



# Sprouting Cedar

November-December 2016



photo by Christine Martin

**Sow now what?** Class 3-4 harvested the oats they planted last spring and prepared a spectacular Sukkot festival meal for parents on October 19. The meal consisted of a tangy green tomato relish, fresh challah bread, vegetable stew and a beautiful apple crisp – all made with ingredients from our garden or local trees. The children just completed a block of studies called *Living on Earth* that encompassed farming, gardening, cooking, and festivals. A particular focus was put on the Jewish festivals as it plays into the Grade 3 curriculum as outlined in Waldorf pedagogy.

## Christmas Fair is just around the corner: Dec. 3

By Kirsten Andrews

For children, Christmas Fair is always a day filled with magic, excitement and lightheartedness – and for parents it’s a great way to connect with community and share in the beauty and creativity of what Waldorf brings to the season.

Saturday, Dec. 3 is the long-anticipated date of Cedar Valley Waldorf School’s winter festival. From 11 am to 3 pm the school welcomes all of Squamish to experience the beauty of the holidays – in grand Waldorf style.

Gather outdoors around a hot fire and enjoy traditional German bratwurst and comfort foods like hot soups and chili while you plot your day around visits

to the Enchanted Cookie House, puppet play and Magical Gnome Village.

Children’s activities are front and centre as always, featuring crafts like snow globe making, tin ornaments and candle rolling. Adults are able to get in on the action with wreath making and candle dipping with warm and fragrant beeswax.

Our café features delicious homemade confections, hot drinks and seasonal music by CVWS alumni Spencer Dyer on guitar.

Dyer, who plans to attend Algonquin College in Ottawa next year to study broadcasting, received the band award upon graduation from Howe Sound

Secondary last June and credits his experience at CVWS for his love of music. “Waldorf gave me exposure to music I wouldn’t have gotten elsewhere,” he said. “I found I loved music and it was exactly what I needed. I’m excited to come back and play at the Christmas Fair.”

Along with our own array of market items – needle felted creations, beeswax crayons, silks, beautiful handmade bell sprites and more, we feature select vendors bringing handmade wooden toys and specialty items perfect for gift-giving.

Shoppers will relish the selection of non-commercial gifts, which will feature many handmade decorations.

PRINCIPAL/  
PEDAGOGICAL ADMINISTRATOR  
Christine Martin

EARLY CHILDHOOD EDUCATORS  
Astrid Lackner, Judy Roberts

KINDERGARTEN TEACHERS  
Begoña Cid, Kelsey Lovell

CLASS 1/2 TEACHER  
Fritz Bindseil (German)

CLASS 3/4 TEACHER  
Christine Martin

CLASS 5/6 TEACHER  
Ralf Hoerger (Handwork)

SUBJECT TEACHERS  
Spring Burke, Strings  
Meghan McCrone, Handwork

SPECIAL ED. ASSISTANTS  
Sibylle Wuethrich  
Elise Perreault Lariviere

BUSINESS ADMINISTRATOR  
Gabriel Alden Hull (Music)  
MARKETING & COMMUNICATIONS  
Kirsten Andrews

SCHOOL SECRETARY  
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BOOKKEEPER  
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Georgia Richards

**Sprouting Cedar** is published  
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for the families and friends of  
Cedar Valley Waldorf School

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photo by Christine Martin

Class 3-4 wind-winnowed its harvest of oats in early October before doing the rest by hand to separate the grain from the chaff. They later flaked the oats and baked apple crisp.

## Dates to remember

### NOVEMBER

|    |     |  |
|----|-----|--|
| 16 | Wed | Lantern Walk   Brackendale fair grounds   6 pm (rain date Nov 17)      |
| 16 | Wed | Jiva bulk organics order deadline                                      |
| 17 | Thu | Craft workshop: Bell Sprites @ Pip's house   7:30 pm                   |
| 18 | Fri | Annual General Meeting @ Sandman Hotel   5:30 pm                       |
| 19 | Sat | Parent Series: The Benefits of Rhythm, childcare provided   9:30 am    |
| 25 | Fri | Christmas craft packages due   |
| 27 | Sun | Advent Garden   preschool 2 pm   kindergarten 3:15 pm   grades 4:30 pm |
| 29 | Tue | Tree Trimming   7:30 pm  |
| 30 | Wed | Jiva bulk organics delivery  |

### DECEMBER

|    |     |   |
|----|-----|---|
| 3  | Sat | Christmas Fair   11 am – 3 pm                           |
| 8  | Thu | Santa Lucia Festival                                    |
| 10 | Sat | Classical Choral Christmas at Sea to Sky Gondola   3 pm |
| 13 | Tue | Hilltop House concert for residents   11:15 am          |
| 16 | Fri | End of Term Carol Sing @ CVWS   noon                    |

Dec 19 – Jan 2 Christmas Break – NO SCHOOL

### JANUARY

|    |     |   |
|----|-----|---|
| 3  | Tue | Beginning of Winter Term                      |
| 5  | Thu | Grades Nordic skiing at Whistler Olympic Park |
| 18 | Wed | Grades Nordic skiing at Whistler Olympic Park |

### OUR VISION

Cedar Valley Waldorf School is a premier pre-K to Grade 8 Waldorf school providing a holistic education that addresses the intellectual, spiritual, emotional, and physical aspects of the child. The school develops confident, independent thinkers who have a strong social and environmental conscience and who respond to the world with compassion and creativity. The school community honours the child, fosters harmonious relationships and celebrates the wonder of life.

# Cedar Shavings

## Annual general meeting wine and cheese

Everyone is invited to attend the annual general meeting of the Cedar Valley Waldorf School Association at 5:30 pm on Friday, Nov. 18 at the Sandman Hotel. The AGM will begin with a complimentary wine and cheese reception, followed by a presentation of highlights from the past year, upcoming plans, as well as regular business. RSVP to the office.

## Community Parenting Education Series

Join us the final parent talk of this session on Sat. Nov. 19 from 9:30 to 11:30 am. Childcare will be provided. This engaging talk focuses on the benefits of introducing rhythm and how it can help with discipline.

## Jiva bulk organics

Get stocked for Christmas baking with quality organics at a great price. Our next Jiva order is Nov. 16 for a Nov. 30 delivery. See the Jiva Page on our school website under the fundraising tab or visit the office for the catalogue.

