

Winter 2019

the GRYPHON







CONTENTS

THE GRYPHON | WINTER 2019

Articles & Features

- 04 Found In Translation**
Encouraging the love of reading (in all languages)
- 06 Talking TEDx**
Two students' take on planning a TEDx Conference
- 10 Campus Round-Up**
Meadowridge happenings throughout fall
- 12 Let's Sort It Out**
A hands-on approach to sustainability
- 14 What's IB Learning Really Like?**
A peek into PYP classroom happenings
- 20 Welcome to the Den**
Business students become start-up entrepreneurs
- 24 One-On-One**
Sean Butler '19
- 28 Exploring Eastern Canada**
Musings and best memories from students' travels
- 30 Then & Now**
A history of audacious people and pursuits

MEADOWRIDGE SCHOOL
12224 240th Street
Maple Ridge, BC
V4R 1N1 Canada

Translation

Found In



How translated stories validate students' culture, learning and language acquisition

Established two years ago, the Celebrating Culture and Language Diversity and Unity Task Force provides important insight into the learning, language, and culture of our school community. With families joining us from around the world, and with forever-changing definitions and

ideas about what interculturalism really is, realizing the task force's mandate is a matter of – as TLP Coordinator Ms. Chantal Fyfe-Hudon puts it – “starting small, starting somewhere.” Over time, these small changes will have big impact on our school culture.

Leading the charge on one of those “small” changes is Teacher Librarian and PYP Coordinator Ms. Angela Pallister. A member of the task force since its inception, she has been working to build the library's language book collection over the last couple of years. She has worked to find books

in French, Spanish, Chinese, Persian, Korean, and any other languages reflected in our community. She has also worked to find books that were “highly popular, highly readable, and highly beneficial.” Ms. Pallister wanted to find good books... good books her students actually wanted to read.

Encouraging reading – reading of any kind, in any language – is important.

When students read in their ‘home’ language, (the language most commonly spoken by the members of a family for everyday interactions at home) they become not only better,



“Having books in students’ home language validates their culture, their language, and their learning.”

MS. ANGELA PALLISTER, PYP COORDINATOR

more motivated readers, they become better English readers (and speakers and writers) too. That’s because having a strong grasp of a home tongue only “boosts” a student’s ability to learn a second or third language. Language “develops the learning of everything else,” Ms. Fyfe-Hudon explains.

Offering books in many languages is also a celebration of who we are. The library is an inclusive place and should reflect our community. “Even just seeing books in their home language is important for students,” Ms. Pallister shares. Having books in students’ home language “validates their culture, their language, and their learning.” Books are a small

but mighty way we can connect and celebrate culture. With books in both English and their home language, students can read with their parents, grandparents, siblings and friends. With books in both English and their home language, students can pick up on cultural references not typically found in their home language literature, too.

Purchased from generous donations to the Meadowridge Annual Fund, our library now has over 60 language books for students to explore. “We picked some really, really fun books,” Ms. Pallister smiles.

Come check out the collection in our library today!

THE ANNUAL FUND
PURCHASED

60+

TRANSLATED
STORIES

Encouraging the
Love of Reading



▶ **MO WILLEMS**
*Elephant and Piggie
Don't Let the Pigeon
That Is Not A Good Idea*

Read Them In: English, Chinese,
French, Spanish and Vietnamese

BEN CLANTON
Narwhal and Jelly



Read It In: English,
French and Spanish



▶ **BILL MARTIN**
*Brown Bear, Brown
Bear, What Do You See?*

Read It In: English, Arabic, French,
Hindi, Punjabi, Spanish and Vietnamese

DAVID SHANNON
*No David!
Good Boy Fergus*



Read It In: English,
Arabic, French,
Japanese and Spanish



▶ **MARC BROWN**
Arthur's Adventures
Read It In: English
and Chinese

ERIC CARLE
*The Very Hungry
Caterpillar*



Read It In: English,
French, Punjabi and
Spanish



▶ **SHANNON HALE**
Princess in Black
Read It In: English
and Traditional
Chinese

Talking TEDx

Two students' take on planning a TEDx Conference



Interviewing speakers, finding sponsors, booking a venue, and selling tickets... hosting a TEDx Conference is a tremendous undertaking with an overwhelming task list. Just ask Denise Z. (Grade 12) and Noah W. (Grade 11) who took it all on and lived to tell the story. What does it take to host a TEDx Conference? Let our students tell you.

Denise, how did this idea first come about?

DZ: During class. We were watching a TEDx Youth Talk, and I was surprised – I had never seen such a young speaker! It was a student, someone like us. Usually TED Talks are with famous people, or people established in their field, but this was a young person. It was amazing to see someone so young and with such a strong voice and platform. I went online and found out you could actually host your own conference, so I did!

Why take something on of this magnitude?

DZ: Well, it was for my CAS Project, but ideas for the projects can sometimes be recycled – used again and again – and I wanted to do something different. A TEDx Conference is not very common.

Noah, when did you get involved?

NW: I came in at the very beginning. Last year, in the summer –

DZ: I've worked with Noah before! At the time we were working on the Child Haven Dinner, but once that was over, we started things back up. I like working with Noah; he's very reliable.

NW: Denise always has a big vision about what she wants to get done. She's very motivated, and does a lot of things without telling us. Graphic design, the website... no one ever knows she's working on things and then suddenly it's done.

Okay, you decide you want to host the conference. Now what?

DZ: You first have to apply for a license. That took forever – so long! – like three months. Even just naming the event took a while. Once that was done, we created a big, huge document that outlined our timeline for the next few months. We started looking at venues, interviewing speakers...

NW: We needed youth speakers, but we wanted some professional speakers as well, so there was a bit more variety. We did a lot of recruiting through social media and word of

Reduce, Reuse, Rethink

Priya S. (Grade 11)

mouth. We ended up having something like 40 applicants. We ran interviews, then did more interviews... there was a lot of back and forth.

What did you look for in your speakers?

DZ: We didn't want the typical "youth empower the world" kind of speeches. We get a lot of those, and we didn't want [the speeches] to be preachy. The whole point was to go against the stereotype.

NW: We were looking for new ideas, ones that would spark change.

DZ: We really looked for passion. One of our speakers wasn't as strong of a public speaker, but his passion was very evident and he ended up being the audience's favourite.

What were the interviews like?

DZ: Awkward.

NW: [Laughs] Uncomfortable.

DZ: We're putting ourselves in a position of authority with our friends and even university students. We had someone fly in from Montreal, we had people from Alberta apply... a lot of people were interested in the event.

NW: But we thought on the fly. We were really adaptable, I think.

How did you find planning the event overall?

NW: We've both hosted a lot of events at school, but something like this was definitely new to us. We had to do a lot of planning, and there was even more learning on the fly.

DZ: We do a lot of school events, but there's no real consequence if you mess up. For TEDx, they sent me a 40-page license I had to read and sign! I went through every page, and that's when



I started getting worried. If you mess up, you lose money - people won't get paid. It was stressful, but honestly, it's just logic: you just have to buck up and do it.

NW: The sponsorships were tough. We had an initial list, sent out a bunch of letters and got nothing back. Then we thought to look at other conferences and see their sponsors. That helped. We sent out more letters and got three monetary contributions from sponsors.

DZ: It was a lot. As a sponsor, you get benefits, so we were actually negotiating. Saying, like, okay, for this much money you'll get this. We promised to mention companies' names, mention them on YouTube, print them on the programs... there was a lot of back and forth. But there was a sudden influx and some large, thousands of dollars donations came in. That helped us seal the venue.

What about ticket sales?

NW: The tickets saved us. Once we started announcing speakers, the tickets sold themselves. People would hear their child or their friend was presenting, and that would encourage them to buy tickets. Our adult speakers had their own platforms, too. We had one speaker - she's a stuntwoman in Hollywood - mention her talk online and that sold a bunch of tickets.

DZ: The event started getting posted on other websites, too. I searched our conference and it popped up on all these different local sites.

After all that interviewing, negotiating and planning, what was the actual day like?

NW: The first two hours were the most insane. We were setting up the stage,

the tickets, the speakers - trying to direct them and get them set up - it was crazy for us. It was all so new to us. We were also managing sponsors... it was hectic!

DZ: But it was fun! Because we had a list of tasks that each person had to get done, everyone kept organized. There were some stressful moments but we had to adapt.

What was one of the more stressful moments?

