



Grosvenor School

Grosvenor School is proud to present

“TENDING THE GARDEN” Enough for all, for everyone, forever

An evening to celebrate the arts with the families of Grosvenor

{ An inquiry journey at Grosvenor School to honour the past, question the present and build the future. To learn about education for sustainable development, human rights and human wrongs, and how to make our world a better place. }

The Program

ALL	“Exsultate Cantamos Festivo” Jay Althouse <i>A joyful Spanish Latin celebration song to welcome you to our Circle of Courage.</i>
ALL	“Where We All Belong” Raffi <i>We invite you to join us in our Circle of Courage (audience participation).</i>
NURSERY/KINDERGARTEN	“Big Beautiful Planet” Raffi <i>Our youngest students have been learning about The Little Earth Charter and how we can all make a promise to look after our planet.</i>
GROSVENOR STRING ORCHESTRA	“Twinkle Twinkle Little Star” Mozart “French Folksong” Traditional <i>The Grosvenor School String Orchestra’s debut performance, directed by Andrea Bell.</i>
GRADE 1	“The Sharing Song” Jack Johnson <i>Our students have been learning about “needs and wants” and the importance of sharing all that we have.</i>
GRADE 2	“Beetz in My Salad” Renee Janski & S.J. Tucker <i>The children are learning about the “Three Sisters Garden” and in this contemporary piece, they are exploring what we eat today!</i>
GRADE 3	“Colours of the Wind” Alan Menken & Stephen Schwartz <i>A song highlighting the natural elements of the medicine wheel.</i>
ALL	“First Peoples” Raffi <i>We celebrate First Peoples from around the world – from the Arctic to the rainforests of Brazil.</i>
BOY’S DANCE	“Hey Brother” Avicii <i>As individuals we express our unique qualities, when we join together in solidarity we are stronger.</i>

GIRL’S DANCE	“Many Rivers to Cross” Jimmy Cliff/sung by Annie Lennox <i>The song represents the strength and wisdom required to overcome the obstacles of everyday life.</i>
DRAMA CLUB	“Nelson Mandela Tribute”
DANCE TRIO	“Ordinary Love” Bono and U2 <i>This song was specifically written for a biographic film honouring the life of Nelson Mandela.</i>
ALL	“Mighty Hearts of Courage” Jamie Olivero <i>A gift of song written for the students of Grosvenor School.</i>
GRADE 4	“We Rise Again” Leon Dubinsky <i>Celebrating the elders in our community.</i>
GRADE 5	“Earth Song” Michael Jackson <i>Asking difficult questions to help us search for answers to create a better world.</i>
GRADE 6 ENSEMBLE	“I Believe” Stephan Moccio & Alan Frew <i>Originally recorded for the 2010 Winter Olympics, our students apply the lyrics to our individual choices and the power one person has to change the world.</i>
GRADE 6	“Brave” Sara Bareilles <i>Sara was inspired by a friend’s personal struggle and this song has become an anthem for many people who are facing their fears.</i>
ALL	“Circle of Life” Elton John & Tim Rice <i>We are reminded of the power and strength of a circle through this famous song from “The Lion King”. The Circle of Life can be defined as nature’s way of taking and giving back life to the earth.</i>

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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 and the talent you share to create the 4 Villages Circle of Courage Flags – funded by Project Peace Makers and the Winnipeg Foundation. Charlene Brown for working with our 4 Villages to create the whole school (Nursery to Grade 6) art installation titled “Courage” inspired by the Circle of Courage – funded by Manitoba Arts Council ArtSmarts. Thank you to Rinella Printers. Thank you to Joe Halas for the art design and to Ms. Andrea Bell for sharing

your musical talents and leading the Grosvenor School String Orchestra. To 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 accompanist Ms. Helen Black and to the Jackson Family – Kelly, Cody, and MacKenzie . A 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.

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The Learning Process Through Inquiry At Grosvenor School, the staff, student and parent community embarked on a 3-year inquiry study of Human Rights and the Canadian Museum for Human Rights that has now continued to include a study of Education For Sustainable Development focusing on the economy, environment, and social justice issues in our local and global village. At Grosvenor we have defined ESD to be “Enough For All, For Everyone, Forever”

Our task - **Honouring the past, Questioning the present and Building the future** - forms the framework for learning together about human rights and to help us better understand and make sense of our world. The opening of the Canadian Museum For Human Rights on September 19th, 2014 will mark the celebration of our learning journey.