## Advent garden

Advent celebrates the light of human kindness, which can help dispel the gloom as we go into the darkest time of the year. Families with siblings in multiple groups are recommended to go to the youngest group, so if you have a preschooler and a grades student, go to the preschool group. Please talk to your child's teacher if you have any questions. Times are listed on the opposite page.

## Save the date for March 4

Our successful comedy night and fundraiser will move to the Squamish Valley Golf Club this year to accommodate its growing popularity. Save the date and invite your friends as you won't want to miss this night out. Expect a top comedian and a band that will have you dancing into the night. Contact your class rep to join

the team of people seeking donations for the auction.

## Craft a bell sprite

Learn to needle felt an adorable bell sprite and make one for the Christmas Fair. Pip Parr will teach you to create simple dolls and toys that bring delight to the season on Thursday, Nov. 17 at 7:30 pm, 37945 Westway Ave.

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### Next PIC Meeting (Parent Initiative Council)

Tuesday, Nov. 29 | 7:30 pm

Tree Trimming

CVWS Main Campus

Everyone is welcome!

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## Christmas caroling

The grades children share an annual tradition of beginning their mornings together with Christmas carols. We will start caroling on Monday Nov. 21 and continue until the break. Please ensure that your child is on time. If you have a seasonal or sacred song to share from your family's tradition, please contact Gabriel.

## Classical choral Christmas

The CVWS choir has been invited back to perform traditional Christmas carols at the Sea to Sky Gondola Saturday, Dec. 10 at 3 pm. Parents will receive 20 per cent off lift tickets. We encourage you to come out and support the choir, then stay to enjoy winter fun outside.

## Sign-Up Zone

Signup.zone/cedar-valley is our page for helping people plan their volunteer commitments to the school to support the work we do. Families with children in kindergarten and grades are asked to volunteer a minimum of 40 hours per year. Families with preschoolers only are asked to volunteer a minimum of

10 hours per year. When you sign up, it makes it easier for administration to co-ordinate and helps to spread the work around.

## Christmas Fair prep

This year we ask all families to commit to either baking or crafting for the Christmas Fair. Part of what makes this festival so special is the care and attention people contribute to their offerings of crafts, food, skills and time. Our efforts create a powerful community spirit that can be felt the minute someone walks through the door, and creates memories for years to come. We are asking all bakers to provide two selections. These can be sweet, savoury, gluten-free or raw. If you are baking, bring your items, nicely presented, with the ingredients listed by Friday Dec. 2. Completed craft projects are due Nov. 25.

## Tree trimming

Parents and adults are invited to help dress the school in holiday style on Tuesday November 27 at 7:30 pm. We will trim the tree, deck the halls, and sample homemade eggnog, all with the purpose of bringing delight when children enter the school the following day.

## Nesters grocery cards

Nesters grocery cards is our easiest and most successful fundraiser and it won't cost you a cent. The school receives 10% of the face value for each purchase. We accept cash, cheque, credit card, e-transfer and Paypal. You can buy Nester's cards at our weekly table, at Rainbow preschool or in the office anytime.

## Criminal Record Checks

All parent volunteers need to complete a criminal record check in order to drive for field trips and work around the school. Checks are free and easy to complete. Go to justice.gov.bc.ca/eCRC/. Access code: GS2LSWZVRL. Results are valid for five years; check with the office to find out if you have valid clearance on file.

# Roses: Autumn showed everyone pitching in

## As a show of appreciation we would like to say thanks!

🌹 A school yard full of roses to the older students who are so graciously taking younger ones under their wing.

🌹 Casey Heritage roses to Ryan and Glen Casey for helping out with the Class 3-4 shelter. We had three generations working on the structure one Thursday.

🌹 A harvest of roses to the cleaners for the extra vacuuming due to the bundles of oats in the Grade 3-4 classroom.

🌹 A feast of roses to all those who helped with the preparation, clean-up and extra dishes for our pancake breakfast, Michaelmas festival and Thanksgiving potluck: Chad Hooper, Will and Asher Meadows, Toni and Desmond Dumais, Paul Filippelli, Jessica and Scott Stachoski, Mina Kavia, Georg Jost, Jen Bylow, Ange Wellman and Peter Drysdale, Begoña Cid, Marina and Alfredo Lopez Bago, Karin Burns, Ron Parr, Emiliano Velasco, Stephanie Ineson, and Mark Allen.

🌹 Roses to Christine for her listening ear and for always being available when help is needed.

🌹 Meadows of free run roses to Nesters for donating the turkeys for our Thanksgiving potluck and for giving a deep discount on the organic apples for our early childhood programs.

🌹 Sweet smelling roses to our bathroom fairies: Nancy, Gaia, Raphael, Monica, and Leah, whose diligent work has made it much more pleasant for everyone!

🌹 Roses to Emiliano and NaTai for their assistance with classroom carpentry, replacing kindergarten painting boards and the transition

into the classroom for Grades 5 and 6.

🌹 Rambling roses to Wayne Henriques, Nina Fields and Tracey Greenberg for their assistance on Class 1-2 walks.

🌹 Pretend play roses to Christine Montgomery and Jennifer Bailey for restoring the preschool play kitchen.

🌹 Desks, hooks and benches full of roses to Alistair McCrone for building and assembling classroom furniture.

🌹 An abundant and tasteful selection of roses to Sara Forest for organizing the PIC Pinterest account for the Christmas Fair.

🌹 A soundbed full of roses to Will Meadows for recording the audio for the Nesters Survey that ran over the autumn months. Thank you!

🌹 Roses that we would not know what to do without for Leah Fisher, whose help every Friday morning in the office cutting paper, organizing files, entering data, and so much more.

🌹 A farm full of roses to Ferdinand and Virna for an adventurous morning at the farm. The Rainbow Preschool children are wondering how Limpy the chicken is doing?

🌹 Roses to Andrew for organizing a plot with Squamish CAN. We are looking forward to a big pumpkin crop next year.

🌹 A table full of roses to CVWS board president Adam Greenberg and all the directors who have rolled up their sleeves to propel the school toward a new facility!

🌹 Roses to all the gnomes and fairies who made the Rainbow Preschool potato harvest so bountiful.

🌹 Muddy roses to NaTai for putting

together the Muck Boot fundraiser and to Shannon for helping with distribution and payment from the office.

