



THE BLUE PRINT

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HALDANE HONORS PARKLAND

Blue Print Staff

Haldane students came together on Wednesday, March 14th in remembrance of the 17 people who lost their lives at Marjory Stoneman Douglas High School just one month prior. In addition to students walking out to raise awareness about strengthening gun laws, Haldane marked the day with optional activities from 10:00-10:17, the time coinciding with the National School Walkout, and continued activities during the students' lunch period.

Immediately following the school-wide pledge of allegiance at ten o'clock, approximately 50 students chose to walk out of their classrooms and gather in solidarity on the front steps of the high school. They were joined by several middle school students as well as Superintendent Dr. Bowers, High School Principal Ms. Sniffen, and School Social Worker, Mr. Many.

Freya Wood-Gallagher, a junior, shared why she felt it was important for Haldane students to participate in the nation-wide movement: "We are the future, and I think it's important for us to be involved, especially with this issue, because it concerns us directly. We are an extremely active generation and we

don't allow people to become statistics. Even though some of us can't vote yet, we still can protest and write letters, and call local officials, and change will happen."

The remainder of the students chose to stay in their classrooms, where they could hear the names of the 17 victims read aloud, followed by a quote about the importance of kindness and positivity. Students were provided with optional activities such as: reading articles, making cards, coming up with ideas for 17 acts of kindness, or to work silently.

During lunch Mr. Many, Ms. Mosco, Mr. Piazza, and Mrs. Rosanno (School Psychologist) ran a discussion on mental health issues in room 211. The 15 students in attendance expressed the desire to learn more about mental health and the coping skills needed to assist with this stage in life. In response, Ms. Mosco created a "De-Stress Before the Test" board in the high school lobby, and Mr. Many is exploring options to bring Mental Health First-Aid Training to the high school.

High school principal Mrs. Sniffen and the Dean of students Mr. Salumn invited all high school students to come into room 115, and discuss

what steps Haldane should take to continue to protect students. A few students mentioned concerns with the lockdown experiences Haldane has had in the past and the ways in which these drills could be improved. Students have started to recognize the importance of more unannounced lockdown drills which could possibly prevent any issues from occurring during an actual state of emergency.

In addition to the more structured activities, students had the option to sign flags in the high school lobby to show love and support to the students impacted by the shooting at Marjory Stoneman Douglas High School.

This impactful day took time to plan. On March 1st high school students packed room 211, wall to wall, to brainstorm safe activities that would bring students together during lunch and tenth period on March 14th. Administrators Mrs. Sniffen, Dr. Bowers, and Mr. Salumn as well as teachers Ms. Linda, Mrs. Preparo, and Mrs. Granese were all present to listen to student's concerns. Discussions focused on school safety, as all students present agreed that innocent kids should not lose their lives due

to a lack of safety measures. Mental health was another topic that came up many times as students saw this as an issue that is not brought appropriate attention at Haldane. An assembly on mental health was suggested as a way to bring information to students.

The events that took place on Haldane's campus on March 14th reflect the collaboration of students and faculty members. The Haldane community was able to come together, despite different backgrounds and personal opinions, and everyone was able to commemorate a significant day in modern history in their own way.

THE WRITERS' BLOCK

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PLAY REVIEW

Faith Disch

When I arrived at the elementary school building with my sister and a friend, the warmth of the lobby was much appreciated compared to the chilly night outside. It was exciting to see my classmates perform in the play, *Les Miserables*, as it gave me something to do and enjoy with friends. As we entered the gym/theater it was hard to find seats the place was so packed with people young

and old to see the play. It was as if the entire town of Cold Spring had come out to see *Les Mis!*

From the opening notes to the last, the play was exceptionally well done and professional. I loved the live pit orchestra and the singing and acting was superb. The set was even better and I really liked the detail of the set and the special effects and lighting. While every actor did an amazing job getting into

character, my favorite performance had to be _____ who played Eponine, as the last solo she sang was really beautiful and she crushed it! I also liked the characters of Jean Valjean and the woman who was the wife of the innkeeper. They both stood out a lot to me. The humor was awesome and well placed within the script, and I liked how each character maintained their own originality which made the play as a whole really entertaining.

By the end, the play made me want to experience the fun of performing on stage even though I am generally quite shy and suffer from stage anxiety. The play created such a good impression on my friends and I, that we departed the theater singing parts of the songs on the way home. I am glad that *Les Miserables* was my first Haldane Drama Club experience and congrats to all involved on a production well done.

