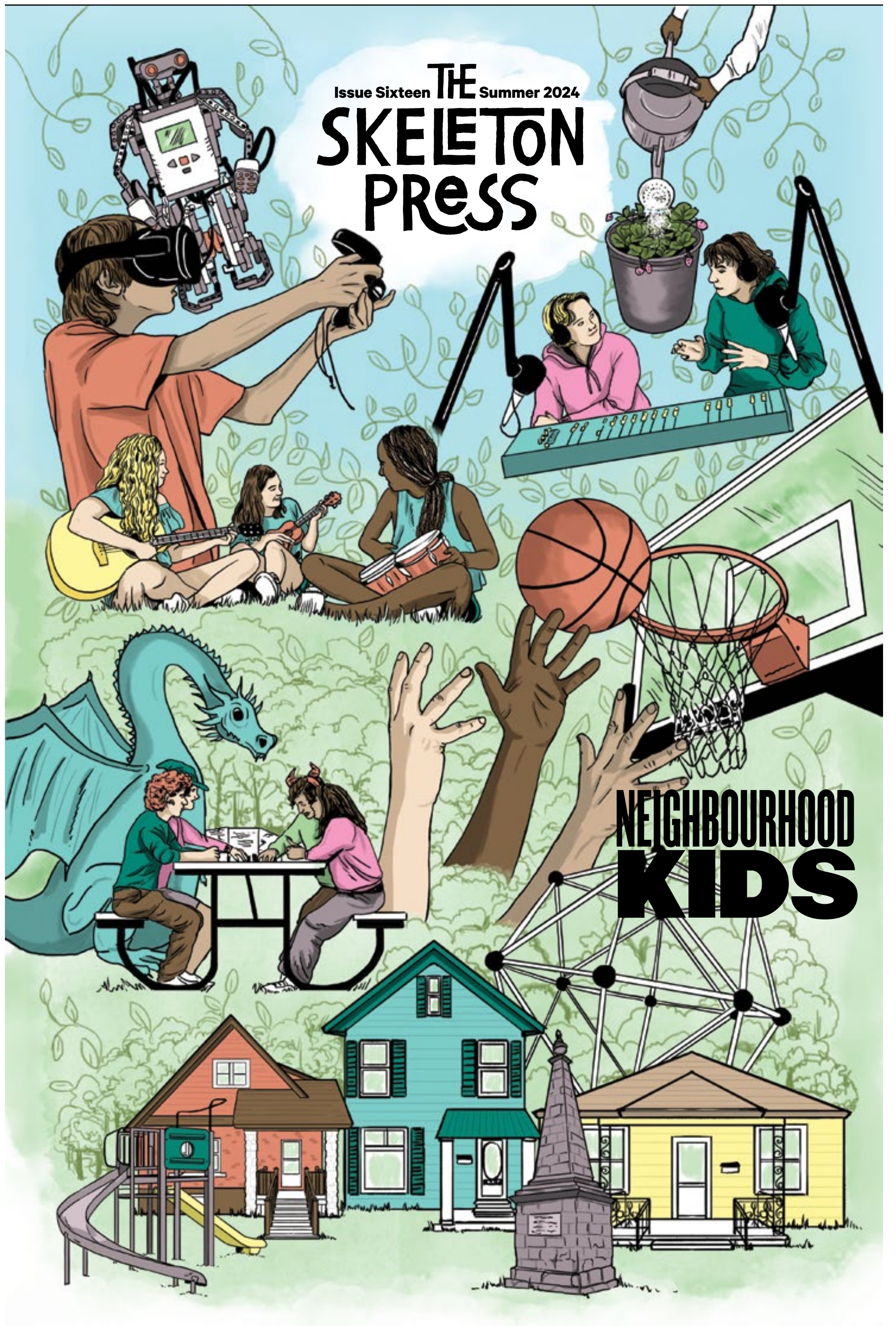


Issue Sixteen **THE** Summer 2024
**SKELETON
PRESS**



**NEIGHBOURHOOD
KIDS**

LETTERS TO THE EDITOR

We are interested in your thoughts and opinions about stories that appear in *The Skeleton Press*, and we invite you to contribute by writing a letter to the editor. Letters may be edited for clarity and space considerations.

SEND EMAIL TO:

skeletonpresseditor@gmail.com

VIEW OR DOWNLOAD PAST ISSUES AT:

skeletonparkartsfest.ca/the-skeleton-press

AND TRADITIONAL MAIL TO:

The Skeleton Press

PO BOX 222, Kingston Main

Kingston, Ontario K7L 4V8

DISTRIBUTION SITES

Skeleton Park, Kingston Community House (99 York St.), The Elm Café (303 Montreal St.) Home Base Housing (540 Montreal St.), Novel Idea (156 Princess St.), Something Else Records (207 Wellington St.), Kingston Community Credit Union (18 Market St.), Daughters General Store (63 John St.), Next Church (89 Colborne St.), BSE Skateboard Shop (225 Princess St.), Coffee Way Donuts (472 Division St.), and Free Little Libraries in the Skeleton Park neighbourhood

MANDATE

The Skeleton Press was initiated by the Skeleton Park Arts Festival to create a free print publication that captures the vibrancy and diversity of the neighbourhood. We are interested in how print media can communicate and build relationships differently than digital publishing, and in how the act of consuming and distributing the physical object can build community. We hope copies of *The Skeleton Press* will be passed from hand to hand, sparking conversation with neighbours over the fence or at the corner store, and strengthening our sense of place and each other.

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Do you know about the McBurney Park Neighbourhood Association (MPNA)? Want to share in activities?

- ♥ All Ages Welcome — No Experience Necessary
- ♥ Help plant, water & harvest Park Community Sharing Gardens — look for Work Bee times on the Notice Board
- ♥ Help take care of park trees and Pollinator Planters
- ♥ Help plan some family friendly park activities or just join in

For more info or to sign up for the MPNA Newsletter, please contact Kate (MPNA Coordinator): skeletonpark@gmail.com
Or look for notices on the brightly coloured Notice Board!

PHOTO COURTESY OF: David at SkEye Stream

JEREMY DUTCHER

THE ISABEL AT 10

THE ISABEL
ISABEL BADER CENTRE FOR THE PERFORMING ARTS

ALSO THIS FALL:
MADE FOR KIDS! SHOESTRING OPERA
The Shoestring Magic Flute
Sun, Oct 20, 2:30pm

The Motewolonuwok ᑭᓄᓄᓄᓄᓄᓄ Tour
Fri, Sept 20, 2024 at 7:30pm

Five years after rising to international acclaim with their award-winning album *Wolastoqiyik Lintuwakonawa*, Jeremy's Motewolonuwok tour is more personal and intimate than ever. View our exciting 10th anniversary season at queensu.ca/theisabel
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Queen's UNIVERSITY

Kids

BY VINCENT PEREZ



The theme for this issue has been a pet cause of mine since I signed onto *The Skeleton Press* as its art director many print runs ago. I'm a dad and deeply curious about the inner and outward lives of my children. I dig through the archeological strata of their backpacks, mystify them with probing questions, study them in their native environments to understand what matters to them most. Their public school has been my muse over the last couple of years as I engage it through regular, enthusiastic volunteerism.

All of this being true, my push for a kid-centric issue has more to do with one of the originating principles/exciting prospects of *The Skeleton Press*: the platforming and protecting of under-represented voices in journalism and the enabling of those voices to speak for themselves, with professional help in place only to honour and clarify their message. With so much kid-generated content presented here, this may be the culmination of what *The Skeleton Press* means to me.

The literal heart of this issue — its centre eight-page folio — is a newspaper produced by the JK to Grade 6 students of Rideau Public School. For eight months or so, editor and photographer Cat London and I, with the support of past editors and current contributors of *The Skeleton Press*, have been facilitating a parallel newspaper staff of kids who, with the gracious permission of this newspaper's masthead, have been allowed their own editorial license, intent on their own readership. The result is surprising in how it innovates on the form, and predictable in how it models from it. It's a document of kids finding their way through a rare exercise for their age, at least at this level of visibility.

The folio is book-ended by contributions from even more kids in the community and by adults speaking to the concerns and interests of children. Some of the topics covered don't cross my mind much — I've never sampled an RPG or been thoughtful about a world-building video game, for example. That's the idea, of course — that this issue should move outside of the preoccupations of its usual consumers and give another audience the ink. The precious benefit to those adult readers is clear to me too: we get to learn, in their own telling, what matters most to our kids.

Help us put meat on the bones: Support *The Skeleton Press*

We love bringing *The Skeleton Press* to you every few months. But operating with a skeleton crew on a skeleton budget isn't always easy. Currently, funding comes through funds awarded to the Skeleton Park Arts Festival (SPAF) by several granting bodies. But the publication has no independent source of income and relies heavily on volunteers. You can help by donating to SPAF, a charitable organization that can issue tax receipts. Scan the QR code or visit canadahelps.org/en/charities/skeleton-park-arts-festival to get started.



Thank you to our supporters.



THE SMITH HOTEL



We'd like to thank those special benefactors who have committed to substantial and ongoing donations. Their support is crucial for the longer term planning of the newspaper. These donors, **The Friends of The Skeleton Press**, are: **Cam-Rog Enterprises, Cold Snap Music Ltd. and Jonathan Rose**

WHAT'S INSIDE

Kids in the Community

Pausing, Reflecting, and (en)Trusting Youth
BY **ROOTS & WINGS** 4

How Queer Kid-Friendly is Kingston?
BY **FIN & JASPER** 5

Grateful Neighbourhood Kids
BY **MULBERRY WALDORF SCHOOL** 6

Community-Supported Youth Organizing for Solidarity in Kingston
BY **ABBIE MIOLÉE** 7

Learn & Play

Creative Arts: A Specialist Arts Program for Kingston's High School Students
BY **TONYA CORKEY** 8

Land-Based Learning in the Limestone District School Board
BY **ALICE JOHNSTON** 9

RKY Camp Summer Album Project
BY **D'ARCY MUNN** 10

The Best-kept Secret in Radio is Run by Teens
BY **HALEY SARFELD** 11

Building a Better Neighbourhood
BY **MEREDITH DAULT** 12

SPECIAL REPORT:

The Rideau Tribune
BY **STUDENTS OF RIDEAU PUBLIC SCHOOL** 13-20

Fun Stuff: Puzzles, Toys, Books, & Games

Our a-maze-ing neighbourhood
BY **COLTON FOX** 21

Books for You, From Readers Like You
BY **LOKI, NYCK, & WILLIAM** 22

Word Games with Dr. Meow
BY **HALEY SARFELD** 23

TEDDY Talk: What local kids love about video games
BY **TEDDY** 24

Lego Robotics: Learning science and technology through creativity
BY **THEO** 25

Pete Peterson Basketball
BY **STUART MILLER-DAVIS** 26

Spellcasters in Skeleton Park
BY **ZOE D'ELIA & HAZEL TAYLOR-QUICK** 27

This Be The Verse

Poetry
BY **SADIE, JANE, GEORGE, JUNIPER, ROWAN, JASPER, & KAZUNE** 28-29

In The Limelight

Spotlight on Sistema
BY **DANIELLE HOPE EDWARDS** 30

Photo Essay: *Shrek* at Central Public School
BY **AL BERGERON** 31

Skeleton Park Arts Festival 2024 Program 32

ATTENTION WRITERS & ARTISTS

We invite pitches for articles related to the neighbourhood and welcome new and experienced writers. Send us your idea (max. 150 words). Most articles are maximum 800 words. We pay \$0.30 a word (\$240 per 800 words). We also welcome new illustrators and photographers and pay market rates. Our next theme is Neighbourhood Language. Please send inquiries with samples of your work: skeletonpresseditor@gmail.com.

PUZZLES SOLUTIONS:

- Section 1:** MAD, SAD, SWORD, WORM, DOME, GRADE, GROW, ROAD
- Section 2:** SAMOSA, RODEO, AGREE, EGGS, SEAWEED
- Section 3:** MORSE, GROSS, DAMAGED, DODO, GAMMA, WARM, DEAD, MORE, MAGMA, AWARD, ROWS, DAD, DRAW, GEAR, ROD, OGRE, WORSE, DREAM, GAS, GAMERS, GERMS, WOW, ROSE, EAGER, DODGE, SAW, GREW, SORROW, OMEGA, SEA, SWAM, SAME

Pausing, Reflecting, and (en)Trusting Youth

Roots & Wings on their recent work supporting local girls, trans, and gender non-conforming youth of colour

STORY BY **ROOTS & WINGS**



Roots & Wings was invited for an interview with Kristen Moriah back in 2021 to talk about our collective for *The Skeleton Press*. Much has happened since that 2021 interview, so we've jumped at the offer to talk about the work we've done since.

As a local grassroots organization aimed at girls, trans, and gender non-conforming youth of colour between the ages of 8 and 14, we were first founded in 2017 by dedicated moms and friends (Michelle, Lulama, and Tina). Today, we continue our work offering social justice informed workshops to *educate, empower, and engage* Black, Indigenous, and youth of colour. While Yasmine was part of the co-founders, Aishah, Taylor, and Clarissa, who now lead the group, came in as volunteer troupe leaders. Through the dedication and work of volunteers, youth, and their families, Roots & Wings (R&W hereafter) continues to create space for both youth and adult organizers to build community by developing an ethics of care, mentorship, and participation in collaborative feminist praxes grounded in anti-racism, anti-oppression, and social justice.

Because we are a small (but mighty) group, and thanks to the patience of the families we work with, we have been able to pause these past months to reflect on the work done these past seven years, and consider where we want to go next. As we continue to grow and imagine the types of skills we wish we had growing up (in Kingston, Mississauga, or Algiers), one of our primary goals has been to teach youth (who we also call troupes) to develop strategies for self-reliance, advocacy, and help them build solidarity networks through collaboration and mutual aid. Think of it, that's what surviving the teenage years is all about (maybe even surviving adulthood)!

We want youth to create their own communities of care and love, and what better way to do so than through fun activities such as cooking, arts, or physical activity, in order to spark such friendships! These activities help youth connect with one another, foster feelings of belonging, and improve overall confidence. There aren't many dedicated spaces in Kingston where Black, Indigenous and youth of colour can talk openly about their experiences of pain, loss, or grief such as racism, climate change, differential treatment by schoolteachers and friends, hair, mental health, consent, the role of social media in body image, and so much more. We recognize the unique challenges our troupes face at the intersections of race, gender, class, etc., and we value the importance of naming these experiences. Another thing we value is centering joy, hope, and fun.

In all aspects of R&W programming, we aim to create space for togetherness, joy, and learning. Together, we embrace opportunities to teach and share skills, and invite others in the community to teach and share their skills. In past workshops, for example, we've learned together through cooking, science experiments, and making art while blindfolded. We also collaborated with local artist Kayla MacLean on an Art All Around Project with the City of Kingston (image above). Displayed at a bus shelter in downtown Kingston, the art installation was a collaborative piece that illustrated what the troupes most desired to see in their community, and the foundations of our core values: collaboration, responsibility, and belonging.

Our core values are ones that we have arrived at over time alongside our troupes which connect to an overarching belief we hold as a collective: trust kids.

By this, we mean that we listen and trust our troupes when they tell us what they want to see in the world and what they desire for their present and future. We trust them when they tell us what helps them feel empowered, heard, and seen. We invite you, as parents and adults in their lives, to consider what our vision of "trusting kids" can look like in your own family, and in your own community, when talking about what's happening in the world and our role in making a difference.

How do the youth in your life understand liberation (no matter how old they are)? What do they envision when they picture social change (or the future)? How can you look to them for guidance and leadership? How can you come together as a unit to impact your community locally and globally?

We have been so inspired to see Kingston youth participating in big actions for climate justice, joining in protest against genocide in Palestine, and organizing events for Black histories and Black futures in their high schools. We are also inspired by all the small actions we see youth take in our community: speaking out against bullying, advocating for trans rights, supporting one another in difficult times. They all matter.

Keep an eye out for our plans for the fall by visiting our website (opirgkingston.org/rootsandwings/) and social media for how to register your child.

HOW DO THE YOUTH IN YOUR LIFE UNDERSTAND LIBERATION (NO MATTER HOW OLD THEY ARE)? WHAT DO THEY ENVISION WHEN THEY PICTURE SOCIAL CHANGE (OR THE FUTURE)? HOW CAN YOU LOOK TO THEM FOR GUIDANCE AND LEADERSHIP? HOW CAN YOU COME TOGETHER AS A UNIT TO IMPACT YOUR COMMUNITY LOCALLY AND GLOBALLY?

ROOTS & WINGS is aimed at girls, trans, Two-Spirit, and gender non-conforming youth of colour, ages 8-14 in Kingston. We offer diverse programming that aims to educate, empower and engage youth in social justice topics in fun, engaging ways.

How Queer Kid-Friendly is Kingston?

STORY BY **FIN** AND **JASPER** / ILLUSTRATION BY **JASPER**

Kingston is the most gender diverse city in Ontario, according to the 2021 census. Yet queer youth still face many challenges in being heard and feeling safe in public spaces. Across Canada and the United States, where anti-trans legislation is being proposed and passed by local governments, queer and transgender youth often find themselves at the centre of public debate and conversation. This leads us to wonder, “How queer-friendly is Kingston for kids?” To learn more, we took this question to prominent local queer community members to find out what Kingston is doing to create safe spaces for queer youth, and what more needs to be done.

School: Most kids spend much of their day in school. For queer kids, this can be a mixed experience. While school can be a safe space for many, often with affirming teachers and support systems, school environments present unique challenges to queer kids. According to Remi Ziskind (they/she), a local social worker supporting 2SLGBTQ+ people of all ages, these challenges include deadnaming (the act of referring to a transgender or non-binary person by a name they used prior to transitioning) by administrators, a lack of access to appropriate bathrooms, and bullying based on gender and sexuality. Ziskind adds: “There are unfortunately instances that I know of where youth have had to leave school because of gender [and/or] sexuality-based bullying that just got too severe for them to continue their education in the public system.”

Fortunately, staff at some Ontario schools are trying to make safer spaces for queer youth. Jaden Diminno (they/them), a teacher for the Limestone District School Board (LDSB) and Board Member of Kingston Pride 2024, says that while our local schools have many positive aspects, they would benefit from looking into initiatives in other places, such as the Toronto District School Board’s Gender & Sexuality Alliance (GSA) starter pack.