🌹 A bulk order of organic roses to Jess for all her hard work on Jiva.

🌹 A haunted house full of roses to Ciarra Douglas, Wayne Henriques, Wendy Winter, Nina Fields, Adam Greenberg, Pip Parr and Georgia Richards for help the staff create a fun-filled Halloween afternoon!

🌹 A sweet boutique of roses to all the parents who prepared treats for the children for our afternoon of Halloween fun.

🌹 Roses to Miss Christine for tirelessly (?!) carrying Class 3-4 whilst wearing the hat of school principal and guiding the faculty with such spirit and leadership.

🌹 A wide array of roses to Gabriel for her ability to shift gears and treat each task before her with the attention it deserves – from teaching music to balancing budgets to caring for parents and colleagues!

🌹 Crocheted, sewn, painted, knitted, wooden and felted roses to all the wonderful crafters who signed up for a craft on Pinterest and who got family members to sign up for crafts as well.

🌹 A record crop of roses to the Nesters table volunteers and the families who have bought Nesters cards increasing this fundraiser for a record sales of \$10,000 September and still going strong.

*Do you have a rose you'd like to share in the next newsletter? Please send it to [kirsten@cedarvalleyschool.com](mailto:kirsten@cedarvalleyschool.com).*

# Advent's celebration of light spirals inward

By Lauren Baldwin

As we move through autumn, the days grow shorter and we're met with more darkness outside. It is a time to find our inner light and also connect with others.

On Sunday, Nov. 27, we invite families from the school to join us for our annual advent spiral. It is a quiet afternoon affair where we transform a dark school space into one filled with wonder and light.

This date marks the fourth Sunday prior to Christmas. Borrowing from traditions that go back well beyond the chocolate advent calendars that we now enjoy, we count down the weeks as we approach Christmas.

Each teacher brings advent into the classroom in their own way; some may light another candle in the wreath each week, while others may have an angel or Mary travel to a new star along the path every day. Still others will borrow from Rudolf Steiner's work and celebrate the mineral world one week, the plant world the second week, the animal world the third week and humanity in the fourth week.

Advent is derived from Latin which means, "to come into being" and carries the mood of expectancy and hope. In Waldorf schools all around the world we celebrate the Advent Festival in the following way.

Gentle music will play as children and their parents silently enter a room designed to elicit a mood of wonder and quiet anticipation. In the centre of the room a large spiral path of evergreen boughs, often adorned with rocks, plants and flowers, will have been placed by teachers. In the middle of the spiral is a large white or golden candle on a pedestal decorated with twinkling crystals, stones and soft moss. As the candle shines the stones and crystals twinkle like stars on a dark night. Along the edges of the green spiral path will be various golden stars lying flat on the ground and the room is completely quiet except for the music.

Each child in turn will be given a red apple with a small, unlit candle inserted into it. They will slowly and quietly follow the spiral path into the centre and light their candle from the larger candle. As they return along the path carrying the apple with the lit candle they will place it on one of the golden stars at the edge of the path. Each participant adds to the collective light and when all have had a turn, the garden path is aglow.

As we experience the 'light overcoming the darkness' we can appreciate how each person in our community can add their own light to the whole. All of our individual lights shining together are brighter than what any one of us could achieve alone.

Whether you're counting down to Christmas, winter solstice, or time with family, we hope to share the start of the season with you!

Our Advent Festival will take place in the Morningstar



photo by Kirsten Andrews

*Ellie Greenberg lights her advent candle to add to the spiral.*

Kindergarten. We will be walking the advent spiral in three different groups: The first group (preschool) will commence at 2 pm. The second group (kindergarten) will commence at 3:15 pm. The third group made up of the grades will commence at 4:30 pm. We ask that you arrive 10 minutes early for each session so that we can be seated and begin promptly.

For families who have children in multiple grades/classes we ask that you attend the time slot that is set up for the oldest student in the family. If you have any questions or

# Ambassadors will help manifest strategic plan

## Everyone invited to Nov. 18 AGM wine and cheese

Are the days flying past faster than ever? Growing up I recall how long the summer lasted and how equally long it took for the leaves to change colours and fall to the ground. I remember fondly when I would look up to that crisp blue, late autumn sky, stick out my tongue and wait for that first magical snowflake to land.

Now, I don't know about you but just last week I started the first indoor fire of the season and it suddenly occurred to me that the first day of school has come and gone, Thanksgiving and Halloween had past, and Whistler already has over 100 cm of fresh snow!

The days are flying by fast alright, and as I reflect on this I am incredibly grateful to the faculty and the committed group of parents – particularly those in PIC – who go way over and above every day to make these days special for all of the students, my



**Adam Greenberg**  
CVWS Board President

daughter Eliana (Ellie) included.

I also look to the future with that same feeling of gratitude and excitement because I know that the best is yet to come. Aside from a great faculty, engaged students and a committed group of parents, the board also plays an important role in ensuring our collective success. This group of volunteers, some who have

been guiding us for years and others who are bringing fresh ideas to the table for only the past few months have also been hard at work meeting once and sometimes twice a month to ensure that we are executing on the five pillars of our strategic plan. As a reminder, these are:

- Full classes – Pre K to 8
- Strong retention
- New location
- 10% revenue surplus annually
- Engaged and enthusiastic stakeholders

If you haven't seen the strategic plan, I encourage you to visit our website and take a look (it is also posted outside the front doors on our communications board). The business plan, which lays out the details behind the new school initiative, is also on the website. Please let us know what you think.

## SQUAMISH DANCE CENTRE

CLASSES OFFERED:

NO DANCE EXPERIENCE NEEDED

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604-390-4440

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info@squamishdancecentre.com  
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find us on facebook



In September's newsletter, I wrote to you and focused on the third point of the strategic plan – our need to construct a new school. I provided an update on the tremendous amount of work that is going into this ambitious plan and I will touch on it briefly here again. It's vital that the board continue to pay attention to the other four points because it's all interconnected.

Each board meeting starts with an update on enrolment. Strong enrolment is a crucial part of our plan to be in a new school by 2021, and there's also an exciting opportunity to improve on this. Every one of us plays a key role as an ambassador for our unique school and the value it brings to our dynamic community. It's no secret that our strongest opportunity to recruit new students and help us drive this ambitious agenda forward is via word of mouth. We are all in this together.

