

AMG Weekly Message
May 27, 2022

Friday, June 3rd – PA Day – No School

Reminder that there is no school on Friday June 3rd.

Bike to School Week and the AMG/Grove Gr. 1-6 Bike Rodeo!

When: Thursday, June 2

What: Stations with all sorts of fun activities run by staff, Gr. 7's and community members

Why: Support safe bike riding, learn to bike and have fun!

Bring your bikes to school!

We will be keeping them locked up on the Tennis Court. You will see a sign with your child's Room and Teacher name.

Parent Volunteers!

If you are able to help out please let Lori Wasserman lori.waserman@tdsb.on.ca or Shannon Greene shannon.greene@tdsb.on.ca know

Kindergarten – Pritchard/Bano

[Robot Day, read the attached document for all the details and photos.](#)

Grade 1/2 – Mirza

Room 16 has been focusing on equity in the classroom specifically how factors like race and white privilege hold students back from successful learning.

After the lesson, the teacher presented a question: "Is it fair or unfair that people get advantages & benefits based on the colour of their skin?"

In a written response to the question, 14 students wrote that it was "unfair" or "not fair" that certain people were granted benefits based on the colour of their skin. (4 students were absent)

A follow-up question was presented by the teacher:

"How can we make it more fair for people of colour?"

Nolan, Nico, Erin, & Ben stated in their written responses that, "we can make it more fair by making the advantages [based on race] equal for all."

Malcolm reported that white privilege was "not fair" because "...what did Black People Do to You."

Aanya and Wesley wrote, "It can be fair by making people of all colour, brown, yellow, white all the same ways like stop bullying people...instead try to love & respect them."

Jack, Logan and Owen wrote, " We can make it more fair by we need more money to make schools more accessible."

Beatrice responded to the question stating, "We can make it more fair by making schools fair for all children."

Mathis & Fiona focused on hiring practices, writing, "We can make it more fair by hiring teachers of colour [like Ms. Williams]," and "by hiring more police officers of colour."

In her Equity Response, Cindy also focused on fair hiring practices, writing, "Make it more fair by helping people of colour get jobs by hiring more of them [using] equity quotas."

In the rap up discussion, there was also talk of making schools more safe for all children, regardless of colour/ethnicity.

Mr.Mirza

Grade 7 – Nguyen/Da Silva

To celebrate Asian Heritage Month, 7B has been working on an inquiry research project focusing on East Asian, Southern Asian, Western, Central and Southeast Asian countries. Some of the students' inquiry questions were:

“How welcoming is Cambodia to LGBTQ travellers and families?”

“Do Taiwanese people have old folk tales?”

“What is the main religion in India?”

“What is the main race of Saudi Arabia?”

These questions sparked discussion about diversity and inclusion in various Asian countries. Students were then asked to make a poster, brochure, podcast, or slide deck about their country to advertise its unique history, culture, and customs.



Grade 7 – Antonopoulos (Demos)

7C Has been working with the kindergarten class in Rm 9. Our 7's have been buddied up with an SK or JK and have been tasked with creating their own children's book to promote early literacy. As a class we examined the work of Todd Parr, for those of you not familiar with his work he is a writer and illustrator of children's books. His artistic style is simple but effective, and can be replicated by students at any artistic level. Borrowing from Todd Parr's themes of equity, diversity, and kindness students have begun to storyboard their own books. The 7's have met with their kindergarten buddies and asked for input on page ideas and illustrations. The kindergartens will also be creating a page for the book. I'm really looking forward to the finished product. More content for me to read to my soon to be Junior Kindergarten son.



2022 Summer International Languages - Elementary/African Heritage Programs

International Languages Elementary Summer Programs combine language & culture learning with engaging activities like games, songs, dance, storytelling, and writing. No language background knowledge is necessary. Afternoon culture programs, run by community groups, are also available at a number of our sites. [See the flyer for more details and how to register.](#)