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The Evergreen Canada Initiative is made possible through the generous support of individual Canadians, foundations, businesses and various government agencies.

Many thanks to everyone who contributed material, ideas and energy to *The Outdoor Classroom* - Issue 5, and to its writer/editor, Randee Holmes, and its designer, Troy Stewart.
Printed by C.J Graphics Inc. on Lily of the Valley text, chlorine-free.



EVERGREEN
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K.B. WOODWARD ELEMENTARY - SURREY B.C.



HIGHLANDS ELEMENTARY - NORTH VANCOUVER, B.C.

Building Momentum in the New Millennium

Since last year's issue of *The Outdoor Classroom*, Evergreen's Learning Grounds Program has grown in tandem with the increasing number of schools transforming their grounds. And, we're pleased to say, the momentum continues to build.

You'll notice that we made some exciting changes — we've shortened our name to "Evergreen," taken on a new logo, and formed new partnerships that allow us to strengthen our commitment to supporting schools across the country. Our look is fresh and new, and our commitment to the programs and values that have brought us this far is stronger than ever.

We are thrilled to announce the launch of The Evergreen Canada Initiative. This national millennium program will harness and celebrate the energy of the thousands of individuals and groups working in cities, towns and villages across the country to heal and regenerate the landscapes where we live, work and play. The initiative builds on the success of our two main programs - Learning Grounds (school grounds) and Common Grounds (public lands including parks and river valleys) - and launches a new program - Home Grounds (the home landscape).

Continued on page 2

Issue #2 | Numéro 2 | Spring 2000 | Printemps 2000

“respect is a big part of what we try to teach – respect for nature, for elders and for property”

Un nouveau souffle pour le nouveau millénaire

Depuis la parution de notre numéro de l'an dernier de *La classe en plein air*, le programme « Décours-vertes » d'Evergreen a poussé au même rythme que le nombre croissant d'écoles transformant leurs cours. Et nous sommes heureux de dire que nous avons le vent dans les voiles.

Nous avons d'ailleurs d'excellentes nouvelles cette année. Nous avons raccourci notre nom, devenu à présent « Evergreen ». Nous avons aussi adopté un nouveau logo. Nous avons tissé de nouveaux partenariats particulièrement enthousiasmants qui nous permettront de nous engager encore davantage à soutenir des écoles aux quatre coins du pays. Ainsi, notre image est fraîche et nouvelle et nous sommes plus que jamais fidèles aux programmes et aux valeurs qui nous ont permis d'arriver là où nous sommes.

Nous sommes notamment très heureux d'annoncer le lancement de *L'Initiative Canadienne Evergreen*. Ce programme national du millénaire permettra de canaliser l'énergie, tout en la célébrant, de milliers de personnes et de groupes oeuvrant dans les petites et grandes villes ainsi que dans les villages de tout le pays, pour panser et régénérer les paysages où nous vivons, travaillons et nous divertissons. L'initiative est axée vers les trois paysages de base qu'incarneront les trois principaux programmes de Evergreen : Décours-vertes (les cours d'écoles), communau-terres (des espaces verts publics comprenant des parcs et des vallons où coulent des rivières) et Vert chez nous (les domiciles résidentiels). Nous tenons à remercier nos nombreux partenaires, dont, entre autres, le Programme des partenariats du millénaire du Canada, Homes and Gardens Television et la Fondation Suncor Energie, pour avoir permis à l'initiative canadienne Evergreen de devenir réalité.

suite en page 2

Model Schools Program - Nova Scotia	3-5
Curriculum Integration	6
Model Schools Program - Quebec	7-11
Case Studies	12,13
Research - What's New?	14
The Tool Shed	15

Programme d'écoles modèles - Nouvelles écosse
Intégration du curriculum
Modèles de programmes - Québec
Études
Les recherches - Les nouveautés
La remise à outils

Thanks to our many partners — the Millennium Bureau of Canada, Home and Garden Television Canada, and the Suncor Energy Foundation, among others — the Evergreen Canada Initiative has become a reality.

In increasing numbers, Canadians are thinking about home and nature in new ways by engaging in ecological gardening practices in public and private landscapes, from the community park to the residential backyard to the corporate lawn. We are connecting green corridors and turning industrial brown fields into green fields. We are daylighting buried streams, restoring wetlands, greening rooftops, and removing the asphalt from school grounds to replace it with trees, shrubs, meadows and ponds. These projects link culture with nature in a transformation that reveals unique regional, artistic and cultural expressions while improving environmental health.

For those of you who are just beginning to take steps towards improving your school ground, we encourage you to follow the lead set by some of the inspiring examples inside this issue of *The Outdoor Classroom*. For those of you with projects already underway, we are confident that you will find fresh ideas and innovations to sustain your motivation and energy. Check out our wonderful new Learning Grounds Tool Shed resources. You'll find details on our new guidebook, research report, videos, and newly designed and expanded Web site.

Lastly, we invite all of you to stay in touch with us as we continue to support and share your successes.

THE TRANQUILITY OF THE COURTYARD SETTING AT RIDGEWAY SCHOOL IN VANCOUVER, B.C.

JOSHUA BERSON PHOTOGRAPHY



IYYUS STLUL'IQUL SCHOOL - DUNCAN, B.C.

De nos jours, les Canadiens et les Canadiennes se montrent de plus en plus nombreux à penser à leur maison et à la nature sous un nouvel angle, en embrassant des techniques de jardinage écologiques, tant dans leur paysage privé que public, depuis le parc communautaire jusqu'à leur jardinet résidentiel en passant par la pelouse de l'entreprise. Ainsi, nous relient des couloirs de verdure entre eux et nous transformons des terrains vagues industriels en terrains abritant des espaces verts. Nous ramenons à la surface des cours d'eau enterrés, nous restaurons des zones humides, nous verdissions des toits et nous remplaçons l'asphalte des cours d'écoles par des arbres, des buissons, des prairies et des étangs, petits ou grands. Les transformations qu'amènent ces projets, alliant culture avec nature, permettent de révéler les caractères uniques tant régionaux qu'artistiques et culturels, tout en améliorant la santé environnementale.

Pour ceux et celles d'entre vous qui commencez juste à vous mobiliser pour améliorer le cours de votre école, nous vous encourageons à vous inspirer de certains des exemples que nous vous présentons dans ce numéro de *La classe en plein air*. Pour ceux et celles d'entre vous dont les projets sont déjà lancés, nous sommes certains que vous trouverez idées et innovations originales pour alimenter votre énergie et votre motivation. Veuillez consulter notre nouvelle *Remise à outils Décours-vertes* qui est magnifique. Vous trouverez également dans ce numéro de plus amples détails sur notre nouveau guide, sur un rapport de recherches, sur des vidéos ainsi que sur le développement de notre site Internet.

Enfin, nous vous invitons tous et toutes à nous donner des nouvelles pendant que nous continuons de soutenir et de prendre part à votre réussite.

