

CRESTWOOD

PHILANTHROPY BY ALL

BY: SYDNEY SWARTZ, '16
 What do public speaking, charitable giving, and \$5,000 dollars have in common? The answer is the Youth and Philanthropy Initiative, better known as YPI. On Thursday, April 24, three groups of Grade 10 finalists presented their chosen charity in front of the entire school.

The Youth and Philanthropy Initiative engages youth in the problems of society and urges them to make a difference on a grassroots level. At Crestwood, this fulfilling project is worked into the Careers course.

Students chose a charity based on a social issue of their choice. They then visited the charity and conducted interviews. Once all the needed information was collected, they then translated it into a Power-Point presentation. Approximately a week before the finals, these presentations were performed in front of each of the three careers classes. The winner

was chosen from each class according to the highest over all grades. The charities represented in the finals were the Olive Branch of Hope (a support group and source of information for those living with

members, and showed passion throughout the entire presentation.

The last group to present was my own, Camp Awakening. The presentation started with a question, "Raise you hand if you have been to, have worked at, or currently go to a summer camp". As expected, over half of the school raised their hands. Throughout the presentation we outlined what exactly Camp Awakening does, and highlighted the positive effects it has on the campers, and by extension, the community. As campers ourselves, the entire group knew how much of an impact camp made on our lives.



breast cancer), St Francis' Table (a charity that serves restaurant style meals for those with low income and more), and finally the charity my group chose, Camp Awakening (a camp for children with physical disabilities).



On the 24th, the entire school sat in front of a large stage, waiting to hear the presentations at hand. Being back stage, I can personally say that it was nerve-wracking hearing everyone come into the gym.

The presentations started off with the Olive Branch of Hope. The presenters showed compassion, and truly picked a social issue that they both felt motivated to help. Next was St. Francis' table. This larger group transitioned between group

After all of the presentations were delivered, a panel of judges deliberated the results. This panel was made up of students and teachers.

After a nervous 10 minutes, Camp Awakening was once again called up on the stage.

After the shock of winning the \$5,000 grant for our charity wore off, we made the call to the ecstatic Camp Director, sharing our news. It was such an amazing experience being able to tell her that we had been successful where over 50 other groups had failed.

Participating in YPI is an experience that I will never forget. In reality, there were no winners or losers. The lessons gained from the experience will be put towards a lifetime of philanthropic work.

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BARNACLES AND SEA STARS AND URCHINS— OH MY!

BY: DANIELLE GIONNAS, '15

April 22nd was the day that many grade elevens, including myself, began an unknown journey into the world of biology. Embarking on the 19-hour bus ride to St. Andrews, New Brunswick, and not knowing what to expect, proved to be something scary. Saying goodbye to the family and friends I was leaving behind was not fun either. What I didn't know was that I was about to learn and experience so much, and now being back home, I've realized how great the trip really was.

Our experiences in New Brunswick began the morning after our departure, following a quick breakfast. That morning, our group was split into two. My group went to a plankton lab, and the other group took a boat trip in the Bay of Fundy. In the lab, we got to learn about the many different types of plankton, and see them up close under the microscope. This was an amazing sight. In the afternoon, the two groups switched activities, and my group hopped on the boat to learn about the aquatic life in the Bay of Fundy. On the boat, we were able to see and touch all the different aquatic life up close. We even got to try fresh scallop from the bay, a first for many of us. Another thing we noticed was the drastic change of the tide, which had lowered greatly from the morning. Therefore, entering and exiting the boat meant climbing up and down a steep ladder, which proved to be quite scary.

