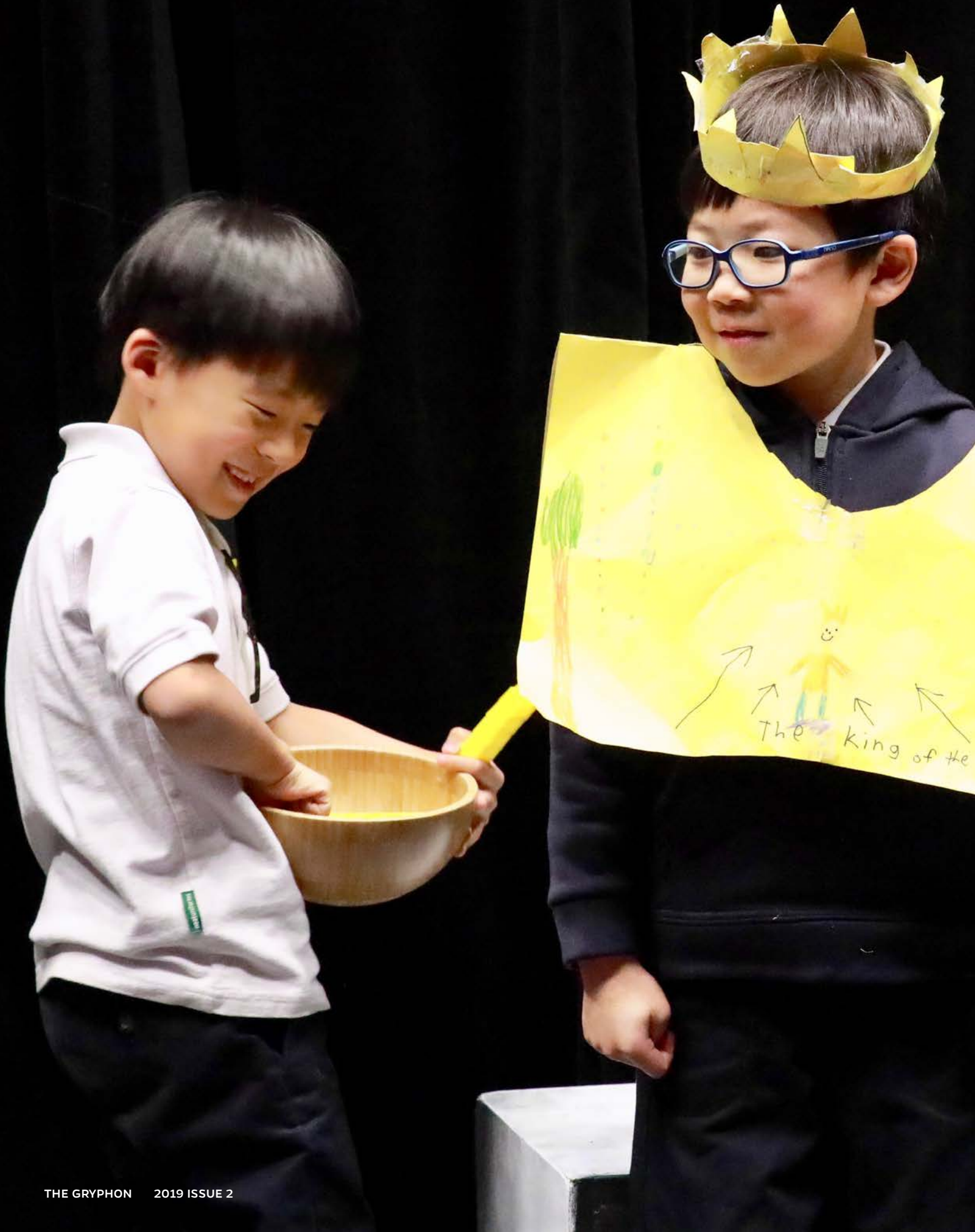


Spring 2019

the GRYPHON

HOW WE
**Express
Ourselves**







THE KING OF THE FOREST

To share their learning, Grade 1 students were challenged to retell a familiar story from a new perspective, with a new villain and hero.

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THE GRYPHON | SPRING 2019

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MEADOWRIDGE SCHOOL
12224 240th Street
Maple Ridge, BC
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It all began with a question:

What is a perspective?

By Ms. Allison Bruce, Grade 1 Teacher

Responses ranged from “Cleaning” and “Jobs,” to “Caring and sharing,” and “Speaking to people—” According to one student, “Perspective is everyone is fair and should do their best.” Throughout our Unit of Inquiry into ‘How We Express

Ourselves’ students explored perspectives in stories, including how stories can be told from the perspectives of different characters and how we can have different perspectives about stories and our

world. Students were shocked when they discovered that maybe it was the three little pigs who were really the villains—

after all, the wolf was only looking for a cup of sugar!

By exploring traditional stories and fairytales, students learned about story elements and the more unique elements of fairytales. Then, they explored these stories through the modern versions, which tell the stories through the perspectives of different characters. Once students were familiar with perspectives, we held a debate to determine if the true villain was the wolf or the three little pigs. Ask a Grade 1 student to find out the results of this debate and what their evidence was.

A central focus of this Unit was developing the Learner Profile attribute of ‘Communicator’ and the Approaches





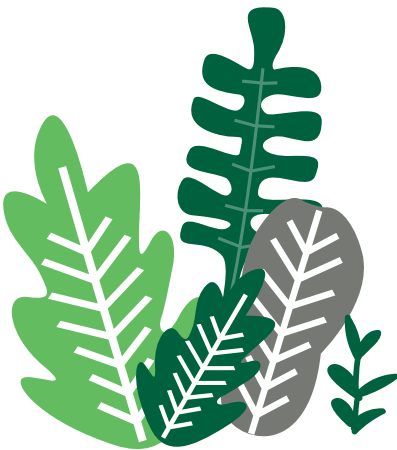
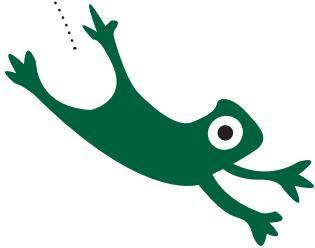
to Learning (ATL) of social and communication skills. A unique provocation brought students into the theater, learning the foundations of acting with a special guest from the Evergreen Cultural Centre! Students were Communicators and Risk-Takers as they built a complete story step-by-step. Back in class, students explored forms of storytelling with puppets and drama. The calls of “Fee fie fo fum” and “Why, what big eyes you have” could be heard as students inquired into acting out these familiar stories.



Little did they know that

their teachers had a twist

waiting for them...



To share their learning, students were challenged to retell a familiar story from a new perspective, with a new villain and hero. Who could predict that Goldilocks would turn into a frog, that Hansel would become a horse, or the wolf would take a trip to India! These new twists showed students’ understanding of the IB Key Concept change and the transformations that characters experience. Social and communication skills were further relied on, as students worked in small groups to plan, write, rehearse, and present their stories to the Grade 1 community. Not only did students collaborate, but teachers collaborated, as Ms. Higginson connected with this Unit through Music, supporting students’ inquiry into how music helps tell stories. >

Now, you may be wondering, what did students learn about perspective?

Did their original thinking change? By starting with students' initial thinking, teachers can see ideas grow and change and celebrate learning along the way. By the end of the Unit, it was common to hear students saying "Oh, this story is from the wolf's perspective," and many a proud teacher could be found. Students revisited their initial ideas about perspective and many students found that their thinking had changed. Their new understanding of perspective included "The other side of the story," that "Everyone is fair and respectful and every person in the world can be different," "Different thinking," and "Opinions and points of view."



Who is

the true

villain?



I encourage each of you to reflect, is the wolf the true villain? Or is it the three little pigs? The answer, of course, depends on your perspective.



