

CFL Players Help Foster Healthy Minds Through Active Bodies



CFL Alouettes player Nicolas Boulay, number 52, high fives a student at Our Lady of Pompei B.A.S.E. Daycare on December 14, 2015 after a morning workout.

What better way for students to start the day than engaging in fun fitness activities with a football player? That's exactly what B.A.S.E. students at General Vanier and Our Lady of Pompei Daycares had the opportunity to do during their BOKS (Build Our Kids' Success) physical activity program in December 2015.

A Montreal Alouettes player visited the daycare early in the morning to co-facilitate a BOKS class with the lead trainer, who is a daycare educator. Player number 34, Kyries Hebert, visited General Vanier Daycare on Tuesday, December 8, 2015. “I’m about to go and wake these kids up, talk to them about healthy living and do some exercising and make a good start to their day,” said Hebert in a short Instagram video clip while standing outside the school.

When Nicolas Boulay, number 52, dropped in at Our Lady of Pompei Daycare on Monday, December 14, 2015, he underlined some of the benefits of being physically active. “Getting

involved in football allowed me to make friends,” said Boulay to a group of 16 students in Kindergarten, Grade 1 and 2. “It gave me things that we need in everyday life, such as teamwork, perseverance and discipline.”

BOKS is a free grassroots program that enables communities to offer access to more physical exercise in schools. The premise of BOKS is to ensure that kids are active in the morning to realize the greatest impact on their academic abilities. BOKS is an ongoing program throughout the school year offering a 24-week curriculum of fun fitness, which celebrates student achievement along the way.

BOKS is initiated by Reebok and the Reebok Canada Fitness Foundation, and is funded in partnership with the Public Health Agency of Canada, the Canadian Football League and PROPEL Centre for Population Health Impact. BOKS offers a unique program to help curb the inactivity and growing

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Taking Action

All five school boards on the island of Montreal are working together to implement practices that encourage youth aged four to 12 to be more physically active. The two-year project is called *Mon service de garde physiquement actif* or My Daycare is Physically Active (MDIPA) and two EMSB B.A.S.E. (Before and After School Enriched) Daycares, Leonardo Da Vinci Academy and Cedarcrest, are participating in it.

Encouraging daycares to become environments more conducive to physical activity is an important goal of the B.A.S.E. Program and the MDIPA project is helping accomplish this goal. The project stems from the *Montréal Physiquement Active* action plan, in partnership with *Québec en forme*, and a grant of \$60,000 is funding the 18 schools participating in the project from the five school boards. B.A.S.E. Project Development Officer, Jennifer De Freitas, and Physical Education and Health Consultant, Katherine Baker, represent

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Creating Future Leaders Through Rights & Values

Teenagers engaging with younger students through games that explore learning about rights and values is an exciting initiative happening in B.A.S.E. daycares. This school year, 22 Secondary IV students from Vincent Massey Collegiate (VMC) in Rosemount are participating in the two-part *Supporting Children as Leaders through Play it Fair* Program. The program is spearheaded by the B.A.S.E. Daycare program, the EMSB Spiritual Care and Community Involvement Service and Equitas—the International Centre for Human Rights Education. Equitas received a \$30,000 from the Canada Post Community Foundation to put this new project into place.

The vision of Canada Post Community Foundation for Children is to help ensure every child in Canada is happy, healthy and part of a community that supports and cares for them. Its mission is to have a positive effect in the lives of children in the communities Canada Post serves by supporting registered charities, school programs or local initiatives that benefit children. It has granted more than \$4 million to over 300 community organizations across Canada.

More than 200 children aged five to 12 participating in the B.A.S.E. afterschool program at four elementary schools—Dante, Gerald McShane, Michelangelo International and Pierre Elliott Trudeau—are benefitting from the program. During the first part of the project (October 2015—January 2016), the VMC students take on a leadership



Dante B.A.S.E. Daycare students Maya Di Biase and Oceanne Mc Hugh-Thibault are all smiles while playing a *Play it Fair!* game run by Vincent Massey Collegiate High School students on Monday, November 9, 2015.

role as they lead weekly activities and group discussions that promote cooperation, inclusion, respect for diversity, respect, fairness, responsibility and acceptance. The B.A.S.E. Daycare educators, who received the *Play it Fair!* training last year, are supporting the VMC students as they facilitate the weekly activities.

The second part of the program (February—April 2016) continues to build the self-confidence, sense of belonging, and concrete leadership skills within B.A.S.E. and VMC students

so they can all actively participate in their community. Each participating B.A.S.E. daycare will receive a \$750 grant to support a child-led Community Action Project (CAP). This CAP is a concrete opportunity for children to put their knowledge and skills into practice and lead a project that has a positive impact on their school. The VMC students will be mentoring the B.A.S.E. students as they plan, execute and present their CAP.

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Bringing Wit & Wisdom to Everyday Situations in Daycare

ANNUAL DAYCARE CONFERENCE SUCCESS!

While internationally renowned speaker Barbara Coloroso spoke of ways to empower children to be responsible, resourceful and resilient, 200 Before and After School Enriched (B.A.S.E.) Daycare staff members became a little more empowered themselves. Attending the Annual Daycare Conference on Thursday, August 27, 2015, the new school year began with a professional development morning on "Teaching with Wit and Wisdom."

"She puts everything in real life," said Caterina Agnello, Hampstead Daycare Technician. "She's very encouraging."

A recognized author and consultant on parenting, teaching, school discipline, positive school climate, bullying, non-violent conflict resolution and more, Barbara entertained and enlightened all who attended with her passion and enthusiasm.

"She's the best one of all the workshops," said the staff from Edward Murphy Daycare. "She's given us tools to use. We're going to apply what she said on the first day of school."

Topics covered at the conference included power struggles—what, how, why and when not to engage—discipline versus punishment, reasonable, simple, valuable and practical (RSVP) consequences and much more.

After a scrumptious breakfast spread and a laughter filled morning, the B.A.S.E. family headed off to start the school year with a spring in their step, ready to face the challenges ahead.

Johanna Donovan
Touching B.A.S.E. Contributing Editor

Clockwise from top: Barbara Coloroso has some fun with educators from Nesbitt B.A.S.E. Daycare; An educator from Carlyle International enjoys Barbara's wise and entertaining words with Daycare staff from Honore Mercier behind her; Staff from Dante B.A.S.E. Daycare react to one of many funny anecdotes from Barbara's talk; Westmount Park Daycare staff stand with Barbara to have their books signed during the break.

Check out some of Barbara's books:

- **The Bully, the Bullied, and the Bystander:** *From Preschool to Highschool—How Parents and Teachers Can Help Break the Cycle of Violence*
- **Kids are Worth It!** *Giving your child the gift of inner discipline*
- **Parenting through Crisis:** *Helping Kids in Times of Loss, Grief, and Change*
- **Just Because It's Not Wrong, Doesn't Make it Right:** *From toddlers to teens, teaching kids to think and act ethically*



Changing the Menu: National School Food Conference

FOOD PRACTICES ACROSS THE COUNTRY!