NW: Oh! The first talk we had - Maisie was speaking - and I was sitting and watching and we heard a whisper. Nobody knew where it was coming from, but it was definitely there. So, we ran all around trying to find where it was coming from. We went upstairs, we were telling people to quiet down, silencing people backstage... turns out, it was just people talking outside and the door was open.



DZ: [Laughs] Yeah. There are always a few technical difficulties, but we were lucky; we had a very good technical coordinator. He sorted things out. TED Talks need to be filmed, live, so that added some stress. You can't start or stop and go back.

NW: We also had so many speakers, so it was tough to keep on schedule. We had one speaker who was leaving for Alaska right after her speech - she literally had her luggage waiting for her in the dressing room - and we had to make changes last minute to accommodate her. I think we found out at midnight the night before.

What about best parts of the day?

DZ: When it ended - the relief! Just knowing that it went well, and knowing



the audience enjoyed it. It made us feel really good about what we had done. All our months of hard work paid off. There are some high expectations for TED Talks, but all the feedback was very positive for a student-run event.

NW: For me, it was when we could watch the talks. We had a lot of speakers, and we interviewed them in May, so they went through a lot to get there: speech lessons, sending us drafts, sending back revisions... so, to see their progression was pretty amazing.

DZ: That's true. When you're organizing and editing and talking to [the speakers] you're never thinking of how good they are; you're just trying to find ways for them to improve things. So, you don't realize all the good points until they're on stage.

How do you feel now that it's all over?

DZ: I'm glad it's over. It was such a good experience, but I wouldn't do it again. [laughs] It was tiring, draining, but it was so worth it. Definitely.

NW: I learned so many things throughout the process, things I never thought I'd be able to do. Interpersonal skills, talking to people, organizing them... you have to be really professional. It gave me a lot of confidence, what we were able to achieve.

DZ: Yeah.... we are so young, so it was

weird to be treated like an adult. People would talk to me like someone who had authority! People do listen, and do care what we wanted to do. I learned a lot about working as a team. I learned a lot about trust. I do a lot of things independently, but this taught me to rely on people.

What did you teachers think about the event?

NW: Many of our teachers told us how inspired they were. Ms. Bereza, Mrs. Just... they each said they learned something that they hadn't thought about before.

DZ: It's usually the other way around – teachers giving to us – so it felt rewarding to give something to them, instead. It felt very rewarding in the end.

What's next for each of you?

DZ: Oh, we both have more conferences coming up.

NW: I'm the Secretariat for an upcoming Model United Nations Conference. I'm actually in charge of sponsorships for that, so now I'm set.

DZ: I'm on the executive team for Operation Med School, so we're planning the Vancouver conference. I'll be looking after sponsorships and doing outreach to sponsors and speakers.

What Does It Mean to Be You: The Value of Experience

Jack D. (Grade 11)



TEDx SPEAKERS

Meet three of the Meadowridge students who shared their stories at TEDxYouth@SeymourSt

What Does It Mean to Be You: The Value of Experience

Jack D. (Grade 11)

Last year, Jack tackled his most challenging run yet: a 250-kilometre race through the Sahara Desert. The race was “grueling–” a true test of Jack’s resolve and perseverance. The days were hot, the nights cold, and the terrain so sandy that running it was like “taking two steps forward and one step back.” The race was grueling, but Jack would do it all over again in a heartbeat. All the heat, pain, exhaustion and freeze-dried food was worth it when the race was over. It is these types of experiences, Jack explains, that build your identity and character. Jack shared his experience at the TEDx Conference, hoping to encourage kids to take on these types of challenges and to look for experiences outside their phones. “Kids nowadays are so centered on their phones,” Jack explains, “yet they haven’t even built an identity for themselves.” Through stories of his own races and challenges, Jack encouraged his audience to embrace adventure and new experiences.

Reduce, Reuse, Rethink

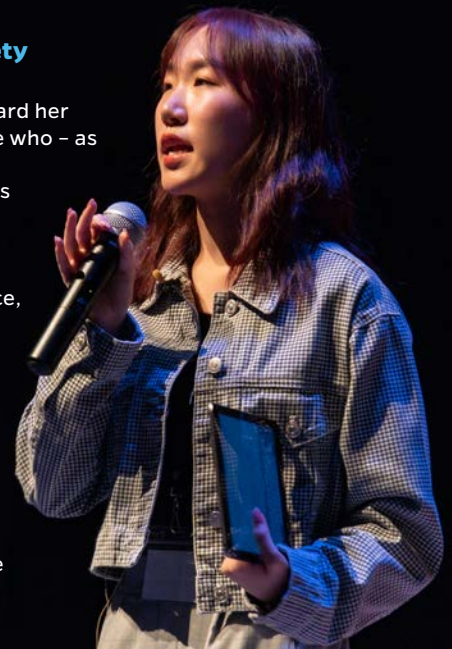
Priya S. (Grade 11)

Priya’s activism began last year, when she wrote, illustrated and published a children’s book about the detrimental effects of plastic on marine life. Since then, she’s followed the crisis closely, reading and researching whatever and whenever she can. After reading National Geographic’s shocking article, a whopping 91% of plastic isn’t recycled, Priya knew it was time to take further action. A passionate speaker, Priya’s took her passion to the podium. In her TEDx talk, Priya shared with her audience why recycling isn’t as effective as we’ve been led to believe. Inspired by fellow environmentalists, as well as her own experiences, Priya’s talk offered a “different approach” to the plastic crisis. “Not all solutions are effective,” Priya cautions, “but we can make a difference if we change up our approach.”

Getting Along with My Anxiety

Maisie L. (Grade 11)

Living with anxiety, Maisie has heard her share of misguided advice. People who – as well-intentioned as they may be – miss the mark: they confuse stress with anxiety, are dismissive, or offer poor advice (“everything will be fine!”). Maisie shared her experience at the TEDx Conference, hoping to educate and change people’s perspectives on mental health. Equal parts personal experience and secondhand anecdotes, the talk provided her audience with better ways to think about, talk about, and live with anxiety. “I don’t have a solution,” Maisie affirms, “but talking about it – starting the conversation – will help change people’s mindsets and habits.”



Fall at Meadowridge

WEEK WITHOUT WALLS

MYP and DP students headed off on adventures all around the Greater Vancouver Area, camping, canoeing, and creating memories during their weeklong adventures outdoors. Supporting students to achieve the Duke of Edinburgh Award, the Grade 9 and 10 WWOW trips fulfilled the Adventurous Journey component of the Award with a Big Canoe paddle.



CAFETERIA GOES COMPOSTABLE

September marked the start of some big changes in the cafeteria: delicious favourites like salads, sandwiches, wraps and parfaits can now be enjoyed without the waste! All foods are now served in fully compostable packaging, single-use bottles and cartons have been eliminated, and paper plates and plastic cutlery have been removed for all school lunches. In just one year, these simple swaps will save 8,000 wrappers and 40,000 cartons and beverage containers from landfills!



GRAD TIE CEREMONY

On the first day of school, the Class of 2020 received the gift that some of them have been waiting 14 years to receive – their grad tie! Symbolizing students' special place at the school as role models and leaders for the year, grad ties are an important rite of passage at Meadowridge.



FRASER HOUSE TAKES SPIRIT DAY

After a day of cheers, challenges, and comradery, Fraser House came out victorious with 368 points... will their win be enough to take home the House Cup this year?

AUTUMN HARVEST DINNER

The annual Autumn Harvest Dinner welcomed 65 seniors from Maple Ridge care homes. With a delicious, homecooked meal, entertainment, and conversation, the evening was cherished and enjoyed by students and guests alike.



HOUSE PICNIC

PYP students headed off to Whonnock Lake for the Annual House Picnic. With cheers and competitions, a delicious lunch, and sand-castle building, the day was sunny, sandy, and enjoyed by all.





KINDERBUDDIES

During a draft-style session between Kindergarten teachers and the Post-Secondary Counselling team, “best fit” takes on a new meaning – Kinderbuddy matching! With matches made based on personalities, interests, and demeanors, duos fast become friends. In early September, Kinderbuddies met up for the first time for an afternoon in the playground.



DIWALI

Our community was treated to an afternoon filled with all the colours, sights, tastes and sounds of Diwali thanks to a group of amazing parent volunteers and hosts.



WE REMEMBER

Our annual Remembrance Day Ceremony welcomed families, friends and guests to remember all those who have fought to protect our rights and freedoms.