So is our local school system queer kid-friendly? LDSB is changing for the better to become a welcoming space for queer youth, and while it does hugely depend on the specific school culture, overall progress is being made.

Downtown: Walk downtown in Kingston and you will see colourful queer-supportive signage, like Hill Werth’s “Hate Has No Home Here” posters in numerous downtown businesses. It is positive and certainly promotes visibility and a sense of friendliness towards the queer community. However, as Ziskind mentioned, cultivating a deeper sense of support for queer youth “should be non-performative and backed by real change, such as gender-neutral washrooms and more inclusive language.” Store owners are encouraged to categorize items for sale — especially for kids — by activity or interest rather than gender. Outside of downtown, visible support drops off sharply which may leave kids in those areas feeling unseen.

Public spaces: Public spaces include libraries, parks, places of worship, and more. Local libraries are safe, interesting, and full of resources, making them great for queer youth. The Kingston and Frontenac Public Library (KFPL) does a commendable job of keeping their catalogue up to date with new releases on themes relevant to the queer community. Several places in Kingston are home to annual events which are inclusive and actively welcoming people’s diversity. Notable examples are Kingston Pride and Skeleton Park Arts Festival (where Drag Storytime is a popular tradition), as well as a variety of celebrations, potlucks, vigils, solidarity demonstrations, and community gatherings. Confederation Basin was overflowing with happy people, bright colours, and engaging activities for Pride last year.



Right at kid level, the rainbow crosswalk was a fun way for the City of Kingston to show its support. As the City website says: “[d]iversity strengthens us, yet 2SLGBTQ+ Kingstonians still face discrimination for their gender identity, expression, or sexual orientation.” The City provides high-profile symbols of support like City Hall being illuminated in pink for International Day of Pink, showing the City’s recommitment to “building safe and vibrant spaces where everyone is welcome.” While admirable, unfortunately this kind of support isn’t as visible beyond the downtown core.

Movement: Outside of being driven by parents, walking and biking are the most common way of getting around for all kids. These activities can make anyone feel vulnerable, depending on time of day and specific context, queer kids included. Public transportation can feel like and often be an unsafe space for queer people, but we’ve heard very few stories of negative recent experiences in Kingston. That’s not to say that nothing happens, but it doesn’t seem like a space of particular concern right now.

Ultimately, it is hard to say exactly how queer kid-friendly Kingston is, since queer youth are as diverse as the challenges they face. But representation is crucial, especially for kids to see themselves reflected in their community. As a sign of encouragement, Lee Airton, (they/them) an Assistant Professor in Queen’s Faculty of Education, observed that they “see more kids who . . . are gender non-conforming here in Kingston than many places (they) travel.”

Based on personal experience as well as that of our interviewees, it’s clear there is work to be done, but generally speaking, Kingston (especially downtown) seems to be quite inclusive. With resources available, community to cheer them on, and many visible signs of affirmation, queer kids in Kingston have a supportive environment to encourage their growth and set them up for a bright future.



JASPER (they/them, 13) has been described as an old soul but they also brim over with youthful enthusiasm and a passion for tending what is broken in our world. Drawing compulsively, Jasper envisions a more beautiful existence for all of us.

GRIFFIN (they/he, 15) is CBC fan, nonsense aficionado and kitchen experimenter. Fin’s passion for learning anything about everything inspires his storytelling. They love hammocking in the sunshine with a good book.

COMMUNITY HARVEST MARKET



JUNE 11-OCT 10, 2024

TUESDAYS 3-6PM:
263 WELLER AVE.
 KINGSTON COMMUNITY HEALTH CENTRES

WEDNESDAYS 3-6PM:
100 DAYS RD.
 BEHIND CENTRE 70

THURSDAYS 3-6PM:
88 WRIGHT CRES.
 CALVIN PARK BRANCH
 KINGSTON FRONTENAC PUBLIC LIBRARY

Fresh local produce.

Pay What You Can.



Community Harvest Markets are run by Loving Spoonful,

a non-profit working to build community around local food. The markets provide dignified access to affordable local produce, most of which is grown here on our Community Training Farm. Any revenue from the markets is reinvested into our programming to help us build community and work towards an equitable local food system for all.

Each item is **pay-what-you-can**. Those who are able to pay the retail value are helping to provide access to members of our community who need to pay less. We trust community members to assess their own situations and decide what they are able to afford.

Please pay whatever works best for your circumstances.

Reasons to pay below the retail price can include:

- Unemployed or low income
- Supporting children or dependents
- Significant non-mortgage debt

Reasons to pay the retail price can include:

- Home ownership
- Ability to travel recreationally
- Investments
- Inheritance or monetary assistance



Grateful Neighbourhood Kids

Mulberry Waldorf School students appreciate the local community

CLOCKWISE FROM TOP LEFT

Mulberry's Preschool class contributing to the neighbourhood food box

Mulberry students skating at McBurney Park

Mulberry's Kindergarten class on a Fall Equinox parade around the neighbourhood

Mulberry's Lantern Walk at McBurney Park

Mulberry Waldorf School moved to 25 Markland Street, the former St. John's School, in 1999. Our school community feels a deep connection to this beautiful building, built to last for generations, and to the McBurney Park neighbourhood and community.

Our students are very fortunate to have the opportunity to explore and learn in this urban setting with many natural areas and play spaces. Our preschool students enjoy their walks around the block, taking turns carrying a contribution for the neighbourhood food box. Our Kindergarten students enthusiastically challenge their gross motor skills during weekly trips to McBurney Park (while keeping a lookout for squirrels who try to steal their snacks!). Our Grade School Running Club students practice all around the neighbourhood and our Physical Education classes access the nearby K&P Trail for biking. Students of all ages appreciate the opportunity to skate at McBurney Park in the winter and to observe seasonal changes in the neighbourhood flora and fauna on nature walks.

Highlights for our families, many of whom live in the neighbourhood, are holding our annual Fall Lantern Walk at McBurney Park, welcoming all to our Winter Fair and May Fair, shopping at Daughters General Store, and having coffee at The Elm Cafe. We strive to involve our students in reducing our neighbourhood carbon footprint — you may have observed them helping to depave the former parking lots into play spaces, planting trees and pollinator plants, tending to our rain garden and raised bed fruit and vegetable gardens, and picking up garbage.

We welcome the opportunity to collaborate with like-minded organizations within the McBurney Park neighbourhood, within the Greater Kingston Area, and beyond.





Community-Supported Youth Organizing for Solidarity in Kingston

Youth organizers work towards activist solidarity in our area

STORY BY **ABBIE MIOLÉE**

Loosely inspired by the Community-Supported Agriculture model, Community-Supported Youth Organizing (CSYO) is a new experimental model for grassroots organizing created by Just Recovery Kingston at the start of 2024, led by author and activist Aric McBay. The mission of CSYO is to support youth activists and intergenerational organizing, aid the recovery of activist communities in the YGK area post-pandemic, and connect groups to build stronger movements for justice. “I’ve been so impressed with our three young people and their thoughtfulness, curiosity and dedication,” McBay notes, “They’ve already made real contributions to our community, and through this program they’ll be able to do even more. Working with them gives me great hope for the future.”

CSYO is supported by a circle of community members whose kind donations are pooled together to provide stipends for the young organizers. The Providence Centre for Justice, Peace and Integrity of Creation is matching these donations. Of the youth applicants that JRK received in December, those accepted were three passionate activists: Abby McIntyre-Tsiang, Hazel Taylor-Quick, and myself, Abbie Miolée. Here’s a little bit about each of us, followed by what we’ve collaborated on so far:

Hazel (They/She +E/Em) often find emself zine-making, canoe-tripping, and immersed in the world of role-playing games in eir life outside of school and activism. E enjoys relishing the tastes of beauty in day-to-day life, from the spring peepers to the taste of eir friend’s french fries, to the last page of a good book.

Abby (she/her) has mostly worked on campaigns surrounding the Belle Park encampment, specifically with Mutual Aid Katarokwi-Kingston (MAKK) and the Katarokwi Union of Tenants. She started a club in her former high school to encourage youth to get involved in activism. She hopes to use her experiences and connections in anti-homelessness campaigns to bridge Kingston activist groups together through CSYO. She strives to work towards a world where wealth is not hoarded by the few, and all have enough not only to survive, but to thrive.

And lastly, I’m Abbie (she/her), a Kingston-based youth activist, artist, poet, and musician from Atlan-

SOLIDARITY IS KEY IN THE SUCCESS OF MOVEMENTS, AND SINCE WE’VE NOTICED THAT KINGSTON IS FULL OF ISOLATED ORGANIZATIONS, OUR INTENTION IS TO BRIDGE THESE GAPS, UNITE KINGSTON ACTIVISTS, AND SUPPORT A STRONG FOUNDATION FOR GRASSROOTS JUSTICE MOVEMENTS.

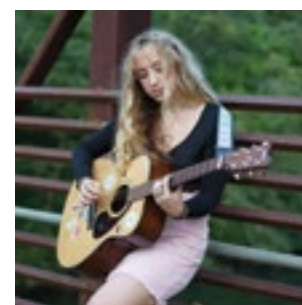
ta, GA. You can find me playing guitar at McBurney Park, writing in my journal at local coffee shops downtown, or reciting poems at climate rallies. I believe trees are our greatest knowledge keepers, so my activism is focused on (but not limited to) climate justice. As well as plants, I’m fascinated by fungi, and plan to pursue mycoremediation along with music, art, and poetry.

While getting to know each other as co-organizers and good friends, we’ve been spending our time together on the creation of a new website, ygksolidarity.org, that serves as a local activist network. Based on our interviews with activist organizations in Kingston, this website displays information about what these groups do and why, the support they could use, and how people can get involved. You can also find pages for activist resources, newsletters, and donating to CSYO (since it depends directly on community support). If you’re a youth

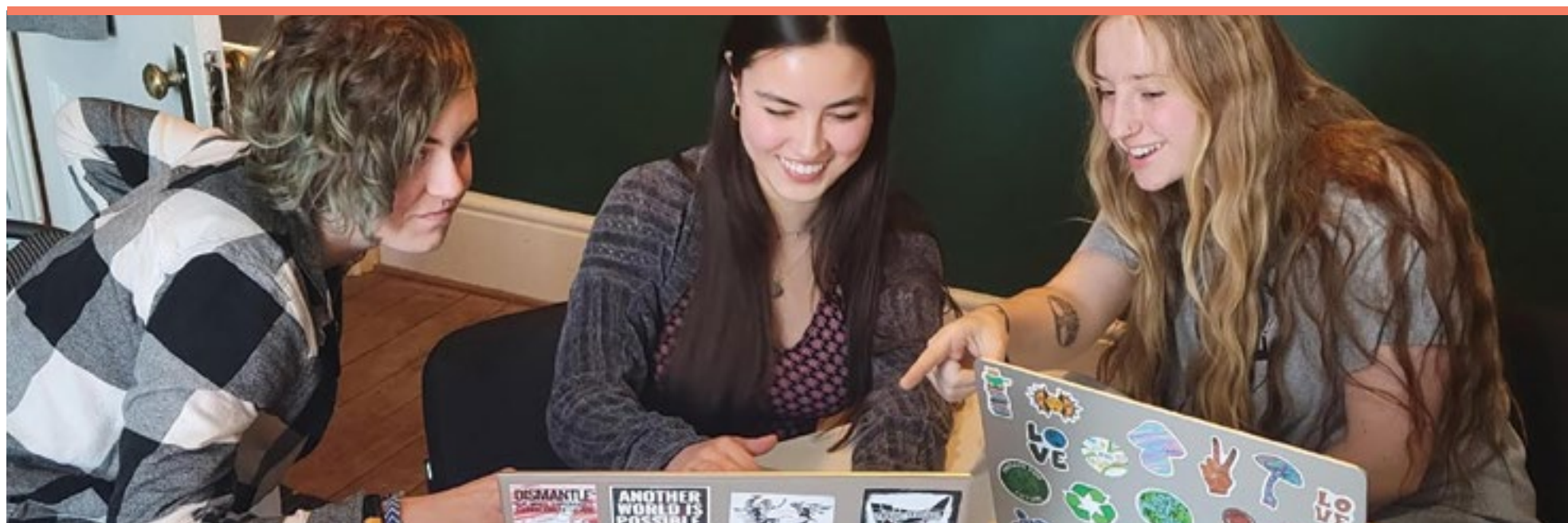
between 16-22 years old, you can sign up to be notified about the next youth cohort (I highly recommend it!). As McIntyre-Tsiang puts it, “We are so grateful for the support that CSYO gives us as developing activists, and for the opportunity to give back to the community.”

The purpose of this website is to bridge gaps within the activist community, and engage the public on movements for justice in Kingston including climate action, campaigns supporting the unhoused, food sovereignty, anti-poverty, the labour movement, queer solidarity, racial equality, and more. We recognize the intersectionality of these causes, and this website is our first step in the mission of repairing the fractures between them. Solidarity is key in the success of movements, and since we’ve noticed that Kingston is full of isolated organizations, our intention is to bridge these gaps, unite Kingston activists, and support a strong foundation for grassroots justice movements.

Now that our website has been launched, our next project is to plan a community potluck gathering to bring these online activist connections to real life. If you’re not involved in any movements for justice yet, don’t worry! Experienced activist or not, everyone is welcome to join the conversations about social issues in Kingston, along with our personal lives as we share delicious homemade food in the sunshine. To stay posted on the time and location of the potluck, check out our website! While you’re at it, you can browse the pages on ygksolidarity.org to learn about the amazing work being done to make this city a place where everyone can thrive, including future generations. We all deserve the support and opportunities to live a peaceful and fulfilling life, and positive change begins by recognizing that we are part of a greater whole - so let’s get connected!



ABBIE MIOLÉE is a Kingston-based youth activist, poet, artist, and musician from Atlanta, Georgia. She uses creative mediums to foster empathy and solidarity, and to encourage reflection on our part in a greater whole.



Creative Arts: A Specialist Arts Program for Kingston's High School Students

STORY BY **TONYA CORKEY**

ONE STUDENT IS BRAINSTORMING.

Another is working with their first armature (the preliminary, internal structure that supports a sculpture), and sees in it the angle of a dragon's jaw. A third is painting a cupcake sitting on their drafting table, taking a bite out of it every once in a while before drawing it again. In Creative Arts (CA), anything can be a drawing subject, and food had been the subject on more than one occasion last semester.

I'm Tonya Corkey, the CA teacher at Loyalist Collegiate and Vocational Institute (LCVI). I'm also a graduate of the program, which was run by Karen Peperkorn at the time. My experience under her direction gave me the tips, tricks, and toolkit needed to excel at OCAD University, and in my life as an artist.

So, what is CA anyway?

Well, to begin with, my student Maya Stone describes the program as follows: "It's a very nonjudgmental, welcoming space, in a very sunny and nice classroom. Returning to normal high school after this program is always a challenge because the Creative Arts room does become a home to whoever takes this program."

CA is what's known as a Specialist High Skills Major (SHSM), a full-day program that allows senior high school students to focus on their particular area of interest, in this case Art and Design. In CA, you take courses in Design, Drawing and Painting, and Non-Traditional Art, as well as studying anatomy and life drawing.

The projects are designed to meet the expectations of college and university portfolio requirements. Students are taught technical skills along with transferable skills to prepare them for their post-secondary education and life as an artist and/or designer. This path requires the three Ds: discipline, drive and determination — sprinkled, of course, with creativity. In this program, students explore ink, gouache, acrylic, felting, sculpture and mold-making, illustration, product and logo design, and more.

Since taking CA and studying at OCAD, I have found my niche as an artist and have had some amazing opportunities! As an artist, I am known for my work in lint. Yes, you read that right. I use dryer lint to create paintings, and more recently, I have even developed a method of casting lint to create sculptures.



LEFT TO RIGHT:
Untitled by Annabel Cairns
Plaster cast and acrylic sculpture by Yasmine Toubache

TONYA CORKEY is an arts educator and award-winning artist. Corkey's work has been exhibited both nationally and internationally. Recently, she has received the Ontario Arts Council's Craft Project Grant (2024) for the current multi-media installation she is building.

LEARN MORE ABOUT CREATIVE ARTS AT LCVI:
sites.google.com/view/creative-arts-shsm-lcvi



One of the really cool experiences I have had was traveling to Iceland for a month-long artist residency. This was made possible with the support of the Community Foundation for Kingston & Area, Kingston Arts Council and Canada Council for the Arts. During a residency you are given time, space, and equipment to make art. I loved meeting, living with, and working alongside other artists from around the world, creating both artwork and lasting bonds. And yes, I was granted funding to do this!

In addition to supporting students in creating artwork for their postsecondary portfolio, CA also gives them the opportunity to learn directly from artists in their field of interest. For example, last semester, illustrator Mark Julien visited us to teach character design, and sculptor Nicholas Crombach popped in to teach mold-making. As well as offering students the chance to learn creative skills and techniques, having visiting artists is crucial for young creatives to see there is no one, direct path to a career as an artist. This is a field where everyone carves their own path.

CA students are also invited to participate in real-world experiences as a young artist. This year, we were present at *Princess St Promenade* and *Art After Dark* with Kingston Community Arts and Design, where students were able to sell their artwork. The class of 2023/24 also celebrated the end of their CA semester with their exhibition, *Visual Paradise*. The exhibition was hosted at and sponsored by the Tett Centre for Creativity and Learning. For most students, this was their very first art exhibition. The end-of-year exhibition is an art party where students can celebrate all of their hard work with the community; it is also a farewell to those students heading back to their home schools or on to postsecondary.

Another benefit to the CA program — and, indeed, any SHSM program — is that it provides students with a red seal on their Ontario Secondary School Diploma. This signifies that they have spent more hours than the average student in their field of interest.

Along with all the benefits listed above, CA students also get to go on amazing field trips. Last semester, we toured OCAD University in Toronto, visited the Art Gallery of Ontario (a particular highlight was Brian Jungen's sculpture "Couch Monster"), and shopped at the One of a Kind Show. Each of the stops on this field trip allowed everyone to be inspired and envision their future.

To any young artists reading this, I hope I filled you in on everything there is to know about what to expect if you decide to take Creative Arts.

See you in the future!