This past November, B.A.S.E. Advisors, Julia Gellman, Ryan Oxley, and myself attended "Changing the Menu: National School Food Conference" at the Queen Elizabeth Hotel in downtown Montreal.

The purpose of the conference was to bring like-minded people from all around the country together to talk about food and garden educational opportunities in schools. Between panel discussions, interactive seminars and mingling around the buffet table filled with locally sourced and yummy foods, the B.A.S.E. team had the opportunity to learn from more than 400 attendees from all over the country.

There is a lot happening in food and garden programs in Canadian schools, and learning about the different methods each province uses in order to ensure healthy foods are being brought into schools was eye opening.

"Stop Community Centre" in Toronto, Ontario, for example, hosts after school and summer programs for children and adults alike. I found their two-tiered approach to teaching the children especially interesting. They promote cooking skills through classes much like those I facilitate in B.A.S.E. Daycares, but they also promote food literacy through other kinds of activities. I got a chance to partake in a seminar that

allowed me to learn several of the activities the Stop Community Centre offers to their community. After being so inspired by the activities on food literacy, I facilitated an activity with all of my eight classes called "Your Food Story," which you can read more about on page 12 of this issue of *Touching B.A.S.E. on Daycare Matters*.

Countless studies have connected children's academic productivity to healthy eating habits. We can also see the effect on children's bodies when they do not eat healthy foods. In B.A.S.E. Daycare's Garden to Plate, Green Club and SlowFood Cooking programs, we try to address the problem at the source, by educating our students in a way that is fun and easy to apply and even teach to loved ones at home.

After the conference, I searched for new ways to connect food to schools and community and have recently become an Ambassador in Montreal for Jamie Oliver's *Food Revolution*, which aims to keep food skills alive around the world.

In the future, Ms. Julia and I would love to engage parents and the community in working in the gardens and running programs, extending what students learn in their B.A.S.E. daycare programs to their parents and guardians so they too can engage with food and cook in new ways in their own home.



Ms. Julia, the broccoli, and Ms. Melina, the carrot, learn new ways to engage B.A.S.E. daycare students in healthy sustainable habits at a national conference. Inset: Ms. Melina is a Montreal ambassador for the Food Revolution movement which celebrates Food Revolution Day on Friday, May 20, 2016.

So look out for Garden Workshops and Healthy Eating Workshops for students, parents, guardians and teachers in your community!

Melina Maria Trimarchi
B.A.S.E. Extracurricular Activities Advisor

Being Good Digital Citizens

EMSB DIGITAL CITIZENSHIP INITIATIVE EXTENDS TO DAYCARE

As part of the school board wide initiative to help students navigate the digital world in the 21st century, daycare technicians attended a Digital Citizenship Workshop on Monday, November 30, 2015 at Pierre de Courbertin School.

Lisa Triestino, ICT Pedagogical Consultant, Julia Wagner, Librarian Facilitator, and ME Lucie Roy, Coordinator for Legal Services, gave the two-part workshop.

Before technicians and educators can help students be good digital citizens, they must first learn what are the best behaviours to model. The workshop emphasized helping students realize that the digital world is not a separate world, and they are just as responsible for their actions on their digital devices as they are in the cafeteria or school yard. We all have a digital footprint, or more accurately a digital tattoo, that we must be aware of and cultivate responsibly through making smart decisions about what we share and how we interact with others in the online world.

The workshop also covered a few best practices, such as always using material from the Internet from its original source and crediting it appropriately, whether it's an image or a video. Learning to always credit and source material correctly is a great habit to cultivate early on in students.

Finally, in the second segment of the workshop, ME Lucie Roy discussed, "Looking Legally Good in the Virtual World." Daycare technicians learned about how even their personal use of digital media can still have an impact on their work life and how privacy online is not always a guarantee. As the EMSB Digital Citizenship initiative grows and expands, more workshops for technicians and educators will be held.

Two schools, Our Lady of Pompei and Coronation, are piloting an iPad project where an educator receives training and guidance from an EMSB ICT Consultant to work with a group of students on a digital project. The project will be showcased at the Daycare Week Festival on Wednesday, May 11, 2016.

Jennifer De Freitas
Touching B.A.S.E. Editor



Lisa Triestino, ICT Pedagogical Consultant, talks to Day-care Technicians about searching for usable images at the Digital Citizenship workshop in November 2015.

Semaine des services de garde

SEMAINE DES SERVICES DE GARDE EN MILIEU SCOLAIRE DU QUÉBEC

L'Association des services de garde en milieu scolaire du Québec (ASGEMSQ) nous invite à célébrer la Semaine des services de garde en milieu scolaire du Québec, qui tiendra du 16 au 20 mai 2016. L'objet de la Semaine est de souligner l'importance et la qualité de ces services. Le mercredi 18 mai se tiendra également la Journée Reconnaissance du personnel en garde scolaire, l'occasion idéale de mettre en évidence l'excellent travail du personnel en garde scolaire et le lien significatif qu'il partage avec les enfants.

Le thème de cette année est Un allié a la réussite! parce que vous êtes définitivement un allié pour toute l'école et la communauté, un allié dans la conciliation famille-travail et surtout un allié pour l'ensemble de l'école... Un allié à la réussite!

Profitez de la Semaine des services de garde 2016 pour faire connaître ou reconnaître votre apport significatif au parcours scolaire des élèves de même que votre contribution au développement global de l'enfant.

ASGEMSQ



The EMSB BASE Daycares

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HONORE MERCIER Principal: Donna Manos Technician: Daniela Buttino	Assistant Director: Luc Harvey
JOHN CABOTO Principal: Lucy Buscemi Technician: Tina Nardolillo	Daycare Manager: Rosa Fuoco
LEONARDO DA VINCI ACADEMY Principal: Michael Talevi Technician: Francesca Muro	Daycare Administrative Technician: Emily Meo
	Daycare Avant-Garde Technician: Teresa Federico



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English Montreal School Board
6000 Fielding Avenue, Montreal (Quebec) H3X 1T4

Website: www.emsbbase.com

Editor: Jennifer De Freitas
B.A.S.E. Project Development Officer
jdefreitas@emsb.qc.ca

Contributing Editors: Johanna Donovan
Jodi Schwartz

PIF: Taking Action to Create a Better Community



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The VMC students received four hours of training in order to pioneer this project. During the first workshop, which was held in September, the VMC students experimented with the *Play it Fair!* games. They then learned how to establish a community action project during their second workshop in January. The high school students were provided with a detailed outline to guide them while facilitating the program with B.A.S.E. students. All trainings were offered by a representative from Equitas and a representative from the B.A.S.E. Daycare Program. VMC's Spiritual Care and Guidance and Community Involvement Animator, Rocco Speranza, is helping coordinate the partnership.

