

CLC Circuit

May 2022



Commission scolaire English-Montréal
English Montreal School Board



Editors

Athina Galanogeorgos

Assistant Director, Educational Services Department

agalanogeorgos@emsb.qc.ca

Elpi Argyrakopoulos

Education Consultant, Educational Services Department

eargyrakopoulos@emsb.qc.ca

Layout Design

Zulfiye Erdem

Graphic Arts Technician, EMSB Marketing and Communications

zerdem@emsb.qc.ca

Contributing Community Development Agents

Sam Karimi-Harati

James Lyng High School

Skarimi-Harati@emsb.qc.ca

Melyssa Taganyi

Parkdale Elementary School

MTaganyi@emsb.qc.ca

Bobbie Variantzas

Laurier MacDonald High School

cvariantzas@emsb.qc.ca

Cathy Vella

Gerald McShane Elementary School

cvella@emsb.qc.ca

Dear readers,

With the biggest part of the school year behind us and with two very important and, typically, very busy months ahead of us, we decided this was the best moment to share with you some of the latest activities that took place in the four Community Learning Centers (CLC) of the EMSB.

Since this edition will be the last one this school year, we also want to take the opportunity to thank you for following our activities with interest and make the promise to be back again next fall with even more activities to share.

Wishing all a happy and safe end of the school year,

Athina & Elpi

JAMES LYNG HIGH SCHOOL

James Lyng High School is synonymous with the arts. From well-rounded music programs to mural art, to shoe customization projects and many more, one thing is certain: Creativity has a home at James Lyng.

For a long time, those of us who pursued the arts had to choose between being “struggling artists” or “passionate hobbyists” but those days are no more. There are fewer and fewer sectors that can bypass the impact and importance of the arts. This means that we can now educate our students on the potential fields and careers that they can explore.

Experiential learning is an approach that James Lyng H.S. is very familiar with as we find that our students benefit greatly from when they learn through practice. Furthermore, when we allow students to engage with the technology and techniques of an industry firsthand, rather than simply do so through theory, we add value to their experiences. We teach them skills and widen their reference points in terms of what may interest them in the future.

This brings us to the Printing Room.

We’ve set up a printing room at JLHS that is equipped with essential materials and machinery that will allow our students and staff to print their own uniforms, art and other special projects, in-house. With the help of ***The Letter Bet Press***, a local print shop in the St-Henri community, we’ve structured the room in a way that is simple to use and that can be used by staff and students alike, thus helping them express their creativity and exercise their entrepreneurial muscle.

A 4-Head Manual Press, Screens, Plastisol Inks, Laser Cutter Print, and Heat Press Machine allow for the exploration of Silkscreen Printing & Vinyl Application on fabric, paper, banners, glass, and other surfaces. The process is 90% independent and only the “chemical” aspects of printing are outsourced to ***The Letter Bet Press***, which has been a long-standing partner and supporter of the arts at James Lyng.

Exposure to these types of skills and industry will surely widen the range of career opportunities for our students and offer more independence and fundraising opportunities for our school and community.





LAURIER MACDONALD HIGH SCHOOL

Student Leadership Injury Prevention Program (SLIPP)

Compared to all other ages, youth aged 16 -24 have a higher risk of dying in a car crash, per kilometer driven. Most deaths are preventable. With this information in hand, the Montreal Children's Hospital Trauma Unit, developed an injury prevention program addressed to senior high school students -the goal? Reducing these numbers. The *Is the Thrill Worth* it program is designed to get high school students involved in delivering this important message to their peers. There are two parts to the program –the first is led by students, the second by the hospital's program coordinators.

SLIPP is a student-run, year-long awareness campaign focused on the dangers of road safety for high school students. As a team, the participating students develop and produce several unique public awareness and educational activities targeting their peers. The campaigns are designed to encourage safe driving in creative, informative, and engaging ways to influence student behaviour in order to reduce the incidence of motor vehicle-related injuries and deaths in teenagers and young adults in Quebec. The team has already created three lunch-time activities that were very well attended by their peers. The first one focused on impaired driving, the second on pledging to drive safely, and the third on always wearing a seatbelt. The team is now planning another activity on how to be a safe passenger.