In increasing numbers, Canadians are thinking about home and nature in new ways by engaging in ecological gardening practices in public and private landscapes, from the community park to the residential backyard to the corporate lawn.



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Published by: / Édité par : **Evergreen**

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Writer/Editor: / Auteur/Rédactrice : **Randee Holmes**

Project Manager: / Responsable de projet : **Cam Collyer**

Translator: / Traducteur : **Charles-Antoine Rouyer**

Hygeia Healthy Communication Saine Inc.

Design: / Conception : **Navio Design**

EVERGREEN'S LEARNING GROUNDS PROGRAM IS DEDICATED TO TRANSFORMING CANADIAN SCHOOL GROUNDS INTO NATURAL LEARNING ENVIRONMENTS.

LE PROGRAMME DÉCOURS-VERTES D'EVERGREEN S'EMPLOIE À TRANSFORMER LES TERRAINS D'ÉCOLE CANADIENS EN ENVIRONNEMENTS D'APPRENTISSAGE NATURELS.

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AUCUN EXTRAIT DE LA CLASSE EN PLEIN AIR/ THE OUTDOOR CLASSROOM NE PEUT ÊTRE REPRODUIT, SAUVEGARDE NI TRANSFÉRÉ, ÉLECTRONIQUEMENT OU PAR TOUT AUTRE MOYEN, SANS L'AUTORISATION ÉCRITE DE EVERGREEN. CONTENU ÉDITORIAL © 2000 EVERGREEN

"All art, all education can be merely a supplement to nature." -Aristotle

Nova Scotia Model Schools Program

The goal of the Nova Scotia Model Schools Program was to initiate awareness and break ground for "educating through nature." During 1997 and 1998, twenty-five schools with wide-ranging physical, political and socio-economic circumstances participated in the program. Programs such as this help communities find more sustainable ways of living with the land, in ways that are ecological, educational and aesthetic, as well as make good economic sense.

Through the Nova Scotia Model Schools Program more than 13,000 square metres were transformed with the planting of thousands of native and non-native trees and plants. Participating schools also developed concept designs and masterplans, received \$234,000 of in-kind support in the form of services and materials, and enlisted the involvement of 8,000 people.

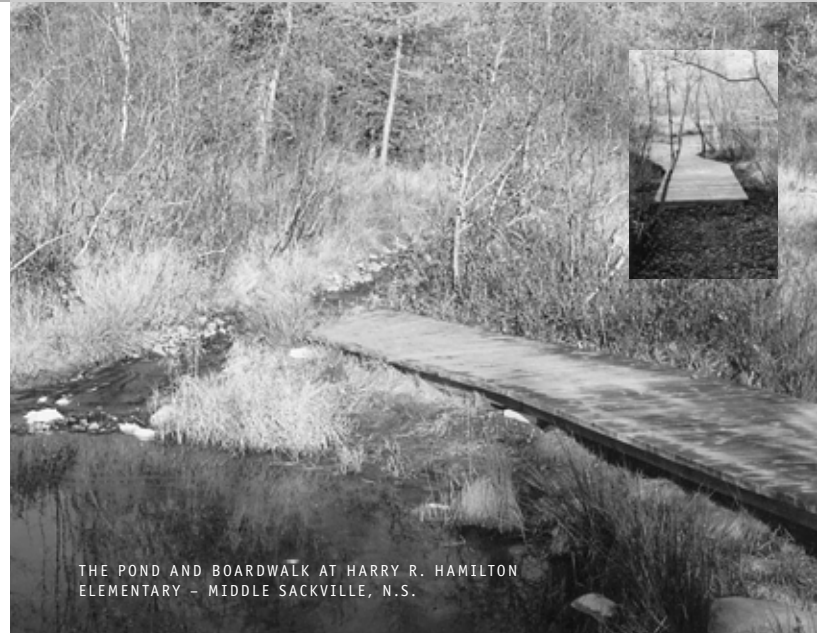
Numerous spin-offs have evolved from this initiative to nurture nature. Among them, the Tree Canada Foundation established an Atlantic office at the NS Department of Education to facilitate further support for schools.

We are grateful to Environment Canada's Community Funding Program - EcoAction 2000 for their generous support of the Nova Scotia Model Schools Program.

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CAM COLLYER



THE POND AND BOARDWALK AT HARRY R. HAMILTON ELEMENTARY - MIDDLE SACKVILLE, N.S.

Participating Nova Scotia Model Schools

- ADMIRAL WESTPHAL JR. HIGH SCHOOL, DARTMOUTH
- BEAVER BANK-KINSAC SCHOOL, LOWER SACKVILLE
- BROOKHOUSE SCHOOL, DARTMOUTH
- CALEDONIA JUNIOR HIGH SCHOOL, DARTMOUTH
- DARTMOUTH HIGH SCHOOL, DARTMOUTH
- ÉCOLE BEAUFORT, HALIFAX
- ELIZABETH SUTHERLAND SCHOOL, HALIFAX
- ELLENVALE JUNIOR HIGH SCHOOL, DARTMOUTH
- ERIC GRAVES JUNIOR HIGH SCHOOL, DARTMOUTH
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- HALIFAX GRAMMAR SCHOOL, HALIFAX
- HARBOUR VIEW ELEMENTARY SCHOOL, DARTMOUTH
- HARRY R. HAMILTON ELEMENTARY SCHOOL, MIDDLE SACKVILLE
- HERRING COVE JUNIOR HIGH SCHOOL, HERRING COVE
- JOHN MACNEIL ELEMENTARY SCHOOL, DARTMOUTH
- JOHN MARTIN JUNIOR HIGH SCHOOL, DARTMOUTH
- JOHN W. MACLEOD/FLEMING TOWER SCHOOL, HALIFAX
- LEMARCHANT ST. THOMAS, HALIFAX
- MARY LAWSON SCHOOL, DARTMOUTH
- NOTTING PARK SCHOOL, DARTMOUTH
- ST. STEPHEN'S ELEMENTARY SCHOOL, HALIFAX
- SAMBRO-KETCH HARBOUR SCHOOL, SAMBRO
- SOUTH WOODSIDE SCHOOL, DARTMOUTH
- TANTALLON ELEMENTARY SCHOOL, TANTALLON

Nova Scotia Model Schools Associate

RHEA MAHAR



PLANTING DAY AT ST. STEPHEN'S ELEMENTARY - HALIFAX, N.S.

ST. STEPHEN'S ELEMENTARY

One Thing at a Time

St. Stephen's Elementary School, Halifax, Nova Scotia

St. Stephen's Elementary School in Halifax, Nova Scotia has at least one unique claim to fame - they have a cranberry bog on their property. Evergreen recognized the potential of the site in 1994, as part of their initial survey of schools for the Learning Grounds pilot project. It wasn't long after that planning of the area by school staff and volunteers began. The St. Stephen's Community Bog Project was officially underway.