Land-Based Learning in the Limestone District School Board

STORY BY ALICE JOHNSTON

OVER THE PAST SEVERAL YEARS, the Indigenous Education Team at the Limestone District School Board (LDSB) has worked hard to integrate land-based learning into all grades and subject areas. But what is land-based learning, you may be wondering, what makes it different from other types of outdoor education, and why is this an area of focus for us?

One of the reasons the Indigenous Education Team at the LDSB is so enthusiastic about land-based learning is that we see it as one way to meaningfully respond to the Truth and Reconciliation Commission (TRC) Calls to Action, as well as to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). According to the TRC and UNDRIP, educators have a responsibility to centre Indigenous ways of knowing and being in their teaching practice. Despite this responsibility, however, many non-Indigenous educators struggle to bring Indigenous ways of knowing and being into their teaching practice in ways that are not culturally appropriative. Fortunately, we believe that land-based learning offers an antidote to this complex problem.

Through land-based learning, Indigenous ways of knowing, being, doing, sensing, and living in relationship with the natural world are brought into teaching in ways that benefit all learners. For instance, land-based learning is intrinsically interdisciplinary, connecting students to multiple subject areas at once. Land-based learning is also inherently holistic, engaging students mentally, physically, spiritually, and emotionally concurrently. Educational research shows that holistic, interdisciplinary learning is good for all learners.

Land-based learning is also different from other forms of outdoor education as it is typically led in partnership with Indigenous community members. Indigenous and non-Indigenous students are given opportunities to engage in Indigenous land-based practices such as hide tanning or cattail harvesting with the guidance and support of Indigenous community members. Through these processes, students develop relationships with Indigenous community members while experiencing first-hand the beauty and brilliance of Indigenous ways of knowing, being, doing, honouring, sensing, and connecting to the land. Indigenous and non-Indigenous students are also given the opportunity to develop a deep connection with the land. This connection to the natural world is, unfortunately, something that was disrupted due to the impacts of colonization. For instance, instead of seeing the land and all of the creatures as relatives, many today see the land as a collection of commodities we can continue to take from indefinitely. Through land-based learning, this extractive relationship with the natural world is challenged and young people are encouraged to ask themselves not only how they can take from the land but also how they can give back.

Local Indigenous community members generously offer many incredible land-based learning experiences across our LDSB schools. Plant identification walks, for instance, have become popular with both students and teachers. Here, students explore Katarokwi (Kingston) on foot and learn how to identify their local animal and plant relatives. Students also learn about the many gifts that local plants and animals provide us with, and how we can care for animals and plants in return. Through these interactions, students also learn the names of local animal and plant species in Anishinaabemowin, the language spoken by the Anishinaabe locally, Kanyen'kéha, spoken by Kanyen'kehá:ka community members, and Michif, the language spoken by the Métis. According to renowned Potawatomi botanist Robin Wall Kimmerer, learning the names of plants and animals in Indigenous languages further illuminates the Indigenous worldview and the unique ways Indigenous community members are connected more reciprocally with the natural world.

This year, students across the LDSB were also given the opportunity to engage in a weeklong hide tanning workshop offered in partnership with the Kingston Native Centre and Language Nest (KNCLN). This was an incredible experience where, alongside Indigenous community members, students learned to scrape and prepare deer and moose hides, and how hide preparation connects to multiple subjects across the curriculum.

Last summer, the LDSB Indigenous Education Team also offered a summer camp for self-identified Indigenous students in grades 6-8 called *Getting to Know our Relatives: Strengthening Our Relationship to the Land*. Offered at local sites such as Little Cataraqui Creek Conservation Area, Gould Lake Outdoor Centre, the Elbow Lake Environmental Education Centre, and Belle Park, campers engaged in many incredible hands-on, land-based learning experiences. Some of the opportunities offered included learning how to harvest and make cattail mats, learning about traditional Indigenous hunting and trapping practices, and, while learning to canoe, discussing how local Indigenous Water Walkers are fighting to protect the Great Lakes.

As we continue to strive to meaningfully decolonize the teaching and learning happening in our schools, land-based learning will remain an essential area of focus for the Indigenous Education Team at the Limestone District School Board. We look forward to continuing to offer this vital programming to the students, teachers, and families, and hope to connect with you along the way!

Miigwech, Nyá:wen, Thank you for reading!



ALICE JOHNSTON is a settler educator who works at the Limestone District School Board as one of the Elementary Indigenous Student Support and Engagement Teachers. Alice also recently completed her Ph.D. in the Faculty of Education at Queen's University. Alice's research examined the impact of land-based learning on the decolonization of grades 7-10 STEM education.

RKY Camp Summer Album Project



A Journey of Sending Kids to Camp Through Music

STORY BY **D'ARCY MUNN**

PHOTO COURTESY OF RKY Camp



IT'S AMAZING HOW A CAMPFIRE AND AN ACOUSTIC GUITAR CAN TEACH YOU SO MUCH ABOUT STORYTELLING, HUMAN CONNECTION AND HOW THE IMPORTANT ELEMENTS OF LIFE AND MUSIC ARE ONE AND THE SAME. — ANGUS FAY

RKY Camp is a charitable summer camp and outdoor centre located forty-five minutes north of Kingston. It operates an overnight summer camp for over 700 children and youth each year.

On July 3, 1930, a 13-acre site was purchased by the Rotary Club of Kingston, Kingston Kiwanis Club, and the Kingston YMCA/YWCA (R.K.Y. Camp). Rotary and Kiwanis split the purchase price and the YMCA used its accumulated equipment as its share of the initial contribution, and also drew on their camping expertise to operate the camp. The three founding organizations began providing sponsorships for campers who needed financial assistance in what would become known as the RKY Campership Fund. This sponsorship became a common practice during WWII when many campers' parents were overseas. Now, each year the RKY Campership Fund supports one in ten of its campers attending camp, with over \$90,000 in funding in 2024.

In 2019, Aaron Holmburg (RKY Alumni, Technical Director at the Isabel Bader Centre, and founder of Full Frequency Productions) approached RKY and proposed a musical benefit project to help deserving kids attend camp. The immediate answer was, "YES!" With his success on the *Christmas is for Boys and Girls* album project for the BGC (formerly the Boys and Girls Club) in 2014, and the commitment of the Isabel Bader Centre to host the launch concert for the album and donate proceeds to the Campership Fund, we were set up for a win. We called it the *RKY Summer Album* project, and over 400 people attended the launch on April 12th, 2024.

The RKY Summer Album project has had an eventful journey to its completion. In March of 2020, Holmburg was wrapping up the recordings for the album and we were anticipating the launch that April. As gatherings started to be canceled due to the emerging pandemic, we came to realize that we would not be able to introduce this project to the public in a way that it deserved and decided to put it on pause. We all went about our lives until the winter of 2023, when we decided to revive the project and see it through to the finish. Holmburg reached out to a few active community musicians — including Savannah Shea, The Codas, and The Gertrudes — to add additional tracks to the album. Altogether, the *RKY Summer Album* project involves sixty-eight

Kingston musicians recording cover songs that remind folks of summer (essentially, a summer mix tape).

Music is the lifeblood of camp at RKY. Campers use song and music to open and close the camp experience each session, as well as at every meal through a meal appreciation song. In 2014, RKY Camp received a grant from the Churchill Foundation for a music instruction area to be added to its core programming at camp. The Music Head position was created and has become a sought-after job at camp.

"My time at RKY has taught me so much about life and music and the relationship they have with one another," says Angus Fay of The Codas, who is a past RKY Camp Music Area Head. "Music has many schools of thought, but I'm grateful that I was brought up in an environment that immersed me in music in a way that was always supportive of life and not all consuming of it. It's amazing how a campfire and an acoustic guitar can teach you so much about storytelling, human connection and how the important elements of life and music are one and the same."

The goal of the *RKY Summer Album* project is to support the Campership Fund, which exists to send kids to camp when they would otherwise not have a chance to attend. The overnight camp experience can be life-changing and provide children with core memories that they continue to draw on throughout their lives.

We get a lot of positive feedback from many of the families that attend camp. But this comment in particular, from a family member whose children attended RKY supported by the Campership Fund, really demonstrates why this project is important:

"I hope you all know how incredible it is to hear their stories or hear them singing songs they learned at camp. After two long years it was great for them to have a chance to just be kids. Thank you for all of the support you provide to make camp happen, and make it a truly amazing experience."

For more information on the *RKY Summer Album* project and supporting the RKY Campership Fund, you can visit the RKY Camp website (rkycamp.org).

D'ARCY MUNN is the Executive Director of RKY Camp.

The Best-kept Secret in Radio is Run by Teens

A visit to KSS's Cave Educational Radio

STORY BY **HALEY SARFELD**



ONE OF MY BEST DECISIONS OF MY HIGH SCHOOL CAREER WAS TRANSFERRING INTO RADIO — JOSH, GRADE 11

To LEARN MORE, VISIT thecave.ca or EMAIL rosejf@limestone.on.ca



HALEY SARFELD (she/they) is a writer, composer-lyricist, theatre critic, and former teenager living in Katarokwi/Kingston. Her past brushes with the world of radio include writing and performing in *Half Past Lunchtime* for the Shortwave Theatre Festival, which can be found on the CFRC Podcast Network.

If you had asked me as a teenager whether I'd rather attend high school or live in a cave, I would have picked the cave, no question.

If, through some strange time-travel scenario, I woke up as a teen again tomorrow, I'd say yes to both — send me to Kingston Secondary School (KSS) so I can go live in The Cave.

Cave Educational Radio (91.9FM) is a community, not-for-profit radio station operated by students at KSS. The station originated in 1996 as a focus program at Kingston Collegiate and Vocational Institute (KCVI). The Cave is licensed as a public broadcaster and led by Fraser Rose, who oversees the radio program and acts as the station's general manager.

As a distractible, offbeat teen, school was never exactly my happy place. On the morning of my visit, despite all my grown-upness, I approached the classroom with a familiar sense of dread. The instant Rose opened the door, though, my trepidation melted away.

Oh, I realized. This is offbeat teen heaven.

Projected on the front wall, a video of a fireplace crackled softly, giving the room a cozy air as raindrops pelted the windows outside. Tapestries of cityscapes draped the back wall, and memorabilia from the station's 28-year history sat atop a shelf near the door. Students were scattered casually around the room, working independently on projects.

Parker, Grade 10, first heard about The Cave on a tour of KSS in Grade 8: "I was already interested in radio, and I got super excited about it. When I got here, I learned that it was the only public high school radio station in Canada. So that's pretty lucky."

Parker appreciates how the program gives students a chance to express themselves — whether it's spreading the word about serious topics or sharing their interests and sense of humour. "I like being able to share my little jokes, the things I would say to my friends that make them laugh. And I can make playlists and imagine people driving in their cars, listening and singing along."

Josh, Grade 11, who was working on a pop music show when we spoke, is likewise enthused: "One of my best decisions of my high school career was transferring into radio. I've always been kind of an artsy student. It's nice to experience another kind of art."

Radio is a confidence booster for Josh, who says that going on air has helped him with public speaking: "You're talking to a bunch of people, but it feels fun. You're able to share your music and relate to people...Then, if you have to go in front of the class, it can kind of help, being like, okay, if I'm able to talk to thousands of people on the radio, I'm able to talk in front of my classmates."

Lexi, Grade 12, doesn't gravitate toward the spotlight, but she was happy to chat with me as she sifted through the station's music database for Canadian rock. "I was kind of hoping to be more behind the scenes," she says, "I'm not a very out-there person. So I can help in other ways, like looking for sponsors, or looking through the library."

As I conducted interviews, students popped in and out of the classroom, leaving to go up to the booth and coming back to ask questions. Rose offered suggestions and encouragement, and it was easy to see why everyone spoke so positively about their teacher, praising the relaxed atmosphere and his kind, flexible attitude.

There's a common narrative Rose hears from students who leave other classes partway through the semester to join radio. "I'm just kind of sitting there at the back of the class, pulling in information," they tell him, "I want to get out of the backseat, jump in and drive my learning."

"And we absolutely do that," he adds.

Rose encourages students to follow their interests. "What music are you passionate about? What artists are you passionate about? Are you passionate about poetry? We've got Poetry Cafe, Book Nook. It all depends on what you're interested in. Some people really want to interview, and we want them to run with that."

It's creative work, says Rose, so it's important not to be restrictive. "You want them to be happy on air, enjoying what they're doing."

While The Cave's flyer asks, "WANNA EARN CREDITS ROCKING ON AIR?", there are many ways for students to participate — as radio hosts, podcasters, sound engineers, public relations coordinators, journalists, interviewers, reviewers, and charity fundraisers. Students can earn credits in English, Business, and Media Studies, take the program as a co-op course, and even earn volunteer hours.

These days, Rose is focused on weaving the radio program into the fabric of KSS. "We want to be of service to the school, so we try to do everything that they would normally have to hire someone else for. We DJ all the dances, [provide sound for] the coffeehouses, and interview bands...We also do Relay for Life, the fundraiser for cancer treatment — we provide music and broadcast throughout the entire event."

With low enrollment and a need for community sponsors, the program's future is up in the air. The best thing students can do is get involved.

"If you're a dynamic high school student, junior or senior, and want to be a part of the action, please do contact the Kingston Secondary School and ask for more information," says Rose. "It's the best-kept secret in radio."

Building a Better Neighbourhood

PHOTO CREDIT:
Nico Koenig

STORY BY MEREDITH DAULT

More trees. Better playgrounds. A network of underground, cave-like hotels and apartments. When it comes to improving the neighbourhood, the Grade 8 students at Central Public School are not lacking in ideas. They worry about the unhoused, want to feel safe walking the streets, and would rather not be surrounded by towering buildings.

“In Toronto, it’s fun to look up and see the tall buildings, but in Kingston, if that were to happen, I think I would feel suffocated,” says 13-year-old Anna.

“Yeah,” adds classmate Andy, 14, “I want to see the sun sometimes.”

Dominik, 13, says his solution would be to build down. “It would probably cost a lot more, but then buildings wouldn’t take up so much space,” he explains.

I’m sitting with Anna, Andy, and Dominik in a small office at their school on a Wednesday morning in a bid to hear more of their urban planning ideas. It’s early in the school day, and the teenagers have not quite shaken the sleep out of their eyes. A year ago, all three participated in an innovative classroom project that saw Central’s Grade 7 and 8 students work with No. 9, an organization of architects, designers, and artists who lead projects with youth with a goal of helping to envision more sustainable communities. Over the course of one week, the students spent time exploring, thinking about, and then building a three-dimensional model of their improved neighbourhood — an area stretching along Sydenham Street and down Queen Street to the new ferry terminal — which they then presented to interested adults, including a handful of city councillors.

Anna says that the experience changed the way that she and her classmates now look at their neighbourhood, and their city. The project saw them walking its streets, looking for places that could be improved. The students remember noting tracts of land that were ugly, underutilized, and just plain boring — from gravel parking lots (“just a lot of useless gravel!” Andy laughs), to scruffy patches of grass, to grey buildings blocking access to the water.

“I didn’t really notice how bad some of those areas were before,” says Andy.

“Yeah, when you go there and start looking, you really notice how bad everything [is] and how much sprucing up is needed,” adds Anna.

Their suggestions for building better included everything from adding a skatepark and a playground close to the water, to installing more site-specific art, to building a recreation centre for the unhoused, and even devising a basketball court to float out in Lake Ontario — all of it rendered in hand-built, 3-D models.



WHEN IT COMES TO DESIGNING CITIES THAT WORK FOR EVERYONE, YOUNG PEOPLE HAVE IDEAS TO CONTRIBUTE.

Walking Kingston’s streets a year later, all three continue to see ways the city could be improved for the benefit of citizens of all ages. For Andy, the dearth of trees and green space in downtown Kingston remains top-of-mind, cooling streets in the summer and providing much needed shelter and beauty. Anna is disappointed by Kingston’s downtown, which she describes as “boring,” without enough places for young people to gather. The teens tell me they like Confederation Basin because you can get an ice cream nearby and then sit there for as long as you like without feeling like you are underfoot. They like Springer Market Square, too, but again, feel the lack of trees makes it less-than-inviting as a place to hang out. Dominik wants his city to feel greener, too, but he also wants to see more colour. “Maybe add murals on the sides of buildings,” he tells me. “Make things feel more exciting.”

Though all three spend time in Skeleton Park, they are disappointed with the new playground, which now caters to younger children. Andy tells me that she would have loved to see the addition of a more challenging and aesthetically pleasing “adventure-style” play structure made of wood, like one she saw recently in Prince Edward County.

“What they put in [at Skeleton Park] is no longer useable for us, except for the swings,” she explains.

“And then how long was that splash pad under renovations?” adds Anna. “We were so excited, thinking it was going to be this big new splash pad, and then when it was all done, it was like two little things that poured water.”

The kids laugh. If Dominik had his way, he would have replaced the splash pad with a skatepark.

All three also understand the tensions that cities are grappling with when it comes to supporting people who have nowhere to live, as well as those who struggle with mental illness, and the impact that has on the urban experience. They agree, however, that long-term solutions are hard to come by. “That’s a tough one,” says Andy thoughtfully when I ask her about it, “I know the city is trying to help people but it’s not very easy.” What they do want, however, is for everyone to feel safe walking the streets, no matter how old they are.

Though all agree that the experience of working with the urban planners was fun and interesting, it has not necessarily changed anyone’s career trajectory — at least not yet. What it has done for them is reinforce that when it comes to designing cities that work for everyone, young people have ideas to contribute.

“When it comes to the city, it matters what we think of it, too,” says Andy. “We have good ideas about what we want our neighbourhood to be like.”



MEREDITH DAULT is a writer, stilt-walker, and dancer who has lived in the Skeleton Park neighbourhood for a decade. She wanders the streets and parks regularly with her dog, Frida.

THE Rideau TRIBUNE



THE VOICE OF RIDEAU PUBLIC SCHOOL / LA VOIX DE L'ÉCOLE RIDEAU

A note about this newspaper



THE NEWSPAPER YOU ARE HOLDING is the product of a seven-month effort by a group of grade five and six Rideau Public School students, supported by parents, teachers, administration, staff, and community members. These student journalists met with a range of mentors to learn about interview technique, news writing, photography, comics, editing, and puzzles; they spoke to their peers and to community members to collect and compose their stories; they made illustrations and took photographs of the world from their point of view. We are grateful to *The Skeleton Press* whose resources have enabled this project and to everyone who has helped along the way. Most of all, we are so deeply proud of the *Tribune's* student journalists.

