as I travel – one that includes new friends with their own stories to share. This is the start of my story.

Hello. I have no idea what lies ahead of me. I know I'm heading east to start, but that's all. I'm ready to begin this journey, no matter where it leads me. I'm bringing my camera. I enjoy taking pictures of landscapes and architecture, of course, but my favourite images are of faces. Every set of eyes tells a story. You can find kindness and warmth in faces. You can guess someone's language or maybe where they're from by looking at appearances, but you only understand a soul by reading the eyes. Then of course you introduce yourself and hear the real story. I may take thousands of pictures over a lifetime, but I'll never forget to look closely at each image of a face and understand that each one represents a person to know and respect and honour. Smile!

Welcome! I'm a station attendant and it's my job to greet incoming and outgoing passengers. I can help you with your luggage, if you need. My favourite part of my job is definitely the people. Even if you don't understand all the languages that float in and out of this place in a day, you can read a smile or a wink, or body language. You can feel the energy in the air when a family reunites, or feel the excitement when someone's arriving to our city for the first time, or headed somewhere new. I love watching people coming and going, helping ease their nerves and maybe trying to brighten their day after a teary farewell. I never know quite what to expect – oh, all trains delayed. We might be here for awhile! Soak up the atmosphere and enjoy it. Just feel the history of this place and all the people who have come before. Let's respect the path others have walked and the path we walk together now and honour this earth we all share.

***"Everyone has a right to peaceful coexistence, the basic personal freedoms, the alleviation of suffering, and the opportunity to lead a productive life..." - Jimmy Carter***



## Grade 6 Newscast

I'm reporting from Grosvenor School with exciting news for our community, our city and our country. The Canadian Museum for Human Rights is currently under construction at the Forks in Downtown Winnipeg and is scheduled to open by 2012. We wanted to hear reactions from students of Grosvenor School who are currently taking part in a 3 year inquiry project and exploration of human rights. Here are some of the thoughts of the Grade 6 class and our leaders of tomorrow.

### **What do you hope to see or learn at the Canadian Museum for Human Rights?**

I would like to learn more about human rights leaders and how they've made a difference. I've been studying Nelson Mandela and I think he's incredible for standing up for what he believes, helping to put an end to apartheid in South Africa and moving towards peace and equal rights for all.

Mother Teresa was inspiring – reaching out and caring for everyone around her, especially children. She loved everyone and we should be able to do the same. One of my favourite things that Mother Teresa said was “I want you to be concerned about your next door neighbour. Do you know your next door neighbour?” We need to reach out and take of each other. That's something we all can do.

I know about Mohandas Gandhi and how he helped not just the people of India, but the entire world, by refusing to be treated without dignity or respect. He sent a powerful message that freedom and truth should be gained with non-violence and that each of us should be the change we wish to see in the world.

I hope Anne Frank's story is included in the museum. Reading the passages in her diary gave me an idea of what it must have been like to be hidden away, scared and bored, waiting day after day because someone in power thought you were less of a human for being seen as different. We're all different on the outside, but we all deserve the same rights and freedoms.

Rosa Parks stood up for what she believed, when she was tired of being treated unfairly. I think a lot of people could relate to her story. I'd like to learn more about her.

I think Martin Luther King Jr. was a great civil rights leader and he worked so hard for racial equality. I'm pretty sure I'll learn more about him at the museum.

I'm curious to learn more about Canadian human rights leaders and heroes. I know that Craig Keelburger decided to do something about the problem of child labour and working to improve all children's rights. He started this organization “Free the Children” with some buddies from school when they were just 12. Hannah Taylor started the Ladybug Foundation to help make the lives of homeless people better when she was just 8. There are so many stories of Canadians who are making a world of difference every day – I want to know their stories.

I don't know if Terry Fox could be considered a human rights leader, but he sure is a hero. He's inspired so many Canadians, especially kids. He united the country for the important cause of cancer research. We all deserve the best health care and shouldn't be discriminated against based on physical ability, so he definitely helped in that way.

***“A right is not what someone gives you; it's what no one can take from you.” - Ramsey Clark***

## What do you think this museum will bring to our city and to us as individual citizens?

I think we'll have a chance to dig deeper into people's stories, not just in other parts of the world, but in our own cities and communities. I'm hoping to feel a personal connection and understand more about history and where we're headed for the future.

I wasn't sure at first how the museum would offer anything. I didn't want to just hear about all these horrible experiences and not be able to change anything, but I think now the point of listening and trying to understand those stories is that maybe we'll learn from history's mistakes. Maybe we'll be inspired when we see how people have risen above tragedy and can still love and forgive and carry on with life.