According to Michael Solak, a parent volunteer with the school ground naturalization project, "the best advice we received on how to conduct this project was to proceed in a slow and deliberate manner." The project began with the creation of a master plan outlining the areas in which they hoped to make some changes. Over the course of the project, some of these plans have been realized, some new ones added and some original ones modified. Whatever the task, though, the guiding principle for this project has remained the same: complete one thing before attempting another.

The benefits of this approach have been many. For one, according to Michael, "We haven't been overwhelmed by the scope of the project by being too ambitious. We have not out-stripped the capacity of our volunteers to make plans or provide labour, nor have we ever lacked funding at any stage of the project."

Another benefit of the step-by-step approach is that those involved with the effort continue to learn what is possible to accomplish at each stage. Not surprisingly, the volunteers have found that some things work while others do not. Feedback from previous stages is used to inform future actions.

The small step approach has also kept them within reach of their key audience - the students. Whenever possible, plans for the project are viewed in terms of how the students can be involved in executing the ideas. In addition, by keeping things manageable, the project committee hasn't ever had to turn control of the ideas over to a larger body such as a municipal planning commission.

A final benefit, Michael says, is that, "We get to celebrate the success of each stage as it gets completed. Yes, it is part of a larger project, but each completed task is an accomplishment on its own."

ST. STEPHEN'S ELEMENTARY



CELEBRATING THE CRANBERRY BOG AND MUCH MORE AT ST. STEPHEN'S ELEMENTARY - HALIFAX, N.S.

Inner Beauty

Dartmouth High School, Dartmouth, Nova Scotia

The Grassroots naturalization committee at Dartmouth High School just doesn't seem to rest. For more than four years, this team of students and staff has been active in realizing its commitment to beautify and restore the school ground. Formerly nothing but brick walls and cement floorings, Grassroots has transformed the inner courtyards of the school into oases of green space.

The sudden death of Maureen Taggart, an admired teacher, avid gardener and member of the committee, sparked the team into action to green the first courtyard. The result was Maureen's Memory Garden, completed in spring 1997. It is a space for quiet contemplation for both students and staff. Maureen's love of the ocean is captured in the goldfish pond. The birdhouses represent her fondness for bird watching. The heather and thistle planted in the garden are a link to her Scottish heritage. A weeping larch expresses the sadness of her passing.

In contrast, the Spartan Courtyard is a bustling space. It is an area for eating and meeting. Picnic tables allow students to congregate at mealtime and during outdoor class instruction. Raised beds are home to a variety of flowers, evergreens and groundcovers. Rocks cleared out from one area of the school were reused in this area with the building of a stone Inukshuk. The statue marks the location of a millennial time capsule, buried in the fall of 1999.

The committee hasn't slowed down. They are now hard at work greening another courtyard space. This one houses a greenhouse and storage shed and is in the early stages of being planted. The long-term vision is that this space will be used to grow indigenous plants for other schools, as these seem to be in short supply.

THE BRAND NEW GREENHOUSE READY TO GROW AT DARTMOUTH HIGH SCHOOL - DARTMOUTH, N.S.



CAM COLLYER



CAM COLLYER

A GLIMPSE OF MAUREEN'S MEMORY GARDEN - DARTMOUTH HIGH SCHOOL - DARTMOUTH, N.S.

MARKING A SPECIAL OCCASION WITH PRIDE -
BROOKHOUSE SCHOOL, DARTMOUTH, N.S.



BROOKHOUSE SCHOOL

BROOKHOUSE SCHOOL



THE TREE OF RECOGNITION AT BROOKHOUSE SCHOOL
- DARTMOUTH, N.S.

We have made great strides to live up to our school motto – to "be the best we can be." We will continue with our commitment to enhance our school grounds into the future.

Being the Best We Can Be

Brookhouse School, Dartmouth, Nova Scotia

By **Joanne Conrad**, Grade Two Teacher

Until spring 1999, the tiny area surrounding Brookhouse School was completely covered in asphalt. But the plans to change this have been in the works for a number of years.

In 1995, when Brookhouse staff and parents were first involved in site planning, improving our external environment became the number one priority. A naturalization committee was struck to begin the mammoth task of greening the school grounds.

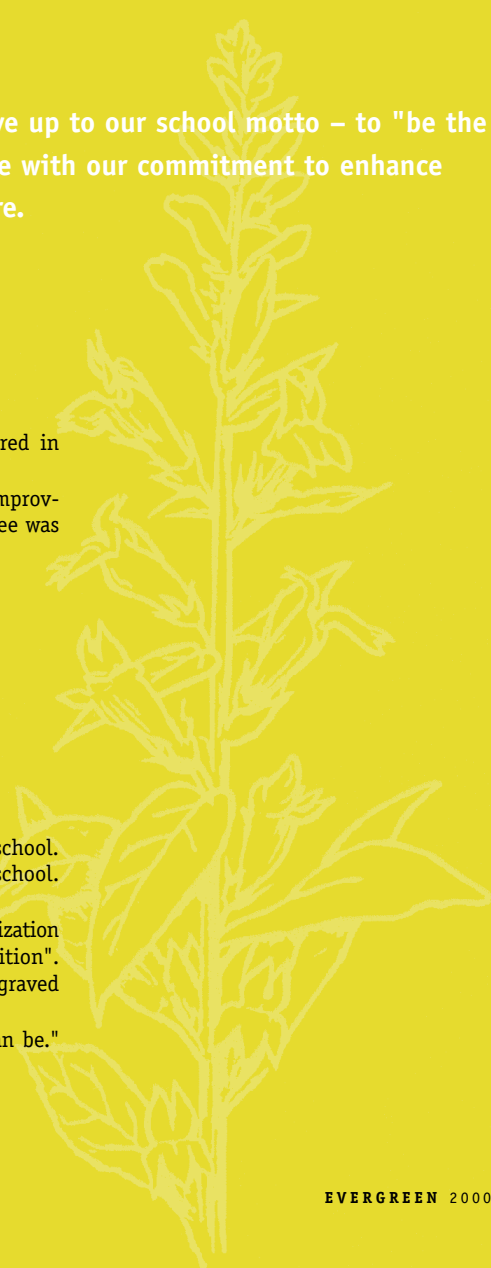
Since those early beginnings we have completed many tasks:

- constructed a fence
- placed sod on the hill between the ditch and the cement aquaduct
- removed and hauled away asphalt
- placed bike racks beside the school
- developed a green area with cement benches and maple trees
- constructed two three-tiered planters in the front of the school

The planters have subsequently been adopted and are tended by a family in our school. The maple trees were dedicated and planted in a great celebration attended by all at the school. One tree is planted in memory of a former principal who passed away.

To promote interest and concern for the school's environmental commitment, the naturalization committee designed and commissioned the construction of a six-foot high "Tree of Recognition". Whenever students, staff or parents support our naturalization project, their names are engraved on a leaf of the tree.