Here are some stats to consider: We have 10 open spaces in kindergarten at the moment, and we would, of course, be best served if those were filled. Full enrolment in early childhood ensures that subsequent grades are sustainable and have a strong foundation. Some of these lucky children will find themselves learning in a beautiful new facility (more on that to follow)! Currently Class 1-2 has a wait list, Class 3-4 has two spaces available; and there are five open spaces in Class 5-6. So as you can see, enrolment is healthy, but we would all benefit from a full roster. Full enrolment will propel our efforts in creating a newly constructed school complete with unique and separate ECE and grades facilities; spacious outdoor amenities; a library and gymnasium.

Point two of the strategic plan addresses retention and CVWS boasts an impressive retention rate of 80 per cent – and that includes children starting right from pre-school.

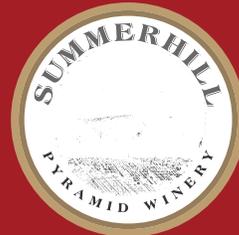
Now onto the last three points of the strategic plan, because it's these three points that I am personally most passionate about, but wait... not so fast! Our annual general meeting is Friday, Nov. 18 at the Sandman Hotel after work at 5:30 pm. There will be biodynamic wine courtesy of Summerhill Pyramid Winery, and cheese, information on revenues, an introduction to the newest members of the board and, of course, an update on the new school project. So rather than spilling the beans here, please join us! I look forward to seeing you there.



**CEDAR VALLEY  
WALDORF SCHOOL**

PLEASE JOIN US FOR OUR 2015-2016

## Annual General Meeting Wine & Cheese



*Organic & Biodynamic  
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**FRIDAY, NOV. 18  
5:30 PM**

**Sandman Hotel  
39400 Discovery Way**

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By Beverly Amico

Association of Waldorf Schools of North America

A three-year-old talks to grandma on Skype. A seven-year-old reads a fairy-tale with Dad on a Kindle. A child with spatial-awareness issues plays Tetris.

Is this okay? Good, even? Would something else be... better?

After 15 to 20 years of scientific research on media use (in its ever changing forms), we have very specific and yet somehow less conclusive results than one might imagine.

Here's what we do know. We know media use in children can lead to sleep problems, poorer self regulation, lower grades and personal contentment levels, increased hostility, anxiety, obesity, and depression. It also changes brain structure in a way that could feed addiction. Those who are labelled as addicted to media also suffer notable brain structure changes. And we've recently learned that cognitive control in media multi-taskers falters compared to multi-tasking amongst less media immersed peers. This correlates nicely with this study showing a one-third decline in attention spans thanks to our media-heavy world.

But is it all bad? Studies say that some forms of technology have been found to maintain or enhance relationships, help girls feel more connected to their parents, and help dyslexia, just to name a few.

So what's the verdict? The American Academy of Pediatrics used to recommend total screen abstinence for children younger than two years of age, but as of September 2015, their stance has changed because, as they say, "In a world where "screen time" is becoming simply "time," our policies must evolve or become obsolete." Now, they recommend a series of tips for managing this ever-growing quagmire of options.

Regardless of the negatives and positives that seem to emerge daily around the tech debate, the heart of the issue for many social scientists, pediatricians, and educators is ultimately about what our children are not doing any longer.

What has been replaced by the average 7.5 hours a day of media time? We know this answer – many very valuable things with proven, high-level cognitive benefits like free play, time outside, boredom, and face-to-face communication with family and peers.

### **From development to the classroom**

While initial results for tech in the classroom were hopeful, scientific study results from full implementation of

these efforts are downright dismal.

The Organization for Economic Co-operation and Development released a comprehensive study this fall: Students, Computers and Learning, which found “use of computers does not seem to be a prominent factor in explaining the variation in student performance in math, reading, or science. Most countries that invested heavily in education related IT equipment did not witness an appreciable improvement in student achievement over the past 10 years.”

Not only is tech in school not helping, it’s actually hurting student performance. The same study found that those students with the most tech access, had “significantly lower test score results” than those with some or none.

Does it come down to teachers not knowing how to use it? Is it more about the companies pushing the tech than the real curriculum behind it?

The fact is, technology may occasionally provide a positive application for learning, but those same positives can be accomplished by more well-established, non-tech means. Waldorf educators see so many proven opportunities to boost learning in the

classroom, through non-tech methods – music training, play, outdoor education, handwriting, art – that we ask, why is tech in the classroom being deemed necessary at all?

“  
**I fundamentally reject the notion you need technology aids in grammar school. The idea that an app on an iPad can better teach my kids to read or do arithmetic, that’s ridiculous.**

– Alan Eagle, Google executive

Many parents, even those in Silicon Valley, are shelving this debate in favour of the time-tested methods and results of non-tech education for children. As Google executive, Alan Eagle, stated in the New York Times article ‘A Silicon Valley School That Doesn’t Compute:’ “I fundamentally reject the notion

you need technology aids in grammar school. The idea that an app on an iPad can better teach my kids to read or do arithmetic, that’s ridiculous.”

When Waldorf educators consider what children must learn to thrive in a technological society, we argue that the mechanics of learning to use any given device is irrelevant, especially considering that passing time quickly makes it irrelevant. We need students who can innovate and learn any skill quickly. We need students that can connect parts to whole thinking, properly deduce and problem solve, understand mathematical and algebraic concepts. And there are a plethora of superior, proven, offline options available to teach these crucial skills.

Ultimately, the scientific research is still pouring in and thus far the jury is “still out” on the cumulative effects media use has on our children and our learning culture. Waldorf educators simply say: it can all wait. Develop the child’s curiosity, imagination and critical thinking through a rich, multidisciplinary curriculum. Engage their heads, hands, and hearts by immersing them in our scientifically proven and results driven education.