I've been to the museum's website and there's actually a spot to share personal stories about human rights – so if you've ever been bullied or feel like your rights have been taken away, you can share your own words and the museum will use your story to teach a lesson or have other kids respond and share what they know or feel. I think it's neat that my voice will be heard if I have a story to share.

People like Hannah Taylor make me realize there might be something I can do to change the world for the better and make a difference. I stopped a fight on the playground. Does that count?

One thing I remember learning is that the Universal Declaration of Human Rights is not law, but words on paper, and it is up to me – us – to put those words into action. We have a responsibility to follow our rights and respect others, and realize all people should have these rights and deserve them, too.

I think the museum will give us a chance to grow as learners and as people and to maybe learn even through sadness we can still find hope and inspiration.

I think we're lucky at Grosvenor because we have a chance to help others and make a difference as a school community. Every grade can donate to UNICEF, Rice Raiser, Winnipeg Harvest, Christmas food hampers, or Hannah Taylor's Ladybug Foundation to help the homeless. Kids sometimes even ask for money instead of birthday presents and donate to places like the Winnipeg Humane Society. I think we have leaders in our own school, and that's exciting.

## How do you think it will feel to enter and experience the museum from the inside?

I think the idea is it will feel like a journey. You're given a person's name and you try to find out their story – where they're from, what rights they had taken away or had to work for, whether they're still living and how they may have died. You can imagine walking in their shoes.

From what I know about the design, you walk through the museum and eventually you move upwards to the "tower of hope". I want to leave the museum feeling inspired and peaceful and ready to make a difference.

I think every time I go it will be different. Each time I'll learn something new and respond in new ways. I'm hoping I can ask some big questions and find the answers – maybe not all at once, but eventually. Maybe it will take a lifetime to figure it all out.



The Lady Bug Sale!

Yummy Lady Bug Cookies for sale to raise \$530 to help the Lady Bug Foundation fight homelessness.

## How do you plan to be a leader of human rights?

By being kind on a daily basis, and looking out for other people.

By listening to people's stories, taking the time to know them and show them my respect.

I was really inspired by Hannah Taylor's visit to our school, and I'd like to help the homeless people of Winnipeg, too. Maybe I could volunteer for the Ladybug Foundation. Hannah says "When you have hope in your heart, all things are possible". I'm pretty hopeful for the future.

My family and I go to Winnipeg Harvest to help package food and do whatever they need. I don't think anyone should have to go hungry when there's enough food in the world to share.

I'd like to start a program that teaches people to read - maybe even kids teaching adults to read. I think that could really change a life – being able to use the imagination and discover the world in a whole new way. I think reading brings confidence, too, and can help people achieve their dreams.

I'm not sure how to help yet – but I'm willing to find out.



Hannah Taylor visits Grosvenor



WHAT CAN YOU DO? WHAT CAN WE DO TOGETHER?

*"Education is the most powerful weapon which you can use to change the world."* – Nelson Mandela



## The North Village

Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	STAFF
Beth	Juca	Karly	Riley	Ollie M.	Sean	Aidan N.	Rowan	Ms. Varnes
Samantha	Flyn	Kyler	Carlin	Graham	Mya	Cameron	Colin	Ms. Robbins
Ryan	Weldon	Eyob	Quinn L.	Kate	Denise	Ethan	Graeme	Ms. Almdal
Matthew	Justin	Liam	Joseph	Emma	Nicholas B.	Holly	Shayna	Ms. Zealand
	Luke	Sacha	Theo	Jessica	Alicia	Liam M.	Janel	Ms. Bajon
		Madison	Clara	Josie	Marcus	Sullivan	Jon	Ms. Nickerson
			Shae	Carmen		Teresa	Joshua	Ms. Clark
			Valley			Jacob E.		Ms. Amaral

## The South Village

Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	STAFF
Eve	Willow	Bronwyn	Zoe	Emma C.	Eli	Alana	Sophia	Ms. Pedersen
Rorie	Rose	Evan	Sophia	Quin H.	Noel	Ben	Quinn	Ms. Pellaers
Alex	Paitin	Bryce	Elizabeth	Thayden	Lily	Emily	Sam	Ms. Wheadon
Evan	Nicola	Ebon	Caitlin C.	Sheilagh	Meagan	Jacob A.	Nik	Ms. Larmour
	Kaya	Jessica	Aidan	Brooke	Claire	Natica	Michael	Ms. Lopes
		Matthew S.	Coral	Sabrina	Ashtyn	Nicholas D.	Sarah	Ms. McDougall
		Riley		Emily W.	Alex R.		Kayla	Mr. Dhaliwal