Year 5 of our journey is showcased tonight in our very own production of “Tending The Garden”. In Year I “All Aboard, The Journey Begins”, six travelers met for the first time in a train station to prepare for their journey. In Year Two, “The Open Road” the travelers set off on their learning journey to meet new people and expand their knowledge of the global village. In Year Three, “Coming Home”, the travellers returned home to share their adventures and stories. Last year our travelers become gardeners, exploring issues in our own backyard and planting the seeds for the future sustainability. Tonight our gardeners will be showing us how to tend the garden of humanity through love, wisdom, truth, humility, honesty, respect, and courage.

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 learn dance from our itinerant specialist, Ms. Clark. The South District Dance Support Teacher, Ms. Braemer, collaborated with students in Grades 1-6 to promote dance and creative movement.

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. For the first time ever, our Grade 4-6 String Orchestra Program students will perform under the direction of their instructor Ms. Andrea Bell.

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 will reinforce the power of the circle. Our students, under the guidance and direction of Ms. Robbins, our drama coach, will deliver the live premiere production of Tending The Garden. Ms. Robbins’ script mirrors Grosvenor children’s learning conversations about “Enough For All, For Everyone, Forever”.

“Tending The Garden. Enough For All, For Everyone, Forever” 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 set design that represents how are students are preparing to take action to make a difference in our world and ensure a better place for all.

Our whole school inquiry; titled “Tending The Garden” is a study of Education For Sustainable Development related to the economy, environment, and social justice issues in our local and global villages. The Fine Arts evening will showcase the student’s learning through the arts-visual, drama, dance, and music.



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 of all of us together.

This year our Rice Raiser campaign supported 4 global projects in Ethiopia, Haiti, Mozambique, and Nepal.

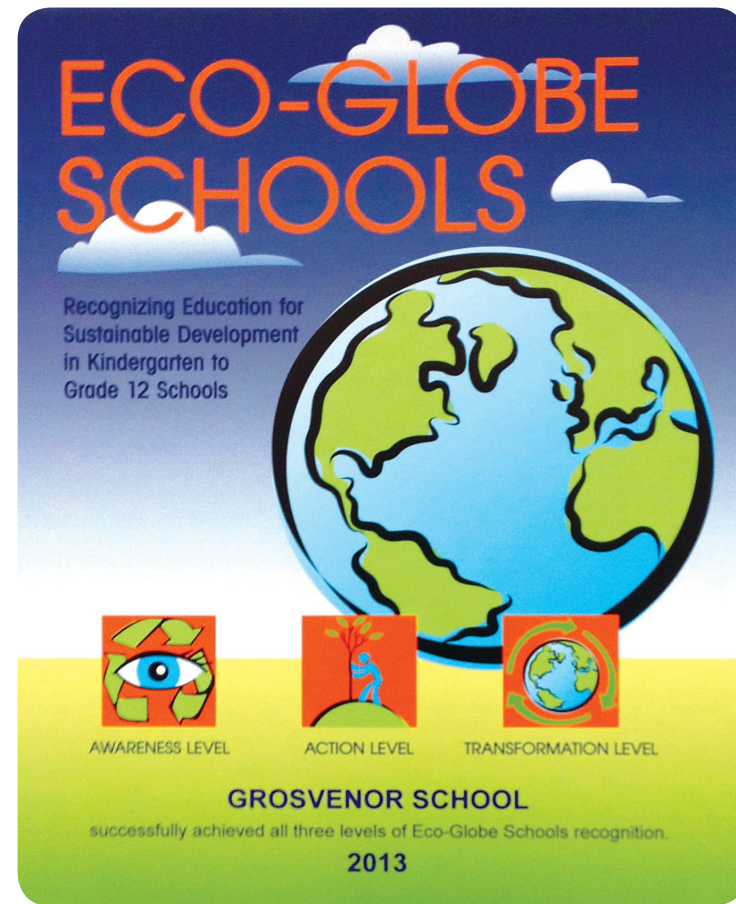
As you can see, learning about global issues helps our children to look beyond themselves and engage with others across borders of geography, politics, culture, religion, and language. They are widening their experience and developing positive attitudes about global solidarity, peace, tolerance, multiculturalism,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





“**Courage**” is a whole school art installation with participation from every student in Nursery to Grade 6. “Courage” is inspired by the First Nation’s Medicine Wheel and the Circle of Courage. Students were guided to reflect on their own strengths, gifts, and talents which are represented by the four colours on their individual circles. Tonight all 178 circles been connected to symbolize the strength and courage of individuals and our collective school community.

