

Winter 2018

# the GRYPHON

# TEACHING PROGRAMS FACILITIES







### FIRST DAY OF SCHOOL 2018

Students arrive to school on the first day the same way they do for the rest of the 173 days of the school year — with a handshake!

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THE GRYPHON | WINTER 2018

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**MEADOWRIDGE SCHOOL**  
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# On Being “Outstanding”

## Our Vision in Action

BY MR. HUGH BURKE, HEADMASTER



“Imagine if you were asked to build a school, and the instructions were to create a place with outstanding teaching, programs, and facilities. **What would you do? Would you build a big building? Is that the right place to start?**”

Imagine if you were asked to build a school, and the instructions were to create a place with outstanding teaching, programs, and facilities. What would you do? Would you build a big building? Is that the right place to start?

Perhaps the best place to start would be to ask: Outstanding for what purpose? For whom? After all, Jimmy Choo shoes are outstanding, but not much good on a hike. Hiking boots are outstanding, but not very useful with a wedding dress (except for an unusual bride).

1

If a school is to be outstanding for children, and for youth, then there are some things that are critical. They love to play, and learn by playing – so large and well-designed playgrounds and play areas become important. Gym space and exercise space and sports facilities are not luxuries: they are necessities.

Children like to be outside, and so large outdoor spaces are also required, spaces with hills and climbers, hidden places and stages, music and silence. Because many students do not have natural spaces at home, an outstanding school would have abundant natural spaces – gardens and forests, streams and ponds, trails and clearings – and animals; squirrels and deer and raccoons and bees and birds of all kinds. And perhaps a fireplace to sit by, and an outdoor kitchen for cooking and making treats.

Children need good food to eat during the day, so that they can be energetic and learn and focus; they need to be able to socialize when they eat, and to eat well. A cafeteria program of freshly prepared, constantly changing good food is an important part of a healthy school experience.

Inside, children need natural light and fresh air for healthy growth, which means that large windows and skylights are necessary. They need spaces to do art, and music, to play field sports, and to perform. They need access to thousands of books, because reading is critically important to growth in

2



## Let's connect this to **Our School Vision**

1

**As in every age before us, our children also need to look after themselves.** They need to understand their bodies, and what keeps them healthy. They need to take risks, because life has no guarantees. They need to be able to regard themselves, and reflect on what they do, or think, or believe, because the only real knowledge is self-knowledge.

2

**The central conception of learning in our school controls our use of technology.** Although there are some who predict that technology will completely change schooling, or even make it a thing of the past, it will continue to be seamlessly woven in to the fabric of our learning practices, and will enhance learning in the school, rather than change it. We need to make sure that our school and our students control technology, and are not controlled by it.

compassion, knowledge and intellect. They need science labs, and spaces just to be with each other – to study, to chat, to laugh, and to support. Students need access to the world of technology – to computers, printers, projectors, 3D printers, laser engravers, robotics, hand and power tools, and to a plethora of laboratory instruments. They need specialized equipment for chemistry and biology and physics, for design and business and forensics.

They need space.

And when you had that space, and those facilities, in your design for an “outstanding” school, what programs would you bring in? Would you be happy enough with local programs? Or would you want programs which were the best in the world?



3 Would you want a program which focused on knowing stuff, or on programs which developed children over time to be well-rounded, diligent, reflective, knowledgeable, caring, risk-taking, and all of the attributes of the IB Learner Profile? The International Baccalaureate program is generally considered the best in the world. In it, students learn to be, learn to know, and learn to do.

A good school could focus on an easier curriculum, a less demanding program... but the shared future of our children depends upon their readiness to shape a world that is constantly changing, and a world that is increasingly global.

An outstanding program should focus on preparing children for a global future, not a local one. It should embrace many cultures and nationalities, along with travel and intercultural engagement.

It should emphasize inquiry, because the future is filled with more questions than answers, and our children need to be good at pursuing solutions. And it should prepare our children to work alongside of others to create a better world, not only for themselves, but for all.

We do not seek merely excellence in comparison with others, but rather excellence in constantly seeking to do better for our students, their growth, their health, their futures – the only real measure of what is outstanding in a school.

Next, what teaching would you look for? What kind of teachers? What would you do to ensure that they were “outstanding”?

British Columbia teachers are amongst the most highly educated in the world. In general, they require a degree as well as several years of teacher education – a total of six years of preparation. Children deserve such teachers. They also deserve teachers who have taught internationally – as many of our teachers have – and bring perspective and experience. The

teachers at Meadowridge also speak about 17 different languages. We retain teachers for a long time, and that is a good thing, since we invest a lot of time and money in ongoing professional development. Our teachers also set goals for themselves each year, reflecting those things that they want to learn or to try out. Many also offer workshops to other teachers dealing with approaches to the IB. Many sit on accreditation teams that visit and accredit schools across Canada and around the world.

4

*Let's connect this to*

## Our School Vision

3

**Our school Mission is best carried out through connecting intellectual, emotional and physical learning with meaning in the child's life in exciting, developmentally appropriate and challenging ways.**

Children should be dignified as active meaning-makers, not passive recipients. Children should learn how to acquire, use, and share information in multiple forms and ways, so that it becomes meaningful knowledge.

4

**Students need, in other words, to know how to learn – to acquire, use, and share information – and how to apply that learning to the problems and challenges that await them.**

The way we teach our children to learn is what they will take with them to become the leaders of the future. Process has become the new content, and our model of learning is a strong curriculum.



A good school could focus on an easier curriculum, a less demanding program... but the shared future of our children depends upon their readiness to shape a world that is constantly changing, and a world that is increasingly global.

In your imaginary “outstanding” school, how would you make sure that it was actually outstanding? What would you measure? How can you be certain?

It is not unusual for schools to make claims of being good. Many are. But to ensure that our school is really outstanding, we bring in multiple accreditation groups. In fact, we are amongst the most accredited schools in the country.

Accreditation teams examine everything – facilities, teaching, learning, governance, finance, risk management, curriculum, and so on. They report on what is excellent, and what needs a bit of work.

The reason that we accredit so much is that the real mark of an outstanding school is that it is never satisfied – great schools always seek to grow, to do better, to ensure that the children and

youth in the school have outstanding teaching, and facilities, and programs. But mostly, we measure the growth of our students every year, and we know that our results are amongst the best in the world.

# The IB Continuum of Learning

Learning to be, to know, and to do

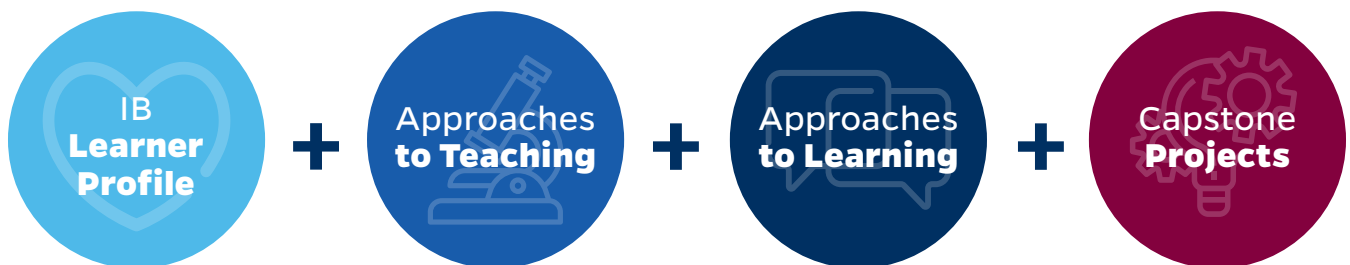
BY MR. TERRY DONALDSON, DIRECTOR OF TEACHING AND LEARNING

Meadowridge School is an IB Continuum World School offering the Primary Years (PYP), Middle Years (MYP) and the Diploma Programme (DP). While each programme is distinct in many ways, there are components that tie the programmes together and, thus, create a continuum of programmes and learning experiences for students as they progress from Junior Kindergarten through Grade 12.



## What components unify our three programmes?

Central to all IB programmes are the IB Learner Profile, Approaches to Teaching (ATT), Approaches to Learning (ATL) and capstone projects for each programme.





# Now, let's explore these four components

## The IB Learner Profile

At Meadowridge and for all IB programmes, the IB Learner Profile is at the heart of the kind of learner we aspire to develop. These profiles represent a broad range of attributes that are critical to the development of well-rounded, engaged and responsible citizens of the world.

The Learner Profile attributes are embedded implicitly in our intentions and thinking, and explicitly in our curricular and co-curricular endeavours. You will see these attributes posted throughout the school, in student agendas and in many other places at Meadowridge.



## The Learner Profile Aims to Develop Learners Who Are:

Inquirers	Thinkers	Principled	Caring	Balanced
Knowledgeable	Communicators	Open-minded	Risk-takers	Reflective

## Approaches to Teaching (ATT)

At Meadowridge and for all IB programmes, teaching is based on six key principles. Teachers in each of the three programmes develop their courses, units, and lesson plans with these principles in mind.