AUDACITY KICK-OFF

With a ribbon cutting ceremony, student-led tours, and a video of what’s next, the Classroom Complex officially opened in late November. This marked the start of Audacity, the Campaign for Meadowridge School.



EASTERN CANADA ADVENTURES

Twenty students in Grades 8 and 9 headed off on a weeklong cultural and linguistic immersion in Montreal, Quebec City, and Ottawa.



TAKE A SEAT

With new, gryphon-clad bleachers and state-of-the-art audiovisual equipment, the Gymnasium got a major refresh thanks to the generosity of our families.

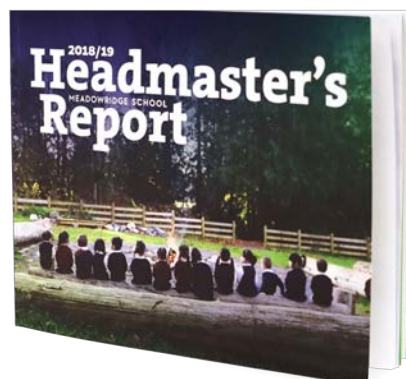


EXTENDED ESSAYS

Grade 12 students celebrated finishing the Extended Essay, a 4,000-word, university-level research paper investigating a topic of their choosing. A huge achievement for our DP candidates, students celebrated with cake and imparted sage advice for their Grade 11 peers.

HEADMASTER’S REPORT

Each year, Mr. Burke publishes an annual review of the school. With information about everything from the arts, to athletics, to university acceptances, the report is released to provide parents with a transparent look at our school.





Let's Sort It Out

Active Learning for
Lifelong Ecoliteracy

“They’ve just jumped right in and there’s a ton of learning happening.”

MR. JAMES WILLMS, OE3 COORDINATOR

At the start of the year, a once classroom staple disappeared from around the school. Overnight – in every class – gone. And yet, it’s not something most would notice straightaway: removing this now-missing item was not a noticeable change, but it is a noteworthy one. The absence of this one thing means big things for our school, for our community, and for our world. So... what’s missing? To achieve our goal of diverting 80% of used materials from landfills, Meadowridge School removed all garbage bins from every classroom, office, and meeting space.

Spearheading this initiative is Outdoor, Experiential, Ecological Education (OE3) Coordinator Mr. James Willms and Grade 4 teacher Mrs. Connie Chow. What may seem like a small change has, in reality, required a lot of planning, training, and management. Once the bins were gone, a new system – sorting bins – needed to be brought in; and, for its best use, community buy-in, training and support.

Mr. Willms and Mrs. Chow have gotten everyone at the school involved. All classes in the Primary Years Programme (PYP) now gather their used materials throughout the day and sort them at the stations. In the Middle Years Programme (MYP), a Campus Care Program was introduced. In addition to sorting waste, MYP students also clean up the atrium, pick up litter, and take care of the school through a variety of services (brooms, rags, and spray bottles were even purchased for each advisory class!). Administrators are getting involved, taking turns to

sort their waste at the end of the day. Even the cafeteria is joining in, sorting their waste and finding eco-friendly packaging alternatives.

The bold initiative is student-driven by design. Mr. Willms has worked closely with students across the continuum to teach them how to identify and sort materials into one of the seven material streams: organics, plastics, mixed, silver-lined, refundable, landfill, and paper. Working with students this way – practically and in-action – has been “meaningful and impactful,” Mr. Willms nods. Managing the used materials makes things real; students see how much materials they consume, how much can be recycled, and how much of that material gets tossed into landfills that could be diverted to recycling. In the MYP, students will even weigh their used materials to see how much is produced each week.

Two months in, students have embraced the initiative and their new responsibilities. “They’ve just jumped right in,” Mr. Willms explains, “and, there’s a ton of learning happening – whether students realize it or not.” For Mr. Willms, the initiative is just one of many in the growing OE3 Program that gets students interacting, caring for, and thinking about the natural world. Whether through recycling, hiking, camping or canoeing, students at Meadowridge build a connection for the world we all share and depend upon. The OE3 Program purposely plans time for students to connect with the world – to experience it, tend to it, and enjoy it.

The more experiences, the better. Designed to develop students’ ecoliteracy, the OE3 Program fosters inquiry into the relationships between human and natural systems, ultimately promoting empathy for all of life. As students establish their own ecoliteracy, they truly learn to “to live well, with others and for others, in a just community.”

MEADOWRIDGE SCHOOL GOALS FOR SUSTAINABILITY

To work with the community, including parents, teachers, staff and students to:

DIVERT at least

80%

of our used materials away from the landfill



DECREASE the amount of materials consumed and/or discarded by the school

INCREASE THE AWARENESS of the Meadowridge community to the importance of a zero-waste approach.





What does IB learning look like?

A PEEK INSIDE THE PYP

Junior Kindergarten's

FAVOURITE FOODS

Students' journey into 'Who We Are' begins in Junior Kindergarten. Through stories, conversation, and unguided play, students learn about themselves - who they are, what they do, and where they belong - and about others. Students learn that who they are is what makes them different, that everyone is different, and that these differences are what make us unique. The exploration into self begins with learning about physical attributes. Students create paper versions of

themselves, colour them in, and give them eyes and hair and even outfits. While dressing their paper selves in their favourite outfits, the concept of 'favourite' is introduced. Students learn about their likes and dislikes, as well as what it means to have 'a favourite'. Students explore their favourite friends, foods, colours, and more in a variety of ways.

The discussion about favourite foods prompts another inquiry for our

learners. This time, about balance. Teachers Ms. Louise Kozol and Ms. Shawn Dyer help students find their favourite less-healthy foods, but also encourage them to find healthier food favourites. Students learn that they can have some of their favourite treats, but that they should be balanced with healthier food choices. Students practice their understanding of balance by building meals with paper cutouts from grocery store flyers, gluing pictures onto their plates to build a delicious, balanced meal of their choosing.

Kindergarten's

SELF-PORTRAITS

Kindergarten students explore colours and shapes and more in an exciting, hands-on activity - self-portraits! Drawn at both the beginning and end of the year, the self-portraits help students tell a story about who they are and, by year's end, who they've become. With spelling, sketching, colouring, and classroom conversations about community, the activity is as diverse as the portraits themselves.

The project begins with a word jumble. Students receive envelopes filled with the letters they need to spell their names. After students organize the pieces, spell their names, and glue their tiles in a row, the pages are ready for the next step. Kindergarten teachers Ms. Courtney Higginson, Ms. Jennifer Maynes, and Ms. Tamara Warner share with students some things to think about and look for before they get started: they talk about the shapes of their smiles and faces, the colour of their eyes and hair, and the little things unique to each student. The classes eagerly share their ideas: glasses! noses! hairstyles! Excited and inspired, and supplied with mirrors and multiethnic crayons, students get to drawing.

The self-portrait activity is fun and teaches practical skills, but it also sets students up for the unit ahead. Hung up on the wall, these portraits make the Kindergarten classes feel like home; they establish the Kindergarten



community and create a sense of belonging for every student. “We are a family,” the Kindergarten teachers smile, “and just like at home, we hang up our family pictures around the classroom.”

Grade 1's

RESPONSIBLE ACTION

Student-initiated action is a big part of the PYP. Encouraged often and in many ways, students are provided the agency (and techniques and skills and understanding) to act. In this culture of “I can,” students become more reflective, more independent people and learners; they learn they can help others and help themselves. Grade 1 teachers Ms. Allison Bruce and Ms. Nicola Pitzezy explain this evolution as shifting students’ focus from “self” to working “as one.” And since actions can have both positive and negative impact, students learn not just of their right to act, but their need to act responsibly. To support this, a special phrase has been coined. Borrowed from a book and heard often in class, “what if everybody did that?” is a prompt our teachers and students know well.

The premise of the book is simple. One action – say, littering or speaking up in class – may seem insignificant, but what if everybody were to do it? What if everyone began littering and not listening? The two classes explore this idea during one big story time. Flipping through the book’s pages, Ms. Bruce and Ms. Pitzezy encourage student participation and reflection by way of thumbs up! (for positive impact) or thumbs down (negative impact).

After the book is over, students take things a step further by writing and drawing their own versions of the book. Students’ ideas are individual and varied: what if everybody were to pick leaves from the trees? litter in the north forest? throw cans from the bus? Students learn, then demonstrate, that every action has an impact.