We have made great strides to live up to our school motto – to "be the best we can be." We will continue with our commitment to enhance our school grounds into the future.





JOSHUA BERSON PHOTOGRAPHY

PLANTING A LASTING LEGACY AT ROGERS ELEMENTARY, VICTORIA, B.C.

Naturalization Area Activities

By *Jeff Reading*, Fish Creek Environmental Learning Centre, Calgary, Alberta

Integrating curriculum connections with naturalization areas begins at the development and planning stages of the project. **Science** can be used to get students involved with determining the growing conditions that exist within the area, and selecting and locating plants. Teams of students, visiting the planned area at various times of the day, can monitor the following:

- amount of sunshine
- amount of wind
- shadow patterns created by existing structures
- temperature
- precipitation
- traffic patterns of people and animals that move through the area
- land formations (angle and direction of any slopes or hillsides)
- soil quality

Math studies can be integrated to determine the types and amount of material needed to complete the naturalization project. The following questions can be explored:

- How much topsoil is needed?
- What volume and type of foundation material (rocks, retaining walls, etc.) are required?
- What pathways are planned and how much material is required to build them?
- What is the mature size of the plants being considered?

Language Arts can be integrated by using the results of other activities to establish the beginnings of a "guidebook" for the naturalization area, chronicling the development of the project.

Art activities can be used to challenge students to developing artistic visions of the mature naturalization area. Once a plan has been developed, students can produce colourful artistic representations of what the naturalization area will look like in five, ten and twenty years.

Naturalization areas offer a wonderful educational resource to facilitate the delivery of a wide range of activities across a spectrum of subject areas. Here is an activity to try in your naturalization area.

Snow Prints

This activity, suitable for grades 1 through 9, explores snow crystals and provides an opportunity for classification. This is an opportunistic activity in that it must be prepared in advance and carried out when it is snowing.

Preparation

Gather together a class set of glass microscope slides and a can of clear spray lacquer. (Avoid using shellac and varnish; they are yellowish in colour and don't work as well as clear lacquer.) Keep these items cold by storing them either in a refrigerator or outdoors.

Outdoor activity

- When you notice it is snowing, take your class outside.
- Carefully lay the glass slides out flat and spray them with a layer of clear lacquer.
- Instruct each student to collect falling snowflakes by catching them in the wet lacquer on their slides. Don't collect snowflakes that have landed on the ground.
- Place the slides with collected snowflakes outdoors under a cover of some sort.
- Allow them to dry for at least two hours.

Follow up

- Bring the slides inside and store them in a refrigerator until they are ready to use in class.
- View the snowflake "prints" under a microscope.
- Classify the snowflakes according to common characteristics or accepted snowflake types.

For other activities similar to the one described here, contact the **Fish Creek Environmental Learning Centre (403-297-7927)** and ask about their resource, *Environmentally Tuned to the Biggest Classroom of Them All*.

Quebec Model Schools Program

Between 1996 and 1999, five Evergreen associates assisted thirty-two Quebec schools to naturalize their grounds as part of Evergreen's Model Schools Program. The associates offered support and expertise in the areas of planning, design, fundraising and maintenance.

As always, the level of community support was remarkable and formed the cornerstone of each school's successful naturalization initiative. In total, volunteers provided over \$350,000 in donated time and cash donations of over \$175,000. These thirty-two schools have demonstrated leadership through action and their example has influenced others in Quebec to initiate their own projects. We hope the following sample stories will inspire you to get something started at your school.

Our thanks to Environment Canada's Community Funding Program — EcoAction 2000 for their generous support of the Quebec Model School Program.

Le programme d'écoles modèles au Québec

Entre 1996 et 1999, cinq membres associés d'Evergreen ont aidé 32 écoles au Québec à naturaliser leurs cours dans le cadre du *Programme d'écoles modèles d'Evergreen*. Les membres associés ont prêté main-forte en partageant leurs connaissances dans les domaines de la planification, du design, des collectes de fonds et de l'entretien.

Comme toujours, la collectivité a offert un soutien remarquable, constituant l'une des principales pierres angulaires à la réussite des initiatives de naturalisation de chaque école. Les bénévoles ont contribué en tout plus de 350 000 \$ en prêtant leur temps ou en donnant plus de 175 000 \$ en argent. Ces 32 écoles, par leurs actions et leur exemple, ont ouvert la voie en inspirant d'autres établissements au Québec à lancer leurs propres projets. Nous espérons que les exemples suivants vous amèneront à entamer un projet dans votre propre école.

Nous voudrions remercier le programme d'aide financière pour les organismes communautaires d'Environnement Canada, ÉcoAction 2000 pour son généreux soutien au programme d'écoles modèles au Québec.



CELEBRATING MUSIC AT ÉCOLE DE LA SOURCE, ST. JEROME, QUEBEC
FÊTER LA MUSIQUE À L'ÉCOLE DE LA SOURCE, ST. JÉRÔME, QUÉBEC

Participating Quebec Model Schools

Écoles participant au programme d'écoles modèles au Québec

ÉCOLE BANCROFT SCHOOL, MONTRÉAL
COLLÈGE SAINT-CHARLES-GARNIER, QUÉBEC
ÉCOLE BELLEFEUILLE, ST-JERÔME
ÉCOLE CAP JEUNESSE, ST-ANTOINE
ÉCOLE DE BOURGOGNE, MONTRÉAL
ÉCOLE DE LA SOURCE, ST-JERÔME
ÉCOLE DE L'ODYSSÉE, SAINT-NICHOLAS
ÉCOLE DU BOIS, ST-JERÔME
ÉCOLE DU PARC, BEAUPORT
ÉCOLE DU VALLON, MONTRÉAL
ÉCOLE ELIZABETH BALLANTYNE, MONTRÉAL OUEST
ÉCOLE JEAN-JACQUES-OLIER, MONTRÉAL

ÉCOLE JOLIBOIS, ST-JERÔME
ÉCOLE LA CLÉ D'OR, SAINT-ANTOINE DE TILLY
ÉCOLE LE BALUCHON, LAVAL
ÉCOLE MONTESSORI DE QUÉBEC, SILLERY
ÉCOLE NOTRE-DAME, LEVIS
ÉCOLE PLEIN-SOLEIL, SAINT-ÉTIENNE-DE-LAUZON
ÉCOLE PRIMAIRE MAISONNEUVE, MONTRÉAL
ÉCOLE SAINT-JEAN BAPTISTE, ST-JERÔME
ÉCOLE SAINT-JEAN-BAPTISTE, QUÉBEC
ÉCOLE SAINT-JOSEPH, MONTRÉAL
ÉCOLE SAINT-LOUIS DE FRANCE, CHARNY
ÉCOLE SAINT-LUC, NÔTRE-DAME-DE-GRÂCE
ÉCOLE SAINT-PIERRE CLAVER, MONTRÉAL
ÉCOLE SECONDAIRE MONT-SAINTE-ANNE, BEAUPRÉ
ÉCOLE ST-ÉTIENNE, MONTRÉAL
KARONHIANONHA SCHOOL, KAHNAWAKE, MOHAWK
TERRITORY, TERRITOIRE MOHAWK

KATERI SCHOOL, KAHNAWAKE, MOHAWK TERRITORY
TERRITOIRE MOHAWK
SÉMINAIRE SAINT-ALPHONSE, SAINTE-ANNE-DE-BEAUPRÉ

Quebec Model Schools Associates

Membres associés des écoles modèles au Québec

SABIHA TORUN
DENISE BLAIS
MARTINE ROCHEFORT
VANIA RODRIGUEZ
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SAINT-ÉTIENNE-DE-LAUZON, QUÉBEC

École du Parc Quelle détermination!