A REWARDING EXPERIENCE

The hours the VMC students spend running the program in the B.A.S.E. daycares will count towards their community service hours and a *Play it Fair!* Leader certification. The benefits of the program become a two-way street: B.A.S.E. students soak up knowledge about important values from fellow youth, while the high school students learn more about themselves through leading activities. Dylan Huemer, volunteering at Michelangelo International with Grades 2 and 3 students, says, "It builds up your confidence to have a lot of kids looking up to you." Emily Degni, volunteering with Grade 5 students at Michelangelo International, enjoyed learning about the students, but also about herself: "I learned that I'm not as shy as I thought I would be and I just had to be myself."

"The most rewarding part for me is seeing the students smiling and having fun," said Kayla lasenza, VMC student volunteering at Pierre Elliott Trudeau with Pre-K and Kindergarten students. She also enjoyed watching the students become more "able to open up around their friends and answer questions" related to the values they had learned through the games.

B.A.S.E. educators are enjoying the experience of working with the VMC students. "I get to witness firsthand how a teenager interacts with younger children and what new experiences he brings them," said Immacolata Sansalone from Gerald McShane about Jeremy Iavarone, the VMC student working with her daycare group.

Maria Santino, daycare educator at Dante, raves about her VMC students, Alex Resendes and Adriano Barbieri. "I've really enjoyed seeing them lead the children. They are respectful, responsible and well-rounded individuals."

EVERYONE IS RESPONSIBLE

Collaborating with Equitas in this project is just one of the ways that the EMSB B.A.S.E. Program and the Spiritual and Community Animation Service supports the social and emotional development of the children and youth they serve, equipping them with the knowledge, skills and opportunities to become leaders in



Clockwise from top: VMC student Daniele Di Gorgio plays a *Play it Fair!* game with students at Dante B.A.S.E. Daycare; At their second training session, VMC students play "Grasshoppers' Bridge" from the *Play it Fair!* Toolkit; VMC students work together to put in order the different steps they will have to complete with the B.A.S.E. students for the Community Action Project; Alex Resendes from VMC plays "What Time Is It?" with students from Dante B.A.S.E. Daycare.

their communities. The *Play it Fair!* program has been present in B.A.S.E. daycares since 2012.

"Everyone is responsible for taking on a leadership role when educating youth about human rights and values," said Jennifer De Freitas, B.A.S.E. Project Development Officer. "We are extremely delighted to have EMSB high school students facilitate *Play it Fair!* activities with the children. It is very empowering to see teenagers teaching our youth."

"We are thrilled to receive the support of the Canada Post Community Foundation for this project that will empower young Montrealers to become leaders in making their schools and neighbourhoods better places to be," said Ian Hamilton, Equitas Executive Director. Developed in Montreal, Equitas' award-winning *Play it Fair!* program now reaches over 100,000 children a year in 34 communities across Canada.

"The work of the Spiritual and Community Animator promotes and develops the values of co-operation, inclusion, leadership, respect for diversity, acceptance, anti-bullying and peaceful conflict



resolution," said Frank Lofeodo, Consultant for Guidance and Spiritual and Community Animation. "Developing these values is the inner quest of high school students within the context of community. This is putting spirituality into action; becoming the best person we can be. We are very pleased to have our students taking part in *Play it Fair!* activities."

The four B.A.S.E. daycares will be showcasing their Community Action Projects during a *Supporting Children as Leaders through Play it Fair* Program celebration on Friday, May 6, 2016 at Dante Elementary School.

Touching B.A.S.E. Editors

BOKS: Starting Their Day Off Right With Movement and Fun

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chronic health and behavioural issues among children across Canada.

Together, the partners of BOKS are able to offer the tools, user-friendly resources and mentorship to deliver a robust, fun physical literacy program.

The lessons in the BOKS curriculum begin with a warm up and flow into an organized, active play period that includes running-related activities, obstacle courses and games that incorporate functional fitness movements, such as squats, planks, lunges, etc. The BOKS lesson plan during the CFL visit focused on agility, a skill needed to play football.

Hebert and Boulay taught the students how to properly throw and catch a football. At the end of the 45-minute class, they talked to students about how agility skills and being physically active helped them



in their lives and their football careers. Both CFL players led the BOKS cheer, handed out a "Kid of the Week" certificate to each student and autographed two footballs that were donated to the schools.

"We got to do a lot of exercise and today was special because I love football!" exclaimed David, a Grade 3 student at General Vanier.

"I liked the game with the ladders on the floor," said Maria Lucia Damerosi, a Grade 4 student from General Vanier. "I loved the jumping and catching the football at the end of the game."

"It was really good to see the excitement on the kids' faces," said Hebert. "As long as they are moving, they are improving their quality of life and starting their day off right."

BOKS' RESULTS

General Vanier launched its BOKS program on Wednesday, October 7, 2015. Approximately 40 students from Kindergarten to Grade 6 are participating in the program.

"The educators and I were a bit skeptical with the BOKS program in the beginning," said Maria Iacono, General Vanier Daycare Technician. "We were worried that the children would miss their regular sports gym time, but more and more students were wanting to participate as the weeks went on. It's a different kind of workout. They are working every muscle in their body."

Our Lady of Pompei kicked off its BOKS program



Top: Our Lady of Pompei B.A.S.E. Daycare students do the plank at the opening day of their BOKS program. Middle row (from left): At General Vanier, Alouettes football player, Kyries Hebert, demonstrates a drill with a student; Our Lady of Pompei Daycare student receives a certificate from Lynn Rizzuto, BOKS Regional Coordinator for Eastern Canada; General Vanier Grade 4 student Jordan completes a drill. Bottom: General Vanier students stretch during the first BOKS class.



on Wednesday, October 14, 2015. The students benefit from the program twice a week before their day begins.

"What impresses me and brings me joy is to see that, after the BOKS sessions while they wait for their teacher to arrive, the children are able to sit calmly on the bench as they have released all that bottled up energy," said Pia Di Bacco, BOKS lead trainer at Our Lady of Pompei. "Usually, they are restless."

"BOKS allows a format of instruction that lets children think, act and speak smart, while building self-confidence and self-worth," said Agatina Nicita, Our Lady of Pompei Daycare Technician. "BOKS has found a great formula to help children reach success."

The BOKS Program also complements the physical education curriculum.

"They are offered a wide variety of activities, which allow them to learn new skills and refine skills that they have learned in physical education class," said Mirella Ricci, Physical Education Teacher at Our



Lady of Pompei Elementary School.

The B.A.S.E. Daycare Program has placed a great emphasis on increasing the physical activity levels of its students this year with various programs and is extremely excited to have formed a partnership with BOKS Canada. Hampstead, Honoré Mercier, St. Monica and Michelangelo International Schools are also participating in the BOKS movement.

Touching B.A.S.E. Editors

Physically Active: Fostering Healthier Lifestyles in Students

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the EMSB on the committee of 10 who plan, create and facilitate the workshops.

The program involves six two-hour workshops over two years. These workshops focus on physical activity and the importance of being active every day, followed by practice activities carried out in the daycares. The first workshop, "The Importance of Physical Activity: Daycare's Responsibility in Promoting a Physical Lifestyle Amongst Students" took place in November. Educators assessed the challenges they face encouraging students to be physically active, as well as their expectations for the program.