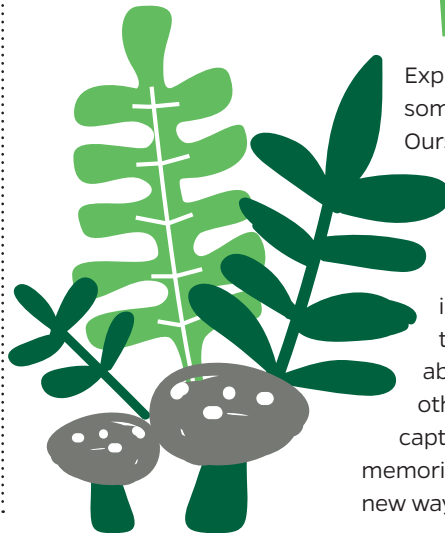
How We Express Ourselves

Across the Continuum

What does the 'How We Express Ourselves' Unit of Inquiry look like in Junior Kindergarten? or in Grade 5? After learning how Grade 1 explores how we express ourselves, we asked the rest of our PYP teachers to share what the Unit looks like in their classes. Notice how the Unit, while same from grade-to-grade, develops naturally, tackling greater issues requiring greater depth and breadth as our learners—and their knowledge—grow. As our students advance, so too do the concepts explored in each Unit.

Junior Kindergarten

Expression takes on many forms, something students learn in our 'How We Express Ourselves' Unit of Inquiry. Taking on the role of roaming photographer, students learn how photography expresses an opinion or feeling of a moment, place, or event. After learning how to care for their cameras, students venture into the forest and across campus to capture the world through their eyes. After learning a bit about their own perspectives, students learn about other people's perspectives and why they might capture a photo differently. By capturing their own memories, students not only develop a new skill, but a new way to express themselves.



Kindergarten

In this Unit, we explore various ways people express themselves through different forms of The Arts. We look at Music, Dance, Theatre, Photography, as well as Painting and Sculpture. In Kindergarten we use various materials in our classroom projects and that helps us to have focused discussions about the properties of art materials and how to use them responsibly.

We highlight the work of two main artists; Barbara Reid and Jim Dine. The children know Barbara Reid as an author but not necessarily as an artist in her own books. She has a unique set of talents as she creates every image in her book out of plasticine. Jim Dine is best known as a visual artist in the genre of Pop Art. After viewing the work of these artists, Kindergarten students will explore with the same types of materials that the artists used; plasticine and watercolour. Children will share their interpretations of art and then be challenged to shift their perspective to predict what messages and feelings the artists intended others to experience when viewing the art. Viewing the work of other artists, being an audience in the theatre, and creating their own work provides the students real life opportunities to be open-minded to the creations and expressions of others. We aspire to help them understand that Art is personal and sometimes can be subjective to the person viewing it.

To culminate our learning, students will work through the process of planning a message that they want to express to others. This message will be the center of a piece of Art that they create to display for the school community. We will showcase these pieces in the Library and invite everyone to experience their messages through Art.

Grade 2

Students have been inquiring into different forms of writing to learn how authors express their ideas. In a writing workshop led by Lee Edward Fodi, the author of our favourite novel series Kendra Kandlestar, students learned how to find inspiration for stories and create exciting adventures for their readers. Using the writing cycle, students created their own stories based on a wordless picture book. They used triple scoop words, similes, and detail to create suspense and excitement. Students will go through the process of revising, editing, and publishing their work. As a transdisciplinary connection, students will then create the artwork for their pictureless story in art class with Ms. Higginson. This is a wonderful Unit in which students can harness their creativity and learn new ways to express their ideas!

Grade 3

How We Express Ourselves: Coming Soon! For our Grade 3 classes, 'How We Express Ourselves' is the last Unit of Inquiry of the year. As such, they didn't have something to share this time around. Instead, they decided to let us know how they've been exploring in the 'Who We Are'.

Grade 3 students have been exploring a year-long Unit of Inquiry through the transdisciplinary theme of 'Who We Are'. The students have been focusing on three lines of inquiry throughout the year: Metacognition and Making Connections, Mindfulness and Growth Mindset. From investigating these concepts and internalizing them, students are given agency over their thinking skills and choices. They have learned ways they can monitor their understanding and improve their focus. The students have also learned different strategies based on Growth Mindset, to overcome challenges and to embrace them as part of the learning process. Here are what some students have expressed about this Unit:

→ "Last year, I was more hyper but this year I know strategies to control my body."

→ "This year I am more serious about my reading because I have metacognition skills."

→ "I get to choose where I work, and I know I can take breaks to regulate my body."

Grade 4

To develop a better understanding and appreciation for the impact of words, students have been exploring how to use language in creative and playful ways. Different forms of writing, such as legends from various cultural backgrounds were examined, including First Native storytelling and legends. While creating their own fables, poetry, word art, persuasive, creative, reflective, expository, technical and biographical writing, students were given a chance to express themselves and learn different styles of writing. Listening and oral storytelling skills were also practiced, as well as expression through dance in PHE.

Grade 5

In the final year of the PYP, the 'How We Express Ourselves' Unit of Inquiry is devoted to the Exhibition, an in-depth, collaborative, transdisciplinary project that is entirely student-led. As part of the Exhibition, students identify, investigate, and offer solutions to real-life issues or problems. Students synthesize their learning through the five essential elements of the PYP and share them with the whole school community at the PYP Exhibition. The five essential elements students will apply during the investigative process are the IB Learner Profile, IB Attitudes, application of Approaches to Learning (ATL) skills, understanding of Key Concepts, and taking action. This year, students have chosen to investigate animal cruelty, food scarcity, climate change, screen time, artificial intelligence, gender inequalities, sports injuries, human rights, space junk, and pollution.

A School In Search of a Lead Donor

Thirty-four years ago, a community of parents had an idea that would inspire a dream.

The dream began with local entrepreneurs Gord and Mary Robson (two of Meadowridge’s founding parents) and their advertising campaign to generate interest in an independent school. They were looking for parents with a common goal; the academic well-being of their children. The Robson’s felt the needs of their three foster children were not being met in public schools, so they set out to do something about it.

The response to their advertising campaign was overwhelming. Close to 150 people attended the first information meeting at the Best Western Hotel in Maple Ridge and before the night closed, over \$25,000 in donations had been committed. In an atmosphere charged with excitement and emotion, the flame had been ignited. A group of parents was identified, who wanted the same thing for their children – a school that used a strong formula to build a solid foundation for learning and study habits to carry on throughout their children’s lives.

In 1985, the paperwork would be signed, and the school would open with 85 students from Kindergarten to Grade 9. **[photo 1]** The school operated out of 18,000 square feet of prefabricated modular units (i.e. trailers) found on a 5-acre piece of leased land on 230th Street, once a GVRD reservoir site.

[photo 2] Because of the property’s previous use as a reservoir, loads of gravel had to be hauled in by Allard Sand and Gravel to stabilize the area. Once the trailers were brought in, the land started to sink, so the school needed 32 more truckloads of gravel to stop the trailers from sinking. Fortunately for the school, Allard Sand and Gravel donated a portion of its services. The first Board Chair at the time, Trish Higgins, said from the onset of the project that it was an uphill struggle. From hounding City Hall for its support, to buying desks and chairs from auctions, it was an “all-consuming task for a whole lot of people; it was the super human efforts of all involved that made it work”. **[photo 3, 4 and 5]**



THROUGH THE YEARS

“It was the super human efforts of all involved that made it work.”

- Trish Higgins, Board Chair 1985



1985 OPEN

With an opening enrolment of 85 students from Kindergarten to Grade 9, Meadowridge opens its doors for the first time on a five-acre, leased parcel of land on 230th Street.

1985 SETBACKS

Operating out of 18,000 square feet of trailer space, Meadowridge hits its first setback when the land, once a GVRD reservoir site, starts to sink. Allard Sand and Gravel donates a portion of over 32 truckloads of gravel to help level the land.

1988 SPACE

Over three years, the student population grows to 147 students and, for the first time, qualified applicants are turned away due to space shortages.



Consecutively, the Maple Ridge Bingoplex opened and Gord Robson secured a Saturday timeslot to raise funds for the school's growth and development. By 1988, there were 147 students enrolled while other qualified students had to be turned away due to space shortages and dedication to keeping the junior class sizes small. It was clear, Meadowridge needed to grow. Parents would raise \$1 million dollars over the next decade and the memory that would continue to stand out for all the parents would be the continuous amount of involvement needed from them. "It was certainly not a school where you could drop your kid off and drive away" said Frank Klassen, Board Chair in 1990/91.