- 1 Teaching is based on inquiry.**  
Learning is a process that inspires curiosity, and, coupled with skill sets, enables students to be life-long learners.
- 2 Teaching is based on conceptual understandings.**  
Learning about “big ideas” connects content from a variety of disciplines.
- 3 Teaching is based on collaboration.**  
Learning is often a social phenomena and enhanced because of contextual interactions between learners.
- 4 Teaching is differentiated.**  
Learners are individuals and learn best when effective strategies are employed for individuals.
- 5 Teaching is developed in local and global contexts.**  
Learning is optimized when connected to personal and real-world contexts.
- 6 Teaching is informed by assessment.**  
Authentic assessment practices are crucial in supporting learning.



## Approaches to Learning (ATL)

At Meadowridge and for all IB programmes, learning is centred around five overlapping skillsets that have relevance across disciplines. The goal for educators with the ATLs is not only to focus on specific content within the subject areas, but also to ensure that the development of these enduring skillsets are at the forefront of their planning and delivery.

- |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communication Skills</b></p> <ul style="list-style-type: none"> <li>&gt; Interacting and exchanging thoughts, ideas, and information effectively.</li> <li>&gt; Reading, writing, and listening.</li> <li>&gt; Using language to gather and share information.</li> </ul> | <p><b>4 Research Skills</b></p> <ul style="list-style-type: none"> <li>&gt; Finding, interpreting, judging, and creating information.</li> <li>&gt; Interacting with media to use and create ideas and information.</li> </ul>                               |
| <p><b>2 Social Skills</b></p> <ul style="list-style-type: none"> <li>&gt; Effectively collaborating with others.</li> </ul>                                                                                                                                                       | <p><b>5 Thinking Skills</b></p> <ul style="list-style-type: none"> <li>&gt; Analyzing and evaluating issues and ideas.</li> <li>&gt; Developing the skills of invention.</li> <li>&gt; Utilizing skills and knowledge in a variety of situations.</li> </ul> |
| <p><b>3 Self-Management Skills</b></p> <ul style="list-style-type: none"> <li>&gt; Managing time and tasks effectively.</li> <li>&gt; Managing one's physical and emotional responses.</li> <li>&gt; Reflecting on what has been learned.</li> </ul>                              |                                                                                                                                                                                                                                                              |

The goal for educators with the Approaches to Learning is not only to focus on specific content within the subject areas, but also to **ensure that the development of these enduring skillsets are at the forefront of their planning and delivery.**



# Capstone Projects

A unique feature of the IB programmes are the capstone projects in the final year of each. These projects require the students to showcase themselves through the lens of the Learner Profile, while incorporating aspects of the Approaches to Teaching and Approaches to Learning in their inquiries.



**PYP**  
Exhibition  
GRADE 5

The **PYP Exhibition** occurs in the spring of Grade 5 as one of the Units of Inquiry. Students work in collaborative groups to investigate a real-world problem or issue and present their findings to other students, teachers, and parents at the annual Exhibition Day celebration.



**MYP**  
Personal Project  
GRADE 10

The **MYP Personal Project** is undertaken by students throughout Grade 10. Students investigate a topic related to a personal passion or interest. These inquiries are shared at the Personal Project Showcase in March of each year.



**DP**  
Extended Essay  
GRADE 12

For students in Grade 12, the **DP Extended Essay** is a research paper of significant depth and breadth, giving students an opportunity to conduct independent research or investigation on a topic that interests them.



Turn the page to see the Extended Essay topics of this year's graduates!







# The Extended Essay

Our Class of 2019 breathed a collective sigh of relief, handing in and bidding farewell to their Extended Essays, an independent, self-directed piece of research, finishing with a 4,000-word paper.

This is what they wrote about.

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## GROUP 1: LANGUAGE & LITERATURE

How do *Death of a Salesman* and *Of Mice and Men* compare thematically through the themes of powerlessness leading to denial or loneliness, innocence and the American Dream? **Saniha B.**

To what extent does the plot and characterization of a romance novel reflect its historical content?

**Mikaela D.**

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## GROUP 3: BUSINESS MANAGEMENT

To what extent will Hema's current marketing strategies help the company to become a unicorn start-up? **Holly D.**

To what extent has Blackberry's decision to switch from hardware to cyber security serve as an effective turnaround? **Jeffrey G.**

To what extent is premium pricing or price leadership sustainable to Tesla?

**Mohammed H.**

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## GROUP 3: GEOGRAPHY

To what extent is NEWater a sustainable alternative to traditional water sources in Singapore? **Matthew A.**

To what extent is seasonal change in the water quality of Coquitlam River a result of human activities? **Marina Z.**

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## GROUP 3: HISTORY

To what extent was the soviet invasion the most significant cause for Japan's unconditional surrender in the Second World War? **Juliana A.**

To what extent were John F. Kennedy's actions during his presidency an invalid reflection of his civil rights campaign promises? **Sean B.**

To what extent was religious tension in Europe during the sixteenth century the most significant reason for Queen Elizabeth's instability on the English throne? **Tori F.**

To what extent did political insecurity lead Saddam Hussein to invade Iran in 1980? **Taj G.**

To what extent was the success of D-Day affected by Operation Fortitude? **Alex N.**

To what extent were the stonewall riots the most influential event that led to Harvey Milk's election? **Catherine R.**

To what extent did ULTRA (Allied Special Intelligence Project) impact the outcome of the Allies' counter-offensives in the North African campaign? **Tony Y.**

To what extent did the new culture movement positively influence China's development? **Roy Z.**

#### GROUP 4: BIOLOGY

What are the effects of indole-3-butyric acid, kinetin 6-furfurylaminopurine, benzlaminopurine, and forchlorfenuron, four growth hormones, on the amount of 3 photosynthetic pigments, chlorophyll-a, chlorophyll-b, and beta-carotene in brassica oleracea var italica? **Munsa K.**

Does the concentration of Gibberellic Acid (GA3) promote the growth of Ocimum Basilicum "Genovese" when applied as a foliar spray, thereby determining the effectiveness of Gibberellic Acid as a plant growth hormone which will be measured by the stem length, root length and dry biomass? **Sindhuja N.**

To what extent does differing wavelengths of the light spectrum alter the extent of phototropism as degree change and height change within Phaseolus vulgaris poles? **Taylor P.**

#### GROUP 4: CHEMISTRY

To what extent does the pH that cumin is cooked at impact the iron content available in a five-gram sample? **Aaiush J.**

What effect does the intensity of ultraviolet light have on the rate at which chlorinated water dechlorinates? **Daniel O.**

#### GROUP 4: PHYSICS

How does wave energy convert into electrical energy as observed in a simplified model? **Niklas R.**

To what extent does a likelihood exist of a gamma ray burst within 10,000 lightyears striking the earth? **Cole W.**

#### GROUP 5: MATH

How can the minimum car travelling time in my neighbourhood be determined? **Rebecca F.**

Applying the algorithms of graph theory, how can an optimal Hamiltonian graph be achieved starting from a certain point on the map of Downtown Vancouver, Canada? **Tiffany L.**

How do fixed-point theorems, specifically Brouwer's Fixed Point Theorem, give a mathematical justification to the game of hex and the hex theorem, and other similar thought experience? **Matthew X.**

**I enjoyed being able to apply my classroom business knowledge into real life situations. Seeing my learning being used in real life situations allows me to emerge textbook knowledge and my everyday life experiences; hence, change my experience and my perspective of the world. This has really motivated me to further study Business Management.**  
Jeffrey G.

**I have learned that I put the "pro" in procrastination as my time management skills are far from perfection. However, through this long, grueling process, I have learned more about my interests and what I would like to pursue in university.**  
Severine T.

#### GROUP 6: THEATRE

How and why does the particular makeup affect roles and performances differently in Pekin Opera and Kabuki theatre? **Rosy G.**

How do stage acting strategies affect an audience's reaction to accept imaginative circumstances in comedic plays? **Sahil L.**

What are the limitations of Aristotelian Theatre, Epic Theatre, and Theatre of the Oppressed that fail to integrate the entertaining and educational aspect of theatre? **Zee Ann L.**

To what extent does lighting build mood in theatre? **Camryn S.**

How does Viola Spolin's theories of modern improvisation using physicalization, spontaneity, and intuition and Charlie Chaplin's comedic conventions, enhance a scene and contribute to theatre and the performing arts? **Severine T.**

#### GROUP 6: VISUAL ARTS

To what extent is Arthur Erickson's design of the Robson Square Complex successful? **Inara K.**

How do John Fluevog and Kobi Levi gather inspirations to create innovative shoe designs while maintaining their functionality and aesthetics? **Joyce Y.**

**Read a lot of materials on or near the topic on various formats and sources. Anything of relevance can be useful to broaden the views and perspectives of yourself on the matter.** Tony Y.