"Daycare educators are privileged to spend so

many hours with students because it allows them to plan and prepare for different physical activities with the children in their care," says De Freitas. "Educators have a responsibility to promote active, healthy lifestyles in daycare students and it is only fitting that a project like this be developed in order to support them in their work."

"This project is addressing a huge need that we see and hear about so often," says Baker regarding the 60 minutes a day of physical activity children should be accumulating according to Canadian guidelines.

"Animating kids in physical activity settings can be challenging, and providing support to daycare educators so they feel comfortable and competent do-

ing so is an excellent initiative in working towards the goal of increasing physical activity levels."

The second and third workshops on animating and planning physical activities in daycare are scheduled for February and May 2016.

Touching B.A.S.E. Editors



Cedarcrest B.A.S.E. Daycare educators participate in the brain booster game, "Robot."

Drama Therapy in Action!

DEVELOPING IMPORTANT SOCIAL SKILLS

Since October I have been leading weekly Drama Therapy programs at Hampstead, Parkdale and Elizabeth Ballantyne B.A.S.E. Daycares.

The program at Parkdale and Elizabeth Ballantyne is geared to help the children learn important social skills, express emotions and recognize the emotions of others. At Hampstead, where I work with both individual and small groups of children, the format is similar, as play is used as a venue for emotional expression and regulation. However, it is set up within the context of helping the children process and make meaning out of challenging life experiences rather than on the development of social skills.

Drama Therapy is a fun way to help children learn social and emotional skills naturally, through what they know how to do best—play! Playing is easy, but learning to play while listening, sharing and caring about the feelings of others is more challenging.

Each group starts with a verbal check in. The students take turns asking each other how they are feeling that day. This is also a time for them to share anything important that happened to them that week. Sometimes I introduce themes, such as “What makes you angry?” “What makes you trust someone?” or “What is your favourite cartoon character?” My job is always to encourage them to share this information with each other and help them to learn to take turns asking each other questions to get to know each other better.

After our sharing circle, we move into a follow-the-leader group warm-up. In a rhythmic and fun fashion, I make movements and sounds as the students copy me. Sometimes I pick a gesture and facial expression associated with a feeling such as shyness, fear or surprise and they all then copy that gesture and identify what it means. The students then take turns being the leader, and the others follow their movements and sounds, which of course they love! This is a great way to help children increase their observational skills as well as exercise creative choice and emotional expression.

After the children are warmed up and ready for play, the follow the leader activity changes into creating shared stories and acting out made up situations. The children take turns sharing and making up stories, which we then act out as a group. I bring in props and puppets they can use and encourage the students to listen and incorporate their ideas into each others’ stories. This teaches them co-operation, how to lead and also how to follow.

At times during the play, I say freeze and I bring the students together to reflect on elements of the story or to focus them again so they are actually playing together and listening to each other, rather than playing separately. I ask them to think about how the others in the group feel or what the characters in



the story might feel. I may stop them in moments of chaos and bring them together to resolve a conflict, go back and repeat a certain part of a story and give it more detail, come up with an alternative ending or make sure that the story includes the ideas of the other group members. There are no right or wrong ways to tell stories—children love the freedom to play and explore in a safe place where they are free to talk and share about anything.

When conflict arises in the group, or inappropriate behaviour is exhibited, I help the students reflect on their own behaviour and respectfully express to each other how something made them feel or how their own actions might have made someone feel. We continually discuss as a group what the consequences should be for our actions or what rules we should have. Rules are better kept and understood when they are created, reinforced and encouraged by a child’s own peers. Most importantly, it is crucial that all of the children feel important, are able to just be kids, and be successful and accepted even if they do something wrong. This helps them to build confidence in themselves and make better choices for the future.

SHARING BOX

At the end of each session, and my favourite part, I bring out our special sharing box, which is a little wooden box full of special rocks, plastic jewels and other visually pleasing things for children. The students take turns picking an item out of the box and sharing a feeling, comment or memory of what they liked or did not like about that day’s session. This is also a chance for them to talk about what they might want to further explore next session. Then we all put our hands together in the middle of the circle in solidarity, with a one...two... three... hurray!

Rosaruby Glaberman
Drama Therapist, Psychotherapist M.A., CCC



Left: Parkdale students participate in a follow-the-leader warm up game. Above: At the end of each session, students choose an object from the sharing box and share a feeling, comment or memory of the day.

Dalkeith



Bryan Aparicio-Janeiro and Kayla Woodley, Grade 4, play “Broken Telephone” using cups and string.

SCIENCE FUN IN THE MORNINGS

Learning about sound vibrations was just one of the activities Dalkeith B.A.S.E. Daycare students experienced in the Budding Scientists program, which delivers hands on experiences in biology and chemistry in a fun and educational way.

The students became bats and experienced echolocation first hand using tinfoil pie plates and paper towel rolls. One child whispered their favourite colour into one paper towel roll while it remained pointed at the tin plate. The sound travelled through the roll, bounced off the plate, and travelled through the second roll into the second child’s ear.

They also built cup telephones and experimented with the tightness of the string.

“I didn’t know that we could play broken telephone using cup telephones!” said Grade 5 student Emilie Maurice Mastrovito enthusiastically. “You have to keep the string tight for the sound to be able to get through, otherwise it doesn’t work,” she added.

Jodi Schwartz,
Touching B.A.S.E. Contributing Editor

Our Lady of Pompei

KNITTING CLUB HELPS THOSE IN NEED

For the past few years, Our Lady of Pompei has had a knitting club. Last year we made a beautiful quilt for the homeless. This year the students made scarves and neck warmers for the homeless and, along with a few donations from parents, we were able to send a box filled with warm scarves to the Old Brewery Mission.

We received a wonderful letter thanking us all indi-

vidually for the wonderful gift of our time and talent in helping those in need. We felt so proud when we were read the letter. All 14 of us that are in Mrs. Rosa’s knitting club are learning new and wonderful things every week, things that we will take with us even when we are no longer at Pompei. We will always remember the great times we had in our knitting club.

Stefania Zambardi, Grade 6
Our Lady of Pompei B.A.S.E. Daycare



Our Lady of Pompei B.A.S.E. Daycare students knit scarves and neck warmers for donation boxes to be sent to the Old Brewery Mission to help the homeless.

Parkdale

EXPLORING NEW FLAVOURS: KALE CHIPS!

Ms. Melina is always trying to get us to taste new and sometimes weird things in our SlowFood Cooking Class. On this day, Ms. Melina told us we were making chips. We were all very excited because everyone loves chips. Then Ms. Melina told us that we were going to make them out of kale. A lot of us had never even had kale before!

First, Ms. Melina gave us some raw kale to taste. Some of us liked it and some of us didn't at all. "It tastes like grass," said Anson in Grade 4. Ms. Melina explained that the darker the colour of vegetable, the more nutritious it is. So kale, which is a vegetable that is dark green, has a lot of vitamins and minerals, like iron. Once the kale chips were out of the oven and cooled down a little bit, we ate all of them up! Who knew kale could be so yummy!