As the dream lived on, 10 acres of land

on 240th street popped up for sale. **[photo 6]** Gord and Mary Robson came to the rescue again providing a substantial interest-free loan to purchase the property that is now known as the permanent home of Meadowridge School. With a purchase price of \$369,000, there was no money left for construction of new buildings and moving the trailers from the initial site seemed a last resort that no one wanted to consider. Just when things looked dim, hope surfaced. The impetus for a bold plan to raise \$2.5 million came about and with the help of many, the Meadowridge Mutual Trust Fund was established. In 1992, families put their ultimate trust in the school, signing their names to trust units worth between \$25,000 and \$75,000. Creating this

fund was equivalent to co-signing a loan. In three short weeks, the impossible became the reality – construction of the new school building began at once. **[photo 7 & 8]**

Founding parent Ron Hoffart of Hoffart Myles Architecture designed all four phases of the school's construction. After the summer of 1992, students returned to a fresh new 11,000 square foot academic home – a handsome building, carefully planned to provide an atmosphere to promote creative energy. The sun shone bright on September 15, 1992. Meadowridge School invited special guests, families and students to cut 11 white ribbons, one for each Grade at the time – Kindergarten to grade 10 – officially opening the new campus. **[photo 9]**

1989 COMMUNITY

Committed to the Vision of Meadowridge, parents raise \$1 million dollars over the course of a decade to help the school grow.

1990 PERMANENCE

Parents Gord and Mary Robson provide a substantial interest-free loan to purchase 10-acres of land on 240th Street, the now permanent home of Meadowridge School.

1992 TRUST

Families put their ultimate trust in the school, signing their names to trust units worth between \$25,000 and \$75,000 to build the school at its 240th Street location.

1992 HOME

On September 15 1992, 165 students—double that of the original enrolment—arrive to their new home; an 11,000 square-foot building on 240th Street. Just one year later in 1993, with the addition of Grade 11, the enrolment climbs to 232.





11.



12.



13.



10.

1996 GROWTH

With a growing student body, Meadowridge embarks on its next phase of development. After five years of construction, and from the support of its families, the school grows to 69,000 square feet of educational space, including a gym, a new wing, and expanded library.

2018 ONWARD

Nearly 35 years later, Meadowridge now finds itself in a very similar position to when we first opened our doors: with capacity issues, timetabling challenges, and limited space, the school now embarks on its next phase of growth.

A new era had begun.

Over 165 students, 11 full-time and three part-time staff roamed the halls of the new facility and the completion of four construction phases would continue to progress. During phase four it became apparent that there was a shortage of funds, and parents were asked to dig even deeper into their pockets. "The real credit for Meadowridge's success lies with the parents and students. They're the ones who had to deal with years of uncertainty, and still kept their faith in the Board and the Headmaster." After five years of construction, the school finally stood complete at 69,000 square feet of educational space, dedicated to academic excellence. Meadowridge had finally reached the apex of its long and arduous climb to fulfill a dream.

[photo 10]

Now, thirty-five years later, Meadowridge finds itself in a very similar position to those who had a big dream in 1985. With cities, suburbs and towns becoming increasingly frantic and frenetic, harried and hurried, we know our children learn best in environments that breed a calm busyness and social comfort. Our current reality has us facing capacity challenges, timetabling issues and turning away new families because we just don't have the space. And so, our dream lives on...

We need multiple kinds of spaces, to have room to move and room to grow. We need a variety of conditions, to make us flexible and that has us understand

how best we learn with others and for others in a just community. [photo 11, 12 and 13]

By reaching close to 800 students over the next five years, we'll be able to add course and club offerings, continue to enhance our academic programs and welcome the new families we've been forced to turn away.

There are very few times when we are presented with an opportunity that truly ignites a burning fire within us. Even fewer are those events that provide us with the perfect opportunity to impact not only our own lives, but also the lives of current and future generations. Meadowridge parents (past and present), alumni, staff and students are in that fortunate position as we enter a new era to dream big.

Meadowridge must raise an unprecedented amount of money: \$25 to \$30 million dollars. These funds will allow the school to address current facility restrictions through new classroom

spaces, an outside recreational arena, a great hall, a new gymnasium and fitness centre, a fine arts building, library expansion and administrative centre. This massive project will bring the spaces in which our students learn into the future. It will provide them with the equipment and facilities they need to continue to shine both academically and personally, preparing them to go on to post-secondary studies in their chosen fields.

We recognize that only a few of us are fortunate enough to be in a position to make seven figure gifts, no matter how strong our devotion to Meadowridge is. **If you are one of those few, a potential lead donor, I call on you to identify yourself to me**, as Gord and Mary Robson came forward with support many years ago, and join me in funding the next big dream for our school.

For those of you – and I appreciate that this is the majority – who do not have this capability, please spread the word and give 'till it feels good. Together, as a community, we can accomplish anything.

The pioneering parents of the 80's created something from nothing more than a vision. Let's continue to dream with our eyes wide open and fulfill our ongoing vision of supporting students of today, and tomorrow.

- Mr. Kim Findlay, Director of Development
Kim.findlay@meadowridge.bc.ca



2019 WE NEED YOU

Meadowridge must raise an unprecedented amount of money: \$25 to \$30 million dollars. These funds will allow the school to address current facility restrictions through new classroom spaces, an outside recreational area, and a great hall with large dining room and theatre, a new gymnasium, library expansion, and administrative centre.

Please join us in making our vision come true. Just think what we can achieve together!



Stepping into his position for the first time, Mr. James Willms realized he had a problem. A good problem, but a problem all the same.

Though the Outdoor, Experiential, Ecological Education (OE3) Program had only just begun, there was already a lot to work with, all around the school, across the continuum, and in all sorts of ways. Whether a field trip, class visit, or on-campus activity, teachers and their classes were getting outside... and often. The problem was not how to rouse interest, it was how to keep up with it.

With already-happening activities that were both meaningful and worthwhile, Mr. Willms had no intention of disrupting the order. Instead, he set about in a subtle reorganization. Accounting for all activities and events, he worked backwards. Outdoor Pursuits were introduced, providing students with grade-level, capstone events to take part in each year. Curricular Integrations, meanwhile, provided the classroom relevancy.

As the two pillars of the OE3 Program, Outdoor Pursuits and Curricular

Integrations provide a deliberate harmony that works. Planned experiences help build familiarity, provide age-appropriate challenge, and—ultimately—build a sense of place. By providing meaningful experiences often and early on, the goal is for students to develop care for the natural world. The more interactions, the better. The more interactions at a younger age, the best.

At Meadowridge, Outdoor Pursuits begin in Junior Kindergarten and continue through to Grade 12.

Each experience develops students' sense of place. And while the pursuits are unique, worthwhile experiences for the kids, they also intentionally build a culture of familiarity outside. So, whether paddling, snowshoeing, camping or

cross-country skiing, students get to know the intricacies of the natural world and build a deeper connection to it. Even playing a game of camouflage, Mr. Willms explains, lets students smell the earth, notice a variety of plants, and see different creatures. Even playing a game of camouflage, Mr. Willms explains, develops that sense of place.

Starting small and rippling over time, students' sense of place is fostered through genuine interactions. Starting with guided, on-campus activities, students' empathy, joy, knowledge, and care for the natural world develops over time to include more places and more personalized experiences. When we care for something, we respect and protect it. Beginning early, often, and in all sorts of ways, the OE3 program sustains students' sense of place for life. And that, Mr. Willms explains, is the "beauty" of the program.



PYP

Outdoor Pursuits

Junior
Kindergarten



HIKING in the North Forest
DAY CAMPING in the Meadowridge
Campground

Kindergarten



HIKING in the North Forest
DAY CAMPING in the Meadowridge
Campground
HIKING at Minnehada Park, Coquitlam

Grade 1



HIKING at Spirea Trail
FOREST PLAY in the North Forest
FISHING at Mike Lake

Grade 2



WILDPLAY at Maple Ridge
FOREST PLAY in the North Forest
HIKING AT LOWER FALLS TRAIL in
Golden Ears Park

Grade 3



HIKING in the North Forest
SNOWSHOEING at Mount Seymour
OVERNIGHT CAMPING trip at Camp
Tiberline

Grade 4



HIKING at Houston Trail in Fort Langley
SNOWSHOEING at Mount Seymour
OVERNIGHT CAMPING trip at Camp
Sasamat

Grade 5



HIKING at Lindemen Lake in Chilliwack
CROSS-COUNTRY SKIING at Cypress
OVERNIGHT CAMPING trip at Camp
Jubilee



MYP + DP

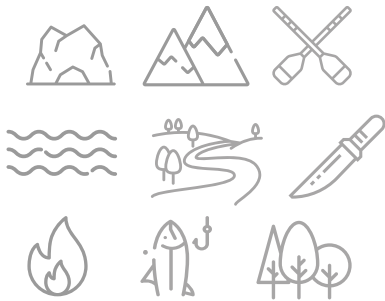
Outdoor Pursuits

Grade 6

During a three-day trip to Camp Potlach in the Howe Sound, students practice canoeing, rock climbing, rappelling, archery, and hiking.