Involving literacy, comprehension, thinking, reading, writing and drawing, the activity “reinforces and makes more meaningful,” an important lesson, our teachers explain. In one activity of many, students become empowered to “problem-solve and make positive change.”



Grade 2's

MAPPING

Showing us the shapes and sizes and distances between places, maps are usually a place for answers. In Grade 2, however, they take on a new life – not giving answers, but raising questions instead. In the ‘How We Organize Ourselves’ Unit of Inquiry, students learn how geography influences where communities settle, so students look to maps to tell them not where things are, but why things are. Led by teachers Mrs. Megan Baker, Mrs. Katie Carr, and Mrs. Selena Dobie, students look at all sorts of maps and ask important questions: Where did people settle? are they close to water? near mountains? by hills?

Why?

Students investigate and look for similarities. Between maps of ancient Egypt and current day Canada, students learn to identify man-made

and natural boundaries, assess topography, and spot placement of key resources. Students even create maps of their own, mapping their bedrooms, their classrooms, and even their communities. With their map-making skills sharpened, students then head into the North Forest for some hands-on groupwork and learning.

Put into groups of four, students are given a tarp, three ropes, and one command: “Go!”. Based on their learning of settlements and mapping, students must build a shelter, large enough for all, and with access to key resources. Students had to find places near water, with spots to grow food, and safe from their surrounds. Having walked the trails many times before, students were more than comfortable for the task ahead.

Using trees and logs and sticks, students’ creations were not just structurally sound, but spaced out and positioned well. Students demonstrated their learning by sticking close to the creek, near trees and bushes, and safe from passersby. “They did really well!” our teachers share, “and they loved it.” That’s because hands-on learning is not only effective, it’s fun. “They get to just go out and do,” our teachers smile, “through trial and error, they get to explore and see what works, what doesn’t, and try new things.”

Next up, students will take their learning on to a new challenge: creating their own country! Using what they learned in the forest, students will create a country and, based on population, topography, and all else, settle a community.



YES, THERE'S MORE >>

Grade 3's

LEARNING ABOUT LEARNING

“My dog is making me hyper,” announces one kid. “My owl is talking to my elephant!” proclaims another.

It may sound like random make-believe, but these students are actually learning, reflecting, and making connections. If you wander the halls and hear talks of dogs and owls and elephants, listen closer. These kids are not talking about imaginary friends... they're talking about the brain. Understanding the brain is important – learning about the brain helps the brain learn! – but it can be tough. That's why Grade 3 teachers Ms. Morris and Ms. Vally introduce a trio of animals to help students on their way: students learn about the amygdala (their dog), the prefrontal cortex (their owl), and the hippocampus (their elephant).

Storytelling helps simplify the brain's complex processes. The rambunctious dog, wise owl, and reminiscent elephant are easy for students to remember and understand. When they become distracted, they know it's their dog who is acting up. When they reflect and make inferences, they know their owl is talking to their elephant. Understanding these three parts – how they work, why they work, and how they can be controlled – is empowering. Knowledge of the brain's biological processes lends itself to the unit's true focuses: mindfulness, metacognition, and growth mindset.

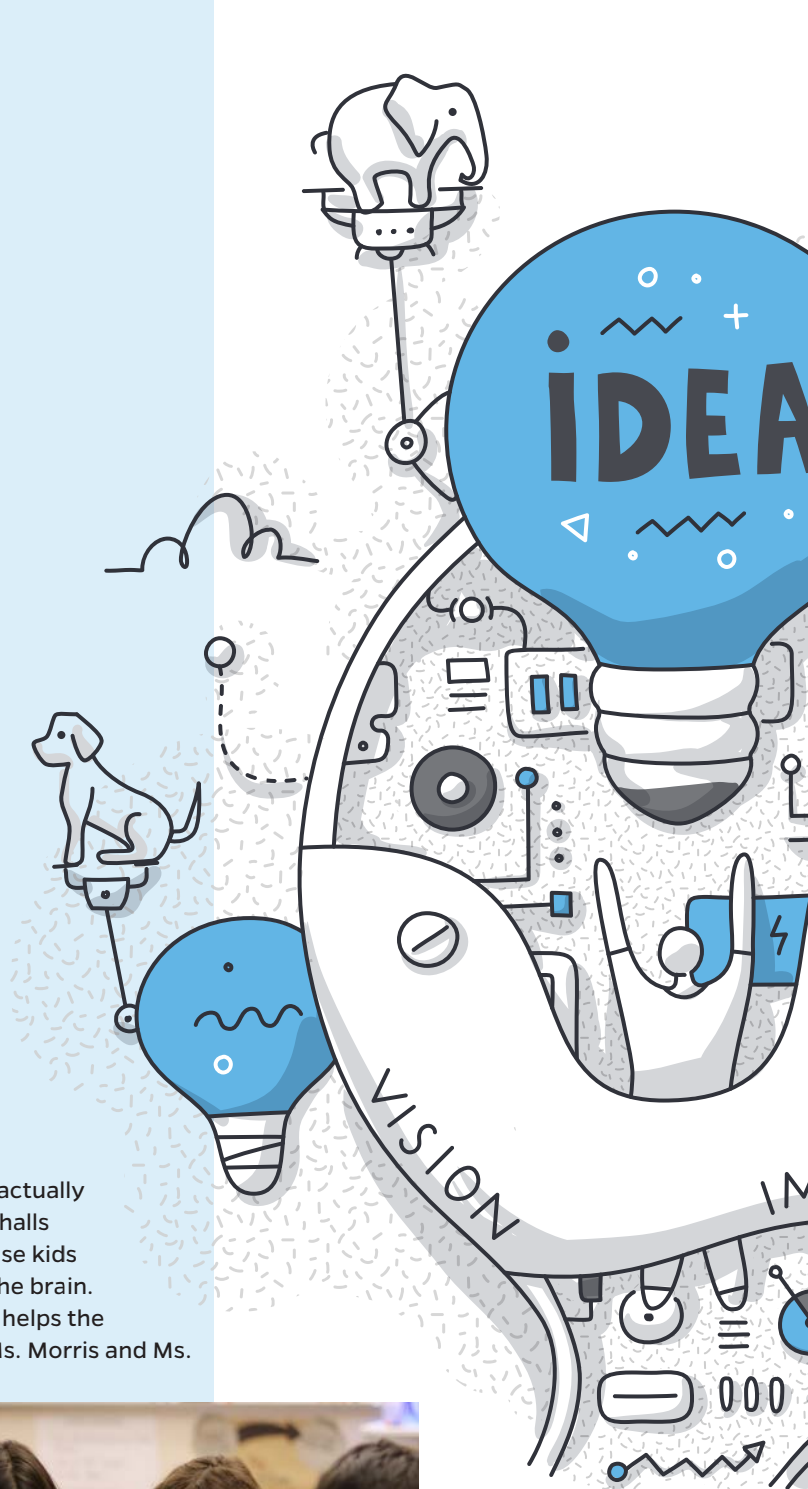
“The unit is about getting kids to learn how their mind works so they can help themselves,” Ms. Vally explains. Students learn to think, act, moderate, and make decisions for themselves.

