

"Puffin Residencies and Grants" – Where Do We Start?

Here is streamlined response to a recent inquiry call.

With: Peter Lenton, B.Ed. (aka Peter Puffin), Director / Facilitator, Puffin Productions
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Re: Tailor-made Puffin Productions artist/naturalist/scientist-in-residence experience to engage students, staff and parents in evolving innovative school learning and community-building goals.

1. Involve interested staff members and parents and Peter (artist / naturalist-residence), and other interested resource people / experts to shape the content, scope and beneficial outcomes of this inspiring experience for the whole school community of students, staff and families / community members. Peter can send short Residency Request form, offering place to capture/share brainstormed themes.
2. **Considerations:** Encourage conversations between Parent Council, Staff, Students, (and Peter) about potential wish list goals, “real-life” learning outcomes, and school community growth / deliverables, that would be inspired by the artist/naturalist/scientist-in-residence.
 - Sample themes: foster various 21st Century Learning literacies (language, media/technology, communications, environmental, etc.), that help kids excel in their learning and in the real world.
 - **Living Songbook & e-album/CD!** – Project based learning initiatives / deliverables, e.g. one possible artist-in-residency project facilitates whole school initiative of creating, recording, performing an e-album / Living Songbook, of curriculum-tied songs... that keep growing after Peter’s residency days at the school.

Upper Div.II and Gr.7 students even play the roles of creating (or at least simulating) packaging, marketing, distribution of album, AND playing the roles of reporters, storytellers, photographers, videographers, etc. to capture the whole creative immersion process.

This project would start with student ideas / seeds of songs... and eventually have a marketing / distribution plan, to take it to the world market. Skills gained would be useful / adaptable in real lives of students. One of the real-life learning, project based, deliverables, could be to create plan to actually take the album & songbook “global” via Itunes & CD-Baby. Kids sure are empowered by such an accomplishment!

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Streamlined response to a recent inquiry call (continued).

2. Considerations for pre, during and post residency (continued):

- local stewardship and global citizenship,
- **Encouraging entrepreneurial thinking!** Language arts, writing, speaking and communications skills and technical tools that kids can use in school and beyond to discover and share their talents... even with encouragement towards skills useful in eventual vocational pursuits. i.e. Helping kids discover and nurture their talents, so they will be happy in their jobs and contribute to community.
- Foster environmental stewardship in the forest, wetland, and other wilderness components of eco-system around the school.
- Develop and tap the unrealized potential of teaching and learning in an outdoor classroom / naturalized playground. Combining the using of the universal language of music, and the soul engaging natural environment would allow teaching and learning to reach even more of the children, increasing student success, and respect / caring for the local (& global) community and environment.
- Partner with other community caretakers like: Provincial organizations, community groups, etc., to protect a nearby forest; and/or collaborate with Senior's Home residents, to care for an adjacent wetland area (an excellent opportunity to practise local stewardship and community citizenship!). Both of these sample components have strong curriculum connections, and encourage ethical thinking in students.
- Students at one school were delighted to go "on tour" with Peter Puffin, riding the bus to perform their own songs at nearby schools!

3. Potential timelines: late January during quieter time. In April or May after Easter / Spring Break, or even early in school year (October is popular time for Puffin residencies, so that Peter's follow-up activities can keep reinforcing the in-school/community portion of 5-6 days... throughout the rest of the year)

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4. Funding: Alberta Foundation for the Arts (AFA) offers 50 – 75% funding grant for residencies. Peter welcomes chance to partner on proposal preparation, due to his extensive experience & knowledge of what the AFA is looking for. Application collaboration usually begins months ahead of April 1 grant deadline, for residencies taking place in following school year. Call us for even more funding sources.
5. Peter would welcome phone / email conversation with Parent Council to answer questions and explore ideas, on how to best engage the students, staff, families and community... in the creative process.
6. One of reasons for Peter's success as a full-time artist / educator / edu-tainer, is his belief in artistic/creative approaches contributing to more innovative science practice/discovery, and conversely... incorporating scientific thinking into the artistic process of creative arts... often leads to truly more innovative outcomes, than pursuing the Arts, or the Sciences, in isolation of each other. Add Peter's entrepreneurial spirit and students have an excellent role model.

With former lives as an environmental educator, curriculum specialist, video and multi-media producer, biologist, and community recreation programmer, Peter took a "supposed" one-year break from the Calgary School Board (and that was multiple teaching awards, 3000+ concerts... dozens of residencies, and a Juno Award ago!)... He draws deeply from these viewpoints/experiences, inspiring students to: tap their individual talents, reach for and realize their potential in school, to believe in themselves and their abilities even more, so that they may even develop talents into vocational pursuits.

7. More residency possibilities (FAQ, timelines, press articles, etc.) can be found in the docs under the "Residencies" tab on the www.puffin.ca web page.

Let us know your vision!

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