**So, what is the Extended Essay really like?**

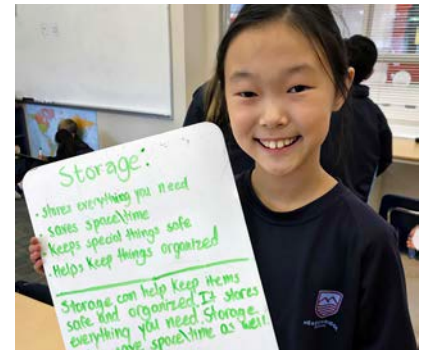


# BUILD IT AND THEY WILL LEARN

The “aha!” moment may be marvelous, but it’s (mostly) made-up. It’s the storytelling equivalent of the movie montage: it bypasses all the research and reading and mistakes made and gets straight to the good stuff. It shows the product of learning, not the learning itself.

Learning doesn’t happen, or end, all at once. It happens in stages: curiosity is sparked, new information is acquired, knowledge is built-on, and theories are tested and re-tested. No knowledge, discovery, or innovation is possible without these prior stages of learning. We make connections to previous learning (aha!) to make meaning of new learning (aha!) and then we do it all over again (aha!).

The Primary Years Programme is designed for students to not just learn but to learn how to learn. Students draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields. Each Unit of Inquiry includes concepts (what students will understand), approaches to learning (what skills students will



need), attitudes (what students will feel), knowledge (what students will gain) and actions (what students will do).

The framework for this learning is the Unit of Inquiry. Each unit involves a big, conceptual framework (or, a “central idea”) and before students critically engage with this central idea, a lot of knowledge, experimentation, and interrogation takes place. In the IB, we often think about this critical engagement as ‘inquiry’, or ‘inquiry-based learning’. But it’s much more than that. “Inquiry,” as Mr. Diniz puts it, “is just a catch-all for all the learning leading up to it; it is a continual spiral, intrinsically networked to our brains.”





# ALL THE LEARNING LEADING TO INQUIRY

In Grade 5 Mr. Diniz and Mrs. Banack begin each new unit with a provocation. Designed to rouse curiosity and raise question, provocations establish the ways of thinking that will help students later on. To start learning 'How the World Works,' a unit focused on tools, machines, and "the things which make work easier," students take part in an activity that is devoid of any tools or machines at all. Before learning about tools, students need to know why they're important in the first place.

Students are provided some materials, things like Play-Doh, Wood, Paper, and, Wire, and are free to create something—anything—that is useful. With only their hands to work with, our teachers then ask, "What would have made this better, more helpful?" The response is unanimous: tools! Once students understand how tools make work easier, the next step is learning the kinds of tools we can use.

Students start by searching the halls for the tools we use around the school. "Students take a billion photos," Mr. Diniz laughs, "so we always have a huge pile on the table after we print them all out." Students are then tasked with sorting through that large pile of pictures, and without any formal categories to refer to, (that comes later!) they do it how it makes sense to them. Students sort the tools by colour, by texture, or by use. Mr. Diniz and Mrs. Banack then guide a discussion about their choices. "What makes this work?" they'll ask. "What is this tool's mechanical advantage?" Students discuss, do a bit of research, and—ultimately—are guided towards the six simple machines.

The goal is for students to discover core concepts on their own.

The discovery of the six simple machines prompts another; students realize that their initial sorting (by colour, by texture...) could be improved. Students

decide to regroup the photos based on function, based on their new knowledge and understanding of the six machine types. "Doing so," Mr. Diniz explains, "helps to reinforce learning." Throughout the unit, students are always provided "meaningful, experiential ways" to apply what they learn. Students continue to connect their learning to even more tools at school and at home long after the exercise is over.

This discovery leads to further investigation, including an in-depth study of one of the six machines. Later on, they'll present their findings to their peers. Throughout the unit, through a variety of activities and assignments, students build their knowledge and test their ideas. While learning, students also practice their approaches, attitudes, and actions.

■ *While researching*, students learn how to locate good resources and take effective notes to synthesize learning.

■ *While working as a group*, students learn how to collaborate, share responsibility, and self-manage.

■ *While writing their research papers*, students learn how to convey their learning.

■ *While presenting*, students learn how to communicate their ideas.

"It's all part of the learning process," Mr. Diniz explains.

To consolidate their learning, students also create "mechanimals," a mechanical animal that helps people. Using the outline of the animal's body, students can add any one of the simple machines within it. Each component must serve a purpose, and that purpose must be to help people in some way. This exercise is just another chance to practice their new learning.

Finally, the unit culminates in an exercise which has students do exactly what

their learning has been leading to: using simple machines to make work easier. Together with the OE3 team, Mr. Diniz and Mrs. Banack designed a six-station circuit where students could use a lever, a wheel and axle, a pulley, an inclined plane, a wedge, and a screw to complete a task around the gardens and trails. Each station has built-in time for reflection, where students write down their observations, answer questions, and make connections.

Mr. Diniz knows that children are "naturally curious" and "social beings," and they need learning which reflects that. Students need to wonder, reflect, and ask 'why?' And they need to do it a lot. "We work really hard to plan these activities," Mr. Diniz concludes, "and when you hear students say, 'this is awesome!' and see them get excited when something works, or question when something doesn't... these are the moments which make me excited to be a teacher."

None of these moments, no knowledge, discovery, or innovation is possible without these prior stages of learning.

## STUDENT REFLECTIONS

"I learned that simple machines help people by helping them do work with less effort. The longer the distance the less the effort, but the shorter the distance the more effort." **Allie**

"I learned how each simple machine functions differently. I think it was important because in order to make a simple machine work, you need to know how it functions. For example, if you have a screw, you cannot turn it counter-clockwise or else it will become loose." **Lina**

# SIMPLEM

## SIMPLE MACHINE LEARNING STATIONS

Students rotate through six stations, attempting to complete tasks both with and without a simple machine.



PULLEY

### LIFT A LOG WITH A PULLEY

- 1 With – work together to lift a log with a single and compound pulley.
- 2 Without – work together to lift a log without a pulley.

#### REFLECTION QUESTIONS:

Which pulley made the work easier? Why?

How did the pulley provide you with a mechanical advantage?



WEDGE

### CUT AND REMOVE VINES FROM NORTH FOREST

- 1 With – use pruners to cut blackberry vines and remove them.
- 2 Without – use sticks to whack blackberry vines and remove them.

#### REFLECTION QUESTIONS:

Which tool made the work easier? Why?

How did the wedge provide you with a mechanical advantage?



INCLINED PLANE

### MOVE A LOG UP TO THE ELC GATE

- 1 With – move two logs using the wheelchair ramp up to the ELC gate.
- 2 Without – move two logs up the stairs in front of the ELC gate.

#### REFLECTION QUESTIONS:

Which tool made the work easier? Why?

How did the inclined plane provide you with a mechanical advantage?



# MACHINES



## LEVER+ FULCRUM

### LIFT A BOX WITH THE USE OF A LEVER

- 1 With – use a lever and fulcrum to lift a box while your teacher places blocks under the front corners.
- 2 Without – use your human strength to wedge blocks under the front corners of a box.

#### REFLECTION QUESTIONS:

Which mode of lifting made the work easier?

How did the lever provide you with a mechanical advantage?



## SCREW

### CONSTRUCT A COMPOST BOX WITH A SCREW

- 1 With – use screws and an electric drill to construct a compost box.
- 2 Without – use a hammer and nails to construct a compost box.

#### REFLECTION QUESTIONS:

How did the screw provide you with a mechanical advantage?



## WHEEL+ AXLE

### FILL THE GARDEN BEDS

- 1 With – use a green, wheeled bin to fill the garden beds with soil.
- 2 Without – use a green bin (with no wheels) to fill the garden beds with soil.

#### REFLECTION QUESTIONS:

Which bin made the work easier? Why?

How did the wheel and axle provide you with a mechanical advantage?

## MAKING WORK EASIER

Each group had ten minutes at each learning station. Once complete, students had time to reflect on questions before moving to the next station.





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# annual

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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 December 4, 2018.

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.



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.

#### THE ANNUAL FUND SUPPORTS

### Creative Problem-Solving

In IB Design, students are encouraged to come up with “a range of ideas—” not one, not two, but an entire range. This can be difficult, since students often get excited about one particular idea and get stuck on it. To solve this dilemma, Ms. Bolyard has tried different games and activities to get students to open up and think creatively, but has always been on the search for something better. She found that ‘something better’ last summer during an IB workshop: Disruptus.

Excited, she returned to school and developed a plan to acquire sets of the game for all Design classes. Thanks to the Annual Fund, she got them. Now whenever students start a new project, they start by doing research, figuring out problems to solve, and then—before taking the next step in the Design Cycle—they play Disruptus. Students are excited to play the game, and Ms. Bolyard is excited about the results: students are now coming up with all sorts of ideas to solve problems through design!

#### THE ANNUAL FUND SUPPORTS

### Outstanding Programs and Facilities

New this year, Meadowridge now offers Music as a course offering in the Diploma Programme. Mr. David Noble has been pivotal in bringing this program to our school, while the Annual Fund has enabled the purchase of all necessary equipment and supplies. Students now have access to all the equipment necessary to write, play, and record their own original songs and instrumentals, including print and audio resources, three iMacs with Garritan Orchestral and World Music software, six USB microphones, three high-quality headphones, and one electronic drum kit.

