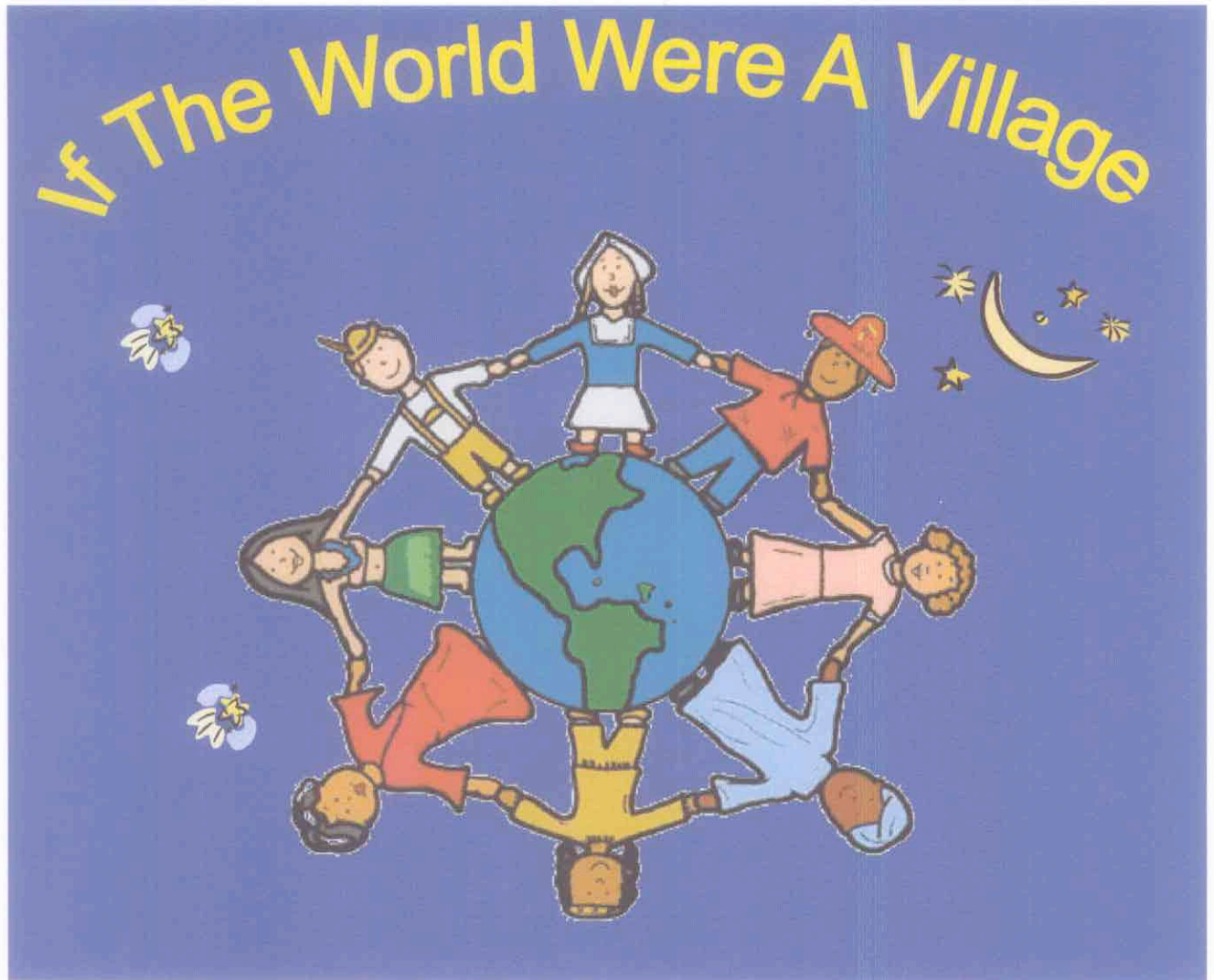


Grosvenor School is Proud to Present:



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

Thank you for supporting the Grosvenor School Association with the purchase of this souvenir program for this evening's performance.