Much praise to parent and artist **Ms. Charlene Brown**. Thank you for sharing your gifts and talents that made this art experience possible for our children.



Grosvenor School Is Recognized As An Eco-Globe School

Grosvenor School is very proud to be the first school in the Winnipeg School Division and the second school in the Province of Manitoba to be recognized as an **ECO-GLOBE SCHOOL** at the highest level of sustainability (*transformation level*).



The Script

I've always been fascinated by the symbol of the circle. It can represent the life cycle, balance, wholeness, connection and inclusion in the universe. It can mean love, community, eternity – or a promise. It might remind us of the eye, the mind, the sun, moon or planets, a wheel, a ring, or a hoop or link in a chain. Found throughout the natural world and celebrated in art, dance, math and spiritual beliefs across the globe, the circle is at the core of the familiar and unknown, at the same time. Cool, right? **My name's Nicola**, by the way, and welcome to the circle, where we all belong!

Hi! I'm Aidan. So, I'm pretty proud of this garden so far. The compost is in action with busy worms helping to create rich soil full of nutrients, which makes for some happy plants. My family's producing less waste because of our effort to compost and recycle. We've set up two rain barrels to keep our plants healthy and strong and to help save water. I like how the families on our street seem to be thinking less about having perfect green lawns and are choosing to plant more, instead. All the fruits, herbs and vegetables are thriving in our garden. It takes a lot of care and attention to make sure the balance is maintained. This is important to me, though, and I'll do all I can to preserve and improve this environment, and not let any food go to waste!

Hello. I'm Matthew. I'm quite confident I'll pursue a career in the field of science – perhaps biology, as I find the study of life and living organisms so intriguing. I'm interested in the connection between the maintenance of plant health and soil fertility, as well as hydroponics, which allows us to grow plants in water using mineral nutrient solutions with no soil. I am also concerned with food security. Every human has a right to nourishment and should have equal access to safe and nutritious food. I'd like to learn how to share food on this planet and then spread the knowledge I've gained to improve the health of local and global communities in greatest need. It's good to have goals.

My favourite way to communicate is through art. I love noticing fine details, whether I'm sketching the veins of a leaf, the texture on a piece of bark or the laugh lines around my grandma's eyes. When I'm taking a photo I'll zoom in on the rings of a tree trunk, frost on a branch, or a drop of dew on a blade of grass and the exquisite perfection takes my breath away. The process of decay is beautiful, too, I think. As something rots and breaks down it becomes new growth and adds life to the forest floor. Every dying thing becomes part of the living earth once more. There's comfort in that cycle. I think in appreciating details, it's easy to love

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the whole. How could I not work to conserve or protect the world and its people from harm when I know the value of our connection to one another, and the beauty in us all? **I'm Ruby** (*holds up her camera*) May I? (*Takes a photo of the crowd*)...Gorgeous!

Hi there! I'm Liam and I'm Ruby. The Earth Charter is a set of universal principles to foster sustainable development and is supported by UNESCO (or the United Nations Educational, Scientific and Cultural Organization).

The Little Earth Charter is designed for us kids and it carries the same message that it's important to create a world that will last and that we all need to be responsible citizens.

We would like to invite the Nursery and Kindergarten students and you, in the circle, to take the Little Earth Charter pledge together.

This is a chance for us to promise out loud how we'll make our world a better place! Thank you!

(*Wait until N/K classes are ready*) **Please repeat after me:** I pledge to respect and care for all living things, no matter how big or how small.

I pledge to respect and understand that everything on earth is interconnected and is somehow connected to me.

I pledge to respect and understand that I am part of the whole human family and I will do all that I can to make sure everyone in the human family is well treated.

I pledge to respect and understand the past and to learn from all the different people who have lived before me.