The next two days became quite busy for us, as we began to work on labs for our final presentation. With the groups we had been split up into, we did labs involving the zonation of the shores of the Bay of Fundy. We classified the organisms, plants, substrates and elevation in certain areas, which was a challenging yet enriching experience. We were also able to study the behavior of barnacles, sea stars and sea urchins. Together with this information and our zonation results, we had to create graphs with our groups to present and explain. Although this was stressful, it was nice to have our groups and friends to rely on through these moments. We were also able to go on fun field trips in between labs, such as to Indian Point to find organisms in the Bay of Fundy. We also went to Fundy Discovery Aquarium for a tour, which involved watching the seals eat and do tricks. Finally we went to the Atlantic Reference Centre, where we saw a ton of preserved organisms and had the opportunity to kiss a shark's head. The field trips were not only fun, but they were a good break and distraction from the stress of the final project.



Finally, after three days of hard work, it was time to present what we had learned. It may have been nerve-racking and stressful to present a large project to everyone, but the satisfaction and accomplishment that came afterwards were feelings I will never forget. Once everyone had presented their projects, it was time to say goodbye to St. Andrews, and head back to reality.

Looking back, I'm so grateful I was able to go on the Biology Trip. Although I was left sleep deprived for a few days afterwards, the experiences, the memories and even the stress that occurred are things that I'll never forget.

BE IT RESOLVED: HOMER SIMPSON EDITION

BY: MEGHAN KATES, '16

8:00 am. The school hallways were mostly empty and echoing. However, four grade 10s were slowly making their way towards Mr. Jull's classroom, and the topic that would decide their fate. Arriving together, the lots were drawn and the long awaited topic was revealed:

"Be it resolved that you should never make friends with a salad".

That was the topic?! It was greeted with much confusion and a mild degree of skepticism. How is it possible to make friends with a salad? This was soon to be resolved in the grueling test of wits to follow.

The four competitors worked diligently on their arguments throughout the morning. Each side was waiting in anticipation for the match to begin. They lined up their solid reasoning for their respective side, and tried to guess what the other was bringing to the table.

12:30 pm. Everyone was waiting anxiously for the debate to begin. The line included Sabrina Wasserman and Sydney Swartz as the government; they were the ones to set the scene and argue that you should never make friends with a salad. On the other side were Meghan Kates and Daniel Rokin as the opposition, prepared to argue that you should in fact make friends with a salad.

The debate began with a short, but passionately addressed case by Prime Minister Sabrina Wasserman. She set the stage for an intense and well thought-out round, battling it out over the hot topic of salad. Each of her points were organized and delivered with the same degree of attention.

Following that strong introduction was Daniel Rokin, the Member of the Opposition. He rattled off his points with precision and reason, answering the questions that were fired at him from the government. He even managed to speak eloquently through a disturbance within the House.

Directly after the opposition came Sydney Swartz, Minister of the Crown. She fired off her points with grace and consideration towards her strongest arguments. Sydney managed to back up each of her colleague's points, and counter some of the opposition's arguments as well. She also answered questions with intelligence and well thought-out reasoning.



**But according to this debate, you
DO win friends with salad...**

Wrapping up the opposing side came myself as the Leader of the Opposition. After hearing the incredible arguments and poise of the preceding speakers, it was with some nerves that I took to the floor. Countering the points of the government and adding my own reasoning, I advanced through my speech with a hint of tension but a growing ease in my arguments. The government members constantly had their hands in the air, ready with difficult questions. I tried to answer all of these queries with wit and a hint of sass. I managed to lay out all my arguments with careful reasoning and successful rebuttal to some of the points made by the government.

To wrap up this grueling match, Sabrina reiterated her reasoning and tried to once again prove that salads are not the best material for your friends. Her ending speech was enthusiastic and well reasoned, a great way to end off a stimulating debate.

After a long deliberation by the judges, we all were excited for the answer. Is it preferable to make friends with a salad, or stay away from those leafy greens? Judges Mr. Scott, Mr. Hawkins, and past Grade 10 winners Jessie Cook and Amanda Werger, were to decide this question once and for all. In the end, the judges decided to side with the opposition, leading the debate to be resolved that you should in fact make friends with a salad.

Even though this debate pitted friends against one another, everyone left with a sense of pride in their accomplishments and friendship intact ... until next year's debates.