HEARD IN THE HALL Name a weird food combo that you can't live without

By: Anna Rowe and Natalie Sandick



Pizza & ranch dressing
Heather Winnie, Grade 12



Mac'n'cheese & fries
Kate Dwyer, Grade 11



Cucumbers & cream cheese
Allie Ferreira, Grade 10



Hot dogs & chocolate
Essie Florke, Grade 9



Broccoli & mac'n'cheese
George Leiter, Grade 12



Chips & ice cream
Theo Bates, Grade 11



Maple syrup on BBQ chips
Ben McPherson, Grade 10



Honey & bacon
Ben McEwen, Grade 9

HALDANE STUDENTS GO TO PRISON

Grace Campanile

On March 14th, students in Haldane's Sociology and Criminal Justice classes took a trip to the maximum security prison, Green Haven Correctional Facility in Dutchess County. The trip, made possible by the Youth Assistance Program (YAP), is organized and run by inmates who volunteer their time. It is not to be confused with a "scared straight" program, the intent isn't to scare students, it's to educate them about the harsh realities of prison in hopes that they make the right choices and never end up behind bars. Before the trip, students had discussions and predictions about prison life and the prison population, and the trip served to break down a lot of those preconceptions.

Once at the prison, every student removed their shoes and walked through a metal detector. Each student was also required to present a valid form of I.D. After entering the prison, students were ordered to line up against a wall as a group of men in handcuffs walked out followed by guards; many of these men were convicted murderers. Students that stepped out of line or laughed were immediately silenced just by a stare from one of the inmates. After this initial encounter, all students and the group of inmates sat in a huge circle, the inmates sitting at random amongst the students. Within this circle, stu-

dents were told that any information they gave was confidential and couldn't be used against them outside of the prison.

Sharing information allowed for a unique rapport to develop and in turn each inmate told a part of their story, of how they ended up behind bars. The majority of them were convicted of murder, assault with a deadly weapon, possession of illegal firearms, or robbery. Most of them had been in prison for 10+ years and were still facing 30-40 more. One twelfth grade student commented, "I respect how these men wanted to change for the better and have goals that they might not [have had] before." A student in tenth grade stated that, "This program has changed my perspective on life completely."

After the group discussion, the tour began. Students walked through the cold hallways, having to pause every so often to wait for a locked gate open. The prison yard was the next stop. A few payphones, some workout equipment and a small TV were the only things in the open space surrounded by high walls. Students were told to look up to see the tall towers on the corners of the prison. Up top, students saw an armed guard who is trained to shoot and kill if necessary. Another silent walk through the halls led the group to the cells, towered on top of one another. The students weren't allowed to walk through the cells, but just a glance at them

was enough to understand the conditions of cell life. The dining hall was described as a hotspot for fights to break out. The inmates shared that on the way out of the dining hall prisoners are typically strip searched. This process was described as dehumanizing and one of the most humiliating things that many of these men go through on a daily basis. The reason for this is the fact that most contraband is smuggled through prisons within the anal cavity. "The prisoners did a great job of showing us how hard daily life is in the prison," one student wrote in their Thank You letter to the program.

The tour ended back in the room where the first discussion was and lunch was served. Students sat and ate with the inmates and talked about many things, life, the choices they make, the people they hang out with. Students enjoyed this part of the experience and getting to know the inmates in the program, "I realized that everyone deserves redemption" one stu-

dent commented. It was easy to forget that the man smiling in front of you made the choice to take someone's life. After the lunch a final group circle was formed and the mood was the opposite of what it was at the beginning of the day. After a long discussion about how one small mistake can lead to a life behind bars, goodbyes were said and each student shook hands with the inmates who led the program.

The overall experience was described by multiple students as "life-changing." An eleventh grade student supports the program and says, "I hope this program continues so that other students have this experience...The only true way to change the path some students are on is to show them exactly where that path may lead."



Photo accessed from Google Images: c/o *The Poughkeepsie Journal* 2/1/17

FRANCE, SPAIN, OR HALDANE IMMERSION?

Bridget Goldberg



On the morning of April 9th, a group of Haldane High School French and Spanish students visited the Taconic Outdoor Center to take part in Haldane's annual immersion program. Park Supervisor, John Stowell, warmly welcomed students as they enjoyed a breakfast of waffles, sausages, and an assortment of cereals. Each student also received a folder containing a bracelet with a French or Spanish message, bookmark, pen, schedule, and informational packet.