All proceeds support the children and families of the Grosvenor School Community.

SPECIAL THANKS

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

- Anne Frank

"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

To those who helped make this experience possible.....

Bud Gillies (for your inspiration that made our village of 100 come to be),
Alison Cox (for the gift of your Aboriginal teachings),
Tricia Penner and Cherly Zubrack (for showing us the way towards inquiry),
Andrea Klymochko (for leading our young violinists),
Pam Cook (for helping to assist our violin classes),
Kristen Robbins (for coaching our amazing Grade 6 actors),
Leah Braemer (for arranging the choreography)
and the Grosvenor School Association (for their continuous support, vision and passion for the arts)

Thanks also to the incredibly talented Grosvenor school students, to all of our families for their creativity and time and to the Grosvenor Staff and student teachers for all their dedication and support.

Musical Director: Ms. Nancy Enns.



PROGRAM

Directed by Nancy Enns

Drama by Kristen Robbins

Choreography by Leah Braemer

Violin Instruction by Andrea Klymochko

Prelude

Piano Solo – Maxine

Renaissance Round – Grade 5 Recorder Ensemble

Zack, Graeme, Sophia, Zelda, Maxine, Sarah, Emily G.,
Remy, Emily A., Jayson, Gabriel, Colin, Kayla, Shayna,
Joshua, Riley, Michael, Rowan & Nik

Pachelbel's Canon in D – Grade 5 Orff Ensemble

Maxine, Zelda, Sarah, Sophia & Emily A.

Violin

Ms. Enns & Mr. Glavina

"Fren Folk Song" / "Two Doggy"

Beginning Violin Students:

Jayson, Brett, Emily G., Aidan N., Sophie, Kristjana,
Holly, Cameron, Noah, Teresa & Nicholas C.

"Short Bow Jig"

Returning Violinists: Rowan, Emily G. & Joshua

"If The World Were A Village"

Grade 6: *In This World Together*

Nursery: *Fish Alive*
Five Green & Speckled Frogs

Kindergarten: *Oats & Beans & Barley Grow*

Grade Two

Instrumentalists: Sabrina, Emma, Emily, Meagan,
Mekhi, Jessica, Samuel & Graham
To Everyone in all the World

Grade 1 & 2: *Share the Good Gifts*
The Garden Hoedown

Grade 3 & 4: *Everybody Say Peace*
When We Work Together

Grade 5: *This Land is Ours*
Trio: Zelda, Maxine & Sophia

Grades 1-6: *One Planet*
Instrumentalists: Grade 6 Class
Dance: Grade 4 class
Violinists: Rowan, Emily &
Joshua

This Little Light of Mine

Grades N-6 *Imagine*
Directed by Ms. Karen Wheadon

GRADE 6 ACTORS

Ardyn, Morgan, Liam, Riley, Michael, Claire,
Larissa, Wade, Sean G., Desmond, Sean K.,
Mukaddes, Dexter, Matthew, Reymar, John,
Maya, Levin & Tyra



"If The World Were A Village" – The Learning Process Through Inquiry

This year, Grosvenor School began with a whole school inquiry inspired by David Smith's book *"If The World Were A Village"*. The author of the book illustrates what it would be like if the world's population of over 6.6 billion people were a village of just 100 people. The book tells us who we are, where we live, how fast we are growing, what languages we speak, and so much more.

The inquiry process begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is. Here are some real examples of questions our students generated as they began the inquiry process:

"What would it be like if everyone in the world had the same amount of food or possessions?"

"What would it be like if there was no war?"

"Why can't all girls go to school?"

"When will the earth be too populated?"

"What can I do to help reduce global warming?"

Students then begin their investigations by gathering information. Now the learner undertakes the creative task of shaping new thoughts, ideas, and theories outside of their experience. Discussions follow as their knowledge and ideas become part of the community-building process. In the end students reflect on their learning, and consider their next steps.