During **CWOW and Advisory Blocks both on- and off-campus**, students practice forest bathing, quiet meditation, exploration games, and fitness challenges.

Additional opportunities include the North Forest Service CAS Club, where students help maintain our forest, creeks, gardens, and trails.



Grade 10

During a four-day trip up the Indian Arm, students take part in a big canoe expedition, where they learn camp building, camp cooking, and navigation. (By the end, students meet the requirements for the Duke Edinburgh Silver Award!)

During **CWOW and Advisory Blocks both on- and off-campus**, students conduct a watershed and riparian field study, observing salmon spawning and hatchery operations.

Additional opportunities include Outdoor CAS Clubs such as Knife Safety, Fire Safety, Fishing, and the North Forest Service Club.

Grade 7

During a three-day trip to Rockridge Canyon in Princeton, BC, students practice hiking, high ropes, ziplining, and paddling.

During **CWOW and Advisory Blocks both on- and off-campus**, students learn Indigenous modes of technology such as creating clay pots and weaving.

Additional opportunities include the North Forest Service CAS Club.



Grade 8

During a three-day trip to Qualicum Bay, BC, students practice caving, wilderness skills, big canoe paddling in the ocean, and indigenous ways of knowing.

During **CWOW and Advisory Blocks both on- and off-campus**, students practice big canoe paddling, complete estuary studies, and hike.

Additional opportunities include Outdoor CAS Clubs such as Knife Safety, Fire Safety, Fishing, and the North Forest Service Club.

Grade 9

During a three-day trip to Golden Earns Provincial Park, students practice big canoe paddling, wilderness skills, hiking, and camp building. (By the end, students meet the requirements for the Duke Edinburgh Bronze Award!)

During **CWOW and Advisory Blocks both on- and off-campus**, students take part in the *MOST Amazing Race* (including challenges such as fire and shelter building).

Additional opportunities include Outdoor CAS Clubs such as Knife Safety, Fire Safety, Fishing, and the North Forest Service Club.

Grade 11

During a three-day trip to Loon Lake, students practice tandem canoeing, field games, yoga, swimming, and outdoor survival skills.

Additional opportunities include the Student Initiated Service (SIS) Club, where students coordinate and lead the care for our campus.

Grade 12

During a three-day trip to Loon Lake, students practice tandem canoeing, field games, yoga, swimming, and outdoor survival skills.

Additional opportunities include outdoor kinderbuddy activities.

Additional Opportunities

Students in Grades 11 and 12 have additional, course-specific activities to take part in. Through school-hosted Adventurous Journeys, students may also meet requirements for their Gold Duke of Edinburgh Award.



At Meadowridge, Outdoor Pursuits begin in Junior Kindergarten and continue through to Grade 12.

Why do we make camping a part of your child's learning?

“ When I am outside in nature, I feel so much calmer.

Student, Grade 5 ”

Nature deficit disorder may not be a medical diagnosis, but its effects can be just as severe. Not knowing our natural world causes us to disconnect from it. We lose empathy, compassion, and care for the world which we all share and depend upon—the effects of which inch into our political, environmental, and social spheres. We've all seen the consequences of natural deficit disorder unfold over the past half-century: earth's health is in decline, addiction to technology is on the rise, and attention spans are dwindling.

We need to reconnect with nature.

Outdoor experience has been a mainstay of a Meadowridge education from the start. Through programs such as the Duke of Edinburgh Award, Week Without

Walls, field trips, and other on-campus activities, students have been provided meaningful, outdoor experiences since our inauguration in 1985. In 2015, We united these and our other outdoor experiences into one comprehensive program: The Outdoor, Experiential, Ecological Education (OE3) Program.

The OE3 team provides students with meaningful, outdoor experiences that foster leadership, collaboration, resilience, compassion, and empathy. Through these tangible experiences our students connect with the natural world through their head, hands, and heart. They begin to uncover how they might live more sustainably—or, in other words, how they may learn to “live well, with others and for others..”



A photograph of two hikers on a trail. The hiker on the left is wearing olive green pants and a dark green jacket. The hiker on the right is wearing a blue plaid shirt and grey cargo pants. They are both using trekking poles. The background is a blurred forest with green foliage and a path covered in fallen leaves.

Risks, Rewards & Reflections:

BY MR. DANIEL LE PAGE '05, DIRECTOR OF ADVANCEMENT

Three important reasons why participation in our outdoor excursions and other experiential learning opportunities is a requirement for everyone.

Catch a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime.

This old Chinese proverb probably sums up my story and proves the point better than I can, but read on if you would like to see an attempt to explain the three important reasons why, anyhow...



1. Orienteering



2. Rappelling



3. Canoe/Portage



4. Traversing

Despite learning valuable skills, like orienteering [1], rappelling [2], canoeing/portageing [3] and traversing [4] the lessons went beyond knot tying and surviving. The real test centered around teamwork, strategy and leadership, life skills learned in the outdoors.

In September 2016 I took a risk and accepted an opportunity to pack up my life and move to Copenhagen in pursuit of a master's degree, along with a few of the extras that living in Europe entails. Among the many reasons that I targeted and eventually decided to attend this program over others was the Scandinavian approach to sustainable business management. This central aspect of our studies was most apparent through a mandatory, core course offering called the Leadership Discovery Process.

Unlike the typical Business School subjects such as Corporate Finance and Managerial Accounting, the Leadership Discovery Process was a year-long, student-centered course, covering the following topics:

- Energy Management
- Evidence-Based Coaching
- Neuroleadership
- Team Performance
- One-to-One Leadership
- Change Psychology

We were assessed on how well we could put ourselves in to the different theories and models discussed throughout the year and, if possible, demonstrate how we envisioned these models and theories translating in to practical situations

in order to become better and more inspiring leaders in our future roles.

An external consulting firm administers the curriculum on a monthly basis and the cohort is split in to eight smaller teams, each of which is paired with alumni mentors who monitor our personal development as a leader over the entire year. The recipe for success in this course boiled down to this: the more you open up and the more effort you put in, the more you will get out of it, period.

My cohort was made up of 35 students from 24 nationalities and different careers ranging from Engineers, Entrepreneurs, Lawyers, Accountants, Computer Programmers, etc, each of which had experienced different business environments and exposure to leadership responsibilities. Pretending to preach a one-size-fits-all model for being a good leader is not only impractical, its irresponsible. The heart of the Leadership Development Process is the in the process, and full engagement throughout the entire year would bring that to light when it was time to be tested.

Once all of the theories and models were learned, tested in our groups and reflected on with through meetings with mentors, we prepared for a culminating

test, to be taken, not written, way outside of the classroom (and many of my cohorts' comfort zones). The final exam is an excursion, beginning in Karlsborg, south-central Sweden, along the shores of lake Vattern, the sixth largest in Europe.

Met by former members of the Swedish Special Forces, we were quickly divided in to three teams and given a list of supplies, packing orders and a strict timeline to prepare our bags. From this point on the leaders of each group would be appointed by the troops, at random, and our success (or what seemed like survival) would depend on their ability to put the leadership lessons we learned throughout the year in to practice, under pressure.

This exercise in physical and mental strength and endurance lasted for four days and three nights across 50 kilometers through the Swedish backcountry, with temperatures dropping to negative 7 Celsius and weather ranging from rain and snow to sunshine. Needless to say, the natural elements were a factor, not to mention being graded on our performance.

Learned Skills

A REFLECTION OF ACTIVITIES



Orienteering

Race through a scavenger course across 20 km of difficult terrain with nothing but a map and compass. Firewood allocated to the winning team.

Rappelling

Learning to tie a rope harness and then descend a 30 m rock face with a 20 kg pack on, in the rain. Lunch break once the entire team is safely down.



Canoeing

Building a catamaran out of two canoes, three logs and four sections of rope, row across three lakes, and portage over two roadways. Fresh fish for dinner at camp.



Traversing

Learn to build a rope bridge and then secure a 50 m span sturdy enough for the team and the gear to cross the river safely. A hearty meal and solid nights sleep inside once all teams succeed.