CAT LONDON & VINCE PEREZ RIDEAU TRIBUNE CO-MENTORS

Spy School

A middle school mystery

BOOK REVIEW BY **NORA** GRADE 5

Imagine being an average middle school student, living an ordinary life, when one day you are called to become a secret spy for the C.I.A. That is exactly what happens to thirteen-year-old Ben Ripley in *Spy School*, the first book in the *Spy School* series written by Stuart Gibbs. Follow along as Ben is given multiple challenging tasks, uncovers secrets, makes many new friends, and discovers that not everyone is who they seem to be.



The reader is guaranteed to relate to at least one of the characters, whether it be Ben, who is innocent and clumsy, his best friend Mike Brezinski, who is cool and confident, Erica Hale, who is an exceptionally good spy but lacks in social skills, or her father, Alexander Hale, whose terrible spy skills will make you laugh. At some points in the book you will be on the edge of your seat in suspense and in other moments you will be laughing uncontrollably. The only complaint I have about the book is the author's focus on how attractive some of the characters are, often commenting on their bodies and looks.

If you are between the ages of nine and thirteen years old and love books about adventure and mystery, I highly suggest you check out *Spy School*. The best part is that if you like the first book, there are over ten in the series.

INSIDE: GHOST STORIES, SCHOOL HISTORY, COMICS, PUZZLES, OPINIONS, FUN, SPORTS, FASHION & MORE

ROUGH & TUMBLE

How much risk is too much when kids are at play? Rideau students analyze recess to find out.

FEATURE BY **ARIA AND VIOLET** GRADE 5

When you think of kids, you think of play. Kids love to run, climb, and try new things. But how much risk should kids be allowed to take while they are playing? Some adults worry about kids taking too many risks with their bodies and getting seriously injured. Research shows that children are spending less time outdoors and have more safety rules to follow when they play. Many experts are encouraging something called risky play. Mariana Brussoni, a professor at the University of British Columbia, says risky play is very important for kids to help them figure out the world and how their bodies work. She describes risky play as “thrilling and exciting play where children engage in risk without certainty.” Dr. Brussoni thinks this kind of play develops self-confidence and resilience in children.

Rideau Public School principal Mme. Arsenault said that the Limestone District School Board says that no risky play is allowed on school board property. The school board considers risky play to be play where students would be at risk of hurting themselves. Mme. Arsenault said that one of the biggest risks in the schoolyard is the climbers, because students can fall. The school tries to make the climbers safer by putting a soft surface underneath, having adults nearby to supervise, and closing the climbers when the ground is frozen. Rough and tumble play is another risk in the yard because there are so many kids together in one space. The school tries to avoid risky play because the adults at the school are responsible for so many kids, but Mme. Arsenault said that some small risks, like tripping during a game of tag, are part of growing up.

Risky play has six key factors: playing with heights, playing at high speeds, playing with tools, playing near elements like water, playing unsupervised, and rough-and-tumble play. Observations of the Rideau Public School yard showed that kids did some risky play in four



Risky play lets kids build confidence and decision-making skills and encourages them to spend more time outside.

categories. The climbers let kids play with heights. The kids playing soccer, football, or tag were playing at high speeds. Students in the kindergarten yard had a chance to play with tools like shovels, rakes, and ladles. There was some rough-and-tumble play like play fighting, but this was stopped by the grown-ups because kids can hurt each other. Students were also doing some types of gymnastics that could cause someone to fall and get hurt. The two categories that were not seen in the yard were playing near elements and playing unsupervised. Kids in the playground did not have a chance to go near water, other than puddles, and they were always supervised by adults when they were in the yard.

Risky play sounds like it is important to kids because it helps them learn about their bodies and about figuring out dangerous situations. It also lets kids build confidence and decision-making skills and encourages them to spend more time outside. But risky play can also be dangerous in a place like a schoolyard where there are so many kids and only a few adult supervisors.

I think it's important to balance safe play with risky play because in some situations safe play is necessary but risky play is important to help kids build their skills and confidence.

So long, Madame Meyerman



As she prepares for retirement, Rideau grade three teacher Kim Meyerman reflects on her teaching career.



INTERVIEW BY **KATHERINE AND NOAH** GRADE 3

If you had chosen another profession, what would it have been?

MM: Actually, I have never thought about another profession. When I was seven years old and in grade two, they asked me what I wanted to be when I grew up and I said “teacher.” The only thing I thought about for a minute was marine biologist, so maybe that.

What do you love about teaching?

MM: The relationships between me and my students, and with other teachers. I think schools are happy places, generally speaking; there is lots of fun going on and something new every day. The variety and the relationships.

CONTINUED ON PAGE 2

THE RIDEAU TRIBUNE MASTHEAD

“SO LONG, MADAME MEYERMAN”
CONTINUED FROM PAGE 1

What was your favourite memory in teaching?

MM: Oh my goodness, there are so many good memories. I think my favourite is seeing kids finally learn something they have been having a hard time with and watching kids teach other kids because they understood it so well that they are ready to share. I also love going to graduations because then I cry about how grown-up my little kids have become.

When you said “I like when kids teach other kids,” is that why you started “Le mini prof”?

MM: That’s right. Because when a child understands something really, really well, they should have a chance to help someone else, because maybe they had a different way of saying it than I did.



Very few things are impossible

You’ve taught many grades over the years. What grade did you enjoy teaching the most and why?

MM: Well, I will have to say grade three! I have taught grades five, six, and three and core French, but my favourite would have to be grade three because the kids are big enough and responsible, they work hard and listen well, they can read and write, and they can do all the things that allow us to do fun activities, but they’re still young enough that they want to be at school and they’re enthusiastic about learning things and happy to be part of the community when working together.

If you could say any message to future students, what would it be?

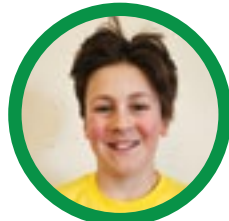
MM: I think the most important thing is that some things might not be easy, but very few things are impossible, so what you have to do is keep working at it. Just because something isn’t easy for you doesn’t mean you’re not going to get it. You just have to keep trying, keep learning, keep looking at things and asking questions, and you’ll get it.

Once you retire and you get lonely, would you want all of us to come over to your house?

MM: [laughs] Maybe not all of you at once, but I would be happy to see you all again. For sure!

LE MINI PROF

In Mme. Meyerman’s class, when a child has mastered a skill or completed a task, they can then correct others’ work and help her answer questions when someone’s hand is up. Kids love the chance to be the teacher!



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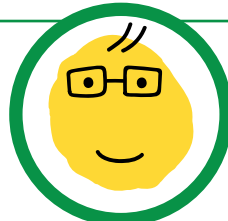
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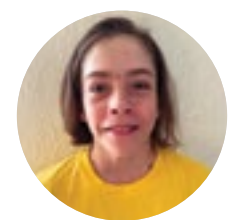
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Mme Arsenault, Mr. Cadue, Colton Fox, Mme Gillespie, Anne Kershaw, Jane Kirby, Mme Meyerman, Haley Sarfeld, Lawrence Scanlan, Ms. Simmons, Anne Thériault, and Skeleton Park Arts Festival



IS RIDEAU HAUNTED?

INTERVIEWS BY **AUGUST** GRADE 6 AND **VINCE**
ILLUSTRATION BY **MAX** GRADE 5

LAIGHTON, GRADE 3

Have you ever had an encounter or a sighting or something that felt creepy and spooky at school?

L: After I went to the bathroom, I was washing my hands, and I heard a creak coming from the vent. Then the water turned off and then I walked out of the bathroom and it turned on, so I looked and then it turned off and then I went back into the FCCC [aftercare] class and my dad was there, picking me up, and then — because it was forty minutes later — I went back to the bathroom because I had to go and then the sink turned on when I was in the stall, so then I came out of the stall and I turned the sink on again and then the soap came out without me touching it...

There is one more — I’ve heard this story a couple of times. In the school a very long time ago, this girl went to the bathroom in the portables and she was in the last stall closest to the door and then for some reason she saw rainbow poo and then she tripped and her leg fell in the toilet and then it started to flush down and it flushed her whole body down and all that was left was an eyeball in the toilet.

Whenever you take too long in the last stall, she’ll start to push the handle down and that is when you have to get out of the stall or the eyeball will pop out at you. Only the last stall because it has no lights. She can’t travel stalls because since she got flushed down in that stall, the lights flickered off and all the lights on the other stalls are on. She can’t travel through light so when she got flushed down the pipes it was too dark for her to see so she can’t go into a light area or she’ll fizzle out.

MR. CADUE, HEAD CUSTODIAN

Can you tell me about a time when you had an encounter with a ghost at Rideau Public School?

MC: Working here a long time ago, especially down here in the basement, I would hear sounds in the old boiler room. I thought a critter or something had gotten in, but when I went to open the old boiler room door, the door was moving back and forth, which actually kind of freaked me out.

There was another time when I was working down here and there was a noise coming from the old chimney — I could hear some “Oooooooo” sounds and that also freaked me out. I opened the door to do a quick check and I heard the sounds and I shut the door.

How do you know that this wasn’t just a student?

MC: Because this was after school.

Oh wow, okay.

MC: This was a long time ago, maybe ten or twelve years ago... Also, there is a rocking chair in the library. One night, late at night, it was dark but we could see that the chair was moving back and forth.

Oh wow.

MC: And there was no one in there.

What?!

MC: Yeah, the chair would rock back and forth by itself, so we would go open the door and turn on the lights. When the lights turned on, the chair stopped rocking.

Did this happen every night or just some?

MC: Just some nights, especially around Hallowe’en.

Did you ever tell anyone else about these experiences?

MC: Yeah, I’ve told people, I’ve started asking people what a ghost sounds like and if you can see one at night. There are a lot of different theories.

STUDENT COUNCIL Q&A

A chat with Rideau student council members about what they're up to

INTERVIEWS BY **NORA** GRADE 5 **AND VINCE**

Why did you want to be a part of student council and why should other students be interested?

WILL: I thought it would be a cool opportunity and that I could help the school in some way. I think other students should be interested because it is cool! It's fun to do and you can help the school in a lot of ways. We organize the Terry Fox Run.

And read stuff at the assemblies!

JACK: Student council is mainly about helping make decisions about the school and helping organize things. It's kind of like a courtroom but not being sentenced to anything. Kind of like debating and agreeing and stuff like that and how to make a decision —not like a courtroom, more like the government, like making laws and stuff.

What is one challenge the school faces and what is the student council doing about it?

WILL: They don't really have the money for all the stuff they want to do. What we try to do is figure out what we want to do, and do that in a different way without needing a lot of money to do it. We wanted to have a snowball fight but didn't have the money for the fake snowballs, and we can't use real snow because of ice in it, but we had the idea that we could use paper, like we could crumple up old recycled paper and we could throw it.

That sounds like someone would get a paper cut!



It's kind of like a courtroom but not being sentenced to anything.

JACK: There is this one challenge I'm going to advise them about at the next meeting. A few people on my bus and my brothers say they should be allowed to eat on the bus because people get in trouble if they haven't finished their lunch. We want to have more time to finish our lunches.

What were your goals when you joined student council, and how did you accomplish them?

WILL: ... one goal I had was to make the school a better place and I think I accomplished it, yes.

JACK: My goals when I started were mainly to help people at the school be happier and, like, kind of give the school a little upgrade. And I like it because, like I mentioned earlier, you are arguing and stuff and that makes it kind of fun. The one thing I'd say I'm most proud of being on student council is probably when we made the mural — that was probably the biggest decision. We were arguing about if we had enough money and space, but then we got volunteers to do it. We voted twice; that took a while.

Student council did the mural last year; are you planning on extending it to other corridors with other instruments and other languages?

WILL: I don't think we've talked about that yet.

Will you do student council again next year?

WILL: I am going to try and be on it next year — it's fun.

The Legend of Zelda: Tears of the Kingdom

A Nintendo action-adventure game for the ages

VIDEO GAME REVIEW BY **SPENCER** GRADE 6

My favourite video game is *The Legend of Zelda: Tears of the Kingdom* (TOTK), because you can do lots of things in the world of the game, such as solving puzzles, fighting, building, and exploring.

My first reason for loving TOTK is that you can go to different layers on the game's map, including the Depths (a dark underground region), the Surface (the main playing region), and the Sky (a region in the air). My second reason is that as Link, the main character in the game, you can learn and use special abilities, which are: Ultrahand, Fuse, Ascend, and Autobuild. These abilities let you do some pretty cool things. My final reason is there are six Sages that you can meet on your adventure: the Sage of Wind, the Sage of Fire, the Sage of Time, the Sage of Water, the Sage of Spirit, and the Sage of Lightning. The sages can fight alongside you and help you out.

These are some of the reasons that TOTK is my favourite game. Overall, it's a fun and interesting game.

HAVE YOUR PICK

DOG

The favourite animal among junior students with 56 upvotes, followed closely by cat.

FUN FACT Mouse received only 2 upvotes.

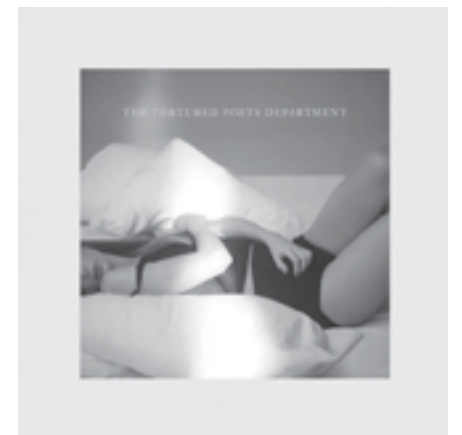


The Tortured Poets Department

ALBUM REVIEW BY **EMMY AND JUNE** GRADE 5

The *Tortured Poets Department* (TTPD) by Taylor Swift was released on April 19, 2024, at 12:00 a.m. TTPD is about the five stages of grief. It contains sixteen songs; however the Anthology (a surprise second version that was released two hours after TTPD) contains thirty-one songs and has a running time of just over two hours.

TTPD album has a lot of songs with swear words, though, so you've been warned! (Note that the first sixteen songs of the Anthology are the sixteen songs in the original TTPD).



MY TOP SEVEN SONGS

- 7. Cassandra:** I like it, but it's not my favourite. It has a good tempo.
- 6. thanKyou aMee:** This one is about Kim Kardashian. I like the story because it talks about her being bullied in school, and she overcomes obstacles.
- 5. Imgonnagetyouback:** This one is about getting someone back as in revenge, but also as in we broke up but I'll get you back. I like the double meaning in the lyrics, she is the MASTERMIND.
- 4. So Long, London:** This song is obviously talking about her breaking up with Joe Alwyn, and her regret about leaving London (hence the title).
- 3. Down Bad:** This song is very explicit so be careful playing it, but overall it's awesome and kind of heart-breaking. SECRET SPOILER: it's about alien abduction (listen to the beginning of the song).
- 2. Fortnight:** This is not about the video game, but about a fortnight as in two weeks. It's fabulous, it talks about her being resentful about her good neighbour/ex having a wife.
- 1. Florida!!!:** I saved the best for last — this song is catchy and talks about Florida, which feels like it's important to her! She says that it's like an alcoholic drink.

HOT TAKES: Rideau Students tell us what they really think

INTERVIEWS BY **AUGUST** GRADE 6



MIRIAM
GRADE 6

"I really care about dance. I care about dance because it lets me be who I want to be. It also takes my mind off scary things. The environment there is really good and inviting. I also get to go on vacation when I perform."



OLIVER
GRADE 6

"I really care about food. I care because it's yummy. There are many types of food. Some are yummy and some are gross. I prefer the yummy things. I like pizza and waffles."



LEO
GRADE 6

"I really care about baseball. I think that several people think that baseball is really boring because it is very long and un-action-packed, but really people don't understand it. Baseball is a game full of action: homers, epic outs, good catches. So just don't disrespect baseball."



RONAN
GRADE 5

"I really think that the cello is the best instrument in the orchestra. I really like the sound because it sounds like the human voice and it is a very mellow sound."



THOMAS
GRADE 6

"I care about having the Maple Leafs and the Blue Jays make the first round this year. It makes me really sad to see them lose every year in or before the first round."

THINGS TO DO THIS SUMMER

BY **ADRIAN AND ROMI** GRADE 6

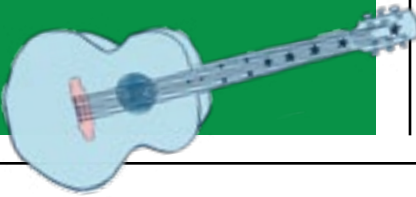
- Visit **RIDEAU ACRES CAMPGROUND** for loads of activities and tasty treats.
- Feed the birds at **LAKE ONTARIO PARK**.
- Skip some stones at **BREAKWATER PARK** or **LEMOINE POINT CONSERVATION AREA**.
- Go to a music festival like **SKELETON PARK ARTS FESTIVAL, LIMESTONE BLUES FESTIVAL** and many more.
- Go to an **ANIMAL SHELTER**: who knows? You might even find a new pet or just make an animal's day!
- Wanna go swimming? Go to **CULLIGAN WATER PARK** for a day full of fun and sun or to **SYDENHAM BEACH!**
- Wanna see some sea creatures? Go to **BROCKVILLE'S AQUARIUM** — it's worth it!
- Have a cold treat at **MIO GELATO**.
- Go to a concert at the **BROOM FACTORY**.
- Visit **CITY PARK** for a day full of fun, or **SANDBANKS PROVINCIAL PARK!**
- Drop by the **JUNIPER CAFE** to look at the lake from their patio.
- Find a nice spot to settle down and watch **THE SUNSET AND/OR STARS** with a loved one, a friend or even just your pet.
- **TAKE SOME TIME FOR YOURSELF**, go for a walk or a run. Or maybe you're more of a bike person — that's fine.

Make your summer as fun as possible and get outside because let's be honest: staying inside in front of the TV when you could be outside hanging out with your friends is silly.