Through this journey students may discover that the answers to their questions are not always out there, but somewhere within. So come and learn about our global village. What you find out may surprise you!

I * M * A * G * I * N * E

Celebrating the Arts – Drama, Dance, Music, Visual

The new Arts Curriculum for Kindergarten to Grade 4 incorporates all the mediums of drama, dance, music, and visual arts. The Grosvenor students in Grades 1-4 received dance instruction from our itinerant specialist, Ms. Enns. The South District Dance Support Teacher, Ms. Braemer, collaborated to promote dance and creative movement throughout the year. Tonight, the students will be presenting an interpretive dance to the song "One Planet" choreographed by Ms. Enns and Ms. Braemer. In the music program students have incorporated music and performance skills, music in context, creative expression, and a valuing of musical experiences.

Tonight the students will be performing a selection of musical pieces that offer a message of hope and how to make a difference in the world. Our Grade 4-6 violin students will perform at the beginning of the evening and returning violinists will be featured along with the Recorder and Orff ensembles. The Grades 1-6 choir will be performing two selections followed by a whole school finale performance by Nursery to Grade 6. All students at Grosvenor School receive American Sign Language For All instruction as part of our inclusive model. Our musical finale of John Lennon's "Imagine" will be performed with voice and American Sign Language, leaving the audience with the powerful gift John Lennon gave to the world of living in peace and harmony.

The Grade 6 students under the guidance and direction of Ms. Robbins, our drama coach, wrote the script and acted in the first time seen on stage production of "If The World Were A Village". The script mirrors the learning conversations children are having at Grosvenor School about our global village. At one point in the script, a student reflects saying:

"I really want kids hundreds of years from now to know what it is like to swim in a clean lake, or know what a polar bear is, not just from pictures, but because they still exist on the planet. I want to know that positive acts we take now can change the world for the better". Imagine.

"If The World Were A Village" Visual Multi-Media Art Installation

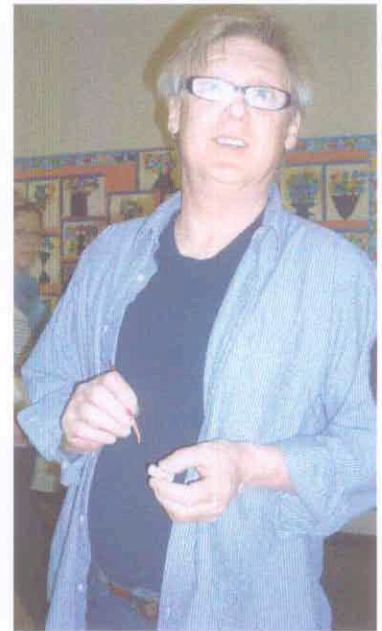
David Smith's book "If The World Were A Village" is the inspiration for our whole school inquiry from Nursery to Grade 6. Through a process of exploration, questions, discovery, and inventions, students were able to make curricular connections to help them make sense of their world. The students worked with visual artist, Mr. Bud Gillies, to represent concepts from the book and create an actual village of 100 people. The "Artists in the School Program" was supported by the Grosvenor School Association fundraising activities.

The Nursery students made trees, the Kindergarten students made the fruit and vegetable market, the Grade 1 students made animals (over 200 chickens live in our village), the Grade 2 students made trees, borders, and background, the Grade 3 students made houses and dwellings, the Grade 4 students made tiles, the Grade 5 students made the 100 people, and the Grade 6 students made the places of worship.