Following breakfast, Chloe, a dancer from the Fred Astaire Studio of Cold Spring, performed two variations from the French romantic era ballet Giselle. She then gave a brief history of ballet that encompassed a time period starting with Louis XIV, who used ballet for its political and military value, all the way up to dance today. Chloe explained that dance used to be primarily viewed as masculine but now encompasses femininity as well. Today, dance is not used in politics but as a form as entertainment, which is another major change in ballet's role in society. Yuriy, a studio owner and dance director of the Fred Astaire studio, then joined Chloe in teaching students a dance which originated in France

called the Minuet.

At this point, the French and Spanish students were broken up into two groups. All French students listened to Trisha Moller, an experienced language teacher, speak about a method of teaching called circling for comprehensible input. In this workshop, participants learned the importance of repetition in teaching, as the brain can only truly retain information after hearing it around 30 times. The goal of the teacher is not only to teach, but to teach effectively by making the student comfortable and engaged. The Spanish students explored Life in Colombia, a conversation facilitated by Alexander Florez. At the end of this presentation, the French students taught their Spanish counterparts a sentence in French: "il veut manger," meaning, "he wants to eat," using the teaching methods they learned.

By then, the kitchen staff had prepared a buffet lunch that showcased a variety of foods inspired by French and Spanish culture. One dish consisted of well-seasoned chicken, clams, and shrimp over a bed of Spanish rice. Other dishes included stuffed mushrooms, empanadas and sauce, a cheese and onion quiche, rich honeyed chicken, and a French baguette. For dessert, chocolate éclairs filled with cream were brought out and quickly devoured.

Students were then given the

opportunity to perform in a Coffee House. A total of nine groups performed an assortment of poems, songs, dances, and videos. All poems were recited in either French or Spanish as was the music video, Puits de Lumière. Each performance was impressive and unique and aroused large rounds of applause from the audience.

The Spanish students then worked through the circling program with Trisha Moller while the French students went through a cultural workshop with Laetitia Ganem-Salcedo that focused on French culture through meals and food. Many signature French dishes such as fondue, baguettes, and crêpes were brought up as were the different traditions involved with each meal. After this, the Spanish students taught the French students the phrase: "él quiere comer," which translates to, "he wants to eat," in English.

The day concluded with a series of Peruvian dances that originated from the Southern Andes. First, two men performed the "scissor dance" in which colorful fringed and bejeweled outfits are worn and an instrument made of two pieces of metal is played in one hand. A heavily decorated hat is worn as well. The whole costume weighs about ten pounds and the scissors weigh four pounds.

For the second dance, a girl and boy, (who looked as

young as 13 or 14) performed and explained the Marinera Norteña Dance. The boy wore a suit and wide brimmed hat, while the girl sported a multi-colored dress of green, white and purple. The girl was barefoot and both the boy and girl danced with white cloths in one hand. The boy later explained that the dance is a romantic one and is performed by people of ages from 2 all the way to 60 and beyond.

The same partners then performed a slower dance, the Huayno, which originated in the Peruvian highlands. The girl wore a yellow scarf and a green dress while the boy wore a blue scarf.

Students earned their appetites and enjoyed chili and rice with cornbread with a vegetarian/vegan option of chickpeas and rice with a baguette. By the end of the meal, it was time to return home full of delicious food and new experiences.

The immersion program is unique in the way that it brings different cultures to Haldane students. Instead of having to visit France or Spain for a cultural experience, students can be immersed in language, foods, and music of other countries in their own village, only a short bus ride away.



JAMMIN' IN THE KITCHEN WITH JULIE



Julie Geller

PUPCAKES

Has your dog been good lately? Of course! So why don't you reward your best friend with a healthy, delicious treat they will love. Make these amazing Pupcakes for a happy you and healthy pup!

Ingredients:

Pupcakes:

- 1 cup wheat flour
- 1 cup bananas mashed
- 1/3 cup honey
- 1/4 cup peanut butter
- 1/4 cup coconut oil
- 1 tsp vanilla extract
- 1 tsp baking soda
- 1 egg beaten

Frosting

- 1/2 cup plain Greek yogurt
- 1/4 cup peanut butter

Directions:

1. Preheat your oven to 350 degrees
2. In a large bowl add egg, peanut butter, coconut oil, vanilla and honey. Whisk until all of your ingredients are combined and smooth
3. Add in mashed bananas, the less clumpy the better
4. Add in flour and baking soda into mixture and fold in until all

the ingredients are incorporated.

5. Spray 12 cupcake liners with non-stick spray and put in the batter evenly into the cupcakes
6. Bake for 20-25 minutes or until you can stick a toothpick in and it comes out clean
7. Mix together yogurt and peanut butter, and when the pupcakes are cool, frost 'em!
8. Give to your dog and watch them enjoy!