HAVE YOUR PICK

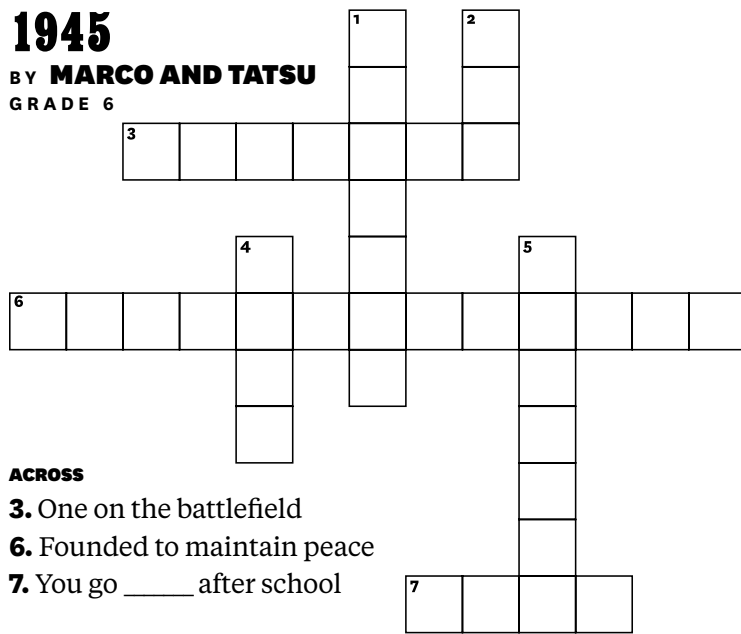
T.S.

Initials of the favourite musician among junior students surveyed. Can you guess whose they are? Of course you can.



1945

BY **MARCO AND TATSU**
GRADE 6



ACROSS

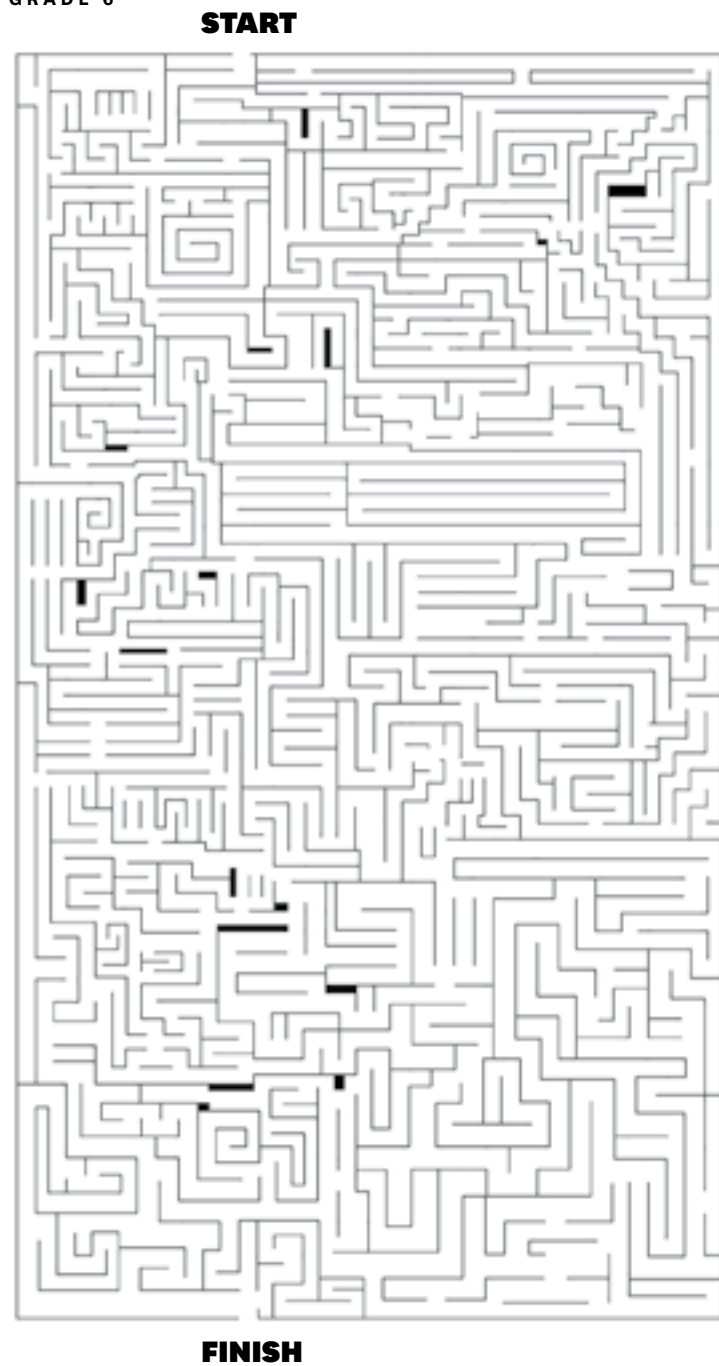
- 3. One on the battlefield
- 6. Founded to maintain peace
- 7. You go _____ after school

DOWN

- 1. An earlier issue of *The Rideau* _____ was published in 1945
- 2. World _____ Two
- 4. A source of information, printed on paper or shown on TV
- 5. The first name of our prime minister in 1945

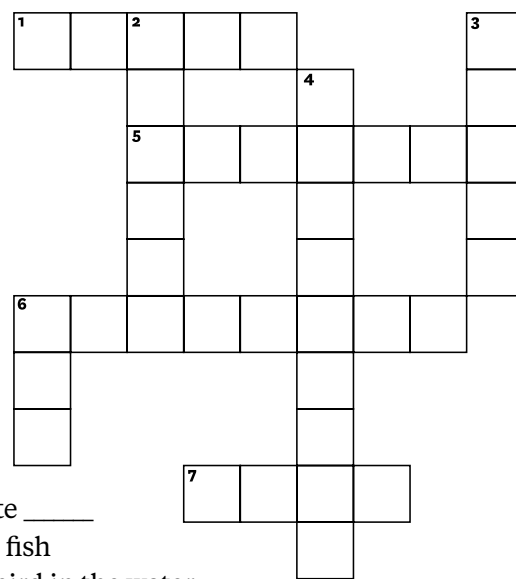
Maze

BY **ASHER**
GRADE 6



Animals

BY **IMOGENE**
GRADE 3



ACROSS

- 1. A Great White _____
- 5. Meat-eating fish
- 6. Pretty pink bird in the water
- 7. Awesome animal that howls

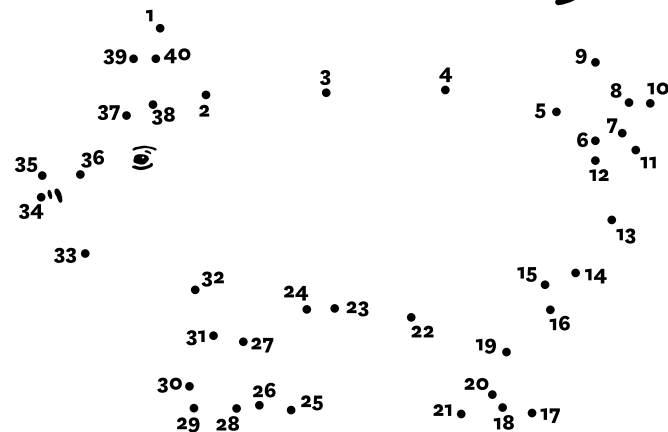
DOWN

- 2. It looks like a llama but starts with an "A"
- 3. A slithering creature
- 4. A huge, furry, 8-legged _____
- 6. Sly as a _____!



Connect the Dots

BY **MABEL**
GRADE 3



Jokes

BY **DAVID**
BUS DRIVER



Bus driver David, beloved for his comedy and kindness, is rumoured to be retiring at the end of this year. He will be deeply missed by parents and kids from Harrowsmith to Bagot Street. We asked him for a selection of jokes to share in the *Tribune*. Thanks for all the laughs, David!

**What has five toes but isn't your foot?
My foot.**

**Knock knock!
Who's there?
Wunt.
Wunt who?
You can count!**

**What do you call a laughing seagull?
A gigull.**



COMIC BY **PORTER** GRADE 6



ANSWERS TO 1945 CROSSWORD PUZZLE
ACROSS: 1. SHARK 2. UNITED NATIONS 3. HOME 4. WOLF 5. PIRANHA 6. FLAMINGO 7. WOLF
DOWN: 1. TRIBUNE 2. WAR 3. NEWS 4. WILLIAM 5. WOLF 6. FOX



The Great Beyond

BY **RONAN**
GRADE 5

My name is Osen-Kan. I am a part of the winged blueberry colony. When I was a child, I used to live in a great forest, known to many as the forests of Kazul-Dan. Our colony was great in numbers, in strength, and specifically, in our talent of flying. Many other governments envied this capability, especially the strawberry nation. We lived safely and soundly in the treetops of this massive forest, and were happy and liked our solidarity. At least until one day, when everything changed.

The day began as a day like any other, with our morning foraging for food, and our fun game of tag among the children. The disaster showed at approximately 2 o'clock in the afternoon, when we were resting and having an afternoon snack. We were alerted by the alarmed cries of our parents, who quickly relayed the message from the chief.

"The chief saw flames on the horizon," my mother trembled. "We have to leave the forest. Now."

If you had seen our takeoff from a few miles away, you would have been shocked. Thousands of blueberries took to the skies, following the lead of our chief. We evacuated the forests as quickly as possible, which, in retrospect, actually took about five hours (yes, it's actually that big). When we finally reached the southern border of our city, we looked back at our former home. All of us gasped in unison. We saw trees falling, branches burning, our former home soon in ashes.

Our chief rose up and cried, "Fear not, dear citizens! For all hope is not lost. We shall go west until we reach the city of the Bananians, seeking refuge. But for now, all we can do is continue."

We went west, and although days passed painfully, the sheer spirit of the colony kept us going. We travelled for days upon days upon days, until we finally saw a strange glow on the horizon.

The chief and his advisors grew excited, and exclaimed, "We see now the end of our journey! For the glow on the horizon is veritably the fabled power crystal of Banana City. Continue on, and let us rejoice when we arrive in the city."

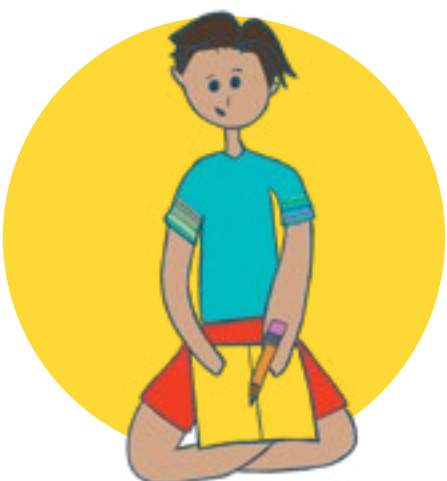
After two more days of continuous, yet more hopeful, flying, I perceived a skyline on the horizon. I would have cried out in joy ... had a silver arrow not sliced the air right in front of me. I whipped around, and saw a barrage of arrows flying through the air.

I cried out, "Look out! Arrows incoming!" The entire colony swept upwards, avoiding the great barricade. No one was hurt except...

"Chief!" I pulled downwards, taking the chief with my claws. I asked him, "Are you okay?"

"Continue, Osen. I will be fine." He fell down to the depths.

When we arrived at the city, we were welcomed, though we grieved. But inside my heart, I felt a little voice saying: "You're okay, Osen. You are safe."



A Pinecone For Me

BY **FRANCES AND IMOGENE**
GRADE 3

A pretty little pinecone under the tree.
I want that pinecone and I want it for me.
I grabbed the pinecone in my hand,
and said it was the most beautiful in the land.
Then with a swish and a whirl, the pinecone was gone by a fox
Who left behind the disease of chicken pox.
Yuck! I got some medicine.
There was no pinecone under the tree.
I still wanted that pinecone and I wanted it for me.
I walked through the woods and I was very mad,
But mostly I was sad.
But with a twirl and a whirl,
I saw another pinecone, under the tree.
It was a pine tree!
Pinecones fell down more and more,
there were so many pinecones, PINECONES GALORE!

My Crummy Days

BY **KATHERINE, DOUG, AND ANNA**
GRADE 3

Once I had a crummy day
It made me most mad in every way
It made me so mad
Then turned back to sad
Then an old lad gave me a ring
And a puff of smoke turned the season into spring
My mood started to lighten
And the sun started to brighten.

Is this the end of my problems?

I felt a shiver, it made me shake
It made my madness start to break,
That was the end of my crummy day
Until the next day.

I was playing in the kinder yard
With my friend Bernard
and a boy named Gene
Started to be mean.

I showed him my ring
It started to sing
Gene danced along
Now our friendship is strong.

That was the end of my crummy days (for real)!

Rideau P.S.

BY **EMERSON**
GRADE 3

Rideau is a great school and I love my class.
Walking the halls of Rideau, I feel happy.

The assemblies are really fun with great guests
and it is cool to learn new and exciting things.
Walking the halls of Rideau, I feel excited.

The teachers are supportive and encourage me to
do my best.
Walking the halls of Rideau, I feel confident.

The students are all so kind.
Walking the halls of Rideau, I feel safe.

Rideau is our school, and it is where we all belong!

The Poem of Perfection

BY **ANONYMOUS**

Perfection does not exist in our hearts
through our veins of love and care.

Easter

BY **BROOKLYN**
GRADE 5

Spring, spring, a wonderful time of year
With quite a lot of Easter cheer
Pretty flowers bloom,
Baby chicks hatch
I hope the Easter eggs don't crack

Buds

BY **JUNE**
GRADE 5

On the beautiful tree
Its branches spread wide
Are the
Buds
Coming out
In
Spring,
Little green
Sprouts,
Pushing their way
Out of their shells.
Fighting the wind,
Fighting the
Rain,
In the sunshine,
In the garden, shining bright.

Dandelions

BY **EMMY**
GRADE 5

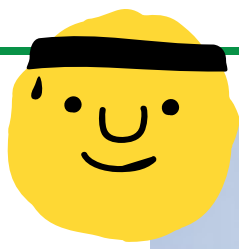
Puffing away
Like ashes from
A fire into
Nowhere, finally
Becoming a star

Forest

BY **GIJA AND THEA**
GRADE 6

There are places
Like meadows and mountains. But...
Can anyone argue the forest is best?
With its beautiful greens and browns
and leaves.
And in fall it's a wonder.
I hope everyone agrees the best place
on earth is the...forest!
In the forest there was a small little
bunny and fox and frog and wolf
but all are cute.
Which one do I choose?
Well, you don't have to choose.
Just pick them all — the forest is a
wonder for all.

RUNNING HER WAY



Meet **JULIE-ANNE STAEHLI**, former Kingston resident, Canadian Olympian, and professional track and field athlete.

INTERVIEW BY **XAVIER GRADE 6**

Who are you and what do you do?

JS: My name is Julie-Anne Staehli and I am a professional athlete. I run for New Balance Boston, and I am also a bachelor's and master's graduate from both Queen's University and Western University. Right now I am in the U.S. training full time for, hopefully, the Olympics this summer.

What did it feel like to be in Tokyo for your race?

JS: It was a really exciting time. That was my Olympic debut, running in Tokyo. I was running the 5,000 [metre] and, obviously, it was a completely different experience to not have fans, family, and friends there, but it was really incredible to soak it all in. Travelling a long, long way to get to Japan, it was one of the hardest travel days of my life. But getting to the start line and just being there was really special. Getting to meet other athletes and being in the Olympic village, seeing the best of the best around the world, that is something I will hold on to forever.

What was your time for the 5,000-metre run?

JS: The best time I've run, my personal best is 14:57.

Who inspired you to be a runner?

JS: That's a great question. I do struggle with that, because I played a lot of sports growing up, so just being active was something important to me and my family. I enjoyed soccer, snowboarding, dancing, swimming, and triathlon. It wasn't until university that I just focused on running. I do think that the sport chose me in some way, just in terms of ability and talent. Once I was in university, I started thinking about making an Olympic team, and at that point I had watched Melissa Bishop run in the 800-metre in Rio 2016, so I think that was part of the piece. She is an 800-metre athlete, a mom, and just someone who is really well rounded, and someone I look up to.



Did you ever meet Melissa [Bishop]?

JS: I have met Melissa, yes. It was a little bit embarrassing, because I asked for a photo with her when I was at a local track race in Windsor, and she was having her season opener invitational, and I was probably eighteen or nineteen at the time. And then I made the team with her in Tokyo. So I have had a chance to meet her.

Do you have any superstitious things you do before a race?

JS: Yeah. I try not to have too many must-have routines. When you are travelling around the world, sometimes a carry-on is all you can pack, so I've tried to give up a few of those [superstitious routines]. But I always keep my race bib after a race. I write the date, my time, and the place, so I have it all saved, basically from every race I have ever run over the last twenty years. I always write postcards home when I travel around — I just go to... whatever looks the most clichéd place to buy souvenirs. It's kind of cool because then my family and friends have a collection of the places I've been.

What is your advice to aspiring runners?

JS: I think there are a lot of pieces of the sport that you can take away and benefit from. I think that what is really beautiful about running is that it sort of has something for everyone — in terms of distance, in

terms of surface, in terms of whether you are getting a social aspect out of it. If it's an hour of your day to be outside and move your body, I think that's always a benefit to anybody. My advice would be to enjoy some aspects of it, because it's hard. Running is not inherently fun; unlike soccer and basketball you aren't playing a game, but it is something you can do on your own or with people, and you can do it for a really long time.

Can you explain the ReRUN Shoe Project that you started in Kingston?

JS: Since it's a non-profit organization, I had no goals for that in terms of where it would go, but now we are in five cities across Canada. Essentially we collect lightly used shoes and donate them to all sorts of organizations, whether they're youth sport organizations or shelters. We partner with local running stores, so there are ongoing drop-off stations. We have had over 5,500 pairs of shoes donated to date.

It just started out as a personal donation program. I go through a lot of shoes in a year — I average about one pair per month in terms of training shoes — and I realized they were still in great condition and I was just giving them to friends. I also realized how much people appreciate it and how expensive they have become. ReRUN is now in Kingston, London, Edmonton, Calgary, and hopefully heading out to the east coast in 2024.

What is your Kingston connection?