THE BIGGEST KID IN BAND CLASS

BY: MR. CHRIS JULL

My father was a high school music teacher. For thirty-five years he taught at, and I attended, one of the premiere music education programs in the city. There was an arts school down the street from us, but serious music students still came to us because we were a better program, and we had more fun!

Our senior band had over 100 students. I was one of fifteen-twenty French horn players in the school in any given year. We had four music nights a year, each topping out at around three hours long from which no one wanted to leave, filled with wind ensembles, jazz bands, choirs, and small ensembles playing in the lobby during intermission and before the concert. The music department had its own parent council, and there were three yearly music trips for different age levels, and travel to regional and national competitions. The school had a top-notch football program, but the cool kids all played in the band.



What I loved about it, though, were the people that I met. They were, and still are, my closest friends. I don't speak any more to anyone I met at university or teacher's college, but most of the people that I trust the most are from the group of friends that I had in high school. I even met my wife because she was one row in front of me in the senior band, playing clarinet!

Playing in a musical ensemble produces that special kind of bond. Your musical voice is often different than the one you speak with, and you can learn a lot about someone by listening to how they play. And

there is nothing akin to the experience of making music with someone, because just for a moment you are more than your individual value: you blend, resonate, and are amplified into something bigger and more amazing.

The best musicians are storytellers, creating narrative, but the wonderful and mysterious thing is that they don't do it alone: somehow narrative voices are combined into a single story, a momentary annunciation of sound.

And all of that serves to explain why I approached Mr. Fong with the request to sit in with the senior band, when it turned out that I had a spare during that class. I am so grateful that he said 'yes', and even more grateful to my fellow band members who welcomed me in as one of their own, despite, in some cases, after having me stand in front of them in my "English teacher" hat during the previous period. Playing "Shenandoah" and "The Hebrides Suite", with them on stage will be some of my most treasured moments from this year.

Making music in an ensemble should be an experience that everyone has access to. Music rooms should be palaces, and music departments should have access to resources that are second to none. Students should play on stages under lights, with a full range of course options to suit all abilities: vocal, instrumental, guitar, piano, and music production. Musical achievement should be lauded, rewarded, and celebrated.

So dust off that old instrument, bring that singing voice out of the shower, and maybe I'll see you on stage with me next year!



CRESTWOOD TAKES ON THE BIG APPLE



BY: HAILEY FRIEDRICHSEN, '14

Bright and early on the morning of April 2nd, the grade 11 and 12 music students set out on the annual senior music trip. This year the trip was to The City That Never Sleeps, The Big Apple, or most commonly known as New York City. New York was the perfect place for the trip: from the skyscrapers and the shopping to Times Square and Madame Tussauds wax museum, the students had endless sites that needed to be seen in these short five days.

One of the highlights of the trip was without a doubt winning first place in the competition that brought the students to New York City. After arriving at the big typical American high school similar that what we all saw in One Tree Hill, the students nervously yet powerfully played their two pieces. We all felt very confident after we finished and we were ecstatic when we heard that we won the first place. On the other end of the spectrum, the other highlight of the trip was definitely seeing the musical Motown. Motown was filled with jazz songs, upbeat dance moves and totally related to the reason why we were in NYC: music. Seeing Motown was the perfect way to wrap up the five days and our trip to the city that truly never sleeps.

On the behalf of the grade 11 and 12 band, I would like to thank Mr. Fong, Mrs. Fong and Mr. Johnstone for organizing such an upbeat and fun-filled five days.





GRADE 7

Zentangle Animal Designs: Welcome to the world of the glorified doodle! Students chose an image of their favourite animal and learned how to draw it by breaking it down to simpler shapes. From here, they used fine point markers and used a cross hatching technique to shade in the face of their animal. They translated their realistic depiction of the animal into something more stylized in their feathers/mane. Students added in as many possible designs and patterns in these areas to fill up the space in order to make their piece uniquely creative.