2018/2019

Our camping trips



Students learn through living; they learn to cook for themselves, to canoe, to pitch a tent... they learn skills which cannot be taught in a class. Students take part in a variety of novel and challenging activities that provide an opportunity for success and growth.

PRIMARY YEARS PROGRAMME (PYP)

Grade 3

Timberline Ranch *one night*

Grade 4

Sasamat Outdoor Centre *one night*

Grade 5

Camp Jubilee *two nights*

Students camp overnight in cabins for two nights while participating in a variety of team-building activities and outdoor challenges, including canoeing, kayaking, high ropes, sling shots, and shelter-building.

MIDDLE YEARS PROGRAMME (MYP)

Grade 6

Camp Potlach *two nights*

Grade 7

Rockridge Canyon *three nights*

Grade 8

Rockridge Canyon *three nights*

Students practice overnight camping in cabins while participating in paddle sports, cross-country biking, First People's crafting and building outdoor skills.

Qualicum Bay *two nights*

Students practice camping in tents overnight for the first time, while also participating in Voyageur canoeing, caving, coastline study, outdoor skills challenges, First People's games, and a traditional salmon bake.

Grade 9

Duke of Edinburgh Bronze Outdoor Adventure at Alouette Lake *two nights*

Grade 9

Duke of Edinburgh Bronze Outdoor Adventure at Alouette Lake *two nights*

Grade 10

Duke of Edinburgh Silver Outdoor Adventure at Indian Arm *four nights*

Students practice overnight backcountry camping while participating in a variety of outdoor challenges and team-building activities, including Voyageur canoeing, camp craft, and wilderness skill development (e.g. pitching a tent, cooking food).

DIPLOMA PROGRAMME (DP)

Grade 11

Loon Lake *two nights*

Grade 12

Loon Lake *two nights*

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Thank you.

Meadowridge School gratefully acknowledges all donors. This report recognizes all gifts and pledges to the Annual Fund from July 1, 2018 to April 9, 2019.

Every effort has been made to ensure the accuracy of this report. If, however, any errors or omissions have occurred, please accept our apologies and advise the Advancement Office so that corrections can be made.

*Indicates Staff Member

Here's how we're doing so far



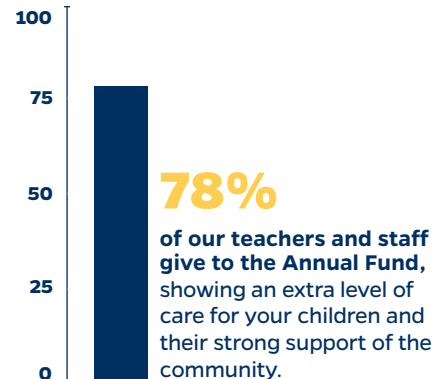
- 6% ACADEMIC ENRICHMENT
- 2% ARTS
- 2% ATHLETICS
- 1% ENDOWMENT
- 3% FACILITIES
- 1% FINANCIAL AID
- 68% HEADMASTER'S CHOICE
- 5% LIBRARY
- 6% MUSIC
- 4% RESTRICTED FUND
- 2% STUDENT LIFE
- 2% TECHNOLOGY

93 donors gave to the Annual Fund for the first time this year

Don't let questions hold you back from showing support; ask us anything!

17 families donate through their MEIDs

Families donate a minimum of \$2,000 annually from their MEIDs. This is a great way to give back without having to pay cash.



Please join us to make a difference!

Purchase Highlights

annual fund

The Annual Fund offers financial flexibility to address educational needs as they arise, providing necessary and approved teacher-requested enhancements across the Continuum. Here's a few highlights of how your gifts have enriched learning through equipment and support for our programs.



New Library Chairs

The Library is the heart of our school, and our librarians design the space to preserve that feeling. With 15 comfortable new chairs, our community now has the perfect place for researching, viewing, reading, and relaxing.



Kindergarten Resources

For our Kindergarten classes' "Who We Are" Unit of Inquiry, teachers purchased multi-ethnic resources, including dolls, wooden puzzles, markers and pencils so that all ethnicities and cultures can be represented.



Orienteering Kits

Two orienteering kits were purchased as initiation to our upcoming orienteering race. With control cards, orienteering markers, compasses, map measurers and more, our students will be well-equipped to tackle this engaging challenge.



We live what we teach, and model what we believe and we do it together with our families.

Meadowridge is a very good school. First of all, my children are very happy at school, the students are very friendly, and the teachers are very dedicated. In order to improve children's learning, teachers often sacrifice their spare time, such as using lunchtime to make up a lesson for students in need. When children have questions, teachers reply to their email immediately – even outside of school hours. When children have made even a little progress, teachers will not hesitate to praise them. This is not an individual teacher; all the teachers at Meadowridge are selfless and dedicated. My husband and I are very moved, and also very happy that our children are able to join such a great family to study. We are very grateful to the Headmaster, teachers and staff. We will certainly do our best to contribute to the development of our school.

Ms. Lu
(Grade 9 and 11 Parent)



Want to learn more about the Meadowridge Annual Fund?

Email annualfund@meadowridge.bc.ca or call 604.467.4444.



NEW & UPDATED AUDIO-VISUAL

to make our community
events even better



Help us with a Special Project

**Make a gift to this special project to
outfit our gym with new bleachers
and audio-visual equipment.**

After 20 years of use, our bleachers need replacing and new audio-visual is required.

Thousands of people walk and sit on our gym bleachers annually for sporting and special events. It is one of the most well used apparatuses of the school and therefore one of the most worn areas.

The current audio-visual isn't suitable for presenting in such a large space and we need to ability to offer quality presentations and videos in the school's largest common area.

Haven't given this school year? Families who haven't given to the Annual Fund this year, please consider making your gift now.

Already given this school year? Thank you! Please consider topping up your gift with an additional donation in support of this special project.

GO GRYPHONS GO!

These new bleachers are customizable with our logo, easier to access, and provide more comfortable seating so we can focus on cheering



CUSTOM BLEACHERS

to sit comfortably and
show our Gryphon pride!



Project Goal

\$140,000

this is the estimated cost
for the new bleachers and
audio-visual equipment



Our Gym is one of the most used spaces in the school with sporting events, PHE classes, and community events like Convocation and assemblies



Donate online at
[BIT.LY/GYM-FUND](https://bit.ly/gym-fund)



**FINDING
THE
RIGHT
FIT**



▶ Finding the “right fit” takes a years-long, all-around approach.

Students need the time it takes to make fundamental decisions about who they are, what they want, and what they might like to become. Finding the right fit requires goals, passions and a keen self-awareness—things students develop often and in all sorts of ways in the Meadowridge Post-Secondary Counselling Program. Learning from guest speakers, alumni, counsellors and each other, students take part in exercises, activities and sessions designed to stimulate, challenge, and develop their thinking.

For our counsellors, every interaction is a chance for students to learn more about themselves.

During our last Classroom Without Walls (CWOW) day, students participated in the Grade 9 and 10 Career Roundtable, an event welcoming parents, friends and family members into our school to talk with students about their respective careers. Following career diagnostic tests, and a presentation about the realities of a modern career launch, the roundtables let students explore some of the emerging post-secondary and career ideas they were beginning to form.

Students met with professionals working in a range of industries, 21 altogether, including psychiatry, media and graphic design, medicine, aviation, accounting, and talent recruitment. This mix is planned so that students can meet with the standard career go-to’s—medicine, engineering, and business—as well as the less-traditional options that are often overlooked.

Through interactive, small group talks, students learn the specialization options and career paths of different lines of work, as well as the realities of what the job entails. Conversations are open, candid and encourage interaction. Arriving with many questions, the roundtables let students get answers from established professionals who know the ins and outs of both the industry and the workforce.

Finding the right fit, whether a career or program or post-secondary institution, takes time, and it takes many experiences. As one of many, the Career Roundtables are one of many small steps along the way. →

Hear what our Grade 9 and 10 students had to say:

▶ The conversations with Mr. Storgaard were brilliant; I learned knowledge in IT, Business and Coding. The whole event was very valuable and increased my knowledge.

I learned to always be open-minded when considering possible careers. ▶

▶ What you did in school, university will not always shape who you become— you shape who you become, not the education you receive.