JS: I went to Queen's University in 2012. I spent six years in Kingston, I did my master's there as well, and was running all throughout. Then I moved to London to do my teaching degree, and then in 2021 I moved to Boston.

What does a typical day for you look like right now?

JS: It's full-time in terms of training. We are based in Boston, but travel all over. We do altitude training in Flagstaff, depending on the time of the year. The weeks kind of change depending on if we are in competition or base season. During a typical week in Boston, we meet every day to train. We have an easy workout in the morning for an hour or two, and then in the afternoon there is usually a second run and some weight lifting. There are ten of us on the team, and the headquarters for New Balance are in Boston, so that is why the team is based here.

Learn More about **JULIE-ANNE** at: jastaehli.com

1-QUESTION INTERVIEWS

ABOUT **HOCKEY**

BY **XAVIER GRADE 6**

Should professional hockey allow fighting?

LEO: Yes, because it's entertaining for the viewers. [If fighting was banned] the NHL would lose money, because the viewers like the fights, and not as many people would go to the games.

Are you excited about the PWHL (Professional Women's Hockey League)? Why?

CLAIRE: I'm excited because it's a new start in women's hockey. Girls used to not be allowed to play hockey, and now you won't have to wait until the winter Olympic Games to watch girls play hockey.

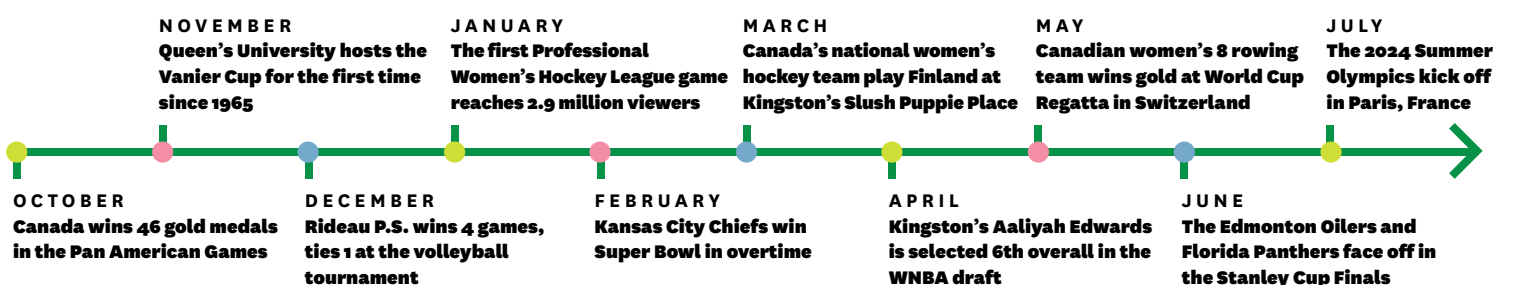
Stereotypes of "bad" hockey parents show them as aggressive, super demanding, or only focused on winning. What makes a "good" hockey parent?

AIDAN: A parent that supports their child, always says motivating things, and always gives feedback after a game and gives them things to work on.

A 2023-24 Sports Timeline

National, International, Local, and Hyperlocal Sports Events Month by Month

BY **AIDAN AND AUGUST GRADE 6**



ON THE ICE

with Jensen

INTERVIEW BY **AIDAN GRADE 6**



Who are you? What sport do you play?

J: My name is Jensen. I am in grade four and I play hockey AAA Junior Gaels, one year up.

How much time do you spend playing your sport?

J: I play hockey on ice for one hour daily, and then I shoot pucks at my net outside about ten times per week.

How do you balance sports with your studies and other responsibilities?

J: When I get picked up early from school, I do my homework in the car.

What are your goals and aspirations in your sport and how do you hope to achieve them?

J: Go for the NHL by working harder and never giving up.

What advice do you have for other student-athletes?

J: Work as hard as you can and never take yourself for granted.

RIDEAU, THEN AND NOW

Comparing student concerns from 1945 and today

FEATURE BY VIOLET GRADE 5 AND MS. SIMMONS

On a sunny afternoon in April 2024, students in grade five at Rideau Public School are hard at work on their Chromebooks, researching information from around the world and recording their ideas in Google Docs. The recess bell rings and students change into their running shoes, grab their footballs, and noisily rush outside for fun in the schoolyard.

Imagine time-travelling seventy-nine years in the past to visit Rideau in 1945. It would be quite different. What would the students walking the halls have looked like or thought about? A copy of the *Rideau Tribune* from 1945 can give us a glimpse into the thoughts of the kids who went to our school seventy-nine years ago.

Vernon McAvany wrote about what it took to be a model student at Rideau in 1945 in his article “The Model Student.” He said a model student was someone who helped others and who others relied on. He wrote that a model student would work hard and not make trouble, even when a teacher left the classroom. A model student would also take part in many activities and help younger students. It seems that the idea of being a model student hasn’t changed very much since Vernon went to Rideau.



We still work toward the same goals

David Cluff reminded us that many students would have been thinking about World War II in his article “My Post-War Plans.” World War II ended in 1945 and most students would have been affected by it. David seemed very angry about the war and was very focused on the idea of punishing those people who were responsible for the war. He also thought about how the world might work together to make sure that war didn’t happen again and that the children of the future (us!) wouldn’t have to experience war like his generation did. David’s article shows how the thoughts and feelings of students in 1945 would have been very focused on the war and how lucky Rideau students are in 2024 not to have to live through a world war. It also makes us think about how much information we now have about what is going on in the world and how quickly we can get that information using modern technology. David’s news about the war would have come from newspaper articles or letters home from soldiers.

If the authors of these articles could have time-travelled to Rideau in 2024, I think they would have been surprised at how much has changed. Students today don’t have a world war to worry about but carry different worries on their shoulders, like the changing future of the planet due to climate change and the pressures put upon them by social media. Students now probably dress and speak less formally than Vernon and David. However, as shown in Vernon’s article, we still work toward the same goals of being responsible, kind, and always doing our best. That’s what Rideau has always been about.

LOOKING BACK

Grade 5 student Nora catches up with Dan Roantree, Rideau’s vice-principal from 1987 until 1992 as part of his 34-year career in education

INTERVIEW BY NORA GRADE 5

How many kids were at Rideau Public School when you were there? Was it JK to 6 back then?

DAN: Between 450 and 500 students.

NORA: That’s a little less than what we have here now, we have around a little over 500.

DAN: It included grades seven and eight for the local area and then still had English. My homeroom class was where the staff room is now: that was my grade seven/eight classroom.

Did the school look different?

DAN: It looked the same outside, but I don’t remember the portables — if we had them, they were not connected to the school the way they are now.

What fun things happened here?

DAN: We did a lot of the same things like we do today, like cross country and track. We had a choir I looked after one spring — I had to practise on the piano at home. Every year, they did a play, and we had people who really enjoyed doing the play, putting on musicals, so I was always amazed at the high-calibre show they would put on. I remember *Wizard of Oz* — that was fabulous.

NORA: We did that one last year!

DAN: Did you? I bet you it was good.

NORA: It was amazing.

What were your likes and dislikes about your job at the school?

DAN: I really enjoyed being here. We had a very capable staff. French immersion was fairly new and it was difficult getting resources for the teachers — there wasn’t really much of anything. I enjoyed the kids. I did a little music teaching myself and that was fun.

We had to go out on yard duty like teachers still do today. Now I never enjoyed that: I was responsible for making up the schedule for staff and I had to crack the whip and tell them “You are supposed to be on the yard!” or something like that.



What was the most memorable thing that happened around the school?

DAN: At Christmastime one year I was making candles with a group of students down in the little kitchen. I had a little hot plate warmed up so that it would melt the wax and then we would take a fork and whip it, and the wax would turn white for snow. For some reason my attention was taken away from the hot plate and the wax caught on fire.

It was on the counter underneath the curtains, so the curtains started to melt, and the smoke started and then the fire alarms went, and we all had to evacuate the school on a winter day. The school down the road took us in to keep us warm until the fire department came to tell us we could go back in.

There was no danger — I had the fire out, it was all the smoke from the curtains. I got a small burn from putting out the fire, and I remember the principal being concerned, but I was just so embarrassed that I let that kind of thing happen. So after that we made a pot of hot water and melted the wax in the hot water so the wax would never touch the element. It took a lot longer, but it was safe. That was the most memorable and the most embarrassing. I remember the next day during the announcements, I apologized, but none of the kids seemed to mind — it was something exciting for them, something different.

Do you have a philosophy about teaching?

DAN: I always tried to be particularly understanding with students who had difficulties with behaviour or with school — I always tried to understand and appreciate what they had to offer even if it wasn’t correct or the best decision they made.

IN THE OLD BOILER ROOM

Exploring the dusty relics in Rideau Public School’s basement

As Rideau Public School approaches its centennial, *Rideau Tribune* journalists and photographers explored the obsolete boiler room, which doubles as an unofficial archive of school history. Dust coats old chairs and props from past school musicals, as well as bulletin boards and photo albums of students and staff from years gone by.

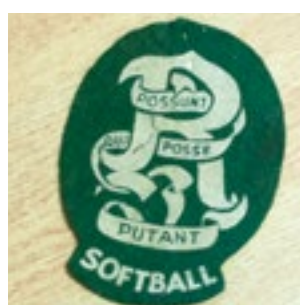
CLOCKWISE FROM TOP LEFT

Students June and Nora hold an original copy of the 1945 *Rideau Tribune* and the printing plate that printed the cover.

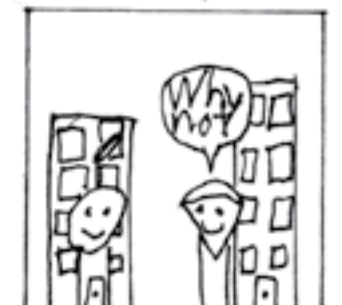
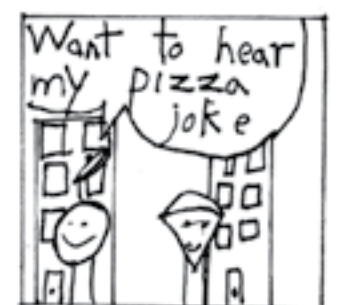
Jars containing specimens for students to dissect include starfish.

Students with bicycles outside Rideau Public School in an undated photo.

Patch from a Rideau softball team.



COMIC BY MAX GRADE 5





WHY DID YOU CHOOSE YOUR CLOTHES TODAY?

Looks from Rideau's Fashion Spirit Day

PHOTOGRAPHY BY **TATSU, JAMES AND CAT**
GRADE 6



"Because we love Taylor Swift!" – **FARRAH, MAISIE, MABEL, AND LAIGHTON**



"Because I love hockey. It's a big part of my life." – **CLAIRE**



"Because it's so beautiful." – **DEBORAH**

EVEN MORE ANSWERS

TO THE QUESTION
WHY DID YOU CHOOSE YOUR CLOTHES TODAY?

"These are the clothes of my favourite character, Mabel from Gravity Falls."
– **ISOBEL**

"These are my dress-up clothes and they're my favourite."
– **FRANKIE**

"I want to be fashionable AND be able to run."
– **FARRAH**

"I wanted to match my sister."
– **HAZEL**

"It reminds me of my grandma, who died before I was born. We both love butterflies. We have lots in common."
– **IRIS, with butterflies on her shirt and pants**

"Because I love rainbow colours."
– **ARIANNA**

"Because the evil queen from Deltarune is my role model."
– **PORTER**

"It was one of the happiest days of my life when Team Canada won the World Cup and it makes me happy every time I see it."
– **EVAN, educational assistant, in a Team Canada jersey**

"I wanted to be a mermaid."
– **SCARLET**

"Because I wanted to play superheroes."
– **ADDIE, in a red cape**

"Because I love Barbie — be yourself!"
– **MICHELLE, early childhood educator, in a Barbie sweater**

"I thought of someone in a book and that person had a star."
– **ETTA**

"My mom picked my clothes."
– **VICTORIA**

"Because I wanted to look cool."
– **ELIJAH**

"Because I look so fancy."
– **KOHEN**

"Because I like to dance."
– **ALICE**

"I don't know."
– **SARAH**

"Because my mom said it's dress in your style day."
– **SILAS, in a Spiderman costume**

"Because I like them."
– **LILY**

"I have two shoes."
– **BARRY**

"Because it's shiny."
– **ANABELLE**

"Because it just feels like me."
– **MORGAN**

"Because I like it."
– **SOPHIA**

"Just because."
– **HARRISON**



ADDY



"It's supposed to be like a Youngblud one." – **AYDEN**



"I feel goth and emo." – **RUBY**



R.L. AND KILEY



"I want to be a rock and roll person." – **CHRISTIAN**



IMOGENE AND MIRIAM



"I felt like being a cool dude." – **HEZI**



ELLIE, HANNAH, AND AVERY



"I want to look like I'm in a trailer park." – **BRODY**

HEY KIDS!
HOW MANY
WAYS CAN
YOU GET
ME TO THE
SKELETON
PARK
ARTS
FESTIVAL?



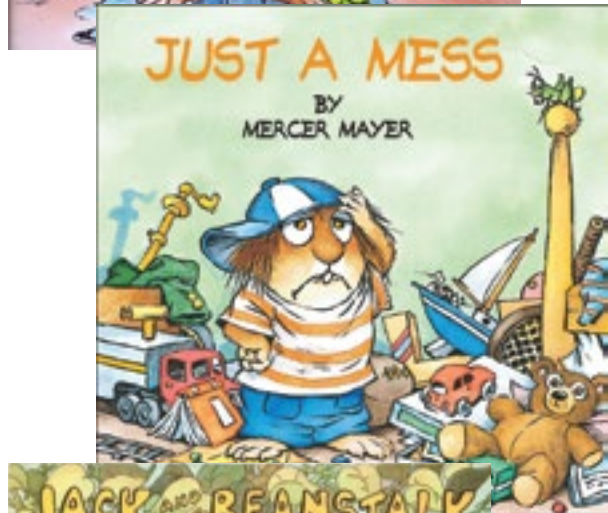
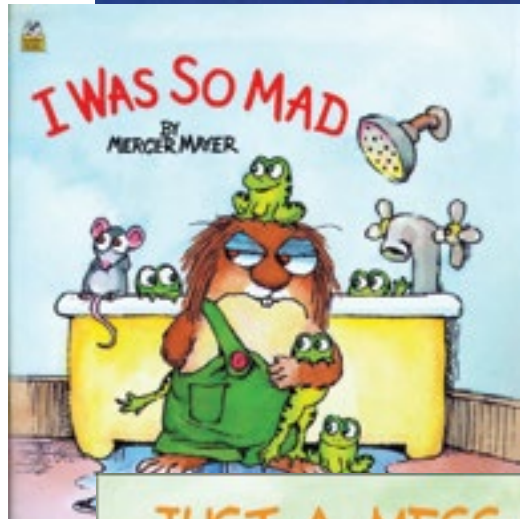
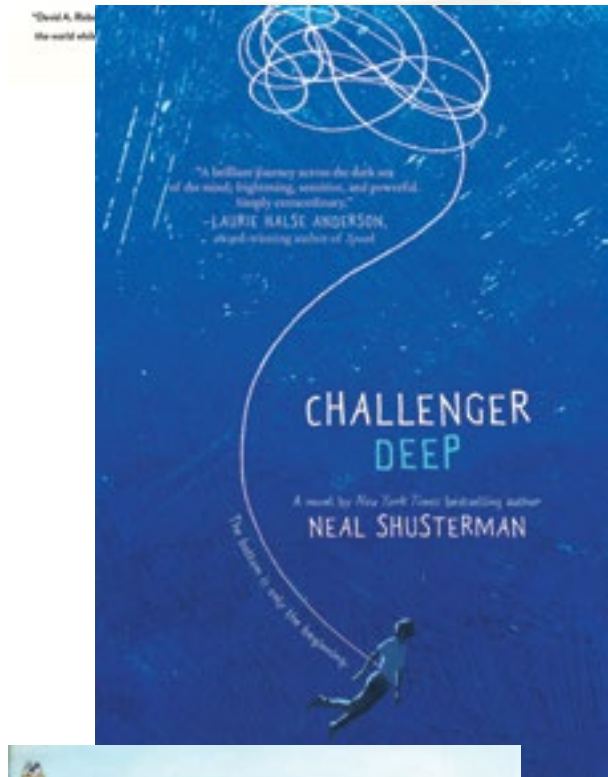
START

WALK OR BIKE
TO THE FESTIVAL
JUNE 22-23
AND LEAVE THE
CAR AT HOME!



SKELETON
PARK ARTS
FESTIVAL

END



Books for You, From Readers Like You

Hey kids and young adults, looking for some new books to read? Here are some great recommendations from local reviewers on graphic novels, YA fiction, picture books, and a fairy tale classic.

THE BARREN GROUNDS, THE MISEWA SAGA, BOOK ONE

by David A. Robertson (Tundra Books)

REVIEW BY LOKI

The Barren Grounds is one of the most adventurous Indigenous-based books I've ever read. I remember in grade five when David A. Robertson personally read the first few chapters to our class online and I'm so glad I took his advice and finished the book! This book is the first in a breathtaking book series, *The Misewa Saga*.

Ever since reading the first book, I've learned more about Cree traditions and beliefs. David truly brings out his Indigenous background in the series, and he's inspired me to keep on writing my own stories and to explore my own Indigenous background. I would love a chance to meet David A. Robertson in person.

Fun fact! Mr. Robertson has written a ton since *The Barren Grounds*, and *Book Five of the Misewa Saga, The Sleeping Giant*, comes out this August. So, if you're looking for a series you can spend the summer immersing yourself in, this is a great pick. And good news, Loki! You can meet David A. Robertson in person this September at Kingston WritersFest.

CHALLENGER DEEP

by Neal Shusterman (Harper Collins)

REVIEW BY NYCK

I recommend *Challenger Deep* by Neal Shusterman. It is a story about Caden, a teenager who struggles with mental illness. In his mind, Caden goes on an adventure to the deepest part of the ocean. In reality, he starts high school and it's not a good start for him. Reading *Challenger Deep* taught me a bit about schizophrenia. The book does not have a happy ending, but it isn't a sad ending. The book is confusing at first, but if you stick with it, you will be glad you did. I rate this book an 8.5/10 and recommend it for ages 11+.