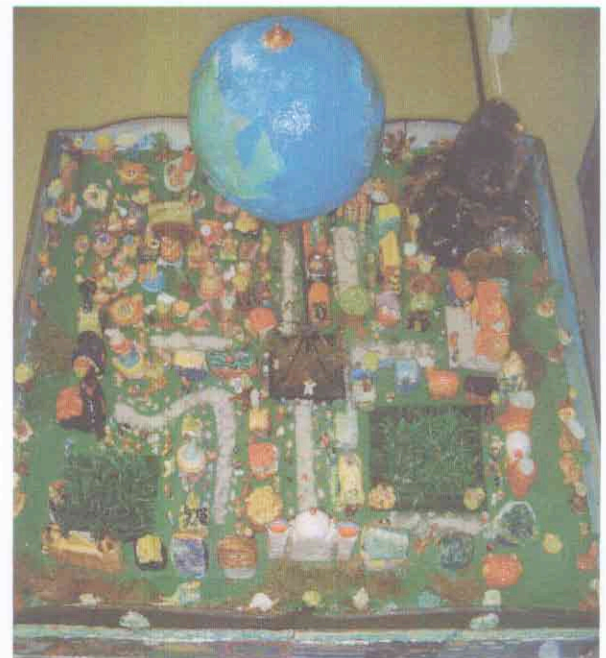
The multi-media art installation took several weeks to complete. The interactive piece has a working waterfall, homes that light up, representing how many people in the village have access to electricity, a spinning globe, and the recorded voices of our Grade 1 students singing the song "Imagine".

It is our hope that this amazing work of art will be showcased and celebrated tonight at our Fine Arts Evening and beyond. **Imagine!**

THE ART INSTALLATION



MR. BUD GILLIES



"If The World Were A Village" – Stage Backdrops

All of the backdrops for the Fine Arts performance were created by each of the classrooms from Nursery to Grade 6. The students learned about abstract art and used that knowledge to represent important concepts in our village.

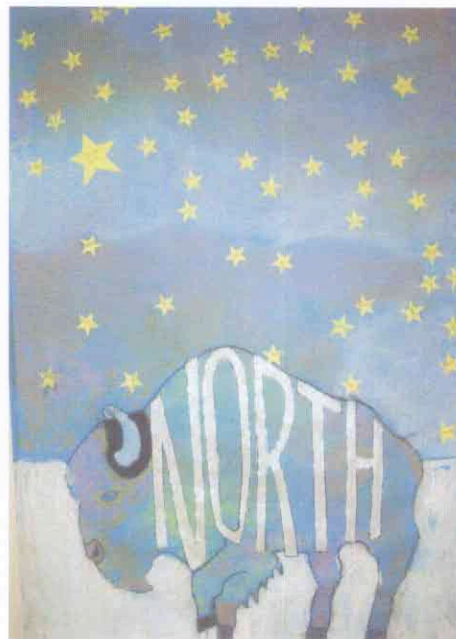
For example, a backdrop of colourful pinwheels is actually statistics on energy consumption in the village. It shows that 80 people in the village use 20% of the energy and astonishingly, 20 people in the village use 80% of the energy.

The other backdrops illustrate concepts related to age, water, nationality, money, food, electricity, languages, air, skin colour, religion, literacy, and computers. These will be on display in our school hallways for further exploration.

4 Villages – Community Building and Aboriginal Education

To further our understanding of our global and local village, all staff and students were divided this year into 4 Village mixed age groupings. North Village, South Village, East Village, and West Village met over the year with the intent to; foster peer to peer and staff to peer relationships, incorporate traditional Aboriginal teachings, further develop our whole school inquiry and to have fun! Ms. Alison Cox, an Aboriginal Traditional Advisor, 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.

"Let's put our minds together and see what life we can make for our children" – Sitting Bull



MS. ALISON COX



Rice Raiser – A Community Service Project

As you have learned, our school has embarked on a whole school inquiry titled “If The World Were A Village”. Students have learned that in the village of 100 people 73 are over the age of 15, 76 have electricity, and 21 speak a Chinese dialect. Some of the statistics are unsettling and hard to make sense of. For example in our village of 100, 50 people do not have a reliable source of food and are hungry some or all of the time, and 20 other people are severely undernourished, and only 30 have enough to eat.

Naturally, as children explored the concepts in this book many questions arose. Many of the student questions were around hunger and why so many people are hungry. The children's inquiry led to a journey of exploring rights, rights of children, and human rights. Wonderful teaching and learning has been happening as young children investigate these big ideas.