École du Parc, Beauport, Québec

That's Determination!

École du Parc, Beauport, Québec

When École du Parc arranged for a historian to trace the roots of the community and the lot on which the school was built, they were more than a little surprised at what they found out.

It turns out the school grounds were once the site of a town dump for building materials. Riddled with rock and asphalt, the soil was completely infertile. Not easily discouraged, the staff solicited the help of contractors. With a bevy of backhoes and bulldozers, they dug down through four-and-a-half feet of debris to bring the good soil to the surface. That was more than three years ago. Today, what was once a muddy plot of land is now a beautiful display of native trees, shrubs and wildflowers.

The staff aren't the only ones with determination. This past year the students undertook a major fundraising effort to purchase a tree for their project. Scheduled shortly before Easter, the principal suggested to the students that they ask their parents to donate money to purchase trees for the project instead of spending it on chocolate eggs and rabbits. The children took his suggestion to heart. In only one weekend, the 400 students at the school raised \$5,000. Now that's a lot of Easter bunnies!

The community is involved in the project too. Residents living close to the school keep a careful watch over the grounds after hours. The whole community was invited to take part in the project and now feels a sense of pride and ownership for it. As a result vandalism hasn't been a problem. Indeed, if the students see anyone doing anything even potentially harmful, they report the incident immediately.



ÉCOLE DU PARC, BEAUPORT, QUÉBEC

ÉCOLE DU PARC

Les responsables de l'école du Parc n'étaient pas au bout de leurs surprises lorsqu'ils ont demandé à un historien de se pencher sur les racines historiques du quartier et du terrain où l'école était construite.

Résultat des recherches? Il s'est avéré que le terrain de l'école avait servi dans le passé de site de décharge municipale pour des matériaux de construction. Le sol, criblé de rochers et de morceaux d'asphalte, n'était donc pas du tout fertile. Loin de se laisser décourager par cette « découverte », le personnel s'est alors tourné vers un entrepreneur en construction pour recevoir un coup de main. À l'aide d'une foule de pelleteuses mécaniques et de bulldozers, ils ont creusé et ont enlevé jusqu'à 1,50 m de débris pour ramener la bonne terre à la surface. Trois ans plus tard, ce qui était un terrain boueux est devenu à présent un superbe écrin de verdure d'essences locales, rassemblant arbres, buissons et fleurs sauvages.

Mais le personnel n'a pas été le seul à faire preuve de détermination. L'an dernier, les élèves ont lancé une campagne de financement considérable pour acheter un arbre pour leur projet. L'idée a germé juste avant Pâques. Pourquoi alors les élèves ne demanderaient-ils pas à leurs parents, a alors suggéré le directeur de l'école, de donner de l'argent pour acheter des arbres pour le projet, plutôt que de le dépenser pour des œufs et des lapins en chocolat? Les enfants ont pris leur directeur au mot. En l'espace d'une fin de semaine seulement, les 400 élèves de l'école ont rassemblé 5 000 \$. Imaginez un peu combien d'œufs de Pâques cela peut représenter!

En fin de compte, toute la collectivité s'est impliquée dans le projet. Les résidents riverains de l'école surveillent le terrain après les heures de bureau. Les habitants du quartier ont été invités à participer au projet, auquel ils s'identifient aujourd'hui et dont ils sont fiers. Il n'y a donc eu aucun problème de vandalisme. En effet, si les élèves remarquent quelqu'un qui pourrait éventuellement abimer le nouvel espace vert, ils le signalent immédiatement.



ÉCOLE PLEIN-SOLEIL

ÉCOLE PLEIN-SOLEIL, SAINT-ÉTIENNE-DE-LAUZON, QUÉBEC

Une réussite annuelle

École Plein-Soleil, St-Étienne de Lozon, Québec

En 1997, la détérioration de la cour de l'école Plein-Soleil préoccupait autant les enseignants et les parents que les membres du conseil scolaire de l'école. Tous savaient qu'il fallait faire quelque chose. Ils ont donc mis sur pied un comité pour l'environnement et ont proposé un projet de naturalisation de la cour de l'école. La majorité des gens se sont montrés nettement favorables au projet et ont offert leur aide. Devant tant d'enthousiasme, le comité s'est alors douté que l'avenir lui réservait de bonnes surprises.

À présent, plusieurs nouvelles plates-bandes surélevées accueillent des arbres, des arbustes et des fleurs sauvages. En plus, une autre large bande de plantes a été aménagée le long d'une clôture. Les projets actuels comprennent la plantation de végétation adaptée aux variations saisonnières de l'irrigation, l'aménagement du lit d'un cours d'eau asséché bordé de rochers, des bancs pour une classe en plein air ainsi qu'un cercle délimité par des rochers fort abondants dans la région, où les élèves pourront jouer et étudier.

Plus d'une centaine d'élèves ont participé à la toute première journée de travail. Ces journées se déroulent à présent deux fois par an et permettent à l'école et à la collectivité de collaborer au sein d'un même effort. Les parents travaillent avec des enfants autres que les leurs. Les membres de la collectivité font connaissance avec leurs voisins, ce qui leur permet de discuter et de se tenir au courant des dernières nouvelles. Dans l'ensemble, le personnel de l'école indique que ces journées de travail ont permis de resserrer les liens au sein de la collectivité.

En plus de l'aide de bénévoles, une collecte de fonds a joué un rôle déterminant dans le projet. Pendant les fêtes de fin d'année, l'école a vendu des arbres de Noël donnés par une pépinière locale. Elle a également vendu des cartes de vœux que les élèves avaient réalisées eux-mêmes pendant les heures de classe. Les cartes étaient décorées avec des matériaux naturels comme des fleurs séchées et des matériaux recyclés tels que des chutes de papier provenant des imprimeries locales, pour finalement constituer un superbe cadeau représentant l'expression collective du patrimoine naturel, de la collectivité et de l'apprentissage scolaire.