Parkdale SlowFood Cooking Club



Kale Chips with Avocado Oil & Sea Salt

INGREDIENTS:

- One bunch of kale, washed and stems removed
- ¼ cup avocado oil
- 1 tbsp salt

DIRECTIONS:

1. Preheat the oven to 400 degrees celsius.
2. Break up the kale into bite size pieces and spread out on a baking sheet. Drizzle the oil and half of the salt onto the pieces of kale. Massage the oil into the kale until all the kale is coated in oil and salt.
3. Bake the kale chips in the oven for about 5 minutes. Check them at the halfway mark. The kale should have turned a darker green, but not black!
4. Once they are done, remove from the baking sheet onto a serving platter. Add the rest of the salt.
5. Enjoy!

Left: Melina Maria Trimarchi, B.A.S.E. Extracurricular Activities Advisor, shows Parkdale B.A.S.E. Daycare SlowFood Cooking Club students how to make kale chips using the recipe above, which the students got to enjoy eating them (top right)!



Sinclair Laird



From left: Keon Campbell, Grade 3 and Kaleb Henry, Grade 4, proudly read the storybook they helped create.

Westmount Park

TRIP TO THE NORTH POLE

Four groups of smiling faces lined the daycare hallway on Thursday, December 17, 2015 for a "Trip to the North Pole" adventure. Deborah Mete, Daycare Technician, and the educators at Westmount Park B.A.S.E. Daycare ushered students through five different stations set up for a fun afternoon.

Each student held a passport tightly in their grasp containing images of the different activities they would get to experience. The first stop was a Candy Cane station, where each student received one mint or cherry flavoured candy cane and a small toy.

"I liked the candy cane station and toy the best," said Diego Alejandro Diaz-Perez, a Grade 2 student. "I got a bouncy ball to take home," he added.

Next came the Photo Booth station where students dressed up in holiday gear including Santa hats, even one that played music, a white wig that later turned into a beard, and reindeer antlers.

"I really liked the photo booth because I got to wear Santa's hat!" said Montreal Oral School for the Deaf Grade 3 student Joshua Musiyaviriyo.

A paper scroll taped to the wall behind the Post Office station contained a holiday wish list from each student. These wish lists were collected from letters to Santa students had written a few weeks prior. At the Post Office, students received a response from Santa Claus!

Students enjoyed painting an ornament in the shape of the first letter of their name at the fourth station before heading to their last stop: the Cookies and Milk station. All four groups enjoyed a snack of two snowmen-shaped cookies topped with blue sprinkles and a carton of milk, delivered by Mr. and Mrs. Santa Claus themselves (Mr. Evan Batten, a CCW at Westmount Park Elementary, and Mrs. Deborah)!

"The staff worked really hard the whole month of December. It paid off: the students kept thanking us!" said Mrs. Deborah glowing with the success of the day.

Jodi Schwartz
Touching B.A.S.E. Contributing Editor



Top: Kindergarten student James Ngongi is all smiles at the photo booth station. Above: Evan Batten (Santa), Deborah Mete, and educators Twylla Fenton and Bonnie Staines enjoy the special day.

STORYTELLING IN DAYCARE

In 10 weeks, our group of Grade 3 and 4 B.A.S.E. daycare students worked together to become legendary authors and illustrators!

In the Storybook Creation program, we wrote a story and illustrated the plot with colourful drawings. The experience helped us learn more grammar, encouraged us to write more, let us have fun after school, and become famous, in our school at least! We used teamwork to create this book together in Ms. Feroza's classroom.

First, we created a storyline to help us get our story in order.

"Putting the storyline together was the best part I think because we got to invent all of the different parts by ourselves," Jeet Patel, a Grade 3 student said about participating in the Storybook Creation program.

We each created characters and gave them names and personalities by listing some of their different characteristics. "I liked creating my character the best because I got to put my made up ideas down on paper," excitedly stated Kaleb Henry, a Grade 4 student. "Zombie Girl was my favourite character because she has super powers and likes to swim," said Dinah Howell, a Grade 4 student. "She's also my favourite because I invented her myself."

Next, we decided which parts of our story were going to have pictures and sketched them out. Once we had our practice pictures completed, we drew and coloured in the final good copies.

We read and reread the whole story out loud to make sure it all made sense and that everything was in the correct order.

For our last class with Ms. Jodi, we got to read our finished story to daycare staff, our school principal, Ms. Silvana Crigna, and the younger students who also come to daycare at Sinclair Laird.

Keon Campbell and Gloria Asare, Grade 3
Bianca Randall and Kaleb Henry, Grade 4
Sinclair Laird B.A.S.E. Daycare

Fall Harvest Celebrations: Enjoying the Fruits of their Labour



GREEN CLUBS HOST GARDEN PARTIES

Autumn is a season students associate with the return to school from summer vacation. For those with schoolyard gardens, it also represents a time of abundance and harvest. Upon their return, B.A.S.E. Green Club students were welcomed by their gardens full of fruits, vegetables, and herbs they had planted and grown from seeds!

To celebrate this natural wonder, and to show our appreciation to the students and daycare staff who contributed to the garden, we hosted five Harvest Parties in early October. Participating schools included Edward Murphy, General Vanier, Hampstead, Pierre de Coubertin and St. Monica. Guests were welcomed to the garden and harvest snacks were prepared and served by the Green Club. The main feature of each party was the schoolyard garden, where students were taken on garden tours, played outdoor games, and helped collect the garden produce.

EDWARD MURPHY

Edward Murphy B.A.S.E. Daycare enjoyed a wonderful harvest party hosted by Green Initiative Advisor, Julia Gellman. Around 50 daycare students from all grades were brought into the garden to collect seeds from mature plants to save for planting in the spring. Students also harvested herbs to bundle, dry and save for future cooking projects.

Green Club participants offered the other daycare students guided tours to show the fruits of their labour and share their love of the garden. The students worked together to make a fresh salad with home-grown lettuce, arugula, tomatoes, cucumbers, beets and carrots. Delicious!

Tiago Monteiro, Grade 3 student and longtime member of the Green Club, learned to identify his favourite plant in the garden by its super soft leaves, and stem reaching over 5 feet tall! The plant is called Mullein, and is also known as “Velvet Plant.” Mullein is used medicinally to relieve respiratory illnesses. Tiago taught other students visiting the garden how to collect the seeds from the mature plant and save them for re-planting in the spring.



ST. MONICA

On October 7, 2015, students from the St. Monica B.A.S.E. Green Club hosted a fabulous Harvest Party in their schoolyard garden. The Green Club is made up of 15 students from Grades 3 to 6. They gave tours to guests including other students, daycare staff and teachers. Members were also in attendance from Action Communiterre, a non-profit community organization promoting food security. This school garden is a great model of a successful partnership between community organizations and schools.