I WAS SO MAD and JUST A MESS from the LITTLE CRITTERS book series by Mercer Mayer

(Random House Books for Young Readers)

REVIEW BY WILLIAM (with a little help from mom and dad)

On the series:

"I like *Little Critters* because we read them before bed. They have a mom, a dad, and a little boy."

I Was So Mad:

"I like *I Was So Mad* because I like the faces he makes when he gets mad [that] he can't put frogs in the tub."

Just a Mess:

"He makes funny faces when he gets messy."

“HE'S INSPIRED ME TO KEEP ON WRITING MY OWN STORIES AND TO EXPLORE MY OWN INDIGENOUS BACKGROUND.”

JACK AND THE BEANSTALK

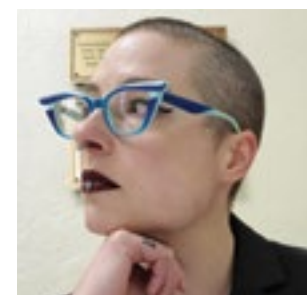
by Joseph Jacobs (countless editions available)

William also recommends *Jack and The Beanstalk*, and had this to say, "I like the giant, just the giant. But I like when he chases Jack and sings Fee, Fi, Fo, Fum." On second thought, he had a couple more stand out moments, including "when the magic beans grow a beanstalk that Jack chops down with an axe... and I like the golden eggs."

LOKI (she/they) is a grade seven student at Welborne Avenue Public School, an Indigenous artist, book nerd, music enthusiast and author in the making.

NYCK (she/her) is a grade seven student at Central Public School who likes to exercise and eat ice cream, usually not at the same time.

WILLIAM (he/him) is three years old and has over 100 books, which delights his Aunt Aara to no end. He loves to read and tell stories, especially every night before bed.



AARA MACAULEY is the Director of Kingston WritersFest. She is a proud member of the LGBTQIA2S+ community and local arts community, volunteering and serving on boards related to film, literature, arts advocacy, and more.

Word Games



PUZZLE BY **HALEY SARFELD**
ILLUSTRATIONS BY **JILL GLATT**

Welcome to the Language Lab! **DR. MEOW** is here with some **WORD GAMES**. Let's make anagrams!

An anagram is a word or phrase that is created by rearranging the letters in another word or phrase. For example, the word **CAT** can be rearranged to create the anagram **ACT**. Try finding these anagrams of the phrase:




 □□□	 □□□	 □□□□□	 □□□□
 □□□□	 □□□□□	 □□□□	 □□□□

Can you think of more anagrams? **DRAW** a picture and get your friends to guess!

Scattered letter tiles: S, A, G, E, R, G, A, E, S, E, R, S, G, D, A, S, E, M, W, R, R, E, S, O, E.

EGAD! The letters are multiplying! Now we can make words and phrases that use the **SAME** letter **MORE** than once! Try finding these ones:




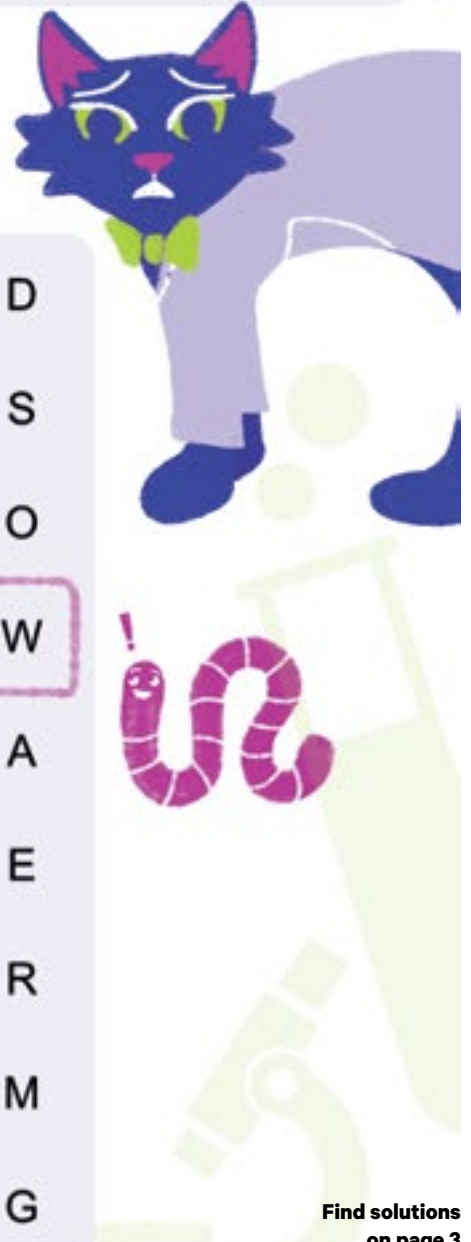
 \$ □□□□□□	 □□ D □□	 □□□ E □	 □□□□	 □□□ W □□□
--	---	--	---	---

Oh **DEAR!** The letters are everywhere! Help **DR. MEOW** find the words scattered across the laboratory! Connect letters that are next to each other and see if you can spot any hidden **MESSAGES**.

- A code that uses dots and dashes
- Yucky
- 7-letter word for harmed or broken
- A bird that is now extinct
- Third letter of the Greek alphabet
- A cozy temperature
- Not alive
- Opposite of less
- Lava before it reaches the surface
- Prize
- Horizontal columns
- Nickname for your father
- Create a picture by hand
- Rotating circular machine
- Used to hold up a curtain
- Shrek's species
- Opposite of better
- "Good night! Sweet ___s!"
- Solid, liquid, and ___
- People who play Minecraft, for example
- Wash your hands to get rid of these
- Something to say when you're surprised
- "___s are red, violets are blue"
- Enthusiastic, looking forward
- To duck when something is flying toward you
- A tool for cutting logs
- Got bigger
- 6-letter word for sadness
- Eggs and fish are rich in ___-3 fatty acids
- A large body of water
- Went for a swim
- Identical

O	E	S	A	W	G	R	M	D
A	D	R	M	O	E	G	W	S
G	M	W	D	R	S	E	A	O
M	G	A	E	D	R	S	O	W
E	W	D	S	G	O	M	R	A
S	R	O	W	A	M	D	G	E
W	S	E	G	M	A	O	D	R
R	A	G	O	E	D	W	S	M
D	O	M	R	S	W	A	E	G

I FOUND ONE! 



Find solutions on page 3

TEDDY Talk



What local kids love about video games

STORY BY **TEDDY**

HI, I'm Teddy Sheppard and I'm here to talk about video games! Video games are something that most kids in our generation play. Our parents didn't have the games that we have in this day and age. Heck, our grandparents barely had video games, maybe *Pong*, *Pac Man*, and other stuff like that. When they're introduced to the games we have today they are normally surprised or even weirded out! One day my Grandpa tried my VR (Virtual Reality) headset and he thought it was awesome BUT then he started growling and trying to bite people in the game — it was hilarious!

In March, I talked to my friends and asked them all two questions: the first question was, "What's your favourite video game?" and the second question was, "Why do you like video games?"

Scout was the first to answer — his favourite game is *Fortnite* and he likes video games because he thinks they are both fun and entertaining.

My second friend to be interviewed was Gavin. His favourite game is *Spiderman 2*. He also likes video games due to the fun factor!

The third subject was Liam — his favourite game is *Legend of Zelda: Tears of the Kingdom*. Liam enjoys games because of the action and the battles!

Rowan was the fourth friend I talked to — his favourite game is a VR game called *Death Loop*. He says he likes games because they are fun as well!

Finally, last but not least, Judah also likes *Fortnite*, and he likes video games because they are entertaining! (Probably fun, too!)

Now that I have some friends' opinions on video games, I'm going to talk about mine. I like video games because they're — wait for it — fun! And they can be funny! I like horror games and VR games the most. My favourite game happens to be a VR/horror game called *Big Scary*.

By now you're probably wondering "what makes video games so fun?" Especially if you've never played one before. First, there are different genres like action, horror, adventure, puzzle, and many, many more. There are also some games that have video games in them like *Roblox* and *Fortnite* — games within games!

Many games have a main character that you control to defeat opponents, complete puzzles, and/or complete missions. Many characters have special powers and weapons which can be boosted or improved by achieving upgrades throughout the games.

There are also games that don't have a main character, like sports or racing games. These games are fun to play against friends and family in-person or online!

Video games are fun to play and I'm sure most other kids (and adults and grandparents) would agree with me. Thanks for reading my TEDDY Talk about video games.



I'm **TEDDY** and I'm 11 years old and I am in grade 5 at Central Public School. I love to draw, play sports, play video games, and most of all — create stories, especially comics! I have created many so far, including: *Big Brain Boy*, *Professor Devil*, *Supa Butt Cheeks* and more! In fact, I have created 19 issues of *Supa Butt Cheeks*, which is my personal favourite!

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Lego Robotics

Learning science and technology through creativity

STORY BY **THEO**

ILLUSTRATION BY **MEG NISSEN CLARE**



Lego is without a doubt the best and most popular toy in the world. I got into Lego not from any set but from just a grocery bag of pieces from various sets and themes. My first Lego set was a small space shuttle containing two astronauts and a satellite. I soon deconstructed it, though, as I thought I could make something better. My first experience with Lego was not one of following directions, it was one of wonder and creativity.

When it comes to Lego, you probably think of just building things like houses, cars, or X-Wings, but there's so much more to build, like a working robot that can move. As you're reading this, you're probably wondering how you would build a robot out of bricks, but Lego isn't just bricks. Lego robotics uses a Lego theme known as Technic, which uses gears and axles to build mechanisms. (A Lego theme is a collection of sets that fits under one name such as City or Star Wars, whereas a set is a single kit of Lego that you would find in a store.)

Lego robotics began in the 1980s, and was originally just used in schools. It was a programmable "brick" that you could use with Lego pieces. In 1998, Lego released their Lego Mindstorms kits to the public. These kits added motors and sensors along with the brick. Lego has since moved onto newer robotics themes such as Boost and most recently Spike PRIME. Some benefits of Lego

robotics are that it can help your creativity and problem-solving skills grow. For example, I was having trouble fitting an even number of gears into a line, but then I figured out that they don't all have to be in a straight line. It can also build the skills of an engineer because you build, then test, then improve, then repeat.

I'm learning all of this from my robotics team at school, something that I look forward to every week. My robotics coach operates by challenging us to build something such as a car that can knock over little structures, or a catapult that throws a die. We recently went to a robotics competition, and one of my school's teams won. On the day of the competition we were lucky because the two examples that I mentioned earlier were some of the tasks that we had to do. The fact that we had already practised these tasks was good because we only had an hour for each challenge.

If you're thinking about joining a Lego or non-Lego robotics team around Kingston, but don't attend a school that has one, I would suggest W.A.F.F.L.E.S (Wild About Family & Friends Learning Engineering & Science) Community Robotics, or the robotics program at Queen's University's Science Quest summer camp. I have gone to Science Quest and it was fun because, just like my school's Lego robotics team, we were given a challenge such as building a car that could drive through a path marked by tape. But you don't just build with Lego at Science Quest. Last time I went we had to build hydraulic arms with cardboard. If you want something more competitive, I would suggest Machine Mavericks or Futuristics, which are both involved in robotics competitions.

In the Lego-building world, people talk about going through what they call their Lego "Dark Ages," which is a period of time, usually in the teen years, where someone stops playing with Lego for one reason or another. But if you're in a Lego robotics team when you're a tween or teen, your "Dark Ages" won't happen to you because you're building with Lego all the time. I'm in middle school and I think that if it weren't for Lego robotics, I might feel like I was too old for Lego, which would be too bad, because I love building with it.

It's important to keep being creative, no matter how old you are. Maybe Lego robotics will be the thing that helps you be creative. The best way to know is to try it out for yourself.



THEO is a middle schooler who lives in the Skelton Park neighbourhood. He enjoys video games and playing with Lego.

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Every Thursday, June 20 - Aug. 29

Princess Street Promenade

June 22, July 20, Aug. 3, Sept. 21

Kingston Buskers Rendezvous

July 4 - 7

Salsa in the Square

Every Tuesday, July 9 - Sept. 10



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Pete Peterson Basketball

Embedded in The Fabric of Skeleton Park For 70 Years

STORY BY
STUART MILLER-DAVIS



In the winter of 1954, Pete Peterson, the 17-year-old janitor at St. Patrick's School, started a basketball league. The gym at the school on Patrick Street hosted a league with four teams and forty players that first season. Through name changes and new locations, the Pete Peterson Basketball League (formerly Knights of Columbus) has provided generations of kids with a foundation of the sport, while being just for the fun of it.

Rolland Billings is the president of the league and has worn many hats for the organization. He joined the league in 1978 as a coach and referee. He quickly became a part of the league's executive team and has been the convenor, website administrator, photographer, and fundraiser.

"How many 17-year-olds do you know that would take the initiative to start a league," he said during an interview at The Elm Café. "He started something for the kids as a 17-year-old, when he saw they needed a place to be. It's a part of Skeleton Park's history having that league."

FOR SEVEN DECADES, PETE PETERSON BASKETBALL HAS PROVIDED THOUSANDS OF KIDS A CHANCE TO LEARN THE GAME OF BASKETBALL, IN A WELCOMING ENVIRONMENT, WITH AN AFFORDABLE COST.



The league has 474 kids playing each season with five divisions. Little Girls for ages 8-10. Girls for 11-14. Little Guys for 8-10. Biddy Boys for 11-12, and Graduate Boys for 13-15. Games were held at St. Pat's until the 2017-18 season. They've since moved to St. Francis of Assisi Catholic School on Wiley Street and École Cathédrale on Johnson Street.

"It's really important for us to stay downtown," Billings said about having games at École Cathédrale. "It has a bigger gym which is nice for the older boys."

Billings said it broke his heart to move for the families that could easily walk to St. Patrick's School and won't be able to now.

"We have a different group of walking families now," he said. "We want to be a part of that community too."

Mary-Jane Besselink grew up on Stephen Street. Her oldest brother Robbie was the first to start playing and the other siblings followed. She played collegiate

FROM LEFT TO RIGHT (ALL COURTESY OF ROLAND BILLINGS):

Pete Peterson gathers a group of boys together in the gym at St. Pat's

Sisters Mary-Jane and Joanie Besselink and Pete Peterson pose for a photo at the league's year-end banquet

Mary-Jane Besselink competes in a Pete Peterson League game

basketball at the University of Hartford from 1989-1993 after playing for years in the Pete Peterson League and at Regiopolis-Notre Dame.

Her brother, Gerry, graduated from the league in 1977 and starred for Regiopolis-Notre Dame and Kingston Collegiate and Vocational Institute (KCVI) before playing for the University of Connecticut. He had a twelve-year career in professional basketball in Europe and New Zealand.

Forty-one years ago, Mary-Jane's older sister Joanie and friend Mary O'Neil pushed Peterson into having a girl's division. Mary-Jane and O'Neil are now coaching together.

Peterson told them if they could get enough names, he'd open a girl's division. There were enough girls already in the gym and from the neighbourhood that it came to fruition.

The league is built on the principle of just for the fun of it. They haven't had standings or playoffs since 1992. Billings said the league has a major focus on getting kids equal playing time all year.

"It was one of those things where little Johnny plays equal time all year. We had a Jekyll and Hyde situation with coaches," he said. "It came to playoffs and [coaches would say] 'you understand we want to win right, so you don't mind if you only play a minute tonight.' That whole change in attitude of coaches was having an effect on the kids in the playoffs. I think it was absolutely the right philosophy."

The cost of registration, for many years, was five dollars. It has risen to ten dollars. There are stories of parents camping out on Friday night to ensure that their child got registered. John Brackenbury's three kids Kieran, Bridget, and Claya played in the league from 2001 to 2016. He never did an overnight, but had some early mornings.

The family lives on nearby Redan Street and he used to go with a neighbour at four in the morning to sign their kids up. Brackenbury said by 2010, he had to get up at one in the morning. He fondly remembers at the 50th anniversary of the league, where they had fireworks at seven or eight o'clock in the morning, to the dismay of neighbours.

The league ends every season with finals week where every kid is introduced as they enter the court. They pump in music and have play-by-play announcers. That's followed by an end-of-the-year banquet with awards.

Billings said it's a fun way to bookend the season and a great way to get the whole community together. He added that he's seeing second and third generations of kids playing the league.

For seven decades, Pete Peterson Basketball has provided thousands of kids a chance to learn the game of basketball, in a welcoming environment, with an affordable cost.

"We never presumed to be more than we are," Billings said. "The biggest impact we have on the community is that we keep it affordable and keep it accessible for families that wouldn't have any other option."



STUART MILLER-DAVIS is a sports journalism student in the postgraduate program at Centennial College in Toronto. He grew up playing street hockey on Markland Street.



STORY BY **ZOE D'ELIA**

MY DUNGEONS & DRAGONS (D&D) EXPERIENCE

started with my friends crammed into my stuffy room Mondays after school: a few snuggled stuffed animals on my bed, others a tangle of limbs on the floor. I played an elven druid with an animal companion, a highland cow (the cow's name was, of course, Bertha). Every session, I got more and more invested in my character and the quest, even holding my breath each roll of the colourful dice. For one night a week, nothing mattered except whether we would beat whatever fantastical creature we were battling.

D&D started out as a war-game, with its first handbook released in 1974 by Gary Gygax and Dave Arneson. That handbook assumed that all of the players were men — it only used he/him pronouns, and one of the three classes of characters available was called “Fighting Man” (it is now just called “Fighter”). This part, luckily, has drastically changed over the years with inclusive language and class titles, so everyone feels welcome at the table.

D&D started gaining popularity in the 1980s, branching out from just the handbooks to things like figurines, books, and videogames. However, that decade also saw the rise of Satanic Panic-related fears about the game — some Christian activists believed the magic and fantasy elements of the game were connected to demons, and therefore harming the youth. Really, though, it's just a creative outlet for nerds. These days around 40 million people play it worldwide according to the company that publishes it, Wizards of the Coast, and they say that the number of new players is increasing 25% year on year. Part of this spike might be due to the nostalgic effect of the game appearing on the Netflix show *Stranger Things* and the fact that folks are looking for connections in a post-pandemic society. D&D provides escape from and empowerment to our everyday lives.