Annual Success

École Plein-Soleil, Saint-Étienne de Lauzon, Québec

In 1997, teachers, parents, and school board staff at École Plein-Soleil were concerned with the growing deterioration of the school grounds. They knew that something had to be done. So they formed an environment committee and proposed a school ground naturalization project. People's overwhelmingly positive response to the project and their willingness to help convinced the committee they were really on to something good in this effort to transform their school grounds.

Even the very first organized workday drew the participation of more than 100 students. Now a twice-annual event, the workdays bring the school and the community together in a collaborative effort. Parents work with children other than their own. Community members meet others in the community they hadn't known before. Neighbours have a chance to talk and catch up on the latest news. Overall, staff at the school report that the community has become more closely knit as a result of their workdays.

In addition to volunteer participation, fundraising has also been central to the project. At holiday time they sold Christmas trees that had been donated from a local nursery. They also sold Christmas cards that the students had made. Many of the cards were created during class time, using art techniques they were taught. The cards incorporated natural materials such as dried flowers and recycled materials such as paper cuttings from local print shops. Some students and parents even came in over the weekend to work on their creations. The success of these initiatives has led them, too, to become annual events.

SHADE SHELTER AND LONG HOUSE AT
KAHRONIANHONHA MOHAWK
IMMERSION SCHOOL, KAHNAWAKE
MOHAWK TERRITORY, QUEBEC

OMBRE ET "LONG HOUSE" À L'ÉCOLE
KAHRONIANHONHA D'IMMERSION
MOHAWK, TERRITOIRE MOHAWK DE
KAHNAWAKE, QUÉBEC



Native Way of Life

Kahronianhonha Mohawk Immersion School Kahnawake Mohawk Territory, Quebec

Central to Kahronianhonha Mohawk Immersion School is the teaching of Native beliefs and philosophy. Located in northern Quebec, the school offers elementary students a program of immersion in Mohawk language and ways of life. Their school ground naturalization project is no exception to this approach.

The recently built arboretum resembles a traditional longhouse, the original homes of the Iroquois people. These structures were central to daily life and the places where each clan slept, ate and held their ceremonies. In keeping with tradition, the opening of the 10 x 20 foot structure at the school faces east, to greet the rising of the sun each day.

Within the arboretum there are benches so the children can receive some of their class instruction outside, or simply sit and ponder. To encourage pensive thought, six cedar trees were planted around the perimeter of the building. Cedar is a traditional tree of the Iroquois people, and considered to have a calming effect. In a home, cedar is often left steeping in a pot of water on the stove; cedar tea is used to cleanse; and cedar baths are taken at particularly troubling times in life.

The top of the structure has been left open to the sky, but only until spring. At this time the arboretum will be planted with morning glories and wild grapes to climb and cover the bare wooden framework, providing cooling shade during the hot summer months. Other plants such as sunflowers that have special medicinal and spiritual significance for the Iroquois people will be planted as well.

According to Eva Johnson, coordinator of the environmental education program, "respect is a big part of what we try to teach – respect for nature, for elders and for property."

Cedar is a traditional tree of the Iroquois people, and considered to have a calming effect. In a home, cedar is often left steeping in a pot of water on the stove; cedar tea is used to cleanse; and cedar baths are taken at particularly troubling times in life.



KAHRONIANHONHA MOHAWK IMMERSION SCHOOL
ÉCOLE KAHRONIANHONHA D'IMMERSION MOHAWK



EVERGREEN

COMMON MILKWEED
ASCLEPIAS SYRIACA

La vie à l'amérindienne

École d'immersion mohawk Kahronianhonha, Territoire Mohawk de Kahnawake, Québec

L'enseignement des croyances et de la philosophie autochtones constitue une pierre angulaire de l'école Kahronianhonha. L'école, située dans le nord du Québec, propose aux élèves de niveau élémentaire un programme d'immersion en langue mohawk et suivant les traditions mohawk. Le projet de naturalisation de la cour de leur école s'inscrit donc entièrement dans le cadre de cette démarche.

Un arboretum a récemment été aménagé. Il ressemble à une « long house » traditionnelle, soit les habitations d'origine du peuple iroquois. Ces bâtiments jouaient un rôle central dans la vie quotidienne. C'était le lieu où chaque clan dormait, mangeait et célébrait leurs cérémonies. Dans le respect de cette tradition, l'entrée de l'arboretum, mesurant 3,30 x 6,60 mètres (10 pieds par 20 pieds), est orientée à l'est, pour accueillir le soleil levant tous les matins.

L'arboretum abrite des bancs pour permettre aux enfants de suivre certaines de leurs classes en plein air ou tout simplement de s'asseoir et de méditer. Et pour encourager la réflexion, six cèdres ont été plantés sur le pourtour. Le cèdre est l'arbre traditionnel des Iroquois, auquel ces derniers attribuent un effet calmant. À la maison, le cèdre mijote souvent dans de l'eau chaude sur la cuisinière ; on boit aussi le thé de cèdre pour éliminer ; et on prend des bains de cèdre lorsque l'on traverse des périodes difficiles de sa vie.

Le sommet de la structure restera à ciel ouvert, mais seulement jusqu'au printemps. À ce moment-là, on plantera dans l'arboretum des volubilis et du raisin sauvage qui grimpent et recouvriront le bâti de bois nu, ménageant ainsi de l'ombre rafraîchissante pendant les mois chauds d'été. D'autres essences végétales, telles que des tournesols, ayant des propriétés médicinales et une signification spirituelle pour les Iroquois, y seront également plantées.

Selon Eva Johnson, la coordinatrice du programme d'éducation sur l'environnement, « le respect compte beaucoup dans ce que nous nous efforçons d'enseigner, le respect de la nature, des aînés et de la propriété. »

Le cèdre est l'arbre traditionnel des Iroquois, auquel ces derniers attribuent un effet calmant. À la maison, le cèdre mijote souvent dans de l'eau chaude sur la cuisinière ; on boit aussi le thé de cèdre pour éliminer ; et on prend des bains de cèdre lorsque l'on traverse des périodes difficiles de sa vie.

TONIATA PUBLIC SCHOOL -
BROCKVILLE, ONTARIO



A NEW PLACE TO GATHER AT TONIATA PUBLIC SCHOOL -
BROCKVILLE, ONTARIO



At Toniata Public School they've got big ideas – and they're carrying them out. Students, parents, teachers and staff have put in a lot of hard work to complete the first phase of their multi-faceted school ground Outdoor Education Area.

A Holistic Outdoor Classroom

Toniata Public School, Brockville, Ontario

At Toniata Public School they've got big ideas – and they're carrying them out. Many students, parents, teachers and staff members at the school have put in a lot of hard work to complete the first phase of their comprehensive school ground Outdoor Education Area. When completed, the Outdoor Education Area will fulfill the following five objectives:

1. To provide an outdoor learning environment for staff and students.
2. To provide a place on the school ground where students can meet, interact and reflect.
3. To make a positive contribution to the local natural environment by providing a diversity of plant and mineral habitats.
4. To serve as a focus for school events and celebrations.
5. To provide an inviting place for the community to interact with nature.