## Natural Toys to Inspire Creative and Imaginative Play



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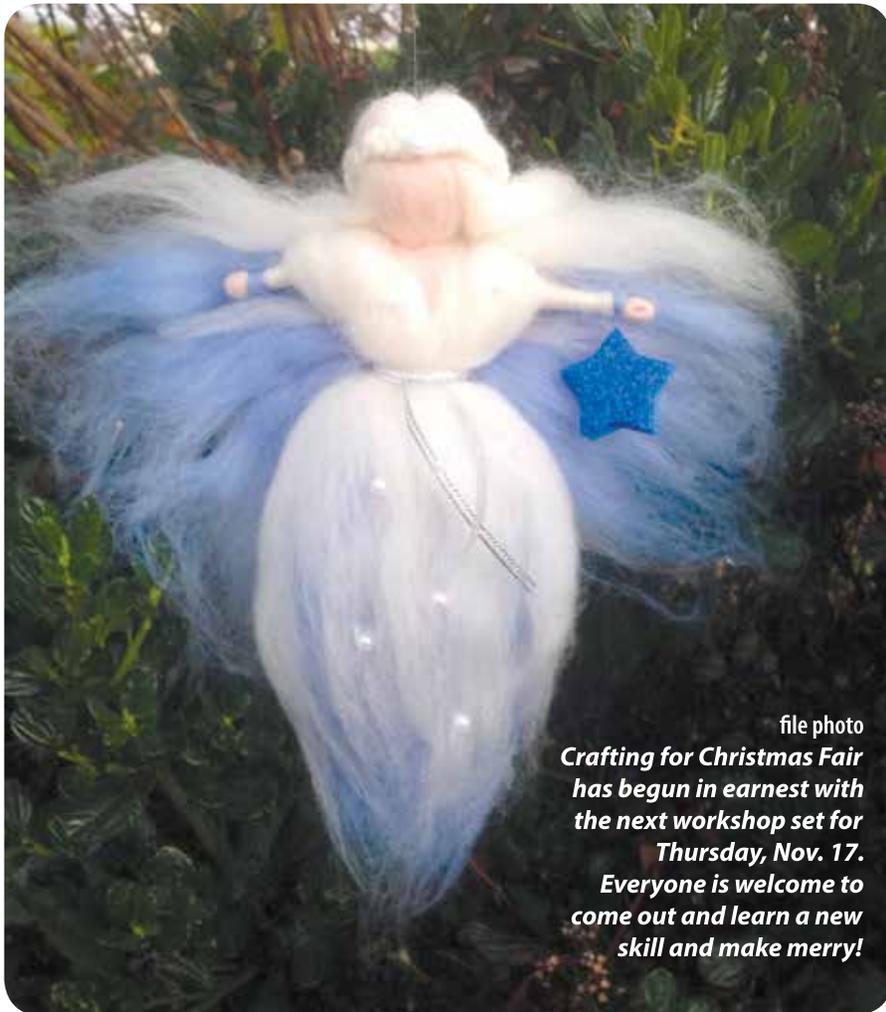
# PIC raises record funds amidst lots of fun

By Sara Forest  
Treasurer, Parent Initiative Committee

Rustling leaves, a stunning landscape, mild days and changing colours! Fall is upon us and preparations for our celebrations are underway. This is a time when you can feel the strength of our community and the talents of our families. This is why I love Cedar Valley Waldorf School.

I never thought I would say that I am preparing for Christmas in October but alas it is bringing me great joy to be a part of the crafting committee this year. We brainstormed new ways of presenting our ideas for the Christmas Fair craft table. This month, we launched a Pinterest page in an effort to inspire through photographs. We are pleased to announce that it has been well received and we have a great variety of crafts picked to showcase our diverse skills. Many packages have been distributed. If you did not get a chance to make your pick, it's not too late; we will still have prepared packages available.

On the fundraising front, we have been able to simplify our efforts by focusing on our successes from last year. Our best and easiest fundraiser is our Nesters grocery cards sales. By adding a sales table once a week, we have exceeded any other month in 2016 by selling



file photo  
*Crafting for Christmas Fair has begun in earnest with the next workshop set for Thursday, Nov. 17. Everyone is welcome to come out and learn a new skill and make merry!*

## Fundraising that won't cost you a cent!



You pay face value and 10% goes to the school. That means, for every \$100 you spend, Cedar Valley Waldorf School receives \$10. We accept cash, cheque, e-transfer, PayPal and credit cards. Buy your Nesters cards online any time for pick-up in the office.



\$10,375 in cards – raising about \$1,000 for the school. We are seeing many new names and are so excited about this potential. The best part is that anything you spend on this fundraiser is money you would be spending on groceries anyway; it costs you nothing extra and the school receives 10 per cent of the sales. Thank you to our contributors and to those who have volunteered to manage the table.

Our recent Jiva order was also our best in sales for 2016 with \$1,100 in revenue for September. Thank you to Jessica Stachoski for managing our orders so diligently! If anyone wishes to help Jessica on our future orders, please email her at [cedarvalleyjiva@gmail.com](mailto:cedarvalleyjiva@gmail.com) as she can always use the extra hands.

Planning is underway for our Gala Auction + Comedy Night on Saturday, March 4. We thought it wise to take advantage of our night out by having a band after the comedian to allow for some dancing. We are working out the details, stay tuned for more on this.

The PIC meetings have been efficient and to the point thanks to our chair, Georgia Richards. We are even finding time to learn to needle felt thanks to Emily Perdue and Begoña Cid. The next meeting is Tuesday, Nov. 29 at 7:30 pm at the school, combined with our annual tree trimming. We are so pleased to welcome new faces to these meetings, your input is such an asset.

It's a pleasure to be working alongside so many of you to make our school so warm and inviting. I look forward to learning to felt bell sprites with you at Pip's house on Thursday, Nov. 17 (37945 Westway Ave.).

Cedar Valley Waldorf School PRESENTS

## Community Parenting Education Series

SATURDAY, NOVEMBER 19 FROM 9:30 - 11:30 AM

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Support CVWS with this incredible fundraiser. Proceeds help make Waldorf education an affordable option for all families. Join the "CVWS Jiva Organics Bulk Buying Group" on Facebook for updates and reminders Visit [www.CedarValleySchool.com](http://www.CedarValleySchool.com) for all the details, catalog, order forms and more!

# Alumni Mallory Woods finds her groove



*Mallory Woods is an 18-year-old working artist who graduated Grade 8 from Cedar Valley Waldorf School in 2012, and is the big sister of CVWS students Matthew and Evelyn Sinclair. She graduated from Howe Sound Secondary in June 2016 and is now pursuing her bachelor of fine arts at Alberta College of Art and Design in Calgary.*

**Q: What was your experience with Waldorf education?**

A: I love Waldorf education and am really passionate about how it preserves the imagination of children. Much of who I am was nurtured through my Waldorf education and where I am today is a reflection of that. I have gone to three different Waldorf schools: Morning Glory Waldorf School,

The Vancouver Waldorf school and of course our own Cedar Valley Waldorf School. Each one of them gave me more to build on and I believe, helped create a solid base for who I am today.