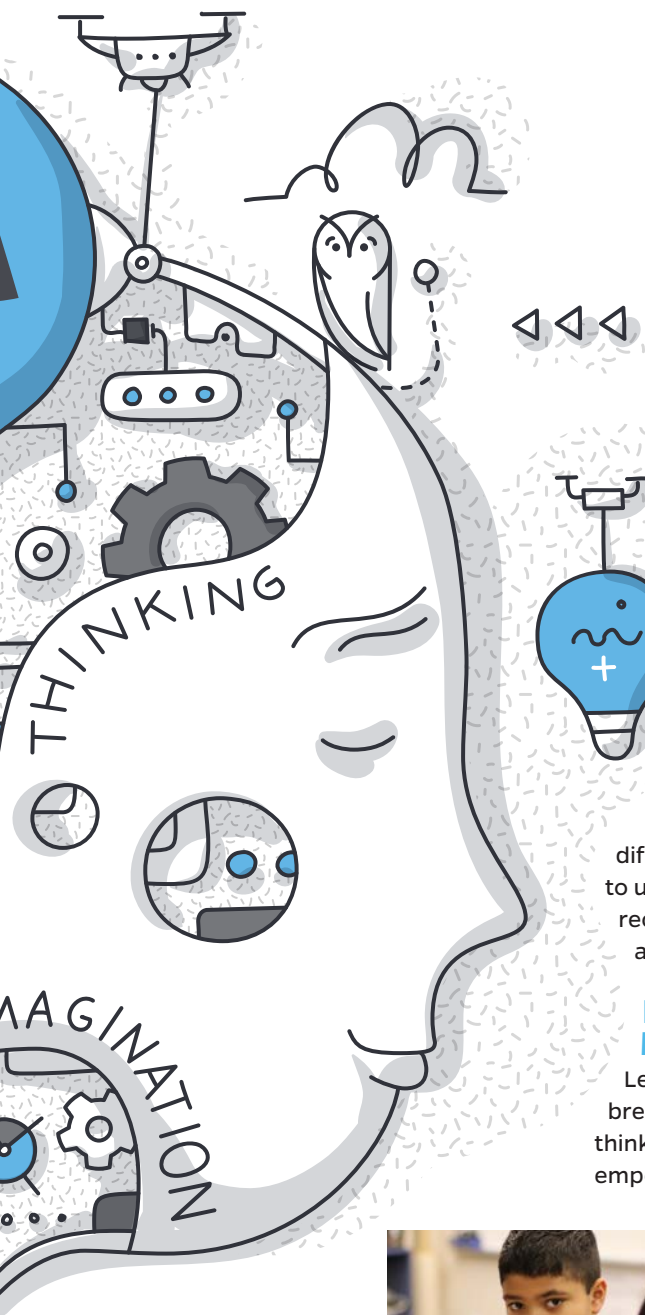


LEARNING MINDFULNESS

Students learn important mindfulness techniques to help them in

their emotional, intellectual and developmental growth. “We teach students that when their dog is acting up, their owl and elephant can't speak to each other,” Ms. Morris explains. Thinking can't happen. Students learn





“The unit is about getting kids to learn how their mind works so they can help themselves.”

MS. VALLY, GRADE 3 TEACHER

see evidence of this in class,” Ms. Morris explains, “students have different resources – noise cancelling headphones, privacy screens, and different sit spots – and they choose to use them on their own.” Students recognize when they’re distracted and know how to re-focus.

LEARNING METACOGNITION

Learning how the mind works breaks down its processes and puts thinking in perspective. Metacognition empowers students to observe and recognize and moderate their thoughts. As Ms. Vally puts it, it’s “thinking about thinking.” This is especially important in Grade 3, when students start learning and thinking in



provides students a special insight; they have the tools for overcoming challenges and the skills for taking informed risks in their learning. Metacognition unpacks thinking processes.

LEARNING GROWTH MINDSET

Through mindfulness and metacognition, students learn that their brains are capable of growing. Students feel empowered and not as afraid of challenge. Whether overwhelming emotions or a learning challenge, students know that they can overcome problems on their own. “Growth mindset gives students perseverance and tells them to not give up.” Ms. Morris affirms.

deep breathing, square breathing, guided imagery, yoga, and meditation to help. They also head into the forest for weekly Shinrin-yoku (forest bathing) sessions. Using the forest as a “mindfulness experience,” students find spots to think, write, reflect or just be. Over time, students learn that they can regulate their own emotions, bodies, and behaviors. “We



new ways. Reading becomes more active; students are asked to form connections, ask questions, and make inferences. “It’s the difference between reading and *reading*,” Ms. Vally nods. Understanding how the brain works

YES, THERE’S MORE >>



During a tour of the Alouette River Management Society (ARMS) students see the life cycle of salmon firsthand.

Grade 4's

FISHERY VISIT

Early in the new year, our Grade 4 students will welcome some new additions to their classes – salmonids! Raising them from Eyed Eggs to Alevin to Fry, students will care for (and learn about) the salmonids before releasing them into local streams. Through this active and engaging experience, students will make connections and inquire into two Units of Inquiry: 'Sharing the Planet' and 'Who We Are'. Raising their salmon, students will learn about the interconnectedness of all living things. Raising their salmon

and releasing them into the streams, students will learn about human rights – clean water, in this instance – and their own responsibility in keeping our streams and lakes and oceans clean. To prepare students for this learning adventure, our Grade 4 classes headed off to the Alouette River Management Society (ARMS) for a tour. By visiting the watershed, students get to see the life cycle of a salmon firsthand "We work at it backwards," teachers Ms. Audrey Lum, Ms. Connie Chow,

and Ms. Kristine Hamaguchi explain; "the field trip frontloads them with learning and potential action." With a tour of the watershed, watching a salmon dissection, and learning about ARMS, students learn a lot in a short while. Returning back from the trip, students can now take action and make environmentally friendly decisions to protect our water sources. And when they raise their salmonids, they have an experience to reflect back on and make inferences from.

Grade 5's

COOKIE MINING

Grade 5 students are busily researching and exploring natural resources as part of the transdisciplinary theme 'How We Organize Ourselves'. One of the first topics students "dug into" was mining for minerals, an inquiry which includes the many ways humans depend on mined minerals to live. Students learn that it takes hydro to power our homes, fuel to power our cars, and factories to produce the many things we use and consume.

To understand the various stakeholders who are invested in the mining industry, as well as its environmental impacts, students conducted a cookie mining investigation. Together, students had to pick a cookie that they believed would

be the most profitable – chocolate chip, chocolate chunk, or rainbow – as well as choose equipment and tools based on affordability. In making these decisions, students grappled with the same decisions miners and stakeholders must consider before opening or closing a mine. All the while, the environmental impacts of extracting important minerals are also explored: as students "mined" their cookie (removing the chips from the cookie base) they saw how tons of crumbs scattered in many directions,

allowing them to reflect on the environmental and economic impacts of the real thing. Mining their second cookie, students tried to minimize their impact as they dug away for their minerals.

Each class will now focus on their own natural resource. Each class will inquire, research, and learn about a single resource – water, forestry or fossil fuels – and become the expert group for it. Each class will then present their findings to their peers.

Using tools to extract minerals (chocolate chips, in this case!) students learn about mining practices, its environmental effects, and the considerations of its stakeholders.







TO THE DEN

WELCOME

Captivated by the entrepreneurs, the investors, the pitches and the deals, Ms. Dan Tao knew why her students liked Shark Tank so much. As business students, it was everything they were learning brought to life. Ms. Tao saw the show, saw students' excitement, and saw an opportunity. She realized that by borrowing all the best, most engaging parts of the show, she could offer students a similar experience – a shark-tank-like project that would not only capture their attention, but give them a first-hand look at business ownership, management, and investment.

MEADOWRIDGE'S GRYPHON DEN

Like its namesake, Gryphon's Den involved all parts of a new business venture. Acting as entrepreneurs, students had to create a product, form a plan, and even pitch it to a panel of investors. Students had to answer all the things an entrepreneur must: what's the product? where will I produce it? how will I market it? Planning for financing, production, operations, marketing and management, the project involved all parts of business ownership, and – of course – all parts of the Diploma Programme (DP) Business curriculum. By launching the project at the start of the year, Ms. Tao's aim was to have students experience the concepts before learning about them later on.

The project started with a business plan tutorial, a few *Shark Tank* episodes, and some general guidelines. After that, Ms. Tao let groups get to it: she wanted students to work through the concepts, not just sit and listen to them. But before they could write their business plans, the groups had to first find what their businesses would be – what products they would create to market and manage and finance and produce. Their task was to create something that would help students around the world study the DP Business Curriculum. This study aid could be anything – an app, an add-in, a game – but Ms. Tao wanted both the project and the product to reinforce business concepts. Groups worked together to discuss and deliberate.

Students' Novel Ideas for Studying

► **POKERIZATION**

A fun, interactive poker card game that helps students memorize vocabulary terms in a flashcard-style studying format. With Pokerization, students can get social and have fun while learning IB Business terms.

► **THE WHEEL OF BUSINESS**

How many of you struggle to memorize those tedious and boring business terms? Wheel of Business is your solution! With our innovative, brand-new product, memorize business terms in a fun and easy way. So, what are you waiting for? Spin the wheel!

► **TOCH LOCK**

Toch Lock is the ultimate solution to all of the vocabulary problems you might face. With Toch Lock, there will be no more procrastination or lack of motivation. With this innovative approach of a lock screen flashcard setting, learning business vocabulary could not be any easier.

► **LOOGLE**

Having trouble preparing for a test? Use Loogle! An interactive Chrome extension, Loogle provides multiple-choice questions for the subject you are studying for. Modern, fun and easy to use, the extension even allows teachers to track students' responses to the questions posed.