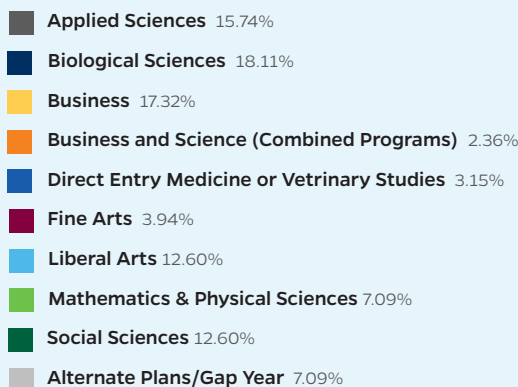
Would you like to help at our next Career Fair?

The Career Roundtable is only possible because of parents, families, and friends. It takes a village (or, 21 professionals!) to help guide students in their post-secondary and career planning. Our post-secondary team is already planning next year’s event and is on the lookout for panelists.

If you can help at next year’s event, please email brianna.just@meadowridge.bc.ca.



Where do our graduates end up?





SHOW & TELL

WHAT IS THE PERSONAL PROJECT?

The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, consolidate prior and subject-specific learning, and develop an area of personal interest.

The personal project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student.

What does that all mean? Let our students tell you.

NOAH W.

How are Canadian youth working towards shaping their vision for the future of Canada?

Why did you choose your topic?

Over the summer I attended a consultation on Canada's new youth policy. This policy is being written right now, and our group—there was about 40 of us—shared what we wanted to see in the policy and for Canada's future. People's perspectives, experiences, and issues faced were all so different. We talked about these issues and about how we could address them. I had always wanted to create a documentary [for my Personal Project], but it was after attending the consultation that I realized what it would be about: the issues of Canadian youth. So many groups don't have the same rights as us, and I wanted to explore how we could come together to address this.

After the consultation, I sent out a survey asking students what issues they cared about. A lot of people brought up education, the environment, and mental health, so I decided to focus my documentary of these three issues.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

During my research, I found out about

the Prime Minister's Youth Council, a group made up of 25 youth from across Canada who speak with the Prime Minister about the issues affecting Canadian youth. I sent emails to 23 different people on the Council about possible interviews, and ended up interviewing four of them. They came from all over—Vancouver, the Northwest Territories, Quebec, and Nunavut—so their perspectives were ones I hadn't heard before. The woman in Nunavut, for example, talked about her community's limited access to healthcare and education. I also put out a request on Facebook, and ended up interviewing another six people.

After some research and interviews, I started writing my script. After that, it was editing and putting it all together.

What are some of the more interesting discoveries you made while working on your project?

People's rights are so different, even across Canada. When you talk to people up north, you hear about how someone with a broken leg has to wait an entire day before they can be flown somewhere for medical treatment. Elsewhere, there are issues of access to water or affordable, healthy food. In Quebec, there's the issue of language. A

lot of people talked about the costs of education and housing. You just don't expect how diverse Canada really is.

What was the highlight of your personal project?

When I finished [my documentary] and was able to share it. I did a screening to show my friends, and then I published it on YouTube to show students from all over. There were minor issues, like with the sound, but it has been overall pretty good. People generally liked the message and the information presented in it.

What's next? where does your project go from here?

I'd like to join the Prime Minister's Youth Council—I had hoped to apply this year, but I turned 16 (the age requirement) in January and the deadline had passed. I'd also like to continue getting involved at Meadowridge over the next few years, doing what I enjoy to make a small difference in the world. Even if you're helping people in some small way, it's a start.



KAYLA M.

What are the challenges of having a developmental disability and what can I do to raise awareness in the community about developmental disabilities?

Why did you choose your topic?

My uncle works at the Community Living Society, an organization supporting individuals with developmental disabilities. He's always talking about his work, and about the variety of people he meets. I'm a people person, I like meeting new people and learning their history, so I thought working with [Community Living Society] would be a good opportunity for my Personal Project. Not just that, but I also didn't have a lot of experience talking to people with a developmental disability, so I thought it would be a good chance for me to both learn and engage.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

I had a meeting with Community Living Society's CEO, Ross Chilton, who gave me insight into what the organization does. Afterwards, he helped set up interviews with five people so that I could collect and share their stories. The interviews were really interesting; some of the people had cerebral palsy, and one of the women was deaf—she couldn't

hear—so there was an interpreter in the room. Every interview was different, and each one a new experience for me. Every interview I walked into was something new, and it was hard to adjust at first, but in the end I got to know each person really well.

Once I published my book, I read over it a couple of times. All the stories are so raw and emotional and show people's vulnerabilities. I think readers will definitely understand things from their point of view. I actually chose to include people's pictures after the interview, not before, so that people wouldn't judge based on appearance.

What are some of the more interesting discoveries you made while working on your project?

I realized I had some preconceptions about people with developmental disabilities. I had an idea about how I thought they would act and about their personalities, but over time I slowly realized that they're normal people: people with development disabilities act the same as us, have the same feelings as us, and their experiences have been—though slightly different—pretty similar to ours. They are normal people. They

just have a disability. Going into the Personal Project, I didn't think of myself as someone with a preconception.

What was the highlight of your personal project?

I talked to one man who is a Special Olympics bowler for Team Canada. He has lots of medals, and it was really cool to hear him talk about something that he was so passionate about. His approach to life was so positive. Out of the five people I interviewed, he had it pretty hard. He grew up in an institution, but his approach to life was to stay happy and see the positive: he chose to see things through a positive outlook instead of everything blue and negative. By changing the way you think, life gets better. This was a common mindset between all the people I interviewed.

What's next? where does your project go from here?

I'm not exactly sure—I definitely want to stay in touch with the organization and help more. I want to help people gain more insight and spread awareness.



PRIYA S.

How can I educate children, using an illustrated book and storytelling, about the effects of plastics and toxins on endangered species such as the Orca?

Why did you choose your topic?

When I was 12 years old, I watched a documentary called *Black Fish* on the captivity of orcas, and I kind-of fell in love with them. As I researched more about orcas, I realized the population was decreasing rapidly, specifically due to plastics and toxins in the water. Using my art skills from school, I decided to create an illustrated children's book showing how plastic affects marine life; that's how the orca became the main character of my story. I did this project and directed it towards children because they're the future of our world. If we expose them to these issues sooner rather than later, they can actually make more effective changes when they grow older, as it will be embedded in their system.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

I actually had three initial ideas, but after weighing the pros and cons of each option I chose to write and illustrate a book. After I decided on my project, I researched [my project's] three core

elements: how to illustrate, how to write a children's book, and plastic's effects on orcas. To be honest, most of my research was taken from my own primary research and by planning the characters of my story. I wrote the story first, which took about one to two days. The illustrations took me so many hours. It was tedious, but illustrating was a lot of fun. Digital art was a new area for me—usually I paint or draw—but Mrs. Rhonda Laurie, my mentor for his project, told me about a new software she was using, Procreate. I actually got to learn it and use before anyone else in my class, so when it was introduced, I was answering everyone's questions about it since I already knew the program so well.

What are some of the more interesting discoveries you made while working on your project?

I've never illustrated before. It was a whole new type of art for me, and doing it within the project timespan was highly challenging but definitely rewarding in the end. Mrs. Laurie was such a great help as my mentor, and she really invested her time after school to help me create my product. I wouldn't have been able to do this project without her. She wasn't even my advisor; I just

approached her as my art teacher and she offered to help. So, learning to illustrate was definitely a highlight. As was learning how to publish my own book.

What was the highlight of your personal project?

I actually read my book to different classes, which was really cool. It was nice to see that they understood the message—that made me so happy. It meant that my book had achieved its goal. Students could apply the knowledge from my book to their daily life, creating change. I read it to two classes of Grade 1's and one class in Grade 3.

What's next? where does your project go from here?

Maybe a sequel. Definitely over the summer I would write another book, probably around another environmental issue in another area of the world. Maybe air pollution. So yes, that would definitely be my next step.



ANNIE Z.

How does cancer and its treatments impact the lives of patients and their families?

Why did you choose your topic?

I have some friends whose dad passed away from cancer five years ago. Once I heard their story, it kind of stuck with me. I like writing stories, and I like learning about medicine, so I decided to write a story. As someone who has never experienced a tragedy, I hoped to help readers understand the perspectives of someone whose family member has gone through, or passed away from, cancer. We hear about cancer all the time, with fundraisers at the school like movember or two toonies for terry, but we don't hear about how cancer actually affects people. You don't see how devastating a loss can be.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

I started by interviewing my friend who lost her dad to cancer, and then I posted in the IB Students Worldwide Facebook group. I asked if anyone had experience losing someone to cancer, and if they'd want to talk to me. I ended up speaking

to kids in Europe, South America, the United States... a lot of them talked about losing their grandparents, and some their parents. I wanted my book to be based off of my friends' experience because it was different. It was a very sudden thing, and it impacted the whole family.