There were many activities at the celebration, including scarecrow-making, led by Green Animator Ryan Oxley, to keep squirrels from sharing the harvest! City Farm School intern Julia Glassco-Couture supervised the Green Club students in serving Dahl and salad for the guests. The children worked together to make nasturtium-mint tea from the harvest, and Melina Maria Trimarchi, Extracurricular Activities Advisor, painted students’ faces. They even served delicious, homemade raspberry jam with our very own garden raspberries!

Julia Gellman
B.A.S.E. Green Initiative Advisor



Top row from left: Green Animator Ryan Oxley hosts a scarecrow making activity at St. Monica; Edward Murphy Daycare students harvest beets and radishes. Middle row from left: St. Monica student feels the satisfaction of pulling a carrot out of the earth and eating it! Edward Murphy Green Club students picking herbs. Bottom: Students save seeds from the medicinal plant, Mullein.

Gerald McShane

GREEN CLUB FEASTS ON LOCAL PRODUCE

What’s the best way to preserve basil throughout the whole year? Pesto! The 20 students of the Gerald McShane B.A.S.E. Green Club in Grades 3-6 started basil seedlings indoors last school year in March 2015. Over the summer, the plants grew happily in our school garden and in the fall, students harvested bowls upon bowls of basil.

Blended with oil, garlic, and parmesan cheese, we transformed our basil into yummy pesto! Not only are we learning about growing local foods in our own backyard, we are also gaining confidence in the kitchen to prepare these foods to eat. After transforming our garden ingredients into the yummy green sauce, Daycare Educator Ms. Mac Sansalone put the home-made pesto on a big batch of pasta she had made for a locally grown feast that everyone enjoyed.

Green Club
Gerald McShane B.A.S.E. Daycare



Left: Green Club B.A.S.E. students collecting basil from the Gerald McShane Garden. Right: Green Initiative Advisor, Julia Gellman, showing students how to use an immersion blender to combine all of the fresh ingredients.

Michelangelo

FAMILIES GET INVOLVED IN SCHOOL GARDEN

A new and improved planter box garden has been constructed at Michelangelo International Elementary School, thanks to a great collaboration between B.A.S.E. Daycare, EMSB Spiritual and Community Services, the school staff and the community.



During spring 2015, cedar raised beds were installed in the school garden, an outdoor compost box was built, and a fence was put up to help protect the garden. These garden enhancements have inspired new enthusiasm and excitement for the school community, and the project was featured on Global News!

Approximately 10 families volunteered to care for the garden with their children throughout the summer. Michelangelo's successful integration of students and their families into their garden over the summer inspires other EMSB schools with schoolyard gardens to recruit families to take part. Given ownership and



tasks in the garden, volunteers enjoy the shared time with family and community in the outdoors. Green Animator Donald Patton engages Michelangelo's Green Club in the improved garden space, and looks forward to another exciting gardening season.

Green Club
Michelangelo B.A.S.E. Daycare



Families of Michelangelo students were very important in keeping the garden thriving throughout the summer. Kayla Di Nardo in Grade 1 tended to the garden with her parents over the summer. With lessons from Julia Gellman, Green Initiative Advisor, families helped water, weed and prune the plants in the garden.

Composting Program

BRINGING THE FOOD CYCLE FULL CIRCLE

This year, the B.A.S.E. Green Initiative is growing. We want students to see the whole cycle of their food: from garden, to plate, to soil! As part of the Green Initiative, we are leading school-wide compost programs. Schools that have embarked on composting efforts include General Vanier, Edward Murphy, and John Caboto Academy.

Through these programs, students are witnessing first hand that they can help the planet by critically thinking about where to put waste. The compost bins in the schoolyards thrive on garden waste and organic food waste from student lunches and snacks. Select students have become Green Ambassadors for the project and collect the organic food scraps from the school meals. The B.A.S.E. Green Animators maintain the compost with the help of the Green Club. The natural matter breaks down and becomes nutrient-rich, fertile compost, which helps the soil quality of our gardens. What a perfect circle!

Composting is a great contribution to the Earth as it diverts waste from landfills and produces healthy compost to add to our school garden. The Green Initiative is continuing to add school-wide composting programs and enhance the gardens. Everyone is welcome, especially the worms!



Green ambassadors Sandra Scharing-Riendeau and Michael Girgis at Edward Murphy, adding organic waste from the school-wide lunch to the outdoor compost bin. Students made posters to remind their peers what foods go in the compost. After weighing the daily food waste to measure the amount of waste diverted from landfills, they give it back to the Earth. We use the mature compost on our garden to improve the soil quality.

Julia Gellman
B.A.S.E. Green Initiative Advisor

Garden to Plate



Bundles of sage collected from the Gerald McShane Garden hang to dry in the daycare room. After a couple of weeks of air-drying, the Green Club students crush and bottle the spices to be used in recipes in the future.

NEW PILOT PROGRAM FOR B.A.S.E. STUDENTS

As part of B.A.S.E. Daycare's Environmental Consciousness Educational Core, I collaborated with Melina Maria Trimarchi, Extracurricular Activities Advisor, to offer a pilot program called "Garden to Plate." The program is in place at Gerald McShane, Our Lady of Pompei and Hampstead and is being offered so far to approximately 60 students ranging from Grades 2 to 6.

This hands-on program expands on the gardening skills taught in Green Club and the culinary skills taught in Cooking Club to bring the harvest into the kitchen. In the Garden to Plate Club, students learn to preserve, cook, and transform foods we can (and do!) grow ourselves. This encourages students to make positive food choices in their lives, choosing local, healthy and sustainable food. Some recipes include spinach bean dip, pesto, berry pie, beet cookies and zucchini guacamole. Students from the Garden to Plate Program will finish the school year growing and cooking their own local recipes!

Julia Gellman
B.A.S.E. Green Initiative Advisor

General Vanier

LEARNING ABOUT POLLINATOR HOTELS

General Vanier B.A.S.E. Green Club discovered the importance of pollinators in the garden and the magic of the honeybee. Students from Grades 4 to 6 learned that insects aren't so scary in the garden where they help pollinate flowers so they produce more fruits and vegetables for us to eat.

City Farm School Interns Pamela Juarez and Rebecca Smyth showed the children how to build their own insect hotels and bee houses, which will be installed in the garden this spring. By drilling holes into wood planks, and creating a hook to hang them up, the insects will have a cozy habitat in the garden!

Did you know that the flavour of the honey changes depending on the floral source? Green Club sampled honey produced by urban honeybees living right in the city and found that each neighbourhood's honey has it's own distinct taste. The urban honey samples were provided by Miel Montréal, a local cooperative dedicated to community education and support for beekeeping.

Green Club
General Vanier B.A.S.E. Daycare



Green Club students at General Vanier paint and decorate their pollinator habitats. In spring these insect hotels will be added to the garden and will help boost the garden's blooms and fruits!

Gerald McShane

BUILD YOUR OWN BOARD GAME!

To kick off the year in a creative way, Gerald McShane B.A.S.E. Daycare students were treated to a new “Build Your Own Board Game” themed Pedagogical Day activity on Friday, October 9, 2015.