I pledge to do everything I can to live in peace and to cooperate with others to resolve conflicts in a non violent way that is fair to everyone.

I pledge to be kind and truthful to others to understand the feelings of others and do all I am able to make the world a more loving place.

I pledge to do everything possible in my lifetime to help make our Earth a healthy, harmonious and peaceful home for everyone in the future.

I pledge to respect and care for the Earth, the home we all share I will do all that I can to protect the water, the air, the soil and all living things.

Hi! I'm Weldon. Achieve balance and happiness is sure to follow. An ecosystem needs biodiversity or variety of life to

truly thrive. Animals, insects and plants in food chains and food webs rely on every part of the whole for them to last as long as possible. Effective governments and organizations need the voice and commitment of many to truly succeed. Musical harmonies come alive when multiple instruments blend as one. I think there's a balance in learning all you can in life – about all peoples of the earth and all its creatures. Becoming literate, numerate, learning languages, thinking critically, being creative, and visiting different world communities help increase our understanding of humanity and all the gifts this earth has to offer. It's important to give back, too, to share our skills and teach what we learn, or to offer some laughter or music as we travel this road together.

Hey – it's good to see you! **They call me Riley.** I've learned a thing or two about the difference between needs and wants. Often when we say “we need” or “we must have” it's just a want – not anything crucial to our survival, like clean air to breathe, fresh drinking water, nutritious food, clothing or shelter. We have rights, like having a home and loving family, going to school and having access to medical services, and being given the chance to play. We also have a responsibility to know our rights, respect others' rights and freedoms and follow rules. I consider myself an athlete and a team player. It's important to play fair and share the puck – the basics! It's a brighter day when we share what we have and know we're on each other's team.

I think it's important to remember how we share our garden harvest. We don't want anyone left out and going hungry or allowing any food to go to waste. If we don't grow our own community gardens, we can still know where are food comes from and we can support local farmers and buy fresh, healthy produce from nearby markets. If we do choose to do our own planting, we can think about the connection fruits, vegetables or flowers will have with each other. The Iroquois Three Sisters Garden combines the companion plants of corn, beans and squash. Corn, the oldest sister, stands tall in the centre, ever watchful. Squash, the middle sister, protects her family from weeds and uses her leaves to shade the soil from the sun. Beans, the youngest sister, climbs through Squash and up to Corn to bind them all together as she reaches for the light. They all rely on each other to grow and flourish. **I'm Maclean**, and you can rely on me!

(Nicola & Riley) The First Nations' Medicine Wheel is divided into four quadrants with colours that represent all nations, the seasons and elements, cardinal directions, sacred medicines and stages in the life journey. Embedded within the wheel is a deep respect and connection to Mother Earth and all her creatures.

This connects with the Circle of Courage as a model for positive youth development (but is for all people and ages) and strives for emotional health, wellness, balance and healing. To be close to the core is to achieve harmony.

The East quadrant is yellow and symbolizes fire, spring, or a time of planting, sunrise and birth, the eagle, the sacred medicine of tobacco and a connection to the physical self. Here we seek generosity and ways we can help and give to others.

The South quadrant is red and represents water, summer, or a time of growth, the afternoon and youth, the wolf, the sacred cedar plant and emotional understanding. Here we develop mastery and a sense of what we can achieve as we work towards personal goals.

The West section is black and signifies earth, autumn, or a time to harvest, sunset and adulthood, the bear, sage, and a development of mental capacities. Here we search for a sense of belonging and find a connection within a greater community as we build healthy relationships.

The North is white in colour and symbolizes the element of air, the winter, night and elders, the buffalo, sweetgrass and a deep spiritual connection and understanding of life. Here we strive for independence as we learn essential life skills and that our choices affect our destiny.

No matter where we place ourselves within the wheel or circle, we recognize we live in relation to one another. We are tied to a land that deserves our respect and we are linked in a hoop that never ends...

(Ruby G. & Liam) We belong to each other and rely on those we love to help us survive and flourish. Yet, we don't have to be related to someone to show empathy or give love.

We can listen and learn from each other's stories. We can respect the generations who came before and learn lessons from the knowledge they've gained.

There will be those who inspire us and those we question. What we need to decide is whose example should we inherit, or must we carve our own path?

Whatever the future may hold, we can always treat each other the way we want to be treated. We can choose compassion and kindness over apathy and hate.