**Q: What was your aspiration when you graduated?**

A: When I left Waldorf I had plans to go to Emily Carr to get my bachelor of fine arts. This is something Peter (Morris, class teacher) really helped me move towards.

**Q: What are you currently doing?**

A: I am currently at the Alberta College of Art and Design for my bachelors of fine arts before transferring to get my doctorate in psychology. All this is going towards my goal of a career as a child-oriented art therapist.

**Q: What is your passion?**

A: My passion is my art. So much of myself goes into my pieces that it simply wouldn't be sustainable if it wasn't what fueled me. The creativity of Waldorf only helped strengthen that over the years. I truly am following my passion. I am doing what I need to do to follow my dreams. Moving to Calgary was part of that.

**Q: What is the best aspect of your experience with Waldorf?**

A: Just the incredible amount of love and support I have felt during my schooling. It so strongly contributed to me being where I am today. I am in close contact with many of my elementary school teachers – they truly are, in the most authentic sense of the word, teachers. They have been my mentors, my friends, my challengers and my guardians. And they still are.

**Q: Would you recommend a Waldorf education to others?**

Absolutely. And I do, all the time, pretty much whenever I can. Especially for the younger years, keeping that love of play and imagination is so critical. Waldorf helps kids live their childhood to its fullest extent.

**What difference do you want to make in the world?**

I feel such a burning desire to help those who are struggling. Waldorf held me through some hard times in my family. I want to be able to pass that same generosity along. I see that desire also burning in many of my fellow Waldorf alumni. Through my work in counseling and therapy, I know I can create that space for children. I have the workings of an autobiography underway; a book that will give a closer look into my life, my alternative upbringing, and the perspectives that arose from it. It will closely link to self-help, my work with my own mental development, and psychology behind child development. I may be young, but Waldorf breeds thoughtful, opinionated young adults.



submitted photo

*Mallory Woods has been creating and selling her painted canvases in Squamish and showcasing her works at local cafés and the Foyer Gallery for the last couple of years.*

**Q: What are your favourite recollections of being in CVWS?**

A: We had so much fun together, and we were all very close. What sort of shenanigans can you imagine a close-knit group of pre-teens, with the creativity and freedom Waldorf had installed in us, would get up to? Because I am pretty sure we did them all. From finding mud baths in the forest (and diving in, clothing and all, only to have to be hosed down in front of the school), to getting lost on top of The Chief and leaving cryptic symbols in rocks and logs so our teacher would find us, to standing in our pajamas, five feet from wild orcas and hiking to the most beautiful places I have ever been, to chasing small(ish) sharks. My favourite memories were the kind we would never have gotten in a thousand years if it weren't for Waldorf. You don't get to do these things in a public school.

**Q: How do you feel the “head, heart, hands” method to education works for children?**

A: I have recently been feeling the added value more than ever as I work my way through art university. Cedar weaving isn't new to me; neither are drop spindles, natural dying, or leather work. These things we have been doing since we were children suddenly have given me a wonderful real life advantage and yet another way for me to express myself. I think it's very much needed, especially with where we are in the world today. Children need to learn to contemplate thoroughly, to boldly speak from their hearts and work hard for what they believe in – now more than ever. In short, the world needs more Waldorf.

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## SUNFLOWER PRESCHOOL



file photo

Research indicates young children learn best through play, experience and a connection to nature.

Happy rainy days, everyone and hope that you are in good spirits. This morning I was beginning to feel the downside of constant rain and found myself listening to the words of one of my wonderful parents: “Count your blessings.” So I began to do just that while I was readying the classroom for the day and by the time I had finished I was up to 172. My goodness! Who knew?

One of the many blessings we have

in our preschool time together is being able to experience the nearby woods. I would like to share with you the following excerpt taken from our October 2013 newsletter... *We are exploring the forest in our backyard. Traversing along the banks of Little Stawamus Creek, clambering down the off-camber slopes and up onto the plateau, scrambling up and over Crystal Mountain, and hiking further down the creek to the pond area where*

*we watch the minnows and bugs, and listen to the gentle sounds of the creek as it flows over the rocks.*

A recent article in the Washington Post suggests “it is before the age of seven years – ages traditionally known as “pre-academic” – when children desperately need to have a multitude of whole-body sensory experiences on a daily basis in order to develop strong bodies and minds. This is best done outside where the senses are fully ignited and young bodies are challenged by the uneven and unpredictable, ever-changing terrain.

As observant adults it comes easily for us to understand the importance of outdoor play for children – we can see it – and yet it is equally important to understand that “research continues to point out that young children learn best through meaningful play experiences... it is through active free play outdoors where children start to build many of the foundational life skills they need in order to be successful for years to come.”

Our being in the woodlands is another to add to the list of things I am grateful for, and we will continue to explore and challenge ourselves as we learn about the world we live in.

~ Miss Judy



# CEDAR VALLEY WALDORF SCHOOL

## Waldorf Kindergarten

With two joyful kindergartens, and half- and full-day options, we are pleased to announce that registration is now open for the 2016/17 school year for children ages 4½ to 6. In the formative years Waldorf education focuses on honouring childhood and encouraging creative free play - for future creative thinkers!

We spend time outdoors daily, rain or shine, and explore the environment with forest walks and purposeful play. Inside we bake, experience stories, sing, paint and enjoy many other artistic activities. Our experienced faculty provide a warm, home-like environment for children where they are cared for and guided with love and compassion.

Register today! Call 604-898-3287 | [info@cedarvalleyschool.com](mailto:info@cedarvalleyschool.com) | [www.CedarValleySchool.com](http://www.CedarValleySchool.com)

## RAINBOW PRESCHOOL

The cooler weather has arrived and with it the colours of fall and the wet season. The Rainbow Preschool will still be playing outside, digging, raking, and going for our adventures into the woods.