#### THE ANNUAL FUND SUPPORTS

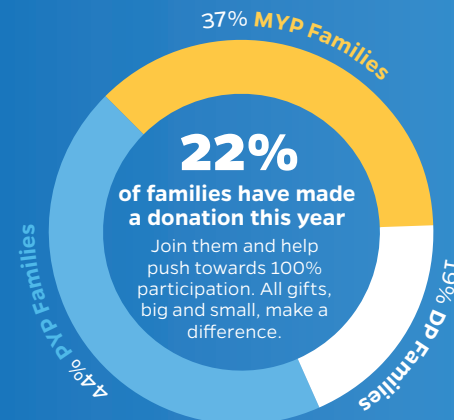
### Living Well, With Others and For Others

Supporting students’ learning of “living well,” students in PYP and MYP Physical Health Education now have class sets of IHT Spirit heart rate monitors thanks to the Annual Fund. By having access to heart rate data, students and teachers will now be able to create individualized and differentiated plans for improvement. Mr. Nathan Horne picked these devices specifically, since teachers can set different target zones for students based on their current levels of fitness.

## MEADOWRIDGE ANNUAL FUND

annualfund@meadowridge.bc.ca meadowridge.bc.ca/annualfund 604.467.4444

## Here's how we're doing so far



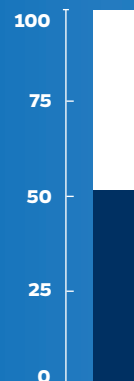
## 34 donors gave to the Annual Fund for the first time this year

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

## 14

### 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.



## 52%

of our teachers and staff give to the Annual Fund, showing an extra level of care for your children and their strong support of the community.

## 17%

### of parent donors give by monthly pledges

For some families, this makes it easier to give on an ongoing basis. Annual pledges can also be arranged.

Largest Gift  
**\$18,000**

Average Gift  
**\$1,256**

Smallest Gift  
**\$25**

## so far, we've raised \$204,790

Please join us to make a difference!

Parent Perspective

# annual fund



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

We are proud that our daughter is able to join Meadowridge School. Through the joint efforts of both the school and the parents, I believe that our children will become excellent. As parents, we will contribute to the ongoing development of our school so that our children can continue to realize their dreams.

**Mr. Jun Lu & Ms. Wanping Yao**  
(Grade 3 Parents)

Our family loves this school! Donating to the school's Annual Fund is a very good thing because all the students at Meadowridge will benefit from it, including our own child!

**Mr. David Hu & Mrs. Catherine Gao**  
(Grade 5 Parents)

Helping Meadowridge is helping ourselves.

**Mr. Jimmy Wu & Ms. Angela Zhang**  
(Grade 1 and 3 Parents)



**Want to learn more about the Meadowridge Annual Fund?**

Email [annualfund@meadowridge.bc.ca](mailto:annualfund@meadowridge.bc.ca) or call 604.467.4444 today.



# Classroom CATCH UP

## GRADE 3

### Ms. Stephanie Morris

Students have been working in groups to investigate Indigenous Peoples around the world as part of their *Where People Live Influences How They Live Unit of Inquiry*. This project strengthens their research skills and prepares students to create their own nonfiction texts related to their enquiry at the end of the Unit. Along with OE3 Coordinator Mr. James Willms, students have also been practicing mindfulness in the North Forest through Shinrin-yoku (forest bathing), which is the custom of using the forest to self-regulate, rejuvenate, and reset the mind.

## GRADE 4

### Mrs. Connie Chow-Go and Mrs. Audrey Lum

Students explored light, sounds, and colours on Halloween. They had a blast exploring different concepts while dressed in their costumes. At the first station, students learned how light travels, how to split it, and how it can make shadow puppets. The second station was all about sound, and students made water dance with sound vibrations,

listened to how it travels, and created low- and high-pitch spooky sounds.

At the last station, students explored colours both by creating new ones and separating existing ones.

## GRADE 6, 7, AND 11 SPANISH

### The Spanish Department

Students prepared for, and celebrated, Día de Muertos during their Classrooms Without Walls day. They made “papel picado” (traditional cut paper decorations), tissue paper “cempasuchitl” (marigolds), and painted their faces before sharing some “pan de muerto” (bread of the dead). The decorations were put to good use the day-of, and Grade 11 students decorated the food services area and set up an altar in the Atrium. The cafeteria even jumped on board, serving Mexican food and churros during lunch hour!

## GRADE 7 DRAMA

### Mr. Rhys Clark

Drama students completed two-person scenes with an interesting twist: each group member had to play an opposite gender character to experience how characters have been crafted by playwrights based on traditional themes of gender. In the end, the performances were excellent, as these young actors made discoveries that revealed some advanced understandings about how humans interact.

## GRADE 8 LANGUAGES AND LITERATURE

### Ms. Marie Payne

Language and Literature students memorized and delivered a soliloquy from Shakespeare’s *Macbeth*. After putting together a costume from items donated and purchased through the Annual Fund, students delivered their speeches and brought them to life through expert use of volume, voice tone, and body language. These performances are assessed on the Language and Literature rubric: Criteria B (Organisation) and D (Using Language).

## GRADE 8 DESIGN

### Mr. Darrell Lester

Students have been learning to design castles using 3D design software like Sketchup, Onshape or Solidworks. This is an interdisciplinary unit with Societies, which helps students understand the hardships of life in the middle ages. The research phase was very successful, and groups are now deciding what elements to include in their castle. Many excellent designs were printed using the 3D printer and students will soon begin constructing their castles using popsicle sticks.

THERE’S MORE







# Classroom CATCH UP

CONTINUED

## GRADE 9 DESIGN

**Mr. Darrell Lester**

Students are designing Mitosis stop-motion videos. This is an interdisciplinary project as students are studying Mitosis in Science. It is amazing to hear students arguing about what the chromosomes are doing during Metaphase, or what happens to the organelles during early prophase. After investigating, building their storyboards, and taking photos using lightboxes, students are now embarking on three days of video editing. There has been a huge amount of collaborating and organizing involved in the production of these videos and students have responded very well to the challenge!

## GRADE 10 INDIVIDUALS AND SOCIETIES

**Mr. Donald Lockhart**

As part of their study on the structure of the Canadian government, the political system of Canada, and Canada's quest for greater autonomy, the Grade 10 Individuals and Societies class is currently in election campaign mode. Students are showing their understanding of the government system by adopting and adapting the political platforms of the major political parties in Canada. Their ATL skills are being assessed through their ability to present a persuasive argument based on the party's platform, showing critical thinking by explaining how the platform of their party can be adjusted to the needs of the Meadowridge community as well as providing a succinct history of their chosen party. Through speeches,

campaign posters, brochures, and pamphlets. Students are demonstrating their learning through collaboration, investigation, and communication.

## GRADE 11 BUSINESS

**Mr. Dan Tao**

Students just completed a PEST analysis to determine whether a frozen yogurt shop would be a viable business venture in Maple Ridge. Divided into groups, students looked at the political, economic, social, and technological factors in Maple Ridge to make their recommendations. This meant looking at the city's infrastructure, accessibility, demographics, and many other external and internal factors. Students also broke down all the costs of business for the first five years, and researched how to open a business in Maple Ridge. Based on their research, the groups decided that—at present—it was not a viable option, though they would suggest looking into franchising over the next few years!

## GRADE 9 AND 10 KNIFE SAFETY CLUB

**Mr. James Willms**

A committed group of Grade 9 and 10 students have been gathering around the campfire at the Meadowridge campground to develop their knife skills. They began by gaining a sense for their Mora knives through skinning a stick, which they ventured into the North Forest to find. The remainder of the time has found students engaged in an ancient practice of spoon burning, which has guided students to focus on carving a functional spoon out of

Western Red cedar. As students near the end of the CAS club, they will be asked to test their spoon by using it to eat soup, which will be prepared over an open fire.

## GRADE 11 VISUAL ARTS

**Mrs. Rhonda Laurie**

Students just returned from a field trip to the Vancouver Art Gallery, where they had the vice president of Savannah College of Art and Design take them on a tour of the current gallery, Guo Pei: Couture Beyond. Students received a first-hand look at how a theme can play out in a different medium—fashion design. Students saw how Guo Pei incorporated very obvious themes—Ming vases, architecture, and the military—into her pieces. Students also learned how an artist can lead audiences through their collection with thoughtful design and placement, which helps them to plan for their own exhibitions in Grade 12.

## GRADE 10 VISUAL ARTS

**Mrs. Rhonda Laurie**

Students are learning how composition, the organization of art elements within an art form, can help them to achieve the tone they're after. Students researched and practiced how lines, shapes, and colours can be organized within their body of work. This practice and understanding leads to intuitions as an artist, and students learn strategies that they can implement in their future works.