GRYPHON'S DEN, a Student's Perspective

Tracy Y. (Grade 11) Shares Her Story

"Every year," Ms. Tao told us, "students lose exam marks for simple, IB Business definitions." She insisted that there was no reason for this, that everyone should get full marks on these questions. To help us learn these important DP Business definitions, Ms. Tao asked us to come up with a creative solution to this common problem – a DP Business study aid – and, to help us learn all about starting a new business, tasked us with creating a business plan to produce, promote, and put it to market. To keep this entertaining, we had to do all of this in the style of the popular TV show, Shark Tank.



It sounded like a fun project, but everyone was a little lost as nobody had ideas for the study aid. The only direction we had was a product made by previous students – a deck of neatly organized flashcards. To help us, Ms. Tao had us take part in a creative activity: in a certain time frame, we had to sketch out all the ideas that emerged in our minds with no objections. I stared into space in the beginning, trying to squeeze ideas out, but as soon as my pen touched the paper and I began drawing, my mind went loose and I started forging connections. I thought about factors that trigger memorization such as smell and repetition and tried to incorporate them into project ideas. When I occasionally looked up, I met many other restless and blank stares. When time was up, we went back to our groups and started presenting our ideas. Even though nobody had a complete and perfect design, we were all inspired by each other's ideas. There were many "oh what if you add..." and "yeah, that is a good idea..." but also silly suggestions and objections. Slowly, the team started piecing up a product together.

Many meetings were held online and, though disagreements occurred frequently, the decision-making process was surprisingly enjoyable since it often ended with unexpected but great solutions. After a few weeks of preparation in and outside of class, the four teams had their products and presentation ready. The room was filled with anticipation since only one team would be chosen as the winner in the end, and we heard that 'special guests' would be coming in to judge. As everything settled down, the first group started and explained that their product was a website which pops up when a search engine is opened, teaching and testing a few vocabulary words each time. This product forced its users to memorize vocabulary since they could not access the browser page until they passed the questions. This would prevent procrastination, a common problem that students have. Then, my group presented an original card game that students could play either alone or with another; its biggest advantage was that it included another player and it was a fun way of learning. The third team came up with an app which would pop up every time the student opened their phone and would test them on the vocabulary in need of memorizing. This was a great idea considering how many times an average teenager turns on their phone every day. The fourth team designed and made a boardgame which let groups of students study all the vocabulary in the whole textbook together.

In the end, the third team came first – but not without challenges – 'competitors' in the audience asked tricky questions such as, if the app pops up every time the phone opens, what should happen if the user needs to make an emergency call?

Overall, the Gryphon's Den project was a refreshing and educative experience that let me understand the difficulties of starting a company and creating an original product. My team members and I had a lot of fun in the process, but most of us agreed that the whole experience could have been better if there was more time to develop and test our designed products. Furthermore, we have definitely realized the importance of memorizing business terms as we move on to chapter 1.2 – Types of Organizations.



ON
ONE

a conversation with
Sean Butler '19

A few days before he headed back east, we sat down with Sean to find out about his time at Meadowridge and what he was looking forward to in the year ahead. Then, four months later, he wrote us to share what his experience has been like so far.

Arriving to Meadowridge a bit later than most, Sean Butler '19 has achieved a lot in a short while. He is a Model United Nations Best Delegate, Senior Gryphon Council President, Greg Moore Memorial Scholarship recipient, and – most recently – one of just 40 students from across Canada to be accepted into the Parliamentary Page Program. Impressive as it all may seem, these accomplishments are not what set the young graduate apart; instead, it is how sensibly he speaks of it all. For Sean, these awards are not proof of “being better,” they’re proof of what he has done to get better, including a decision he made now four years ago: coming to Meadowridge.

Where are you off to next year?

I’m going to the University of Ottawa, earning a Bachelor of Commerce and Juris Doctor degree. Basically, it’s a dual commerce and law degree, a fast-track into law school. It’ll take six years. During my first year, I’ll also be working as a Parliamentary Page, which means I’ll be liaising between the members of parliament and doing office work. Later, I’ll become a tour guide as well.

What motivated you to study both Business and Law?

In Grade 11, I was hoping to study political science and go into law, but during my university tours I saw business schools and was so fascinated by them. Those tours completely changed my mind. I went home and researched business schools, and found out that at the University of Ottawa, I could study both – both business and political science – and enter the page program at the same time.

Why the page program?

It’s a once-in-a-lifetime experience that I’ll never get again. You can’t transfer to the page program or take part later on in your education; it’s only during your first year of university.

Going back a bit, what motivated you to switch schools back in Grade 8?

I found that my old school wasn’t providing me with the opportunities I needed to pursue new interests or in

anything I was vaguely interested in at the time. For me, my old school was great because I was able to excel, but it was so limiting. I still remember when I made up my mind. It was on the last day of the eighth grade, and I came home and just sort of said ‘okay, I need to switch schools.’

What was it like coming to Meadowridge?

Well, the thing about Meadowridge—and everyone said it to me before I arrived—but during your Week Without Walls you really do become best friends with everyone in just three days. You spend so much time with the people in your class. Rowing a boat together, sleeping in a small tent together... you’re forced to bond, but it’s a good way to force the bond. You’re just hanging out.

And did you find the new opportunities you were looking for here?

Coming to Meadowridge was definitely a wake-up call; it puts you in check with what good work is, or what a good presentation is. The thing about Meadowridge, too, is that you have teachers to back you up. It’s the community that tells you to keep going. At my old school, if I didn’t get the mark I wanted I was like, ‘okay, I’ll just go hang out with my friends...’ but here there’s a definite drive built into you. I obviously enjoyed learning before I came here, and I did pretty well at

school, but I never felt challenged to the point where I wanted to fix things. I bombed exams at the beginning [when I first came to Meadowridge], but I got better and better each year.

And that's the thing about school: you have to ask for help. When you fail, you might not want to admit that you did, but you have to. Asking for help has put me ahead in every aspect. The teachers who I asked for help—Mrs. Higginson, Mrs. Flintermann, Mr. Jackson—they helped me in so many ways.

What was your favourite thing about Meadowridge?

Student Council. I actually applied during my first year at Meadowridge and didn't get on. It was definitely a bummer. I could've given up, but Ms. Higginson spoke with me and helped me. In my Grade 12 year, I was the President. I was able to take things under the tone I saw it being, with a more relaxed, comedic vibe. What made Council really fun was the creativity and overall enjoyment we had in what we were doing. We had 24 perspectives on everything, from dances to intramurals.

You have been involved with Model United Nations since the get-go. How has that been?

It definitely provided me with a unique perspective, and—even more—a chance to learn how to public speak. At the beginning, I was very shy speaking in front of a crowd. It was much harder than I thought, especially when you get up in front of 50 people in suits. I was in Grade 9 then, talking to a bunch of Grade 12 students. That was intimidating. But I learned that everyone is different, and has different experience, but that doesn't make them better than you. That doesn't mean you can't voice your opinion. [By the end], I was teaching Model UN with Munsu and Jeff, and it was really fun to work with newcomers to Model UN. It taught me how to lead and figure out what kind of leader I wanted to be.

“The Page Program is a once-in-a-lifetime experience that I'll never get again.”

What will you miss here?

Hm... well, I guess I'll miss what I'm missing most right now: not seeing my close friends every single day. In class, or playing soccer... even when we got to go to provincials. I got to spend five days with my friends in the middle of nowhere playing soccer and enjoying ourselves. Even just taking the bus downtown to play basketball. I'll miss that. That's the thing about Meadowridge: you can have the biggest social life you want. I really loved the people I was friends with and we just hung out, did homework... I don't think I'll have that again. It's sad, but it's cool to think about, that in four years so much has happened, so much has changed.



TOP: Sean and a friend placed second in the international business category at the business competition hosted by uOttawa.
MIDDLE: Sean at the new members of parliament orientation.
BOTTOM: 2019 Parliamentary Page group photo; Sean can be seen back row, first from the right.
RIGHT: Sean's official Page photograph.





four months later, Sean shares his university experiences

So far, university has been amazing. The International Baccalaureate (IB) has totally prepared me for university and I am so thankful that I completed it. I find that a lot of students who did not take part in the IB Program in high school struggle in being able to keep up with the workload. Although university moves at a much quicker pace than my Meadowridge classes, handing in work that is worth 30 to 40 percent of my grade is not really nerve-racking, as I have had the experience of my IB finals being worth 50 to 80 percent! Moving out of the province for university was really strange at first, as many students that I go to school with here are mainly from the province. However, I find that it makes the university experience even that much "cooler."