We can avoid making assumptions about groups of people and learn more individual histories and life stories. We can find joy and wonder in each other.

We can carry on positive traditions and qualities we've learned from our loved ones, even when their physical

presence is gone. We can honour, cherish and remember in how we choose to live.

(Aidan & Weldon) What happens when human rights aren't being met or we start forgetting our responsibilities to each other and the planet? Does that give us permission to pick up and leave?

It's thrilling to imagine exploring new frontiers, like starting a colony on Mars, but I wonder – what does that mean for those left behind?

We need to take care of this earth and what we've started. We need to clean up our own mess and make this a world worth passing down to future generations.

The challenges we face may seem overwhelming, but now is the time for wisdom and courage, problem solving and action. Now is the time for transformation and healing.

We can live sustainably by composting, reducing the amount of garbage and pollution we create, using less energy and turning to alternative sources like wind and solar power. We can demand tougher laws to protect our environment.

There are so many “what if’s” to answer and consequences to face. We need to be honest and open as we deal with the shared challenges ahead and decide how we can make a difference.

(Ruby P.-N. & Matthew) We have choices to make each day. Let's trust our strength of character to know we'll do our best.

We can build on the foundation of all we've learned and have the depth to wonder “Why is this so?” or “What came before?” or “What would I do differently?”

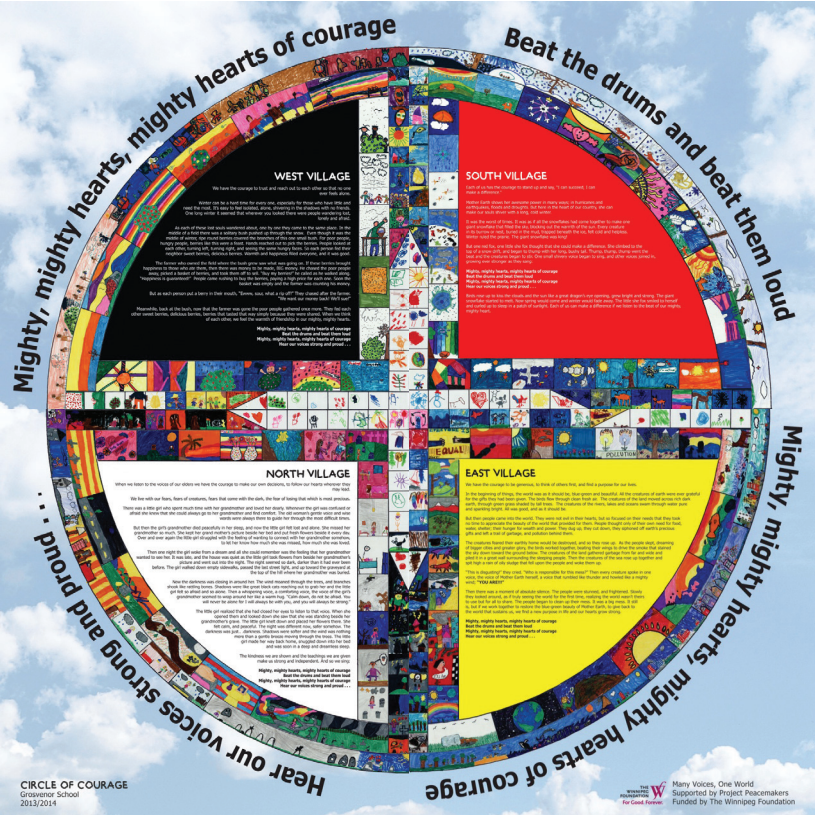
We can have the courage to face the unknown and still be true to ourselves. We can believe in our hearts we can change the world for the better with our voices and actions.

Remember Margaret Mead's words – “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

Think, too, of Ghandi's message – “Be the change you wish to see in the world.”

Let's believe in ourselves, and each other. Let's stand strong and be brave!

(Maclean) We have a lot to consider and much to do to keep our world and ourselves balanced and whole. This environment is worth tending, though. We're the gardeners – it's our job to be keepers of this earth we've inherited for a little while, and to appreciate the connection between all living things. We realize, though, that we need practice and time to gain experience and knowledge. We have to be persistent and commit to the great task of managing a garden. We have to observe carefully – and listen, watch, hear, touch and taste as we learn from the natural world. We have to be flexible and adapt if our choices affect growth in a negative way. And, without a doubt, we must have the courage to make mistakes and face failure from time to time. We're certainly not perfect, but it's good to have goals, right? Oh, and, let's appreciate this circle we're lucky to be a part of and not forget to celebrate life!