## The East Village

Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	STAFF
Anna	Savana	Joey	Caitlyn L.	Mason	Reynalyn	Aidan R.	Isabel	Mr. Lawler
Paige	Amaya	Amelie	Scott	Samuel	Marjorie	Christian	Ian	Mr. Nikkel
Paul	Gabrielle	Nicole	Steffi	Liam	Alex M.	Felice	Remy	Ms. Berry
Zeca	Ruby	June	Chris	Meagan	Loanne	Nicholas C.	Zack	Ms. Derragh
		Ksenia	Hanna	Raelynn	Jaden	Torbjorn	Zelda	Ms. Matsukubo
		Grace	Ruby	Jade	Justin	Kristjana		Ms. Hughes
		Isabelle	Niniichaani		David			Mr. Kehler

## The West Village

Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	STAFF
Magnus	Spencer	David	Aela	Julie	Patrick	Amber	Emily G.	Ms. Jackson
Alec	Van	Lucas	Brianna	Carelien	Khoa	Brett	Joshua	Mr. Roberts
Yogi	Hunter	Parker	Bryson	Sam	Hannah	Eric	Emily A.	Ms. Squair
Christofer	Rowan	Joshua	Quinn	Joshua	Ellice	Liam	Riley	Ms. Campbell
		Ethan	Jenna	Varian	Jenay	Noah	Gabriel	Ms. Culligan
		Brittany	Ares		Sophia	Sophie	Brendan	
		Owen			Matt		Jayson	



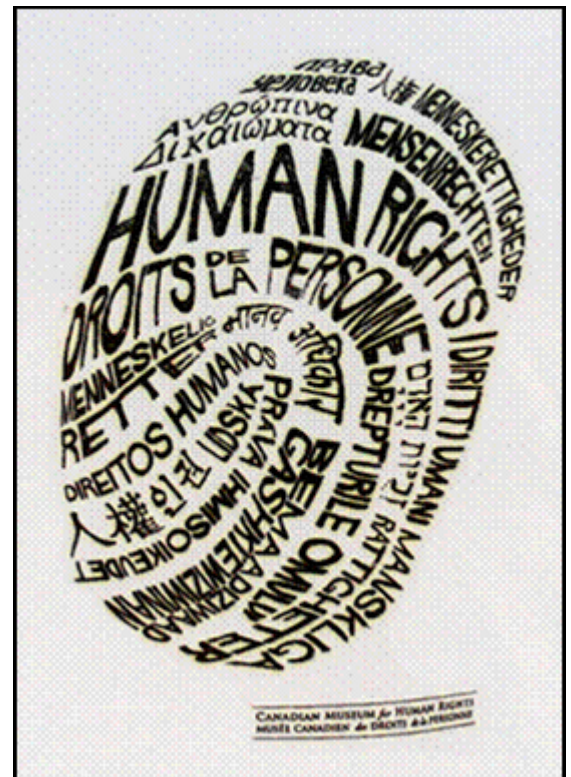
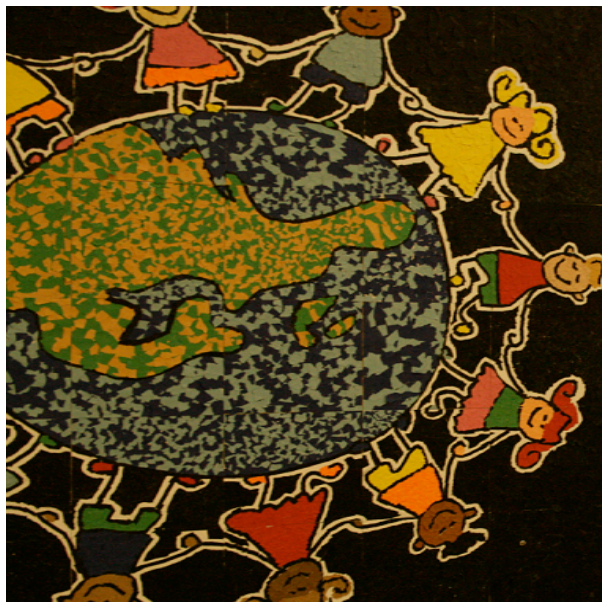
**Tonight, the students at Grosvenor School stand united wearing a t-shirt designed for the Canadian Museum For Human Rights that is a thumbprint of the phrase; “Human Rights” written in languages from around the world.**

**All Aboard: the journey at Grosvenor is just beginning.....**

**Well, it seems these students are thinking about how they might make a difference – which is a great place to start.**

**We hope you’ll all take many opportunities to visit the Canadian Museum For Human Rights when it opens, whether it’s with your family, friends, as part of a classroom, or bringing guests or visitors from other parts of the world. In any case, we should all be prepared to honour the past, question the present and build the future.**

**Thank you for joining us tonight and watching.**



**"I am only one, but still I am one.  
I cannot do everything, but still I can do something;  
And because I cannot do everything  
I will not refuse to do the something that I can do."**

*Helen Keller*