## GRADE 12 VISUAL ARTS

**Mrs. Rhonda Laurie**

Students are continuing to develop their body of work for the Diploma Programme Exhibition in April. Each students' exhibition will feature a unique body of work.

## GRADE 9 VISUAL ARTS

**Mrs. Rhonda Laurie**

Students are studying colour theory, with a focus on colours and patterns. It may seem like Mathematics to the kids, and that's because it is: students are practicing proportion! They are also learning how to mix colours and how to achieve harmony in their art through colour. Everyone in the class has the chance to experiment with paint, and they see how adding one neutral colour to a set of colours can harmonize the pallet.

## GRADE 1

**Ms. Allison Bruce**

Students took a journey into space to discover objects in the sky. Students had many questions and developed their research skills as they became scientists and found answers to their questions. Students are developing their observation skills through observing changes in the light and other observable patterns. Students are also tracking the weather and phases of the moon.

We have just started our Inquiry into **Who We Are** and students are discovering the many roles and responsibilities in our community. We started by going on a scavenger hunt around our school to find adults doing different jobs. Students had many questions and enjoyed discovering new places at school. Students are researching into different jobs in the greater community and will later have the opportunity to create their own city at school!

## GRADES 2 TO 5 MUSIC

**Ms. Barb Durno**

Grades 2 through 5 have had a busy start to their year in music. Grade 2 students are completing an indigenous unit in hand drumming and the Grade 3 students are learning lots of upbeat tunes on the marimba. The Grade 4 students are completing a handbell unit and performed in the Remembrance Day Ceremony. The Grade 5 classes are enjoying a percussion and singing unit and are learning to direct an ensemble in six parts. We also have a co-curricular marimba group, who is preparing tunes for the PYP Winter Showcase and the PYP Drama, Willy Wonka Kids.

## JUNIOR KINDERGARTEN

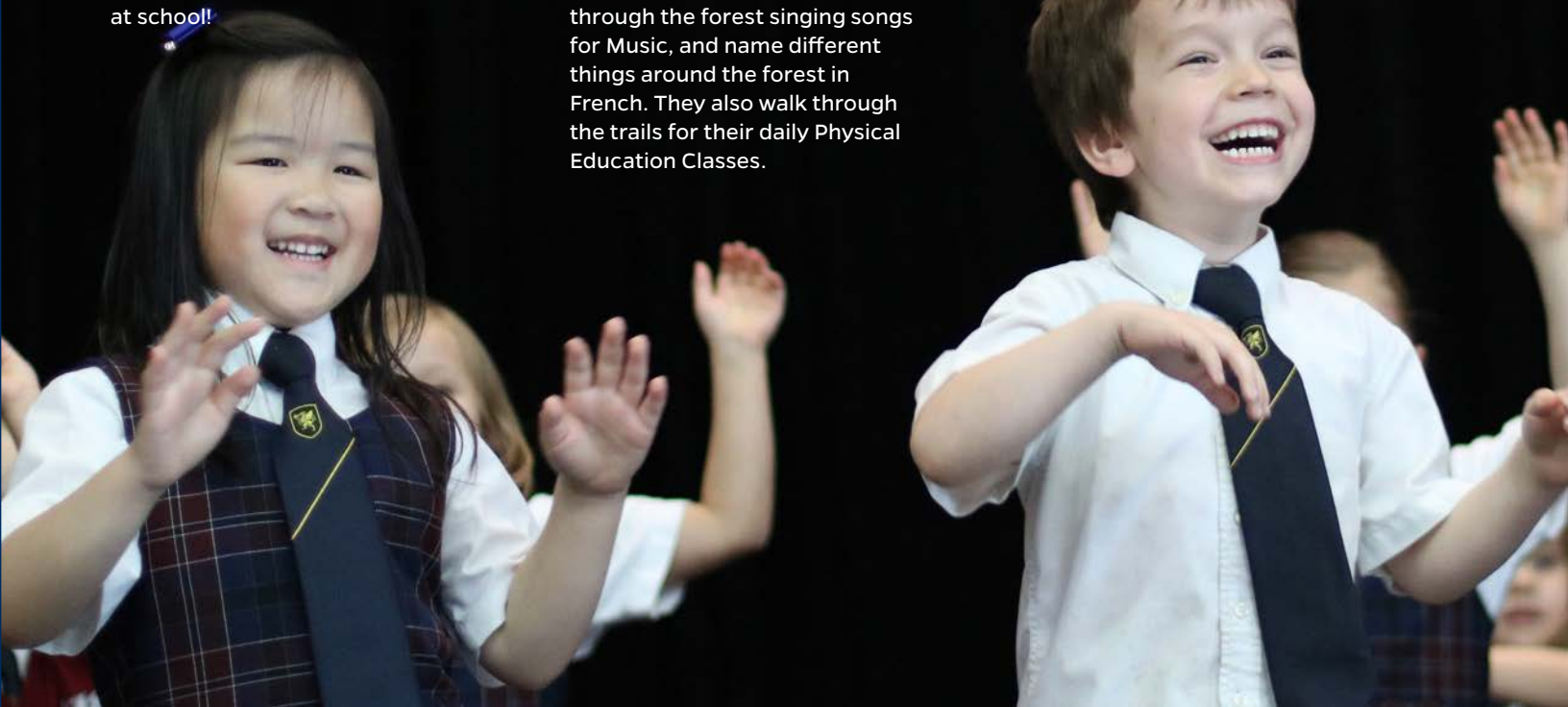
**Mrs. Louis Kozol**

Students have been spending lots of time in the forest; they've been throwing leaves, watching bugs, and going to the campsite. All this time outside has gotten them used to the forest, and they're now comfortable wandering around safely on the trails. Students were lucky enough to watch the seasons change, and they did a lot of investigation when the leaves turned red. Their inquiry includes feeling the leaves, smelling them, and noticing their colours. Armed with magnifying glasses, students also go on nature hunts around campus. Sometimes, they just look for bugs. Other times, they go on scavenger hunts with their Grade 6 buddies to find a list of things, like big leaves, small leaves, and other different things. Students also spend time outside for their specialty classes; they roam through the forest singing songs for Music, and name different things around the forest in French. They also walk through the trails for their daily Physical Education Classes.

## GRADE 12 UNIVERSITY OF CALIFORNIA INFORMATION SESSION

**Mrs. Brianna Just**

With university deadlines looming, the Counselling Department has been hosting a series of application workshops and support sessions since September. In anticipation for the deadline at the end of November, we held a University of California (UC) Application Workshop for grade 12 students to guide them through the complicated system. With only one application for nine campuses, students were introduced to some of the lesser-known UC campuses, discussing how the admissions reviews can differ from one to the other. We shared some resources, covered admissions statistics, and dispelled some myths about the school before jumping into the application. One of the advantages to our students completing both the IB and Provincial High School Diploma is that they can highlight both in their applications, but sometimes this can cause confusion for student when self-reporting their courses and qualifications. The goal of this workshop was to walk students through how to do this accurately within the complicated UC system while still getting recognition for both their rigorous IB curriculum and highlighting both their IB and provincial grades.