ARTWORK BY LYNSAY McCULLOCH

GRADE 8

Cubism: The grade 8s studied the art and life of the one and only Pablo Picasso. Taking this opportunity to explore the ideals of Cubism, the class ventured into a series of Cubist workshops to train their mind to think like Picasso and his Cubist counter-part Georges Braque. Looking at an instrumental still life from every possible angle, the grade 8s had the challenge of displaying a 360 view on a two-dimensional surface. To capture the “essence” of the instruments without making the rendering obvious, students had to break down the image, as well as simplify and fragment the space and light. They then had to reassemble their piece to create a complete composition, with no direct focal point. Students learned to master the use of acrylic paint by practicing how to mix proper gradations, both smooth and painterly. In the end, each student expressed their own unique interpretation of what they understood Cubism to mean to them, often choosing those colours that evoked the strongest emotion, or their own personal identity.



ARTWORK BY KEVIN KOZAK



GRADE 9

Landscape Watercolour Painting: Taking inspiration from Ontario’s Group of Seven, students experimented with watercolour as they created their landscape paintings. By combining two reference photographs students were challenged to create a dynamic landscape composition.

ARTWORK BY SABRINA WISE



GRADE 10

Papier Mache Sculpture: In collaboration with the Drama department, students created papier mache props for Crestwood's reproduction of the Wizard of Oz. Students designed, assembled and painted their sculptures of the iconic imagery, adding their own unique take on this classic tale.

ARTWORK BY VICTORIA XU

GRADE 11

If...: Students read Sarah Perry's children book *IF*. The picture book uses surreal images and preposterous thought experiments which compel one to consider the impossible - such as "if Mice Were Hair..." Taking inspiration from the Surrealism students illustrated their own *IF* drawings.

ARTWORK BY DAVID HAGON



GRADE 12

Unconventional Zippers: Students designed and created dynamic compositions on paper and canvas using a zipper in order to convey a social message. Students utilized a variety of mixed media in order to complete their work.

ARTWORK BY NATHAN GEORGE



FESTIVAL OF THE ARTS

Life is sometimes hard. Things go wrong, in life and in love and in business and in friendship and in health and in all the other ways that life can go wrong. And when things get tough, this is what you should do:

Make good art.

— Neil Gaiman

FIVE YEARS RUNNING... THE SL10K

BY: MS. NICOLE BRYANT

Getting out of bed on Sunday morning was a challenge. In spite of this being the fifth year that I was to run the Sporting Life 10k – a downhill run down Yonge Street to Fort York to raise funds to send children with cancer to camp – I did not feel the same excitement I had had when participating in my first and second runs. My training had been kept to a minimum because I had simply felt “too busy.” Nonsense, really.

Even as I entered my corral at the start of the race, I kept thinking about how poor my time my time would be. I seemed to just keep focusing on the negative. As a teacher, it is rare that we admit our weaknesses, but I already felt like a failure knowing that the run wasn’t going to be easy. It made the voices of self doubt all the more loud.

Then Ms. McCourt – who had run the race with me the previous four years – said as a reminder to herself,



“Running isn’t hard. Cancer is hard.” And it clicked. The reason why I wanted to run the race in the first place, and the reason why I fundraised, and the reason why I signed up for the race in the fall just shortly after Olivia’s death: *cancer is hard*. So when I said in my opening line, “Getting out of bed on Sunday morning was a challenge,” I was being utterly unrealistic. How could I think that running for just over an hour could ever be considered difficult in the grand scheme of things?

When I passed by people cheering along the run with homemade signs I was reminded why 27,000 people were doing this: to make cancer a little less hard on those who have it. To make a child’s summer a little brighter; to lift a parent’s spirits to know that their son or daughter will be

“Running isn’t hard. Cancer is hard.”

able to be a kid firstly, and a cancer patient secondly.

That’s why I run. And next year, I hope that you will join me.



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