Together we learn that hunger occurs for many different reasons and it is a global concern, even in our own part of the world. Our involvement with rice raiser helps children explore the cause of global poverty and fosters global citizenship in young people.

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 and 45% of those are children. This year we were very fortunate to have a group of Grosvenor families deliver the donated rice to Winnipeg Harvest. The children bagged the rice and learned how and why a food bank operates.

Rice Raiser also supports 4 global projects by joining forces with organizations that are involved in relief and international development. By learning about these global projects, children see that these problems cannot be solved by one organization and requires the efforts of all of us together.

As you can see, as our children learn about global issues, they are starting to look beyond themselves and are learning to engage with others across borders of geography, politics, culture, religion, and language. In turn, this promotes the development of positive attitudes in our children such as global solidarity, peace, tolerance, multiculturalism, environmental awareness, and social justice.

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

The Sock Puppet Craft Project
with assistance from
Jody Dickson

RICE RAISER STUDENT FUNDRAISING ACTIVITIES

At the yummy Pancake Breakfast, the line went down the stairs while the Grade 6 class served!



The North Village

| Nursery | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six | STAFF |
|---------|--------------|-----------|-----------|-------------|------------|------------|-----------|-------------------|
| Juca | Karly | Carlin | Ollie M. | Sean | Aidan N. | Rowan | Riley | Tammy Varnes |
| Flyn | Kyler | Quinn L. | Mekhi | Mya | Cameron | Colin | Wade | Kristen Robbins |
| Weldon | Eyob | Joseph | Graham | Denise | Ethan | Graeme | Sean | Mandy Almdal |
| Justin | Liam | Theo | Kate | Nicholas B. | Holly | Shayna | Tyra | Pat Zealand |
| | Sacha | Clara | Emma | Alicia | Liam M. | Janel | Matthew | Marg Derrough |
| | Madison | Shae | Jessica | Marcus | Sullivan | Jon | Maya | Latecia Nickerson |
| | | Valley | | | Teresa L. | Josh | | Adele Bajon |
| | | | | | | | | Joanna Stacey |

The South Village

| Nursery | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six | STAFF |
|---------|--------------|------------|-----------|-------------|-------------|------------|-----------|-----------------|
| Willow | Bronwyn | Zoe | Emma C. | Eli | Alana | Sophia | Lara | Sandra Pedersen |
| Rose | Evan | Sophia | Quin H. | Noel | Ben | Quinn | Sean G. | Karen Pellaers |
| Paitin | Bryce | Elizabeth | Thayden | Lily | Emily | Sam | Morgan | Karen Wheadon |
| Molly | Ebon | Caitlin C. | Sheilagh | Meagan | Jacob | Nik | Desmond | Bev Larmour |
| Kaya | Matthew S. | Aidan | Brooke | Claire | Natica | Michael | Dexter | Rene Benjamin |
| | | Coral | Sabrina | Ashtyn | Nicholas D. | Sarah | | Edna McDougall |
| | | | | | | Kayla | | Swaran Dhaliwal |
| | | | | | | | | Liz MacNeish |

The East Village

| Nursery | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six | STAFF |
|-----------|--------------|--------------|-----------|-------------|-------------|------------|-----------|-------------------|
| Savana | Joey | Caitlyn L. | Xavier | Max | Aidan R. | Isabel | Reymar | David Lawler |
| Amaya | Amelie | Scott | Samuel | Marjorie | Christian | Ian | Liam | Steven Nikkel |
| Gabrielle | Gwen | Steffi | Liam | Alex | Felice | Remy | Johnny | Linda Berry |
| Ruby | Adam | Chris | Meagan | Loanne | Nicholas C. | Maxine | Mukaddes | Christian Amaral |
| | Ksenia | Hanna | Raelynn | Jaden | Torbjorn | Zack | | Shelley Matsukubo |
| | Grace | Ruby | Jade | Justin | Kristjana | Zelda | | Sandra Smith |
| | Isabelle | Niniichaanis | Mason | David | | | | Robyn Hughes |
| | | | | Reynalyn | | | | |