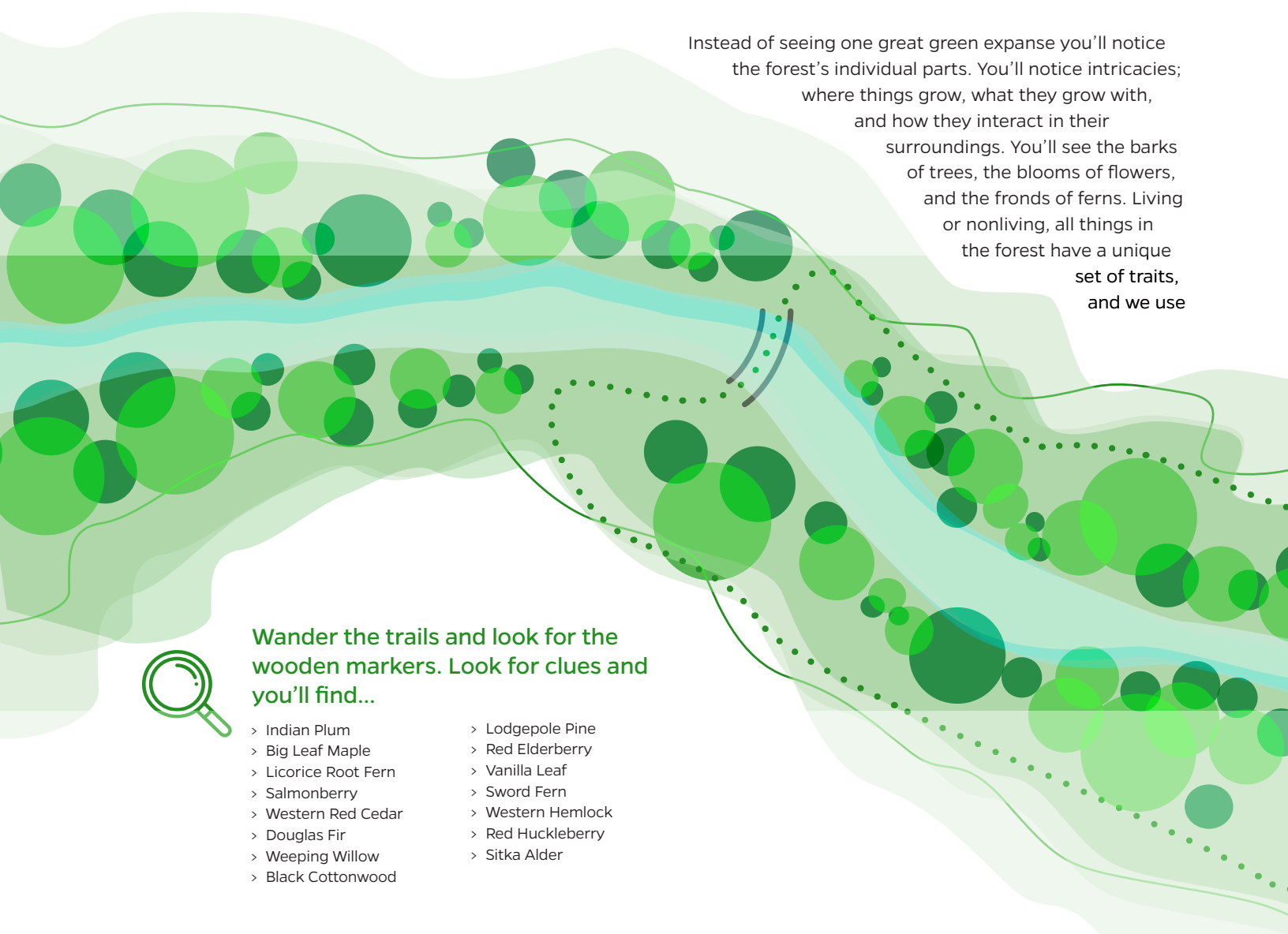


# The North Forest Interpretive Walk

## Forests Come Alive When You Know What to Look For

Few plants survive below the thick, towering canopy of the cedar tree. The terrain—dark, dry, and acid-rich—is uniquely inhospitable to most plant species. When you're out in the woods, look for the telltale signs: shade, ferns, and few things growing. It's one of the ways to identify this common coastal tree.

Instead of seeing one great green expanse you'll notice the forest's individual parts. You'll notice intricacies; where things grow, what they grow with, and how they interact in their surroundings. You'll see the barks of trees, the blooms of flowers, and the fronds of ferns. Living or nonliving, all things in the forest have a unique set of traits, and we use



**Wander the trails and look for the wooden markers. Look for clues and you'll find...**

- > Indian Plum
- > Big Leaf Maple
- > Licorice Root Fern
- > Salmonberry
- > Western Red Cedar
- > Douglas Fir
- > Weeping Willow
- > Black Cottonwood
- > Lodgepole Pine
- > Red Elderberry
- > Vanilla Leaf
- > Sword Fern
- > Western Hemlock
- > Red Huckleberry
- > Sitka Alder



these traits as clues when we're out in the field.

Forests become more intimate, more interesting places to be when you can identify what's in them. It's a phenomena Mr. James Willms likens to being in a room full of strangers. "Even learning people's names," he explains, "makes the room seem that much smaller." Connections strengthen our sense of place.

At its core, the North Forest Interpretation Loop is all about connections. The interactive map encourages students to notice and name the things found in the forest. By selecting common species native to our local ecosystems, Mr. Willms hopes students will soon notice those same trees, flowers, and ferns in their own neighborhood parks and trails. "Seeing these things in the wild will only reinforce their connection to place and encourage them to be more observant," he nods.

Numbered and not named, the markers promote inquiry. Students will look for clues—the shapes, sizes, and species' interaction—to help them figure out what is at each of the stops. Instead of the teacher telling students what they're looking at, they'll be the ones to decide.

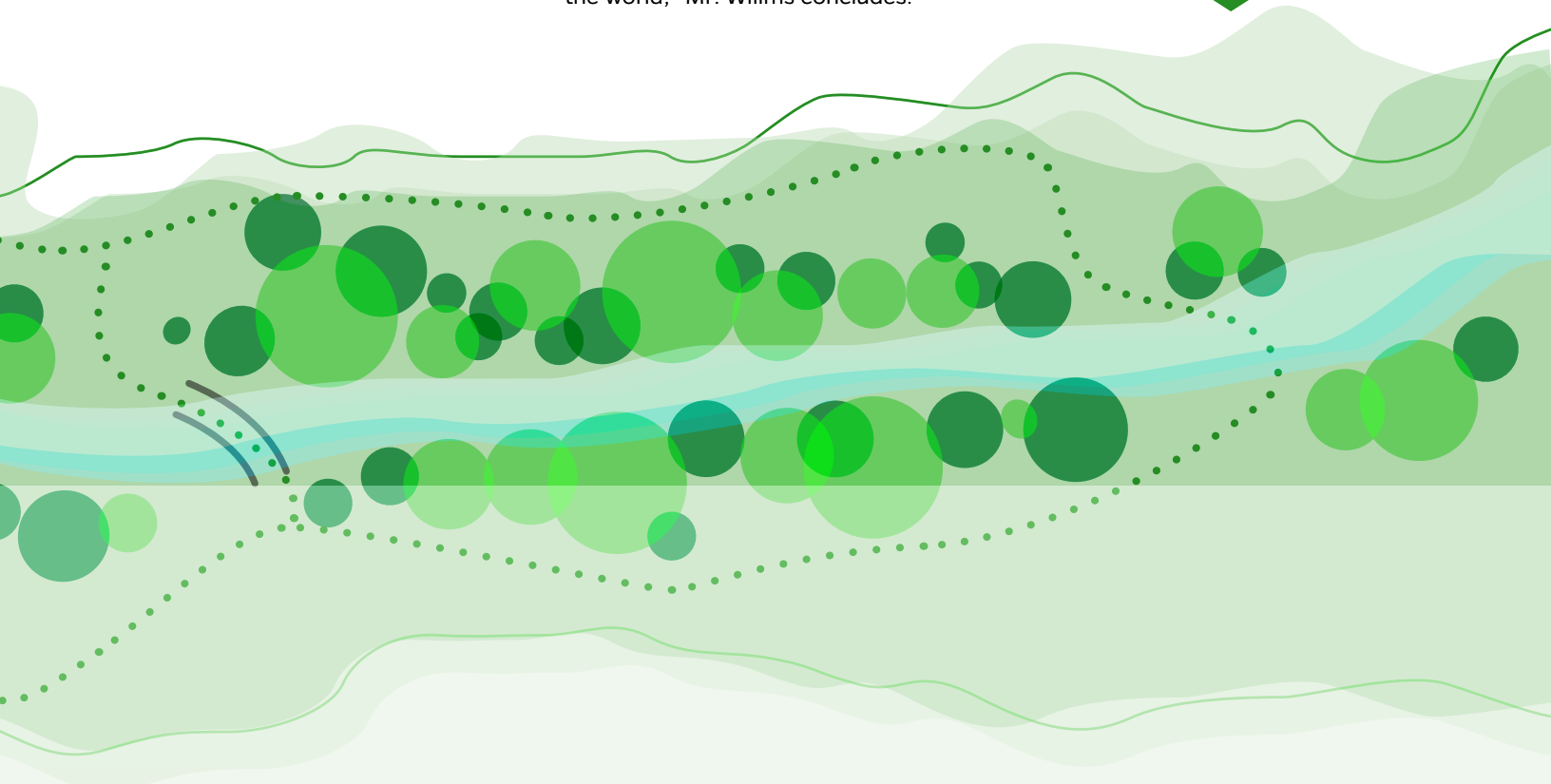
Launched just last month, Mr. Willms is excited to see the loop's uses as it develops. He has plans for all faculties and for students in all grades. Students have 17 different species to look for and learn from, a number, Mr. Willms stresses, that is just the start. There are "easily" 60 to 80 different species out there, and each of them will be featured at some point. Students' connection, empathy, and care will only grow as they expand their knowledge and begin to intimately know the North Forest.

The impact of "small steps" and "small-scale initiatives" such as this will only ripple out to the world at large. "I really believe this will help students change the world," Mr. Willms concludes.



## A Meadowridge-grown project:

the wooden markers are cut from a fallen cedar branch from our own forest, while the etched numbers come courtesy of Ms. Anne Bolyard, who used the laser cutter in the Design Lab to form each of the 17 numbers featured.