We have had a wonderful start to the year. We went apple picking next door and found a star inside an apple! Then an idea arose from the children wanting to share the abundance of our harvest: We celebrated our first apple feast. A table was laid out festively under the pear tree and children prepared apple crisp for parents and siblings who joined us in a delicious snack. Before the heavy rains began, we set to harvest the golden potatoes we planted last spring. There was so much joy in finding these deeply buried treasures amongst worms, wood bugs and other creatures.

The visit to C-Dar farm was another highlight. We watched the chickens,

**Twinkle, twinkle little star,**

**how I wonder what you are?**

**Are you a gateway in the sky?**

**Or a twinkle in an angel's eye?**

**Stars in seedpods, flowers, pears,**

**Stars in apples, everywhere.**

**Twinkle, twinkle little star,**

**how I wonder what you are?**

fed the old horse, rode in the wagon and heard the cows bellowing in the field – I did not know cows could roar! A warm thank you to Ferdinand and Virna who also provided lunch for us.

Even with the colder weather, we will spend a good hour outside every morning. The leaves will be raked, the flowers cut back, the garden mulched

and put to sleep. The children are able to join in these work activities or are free to play. I see a lot of digging happening in the sandbox and we have yet to reach the bottom! The tunnel slide is another favourite, and the swings are never lonely.

Please remember to dress your child appropriately with lots of layers under a raincoat and rain pants; a toque and mittens will complete a rainy day outfit. If all clothing articles are labelled, there is a good chance they will find their way onto the right hook.

When we come inside, the children undress, hang up their things and help their friends to pull off a coat or a boot. A warm pot of tea, a nutritious snack, some free playtime and more “work” are waiting for us.

I am looking forward to a season of wonder filled with crafts and the smell of Christmas baking!

~ Miss Astrid

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## MORNINGSTAR & HUCKLEBERRY KINDERGARTENS



file photo

*Kindergarteners first explore one colour, then two, when watercolour painting. In the fall they will blend red and yellow to achieve the rich hues of autumn.*

Wednesday may be soup day, but that's not the reason it is everyone's favourite day of the week. No, after all the chopping and cutting and kneading and baking of fresh bread, Wednesday is the pinnacle day of the week, for both teachers and students, because it is painting day.

As soon as we take off our boots and hang our coats the children know. After spending at least an hour and a half playing outside they come inside to be met with the delicious smells of snack – which funnily enough indicates more about the activity planned for once our feast is completed than the meal itself.

In a Waldorf kindergarten painting is done once a week. Wet-on-wet watercolour painting is an introduction to the beautiful sensory world of colour for the young child; it is a fluid, dreamy and formless painting method that allows children to fully experience the quality of colour.

We use Stockmar circle paint and employ only the primary colours: yellow, red and blue. The thick paint is diluted, poured into smaller jars and stirred until smooth.

We begin by painting with one colour;

first with yellow for a few weeks and then we change to red; each colour flows differently along the wet paper and seems to leave “clouds” of colour on the page creating different shadings.

When we start combining colours later in the fall, the yellow and the red create orange. Then we paint again with only blue as winter comes and as the winter goes by we add the red creating a range of purples. In the spring time, we paint with blue and yellow to create green. When combining two colours, the single colours flow together in different places, they mix, they appear and disappear and in front of our own eyes, the secondary colours appear; green, orange and purple.

If one begins with a single colour and gradually increases the number, the children will learn to paint laying one colour next to the other, combining together rather than laying one on top of the other.

By the end of the year we will paint with all three. Using all the primary colours open to the children a colour scale with a degree of difference in shade and unbelievable riches.

As we know, children learn through

imitation, they are always interested in observing what the adults around them are doing and they really enjoy helping in such activities. The children love to set the painting tables. They help by placing the wooden boards with the wet painting paper (which has been previously soaked) at each seat; setting out jars of watercolour and water, sponges and rags, and so forth. There is always a job for the children who want to help and each job depends on the abilities of each child.

Painting is not a guided activity. While singing our “rainbow fairies” song, the teacher hands out the painting brushes and each child dips his brush in the colour and starts to paint. While we are painting there is golden silence in the room, the children really immerse in their work and do their strokes enthusiastically or carefully back and forth, witnessing how their painting changes. When the whole paper is covered in colour and the colours shine through the watery element, the child enters into a moment of satisfaction and contemplation. The combination of the wet paper and the liquid colour does not give room to paint solid outlines which is all to the good for the further development of the fantasy forces. Before dipping their brush into the coloured jar the children dip their brush into the jar that has the water, and the ever-changing colour of the water mesmerizes the children. More so, if we happen to be working with more than one colour.

When the paintings have dried, the beautiful results can be framed, turned into lovely gift cards, book covers, paper lanterns and other things.

We have started to work with the children on our lanterns made out of painting paper for the lantern walk on Wed. Nov. 16 at 6 pm (rain date of Nov. 17); we cannot wait to see all these beautiful and different lanterns shine brightly on the path in the dark forest as we sing our lantern songs together. We hope to see you all there.

~ Miss Begoña and Miss Kelsey

## CLASS ONE/TWO

After two months of teaching Class 1-2, I'm delighted to provide a little overview of what we've been doing. We have a full class of 25 students and have started a wait list. There are so many students and families passionate about Waldorf education in this town – it's absolutely wonderful. In Germany, where I originally taught, we always had very large classes; I had 32 students in my Grade 8 class before I came to Canada.

There are many advantages to bigger classes, not the least of which is students are able to learn from each other. It has been shown that the "faster" ones benefit from helping others and it goes a long way to building stronger relationships. This model is also used in countries like Finland, which ranks at the top of the PISA education tests worldwide.

With a bigger class there are also more positive role models who the others can follow or be inspired by. There are richer conversations and discussions, which is healthy and educational for everyone. It also helps the teacher to focus on teaching and other important classroom duties, with a smaller class the teacher often becomes "the entertainer."

With a larger number of students, activities such as choral singing, group recitations, drama and other performances are much more powerful and help the shy students engage more readily. Bigger classes also have greater social opportunities – friends are easier to find and more dominant students do not have the same influence in problematic situations.

Things are going exceedingly well in my class and I'm impressed by how fast



photo by Fritz Bindseil

*Class 1-2 work collaboratively in outdoor games following their separate main lessons.*

the Grade 1 students are grasping new concepts and expressing themselves with quality bookwork and artwork. All the students are learning to work together in a creative and supportive way. I am very much looking forward to seeing this diverse group of children continue to grow together.