My book ended up being about 4,000 words or something, and I separated the story into three parts: the diagnosis, the treatment, and life after the father passes away. I also did my own illustrations. Before coming to this school, I took art really seriously and I kind of re-found my passion for it through digital art, so I really wanted to incorporate that [into my project]. I wrote my story and then illustrate the parts I liked in Procreate. Since I'm a perfectionist the illustration part took a lot longer.

What are some of the more interesting discoveries you made while working on your project?

A lot of the stories you hear about are about grandparents, not necessarily about parents, so you don't often find stories of how kids are affected. My friend—the same one I was talking about—her mom completely shut herself off from the world. I thought it was really important to understand how kids, and close family members, react to these losses.

What was the highlight of your personal project?

Probably after I got it printed, when I got to see it for the first time. It was pretty cool, because I spent a bunch of time on it.

What's next? where does your project go from here?

I don't know. I gave a copy of my book to my teacher, and they recommended that I could write more or further develop each part, and I might consider doing that when I have time over spring or summer break. This is probably not the last book that I will write.



Why did you choose your topic?

It's a personal interest of mine. I've been into gaming for a long time now, maybe seven or eight years, and I had always bought pre-built computers, but those computers are expensive. So, when it came time to choose my project, I thought why not give this a try and see if it works? I started reading and researching and decided building a computer would be reasonable.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

I started by setting a budget to figure out how much money I wanted to spend. I then looked at different hardware and parts... that took a long time! At first, I was trying to buy parts from old computers, but those ones were actually more expensive. So, I started ordering my parts from Amazon. The main thing you have to focus on is the compatibility of each part, making sure they can all work together when assembled. That took a pretty long time. I also found a great website where you can type in all the parts you're using and check the compatibility; I checked each of my sockets.

DAVID Z.

How can I build a PC to save the environment by using old technology for gamers who want to play modern day games?

What are some of the more interesting discoveries you made while working on your project?

The building process was really interesting. It's really funny how careful you have to be. If you break something, you have to start all over.

What's next? where does your project go from here?

I could see myself helping people build their own computers. I kind-of did that once, but I didn't charge that much money. I've been thinking about that, to see if anyone wants me to build one for them. I'm definitely interested. I could also see myself joining robotics next year.

Why did you choose your topic?

I've heard about global warming my whole life, but never learned what it really was until I attended a Model UN Conference about it. The theme of the conference was global warming, and what governments around the world could do to address it. My research and preparation really opened my eyes, and I decided to focus my Personal Project on learning more. Since the conference focused on what governments could do, I chose to explore what families could do instead—not everyone can do what the government can, but if everyone takes small steps they can accumulate.

Walk me through the process: how did you get started? did things change along the way? what was the overall experience like?

I started by looking at the large picture and worked my way down: I researched what different governments could do, what Canada could do, what British Columbia could do... and then, at the end, what individuals and households could do. People generally hear about what governments can do, but they don't know what they can do as a family. That's why I chose to take on that new perspective; not everyone needs to (or can) go out and buy solar panels, but

they can take shorter showers, reduce their A/C use, and close the refrigerator door.

From my research, I wrote, designed, and published a book that introduces global climate change and then shared the realistic things people can do in their everyday lives to reduce their carbon footprint. This was my first time writing a book, but I chose to do it because it was the most traditional, widespread way to raise awareness.

What are some of the more interesting discoveries you made while working on your project?

I got to see how drastic a small change can become; for example, recycling paper in the office can save dozens of trees and hundreds of pounds of paper. Also, cutting your showers by thirty seconds can save hundreds of gallons of water. These things are easy to do, and none of them require you to step-up and do things that you aren't already doing. I used myself as a benchmark—like, I knew I couldn't go full vegetarian myself. Things are easier said than done.

What was the highlight of your personal project?

Making the phone calls with the printing company, and finally going to the printers to get my book back and see my work turn into a real book.

What's next? where does your project go from here?

I'm going to continue to follow the tips I set for myself in the book. Also, since it's now an interest of mine, I'll continue to be aware of global climate change, follow the news, and learn about what the government is doing. I'm going to continue raising awareness the best I can.

OLIVER G.

How can I spread awareness about the issue of global climate change and help reduce the carbon footprint in Vancouver households?



A young woman with long, wavy brown hair, wearing a white school shirt and a dark tie with gold stars, is focused on her work. She is sitting at a desk with a laptop in front of her. Her hands are near the laptop, and she appears to be adjusting something. The background is slightly blurred, showing other students and a bright, well-lit classroom environment. A decorative graphic of a molecular or network structure is overlaid on the left side of the image.

Students Reveal:

What's the Internal Assessment All About?

A culminating experience for students, the internal assessments (IA) are an exciting part of the diploma programme, and teachers are always surprised by students' creativity when provided a chance to take charge. Students ask all sorts of questions and solve them in all sorts of ways. Indeed, the only obstacle when it comes to the IA's is not the idea themselves, it's the equipment: our teachers must reign back, and even reject, experiments simply because of resources. Without certain tools, students are limited not by what they want to measure, but what they can.

To fix this, our science department has been building its bank of sensors and probes, an initiative supported entirely by generous donations to the school's Annual Fund. Most recently, a new suite of Vernier sensors and probes was picked up, and students were quick to put them to use. This year, for the first time ever, students could measure fermentation, stress, excitement, muscle contractions, and shock as part of their internal assessments.

These probes allow students to conduct high-level experiments and record data quantitatively, which is "imperative to the IB Science Programme," Mr. Jamie Marriott, DP Biology Teacher, explains. "Without them, conducting labs, internal assessments, and extended essays in science would be a very difficult task."

Aaiush J.

(Grade 12)

About his Biology IA

Tell me about your project.

I'm using an **Electromyography (EMG) sensor**, which uses grip strength and electrical conductivity to measure how long, and how much, someone's forearm muscles fatigue over time. I have students squeeze a hand gripping device consistently until they're tired and can't squeeze it anymore. The EMG sensor tracks both time and strength of the squeeze.

Where did you get the idea for your project?

I want to go into sports medicine when I grow up, so I knew I wanted to do something related to muscle contractions or spasms due to over-contracting or over-use. I asked Mr. Marriott about the best way to go about this, and he recommended I use the new Vernier sensor we just got in—I'm actually the first student to use it!

And once your idea was formed, how did you figure out how to test it?

I did some research online, but I was still pretty confused. I knew what experiment I wanted to run, but my main concern was figuring out how I'd analyze the data when my trials were over. Mr. Marriott helped me a lot, though: he actually majored in Physiology so he suggested which route I should take. He told me to look at amplitude—the base versus when you actually contract—over time and then compare all the readings to that.

Inevitably, I was going to have to use Math. I had to explain why the data was the way that it was. That's something we learn a lot about in our courses, that we need to explain the 'why', Comparing and contrasting one number over another and explaining why it matters.

What's it been like so far?

It's been interesting. People have such different reactions. Most of the guys try to squeeze it as hard as they can, and they'll pull up the graphs afterwards to see who has the strongest grip strength—which is not what I'm actually testing! I'm actually comparing the rate and degree of fatigue.

What was your hypothesis?

I'm testing senior basketball players' strength—both boys and girls—so that my results are more controlled. My hypothesis was that the boys, overall, would have a longer length of muscle strength and lower muscle fatigue than the girls. You just have to make a guess and the data will prove you right or wrong. You have to come up with an idea and investigate it using scientific methods.

Have there been any surprises?

Ved V. (Grade 12) was definitely a surprise! Most people have been done around the 150- to 200-second mark, but Ved went on for—I think—about 1,000 on his dominant hand. And he stopped only because he had somewhere to go, not because he was tired. I've had to use qualitative observations to figure that one out: did he do something different? Or is he an outlier? Again, Math comes in to help you figure that out.

Actually, one of my friends did his Math IA on t-tests, so I may use some stuff from his paper and get him to help me analyze those results.

What have you learned so far?

So far, I've learned that there isn't that much discrepancy between the boys and the girls. At least not as much as what you might think. Grip strength doesn't matter in the end, because I'm looking at rate and degree of fatigue instead.