North	Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Staff
	Sabrina	Emma	Geneva	Anabelle	Beth	Ben	Sidney	Riley	Ms. Robbins
	Amani	Sara	Piper	Sam	Samantha	Flyn	Kyler	Carlin	Ms. Almdal
	Bethany	Steven	Myka	Emma	Matthew	Weldon	Eyob	Quinn L.	Ms. Bajon
	Lily	Henry	Max	Mateo	Carter	Magnus	Jessie	Joseph	Mr. Antymis
		Reese	Stella	Charlie	Peyton	Victor	Sascha	Theo	
		Kassie	Anabelle	Ben	Grayson	Brennan	Madison	Clara	
				Sophie			Bronwyn	Shae	
							Anatol		

South	Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Staff
	Maya	Christian	Robbie	Catherien	Eve	Aiyana	Evan	Zoe	Ms. Pedersen
	Lindsay	Maeve	Marcus	Liam	Rorie	Olivia	Bryce	Tamir	Ms. Enns
	Rowan	William	Keaton	Noah	Alex	Katie	Ebon	Elizabeth	Ms. Sheikh
	Felix	Clara	Evie	Cindy	Evan	Annika	Liam	Devon	Ms. McDougall
	Daniel		Preston	James	Max	Nicola	Matthew	Mieka	Ms. Zealand
			Miles	Kale		Kaya	Riley	Aidan	
				Andrew		Luke	Sahand	Coral	
						Maclean	Mitchell	Caitlyn C.	

East	Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Staff
	Austin	Ciaran	Beck	David E.	Paige	Savana	David	Caitlyn L.	Ms. Connor
	Joseph	Elizabeth	Connor	Nathan	Paul	Amaya	Nicole	Scott	Ms. Milak
	Stella	Ellyce	Milli	Ava L.	Zeca	Gabrielle	June	Stefanie	Ms. Clark
			Luke	Quinn	Amelie	Kate	Ksenia	Chris	Ms. Jackson
			Hanaa	Annika	Sophia	Juca	Grace	Hanna	
				David S.		Ruby	Isabelle	Ruby	
						Roman	Lily	Niniichaanis	

West	Nursery	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Staff
	Austen	Rachel	Jaya	Ava A.	Magnus	Isaac	Joey	Ares	Ms. Culligan
	Griffin	Milo	James	Eithne	Alec	Spencer	Owen	Aela	Ms. Squair
	Malaya	McCormick	Alex	Cassidy	Julian	Kai	Parker	Brianna	Ms. Banks
				Jillian	Christofer	Hunter	Joshua	Bryson	Mr. Kehler
				Danika	Dalton	Rowan	Ethan	Quinn M.	
				Merrik			Brittany	Jenna	

The 4 Villages Flags

Artists from Many Voices, One World came to Grosvenor School this year to help us create the 4 Village Flags. Each village worked with Storyteller, **Mr. Jamie Oliviero**, to develop stories of courage and Artist, **Ms. Shawn Kettner**, inspired children to create artwork to represent the village stories. Each village has their own flag that will be featured in tonight's performance and used for future assemblies, outings, and special events. When the 4 flags come together they become one incredible art piece. The First Nations' Medicine Wheel is divided into four quadrants with colours that represent all nations, the seasons and elements, cardinal directions, sacred medicines and stages in the life journey. Embedded within the wheel is a deep respect and connection to Mother Earth and all her creatures. No matter where we place ourselves within the wheel or circle, we recognize we live in relation to one another. We are tied to a land that deserves our respect and we are linked in a hoop that never ends... **Special thanks to Many Voices, One World, Project Peacekeepers, and the Winnipeg Foundation for your support with this project.**



Tonight, the students at Grosvenor School stand united wearing a t-shirt celebrating our new school logo **GROW!**

TENDING THE GARDEN: ENOUGH FOR ALL, FOR EVERYONE, FOREVER is Year Number 5 of our whole school journey.



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.**