Part of why D&D is so popular is that it mixes storytelling, board games, and improv all in one package. It's usually played with less than ten people, and is at its best with at least three players. One player takes on the role of the Dungeon Master, the primary storyteller. Dungeon Masters can either use premade quests or create their own “homebrew” (which will take a significantly longer amount of time). The rest of the group forms a party of interesting characters that work together in the universe that their Dungeon Master has created. The adventure in that universe can be focused on everything from bloody combat to emotional turmoil — there's room for everyone at the table.

If you're interested in trying out D&D for yourself, the first step is always to find a group to join. Maybe you'd like to create your own campaign with a group of willing friends, or maybe you'd prefer to join one that's already in motion (your school might have a D&D club, or you might find a group through a listing on the notice board at Nexus). My friends and I play Dungeons and Dragons 5th edition, which is the most current edition of the game, and we find it to be quite beginner friendly.

Once you have your group, you need to start making your character! There are printable character sheets or downloadable apps. The player's handbook is the most useful tool for building characters and double checking on certain spells and abilities during sessions. Physical copies of the handbook can be found at local game stores like Minotaur or Nexus, or ordered online. All of the rule books are available as PDFs for free, including the Monster Manual (which describes the monsters in the game) and The Dungeon Master's Guide (which explains how to be a Dungeon Master). Another must-have is a set of seven dice, including a 20-sided die (commonly known as a d20) which is used the most during sessions, although these can be substituted for free online dice if needed. Other suggested supplies are a pencil, notebook and snacks. After that, find a table and a time, then get playing!

The following paragraphs describe Hazel's homebrew, which neighbourhood kids and I got to explore in this whirlwind of a campaign.

Spellcasters in Skeleton Park

ILLUSTRATION BY
MEG NISSEN CLARE

STORY BY **HAZEL TAYLOR-QUICK**

In the heart of Skeleton Park, around picnic tables adorned with sharpie hearts, a band of young adventurers embarked on a magical journey of heroics and daring. Gathered together under the shade of towering trees, they stepped bravely into a world of deception and mystery, a world of quests and curses, a world of Dungeons & Dragons.

Their task was cut out for them: to save the world from an impending disaster due the weakening of magic itself. For years, these heroes had been confined within the walls of an academy, told they were the “Chosen Ones” prophesied to save the realm, but after a midnight stealth mission went too far, the youngsters realized their beloved school was, in fact, being funded by a corporation with nefarious intentions. Upon further investigation, they discovered that the “amplifiers” the company had been selling to increase spellcasters' weakened power were instead draining it! In fact, the corporation had been siphoning the world's magic off, depleting the realm of the same thing it was said to restore.

Determined to thwart this malevolent scheme, our young adventurers embarked on a quest to dismantle the operation and save the tapestry of magic holding the world together. With each step, they uncovered the depths of the corporation's depravity and the dire consequences of its actions.

From backstabbing to brawls, our heroes faced challenges testing their courage and camaraderie. Alongside their disloyal dice and ceaseless creativity, they navigated through a world where the boundaries of reality blurred with the power of imagination. As the climax approached, and tension crackled in the air, the adventurers, with unwavering determination, confronted the leaders preparing to face them in a battle of wits and magic.

Through teamwork and cunning strategy, they emerged victorious, shattering the corporation's hold on magic and restoring balance to their world. The Amplifier Mini-Quest was a testament to the power of creativity, friendship, and the endless possibilities awaiting those brave enough to embark on their own intrepid journey.

HAZEL TAYLOR-QUICK (They/She + E/Em) is a 16-year old zine-maker, canoe-tripper and chicken-enthusiast, and may alternatively be addressed as “Benevolent Dungeon-Master”. In life, e enjoys savoring the mundane, from the beauty of dust bunnies, to the first sip of warm tea, to the final notes of a good song.

ZOE D'ELIA is soon to be a “Dancing Queen.” She enjoys Jane Austen books, crocheting, drawing and napping with her dog. Her love of theater and highland cows sprouted fantastical adventures in mystical realms of d&d.

At the very end of your view

Grey against grey from the top of Patrick Street
 Watch weather worn shingles
 create an abyss of black and white,
 bar the occasional red brick chimney
 But, at the very end of your view,
 just past the big white screen of the drive-in movie theatre
 there's a chickadee pecking at seeds on your hand

in a lush green forest that, in its own way,
 is just as beautiful as a holy form.



GEORGE (they/them) is a Grade 5 student at Central Public School, who enjoys expressing themselves in all forms of the arts but especially theatre and creative writing.

Pretty flowers are forming in warm soil.
 The gentle sun glowing on my face.
 Birds chirping in their splendid nest.
 The beautiful springtime rain.
 The pretty butterflies flying all around.
 Roots spreading in warm soil.

SADIE is in Grade 4 and loves to sing.

Tired

A wave of sleep
 A gust
 A pulse
 Then I'm tranced
 Not in sleep but in tired
 My mind's wall turns from spongy and
 absorbent to solid,
 Slippery and impenetrable
 Not a drop of knowledge enters
 Not a drop escapes
 pass out



JASPER (they/them, 13) has been described as an old soul but they also brim over with youthful enthusiasm and a passion for tending what is broken in our world. Drawing compulsively, Jasper envisions a more beautiful existence for all of us.

The Getaway

I hear the birds chirp
 I feel the dry grass
 Their breathing is faint
 I step in, their breathing gets heavier
 I get their halter, they knicker quietly
 I bring them out of their stall
 They paw, we walk out
 You hear the 'click clack' of their hooves on the gravel
 I open the gate, I feel the tension
 I let them go, they run
 They look back and then gallop into the distance



JANE is in grade five and loves riding horses, playing soccer, and living in this neighbourhood!

Frost leaving the ground
Flowers showing their faces
To new found sunlight

The Lantern

Creeping from the corners
Coming down from a great height
Darkness!
It's coming fast!
Stealing away the light

In the shadowy gloom
Familiar things become mysterious
Inky and sinister

Schhk! Match strike crackles.
Lantern flickers
Shadows take flight

The dark of night
Cannot fight
The flame's warm light.

Lantern burns until
Sun's glow, rising slow . . .
Illuminates the earth.



Haiku are **KAZUNE's** favourite type of poem because they are fun and challenging.

Recipe for a bear

Oh, little one,
I conjured a bear for you
in my mind.
A magical bear just for you,
then I made it real with my hands.
Oh, little bear,
Would you like my recipe?
Here it is:
Four drops of sister's morning sunshine,
Two spoonfuls of sister's earth and her abundance,
A few stitches, a lot of love,
Some scraps of fabric and time,
A handful of joy.
Then you have —
One little bear!



JUNIPER (she/her, 12) is an animal-loving tinkerer who is constantly building contraptions, mixing potions and making up games. In quieter moments, you'll find her curled up with a book and a cat.



ROWAN (she/her, 9) is a nature-loving adventurer who takes any opportunity to go back-country camping. She can often be found (indoors or out) with a pencil and sketchbook in hand, lost in a world she's creating.

THIS BE THE VERSE is *The Skeleton Press's* poetry page. Each issue features an original and previously unpublished poem by a local poet, selected by Kingston/Katarokwi Poet Laureate Sadiqa de Meijer. Submissions are now open for the NEIGHBOURHOOD ___ issue. Please send your work to ygkpoetlaureate@gmail.com.



Highlighting Sistema Kingston

Building positive connections through music with kids in our community

STORY BY DANIELLE HOPE EDWARDS

PHOTO CREDIT:
Karma Tomm

Music has been a growing topic in Kingston as it continues to develop within the community. One specific population has been given the opportunity to take music by storm — neighbourhood kids. Through Sistema Kingston, established in Kingston in 2015, many children are provided with accessible opportunities to learn and develop skills in music. Karma Tomm, founder and director of Sistema Kingston, points towards their five core values in music: positive social development through music, ensemble-based instruction, high intensity, accessibility and connectivity. Their five non-musical values are kindness, patience, willpower, participation, and teamwork. Sistema Kingston's first host school was First Avenue Public School, thanks to their founding partner, Principal Jan LeClair. Terry Snider, president of Joe Chithalen Memorial Musical Instrument Lending Library (Joe's M.I.L.L.) at the time also served as a faithful founding partner. I was able to join Sistema Kingston's after school program at Molly Brant Elementary School, which serves as a location in addition to Saint Thomas More Catholic School. Sistema Kingston also works with a food nutrition program to provide students healthy food during the after-school hours.

Tomm shares how Sistema Kingston is about creating pathways to "[help] give kids opportunities and for them to see themselves in places they never have before." Her inspiration to start Sistema Kingston began with doing one-on-one music lessons, where

EVERY STUDENT HAS AN INTERNAL SENSE OF RHYTHM WITHIN THEM THAT NEEDS TO COME OUT.

— KARMA TOMM

she saw how children were positively impacted by making music, gaining skills, and growing in their self-confidence. Tomm wanted to be able to reach children at a larger scale and make a positive impact.

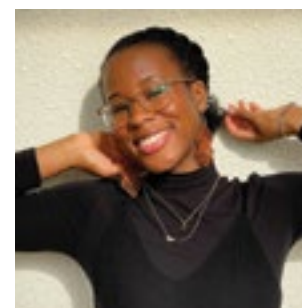
Sistema Kingston has helped students build leadership qualities and provide opportunities for further music endeavours such as the Limestone Education through the Arts Program (L.E.A.P.). Juniper, a youth participant at Sistema Kingston, shares how she has learned and grown in her violin-playing skills. She mentions how she likes being able to play an instrument and conquering the challenges with it. Juniper is a lead singer in the choir at this year's 2024 Annual Show. She expresses how she also loves seeing her friends at Sistema Kingston and having teachers who are delightful, exclaiming, "I have kind teachers!" Juniper's mother also remarked on this great opportunity, adding, "it helps them build confidence, that they can later take with them into the world... that is needed!"

As I sat in on a choir practice lead by Choir Teaching Artist Ariel Zaichick, I was delighted to witness not only the students' singing skills, but their sense of community in singing together, as well as their skills in respect, and confidence. Drumming Teaching Artist, Yessica Rivera Belsham, along with drum teaching, also provided students with a historical and cultural understanding of drum song origins from Mexico. Students were able to sing songs in other languages, such as Spanish and Nahautl, with Belsham. Students of Sistema Kingston learn to persevere and keep trying even when it gets hard or when they feel like giving up. Juniper describes her process of perseverance in playing violin even when it was frustrating: as a result, she experiences the joy of seeing herself develop a new skill. When thinking of building new skills, I am reminded of my own Teacher's Education research that indicates that music has been known to have a positive connection to cognitive development. Sistema's work builds positive connections through music to kids in our Kingston neighbourhoods.

Every year, Sistema Kingston runs their annual concert at the Isabel Bader Centre for Performing Arts, where the students are able to show their growth, hard work, and skills they have gained over the past year. "Every student has an internal sense of rhythm within them that needs to come out", Tomm shares. As an educator myself, it was encouraging to see caring adults who believe in their students and want to see them succeed. Everyone is welcome to come to their annual shows and are encouraged to bring family and friends. Volunteers are appreciated, and donations are always welcome.

Sistema Kingston's students attend from their host schools with an entry point of grades two and three, with new groups of students joining each year. Sistema Kingston's administration is housed at Queen's University's Faculty of Education, and works with Joe's M.I.L.L. to secure instruments through collaboration. Sistema Kingston is wholly funded by grants and donations through funders such as Bader Philanthropies Inc., The Isabel, Algonquin and Lakeshore Catholic District School Board, Limestone District School Board, The Ballytobin Foundation, Morgan Foundation, Rotary Club of Cataraqui-Kingston, and other private individuals who have also helped to support and fund the organization.

Sistema Kingston looks forward to celebrating its 10th anniversary season in 2024-25. They welcome you to their Annual Show, and invite you to visit their website to learn more or to support their work: educ.queensu.ca/community/sistema-kingston



DANIELLE HOPE EDWARDS, otherwise known as Danni, is a singer/songwriter of Jamaican heritage and student teacher at Queen's University. She creates art and original songs with the intent of bringing awareness and hope to others.

Shrek at Central Public School



PHOTOGRAPHY BY AL BERGERON

This spring, students at Central Public School let their “freak flags” fly with Shrek The Musical Jr., featuring 16 musical numbers and nearly the entire student body. The show, directed by Andrew Cotton with musical direction by Melina Demone, was a community-supported endeavour with teachers, parents, students, and volunteers making significant contributions. In addition to the musical numbers, the costumes, makeup, sets, props and lighting brought this big, bright, beautiful production to life.



CLOCKWISE FROM TOP

Shrek and Donkey set off on their quest.

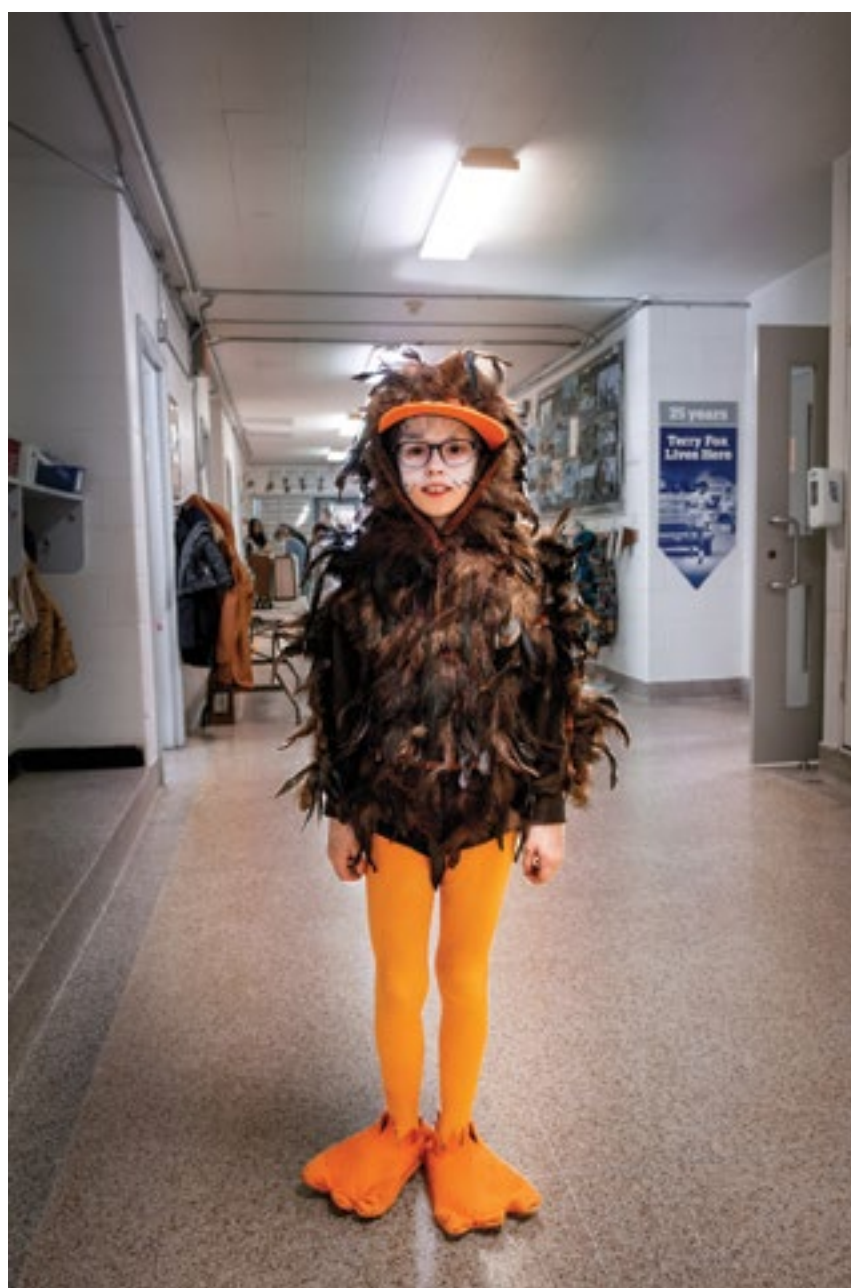
The Ugly Duckling waits patiently backstage.

The Dragon spreads her wings and guards her lair.

“Jazzy Bears” ready to bust a move.

Lord Farquaad “cooks” up an evil scheme.

AL BERGERON is a local photographer, videographer, and Dad living in the Inner Harbour. He’s usually up to something or another in the neighbourhood or over at the Isabel Bader.



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Sasha Jimenez French Art Exhibition

f Skeleton Park Arts Fest
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**SATURDAY JUNE 22
IN SKELETON PARK**

7:30am
Yoga by Jeb Thorley (Side Stage)
With music by Dave Barton

10:00am - 5:00pm
Fat Goose Craft Fair,
Boxtopia by the Department
of Illumination (Side Stage),
Community Info Booths

10:00am
Chanter La Pomme (Main Stage)

11:00am
Remesha Drums (Main Stage)

12:00pm
Showman & Coole (Main Stage)

1:00pm
Square Dance (Main Stage)

2:00pm
Solstice Games (Side Stage)
Foster, Shea & Sudac (Main Stage)

3:00pm
Eric Folsom (Main Stage)

3:15pm
Keaton (Main Stage)

4:00pm
Status Non Status (Main Stage)

5:00pm
The Human Rights (Main Stage)

6:00pm
Julia Finnegan (Main Stage)

7:00pm
Undertow Brass Band (Main Stage)

8pm
Kobo Town (Main Stage)

**SUNDAY JUNE 23
IN SKELETON PARK**

7:30am
Yoga by Jeb Thorley (Side Stage)
With music by Dave Barton

10:00am - 5:00pm
Fat Goose Craft Fair,
Boxtopia by the Department
of Illumination (Side Stage),
Community Info Booths

10:00am
Rabbit & Bear Paws (Main Stage)
Porch Jazz Parade Featuring: Carlo
at #102 Raglan Rd

10:45
Porch Jazz Parade
Featuring: Paul Clifford Trio
at #15 Redan St

11:00am
Sadaf Amini (Main Stage)

12:00pm
Brownman Electryc Trio (Main Stage)

2:00pm
Brigdhe Chaimbeul (Main Stage)

3:00pm
Yarro (Main Stage)

4:00pm
Sadiqa de Meijer (Main Stage)

4:15pm
Justin Rutledge (Main Stage)

SKELETON PARK ARTS FESTIVAL

SKELETONPARKARTSFEST.CA