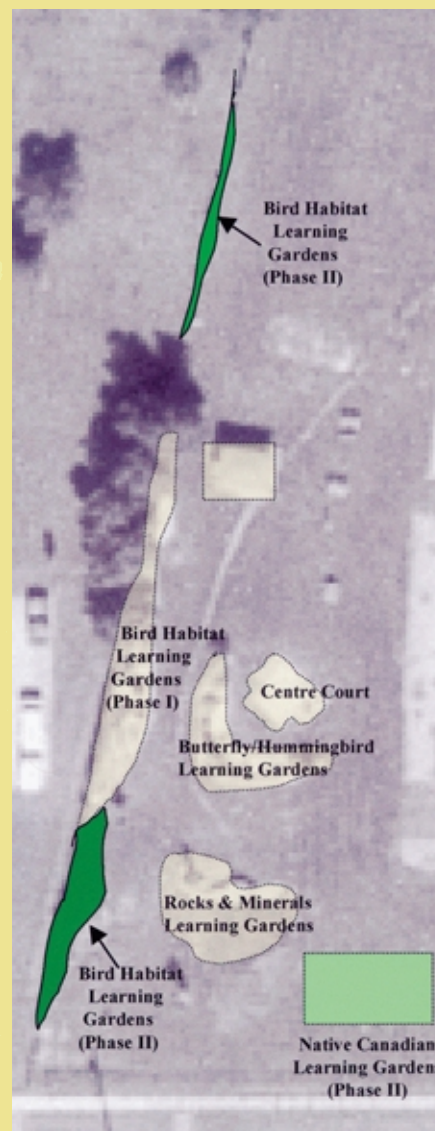
During the first phase of the Outdoor Education Area, everyone has been very busy establishing a series of learning gardens. The Rocks and Minerals Learning Gardens have been designed to fit into curriculum related to the study of geology, rocks and minerals, and earth sciences. A 25-tonne limestone rock, donated by a local quarry, is a focal point in the gardens. Various rocks representative of the local area surround a natural heritage plant garden.

The Bird Habitat Learning Gardens have been planted with native shrub, tree and plant species chosen to meet the habitat needs of birds that are native to the area. Tree stumps, wood chips, natural rocks and cones scattered throughout lend a forest-like feel to the garden. Bird houses built by students have been installed in the garden, along with bird feeders and baths.

A third garden area, the Butterfly and Hummingbird Learning Gardens, completes the set. This garden is comprised of plant and shrub species known to attract hummingbird and butterfly species. Host plant species (such as milkweed for the Monarch butterfly) have been included.

All of these gardens surround a central outdoor classroom area. Mini-bleachers made by students from a local high school, an interlocking brick centre court and raised stone gardens provide a central meeting place and amphitheatre for classroom instruction. And this is only Phase I – Wow!

AERIAL PHOTOGRAPH OF TONIATA'S
SCHOOL GROUND - BROCKVILLE,
ONTARIO





1.

1. DIGGING IN, 2. SCARECROWS FOR THE GARDEN, 3. HARD AT WORK
4. BUILDING PLANTERS



2.



3.



4.

ALL PHOTOS OF SECOND STREET COMMUNITY SCHOOL - BURNABY, B.C.

An Active Community

Second Street Community School, Burnaby, British Columbia

The Second Street Community School is aptly named, for their outdoor classroom has everything to do with community. Students, parents, teachers, community members – everyone gets involved.

Every year the school sets aside four days when students work on school-wide projects. On one of these days in November, the school garden was a focus for many. Two parents, Don and Michelle, and community member Joyce worked with groups of students to plant hundreds of spring bulbs and twenty-one native shrubs. After the planting, Don's group of students marked the location of the bulbs on a map so they wouldn't be disrupted during the fall cleanup. Joyce's group learned the common and Latin names of each native plant, where each plant could be found in the wild, and proper planting techniques.

Sue Montebello, the principal, chose to make scarecrows with her group. Students brought materials from home and purchased clothing from a thrift shop. The results were quite spectacular. The six-foot tall

creations currently grace the front hallway of the school, but will make their home in the garden come springtime.

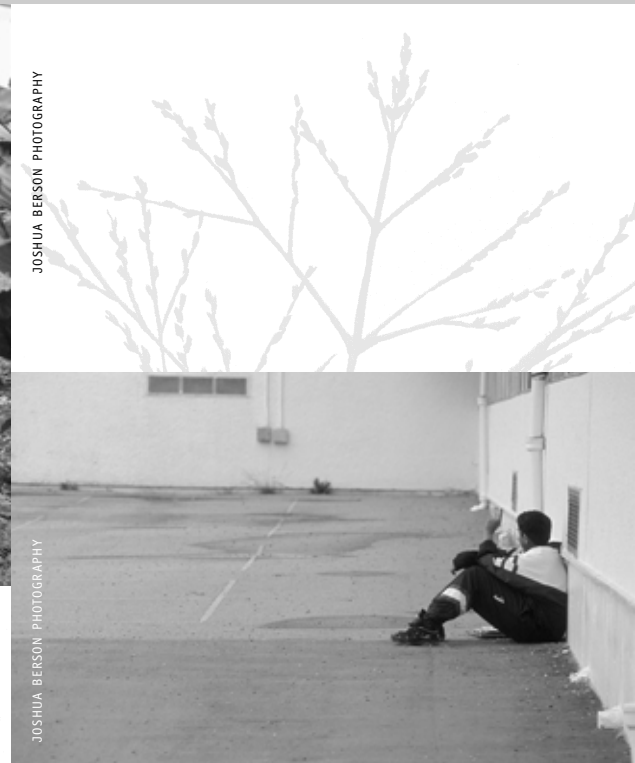
The theme of the garden is in every classroom and spills into the hallways. Inspired by the giant sunflowers planted last year, every teacher embraced the sunflower theme in their artwork projects this fall. There are sunflowers everywhere. Even last year's school musical was about the garden.

And the garden spills into the larger community too. Families use the garden to picnic in the summer. A group of south Asian men in the community use it as a gathering place year-round. According to Janey Talbot, coordinator of the project, "The garden has been a boon to the community. It has gotten people involved who wouldn't otherwise participate. For those who aren't comfortable with committee work, the garden offers a place they can use the skills they have."

"The garden has been a boon to the community. It has gotten people involved who wouldn't otherwise participate. For those who aren't comfortable with committee work, the garden offers a place they can use the skills they have."



K.B. WOODWARD ELEMENTARY - SURREY, B.C.



JOSHUA BERSON PHOTOGRAPHY

JOSHUA BERSON PHOTOGRAPHY

K.B. WOODWARD ELEMENTARY - SURREY, B.C.