With the guidance of Jodi Schwartz, B.A.S.E. Curriculum Advisor and Ryan Oxley, a B.A.S.E. Green Animator, the students became engineers of “The Candy-Sugar Board Game.” They worked well together and compromised to include everyone’s exceptional ideas into their collective game.

The whole group first decided on the safety rules and also came up with instructions for the game itself. The object of the game was to travel through the trail and reach the end first. Each player would take a turn rolling the dice and move the corresponding amount of spaces on the board. They would have to accomplish whatever challenge or obstacle was written on the space they landed on.

The students used their creativity to actively think up and then physically build the giant board game as a team. To create the game materials, students used marbles, paper plates, cardboard, pipe clean-



ers, popsicles sticks and any other craft materials they could get ahold of to bring their creation to life. Game pieces consisted of topping corks with colourful pipe cleaner decoration. They held onto their piece and physically moved around on top of the board, in a sense becoming the pieces themselves. Students accessorized the game board by forming “lollipops” out of twirled pipe cleaners attached to popsicle stick handles and securely fastened on with masking tape.

After lunch the students were split into two groups. Ms. Jodi led some *Play It Fair!* games with one group of students. *Play It Fair!* is a human rights educational toolkit designed by Equitas that encourages teamwork. Mr. Ryan took the rest of the students to play their newly built Candy-Sugar Board Game. By splitting the large group into two, there was enough space to move around on the board without anybody getting hurt. After a while, the groups switched so everyone

had the chance to play everything.

The “Build Your Own Board Game” Pedagogical Day activity inspired great creativity amongst the students. A few students had previously come up with unique games they had been playing in the school yard. They taught the rest of the group how to play these new games and then everyone joined in. It was nice to see everyone enjoying a social activity together and being fair, kind and inclusive, but above all, imaginative and creative.

Who knows what sparks of creativity will fly at the next “Build Your Own Board Game” Pedagogical Day activity!

Jodi Schwartz
Touching B.A.S.E. Contributing Editor

Top: A Gerald McShane B.A.S.E. Daycare student hard at work adding her challenge to “The Candy-Sugar Board Game.” Bottom row from left: Gerald McShane B.A.S.E. Daycare students caught in the action of a rock-paper-scissors chance card turn; Gerald McShane B.A.S.E. Daycare Grade 2 student Simona Muccari proudly displays her completed rock-paper-scissors chance card; Gerald McShane B.A.S.E. Daycare students shows off their newly constructed dice that is needed to play the Candy-Sugar Board Game.

St. Gabriel

A DAY SPENT IN THE JUNGLE!

On the sunny Thursday, November 19, 2015, St. Gabriel elementary school’s B.A.S.E. Daycare students, ranging from Pre K to Grade 4, enjoyed a fieldtrip to Jungle Adventure in Laval.

After travelling by school bus and putting our stuff down, we got to sit on the throne that is usually for the birthday girl or boy. Since nobody had a birthday that day, we were each allowed to test it out.

Once inside the jungle gym area, we played on the slides first. There was a purple slide that made you go down really fast! There were tunnels to climb up and down that connected to the big play yard. It was like a giant maze!

Next was the zip line. We tried it backwards and it felt funny because we couldn’t see what was coming up. The second time we held on to it together and shared the handles. It was cool to feel the wind through our hair as we zoomed through the air.

The trampoline was so much fun! For our safety, only one of us was allowed jumping on there at a time so we had to wait our turn. “The trampoline was the

best thing because I love bouncing high!” said Annika Verpaelt, an excited Grade 1 student.

In the arcade, we received six tokens each to use on any game or ride we wanted. So many choices! We rode a metal car ride that two people could go on at a time. It moved back and forth and sort of felt like we were really driving.

There was also a soccer field to play on, and a ball house to play in too. The ball house even had balls hanging from the roof!

We also played against our friends in a basketball match. We had to throw the balls in the basketball nets before the other person got enough points to win.

We had so much fun playing with our friends, while doing something cool with daycare. What more could you ask for in a pedagogical day activity?

Ira-lyne Morton, Leela Szymkowiak, Grade 1
St. Gabriel B.A.S.E. Daycare

Jordan Eric Colpitts-Craig, a Kindergarten student, takes a break between turns of bouncing on the trampoline.



St. Dorothy



A DAY FULL OF SCIENCE EXPERIMENTS

Budding scientists tested some hypotheses through multiple experiments on Friday, November 13, 2015 at St. Dorothy B.A.S.E. Daycare.

ERUPTING VOLCANOES

With the help of B.A.S.E. Animator Caitlin Babin, we facilitated a day-long, four-part Science Pedagogical Day. The morning began with acquiring knowledge about how acids eat away at things and that bases are slippery and bitter. Bases lose their basicity when mixed with acids. Some common acids that can be found at home are fruit juice, vinegar, lemon juice and shampoos. Some common bases are bleach, soap, hair conditioner and baking soda. When you mix them together they explode!

To prove this point, Ms. Caitlin and I wrapped each paper, on which the students had drawn their volcanoes, around a Styrofoam cup and poured in vinegar as well as some food colouring. Each student added one healthy spoonful of baking soda to their own volcanoes and watched in amazement as they bubbled over and erupted!

OCEAN IN A BOTTLE

The day continued with the “Ocean in a Bottle” experiment. After filling a two-litre bottle three quarters of the way with water, adding some blue food colouring to give it an ocean-like hue, and filling almost all of the remaining space in the bottle with cooking oil, the students each took a turn making it tilt back and forth. This forced the contents of the bottle to sway and look like rolling waves as they would in the ocean.

Next, everyone took a turn vigorously shaking

the bottle. No matter what you do or how long you mix them, oil and water never mix. Once the layers settled, it looked similar to the layers of the ocean: the deep blue at the very bottom getting increasingly lighter towards the top, and a greenish sea-foam-like top layer.

To get their brains working, I had them think about and then draw what a clean ocean would look like, and what a dirty ocean would contain. How would the sea creatures look? After sharing their completed pieces with their peers, we moved on to the next experiment: “Fireworks in a Jar.”

FIREWORKS IN A JAR

Since real fireworks would not be possible, “Fireworks in a Jar” were the next best thing. Mason jars were filled three quarters full with lukewarm water and set aside. A few tinfoil plates were filled with a small layer of cooking oil. Multiple drops of food colouring were added on top of the oil. Students were given straws to gently mix the colours around.

Once everyone had a turn, I poured the coloured oil combination into the mason jars and the students watched the reaction in amazement. The oil mixture floated to the top of the jars and formed a layer. As the students observed, the food colouring dots slowly sank through the layer of oil and “exploded” into the jar of water. As gravity pulled the colours downwards, they formed shapes that looked much like fireworks in the sky.

SILLY CHEMISTRY

Chemistry ended the day of science fun. The group helped the animators to create silly putty using Borax soap, water, food colouring, and Elmer’s



Left: Pre-K student Briana Corica and Kindergarten student Matteo Gubitosa make waves during the “Ocean in a Bottle” science experiment. Above: Grade 2 student Maya Comlekioglu watches the “Fireworks in a Jar” science experiment in awe.

liquid glue. A saturated solution was produced by adding copious amounts of Borax soap to a jug filled with water. Students realized that, at one point, the soap was no longer being absorbed and I explained that this is what made it become a saturated solution.