I have gotten involved with participating in business case competitions. Recently, I won second place in the international business category in a case competition run by uOttawa. This event hosted university students of all years from both uOttawa and Carleton to compete. Later on in January, I will be participating at the provincials in Toronto. Furthermore, I have gotten involved with an organization called AIESEC, in which I will be going away to Brazil (hopefully) for the upcoming summer to intern at a start-up company for six weeks.

Another exciting thing that happened was that in October, I was announced as the President's Scholarship winner for the Telfer School of Management (full-ride scholarship). The President's Scholarship is one of the most prestigious scholarships offered by the University of Ottawa. This scholarship aims to recognize one newly admitted student, from each direct-entry faculty, whose work and commitment provide an exceptionally good reflection of the University of Ottawa's objectives.

My time as a page has been a truly unique experience. From being in an elevator alone with Andrew Scheer to running into Jagmeet Singh in the halls at work, I am so glad I took this opportunity. The page program has already provided me with so many amazing connections and experiences that I will stay with me forever. I am very excited for the rest of the year!



DAY

1

6:21PM Québec City Airport Arrival

7:30PM Dinner at the Chic Shack

9:00PM Lights Out

"The Chick Shack is right in Vieux-Québec (Old Québec) – it's a super amazing location. Right as we sat down to eat our burgers and veggie burgers it started to snow. The kids were so excited that they ran outside to take pictures. It was really cute."

DAY

2

7:30AM Breakfast at the Café Buade

8:30AM Walking Tour of Vieux-Québec

10:30AM Military Workshop at the Plains of Abraham

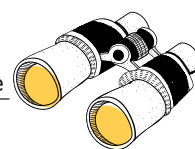
12:00PM Lunchtime in Old Quebec

2:00PM Museum Visit at the Morrin Heritage Centre

3:30PM The 31st Floor at the Observatoire de la Capitale

6:00PM Dinner Time and Sugar Shack Experience at the Cabane à Pierre

8:00PM Lights Out



"Even on bus rides, students got to practice their French. All the convenience stores – even the Tim Horton's – were in French. So, the kids had to order and practice their French in the most random places.... Like, yes, even rest stops!"

"This was the highlight of the trip. Some of the braver students got up and played the spoons, and we all listened to the wonderful, Québécois music played by a father-son duo. There was another school from New Jersey visiting at the same time and we had a limbo competition against them. Alistair won against everyone, which was interesting because his sister, Charlotte, won that same competition when we went two year ago!"

DAY

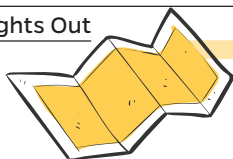
3

7:30AM Breakfast at Spag&tini Le Resto

7:30AM Bus Drive to Ottawa

5:30PM Dinner at Fiazza Fresh Fired

9:00PM Lights Out



"The kids loved the War Museum. There was a lot to see. Students had the opportunity to be there at 11:11AM where the unknown soldier is lit up by skylights. They showed this on television on Remembrance Day, but the kids got to see it in person the day before."

DAY

4

7:30AM Breakfast at the Sheraton

9:00AM Tour of Parliament Hill

11:00AM Sightseeing Tour of Ottawa

1:00PM Lunchtime at the Byward Market

3:00PM Tour of the Canadian War Museum

5:30PM Dinner at Nando's Ottawa

7:00PM Bowling at Rock 'N Bowl

8:30PM Lights Out



Eastern Canada

Ms. Kerry Stanley Shares Her Best Memories

DAY
6

7:30AM Breakfast at the Best Western Ville Marie

10:00AM Tour of Olympic Stadium and 1976 Olympics Exhibit

11:15AM Planetarium Show at the Espace Pour La Vie

12:00PM Lunch in Montreal

2:00PM Tour of Notre-Dame Basilica of Montreal

3:30PM Tour of Montréal's Museum of Archaeology and History

5:30PM Dinner at Itali.co

7:00PM Hockey Game at the Bell Centre (Montréal Canadiens vs. Columbus Blue Jackets)

10:30PM Lights Out



"This was really cool. The Museum is on the grounds where Montréal was founded. The actual walls of the old city are underneath, so you're walking over them. We also got to walk through the original sewer system. We walked through sewers – lovely!"

DAY
5

7:30AM Breakfast at the Sheraton

10:00AM Remembrance Day Ceremonies

1:00PM Bus Drive to Montréal

3:00PM Tour of Montréal

5:15PM Dinner at Vieux Port Steakhouse

9:00PM Lights Out



"This was in Vieux-Québec, just as it was starting to snow more and more. Most of the kids got Steak-frites. Afterwards, they all played Loup Garou with Dave. It was really cool to watch the kids play, in French, and have so much fun."

DAY
7

7:30AM Breakfast at the Café Imagination

10:00AM Visit to the Observatoire Place Ville Marie

12:00PM Lunchtime in Montreal

3:00PM Time for Takeoff



"To say goodbye to Dave, our kids presented him with a gift and thanked him for everything. Nancy came up to the front of the bus and made a little speech. It was really nice... the students just loved this guy."

Ms. Kerry Stanley Shares: Why Travel?

"We do this trip so students can visit a French-speaking environment in their own backyard. They can, obviously, get the opportunity to speak French in an authentic setting while still being in Canada. It is so fantastic for them. This is my second year running this trip and both times the students came back so confident in their abilities. It

also helps them realize the reasons they're learning French. It puts it all in context. There's also the cultural aspect of Ottawa, too. Students learn the history of Canada – why it is the way it is. Why do we learn French? What's the history? Why is Ottawa the capital? How is it that Québec speaks French and the rest of the country doesn't? It

helps bring all this, and more, together for the kids. They come out much more knowledgeable and confident than when they walked in."

"Il fait frette!"

BRODIE S.

Then & Now

Gathered in the conference hall of a local hotel, brought together by a small ad in the newspaper, close to 150 parents met to discuss an idea – a school. This idea, though audacious for its time, was simple: to create a school that was grounded by outstanding teaching and learning and backed by a culture of care. This idea drew parents in. Excited, inspired, and eager to get started, \$25,000 was pledged in just one night.

“We do not just accept children to the school; we welcome families, and we link together in a community of shared values and communal caring.”