Nature Nurtures: Investigating the Potential of School Grounds

A Literature Review

Evergreen's new research report reveals the encouraging results of a comprehensive literature review on school ground naturalization. School ground naturalization is defined as a process involving the whole school community, in the collaborative improvement of school grounds, primarily through the restoration of native plant material.

The report has three objectives:

- 1) to increase general awareness of the attributes of naturalizing school grounds and the importance of the school ground environment in the context of childhood;
- 2) to promote and encourage school ground naturalization by evaluating and documenting the environmental, social, health and economic benefits that it provides; and,
- 3) to provide school board administrators, principals, teachers, parents and other interested parties with justification as to why school ground naturalization projects should be undertaken.

According to the findings of the report, the literature supports a broad-based claim that school ground naturalization has demonstrated potential to improve the education and health of Canadian children. It affirms the importance of outdoor environments for development in middle childhood, and the benefits to academic performance, social skills and general health that arise from active participation of students, teachers, parents and community personnel.

The report cites the following benefits of naturalized school grounds:

For students

- More meaningful play and learning
- Safer and less hostile outdoor environments
- More gender-neutral play spaces
- Lower exposure to toxins
- Experiential learning opportunities
- Improved academic performance
- Greater pride and ownership in learning
- A chance to participate in democracy
- Better understanding of cultural differences
- Creation of a sense of place



For teachers

- New curriculum connections
- Increased morale and enthusiasm for teaching
- New reasons to go outside
- Increased engagement and enthusiasm for learning
- Reduced discipline and classroom management problems

For community

- Stronger sense of community
- Increased community satisfaction
- Banked social capital
- Creation of a healthy land ethic/environmental citizenship
- Enhance community health
- Active involvement of parents in children's school
- Better natural environment
- Possible financial savings

For schools

- Increased curriculum connections
- Reduced disciplinary referrals, absenteeism and dropouts
- Reduced antisocial behaviour on school grounds
- Better connections to community
- Increased pride in school
- A restorative experience

The findings of the report suggest that school ground naturalization is a worthwhile expenditure of energy, time and money. This conclusion is buttressed with questions for further inquiry, and a suggestion that more domestic research is required to quantify costs and benefits in a Canadian context.

To obtain a copy of the report, refer to The Toolshed on page 15.

The Learning Grounds Tool Shed — New This Year!

All Hands in the Dirt: A Guide to Designing and Creating Natural School Grounds

This book will guide you through the planning process, providing tips and templates for designing a site that reflects your local natural environment and the ideas of all involved.

Nature Nurtures: Investigating the Potential of School Grounds

This report looks to the work of some of the most advanced thinkers in the fields of child development, education and environmental psychology, and presents opportunities for creating rich and diverse environments for learning on the school ground. Aimed at those seeking a discussion of the latest research informing the development of school ground policies.

Stewards and Storytellers: The Greening of British Columbia School Grounds

Share in the joy of six British Columbia schools that have connected with the soil and learned from each other by restoring their grounds. These case study stories provide inspiration and ideas, but the beauty is in the details — the adaptations and connections to local ecology, community and culture abound.

Digging In! — An Instructional Video

This video will give students the tools they need to begin their own project. A student exchange forms the framework with kids from across the country offering their own ideas for success and showing how projects work better when everyone pitches in. Produced by the National Film Board with financial support from Evergreen.

Growing Dreams — An Inspirational Video

Kids have great ideas for changing their environment and **Growing Dreams** captures some of the best. Guided by students, you tour inspirational projects where dreams have been made realities. The spectrum of things they have to show and tell will ignite your imagination and inspire other kids to get going on a project of their own. Produced by the National Film Board with financial support from Evergreen.

www.evergreen.ca — a brand new look!

Use our new **on-line registry** to check out how other schools are transforming their grounds in wild and wonderful ways and add your school's story too. Find answers to your questions through the **online-bulletin board** and get up-to-date information on funders, native nurseries and other resources.

Other Learning Grounds Resources

Grounds for Change Video
Outdoor Classroom, Issue 4



La boîte à outils Décours-vertes — une nouveauté cette année !

Mettre toutes nos mains à la terre : un guide pour dessiner et aménager des cours d'écoles naturelles

Ce livre vous servira de fil conducteur pendant la planification de votre projet, en vous donnant des conseils pratiques ainsi que des modèles de patrons pour la conception d'un site reflétant votre environnement naturel local ainsi que les idées de tous les participants et participantes.

La nature nourricière : le potentiel des cours d'écoles

Cet article aborde les travaux de certains des penseurs les plus à la pointe dans le domaine de la psychologie du développement de l'enfant, de l'éducation et de l'environnement. Il offre également la possibilité de créer des environnements aussi riches que variés pour l'apprentissage à l'école. Il s'adresse à ceux et celles désireux d'en savoir plus sur les recherches les plus récentes quant à l'élaboration de politiques régissant le cours d'écoles.

Stewards and Storytellers: The Greening of British Columbia School Grounds (Hôtes et conteurs : le verdissement de cours d'écoles en Colombie-Britannique, en anglais seulement)

Goûtez au plaisir de six écoles de Colombie-Britannique qui ont repris contact avec la terre et qui ont mis en commun leur apprentissage pour restaurer leurs cours. L'histoire de ces cas isolés pourra certes vous donner des idées et vous inspirer. Mais la beauté réside dans les détails, soit d'innombrables efforts pour s'adapter et tisser des liens avec l'écologie, la collectivité et la culture locales.

« Diggin-in ! » : une vidéo d'enseignement

Cette bande vidéo fournira aux élèves les outils nécessaires pour lancer leur propre projet. La vidéo présente des discussions entre des élèves des quatre coins du pays, qui proposent leurs propres idées pour réussir à mener à bien un projet et qui montrent comment cela marche bien mieux lorsque tout le monde y met la main à la pâte. Produit par l'Office National du Film avec le soutien financier d'Evergreen.

« Growing dreams » : une vidéo d'enseignement

Les enfants ont des idées magnifiques pour changer leur environnement et « Growing Dreams » en présente certaines des meilleures. Vous pourrez ainsi visiter, guidés par des élèves, différents projets particulièrement inspirés où les rêves sont devenus réalité. La vaste gamme de ce qu'ils ont à vous montrer et à vous raconter devrait enflammer votre imagination et inspirer d'autres enfants à lancer leur propre projet. Produit par l'Office National du Film avec le soutien financier d'Evergreen.

www.evergreen.ca - une toute nouvelle image!

Consultez notre nouveau registre en ligne pour voir comment d'autres écoles transforment leur cours avec imagination et brio ou pour y publier l'aventure de votre propre école. Vous trouverez également des réponses à vos questions grâce au babillard en ligne ainsi que des renseignements à jour sur les sources de financement, les pépinières de plantes indigènes et ainsi que d'autres ressources.

Ressources Décours-Vertes existantes

« Grounds for Change », vidéo
La classe IV

Pour Commande composez le 1-888-426-3138. Call toll free to order.