In an empty cup, students added 10 spoons of glue and 10 spoons of plain water, and threw in a hint of colour, which formed a liquid version of glue. Then, a couple of spoons at a time, the saturated Borax solution was added to the cup containing the glue mix. Students took turns mixing until all of the liquid had been absorbed into the putty that had formed. I dumped it onto the table and kneaded it like you would pizza dough. This entire process was repeated a few times to create different colours. Every student received a few pieces to play around with. They discovered that this putty substance, also called polymer, could bounce like rubber.

Future scientists: Keep asking questions, striving for answers, and, of course, testing your theories. Experiment on!

Jodi Schwartz

Touching B.A.S.E. Contributing Editor

Pierre De Coubertin

EDUCATORS FACILITATE A PLAY IT FAIR! PEDAGOGICAL DAY

The educators at Pierre De Coubertin B.A.S.E. Daycare, along with B.A.S.E. advisors, all got in touch with their inner child on Thursday, November 26, 2015 to pull off a wonderful day-long *Play It Fair!* Pedagogical Day activity for their students. A Human Rights education toolkit, *Play it Fair!* was designed by Equitas to promote human rights, non-discrimination and peaceful conflict resolution through diverse, thought-provoking games.

In the morning, students gathered in the gymnasium and received their *Play It Fair!* removable tattoos, a *Play It Fair!* pin and a medal necklace depicting the seven values. The advisors explained how each game covered a certain value, which students would discuss afterwards to receive a stamp on their medal necklace.

Groups of students rotated from room to room to experience everything from the “Rights Olympics,” to the “I have a Disability” relay race, to a “Child Graffiti” art project in the afternoon.

Once the groups had the chance to play various games, they congregated with the educators and advisors for a discussion session about the values they had just explored. Different talking tools were used to aid the discussion flow and encourage participation. The “Talking Ball” was a favourite because the questions were already written down on the ball. All students had to do was catch the ball and respond to the question their right thumb had landed on. The “Spider Web” was a very tactile and textured tool that everyone wanted to get their hands on. Other discussion tools included “The Bull’s Eye”—students stand however close or far to the bull’s eye to depict how much or how little they enjoyed that game—and the “Roll the Dice” tool, which decided if the student would answer a think, feel, or act question, with the educator assigning a specific question while facilitating the discussion.

After lunch, the “I Have a Disability” relay race was set up for students to feel what it might be like to have a physical disability, and how we all need to treat everyone with acceptance and fairness. The closing “Child Graffiti” art project reinforced the seven values experienced throughout the day.

Jodi Schwartz

Touching B.A.S.E. Contributing Editor



Top: Pierre De Coubertin B.A.S.E. Daycare students show off their *Play It Fair!* removable tattoos. Above: Students participate in the Child Graffiti activity.

The Meaning of Food in Our Everyday Lives Explored

FOOD LITERACY - MORE THAN JUST FUEL

I want you to think about the first thing you remember eating. How did it taste? Did you like it? Who gave it to you?

Now I want you to think of a memory about food that is really positive. Maybe it is eating your favourite food with someone you love. Or maybe it was cooking with someone you love.

Now think about a negative memory about food. Maybe you got sick on vacation once, or you ate so much of something that you got sick of it.

These are a few of the questions that were asked of my SlowFood Cooking Classes to get B.A.S.E. Daycare students thinking a little bit more about what food means to them.

At St. Raphael Daycare, Junior, a Grade 5 student, shared a bittersweet memory with the class: "My grandfather used to make me pancakes on Sundays and I really loved his pancakes. Since my grandfather passed away, whenever I eat pancakes now I am reminded of him. This makes me sad and happy at the same time. Happy that I am reminded of my grandfather but also sad because he isn't there to share them with me."

Food is an important part of our personal stories, though we rarely realize how important because it is so ingrained into our daily rituals. The food we eat tells us a story about ourselves, our family and our culture. Sometimes food can be related to a positive memory and sometimes it can be part of a negative memory, both of which make up "Our Food Story."

Shawn, a Grade 6 student at Pierre Elliott Trudeau Daycare, told the class this very honest thought he had about his eating habits: "Sometimes I eat when I feel sad or angry. The foods I like to eat when I feel like that are usually foods that make me feel better."

Through this story, Shawn was explaining the idea of comfort food. After talking about it with the whole class, he felt better knowing this is something a lot of people do when they feel sad or stressed. Together the class bonded over the fact that cookies and cake taste so good, sometimes more than others, even though we know that in excess, these kinds of foods are not good for us.

Some of the younger students drew pictures of food they really liked and foods they do not have a taste for (yet!).

In the SlowFood Cooking Club, we not only learn how to cook but also about food literacy—why food is so important to us culturally, physically and also emotionally. Food literacy is learning about the food we eat and how it affects our health, our environment and our society. We also try and understand why some people do not have access to healthy food and how that affects them.

Melina Maria Trimarchi
B.A.S.E. Extracurricular Activities Advisor

Top: Anabelle Porco Soucy and Mia Cachiero, both in Grade 1 at Pierre Elliott Trudeau Daycare, proudly show off their food story. Right: A compilation of food story illustrations from all the B.A.S.E. Daycares with a SlowFood Cooking Club.



Our Lady of Pompei

DISCOVERING THE POWER OF KINDNESS

In the "Spirit of Giving" tradition at our school, we always aim to teach the children about the attitude of gratitude and learning the exercise of "paying it forward" through acts of kindness.

Over the years there have been different projects to find ways to give back to the community. In December 2015, as the children thought of their Santa wish lists of "give me," at Our Lady of Pompei, our thoughts turned to the list of "giving."

The B.A.S.E. students watched a short YouTube clip entitled, "Faces of the Homeless" and listened to the song, "So This is Christmas and What Have You Done?"

Then the children were part of creating and designing the bulletin board holiday theme Care/Share Tree with their heart shaped ornaments that said what they wished to care and share with the homeless. Many wrote of peace or love, toys and presents,

food, clothes and family.

In their "care share" activity time they asked questions, discussed how to show gratitude and shared personal stories. Hands went up wanting to share their experiences of seeing the homeless on the streets and how their parents give them either a cup of coffee or a donation. Some children also shared how, as a family, they donate their toys and clothes.

The *piece de resistance* was to see the Kindergarten and Grade 1 children in their Santa hats with a few volunteer Grade 5 and 6 students, anxious to line up along a long table and fill their canvas Peace Bag with socks, toothbrushes, toothpaste, soap, and their own handmade holiday cards for the "Spirit of Giving" in hopes of touching the hearts and lives of the homeless.

Pia Falconi Di Bacco, Daycare Educator
Our Lady of Pompei B.A.S.E. Daycare



Our Lady of Pompei student shows the canvas peace bag filled with items for the homeless.