I also want to thank my wonderful parents who are very supportive. They come for walks, help fix things in my class, assisted with Halloween festivities, and are active on the board of directors and with PIC.

Thank you!  
~ Fritz Bindseil

## Like us on Facebook, you'll be glad you did!



Visit Cedar Valley Waldorf School and "like us" for news, inspiration and articles relevant to parenting. Class parents will receive updates on school events, PIC meetings and important events.

## CLASS THREE/FOUR



photo by Christine Martin

Students of Class 3-4 harvesting their oat crop in September. They carefully threshed and winnowed the grain from the stalk so they could use the groats in a harvest festival called Sukkot.

On May 19 Class 2-3 went on a trip to C-Dar farm to plant oats. The students cleared the land with hoes and rakes then sowed the oat evenly across the ground. Next they worked the seeds into the soil so the birds would not eat them before they had the chance to germinate.

In September the students returned to the field to see the golden grain standing tall. With a scythe, and the help of Ferdinand our host, the oat stalks were cut and put into sheaves. We let the sheaves dry in the classroom and enjoyed the cozy aroma of the straw and grain for about two weeks.

Once the oats were nicely dry, we began the threshing and winnowing process to separate the usable grain from the rest of the plant. In the first step, threshing, we separated the kernels from the stalks by pulling them off with our hands (some of the children like to play the “tree or bush game” as they pulled the seeds from the stalks). The kernels were then placed on a sheet on the ground which we folded over and the children

energetically smashed the oats with rocks to loosen the chaff (husks and small stems) from the groats.

The second step, winnowing, separates the loosened groats from the remaining chaff to provide the clean finished grain. Wind winnowing is an agricultural method developed by ancient cultures that involves throwing the mixture into the air so that the wind blows away the lighter chaff while the more dense and heavy grains fall back down for recovery. The children did this using a sheet and were pretty successful! We quickly realized that if the sheet was flapped too vigorously the seeds would go flying away too, which the children were quite excited to see. This resulted in having to pick up many seeds from the ground and then proceeding with a lighter touch on the sheet flapping. After we completed this process we realize that not all of the chaff had come off the seed so the children then picked the chaff from the seed by hand, seed by seed for days! For every three that we peeled, one was eaten, so our supply of finished oats was significantly reduced during this process

but still sufficient for our needs.

October brings an abundance of holy days and festivals in many cultures. Along with our farming and gardening block, the children were learning Hebrew stories and about the harvest festival of Sukkot, or the “Feast of Tabernacles,” which commemorated the dwelling of the Israelites in temporary shelter during the 40-year journey in the Sinai desert. To celebrate our own harvest the children invited the parents to a Sukkot feast mostly made from foods that they had grown and harvested themselves. The appetizer was a green tomato relish using the many tomatoes in our garden when the cold days came (thanks to Oban’s mom, Pip, for sharing that great recipe, which was handed down to her from her mother). The main course was stew with tomatoes and carrots from our garden, and potatoes we harvested from C-Dar. The children also made challah, a special Jewish braided bread, which is eaten on the Sabbath and Jewish holidays.

The dessert was an apple crisp which included apples from local trees and our own oats. In the final step before baking, the children took the oat groats and put them through an oat flaker. As they turned the handle the hard dry groats were squeezed between two steel rollers and emerged on the other side as familiar looking rolled oats. We added them to the other ingredients and baked the apple crisp in the oven. For the harvest feast, the children joyfully served their parents all the food they had prepared at beautifully set tables with handwritten menus, origami and fall decorations.

The celebration and the food was enjoyed by all who attended but the children’s long journey to make the apple crisp really brought home how much love, focus and hard work people put into the food that we finally eat. Our apple crisp was 153 days in the making and five minutes in the eating. Food for thought, indeed!

~ Christine Martin

## CLASS FIVE/SIX

Class 5/6 has wrapped up its exploration of Ancient Greece. Having started last school year with Greek mythology and an introduction to most Greek gods and some of the demi-gods, the children have concluded that those gods did not always seem to be very godlike in their serenity and their view of justice. Often those gods behaved more like moody human beings and their decisions over life and death of real human beings was very arbitrary and self-centered. We then moved on to the area of Greek history.

The children learned how the Greek city states were the birthplace of modern civilization. These cities could be close allies one day and then turn around and wage war against each other the next. This is very reminiscent of how the social weaving between the students in the class can work these days!

Greek society, particularly the city of Athens, was famous for its works of art. Here for the first time speech is experienced and seen as an art. Many philosophers of those times like Socrates, Plato, Pythagoras and many others are still referred to today. And, of course, there is the Iliad and the Odyssey, the great works of Homer. But it was not just the written word that made the Greeks famous. The art of speaking, known as eloquence, made them known all over the ancient world and people came from far and wide to listen to Athenian speakers. The children have also practiced what it is to speak eloquently. They had to find arguments for arbitrary topics and present them in front of the class. We had many outstanding presentations and the students were able to understand that it was not just important to have a convincing argument, but that it was equally important how this argument was presented. This gave us an opportunity to work on clear enunciation, a resounding voice, and on physical posture and gestures.

We concluded our study of ancient Greece with the biography of Alexander the Great and his trusted adviser and spiritual father Aristotle.

Our next block will bring us back to geography. We will explore the topographical layout of the North American continent. Special emphasis will be brought to the different growth zones and ecosystems in progression from equator to the poles. The class will also investigate how those zones are very similar to the growth zones from the lower to higher regions of a mountain.

With the approaching 12-year-change and puberty just around the corner, the children will also want to be challenged to some physical threshold experiences. In order to be able to go rock climbing and whitewater rafting, among other activities, we started our fundraising efforts for the year. Our first opportunity was the sale of potted cedar saplings. We hope to have many more similar opportunities throughout the school year. As important as it is to make money with these events, it is equally important that the children carry a big part of those fundraising



Student illustration by Marina Lopez Bago

*Class 5-6 recently completed its studies of ancient Greek, having studied gods such as Zeus, pictured above.*

endeavours. This will help them to take ownership of the exciting events we are planning to participate in, instead of having been catered to by the parents and teachers.

~ Ralf Hoerger



Natasha Hall violin



Erik Musseau piano

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