Creating your own lab: is it frightening or fun?

At first, definitely frightening. I think I proposed five ideas before Mr. Marriott approved my lab. He kept trying to get me to find one that was more feasible to conduct and analyze. He helped me a lot. Once my project was approved, it's been fun. For other people's experiments, they're growing plants, or doing things with enzymes... I feel like I'd be bored sitting in a lab, waiting for things to happen. For my lab, since I'm engaging with people, it's been a lot of fun. I want to go into sports medicine for that reason, because I can engage with my patients and not sit in a lab.

Have you always wanted to go into sports medicine?

I've wanted to go into sports medicine since I was in Grade 9. I started thinking about it because I had to... but when I volunteered at a local physiotherapy clinic, I got more insight. Then I shadowed a physiotherapist in Buffalo for two weeks. That was amazing. He treated all sorts of patients—the young and the old—and works with university students, hockey players... we actually got to go to an AHL game and watch some of the players he was helping.

Back to the IA... what's been your favourite part so far?

Honestly, watching peoples' reactions to the results. It's very funny watching people react to the results they get.

How about least favourite?

My least favourite part hasn't happened yet... the write-up. It can be as many as 12 pages. It'll be a lot.

Where do things go from here?

I'm going to look at what happens during muscle contractions, what kind of biological processes are going on, and explain why fatigue occurs. I'll explain what I'm looking at, my variables, what I'm measuring, what I'm changing, what conditions I'm keeping the same, keeping controlled.... Then I have to create graphs. I'll look at the data—the rate and degree of fatigue—and use t-tests and statistical analysis to explain why my data is the way that it is. Then I'll compare the data to my original hypothesis.

I'll need to reflect, though. I'll have to explain any uncertainties, or what I should've controlled better, or any other things that could have changed my results.

Taylor P. (Grade 12) About her Biology IA

Tell me about your project.

My project is a stress test which measures participants' stress levels based on different music constants while doing three, 45-second Luminosity tests. The participants are connected to two different electrodes which measure the galvanic reflect. This reflex generates a change in skin conductivity during periods where the participant is stressed, excited, or shocked. Once attached, the participants do all three tests: one without music (constant), one with jazz or classical music (non-lyrical), and one with rock music (lyrical). Besides measuring the reflex period, the scores from each of the tests were also recorded in order to determine whether or not the participants worked better under stress, and how the music hence affected their scores.

Where did you get the idea for your project?

I always planned to relate my Biology IA to music in physiology, as that is what interests me the most. It is stated that unless there are specific factors which cannot be scientifically measured, music-related Biology IA's tend not to score as well, which is why Mr. Marriott showed me the newest Vernier equipment purchased by the school. I tested this new equipment before I got started, and planned my experiment so I could use the probe to test my ideas of how music influences stress levels. The new equipment took my original question and turned it into something scientifically measurable.

And once your idea was formed, how did you figure out how to test it?

My IA was planned around the functions of this probe in order to complete my original idea of music influencing stress. Finding a way to measure stress would have been very hard, and possibly not score well, without utilizing this new galvanic reflex sensor. After discovering the functions of the sensor, I designed my experiment to have a control (no music), non-lyrical music (jazz or classical) and lyrical music (rock), and planned how I intended to do each test in the most time-efficient manner.

What's it been like so far?

My experiments have gone very well; I have managed to obtain 30 participants and have had successful trials for each of them. There has been quite a variation in the test results from participant to participant, but there have been reoccurring patterns which might possibly explain the influence of music on stress levels. Although the first few trials were a bit slow, the process became much more efficient and reliable.

Creating your own lab: is it frightening or fun?

Labs can be quite scary if you don't know what you would like to do, but if you find something which interests you it is very fun! My Biology IA has been the IA which I have enjoyed the most, as it is the one I was most interested in. I have had my music-stress test idea for a while now, which allowed me to easily narrow my idea down to a testable lab quite quickly.

What's been your favourite part so far?

My favourite part so far has most definitely been each of the trials. Doing each test with every participant was quite interesting as it allowed me to analyze who works better under stress, as well as how each type of music (or no music) influences their stress levels. It was quite funny watching each participant analyze their own stress levels as well, as they got to see their results and reflex graph after completing each test.

How about least favourite?

Depicting all of the data from each graph into my write-up.

Where do things go from here?

I now plan to analyze my data as a whole, specifically looking at how stress is influenced by each of the music types, as well as how each participant scored.

I now plan to analyze my data as a whole, looking specifically at how stress is influenced by each of the music types. I'll start by looking at how participants scored on the tests depending on their stress levels and the music playing. In my write-up, I will then determine the correlation values of my data using t-tests to see if my hypotheses can be accepted or rejected. From here on, my investigation will be the analysis of the data collected, as well as referencing the tons of research about how stress is influenced by music and if my data reflects the research or not.

Ved V. (Grade 12) About his Biology IA

Tell me about your project.

When baking bread, salt is used to control the fermentation of yeast. I chose to investigate the effect of an increased salt concentration on the rate at which yeast ferments. In the case of my IA, the rate at which yeast ferments was measured by the rate at which the Percent Oxygen Gas is consumed within five minutes.

Where did you get the idea for your project?

I really like yeast, which is evident by my Cooking Channel that I had made for my Grade 10 Personal Project. Furthermore, I chose to work with yeast as I prefer to work with everyday products, rather than chemicals and organisms only available in a university or high school labs.

And once your idea was formed, how did you figure out how to test it?

It was really about using logic to figure out how to sustain the fermentation of yeasts, while also controlling nearly all other variables—or the ones that can be controlled in a developed, high school lab anyways. I tested my question in a way that would eliminate all unneeded variables; this was done by using a sealed bottle for my yeast to sit in and stirring in the sucralose and solutions with a machine rather than by hand. By doing my experiment this way, I was able to keep the variables constant. Also, by using the complex and advanced lab glassware that Meadowridge has to offer, I was able to keep the mass of yeast and the volume of water constant for all 60 trials.

How have things gone so far?

No surprises, because my procedure was perfect. I'm not trying to flex, but I'm actually amazing.

Creating your own lab: is it frightening or fun?

It's fun if you like doing labs. It's frightening if you don't know the difference between a beaker and a flask.

What's been your favourite part so far?

My favourite part has been seeing my data looking exactly how I pictured it.

How about least favourite?

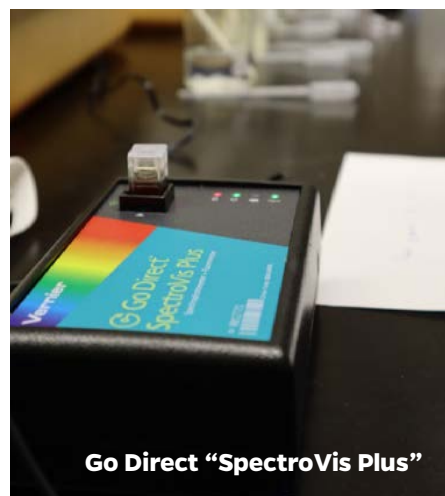
My least favourite part has been finding something to do during the trials and having to clean up after I'm done.

Where do things go from here?

Well, the school has acquired ethanol probes. And ethanol is produced during the fermentation of yeast. So, I think using those would be pretty amazing. Furthermore, we also have Carbon Dioxide probes, and as Oxygen is consumed during yeast fermentation, Carbon Dioxide is produced. So really, some really cool experiments and investigations can be done with these cool and advanced tools.



The Qubit GSR (Galvanic Skin Response) Sensor



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The Qubit EKG/EMG Sensor is designed to measure voltage waveforms produce during muscle contractions. Equipped with a switch setting, it can record EKGs for heart rate and heart rhythm. In a lab, the sensor can be used to look at muscle contractions and rate of muscle fatigue during a series of contractions or exercises.

The Qubit GSR (Galvanic Skin Response) Sensor measures the psycho-galvanic reflex, a reflex that generates a change in skin conductivity during times of stress, excitement, or shock.

The Go Direct Ethanol Vapor measures the concentration of ethanol in the air above an aqueous sample. This sensor can be used in a wide variety of experiments in biological, agricultural, food, and environmental studies.

In addition to these sensors, they were also able to purchase soil moisture probes, **Go Direct "SpectroVis Plus" Spectrophotometer**, and new dissolved oxygen probes.



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SATURDAY, JUNE 15, 2019

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