# A Peak Inside:

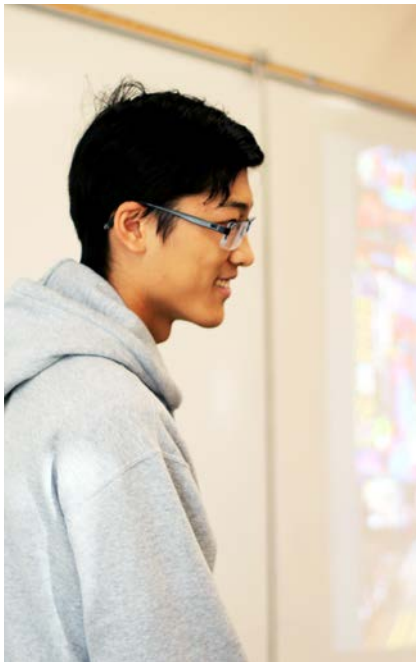
## Grade 12 Language and Literature Class

**BY MS. KRISTAL BEREZA, PRINCIPAL - HIGH SCHOOL**

I have had the privilege of being an educator for 20 years. During this time, I have taught many different courses and age levels. When I first started teaching the Language and Literature course in the Diploma Programme, I found a course that reignited my passion for teaching!

I had taught Literature for many years (and loved it!) but what really stood out to me was the “Language” part of the course. The aim of this section of the course is to build the capacity in students to understand the power of language and how it can be used to persuade, manipulate, and impact emotion. Students look at spoken, written, and graphic language to analyse the effects. An assignment that the Grade 12 students complete is called a *Further Oral Assessment (FOA)*. During this assignment, they must lead the class in a 20-minute discussion on an aspect of language. We recently completed this assignment through the lens of photography and how the message can be understood on a completely different level when the context behind the photograph is known. Student were asked to find a photograph that they believed was powerful and then, through a class discussion, analyse the technical aspects, context, and intended message behind the photo. Year after year, I am inspired and amazed at the level of critical thinking, poise, and confidence students display in sharing their opinions in front of an audience. It’s an experience that leaves me humbled every time. It is that moment as a teacher, where the light bulb just goes off for everyone involved. You don’t want anyone to move a muscle because it might break the magic of the learning environment that has been created. As you can tell, this is probably one of my favourite assignments!

Rather than me writing about the assignment and giving my impressions, I asked the students to share some of their thoughts on the experiences. Thank you to all of them for being willing to help me out with this article.



## What was the most enjoyable part of this assignment?

**SEVERINE:** The most enjoyable part of this assignment was choosing a photo that I connected with as well as being able to present a captivating context that would alter the way that my chosen photo would be seen.

**REBECCA:** I really enjoy the part of finding more background information about my photo. For me, this process was really like trying to solve a puzzle. The photographer was trying to tell a story, but he did not tell the story in a direct way and I had to find out the story behind the photo just like trying to understand some secret message. I enjoyed it a lot.

**ROY:** The most enjoyable part of my FOA was that I was able to share a part of me—my passion as a professional photographer—that is not often shown in the school. Letting me analyze a photo is just like letting Ms. Bereza teach English; it's just natural.

## How did this exercise change the way you perceive images in everyday life?

**MIKAELA:** Doing this exercise actually changed how I look at pictures on social media now. There will always be another side to the story or another side of someone's life that they aren't sharing. When I was posting a picture on Instagram, I found myself thinking of how people probably perceive me online. We post things where we think we look good or when we're having fun, but everyone is going through something and this is the side social media doesn't see. Overall, it strengthened the idea in my mind that there is always more to the story than meets the eye.

**SAM:** I actually question the photos that I see in day to day life now. It's kind of annoying, but it makes you a better person when you question all the knowledge that is given to you. Some examples would be now whenever I see pictures online, I don't make an opinion on them until I have the opportunity to research further.

**CAMRYN:** This exercise taught me the importance of context, not only in images, but in all aspects of understanding. A piece of text, an image, or a situation can never be fully understood without sufficient understanding of the context.

## What did you learn about yourself in completing your FOA?

**ALEX:** How susceptible I've been to manipulation in media. Before, I didn't think I could be manipulated by media because I was focusing on written media. I thought I was always aware of manipulation because I made sure I read information from different sources. Now, I've realized that I haven't been questioning the validity of the supposed message of an image. I'm more prepared to not take a message at face value.

**GARRETT:** I did not notice how powerful a picture can be, and how it can change our opinion and perception. Most of the population believes what their eyes record. Photographers and their photographs significantly impact the modern era.

**CATHERINE:** I learned that my biases come into play a lot more than I expected, even though I thought I was pretty good at looking at all sides of a story. I also learned that I really enjoy writing and speaking about things I'm truly passionate about, like photography.



# Answering Hard Questions, Making Tough Decisions:

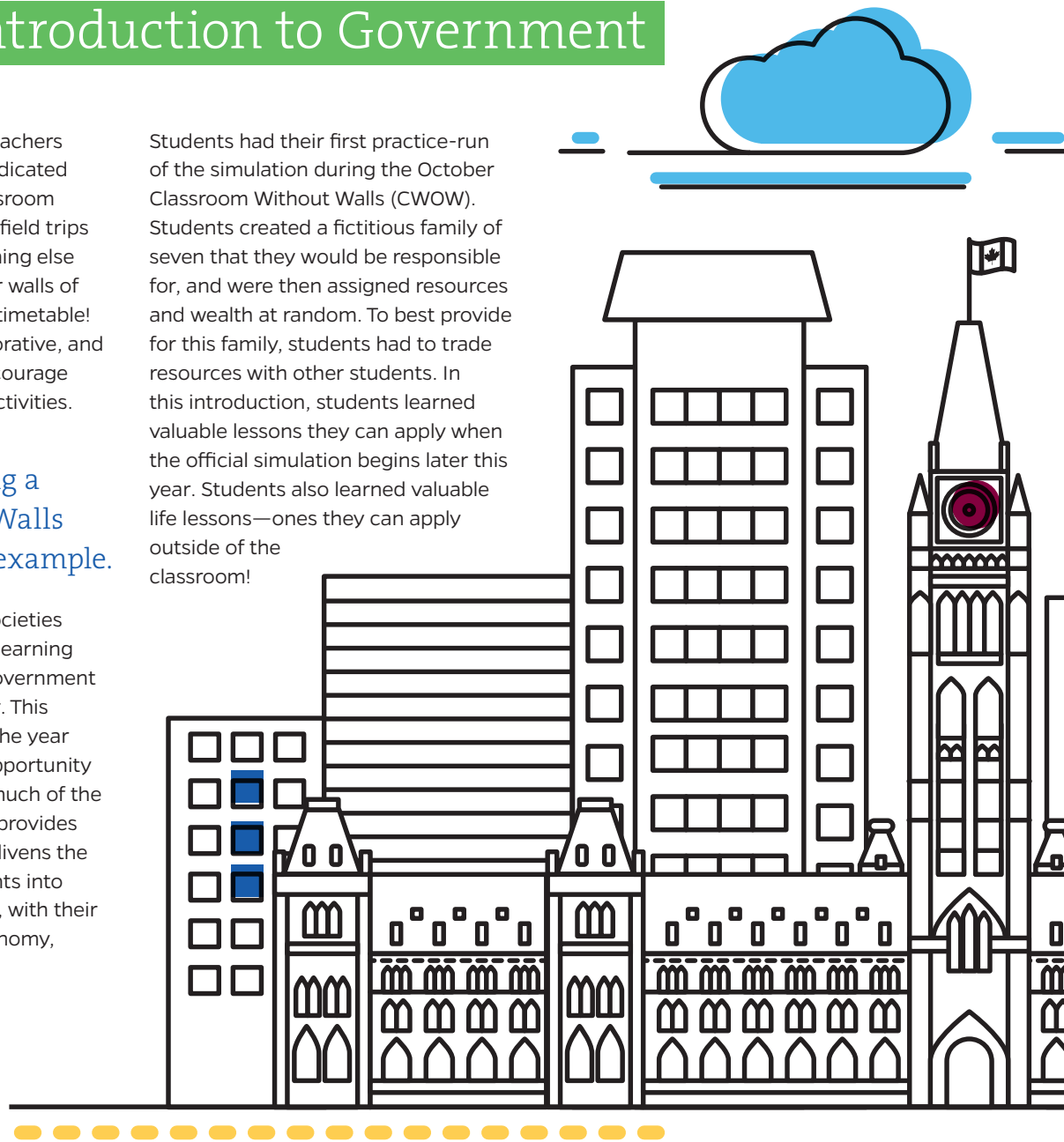
## Grade 9's Introduction to Government

Each month, students and teachers have an entire school day dedicated to experiential learning. Classroom Without Walls events can be field trips or labs, explorations or anything else that extends beyond the four walls of a classroom and the regular timetable! These days are highly collaborative, and purposefully designed to encourage authentic, interdisciplinary activities.

What happens during a Classroom Without Walls day? Here's just one example.

In Grade 9 Individuals and Societies classes, students have been learning to navigate a game-based government simulation called Civic Mirror. This simulation runs throughout the year and provides students the opportunity to experiment directly with much of the course content. Civic Mirror provides students with a voice and enlivens the curriculum by turning students into citizens of their own country, with their own government, court, economy, environment, and families.

Students had their first practice-run of the simulation during the October Classroom Without Walls (CWOW). Students created a fictitious family of seven that they would be responsible for, and were then assigned resources and wealth at random. To best provide for this family, students had to trade resources with other students. In this introduction, students learned valuable lessons they can apply when the official simulation begins later this year. Students also learned valuable life lessons—ones they can apply outside of the classroom!