The West Village

| Nursery | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six | STAFF |
|---------|--------------|-----------|-----------|-------------|------------|------------|-----------|----------------------------|
| Spencer | David | Aela | Carelien | Patrick | Amber | Emily G. | Michael | Charlotte Zajac |
| Van | Lucas | Bryson | Sam | Khoa | Brett | Joshua | Lev | Richard Roberts |
| Hunter | Parker | Quinn | Joshua | Hannah | Eric | Emily A. | Ardyn | Lisa Squair |
| Rowan | Joshua | Damon | Varian | Ellice | Liam | Riley | Claire | Nancy Enns |
| | Ethan | Jenna | Julie | Jenay | Noah | Gabriel | | Heather Hutchison-Campbell |
| | Brittany | Ares | | Izabel | Sophie | Brendan | | Sally Nagam |
| | Owen | | | Matt | | Jayson | | Rick Peschel |



IF THE WORLD WERE A VILLAGE – performed by Grosvenor School

Claire: "How wonderful it is that nobody need wait a single moment before starting to improve the world" – Anne Frank

John: Hey, has anyone finished their inquiry projects yet?

Dex: Nowhere near. Maya: Not yet. Sean G. I'm almost there. Mukaddes: Some questions are really hard to answer.

Ardyn: I'm working on an action plan to save the planet.

Reymar: What's the big deal, really? Lara: The big deal is pollution.... Tyra: Global warming.....

Lev: The destruction of the rain forest.....

Riley: I don't understand why you're all freaking out. Why stress about something we can't even see?

Matthew: It doesn't affect us. Wade: Yes, it does – and it will!

Michael: There are people right now whose basic needs aren't being met.

Claire: Imagine having no clean air or water, or being hungry every waking moment.

Morgan: Think of not having a safe home or loving family or protection from war. Liam: I can't.

Maya: Well, you can care! We share the planet, you know!

Des: I've been learning about the earth's population. It's huge – more than six and a half billion people and growing!

Riley: That's a lot of people

Matthew: I can't even picture that number. I can understand thinking about the world as a village of 100 people.

Sean K.: Well, the population of the village is supposed to grow to 250 people in about 140 years and that's the largest number the village can hold.

Tyra: By then, even more people will be hungry, and not have homes.

Lara: It's not just people we need to think about, either. What about all the animals?

John: Their homes need to be protected, too. I've been researching how we can improve our water – in lake, rivers and oceans.

Morgan: Even the detergents you use at home can make a difference.

Ardyn: It's amazing how the healthy choices we make can improve life for every creature on the planet.

FISH ALIVE – FIVE GREEN SPECKLED FROGS (Nursery)

Mukaddes: If we take care of the earth, it'll take care of us. We can have clean air, fresh water and food for life!

Dex: I've been wondering about food...where it comes from, who produces it – how we can appreciate what we have just a little bit more...

Reymar: I appreciate you, turkey sandwich!

Maya & Tyra: Reymar!! Matthew!! Matthew: What?!

Sean G.: We do need to think about where our food is coming from and how we can make it last.

Michael: Maybe we depend too much on animals for our nutrition. There are other food choices.

Liam: I cherish you, veggie pits! Lara & Claire: Liam!!

Wade: You know, not everything needs to be a joke. Riley: And not everything needs to be so dark and gloomy, either!

Des: Well, I'm honestly thankful for farmers' crops that feed millions. Lev: We rely on the earth for so much – we need to give something back.

Mukaddes: We should be able to take each other seriously and count on each other, too!

OATS and BEANS and BARLEY GROW – TO EVERYONE IN ALL THE WORLD (Kindergarten)

Morgan: What are you guys doing? Matthew: Cleaning up?

Ardyn: What a waste! And there's a recycling bin right there. Riley: OK – relax! It's just an apple.