The next part was a school presentation by the hospital's program coordinators: Angeliki Souranis, Pediatric Social Services and Liane Fransblow, Trauma Coordinator of the MCH's Injury Prevention Program, to the senior students on the risk factors associated with car crashes and the implications of driving impaired. This presentation took place on April 13th at Laurier Macdonald H.S.

This two-pronged approach works best because while school presentations are effective, it is peer-led programs that are more successful when trying to reach teenagers given that the programming comes from the teens themselves.





GERALD McSHANE SCHOOL

At the beginning of the school year, when I was asked what my Theory of Change was, I thought about how our school community has been progressively changing over the years. We decided to focus on how we can positively respond to our school's current needs through something that unites us all – food. We started by bringing in breakfast programs, subsidizing lunch meals, and developing partnerships with local markets and food stores.

Another initiative was to offer culinary workshops to all students (PreK -Grade six). The workshops focused on Health and Well-Being (Broad Area of Learning) and emphasized the nutritional value of the dishes that we prepared. Our younger students looked at the Canada Food Guide, learned fun facts about fruits and vegetables and enjoyed smoothies and spinach wraps. Cycle 2 students learned to make their own lunches and studied protein replacements and equivalencies. Finally, Cycle 3 used their math, science and ECR competencies to measure ingredients and make their own recipe-of-the-day. Cost of fast food was compared to the cost of making one's own lunch. Students were astonished to realize how much they spend on junk food. Since these students will be going to high school soon, it is important for them to be aware of what they eat and how to make their own lunches. Below is what teacher Alicia Di Stefano thought of this initiative:

“The culinary workshop was educational and hands on. Students learned how to make hot cross buns. They used math to convert the recipe and indicate the correct fractions and portions of ingredients needed. They created a delicious treat and enjoyed tasting different foods from the different food groups most of all. The experience was rich in making connections with food beyond nutrition, implementing mathematics and culture. Students were given the history of hot cross buns and the importance of every ingredient and spice that is used. Through story and imagination, students consumed their buns and let the food take them on a journey with their imaginations. A truly beautiful experience!”





PARKDALE SCHOOL

Puppetry Theater Workshop

At Parkdale Elementary School, the CLC partnered with ELAN—Artists Inspireto offer an Art workshop to our Cycle 2 students. More specifically, we offered a theatre workshop to our students in Grades 3 and 4 and we were thrilled to have been able to have the animator present live in the classrooms.

The artist gave 12 workshops, which we divided among four groups of students (Parkdale School has two Grade 3 and two Grade 4 classes). Each class had three sessions to cover the program they chose. Our Grade 4 classes selected the Bunraku style puppetry which is a form of traditional Japanese puppet theatre that was founded in Osaka in the beginning of the 17th century and uses half-life-size dolls. Our Grade 3 classes chose to partake in the Shadow puppetry, which is also called shadow play. This art originated in China and India more than 2000 years ago. This unique form of storytelling is the oldest type of puppetry in the world. Shadow puppets are figures that are placed between a source of light (our school used an overhead projector) and a screen. In the picture you can see an example of the student behind the screen, with a fish mask. Our theme focused on fairy tales and more precisely, a tale from Africa (Bantu Tale) called THE UNGALITREE. The students were amazed by their own creativity, which was apparent when they got involved playing their assigned character. They created it and they brought it to life. Students were also impressed how easy it was to put on a play. They simply needed a screen, a source of light and a cardboard to create their masks (the character). Teachers and students alike enjoyed the experience, and they intend to continue working on this form of art even after the completion of the workshops with the intention to pursue their skills and ultimately perform a small play at our school's Talent Show.