# Life Lessons Learned

“It is important to establish terms and conditions when trading.”

“If you don’t have it in writing, it never happened.”

“People may inflate prices if they have a monopoly of resources.”

“Some people have an unfair advantage.”

“There are limited resources.”

“You can only rely on yourself to provide for the needs of your family.”

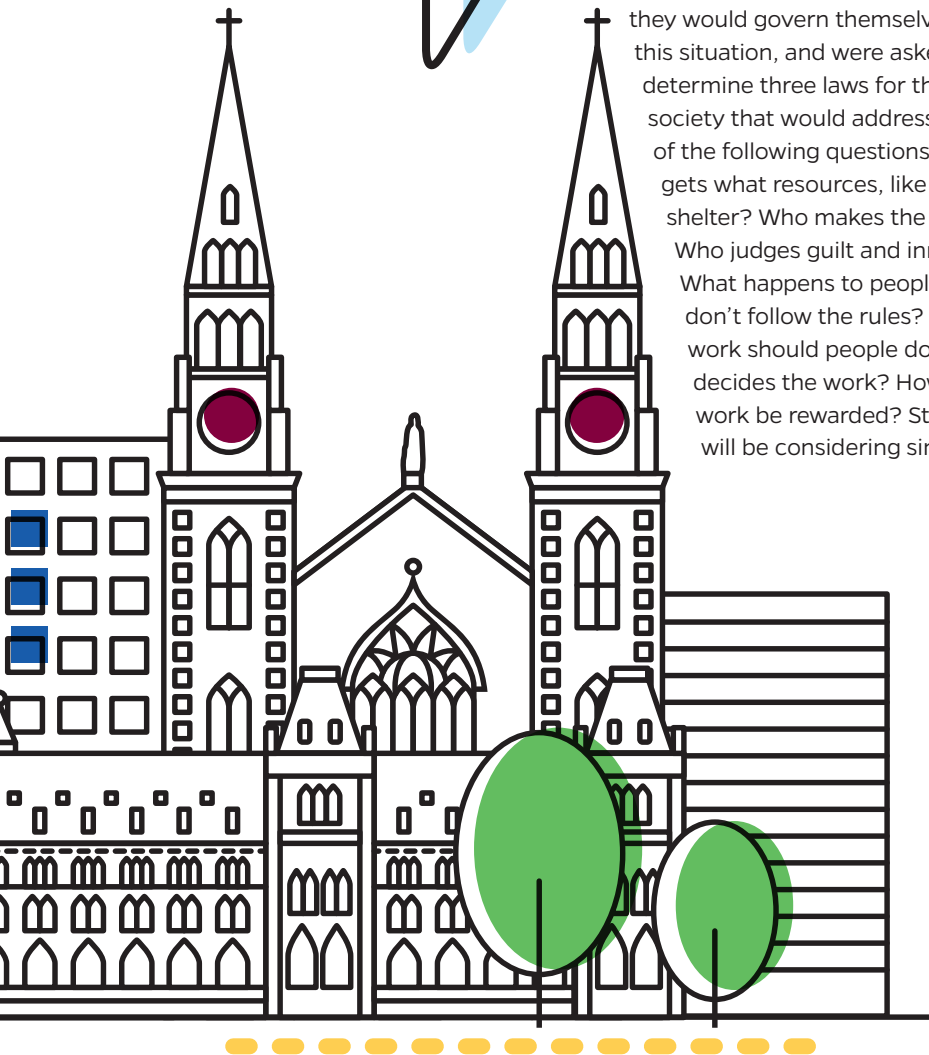
“Power is an essential resource. Everything needs power to function.”

Students then imagined that they had crash landed on a small deserted island. They had to consider how they would govern themselves in this situation, and were asked to determine three laws for their society that would address some of the following questions: who gets what resources, like food and shelter? Who makes the laws? Who judges guilt and innocence? What happens to people who don’t follow the rules? What work should people do? Who decides the work? How will work be rewarded? Students will be considering similar

questions as these when they establish the constitutions of their simulated countries in Civic Mirror later this year.

The Civic Mirror simulation will be frustrating at times, as students will be representing different political agendas and will have different opinions about how things should be done. We, therefore, asked students to act out scenarios that explored how disagreement can be managed to promote effective collaboration. We wrapped up the day with a Ted Talk called “Dare to Disagree,” which addressed the issues that students were asked to consider in their scenarios. We hope that by learning how (and why) to respectfully disagree, students will realize that – if managed effectively and with an open mind – disagreement can spur the creative process and promote collaborative progress.

By learning how (and why) to respectfully disagree, students learned that—if managed effectively and with an open mind—disagreement can spur the creative process and promote collaborative progress.



# People of Meadowridge



## Tejas G - About Child Haven

**WHERE YOU'LL FIND HIM:** Living and learning alongside his peers in Grade 11, as well as on the soccer field as part of the Senior Boys Soccer Team and serving as one of five Fraser House Captains on the Senior Student Council.

### **You've been involved with Child Haven International for quite some time. What got you started?**

I was very young when my parents introduced me to Child Haven and when I was only eight years old, I had the life changing experience of visiting a Child Haven home in India. We brought ice cream and balloons for the kids and even though they were such simple gifts, I can still remember their vivid smiles and priceless expressions to this day. That experience really put things into perspective. It taught me how fortunate we are here, and that motivated me to do whatever I can to help the cause.

### **What has kept you going?**

Growing up around my parents' passion for Child Haven and getting to visit that Child Haven home really made a lasting impression on me. Getting to experience it first-hand is why I have such a deep connection to the cause and why I keep going.

### **You're taking over the reins from your sister, who hosted the dinner last year. Why did you want to keep this tradition (at Meadowridge) going?**

For me, it's about spreading awareness. Seeing Bonnie and Fred become household names for students and staff, and knowing that people understand the cause, is why I want to keep this tradition at Meadowridge going. The more events we do at Meadowridge, the more our local community learns about Child Haven.

### **A lot went into planning this event. Tell me about it! Did you enjoy it? What did you learn?**

Well, I can't lie, it was stressful at times. We started brainstorming and planning as far back as May. Especially with the start of Grade 11 and the Diploma Programme, it definitely took effort to balance. But we all have a passion for Child Haven and we felt it was completely worthwhile. I learned that it was the collaboration of our whole committee – students, Noah, Denise, Kayla, myself, my mom Yamini and staff Mrs. Gunning – that brought about the success we saw. We each played an integral role and learned so much about the Child Haven cause.

### **What prepared you for this undertaking?**

Being a Meadowridge student and a member of the Junior Council, I gained an understanding of how to organize events and the importance of service. It was also in the Global Citizenship Club where I developed a passion for service. All these involvements have prepared me to take on this big passion project.

### **What are you plans moving forward?**

For as long as the school is willing to continue supporting the event, we would love to continue putting it on. I feel that it's so important to bring the Child Haven message, story, and cause to our local community.



*Who, or what, inspires you to give back?*

**My family inspires me to give back. I was raised in an environment where we very much lived and breathed the importance of giving back.**

*What was your best moment when planning or hosting the event?*

**A moment that stood out to me was when our Geography teacher, Mr. Lockhart, told me he wanted to make Child Haven a topic in his class. It made me so happy to know that the awareness would continue to spread.**

*What was the most challenging?*

**The most challenging aspect for me, was believe it or not, right at the beginning. We had difficulties trying to pick a date for the event. It meant a lot to me to have Bonnie and Fred be at our event, to bring the Child Haven presence to the school. But none of our dates worked for them. When we expected nobody to make it, Sharon, who works with Child Haven, graciously offered to be here and even brought a personalized video message from Bonnie and Fred.**

*Best piece of advice to any of your peers hoping to give back?*


**Whatever it is that you would like to give back to, you should go out and try to experience the cause first-hand. The opportunity to be hands on is what really makes the cause personal to you.**

*Who inspires you most?*

**My whole family inspires me. Whether it is my dad or my mom or my sister. Everything that we have gone through together inspires me to keep being motivated and do more.**

*What's next?*

**Now that we have brought Child Haven to Meadowridge, my next goal would be to bring Meadowridge to Child Haven. I hope to one day create a service trip to a Child Haven home in India, thus bringing Meadowridge to Child Haven.**







*for current families*

# Re-Registration

**OPEN FROM JANUARY 7 TO FEBRUARY 1** Please complete the re-registration process by dating and signing the contract and submitting the required deposit. Submitting your re-registration contract on time helps us to prepare budgets, offer teacher contracts, and make program decisions for the upcoming year.



*for prospective families*

# Admissions Dates & Deadlines

**APPLICATION DEADLINE IS DECEMBER 31, 2018** Be sure to have submitted your completed application by this deadline. We anticipate waitlists at many grades.

## 2019 OPEN HOUSE DATES

February 1, 2019  
March 1, 2019  
April 5, 2019  
May 3, 2019  
May 31, 2019