Claire: An apple can make a whole meal if you're hungry enough.

John: One thing I remember from "If the World Were a Village" is that out of 100 villagers, there were 50 people who were hungry some or all of the time.

Matthew: So, half the world is hungry? Lara: Yeah....and 20 out of 100 people are severely undernourished.

Tyra: Does that really mean only 30 villagers have enough to eat?

Sean K: More than enough, actually. There's no shortage of food in the village – it just isn't divided equally.

Tyra: That's highly unfair. Hiley: I'm sorry I threw out my apple. Morgan: We're pretty lucky to have enough to eat.

Lara: It's great we can help those who don't – through the World Food Bank...

Sean K.: and at Grosvenor School, we can support UNICEF and Rice Raiser.

Claire: The thing I like about Rice Raiser is that any money that's donated helps reduce global hunger and the rice that's brought in helps our local communities.

Lev: I helped bag rice at Winnipeg Harvest. It was fun and I felt like I was actually contributing in some small way.

Sean K.: Any act of kindness or sharing is no small thing. John: That's what changes the world, man.

SHARE THE GOOD GIFTS – THE GARDEN HOE-DOWN (Grades 1 & 2)

Maya: I've learned that more than half the people in the global village come from the 6 most populated countries, including China, India and the United States.

Sean G: My inquiry project is all about languages of the world. There are almost 6000 altogether, but if you learned 8 languages, you could have a conversation with over half the people on the planet.

Matthew: Hello! Dex: Ni hao ma? (Mandarin) Claire: Namaste! (Hindi) Morgan: Hola! (Spanish)

Michael: Ahlan! (Arabic) Lev: Zdravstvuyte! (Russian) Lara: Selamat pagi! (Malay/Indonesian) John: Bonjour! (French)

Ardyn: Konnichiwa! (Japanese) Liam: Guten Tag! (German) Mukaddes: Merhaba! (Turkish) Des: Hej! (Swedish)

Sean K: An yeung! (Korean)

Liam: I've been exploring how people can communicate and understand each other when they don't speak the same language...through art, dance music, architecture....

Reymar: ...sign language! Ardyn: body language! Maya: ...a handshake, a wave, a smile.... Matthew: ...eye contact!

Mukaddes: And even though we may have different beliefs or customs, we all have the same needs.

Dex: We all have the same rights. Des: We all deserve peace.

Michael: What we share in common connects us across the earth. Lara: And if we want change, we need to join together.

EVERYBODY SAY PEACE – WHEN WE WORK TOGETHER (Grades 3 & 4)

Riley: How's that action plan coming, Ardyn – the one to save the planet?

Ardyn: So far it's making sense to me. I'm just trying to do something to help the earth every day – little things I think might make a difference, like starting a compost in my backyard or donating clothes and games instead of tossing them.

Riley: I'd be willing to just shower once a week if that would help.

Ardyn: We all need to take responsibility, but maybe we can think of some more beneficial ways you can help. Riley: Point taken.

Claire: I'm working on a poem and painting called "Future Generations" I really want kids hundreds of years from now to know what it's like to swim in a clean lake, or know what a polar bear is, not just from picture, but because they still exist on the planet. I want to know that positive acts we take now can change the world for the better.

Sean G: It takes a village.

THIS WORLD IS OURS (Grades 5)

Wade: It's frustrating not being able to answer all these questions. There are no simple solutions at all.

Dex: It's true – ever time I think I've finally found the last piece of the puzzle, I just come up with another question....

Reymar: What would it be like if everybody in the world had the same amount of food or possessions?

Sean K: What would it be like if there was no war? Des: How can we provide food and shelter for the entire population?

Tyra: Why can't all girls go to school? Dex: What if there was no religion? Maya: When will the earth be too populated?

Morgan: What if all the animals were treated like humans? Matthew: How does it feel to be undernourished?

Lev: Where do we go when all the fresh air and water is gone? Mukaddes: Who protects the children?