HUGH BURKE, HEADMASTER

MEADOWRIDGE THEN

18,000

Square Feet
on 10 acres of land

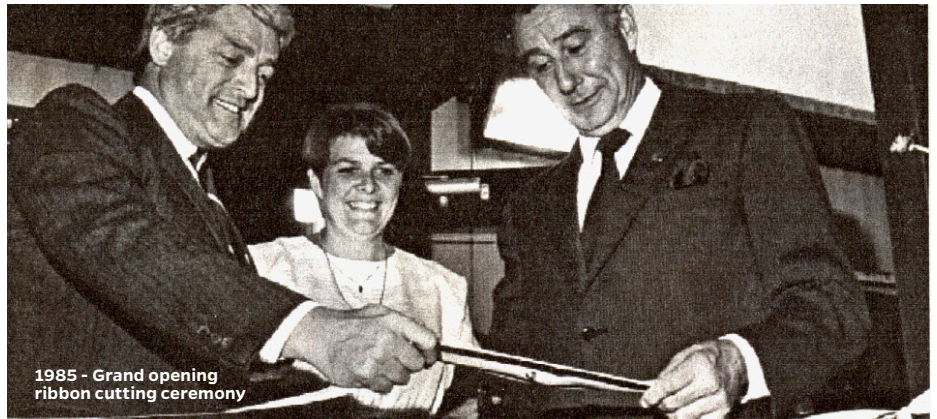
85

Students

12

Teachers

Kindergarten to Grade 9



1985 - Grand opening
ribbon cutting ceremony



1985 - Meadowridge School's
first location on 230th Street



1992 - Meadowridge School opens



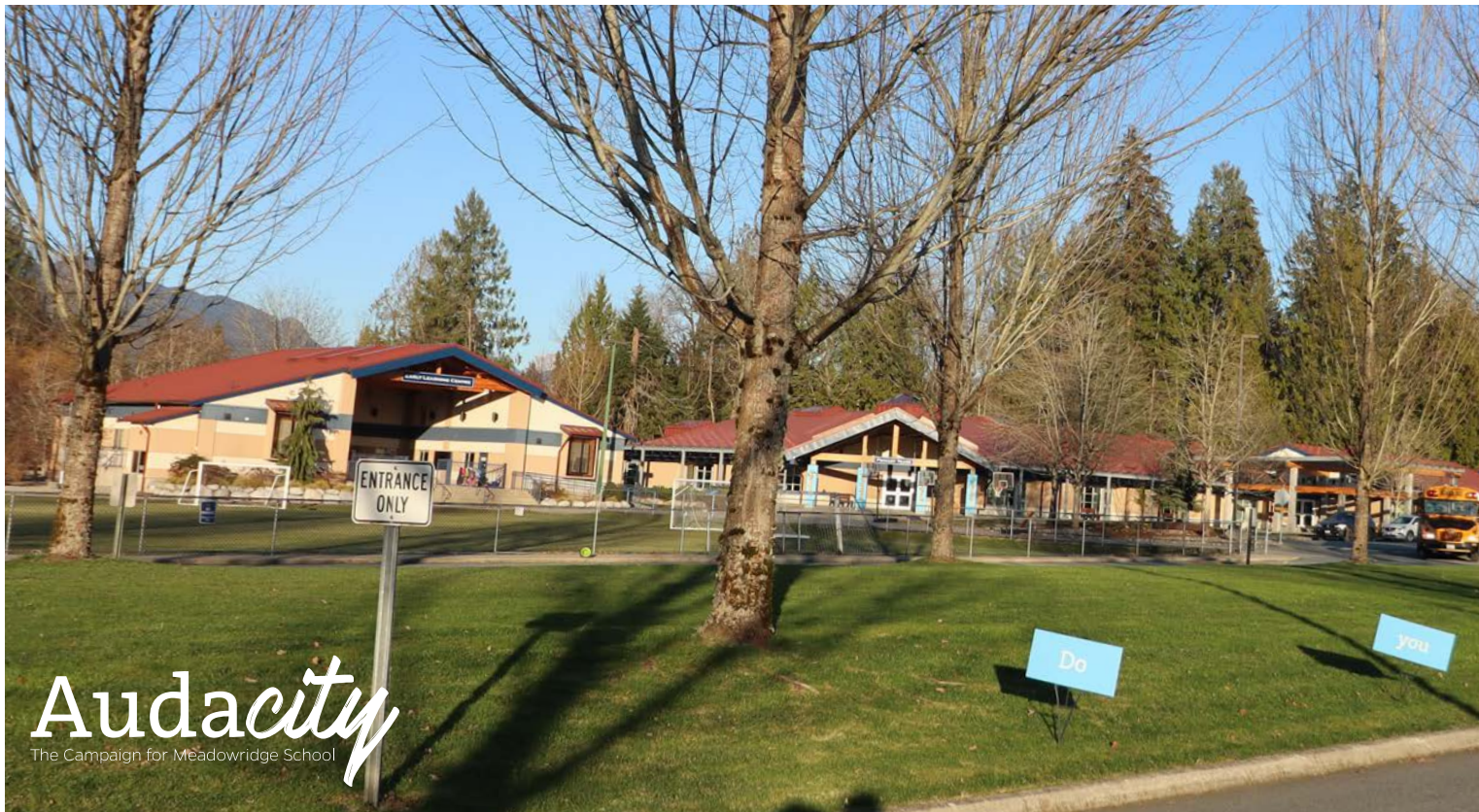
1991 - Meadowridge's new location on 240th Street



1991 - Meadowridge's new location on 240th Street, overhead



Audacity
The Campaign for Meadowridge School



2019 - High School classroom complex, upper floor



2019 - High School classroom complex, lower floor

Then & Now



2019 - Meadowridge today

Meadowridge School is proof of what an audacious, determined community can do. Shaped by our founding families and carried forward by all those who came next, Meadowridge has grown to become a world-class, destination school welcoming students from around the world. Audacity marks a pivotal point in our history, providing the momentum and support to grow our school for the families of today and for the families of tomorrow, just as our founders did all those years ago.

“We are committed to experiential learning as a way to integrate the learning of the head, heart and hands - so that children can learn to live well, with others and for others.”

HUGH BURKE, HEADMASTER

MEADOWRIDGE NOW

152,000

Square Feet

On 27 Acres of Land

668

Students

58

Teachers

Jr. Kindergarten to Grade 12



Renderings - Concept of great hall

MEADOWRIDGE WHAT'S NEXT?

Meadowridge School has grown a lot in the past ten years, but we still have some growing to do. Over the next seven to ten years, with your support, we will take Meadowridge School to the next level.

We will grow our School with the addition of new buildings and re-development of existing ones.

- » Classroom Complex - Opened November 2019
- » Recreation Arena
- » Great Hall
- » Administrative Centre
- » Academic Services
- » Library Expansion
- » Fine Arts Building
- » Athletic Centre
- » Land Purchase

Developing further our experiential learning experience, embracing internationalism and interculturalism through both formal and informal curricula. We invite you to be involved every step of the way.



Donor Story “Unbound”



When Mr. Scott Spurgeon first joined the school, there was no place for students to work out, run track, long jump or dance. There was only one playing field (the backfield was then still piles of “shrubs, trees, and dirt”) and one gymnasium. Practice space was sparse, and teams suffered as a consequence. The athletics program was growing, but had nowhere to grow in to. As the Director of Athletics, Mr. Spurgeon had some major challenges to overcome. Finding the space and time for all teams to practice was an enormous feat, but he persisted. And then, over time and with our families’ support, these spaces came. Families gave and facilities got built; first an international sized soccer pitch, then a fully equipped fitness centre, a track and field suite, and a specialty gym for movement and dance.

We’ve grown a lot, but we still have some growing to do. Nineteen years later, Mr. Spurgeon still faces the same challenges which plagued him back then. Namely, space. Meadowridge has always had “good” facilities, and support and coaching and spirit in spades, but we still don’t have the gym space we need.

Through creative (and sometimes chaotic) scheduling, Mr. Spurgeon still finds time for all our teams to practice. A morning bus lets teams practice before school, afterschool practices get snuck in before games, and in-school practices were introduced during Creativity, Activity, and Service (CAS) blocks. These temporary fixes work, but Mr. Spurgeon is anxious for a new gymnasium. With a new gym, teams will have more frequent and predictable practices; students will have more choices to choose from and chances to get involved; and everyone – students, parents, staff and faculty alike – will have a new space to gather. Mr. Spurgeon is confident in what a new gym will bring. He has seen for himself the difference some space can make.

Like when we added a new fitness centre. Mr. Spurgeon saw classes trickle in, then teams and students and even staff. Soon he saw students using the space before and after school, all on their own, and not because they “had to,” but because they had learned the value of a healthy lifestyle. Or when we built the backfield. Mr. Spurgeon saw teams flock to it straightaway. He saw players get better, comradery grow stronger, and teams – for the first time in our school’s history – consistently go to provincials. The rewards were “amazing,” Mr. Spurgeon remembers, and they are why, today, he chose to give to Audacity, the Campaign for Meadowridge School.

“There was a time I didn’t think we’d have the fitness centre or the back field,” Mr. Spurgeon reflects, “but then we did, again and again.” Now, he hopes families will join him and help give our students some much-needed gym space – just like families before them did. Mr. Spurgeon knows that it will happen. To grow our school, it takes a community “unbound” in generosity and potential. It takes Meadowridge.

Audacity Campaign

Bronze Gryphon (\$100,000 to \$249,999)

Mr. & Mrs. Sam & Yamini Gandesha
Mr. George Zhao & Mrs. Annie Peng

Headmaster’s Circle (\$50,000 to \$99,999)

Mr. Zhan Mao He & Mrs. Xin Dong
Mr. Daofeng Liu & Ms. Quming Chen
Mr. Johnson Liu & Mrs. Fay Xu
Ms. Penny Pan
Mr. John Shen & Ms. Mia Dong
Mr. & Mrs. Xianzhong & Liqin Zhang

Founders (\$5,000 to \$14,999)

Mr. Jun Lu & Mrs. Wanping Yao
Mr. & Ms. Yiqing & Jia Yu

1985 Society (\$1,985 to \$4,999)

Mr. & Mrs. Scott & Yoshimi Spurgeon

Developing students who are
audacious in their pursuits,
grounded in their values, and
unbound in their potential.

Audacity
The Campaign for Meadowridge School

Ask us how you can be involved.
audacity@meadowridge.bc.ca