Lara: Why can't we share the wealth? Riley: What can I do to help reduce global warming? Liam: Why do we complain?

John: Honestly, I don't think the answers are out there. I think they're in here.

Michael: They're in the conversations we have with each other.

Wade: We've got to look beyond ourselves and be a part of something bigger.

Ardyn: We belong to a global community. Let's contribute.

ONE PLANET (Grades 1 - 6)

Riley: "Be the change you want to see in the world." Mahatma Gandhi

THIS LITTLE LIGHT OF MINE - IMAGINE (ALL)

If the world were a village of 100 People

At this moment, there are more than 6.6 billion people on the planet! It's hard to picture so many people at one time - but what if we imagine the whole world as a village of just 100 people.

In this village:

21 people speak a Chinese dialect

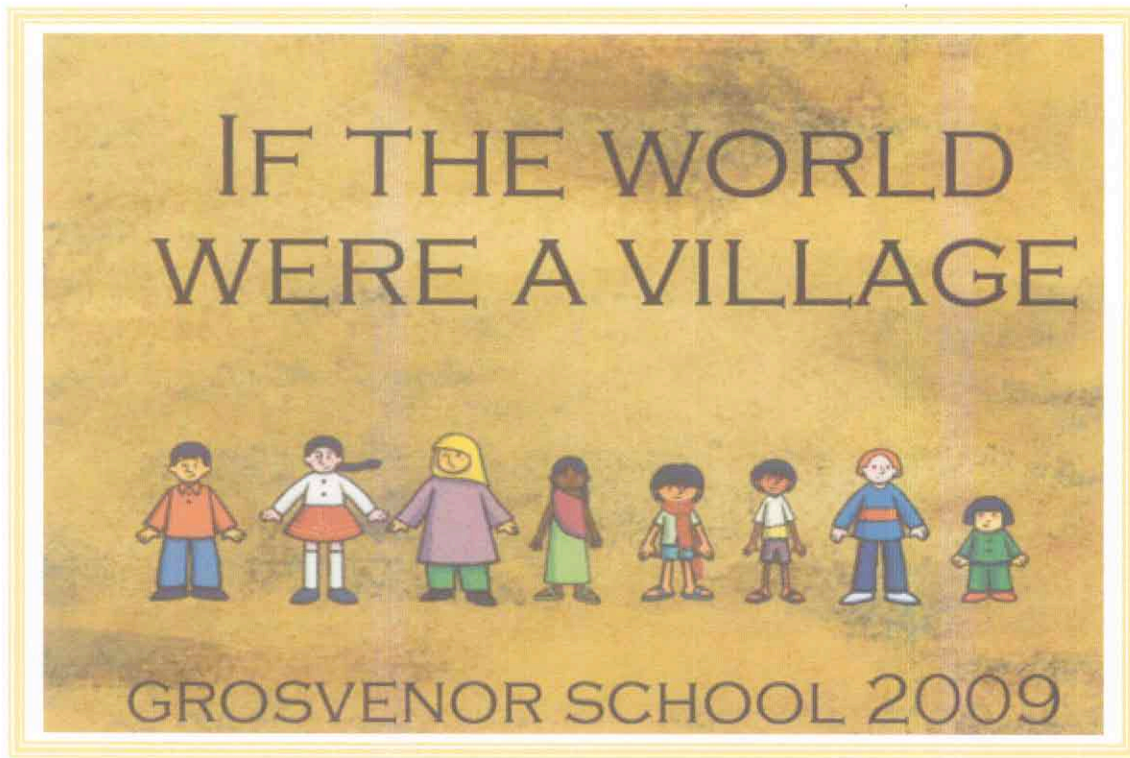
10 earn only about a dollar a day

17 cannot read or write

28 have a television in their homes

Only 30 always have enough to eat





The children of Grosvenor School are united in their quest for change and better understanding of their world. Today they wear the same shirt as a symbol of this unity and their “oneness”.

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.” President Barack Obama

A Grosvenor School Association Production